

Building Blocks of Reading Teaching Formats Handout



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PHONEMIC AWARENESS



PHONEMIC AWARENESS

Segmenting Format

Teacher	Students
1. I will say a word slowly, then you say it slowly. Say a new sound each time I signal.	
2. I'll say it slowly. Listen. (pause.) (Teacher signals each time she says a new sound.) iiifff.	
3. You say it slowly. (Teacher signals each time students are to say a new sound.)	iiifff
4. Repeat steps 2, and 3 with: <i>sam, fun, is.</i>	
5. Repeat the set of words until firm.	
6. Give individual turns.	

PHONEMIC AWARENESS**Blending Format**

Teacher	Students
1. We are going to play a word game. I will say a word slowly, then you say it fast.	
2. Listen. (pause.) iiiffff. Say it fast! (signal.)	If
3. Repeat step 2 with: <i>sad, fun, am.</i>	
4. Repeat the set of words until firm.	
5. Give individual turns.	

PHONEMIC AWARENESS

Segmenting & Blending Format

Teacher	Students
1. I will say a word slowly. First you will say it slowly, then you will say it fast.	
2. Listen. (pause.) iiiffff. Say it slowly. (pause.) (Signal for each new sound.) Say it fast! (signal.)	iiiffff if
3. Repeat step 2 with: <i>sam, fun, is.</i>	
4. Repeat the set of words until firm.	
5. Give individual turns.	

PHONEMIC AWARENESS

Rhyming Format

Teacher	Students
1. You're going to start with a sound and rhyme with "at."	
2. Listen. First, you'll say (pause) "rrr," (pause), then you'll say (pause) "at." (Signal for each new sound.) Model again.	
3. What will you say first? (signal) Then what will you say? (signal) Say it slowly. (signal) Say it fast. (signal) Yes, "rat." You rhymed with "at"!	rrr at rrrat rat
4. Repeat steps 2-3 with: <i>sat, mat</i>	
5. Give individual turns.	

BEGINNING DECODING



BEGINNING DECODING

Sequence of Skills for Beginning Decoding (Skill Level)

Skill	Beg K	Mid K	End K	Beg 1st
Segmenting				
Blending				
Letter Sounds				
Sounding Out				
Sight Word Reading				
Irregulars at Beginning (sound out/“really say it”)				

Introduction and daily practice

Periodic review

BEGINNING DECODING

Letter Sounds – Introduction

Assume you are teaching students the sound for the letter “**g**” for the first time.

Teacher	Students
1. “ When I touch under the letter, you say the sound. Keep saying it as long as I touch under it. ”	
2. (point to the new letter.) “ This letter says /g/. What sound? ” (signal)	/g/
3. “ Again, what sound? ” (signal)	/g/
4. Give individual turns.	

BEGINNING DECODING

Letter Sounds – Introduction

g

g

g

g

g

g

BEGINNING DECODING

Letter Sounds – Discrimination

Now that students are firm on **g** by itself, use the following letters for discrimination: ***m, a, t, s, i, f, d.***

Teacher	Students
1. “When I touch under the letter, you say the sound. Keep saying it as long as I touch under it.”	
2. (point to the new letter.) “What sound?” (signal)	<i>/g/</i>
3. (point to a previously learned letter.) “What sound?” (signal)	<i>/sss/</i>
4. Test the new letter again, then previously introduced letters. Gradually increase the number of previously introduced letters between trials of the new letter.	
5. Repeat trials on letters until all are firm.	
6. Give individual turns.	

BEGINNING DECODING**Letter Sounds – Discrimination***g**m**g**s**i**g**f**s**t**g**f**m**a**r**g*

BEGINNING DECODING

Sounding Out Words – Application

Teacher	Students
1. <i>Instructions.</i> “ You’re going to sound out each word, then you are going to say it fast. ”	
2. (Point to the left of the word.) “ Sound it out. Get ready. ” (Signal: loop and hold under each letter. Repeat until students sound-out the word correctly.)	sssaaamm
3. (Move finger back to the beginning of the word and immediately say), “ What word? ” (Signal: move finger quickly across bottom of word.)	sam
4. Repeat steps 2 and 3 with each word in the list.	
5. Give individual turns. Signal is same as for group turns.	

BEGINNING DECODING

Sight Word Reading - Practice

Teacher	Students
<p>1. <i>Instructions.</i> “You’re going to read these words the fast way. When I point to a word, sound it out to yourself. When I signal, say the word.”</p>	
<p>2. <i>Students read words with 3-second pause.</i> (Point to the left of the first word. Pause 3 seconds.) “What word?” (Signal.)</p>	sam
<p>3. Repeat step 2 with remaining words.</p>	
<p>4. <i>Students read words with 2-second pause.</i> (Point to the left of the first word. Pause 2 seconds.) “What word?” (Signal.)</p>	sam
<p>5. Repeat step 4 with remaining words.</p>	
<p>6. <i>Individual turns.</i> Call on individuals to read words with 2-second pause.</p>	

BEGINNING DECODING

Irregular Words – Beginning Stage (Sounding Out)

Teacher Roll	Students
<p>1. <i>Model.</i> “This is a funny word. Listen to me sound it out.” (Signal: loop and touch under each letter.) “Wwwăăăsss. That is how we sound it out. But here is how we say it: was. How do we say it?” (Signal)</p>	was
<p>2. <i>Test.</i> (Point to the left of the word.) “Sound it out. Get ready.” (Signal: loop and touch under each letter.) “But how do we say the word?” (Signal) “Remember, how do we say it?” (Signal)</p>	<p>wwwăăăsss</p> <p>was</p> <p>was</p>
<p>3. Give individual turns on step 2. Signals are the same as for group responses.</p>	


ADVANCED DECODING



ADVANCED DECODING

Sequence of Skills for Advanced Decoding (Skill Level)

Skill	Late 1 st grade	Early 2 nd grade	Mid 2 nd grade	Late 2 nd grade
Letter combinations				
VCe rule words (Final “e”)				
Simple affixes				
VCe derivatives				
Irregular words (Advanced: Sight Reading)				

 Introduction and daily practice

 Periodic review

ADVANCED DECODING

Letter Combinations

Steps	Letter Combination Words
Discrimination Mix of letter combinations	<u>eat</u> <u>nigh</u> t <u>sh</u> op <u>sa</u> y <u>bee</u> p (Underline the letter combination.)
First pass	What sound? (test part) What word? (test whole)
Second pass	What word? (test whole)
Individual turns	YES!
Corrections	Model / Test / Delayed Test

ADVANCED DECODING

Final “e” Rule - Introduction

Steps	VCe Words
Discrimination: Mix VC & VCe words; Mix of vowels	<u>a</u> te m <u>i</u> ne t <u>o</u> p s <u>l</u> ope r <u>i</u> de m <u>a</u> p (Underline the medial vowel.)
Introduce Rule	When there is an ‘e’ at the end of the word, this letter (point to it) says its name.
Practice Applying Rule	(Point to “ate.”) Does this word have an “e” on the end? Students: “yes” (point to “a”) So what does this letter say? Students: “A”
Individual turns	YES!
Correction	Rule / Test / Delayed Test

ADVANCED DECODING**Final “e” Rule - Application**

Steps	VCe Words
Discrimination: Mix VC & VCe words; Mix of vowels	f <u>i</u> ne t <u>o</u> p sl <u>o</u> pe t <u>a</u> pe s <u>u</u> n (Underline the medial vowel.)
First pass	What sound? (test part) What word? (test whole)
Second pass	What word? (test whole)
Individual turns	YES!
Correction	Model / Test / Delayed Test or Rule / Test/ Delayed Test

ADVANCED DECODING

Multiple Part Words

Steps	Multiple Part Words
Discrimination: Mix of parts	un <u>kind</u> <u>m</u> opping <u>exc</u> itement day <u>time</u> <u>so</u> mething (Underline the harder part.)
First pass	What part? (test part) What word? (test whole)
Second pass	What word? (test whole)
Individual turns	YES!
Corrections	Model / Test / Delayed Test

ADVANCED DECODING

Affixes – Multiple Part Format

Steps	Affixes
Discrimination: Mix of words with different affixes.	Un <u>l</u> ock <u>c</u> areful <u>th</u> oughtless re <u>l</u> fill <u>e</u> xpel (Underline the harder part.)
First pass	What part? (test part) What word? (test whole)
Second pass	What word? (test whole)
Individual turns	YES!
Corrections	Model / Test / Delayed Test

ADVANCED DECODING

Contractions – Multiple Part Format

Steps	Contractions
Discrimination: Mix of contracted words	<u>we'll</u> <u>he'd</u> <u>didn't</u> <u>can't</u> <u>she's</u> <u>they'd</u> (Underline the base word .)
First pass	What part? (test part) What word? (test whole)
Second pass	What word? (test whole)
Individual Turns	Yes!
Corrections	Model / Test / Delayed Test

ADVANCED DECODING

-ed Words – Multiple Part Format

Steps	“-ed” words
Discrimination: Mix of types of “-ed” words	<p> <u>picked</u> <u>landed</u> <u>tagged</u> <u>stopped</u> (Underline the base word.) (NEVER underline the “-ed.”) </p>
First pass	<p> What part? (test part) What word? (test whole) </p>
Second pass	<p>What word? (test whole)</p>
Individual Turns	Yes!
Corrections	Model / Test / Delayed Test

ADVANCED DECODING

VCe Derivatives – Introduction

Steps	VCe Derivative Words
Discrimination: Mix VC derivative & VCe derivative words; Mix of vowels	t <u>a</u> pping t <u>a</u> ped sl <u>o</u> ping r <u>i</u> pped (Underline the first vowel.)
Introduce Rule	(Point to the vowel and say), “If a double letter comes next, say the sound. If a single letter comes next, say the name.”
Practice Applying Rule	(Point to “tapping.”) Single letter or double letter? Students: “Double letter” (point to “a”) Does it say its sound or name? Students: “Sound” (point to “a”) What sound? Students: “/ă/”
Individual turns	YES!
Correction	Rule / Test / Delayed Test

ADVANCED DECODING

VCe Derivatives – Application

Steps	VCe Derivative Words
Discrimination: Mix of VCe derivatives & VC derivatives. Mix of vowels.	taped n <u>a</u> pper m <u>o</u> pping t <u>i</u> ming f <u>i</u> tted cl <u>o</u> sed (Underline the first vowel.)
First pass	What sound? (test part) What word? (test whole)
Second pass	What word? (test whole)
Individual Turns	Yes!
Corrections	Model / Test / Delayed Test or Rule / Test / Delayed Test

ADVANCED DECODING

Y Derivatives (y-to-i words)

Steps	Y Derivative Words
Discrimination: Mix of sounds made by “ie”	buddy + es = buddies silly + est = silliest try + ed = tried (Base + suffix = derivative)
First pass	What word? (test base) What word? (test derivative)
Second pass	(Erase or cover base + suffix if possible.) What word? (test derivative)
Individual Turns	Yes!
Corrections	Model / Test / Delayed Test

ADVANCED DECODING**Irregular Words – Advanced Stage (Spelling format)**

Steps	Irregular Words
Word list: Mix of exceptions	book coming heart thought
First pass	This word is ____. (Model) What word? (Test) Spell it. (Spell) What word did you spell? (Test)
Second pass	What word? (Test)
Individual turns	YES!
Corrections	Model/ Test/ Spell/ Test/ Delayed Test or Model/ Test/ Delayed Test

Anatomy of a Reading Lesson

1. **Word Attack** (decoding)
2. **Vocabulary** (for meaning)
3. **Build Background Knowledge**
4. **Passage Reading:**
 1. Accuracy- Reread if criteria not met
 2. Comprehension- Read again, asking questions
 3. Fluency- e.g., partner reading, checkouts
5. **Additional Comprehension, Vocabulary work**

E.g., Written summaries, extension activities

References

Note: Curriculum and Practitioner Friendly Resources in Bold

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