5 Pillars of Literacy

OLC Volunteer Training Series September 30, 2014
In 2000, the National Reading Panel (NRP) was commissioned to study reading programs. They focused on only those that had verifiable data.

They determined the need for systematic and direct instruction that was focused in 5 curriculum areas known as the 5 domains of reading or …The Big 5!
PHONOLOGICAL/ PHONEMIC AWARENESS

Phonological Awareness is to UNDERSTAND and KNOW language is SOUNDS.

Phonemic Awareness is to UNDERSTAND and KNOW that you:

PUT SOUNDS TOGETHER to CREATE words
MOVE SOUNDS around to create or make new words and words that are not real words. *(Dr. Seuss - A Wocket in my Pocket)*

BOTH ARE ORAL - LISTENING and RESPONDING to what is HEARD!

What does it look like if students have mastered this skill?
**PHONICS**

**Phonics** means that you have alphabetic understanding - you know the CODE!

You UNDERSTAND and KNOW the sounds connected to each letter of the alphabet.

You can use them for spelling and writing.

You can read NONSENSE words.

**What does it look like if students have mastered phonics?**
FLUENCY

Fluency means: You can read smoothly with SPEED, ACCURACY and EXPRESSION.

Fluency requires for you to do three (3) things accurately and automatically at the same time:

1) use the alphabetic principle
2) use sight word knowledge
3) use punctuation knowledge

Why is Fluency important for beginning readers to develop?
Fluent readers are able to THINK about what they are READING!

Students who read fluently …

- Recognize words automatically.
- Group words quickly.
- Read aloud effortlessly and with expression.
- Can concentrate on the meaning of the text rather than decoding words.

But what if they don’t?
**VOCABULARY**

Vocabulary means …
To UNDERSTAND or KNOW the meaning of a word whether it is presented visually or orally.

The collection of words (vocabulary) you KNOW and USE correctly are gained by your conversational and literary exposure to the world.

What is the impact of vocabulary on reading?
What is a "good" vocabulary?

A “good” vocabulary is both a wide vocabulary and a deep vocabulary. A wide vocabulary refers to the number of words you know. A deep vocabulary means how well you know the meanings of words in your vocabulary.

But what if they don’t?
HOW TO DEVELOP VOCABULARY

1) **Grow Wider:** Identify good tier II words for a student to learn

2) **Grow Deeper:** Practice and review these words until mastered

<table>
<thead>
<tr>
<th>Forever Words (tier II)</th>
<th>Now Words (tier III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. groaned, grinned, dawn, tremble, produce, bawl</td>
<td>Ex. exoskeleton, bog, bale of hay, personified, lanky</td>
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</tbody>
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**COMPREHENSION**

Comprehension means – think about what you are reading and to construct meaning from what you have read.

Key comprehension strategies in the common core include:

**Author’s Message:** “Assess how point of view or purpose shapes the content and style of a text.”

**Making Inferences:** “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

**Compare/Contrast:** “Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.”
DEVELOPING COMPREHENSION: BEFORE READING

• Look at title, back cover, chapter headings

• Make predictions
  - Characters, setting, problem

• Activate/provide background knowledge

• Set a comprehension focus
OTHER STRATEGIES FOR DEVELOPING COMPREHENSION

During Reading: Stop to ask the student questions. Let’s brainstorm some great questions to ask.

After Reading: Ask the student to summarize the story. Go back and re-read certain sections to better understand details and make inferences.

Tip: Record your thoughts on post-its as you read.
THANK YOU!

- We greatly appreciate the work you do to help students in Oakland become proficient readers!

- Please give us some feedback on the way out.