Building Blocks of Successful Reading

**Spoken Language**
Noticing the sounds in language

Phonological Awareness, Phonemic Awareness
Awareness goes from noticing larger parts of language (words in a sentence) to smaller and smaller units of sound. Noticing individual sounds in a word is most difficult. In order to be proficient readers, students need to not only notice and analyze the individual sounds in words, but be able to manipulate those sounds easily.

**Written Words: Phonic Decoding**
Matching Sounds to Print

Students need to be taught how the sounds in the words we say match the letters printed on the page (phonics). Students learn basic letter-sound correspondence, sound blending, and then learn increasingly complex phonics patterns.

When words can be read automatically, they become **sight words**.

**Fluency**
Fluency happens when a student is able to automatically recognize words (at conversational pace), read in meaningful phrases, use punctuation, and use appropriate expression.

**Comprehension**

- *Language Comprehension*
  ("Book Language," Sentence Structure)

- **Background knowledge about the topic:** Readers need background knowledge to support their reading. Without a basic understanding of the topic, it's very hard to fully understand the text, even if all the words can be decoded.

- **Vocabulary:** If a word is in the reader’s spoken vocabulary, it’s much easier to read. The more a student struggles with unknown words in the text, the harder it is to read and understand the overall meaning of the text. A strong spoken vocabulary helps prepare students for complex text.

- **Thinking Strategies**
  (Make Connections; Ask Questions, Predict; Make Mental Images, Infer, Determine Importance, Synthesize)

- **Text Structure/Organization**