
CREATING STRATEGIC READERS

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Introduction

Since the publication of the first edition of *Creating Strategic Readers* in 2005, and the second edition in 2009, I have had the opportunity to travel nationally and internationally to meet firsthand with teachers who have read and applied the strategies. *Creating Strategic Readers* has been overwhelmingly received by educators globally and has been making an impact on the next generation of readers. It is inspiring to know that teachers are using this resource to support their learners to think strategically.

Prior to the first edition of *Creating Strategic Readers*, research was proving—and is still proving—that teachers need to modify some of their traditional practices of teaching skills in isolation (Duffy and Roehler 1986; Loughran 2013; Pressley et al. 1992; Pressley et al. 1989). I wrote *Creating Strategic Readers* to support teachers who knew they wanted a comprehensive literacy approach and did not want to teach skills in isolation. These educators know that our *goal* is to teach reading as a strategic decision-making process that allows readers to use basic reading skills automatically and apply strategies independently to comprehend what they read.

At the birth of *Creating Strategic Readers*, reading initiatives were leaning towards explicit, direct instruction, and my trepidation was that reading would be viewed as very skill-driven without the emphasis being on why readers are doing what they are doing to read. During that time, federal mandates reflected on embedding the five reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in a segmented literacy block of instruction, as identified by the National Reading Panel (NRP) report (National Institute of Child Health and Human Development [NICHD] 2000). This fragmented framework caused a deep concern within the literacy world. It was my desire to equip educators with techniques that concentrate on effective instruction within these five components, promoting strategic reading in an authentic learning environment.

Looking Back to Go Forward: A Focus on the Whole Child

As we continue to strive to help create these strategic learners, it is imperative that we assess the multitude of theories and initiatives that educators have researched and applied over generations in the name, and sometimes *game*, of education. We continue to revisit what has worked and what has not within educational mandates, and bring forth a secure and steady system that will globally prepare learners for success. We need to consistently analyze the art and science of how to support, rather than suppress, critical and creative thinking.

Prior to the No Child Left Behind (NCLB) Act, the Goals 2000: Educate America Act of 1994 focused on preparing students for “a technologically sophisticated and competitive job market” (Short and Talley 1997, 234). Standards embedded in this act focused more than NCLB on the whole child: critical thinker, creative learner, effective communicator, and cooperative worker, to name a few. As we continue to take the cognitive, scientifically-based knowledge and questions that surfaced from NCLB and interweave it with the artistic standards incorporated in past educational acts, our focus will remain on educating the whole child to become college and career ready. It is a crucial time for all of us to support the education system in teaching the minds of tomorrow to empower them to lead the way. To be able to scaffold their instruction authentically and systematically, it is necessary for today’s educators to have cognitive knowledge and artistic design as they construct effective instruction. In order for students to become responsible for their learning, educators will need to cultivate them to be intrinsically motivated, engaged, strategic, and able to direct their own learning.

When working with teachers who were using the first and second editions, I found that many wanted to discuss and reflect on ways to motivate and engage their readers while focusing on the strategies. The first and second editions presented timeless strategies that proficient readers apply, and these strategies continue to stand the test of time. In this updated edition, new research to support each of these strategies and to show why they are widely successful with literacy learners has been included.

This third edition will empower and equip educators to have a solid command of designing effective, rigorous instruction. All 126 techniques within *Creating Strategic Readers, 3rd edition*, has woven the Gradual Release of Responsibility (GRR) model (Pearson and Gallagher 1983) as one of the strong cords throughout the fabric of each strategy. This approach should include scaffolding: modeling for the students, interacting with the students, gradually guiding the students, and allowing ample time for independent application of skills and strategies by the students. This scaffolding, or Gradual Release of Responsibility (Pearson and Gallagher 1983), should occur repeatedly throughout teaching and learning opportunities. Scaffolding instruction, according to the individual needs of readers, will help students to become independent, strategic readers.

The second cord that has been woven within each strategy is a combination of Bloom’s Taxonomy (Bloom 1956; Anderson and Krathwohl 2001) and Webb’s Depth of Knowledge (Webb 2002) to continue to elevate the level of Teacher Talk to increase critical thinking. The final strong cord in this trio of strength is Multiple Intelligences (Gardner 1983), which have been enhanced and magnified to ensure that instruction focuses on reaching and teaching the whole learner.

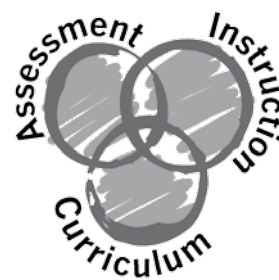
Literacy *needs* to be at the forefront of all content-area learning. This interaction between the reader and the text generates critical thinking and problem solving while the reader is engaging in the reading process, allowing readers to be active thinkers rather than passive ones. Currently, the United States has embarked on providing Common Core State Standards for all. The Common Core’s mission statement includes that “the standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young

people need for success in colleges and careers” (2010). The days of stressing the acquisition of reading skills *in isolation* are in the past. Skills are valuable if it is understood how to apply them strategically. Self-regulated readers apply their reading skills automatically, concentrating on the strategies rather than the skills. This form of self-regulation is the ultimate design of strategic readers (Bjork, Dunlosky, and Kornell 2013; Hilden and Pressley 2007; Paris, Wasik, and Turner 1991; Parsons 2008).

Educators may utilize this book as a source to better equip themselves in the craft of teaching reading throughout the entire curriculum and in all content areas. The three cords of Gradual Release of Responsibility, Critical Thinking, and Multiple Intelligences have been embedded with this third edition to empower educators to be confident, dedicated, and determined to reach today’s global learners. To move forward successfully, teachers need a plethora of research-based reading strategies at their disposal. That continues to be the heartbeat of *Creating Strategic Readers, 3rd Edition*.

Overview of This Book

A Curriculum, Assessment, and Instruction (CAI) framework, guided by addressing the whole child, is presented in Chapter 1 of this book. **Chapter 1** explores the comprehensive literacy classroom with emphasis on effective, rigorous instruction; the developmental stages of reading with component indicators; a model of text complexity; conditions of optimal learning; and scaffolding instruction. The CAI icon is located throughout the book to identify each designated framework area. The shaded area of the triple Venn diagram corresponds with each identified section (i.e., curriculum, assessment, and instruction).



Chapters 2–5 focus on word study, vocabulary, fluency, and comprehension. Each chapter focuses on a specific-reading component, beginning with an overview of the essence of the component and current evidence-based research. The CAI framework is formatted and demonstrated in each chapter.

The *curriculum* section in each chapter is identified as the reading component with 32 strategies within the chapters (i.e., what you want your students to know about a specific reading component, and what strategies you want them to apply to that component). Each strategy is defined and then followed by instructional techniques that support the application of the strategy. These strategies are aligned with supporting skills and additional reading strategies for reciprocal flow between skills and strategies in a synchronized way, which results in making meaning while reading a text. It is important to remember that the strategies do not need to be taught in a specific order; the order should be based on individual students’ needs.

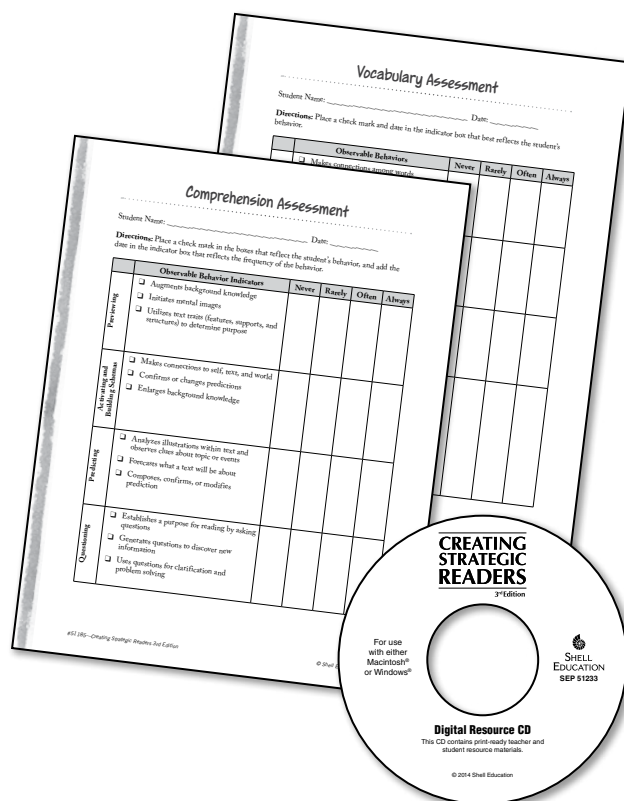
Strategy *assessments* are embedded within each chapter for educators to evaluate students’ strengths and weaknesses (behavior indicators) within a particular strategy. These assessments

are guides to help keep the end results in mind as educators implement the various techniques that support the strategies. A review of appropriate Teacher Talk (e.g., statements, questions, and prompts) is provided at the beginning of each strategy section and within each technique. The Teacher Talk is hierarchically aligned with Bloom’s Taxonomy and Webb’s Depth of Knowledge, asking students to stay in the realm of “why” they are learning a specific content at a deeper level of understanding that relies more on complexity than difficulty. Try using some of these statements, questions, and prompts with students as you work through the techniques in the Rhyming section. It is imperative to scaffold the implementation of teacher talk and concept of application, beginning with the simple taxonomy of “Remembering” assisting to the more complex taxonomy of “Creating”, to effectively implement rigorous instruction for academic success. Using this form of conversational coaching encourages readers to think strategically as they employ the given skills and strategies.

The techniques in this book are aligned to the Common Core State Standards. The standards are provided on the Digital Resource CD (standards.pdf). Many of the techniques have accompanying resources that can be used for assessment purposes, if desired. These can be found on the Digital Resource CD. Also included is an assessment rubric for each chapter. (See Appendix B for a complete list of materials included on the Digital Resource CD.) These assessments include all of the strategy behavior indicators from each chapter in one comprehensive format. They can be used in many ways, such as:

- formative assessments
- summative assessments
- parent and/or student conferences
- instructional grouping
- student goal setting
- differentiation
- process monitoring

This is by no means an exhaustive list; it is only meant to support educators and can be used as a springboard to inform instruction.



The *instructional* techniques support the strategies and are designed to help the whole child become a sophisticated learner. These chapters include 126 techniques to support teaching the necessary strategies for self-regulated reading. The procedure for each technique should begin with the teacher modeling the entire technique, using appropriate text, and then be followed by ample time for students to work toward independent use of the strategy. A scaffolding, or Gradual Release of Responsibility (GRR) model (Pearson and Gallagher 1983), should occur repeatedly throughout teaching and learning opportunities. Within the instructional steps of each technique, the GRR model is embedded to present a consistent picture of how this looks in the classroom. The first step correlates with the teacher modeling the “I do” phase, the second and third steps correlate with the “we do” and “with you” phase of collaboration, and the final step correlates with the “by you” phase of self-sufficiency. Scaffolding instruction according to the individual needs of readers will help students to become independent, strategic readers.

In this third edition, I also include additional ways to differentiate learning and extend instruction to motivate and engage students. I felt it was important to include techniques that best support English language learners (ELLs) as well; applicable techniques are identified in Chapters 2–5 for these learners. However, it is important to note that the Center for the Improvement of Early Reading Achievement (CIERA) recommends that English language learners learn to read in their first language before being taught to read English (Hiebert et al. 1998).

My life’s mission has always been to inspire, encourage, and transform lives. As a classroom teacher, I wanted my students to leave my doors *confident* in who they were, *dedicated* to being lifelong learners, and *determined* to apply their newfound knowledge. More than ever, the time has come for all of us to rise above the challenges that are all around and become *confident*, *dedicated*, and *determined* educators who believe that their students can achieve! The students in today’s classrooms are tomorrow’s future. It is time for all of us to believe that these students can be lifelong, self-regulated, strategic literacy learners. Do you believe that the children are our future? A well-known song by Whitney Houston says for us to “teach them well and let them lead the way.” I do believe we need to provide opportunities for these young minds to fully develop so that they are equipped to be *confident*, *dedicated*, and *determined* as strong, literate individuals.

Use this book as an artist’s palette. Dip your brushes into the colorful ways (strategies and techniques) to create on your canvases (your students’ minds) a masterpiece of learning that completes the whole picture—strategic readers!

Figure 2.5 Segmenting Samples

sentences to words	<i>The dog barks</i> becomes /The/ /dog/ /barks/
words to syllables	<i>garden</i> becomes /gar/den
words to onset and rime	<i>bike</i> becomes /b/-/ike/
words to individual phonemes	<i>cat</i> becomes /c/-/a/-/t/

To support Blending and Segmenting Sounds while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters are listed below.

Focus Skill(s):

- Concepts of words
- Awareness of sounds; onset and rimes
- Connecting
- Separating

Integrated Strategies:

- Isolating and Identifying Sounds; Analyzing Sounds (Chapter 2)

Accountable Teacher Talk for Blending and Segmenting Sounds



Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Blending and Segmenting Sounds strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom's Taxonomy's higher-order questioning (Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (2002).

Remembering and Understanding (Recall)

- How many words do you hear in the sentence?
- How does hearing the onset and then the rime help you to form the word?

Applying (Skill/Concept)

- Demonstrate the number of syllables (or sounds) you hear in the word by pushing your counters together.

Analyzing (Strategic Thinking)

- Try to say the word slowly to hear the individual sounds in the word ____ and determine other words that are close to the same number of sounds. How does slowly hearing each individual sound and blending the sounds as you go help you when forming a word?

Evaluating and Creating (Extended Thinking)

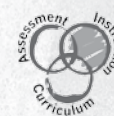
- Isolate the second syllable in the word _____. How many letters are represented within the highlighted syllable? What is the vowel that is in the highlighted syllable? Explain how thinking about syllables supports your ability to decode/sound out a word.
- Investigate words by their syllables. What information can you gather to support your understanding of syllables? Explain the steps you used to determine where the syllable breaks are in the word.

Behavior Indicators for Blending and Segmenting Sounds

As you assess students' ability to blend phonemes, use the following behaviors as a guide. Do students exhibit these behaviors never, rarely, often, or always?

- Blend and segment onsets and rimes of single-syllable spoken words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- Identify and separate a sentence to individual words, individual words to syllables, words to onset and rime, individual units of sound in a word, and structural analysis of a word

Techniques for Blending and Segmenting Sounds



Chime with Rimes

Purpose:

To hear and analyze two segments of a word, such as the onset and rime and blend them together to form the word

ELL Technique:

Yes

Materials:

- text
- word list from text with onsets and rimes
- puppet
- magazines
- dry-erase boards and markers
- online clip art programs
- *Rimes Poster* (see [rimesposter.pdf](#))
- Word Study Journals
- chart paper
- markers

Word Study
Blending and
Segmenting
Sounds

Learning Phases

I

After reading a sentence from a selected text, present students with a word from the text. Read the word to students, noting the particular rime sound you are studying (e.g., *ight*). Use a puppet to introduce blending onset and rimes by chanting a jingle as follows: Use two different voices. Your voice: “It starts with /n/.” Puppet voice: “and it ends with /ight/.” Your voice: “put it together, and it says *night*.”

We

Select a student to listen to the puppet say the onset and have the student create a rime that would make the new word. Rimes can be selected from the *Rimes Poster* to create a word to chant the jingle and have the student fill in the word at the end of the sentence. For example, “I know a word that begins with /c/ and ends with /ake/. Now put it together and it says ____ [cake].”

Continue to use the puppet and have students listen to the onset and rime (e.g., /r/-/ake/) and blend the two together in their minds to create a visual representation of the chosen onset and rime word.
Suggested Teacher Talk: *Explain how these words are similar.*

With
You

Ask groups to cut pictures out of a magazine or use electronic illustrations that represent a word with an onset and rime. Students can collect the pictures in a Word Study Journals, identify the segmentation in the word, and blend the word beside the picture in written form.

By
You

While independently reading, have students search for onset and rime words to analyze and demonstrate segmentation in their Word Study Journals. They can place a / to demonstrate the segmentation(s) in the word (e.g., r/ake, p/eeek).

Differentiation

To support visual learners and English language learners, use two different-color markers (one color for the onset *n* and the other color for the rime *ight*) to highlight the word for all students to see; record the word on a chart, using markers with these same colors.

Extensions

- Have students segment the word either by syllables (pen/cil) or phonemes (/d/- /e/- /s/-/k/).
- Challenge teams to think about or search in their text for words that have a particular rime, such as *-ight*, as a part of the words (e.g., *frightened*, *mighty*, *delightful*).

Body Blending

Purpose:

To hear the individual units of sound in a word and act out the blending of the phonemes to form the word

ELL Technique:

Yes

Materials:

- Hula-Hoops™
- index cards
- Word Study Journals

Learning Phases

I

Place one Hula-Hoop™ on the ground for each phoneme represented in a chosen word (e.g., *met* has three phonemes (/m/-/e/-/t/) = three hoops). Say each sound individually as you step into one hoop at a time. Move from left to right to represent the order of sounds in a word.

After saying the last sound, step out of the final hoop and blend all the sounds represented and say the word aloud. **Suggested Teacher Talk:** *How does slowly hearing each individual sound and blending the sounds as you go help you when forming a word?*

We

On individual cards, segment words into sounds or syllables. Choose volunteers to represent the proper number of sounds for students to “be a phoneme or syllable” in a predetermined word (e.g., log). Ask each student to stand behind a hoop. Invite the first student to step into the hoop and begin by saying the first sound (e.g., /l/). The next student steps inside his or her hoop and says the second sound (e.g., /o/) while linking onto the first student and orally combines the first sound with the second sound (e.g., /lo/).

Continue until all students standing in the hoops have said their sounds and linked arms to form a word. Have all the linked students take one step forward out of their hoops and pronounce the entire word in unison (log).

With
You

With small groups at a center/station, students can practice Body Blending using phonemes, or they can select one onset card and one rime card from the stacks and hop into the first Hula-Hoop™ and pronounce the onset. Then, hop into the next Hula-Hoop™ and say the rime. Finally, hop out of the Hula-Hoop™ and pronounce the blended word. **Suggested Teacher Talk:** *When you hop out of the final hoop, what are you doing to the word?*

By
You

Have students select words from their independent reading or writing to segment and blend sounds. After segmenting the sounds in a chosen word, have students draw circles (representing the hoops) from left to right for each sound in the word.

Instruct students to then write the grapheme(s) that correlate with each sound in the appropriate circle and the blended word below the circles. Students can use index cards to create segmentation cards by writing each sound segment on a card to share with others to scramble and blend.

Differentiation

Blend and segment the given words by syllables, affixes, and root words (e.g., if the word is multiplication, and you are working with syllables, the first student will say /mul/, and the second student will say /ti/ and then blend /mul/ and /ti/ together by saying /mul/ti/. The third student will say /pli/, followed by /mul/ti/pli/). Continue this process until students form the entire word.

Extension

Using key academic vocabulary words, write the letters on a note card that represents a unit of sound. Mix up the letter cards representing the word and pass them out to teams of students. Teams work to unscramble the letters and then perform their word, not by showing their letter cards but by saying the sounds and forming the word using the process described in the technique. If several letter cards could blend together to be an affix, have those students stay inside a Hula-Hoop™ together or stand shoulder-to-shoulder as they present their sounds. The rest of the class listens to the sounds and tries to discover the word. Instruct students to record the newly blended words in their Word Study Journals.

Egg-Cited About Sounds

Purpose:

To hear individual units of sound in words, and segment spoken syllable words into their complete sequence of individual sounds (phonemes)

ELL Technique:

Yes

Materials:

- text
- plastic eggs or a close and open container
- objects for counters (e.g., colored candies, paper clips)
- Word Study Journals

Learning Phases

I

Select words from a text you are reading in class. Pronounce one word and orally segment the phonemes in the word while dropping a counter into the egg or container. Close the container. Orally produce each phoneme again, shaking the egg/container with each phoneme.

We

Distribute one plastic egg (or a container that can be opened and closed) and four to six counters to students, and orally share a word from the text. Have students decide how many sounds are in the word and place a counter in the egg to represent each sound. **Suggested Teacher Talk:** *Determine how many sounds you hear in the word, and place a counter to represent each sound. How many counters did you place inside your egg? Why?* Have students close the eggs and pronounce the word slowly by isolating each sound as they shake the egg to the rhythm of the sounds.

With
You

Divide students into pairs. Designate one student as Partner A and the other Partner B. Have Partner A search through the selected text and choose a word to have Partner B segment according to the desired outcome (sounds, syllables) using the process described in the previous section. Then, Partner A checks the accuracy of Partner B's ability to segment and they reverse roles with alternative words.

By
You

Ask students to select a word from their independent reading or writing and write the word in their Word Study Journals. Specify the type of segments (sounds, syllables), and have students search in the text and highlight the chosen segment. Have students place the appropriate number of counters in the egg and shake out the word independently.

As the student pulls each counter out, instruct him or her to draw circles or boxes for the sounds represented in the word and then blend them all together by writing the word under the circles or boxes and revisiting the word in context.

Differentiation

Analyze a variety of segments (syllables, root and inflectional endings, affixes and roots in the word) while dropping a counter into the egg to represent each form of segmentation.

Suggested Teacher Talk: *Isolate the second syllable in the word _____. How many letters are represented within the highlighted syllable?* For example, if the word is *hibernation*, then students would place three counters in the container for the letters in /ber/. Then, students can analyze the highlighted syllable segment to determine from the number of letters how many sound units are within the syllable. For example, in the /ber/ syllable from the word *hibernation*, there are only two sounds: /b/ and the r-controlled vowel /er/.

Silly Sound Segmenting

Purpose:

To separate individual units of sounds in a word and demonstrate sounds through a tangible representation

ELL Technique:

Yes

Materials:

- text
- clay
- Word Study Journals
- sticky notes
- picture card

Learning Phases

I

Select a word from a familiar text, or show a picture card that represents the word. Roll a ball of clay into a long “silly snake” to represent the selected word. Orally segment each phoneme in the word, breaking off a chunk of clay as you say each phoneme, making sure to use the entire strip of clay since it represents the whole word.

Pick up the first piece of clay and say the phoneme it represents. Repeat this process with each piece of clay, presenting each phoneme within the word. Demonstrate blending the segments by picking up the first piece of clay again and say the phoneme it represents.

Next, pick up the second piece of clay and say the phoneme it represents while connecting the first and second pieces of clay. Orally produce the sound segment the first two phonemes represent. For example, if the *chosen* word is *fish*, the sound segment that represents the first two phonemes is /f/ + /i/ = /fi/. Continue this process until each phoneme is blended back together to form the original word.

We

Display sticky notes instead of clay for the whole group to see. Each sticky note denotes a syllable in the example word. Use a pointer or your finger to glide under each sticky note as you repeat the word. Share a word with the class, and ask volunteers to come up and count out how many sticky notes will be needed to represent the determined segments. Have the volunteers say the designated sounds and stick the note card on display, gliding to demonstrate blending the sounds. **Suggested Teacher Talk:** *Demonstrate how many sounds you hear in the word _____. Repeat the process with a new word from the text you are reading.*

With
You

Divide students into small groups. Provide each group with several small balls of clay, and ask them to shape their clay into a log roll like a snake. Pronounce a word directly from a chosen text and have students separate their “snakes” into a corresponding number of sound units, reminding them that each segment represents a phoneme. Have students demonstrate a one-to-one correspondence with each section of their snakes as they say the phonemes separately. Then have them pick up each individual segment while pronouncing the corresponding phoneme, pinching the individual segments together as they fuse the phonemes to re-form the word by blending. **Suggested Teacher Talk:** *What sounds do you hear in the word? Separate the sounds and represent each segment with a separate piece of clay. Which visual representation shows the ____ (e.g., the second) syllable in the word ____? (e.g., word = bicycle, second syllable = cy)*

By
You

Ask students to select words from a familiar literary or informational text the class has read or the student has read independently. Invite them to segment and blend phonemes in the selected words, creating a visual representation of each phoneme with clay, using the process previously described.

Differentiation

Have students blend the word in a variety of ways (e.g., syllables, prefix, or suffix, root word) and analyze the vowel sounds within each segment of the word while physically and orally reforming the word.

Extensions

- Break each syllable into individual phonemes by putting a tally mark on a syllable sticky note or break each piece of clay apart again to denote the number of phonemes in each syllable. Stack the sticky notes on top of each other as you say each syllable. Say the first syllable and pick up the first visual note. Continue to connect sticky notes, creating a visual representation of each syllable blending with the previous syllable to reform the word.
- Select a mystery word. Write clues for other students to demonstrate a word that would best represent the mystery word. For example, “I am thinking of a four syllable word—the first syllable vowel is /i/, it is a book of words with their definitions” (dic/- / tion/-/ar/-/y). In a Word Study Journal, students may record the word and the number representing how many segments are in the word (e.g., phonemes, syllables, affixes) and any mystery clues they create.



Word Study Strategy: Synthesizing Sounds

Students apply the word-study strategy of Synthesizing Sounds by converting letters (graphemes) into sounds (phonemes) and then combining those sounds to create a meaningful word. *Synthesizing* means to combine parts or elements to form a whole. This strategy mirrors the synthetic-phonics approach which demonstrates integration between visual and phonological representations (Johnston, McGeown, and Watson 2011). Some educators use the term *synthetic* with the term *explicit* when referring to phonics to detail the precise way letters and sounds are associated and then blended together through decoding. Adams (1990) defines *explicit phonics* as “the provision of systematic instruction or the relation of letter-sounds to words” (49). This provision is necessary for students who have little prerequisite knowledge about alphabetic principle and phonemic awareness.

“The more students pay attention to what their mouths do when they make a speech sound, the more likely they are to remember the association of sound to letter” (Herron 2008, 80). Implementing the synthesizing strategy systematically enhances the identification and blending of phonemes by providing opportunities to merge sounds incorporating instructional techniques that support these associations enables students to become independent strategic readers.

To support Synthesizing Sounds while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters, are listed below.

Focus Skill(s):

- Concepts of words
- Manipulating sounds
- Connecting sounds

Integrated Strategies:

- Isolating and Identifying; Sounds Blending and Segmenting Sounds (Chapter 2)
- Associating; Analyzing Words; Word Awareness (Chapter 3)



Accountable Teacher Talk for Synthesizing Sounds

Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Synthesizing Sounds strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom’s Taxonomy’s higher-order questioning (Anderson and Krathwohl 2001) and Webb’s Depth of Knowledge (2002).