Effective Reading Instruction

**Phonemic Awareness**
- Hear, identify, and manipulate sounds of spoken words

**Phonics**
- Know relationship between letters of written language and sounds of spoken language

**Fluency**
- Read text accurately and quickly

**Vocabulary**
- Words used to communicate effectively or use/recognize in print

**Comprehension**
- Understand what is read

**Phonemic**
- **Isolation**
  - Recognizes individual sounds in words
- **Identity**
  - Recognizes same sounds in different words
- **Categorization**
  - Recognizes word with odd sound in a set of words
- **Blending**
  - Combines sequence of sounds into a single word
- **Segmentation**
  - Breaks a word into separate sounds

**Phonics**
- **EXPLICIT and SYSTEMATIC INSTRUCTION**
  - **Isolation**
    - Recognizes individual sounds in words
  - **Identity**
    - Recognizes same sounds in different words
  - **Categorization**
    - Recognizes word with odd sound in a set of words
  - **Blending**
    - Combines sequence of sounds into a single word
  - **Segmentation**
    - Breaks a word into separate sounds

**Fluency**
- Bridge between word recognition and comprehension
  - **Provide models of fluent reading.**
  - **Provide repeated and monitored oral reading.**
  - Increase practice through audiotapes, peer guidance, tutors, *use of technology

**Vocabulary**
- **INDIRECT INSTRUCTION**
  - Students engage in oral language, listen to adults read to them, and read extensively on their own.

**Comprehension**
- **DIRECT INSTRUCTION**
  - Teach individual words and word learning strategies.
  - Teach use of dictionaries, glossaries, thesauruses, how to use word parts, and context clues.

**Comprehension Strategies**
- Teach students to be aware of what they do and do not understand, & the fix-up strategies.
- Use graphic and semantic organizers.
- Use text explicit/implicit and scriptal questions.
- Teach students to ask their own questions.
- Use summarizing.

Summarized from the National Institute for Literacy Publication, "Put Reading First: The Research Building Blocks for Teaching Children to Read"

[http://www.nifl.gov](http://www.nifl.gov) by Eileen Pracek, FDLRS/TECH, 6/02