

## *Five Big Ideas of Early Reading Instruction*

	<b>What it is</b>	<b>How it's taught</b>
<b>Phonemic Awareness</b>	The ability to notice, think about, and work with the individual sounds in spoken words	<ul style="list-style-type: none"> <li>• Focus on sound</li> <li>• Identify &amp; blend:               <ul style="list-style-type: none"> <li>○ Onsets (initial consonant or consonant clusters)</li> <li>○ Rimes (vowel and consonants that follow the onset)</li> </ul> </li> <li>• Segment, blend and manipulate sounds</li> </ul>
<b>Phonics</b>	Phonics and word study (decoding strategies) involve the systematic instruction of letter-sound relations to read and spell words accurately and quickly.	<ul style="list-style-type: none"> <li>• Practice knowledge of letter-sound correspondences</li> <li>• Decode and read words</li> <li>• Manipulate, categorize, and examine the similarities and differences in words</li> </ul>
<b>Vocabulary</b>	How children acquire an understanding of new words and concepts	<ul style="list-style-type: none"> <li>• Provide key experiences</li> <li>• Promote wide reading</li> <li>• Lead discussions through questioning</li> </ul>
<b>Fluency</b>	Reading quickly, accurately, and with expression	<ul style="list-style-type: none"> <li>• Practice reading words automatically (accurately and quickly with little attention or effort)</li> <li>• Increase speed (or rate) of reading while maintaining accuracy</li> <li>• Practice reading with expression</li> </ul>
<b>Comprehension</b>	The process that enables readers to make meaning of text, and to communicate meaning about what was read	<ul style="list-style-type: none"> <li>• Read text aloud</li> <li>• Communicate to others about what they read</li> <li>• Promote thinking and extended discourse through questioning and discussions</li> </ul>

### **RESOURCES:**

August & Shanahan (editors) (2006) *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children & Youth*.

NAEYC & IRA (1998) *Learning to Read & Write: Developmentally Appropriate Practices for Young Children*. Available online <http://naeyc.org/about/positions/pdf/PSREAD98.PDF>.

National Reading Panel (2000) *Teaching Children to Read: Report of the National Reading Panel*. Available online: <http://www.nichd.nih.gov/publications/nrp/smallbook.pdf>

National Institute for Literacy (2001) *Put Reading First: Helping Your Child Learn to Read: A Parent Guide: Preschool through Grade 3* Available online: [http://www.nifl.gov/partnershipforreading/publications/Parent\\_br.pdf](http://www.nifl.gov/partnershipforreading/publications/Parent_br.pdf)

Armbruster (2001) *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Available online: <http://www.nifl.gov/partnershipforreading/publications/Cierra.pdf>

Fillmore & Snow (2000) *What Teachers Need to Know about Language*. Washington, DC: Center for Applied Linguistics

Vaughan Gross Center for Reading and Language Arts. [www.TexasReading.org](http://www.TexasReading.org)