## Effective Reading Instruction

#### Phonemic Awareness

Hear, identify, and manipulate sounds of spoken words

#### PHONEME

#### **Isolation**

Recognizes individual sounds of words

### **Identify**

Recognizes same sounds in different words

## Categorization

Recognizes word with odd sounds in a set of words

#### Blending

Combines sequence of sounds into a single word

#### Segmentation

Breaks a word into separate sounds

#### Phonics

Know relationship between letters of written language and sounds of spoken language.

EXPLICIT and SYSTEMATIC INSTRUCTION

Identify useful series of sounds.

Teach them in a logical sequence.

Apply sounds to reading and writing.

#### Fluency

Read text accurately and quickly

## BRIDGE BETWEEN WORD RECOGNITION AND COMPREHENSION

Provide models of fluent reading.

Provide repeated and monitored oral reading.

Increase practice through audiotapes, peer guidance, tutors, and use of technology.

> Provide a variety of short text passages at student's independent reading level.

#### Vocabulary

Words used to communicate effectively.

#### INDIRECT INSTRUCTION

Students engage in oral language, listen to adults read to them, and read extensively on their own.

#### DIRECT INSTRUCTION

Teach individual words and word learning strategies.

Teach use of dictionaries, glossaries, thesauruses, word parts and context clues.

## Comprehension

Understand what is read

# COMPREHENSION STRATEGIES

Teach students to be aware of what they do and do not understand & strategies to self-monitor.

Use graphic and semantic organizers.

Use explicit/implicit text and scripted questions.

Teach students to ask their own questions.

Teach story structure.

Use summarizing.

Oral language provides a background and springboard for developing all language skills across the curriculum. It must be an integral and important part of learning. English Language Learners must have opportunities to interweave the learning of listening, speaking, reading, and writing skills in a meaningful, functional, and balanced program.