

Introduction

The National Reading Panel (NRP) issued a report in 2000 that responded to a Congressional Mandate to help parents, teachers, and policymakers identify skills and methods central to reading achievement. The work of the NRP challenges educators to consider the evidence of effectiveness whenever they make decisions about the content and structure of reading instruction program.

As a result of analyzing scientifically based reading research, the Panel identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic Awareness** - The ability to hear, identify and manipulate the individual sounds - phonemes - in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
- **Phonics** - The understanding that there is a predictable relationship between phonemes - the sounds of spoken language - and graphemes - the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- **Vocabulary Development** - Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary - the words needed to understand what is heard
 - Speaking vocabulary - the words used when speaking
 - Reading vocabulary - the words needed to understand what is read
 - Writing vocabulary - the words used in writing
- **Reading fluency, including oral reading skills** - Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Reading instruction for second language learners is founded upon oral knowledge of the language. One cannot read with comprehension a language one cannot speak and comprehend. Instruction should provide opportunity for ELLs to converse in the classroom without placing undue emphasis on accurate speech.

Effective instruction for English language learners shares major characteristics with effective instruction for native English-speakers. However, additional instructional strategies need to be implemented for ELLs. This document encompasses considerations when instructing ELLs in the five essential components of effective reading instruction. Included are suggested activities with adaptations for ELLs in kindergarten through twelfth grade.