The 5 Big Ideas

of Reading Instruction

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FNSA Goal

Age 8 Grade 3 Reading

Quality in Education

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

Willa A. Foster
What We Know Now

- Over 40 years of converging scientific research
- Reading trajectories are established early.

![Graph showing reading trajectories across grades]

What We Know Now

- Readers on a low trajectory tend to stay on that trajectory.
- Students on a low trajectory tend to fall further and further behind.

Unless...

Unless We...

FOCUS
On the Big Idea of Reading Instruction

Hedgehogs see what is essential and ignore the rest.
Jim Collins
Big Ideas in Reading Instruction

#1. Phonemic Awareness: The ability to hear and manipulate sound in words.
#2. Alphabetic Principle-Phonics: The ability to associate sounds with letters and use the sounds to read words.
#3. Fluency-Automaticity with the Code: The effortless, automatic ability to read words in connected text.
#4 Comprehension: The complex cognitive process involving the intentional interaction between reader and text to make meaning.
#5 Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

Big Idea #1: Phonemic Awareness

- Fundamental to mapping speech to print.
- Essential to learning to read in an alphabetic writing system.
- A strong predictor of children who experience early reading success.
Big Idea #1: Phonemic Awareness

What is it?

• The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992)

Phonemic Awareness
What Students Need to Learn

• That spoken words consist of individual sounds or phonemes
• How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted)
• How to use their phonemic awareness to blend sounds to read words and to segment sounds in words to spell them

Phonological Awareness Continuum

Simple to Complex

1. Identifying syllables in a spoken word
2. Words in a sentence
3. Onset-Rime
4. Phoneme Blending & Segmenting
5. Phoneme Deletion & Addition
6. Phoneme Isolation & Identification

Phonemic Awareness
Phonemic Awareness Activity

Identify the step # that matches each activity

Big Idea #2: Alphabetic Principle

• Letter-sound knowledge is prerequisite to effective word identification. A primary difference between good and poor readers is the ability to use letter-sound correspondence to identify words (Juel)

• Students who acquire and apply the alphabetic principle early in their reading careers reap long-term benefits (Stanovich)

Big Idea #2: Alphabetic Principle

Alphabetic Awareness: Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

Alphabetic Understanding: Understanding that the left-to-right spellings of printed words represent their phonemes from first to last.

Decoding: Translation of letters to sounds and then to words.
Alphabetic Principle

What Students Need to Learn

• Accurate and rapid identification of the letters of the alphabet
• The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word)
• Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts)
• How to apply phonics elements as they read and write

95 Percent Group’s Phonics Continuum

Skills Mastered at Grades 1–3

Big Idea #3: Fluency

• Fluency is related to reading comprehension. When students read fluently, decoding requires less attention. Attention can be given to comprehension.
• Laborious decoding and low fluency results in little reading.
• An accurate, fluent reader will read more.
• The rich get richer. The poor get poorer.

(Stanovich, 1986)
Big Idea #3: Fluency

“The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding.”

(Meyer & Felton, 1990)

The ability to read connected text accurately with appropriate rate and expression (prosody).

Fluency = Automaticity

Automaticity is reading words with no noticeable effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so “automatic” that they do not require conscious attention.

Examples
• shifting gears on a car
• playing a musical instrument
• playing a sport (serving a tennis ball)

http://www.youtube.com/watch?v=nlDpFIYQjOo

http://www.youtube.com/watch?v=si-Mn-rI

Fluency

What Students Need to Learn

• How to decode words (in isolation and in connected text)
• How to automatically recognize words (accurately and quickly with little attention or effort) - basic and advanced phonics skills
• How to increase speed (or rate) of reading while maintaining accuracy
Fluency Handout

Instruction of comprehension strategies improves reading comprehension of children with a wide range of abilities (National Reading Panel, 2000)

Many children require explicit word recognition instruction integrated with rapid processing of words, spelling skills, and strategies to improve comprehension (Fletcher & Lyon, 1998)

Text Comprehension

• How to read both narrative and expository texts
• How to understand and remember what they read
• How to relate their own knowledge or experiences to text
• How to use comprehension strategies to improve their understanding of text
• How to communicate with others about what they read
Big Idea #5: Vocabulary

- Vocabulary Gap
  - Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
  - By the time the children were 3 years old, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the students in the most economically advantaged families in the same period of time.
  - Cumulative Vocabulary (Age 4)
    - Children from high SES: 1100 words
    - Children from middle SES: 700 words
    - Children from low SES: 500 words

Big Idea #5: Vocabulary
What is it?

- Vocabulary refers to the words we must know to communicate effectively in listening, speaking, reading, and writing.
- The ability to understand words and to use words to understand text.
- The ability to use words to express meaning.
Vocabulary
What Students Need to Learn

- The meanings for most of the words in a text so they can understand what they read
- How to apply a variety of strategies to learn word meanings
- How to make connections between words and concepts
- How to accurately use “new” words in oral and written language

Importance of Vocabulary Instruction - Conclusion

- To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.
- Vocabulary instruction must be a focus in all classes in all grades.

Table Activity

- On each piece of 11X17 paper
  Write Each Big Idea
  - Why is this a big Idea?
  - What is the main concept?
  - What do students need to know?
Stay Tuned

• Coming soon to your community:
  - Webinars on How to Teach the 5 Big Ideas of Reading
  - Nov - Phonemic Awareness
  - Jan - Phonics
    - Fluency
  - March - Comprehension
  - April - Vocabulary