

Effective Reading Instruction Summary Checklist

Phonemic Awareness Instruction		
What Students Need to Learn	How We Teach It	Comments
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending • Link sounds to letters as soon as possible • Use systematic classroom-based instructional assessment to inform instruction 	
Phonics and Word Study Instruction		
What Students Need to Learn	How We Teach It	Comments
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations • Provide explicit instruction in blending sounds to read words • Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words • Give substantial practice for children to apply phonics as they spell words • Use systematic classroom-based instructional assessment to inform instruction 	

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Spelling and Writing Instruction		
What Students Need to Learn	How We Teach It	Comments
<ul style="list-style-type: none"> • How to remember and reproduce exact letter patterns (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts) • How to segment sounds in words to spell them • How to notice reliable spelling patterns and generalizations • Rapid, accurate letter formation • How to write for different purposes and audiences in various forms 	<ul style="list-style-type: none"> • Provide explicit and systematic spelling instruction to reinforce and extend students' growing knowledge about reading • Provide opportunities for manipulating, categorizing, and examining the similarities and differences in words • Provide daily opportunities to increase writing accuracy and speed • Model various types of writing and help children to apply spelling and reading knowledge in purposeful writing • Integrate writing across the curriculum • Use systematic classroom-based instructional assessment to inform instruction 	
Fluency		
What Students Need to Learn	How We Teach It	Comments
<ul style="list-style-type: none"> • How to decode words (in isolation and in connected text) • How to automatically recognize words (accurately and quickly with little attention or effort) • How to increase speed (or rate) of reading while maintaining accuracy 	<ul style="list-style-type: none"> • Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents • Match reading texts and instruction to individual students • Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy 	

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Text Comprehension Instruction		
What Students Need to Learn	How We Teach It	Comments
<ul style="list-style-type: none"> • 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 comprehension • How to communicate with others about what they read 	<ul style="list-style-type: none"> • Explicitly explain, model, and teach comprehension strategies, such as previewing and summarizing text • Provide comprehension instruction before, during, and after reading narrative and expository texts • Promote thinking and extended discourse by asking questions and encouraging student questions and discussions • Provide extended opportunities for English language learners to participate • Use systematic classroom-based instructional assessment to inform instruction 	
Vocabulary Instruction		
What Students Need to Learn	How We Teach It	Comments
<ul style="list-style-type: none"> • 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 words in oral and written language 	<ul style="list-style-type: none"> • Provide opportunities for students to receive direct, explicit instruction in the meanings of words and in word learning strategies • Provide many opportunities for students to read in and out of school • Engage children in daily interactions that promote using new vocabulary in both oral and written language • Enrich and expand the vocabulary knowledge of English language learners • Actively involve students in making connections between concepts and words 	

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Features of Effective Instruction	
Grouping	Comments
<ul style="list-style-type: none"> • Alternate grouping formats (e.g., one-on-one, pairs, small group, whole group) for different instructional purposes and to meet students' needs • Use small, same-ability groups, continually monitor student progress, and regroup to reflect students' knowledge and skills • When students experience difficulties, reteach knowledge and skills that have the highest impact on learning to read • Use flexible grouping that provides opportunities for students to be members of more than one group • Incorporate peer tutoring; pair students together (e.g., less proficient reader with a more proficient reader) 	
Maximizing Student Learning	
<ul style="list-style-type: none"> • Every minute counts! • Actively engage children: <ul style="list-style-type: none"> • Vary presentation, format, and ways students can participate in instruction • Reduce teacher talk • Use an appropriate level of instructional materials • Adapt the pacing, content, and emphasis of instruction for individuals and groups of children, including English language learners and those having difficulty learning to read 	

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Effective Reading Interventions		
What Struggling Readers Need to Learn	How We Teach Struggling Readers	Comments
<ul style="list-style-type: none"> • Knowledge and skills that have the highest impact on learning to read 	<ul style="list-style-type: none"> • Group students into groups of 3-5 according to their instructional needs • Provide targeted instruction 3 to 5 times per week • Assure additional instruction aligns with core reading instruction • Provide ongoing and systematic corrective feedback to students • Provide extended practice in the critical elements of reading instruction based on students' needs • Increase time for word study and build fluency to improve automatic word recognition and rate of reading • Use systematic classroom-based instructional assessment to document student growth and inform instruction 	