

## Effective Reading Instruction Summary Checklist

<b>Phonemic Awareness Instruction</b>		
<b>What Students Need to Learn</b>	<b>How We Teach It</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• That spoken words consist of individual sounds or phonemes</li> <li>• 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)</li> <li>• How to use their phonemic awareness to blend sounds to read words and to segment sounds in words to spell them</li> </ul>	<ul style="list-style-type: none"> <li>• Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending</li> <li>• Link sounds to letters as soon as possible</li> <li>• Use systematic classroom-based instructional assessment to inform instruction</li> </ul>	
<b>Phonics and Word Study Instruction</b>		
<b>What Students Need to Learn</b>	<b>How We Teach It</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>• Accurate and rapid identification of the letters of the alphabet</li> <li>• The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word)</li> <li>• Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts)</li> <li>• How to apply phonics elements as they read and write</li> </ul>	<ul style="list-style-type: none"> <li>• Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations</li> <li>• Provide explicit instruction in blending sounds to read words</li> <li>• Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words</li> <li>• Give substantial practice for children to apply phonics as they spell words</li> <li>• Use systematic classroom-based instructional assessment to inform instruction</li> </ul>	

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

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

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

## Effective Reading Instruction Summary Checklist

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