

Put reading first
(summary pages)



**ASSIGN
BUSTER**

phonemic awareness is the ability to hear, identify, and manipulate individual sounds--phonemes--in spoken words. Phonemic awareness is important because it improves word reading, reading comprehension, and spelling. Phonemic awareness can be developed through a number of activities, including asking children to identify phonemes, categorize phonemes, blend phonemes into words, segment words into phonemes, delete or add phonemes, and substitute phonemes. Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet and when instruction focuses on one or two types of phoneme manipulation at a time. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Phonics instruction is important because it leads to an understanding of the alphabetic principle, which is the systematic and predictable relationships between written letters and spoken sounds. Alphabetic principle: the systematic and predictable relationships between written letters and spoken sounds. Programs of phonics instruction are effective when they are systematic and explicit. Systematic phonics instruction is a plan of instruction that includes a carefully selected set of letter-sound relationships that are organized into a logical sequence. Explicit phonics instruction are programs that provide teachers with precise directions for the teaching of these relationships. Effective phonics programs provide lots of opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories. Systematic and explicit phonics instruction improves word recognition, spelling, and reading comprehension, and is most effective when it begins in kindergarten or first grade. Fluency is the ability to read a text accurately and

quickly fluency is important because it frees students to understand what they read. Reading fluency can be developed by modeling fluent reading and by having students engage in repeated oral reading. Monitoring student progress in reading fluency is good for evaluating instruction and setting instructional goals and can be motivating to students. Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary words that we use in speaking or recognize in listening. Reading vocabulary words we recognize or use in print. Vocabulary is important because beginning readers use their oral vocabulary to make sense of what they read and readers must know the meaning of words before they can understand what they have read. Vocabulary can be developed indirectly and directly. Indirectly when students engage daily in speaking, listening to adults read, and reading on their own. Directly when students are explicitly taught both individual words and word learning strategies. Text comprehension is important because comprehension is the reason for reading. Text comprehension is purposeful and active. Text comprehension can be developed by teaching comprehension strategies. Text comprehension strategies can be taught through explicit instruction, cooperative learning, and having readers use strategies flexibly and in combination.

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