

## Module 1 | Reading Instruction: The Critical Challenge

The Big Take-Aways	
<p><b>Reading does not come naturally as speaking does.</b></p>	<p><i>Most children need explicit instruction on how to read.</i></p> <p><b>Why reading is challenging:</b></p> <ul style="list-style-type: none"> <li>● <b>It is active.</b> Comprehension takes a lot of mental energy.</li> <li>● <b>It is hard work.</b> Readers need to work hard to understand.</li> <li>● <b>Readers interact with the text.</b> Written language is a system of symbols that need to be translated into words.</li> <li>● <b>It requires motivation.</b> The reader needs to have motivation since comprehension is a lot of work.</li> </ul>
<p><b>Written language is different from spoken language.</b></p>	<p><b>Conversational vs. Academic Language</b></p> <p>Written language contains words and phrases not heard in spoken language. These are called Academic Language or Academic Vocabulary. Because students may not be familiar with these new words or expressions while reading, they need strategies on how to gain meaning.</p>
<p><b>Writing is a system of symbols—letters—that need to be translated into words.</b></p>	<p><b>Written English uses an alphabetic system</b></p> <ul style="list-style-type: none"> <li>● We have 26 letters that stand for about 40 to 44 phonemes, the smallest sound units in words.</li> <li>● One reason learning to read English is so challenging is that there can be many sound-symbol correspondences, or spellings for one sound. For instance, the long e sound can be spelled over 8 different ways!</li> </ul>
<p><b>Our products are based on research.</b></p>	<p><b>The National Reading Panel identified five specific components of research-based, effective reading instruction.</b></p> <ol style="list-style-type: none"> <li><b>1. Phonemic Awareness:</b> the ability to focus on and manipulate the sounds of spoken language.</li> <li><b>2. Phonics:</b> how the sounds, or phonemes, in spoken words systematically correspond to letters and spellings.</li> <li><b>3. Fluency:</b> the ability to read a text quickly, accurately, and with proper expression.</li> <li><b>4. Vocabulary:</b> the words we need to know in order to communicate.</li> <li><b>5. Text Comprehension:</b> the act of understanding written language.</li> </ol>
<p><b>Parents/caregivers can help students become better readers.</b></p>	<p>We can provide activities that encourage parents to: read aloud, read together, talk about other texts, find opportunities to write, discuss new words, visit a library together, set an example by modeling reading, and set high standards.</p>

## Module 2 | The Importance of Phonemic Awareness and Phonics

The Big Take-Aways	
<p><b>Phonemic awareness is the ability to focus on and manipulate the sounds of spoken language.</b></p>	<ul style="list-style-type: none"> <li>● <b>Phonemes</b> are the smallest units of sound.</li> <li>● <b>Graphemes</b> are the letters or combinations of letters that stand for the sound.</li> </ul>
<p><b>When students develop phonemic awareness, they learn to isolate, identify, categorize, blend, segment, and delete sounds.</b></p>	<p><b>Activities for manipulating sounds:</b></p> <ul style="list-style-type: none"> <li>● <b>Phoneme Isolation:</b> recognizing and isolating individual sounds.</li> <li>● <b>Phoneme Identity:</b> recognizing a common sound in different words.</li> <li>● <b>Phoneme Categorization:</b> categorizing by recognizing words with the odd sound.</li> <li>● <b>Phoneme Blending:</b> Listening to and combining (blending) a sequence of sounds</li> <li>● <b>Phoneme Segmentation:</b> breaking a word into sound segments.</li> <li>● <b>Phoneme Deletion:</b> recognizing what remains when a sound is</li> </ul>
<p><b>Phonemic awareness is only one part of effective reading instruction.</b></p>	<p><b>Learning Architect Construction Tips:</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities to isolate, identify, categorize, blend, segment and delete sounds.</li> <li>● Focus only on one or two types of phoneme skills at a time.</li> <li>● Blending and segmenting are thought to be most important phonemic skills and should be the majority of our instruction.</li> </ul>
<p><b>Phonics is how the sounds, or phonemes, in spoken words systematically correspond to letters and spellings.</b></p>	<p><b>Phonics instruction should be:</b></p> <ul style="list-style-type: none"> <li>● research based.</li> <li>● explicit.</li> <li>● systematic.</li> <li>● applied to reading and writing.</li> <li>● treated as a means to an end.</li> </ul>
<p><b>HMH reading programs include research-based phonics instruction as a major element of instruction in grades K-2.</b></p>	<p><b>Research About Phonics:</b></p> <ul style="list-style-type: none"> <li>● Good readers depend on phonics as they read.</li> <li>● Phonics instruction is effective because English spelling is predictable.</li> <li>● Children do not need to know all the letters of the alphabet before phonics instruction can begin.</li> </ul>
<p><b>Phonics is only one part of effective reading instruction.</b></p>	<p><b>Learning Architect Construction Tips:</b></p> <ul style="list-style-type: none"> <li>● Provide explicit phonics instruction.</li> <li>● Build a clearly defined sequence of instruction.</li> <li>● Have students practice and apply new skills through reading and writing.</li> <li>● Family members can encourage students to identify letters they see in signs, labels, and other sources of print.</li> </ul>

## Module 3 | The Importance of Fluency and Vocabulary

The Big Take-Aways	
<p><b>Research shows that fluent reading leads to better comprehension, the goal to reading instruction.</b></p>	<p><b>Characteristics of Fluent Readers</b></p> <ul style="list-style-type: none"> <li>● read quickly</li> <li>● decode words accurately and automatically</li> <li>● read with expression</li> <li>● comprehend as they read</li> <li>● recognize when they misread.</li> </ul> <p>Phoneme Deletion: recognizing what remains when a sound is removed (deleted)</p>
<p><b>Specific reading activities can help build fluency.</b></p>	<p><b>Fluency Building Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Guided repeated reading</b> The child reads aloud to and receives feedback from another reader (teacher, other adult or peer).</li> <li>● <b>Choral reading</b> Groups of children, and often an adult, read aloud simultaneously.</li> <li>● <b>Echo reading</b> An adult reads aloud chunks of text, modeling proper phrasing and expression, and has children repeat.</li> <li>● <b>Readers Theatre</b> Children read aloud from a script, using their voices alone to bring characters and action to life.</li> <li>● <b>Media-assisted reading</b> The child listens to a recording of a text as he or she reads along.</li> <li>● <b>Partner reading</b> The child reads aloud with a partner, who gives feedback and help.</li> </ul>
<p><b>Vocabulary refers to the words children need to know to communicate</b></p>	<p><b>Oral vocabulary vs. written vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Oral vocabulary</b> refers to words we understand and use in listening and speaking.</li> <li>● <b>Written vocabulary</b> refers to the words we understand and use in reading and writing.</li> </ul> <p><b>Receptive vocabulary vs. productive vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Receptive vocabulary</b> is the vocabulary we “receive” in listening and reading.</li> <li>● <b>Productive vocabulary</b> refers to words we can actually produce, the words we say or write.</li> </ul>
<p><b>Specific reading activities can help build fluency.</b></p>	<p><b>Tier I:</b> Everyday words (most children don’t need to be taught these)</p> <p><b>Tier II:</b> General academic vocabulary (words found in books and used in a variety of subject areas)</p> <p><b>Tier III:</b> Domain-specific words (important for reading in the content areas, especially science and social studies)</p> <p><b>Degrees of Word Knowledge:</b> High (Knows well), Medium (Knows a Little), Low (Have Seen Before) and None (Have Never Seen)</p>
<p><b>Vocab tips for Learning Architects</b></p>	<p><b>Learning Architect Construction Tips</b></p> <ul style="list-style-type: none"> <li>● Focus on developing Tier II and Tier III</li> <li>● Include instruction in oral vocabulary in lower grades, so students are not limited by their reading ability or fluency.</li> <li>● Provide fiction and nonfiction read-alouds that introduce vocabulary.</li> <li>● Include multiple exposures to new vocabulary to develop mastery.</li> </ul>

## Module 4 | The Importance of Text Comprehension

The Big Take-Aways	
<p><b>Text comprehension is the goal of reading instruction. Good readers use many strategies to help them read.</b></p>	<p><b>Research-based Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>● Monitor comprehension: identify difficulties; restate or paraphrase difficult passages in own words; vary reading rate, reread; read ahead</li> <li>● Use graphic or semantic organizers: organize information; understand story structure and organization of ideas</li> <li>● Answer questions: make inferences; draw conclusions; compare and contrast</li> <li>● Generate questions: process text more actively; integrate information from different parts of text; understand what is read</li> <li>● Recognize story structure: recognize story elements such as characters and setting; visualize characters, setting, and events to understand.</li> <li>● Summarize: focus on main ideas; connect main ideas; remember what they read.</li> </ul>
<p><b>HMH can support text comprehension by providing instruction that teaches reading strategies and models using prior knowledge.</b></p>	<p><b>Learning Architect Construction Tips</b></p> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> <li>● identify and use prior knowledge</li> <li>● build background when they don't have experiences to inform understanding</li> <li>● practice each different reading comprehension strategy multiple times with varying degrees of difficulty so they become flexible in using strategies</li> <li>● observe the teacher modeling a variety of reading strategies</li> </ul>
<p><b>Like phonics, comprehension strategies should be taught explicitly and followed with practice.</b></p>	<p><b>4 Steps of Explicit Instruction in Comprehension Strategies</b></p> <ol style="list-style-type: none"> <li><b>1. Direct Explanation:</b> the teacher tells children about the strategy in a clear and explicit way.</li> <li><b>2. Modeling:</b> the teacher shows children how to use the strategy by "thinking aloud."</li> <li><b>3. Guided Practice:</b> the teachers guides, assists, and provides feedback to children during their reading as they practice using strategies.</li> <li><b>4. Application:</b> children practice using the strategy, with support from the teacher until they can use it independently.</li> </ol>
<p><b>Parents/Caregivers can help with reading instruction.</b></p>	<p><b>Learning Architect Construction Tips</b></p> <p>Provide opportunities for parents/caregivers to:</p> <ul style="list-style-type: none"> <li>● Model fluent reading by reading aloud to children.</li> <li>● Develop vocabulary by looking up unfamiliar words in dictionary.</li> <li>● Model comprehension strategies by "thinking aloud" as they read unfamiliar text, modeling how to use strategies such as rereading and summarizing.</li> </ul>