Six Pillars of Effective Reading Instruction

Reading is enhanced when explicit and systematic instruction of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension occurs and the reciprocal relationship between these pillars is optimized. Effective reading instruction requires a balance between systematic teaching of the alphabetic code, linguistic features, and the application of this knowledge in continuous text. Reading comprehension, enjoyment, and building knowledge are important goals of reading.

Oral Language

Oral Language is spoken language. It consists of phonology, syntax, morphology, vocabulary, discourse, and pragmatics. All are necessary to communicate and learn through spoken language.

Phonological Awareness

Phonological awareness is a broad skill that includes hearing and manipulating units of oral language such as word, rhyme, syllable, onset-rime, and phoneme.

Phonics

Phonics teaches what sounds correspond to which letters and letter-groups.

Vocabulary

Vocabulary refers to words learners need to know to communicate effectively. Vocabulary includes the knowledge of word meanings and the context for using these words.

Reading Fluency

Reading fluency involves the application of alphabetic knowledge with fluency, accuracy, expression, and appropriate pacing.

Comprehension

Comprehension is making meaning from text and encompasses all other components of reading development (Oral Language, Phonemic Awareness, Phonics, Vocabulary, Reading Fluency).

Skills and Knowledge

Phonology: an awareness of the sounds in language

Syntax: the structural rules of language and word order

Morphology: the meaning of word forms and parts

Vocabulary: the meaning of words and phrases

Discourse: communication of thought by words, talk, conversation, and/or gestures

Pragmatics: social rules of communication

Word: a single distinct meaningful element of speech or writing

Rhyme: are a sequence of words with similar sounds, especially end sounds

Syllable: largest units of sound in a word; each syllable has at least one vowel

Onset and Rime: onset is the consonant sound(s) in any syllable and the rime is the string of letters that follow, usually a vowel and final consonants. Not all words have an onset

Phoneme: smallest unit of sound in spoken language

Alphabetic Knowledge: the understanding of which letter and letter groups correspond to the sounds used in the English language

Application of Alphabetic Knowledge: using knowledge of letter-sound correspondence to decode words in isolation and in connected text

Word Recognition: accurate and efficient word reading

Vocabulary Development: the set of words that a child knows and uses.

Vocabulary is either receptive vocabulary or expressive vocabulary. Receptive vocabulary consists of the words that are understood when heard or read. Expressive vocabulary consists of words used when speaking or reading.

Phrasing: the grouping of words together as in normal speech, pausing appropriately between phrases and sentences

Expression: the ability to change one's voice to show feeling

Adjusting pace: reading at just the right speed; changing style and pace to suit the text

Adjusting: changing the style and pace of reading to suit the text; e.g., fiction and nonfiction

Word Recognition: accurate and efficient word reading

Engagement with Text: the selection and interaction with a variety of texts based on interest, enjoyment, and information.

Word Recognition: accurate and efficient word reading

Print Concepts and Text Features: the understanding that print carries meaning and that text features also support meaning

Strategic Processing of Text: any one of many simultaneous and coordinated thinking activities that go on in a reader's head to monitor comprehension

Responding to Text: using the background knowledge provided through instruction, combined with prior knowledge, to generate and answer questions, and summarize information

Instruction

Oral language learning is enhanced through intentional instruction and modeling with opportunities for authentic practice.

Phonological and phonemic awareness skills require systematic and explicit instruction in the manipulation of phonological units (isolating, segmenting, and blending).

Systematic and explicit phonics instruction should occur in small and whole group settings and should intersect with the needs of learners.

Explicit instruction of new vocabulary words followed by exposure in meaningful contexts supports learners to understand the meaning of a word and when to use it.

The development of fluency requires explicit modeling and repeated oral and independent reading experiences.

The ongoing engagement with rich and varied text, shared through instruction and selected by learners, is critical to the reading trajectory from emergent to transitional readers.

September 2022

NOVA SCOTIA
NOUVELLE-ÉCOSSE

https://curriculum.novascotia.ca/