**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.

### 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  

**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.

### 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).

**Print Concepts and Text Features**
- **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  

**Phonemic Awareness, Phonics, Vocabulary, Reading Fluency.**

**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  

**Vocabulary, Reading Fluency.**
- **Vocabulary Development:** the set of words that a child knows and uses  
- **Vocabulary:** 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.

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

**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.

**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.**