

## Big Five Module #1: Handout #3

### Introduction:

In 1997, the National Institute of Child Health and Human Development and the Secretary of Education was charged to convene a national panel to assess the status of research-based knowledge and instructional approaches regarding teaching children to read. This panel was to provide a report that:

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A summary statement you could WRITE of the methodology used in screening the 100,000+ research studies is:

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### Alphabetics:

Phonemic awareness: \_\_\_\_\_ are the smallest units comprising spoken language. For example, the word 'go' has \_\_\_\_\_ phonemes. Instruction in phonemic awareness involves teaching children to \_\_\_\_\_.

Phonemic awareness is NOT the same as \_\_\_\_\_. Phonics entails teaching students how to use \_\_\_\_\_ associations. The National Reading Panel (NRP) selected phonemic awareness for review and analysis because (1) \_\_\_\_\_ and (2) letter knowledge are the two \_\_\_\_\_ of how well children will learn to read during the first two years of instruction. The NRP found as it reviewed studies that teaching children to \_\_\_\_\_ in words was highly effective. However, the panel cautioned that phonemic awareness training does not constitute a \_\_\_\_\_, but rather provides children with essential \_\_\_\_\_ knowledge in the alphabetic system.

### Phonics:

The primary focus of phonics instruction is to help beginning readers \_\_\_\_\_. The panel observed different types of phonics instructional approaches. For example, the analogy phonics approach teaches students \_\_\_\_\_.

In synthetic phonics, students are taught to \_\_\_\_\_.

The panel found that \_\_\_\_\_ instruction had a positive and significant effect for students in kindergarten through sixth grade. Explain why with at least two stated reasons: (1) \_\_\_\_\_ and (2) \_\_\_\_\_.

It is important for teachers to recognize that the goals of phonics instruction are to provide children knowledge and skills they can \_\_\_\_\_ in their reading and writing. In other words, phonics teaching is a \_\_\_\_\_ to an end. Teachers must understand that systematic \_\_\_\_\_ instruction is only \_\_\_\_\_ component of a total reading program. Teachers must be careful to not judge a child's reading competency solely on the basis of his or her \_\_\_\_\_ and not to devalue the child's \_\_\_\_\_ in reading.

**Fluency:**

Fluent readers are able to read orally with (1) \_\_\_\_\_, (2) \_\_\_\_\_, and (3) proper expression. Without fluent reading, it will be difficult for a child to remember \_\_\_\_\_ and to relate the ideas in the text to his or her background knowledge. Two instructional approaches have typically been used to teach reading fluency: (1) \_\_\_\_\_ and (2) independent \_\_\_\_\_ reading. An interesting finding about independent silent reading reported by the NRP was that \_\_\_\_\_

\_\_\_\_\_ (read second column "Independent Silent Reading" on page 12).

**Comprehension:**

The NRP noted three themes in its analysis of comprehension: (1) it is a complex \_\_\_\_\_; (2) it is an active process that requires an intentional and thoughtful \_\_\_\_\_ between the \_\_\_\_\_ and the \_\_\_\_\_; and (3) the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately \_\_\_\_\_.

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Seven instructional strategies were noted as improving comprehension. Those were: (1) comprehension monitoring that means \_\_\_\_\_; (2) \_\_\_\_\_; (3) graphic and semantic organizers; (4) \_\_\_\_\_; (5) \_\_\_\_\_; (6) Story structure; and (7) \_\_\_\_\_.

**Vocabulary:**

Vocabulary instruction is critical to reading comprehension. A reader who encounters a \_\_\_\_\_ word in print can decode the word to \_\_\_\_\_. If the word is in the reader's oral vocabulary, he or she will be able to \_\_\_\_\_ the word. If the word is NOT in the reader's oral vocabulary, he or she will have to \_\_\_\_\_. The NRP found that the use of \_\_\_\_\_ in vocabulary instruction was helpful. Vocabulary can also be learned in the context of \_\_\_\_\_ reading or in \_\_\_\_\_ to others. Vocabulary learning requires repeated and \_\_\_\_\_ exposures to words in a variety of \_\_\_\_\_.

The NRP identified these **5 BIG IDEAS** that are essential to a child's **reading development and instruction**: (1) phonemic awareness; (2) \_\_\_\_\_; (3) \_\_\_\_\_; (4) \_\_\_\_\_; and (5) comprehension.