



Essential Components of Research-based Literacy Programs for Beginning Reading Instruction



- 1 **Children have opportunities to expand their use and appreciation of oral language.** Children's comprehension of written language depends in large part upon their effective use and understanding of oral language.
- 2 **Children have opportunities to expand their use and appreciation of printed language.** Children's appreciation and understanding of the purposes and functions of written language are essential to their motivation for learning to read.
- 3 **Children have opportunities to hear good stories and informational books read aloud daily.** Listening to and talking about books on a regular basis provide children with demonstrations of the benefits and pleasures of reading.
- 4 **Children have opportunities to understand and manipulate the building blocks of spoken language.** Children's ability to think about individual words as a sequence of sounds is important to their learning how to read an alphabetic language.
- 5 **Children have opportunities to learn about and manipulate the building blocks of written language.** Children also must become expert users of the building blocks of written language. Knowledge of letters leads to success with learning to read.
- 6 **Children have opportunities to learn the relationship between the sounds of spoken language and the letters of written language.** Increasing children's awareness of the sounds of spoken language and the letters of written language prepares them to understand the alphabetic principle.
- 7 **Children have opportunities to learn decoding strategies.** Use of efficient decoding strategies allows readers to quickly and automatically translate the letters in spelling patterns into speech sounds so that they can identify words and gain rapid access to their meanings.
- 8 **Children have opportunities to write and relate their writing to spelling and reading.** As children learn to read and write words, they become aware of how these words are spelled.
- 9 **Children have opportunities to practice accurate and fluent reading in decodable stories.** The words in decodable stories emphasize the sound-letter relationships the children are learning.
- 10 **Children have opportunities to read and comprehend a wide assortment of books and other texts.** As children develop effective decoding strategies and become fluent readers, they must read books and other texts that are less controlled in their vocabulary and sentence structure.
- 11 **Children have opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.** Written language places greater demands on children's vocabulary knowledge than does their everyday spoken language.
- 12 **Children have opportunities to learn and apply comprehension strategies as they reflect upon and think critically about what they read.** Written language is not just speech written down. Instead, written language offers new vocabulary, new language patterns, new thoughts, and new ways of thinking.