



Research into Practice

Introduction

There are five essential components of effective reading instruction outlined by Reading First, a U.S. Department of Education program that emphasizes putting proven methods of early reading instruction into classrooms. These components include phonemic awareness, phonics, fluency, oral vocabulary, and text comprehension. This guide explains these five components and addresses how Pearson's Reading Street for California provides instruction based on the research.



Phonemic Awareness

Phonemic awareness is the understanding that words are made of sequences of meaningless and somewhat distinct sounds called phonemes. It is necessary for decoding alphabetic language, leads to better comprehension, and accelerates spelling growth.

Reading Street for California addresses phonemic awareness as it provides systematic, explicit instruction that begins in kindergarten and is organized into the following developmental levels:

- **Level One:** The easiest tasks involve large units of sound. For example, students segment a sentence into words.
- **Level Two:** Students work with smaller units of sound, such as comparing sounds in words.
- **Level Three:** Students segment, blend, and manipulate phonemes in oral language, such as making new words by adding a phoneme.

Reading Street's phonological awareness instruction begins with daily lessons in kindergarten, precedes each phonics lesson in Grade 1, and gets reviewed in Grade 2. Students who require extra support receive an additional thirty minutes of scaffolded instruction each day with more practice and teacher feedback through the Universal Access program. Examples of Reading Street activities that develop phonological awareness are listening for rhyming words or counting sounds in words.

Fluency

Fluency is the ability to read a text accurately, quickly, and with expression. Fluent readers focus on what the text means rather than on decoding words. Decoding becomes easier if the student automatically recognizes about three hundred common words that make up around 85% of words in day-to-day reading. The more practice a student gets with reading, the better the student's reading speed, word recognition, and oral expression. Students should practice orally rereading easily decodable text at their independent reading level, where they recognize about 95% of the words, to increase their fluency. Repeated and assisted readings enable children read more difficult material.

Reading Street builds fluency in kindergarten, where teachers model fluent expressive reading daily, such as during calendar activities. In Grades 1 and 2, students reread for fluency with oral rereading, paired reading, or choral reading. High-frequency words are introduced in a consistent routine and displayed on a word wall. In Grades 3–5, teachers model a fluent skill of the week such as dialogue, and students engage in similar skill activities through choral and partner reading. Teachers monitor progress and provide corrective feedback. Some strategies teachers may suggest to students who need additional support are timed repeated readings or segmented text. At all grade levels, students have opportunities for repeated readings throughout the week. Each week, students in Grades 1–5 have access to Extra Support, More Practice, and Advanced Content Readers as well as poetry and reader's theater scripts. A running record allows teachers to determine each student's instructional and independent reading level.



Oral Vocabulary

In order to build strong oral vocabulary, students need to listen to storybooks, listen to others read, engage in rich dialogue, reread, complete performance-oriented readings, and read with their peers. It is also important to expose students to target words through more explicit vocabulary instruction, such as anchored word instruction, which highlights meaning, spelling, and letter-sound relationships in the context of texts.

Vocabulary instruction is ongoing in Reading Street. Students listen to, engage with, and read literature. In Grades K–5, students are introduced to new words using a routine called Amazing Words. Amazing words are related to the concepts and are generally beyond the students’ reading level. The teacher provides a child-friendly definition of the word along with several examples. The students complete activities to interact with the words, such as in a conversation, retelling, or end-of-day discussion. Reading Street also uses anchor words by including meaning, spelling, sound-spellings, and word parts. To support vocabulary development, purposeful talk happens during the day, such as when discussing the Big Question or coaching students during reading or journal writing. Students also have many opportunities to engage with books—they can listen to literature, reread a familiar book, or discuss a book with other students.

The image shows a page from a Reading Street lesson plan. At the top, it says 'GET READY TO READ' and 'ORAL LANGUAGE'. The main title is 'Oral Vocabulary'. Below this, there are sections for 'BUILD CONCEPTS', 'ROUTINE Oral Vocabulary', and 'Amazing Words'. The 'Amazing Words' section lists 'population', 'growth', and 'public' with definitions and examples. There are also illustrations of a town and a person measuring their height.

Text Comprehension

Active, thoughtful, expert readers use comprehension strategies such as predicting, visualizing, and summarizing to understand text. Strategies need to be practiced with narrative, expository, and Web-based texts. In order to build these strategies, the instruction should follow this explicit pattern:

1. A description of the strategy and how it should be used
2. Teacher and student modeling, usually by thinking aloud
3. Collaborative use of the strategy in action
4. Guided practice
5. Independent use

Using this pattern in conjunction with building prior knowledge to make connections leads to better text comprehension.

Reading Street provides explicit and systematic instruction. Throughout all grade levels, the teacher models a target comprehension strategy every week. Teachers explain their thinking as they read. Then, the students practice the skill, with guidance from the teacher, on a short passage.

Read and Comprehend		3rd Sequence Product
60 minutes		
Read for Fluency	Decodable Books B1 and B1	10-16
Build Language	Growing and Changing	16-17
Linking Comprehension	Sequences	17A-17B
15-18		
Read for Fluency	Decodable Books B1 and B1	18-19
High-Frequency Words	attitude, asleep, income, dog, everything, nothing, stay, bring	18-19
20-23		
Read & Place to Play	High-Frequency Words above, Accurate, the evening, nothing, stay, bring	20-23
Fluency	Read with Accuracy and Appropriate Rate	23A
Vocabulary	Antonyms	23B
24-26		
Read "When Start to Finish"	Reading Skills Tests	24-26
Fluency	Read with Accuracy and Appropriate Rate	26A
Read & Place to Play	Decodable Books B1, B1, B2, B3	42A
Literary Analysis	Part of a Story	42B
Monitor Progress	Weekly Test 19	42C

After this, students move on to a main selection for independent practice. In Grades 3–5, students also keep a strategy response log to record their use of a strategy and do a midsection self-check. Teachers monitor their progress and students practice independently. To activate prior knowledge, the Big Question motivates and guides students. There are also additional activities at each grade level, such as Wrap Up Your Day, that allow students to talk about texts, use vocabulary, and make connections.

WRAP UP YOUR DAY

- ✓ **Long /and long e spelled y** Write happy and ask children what sound the y in guppy has. (guy is /y) Continue with my, long (i /y). Have children name other words that have long e or long i spelled y.
- ✓ **Spelling long /and long e spelled y** Have children name the letters for each sound in ally. Have children write the word on a piece of paper. Continue with try and puppy.
- ✓ **Sequence** To help children recognize sequence in "We're Moving," ask: What did Hanna do first, next, and last during her move to a new home? First, Hanna packed. Next, she helped her mom load boxes on the moving van. Last, she drove to her new apartment, and saw that her old field was a new park right next to the apartment.
- ✓ **Build Vocabulary** Monitor children's use of oral vocabulary as they respond. To develop the concept **Growing and Changing**, recall what happened in "We're Moving!" How do you think moving to a new home was an exciting change for Hanna? Hanna would have a brand new home, new friends, and she would be closer to the place where she loves to play!

PREVIEW
DAY 2

Tell children that tomorrow they will hear about a 100-year-old man who learns a new skill.

CALIFORNIA Standards **RI.1** Identify text that uses sequence or other logical order. **ECI.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

A Place to Play 171

Conclusion

Reading Street for California is based upon quality research. It assists teachers in meeting the five components of effective reading instruction, which are phonemic awareness, phonics, fluency, oral vocabulary, and text comprehension.

