

How We Teach READING At Carbondale Area Elementary



At Carbondale Area Elementary, we are committed to providing our students with an education that fosters the love and ability to READ...and READ well! For children to thrive in society they must learn the essential skill of reading. Our goal is for every one of our students to be a "Successful Reader" and allow them to experience the joy that reading can bring to their lives.

Reading can take us on our Greatest Adventures!



We are constantly learning more about reading research. How do children learn to read. What can we do to make sure every child learns to read. How can we help struggling students learn to read. This research is called *The Science of Reading*.

The "Science of Reading IS NOT...

- An ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction.
- Complete, as with any science we will continue to learn more and always strive to better our reading instruction.

The Science of Reading IS...

- An emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages.
- Studies that have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students.
- Word Recognition: Phonological Awareness, Decoding & Sight Recognition
- Language Comprehension: Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning & Literacy Knowledge



Think of Reading as a "Suitcase" that requires two keys to open it. When we focus heavily on one key or the other, the suitcase doesn't open. But when we diligently work with both keys, great readers emerge!



The First Key is WORD RECOGNITION. This includes:

- Phonological Awareness- the understanding of sounds in words. The word DOG has 3 sounds /D/ /O/ /G/
- Decoding- looking at a word, making the connection between the letters and their sounds, starting left to right saying each sound and blending them all together to say the word. D says /d/ O says /o/ G says /g/... all the sounds together say DOG
- Sight Recognition- automatically connecting the sounds of language to print. When your child sees the word DOG in a story, they can say it immediately.



The Second Key is LANGUAGE COMPREHENSION. This includes:

- Background Knowledge- the knowledge a student already has of a topic.
- Vocabulary- knowing what words are and their meanings
- Language Structure- how the arrangement of words within a sentence impacts the meaning.
- Verbal Reasoning- Using explicit information and inferences to gain meaning of the text.
- Literacy Knowledge- understanding different text structures. For example, compare/contrast, problem/solution, timeline

Carbondale Area Elementary is excited to launch our new reading curriculum... **Amplify Core Knowledge Language Arts (CKLA)**! CKLA embraces all aspects of The Science of Reading and what best practice looks like in reading instruction. It includes the following.

Word Recognition

- Ø Phonological Awareness- instruction where students play with and manipulate sounds.
- Ø Decoding- Explicit instruction in sound spelling patterns that include spelling (encoding)
- Ø Sight Recognition- daily practice with decodable text that matches the scope and sequence of instruction.

LANGUAGE COMPREHENSION

- Ø Background Knowledge- topics for 2-3 weeks
- Ø Vocabulary- purposeful activities that help students understand the connection between words & topics.
- Ø Language Structure- activities that focus on understanding & constructing sentences.
- Ø Verbal Reasoning- approaches that support & develop students' ability to make inferences from text.
- Ø Literacy Knowledge- instruction that teaches the purpose & characteristics of text type.