

Components of Reading

Phonemic Awareness

An awareness that words are made up of basic sounds. Learners demonstrate phonemic awareness by manipulating basic sounds in words, removing sounds from words (*cat* becomes *at* when the first sound is removed), or adding sounds (*at* becomes *cat*).

Phonics

Identifying individual letter-sounds and how they are blended together to form words (*b-oa-t*).

Word analysis instruction

Includes phonics as well as other ways to recognize words. Sight word recognition, for example, is taught along with phonics. Common and irregularly spelled words (*was*, *want*, *to*) are taught so that they are recognized on sight as whole words rather than being analyzed into smaller parts and blended. 88% of words are regularly spelled.

Morphology

The use of prefixes, suffixes, and compounding to form words and may also be taught as an aid to word recognition.

Fluency

Fluency in reading is the ability to read with speed and ease. When readers are fluent, they read accurately, without making mistakes in pronunciation, at an appropriate rate, and with proper intonation and rhythm.

Vocabulary

Refers to all of the words in a language. One person's vocabulary consists of all the words the person understands or knows the meanings of. "Vocabulary words" in reading instruction are usually those words that a person is studying in order to learn their meanings.

Reading Comprehension

A "construction process" because it involves all of the elements of the reading process working together to come up with what a text means. Readers become engaged when ideas from the text are combined with their own prior knowledge or experience.