

## Summer Success: Reading Connections to Reading First

Reading First Areas of Instruction*	<i>Summer Success: Reading</i>
<p><b>Phonemic Awareness</b> The ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that sounds of a spoken language work together to make words.</p>	<p>Activities in the Read &amp; Explore Words section of <i>Summer Success: Reading</i> helps students develop phonemic awareness with activities that ask them to identify the same beginning sound in words, hear individual sounds in words, identify individual sounds, and manipulate individual sounds. Students also develop phonemic awareness with frequent writing activities throughout the program.</p>
<p><b>Phonics</b> The understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.</p>	<p>Activities in the Read and Explore Words section help students understand that the sounds of spoken language work together to make words. Students practice letter/sound connections with letter cards. They also use the letter cards to create new words, use the new words in sentences, and use word parts to create new words.</p>
<p><b>Vocabulary Development</b> Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:</p> <ul style="list-style-type: none"> <li>• <b>listening vocabulary</b>—the words needed to understand what is heard;</li> <li>• <b>speaking vocabulary</b>—the words used when speaking;</li> <li>• <b>reading vocabulary</b>—the words needed to understand what is read;</li> <li>• <b>written vocabulary</b>—the words used in writing.</li> </ul>	<p>Lessons in the Word Strategies and Word Skills sections of the program teach how to create a word bank, how to figure out word meaning from context, how to use word parts to figure out meaning, and how to play with words. In addition to word building activities, teachers pre-teach vocabulary prior to reading and children develop their vocabulary through hearing text read aloud, the reading they do independently, and shared reading activities.</p>
<p><b>Reading Fluency— including oral reading skills</b> Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.</p>	<p>Through performance of plays and poems in the Read &amp; Respond section of <i>Summer Success: Reading</i>, students learn to read with expression and develop oral fluency. After the teacher models fluent reading of a text, students have opportunities for repeated oral reading of the text. Students are also given time to read independently to further develop their fluency.</p>
<p><b>Reading Comprehension Strategies</b> Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.</p>	<p><i>Summer Success: Reading</i> includes lessons in reading comprehension strategies such as making connections, making predictions, monitoring understanding, visualizing, questioning, retelling, and summarizing. During the daily read aloud, the teacher models comprehension strategies for the class so that students learn how to apply the strategies as they read and are better able to apply them.</p>

\*Reproduced from U.S Department of Education, Office of Elementary and Secondary Education. (2002, April). Guidance for the Reading First Program. Available at: <http://www.ed.gov/programs/readingfirst/guidance.pdf>