Britt L Gusmus

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EDRG 444

Reading Comprehension Proposal

Research has shown us that explicit and intentional reading instruction is paramount to reading efficiency. In order for reading instruction to be effective, there are five elements of instruction that form the foundation for reading advancement. These five elements working in concert together, one building on the other, and working interchangeably create a dynamic literacy curriculum. Phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction and text comprehension make up the curriculum base. From these instructional principles, grow a solid base for readers of all ages.

This comprehensive proposal centers on the knowledge that systematic instruction starts with the basics. Phonemic awareness starts at the earliest stages of a child’s life. Help from parents will be important when children come into school. By modeling language and sound early, parents help school’s teach reading instruction. By breaking down sounds to their smallest form by identification and manipulating the spoken word. Basic sounds provide the basis for broader word recognition and vocabulary comprehension. The partnering strategy for phonemic awareness is phonics construction. Phonics instruction looks at graphemes, which are the letters in the English alphabet that connect with spoken language. Identifying letter and sound associations, secures another building block for readers. Putting phonics to use also allows the reader to decode words, find like words that use the same letters. These schemas are hugely important to broadening a reader’s level of text.

The third instructional strategy starts the connection between recognition and comprehension. Fluency is the refining, and expansion of the reader’s knowledge base, and reading skill. The ability to make connections between current ideas, new ideas, and existing knowledge of text, enable the reader to be more efficient and more expedient with a variety of texts. Oral reading is crucial for the improvement of fluency, there are many strategies that help refine fluency. Teacher-student modeling and partner reading assist greatly in fluency improvement. Any literacy curriculum has to have solid vocabulary instruction strategy. In order for students to understand more advanced texts, they need to have a firm grasp of the words that make up the text. By listening, speaking, reading and writing vocabulary, teachers are armed with a multi-faceted approach to helping students grow as readers.

The culminating activity is this proposal occurs with text comprehension. Comprehension is the crown jewel in any reader’s effectiveness. To comprehend, is to activate what one reads, and apply it to the individual area of study, and carry it over into the student’s experiential life. To make comprehension come alive, direct and intentional instruction is necessary. Strategies such as, summarizing, generating questions, and activating prior knowledge are all methods of metacognition. Metacognition is the art of “thinking about your thinking” as students start to master the art of synthesizing, and analyzing their thoughts, they will be extremely proficient as readers.

Teaching reading is a comprehensive undertaking for everyone involved. The multi-pronged strategy put forth is this proposal, offers a very diverse, all encompassing plan, to allow teachers to embark on a unique approach to instructing readers. As the teacher, school, family and student apply these strategies, assessment will be very clear, and instruction will become consistent. This five-tool plan erases any doubt that the student’s will have what they need in their literary journey.