



Module 1: Introduction to the Five Components of Reading

The goals of this module are to introduce the 5 components of reading and to clarify any misunderstandings about what each component is and what problems might look like or sound like in the classroom. The training team feels that this is an important introduction even for people with some background in the 5 components. Ensuring that everyone has a common foundational understanding of reading is a critical precursor to all other modules in this set of training materials.

Time: 45-60 Minutes

Materials:

- 8-page Executive Summary from the National Reading Panel (NRP)
- Yellow book and/or Green book from NRP (optional – Available on the NRP website)
- Module 1 PowerPoint
- Module 1 Worksheet

Outline (Note: the PPT will guide you through the module):

1. Introduce the 5 Components
 - Describe the work of the NRP – summarizing last 30 years of research in reading. In this work, they described 5 components/dimensions that emerged from the research. Changed the focus of the “reading wars” away from phonics vs. whole language and toward a multidimensional approach to reading in which all components play a critical role.
 - In order to make sense of the new CBLA rules and of the work of the PPLSP, everyone needs to have a common understanding about what the 5 components are and how problems in each area manifest in the classroom.
2. Activity: Give each participant a Module 1 Worksheet. Then, randomly assign participants to 5 groups (1 for each component). Using the NRP Executive Summary, read and discuss the following in the small groups (15 minutes).
 - What is this component?
 - How would you know a problem in this area if you saw it or heard it?
3. Have each group share their answers to the two questions above. Facilitate a discussion regarding the readings. Correct any misconceptions. Emphasize interrelationships and important distinctions (20 minutes)
 - Phonemic Awareness - Focus on sounds of language. Problems can appear in spelling or confusing words or sounds in oral language. Emphasize that the symbols are a part of phonics. Phonemic awareness is the ability to hear, distinguish, and manipulate the sounds of language.
 - Phonics – Relationship between sounds and symbols. Students with an extensive oral language tend to have an easier time with phonics because they can use their oral language to help make meaning of the symbols.



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- Fluency – Speed, accuracy, and expression. A problem in each area of fluency sounds different (e.g., a slow reader sounds different from an inaccurate reader). Often results in lack of comprehension. When the student is very slow or inaccurate, or needs to self-correct frequently, it is very taxing on the working memory.
 - Vocabulary – Word meanings and the lack of understanding of the concepts behind the words. This can manifest as the misuse or overuse of words. Inability to generate specific or accurate words as needed. Make sure that participants are clear about the difference between issues in vocabulary versus comprehension.
 - Comprehension – Metacognition and the ability to make meaning of text. Need to rule out problems in other areas first. Comprehension skill include things such as recalling, summarizing, organizing, determining importance of events, using text structure to aid with meaning, comparing texts, connecting text to self or other knowledge. It is difficult to be a successful comprehender if the student is struggling with other components.
4. Activity (optional: add 15-30 minutes for this activity): Using the back of the Module 1 Worksheet, illustrate the relationship among the 5 components based on the discussion. These illustrations typically take the form of a flow chart, web, or other graphic.
 5. Conclusion: Reinforce the importance of having a clear understanding about the 5 components of reading for:
 - Improved reading instruction
 - Improved student performance in other content areas
 - Writing an effective ILP
 - Compliance with the new rules for CBLA

Notes:

This module is strongly recommended for all participants at all levels and in all content areas.