

## Key Take-Aways from the Summer Reading Academy

- ✓ Teaching content IS teaching reading.
- ✓ Strategy instruction has a limited impact on comprehension and should be limited to strategies worth teaching.
- ✓ Once students learn to decode and read text fluently, they can read any text.
- ✓ But they can't understand everything they read. Comprehension relies on prior knowledge.
- ✓ Attempts to boost comprehension through reading strategies alone will fail.
- ✓ If we want students' language to develop, we need to give them plenty of opportunities to talk.
- ✓ Exposing students to a rich array of sophisticated words will enhance their comprehension.
- ✓ Give students adequate wait time: Slowing down can be a way of speeding up!
- ✓ Letter knowledge and phonemic awareness are developed simultaneously and then combined to lead students to decoding.
- ✓ Ultimately, the most important PA skills are blending and segmenting at the phoneme level.
- ✓ Effective phonics instruction is explicit and systematic.
- ✓ Practice sounding out leads to automatic word recognition.
- ✓ The nature of phonics instruction changes as students' skills develop.
- ✓ Irregular words need to be systematically introduced in a reasonable order, practiced, and then cumulatively reviewed.
- ✓ Knowing something about the origins of words can help children read and spell better.
- ✓ Multisyllabic word reading can generally begin after students have mastered the decoding of single-syllable words.
- ✓ If students are to move from accuracy to fluid text reading, they must develop word-level automaticity.
- ✓ Fluent reading is NOT speed reading. Reading too fast interferes with comprehension just as much as reading too slowly.
- ✓ If you want kids to get better at reading, they need to practice reading.
- ✓ We WILL teach every child to read!