The elements of early reading

Strand	Definition	Example
● knowledge	Have broad background knowledge—facts, concepts, causal relationships, etc.—of the sort authors will assume you share.	How could heavy snowfall lead to a flood?
● vocabulary	Know a wide range of word meanings (breadth), each connected to a web of other word meanings (depth); additionally, know word-part meanings such as the 'pre' in 'preview' (morphology).	Say as many words as you can that mean the same as big words.
● sentences	Extract ideas from sentences using syntax, vocabulary, figures of speech, and background knowledge.	Say why this is funny: *I've had a wonderful evening but this wasn't it.* (Groucho Marx)
● reasoning	Make connections between ideas across sentences (e.g., inferencing), creating a web of ideas for a passage (textbase).	Say why this is funny: *Did you get a haircut? No, I got all of them cut.*
● mental model	Build a big-picture model of the situation described in a text (situation model) and use it across texts.	Three turtles rested on a floating log; a fish swam beneath it. Were the turtles above the fish?
● sounds	Know that spoken words are made up of sounds or phonemes (phonemic awareness).	What are the sounds in 'ship'?
● letters	Know this spelling stands for that sound (the alphabetic principle).	Say the most common sounds for: *s, d, ee, ch.*
● words	Read words by blending sounds and, increasingly, automatically on sight (sight recognition)	Say these words: *bat, late, though, eye.*

language comprehension

knowledge

vocabulary

sentences

reasoning

mental model

increasingly strategic →

word recognition

sounds

letters

words

increasingly automatic →

skilled reading

Amplify.