**The Five Components of Successful Reading Instruction According to the NILF**

* Phonemic Awareness
  + Encompassed by 8 terms that breaks down language and brings together language
  + Phoneme isolation – recognize individual sounds
  + Phoneme identity – recognize same sounds in differ words
  + Phoneme categorization – can find word that doesn’t belong
  + Phoneme blending - can listen to individual sounds and then put them together
  + Phoneme segmentation – break a word into separate sounds
  + Phoneme deletion – recognize the word that remains when the phoneme is removed (desks – desk)
  + Phoneme addition - recognize the word that remains when the phoneme is added (desk - desks
  + Phoneme substitution – substitute one phoneme for another
* Phonics
  + The understanding that there is a relationship between letters and sounds through written language
  + Students who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to letters when they see them in written words
  + Definition taken from:<http://www.readingrockets.org/teaching/reading-basics/phonemic>.
* Vocabulary
  + understand words = understand text
    - More vocab = more understanding
    - Vocabulary is best expanded through authentic experiences
  + Teachers can intentionally read books and use words that will extend their students' vocabulary (ex. Say marigold instead of flower)
  + Can use word learning strategies (ie. stretching out words) to learn new words while reading independently
* Fluency
  + The ability to read (both silently and aloud) with enough speed, accuracy, and expression to understand the meaning of the text
  + Higher fluency rates = higher levels of comprehension
  + Three dimensions
    - Accuracy in word decoding
    - Automatic recognition of connected words in a text
    - Prosody - reading with appropriate use of expression and phrasing
* Text Comprehension
  + Transactional Theory (Louise Ronsenblatt)
    - Meaning lies in the transaction between the reader and the text; meaning doesn’t solely rely on one or the other
  + Often based on social and cultural context of the reader