Applying the Science of Reading in BCPS: Part 1
K-12 Comprehensive Evidence-Based Reading Plan (CERP) Overview for 2024-2025

Reading instruction should be informed by evidence-based science of reading research. This body of work is captured below. Instruction should focus on the factors of word recognition and language comprehension so that the condition for reading comprehension can occur. All components are critical to creating a skilled reader.

Word Recognition (Decoding) ✖ **Language Comprehension** = **Reading Comprehension**

Word Recognition (Decoding)

Phonological Awareness
Recognizing orally or visually through Elkonin boxes.
- word
- syllables
- onset and rime
- phoneme awareness

Decoding
Connecting phonemes with graphemes (using manipulatives, when appropriate).

Encoding
Writing the grapheme(s) that represents the phoneme.
- phonetic patterns
- handwriting practice

Sight Recognition
Reading words without decoding.
- orthographic mapping

Fluency
- accuracy, automaticity, and appropriate prosody or expression

Language Comprehension

Background Knowledge
- acquired through reading, listening, speaking, and writing

Vocabulary Knowledge
- academic vocabulary
- morphology
- context clues and connotation

Literacy Knowledge
- print concepts
- genres including poetry
- text structures and features

Language Structures
- grammar
- syntax
- semantics

Verbal Reasoning
- oral language
- constructive conversation

Reading Comprehension

As students become increasingly automatic and strategic with these components, then the condition for comprehension to occur is created.