

Remember: Learning to Read

“The mission of public schooling is to offer every child full and equal educational opportunity, regardless of the background, education, and income of their parents. To achieve this goal, no time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading rarely stumble. Those who fall behind tend to stay behind for the rest of their academic lives.

--Burns, Griffin, & Snow, 1999, p. 61

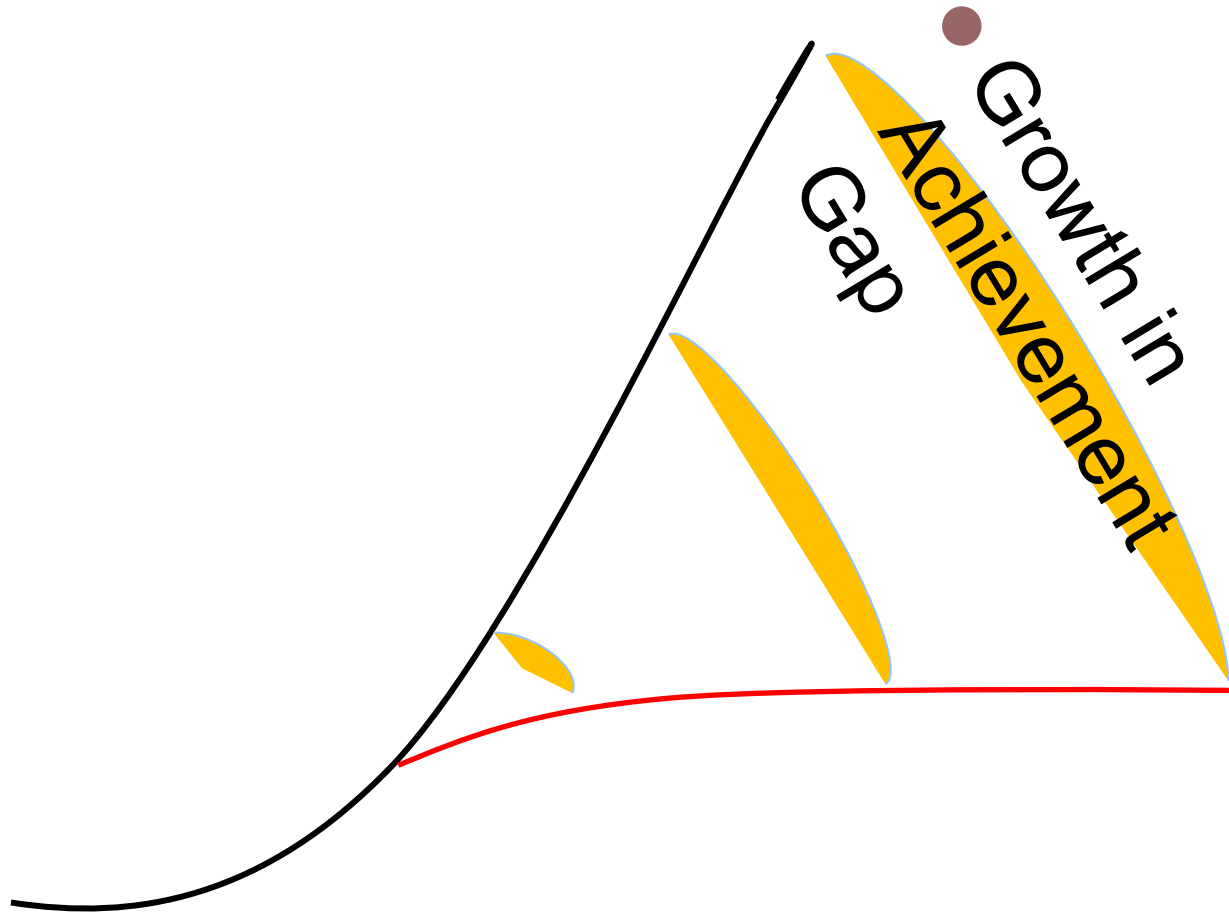
How Are We Doing?

Average fourth grade and eighth grade reading scores showed little change between 2002 and 2003 on the 2004 NAEP (National Assessment of Educational Progress)

In 2003, 31% of 4th graders performed at or above proficient level while 37% performed below the basic level.

**What Does
Research Tell Us
About Teaching
Children Who
Struggle With
Literacy?**

J-Curve of Achieving Students



Preventing Early Reading Failure

Children who are destined to be poor readers in 4th grade almost invariably have difficulties in K and 1st with phonological skills.

Delayed development of reading affects vocabulary growth and leads to missed opportunities to develop comprehension strategies.

We now have tools to identify children likely destined for early reading failure.

-Torgesen, 2004

Children At-Risk for Reading Difficulties

Most fall into one of two broad categories upon entering school:

- Adequate oral language ability, but weakness in the phonological domain.
- Significant weaknesses in a much broader range of prereading skills, including phonological skills, print-related knowledge, vocabulary, complicated syntax, and general background knowledge.

-Torgesen, 2004

What Weak Readers Need

Strong core classroom instruction:

- Regular use of small group instruction comprised of children with comparable skill levels and needs.

Explicit instruction in, and practice with, phonemic awareness and decoding skills.

- Torgesen, 2004

What Weak Readers Need

- Early exposure to oral reading, writing, drawing and practice to encourage development of print knowledge, basic letter formation and recognition skills and linguistic awareness (the relationship between sound and meaning).
- Practice reading different kinds of texts (books, magazines, advertisements, comics).
- Multisensory, structured language instruction and practice using sight, sound and touch when introducing new ideas.

- From National Center for Learning Disabilities, Dec. 2004

(www.ld.org/LDInfoZone/InfoZone_FactSheet_Dyslexia.cfm)

Teaching Reading

Researchers estimate that 95% of all children can be taught to read if the following teaching strategies are employed:

- Systematic and explicit instruction in phonics, decoding, comprehension, and literature appreciation.
- Daily exposure to a variety of texts, as well as incentives to read independently and with others.
- Vocabulary instruction that emphasizes relationships among words and word structure origin and meaning.
- Instruction in comprehension that includes predicting outcomes, summarizing, clarifying, questioning, and visualizing.
- Frequent opportunities to write.

- American Teacher, Oct 1999

National Reading Panel Big 5



Big Ideas in Beginning Reading

- **Phonemic Awareness:** The ability to hear and manipulate sounds in words.
- **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.
- **Fluency with Text:** The effortless, automatic ability to read words in connected text.
- **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Phonemic Awareness



Phonemic Awareness

Phonological awareness is the most potent predictor of success in learning to read.

- Stanovich, 1986

Phonological awareness is equally important in learning to spell.

- Ehri, 1992

- Treiman, 1993

Discovering phonemic units requires instruction to learn how the system works.

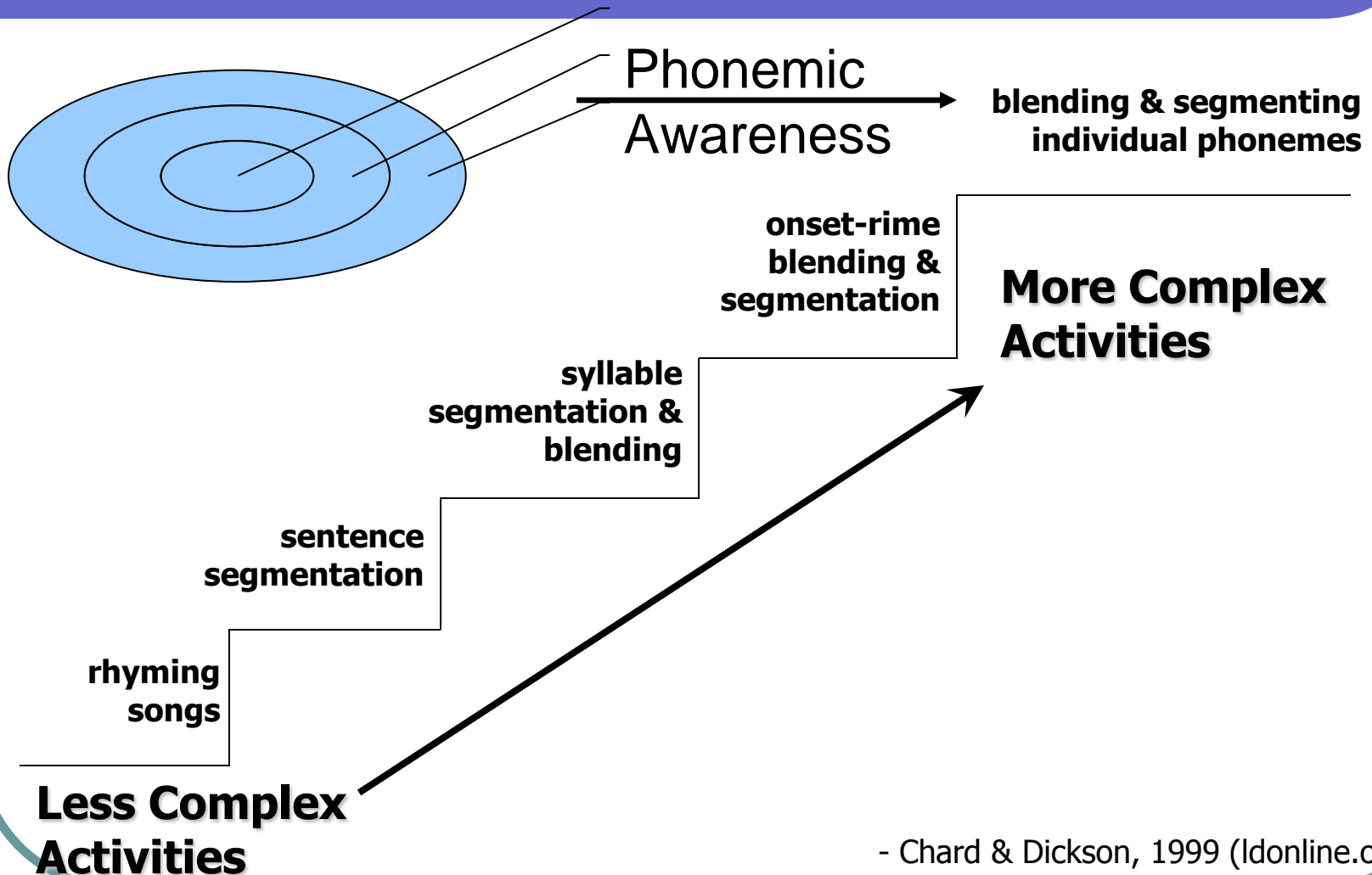
- National Reading Panel, 2000

Phonemic Awareness

- The ability to hear, identify, and manipulate the individual sounds--phonemes--in spoken words.
- A part of phonological awareness.
- The ability to notice, think about, and work with individual sounds in spoken words

You can do it in the dark!

A Continuum of Complexity of Phonemic Awareness Activities



Two Important Phonemic Awareness Activities

- **Phoneme blending.** Children listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word. /d/ /o/ /g/ is *dog*. (This is the process used in decoding words.)
- **Phoneme segmentation.** Children break a spoken word into its separate phonemes. There are four sounds in *truck*: /t/ /r/ /u/ /k/. (This is the process used in spelling words phonetically: “invented spelling.”)

Teaching Phonemic Awareness

- **Critical PA skills students should learn:**
 - **Sound Isolation** (e.g., The first sound in sun is /ssss/).
 - **Blending** (e.g., /s/-/u/-/n/ is *sun*.)
 - **Segmenting** (e.g., The sounds in sun are /s/ /u/ /n/).
- PA is a critical component, but not an entire reading program. It needs to be taught, but only for 10-15 minutes per day of your instruction.

Students can show they have phonemic awareness when they can....

- Recognize which words in a set of words begin with the same sound
- Isolating and saying the first or last sound in a word
- Combining, or blending the separate sounds in a word to say the word
- Breaking, or segmenting a word into its separate sounds

Phonics



Phonics

- The relationship between the letters (graphemes) of written language and the sounds (phonemes) of spoken language.
- Phonics instruction is teaching children these letter-sound relationships.

Phonics

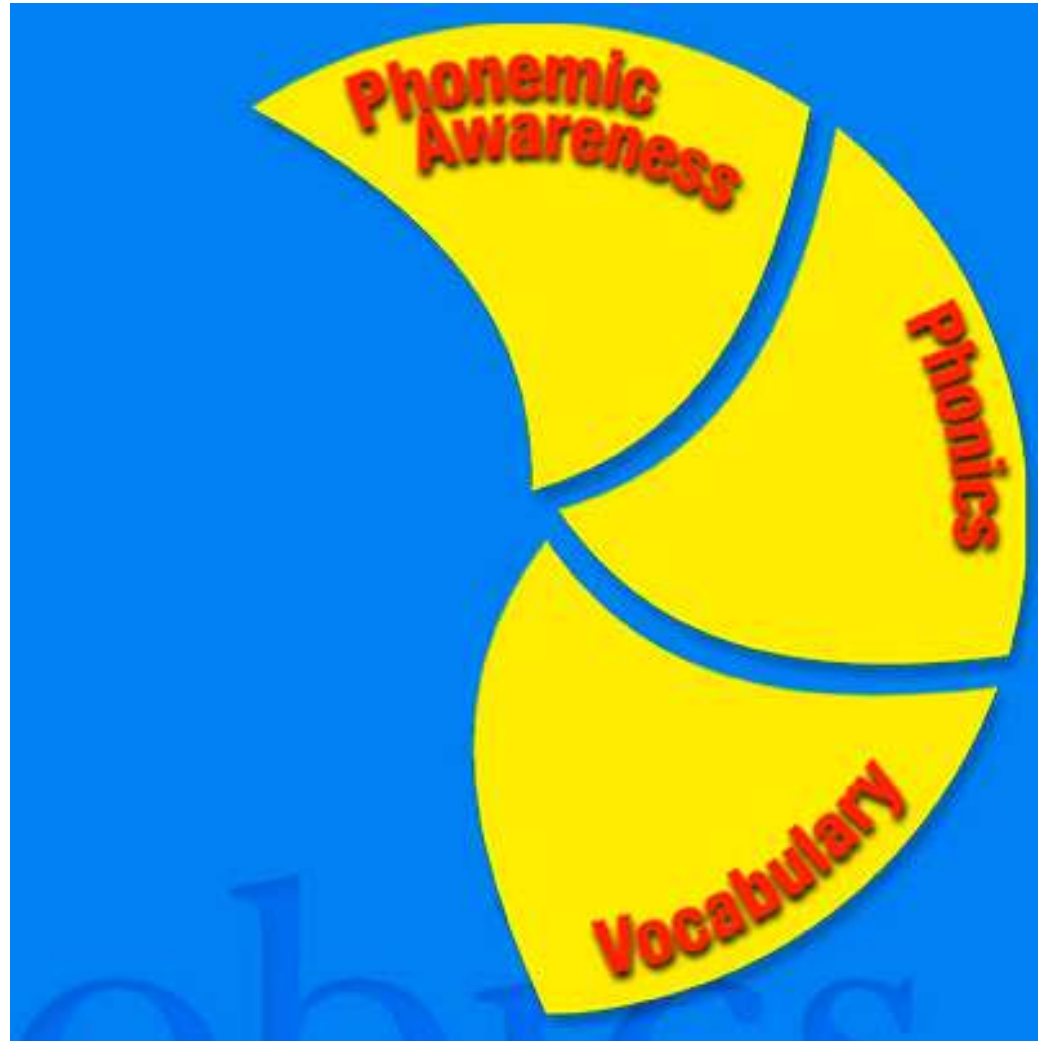
- Effective phonics instruction significantly improves reading comprehension.
- Phonics instruction should be implemented as early as kindergarten and first grade.
- Effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words and stories.

- National Reading Panel, 2000

Some Cautions about Phonics Instruction

- Phonics instruction is not an entire reading program for beginning readers. Phonics instruction should be systematic and explicit. Not good for parents.
- “The best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read.” - *Becoming a Nation of Readers*.
- Approximately two years of phonics instruction is sufficient for most students. If phonics instruction begins early in kindergarten, it should be completed by the end of first grade. If phonics instruction begins early in first grade, it should be completed by the end of second grade.

Vocabulary

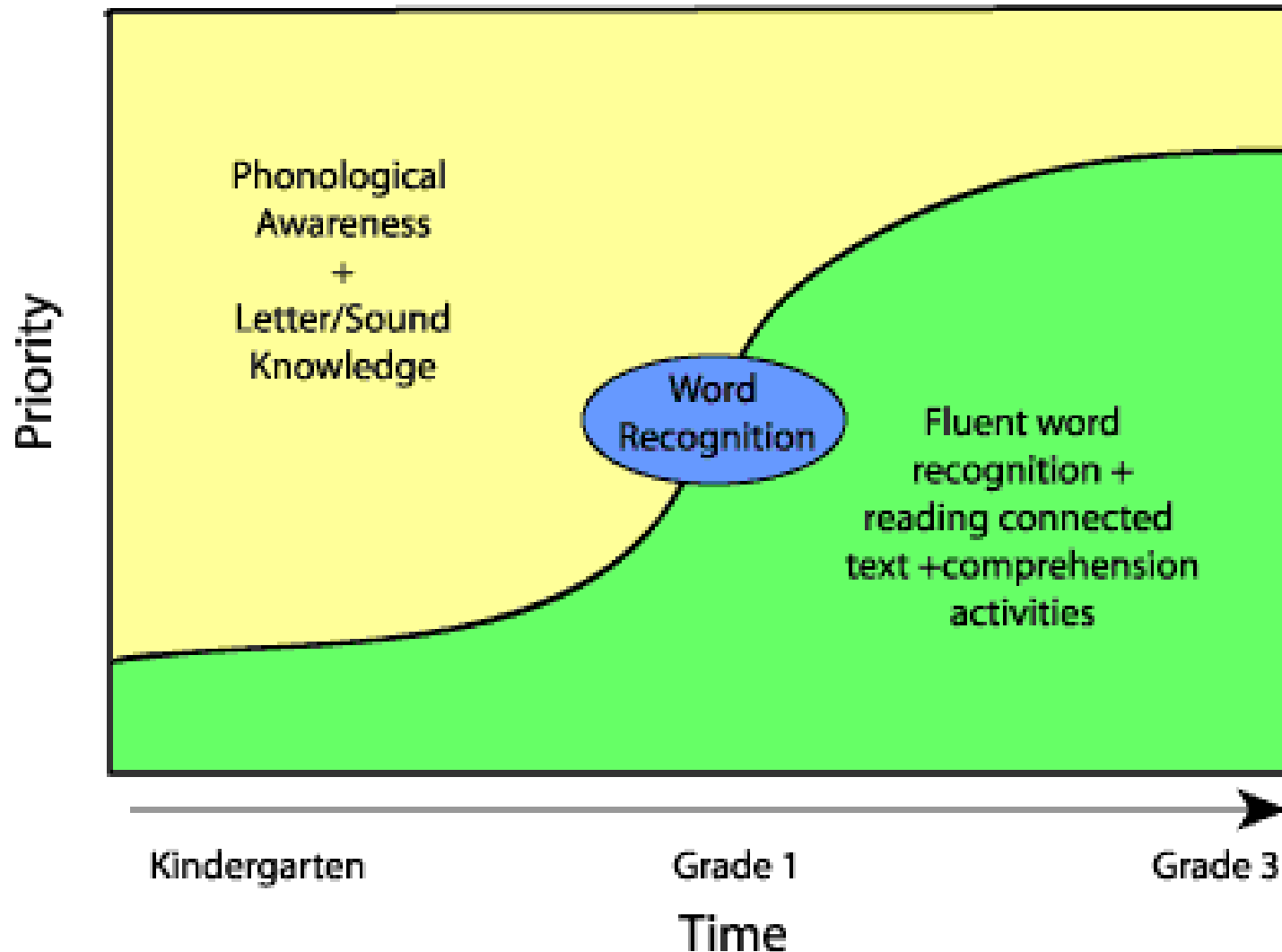


Language & Reading

Oral language, vocabulary, and other language concepts are crucial foundations for success in reading, especially in reading comprehension.

- *Every Child Reading*, Learning First Alliance, 1998

Temporal Change in Instructional Practices



How Vocabulary is Learned

- **Indirectly.** Children learn the meanings of most words indirectly, through everyday experiences with oral and written language-- e.g., through conversations with adults, through being read to, and through reading extensively on their own.
- **Directly.** Children learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies.

Word Cards

Sight Word Cards

Word cards are used in activities that help students build their sight word vocabulary and automatic word recognition skills.

said

have

Picture/Word Cards

Picture/word cards are also used to provide explicit vocabulary instruction, in addition to the instruction that occurs in context throughout the program.

wagon



Vocabulary Instruction

- Refers to the words we must know to communicate effectively.
- Students have an oral vocabulary and a reading vocabulary

Vocabulary

- Vocabulary refers to the words we must know to communicate effectively in listening, speaking, reading, and writing.
- Vocabulary plays an important part in learning to read. Children use words in their oral vocabulary to make sense of the words they see in print.
- Vocabulary is also important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.

Four Types of Vocabulary

- Listening
- Speaking
- Reading
- Writing

The scientific research on vocabulary instruction reveals:

- Most vocabulary is learned indirectly
- Some vocabulary must be taught directly

Average Rate of Meaning Vocabulary Growth in the Elementary Grades:

- Rate = 2,500 – 3,000 words per year
- Rate = About 15 words per school day
- Rate = 7+ words every day of the year

New Research States:

If we can teach about 400 new academic vocabulary words a year we will make a great impact on a child's vocabulary

Teachers need to teach 3 to 4 new words a day because each child's base vocabulary is different

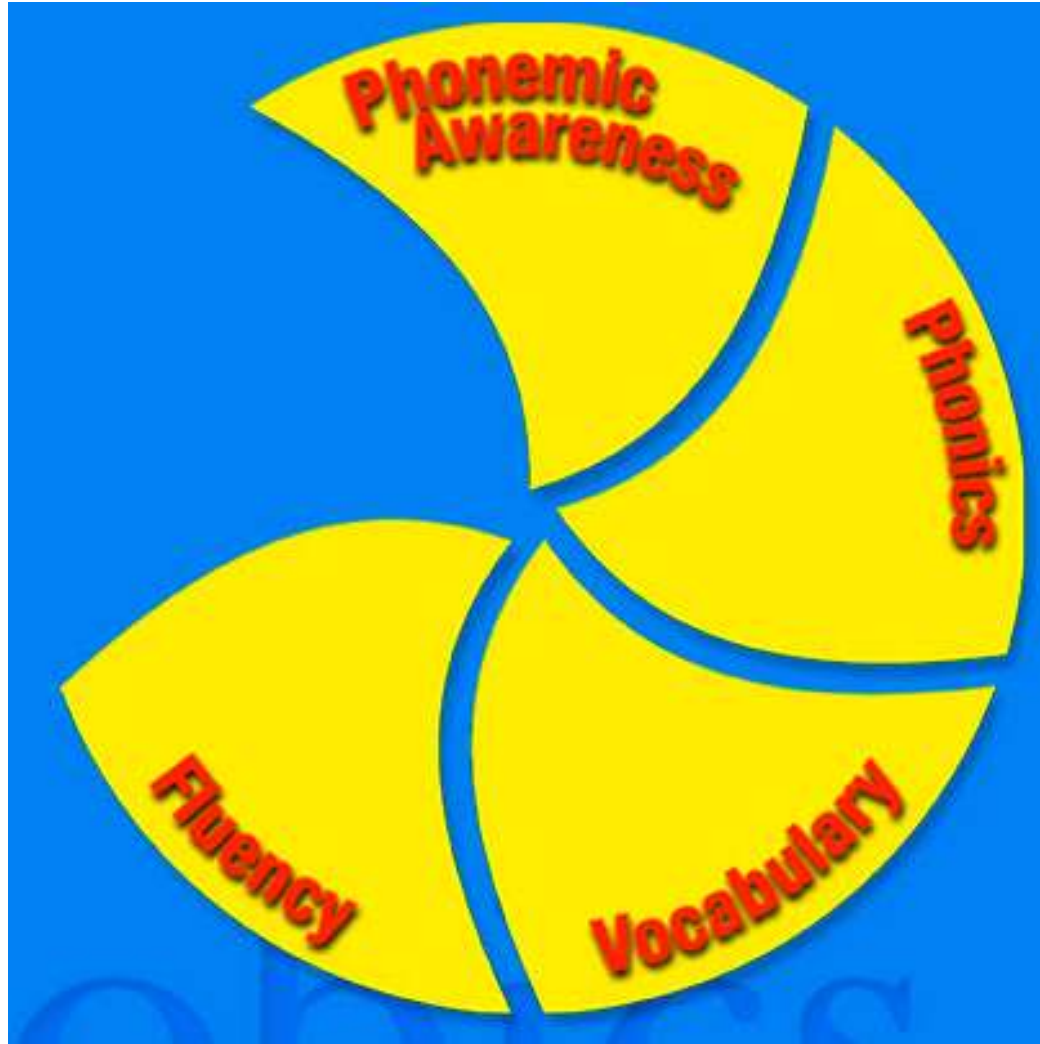
Children learn word meanings indirectly in three ways:

- They engage in daily oral language.
- They listen to adults read to them.
- They read extensively on their own.

Word Learning Strategies

- Utilize the dictionary and other reference aids to learn word meanings and to deepen knowledge of word meanings;
- Use information about word parts to figure out the meanings of words in text;
- Use context clues to determine word meanings.

Fluency



Fluency

Oral reading fluency is the ability to read with accuracy, and with an appropriate rate, expression, and phrasing.

Important Points about Fluency

- Fluency is important because it provides a bridge between word recognition and comprehension.
- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- Attention to fluency is often neglected in reading instruction.

Improving Fluency

- Model fluent reading, then have students reread the text on their own.
- Have students repeatedly read passages aloud with guidance.
- Have students reread text that is reasonably easy (at their independent reading level).
- Have students practice orally rereading text using methods such as student-adult reading, choral reading, partner reading, tape-assisted reading, or readers' theatre.

Importance of Sight Words

Children must develop a large repertoire of sight words that can be recognized without decoding each letter.

- American Speech-Language-Hearing Assoc., 2000

Fluency partly depends on developing sight vocabulary through extensive reading and studying high frequency vocabulary.

- Mikulecky & Jeffries, 1996

Comprehension



Comprehension

Text comprehension can be improved by instruction that helps readers utilize a variety of specific comprehension strategies as they approach a given text.

-National Reading Panel

Effective comprehension strategy instruction is explicit and systematic and employs the following methods:

- Direct explanation
- Modeling
- Guided practice
- Application

- Put Reading First: The Research Building Blocks for Teaching Children to Read

Good readers are:

- Purposeful
- Active

What Should be Taught-- Key Comprehension Strategies

- Monitoring comprehension
- Using graphic and semantic organizers
- Answering questions
- Generating questions
- Recognizing story structure (and other text structures)
- Summarizing

Why Involve Families

Children spend perhaps 13% of waking hours in school during the first 18 years of life.

- Sam Redding, n.d.

Family Involvement

Significant difference in favor of children involved in the family program

- Morrow & Young, 1997

Predictor of children's reading growth

- Leslie & Allen, 1999

Family Involvement

Improves student achievement, attitudes toward learning and self-esteem

- Swap, 1993; Henderson, 1981, 1987; Henderson & Berla, 1994

More important factor in student success than family income or education

- International Reading Association, 2002

Thank You!

Questions???????