

Reading Instruction

SPDG A

Good Readers

- Move eyes from left to right
- Are meticulously respectful of words (read quickly and accurately)
- Automatically translate print to speech as they read line by line
- Have letter knowledge
- Have a linguistic awareness of words, syllables, and phonemes
- Have knowledge about print

Good Readers (cont.)

- Set goals for reading
- Note the structure and organization of text
- Monitor their own understanding while reading
- Create mental notes and summaries
- Make predictions about what will happen, check them as they go along, and revise and evaluate as needed.
- Integrate background knowledge
- Make inferences

Poor Readers

- Less interested in reading
- Low motivation
- Minimally prepare prior to reading
- Few strategies to monitor their own learning
- Inadequate vocabulary and background knowledge which to connect new ideas to previous learning

Poor Readers (cont.)

- Lack decoding, word reading, and fluency skills needed to free up cognitive functioning so full attention can be focused on learning from reading.



- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

The National Reading Panel (NRP) Findings

- Phonemic awareness instruction
- Phonics instruction
- Fluency
- Comprehension
 - vocabulary instruction
 - text comprehension instruction

The National Reading Panel (NRP)

Phonemic Awareness

- Positive results for **reading and spelling**, overall effect size was large (.86)
- Effects were more positive for focused and **EXPLICIT instruction**
- Phoneme manipulation with letters was better than without
- **Small groups** best instructional setting

The National Reading Panel (NRP) Phonics

- **Systematic phonics** makes larger contribution to successful reading than unsystematic phonics or none at all
- Phonics **taught early** (K-1) gets best results
- Positive results for word reading, comprehension, and spelling
- **Dispels idea that systematic phonics interferes** with comprehension

The National Reading Panel (NRP) Fluency

- Fluent reading makes **word recognition easier** and is related to **improved comprehension**
- Recommended practices that improve fluency:
(a) **oral reading** with teachers, peers, or parents providing **feedback**; (b) **repeated readings** of passages
- **Independent silent reading was NOT** supported by the evidence

The National Reading Panel (NRP) Comprehension: Vocabulary

- Support for teaching directly and indirectly
 - Example of direct: **preteaching** new or difficult words before reading text (definitions, synonyms)
 - Example of indirect: adult **reads aloud** to students
- Repetition and multiple exposures
- Learning in rich contexts is valuable (home environment)

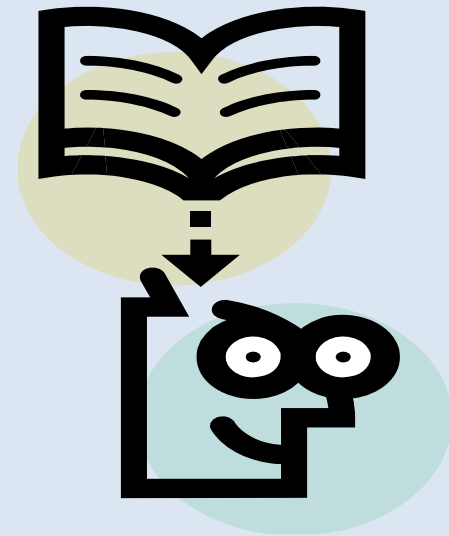
The National Reading Panel (NRP)

Comprehension: Text

- **Explicit teaching** of comprehension strategies improves performance
- Key teaching behaviors:
 - **thorough explanations** of the strategy
 - vivid and detailed **models**, “**think alouds**”
 - **interactive** practice with **feedback**

Introduction to Direct Instruction

- Explicit
- Intensive
- Teacher-Directed



Design

- **Analysis** of skills and strategies
- Eliminates incorrect responses or learning
- **Sequence** of skills and strategies
- Cumulative review
- Teach to mastery
- **Ongoing** assessment and management

Delivery

- Scripted
- Quick pacing
- Group responses
- Correction procedures
- Positive reinforcement

Phonemic Awareness

- Phonemic awareness involves the ability to hear and manipulate the individual sounds (phonemes) within words
- Is NECESSARY, but NOT SUFFICIENT for learning to read.... Must integrate phonemic awareness with PHONICS principles!
- Helps normally achieving children learn to spell and effects last, BUT was not effective for improving spelling in disabled readers (need to teach in conjunction with spelling strategies)
- *Explicit/systematic* teaching of phoneme manipulation primarily in small groups most effective

The National Reading Panel (NRP) Phonemic Awareness

- Positive results for reading and spelling, overall effect size was large (.86)
- Effects were more positive for focused and EXPLICIT instruction
- Phoneme manipulation with letters was better than without
 - Teach sounds along with letters
- Small groups best instructional setting

The National Reading Panel (NRP) Phonics

- Phonics instructions teaches students to use the relationship between letters and sounds to translate printed text into pronunciation.
- Systematic phonics makes larger contribution to successful reading than unsystematic phonics or none at all
- Phonics taught early (K-1) gets best results
- Positive results for word reading, comprehension and spelling
 - Dispels idea that systematic phonics interferes with comprehension

The National Reading Panel (NRP) Phonics

- Good readers attend to every word and letter unknowingly; thus, the code must be taught (NRP, 2000).
- Systematic phonics is an organized program in which letter-sound correspondences for letters and letter clusters are:
 - directly taught;
 - blended, practiced in words, word lists and word families;
 - and practiced initially in text with a high percentage of decodable words linked to the phonics lesson.

The National Reading Panel (NRP)

Phonics

- Teachers should provide immediate and explicit feedback
- Systematic phonics instruction
 - gradually builds from basic elements to more subtle and complex patterns
 - enhances success in learning to read
 - is significantly more effective than instruction with little or no phonics

Fluency

- Fluency refers to speed, accuracy, and proper expression
- Average student needs 4 to 14 exposures to automatize the recognition of a new word
- Direct link between reading fluency and reading comprehension
- Fluency rates vary depending on age and ability levels of students
- Independent silent reading was not supported by the evidence in the research (more research needed)

The National Reading Panel (NRP) Fluency

- Fluent reading makes word recognition easier and is related to improved comprehension
- Recommended practices that improve fluency:
(a) oral reading with teachers, peers, or parents providing feedback; (b) repeated readings of passages
- Readers' Theatre

Suggested Fluency Activities

- Repeated readings
- Practice reading high-frequency sight words and sight word phrases
- Set time goals for reading words, phrases, and passages
- Model fluent oral reading
- Incorporate many opportunities for reading aloud into reading program

Repeated Readings

Samuels (1979): orally reread a passage until a criterion of fluency has been met.

Involves the following steps:

- Student orally reads a passage (i.e., 50 to 200 words) while teacher times and records errors.
- Student practices rereading the passage silently or orally several times (usually 3 or 4) until fluency criterion is met.
- Teacher or student records the time and errors on a graph.

Reading Comprehension

- Comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Harris & Hodges, 1995)
- The ability to sound out and recognize words accounts for 80% of the variance in 1st grade reading comprehension and continues to be a major factor through the grades.

Reading Comprehension

- NRP (2000) reports that comprehension improves through:
 - explicit teaching of specific cognitive strategies or teaching students to reason strategically when they encounter barriers to understanding while reading
 - teacher demonstrations of comprehension strategies until students are able to apply them independently

Reading Comprehension

- To develop comprehension, teachers must systematically and explicitly teach strategies, promote metacognitive strategies, provide opportunities for in-depth discussions, and encourage authentic reading and writing activities (Pearson, 2000)
- Good comprehension instruction includes:
 - ample time for reading text (to practice, build vocabulary, and acquire new knowledge)
 - teacher-directed instruction

Reading Comprehension

- **Four Phases of Comprehension Instruction:**
 - teacher modeling and explanation of strategies
 - guided practice to “guide” students to assume more responsibility for task completion
 - independent practice with teacher feedback
 - application of strategies

Reading Comprehension

- Teachers should not rely on one strategy to teach comprehension. Multiple strategies are most effective
- Strategies should focus on recall, question-asking, question generation, story structure, organization of information, and summarization
- Use of nonfiction (content areas) is important

Reading Comprehension

- **SOME comprehension strategies include:**
 - graphic organizers
 - K-W-L
 - QAR's (question/answer relationship)
 - Predicting
 - Think-Alouds
 - reading/writing connections

Designing Reading Programs

- For 30% of students, learning to read is easy (5-10% start school as readers) regardless of reading approach
- For 40% of students, learning to read is a challenge and the reading approach used is important. The reading approach used is a function of the respective student needs.
- For 30% of students, learning to read is very difficult. A systematic and structured approach that includes PA, phonics, fluency, and comprehension strategies is essential for them to succeed in reading

Teaching

Explicit Teaching

Is

- behavioral
- direct teacher help
- teacher regulation of learning
- direct instruction
- task analysis
- part-to-whole

Use

- student has limited prior knowledge
- student encounters initial failure
- student is externally motivated
- student requires much teacher help
- when tasks are new and/or difficult
- skill or task is important in the future
- efficiency is important

Implicit Teaching

Is

- holistic
- limited teacher help
- student regulation of learning
- self-discovery
- self-regulated instruction
- whole-to-part

Use

- student has good prior knowledge
- student readily succeeds
- student is intrinsically motivated
- student needs limited teacher help
- task is well defined and familiar
- task involves general problem solving
- student has time to self-discover

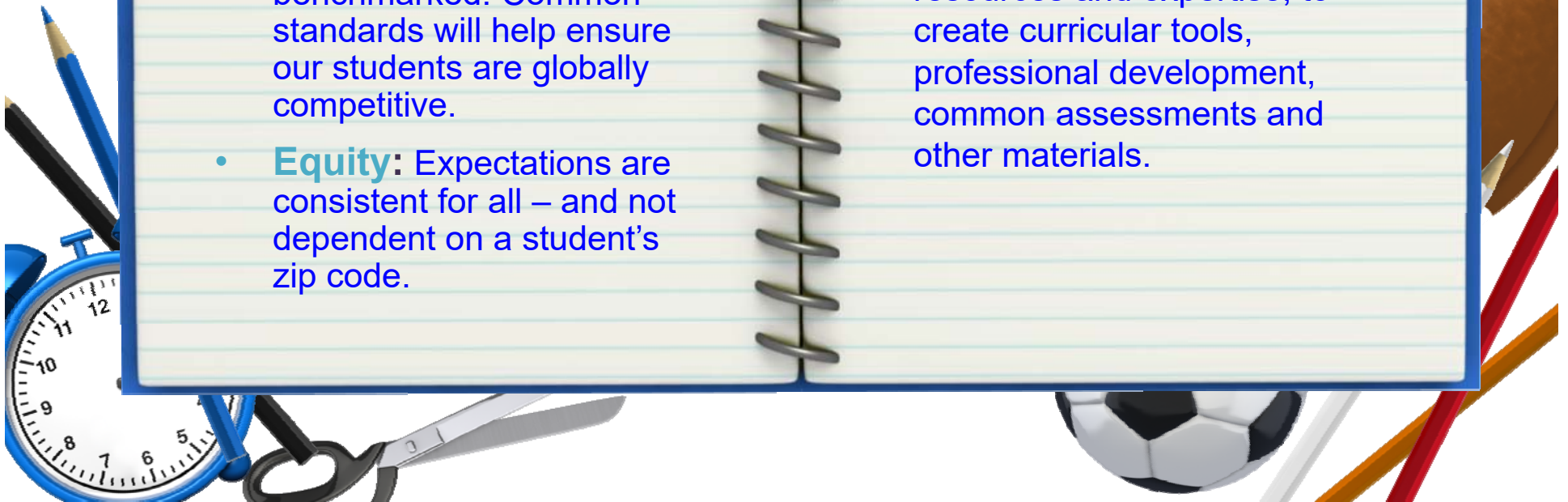
Kentucky Academic
Standards
Curricular Alignment

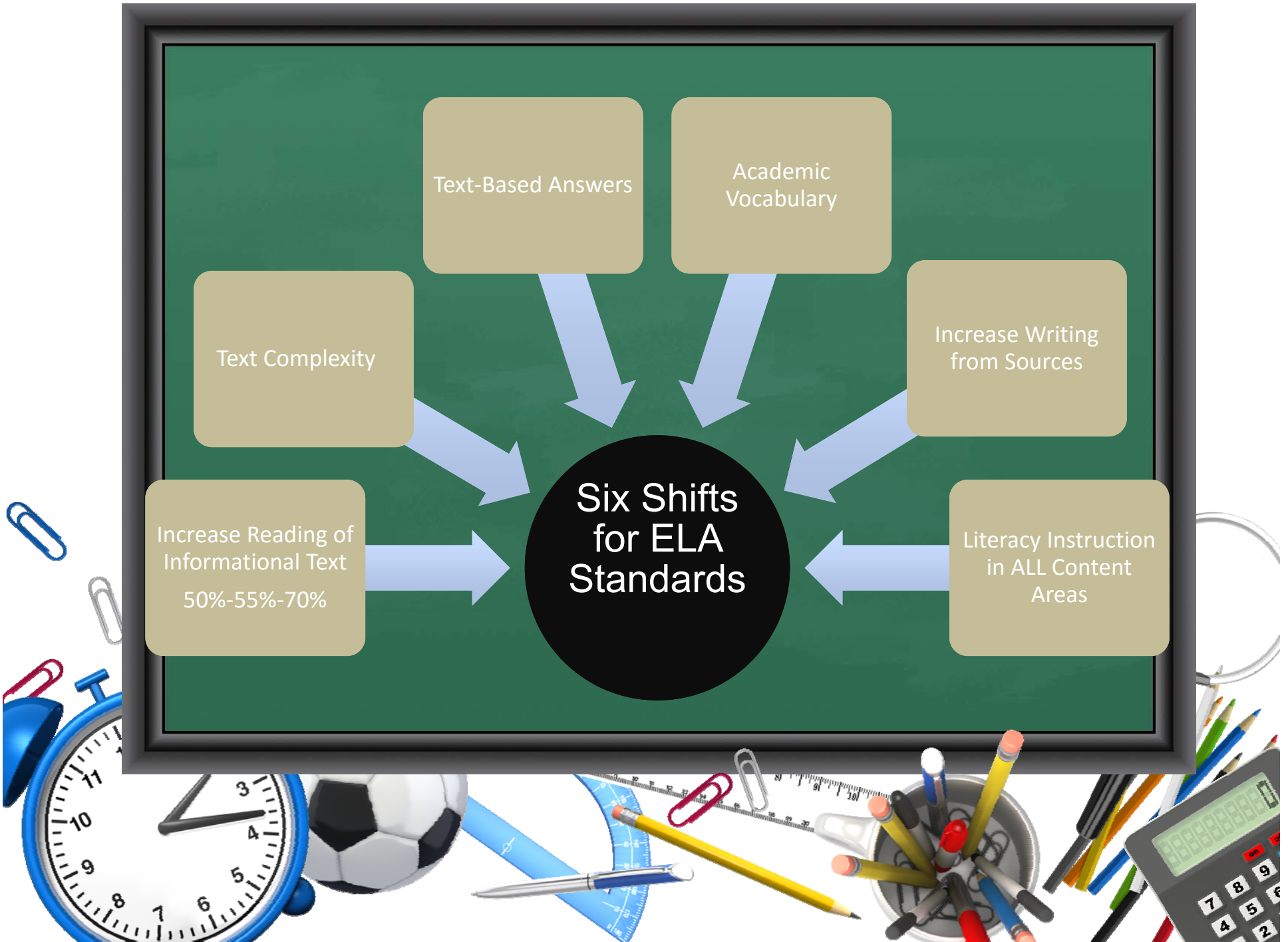
Standards for EVERYONE

- **Preparation:** The standards are college- and career-ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- **Competition:** The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- **Equity:** Expectations are consistent for all – and not dependent on a student's zip code.

Clarity: The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.

Collaboration: The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.





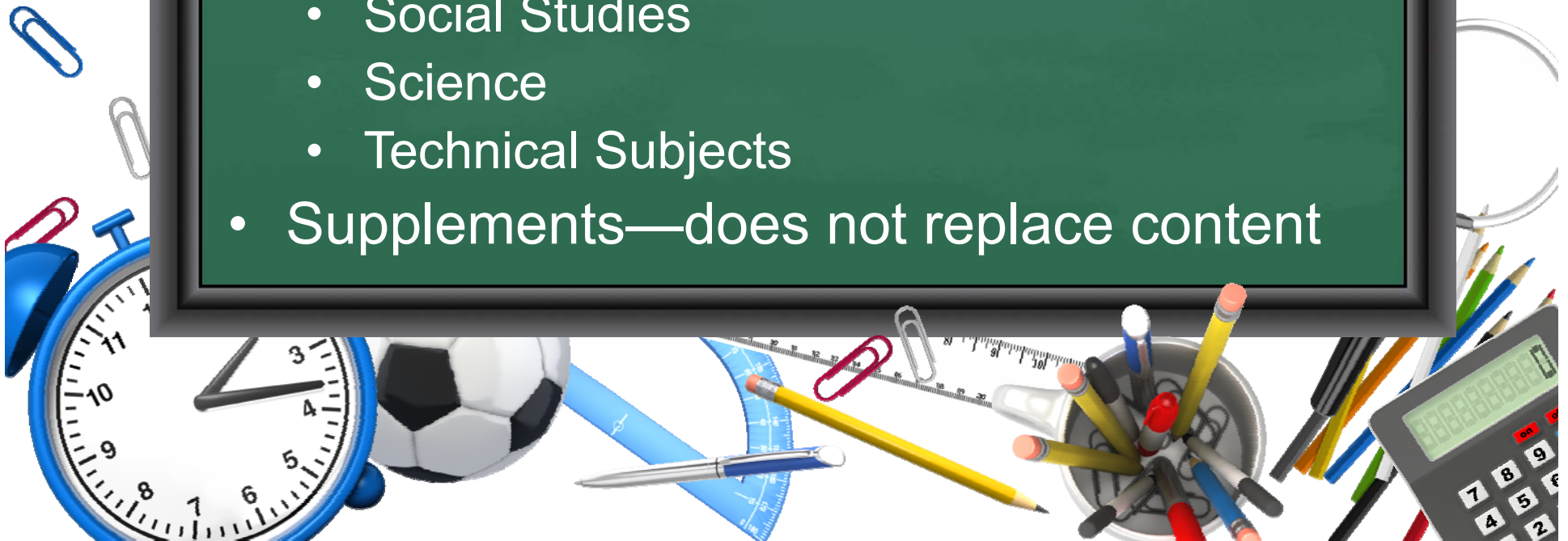
10 Essential Tips to Meeting the KAS ELA Standards

1. Include Informational Text
2. Incorporate Foundational Skills Such as Phonics
3. Teach Grammar in the Context of Writing
4. Create Authentic, Open-ended Assignments
5. Spend More Time on Speaking and Listening Skills
6. Lead High-leveled, Text-based Discussions
7. Focus on Process, Not Just Content
8. Create Assignments for Real Audiences with Real Purpose
9. Teach Argument, NOT Persuasion
10. Increase Text Complexity



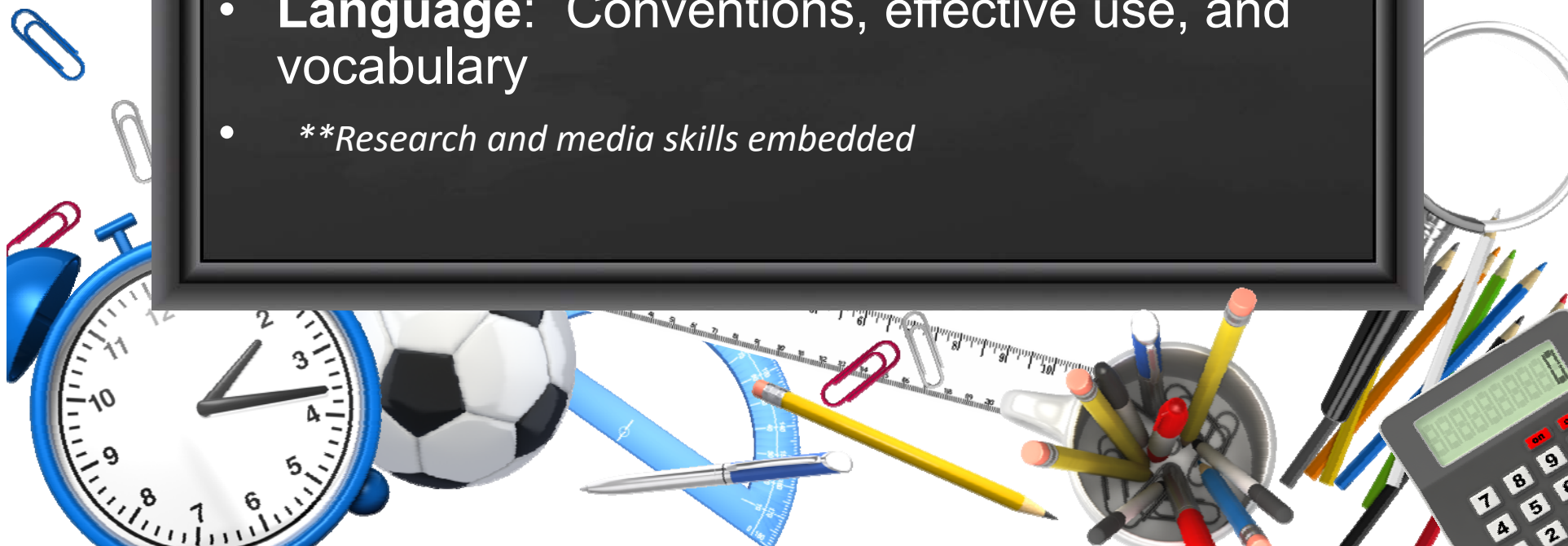
Multiple Disciplines

- Literacy skills and understandings required for CCR in multiple disciplines.
- Students must learn to read, write, speak, listen, and use language effectively in a variety of content areas.
 - History
 - Social Studies
 - Science
 - Technical Subjects
- Supplements—does not replace content



Key Design

- An Integrated Model Of Literacy
- **Reading:** Text complexity and growth of comprehension
- **Writing:** Text types, responding to reading, and research
- **Speaking and Listening:** Flexible communication and collaboration
- **Language:** Conventions, effective use, and vocabulary
- ***Research and media skills embedded*



Structure of KCAS ELA

- There is a written core for every grade, Kindergarten through 12th, all mapped backwards from the 32 College and Career Ready (CCR) anchor standards.

- ✿ The hierarchical structure of the ELA core is:

- ✿ Anchor Standards

- ✿ Grade

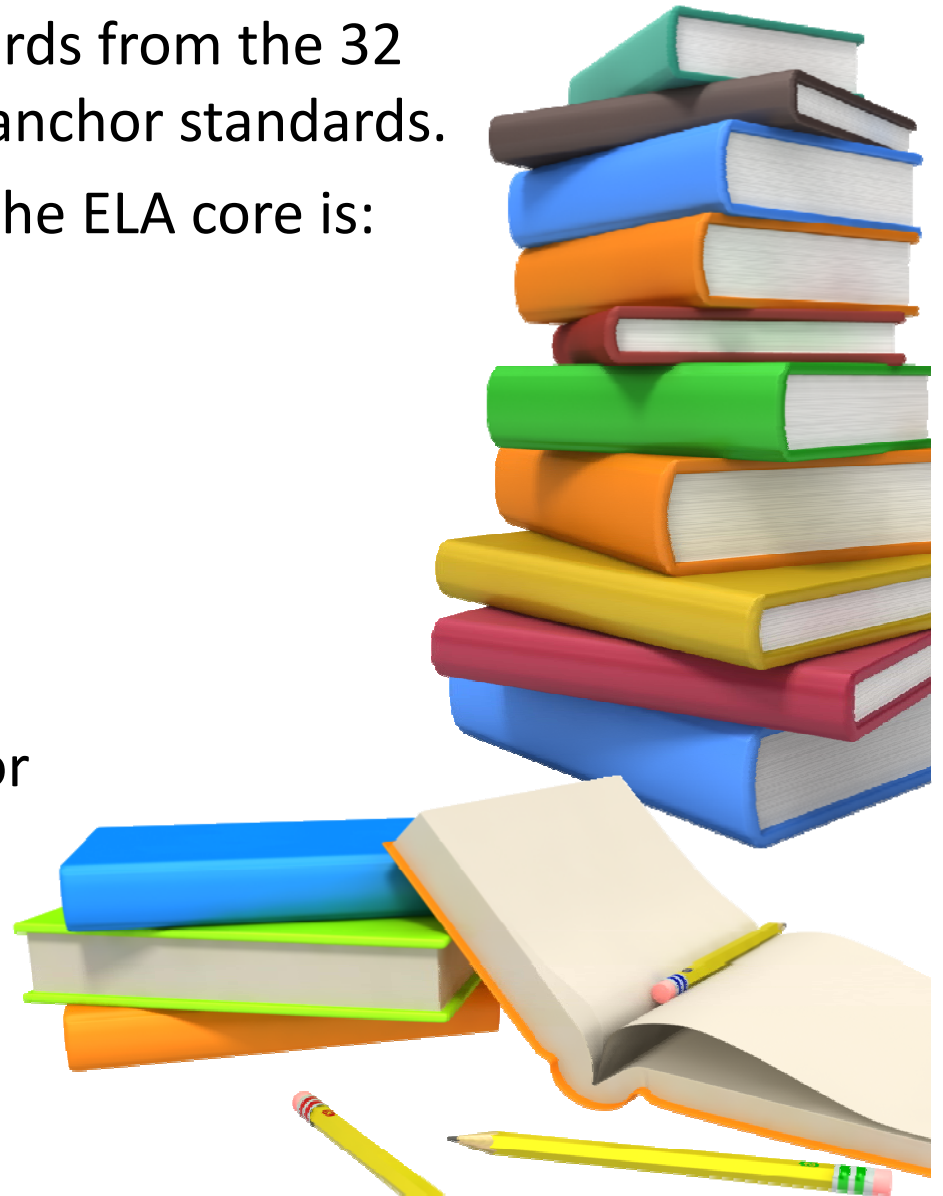
- ✿ Strand

- ✿ Cluster

- ✿ Standard

- ✿ Indicator

- ✿ *Grade by grade “staircase” increasing text complexity, skills, and rules.*



Strands for Conceptual Clarity

- ✧ Reading Literature
- ✧ Reading Informational Text
- ✧ Reading Foundational Skills (K-5)
 - ✧ Print Concepts
 - ✧ Phonological Awareness
 - ✧ Phonics and Word Recognition
 - ✧ Fluency
- ✧ Writing
 - ✧ Opinion/Argument
 - ✧ Informative/Explanatory
 - ✧ Narrative (to convey experience)
- ✧ Speaking and Listening
- ✧ Language



Vision of Literate Person in the 21st Century

- Habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally.
- Actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.
- Reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.

