THE READING LEAGUE

ADVANCING EVIDENCE IN PRACTICE

Empowering Educators With Knowledge & Support

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What do you know now that you didn't know then?

1987

What do you know about reading instruction now that you didn't know then?

Advancement Happens.


Hand Washing
Agriculture
Radiology
Ophthalmology
Dentistry
Military
Environmentalism
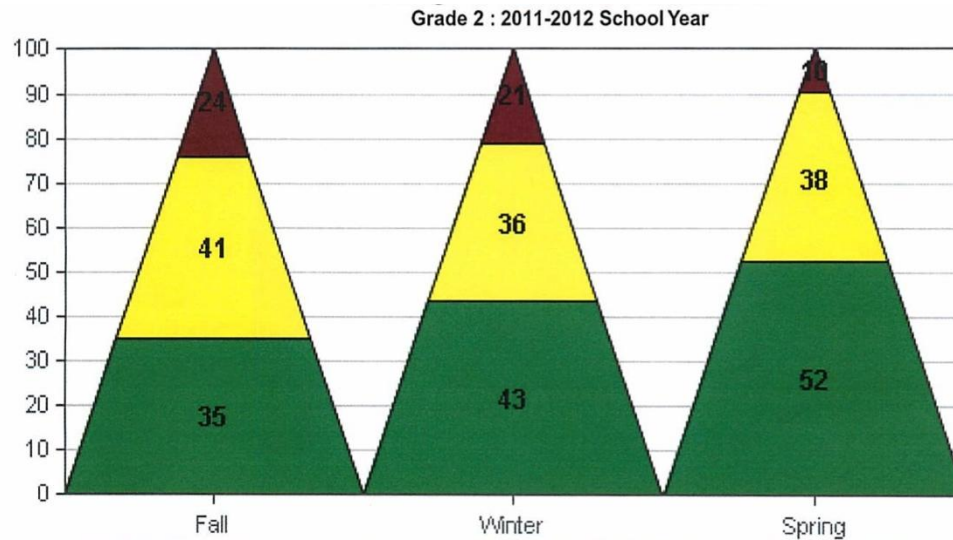
Fundamental Goals.

1) Build an evidence-based Tier 1 Core to reduce number of students needing Tier 2 Intervention

2) Implement a highly effective, evidence-based Tier 2 Intervention to reduce/eliminate number of students needing Tier 3

But first, what ARE *evidence-based* practice*s?* And what is possible?

What is Possible.

Grade 2 : 2011-2012 School Year

2015-2016
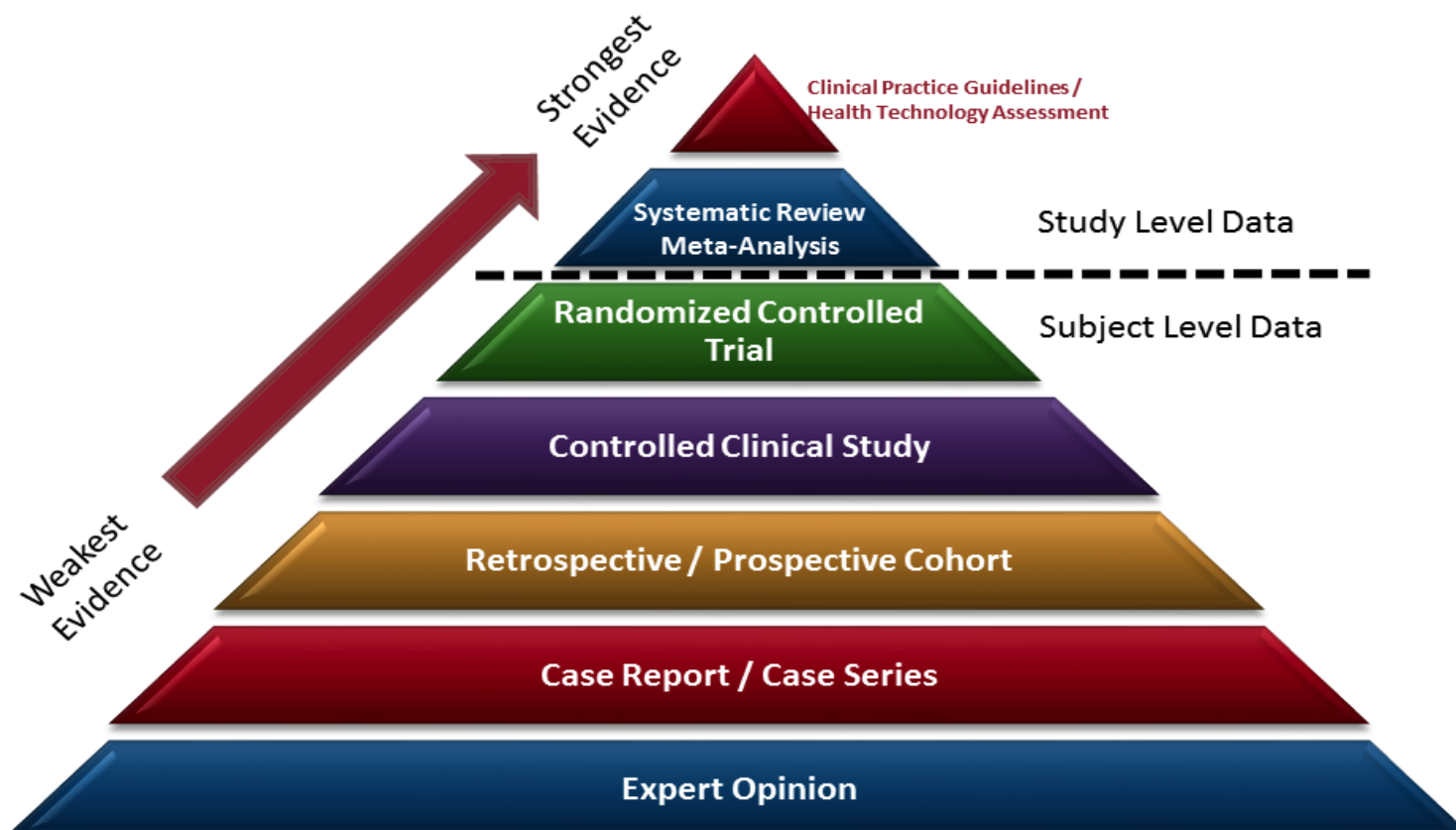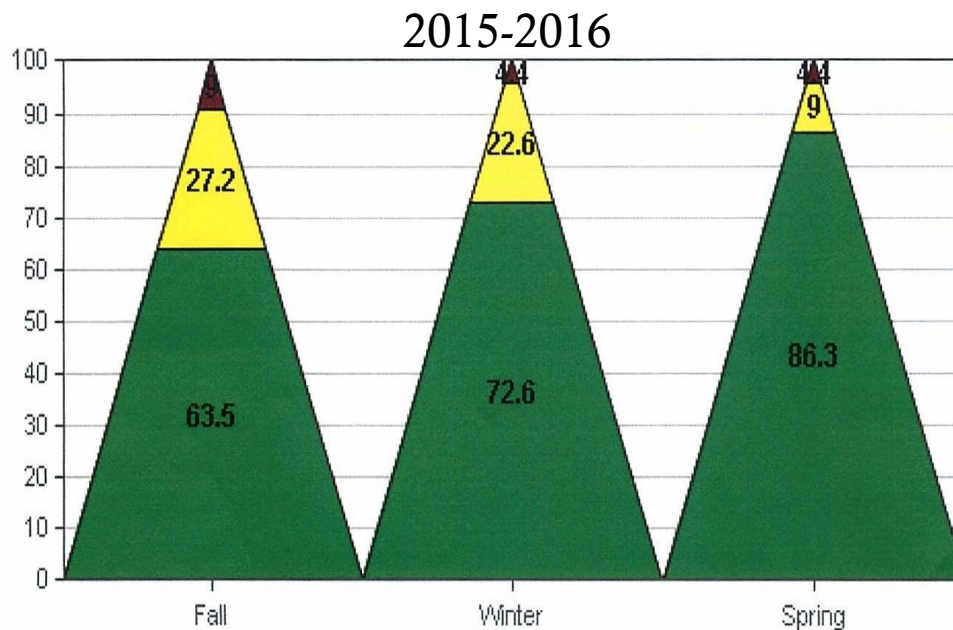
What is Required.

Effective July 1, 2012 all schools must have an RTI process in place in the area of reading K-4.

NYSED "Defines RTI to minimally include: Appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means **scientific research-based reading programs that include explicit and systematic instruction** in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies."

[8 NYCRR section 100.2(ii)]

Empirical (experimental) research from journals focusing solely on reading

- Annals of Dyslexia

- Dyslexia

- Journal of Research in Reading

- Reading and Writing: An Interdisciplinary Journal

- Scientific Studies of Reading

- Written Language and Literacy

Empirical (experimental) research from journals focusing on reading and literacy

- Journal of Literacy Research

- Literacy Research and Instruction

- Reading Psychology

- Reading Research Quarterly

Empirical (experimental) research from journals that commonly publish articles related to reading

- American Educational Research Journal
- Applied Psycholinguistics
- Assessment for Effective Intervention
- Australian Journal of Learning Difficulties
- Brain and Language
- British Journal of Educational Psychology
- Cognition
- Cognitive Psychology
- Cortex
- Journal of Child Psychology and Psychiatry
- Journal of Educational Psychology
- Journal of Experimental Child Psychology
- Journal of Experimental Psychology: Human Perception and Performance

- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Journal of Learning Disabilities
- Journal of Memory and Language
- Journal of Research on Educational Effectiveness
- Language, Speech, and Hearing Services in Schools
- Learning and Instruction
- Learning Disabilities: A Contemporary Journal
- Learning Disabilities: A Multidisciplinary Journal
- Learning Disabilities Quarterly
- Learning Disabilities: Research and Practice Memory and Cognition
- Psychonomic Bulletin and Review
- Quarterly Journal of Experimental Psychology

Empirical (experimental) research from journals that occasionally publish articles related to reading

- Australian Journal of Language and Literacy
- Australian Journal of Psychology
- Behavior and Brain Function
- Behavior Research Methods, Instruments & Computers
- Biological Psychiatry
- Biological Psychology
- Brain
- Brain Research
- British Educational Research Journal
- British Journal of Developmental Psychology
- British Journal of Psychology
- Canadian Journal of Experimental Psychology
- Child Development
- Cognitive Brain Research
- Cognitive Neuropsychology
- Cognitive Science
- Contemporary Educational Psychology
- Developmental Neuropsychology
- Developmental Psychology
- Developmental Science
- Early Childhood Research Quarterly
- Educational and Child Psychology
- Educational Psychology Review
- European Journal of Cognitive Psychology
- Exceptional Children
- Exceptionality
- International Journal of Disability, Development and Education
- International Journal of Language & Communication Disorders
- Journal of Behavioral Education
- Journal of Child Neurology
- Journal of Cognitive Neuroscience
- Journal of Communication Disorders
- Journal of Deaf Studies and Deaf Education
- Journal of Educational and Developmental Psychology
- Journal of Educational Research
- Journal of Psychoeducational Assessment
- Journal of Research in Childhood Education
- Journal of School Psychology
- Journal of Special Education
- Journal of Speech, Language, and Hearing Research
- Journal of Vision
- Language and Cognitive Processes
- Learning and Individual Differences
- NeuroImage
- Neurology
- Neuron
- NeuroReport
- Neuropsychologia
- Neuropsychology
- Proceedings of the National Academy of Sciences
- Psychological Bulletin
- Psychological Review
- Psychological Science
- Psychology in the Schools
- Remedial and Special Education
- Review of Educational Research
- Scandinavian Journal of Educational Research
- Scandinavian Journal of Psychology
- School Psychology Quarterly
- School Psychology Review
- Trends in Cognitive Science
- Vision Research

The attainment of reading skill has fascinated psychologists and invited more study than any other aspect of human cognition due to its social importance and complexity. The study of proficient reading and reading problems earned more funding increases from Congress in the 1990s than any other public health issue studied by the National Institute of Child Health and Human Development (Lyon & Chhabra, 2004). As a consequence of research efforts over many decades, scientific **consensus** on important issues in reading development and reading instruction has been reached (McCardle & Chhabra, 2004; Rayner et al., 2001).

What do your students typically have difficulty with?

- Understanding how speech maps to print
- Learning letter sounds
- Blending sounds into words
- Decoding words accurately
- Accumulating a large pool of sight words
- Accumulating high frequency words
- Understanding what is read

K / 1st grade – expected to decode simple words. Each time they come to a word they just read, they have to decode it again.
Older students have memorized single syllable words, but guess/skip multisyllabic words.
As a result…labored fluency, impaired comprehension (yet can comprehend when read to).
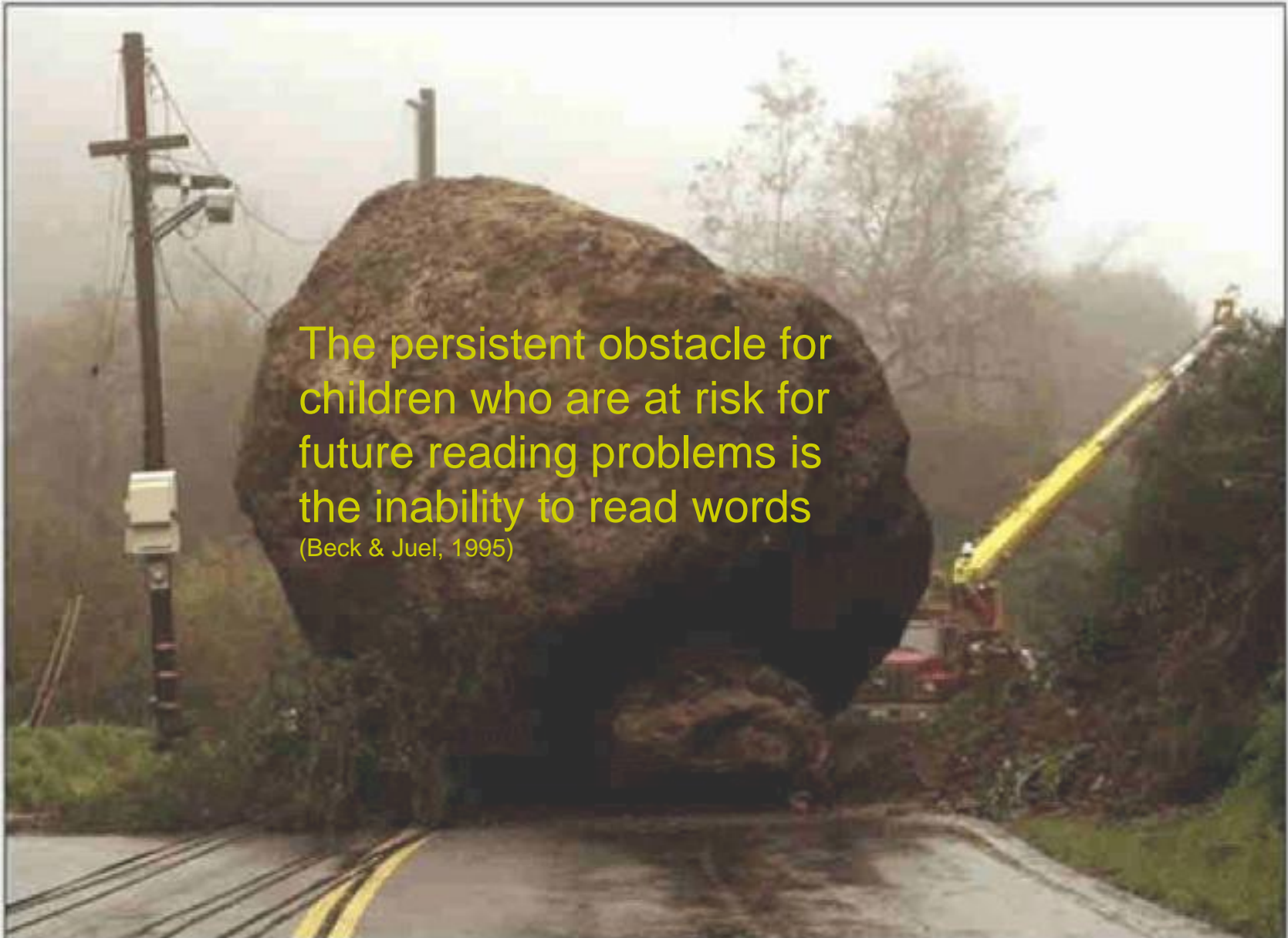
The persistent obstacle for children who are at risk for future reading problems is the inability to read words (Beck & Juel, 1995)
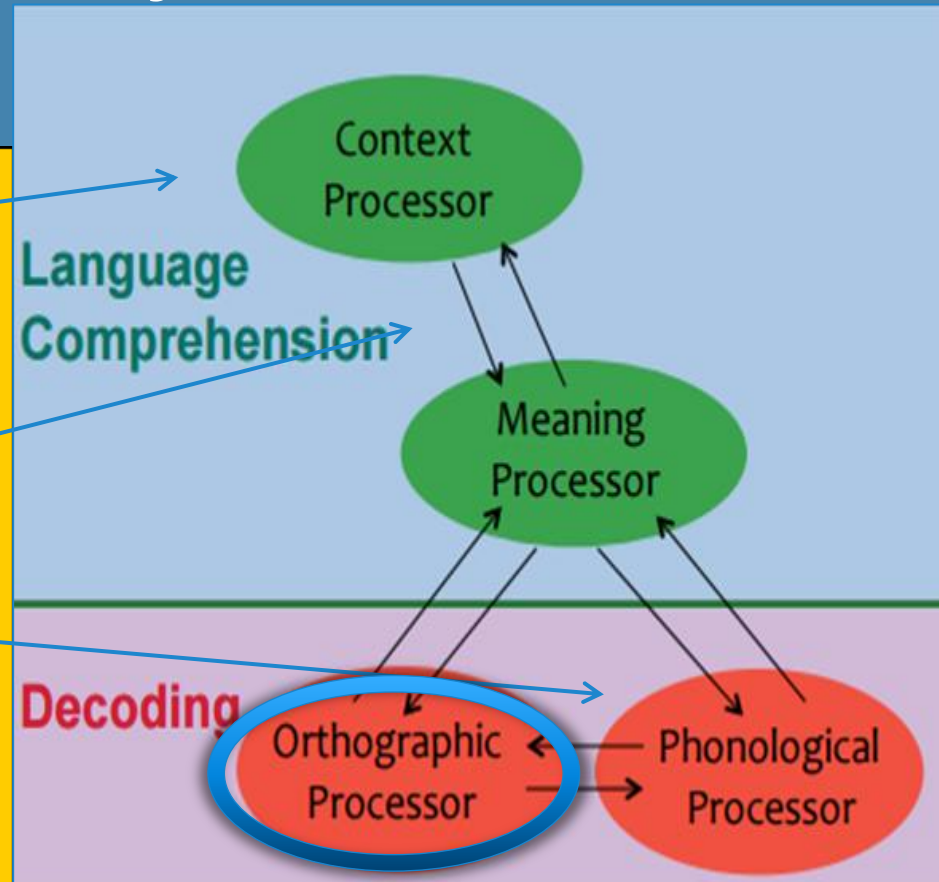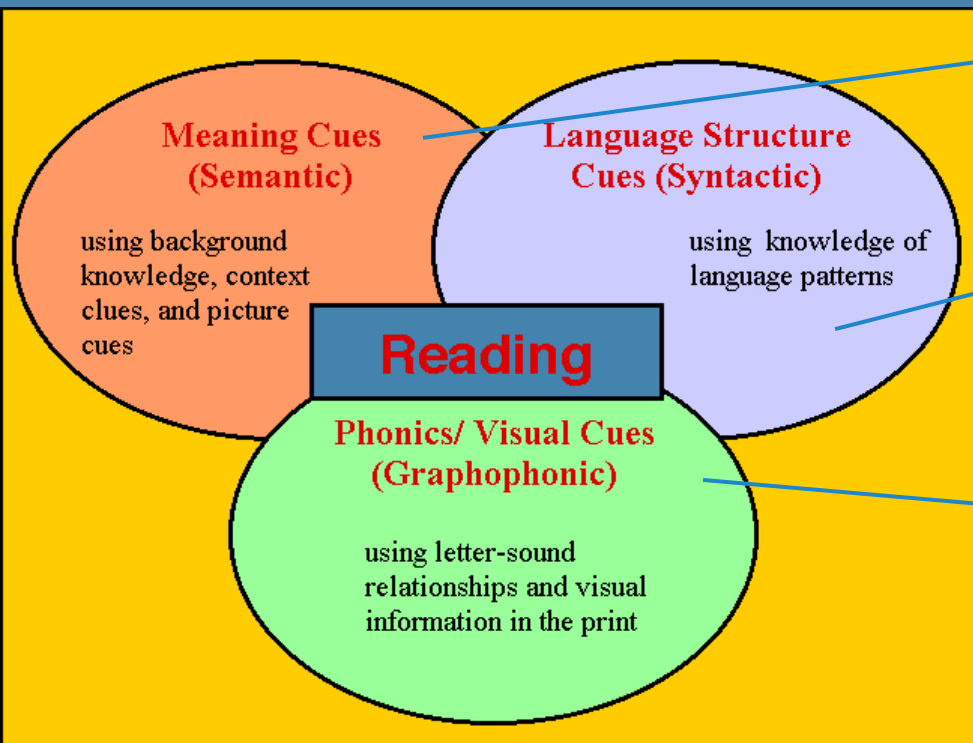
The words.

The 3 Cueing Systems Model

Meaning Cues (Semantic): using background knowledge, context clues, and picture cues

Language Structure Cues (Syntactic): using knowledge of language patterns

Reading

Phonics/ Visual Cues (Graphophonic): using letter-sound relationships and visual information in the print

- Promoted in 1980s *non-scientific* literature as a possible model of how reading takes place. Grassroots origins. Based on how it SEEMS like we read.
- Believed BEFORE we had scientific evidence of brain processes.
- Popular among educators. Most researchers barely aware of it & surprised to hear it still exists.
- Underlying framework for "whole language" and its offshoots (e.g., "balanced literacy," "literature-based approach")
- Debunked: inaccurate. Contradicted by 30+ years of scientific research studies (which concluded instruction based on this model ineffective or minimally effective).
- Greatest Concern: Ignores / downplays the sounds of language - the central, critical role of phonology
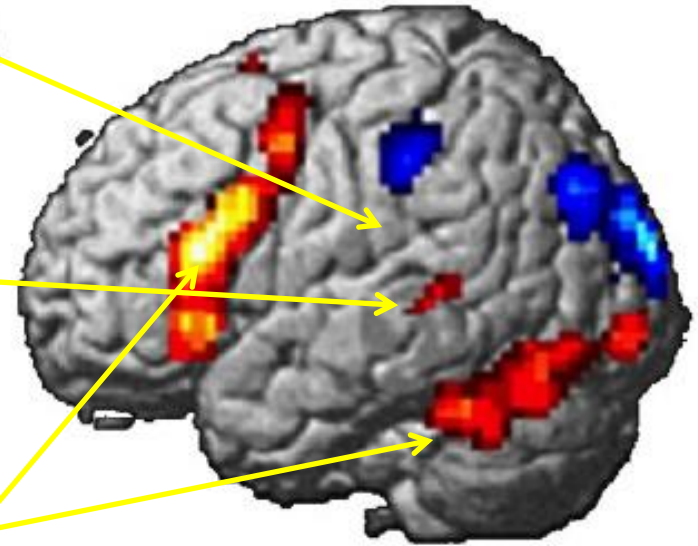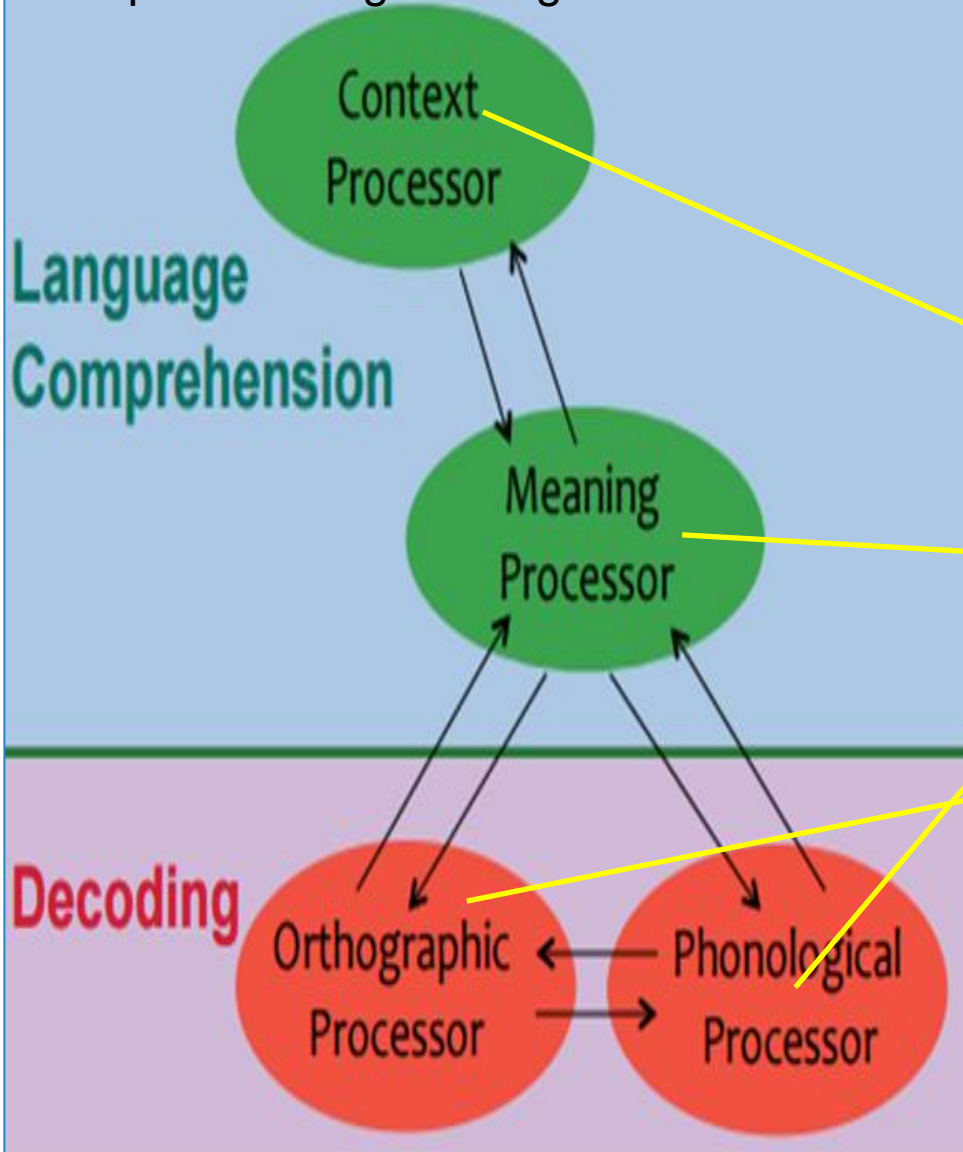- Results in practices encouraging students to guess & memorize
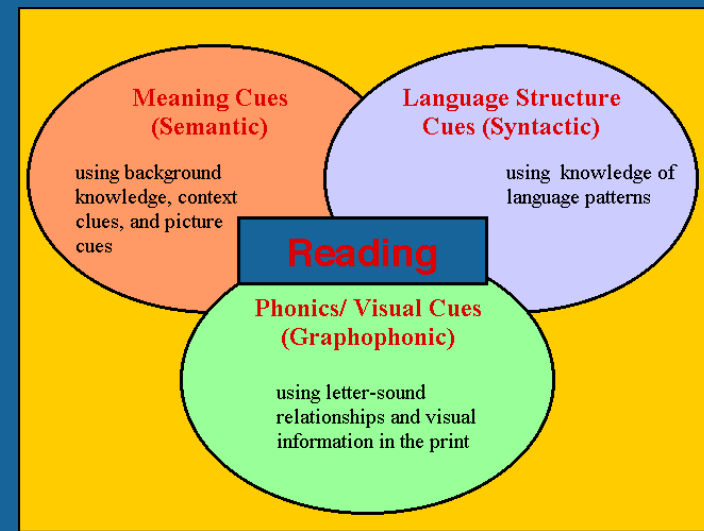
Considering there had been no scientific understandings of how the brain actually reads, we can at least say it wasn't *completely* off the mark!

The four brain-processing systems involved in word recognition & where they take place during reading.

Context Processor

Language Comprehension

Meaning Processor

Decoding

Orthographic Processor ← Phonological Processor

3 Cueing Model Still Widespread

- Minimal or halfhearted teaching of phonics: few minutes of "word work."

- Highly predictable text. featuring picture cues.

- Attention paid to initial letter sound only.

Publishers produce what sells – either in college textbooks, or materials for beginning/struggling readers.

"Guess Reading"

Guess Reading is what children often resort to when instruction ignores / downplays the sounds of language - the central, critical role of phonology. Phonology is one of the most highly predictive elements of later reading outcomes.

Guess Reading is frequently encouraged. This may actually HARM future reading achievement!
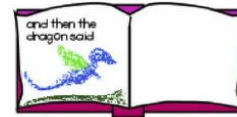
- Look at the picture.
- Skip over it.
- Get your mouth ready.

and then the dragon said

The ball is r_____.

Get your mouth ready.

Say the beginning sound and look at the picture.

f -

An example of instruction that fosters guess reading:

Emphasizing repeated practice of irregular/frequent words. Saying "some words just have to be memorized."

The irony of the teaching practice of presenting irregular words to be learned as unanalyzed wholes is that exception words require MORE letter-sound and phonemic analysis than regular words, not less. (Kilpatrick, 2015, p. 109).

Word walls listing words visually, rather than by sound

The Tide is Turning

THIRD EDITION

assessment for reading instruction

Michael C. McKenna
Katherine A. Dougherty Stahl

viewed readers as merely sampling the letters of a word in order to conf... about its identity. This reasoning led him to suggest that when a reader... word for another, it should not be regarded as a problem as long as the... similar in meaning. For example, when the reader says *pony* for *horse*, th... that syntactic and semantic cues are being used, something Goodman saw as the hallmark of proficient reading. This is why Goodman preferred the term *miscue* to *error*. It is also why some IRIs have criteria based on "semantically acceptable" errors—or miscues, if you like.

Later research, however, revealed beyond question that Goodman's model was wrong (e.g., see Adams, 1990; Rayner & Pollatsek, 1989). Proficient readers process nearly every letter of every word, but for the most part they do so automatically, at an unconscious level. In contrast, miscues based on context are made by beginning readers who are not yet rapid decoders or by older students with decoding difficulties. This finding raises practical issues for a teacher listening to a student read aloud. When the child hesitates at an unfamiliar word, a teacher following the Goodman model might ask the child what word makes sense or encourage the child to read to the end of the sentence to obtain more clues. On the other hand, a teacher familiar with current research would call the child's attention to the structure of the word, to letter–sound relationships, rimes, affixes, and so forth.

Startling insights from close examination of SS gains made in intervention studies

80%-90% of interventions	10%-20% of interventions
0 to 9 SS	12.5 to 25 SS
These gains were often *lost* in interventions with 0-8 SS in follow-up studies	These gains were *maintained* in 1, 2, 3, & 4 year follow-up studies

STANDARD SCORE GAINS IN WORD LEVEL READING

Imagine what that means.

- 130 + = very superior (or very high) (98th percentile or higher)

- 120-129 = superior (or high) (91st-97th percentile)

- 110-119 = above average (75th-90th percentile)

- 90-109 = average (25th-73rd percentile)

- 80-89 = below average (16th-23rd percentile)

- 70-79 = well below average (2nd-8th percentile)

- <70 = deficient (or low) (2nd percentile or lower)

3 CATEGORIES

3 Categories exist when the huge batch of 80%-90% of intervention studies with 0-9 SS gains is subdivided into 2 groups:

0 to 5 SS	6 to 9 SS	12.5 to 25 SS
Minimally effective	*Moderately effective*	*Highly effective*
Mostly 2-4 SS points	Mostly 6-7 SS points; one had 9	Mostly 14-17 SS points

80%-90% of intervention studies

HIGHLY EFFECTIVE INSTRUCTION

features consistent and comprehensive instruction in:

1. Intensive phonemic awareness training (to proficiency advanced levels after K/1)

2. Explicit, systematic phonics

3. Extensive opportunities to practice what was learned   in connected text

12.5 to 25 STANDARD SCORE POINT GAINS IN WORD-READING ABILITY!

(Alexander et al., 1991; Lennon & Slensinski, 1999; Simos et al., 2002; Torgesen et al., 1999, 2001, 2003, 2010; Truch, 1994, 2004, 2005; Vellutino et al, 1996)

1. Phoneme PROFICIENCY

0 to 5 SS	6 to 9 SS	12.5 to 25 SS
Minimally effective	*Moderately effective*	*Highly effective*
NONE formally trained phoneme awareness	ALL BUT ONE trained "*basic*: phoneme awareness – segmenting and blending, which are typically mastered at end of 1st grade	ALL aggressively addressed and "fixed" PA issues using advanced PA training (e.g., "Say 'bent'…now say 'bent' and change the /n/ to /s/")

Phonological Awareness.
The most potent predictor of future reading success.

Plays a non-negotiable, critical role in accurate and automatic word reading (the BASE that all other critical reading components rest upon).

It is critical to understand this deeply so that appropriate instruction is maximized.

Phonological awareness

The ability to identify and manipulate sounds in **spoken language**.

word awareness
(isolate individual words in the flow of speech)

onset-rime awareness
(manipulate parts of syllables as in l-uck)

syllable awareness
(blend and segment syllables of words)

phoneme awareness
(manipulate individual sounds of words)

➢ The most finely detailed component of phonological awareness.

➢ The most potent predictor of future reading success.

➢ Phonemes are the smallest, individual speech sounds in words.

Developmental Sequence of Phonological Skills

80-90% of typical students achieve a targeted phonological skill

Age	Skill	Example
5	Recognizing Rhyme	Which two rhyme? bat, bug, hat
	Clapping/Counting Syllables	dog (1 syllable), turtle (2 syllables)
5 1/2	Blends Onset and Rime	/b/ /oat/ (boat), /t/ /ree/ (tree)
	Produces a Rhyme	Tell me a word that rhymes with cat. (rat)
	Isolates Beginning Sound	Say the first sound in 'net'. (/n/)
6	Syllable Deletion	Say "tulip" now say it again, but don't say /tu/ (lip)
	Blending of 2- and 3-phoneme words	/s/ /u/ /n/ (sun), /b/ /o/ (bow)
	Segments 2- and 3-phoneme words (no blends)	Say the sounds in the word "boat" as you move a bead for each sound
6 1/2	Segments words that have up to 3- or 4- phonemes (including blends)	Say the sounds in the word "black" as you move a bead for each sound (/b/ /l/ /a/ /k/).
	Phoneme substitution to build new words (no blends)	Change the /c/ in "cat" to /b/ (bat)
7	Phoneme Deletion (initial and final word positions)	Say "seed". Now say it again without the /d/ (see)
8	Phoneme Deletion (initial position including blends)	Say "sled". Now say it again without the /s/ (led)
9	Phoneme Deletion (medial and final blend positions)	Say "snail". Now say it again without the /n/ (sail).

Adams, et al., 1998; Gillon, 2004; Goswami, 2000, Paulson, 2004; Rath, 2001

Lack of Phonological Awareness

The "universal cause" of word-level reading difficulties.

Students who don't have it, don't read words well.

Period.

There is simply no aspect of word-level reading that is unaffected by PA – even in older students.

In at-risk readers, PA does not develop via exposure to literacy activities – it must be taught explicitly.

(Ahmed et al., 2012; Halderman et al., 2012; Kilpatrick, 2015; Vellutino et al., 2004)

Which students have phoneme awareness?

	Child A	Child C	Child E
1.	y x z (lap)	L	JAP
2.	M t v (sick)	5	s i c
3.	q t v x (elephant)	EE	EJOFINT
4.	h b g z (pretty)	P	PRIT
5.	k l m p d t st (train)	H	TRAN

(Tangel & Blachman, 1992 - End of kindergarten spellings)

2. Systematic, Explicit Phonics

0 to 5 SS	6 to 9 SS	12.5 to 25 SS
Minimally effective	*Moderately effective*	*Highly effective*
SOME featured systematic, explicit phonics	ALL featured systematic, explicit phonics	ALL featured systematic, explicit phonics

Explicit & systematic phonics is essential.

EVERY STUDY IN WHICH EXPLICIT, SYSTEMATIC PHONICS WAS ABSENT WAS IN THE 0-5 GROUP.

2. Systematic, Explicit Phonics

Phonics refers to INSTRUCTION to teach **sound/symbol** relationships. It's not something kids *have.*

We have an alphabet. An alphabet is a code. The squiggles represent the sounds we make with our mouths – the phonemes.

If we break the code, we can learn to read ALL words. Phonics helps everyone decode. We all use phonics.
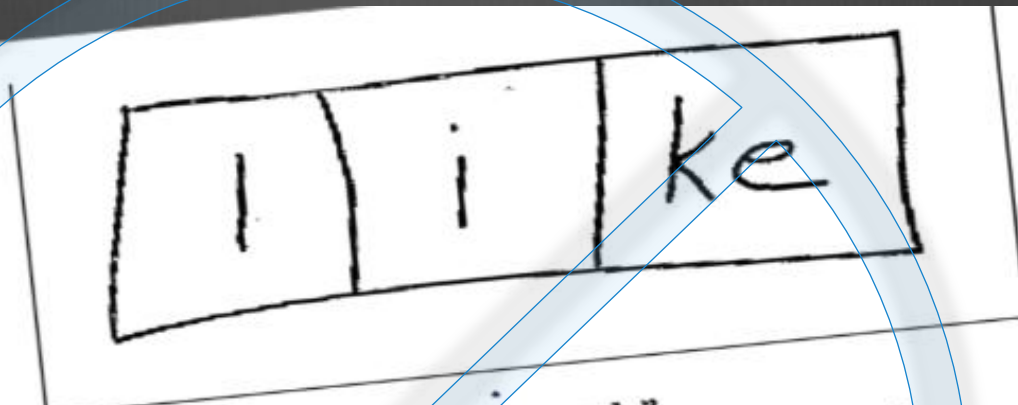
It is extremely difficult to effectively apply phonic knowledge without phonological awareness.

Phonics and phonemic awareness snowball into a reciprocal relationship that allows students to advance to more sophisticated levels of each!

SYSTEMATIC: a sequence from easier to more complex
EXPLICIT: learning is not left to chance

Phonics/Word Work

- **PRINCIPLE** Recognizing and using the consonant-vowel-consonant (CVC) pattern

"You can say a word to hear the sounds."
"You can hear the sounds in a word and write the letters."

- Demonstrate how to say a word slowly to help write it, left to right. Suggested language: "When you want to write a word, you can say it slowly and think about the sounds and letters."

- Draw three boxes on the whiteboard. Say the word *get* slowly. "The /g/ I hear at the beginning is the sound of the letter *g*." Write *g* in the first box, and say the whole word again slowly. Write *e* in the second box. Say the whole word again. Write *t* in the third box, and check the word by saying it again slowly and running a finger under it, left to right. "You can say a word to hear the sounds. You can hear the sounds in a word and write the letters."

- Repeat with several CVC words, such as *bat, hen, hit, sit, sat, pat,* and *pan* that may be unknown to children. Have children say each word after you, and come up with letters.

- Draw three more boxes. Then have children slowly say the word *like,* and identify the *l, i,* and *k.* Write the letters in the boxes. Tell children: "You know the word *like.* You need to add an *e* to make it look right." Write *e* in the same

Let's Try Phonics.

s = ♦   a = ♋   m = ○

p = □   i = ⚹   t = ◆

What happens in our brains when we have phoneme awareness and we use phonics to decode?

WHY do phoneme proficiency & phonics make interventions highly effective?

They are the foundation for….<u>orthographic mapping</u>

…which is what leads to the development   of sight words.

HOW SO?

What is a Sight Word?

Any instantly familiar word that is recognized "on sight" – with a mere glance.

- Words you already know and don't have to sound out
- It can be phonically regular or irregular
- Any word that is familiar and instantly accessible

A SIGHT WORD IS A WORD YOU CAN'T NOT READ.

They cannot be suppressed.

They are instantaneous! This is what makes reading fluent.

Say the colors that the word is printed in. Do not read the words.
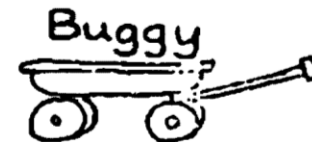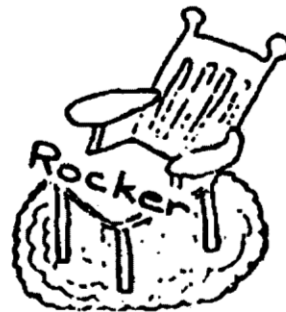
BLUE   ORANGE   BLACK

GREEN   RED   YELLOW

PURPLE   RED   BLACK

IGNORE THE WORDS
Just name the item

Desk

Chicken

Bush

Basket

Sheep

Triangle

Suitcase

Orange

Toes

Cow

Rocker

Buggy
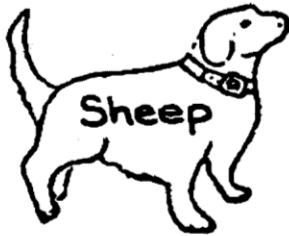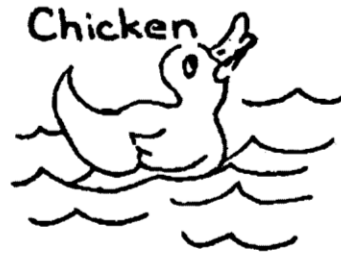
ORTHOGRAPHIC PROCESSOR
(IN OCCIPITAL LOBE)

JOB: Process printed representations
of speech – visual input

- Perceive curves, straight
  lines, and angles of letters,
  spaces, punctuation marks
- Perceive how patterns of sound
  are represented by letters
- **Unitize words as whole units –
  SIGHT WORDS!**
- Remember letter sequences
  while spelling

Left Hemisphere

Context
Processor

Meaning
Processor

Phonological
Processor
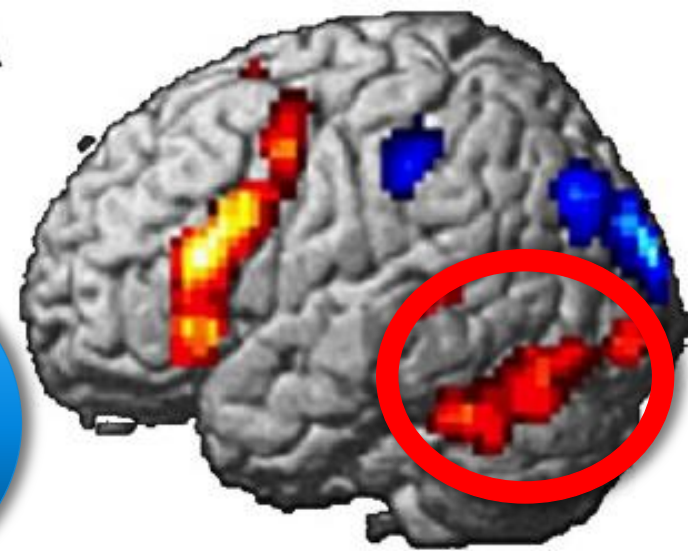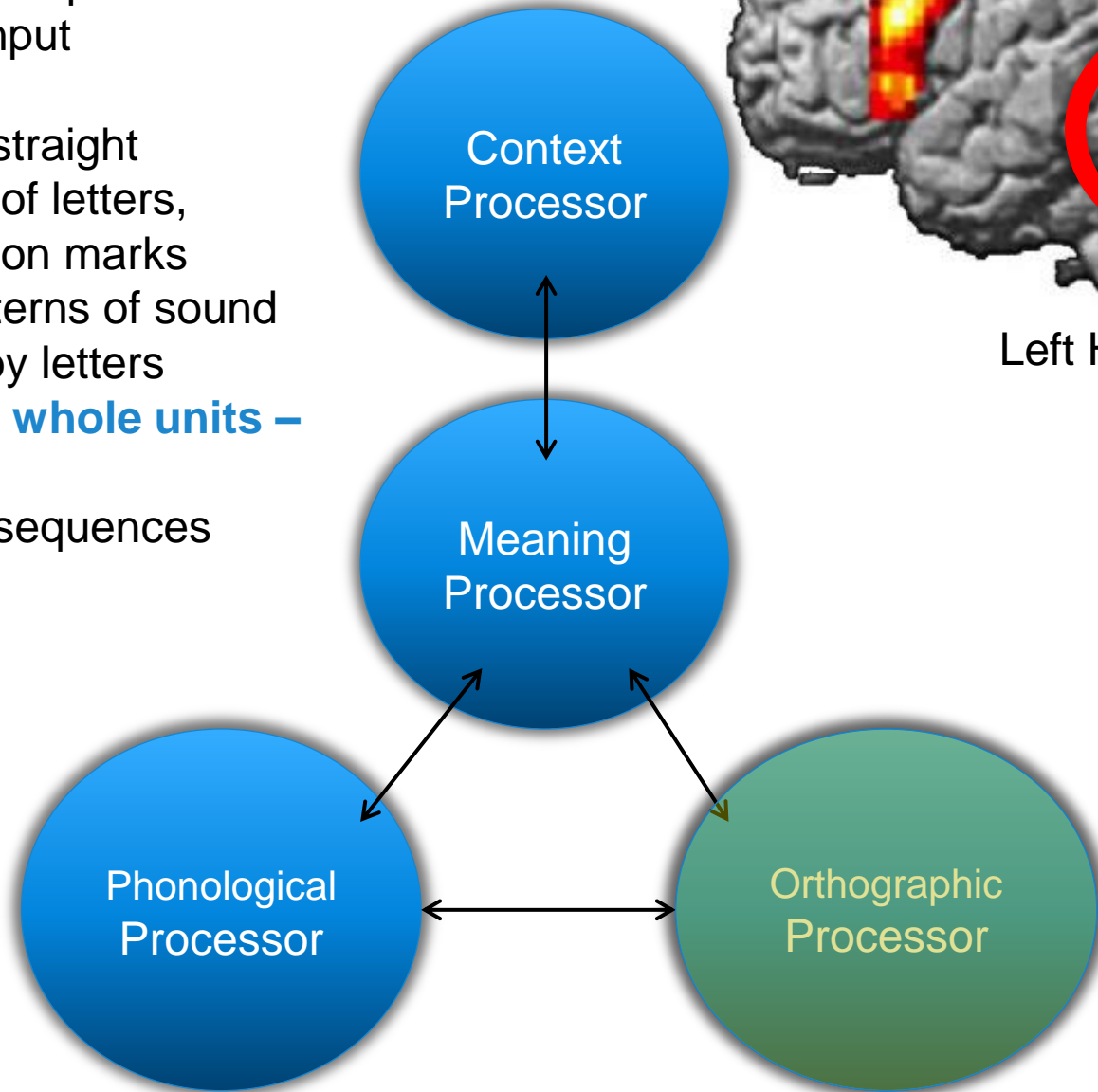
Orthographic
Processor

Orthographic Mapping (sight word learning)

Connection forming process between pronounced phonemes and the order of printed letters. Those particular letters become unitized – known as a unit..

CAUTION: This does not mean instruction using whole word recognition, whereby you teach readers to read by memorizing whole words.

1. Starts with the phonemes in a known word

2. Those phonemes are mapped/ connected to the *correct sequence of letters*. It becomes a unit. A sight word.

Fathom how the f a th er went farther than the fatter farmer.

Each Phase of Word Reading Development Depends On Its Phonological Counterpart

Phonological Development	Word Reading Development

1. **Early Phonological Awareness**

   Rhyming, Alliteration, Syllable Segmentation, First Sound Awareness

   ⟷ 1. Letter Name & Letter Sound Knowledge

2. **Basic Phoneme Awareness**

   Segmentation & Blending

   ⟷ 1. Decoding

3. **Advanced Phoneme Awareness**

   Best assessed via phoneme manipulation (timed)

   ⟷ 1. Orthographic Mapping

   (efficient sight word acquisition)

Orthographic Mapping
=
Efficient Word Level Reading
(= fluency!!!)

Without Advanced PA (after 1st grade):

- Students cannot *efficiently* add to their pool of sight words

- It may take 20+ exposures to *memorize* a word by sight which is extremely <u>inefficient</u>. (Opposed to 1-4 exposures by those who can map phonemes to specific letter sequences – more efficient – much more fluent.)

3. Extensive opportunities to practice **what was learned** in connected text

0 to 5 SS	6 to 9 SS	12.5 to 25 SS
Minimally effective	*Moderately effective*	*Highly effective*
SOME practiced what was learned	ALL practiced what was learned	ALL practiced what was learned

LESSON TO TEXT MATCH (LTTM)

Lesson to Text Match (LTTM)

A percentage: The match between the content of phonics instruction and the words in student texts.

Bob the fish swims and swims.
He swims past the rocks and the kelp. Then he rests on the sand.
(20 total words)
(Adapted from Stein, Johnson, & Gutlohn, 1999)

A child who knows only short a and o and some consonants (no digraphs, blends, or plurals yet) can only read "Bob" and "on" – 10% of this. Teaching more patterns makes it more decodable. See https://www.youtube.com/watch?v=uRhKsFHMEuw

Lesson-to-Text-Match (LTTM)

- Does not occur with an A-Z leveled text gradient

- Does not occur in predictable text

- These types of texts do not allow for application of phonics knowledge to practice in connected text.

Phonics/Word Work

PRINCIPLE Recognizing and using the consonant-vowel-consonant (CVC) pattern

"You can say a word to hear the sounds."

"You can hear the sounds in a word and write the letters."

- Demonstrate how to say a word slowly to help write it, left to right. Suggested language: "When you want to write a word, you can say it slowly and think about the sounds and letters."

- Draw three boxes on the whiteboard. Say the word *get* slowly. "The /g/ I hear at the beginning is the sound of the letter *g*." Write *g* in the first box, and say the whole word again slowly. Write *e* in the second box. Say the whole word again. Write *t* in the third box, and check the word by saying it again slowly and running a finger under it, left to right. "You can say a word to hear the sounds. You can hear the sounds in a word and write the letters."

- Repeat with several CVC words, such as *bat, hen, hit, sit, sat, pat,* and *pan* that may be unknown to children. Have children say each word after you, and come up with letters.

- Draw three more boxes. Then have children slowly say the word *like,* and identify the *l, i,* and *k.* Write the letters in the boxes. Tell children: "You know the word *like.* You need to add an *e* to make it look right." Write *e* in the same

Our Garden (Level B) – the book read after learning about the CVC pattern.

We have some corn in our garden.

We have some beans in our garden.

We have some flowers in our garden.

We have some strawberries in our garden.

We have some tomatoes in our garden.

We have some pumpkins in our garden.

We have some carrots in our garden.

We have some bunnies in our garden!

Robinson, S. (2009). *Our garden.* Portsmouth, NH: Heinemann. LLI Green System Book 27, Level B

PRINCIPLE Recognizing and using phonograms with a vowel-consonant-silent *e* (VCe) pattern: *-ade, -ace, -age, -ake, -ale, -ame, -ane, -ape, -ate, -ice, -ide, -ike, -ile, -ime, -ine, -ite, -ive, -obe, -oke, -ope, -ore*

"You can see patterns in words."

"The patterns in words will help you read and write them."

- Suggested language: "You have been learning about word parts or patterns. The pattern can help you read a word or write a new word. Today you are going to look at two new patterns."

- Place a picture card of a *rake* at the top of the pocket chart. Ask children to say the picture name slowly, thinking about the sounds. "What letter would you expect to see at the beginning of *rake*?" Write *r* on a whiteboard. Have children say *rake* again and think about the next letter. Write the *a* and then repeat for the *k*. You may want to tell children that in *rake* the *a* has the sound of its name.
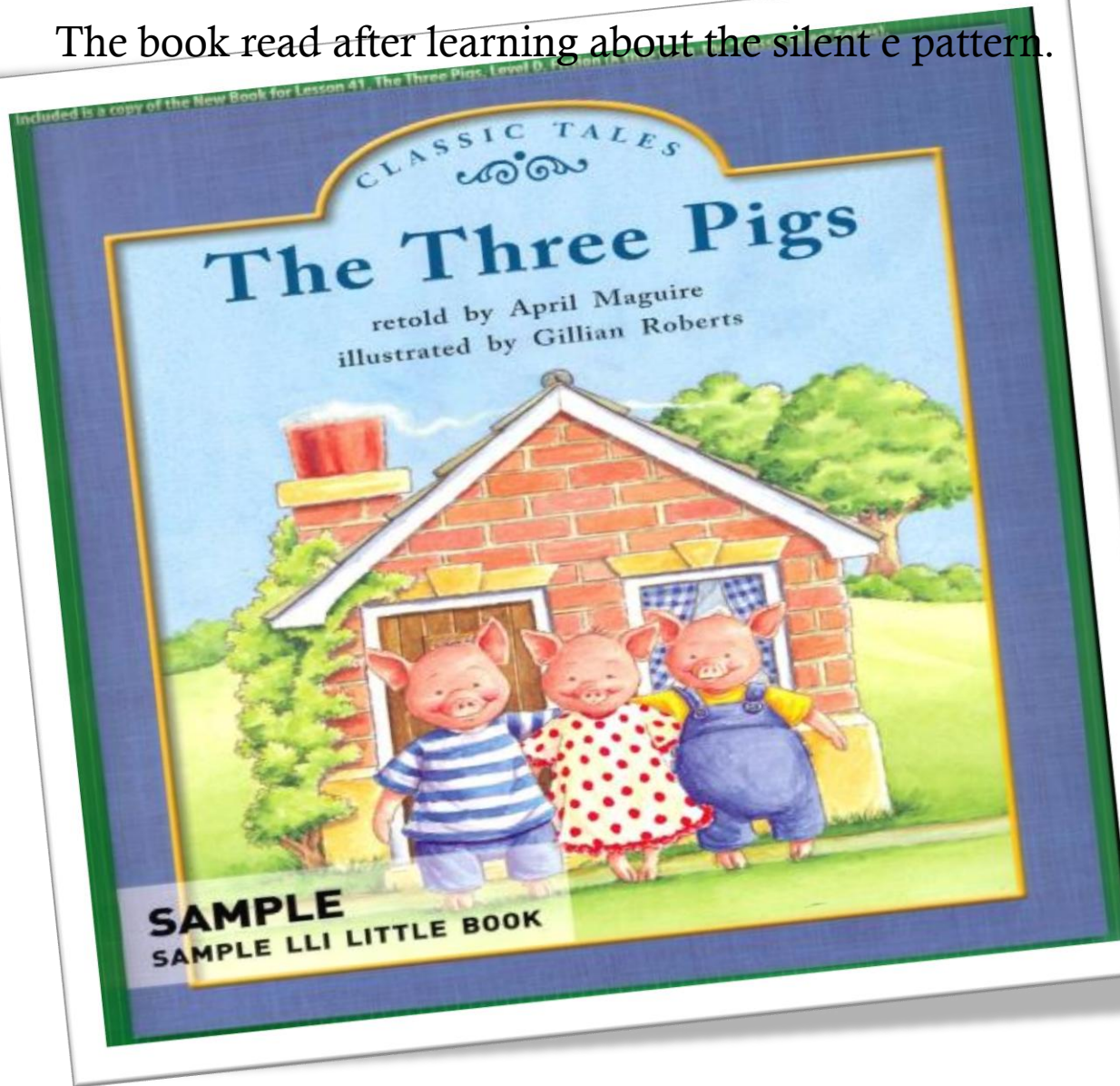
"At the end of *rake*, you add an *e* to make it look right. You do not hear the *e*. It is a silent *e*." Add the *e*, and ask children to read the word.

Add word cards *lake, take, make, cake* one at a time, under *rake*. When finished, have children read the entire column.

Using the picture card *blade* and word cards *made, trade,* and *fade,* repeat the process. Point out to the children that the letters *r* and *r* often go together.

Remove the word cards. Deal them to children to take turns saying the word and placing it under the picture card for the pattern.

The book read after learning about the silent e pattern.

CLASSIC TALES

The Three Pigs

retold by April Maguire
illustrated by Gillian Roberts

SAMPLE
SAMPLE LLI LITTLE BOOK

Maguire, A. (2009). *The three pigs.* Portsmouth, NH: Heinemann. LLI Green System Book 41, Level D

The Three Pigs

"Let me in," said the wolf. "No!" said one little pig. "Then I will blow your house down," said the wolf. And he did. The little pig ran down the road. "Let me in," said the wolf. "No!" said the two little pigs. "Then I will blow your house down," said the wolf. And he did. The two little pigs ran down the road. The wolf said, "Let me in." "No, no, no!" said the three little pigs. "Then I will blow your house down," said the wolf. But he did not. "I will get in," said the wolf. The wolf went down, down, down. Then the wolf ran down the road!

The book read after learning about /sh/. All patterns in the words in this book as well as all high frequency words have been taught.
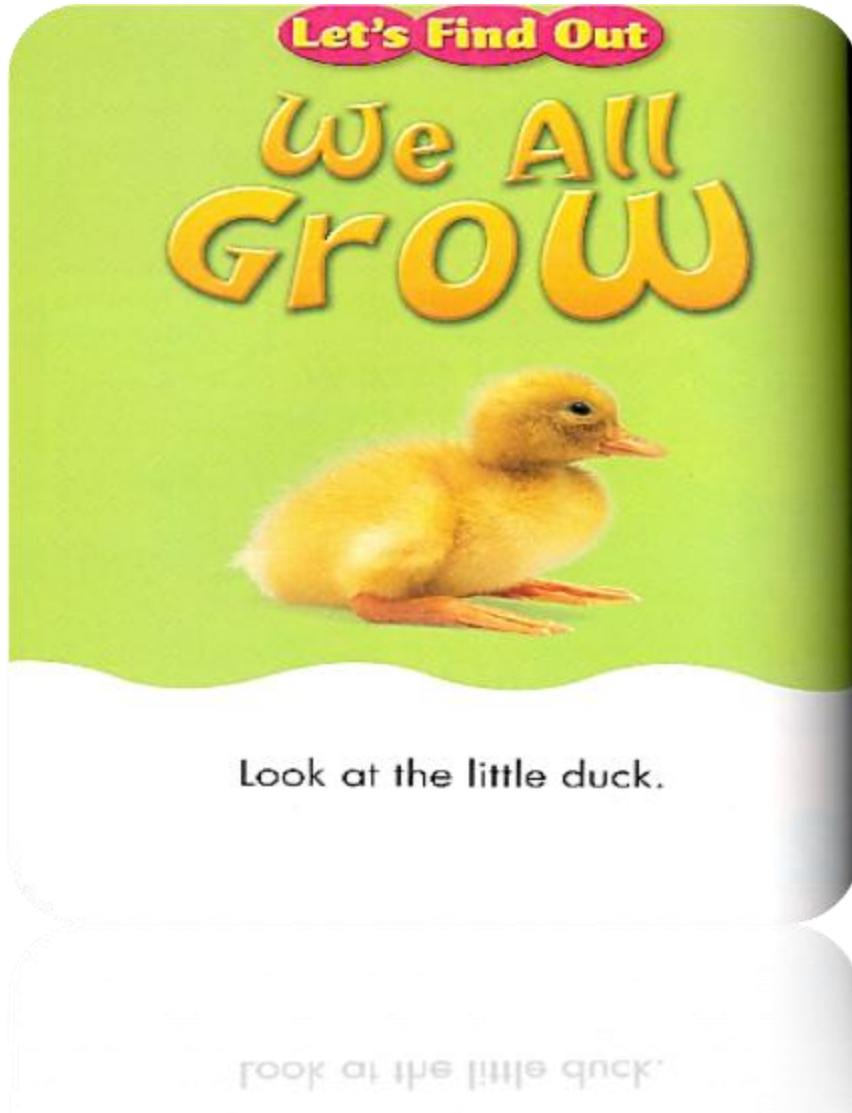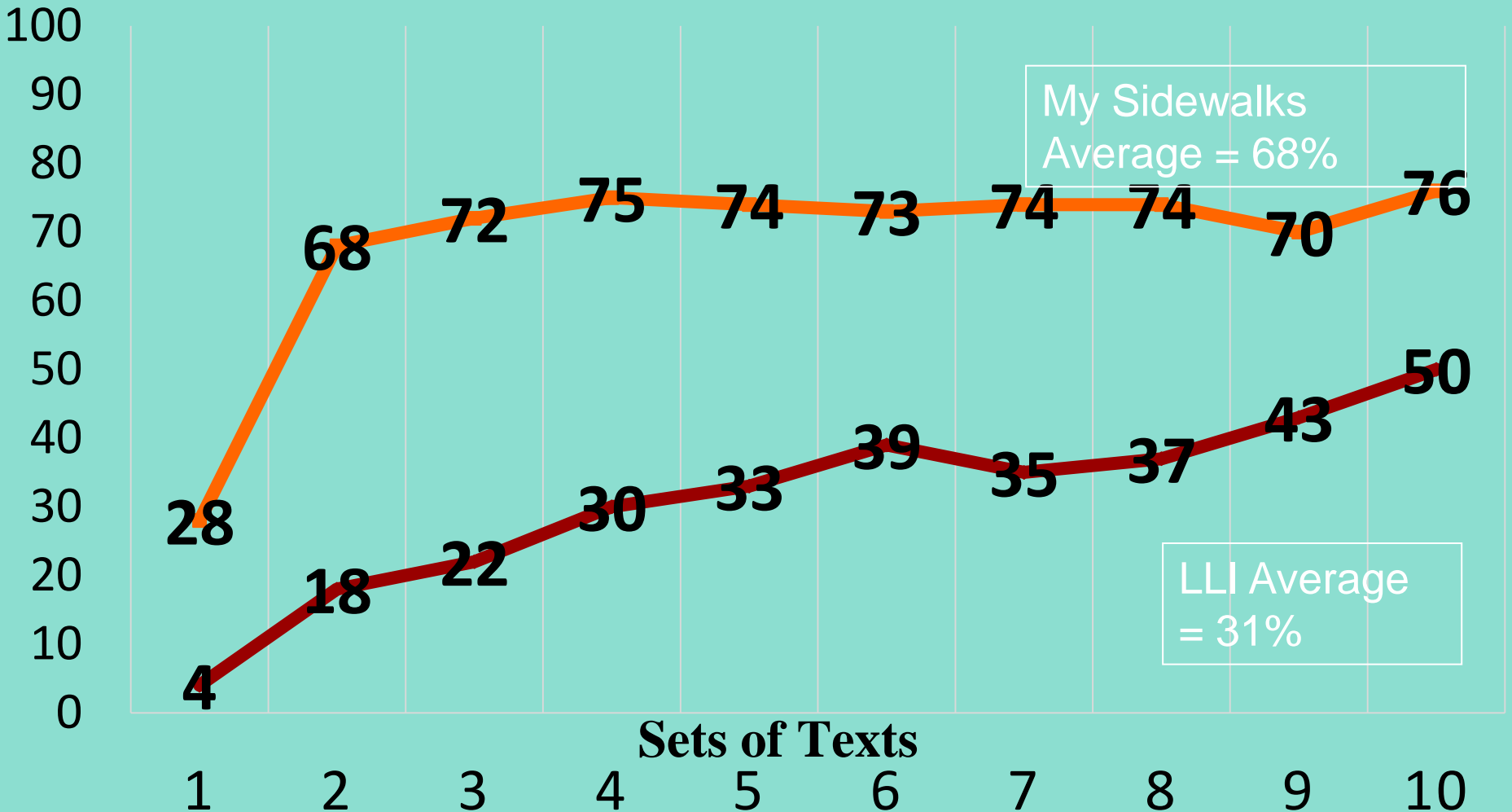
We All Grow

Look at the little duck.

Look at the little duck. It was in a <u>sh</u>ell. The little duck is not big yet. But its mom and dad are big now. Little Duck will get just as big. Look at the little fi<u>sh</u>.

Where are its fins? It will get fins. It will get big. Big fi<u>sh</u> use fins to swim. Look at Tri<u>sh</u>. Tri<u>sh</u> is still little. Tri<u>sh</u> can not stand up yet.

But Tri<u>sh</u> will get big. Tri<u>sh</u> will get big like her mom.

LTTM for LLI & My Sidewalks Interventions

My Sidewalks Average = 68%

LLI Average = 31%

My Sidewalks data points: 28, 68, 72, 75, 74, 73, 74, 74, 70, 76

LLI data points: 4, 18, 22, 30, 33, 39, 35, 37, 43, 50

Sets of Texts

Beck (1997) proposed that 70% to 80% of words should be decodable to provide enough practice applying phonics elements that have been learned.

YES OR NO?
Extensive Opportunities to:
Read connected text?
Practice what was learned?

- Round robin reading / Popcorn Reading

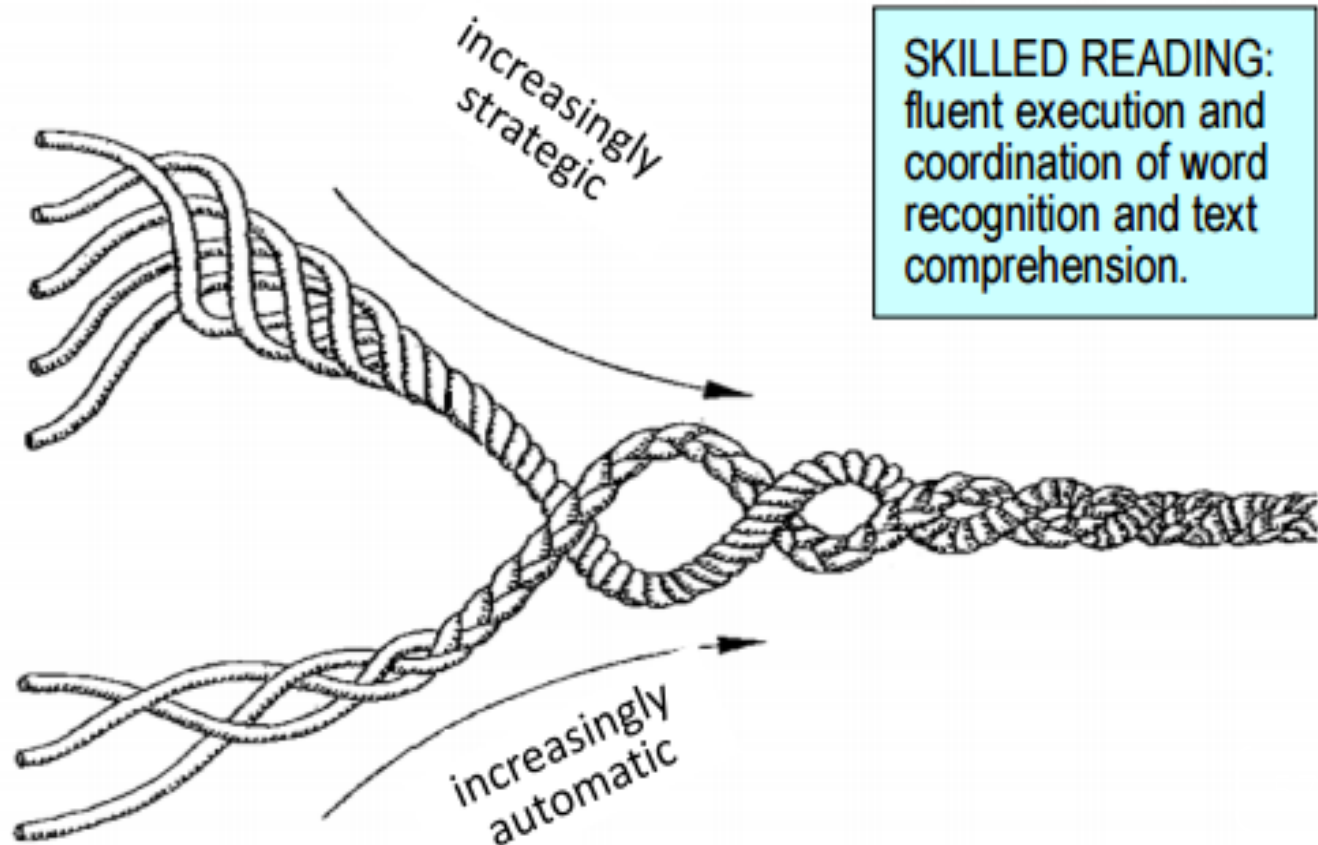- SSR/DEAR

- Independent Reading

- Predictable/Leveled texts

Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

increasingly strategic

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

increasingly automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

THE SIMPLE VIEW
of Reading (Gough & Tunmer, 1986)
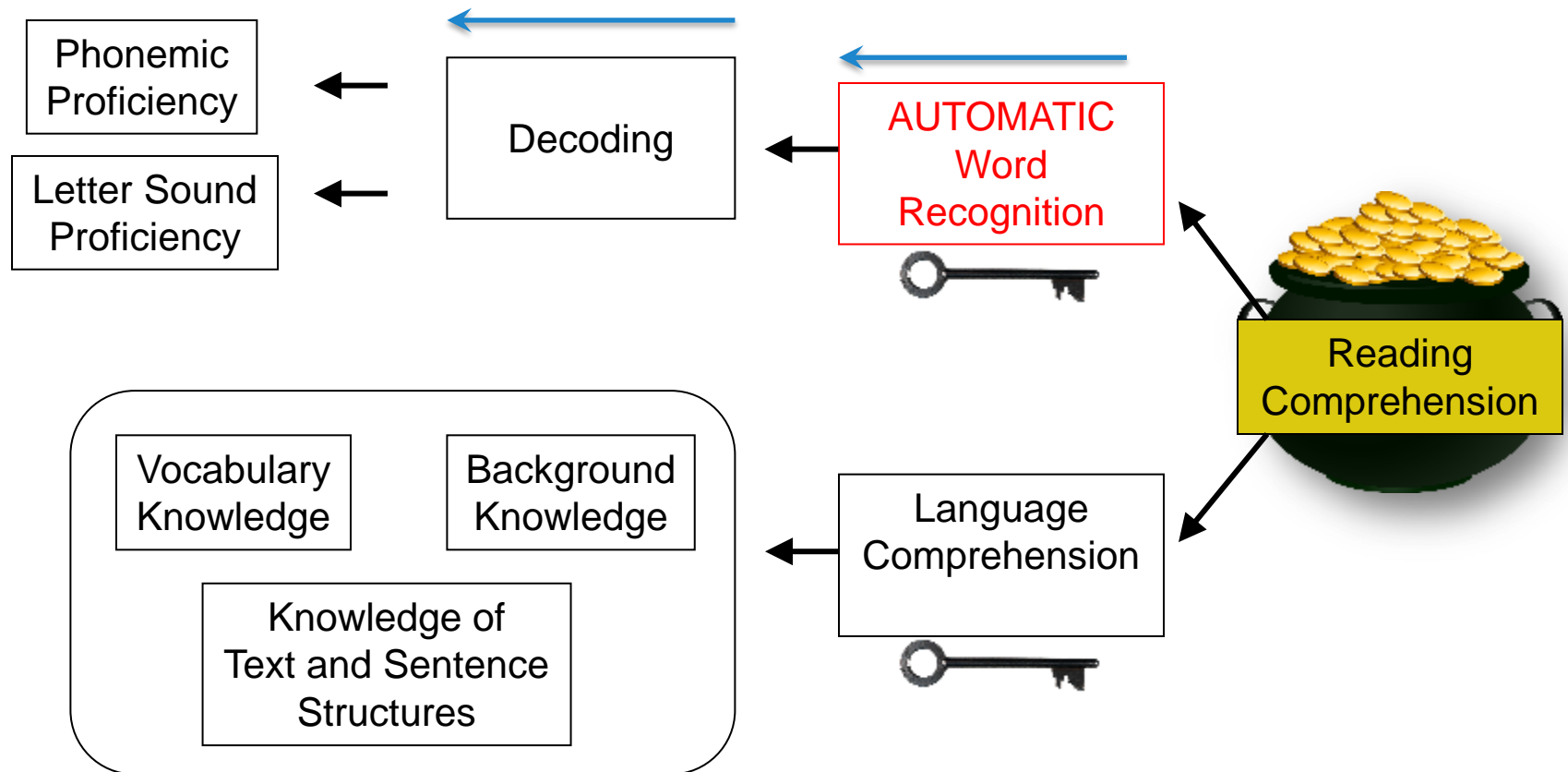
The Plan.

✓ Take a hard look at the data. Data reveal what needs to be done.

✓ Positivity. No judgment. No finger pointing.

Acknowledging a need for improvement is not equal to saying "we are doing a bad job." Systems everywhere have room for improvement…continuously.

✓ Two things absolutely necessary:
1. LEARN ABOUT EVIDENCE-BASED PRACTICES:
The whats-whys-hows of practices that have been proven to work

2. CHANGE LESS EFFECTIVE PRACTICES:
Implement evidence-based, highly effective practices

The Plan.

✓ Inventory current materials and practices

Materials:
- leveled readers
- Storytown basal (fiction + nonfiction)
- Practice workbooks
- Spelling workbooks
- Grammar workbooks
- Storytown vocab (robust vocab)
- Intervention workbooks (Climbing Higher)
- Wilson / Fundations *
- RTC / RTR *
- LLI (word work, reread, writing, rhyming)
- Reading A-Z
- Raz-Kids
- Headsprout
- Intervention Station *
- Scholastic News/Science S
- Phonics
- HELPS fluency *

Practices:
- Guided reading groups
- Vocab images/powerpoint
- drill sound cards *
- Say it, rhyme it, spell it (game) *
- manipulating words *
  - sound boards
- journal writing
- dictation *
- progress monitoring
- whole groups skills (grammar, focus skill, spelling, vocab)
- center based learning
- movement activities
- syllable claps/word parts

"I'm winging it."
"We use a lot of stuff."

Fundations
Rigby
NYS Modules   Skills / Listening: Learning
Poems
Trade Books
Reading Comp Examples → ? Series
CARS / STARS
Scholastic News
Zaner Bloser Spelling Units
Lexia
Brainpop Jr.
Reading A-Z
MMH - Comprehension / Writing
ABC Teach
EdHelper
Story Cubes
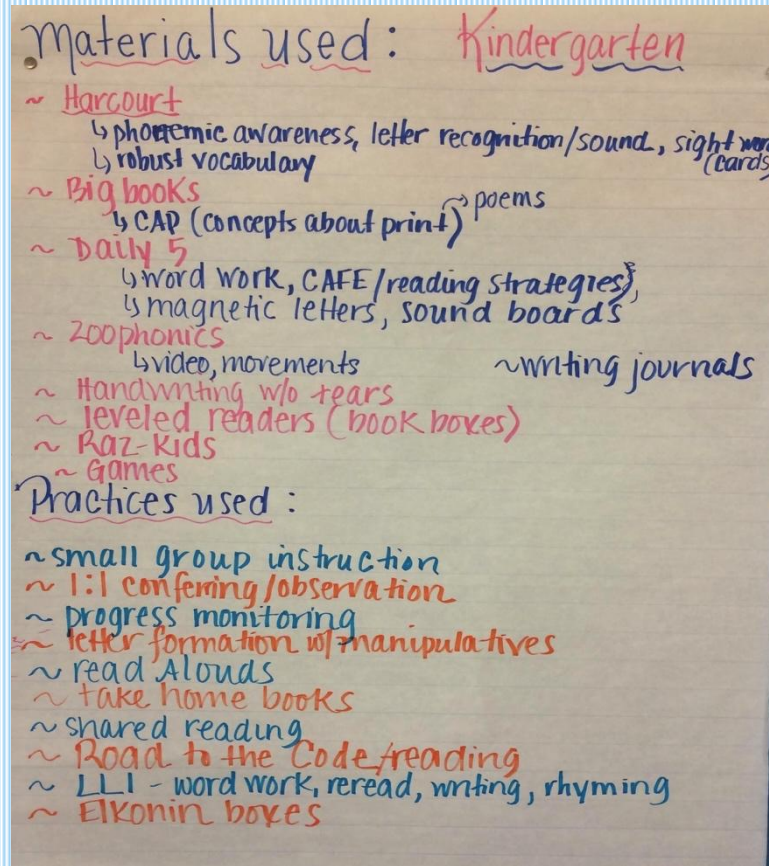Treasures Series
Reading A to Z
Bookflix
Choral reading
partner reading

Is there consistency?

Do the practices and materials stand up to research evidence?
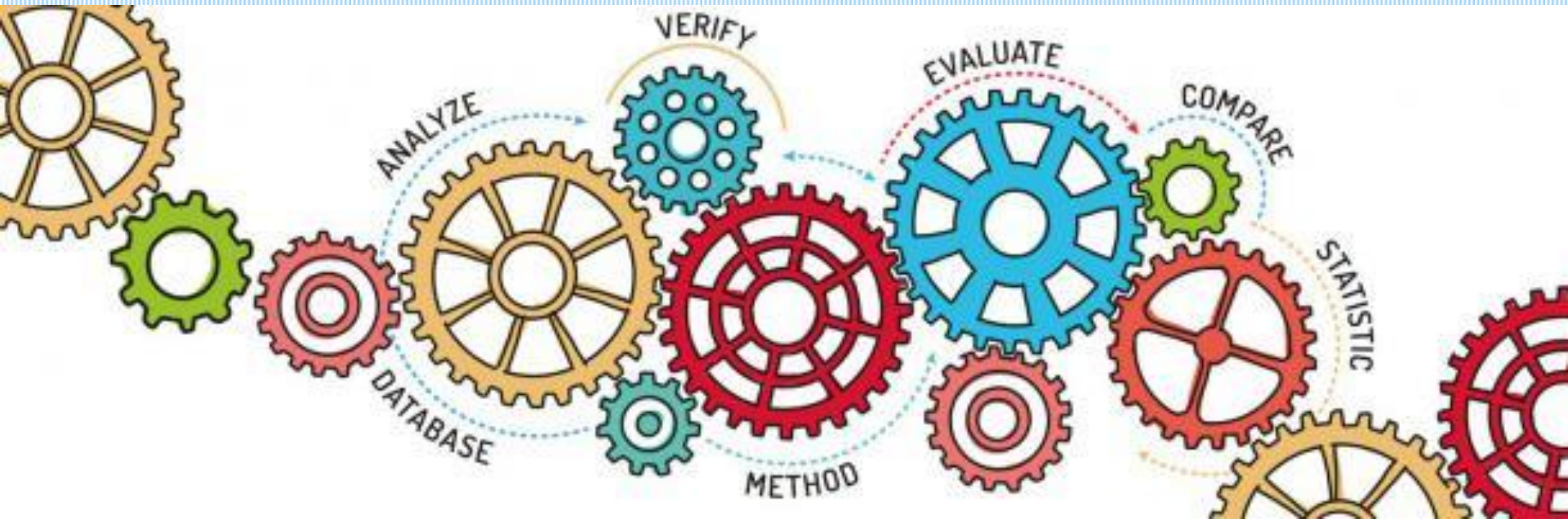
The Plan.

✓ **Formal PD**

FOUNDATIONAL STANDARDS
+
RESEARCH FINDINGS
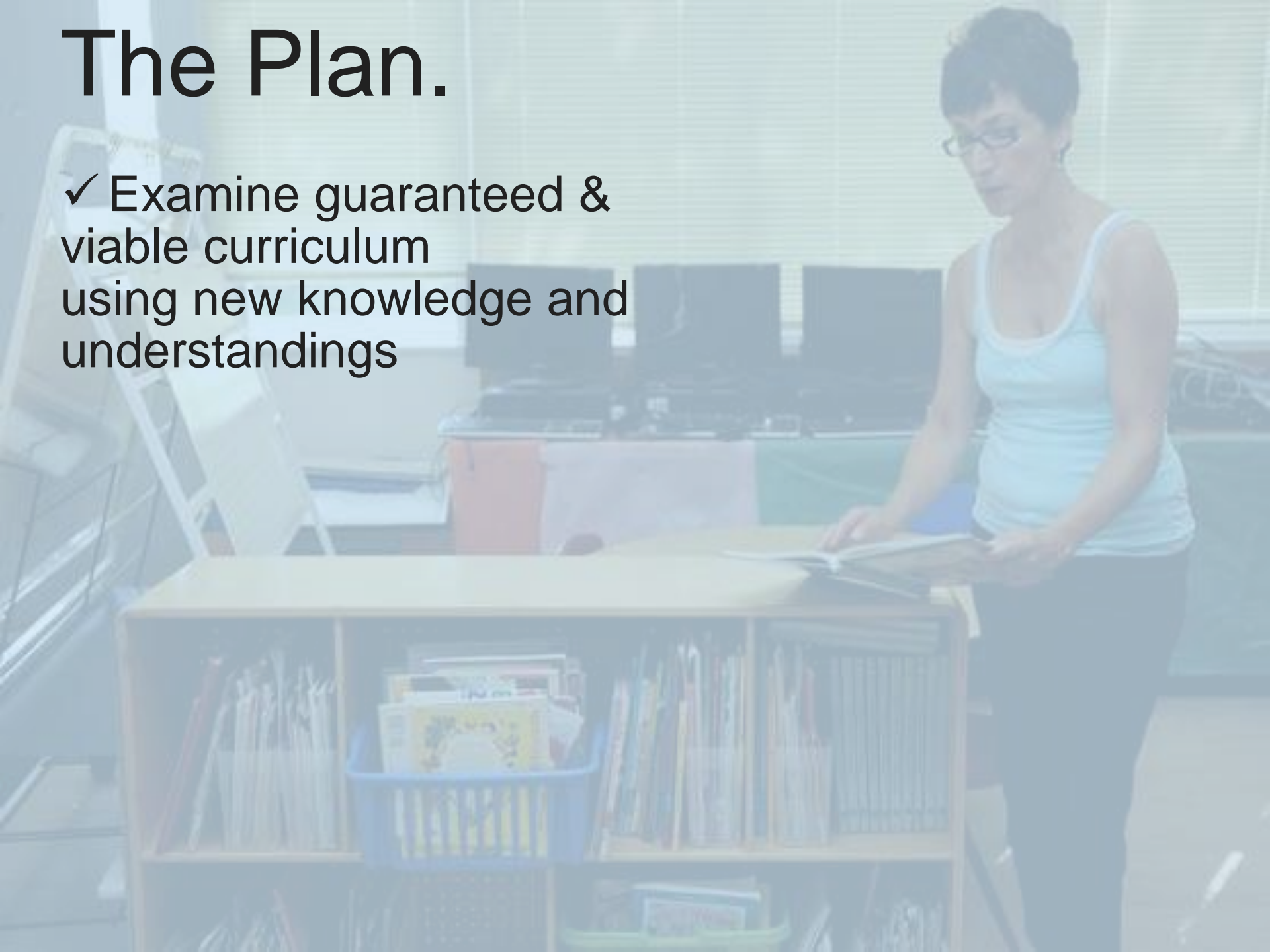+
(SOME) INSTRUCTIONAL STRATEGIES

The Plan.

✓ Examine guaranteed & viable curriculum using new knowledge and understandings

Typical practices lacking evidence of effectiveness

Component	Effective Practice – Evidence-based	Ineffective Practice – Intuition, Philosophy
Phoneme Awareness	Explicit teaching of speech sounds (phonemes), blending and segmenting	Minimal/incidental instruction of phonemes. Confusion of phoneme awareness with phonics.
Phonics	Explicit, systematic teaching of sound-symbol correspondences, syllable types, attention to sound structures within words. Use of decodable text to reinforce elements taught.	Direction to meaning of sentence, to guessing a word from context, pictures, and the first letter. No systematic introduction of sounds/symbols. Mini lessons to address isolated errors. No decodable text used.
Fluency	Monitoring of goals by grade level. Attention to underlying skills that may impede fluent reading.	Practice reading "leveled" predictable texts. No attention to subskills. Measurement ignored. Emphasis on comprehension.
Vocabulary	Structured practice using new words verbally and in writing.	Reading in leveled books and trade books, nondirective discussion.
Comprehension	Structure of narrative and expository text taught directly. Strategies are modeled and practiced with guidance.	Guided reading practices using leveled books, and independent reading, student book choice emphasized with teacher "think alouds."
Writing	Grammar, handwriting, spelling, punctuation taught systematically. Multiple opportunities to practice composition.	Writers workshop approach with an emphasis on self expression, not mastery of component skills. Journaling – students choose their own topics.

Adapted from: https://edexcellence.net/publications/wholelanguage.html

Fads and Misconceptions –
Costly in terms of time and money AND no evidence of effectiveness

Vision Therapy

Colored eyeglasses and colored overlays

Dyslexia is seeing words and letters backwards

"Brain Gym" – massaging sternum and chewing water

Special Pillows

Dyslexia Fonts

Learning Styles

Multiple Intelligences

"Some kids just aren't meant to read."

The persistent obstacle for children who are at risk for future reading problems is the inability to read words
(Beck & Juel, 1995)

The words.

"If schools incorporate evidence-based, neurodevelopmental methods (the 'oil' of science) into early intervention and classroom instructional practices for teaching phonological awareness and reading (the 'water' of educational practices), then 97.6% of even high-risk Kindergarteners will likely learn to read on grade level by 2nd grade."

- Tim Conway
www.NOWprograms.com
www.TheMorrisCenter.com
www.EinsteinSchool.us

TED^{x}Ocala
x = independently organized TED event

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