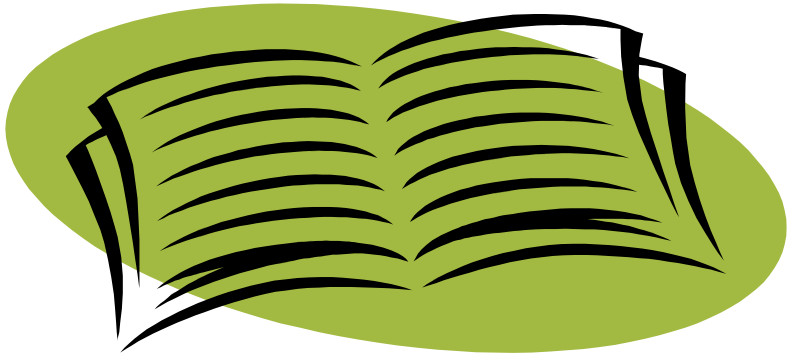
Beyond the Phonics vs. Whole Language Debate

What the Research Says We Should Really be Teaching in Reading



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What is Reading?

Reading--an extraordinary ability, peculiarly human and yet distinctly unnatural…acquired in childhood, forms an intrinsic part of our existence as human beings, and is taken for granted by most of us. (p. 3)

Sally Shaywitz, M.D., Neuroscientist and Professor of Pediatrics, Yale University

Shaywitz. S. (2003). Overcoming dyslexia: A new and complete science-based program for reading problems at any level. New York: Knopf.

Where to Begin

- The place to begin an analysis of beginning reading is at the beginning of the reading process: ***The printed or written word.***
- Virtually all modern writing systems are designed to give verbatim (i.e., word for word) representations of spoken language.
- Writing systems represent words in three major ways:

pictures: ***logographic***	Chinese
syllables: ***syllabic***	Japanese, Korean
phonemes and letters: ***alphabetic***	English, Spanish, Finnish, Italian, Serbo-Croatian, Hungarian

Rayner, K. & Pollatsek, A. (1989). The psychology of reading. Englewood Cliffs, NJ: Prentice Hall.

Knowledge: What We Know

What do we know and what guidance can we gain from scientifically based reading research?

- Teaching reading is both essential and urgent.
- Teaching reading is complex.
- Teaching reading requires expertise.
- Teaching reading should be guided by a scientific knowledge base.

NSW Basic Skills Test Literacy Results, 2004

All Students		2000	2001	2002	2003	2004
Year 3	Band 1 (low)	11.1	11.8	10.7	12.2	10.8
	Band 2	20.7	21.1	19.7	15.9	18.6
	Band 3	29.2	24.9	25.7	28.0	27.9
	Band 4	24.0	22.3	25.6	26.2	26.0
	Band 5 (high)	15.1	19.8	18.1	17.7	16.6
	Band 2 or Higher	88.9	88.2	89.3	87.8	89.2
Aboriginal Students		**2000**	**2001**	**2002**	**2003**	**2004**
Year 3	Band 1 (low)	27.6	28.6	27.7	31.5	28.0
	Band 2	28.9	30.6	30.7	23.9	28.4
	Band 3	26.0	21.9	23.7	26.6	26.4
	Band 4	12.8	12.8	12.9	13.0	13.1
	Band 5 (high)	4.7	6.1	5.0	5.0	4.2
	Band 2 or Higher	72.4	71.4	72.3	68.5	72.0

Teaching Reading Should be Guided by a Scientific Knowledge Base

- Base educational decisions on evidence, not ideology (Learning First Alliance, 1998)
- Promote adoption of programs based on what works.
- If there is little evidence about a particular program, rely on the evidence regarding the approach to instruction.

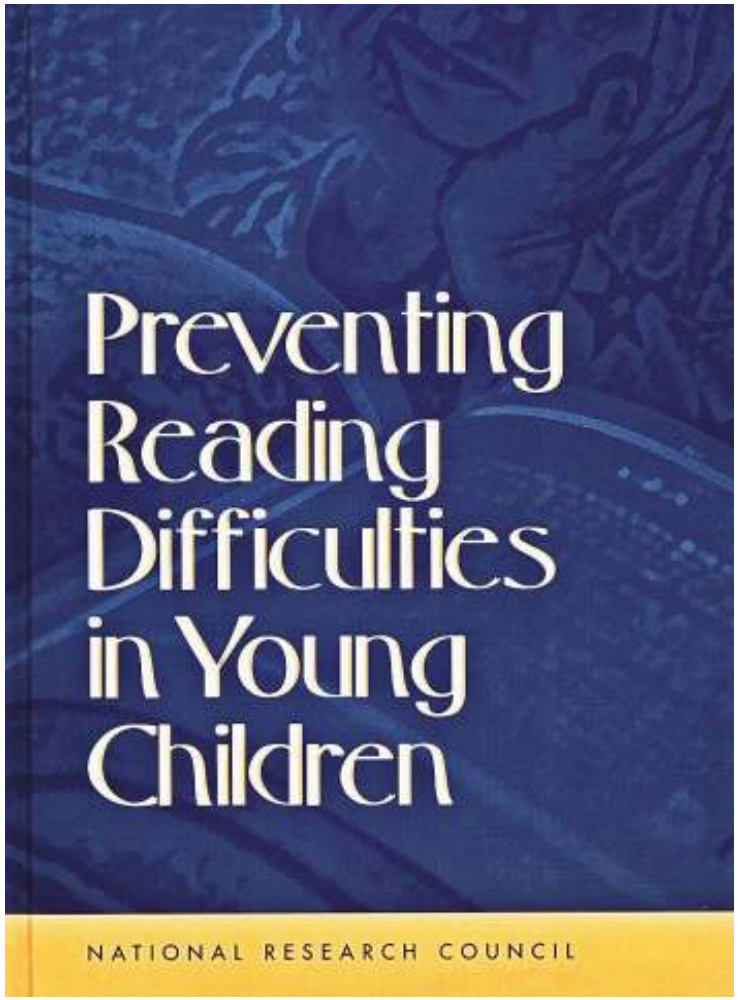
Teaching Reading Should be Guided by a Scientific Knowledge Base

Four Major Sources of Scientific Knowledge

1. Beginning To Read: Thinking And Learning About Print (Adams, 1990).
2. Preventing Reading Difficulties In Young Children (National Research Council, 1998).
3. Teaching Children To Read: An Evidence-based Assessment Of The Scientific Research Literature On Reading And It's Implications For Reading Instruction (National Reading Panel, 2000).
4. Teaching Reading: National Inquiry into the Teaching of Literacy (Department of Education, Science and Training, 2005).

Teaching Reading Should be Guided by a Scientific Knowledge Base

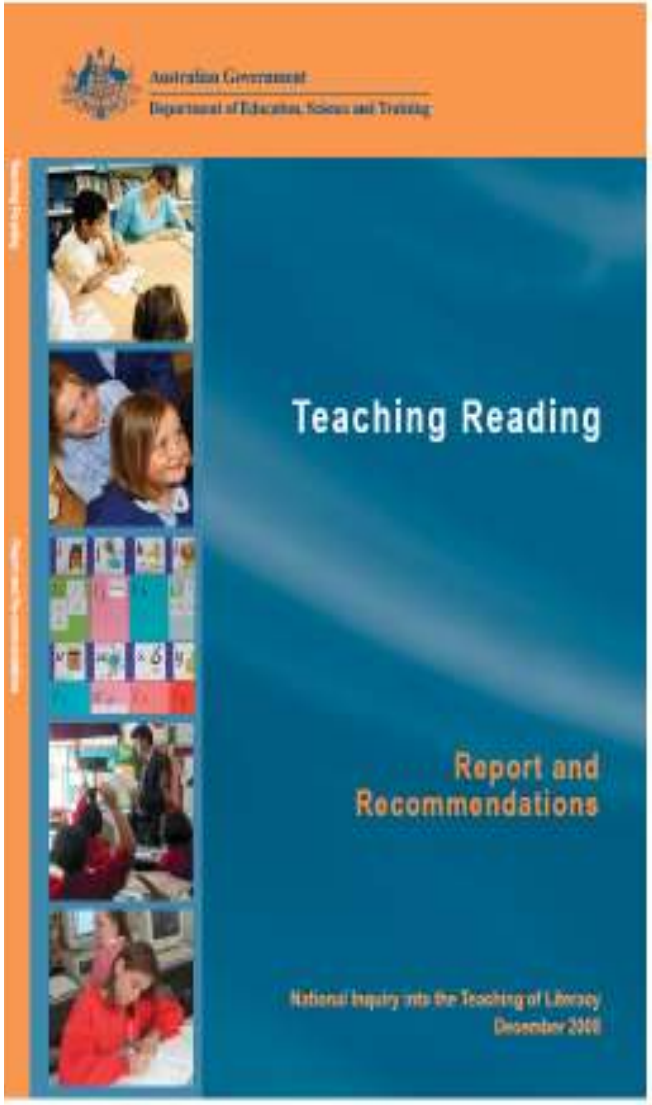
- National Academy of Sciences concluded that the weight of research evidence in beginning reading is sizeable enough that there exists sufficient empirical basis for reaching broad consensus within the field.



Teaching Reading Should be Guided by a Scientific Knowledge Base

- To conduct an evidence-based assessment of scientific research on reading, 14 member panel of researchers were commissioned by U.S. Congress (1997).
- The panel developed an objective research review methodology then applied this methodology to evaluate studies - study by study.
- Approximately 100,000 research studies have been published in reading since 1966.

Teaching Reading Should be Guided by a Scientific Knowledge Base



- Independent committee appointed by the Minister for Education Science and Training to review current practices in the literacy acquisition of Australian school children.

- Key terms of reference:
  - teaching reading
  - assessment of reading and identification of difficulties
  - teacher education

What We Know From Science and Research

- We know more about reading difficulties than all other learning difficulties put together (Stanovich, 1999).
- We have a solid and converging knowledge base about what works.
- We know that early intervention can prevent or ameliorate the effect of early reading risk for most students (National Reading Panel, 2000).
- We know the skills that enable successful readers. Moreover, we know that these skills can be taught!

“Big Ideas” in Beginning Reading

1. Phonemic Awareness: The ability to hear and manipulate sound in words.
2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to read words.
3. Accuracy and Fluency with Connected Text: The effortless, automatic ability to read words in isolation (orthographic coding) and connected text.
4. Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

The Science of Reading Instruction

Phonemic Awareness: The ability to hear and manipulate sounds in words.

Phonemic Awareness

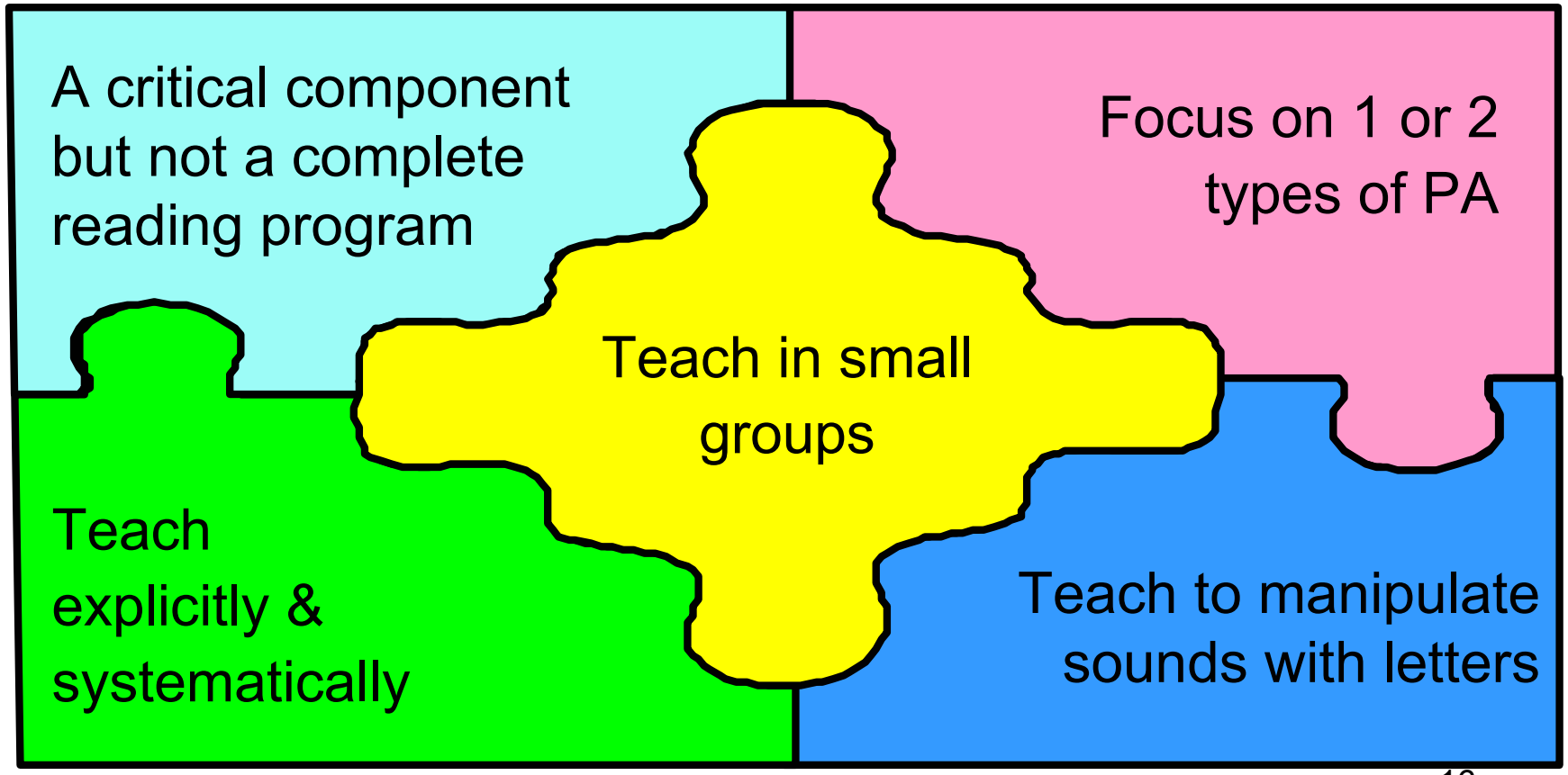
Big Idea #1: Phonemic Awareness: Beginning Readers Must Develop an Awareness of the Phonemic Properties of Language.

One of the most compelling and well-established findings in the research on beginning reading is the important relation between phonemic awareness and reading acquisition.

Kameenui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M., & Lin, S-J. (1997). Effective strategies for teaching beginning reading. In E. J. Kameenui, & D. W. Carnine (Eds.), *Effective Teaching Strategies That Accommodate Diverse Learners.* Columbus, OH: Merrill.

Critical Elements in Phonemic Awareness

- The National Reading Panel report (2000) identifies the following elements as essential in Phonemic Awareness instruction:



Design: Systematic Sequencing of Skills

Some skills are more important than others

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Phonemic Awareness**	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming [b]									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35[a]

* High priority skill
a. Sounds per minute
b Optimal time for rhyme instruction not established

Critical Skills in Phonemic Awareness

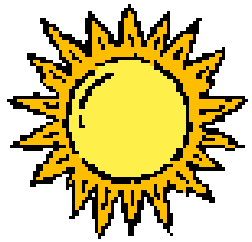
Critical Skills at the End of Kindergarten

1. Sound Isolation

   Example: The first sound in *sun* is /sss/.

2. Blending

   Example: /sss/-/uuu/-/nnn/ is *sun*.



3. Segmenting

   Example: The sounds in *sun* are /sss/-/uuu/-/nnn/.

Extensions of Segmenting

What should students be able to do by the end of grades 1 and 2 with extensions of segmenting?

1. Substituting

   Example: “Nap. What word do we have when we change /n/ to /c/?” (as in rhyming or word family practice).
2. Deleting

   Example: “Flake. What word do we have when we take away /l/ from flake?”
3. Adding

   Example: “Mile. What word do we have when we add /s/ to the front of mile?”

Design & Delivery: Explicit Instruction

- Two ways to teach identifying the first sound in a word:

"The first sound in man is /mmm/. Everyone, say the first sound in *man*, /mmm/"

"Man starts with the same sound as the first sound in *mountain*, *mop*, *moon*, and *Miranda*. Does anyone know other words that begin with the same sound as man?"

- Which is more explicit? Which provides a model?

The Science of Reading Instruction

Alphabetic Principle (Phonics): The ability to associate sounds with letters and use these sounds to read words.

Alphabetic Principle

Big Idea #2: Effective Beginning Readers Must Have Insight into the Alphabetic Principle of Reading

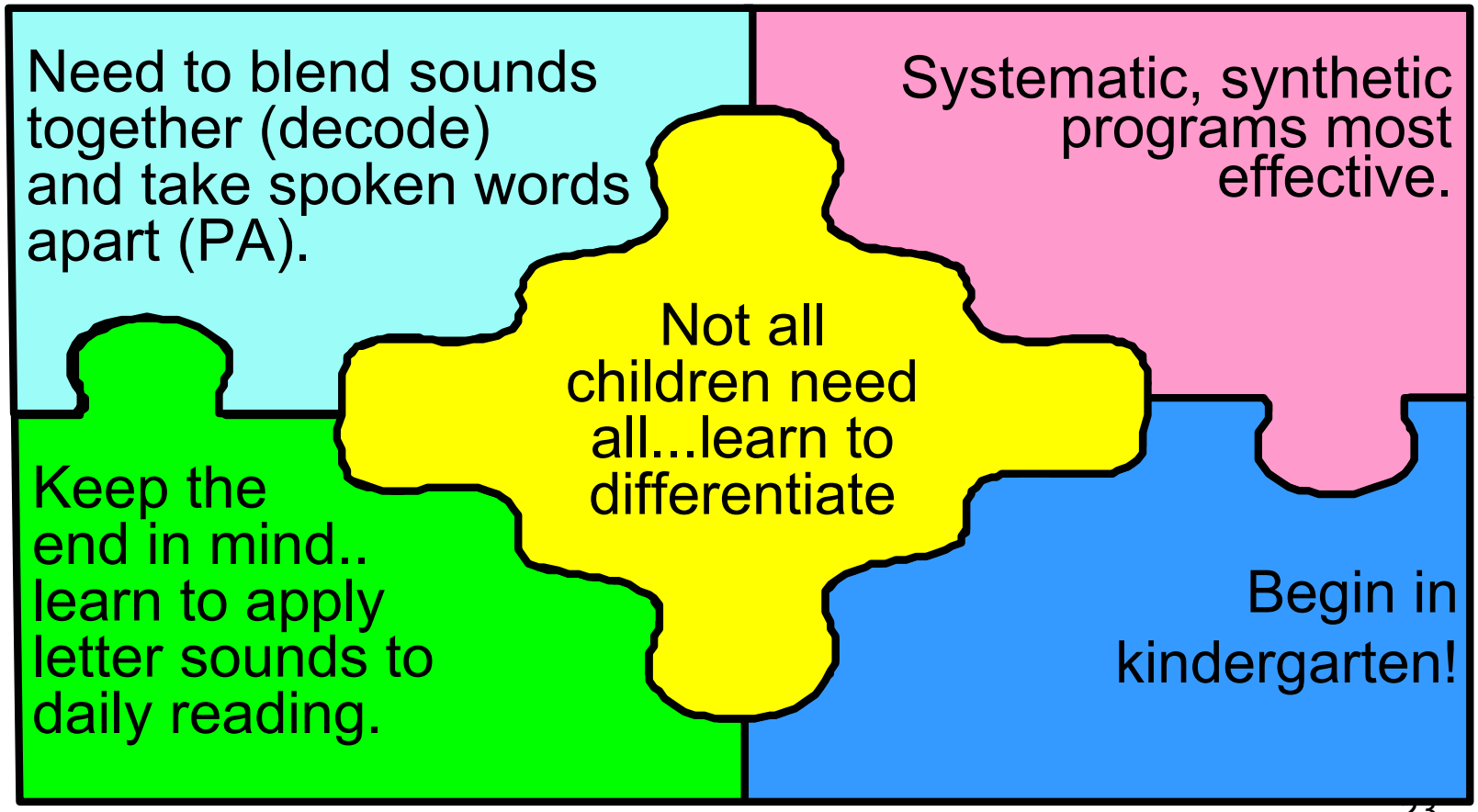
Alphabetic Awareness: Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

Alphabetic Understanding: Understanding that the left-to-right spellings of printed words represent their phonemes from first to last.

Phonological Recoding: Translation of letters to sounds to words to gain lexical access to the word (meaning).

Critical Elements in the Alphabetic Principle

- The National Reading Panel report (2000) identifies the following elements as essential in Alphabetic Principle instruction:



Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	X
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words									25[a]
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

* High priority skill
a. Sounds per minute

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently						X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces dipthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90 - 100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10[a]	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
*3a: Reads 110-120 wpm	X	X	77	X	X	92	X	X	110-120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill

Design & Delivery: Explicit Instruction

Two examples of teaching sounding out words:

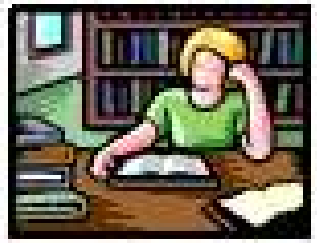
(Teacher points to the word *map* on the board, touches under each sound as he/she produces it and slashes under the word as it is read fast) "Watch how I sound out the word: /mm/ /aa/ /p/, /map/. Sound it out with me. Say it fast."

(Teacher points to the word map on the board) "This is the word map. Say it with me?"

The Science of Reading Instruction

Automaticity and Fluency with the Code:

The effortless, automatic ability to read words in connected text.



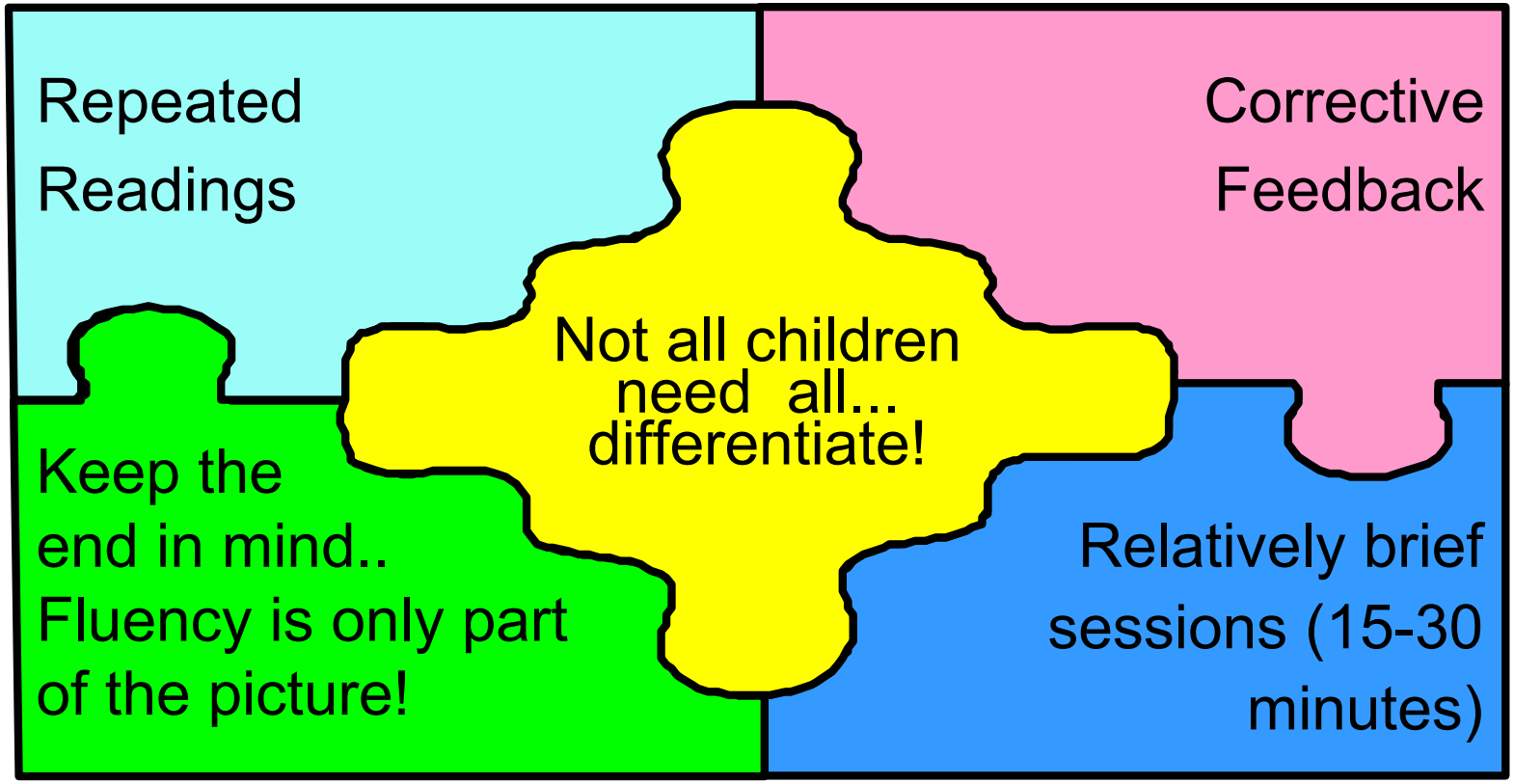
Automaticity and Fluency with the Code

Big Idea #3: Automaticity and Fluency with the Code: Beginning Readers Should be Able to Relate Sounds and Symbols of the Alphabetic Code Automatically

Alphabetic Awareness: The ability to translate letters-to-sounds-to-words fluently, effortlessly. LaBerge and Samuels (1974) described the fluent reader as "one whose decoding processes are automatic, requiring no conscious attention" (e.g., Juel, 1991, p. 760). Such capacity then enables readers to allocate their attention to the comprehension and meaning of text.

Critical Elements in Automaticity & Fluency with the Code

- The National Reading Panel report (2000) indicates the following elements as essential in Fluency Instruction:



Two Major Components for Automaticity and Fluency with the Code

Automaticity and Fluency with the code involves two instructional components:

1. Building automaticity at the sound or word level
2. Building automaticity and fluency within and between sentences

"Fluency may be almost a necessary condition for good comprehension and enjoyable reading experiences." ***(Nathan & Stanovich, 1991)***

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently						X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Fluency**	1	2	3	4	5	6	7	8	9
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90 - 100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10[a]	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces dipthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90 - 100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10[a]	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Fluency**	1	2	3	4	5	6	7	8	9
Focus 3: Reading Connected Text									
* 3a: Reads 110-120 wpm	X	X	77	X	X	92	X	X	110-120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill

Automaticity and Fluency with the Code

Selected Critical Skills in Fluency

1. Produces letter-sound correspondences (1 per second) Grade 1

   Example: Given a set of letters, the student can produce the associated sound within 1 second.

2. Reads sight words automatically. (Grades 1 and 2)

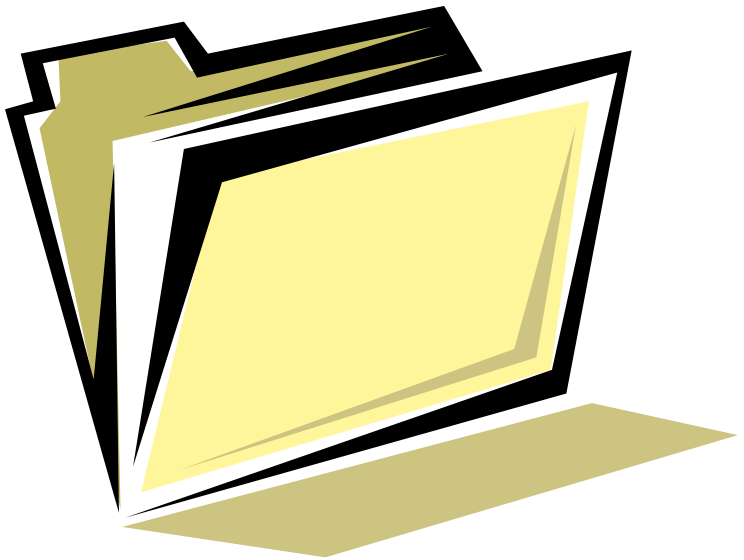
   Example: Given a set of irregular words in a set or in a passage, can identify words in 1 second or less.

3. Reads connected text fluently

   Example: See designated rates per grade.

Instruction to build fluency is often overlooked in reading programs.

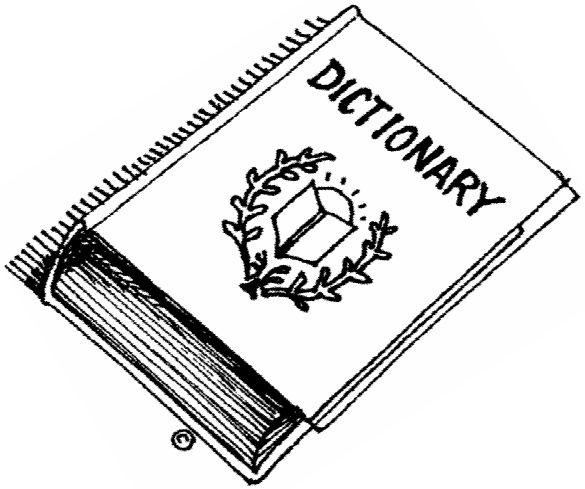
Fluency Building



Fluency building should be short-term practice scheduled frequently within and across days to build skill to a level of automaticity.

The Science of Reading Instruction

Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.



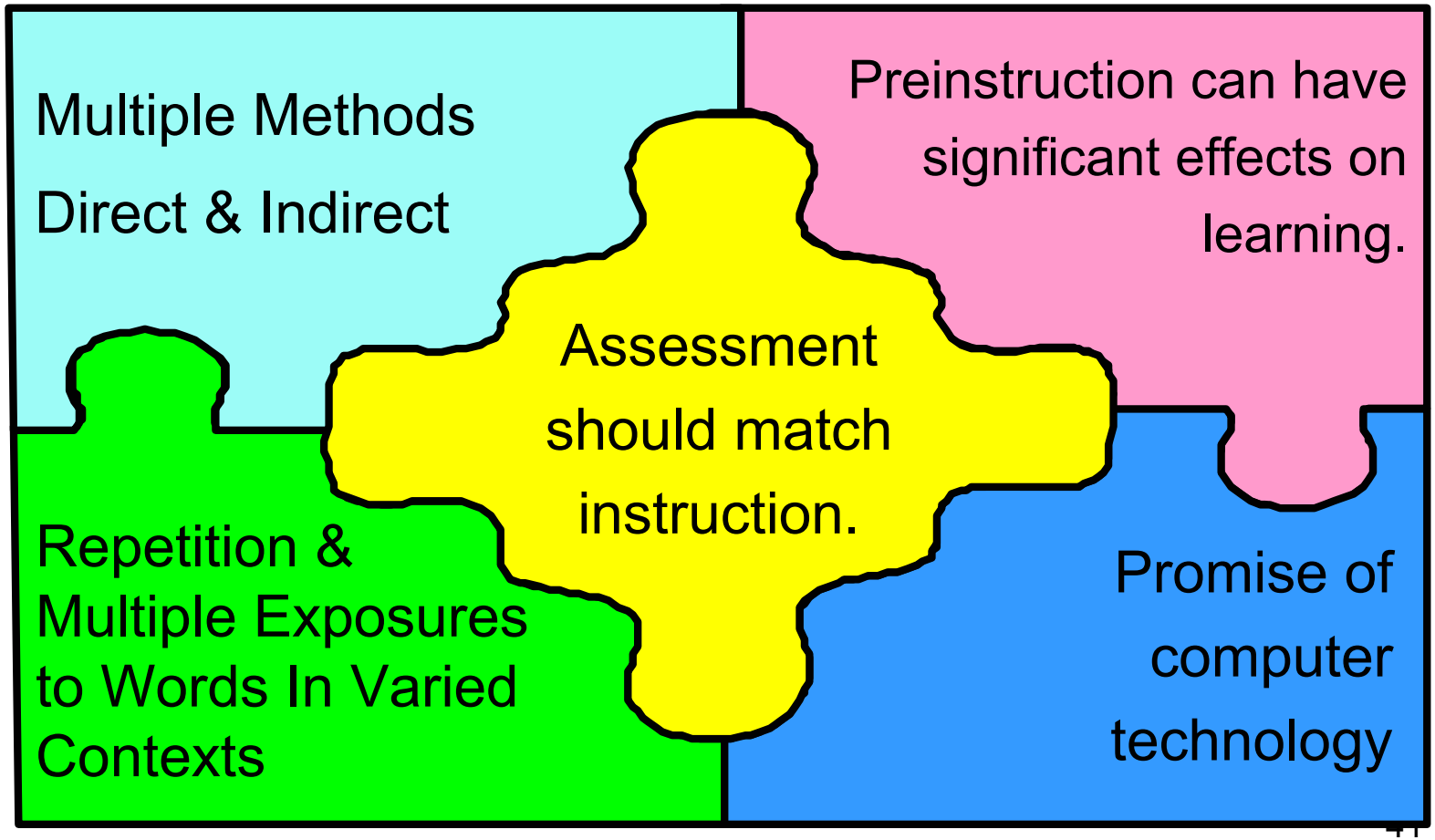
Vocabulary Knowledge

Big Idea #4: Vocabulary Knowledge and Development

Definition: As a learner begins to read, reading vocabulary is mapped onto the oral vocabulary the learner brings to the task. (NRP, 4-15).

Critical Elements in Vocabulary Knowledge

- The National Reading Panel report (2000) indicates the following components as essential in Vocabulary Knowledge:



Vocabulary Knowledge

- **What is it? . . .**
  - Expressive Vocabulary: Requires a speaker or writer to produce a specific label for a particular meaning.
  - Receptive Vocabulary: Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.

Vocabulary Knowledge

What is it? . . .

Learning, as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e., to learn something new). (Baker, Simmons, & Kame'enui, 1998)

Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
* 1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifes simple multiple-meaning words	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relationtions	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X*	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

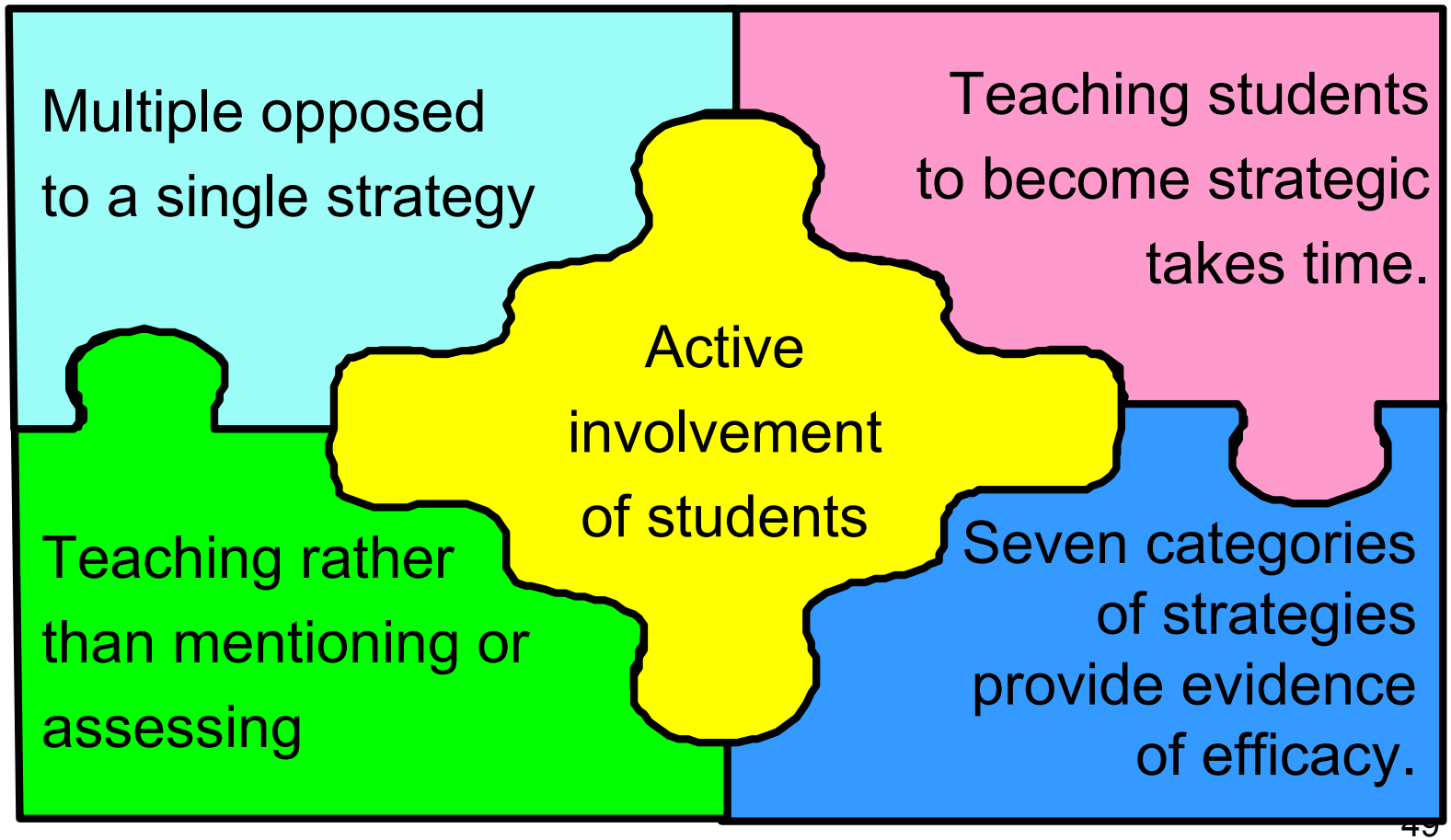
* **High priority skill**

The Science of Reading Instruction

Comprehension: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Critical Elements in Comprehension of Text

- The National Reading Panel report (2000) indicates the following elements as essential in Comprehension of Text:



Comprehension is...

- The ***essence*** of reading
- Active and intentional thinking in which meaning is constructed through interactions between the text and the reader (Durkin, 1973)
- The content of meaning is influenced by the text and by the contribution of the reader's prior knowledge (Anderson & Pearson, 1984).

Research on Reading Comprehension Tells Us That…

- Readers who comprehend well are also good decoders
- Teach decoding and word recognition strategies
- Time spent reading is highly correlated with comprehension
- Provide lots of in-class reading, outside of class reading, independent reading
- Encourage children to read more, read widely - develop a passion for reading

Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
* 2a: Answers *who*[1], *where*[2], and *what*[3] questions after listening to a sentence or short paragraph	1, 3	1, 3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
* 3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers *who*[1], *what*[2], *when*[3], *where*[4], and *how*[5] questions after listening to or reading paragraph(s)	1, 2	1, 2	3, 4	3, 4	3, 4	5	5	I[f]	I[f]
* 1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1, 2	1, 2				
* 1c: Identifies and answers questions about characters[C], settings[S], and events[E]	C	C, S	C, S	C, S, E					
Focus 2: Making inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conslusions about information or stories read						X	X	X	

* High priority skill
f. Integrated

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 3: Retelling and Summarizing									
* 3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
*1a: Answers questions about main characters,[MC] settings,[S] and events[E]	MC	MC	MC S	MC S	MC S, E	MC S, E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
*1d: Answers *what-if, why,* and *how* questions				X	X	X			
*1e: Distinguishes main idea/details[MD]; fact/opinion[FO]; cause/effect[CE]		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories S and informational I text to clarify and extend comprehension	S	S	S	S, I	S, I	S, I			
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells explicit E and implicit I main ideas		E	E	E	I	I	I		
* 4b: Identifies the correct sequence of events	X	X	X						
* 4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal [L], inferential [I], and evaluative [E] questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters [MC]; setting [S], theme [T], and plot [P]	MC S	MC S	MC S, P	MC S, P	MC S, P, T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details [MD]; fact/opinion [FO]; cause/effect [CE]	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story [S] or informational passage [I]	S	S	I	I	X	X	X	X	X
4c: Draws conclusions [C] and generalizations [G]	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill

Locating the SBRR

- Big Ideas in Beginning Reading http://reading.uoregon.edu/
- Board of Studies: Literacy - Interim Support Document for Students Experiencing Learning Difficulties
  http://www.bosnsw-k6.nsw.edu.au/english/pdf_doc/k6literacy_int.pdf
- Carnine, D., Silbert, J., Kame'enui, E. J., Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). New Jersey: Prentice Hall.
- DIBELS Home Page http://dibels.uoregon.edu/
- Get Ready to Read http://www.getreadytoread.org
- National Centre to Improve the Tools of Educators (NCITE) technical reports on vocabulary acquisition, emergent literacy, phonological awareness, word recognition, text organization, and metacognitive strategies.
  http://idea.uoregon.edu/~ncite/documents/techrep/reading.html

Locating the SBRR

- National Institute for Literacy http://www.nifl.gov/
- National Inquiry Into the Teaching of Literacy http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/key_issues/literacy_numeracy/national_inquiry/default.htm
- Partnership for Reading http://www.nifl.gov/partnershipforreading/
- Report of the National Reading Panel www.nationalreadingpanel.org
- Vaughn, S., Linan-Thompson, S. (2004). Research based methods of reading instruction: Grades K-3. Alexandria, Virginia, ASCD
- What Works Clearinghouse http://www.whatworks.ed.gov/