



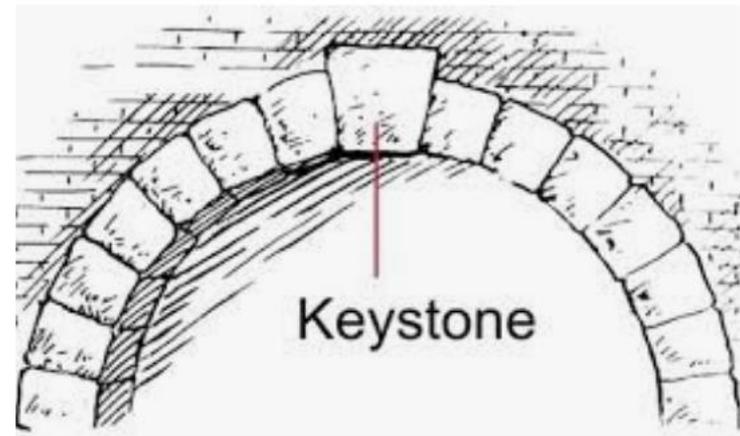
KEYSTONE STATE LITERACY ASSOCIATION

Providing Leadership in Literacy and Education for the Commonwealth

Keystone: a central stone at the summit of an arch, locking the whole together

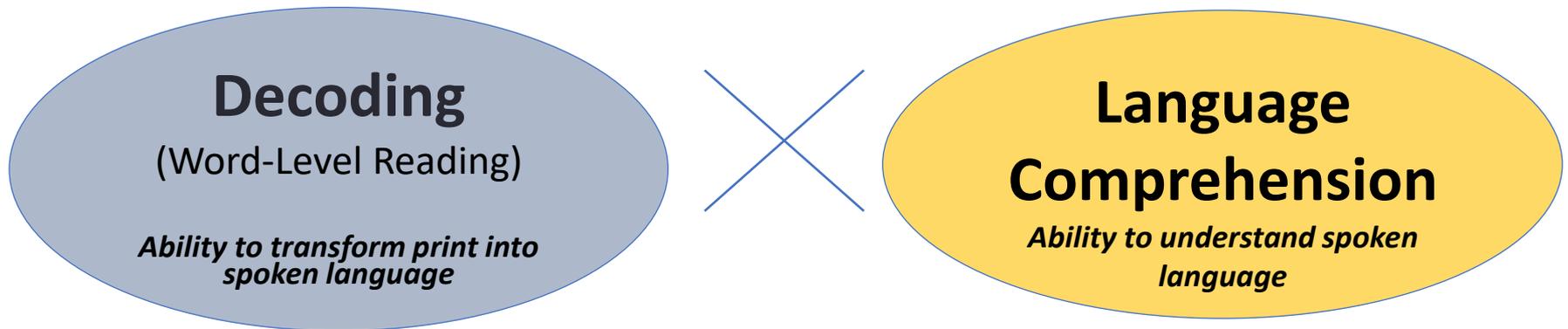
**Effective Teaching of Reading
Foundation Skills: Prevention and
Intervention**

Feedback: Affirm and Inform



Anita L. Archer, Ph.D.
Author, Consultant, Teacher

Simple View of Reading

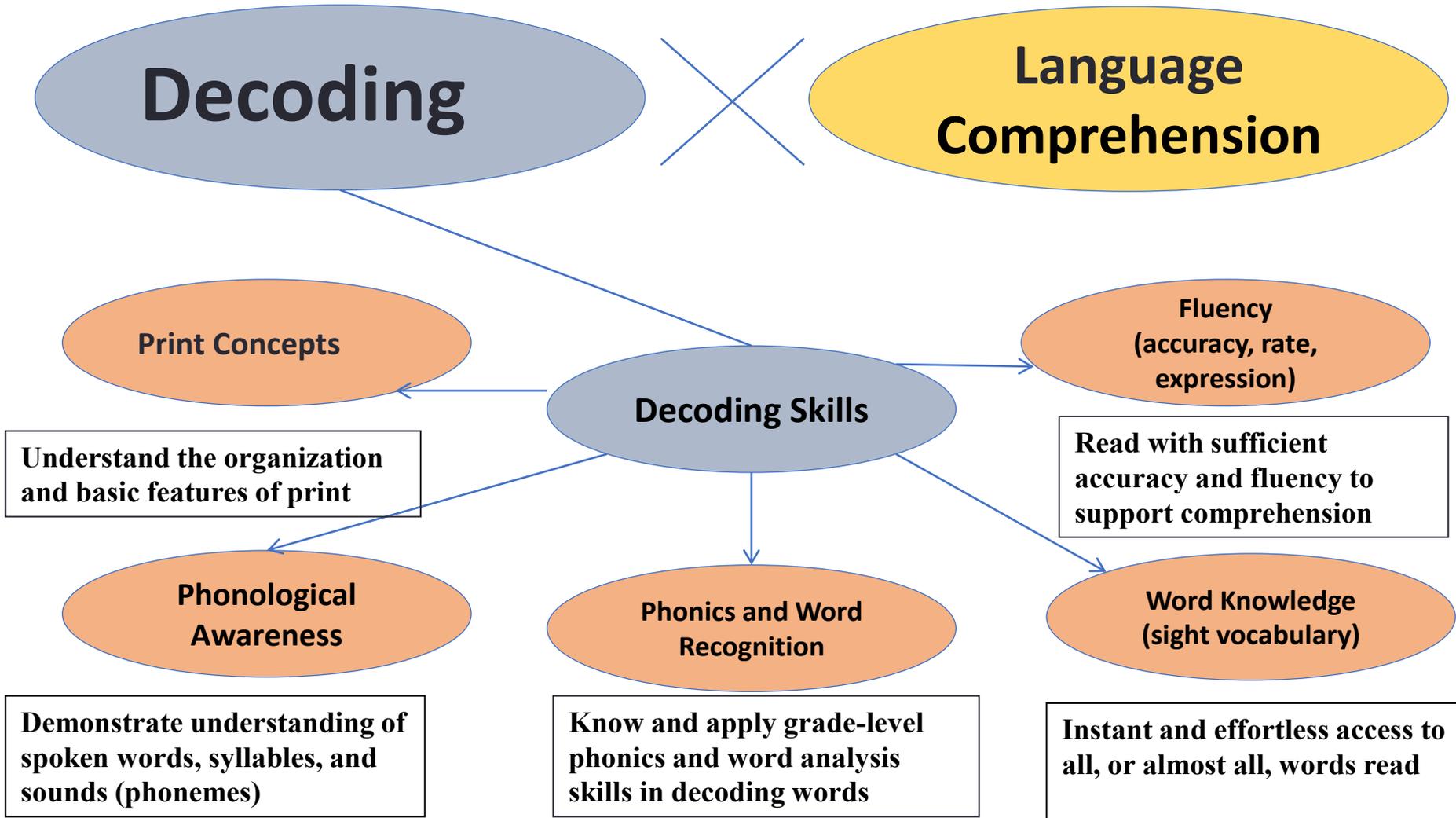


D X LC = Reading Comprehension

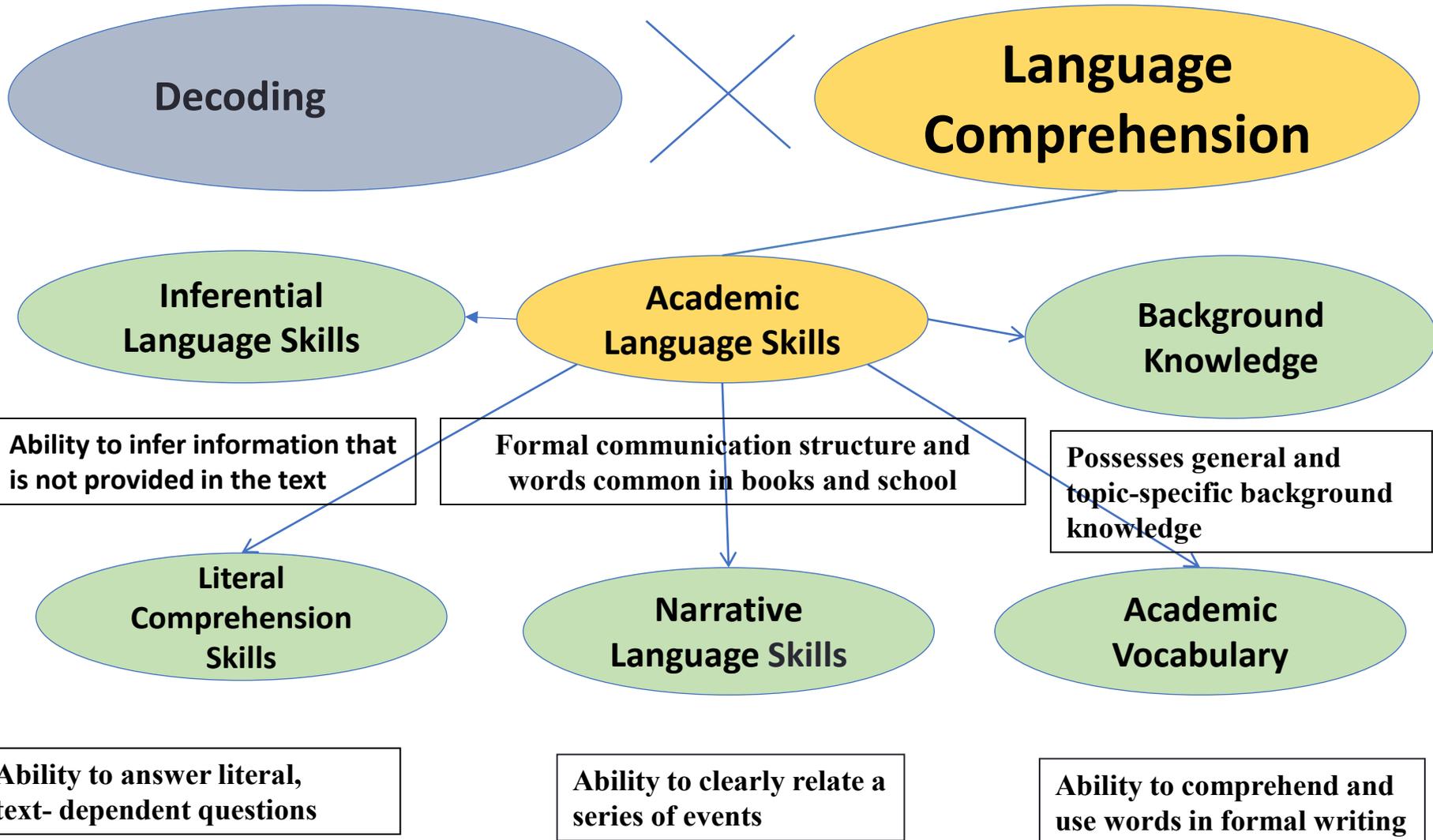
1 = good skill

0 = negligible skill

Simple View of Reading



Simple View of Reading (See IES Practice Guide)



Decoding

Print Concepts

Understand the organization and basic features of print

Big Ideas

- Prereaders knowledge of **letter names** is among the strongest predictors of subsequent progress. Seidenberg, 2017
- Letter names are needed in an **alphabetic system**.
- Letter names create 26 **categories**.

A A **A** A a a

- The letter name is the **stable** attribute of a letter.
- Teach **letter names** explicitly to mastery.

Decoding

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Big Ideas

- **Phonological awareness** is necessary for phonic decoding and sight vocabulary storage. Kilpatrick, 2017
- **Basic**
 - blending sounds into words
 - segmenting words into sounds
- **Advanced**
 - manipulating phonemes
 - deleting, adding, substituting Kilpatrick, 2015
- Teach **phonemic awareness** to mastery.

Decoding

Phonics and Word Recognition

Fun facts about Letter-Sound associations:

Finnish, Spanish, and Italian have a **one to one** correspondence between letters and sounds. Kids learn to decode quite quickly in these countries.

English, French, Danish, and Portuguese have **“one to many”** systems and readers lag behind in primary grades.

However, by fourth grade readers in these countries catch up. Willingham, 2017

Decoding

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words

Big Ideas

“Letter-sound knowledge is essential for both phonic decoding and for storing words in one’s sight vocabulary.” (Kilpatrick, p. 64)

Good readers rely primarily on the letters in a word rather than context or pictures to identify/pronounce familiar and unfamiliar words. (Ehri, 1994; Kilpatrick, 2015; Seidenberg, 2017)

Teach phoneme – grapheme associations to a high level of mastery.

Decoding

Phonics and Word Recognition

Big Ideas

Students who receive **systematic phonics** instruction have **better comprehension** at the end of 2nd and 3rd grades. (Kilpatrick, 2015)

Poorly developed **word recognition skills** are the most pervasive and debilitating source of reading **challenges**. (Adams, 1990; Perfetti, 1985; Share & Stanowich, 1995)

Teach decoding of **single and multisyllabic words to mastery**.

Decoding

Word Knowledge (sight vocabulary)

Instant and effortless access to all, or almost all, words read

Big Ideas

- We input written words visually but **we do not store them visually.** Kilpatrick, p. 33
- Words are stored:
 - **phonologically** (pronunciation)
 - **orthographically** (spelling)
 - **semantically** (meaning)

Decoding

Fluency
(accuracy, rate, expression)

Read with sufficient accuracy and fluency to support comprehension

Big Ideas

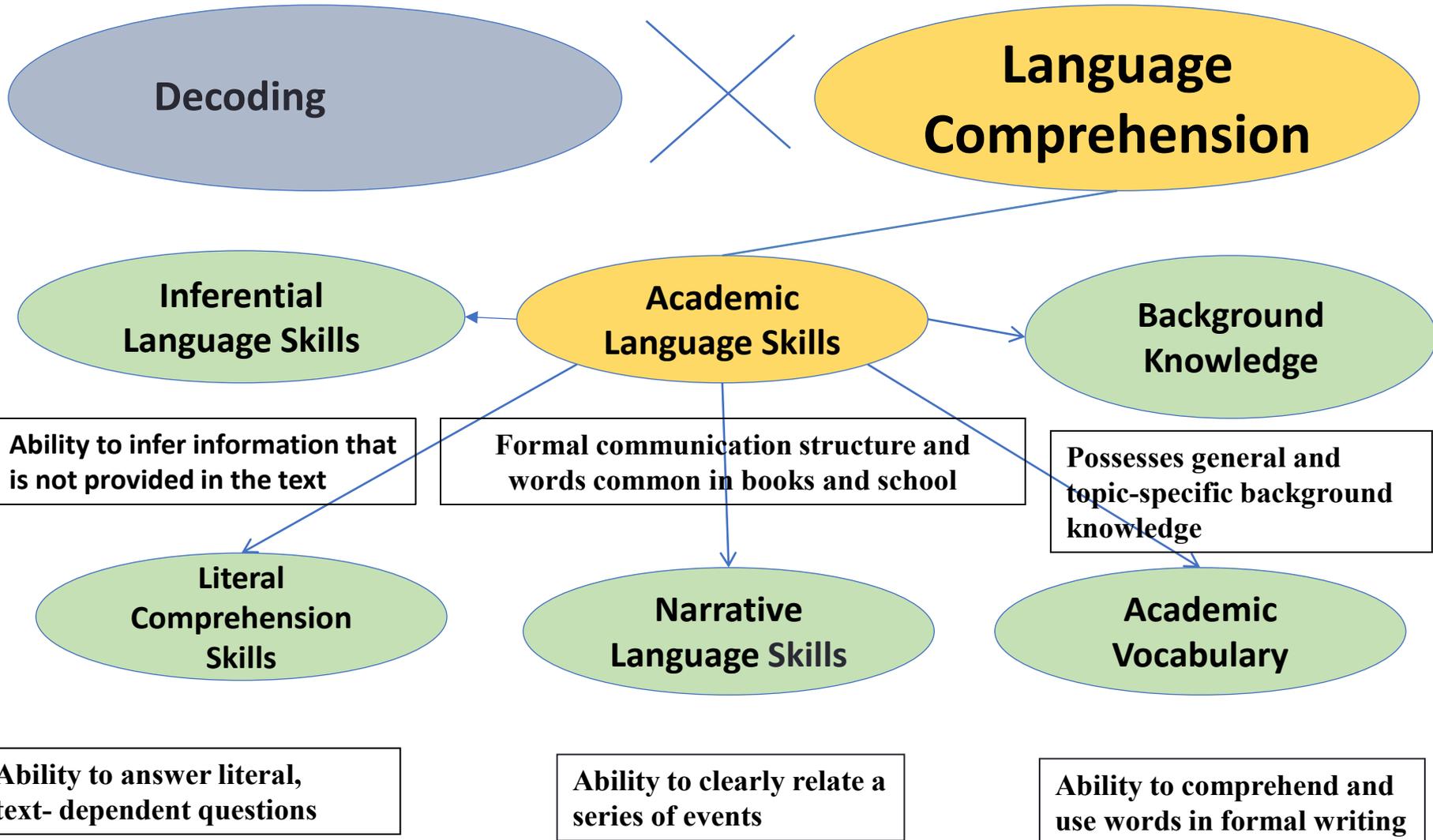
Fluency is related to **reading comprehension**.

(Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000; Rasinski, 2011; Samuels, 2006; Shanahan, 2010)

“When word reading is skillful, the differences between language comprehension and reading comprehension is negligible.” Kilpatrick, p. 74

Accuracy FIRST.

Simple View of Reading (See IES Practice Guide)



Language Comprehension

Background Knowledge

- Possesses general and topic-specific background knowledge

Big Ideas

Across grades and reading ability, **prior knowledge** of subject area and **key vocabulary** results in higher scores on reading comprehension measures. Langer, 1984; Long, Winograd, & Bridget, 1989; Stevens, 1980, Wexler, 2019

How:

- Organize series of read-alouds to build knowledge-networks. Neuman, 2014
- Reduce *The Knowledge Gap* by teaching science, social studies, and health. Wexler, 2019
- Preteach necessary background knowledge for passages.

Language Comprehension

Academic Vocabulary

Ability to comprehend and use words in formal writing

Big Ideas

“Indeed, one of the most enduring findings in reading research is the extent to which students’ **vocabulary knowledge** relates to their reading comprehension.” (Osborn & Hiebert, 2004)

How:

- Use your highest oral vocabulary when interacting with students.
- Organize series of read-alouds to build knowledge-networks. Neuman, 2014
- Read books aloud to students, stopping to give little explanations of unknown words.
- Read informative passages that include domain specific vocabulary.
- Directly teach the meaning of general and domain specific vocabulary to **mastery**.

Language Comprehension

Narrative Skills

- **Ability to clearly relate a series of events**

Big Ideas

Students can **retell a story** that has been read to them or that they have read.

Story Grammar is a powerful narrative comprehension strategy. National Reading Panel

Setting - Characters - Beginning (problem) – **Middle** (attempts at resolving problem) – **End** (resolution and conclusion)

Language Comprehension

Literal Comprehension Skills

- **Ability to answer text- dependent questions**

Big Ideas

Asking questions. A evidence-based, time honored procedure to guide and monitor students' comprehension.
(Ambruster, Lehr, & Osborn, 2001; National Reading Panel, 2000; McKeown, Beck, & Blake, 2009))

Ask text-dependent questions that keep students focused in the text. In the text NOT out of the text

Language Comprehension

Inferential Language Skills

- **Ability to infer information that is not provided in the text**

Big Ideas

Inferencing is required for both oral and written language comprehension to supply the information not explicitly stated in the text. Oakhill, 2015

Students often fail to **draw inferences** from text. Fetcher, 2007; Johnston, Barnes, & Desrochers, 2008



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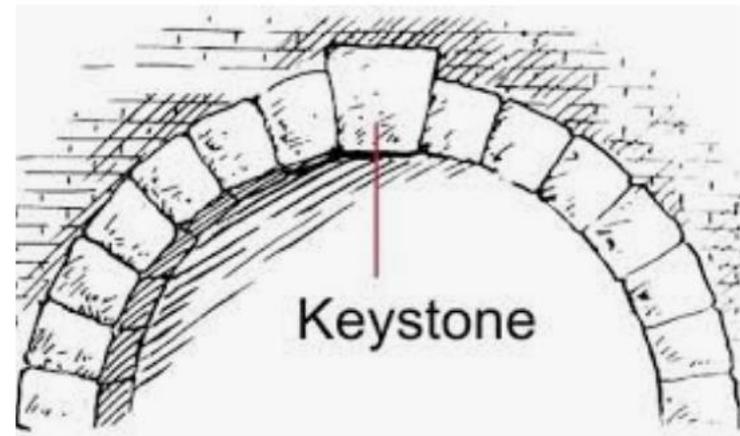
Providing Leadership in Literacy and Education for the Commonwealth

Motivated to Read

Success breeds Motivation

Motivated to Lead

A Moral Imperative



Recommended Reading Book List

Created by Anita Archer

For

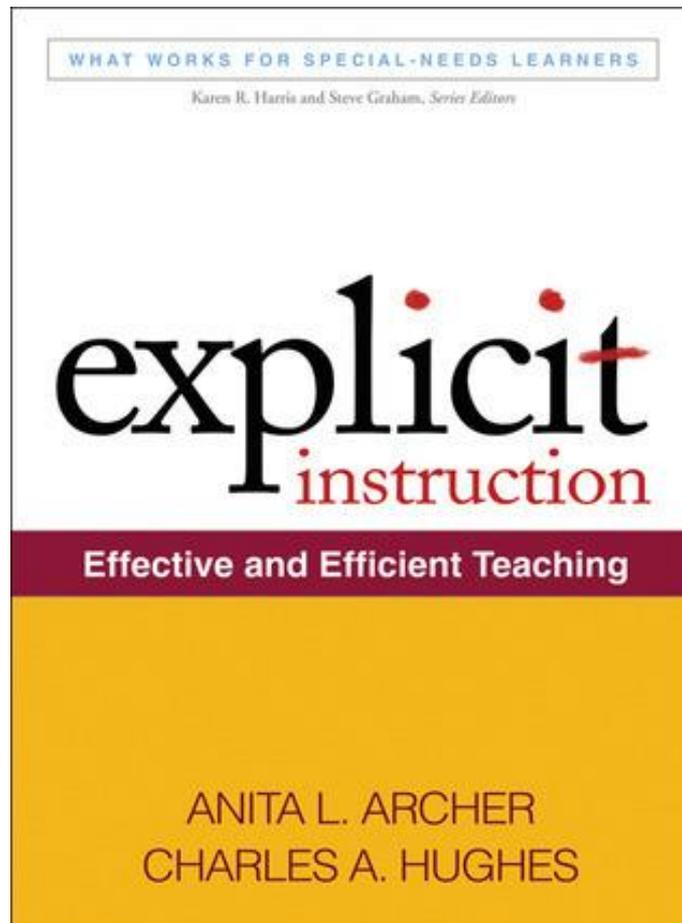
Foundation Reading Instruction

Keynote Literacy Conference

Explicit Instruction

Effective and Efficient Teaching

Anita L. Archer
Charles A. Hughes



LETRS Volume 1 and 2

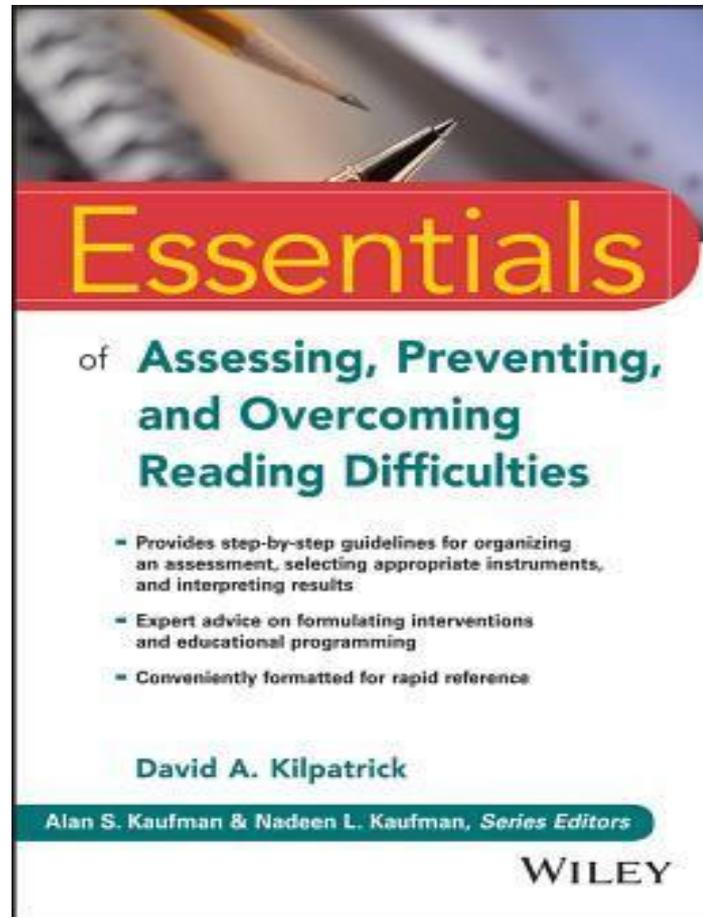
Louisa C. Moats

Carol A. Tolman



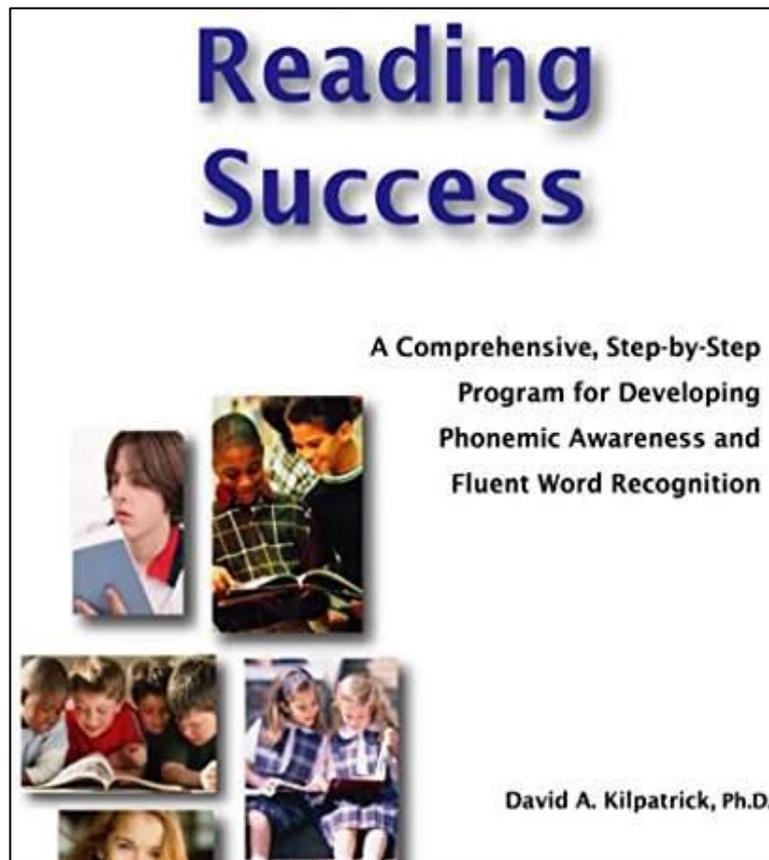
Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

David A. Kirkpatrick



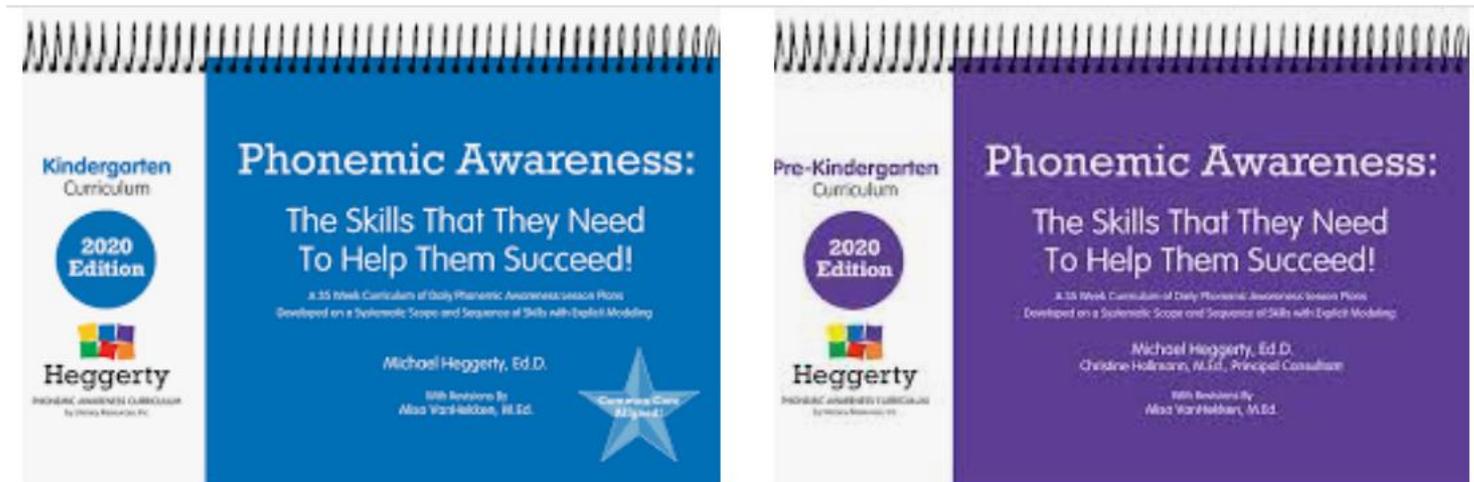
Equipped for Reading Success

David A. Kilpatrick



Phonemic Awareness: The Skills That They Need to Help Them Succeed!

Michael Heggerty. 2020



The Reading Mind

A Cognitive Approach to Understanding How the Mind Reads

Daniel T. Willingham



THE READING MIND:
A Cognitive Approach to
Understanding How the Mind
Reads. Daniel T. Willingham,
Author of *Why Don't Students
Like School?* The Reading
Mind: A Cognitive Approach to
Understanding How the Mind
Reads. **Daniel T. Willingham,**
Author of *Why Don't Students
Like School?* The Reading

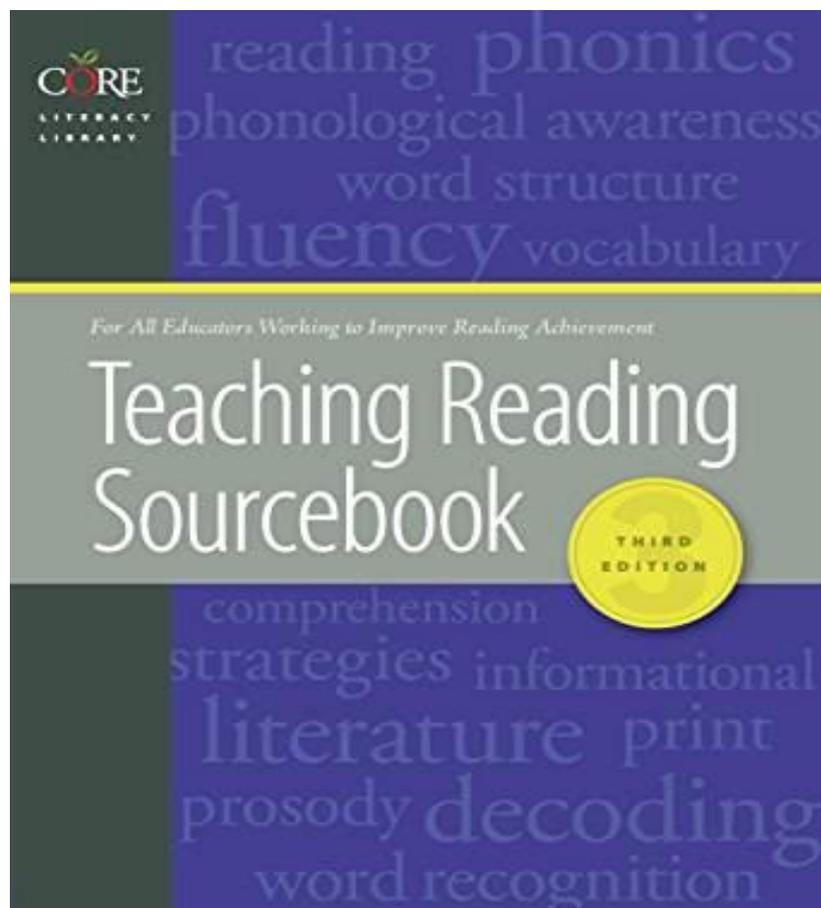
JOSSEY-BASS
A Wiley Brand

Language at the Speed of Sight

Mark Seidenberg

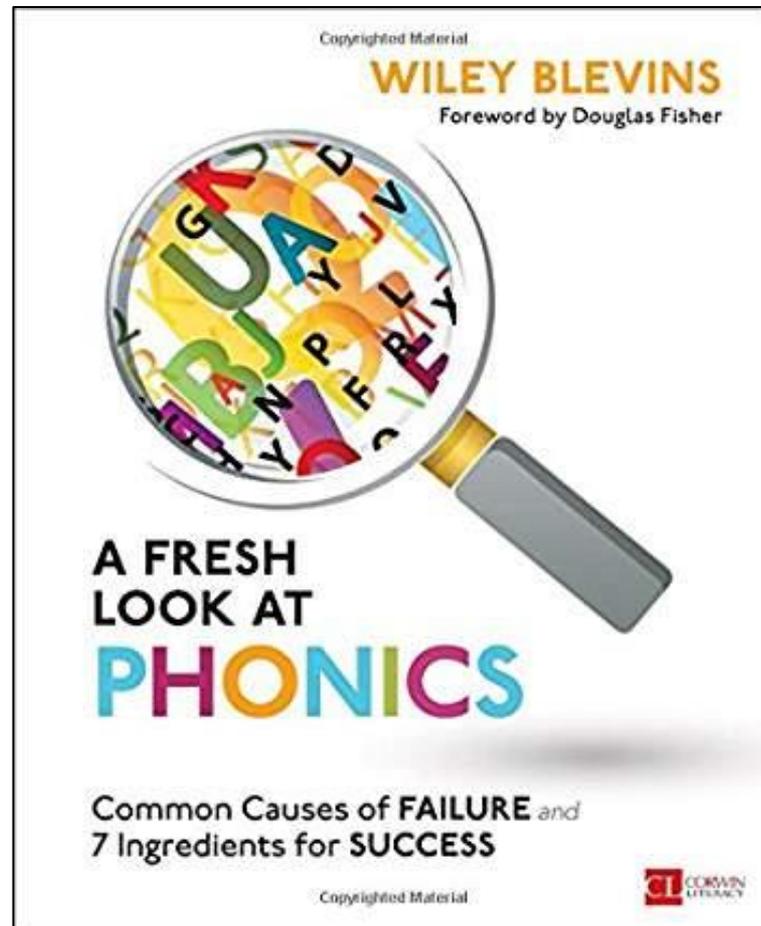
...DON'T THINK WE'VE MET
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...THE **MARK SEIDENBERG** IS
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Teaching Reading Sourcebook CORE



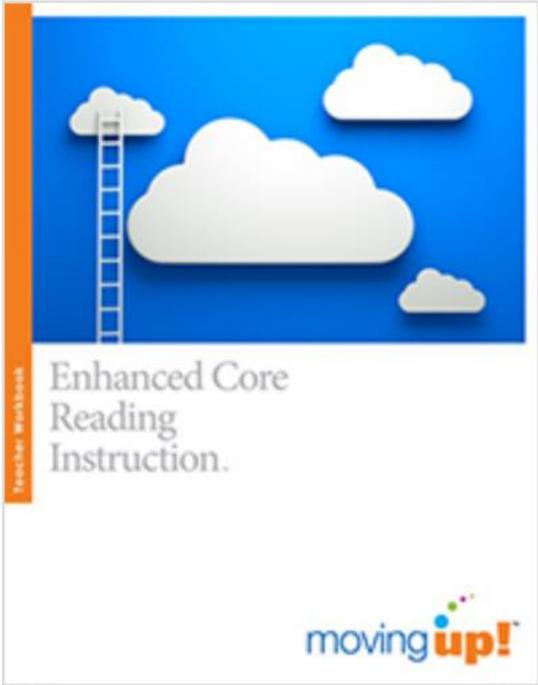
A Fresh Look at Phonics

Wiley Blevins



Enhanced Core Reading Instruction

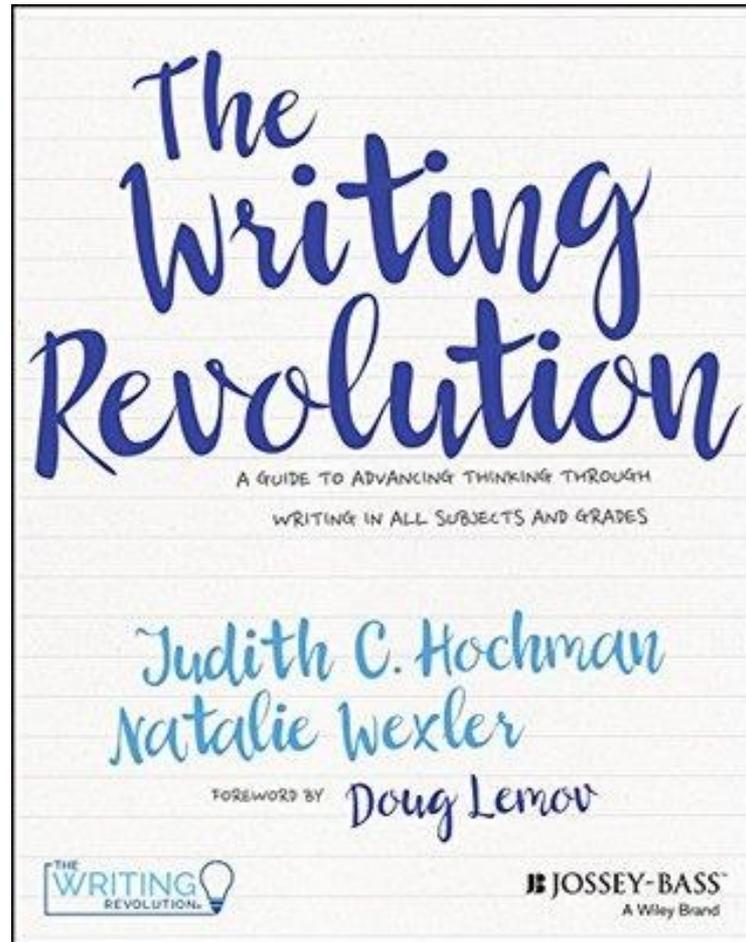
Moving Up! Literacy
University of Oregon



The Writing Revolution

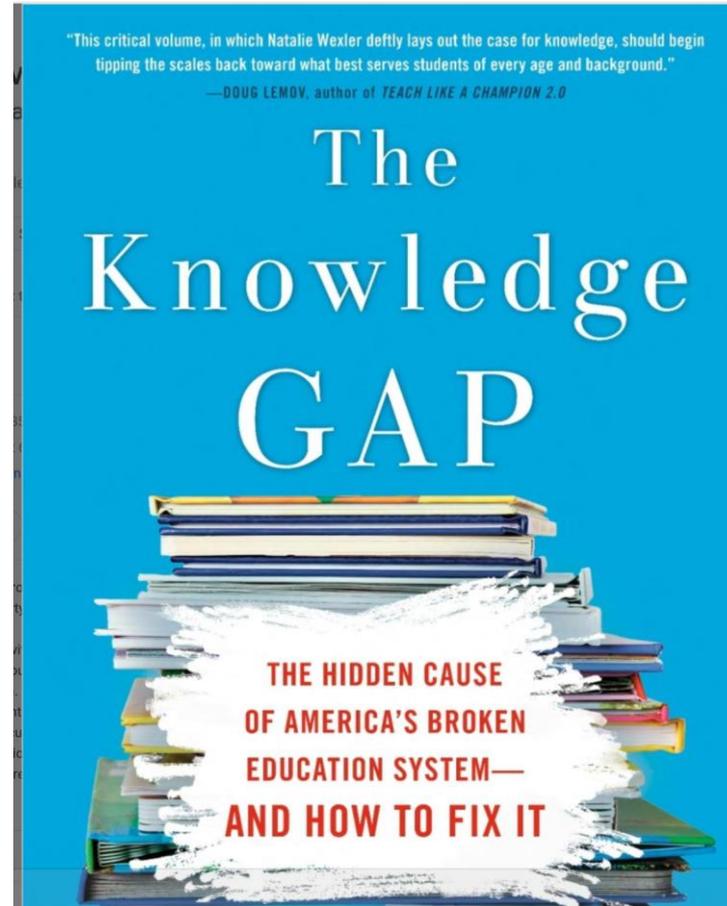
Judith C. Hochman

Natalie Wexler



The Knowledge Gap

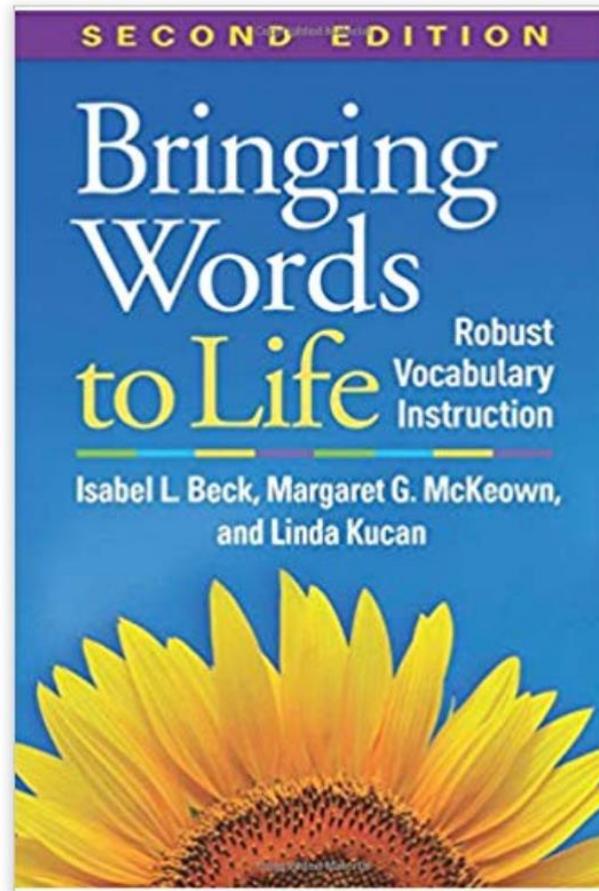
Natalie Wexler 2019



Bringing Words to Life: Robust Vocabulary Instruction

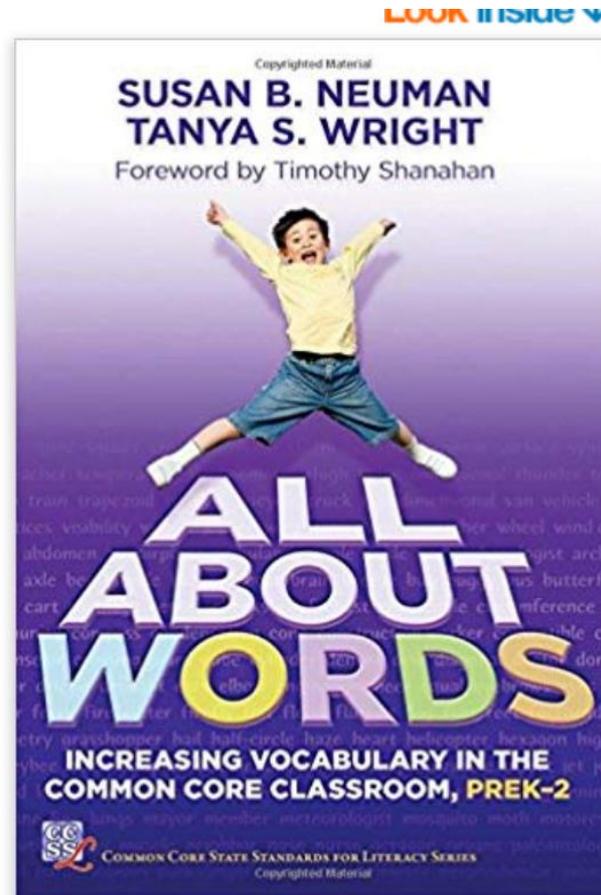
Second Edition

Isabel L. Beck, Margaret G. McKeown, Linda Kucan



All About Words

Susan B. Neuman and Tanya S. Wright



Additional Summaries of Best Practices and Research

Practice Guides

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

Practice Guides. A *practice guide* is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.