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

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Simple View of Reading

Decoding (Word-Level Reading)  
*Ability to transform print into spoken language*

Language Comprehension  
*Ability to understand spoken language*

\[ D \times LC = \text{Reading Comprehension} \]

1 = good skill  
0 = negligible skill
Simple View of Reading

**Decoding**

- **Print Concepts**
  - Understand the organization and basic features of print
- **Phonological Awareness**
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- **Phonics and Word Recognition**
  - Know and apply grade-level phonics and word analysis skills in decoding words

**Language Comprehension**

- **Fluency**
  - (accuracy, rate, expression)
- **Word Knowledge**
  - (sight vocabulary)
- **Decoding Skills**
  - Read with sufficient accuracy and fluency to support comprehension
- **Instant and effortless access to all, or almost all, words read**
Simple View of Reading (See IES Practice Guide)

Decoding

Language Comprehension

Inferential Language Skills
- Ability to infer information that is not provided in the text

Literal Comprehension Skills
- Ability to answer literal, text-dependent questions

Academic Language Skills
- Formal communication structure and words common in books and school
- Ability to clearly relate a series of events

Narrative Language Skills

Background Knowledge
- Possesses general and topic-specific background knowledge

Academic Vocabulary
- Ability to comprehend and use words in formal writing
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.
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.
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
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.
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.
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)
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)

Decoding

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- Ability to clearly relate a series of events

Background Knowledge
- Possesses general and topic-specific background knowledge

Academic Vocabulary
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Literal Comprehension Skills
- Ability to answer literal, text-dependent questions

Ability to answer literal, text-dependent questions

Ability to clearly relate a series of events

Ability to comprehend and use words in formal writing
• 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.
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.
- 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.
• 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)
• 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
• 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
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
Language at the Speed of Sight
Mark Seidenberg
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.