

Understanding Reading Instruction and Remediation

The Advocate Academy
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Agenda

What is Reading?
Why is Reading So Hard for So Many?
Teaching Does Not Ensure Learning.
What Works?

INTRODUCTION



One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up.

Joe Torgeson, Ph.D.



Numerous studies show:

Poor readers in first grade almost invariably continue to be poor readers.

Francis, Shaywitz, Stuebing, Shaywitz, Fletcher, 1996. Torgeson & Burgess, 1998)



The vast majority of third graders who are poor readers remain poor readers.

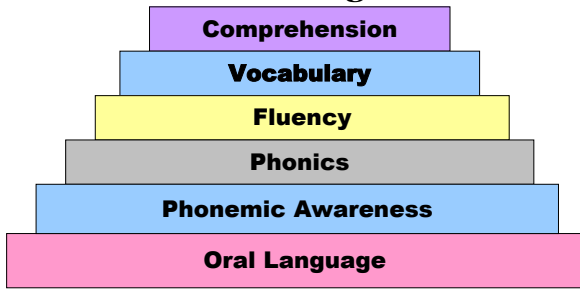
Juel, 1988. Clay, 1979

This is not a
special ed issue...

**It is a general
ed issue.**

WHAT IS READING?

Building Blocks of Successful Reading



Word Identification

Orthographic Processing (Letter Processing) ↔ Phonological Processing (Sound Processing)

Letter/Sound Association—Phonics (Memory Storage/Retrieval/Rapid Naming)

Automaticity

Fluency

Comprehension

Semantics (Vocabulary/Higher Order Thinking) Syntax (Grammar) Morphology (Word Structure) Pragmatics (Social Use)

Example of Orthography

smoak	smoke
circus	cercus
wagon	wagen
first	ferst
traid	trade

Phonemic Awareness



Phonemic awareness is the ability to understand consciously and analytically that words are made up of sounds segments that are abstract and can be manipulated.

It depends on installing that system in long-term memory and having it available to working memory when deciphering a printed word.

Teaching Our Children To Read; The Role of Skill in a Comprehensive Reading Program-
Corwin Press, P. 96 William Honig, Ph.D.

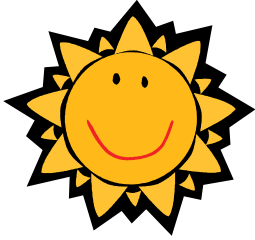




Phonemic awareness skills assessed in kindergarten and first grade serve as a potent predictors of difficulties learning to read... we can predict with approximately 92% accuracy who will have difficulties learning to read.

Reid Lyon, NIH





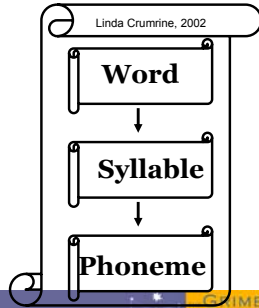
Three empty rectangular boxes for writing.

Seven horizontal lines for writing.

Developmental Sequence of Phonological Skills

Usually engaged in as preschoolers

- Rhyme play and nonsense words
- Syllables: Implicitly segmenting as in chants and songs, clapping to syllables



Seven horizontal lines for writing.

Syllable

□	□ □
□ □ □	□ □ □ □

Phonemes

○	○ ○
○ ○ ○	○ ○ ○ ○
○ ○ ○ ○	○ ○ ○ ○ ○

Seven horizontal lines for writing.



Reversals (pit, tip)



Omissions (slip, sip)



Additions (pet, pest)



Substitutions (best, bent)



Transpositions (pats, past)

Nancy Telian

Phonics

The Alphabetic Principle

- The alphabetic principle is the basis of reading.
- Readers must understand that the sounds in s/s pairs are the very same as our speech sounds.
- Readers must understand that spoken language is made up of sequences of these little sounds.

The Alphabetic Principle

- This does not come naturally or easily to humans.
- Without direct instructional support, phonemic awareness eludes about 25% white middle class first graders and more from less literacy rich homes.
- These children show evidence of serious difficulty learning to read.

What Kind of Phonics?

- Explicit and Systematic, not random:
 - Preplanned skill sequence
 - Progresses from easier sounds to more difficult sounds
 - Begin with letter-sound correspondences that can be combined to make words students can decode and understand
 - Most common sounds and letters taught first

Explicit vs. Embedded Phonics Instruction

Explicit:

- Direct instruction based upon the level of skill and strategy development
- Practice blending sounds in isolated words
- Practice reading in decodable text with high percentages of learned correspondences.

Embedded:

- Discovery of sounds within the contexts of words and texts
- Use of picture cues, beginning letter cues in decoding & spelling/sound patterns
- Emphasis on teachable moment rather than skills sequence

Note the Difference

- **Explicit Instruction**

- After a lesson in which students isolate words that begin with the /k/ sound, the teacher links the sound to the letter by showing students the letter, telling them it stands for the /k/ sound, and using c to practice making words that begin with /k/.

- **Implicit Instruction**

- After reading a story about animals, teacher asks students "what sound does cow begin with? Do you see any other animals whose names begin with that sound? What letter says /k/? Can you write the letter c?"

Prerequisites for Spelling

1. Student must be able to say the word correctly.
2. Student must be able to hear the sounds and remember the auditory sequence of the sounds or syllables.
3. Student must know whether the sound can be represented in more than one way.

Prerequisites for Spelling

4. If he/she can, the student must know the possible ways.
5. Student must be able to remember the visual sequences of letter.
6. Student must be able to retrieve the motor patterns to form the letters which represent the word.
7. Student must assess which of the possible spelling is the most probable.

Prerequisites for Spelling

8. Student must be able to spell from dictation.
9. Student must be able to read the words he is expected to spell.

Rules and generalization should become internalized patterns and automatized.

Fluency

A Critical Factor: Automaticity

- For struggling readers, this is not automatic or intuitive.
- They do not intuit or automatically know the code.
- They cannot apply the rules to new situation because every thing is on a shaky foundation (unless adequate training has occurred).

A Critical Factor: Automaticity

- Important for fluency and efficiency... must be able to get the word off the page to think about context.
- It's like driving a standard shift car. You understand the components (brake, gas, pedal, gears)... that's cognition or awareness.



A Critical Factor: Automaticity



- To come to a stop and not stall, driving must be automatic, unlike the word by word reader.
- You have to pay attention to a lot of things: other cars, signs, people, what the car needs.

A Critical Factor: Automaticity



- It becomes a S→R process...nothing has to go through the conscious mind. It happens very fast... in micro seconds without verbal mediation in mature readers (without the sub-vocalizing of some poor readers).
- You're looking for mastery of the process so driving is smooth (e.g. Causal, casual-aboard, abroad).

Vocabulary

Explicitly Teach Vocabulary

Plan which words to explicitly teach in a careful and thoughtful manner.

Vocabulary instruction should be a daily goal.

Stages of Word Knowledge

- 1. Never saw it before
- 2. Heard it, but doesn't know what it means
- 3. Recognizes it in context as having something to do with _____
- 4. Knows it well

Meaningful Differences

Children enter school with “meaningful differences” in vocabulary knowledge.

(Hart & Risley, 1995)

What doesn't matter:

race/ethnicity, gender, birth order

What does matter:

family income, parent educational levels

Grimes Reading Institute
www.grimesreadinginstitute.com



Cumulative Differences

	Words heard per hour	Words heard in 100-hour week	Words heard in a 5,200-hour year	4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

Grimes Reading Institute
www.grimesreadinginstitute.com



Vocabulary & Comprehension

- Teaching word meanings will improve a student's comprehension.

(Stahl & Fairbanks, 1986)

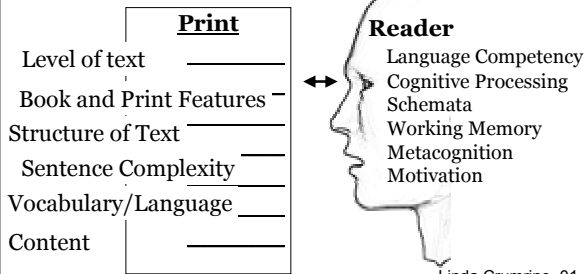
Vocabulary Knowledge → Reading Comprehension

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Comprehension

Reading Comprehension is Interaction Between



Linda Crumrine, 01

What factors affect reading comprehension?

- Word recognition/decoding
- Language processing/linguistic ability
- Vocabulary
- Life experience, background knowledge
- Expressive Language weaknesses
- Metacomprehension, self-monitoring, and the application of strategies
- Attention
- Interest and motivation
- Memory problems
- Visualizing- creating mental images.

Are	Graph
Between	If
Consists	Isolated
Continuously	Known
Corresponding	Making
Curve	Only
Draws	Often
Variation	With
One	Table
Points	Values
Relation	Variables
Set	

“If the known relation between the variables consists of a table of corresponding values, the graph consists of only a set of isolated points. If the variables are known to vary continuously one often draws a curve to show the variation.”

Basic College Math, M. Michael Michaelson, 1945

**“There is no
comprehension strategy
that compensates for
difficulty reading words
accurately & fluently.”**

Torgesen 2003

THE FAB FIVE

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

ALL Built On Oral Language...

The Challenge:



- Teachers need to know how to temporarily tilt the balance toward one component of reading or another, depending on the child's profile.
- In addition, within each component, teachers need to know which children require a very explicit, systematic and intense progression and which children do not.

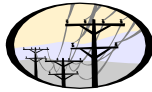
WHY IS READING SO HARD FOR SO MANY?

Every Reader requires different degrees of:

- Scaffolding
- Intensity
- Duration
- Explicitness
- A systematic progression

Contributing Factors

- Neurological
 - “Wiring”
 - Genes
- Environmental
 - Lack of early language experience
 - Inadequate instruction



Speech is hundreds of thousands of years old.

Written language is roughly 500 years old.

G. Sherman

What do many poor readers need?

USE:

- Multi-sensory teaching
- Systematic instruction
- Decodable text
- Rich language experiences
- Skilled instructors
- Practice applying the system



– BECAUSE THEY CANNOT INTUIT IT...

Teaching does not ensure learning.

Four Organizing Principles for Guiding Beginning Reading Success

1. **Earlier, rather than later**- prevention and early intervention are supremely more effective and efficient than later intervention and remediation for ensuring reading success.
2. **Schools, not just programs**- prevention and early intervention must be anchored to the school as the host environment and the primary context for improving student reading performance.
3. **Evidence, not opinion**- prevention and early intervention pedagogy, programs and procedures should be based on trustworthy scientific evidence.
4. **Each and All**- to teach all children to read, you must teach each child to read.

Differentiated Instruction Aligned with Student Needs

Examples

- Students are grouped based on assessment results.
- Specified intervention and supplemental programs are implemented depending on student needs and profiles.
- Groups are constantly reorganized based on progress monitoring data.

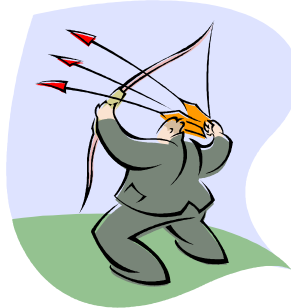
Differentiated Instruction Based on Assessment

Classrooms are organized so that students with similar needs receive effective instruction in flexible groups that change as they master skills and concepts.

Targeted practice often needs to be:

- Comprehensive
- Intensive
- Relentless

to achieve fluency.



Return to the point of breakdown.

The intensity and duration of instruction are often grossly underestimated.

Generally, there are two approaches:

- Structured and explicit
- Informal and implicit



Since language is temporal and fleeting...

We need to make it concrete for many learners using visual/spatial representations, music & manipulatives, thus making it more understandable.

They still must learn to handle language, but we must teach it to them in the way they CAN learn it.

Assessment Must Drive Instruction

We Must Meet Them Where They Are!

What does it take to effectively manage interventions?

Regular meetings in which student progress is discussed

Regular observations to be sure that instruction is being delivered in an effective manner

Well trained teachers or paraprofessionals who receive regular in service support



Summary:

This IS Rocket Science!

We must apply the research.

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