Reading is a Complicated Process

Sam walked slowly on the way to school.

She was worried about today’s math test.

While walking, she wondered how she could help her students understand place value more effectively.

Reading is a complicated process

“<,^,^,~$!?~&,$>&.”

“$! $? +#%{[>].”

Something Pretty

Mother said, “Look, Look. See this.”

“Oh, oh,” said Sally.

“It is pretty.”
What are the Characteristics of Proficient Readers?

Proficient Readers

- Are phonemically aware
- Are skilled in reading words
- Have well-developed syntactic (grammatical) knowledge
- Have well-developed vocabulary knowledge
- Know a lot about the world
- Are engaged in the reading process
- Become strategic as needed

Developing Reader

Reflect on the characteristics of proficient readers while observing the developing reader.

Video (9:00) My Shadow
(First grade, 1-1 intervention, early Spring)

General Questions Related to Literacy Instruction

- Do we teach children to read and write or do they teach themselves?
- Must children learn to read before they learn to write?
- What is the goal of literacy (instruction)?
- Do all children need the same kind and amount of instruction?

To teach optimally teachers need to...

- Have insights into how complicated the reading process is.
  - Guests Present Present Present
- Be prepared to analyze and respond to the confusions of the children who struggle.
- Recognize that their instruction is a potential source of confusion for the child.

Why do some children have difficulty learning to read?

- Two broad possibilities:
  - Basic cognitive difficulties related to reading
  - Limitations in instruction and/or experience
- Prior to the emergence of RTI, this distinction was not routinely made.
Possible origins of reading difficulty:

- Reading difficulties identified in the early primary grades are most often related to difficulties with phonological skills:
  - Phonemic awareness
  - Facility with the alphabetic code

- Both of these areas of difficulty make it difficult for the child to puzzle through unfamiliar words,
  - This inhibits the development of the child’s sight vocabulary.

Possible origins of reading difficulty:

- Later and late emerging reading difficulties may be associated with:
  - Limited sight vocabulary which may be due to:
    - Unresolved difficulties with phonological skills
    - Limited experience with reading
    - Limited engagement in meaning-making while reading
      - Which makes it difficult to identify words that are not fully decodable
  - Limited knowledge and language skills which may be due to:
    - Limited experience
    - Limited experience with reading
    - Limited engagement in meaning-making while reading

Teaching matters

- Sanders and Rivers (1996) demonstrated that students whose initial performance levels are similar can have vastly different outcomes as a result of the series of teachers they have over multiple years.

Teaching matters

- Studies demonstrate that children’s learning is more dependent on what teachers do than on the programs they use. Examples include:
  - Bond & Dykstra, 1967
  - Duffy & Hoffman, 1999
  - Nye, Konstantopoulos, & Hedges, 2004
  - Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney, 2008
  - Tivnan & Hemphill, 2005

Teaching matters

- There is little evidence that many of the “research-based,” commercially-marketed intervention programs work to support the end goal of reading instruction – comprehension.
  - See the Institute of Education Sciences’ What Works Clearinghouse:

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