Reading Assist

Bridging Young Readers to Forever Readers
(SOMLA) 2024 CONFERENCE

Science of Reading

Part 1 What is the Science of Reading?

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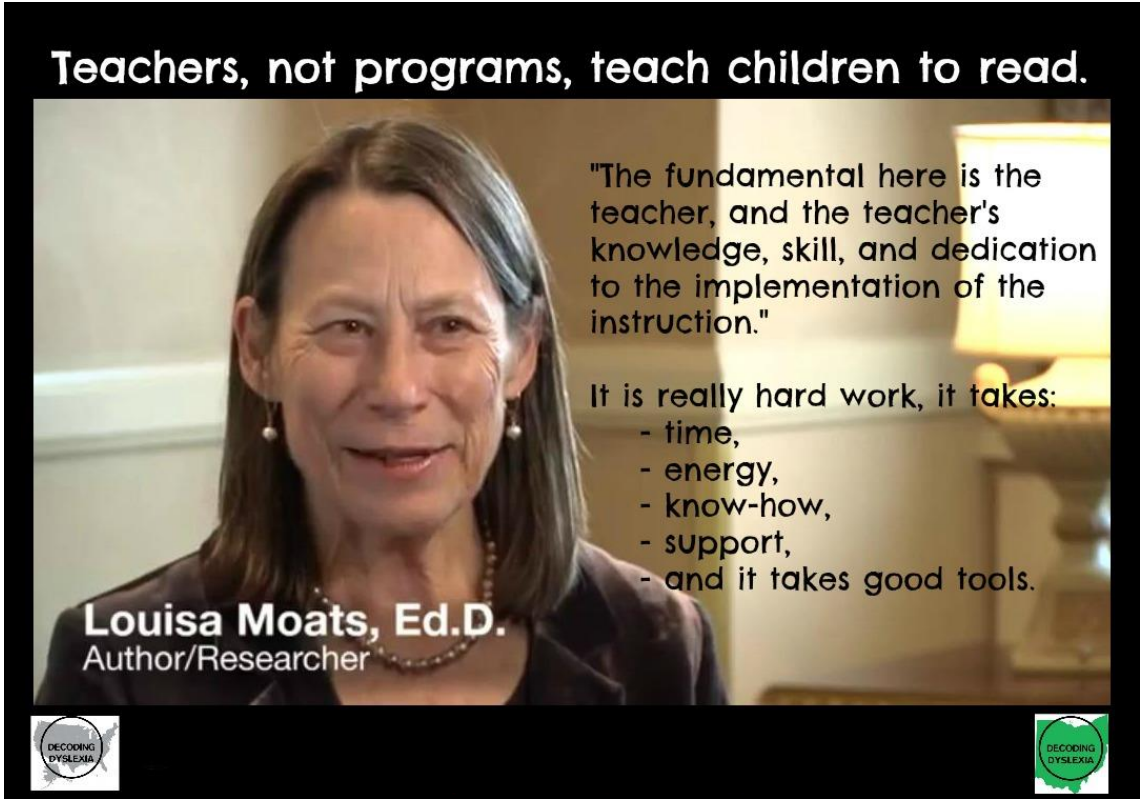
It’s YOU!



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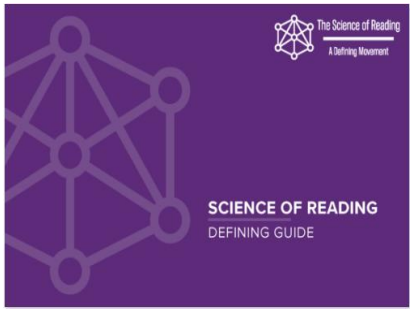
Let’s begin with a definition



SoR is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/

THE READING LEAGUE
Sharing knowledge, inspiring change.

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From Louisa Moats

"The body of work referred to as the "science of reading" **is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction.** It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students."

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So, how was this large body of research distilled into the skills necessary to learn to read?

Simple View of Reading and "The Big 5"

Decoding X **Language Comprehension** = **Reading Comprehension**

1. Phonemic Awareness
2. Phonics

X

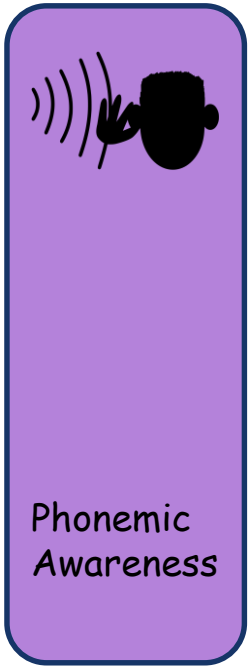
3. Vocabulary & Oral Language

=

4. Reading Comprehension

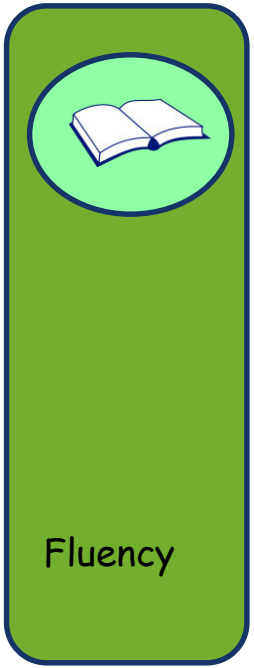
5. Oral Reading Fluency

Gough & Tunmer, 1988

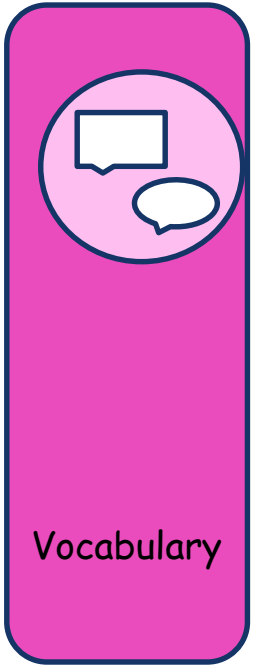


Knowledge of, and capacity to manipulate the smallest distinct sounds (phonemes) in spoken words.

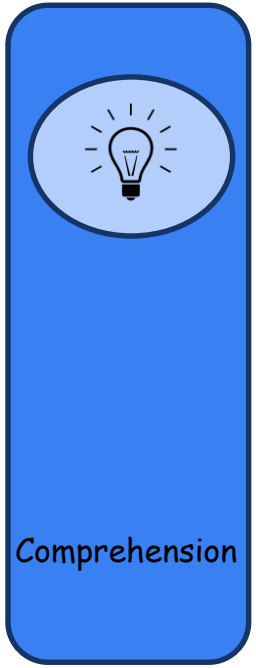
Learning and using the relationship between sounds and their letter-symbols to sound out (decode) written words.



The ability to read accurately, quickly, and expressively. Fluent readers are able to focus on reading for meaning.



The words readers need to know to comprehend and communicate. Oral vocabulary: words recognized and used in listening and speaking. Reading vocabulary: words recognized or used in reading and writing.



Extracting and constructing meaning from written text using knowledge of words, concepts, facts, and ideas.

Take a moment and read these words.

Can you read them out loud?

чтение интервенции

$0 \times 1 = 0$

Decoding x Language Comprehension = Reading Comprehension

The snables tramped the mengs to the dwip.

The dwip fropped. The mengs clambed a sib

boogle. The snables gicked and gicked.

$$1 \times 0 = 0$$

Decoding x Language Comprehension =

Reading Comprehension

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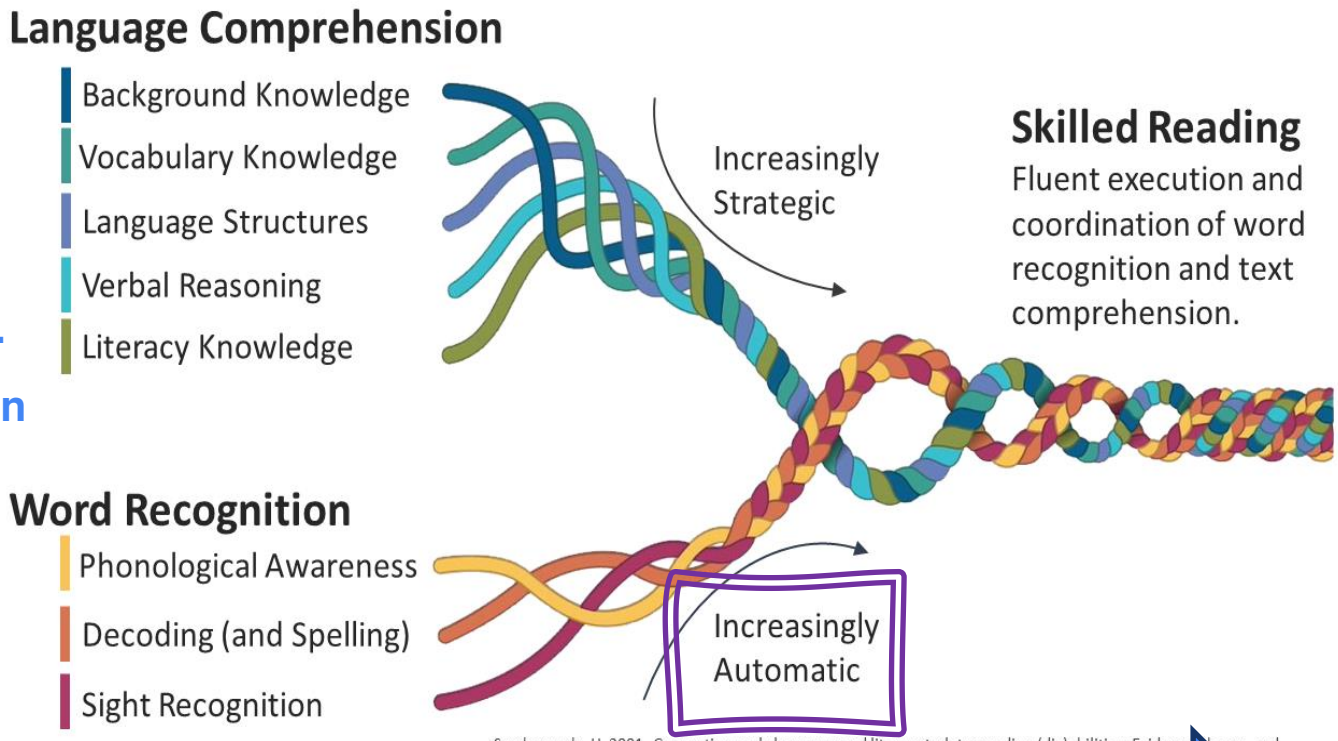
Decoding x Lang. Comp.

= Reading Comprehension



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and

TIME ! AND PRACTICE.

LANGUAGE COMPREHENSION:

- **Background Knowledge:** a person's background knowledge, is a collection that has been formed from all of life's experiences. We **ALL** bring diverse bits of background knowledge—consciously or subconsciously—to every subsequent experience, and we use them to connect or glue new information to old. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences.

- **Vocabulary:** Vocabulary is the knowledge of words and word meanings: the definition, but also how that word fits into the world. Vocabulary development is learned through both direct instruction as well as indirectly through exposure to a variety of texts.

- **Language Structures**:
  - **Syntax** is the set of rules, principles, and processes that govern the structure of sentences in a given language, usually including word order. Sentences have a subject/ predicate....etc.
  - **Semantics** is the meaning or interpretation of a word, sentence or other language form. An example of this is the word **bolt.**

- **Verbal Reasoning**
  - **Inference** is a conclusion or opinion formed from known facts and evidence.
  - A **metaphor** is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

- **Literacy Knowledge**
  - **Print Concepts** is the understanding that print carries meaning, that books contain letters and words. It also includes an understanding of what books are used for and how a book "works": how to turn pages, how to find the top and bottom of a page, and how to identify the title and the front and back covers.
  - **Genre** means a type of art, literature, or music characterized by a specific form, content, and style. Literature has four main genres: poetry, drama, fiction, and non-fiction.

- **Attention**: Is the student able to focus on information and hold it in memory to determine meaning and comprehend it.

WORD RECOGNITION is the act of seeing a word and recognizing its pronunciation immediately and without any conscious effort.

Phonological awareness, decoding, and sight recognition.

- **Phonology** is the sounds of spoken language~ contrast with auditory skills which refers to ALL the sounds we hear.
  - Phonemes are oral: The word cat has three sounds: /c/ /a/ /t/

- **Decoding** or word identification can mean reading a word, regardless of whether the word was sounded out, guessed or recognized from memory. It is also used to distinguish the word reading aspect from comprehension aspect.

- The **Alphabetic principle** simply stated is when a students makes the connection that the sounds we make when we say words are connected to letters. Phonics is the instructional practice used to teach how sounds of speech in the English language are connected to letters and letter clusters. (sh, oa, igh)

- **Sight recognition** or word recognition is the instant recognition of familiar words. No sounding out required.

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Reading is not natural

- Learning to speak is natural.
- Spoken language has become “hard-wired” in the brain with structures built specifically for language
- There are no naturally designated neural pathways for reading.
- The brain must co-opt structures designed for other purposes to enable reading to take place.

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Everyone Learns To Read In The Same Way…

- **Sounds & Letters** (phonemes & graphemes)
  Learning to hook sounds to letter names

- **Phonic Decoding**
  Combining letter sound knowledge with phonological blending to sound out unfamiliar words

- **Orthographic Mapping**
  Expanding a readers sight vocabulary

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Which of these provides the greatest likelihood that a student will learn to read?

- Reading to children
- Having lots of books in the home
- Being exposed to explicit, systematic instruction
- Waiting until the child is ready to learn
- Matching instruction to the student's style of learning

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Part 2 What instructional changes can you make?

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How do students become fluent readers and writers?

They develop a large sight word vocabulary

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But really, what is a sight word?

- Any word that you automatically recognize
- Literate adult is able to recognize 30,000 – 70,000 words and word parts
- Impossible to consciously memorize each of these words as a whole

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Words become sight words through Orthographic Mapping

- Learning the sound/symbol correspondences
- Paying attention to the sequence of graphemes
- Blending the corresponding phonemes into whole words cat /k/ /a/ /t/ 
- Getting **LOTS of practice** so the sequences become unitized and words can be recognized instantly

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What can you do?

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Abandon the 3-cueing system

- *“Use the picture and think about what makes sense.“*
- *“Skip the word and go on.”*
- *“Try a word that might make sense.”*

These strategies take the students’ attention away from the structure of the words

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Encourage decoding

Continuous Sound Blending:

Students stretch sounds together beginning at first sound and moving through to end sound without stopping. The Sounds are recoded to make the whole word.

map fit sun

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Discourage Guessing!

Lyn Stone

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Break long words into syllables

fan tas tic

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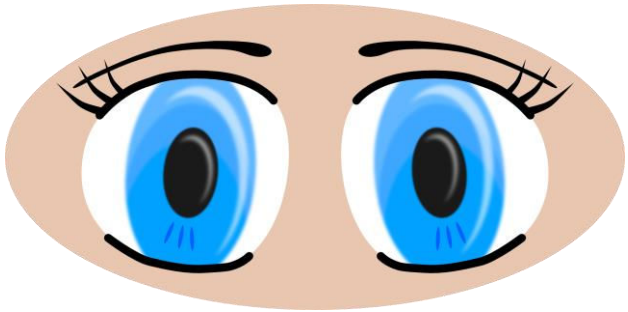
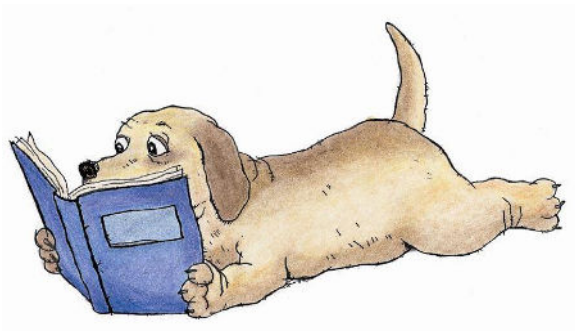
Eyes on the Words





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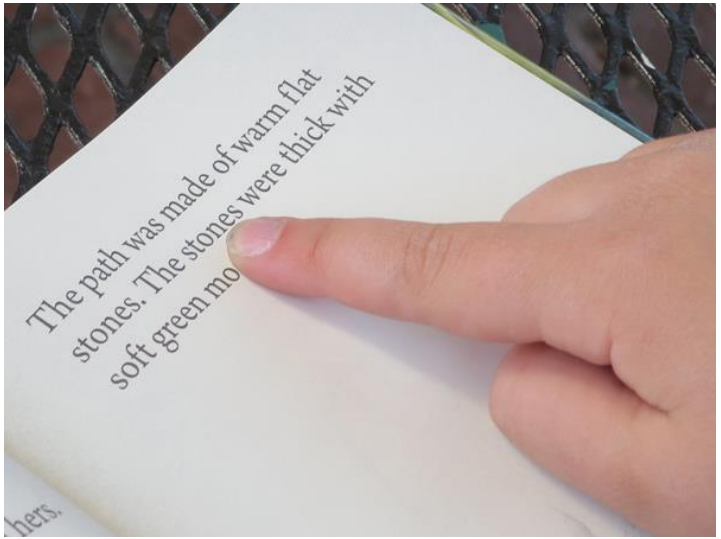
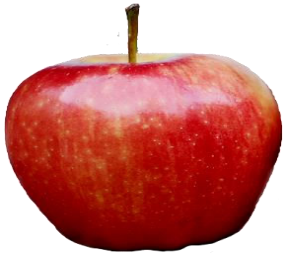
Encourage Finger Tracking



Teach Key Words and Hand Signals for “Short” Vowel Sounds



a

e

i

o

u

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Practice Reading Look-Alike Words

gland	gloat	great
graft	grant	grist
grind	grand	glad

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Truths about Fluency

- It's **not** all about speed – rate is correlated with comprehension, but it's not the whole story – **Accuracy** comes first!

- But accuracy alone is **not** enough – It's very important, but a certain level of automaticity measured by rate is also necessary for comprehension.

- Sustained silent reading and independent reading **will not** improve accuracy and automaticity – benefits good readers but struggling readers are most likely misreading a lot of words if they are even really trying to read.

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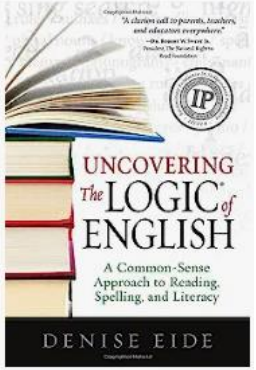
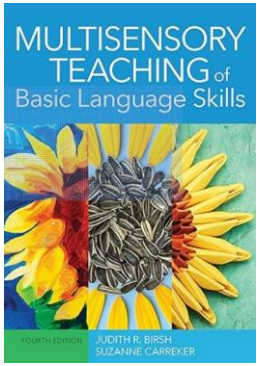
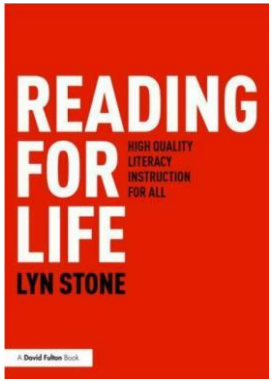
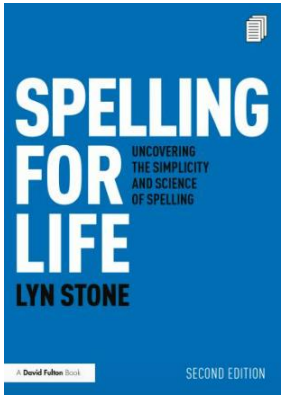
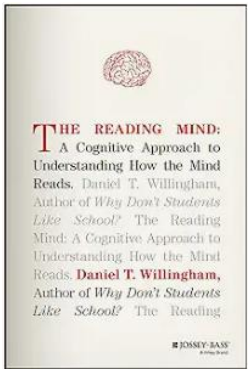
Chaining

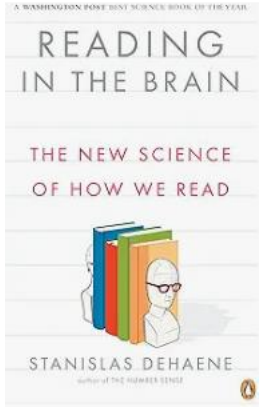

UNCOVERING
The LOGIC of ENGLISH
A Common-Sense Approach to Reading, Spelling, and Literacy
DENISE EIDE

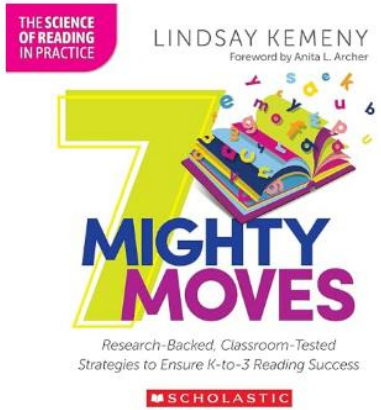

MULTISENSORY TEACHING of Basic Language Skills
JUDITH R. BIRSH
SUZANNE CARREKER

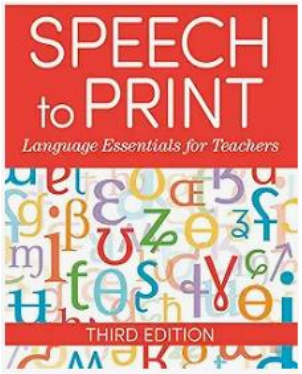

READING FOR LIFE
HIGH QUALITY LITERACY INSTRUCTION FOR ALL
LYN STONE

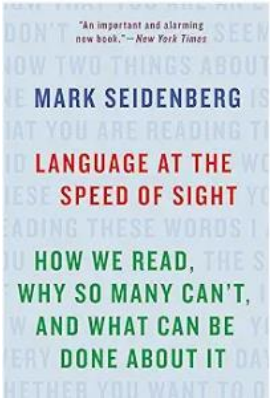

SPELLING FOR LIFE
UNCOVERING THE SIMPLICITY AND SCIENCE OF SPELLING
LYN STONE
SECOND EDITION


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


READING IN THE BRAIN
THE NEW SCIENCE OF HOW WE READ
STANISLAS DEHAENE


THE SCIENCE OF READING IN PRACTICE
LINDSAY KEMENY
Foreword by Anita L. Archer
7 MIGHTY MOVES
Research-Backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success
SCHOLASTIC


SPEECH to PRINT
Language Essentials for Teachers
THIRD EDITION


"An important and alarming new book."—New York Times
MARK SEIDENBERG
LANGUAGE AT THE SPEED OF SIGHT
HOW WE READ, WHY SO MANY CAN'T, AND WHAT CAN BE DONE ABOUT IT

Use this QR code for a link to the resources mentioned today.

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