Literacy how
Empower teaching excellence.

Knowledge to Practice: Bringing the Science of Reading into the Classroom

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New Jersey IDA Conference

October 14, 2022

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Literacy how
Empower teaching excellence.

Our Mission is to EMPOWER TEACHERS to ensure that every child learns to read by third grade.

Our model is research based.
Our approach is values driven.

2

Our Core Values
guide our intentions, actions, and character.

Passion
Lifelong Learning
Professionalism
Collaboration
Empowerment
Accountability

Literacy is the language of opportunity.

Children are at the heart of all we do. We believe that every child has the right to read.

We know that 95% can be taught to read.

We believe that teachers—not programs or products—teach students to read, write and spell.

So we empower teachers with the best ways to teach.

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Why does Literacy How exist?

- 95% of children can be taught to read (Torgesen, 2004)
- However, 65% of the Nation's 4th graders read below grade level (http://nces.ed.gov/nationsreportcard/naepdata/)
- Teacher prep programs continue to dismiss the 'Science of Reading' (Joshi et al., 2009; Brady et al., 2009; Cunningham et al., 2009; Spear-Swerling & Zibulsky, 2014, NCTQ Teacher Prep Reviews, Ed Week Survey, 2021)
- Teacher knowledge and use of effective literacy instruction strategies can override student disadvantages

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NAEP 2022 Scores

This year, for the first time since the National Assessment of Educational Progress tests began tracking student achievement in the 1970s, 9-year-olds lost ground in math, and scores in reading fell by the largest margin in more than 30 years.

READING

Score change between 2020 and 2022

208*   220*
215

▼ 5

Largest score drop in reading since 1990

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Learner Outcomes

- Describe the *Structured Literacy* approach and explain why it is important for students with reading difficulties and beneficial to all students
- Know what the core components of comprehensive literacy are and explain why oral language is at the core
- Identify some instructional activities that are used to teach the core components of comprehensive literacy

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THE SCIENCE OF READING

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## The Science of Reading

A Defining Movement

The science of reading is a vast, interdisciplinary body of *scientifically-based* research* about reading and issues related to reading and writing.
- conducted over the last five decades across the world,
- derived from thousands of studies conducted in multiple languages.
- culminated in a preponderance of evidence to inform
  - **how** proficient reading and writing develop;
  - **why** some have difficulty;
  - **how** *we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.*
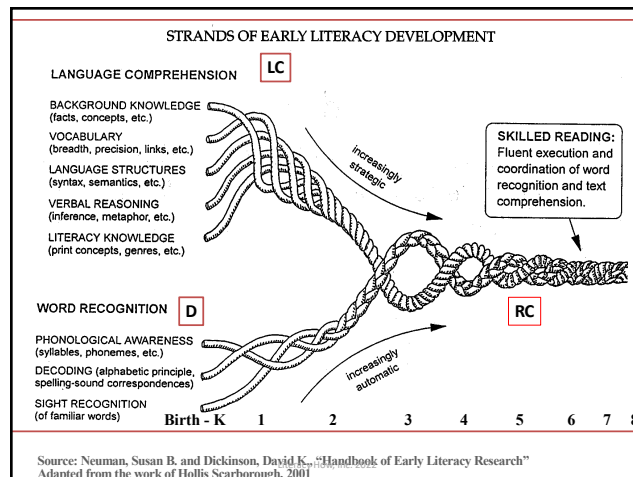
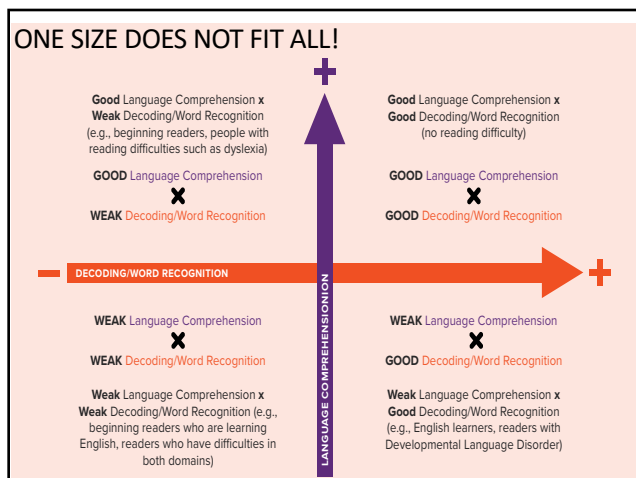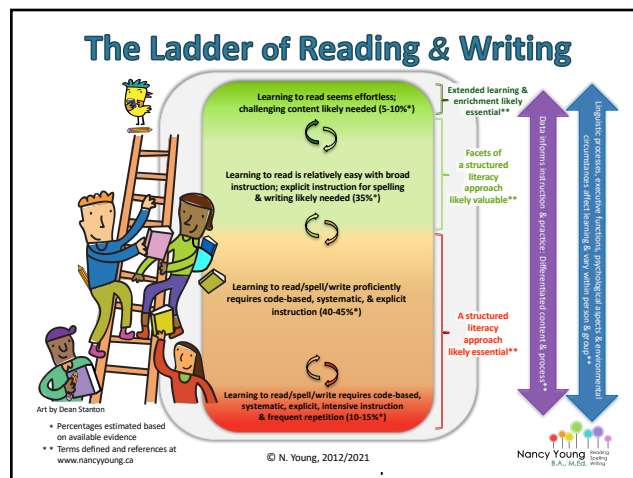© Literacy How, 2022   *The Reading League*

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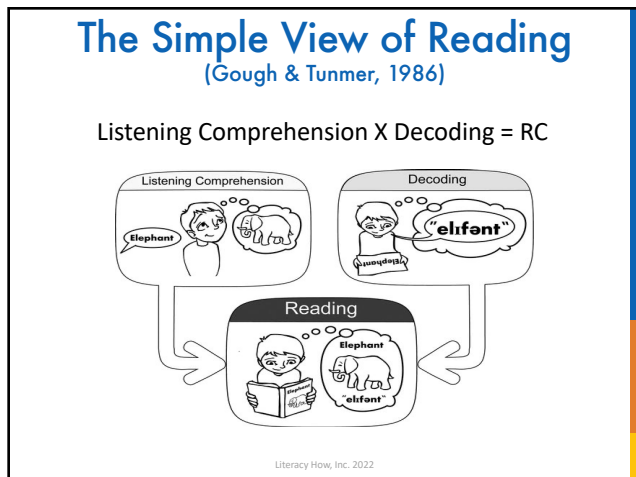
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The Reading Brain

"Each new reader comes to reading with a 'fresh' brain -- one that is programmed to speak, see, and think, but not read. Reading requires the brain to rearrange its original parts to learn something new."

(Maryanne Wolf)

"Teaching reading is rocket science."

(Louisa Moats)

All students need to know the structure of English – that is, our language is based on an alphabet (phonemic) and meaning (morpho). English is *morphophonemic.*

So that means that **All teachers** need to know the structure of English AND how to teach that knowledge to their students

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How Do Children Learn to Read?

- The answer is the same for all children.
- The emphasis of instruction will differ depending on where the child is in the developmental progression.
- The emphasis will also depend on the strengths and weaknesses of the individual child.
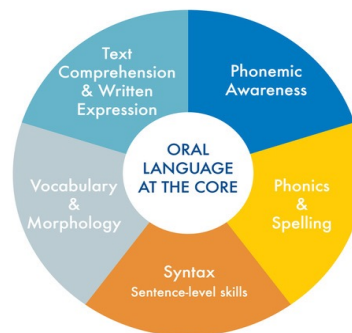
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Learning to read is a process that requires the mastering of a series of developmental stages in response to environmental input, starting with language processing in utero and ending with proficient reading years later.

Jeanne Chall, Stages of Reading Development, 1983
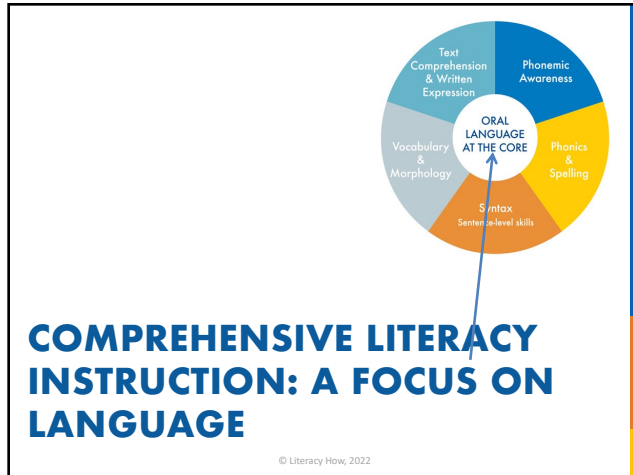
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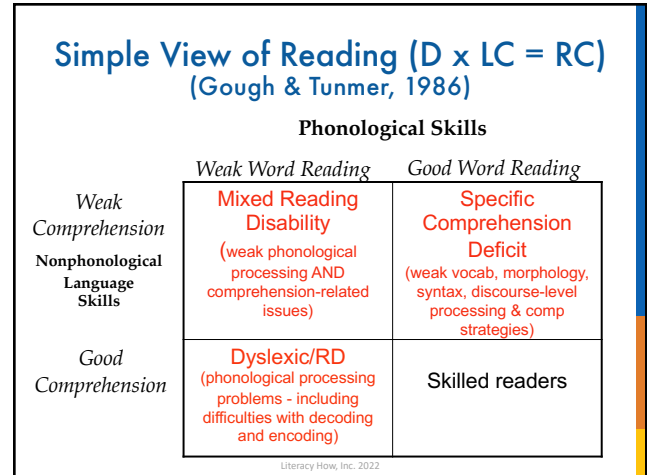
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The Literacy How Reading Wheel

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COMPREHENSIVE LITERACY INSTRUCTION: A FOCUS ON LANGUAGE

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Simple View of Reading (D x LC = RC)
(Gough & Tunmer, 1986)

Phonological Skills

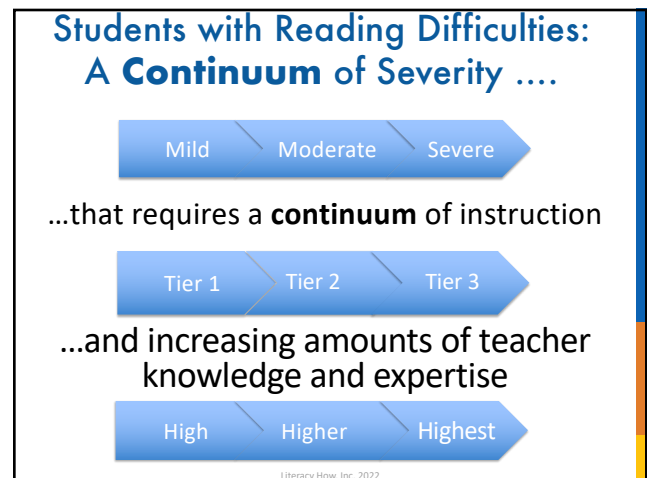|	Weak Word Reading	Good Word Reading
Weak Comprehension **Nonphonological Language Skills**	Mixed Reading Disability (weak phonological processing AND comprehension-related issues)	Specific Comprehension Deficit (weak vocab, morphology, syntax, discourse-level processing & comp strategies)
Good Comprehension	Dyslexic/RD (phonological processing problems - including difficulties with decoding and encoding)	Skilled readers

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Effective Reading Instruction for Students with Reading Difficulties

- The foundation of reading is *oral language*.
- Students with the 3 different profiles will need a different instructional focus depending on their diagnostic assessment data.
- While some students with reading difficulties have comprehension strengths, they do not find reading enjoyable so they do not practice applying those comprehension skills to what they read. As a result, *vocabulary and reading comprehension* often suffer…..
- which means, *all components* of reading instruction **may need** to be addressed.

Louise Spear-Swerling, 2015

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Students with Reading Difficulties: A **Continuum** of Severity ….

Mild   Moderate   Severe

…that requires a **continuum** of instruction

Tier 1   Tier 2   Tier 3

…and increasing amounts of teacher knowledge and expertise

High   Higher   Highest
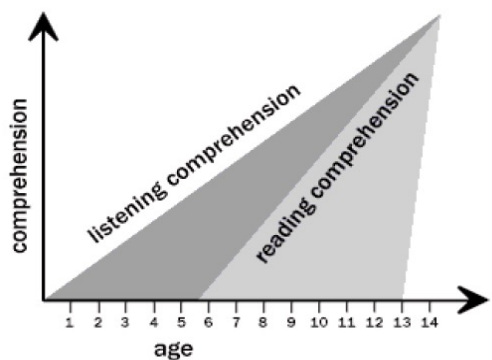
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Oral Language Development

- Students with weak oral language proficiency struggle with academic skills such as reading fluency and reading comprehension.
- In each of the stages of language acquisition, the student's *receptive language* is generally better than his or her *expressive language*

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Figure 15: Listening and Reading Comprehension, by Age

Sticht and James, 1984

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Reading-Related Oral Language Skills

Why are oral language skills important to literacy?

- You must be able to understand language at an oral level in order to be expected to understand it at the text level.
- Knowing words is key to learning to read.
- Difficult to learn to read words if you do not know words (i.e., what they mean; what they represent).
- If students can only understand a 6-word sentence orally, they will struggle with a 12-word sentence in a book.
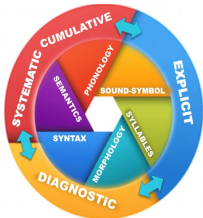
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Structured Literacy Instruction

the Center for Effective
Reading Instruction

IDA Knowledge and Practice Standards

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STRUCTURED LITERACY (SL) APPROACH: ELEMENTS AND PRINCIPLES

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Elements of Structured Literacy

Structured Literacy is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the **structure of language** across the speech sound system (**phonology**), the writing system (**orthography**), the meaningful parts of words (**morphology**), the relationships among words (**semantics**), the structure of sentences (**syntax**), and the **organization of spoken and written discourse**.

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Structured Literacy

1. **Phonology** – the study of the sound structure of spoken words
2. **Orthography** – the writing system of a language (sound-symbol and vowel patterns)
3. **Morphology** – the study of units of meaning (morphemes)
4. **Semantics** – language at the word level and beyond
5. **Syntax** – sentence structure/word order
6. **Discourse** – how language and text are organized at the passage level and beyond

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SL Structured Literacy
7 Principles of Instruction

1. **Directly Teach Skills and Concepts**
All skills and concepts are directly taught in manageable chunks at a pace of instruction determined by by a child's rate of learning.

Sequence of Instruction
Concepts and skills are directly taught in a logical progression from more basic concepts to more difficult concepts. The sequence of instruction is informed by the structure of the language.
2

Hands-on and Engaging
3 Students are actively engaged in the learning. They are expected to respond to pointed questions and demonstrate skills acquisition.

Deliberate Practice
Students are provided with deliberate massed and spaced practice.
4

5 **Corrective Feedback**
Students are provided with immediate corrective feedback.

Diagnostic and Responsive
Student understanding of concepts is constantly monitored and used to inform instruction.
6

Application of What is Taught
7 Students are given many opportunities to apply what they have learned to read connected text with expression to acquire meaning and knowledge.

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TN Center for the Study and Treatment of Dyslexia I www.mtsu.edu/dyslexia

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What Is Structured Literacy?

Structured Literacy is an <u>approach*</u> to reading instruction where teachers carefully **structure important literacy skills, concepts, and the sequence of instruction,** to facilitate children's literacy learning and progress as much as possible. This approach to reading instruction can be **beneficial not only for students with reading disabilities, <u>but also for other at-risk students including English learners and struggling adolescents</u>** (Baker et al., 2014; Gersten et al., 2008; Kamil et al., 2008; Vaughn et al., 2006).

* An approach uses a problem-solving process, with data at the center, to ensure that instruction is individualized for the needs/profiles of the students.

© Literacy How, 2022   ***IDA Brief***

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Balanced Literacy/Typical Literacy Practices

- Students are encouraged to use word analogies and pictures or context to identify words.

Instruction is focused on:

- *Shared reading* (e.g., the teacher reads aloud to students and asks questions about the text),
- *Guided reading* (e.g., students read texts at their current ability level and discuss them with the teacher in homogeneous groups), and
- *Independent reading* (e.g., students self-select books to read on their own).

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The "Multiple Cueing Systems" (MSV) Model of Reading

- Based on the work of Goodman (1976), Clay (1994), and others
- Proposes that children learn to read by using these 3 cues to read words:
    1. Semantic cues (**M**eaning)
    2. Syntactic cues (**S**entence structure)
    3. Graphophonic (i.e., letter sounds)cues (**V**isual)
- When children come to a word they cannot read, they are encouraged to *first* use the picture, *next* use the sentence context, and *last*, use partial letter cues rather than looking carefully at the word and applying phonics skills

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How do good readers use context?

- Good readers do **not** over-rely on context to aid decoding.
- They do **not** skip words. They read every word in a text, smoothly from left to right.
- They make meaning as they read along because they have developed automatic word recognition via (repeated) decoding.

  Rayner & Pollatsek (1989)

- Good readers **do** use context to aid comprehension, e.g., to figure out unfamiliar word meanings or multiple meanings of words.
- They **do** use context to confirm word-reading accuracy.

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STRUCTURED LITERACY IN THE CLASSROOM

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What is Phonemic Awareness?

Phonemic Awareness is a **metalinguistic** skill and is the most advanced level of phonological awareness. It refers to the ability to identify and manipulate speech sounds in words. A person with full phoneme awareness can process all of the individual speech sounds in spoken words, including blends.

Three aspects of phonemic awareness:
- Segmenting – taking a word apart: cat = /k/ /a/ /t/
- Blending – putting sounds together: /s/ /t/ /o/ /p/ = stop
- Manipulation – moving, deleting, or adding a sound

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Research tells us PA instruction should:

- Be **systematic** and **explicit**, incorporating previously taught material into subsequent levels
- Use **engaging** activities that give the child an active role in discovering the sounds
- Provide **concrete** representation of sounds (blocks, mouth pictures, etc.)
- Link directly to letters of the alphabet *asap* to be most effective
- Be delivered in small groups to be *most* effective.

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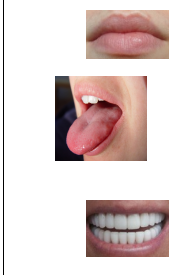## Developing phonemic awareness is critical for reading in English because it:
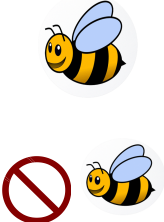
- supports an understanding of the alphabetic principle (sound/symbol correspondences),
- helps with mapping sounds onto letters to decode and spell words,
- helps students recognize decoded words faster when they are seen again,
- sharpens awareness of word pronunciation for vocabulary learning, and
- facilitates reading accuracy. *Ashby et al, 2022*

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Mirror Mouth

Parts of the Mouth	Where does the air come from?	Voice on or Voice off

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Say It *and* Move It

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Body Say It and Move It (video)

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Focus on Phonemic Awareness When…

- Younger students have difficulty segmenting and blending sounds in words (*DIBELS Phonemic Segmentation Fluency*)
- Older students read words inaccurately, leave out and/or misrepresent sounds in their spelling (word inventory, dictation, written response)

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Sounds That Don't Exist In Spanish

Consonant Sounds English		Vowel Sounds English	
/v/	violin	/ă/	apple
/z/	zebra	/ĕ /	echo
/sh/	shoe	/ĭ /	itch
/th/	ba<u>the</u>	/ŭ/	up
		/aw/	straw
		/oo/	book

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The Alphabetic Principle

We don't write _words_! We write sequences of phonemes in spoken words.

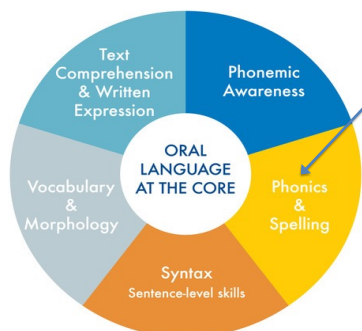Poor access to the phonemes makes reading alphabetic languages very difficult.

Phoneme skills are needed for BOTH sounding out new words AND remembering the words we read.

Kilpatrick, The Reading League Conference, 2018

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The Literacy How Reading Wheel

Text Comprehension & Written Expression
Phonemic Awareness
ORAL LANGUAGE AT THE CORE
Vocabulary & Morphology
Phonics & Spelling
Syntax Sentence-level skills

Phonics is the study and use of **sound/spelling correspondences and syllable patterns** to help students read written words.

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English Orthography
Complex but Rule-governed

'It is true that the English **writing system** is complex, and many words violate typical letter-sound mappings. However, **learning phonics will still take a child a long way:** More than **80% of monosyllabic words** are completely regular and, for those that are not, a "partial decoding" will often bring a child close to the correct pronunciation, which can then be refined using oral vocabulary knowledge.'

Castles, Rastle, and Nation, 2018

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English's Orthography: Underlying Language Systems

1. The **phonemes** and **syllables** in spoken words
2. The **graphemes** used to spell each phoneme
3. The conventions governing the spellings of sounds in **specific positions** in a syllable
4. Other patterns or **conventions of letter sequencing**
5. **Morphology**
6. The **grammatical role** that a word plays in a sentence.

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How Children Learn to Associate Letters with Spoken Language

'…the most appropriate way to learn this mapping is governed **not** by pedagogical philosophy but by the nature of the writing system the child needs to learn.'

Ending the Reading Wars, Castles, Rastle, and Nation (2018)

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Simple Patterns First: Short Vowel Gestures

"Interventions that combine explicit and systematic instruction yield the highest outcomes across content areas."
National Center on Intensive Intervention

▶ YouTube

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Impact of Phonics Instruction

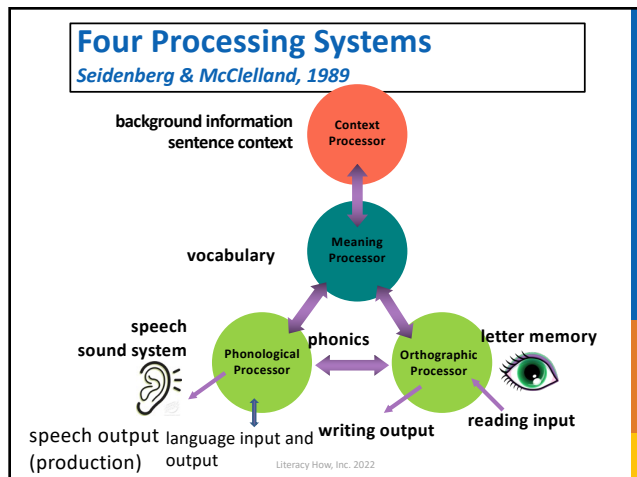' These results are consistent with the view that explicit teaching of phonics assists all children to access text material relatively early in reading instruction and that this explicit instruction is **particularly vital for some children** (e.g., C. E. Snow & Juel, 2005).'

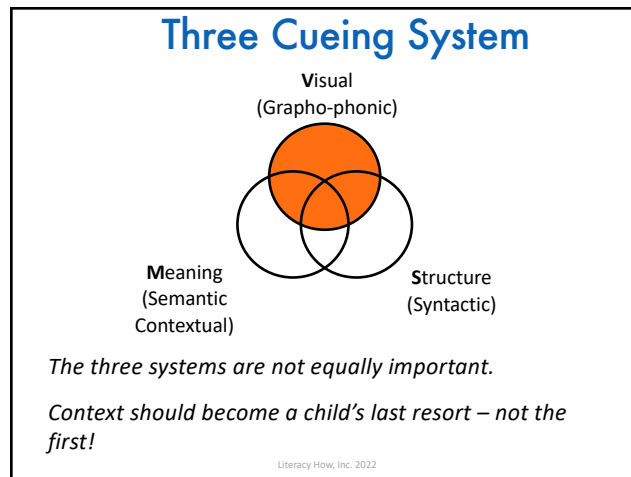**Key ingredient of a successful phonics program is that it is systematic**.

Castles, Rastle, and Nation, 2018

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Four Processing Systems
Seidenberg & McClelland, 1989

background information
sentence context

Context Processor

vocabulary

Meaning Processor

speech
sound system

Phonological Processor

phonics

Orthographic Processor

letter memory

speech output
(production)

language input and
output

writing output

reading input

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Three Cueing System

Visual
(Grapho-phonic)

Meaning
(Semantic
Contextual)

Structure
(Syntactic)

The three systems are not equally important.

Context should become a child's last resort – not the first!

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Print-to-Speech

- Look at the word **FISH**
- What letter does the word begin with?
- What sound does the letter **F** make?

Decoding (deconstructing)

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Speech-to-Print

- Look at this picture. What is it?
- What sound does your mouth make when you say the word *fish*?
- What letter do we use to spell the sound */f/* ?

Encoding (constructing)

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Decoding-Encoding Relationship

"While decoding words requires turning written symbols into speech (print-to-speech); encoding involves transposing speech into writing (speech-to-print). They are synergistic. Each reinforces the other."

Herron and Gillis, 2020

© Eberhardt & Gillis 2021

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Structured Literacy Practices	Typical Literacy Practices
Spelling skills are taught explicitly and systematically with prerequisite skills taught first and with instruction in common spelling rules (e.g., rules for adding endings). Spelling instruction reinforces and extends what students learn in decoding.	Spelling is often not taught in an explicit or systematic manner. Students may learn word lists in which words exemplify no particular phonics pattern or spelling rule. Spelling program may be completely distinct from decoding program with different words in the two programs.

Spear-Swerling, 2019

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Reading and Spelling

- Two sides of the same coin (*Ehri, 2000*)
- Reading requires **recognition** of letter sequences while spelling requires **recall** of the letter sequences.
- "Learning to spell requires complete and accurate word memories" (*Moats, 2022*).
- "Reading … is possible even if word memories are not fully specified" (*Moats, 2022*).
- Many people can read multisyllabic words accurately and automatically but may not be able to spell them.

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Orthographic Mapping

The process readers use to store written words for immediate, effortless retrieval. It is the means by which readers turn unfamiliar written words into familiar, instantaneously accessible sight words.

This explains how readers build a **sight vocabulary**.

David A. Kilpatrick, 2015

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The Goal of Reading Instruction: Instant Word Recognition

- Spelling, pronunciation, and meaning in memory are activated.

- Pronunciations and meanings are recognized automatically without expending attention or effort to figure out the word.

- Reader's attention is focused on the meaning.

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Activity: Syllable Inspectors

Closed:	**VC** **CCVC** **CVCC** **CVC** **CCVCC**	
👁	• One (1) vowel, followed by	
👁	• One (1) or more consonants	
👂	• The short sound of the vowel	

Teaching the vowel syllable patterns of English so students will know how to read single syllable **and** multisyllabic words.

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Sound-Letter Mapping

c	a	p				
t	a	p				
t	i	p				
t	i	ck				
s	i	ck				
s	t	i	ck			
s	t	u	ck			
s	t	o	ck			
s	t	o	p			
s	t	o	m	p		

cap

tap

tip

tick

▶

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The Literacy How Reading Wheel

Text Comprehension & Written Expression

Phoneme Awareness

ORAL LANGUAGE AT THE CORE

Vocabulary

Phonics (decoding & encoding/spelling)
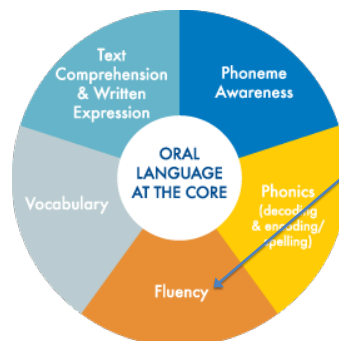
Fluency

Fluency is reading text with sufficient *speed, accuracy* and *expression* to support comprehension.

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What It Takes to Be a Fluent Reader

- Accuracy (know the spelling patterns)
- Automaticity (recognize and apply the patterns in words instantly – i.e., less than one second)
- **Phrasing (group the words in grammatical entities – i.e., elaborated noun phrases, prepositional phrases, verb + adverb phrases)**
- Intonation (read it as though you're telling someone a story or conveying information)

A beautiful apple tree in my back yard was covered with blossoms during the spring.

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Structured Literacy Practices	Typical Literacy Practices
Oral text reading with a teacher is included in lessons.	Partner reading and independent reading may be emphasized more than oral text reading with a teacher.

Spear-Swerling, 2019

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Structured Literacy Practices	Typical Literacy Practices
Beginning readers usually read decodable texts (texts largely controlled to specific phonics patterns that have been explicitly taught) that facilitate learning to apply phonics skills in reading texts.	Beginning readers usually read leveled and predictable texts (texts in which words are predictable based on sentence structure, repetition, or pictures) that do not easily lend themselves to application of phonics skills.

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Teaching with the Text in Mind

Code-to-Text Match

- The foundation of decodable text
- Explicit scope and sequence
- Most of the words follow the scope and sequence

Lesson-to-Text Match

- Decodable text maps on to what has been taught.
- Each lesson provides opportunities to practice reading the patterns to build
  - Accuracy
  - Automaticity
- Reading connected text builds fluency

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Jen has a big web. Jen's web was at the top of the hen's well.

But Jen was sad.
Jen's web was wet.

Ten hens go for a dip in the well.
Ten hens get Jen's web wet.

If the web is wet, Jen cannot get bugs. Jen has to get fed. She said, "I want bugs."

Mel is Jen's pal. Jen tells Mel, "The web is wet. I cannot get bugs. Can you fix it for me, Mel?"

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Sounds to know:
Short a, i, o, u, e
All consonants

Jen's Web, Whole Phonics (J. Lauren)

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What is Morphology and Why Study It?

morphe = form -logy = to study

Morphology: The study of meaningful units of language and how those units are combined in words.

- Increases vocabulary
- Supports decoding
- Aids spelling

Involves the ability to manipulate and combine morphemes (metalinguistic).

Knowing morphemes can help us figure the meanings of thousands of words!! © Literacy How, Inc. 2022
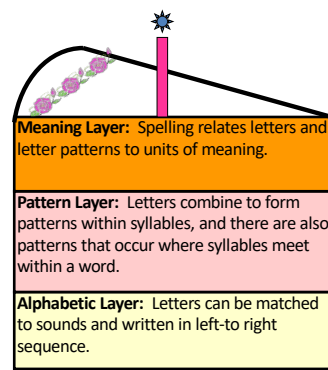
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Instructional Warm-up

How many?

	Syllables	Morphemes
dogs		
unlike		
elephant		
humorous		
wiped		
biodegradable		

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English Orthography: 3 layers

Meaning Layer: Spelling relates letters and letter patterns to units of meaning.

Pattern Layer: Letters combine to form patterns within syllables, and there are also patterns that occur where syllables meet within a word.

Alphabetic Layer: Letters can be matched to sounds and written in left-to right sequence.

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Bases and Roots

A base word, also known as a free morpheme, can stand alone and affixes can be added to it.
It is often of Anglo Saxon origin.

cow   **two**   **field**   **hill**

A **root** came into English from another language.

A root, also known as a bound morpheme, cannot stand alone and is used to form families of words with related meanings:

in**spect**   **spect**ator   disre**spect**

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Affixes: Prefixes and Suffixes

An **affix** is a meaning unit that is attached before or after a root, or base word and modifies its meaning.

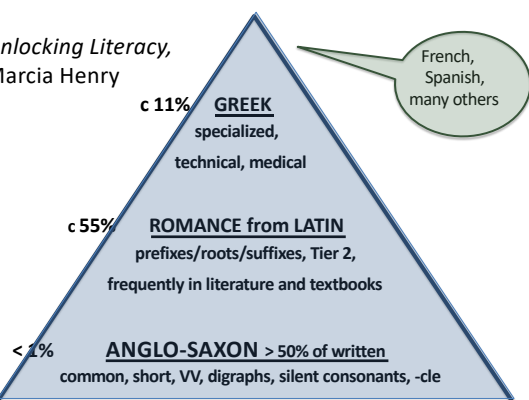| Prefix	Suffix
Contributes to, or modifies the meaning of a word	Changes the part of speech, number, or meaning

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Layers of Language

Unlocking Literacy,
Marcia Henry

French, Spanish, many others

c 11%   **GREEK**
specialized,
technical, medical

c 55%   **ROMANCE from LATIN**
prefixes/roots/suffixes, Tier 2,
frequently in literature and textbooks

< 1%   **ANGLO-SAXON** > 50% of written
common, short, VV, digraphs, silent consonants, -cle

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Suffixes change word function

Suffix	Word	Part of Speech
	educate	verb
-s	educate s	verb ⟶ verb
-er/or	educate or	verb ⟶ noun
-ed	educate ed	past tense verb
-ing	educate ing	present tense verb
-ed	educate ed	noun ⟶ adjective
-tion	education	verb ⟶ noun

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Structural Analysis

1. Underline the base or root.
2. Box the prefixes and suffixes.
3. Think about/discuss the meaning of each word part.
4. Define the whole word by thinking about the meaning of each part and putting those meanings together to figure out the meaning of the whole word.

retro spect ive

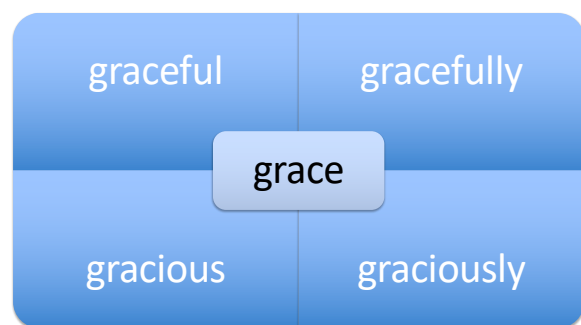© Literacy How, Inc. 2022

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Morphological Problem Solving

1. **retro-** *I've heard that part of the word before in other words, like retro clothes. I'm thinking retro might mean in the old days or before?*
2. **spect-** *means like to see, like inspect (look at)*

3. *They looked at the* **retrospective** *slideshow? So, it means they probably saw pictures from before, like from when they were little.*

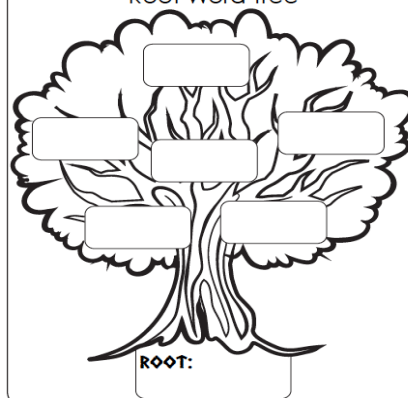   *That fits the meaning and makes sense!*

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Morph Web

graceful | gracefully

grace

gracious | graciously

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GREEK & LATIN
Root Word Tree

ROOT:

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Improving Morphological Awareness

Roots: form, port, struct, tract

Prefixes: re, trans

Suffixes: ed, ing, s

PA Review

What is the suffix in *transformed*? The prefix? The root?

Change the prefix in transformed to /re/

Change the suffix in reformed to /s/
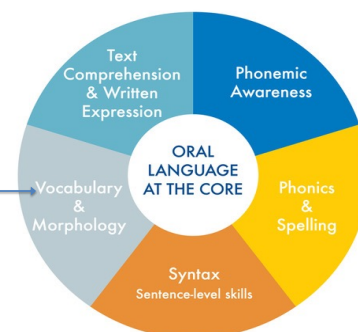
Change the root in reforms to /port/

Change the suffix in reports to /ed/

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The Literacy How Reading Wheel

Vocabulary refers to the body of words and their meanings that students must understand to comprehend text.

Text Comprehension & Written Expression

Phonemic Awareness

ORAL LANGUAGE AT THE CORE

Vocabulary & Morphology

Phonics & Spelling

Syntax
Sentence-level skills

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Semantics

"The semantic system refers to all that is involved in the conceptual meanings conveyed by words and sentences that help us understand our world."

This includes :

- the way words refer to specific objects and concepts
- the way words and their referents can be understood in their contexts
- understanding words with multiple meanings
- understanding metaphorical expressions
- the role of background knowledge/content schema
- word relationships

Tales of Literacy for the 21st Century, Maryanne Wolf

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Connecting the Meaning of Words

- The runaway **bear** entered the tent without warning and ate the camper's supper.

- The person on the other end of the phone said, "**Bear** with me a little while longer before doing anything rash".

- The man could **bear** it no longer; it was **unbearable**!

Adapted from, *Tales of Literacy for the 21st Century*, Maryanne Wolf

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Principles of Effective Vocabulary Instruction

- Present word(s) using child-friendly definitions.
- Draw attention to orthographic (spelling) and phonological (sound) representation.
- Engage students in repeated use of word(s) in different contexts.
- Teach words in categories.
- Make the word meaning visual.
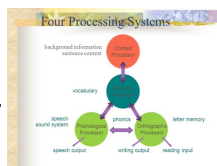
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Semantic-Contextual Information

"I desperately searched for the crimson bow and knew immediately it was your boat."

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Syntax

- Sentence structure: words, phrases and clauses (independent and dependent)
- The set of principles that dictate the sequence and function of words in a sentence in order to convey meaning
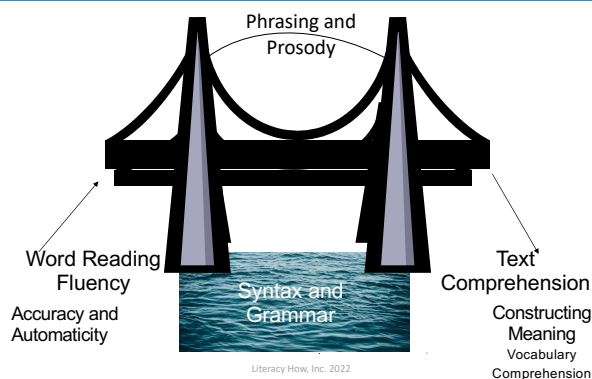- Includes grammar, sentence variation, and mechanics of language

"If a reader can not derive meaning from individual sentences that make up a text, that is going to be a major obstacle in text-level comprehension."

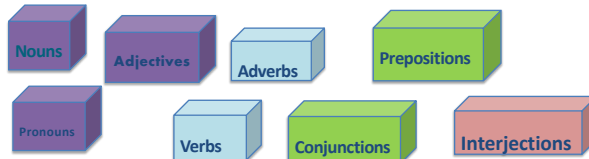Literacy How, Inc. 2022

Scott, 2009

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Syntax is the bridge between word reading fluency and text comprehension.

Phrasing and Prosody

Word Reading Fluency

Accuracy and Automaticity

Syntax and Grammar

Text Comprehension

Constructing Meaning

Vocabulary Comprehension

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8 Grammatical Building Blocks

Nouns
Adjectives
Adverbs
Prepositions
Pronouns
Verbs
Conjunctions
Interjections

- Each "block" serves a specific, meaning-based function.
- Together, they provide the basis for all of the syntactic structures in English.

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Sentence Expansion

Namer + Action

My dog herds.

How many? What kind? Which one?
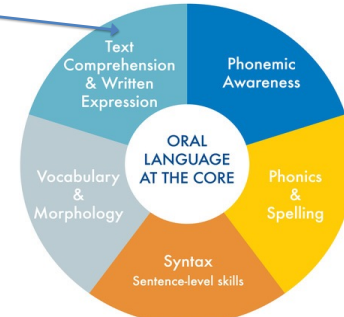A shaggy dog with the brown and white coat herds.

Where? How? When?

A shaggy dog with the brown and white coat herds inside the fence with a back and forth motion every afternoon.

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The Literacy How Reading Wheel

Text comprehension, the ability to make meaning, is the ultimate goal of reading. It requires specific skills and strategies, vocabulary, background knowledge and verbal reasoning skills (Hollis Scarborough's rope).

Text Comprehension & Written Expression
Phonemic Awareness
ORAL LANGUAGE AT THE CORE
Vocabulary & Morphology
Phonics & Spelling
Syntax
Sentence-level skills

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Text Comprehension

"…reading comprehension is not a single entity that can be explained by a unified cognitive model. Instead, it is the orchestrated product of a set of linguistic and cognitive processes operating on text and interacting with background knowledge, features of the text, and the purpose and goals of the reading situation.'

Castles, Rastle, and Nation, 2018

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Processes vs. Products

One of the major findings in reading comprehension with instructional implications is the distinction between **reading processes** and **products**.

"Distinguishing between products and processes is important because the two are causally related: Reading processes lead to reading products."

McNamara & Kendeou, 2011

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Mental Model

A mental representation that is created from information in the real, or an imagined, world – i.e., a gist representation of what the comprehender has read (or heard)

The reader's mental model is developed as the text progresses and may include information derived from inferences and from background knowledge, as well as what is explicitly stated in the text itself.

Oakhill, Cain, and Elbro, 2015

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5 Big Ideas that Shape Comprehension Instruction

- Text Structure (macrostructure-text's framework)
- Background Knowledge
- Coherence (microstructure-language used to drive the text along)
- Inference
- Reading/ Writing Connection

Gillis and Eberhardt, Professional Learning Series, 2018

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Reading-Writing Connection

- The Mental Model includes surface level understanding (the gist of the text).
- Teachers help students focus on the grist by asking questions during reading.
- The process of writing deepens students' understanding of the texts that they are asked to read.

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Deep Reading

"Deep reading processes *underlie* our abilities to find, reflect, and potentially expand upon *what matters* when we read. They represent the full sum of the cognitive, perceptual, and affective processes that prepare readers to apprehend, grasp, and assimilate the essence of what is read – beyond decoded information, beyond basic comprehension, and sometimes beyond what the author writes or even intends."

Wolf, 2016

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Motivation to Read

"One clear and achievable means of maximizing motivation is to ensure that children have solid basic skills and consider being "a reader" a key part of their identities."

Castles, Rastle, and Nation, 2018

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Expert Teaching is the Treatment

"One of the most important conclusions from research is that for children with learning problems, learning is hard work. A corollary to this finding is that for their teachers, instruction is very hard work and requires an enormous amount of training and support. Children who have difficulty learning to read or completing mathematics problems will likely not benefit from 'more of the same' but require an **alternative method of teaching** to assist their learning."

Semrud-Clikeman, 2005

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Thank You!

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