

School-Wide Reading Improvement: What Does the Research Say and How do We Make It Happen ?



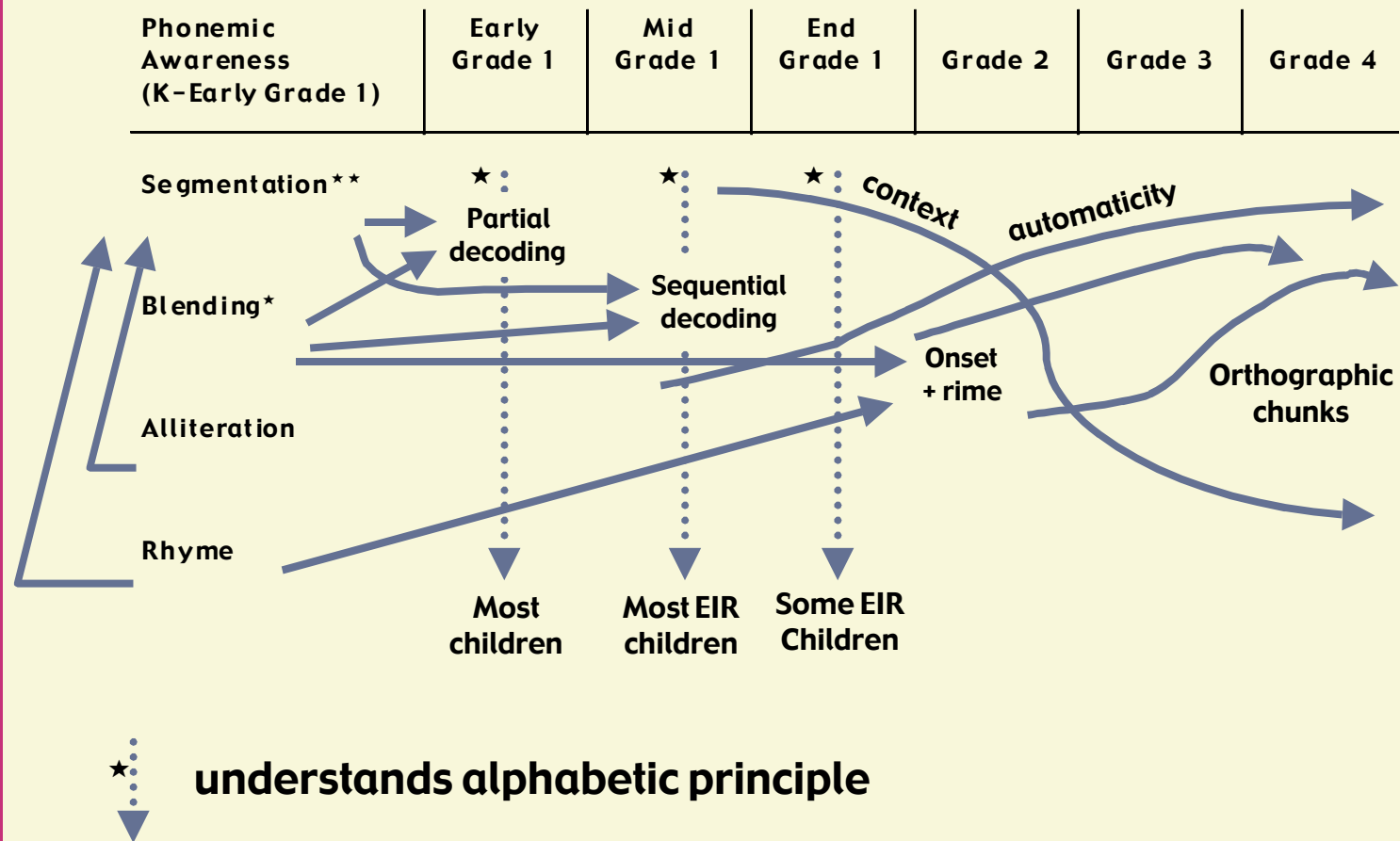
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Stages of Word Recognition



Emergent Reading

Children who enter first grade with low phonemic awareness (being able to hear the sounds in words and to blend sounds together into words) are at considerable risk of having trouble learning to read in grade 1.

(Juel, 1988; Stanovich, 1986)

Phonemic awareness training in kindergarten and early first grade has been found to make a difference in children's learning to read.

(Adams, 1990; Castle, Riach, & Nicholson, 1994, Juel, 1991)

Phonemic Segmentation and Blending Test

Example:

When I say “sad,” can you give each sound you hear in the word? What sound do you hear first, next, at the end?

1. pat

2. bet

3. sip

4. pod

5. tub

6. fast

Phonemic Segmentation and Blending Test

Example:

When I say c - a - b, can you tell me the word?

1. t - a - p

4. j - o - g

2. s - e - t

5. c - u - t

3. f - i - b

6. s - o - f - t

Kindergarten Emergent Literacy Intervention (EIR)

- **Literature enjoyment**
- **Discussion of stories related to children's lives**
- **Creative dramatics**
- **Emergent literacy development (exposure not mastery): concepts of print; tracking; rhyme; phonemic awareness (hearing phonemes and blending phonemes in words form stories); letter-sound recognition.**
- **Extra instruction/practice for children lowest in emergent literacy and oral language abilities.**

Beginning Reading

Early reading intervention in grade 1 makes a big difference in accelerating learning to read for children at-risk of reading failure.

(Pikulski, 1994; Slavin, 1989)

One-on-one tutoring by a certified teacher is the most effective form of early reading intervention. However small-group approaches have also been found to be effective.

(Wasik & Slavin, 1993; Hiebert & Taylor, in press)

Grade 1 EIR Results

9 years of research on children from lowest 25-50% of class

- **80% reading independently by May**
- **80% reading on grade level by end of second grade.**

Grade 2 EIR Results:

6 years of research on children reading pre-primer or lower in fall of grade 2

- **60% reading 2-2 level by May**
- **20% reading 2-1 level by May**
- **75% reading on grade level by end of grade 3.**

Essential Elements of Effective Early Reading Intervention Programs

- **Supplemental instruction**
- **Repeated reading for fluency**
- **Systematic word recognition instruction – applied to reading of actual text**
- **Guided writing**
- **One-on-one reading support**
- **Regular assessment of pupil progress**
- **Home connections**
- **Ongoing staff development**

Sound Boxes for Rosie's Walk

1.

h	e	n	
---	---	---	--

2.

sh	e		
----	---	--	--

3.

t	i	me	
---	---	----	--

Making Words - Grade 1 - Geraldine's Blanket

a e b k l n t

let

net

ten

tan

an

ant

tank

bank

blank

blanket

Word Sorts

let

net

tan

an

tank

bank

blank

Guided Sentence Writing for Herman the Helper

Herman liked to help.

Coaching to Develop Effective Strategies

Self-Monitoring Prompts

- ◆ **Good checking! How did you know it wasn't _____?**
- ◆ **You said _____. Does that make sense? *or* Does that look and sound right?**
- ◆ **Why did you stop? What did you notice?**

Effective Strategies (Continued)

Decoding Prompts

- ◆ **What can you do to figure out that word?**
- ◆ **What word starts with the letter and would make sense?**
- ◆ **Is there a rhyming part you recognize?**
- ◆ **Can you sound it out and come up with a word that makes sense?**
- ◆ **Let's start again from the beginning of the sentence to see if this word makes sense.**

Good Classroom Reading Instruction Grade 1-2

**Quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure.
(Snow, Burns, and Griffin, 1998)**

Systematic phonics instruction in conjunction with the reading and writing of real texts is important.

(Adams, 1990)

Good Classroom Reading Instruction Grade 1-2

Effective teachers of beginning reading have high expectations, awareness of purpose, instructional balance, instructional density, use of scaffolding, encouragement of self-regulation, integration of reading and writing, and masterful classroom management.

(Wharton-McDonald, Pressley, and Hampston, 1997)

Effective teachers provide small group instruction, do a lot of coaching, and have more than 90% of their students on task consistently.

(Taylor, Pearson, Clark and Walpole, 1999)