




**National Centers for Reading
Research:
Chapter 1: The Center for the
Study of Reading
1976-1991**

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How to characterize the legacy of CSR over its 15 year history

-  **The ideas**
-  **The scholars**
-  **The products**
-  **The intellectual legacy**



But first a little history

- 📖 **Federally funded reading research dates back to the 1960s--Cooperative Research Branch of the Office of Education, which until Carter's administration, was a part of HEW**
 - **First Grade Studies**
 - **Head Start**
 - **Project Follow Through**
- 📖 **Nixon: Transform CRB into NIE (patterned after National Institutes of Health)**



Watershed Event

- 📖 **The year: 1975**
- 📖 **The place: Dulles Marriott**
- 📖 **The agenda: 8 panels to carve out an agenda for reading research; 8 panels to carve out an agenda for research in teacher education**
- 📖 **The outcome: A long tradition in federally funded, multi-year research centers.**
 - **CSR at Illinois**
 - **IRT at Michigan State**

CSR Begins

📖 **Fall 1976**

📖 **Backlog of work: burst onto the scene with a flurry of technical reports**

📖 **The excitement was delirious**

📖 **NRC in 1976:**

– **Anderson on Schema Theory**

– **McConkie and Meyer on Text Structure Analysis**

– **Alan Collins on Inferential Reasoning**

📖 **Soon after**

– **Nancy Stein on story grammars**

– **Tom Trabasso on inferential reasoning**

– **Collins and Adams on comprehension models**



The ideas

 **Reading Theory**

 **Instruction**

 **Assessment**

 **Professional Development**



Reading Theory

 **Schema Theory**

 **Comprehension is Bridging from the Known to the New**

 **Reading is a constructive process**

 **Schemata guide our comprehension, allowing us to predict, fill in gaps, and change our minds**

Reading Theory

📖 **Composing Model of Reading**

📖 **Takes Schema Theory to the nth degree**

📖 **Takes issue with the old view:**

	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing



Reading Theory

Composing Model of Reading

- ⇒ Reading is more like writing than like passive listening
- ⇒ We write for an inner reader
- ⇒ We read for an inner reader



Reading Theory

Cognitive Flexibility Theory

 Schemata are too rigid and pre-packaged

 Need more flexible knowledge structures

 Because....


 Rigid structures will fail in complex situations



Reading Theory

 **Comprehension of Metaphor**

 **(no such thing as literal comprehension)**

 **When we understand figurative language we must understand that the person didn't really mean what he said or wrote.**

 **Saying one thing and meaning another.**



Reading Theory

Situated Learning

 **Learning, understanding of all sorts, is enhanced by focusing on the current context and how an idea works in that setting.**

 **Transfer from one situation to another is more like applying a legal precedent than generalizing a principle.**



Reading Theory

Metacognitive Reasoning (awareness and fix-up strategies)

- ⇒ **Thinking about how we thinking**
- ⇒ **Monitoring for meaning**
- ⇒ **Considering the processes we use**
- ⇒ **Allows us to gain greater insight about and control over the strategies we use to render things sensible**



Reading Theory

Text work

- ⇒ **The impact of text structure on comprehension**
 - **Stories**
 - **Expository frames**
- ⇒ **Readability: brought readability formulas into question: Longer sentences often render ideas more, not less coherent.**



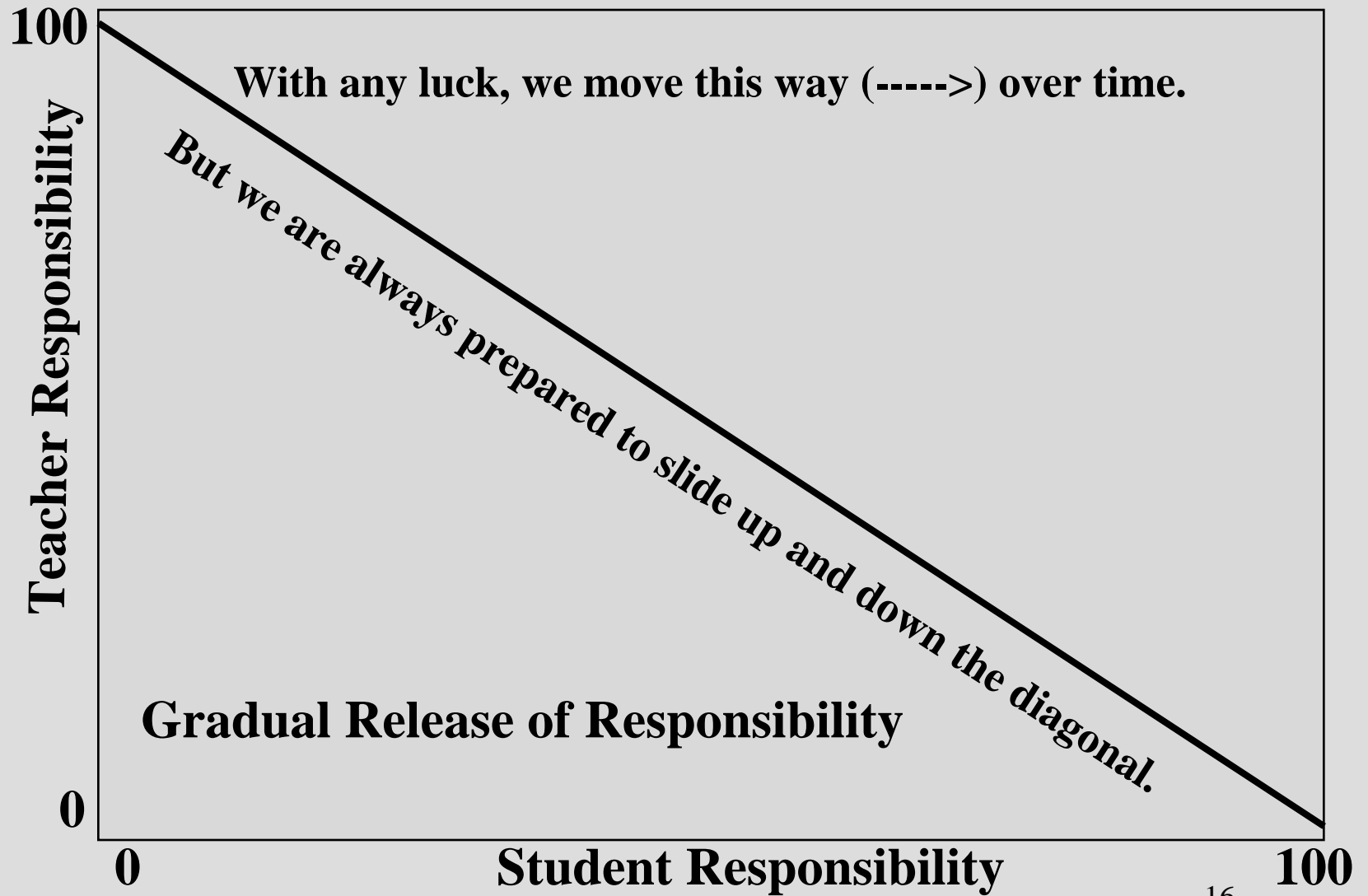
Reading Instruction

Explicit Comprehension Instruction

- ⇒ **Inference training work: Hansen & Pearson**
- ⇒ **Story structure: Gordon and Pearson**
- ⇒ **QARs: Raphael & Pearson**
- ⇒ **ETR: Au/KEEP**

Gradual Release of Responsibility

3. a model: Cognitive apprenticeship



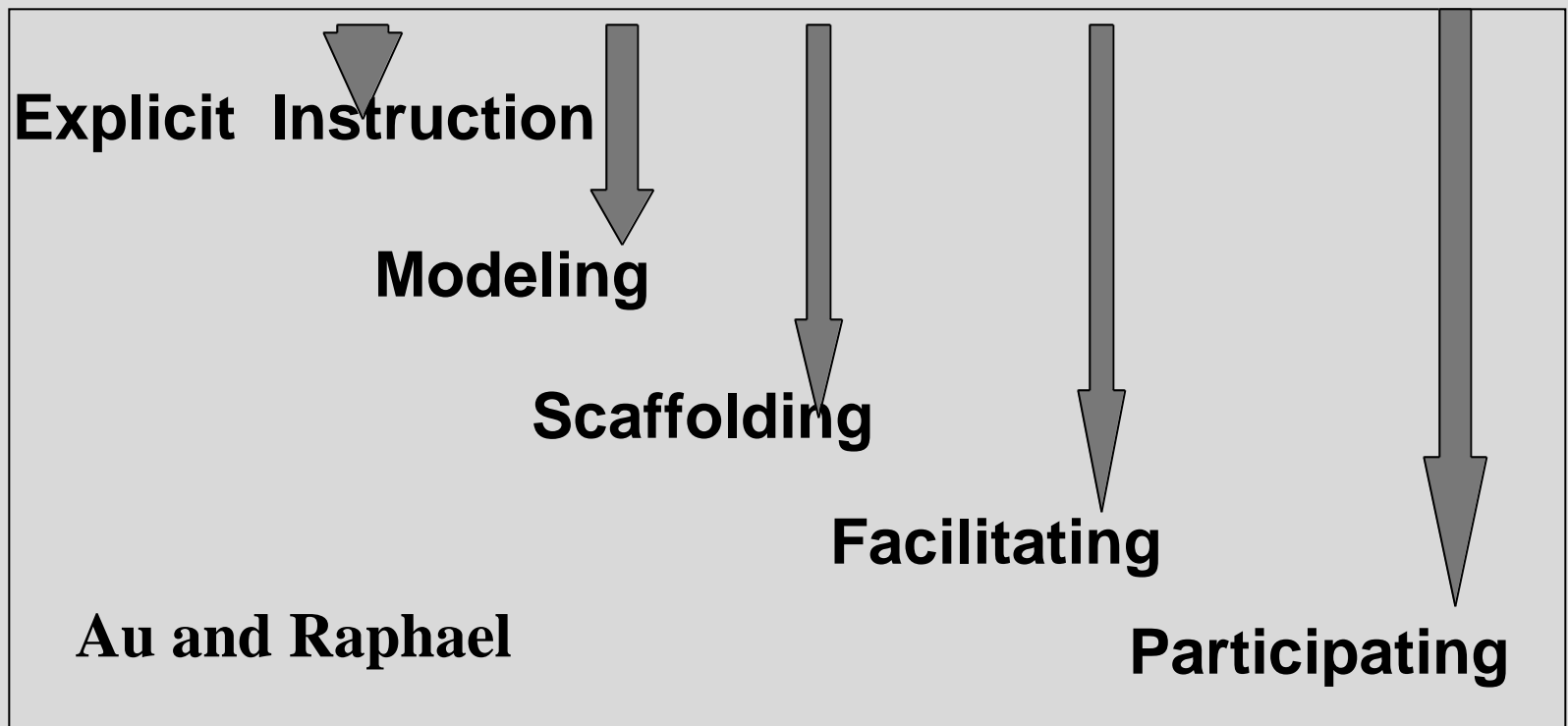
Changing Teacher Roles

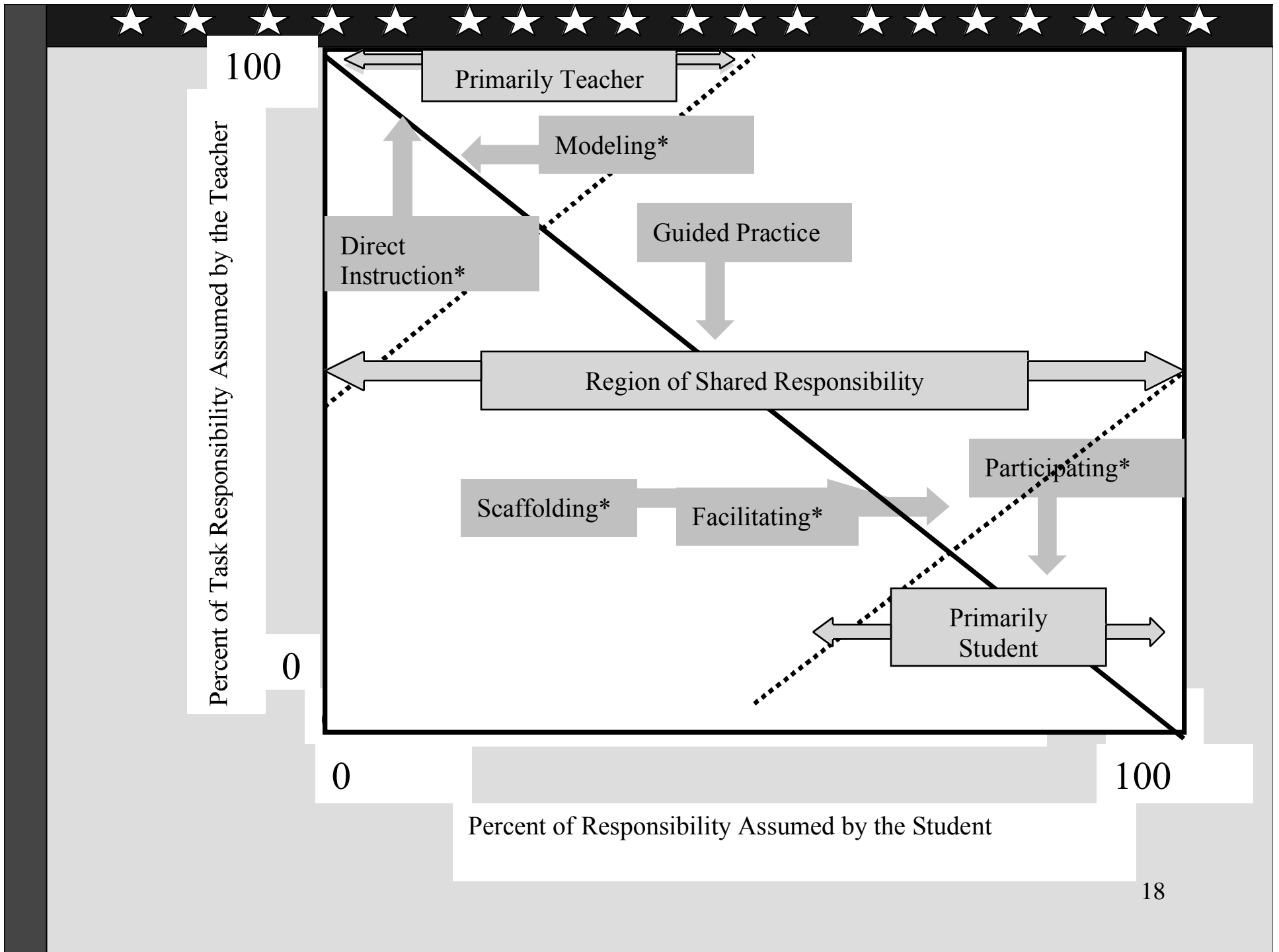
High Teacher

Low Student

Low Teacher

High Student







Reading Instruction

Instructional conversations

- ⇒ **Critical reasoning: Anderson, Chin, Commeyras**
- ⇒ **ETR-Au**
- ⇒ **Student led conversations: O'Flahavan**



Reading Instruction

Reciprocal Teaching: Palincsar & Brown

- ⇒ Move from individual strategies to routines
- ⇒ Make vivid the scaffolding metaphor
- ⇒ A highly generalizable approach--different ages and texts.
- ⇒ Situate explicit instruction within regular text



Reading Instruction

Independent Reading

- ⇒ **Diary studies of Anderson, Fielding, and Wilson: 0 -->15**
- ⇒ **Vocabulary Learning, mostly incidental**

Storybook Reading: Mason et al

- ⇒ **(by teachers and by kindergarteners)**



Assessment

- 📖 **Sentence Verification Technique**
- 📖 **Models of Reading Comprehension Assessment**
- 📖 **Early work in alternative assessment**
 - ⇒ More than one right answer
 - ⇒ Authentic texts
 - ⇒ Theory of importance
- 📖 **Portfolio and performance assessment in reading**
- 📖 **Consequential validity work: impact of assessment on instruction**



Professional Development

- 📖 **Very little**
- 📖 **Tierney and Pearson, Teacher Research as a professional development model**
- 📖 **Diane Stephens and Jan Gaffney: changes in classroom teaching of those trained to be RR teachers**
- 📖 **Richard Anderson and Bonnie Armbruster on the application of RR model to undergraduate learning**



The players

- 📖 **Richard Anderson on Schema Theory, Vocabulary, and Critical Reasoning**
- 📖 **William Nagy on the role of Vocabulary Acquisition during Reading**
- 📖 **Anne Brown and Joe Campione**
 - ⇒ **Metacognition**
 - ⇒ **Dynamic Assessment**
 - ⇒ **Theoretically Based Instructional Routines (Reciprocal Teaching)**
- 📖 **Rand Spiro**
 - ⇒ **Schema Control Mechanisms**
 - ⇒ **Reasoning in Ill-Structured Domains**

More players

- 📖 **Tom Anderson and Bonnie Armbruster: Text Frames and Content Area Reading Instruction**
- 📖 **Georgia Green, Robbie Cantor, and Alice Davison on Text and Readability**
- 📖 **William Brewer**
 - **Development of Naïve Theories of Scientific Phenomena**
 - **New theories of story comprehension**
- 📖 **George McConkie on Eye Movements During Skilled Reading**
- 📖 **Nancy Stein and Tom Trabasso: Causal Reasoning in Story Understanding**



More players

Marilyn Adams:

- = Models of Reading
- = Thinking Skills
- = Early Reading

Bertram Bruce

- = New views of stories
- = Technology and literacy
- = Reading-writing relationships

Rob Tierney: Reading-Writing Relationships



More players

Dolores Durkin

- ⇒ **Comprehension Instruction in Classrooms and Basal Programs**
- ⇒ **Minority Kids who Learn to Read Early**

Peg Steffenson: Cross cultural studies of schema acquisition

Andrew Ortony on Metaphor

Alan Collins

- ⇒ **Reading Theory**
- ⇒ **Situated learning**
- ⇒ **Instructional conversations**



More players

 **Bill Brewer**

- = **Story Understanding (Beyond Story Grammars)**
- = **Misconceptions as overly developed schemata**

 **Jan Gaffney on Reading Recovery and Teacher Reflection**

 **Jean Osborn**

- = **Phonics**
- = **Direct Instruction**
- = **Early Reading**
- = **Instructional Materials**

 **Jana Mason on Emergent Literacy**



More Players

- 📖 **Georgia García on Cultural and Linguistic Perspectives on Instruction and Assessment**
- 📖 **Violet Harris on Cultural Analyses of Instructional and Recreational Texts**
- 📖 **David Pearson**
 - **Schema Theory**
 - **Comprehension Instruction**
 - **Assessment**








The students

- 📖 **Kathy Au: U of Hawaii**
- 📖 **Taffy Raphael: now UI Chicago**
- 📖 **Annemarie Palincsar, U of Michigan**
- 📖 **Peter Freebody: Australia: U of New England**
- 📖 **Peter Johnston: SUNY Albany**
- 📖 **Peter Winograd: U of NM**
- 📖 **Bonnie Armbruster: U of Illinois**
- 📖 **Ralph Reynolds: U of Utah and UNLV**
- 📖 **Jeannie Day, Notre Dame**



More students

-  **Jim Mosenthal, U of Vermont**
-  **John O'Flahavan, U of Maryland**
-  **William McGinley, U of Colorado**
-  **Linda Fielding, U of Iowa**
-  **Doug Hartman, U of Pittsburgh**
-  **Theresa Rogers, U of British Columbia**



More Students

- 📖 **Judy Scott, UC Santa Cruz**
- 📖 **Ileana Seda, U of Americas, Mexico**
- 📖 **Robert Jimenez, U of Illinois**
- 📖 **Michelle Commeyras, U of Georgia**
- 📖 **Eury Bouchereau Bauer, U of Georgia/Illinois**
- 📖 **Ian Wilkinson, Ohio State University**
- 📖 **Clark Chinn, Rutgers University**



The post docs and visiting scholars

- 📖 **Linda Baker, U of Maryland**
- 📖 **Ernie Goetz, Texas A&M**
- 📖 **Diane Schallert, U of Texas**
- 📖 **Elfrieda Hiebert, U of Michigan**
- 📖 **Jan Dole, U of Utah**
- 📖 **Sheila Valencia, U of Washington**
- 📖 **Diane Stephens, U of S. Carolina**
- 📖 **Cathy Roller, IRA**
- 📖 **Linda Phillips and Steve Norris, U of Alberta**



More post docs

 **Gerry Duffy, Michigan State**

 **Laura Roehler, Michigan State**

 **The Aussies:**

– **Philip Moore**

– **Brian Cambourne**




– **John Elkin**

– **Robert Reeve**

 **Steven Stahl, U of Georgia**



The product legacy

-  **Roughly 750 technical reports (50 per year)**
-  **CSR video series (still lots of good ideas)**
-  **Volume 1 of the Handbook of Reading Research**

The product legacy

Major Books:

- Anderson, Spiro, & Montague: Schemata and the Educational Enterprise????
- Spiro, Bruce, and Brewer. Theoretical issues in reading comprehension.
- Anderson, R.C., Hiebert, E.H., Scott, J.A. & Wilkinson, I.A.G. (1985), Becoming a nation of readers: The report of the Commission on Reading. Washington, DC: National Academy of Education, Commission on Education and Public Policy.
- Adams, M. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.



Intellectual Legacy

- 📖 **Theoretically motivated research reaching out to practice**
- 📖 **Methodological pluralism**
 - ⇒ **Experimental**
 - ⇒ **Correlational**
 - ⇒ **Natural experiments**
 - ⇒ **Ethnographic**
 - ⇒ **Discourse analysis**
 - ⇒ **Interpretive**
 - ⇒ **Syntheses**




Intellectual Legacy

- 📖 **A vibrant, exciting community of scholars, with strong traditions of critical collegueship and collegial support**
- 📖 **A respect for the intellectual interests of teachers**
 - ⇒ **Becoming a School of Readers**
 - ⇒ **CORR---->>>> IRA's Reading Research**



What if

 **If we gathered together the core of scholars who populated the center and asked them for their assessment of where we are today, both in research and practice, what would they say?**



What if....



- 📖 **They'd say a lot of different things, because unanimity was never a goal (or a possibility) at CSR.**
- 📖 **They'd say, it is about time that you put phonics back into the early reading curriculum (we said it twice, once in BNR and again in BtoR), and then remind us that phonics is only a means to an end, and that end is comprehension and competence and choice.**
- 📖 **They'd congratulate us on our rhetoric of a balanced, comprehensive curriculum and then chide us for privileging one part of that curriculum over others-- for putting forth first amongst equals.**

What if...

- 📖 **They would ask how we were supporting the knowledge-comprehension relationship**
- 📖 **And remind us that just as knowledge promotes comprehension,**
- 📖 **So comprehension promotes new knowledge**
- 📖 **One of the reasons we read!**



What if...

-  **They'd wonder about what happened to all the work on authentic, portfolio and performance assessment**
-  **And ask whether our current assessments are adequate reflections of our real goals in teaching reading.**



What if...


- 📖 **And wonder how we were helping kids gain metacognitive control of their reading strategies...**
- 📖 **And ask what we were doing to make sure that kids see the important similarities and differences between reading and writing.**
- 📖 **And inquire about what we were doing to ensure cultural and linguistic relevance in our curriculum.**
- 📖 **They'd ask where kids were getting an opportunity for just plain reading...**

What if...

- 📖 **And whether kids were getting to read a full range of texts--texts that**
 - ⇒ **Fine tune their decoding skill.**
 - ⇒ **Provide practice for high frequency words.**
 - ⇒ **Appeal to their interests.**
 - ⇒ **Provide an opportunity to gain new knowledge (today's new knowledge is tomorrow's prior knowledge).**
 - ⇒ **Are just plain exciting!**



What if

 **They'd wonder why it was hard, in our current practice, to see all the “research” on teacher learning and professional development.**

- ⇒ Learning communities**
- ⇒ Teacher control over the agenda**
- ⇒ Long term, sustained goals**
- ⇒ Personal and collective faces**





What if...

- 📖 **They'd wonder why we debating over research methods and remind us that the problems we face are too complex to examine with
 - = A single lens
 - = A single method
 - = A single assessment tool**
- 📖 **And encourage us to be thankful that we have colleagues who bring different intellectual resources to the table.**



What if

-  **They'd close by reminding us that people, whether they are 6, 36, or 66, and whether they are students, teachers, principals, or policy makers, are much more likely to embrace change when the effort affords them a little prerogative, a corner of the world that they can make their own, a place for their signature.**
-  **And they would also remind us that with the prerogative that is (or ought to be) ceded to us as professionals comes the awesome responsibility to be well-informed and to promote the distribution of knowledge in our workplaces.**



A postscript

 **CSR still exists**

 **An N of one**