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| What is a **PRIMARY READER?**  What is  ***NICHD?***  National Institute for Child Health and Development  What is PsycInfo?  What is ERIC?  Databases. | Overview: How does reading instruction impact a child’s ability to learn? What is the relationship between the amount of time spent in the activity with an increased proficiency on the part of the student? How are these measurements taken? Evaluated?  What else can be done?  No Child Left Behind (NCLB) initiated in 2001 with an act of Congress. Yearly measures with Annual Yearly Progress (AYP) determine the success of various regions. The point is to close the gap between areas with less resources and those in a higher rate of income, therefore more resources – human, material, building, etc.—and even the playing field ultimately when these young people continue on with their lives, be it education, work, family.  Reading First is the initial phase of NCLB as it is determined that this foundation is critical for further progress in a child’s learning.  This chapter:   * Reviews Instructional recommendations for reading research * Summarizes basic reading research conducted during this decade that has instructional implications, such as the “mapping of oral language to word reading development and features of text that affect reading comprehension. * Reviews recent studies that discuss the success of primary readers   **RESEARCH REVIEWED IN CONSENSUS DOCMENTS THAT INFORM READING POLICY**  ***National Reading Panel Report (NICHD,2000)***  Study looked at alphabetics (phonemic awareness and phonics), fluency, vocabulary, and comprehension. Alphabetics best to study.  Findings and recommendations:  **Alphabetics** was useful and effective and best taught in small groups.  **Phonics** helpful in K – 6 and most important for those with reading disabilities in K and 1.  Oral reading good and best when teacher follows along. Sustained silent reading (SSR) not helpful.  **Vocabulary** many approaches suggested. No real findings.  **Comprehension**: combination approach is best.  **Conclusions**: more research needed in:   * teacher training will be effective and useful * specific strategies determined for each age group * comprehension should be related to content areas. |
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| Define:  **phoneme units.**  a speech sound that distinguishes one word from another, e.g. the sounds "d" and "t" in the words "bid" and "bit." A phoneme is the smallest phonetic unit that can carry meaning  Define: **orthographic**  Relating to the study of spelling  Define: **phonological**  the study of the system or pattern of speech sounds used in a particular language or in language in general | *Controversy around the Phonics Meta-Analysis*  Since results indicated small differences, question over the efficiency of the methods arises.  However, in struggling readers who do not show great gains in reading using just phonics, then tutoring and “systematic language activities” provides good results.  Balanced reading instruction, as suggested above, is the best way to achieve good results.  ***Other Relevant Syntheses over the Last Decade***  The Reading Framework for the 2009 National Assessment of Educational Progress (NAEP) specifies reading comprehensions test to demonstrate success and achievement.  4th graders scores relatively low in these tests; therefore recommendations for primary readers is as follows:   1. Vocabulary determined by measuring word meaning in context 2. Separate scales used for measuring literary and informational text 3. Cognitive target are identified:    1. Locate/ recall    2. Integrate/ interpret    3. Critique/ evaluate 4. Establish different standards for different grade levels 5. 12th grade NAEP achievement level will focus on reading and analytic skills necessary for success in higher ed and the work place 6. Actual text must pass 2 different ‘readability formulas’ and a human panel   A chart (figure 7.1, p. 139) shows the various levels as determined by the NAEP for both literary passages and informational texts.  One recommendation was for teachers to spend more time leading in class discussions on various texts to increase the levels of proficiency for young readers.  **RECENT BASIC RESEARCH ON READING WITH IMPLICATIONS FOR PRIMARY GRADE READING**  Recent findings determine that ‘oral language’ is directly connected to levels of understanding both in recognition and comprehension.  ***Mapping of Oral Language to Word Reading***  Researchers agree that mastering reading depends on first mastering alphabetic system based on **phoneme units.**  “phonological structure, phonological and orthographic neighborhood characteristics, and the transparency of spelling-sound mappings act together to determine the units and mappings that play a role in the amalgamation process in different orthographies.” {Ziegler and Goswami-2005 (p. 21)} |
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| Define: **quasi –regular**  just as valid in law as if actual,  resembling somebody or something in some ways, but not exactly the same  Define**: Semantic node**  linguistics relating to meaning or the differences between meanings of words or symbols | Other ways to examine this question of most effective methods of teaching reading:  **Nonstage, incremental theories:** beginning readers learn words because of the “weighted connections between phonology, orthography and semantics computed by the learning process.”  **Stage and phase theories:** emphasize cognitive structures that guide thinking during a particular phase of development” (p. 141)  Example used: **have and save** Very different types of verbs.  **Quasi-regular**: sometimes but not always following the rules.  **Semantic node:** add in knowledge of word meanings  Feedback: provided by parents and teachers. Absent in self-teaching.  Teachers feedback is often prescriptive as the teacher attempts to lead the whole class at one time.  One on one feedback is more responsive.  Item based learning: word and neighborhood specific  Connectionist models:  Tests that compare preliminary levels of understanding with end of year outcomes differ.  **Are we testing the ability to read? Or are we testing the ability to read a certain group of words?**  ***Mapping of Oral Language to Reading Comprehension***  Oral language and reading developed are strongly connected.  In grades 1 and 2, reading levels are determined by word understanding.  In grade 3 and 4, comprehension is impacted by prior knowledge as well.  Note the difference between ACCURACY- *decoding* and COMPREHENSION *understanding*, which is much deeper and broader.  Things like story structure, inference and comprehension all add to the understanding levels\*.  Dimensionality of literacy- referring to written and oral language skills- no one had tested the unidimensional aspect. |
| \*Interesting how stories can help students gain higher levels of comprehension. Stories are complex. Many levels are at play here. Plot, character, theme, setting—all the basics of the crafts of writing go into the broadening of the comprehension of the young reader. | |
| Define:  **sub lexical**    What are the **Reading wars?**  **-** Basic skills versus more holistic approaches. | “Oral and written language skills appear to be so interrelated with reading skills that they forma a single construct, raising the possibility that they deserve equal instructional attention.” (p. 143)  In other words, deep connections exist between the way that we speak and write in relation to how we learn to read.  ***Conceptualizing and Measuring Text Difficulty***  “Reading comprehension is an *interaction* among reader characteristics, text features, and the activity or socio-cultural context in which the text is situated.” (p. 143)  Interest and connection to the text is critical.  Also, if the text is too difficult to understand on the word level, then the whole text becomes more challenging for that reader.  Study conducted comparing six first grade reading programs. It looked at:   * Length * Grammatical complexity * Number of unique and total words * Repetition of words * coverage of important vocabulary   Findings included the importance of repeating a word’s use and 3 – 4 times was often necessary to increase that word’s adoption into a young reader’s arsenal.  Early in reading research (1930 – 1950s) repition was the norm  In the 1960s, a shift to **sub lexical** features—accumulating a set of letters and learning how to pronounce them  **CLASSROOM-BASED STUDIES AND INTERVENIONS**  ***School level reform***  Certain characteristics in a school promote learning as measured by various studies. These include:   * strong leadership * high expectations for student achievement * safe and orderly environment * dedicated block of time devoted to literacy instruction * frequent use of assessment to evaluate student progress * use of small homogeneous literacy skill-based groups * good classroom management   By changing school environment, outcomes are also changed. |
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|  | ***Classroom intervention***  Strong emotional and social support improves students’ levels of success as measured by behavior as well as more traditional methods including performances in literacy.  Child by instruction first discussed in 1957 by Cronbach and Snow. It seems to focus on being reactionary to the child on a more individual basis.  Current studies support this but go on to be more specific in terms of groupings.  For example, students who start with a higher level of reading gain proficiency with programs that include higher-order meaning-focused instruction.  In order to do further research, teachers need training in using software in order to record and calculate the results.  ***Response to intervention (RTI)***  Proactive versus Responsive approaches.  Children who exhibit reading disabilities would benefit from intervention before these issues impact their overall levels of achievement in school in general.  ***Summary of Classroom Studies and Interventions***  Global and curriculum reforms will not meet standards established by NCLB which is for all children to read proficiently by grade 4.  This does not serve high achievers NOR low achievers.  Dynamic and responsive instruction is a better way to reach these outliers.  **CONCLUSION AND FUTURE DIRECTIONS**  Movement toward ‘growth models’ rather than simply counting the number of students will lead to a more realistic and equitable result.  Better content will prompt stronger interest which will also prompt improved skills.  Assessing skills at the beginning of the year, matching areas of weakness with individual teacher/ student lessons will increase end of year skill levels. |
| It seems idealistic to think that teachers can devote more individual time to students, but this does seem be the best option for students to truly excel.  What about interpersonal challenges? How does one overcome those issues when personalities just don’t click?  Clearly, a different teacher would elicit different results | |