

## MSAD 75 Research-Based Reading Instruction

<b><i>The National Reading Panel (2000) examined over 100,000 studies on reading, and identified five critical components for successful elementary reading instruction.</i></b>					
	<b>CORE</b> Teachers College Reading and Writing Workshop	<b>CORE</b> Wilson <i>Fundations</i> Phonics	<b>INT</b> <u>Leveled</u> <u>Literacy</u> <u>Intervention</u> Fountas and Pinnell	<b>INT</b> <u>Lexia</u> Computer based phonics intervention	<b>INT</b> <u>Increasing</u> <u>Fluency</u> by Fry and Rasinski
<b>Phonemic Awareness is the ability to notice, think about, and work with the individual sounds in spoken words.</b> Research has identified a causal relationship between phonemic awareness and reading success. Phonemic awareness can be taught and learned (Hulme et al., 2012).	√	√		√	
<b>Phonics teaches the relationships between letters and individual sounds.</b> It teaches children to use these relationships to read and write words. Knowing these relationships will help children recognize familiar words accurately and automatically, and decode new words. A well-designed reading program must include instruction in basic decoding and fluency building skills (Shaywitz et al., 1999).	√	√		√	
<b>Fluency is the ability to read a text accurately and quickly.</b> Fluency provides an important bridge between word recognition and comprehension. Fluent readers are able to recognize words and comprehend those words at the same time. Dysfluent readers have to focus on figuring out the word and have little attention left for understanding the text (Wolf, M. & Katzir-Cohen, 2001).	√	√	√	√	√
<b>Vocabulary plays an important part in learning to read, because beginning readers use the words they have heard to make sense of the words they see in print.</b> Research is clear regarding the strong correlation between comprehension and the size and depth of one’s vocabulary. Readers have difficulty understanding what they are reading if they don’t know the meaning of words (Baumann et al, 2003).	√	√	√		
<b>Text Comprehension relies on experience, knowledge of vocabulary and language structure and knowledge of reading strategies to make sense of the text and get the most out of it.</b> Good readers have a purpose for reading and think actively as they read. Research continues to show instruction in comprehension helps students understand what they read. Struggling readers need explicit instruction in making connections, self-monitoring while reading and understanding texts. Students must be taught how to build self-monitoring capacity by teachers modeling expert reading through think alouds and teaching a variety of comprehension, and pre-reading, during-reading and post-reading instructional strategies (Duke, N. 2000).	√		√		

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<b>Research has identified other components of an effective reading program.</b>					
	<b>CORE</b> Teachers College Reading and Writing Workshop	<b>CORE</b> Wilson Foundations Phonics	<b>INT</b> <u>Leveled Literacy Intervention</u> Fountas and Pinnell	<b>INT</b> <u>Lexia</u> Computer based phonics intervention	<b>INT</b> <u>Increasing Fluency</u> by Fry and Rasinski
<p><b>Motivation to Read</b> Students should be given choice in selecting the materials they read and should be matched to appropriately readable text. Sufficient time engaged with appropriate text, in a variety of ways, builds confidence through sustained successful reading. Proficient readers tend to read widely while students who struggle to read tend to avoid reading altogether and the amount of actual reading exposure is low (Allington, 2001).</p>	√			√	
<p><b>Classroom organization</b> Balance whole class teaching with small group and side-by-side instruction (Taylor, B. M. P. D. Pearson, et al, 2000; Allington, R. L., &amp; Johnston, P. H., 2002). The effective classroom is organized for independence. Children learn best when they are responsible for their own learning. The goal is for students to become self-managed (self-determined, self-extending) learners who can take over the process (Clay, 1996).</p>	√	√			
<p><b>Students involved in the assessment and goal-setting process</b> Research shows that when people are involved in their own assessment, they are required to think about their learning and articulate their understanding—they learn more, achieve at higher levels, and are more motivated. They are better able to set informed, appropriate learning goals to further improve their learning (Young, 2000; Black and Wiliam, 1008; Davies, 2005; Stiggins, 2007).</p>	√			√	√