



Readiness
&
The Struggling Reader
Featuring Foundational Literacy

Foundational Literacy

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Reading Achievement Gap

The chief culprit behind the reading achievement gap is the language gap.

- Linguistically advantaged children enter 1st grade with **20,000** words.
- Linguistically disadvantaged children know **5,000** words.
- Moats labels the gap ***word poverty***.

Moats, 2001

Reading Achievement Gap Widens

- **Early differences in language tend to linger**

-Cunningham and Stanovich, 1998, Stanovich, 1986

- **Vocabulary gaps widen each year**

-Hart and Risley, 1995, Snow, Barnes, Chandler, Goodman, and Hemphill, 1991, Stanovich, 1986

- **Growth in language reflects growth in world knowledge**

-Hirsch, 2003

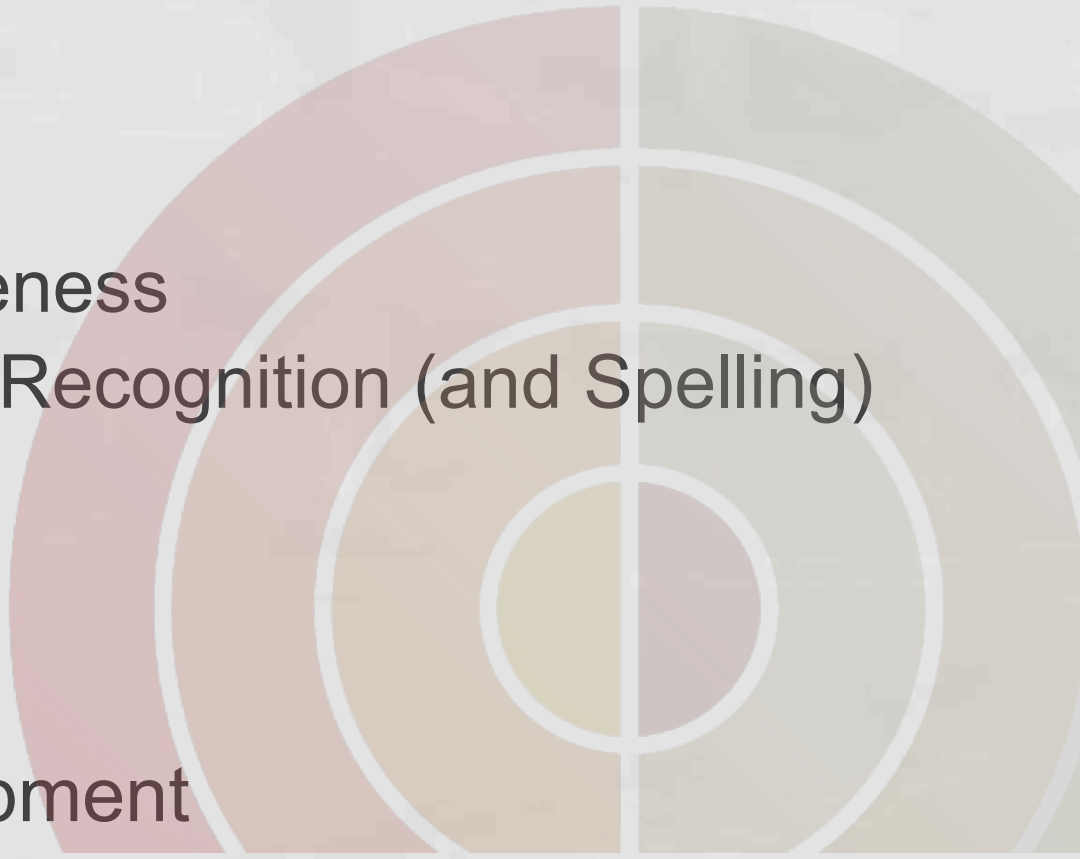
Common Core State Standards Foundational Skills (K-5)

Focus:

- ✓ Print Concept
- ✓ Phonological Awareness
- ✓ Phonics and Word Recognition (and Spelling)
- ✓ Fluency

Critical Areas:

- ✓ Vocabulary
- ✓ Language Development



Three Stages of Learning

- **Listening**: In this stage a child learns to hear and recognize a certain type of sound or sound group (such as rhymes, words, or syllables).
- **Imitating**: After learning to hear and recognize the sound or sound group, the child next learns to imitate it. For example, the child learns to follow the model and break words into onset and rime. In this stage it is important to provide a lot of supported practice. Model, model, model! (and did I mention that it's important to model?)
- **Independent**: In this stage the child learns to do it himself or herself. The modeling and supported practice lessen to make room for more independence. Gradually, the child takes on more of the responsibility until he or she can do it alone.

Importance of Phonological Awareness

- It is estimated that more than **90%** of students with significant reading problems have a core deficit in their ability to process phonological information. Blachman, 2000
- These deficits can be overcome through quality instruction, which significantly accelerates students' subsequent reading and writing achievement.
- Therefore, once students demonstrate phonemic awareness and alphabet knowledge, they are ready to map speech to print.

Words and Sounds?

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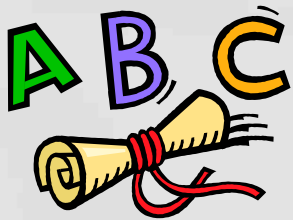
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Predictors of Reading Success

The two best predictors of early reading success are : alphabet recognition and phonemic awareness.

-Adams, 1990



Reading Achievement

Phonemic awareness...



- ...is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. Stanovich, 1986, 1994
- ...has been shown to be a very powerful predictor of later reading achievement. In fact, it (phonemic awareness) is a better predictor than more global measure such as IQ or general language proficiency. Griffith and Olson, 1992

Reading Difficulties

Poor phonemic awareness at four to six years of age is predictive of reading difficulties throughout the elementary years.

Torgesen & Burgess 1998



Phonics

- There are two parts to learning to read. One is the visual part. (Learning the letters, learning to read words.)
- The other is the auditory part. (Hearing the sounds) Phonics is putting these two parts together.



Systematic and Explicit Phonics Instruction

- significantly improves students' reading and spelling in kindergarten and grade 1.
- significantly improves students' abilities to comprehend what they read.
- are beneficial for all students, regardless of their socio-economic status.
- are effective in helping to prevent reading difficulties among students who are at risk.
- are beneficial in helping students who are having difficulty learning to read.

Technology



Research has found that technology, including integrating computers, can assist in teaching phonological awareness, such as with letter and word recognition.

-Mioduser, Tur-Kaspa, & Leitner 2000, Macaruso & Walker n.d.

Building Vocabulary



Authoritative Word Lists

- **Beginning to Read (Adams, 1990)**
- **Dolch Basic Sight Vocabulary (Buckingham & Dolch, 1936)**
- **1,000 Instant Words (Fry, 2004)**
- **The Educator's Word Frequency Guide (Zeno et al. 1995)**
- **Hiebert's Word Zones™ corpus (2005)**
- **Basic Elementary Reading Vocabularies (Harris & Jacobson, 1972)**
- **The American Heritage Word Frequency Book (Carroll, Davies, & Richman, 1971)**
- **Houston Independent School District 2010-2011 High Frequency Word List, Grade 2 (Phyllis Hunter, 2010)**
- **Common Core State Standards (2010)**

High Frequency Words, Sight Words or Instant Words

- Choosing the words on which to focus children's attention is a matter of efficiency. According to research there are words that appear more frequently than others in print.

In fact:

- **13** words account for approximately **25%** of all words in school texts (Johns, 1997): a, and, for, he, in, is, it, of, that, the, to, was, you;
- **109** words account for **50%** of the words in school texts (Adams, 1990);
- the first **300** instant words make up about **65** percent of all written material (Fry, 1993).

Vocabulary

- **Vocabulary signifies more than a list of words- it is a proxy for content knowledge.**
- **Learning new words often involves learning new ideas and information; memorizing definitions is not the same thing.**



-Stahl & Fairbanks, 1986



Reading Comprehension

The research shows a strong relationship between vocabulary size and reading comprehension level; moreover, that relationship grows stronger as students progress through school.

-Snow, Proche, Tabors, & Harris, 2007



Read-Alouds

Research indicates that reading aloud to children can be beneficial to children as it will promote an increase their language and vocabulary skills.

-Elley, 1989; Leong and Pikulski, 1990;
Robbins and Ehri, 1994



Confidence and Competency!

As the reader sits motionless, she is simultaneously decoding text and comprehending the message contained with the text.

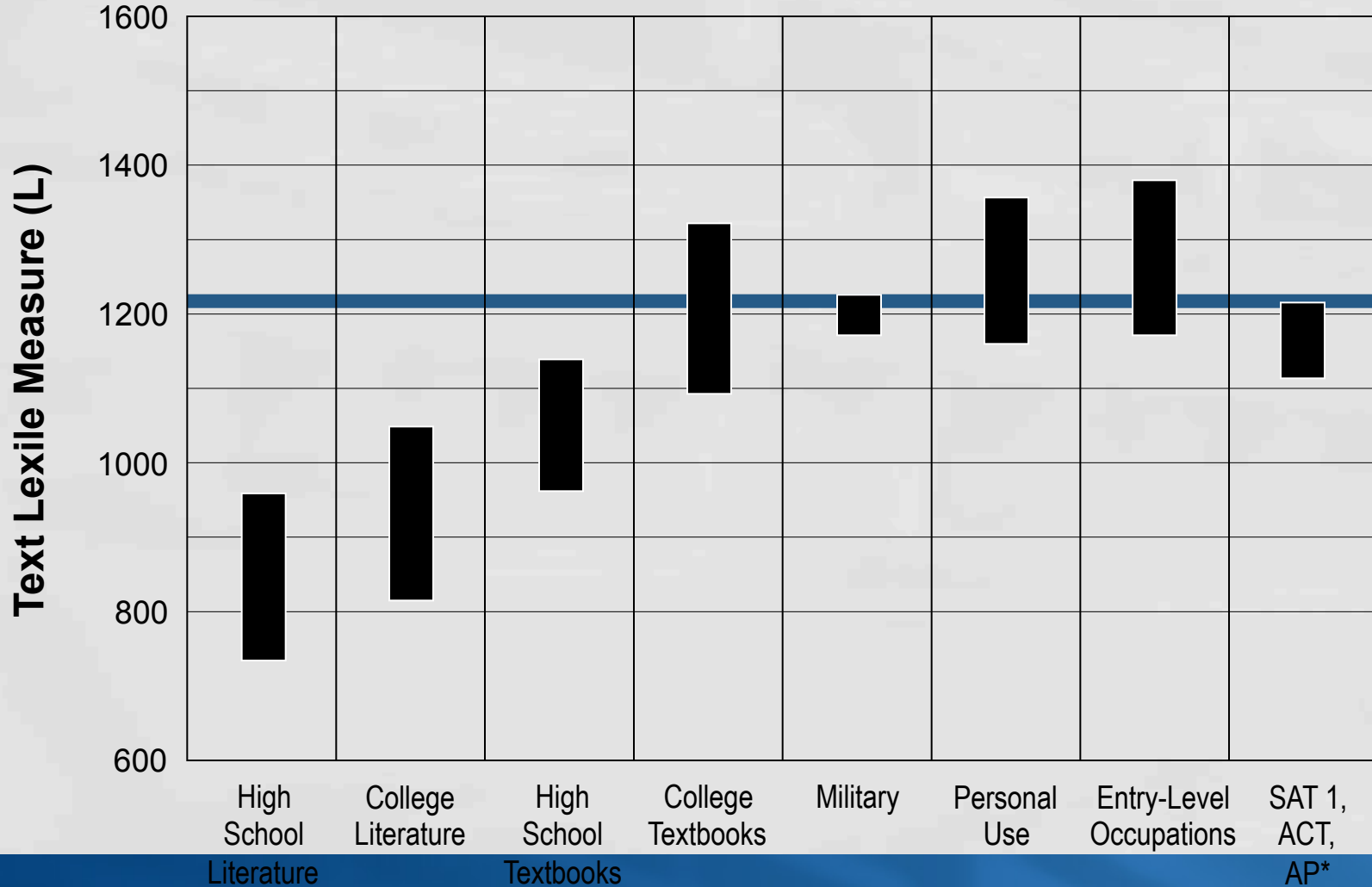
That is what reading is all about-decoding and comprehension.

The integration of these two skills is essential to reading, and neither one is more or less essential than the other.



2005-06 Lexile Framework[®] for Reading Study Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



* Source of National Test Data: MetaMetrics

The Case for Prevention Now Is the Time!

- **6 children** who are not reading proficiently in 3rd grade will **not graduate from high school**.
- **3rd graders** who are below basic readers are **6x more likely to drop out or fail to graduate on time** than proficient readers.
- **42% of 3rd grade boys** are **below grade level in reading**, compared to 34% of girls.



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