



Teaching Reading: Research Supported Recommendations

The purpose of this document is to outline the research-supported skills and instruction for teaching reading. As individuals lead core reading curriculum reviews, this document outlines “look-fors” in the published programs and materials (e.g., teacher guides).

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Version: 1.0

Date: April 2018

Big Ideas of Reading

Phonemic Awareness:

Phonological Awareness: Broader skill that encompasses phonemic awareness

Three levels: (1) Early – Preschool and Pre-K; (2) Basic – K-1; (3) Advanced – 3-4

Early:

- Develops in Preschool and Pre-Kindergarten
- Rhyming, alliteration, segmenting words into syllables, identifying first sound in words
- These skills facilitate the development of letter-sound knowledge

Basic:

- Develops through K-1
- Phoneme blending, phoneme segmentation (generally mastered by end of first grade)
- These skills are instrumental in phonic decoding and early spelling

Advanced:

- Grades 3-4
- Manipulating phonemes: deleting, substituting, or reversing phonemes within words



- These skills are needed to develop efficient sight word vocabulary (Sight word vocabulary refers to instant and effortless recall of **any** word a student encounters in text and encompasses high frequency words)

Teaching Phonemic Awareness:

1. Few in number
2. Explicitly modeled
3. Supported by concrete materials or gestures
4. Designed to include all students

Phonic Decoding: Research Supported Skills and Instruction:

- Letter-sound associations: consonant and vowel letters
 - Consonant combinations: blends (two letters put together and you hear BOTH sounds) and digraphs (two letters put together and you hear ONE sound)
 - Vowel teams: digraphs, diphthongs (one vowel sound formed by the combination of two vowels sounds - /oy/, /ow/, r-controlled vowels)
- Decoding of regular, single syllable words
- Structural elements
 - Inflectional endings –s, -es, -ing, -ed
 - Prefixes
 - Suffixes
- Decoding of multi-syllabic words
- Reading of irregular words in which letters don't represent most common sounds
- Reading decodable text: many opportunities for students to read words with the phonics skills (should not need to wait multiple sentences or paragraphs until students encounter words with the phonics skill they just learned)

Phonic Decoding Learning Progression:

1. Associating letters and sounds.
 2. Blending sounds into words.
 3. Reading words to build fluency.
 4. Segmenting and spelling words.
 5. Reading decodable text containing words with letter/sound associations.
- High utility sounds are introduced before low-utility sounds
 - After a few consonants and at least one vowel has been taught, students are blending those sounds to read words

Decoding Strategy for Short Words:

1. Say the sounds.



2. Say the sounds fast.
3. Say the word.
4. Ask yourself
 - Is it a real word?
 - Does it make sense?

Decoding Strategy for Long Words:

1. Say the parts.
2. Say the parts fast.
3. Say the word.
4. Ask yourself
 - Is it a real word?
 - Does it make sense?

Most common prefixes In English:

un
re
in/im/ir/il
dis
en/em
mis
pre
pro
a

Most common suffixes in English:

s, es
ed
ing
ly
er, or
lon, tion, sion
able, ible
al, ial



Fluency: Research Supported Skills and Instruction:

Procedure #1. Provide extensive reading practice.

- Utilize passage reading procedures such as; augmented silent reading, echo reading, choral reading, cloze reading, and partner reading



Procedure #2. Encourage wide independent reading.

- Read interesting text at reading level to build fluency. (Carnegie, 2010)
- To build fluency students should read materials that are not too challenging but not too easy. (Moats, 1998)

Procedure #3. Provide repeated reading practice at the word level.

When reading word lists, have students reread word lists until competent.

Procedure #4.

Utilize repeated reading exercises in passages to increase fluency. (Chard et.al, 2002)

Fluency Instruction:

- Use reading procedures in class that promote maximum practice for all students (e.g., choral reading, cloze reading, partner reading).

Vocabulary Instruction:

Features of an explicit vocabulary lesson

1. Select vocabulary words to teach
2. Organize the words
3. Develop student friendly explanations for the words
4. Use the vocabulary instructional routine to develop the lesson (e.g., power point template that already has place holder slides for each component of the routine)
5. Plan retrieval practice for vocabulary words (practice activities)

Selecting Vocabulary Words:

- Limit the number of words given in depth instruction to 4 or 5 words per session (Robb, 2003)
- Additional words can be given “lighter touch” instruction
- Select words that are unknown
- Select words that are critical to understanding
- Select words that students are likely to encounter in the future and are generally useful (Stahl, 1986)

Word Categories:

Tier 1 words: Conversational words

- Most frequent words in language
- Students acquire on their own
- Examples: chair, bed, happy, house



Tier 2 words: General academic vocabulary

- Words that are less likely to be learned independently
- Used across domains
- Examples: analyze, summarize, determine, demonstrate, compare, contrast

Tier 3 words: Domain specific academic vocabulary

- Low frequency words
- Limited to a specific domain (math, PE, social studies, ELA, music, arts, etc.)
- Critical for content area understanding and growth
- Examples: Ocean zones: hadal zone, abyssal zone

Vocabulary Instructional Routine:

1. Introduce the word's pronunciation
2. Introduce the word's meaning
3. Illustrate the word with examples (and non-examples when helpful)
4. Check students' understanding

Comprehension

Before Reading Comprehension Strategies:

Informational Text

- Teach the pronunciation and meaning of critical, unknown vocabulary words
- Teach or activate necessary background knowledge
- Guide students in previewing the text (e.g., text features, key terms)
- Establish a clear purpose for reading

Narrative Text

- Teach the pronunciation of critical, unknown vocabulary words; including literary text structure (rising and falling action, theme)
- Teach or activate necessary background knowledge
- Guide students in previewing the chapter
- Establish a clear purpose for reading

During Reading Comprehension Strategies:

Informational Text

- Passage reading procedures
- Procedures to have students read, stop, and respond based on what they have read:
- Respond Questions: Teacher and student generated text dependent questions
- Respond Strategies:
 - Verbally retell the topic and key details



- Generate main idea statements
- Mark the text and write notes in the margin
- Take two-column notes on content
- Map the content

Narrative Text

- Passage reading procedures
- Procedures to have students read, stop, and respond based on what they have read:
- Respond Questions: Teacher and student generated text dependent questions
- Respond Strategies: Story grammar and theme

After Reading Comprehension Strategies:

Informational and narrative culminating activities:

- Discuss content in response to well-designed question / task
- Student content (Read Cover Recite Check)
- Complete and study a graphic organizer
- Complete and discuss multiple choice items
- Write a summary (summary writing strategy, writing frames for summary)

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.