

## **Response-to- Intervention Resources and Bibliography**

### **Developing Competent Readers**

(Source: State of California, Diagnostic Center – 2002-2003)

#### **Key Researchers**

- G. Reid Lyon –Chief, Child Development and Behavior Branch, National Institute of Health
- Marilyn Jager Adams – Phonemic Awareness in Young Children
- Sally Shaywitz – Overcoming Dyslexia
- Louisa Moats – Speech to Print  
Straight Talk About Reading
- Joseph Torgesen – Phonological Talk About Reading
- Deborah Simmons, Edward Kame'enui - Big Ideas in Beginning Reading

#### **Articles**

- “Anticipating IDEA Reauthorization: Application of a Three-Tiered Intervention Model”, Urban Perspectives, A Publication of the Urban Special Education Leadership Collaborative, Summer/Fall 2005.

#### **Report of the National Reading Panel**

- 50% of reading difficulties could be PREVENTED with early intervention!
- The Matthew Effect – children who ‘crack the code’ read more, learn more vocabulary, comprehend more, are motivated to read, and ENJOY READING!  
Stanovich, K.E. (1986) “Matthew Effects in Reading” Reading Research Quarterly, 21, 360-406.
- California Reading Initiative Core Messages
  1. Provide effective reading instruction
  2. Provide early intervention and prevention
  3. Insure that assessment drives instruction
  4. Insure that students have access to the core curriculum
  5. Use practices which are linked to research
  6. [www.calstat.org/readingmessages.html](http://www.calstat.org/readingmessages.html) (web site has excellent bibliography)

#### **30 Minutes of Powerful Instruction**

- First 15 minutes: phonological awareness; alphabetic understanding; word reading
- Second 15 minutes: phonological awareness; writing instruction; integrating phonological awareness and orthography (letter-sound to whole word writing)
- CAN'T READ ALONE-- MUST WRITE!

#### **Strands of Reading in an Alphabetic System**

- Print Awareness
- Phonological Awareness
- Alphabetic Understanding
- Phonological Recoding
- Decoding and Spelling
- Automaticity and Fluency
- Text Reading

## **Phonological Awareness Development continuum**

Easier to More Difficult

- Word Comparison
- Rhyming
- Sentence segmentation
- Syllable segmentation and blending
- Onset-rime blending and segmentation
- Blend and segment individual phonemes
- Phonemes deletion and manipulation

[http:// reading.uoregon.edu/big\\_ideas/pa\\_when\\_taught.php](http://reading.uoregon.edu/big_ideas/pa_when_taught.php)

## **Research Basis**

- There is considerable evidence that the primary difference between good and poor readers lies in the good reader's phonological processing ability
- The ability to hear and manipulate phonemes plays a causal role in the effective acquisition of beginning reading skills.
- Phonological awareness is necessary but not sufficient for reading acquisition
- Phonological awareness is teachable and promoted by attention to instructional variable
- Some components of phonological awareness instruction correlate at .70 or above with word recognition
- THE BEST EARLY PREDICTOR OF READING DIFFICULTY IN KINDERGARTEN OR FIRST GRADE IS THE INABILITY TO SEGMENT WORDS AND SYLLABLES INTO CONSTITUENT SOUND UNITS (PHONEMIC AWARENESS)!

## **BIG IDEA #1**

Phonemic Awareness: Beginning readers must develop an awareness of the phonemic properties of language –One of the most compelling and well-established findings in the research on beginning reading is the important relation between; phonemic awareness and reading acquisition.

## **BIG IDEA #2**

Effective beginning readers must have insight into the alphabetic principle of reading

- Alphabetic awareness – the knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language
- Alphabetic understanding – the understanding that the left-to-right spellings of printed words represent their phonemes from first-to-last
- Phonological recoding – translation of letters to sounds to words to gain lexical access to the word

## **BIG IDEA #3**

- Automaticity with the code
- Beginning readers should be able to relate sounds and symbols of the alphabetic code automatically
- Fundamental skills are so “automatic” that readers do not require conscious attention
- Such capacity enables reader to allocate their attention to the comprehension

### **Informal Early Literacy Assessment**

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Kaminski & Good, University of Oregon
- CORE (Consortium on Reading Excellence) Bill Honig and Linda Diamond, Arena Press
- RESULTS (California Reading Professional Development Institute, CRLP) created with John Shefelbine and aligned with California Standards

### **Standardized Early Literacy Assessments**

- Phonological Awareness Test (PAT) Robertson and Salter, 1997
- Comprehensive Test of Phonological Processing (CTOPP), Torgesen, Wagner, Rashotte, 1999
- The Test of Phonological Awareness, Torgesen, (TOPA)

### **Resources**

- Kevin Feldman [www.scoe.org](http://www.scoe.org) (Reading Corner)
- National Reading Panel: [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
- Institute on Beginning Reading, University of Oregon, <http://reading.uoregon.edu/>
- The California Reading Initiative and Special Education in California
- Effective Teaching Strategies That Accommodate Diverse Learners, 2<sup>nd</sup> ed. 2002, Edward Kame'enui, Deborah Simmons, Michael Coyne; Prentice Hall

### **Practice Segmenting and Blending**

- “Say it, Move it, Say it” (Road to the Code)
- Sound Box Activities (Elkonin)
- Sounds Abound (Linguasystems)
- Goldworthy, 1998 Sourcebook of Phonological Awareness Activities: Children’s Classic Literature
- Lindamood, Lindamood, 1998, LIPS (Lindamood Phonemic Sequencing)

### **Material for Teaching Phonological Awareness**

- Adams, Foorman, Lundberg, Beeler, 1999 Phonemic Awareness in Young Children: A Classroom Curriculum.
- Blachman, Ball, Black, Tangel, 1999. The Road to the Code: A Phonological Awareness Program for Young Children.
- Blevens, 1997. Phonemic Awareness Activities for Early Reading Success. Scholastic Professional Books
- Rosner, PASP (Phonological Awareness Skills Program) (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grades)
- Torgesen, Mathes, A Basic Guide to Understanding, Assessing, and Teaching Phonological Awareness. 2000.
- <http://reading.uoregon.edu/> Big Ideas in Reading
- Phonemic Awareness in Young Children, Marilyn Jager Adams, Barbara Foorman, Terri Beeler, Paul H. Brookes
- PASP (Phonological Awareness Skills Program), Rosner, 1999

### **Materials for Beginning Reading**

- Cunningham, Phonics They Use. 1995, HarperCollins
- Hall, Moats, Straight Talk About Reading. 1999, Contemporary Books (*appropriate for parents*)
- Shefelbine, Newman, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, Sight Words), 2000. Developmental Studies Center [www.devstu.org](http://www.devstu.org) (*advanced decoding program*)
- Greene, Language! 1995 (*solid research program for reading, writing, spelling and is appropriate for older kids*)
- Traub, Recipe For Reading. 1992. Educators Publishing Service, Inc. (*phonics program-supplemental generates list of words*)
- Archer et.al. Phonics for Reading. Curriculum Associates (*4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> grades and middle school; leads into REWARDS program which is used for decoding multisyllabic words*)
- Bear et al, Words Their Way, 2<sup>nd</sup> ed. 1999, Merrill/Prentice Hall (*good secondary supplemental program*)
- Mathes, Torgesen, PALS (Peer Assisted Learning Strategies), 1999, Sopris West (*research is strong and is appropriate for high school-comprehension strategies*)

### **Software for Beginning Reading**

- Learning Company, Reader Rabbit Series
- LeapFrog SchoolHouse

### **Curriculum for Teaching Students to Read Connected Text**

- Reading Mastery (SRA)
- Corrective Reading (SRA)
- Open Court (SRA)
- Language! (Sopris West)

### **Oral Reading Fluency Programs**

- Reading Mastery 1 and 11 – focus on fluency checkouts K-6)
- QuickReads Elfrieda Hiebert. Modern Curriculum Press
- Great Leaps Reading Program. Campbell. 1995
- Read Naturally

## **STRUGGLING OLDER READERS:**

### **The Scope of the Problem**

- SEDL: 75% with reading problems in 3<sup>rd</sup> grade still struggle in 9<sup>th</sup>
- Matthew Effect: Widening Exposure Gap
- Mikulecky (1990): Secondary readers 2+years behind avoid reading; comprehension performance actually declines over time

### **The Need for a Solid Literacy Foundation**

Older struggling readers must “fill in the holes: and build the literacy foundations they’ve missed such as:

- Phonological/phonemic awareness
- Grapheme/phoneme matching
- Decoding of single/polysyllable words
- Word structure-syllable complexity, morphology, etc.
- Word study & layers of the English Language
- Reading fluency
- Comprehension & text handling strategies
- Study skills/habits/strategies in content area reading

### **Assessment of Literacy Needs for Older Struggling Readers**

- Gray Oral Reading Test –4 (GORT-4)
- Test of Word Reading Fluency (TOWRE)
- Comprehensive Test of Phonological Processing (CTOPP) – best predictor of reading ability is phonemic awareness and rapid naming cluster

### **Best Programs for Struggling Older Readers**

- Decoding
  - Language!
  - Fast Track – Wright Group
  - Corrective Reading
  - REWARDS
- Fluency
  - Read Naturally
  - Quick Reads
  - Great Leaps