

Reading Literacy

Report to the Special Committee on Education



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CENTER FOR
READING

The English Writing System

The English Writing System is a code!

- The sounds (phonemes) are represented by letters (graphemes)
- Learning to read requires that the child understand this relationship and how to use the code:
 - Decode - translate letters into their respective sounds
 - Synthesize – blend the sounds just decoded
 - Recognize the word just decoded
- Understanding the code is critical to reading acquisition and to spelling and writing

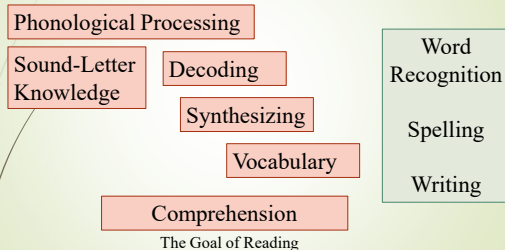
The English Writing System

Teaching reading, writing, and spelling

- Must help the student understand that the English Writing System is a code
 - Learning new sound-letter correspondences leads to being able to decode more words
 - Being able to decode more words leads to word recognition skills
 - The goal of instruction is to automatize word recognition
- Must provide many opportunities for practice!
- Using the code is critical to reading acquisition

The Mechanics of Reading

What are the most important initial skills?



The English Writing System

How to Teach Reading

- Teachers **must** teach the code:
 - The curriculum must be science-based:
 - Structured Literacy, for example.
 - Publishers are offering Science of Reading (SoR) curricula.
 - Secret Codes Curriculum (on KS approved list)
- Teachers should be trained in the SoR.
 - Cannot teach what one does not know.
 - The Kansas Department of Education is providing LETRS training, which teaches the SoR.

The English Writing System

What should NOT be used:

- Any approach that does not teach the code.
- Any approach that uses the Three-Cueing System:
- Psycholinguistic Guessing (Goodman)
 - Guess by using three cues (Does it make sense? Does it sound right? Does it look right?)
 - Use the pictures to guess, try a word that makes sense, etc.

What poor readers do!



The English Writing System

- Examples of curricula that should NOT be used:
 - Whole Language
 - Whole Word
 - The 3-cueing system
 - Units of Study (Lucy Calkins)
 - Balanced Literacy
 - Fountas and Pinnell Leveled Literacy Intervention System
- These approaches use some form of the 3-cueing system:

Assessments/Screening

- Assessment of reading failure/dyslexia should focus exclusively on:
 - Phonological processing (4 years and older)
 - Knowledge of Sound-Letter Correspondences (5 years and older)
 - Reading of Words and Non-Words (5 and 6 year olds and older)
 - Nonwords are critical
 - Spelling - “Spelling is the window to the reading soul” as it helps to determine how children conceptualize the relationship between speech and print
 - Writing
- Screening should be relatively short and accurate

Assessments/Screening

- Screening should be relatively short and accurate
 - 10 to 15 minutes
- Identify students for more involved assessment
- Identification should **NOT** be based on discrepancy models
 - Discrepancy between intelligence and reading

Screening

- Screening – the primary purpose of screening devices is to detect difficulties
 - Hopefully, before they become a problem
 - Looking at performance that might indicate reading difficulties
- Screening does **NOT** mean diagnosis!!!!
 - Are likely to produce a fair number of false positives

What Center for READING Uses

Thorough evaluation should include measures of:

- Phonological Processing
- Letter Knowledge
 - Letter Names and Sound/Letter Correspondences
- Reading, Spelling and Comprehension
- Attention
- Intelligence
- Psychological and Emotional Functioning
- Auditory Processing

Information regarding:

- Presenting Difficulties
- Family History
- Development
- Behaviors observed at home and at school

Interventions

- Like reading curricula, must be based on science (Structured Literacy)
- Orton-Gillingham based-programs:
 - Wilson Language Training
 - Alphabetic Phonics
 - The Association Method
 - Lindamood-Bell
 - The Herman Approach
 - Montessori and Sequential English Education Approach
 - Slingerland
 - Susan Barton

What is the Good News?

Good News!!!

There are solutions!!!

- Science has provided answers.
- There are interventions that successfully help individuals to become competent readers.
- There are programs that PREVENT reading failure!!!
- Educators care and are willing to learn new information to help their students!!

Questions?



For More Information

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