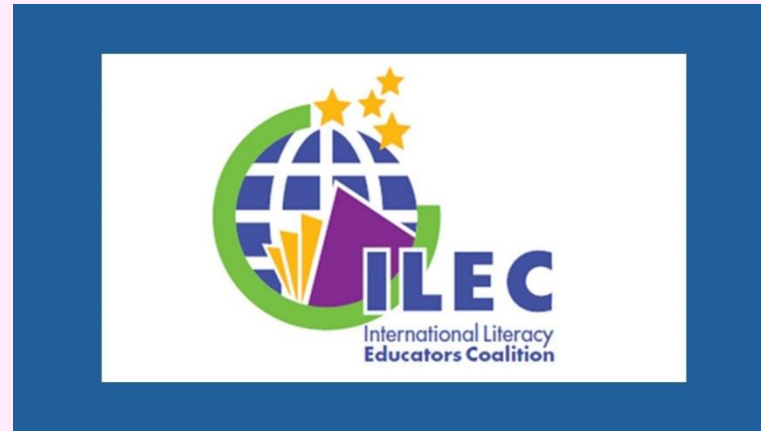


The 12 Foundational Elements of Comprehensive Reading Instruction

www.teaching-reading.com

Dr. Andy Johnson
Minnesota State University
International Literacy Educators Coalition
© Andy Johnson, Ph.D. www.teaching-reading.com

The International Literacy Educators Coalition



www.ILEC-Reading.com



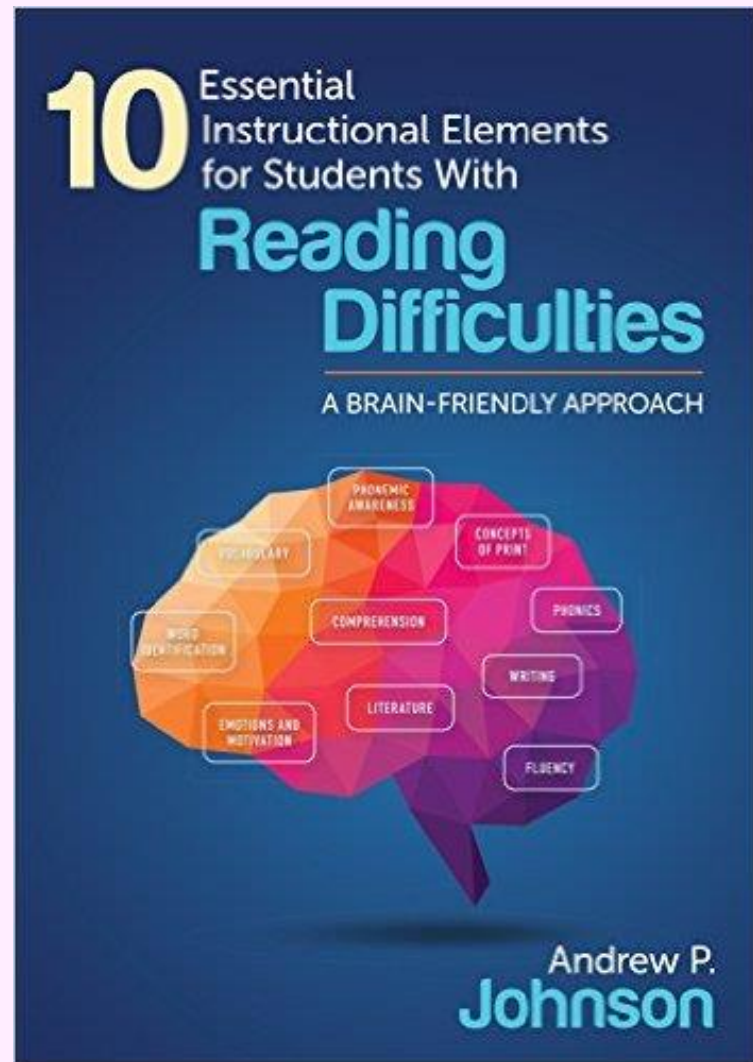
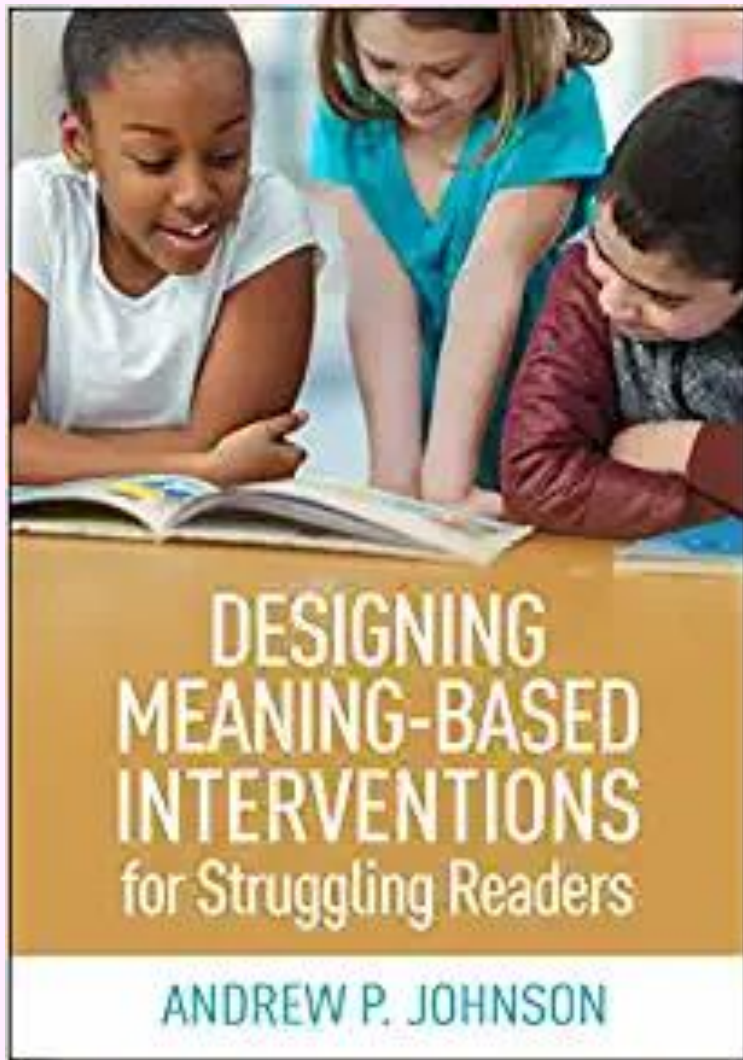
The Reading Instruction Show

podcasts and YouTube videos

Dr. Andy Johnson

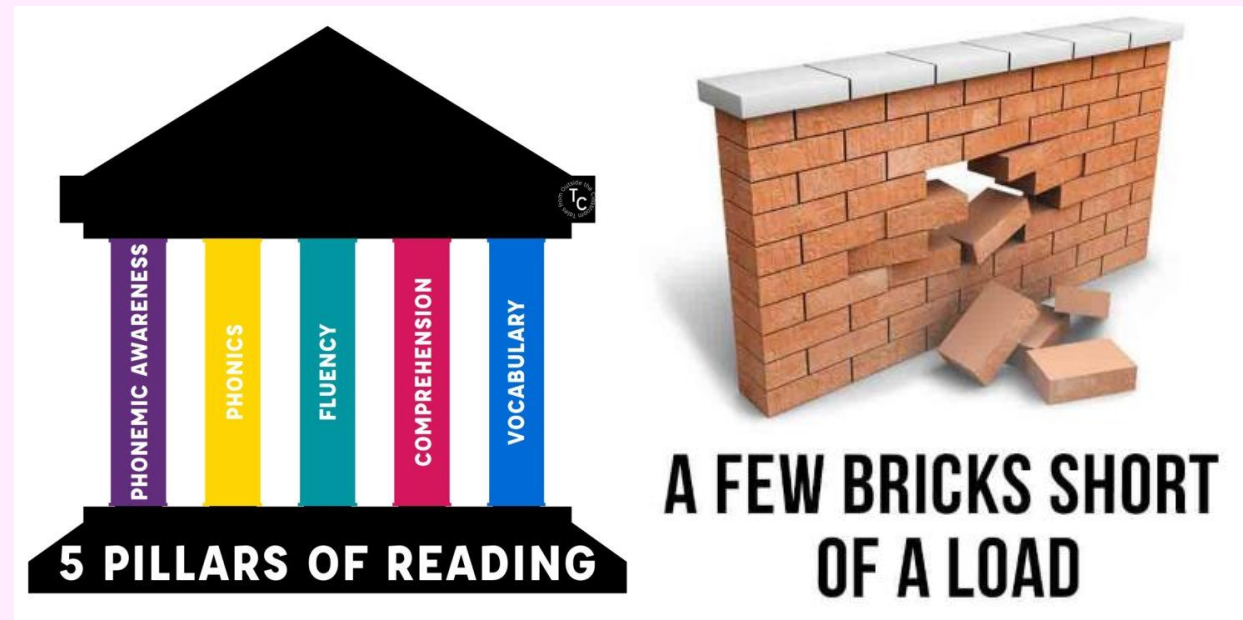


www.teaching-reading.com



www.teaching-reading.com

The 5 Pillars of Reading Instruction are 7 Pillars Short of a Full Load



Expert teachers have four kinds of knowledge

1. content knowledge – (know about reading)

2. pedagogical knowledge – (general teaching strategies – discovery learning, question-discussions)

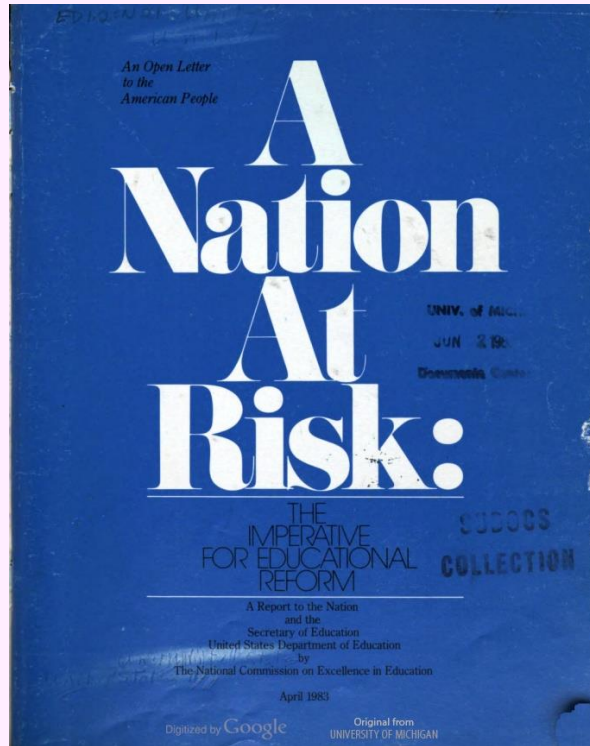
3. pedagogical content knowledge – (specific content strategies, strategies for teaching reading)

4. knowledge of learners and learning – (human development, how humans learn, emotions)



Once upon a time ...

Once upon a time ...



Our nation was at risk!!!

1983

A Nation at Risk (NCEE, 1983), a report written by the National Commission on Excellent in Education



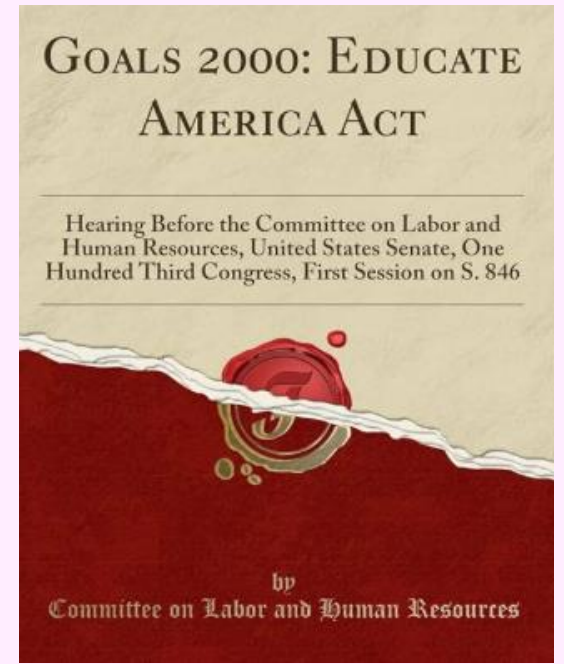
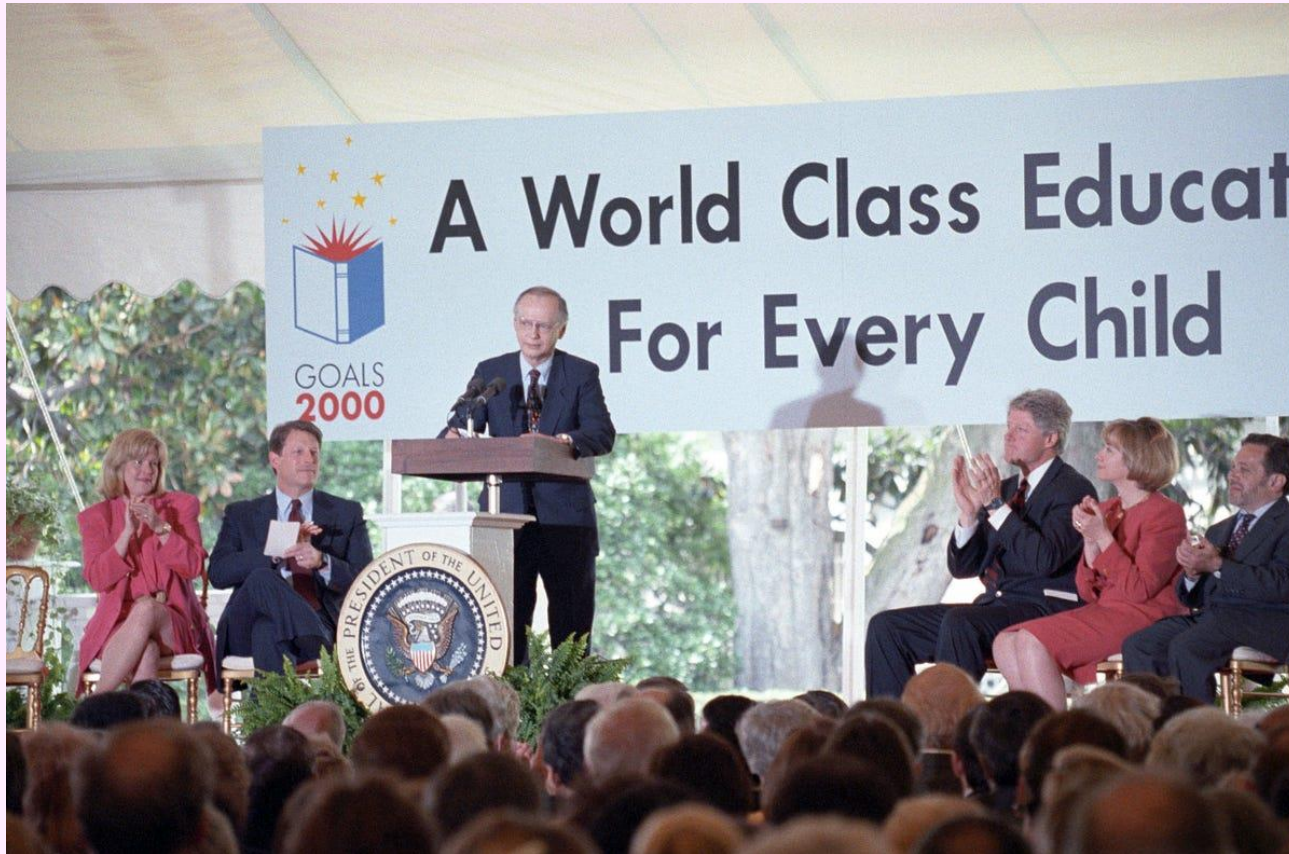
*We were saved from economic chaos!
Hurray! Hurray! Thank you, Terrel H.
Bell!*



William Bennet, Secretary of Education
content, character and choice (vouchers)

*We were saved from moral decay!
Hurray! Hurray! Thank you, Bill
Bennet!*

1994



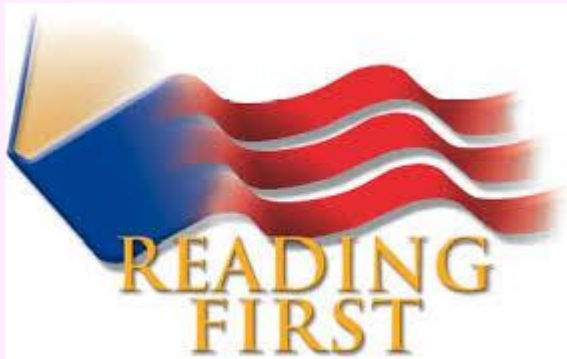
We got outcome-based education! Hurray! Hurray! Now that we have outcomes, we can teach! Thank you, Bill Clinton and Richard Riley!



2002.



Look at all the happy smiling people!! The federal government is more involved in education. At last, the problem is solved! Hurray! Hurray!



*The Reading First Initiative. We just need more phonics!
Hurray! Hurray! The reading problem is solved!!*

Every Student Succeeds Act

2015



Look at all the happy smiling people!! No Child Left Behind went away. At last, the problem is solved! Hurray! Hurray!

2023

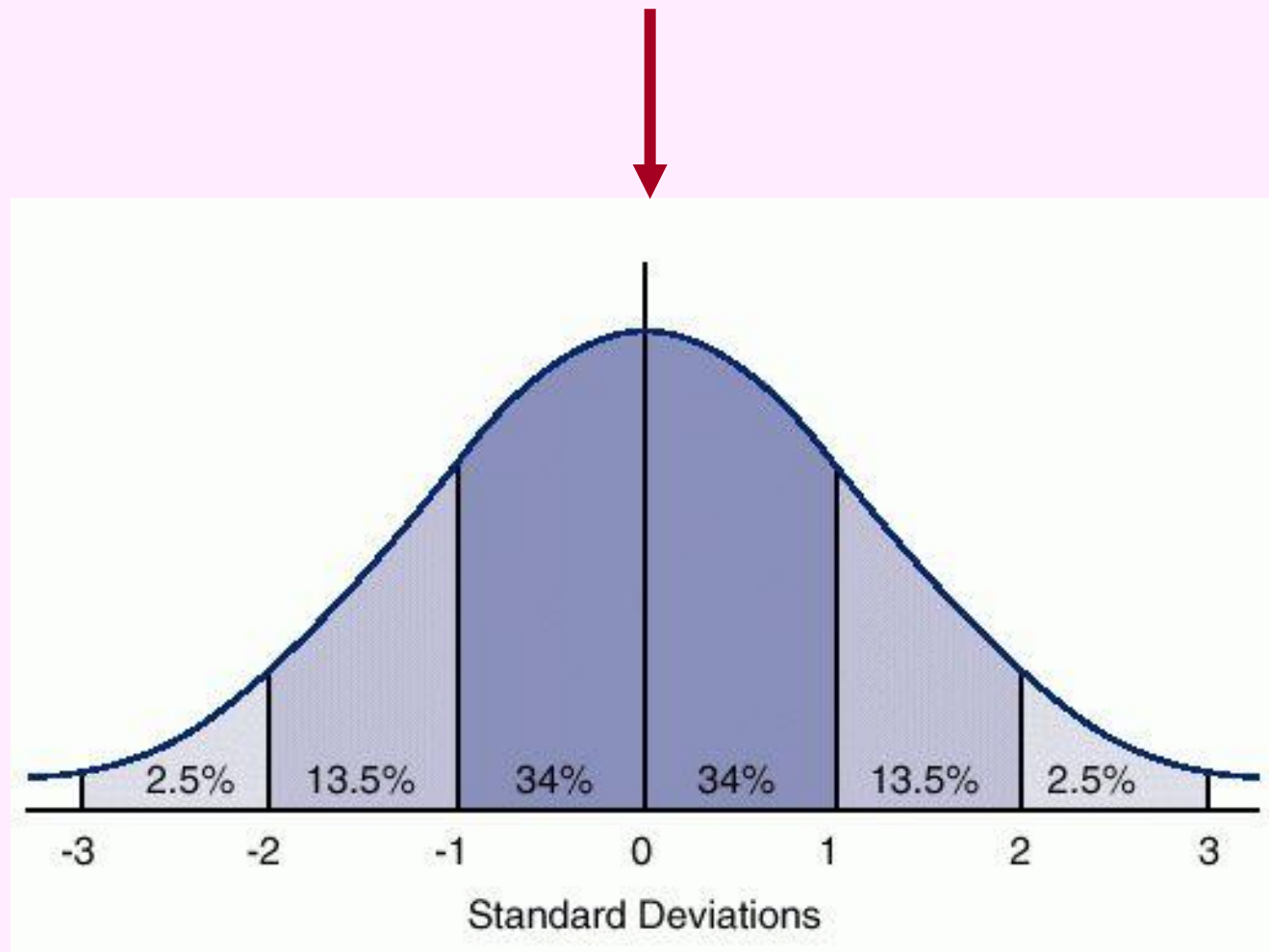


The Read Act in Minnesota. Happy smiling children. Hurray! Hurray! The problem is solved!! Thank you, Representative Heather Edelson and friends at Lexia Learning!

2023



Wisconsin assembly passes reading literacy, contraceptive, and alcohol overhaul bill. Thank God for people outside of education who can finally show us how to teach reading! Hurray! Hurray! All our problems are solved! Thank you, grumpy looking white guys. Now everybody will be reading above average!



Now, everybody's going to be reading above the 50th percentile! Hurray!! Hurray! All our problems are solved!!!

2026?

2030?

2035?

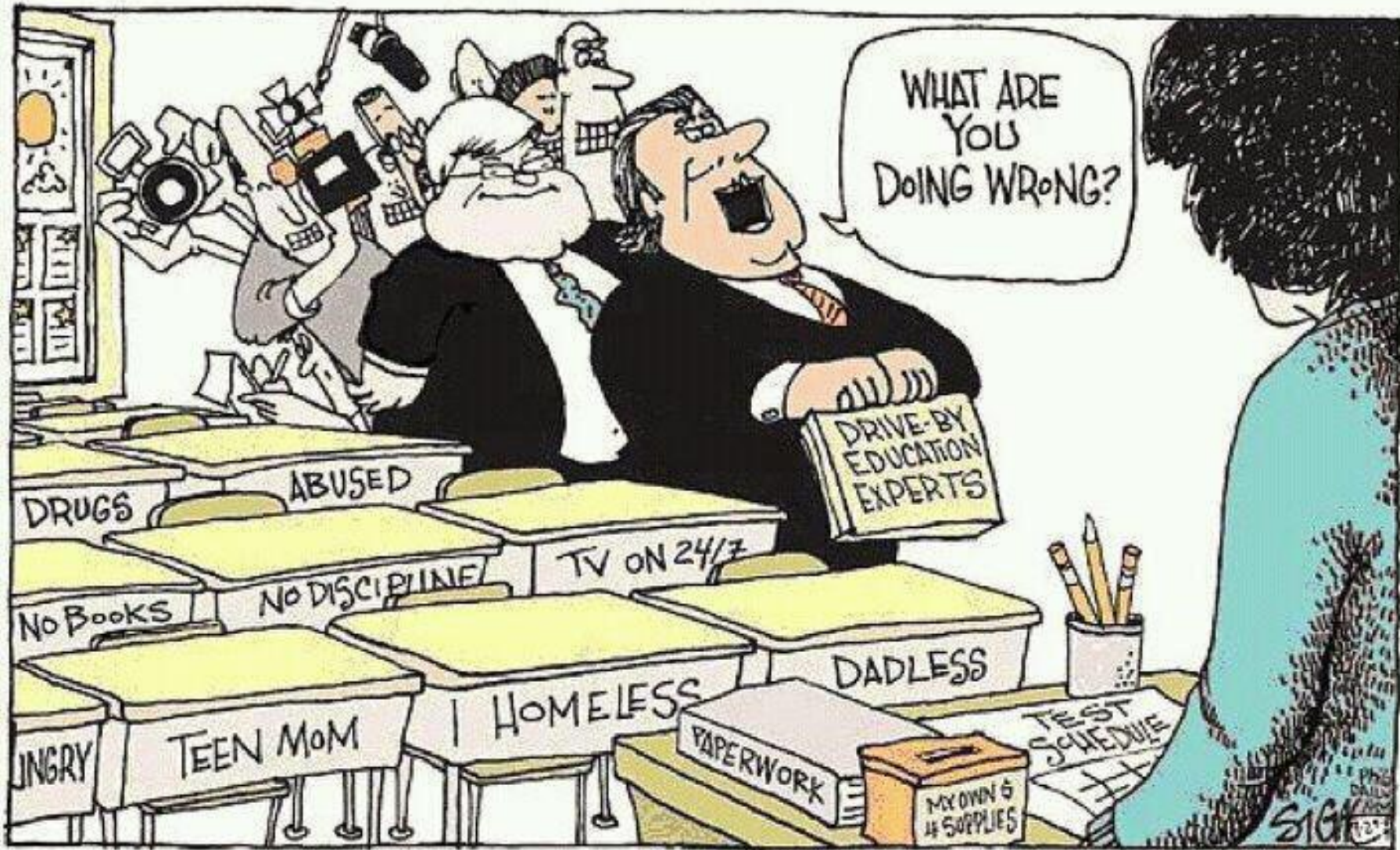
2040?



It's much easier to blame schools, teachers, and parents than to address social issues

lack of school funding
tuition affordability
health care
lack of nutrition
poverty
systemic racism
economic inequality
over-crowded classrooms
gun violence
climate change
mental health
income inequality





You can blame teachers to distract people's attention from real issues.



The National Reading Panel

1. In 1997 congress asked the Director of the National Institute of Child Health and Human Development (NICHD) to work with the US Secretary of Education to establish a National Reading Panel.



2. Duane Alexander, the director of the National Institute of Child Health and Human Development, was a **medical doctor**.



3. Richard Riley, the Secretary of Education, had a **degree in accounting**.



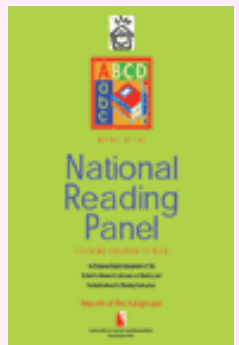
- A physician and an accountant selected 14 people to serve as the National Reading Panel.
- They were given 18 months to evaluate existing research in order to find the best ways of teaching children to read.

- A very narrow range of research was selected to analyze.



- In 2000 the panel issued their 500-page report (National Reading Panel, 2000).

- This report has been widely cited in books and journal articles related to reading instruction.



Starting assumptions of the panel:

1. Reading is sounding out words.
2. Controlled experimental research is the only way to generate knowledge
3. Controlled experimental research is the only way to determine causal variables
4. All instruction must be based on controlled experimental research, conducted in a classroom using experimental or quasi-experimental design.
5. You can understand the whole by breaking it down into its parts.
6. Sounding-out-word measures capture the act of reading.
7. What is effective for struggling readers is effective for all readers.
8. What works with one population works with all populations.



**The Science of Reading, Phonics
Instruction, and the National
Reading Panel Report**

The National Reading Panel was a political act

Not an academic act

Not a or scholarly act

Report of the National Reading Panel : teaching children to read

An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction

National Reading Panel (U.S.)



Reprints from the collection of the
University of Michigan Library

- In 2000, the National Council of Teachers of English – founded in 1911, had been around for 90 years, had 77,000 members.



- In 2000, the International Literacy Association (formally, IRA) – founded in 1956, had been around for 40 years, had 300,000 members.



Let's crunch the numbers ...

Empirical data related to the National Research Panel.

Organization	Number of individuals	Time Frame	Research Models Considered
NRP	14	18 months	randomized controlled experiments
ILA	300,000	40 years	all
NCTE	77,000	90 years	all

Who decided that the research of these two organizations was ineffective?

Who decide that a government report was needed?

Why was there a need for a panel and a government report?

Who made this decision?

Who decided that information from the ILA and NCTE was not acceptable?

What data was used in making the decision to form a panel?

What literacy researchers were consulted in this decision?

Who stood to gain from the report?

Did anything new come from this report?



NRP was a political act, not an academic endeavor.

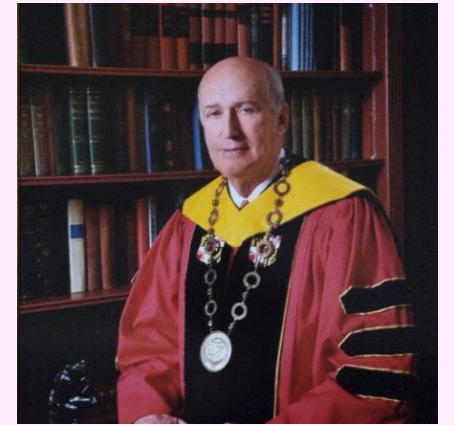
Evidence-Based Thinking – Let’s crunch some more numbers

1. The National Reading Panel was comprised of 14 members, all of whom had full time jobs.
2. They were given 18 months to review over 110,000 studies, synthesize the results, and write their report.
3. If they divided the work equally, each member would have had to review 7,857 studies.
4. This means that each member had to review 436 studies a month or 109 studies a week.
5. If each panel member worked five days a week, they would have had to review 21 studies a day.
6. If they worked eight hours each day, they would have had to analyze 2.6 studies an hour. (Keep in mind however that they had full time jobs during this period.)
7. This means each member would have had to analyze approximately 1 study every 23 minutes.
8. If you’ve ever read, analyzed, evaluated, synthesized, and described research, you understand why this would be a difficult thing to do.

Chair

The chair of the panel was Dr. Donald Langenberg.

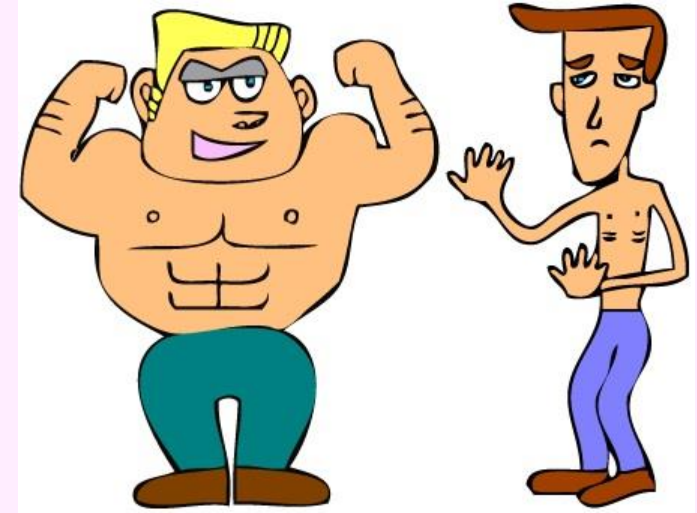
- On his website he is described as being a ground-breaking physicist.
- His B.S., M.S., and Ph.D. degrees are all in the area of physics.
- His research has been in experimental condensed matter physics and materials science.
- Dr. Langenberg was the Chancellor of the University of Illinois at Chicago.
- He's received many distinguished awards, held fellowships, sat on boards on boards, and served on advisory committees.
- He's written books and articles all related to science and physics.
- If I had a physics problem, he'd be the first person I'd call.
- If I was putting together a panel on reading ...



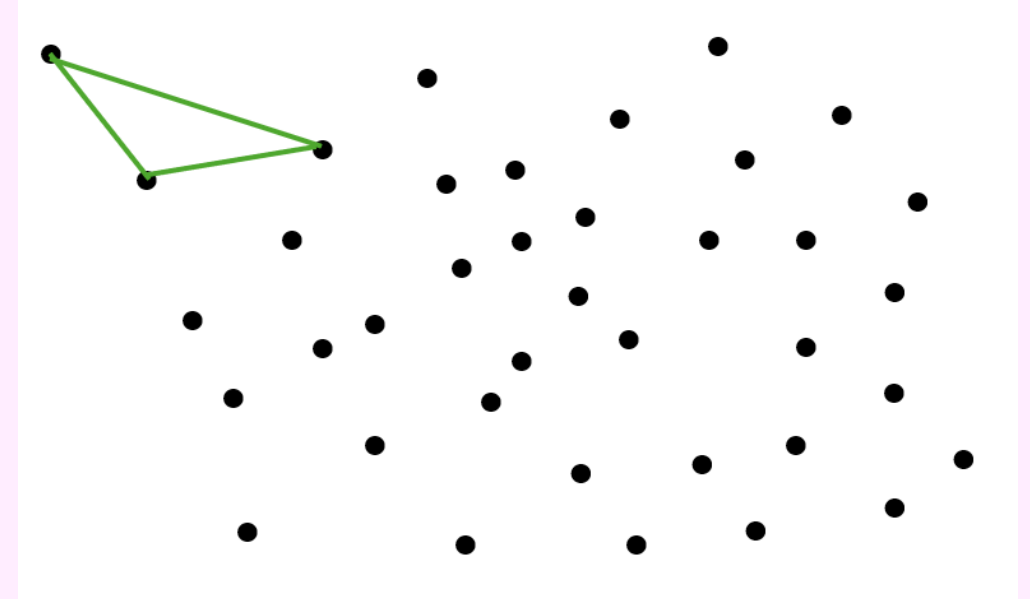
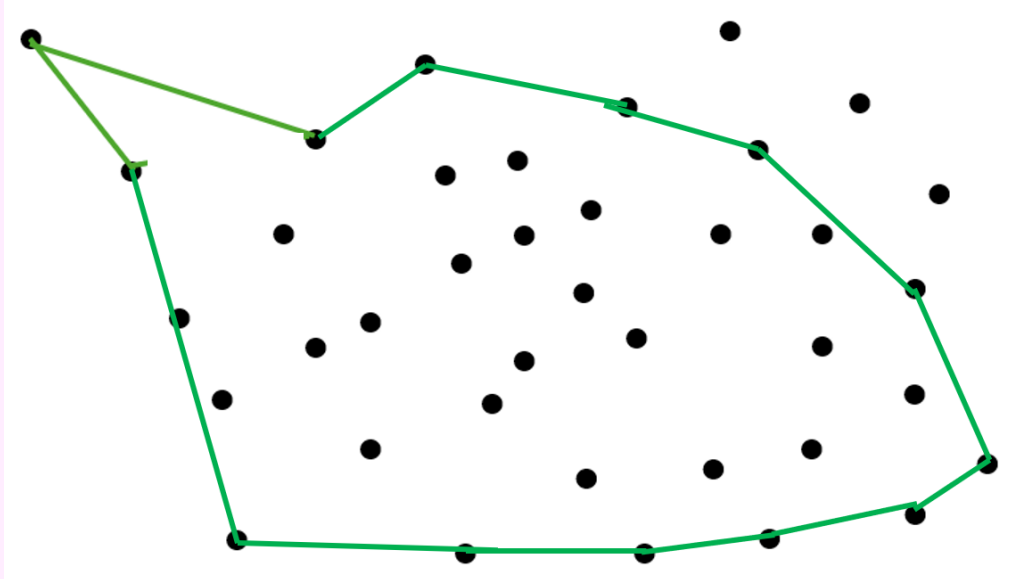
Robust vs. weak theory

a. robust theory - connects and includes a lot of data dots

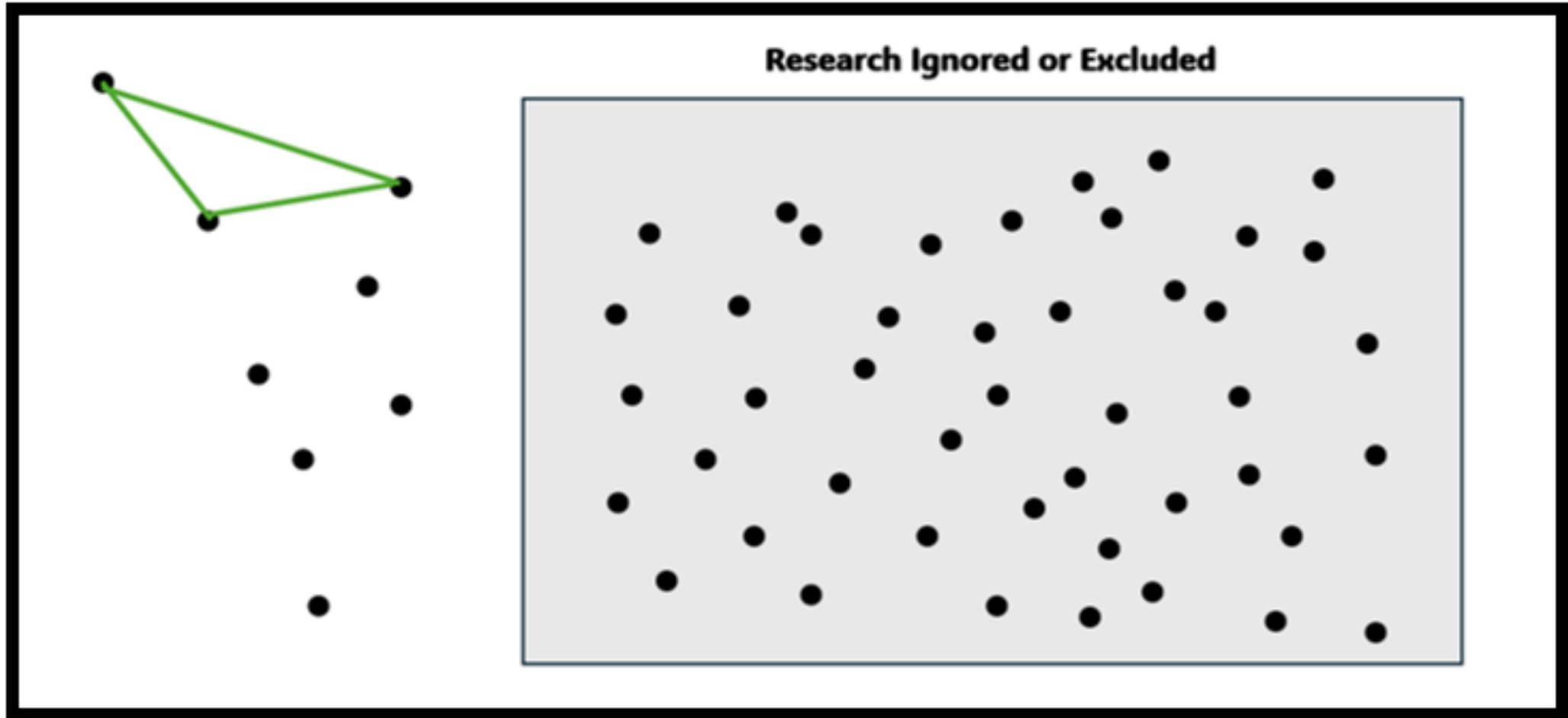
b. weak theory - leaves a lot of data dots unaccounted for



simple view of reading

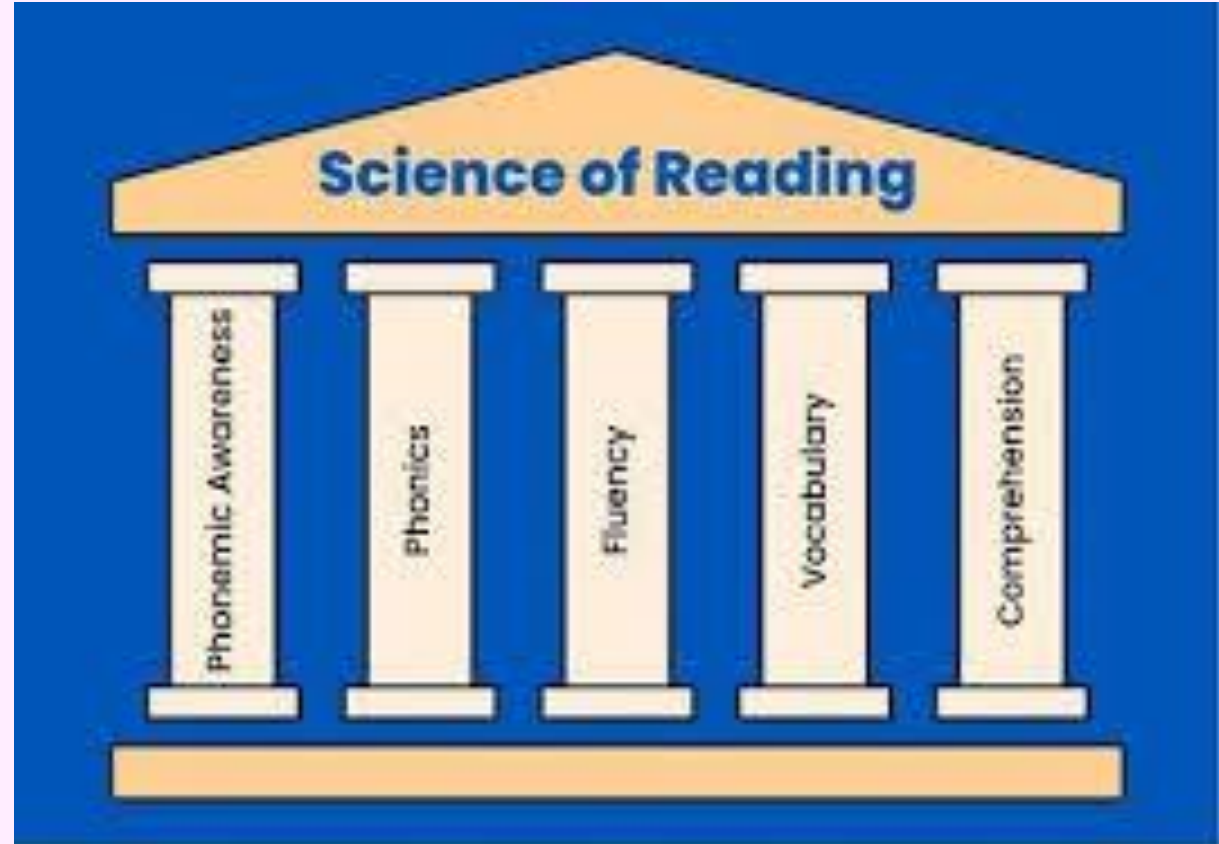


The magical transformation of weak theories into robust theories.



The National Reading Panel (NRP) report in 2000 identified five elements that are key to reading success:

- Comprehension
- Fluency
- Vocabulary
- Phonics
- Phonemic Awareness



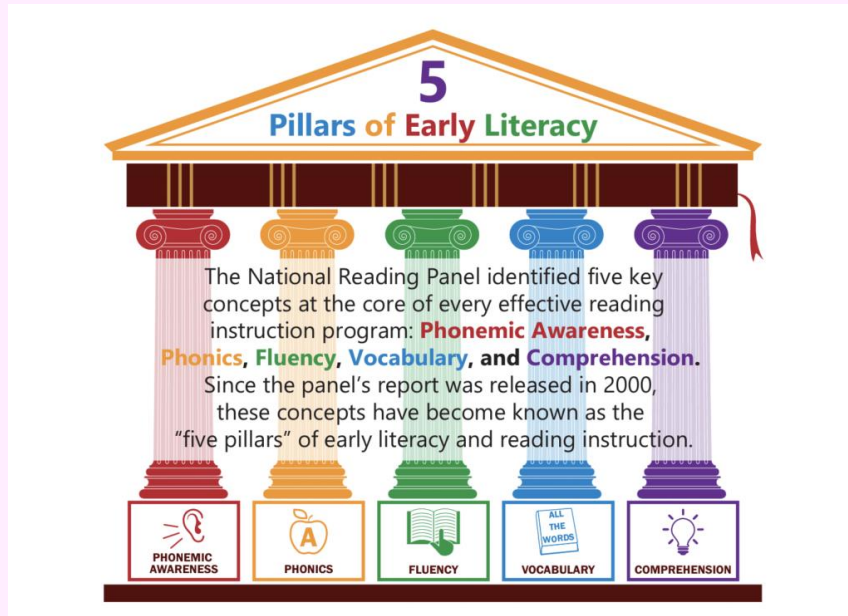
Wow!

Brilliant!

Ground-breaking!

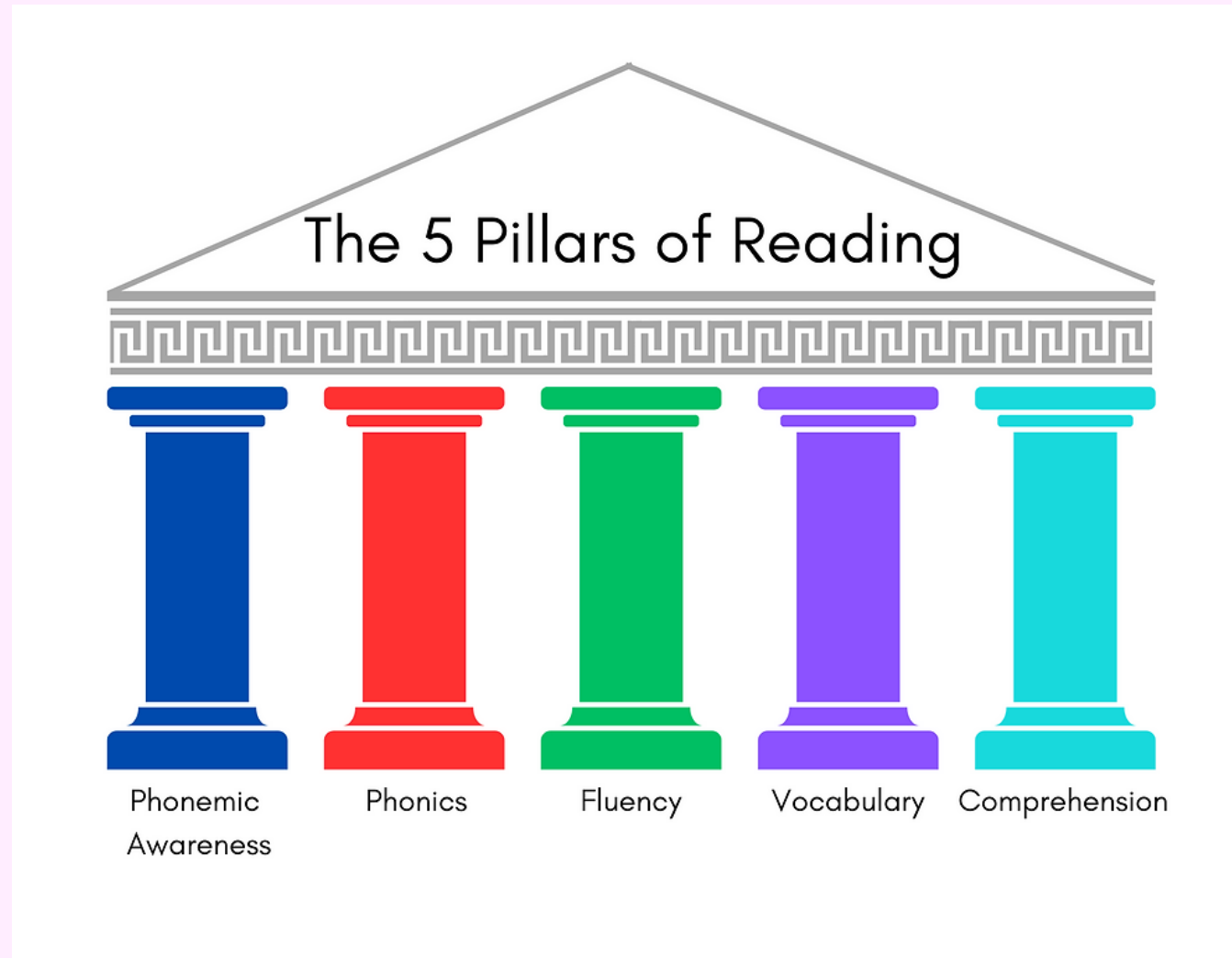
Thank you, National Reading Panel for giving us the key to reading instruction!!

An aside – the National Reading Panel came up with the big 5 pillars of reading instruction because that’s what they were looking for. The five pillars didn’t arise from their review of the literature. They decided to look for research in each of these five areas.

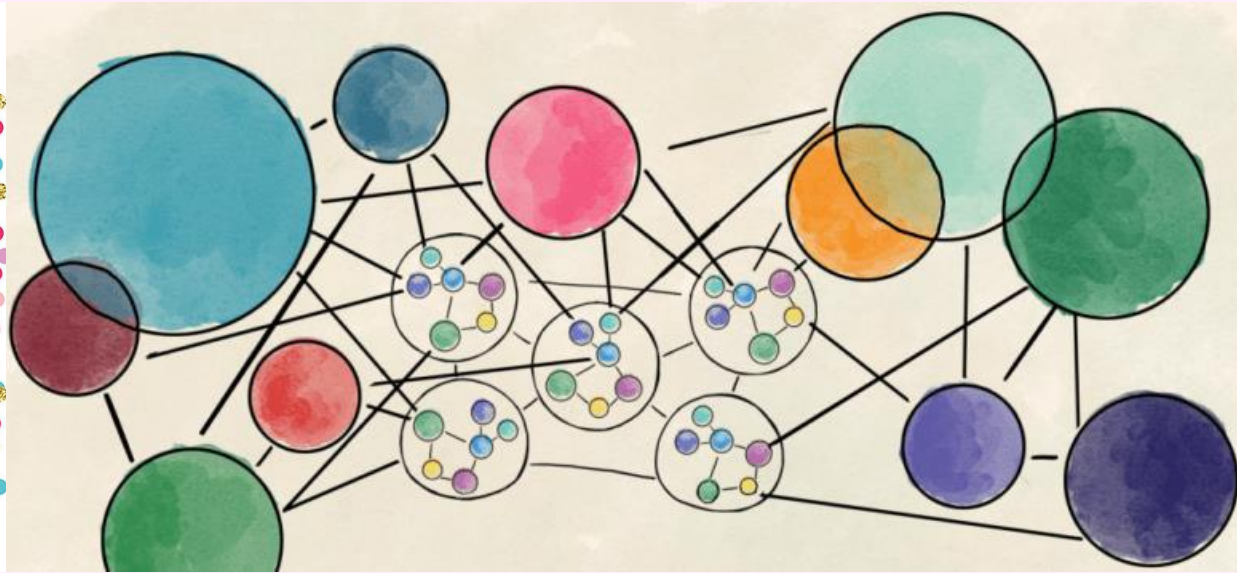


There was nothing new here. We were doing the 5 pillars long before the NRP came along. Kind of like Columbus “discovering” America.

But ... the 5 pillars are 7 pillars short of a full load.

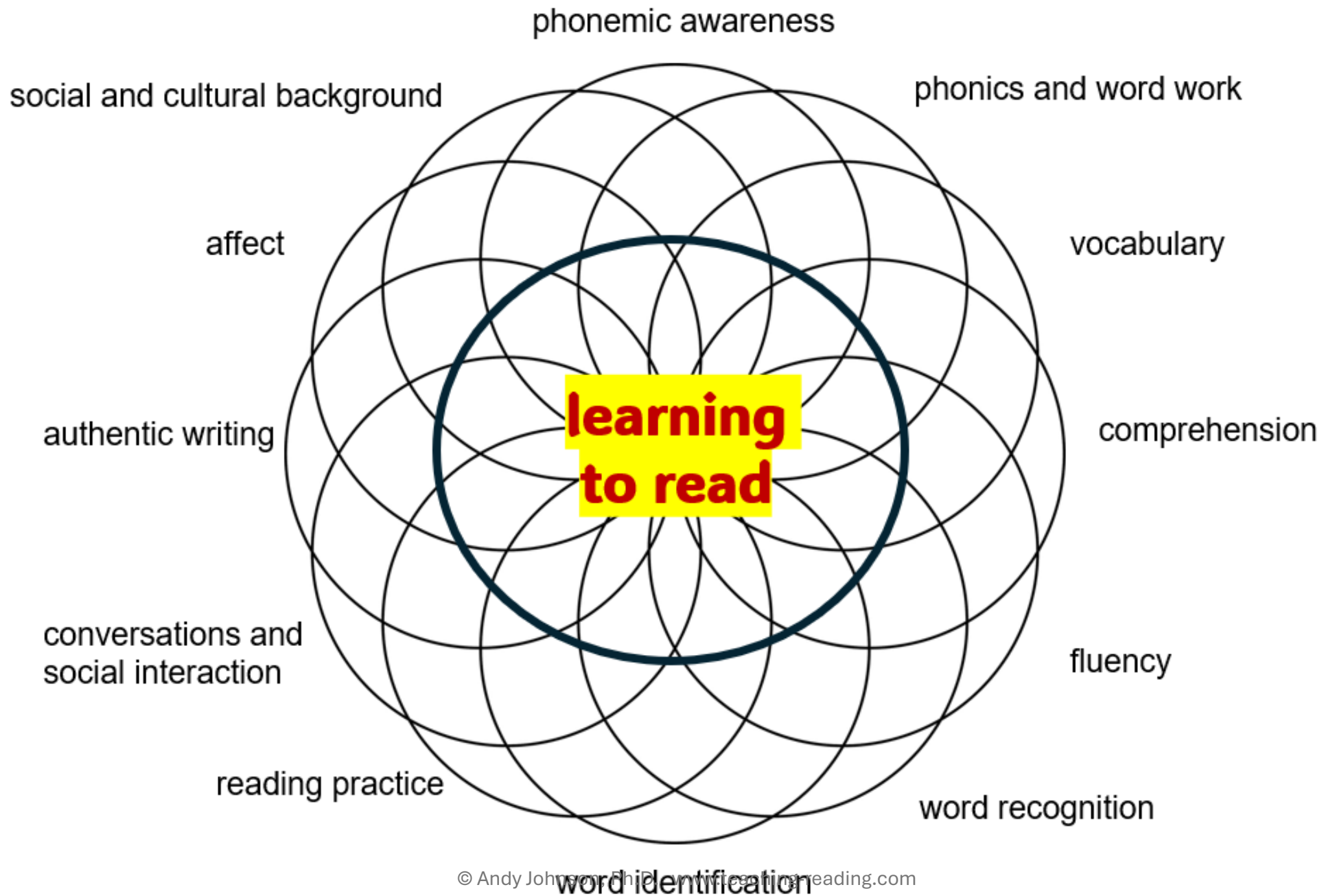


12 Interacting and Interconnected Elements

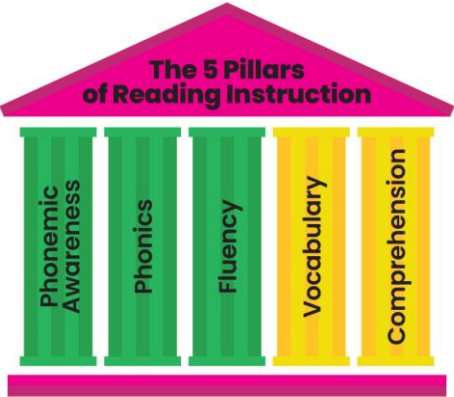



12 Essential Elements

1. Phonemic awareness
2. Phonics and word work
3. Vocabulary
4. Comprehension
5. Fluency (if needed)
6. Word recognition: semantics, syntax, and phonics
7. Word identification: phonics, morphemic analysis, context, and analogy
8. Reading practice
9. Conversations and social interaction around books.
10. Authentic writing experience
11. Affect: motivation and emotion
12. Social and cultural background.



Which column will enable all students to achieve their full literacy potential?

Comprehensive Literacy	The 5 Pillars	Science of Reading
<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work 3. Vocabulary 4. Comprehension 5. Fluency (if needed) 6. Word recognition 7. Word identification: phonics, morphemic analysis, context, and analogy 8. Reading practice 9. Conversations and social interactions around books 10. Authentic writing experiences 11. Affect: motivation and emotion 12. Social cultural background +1. bi/multilingual learners need metalinguistic awareness 	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work 3. Vocabulary 4. Comprehension 5. Fluency <div style="text-align: center; margin-top: 20px;">  <p>The 5 Pillars of Reading Instruction</p> </div>	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work <div style="text-align: center; margin-top: 20px;">  </div>

I. Phonemic Awareness



1. Phoneme means sounds. Phonemic awareness has to do with the ability to identify and manipulate sounds within words.

2. High phonemic awareness scores are correlated with higher levels of achievement.

a. correlation does not infer causation

b. NRP research is correlational



3. Research may show that a certain amount of something to be effective for a certain group, at a certain level, for a certain purpose – but this does not mean that it applies universally to all students at all levels for all purposes

a. simplistic, naive understanding of research

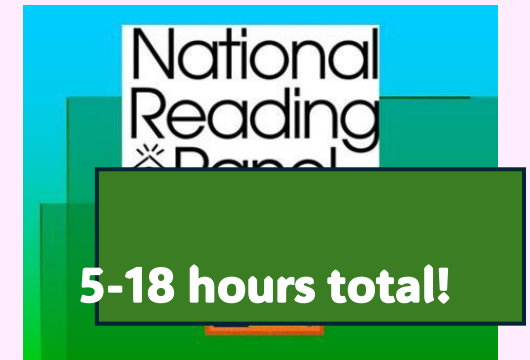
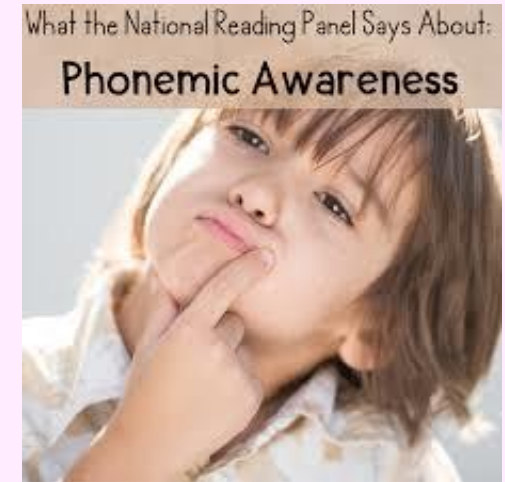
Expertise is important. I am sure Emily Hanford is a very good radio journalist. But why would we assume that she has the ability to put information related to reading instruction into a meaningful context or to accurately understand and translate reading research? Being on the radio does not make one an expert on anything other than being on the radio.



4. If a little of something is good, that does not mean that more of something is better.

The National Reading Panel report, “*In the NRP analysis, studies that spent between 5 and 18 hours teaching PA yielded very large effects on the acquisition of phonemic awareness*” (NRP, 2000, page 2-41).

“*Transfer to reading was greatest for studies lasting less than 20 hours*” (NRP, 2000, page 2-42).



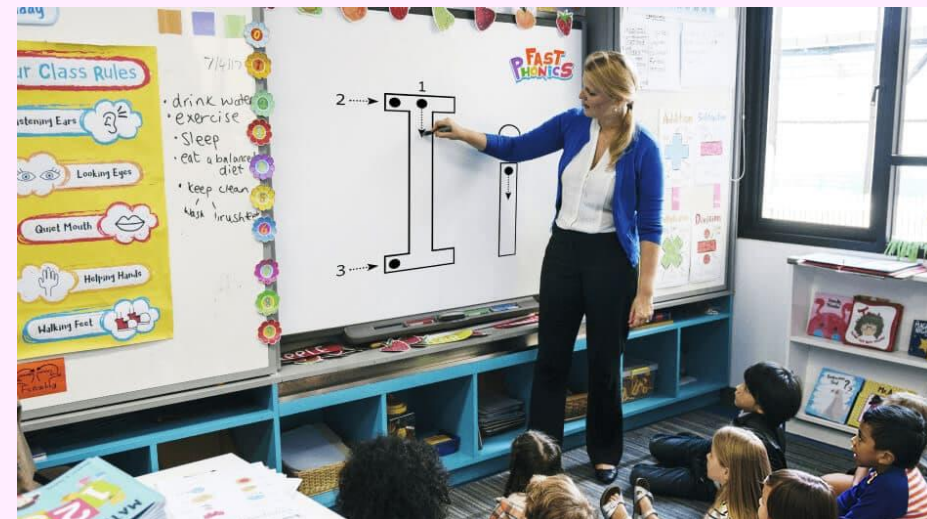
II. Phonics Instruction and Word Work



1. Everybody believes in phonics instruction

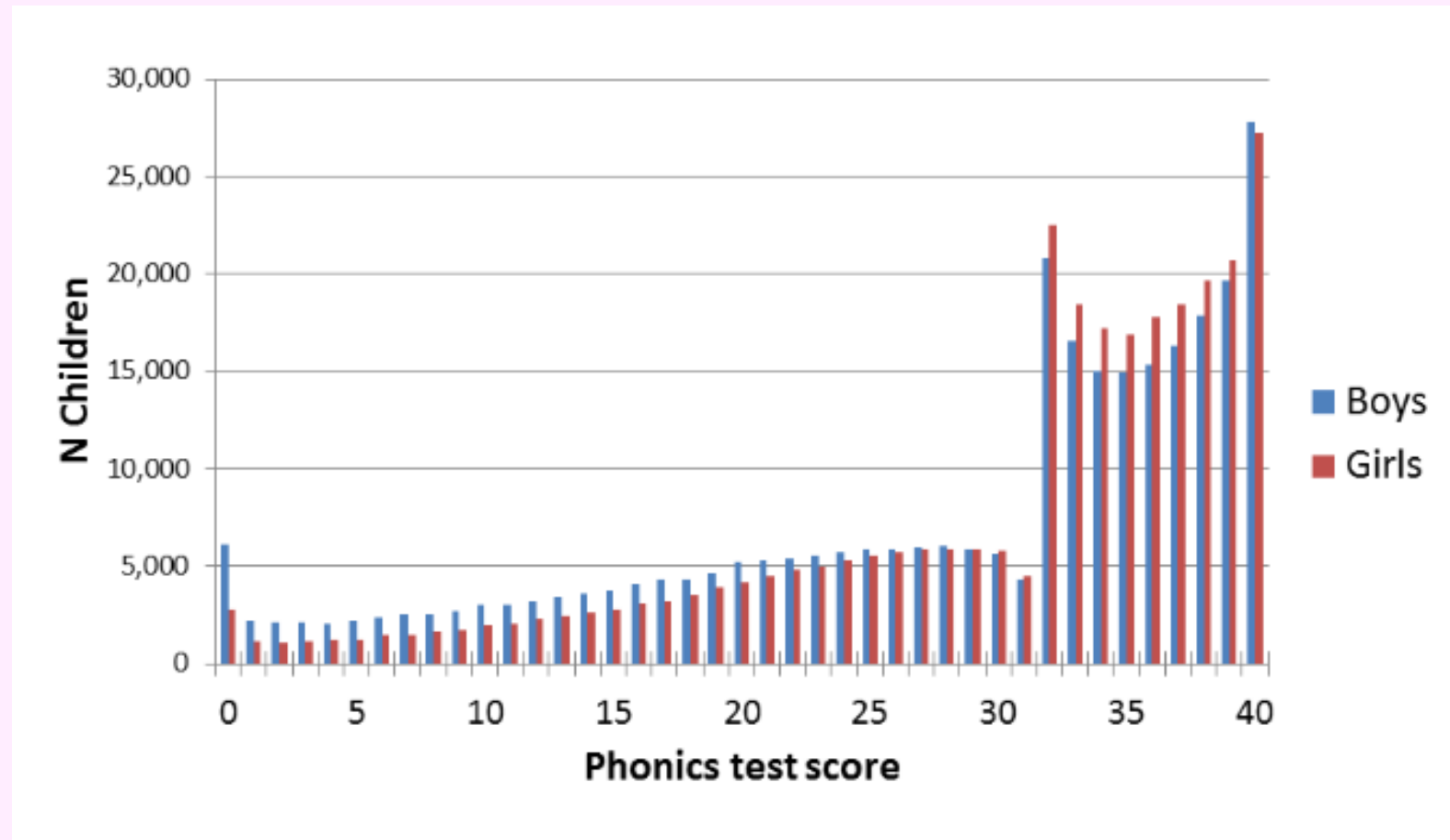


2. It's not the 'what' of phonics instruction, it's 'how' and 'how much' of phonics in which there are varying views.



3. Phonics instruction has shown to be very effective in raising scores on measures of phonics.

Duh!

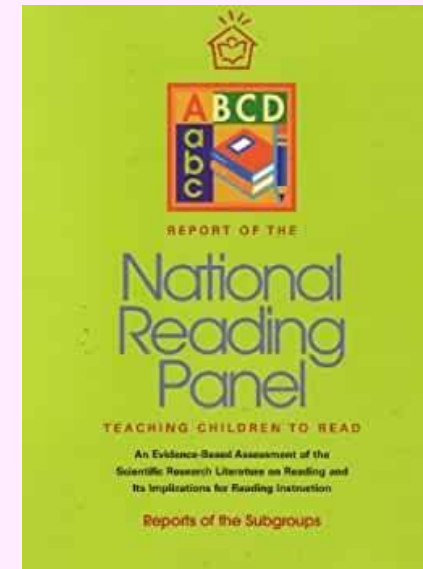


4. If reading were merely sounding out word, this finding might be significant.

But it's not and it's not.



Common claim: The National Reading Panel Report provides irrefutable evidence that phonics should be at the center of all reading instruction.



Some NRP findings related to phonics instruction:

- Systematic phonics instruction is more effective in helping students read single words out of context and pseudowords than unsystematic phonics or non-phonics instruction.


(Something produces better results in something than nothing does.)

Phonemic Awareness and Phonics

By
Dr. Timothy Shanahan
*Professor, Urban Education
Director, UIC Center for Literacy
University of Illinois at Chicago*

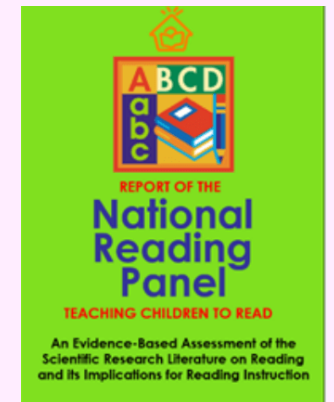
Phonemic Awareness and Phonics

The role of phonics in learning to read has been a matter of some controversy. Phonics proponents have argued that reading success depends on the early mastery of the alphabetic principle (the idea that letters and letter combinations represent the



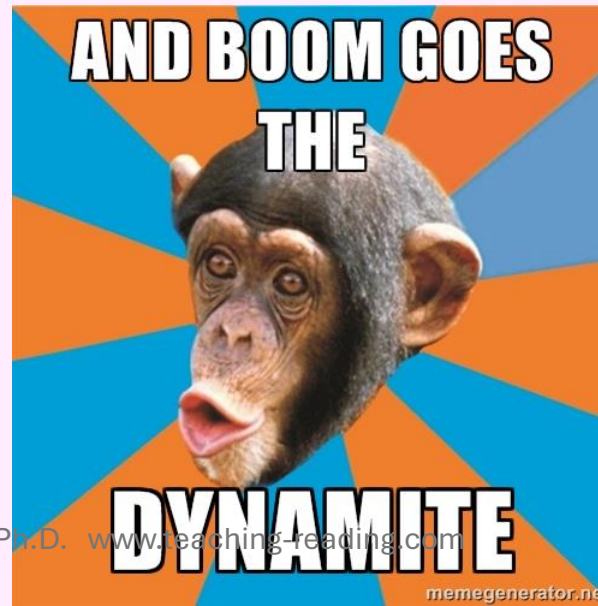
research (most notably the landmark reviews conducted by Marilyn Adams [1990] and Jeanne Chall [1967]). Something that makes the NRP phonics findings even more convincing is the fact that a rereview of the evidence by critics of the report resulted in similar outcomes (Camilli, Vargas, & Yurecko, 2003).

The National Reading Panel



Limited Impact of Phonics

- The impact of phonics on **comprehension is limited**.
- Phonics instruction contributed only weakly, if at all, in **helping poor readers apply these skills to read actual text**.
- There were insufficient data to draw any conclusions about the effects of **phonics instruction with normally developing readers above 1st grade**.
- Phonics instruction fails to exert a statistically significant **impact on poor readers in 2nd through 6th grade**.



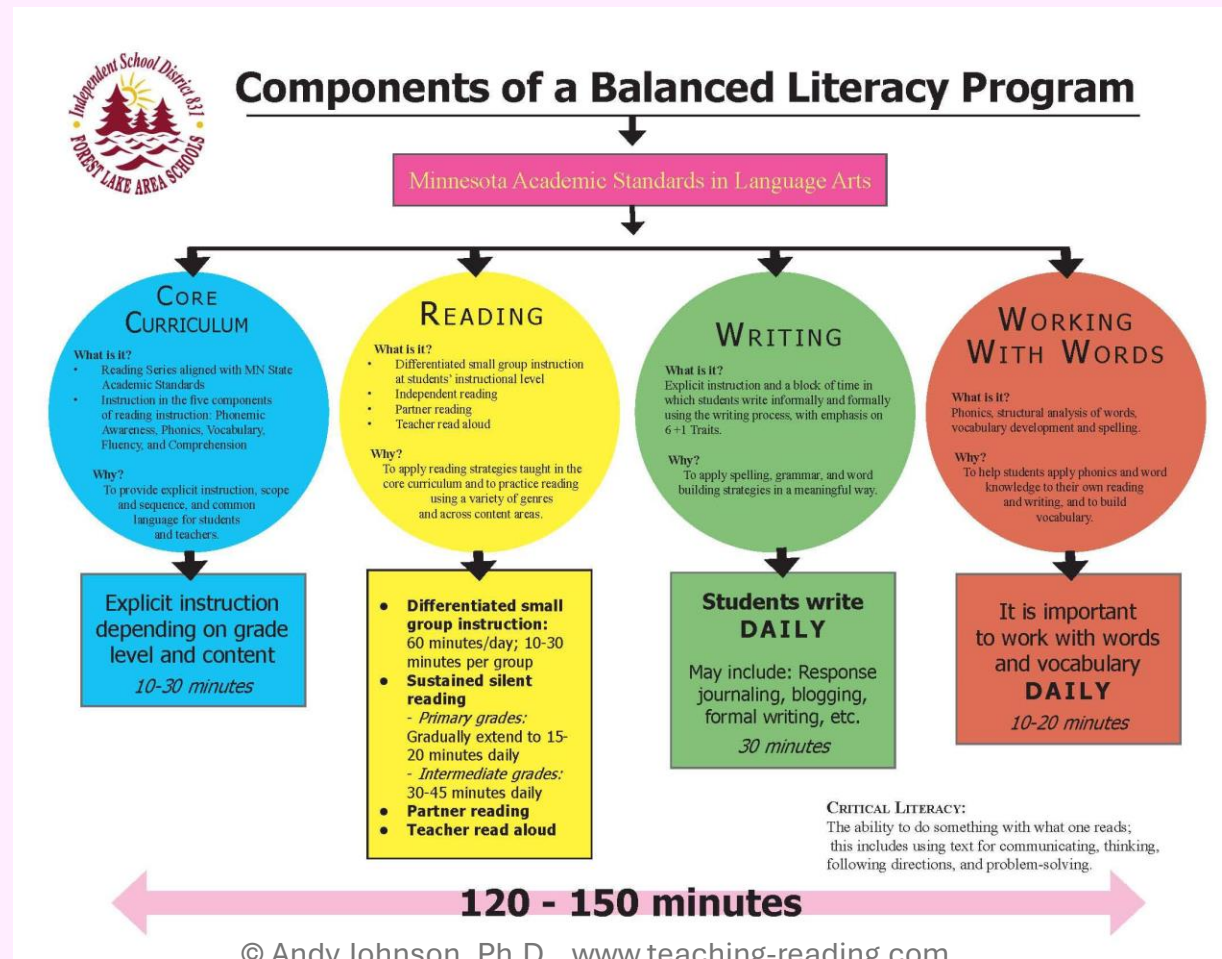
There are several ways to teach phonics. **Each is equally effective.**

- *synthetic phonics*
- *analytic phonics*
- *embedded phonics*
- *analogy phonics (large unit phonics)*
- *onset-rime phonics*
- *phonics through spelling*

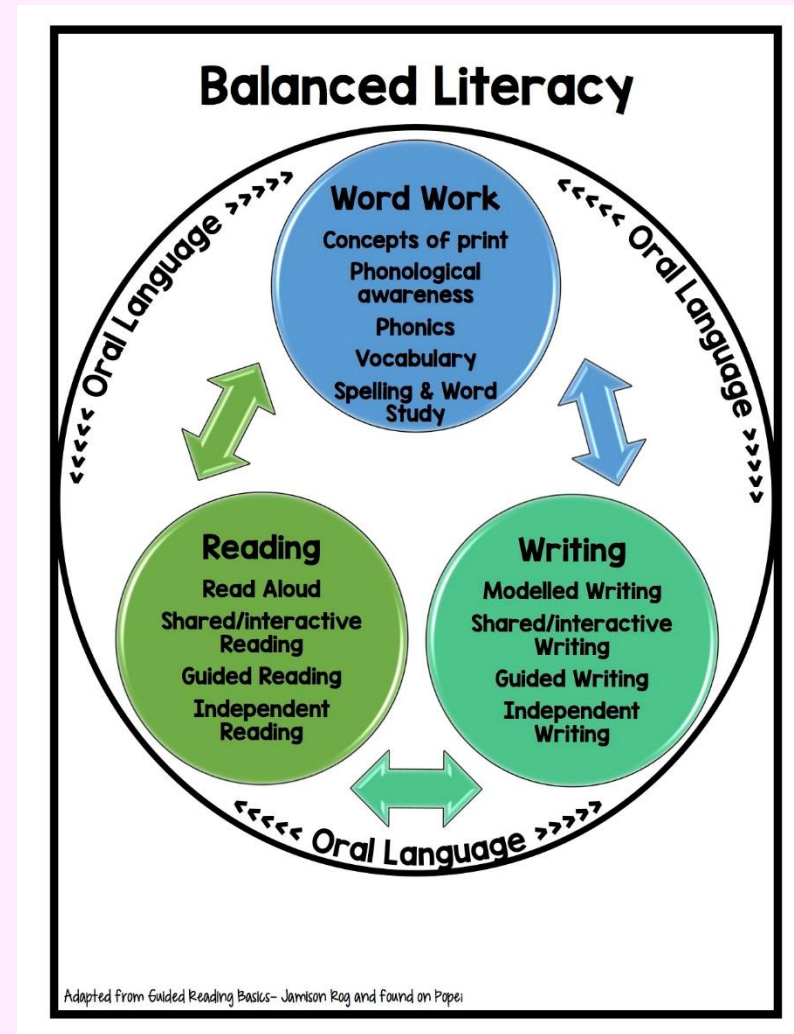
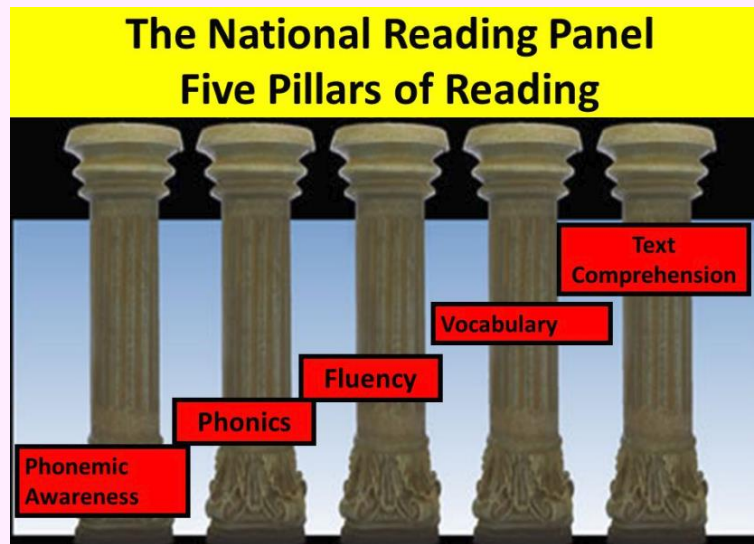


Common claim: A balanced approach to literacy instruction does not include direct, systematic and explicit phonics instruction.

1. Balanced literacy is not a singular approach.



2. Skills-based instruction must be balanced with experiences to practice those skills in authentic reading and writing context.



3. A sliding continuum. One size does not fit all.

A Balanced Literacy Program

There is a balance between skills instruction and authentic reading and writing.

continuum

Skills-basedMeaning-based



There is not standardized approach or method called "balanced instruction".

Looks a little different in every teachers' classroom.

4. What is considered “balanced” varies.



12 Essential Elements

1. Phonemic awareness
2. Phonics and word work
3. Vocabulary
4. Comprehension
5. Fluency (if needed)
6. Word recognition: semantics, syntax, and phonics
7. Word identification: phonics, morphemic analysis, context, and analogy
8. Reading practice
9. Conversations and social interaction around books.
10. Authentic writing experience
11. Affect: motivation and emotion
12. Social and cultural background.

NRP on Balanced Literacy Instruction

- Programs that focus too much on the teaching of letter-sounds relations and not enough on putting them to use are unlikely to be very effective. **Students need to apply their skills in daily reading and writing activities.**
- **Program that focus too much on phonics** with little time spent practicing reading (books) are likely to be **ineffective.**
- “Systematic phonics instruction should be integrated with other reading instruction to create a **balanced reading program**” (p. 2-97).
- “**Phonics should not become the dominant component** in a reading program, neither in the amount of time devoted to it nor the significance attached” (p. 2-97).



**BOOM
GOES THE
DYNAMITE**



III. Activities to Develop Word Knowledge (Vocabulary)



1. What does vocabulary instruction look like?

2. Children learn between 3,000 and 5,000 words a year.



General Principles

1. Promote wide reading.
2. Model sophisticated word usage.



3. Provide contextual and definitional information

Graphic organizer for 6PV lesson.

Context: Present the target word in the context of a sentence or paragraph.	
Infer: Ask students to make at least three inferences or informed guesses based on the context. 1. 2. 3.	
Definition: Define the word used simple, kid language.	
Synonyms or descriptors: Students list at least words or phrases that would be synonyms or descriptors. 1. 2. 3.	Associations: List at least three things that would be related to or associated with the word. 1. 2. 3.
Picture or image: Create a picture or find an image that helps to demonstrate or define the word.	

Graphic organizer for 6PV lesson.

Context: Present the target word in the context of a sentence or paragraph.

Infer: Ask students to make at least three inferences or informed guesses based on the context.

- 1.
- 2.
- 3.

Definition: Define the word used simple, kid language.

Synonyms or descriptors: Students list at least words or phrases that would be synonyms or descriptors.

- 1.
- 2.
- 3.

Associations: List at least three things that would be related to or associated with the word.

- 1.
- 2.
- 3.

Picture or image: Create a picture or find an image that helps to demonstrate or define the word.

4. Connect new to the known.

Synonyms and associations.

The football player was very **aggressive**. He ran hard and fast.

Aggressive: Doing something forcefully or with strong energy.

SYNONYMS

violent
hostile
hard action
forceful
belligerent
strongly assertive
forward
angry energy
combative - willing to fight

ASSOCIATIONS

MMA fighters
tornados
hungry tigers
angry arguments
pushing and shoving
rushing to the front of the line
bullies

5. Provide multiple exposures



6. Promote active, in-depth processing of words.

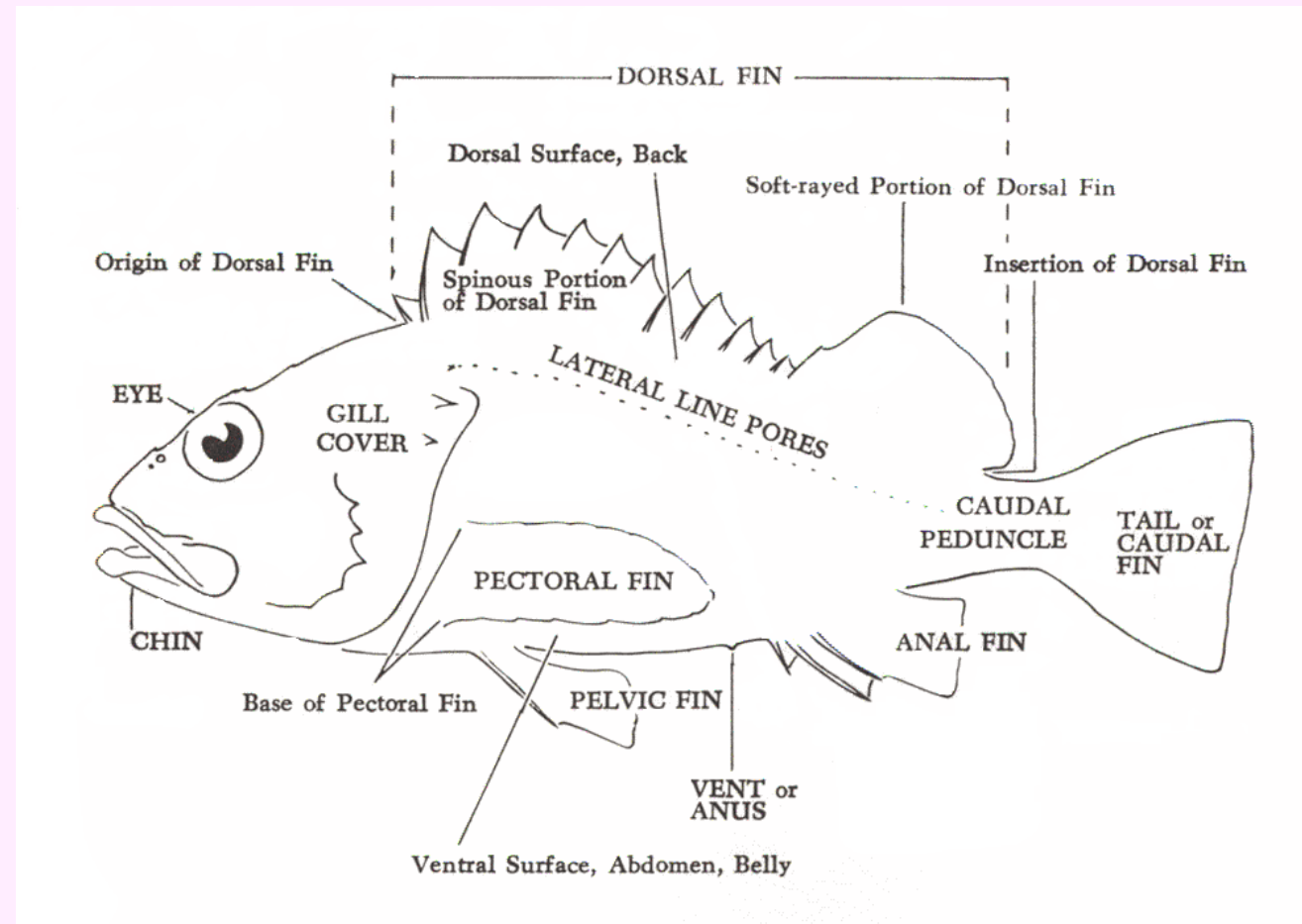
a. **associative level** - students make connections between one word and another through synonyms and association.

b. **comprehension level** - students demonstrate their understanding of a word.

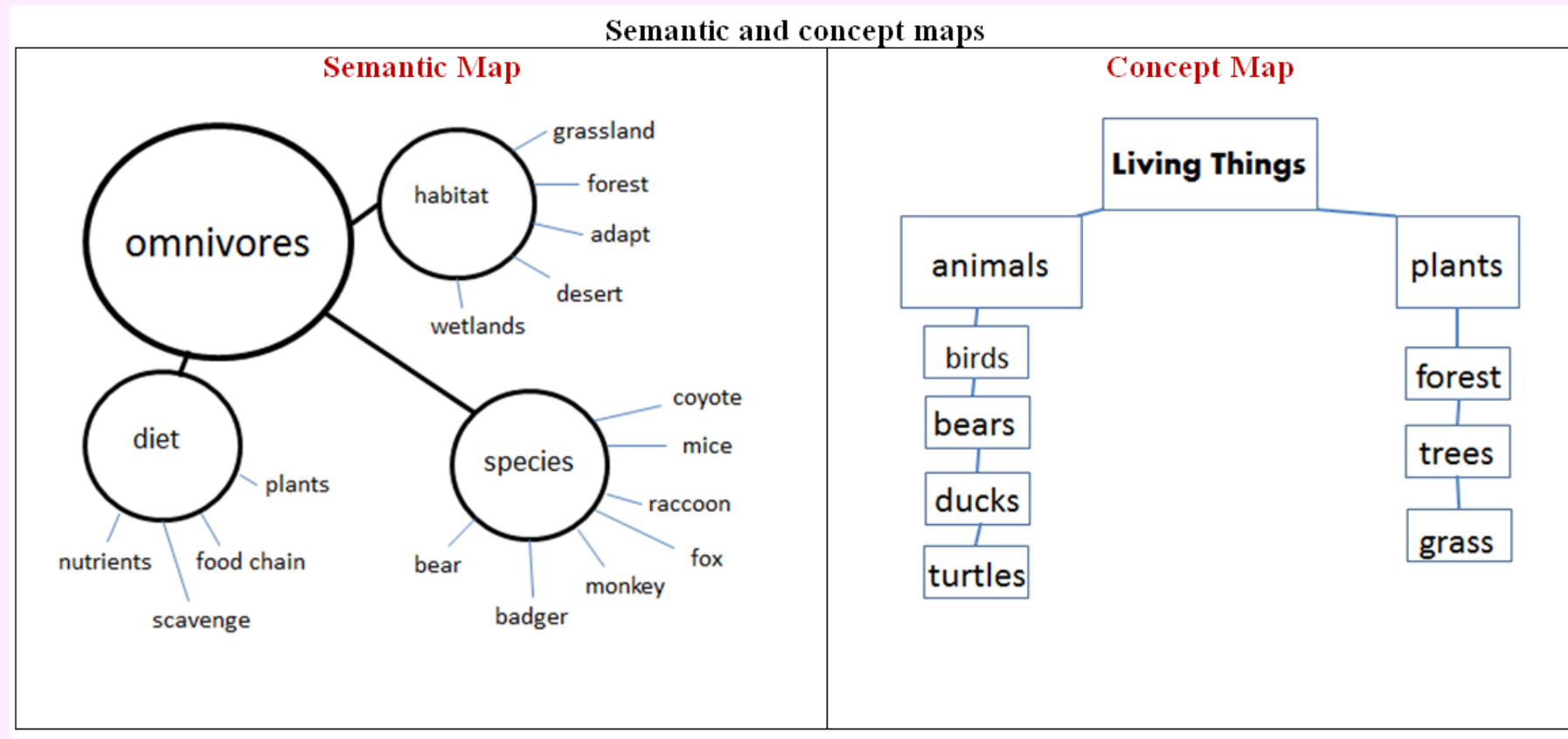
c. **generational level** - students use a word in new way.



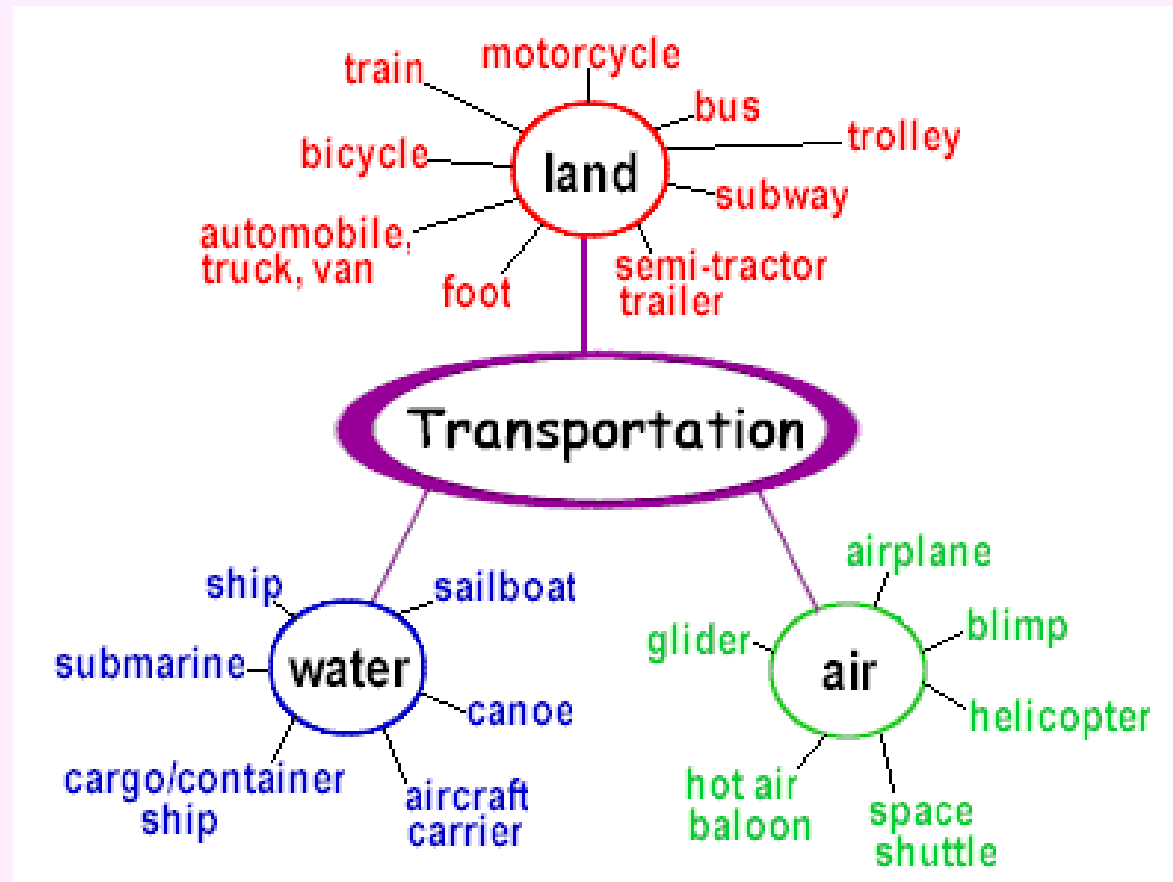
7. Connect word learning to concept learning



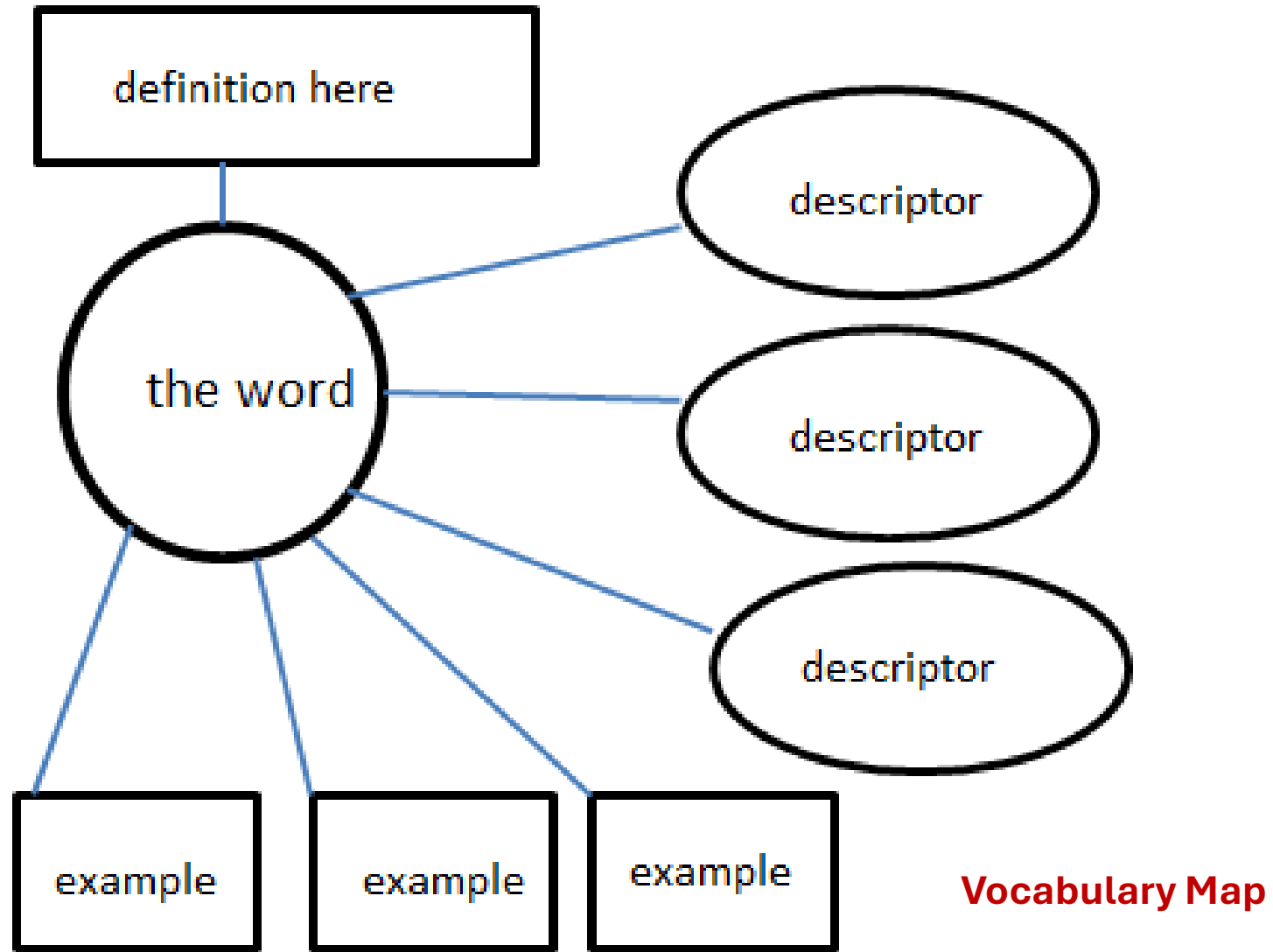
- **Semantic maps and concept maps**
- **Pre-post for reading or lesson**



Context – vs. words in isolation



Context – vs. words in isolation



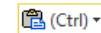
Classifying

1. Students are given words related to one of the target words: synonyms or associations
2. Students put words into the correct category (use 3x5 cards for younger students)
3. Can create posters

CLASSIFYING FOR EMERGENT LEVEL READERS

run	jump	sleep

race, bed, dart, slumber, dash,
leap, race, spring, skip, nap,
snooze, slumber

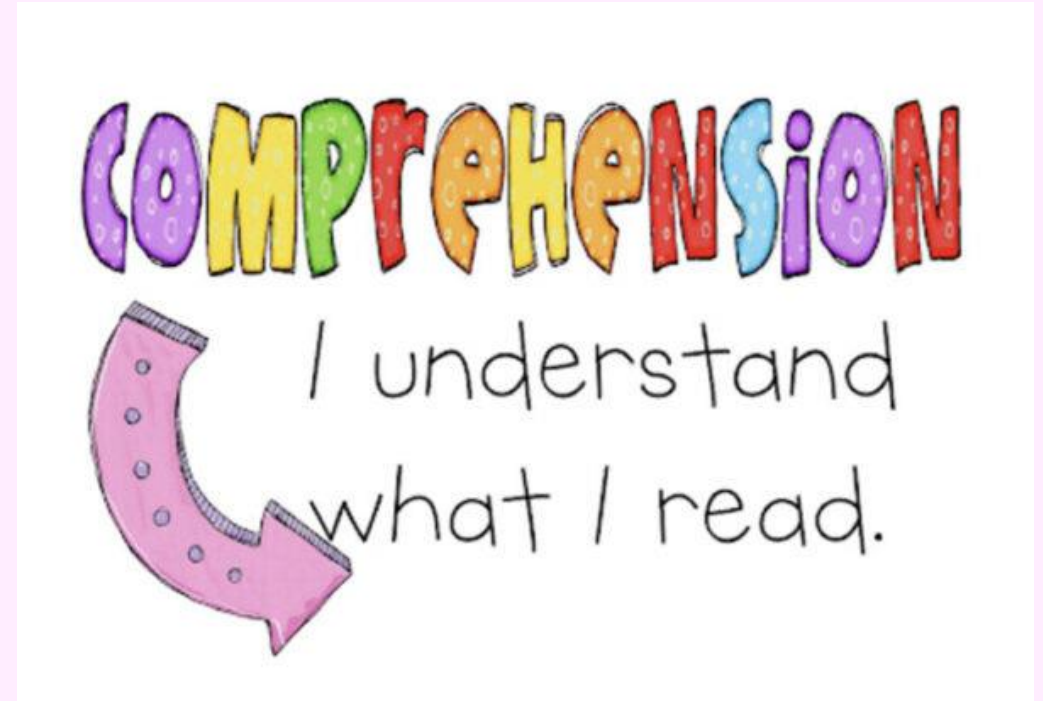


CLASSIFYING FOR BEGINNING LEVEL READERS AND ABOVE

eat	sit	roll	jump	run	hunt	sleep
feed dine swallow munch	rest take a seat perch settle	turn whirl spin	leap spring skip	race dash dart	stalk look for chase	dose nap snooze slumber

feed, nap, snooze, slumber, dine, swallow, race, dash, dart, stalk, look for, chase, munch, rest, take a seat, spring, skip, turn, whirl, perch, settle, spin, leap, dose

IV. Comprehension Instruction



- * We read for two purposes – (a) to enjoy good stories or (b) understand text).
- * There are two parts to comprehension.

Part 1. Develop Cognitive Processes Related to Narrative Text



1. Comprehension involves thinking (cognition)

2. Improve comprehension by improving thinking

a. teach the process to develop the skill



Cognitive processes related to effective comprehension

- | | | |
|--|------------------------|-----------------------------|
| 1. compare | 7. problem solve | 13. predict |
| 2. respond aesthetically | 8. analyze | 14. recognize story grammar |
| 3. infer | 9. evaluate | 15. reflect: metacognition |
| 4. identify important ideas | 10. make connections | 16. visualize |
| 5. Identify supporting details | 11. order | 17. question |
| 6. identify cause-effect relationships | 12. inductive analysis | 18. summarize |

3. Automaticity (cognitive process) is the goal

- | | | |
|--|------------------------|-----------------------------|
| 1. compare | 7. problem solve | 13. predict |
| 2. respond aesthetically | 8. analyze | 14. recognize story grammar |
| 3. infer | 9. evaluate | 15. reflect: metacognition |
| 4. identify important ideas | 10. make connections | 16. visualize |
| 5. Identify supporting details | 11. order | 17. question |
| 6. identify cause-effect relationships | 12. inductive analysis | 18. summarize |

Cognitive Processes

- **Thinking processes -- Cognitive operations – steps**
- **High level thinking – not automatic**

4. Efficient readers approach narrative and expository text differently

5. Effective teachers design different types of activities for narrative and expository text



Provide prediction question up front. **Students then read with purposeful intent.**

Predict-O-Graph What do you think will happen when ...	Page #
<p style="text-align: center;"><u>Clues</u></p> <p>1.</p> <p>2.</p> <p>3.</p>	
Your predication:	

Provide inference question up front. Students then read with purposeful intent.

Infer-O-Graph	Page #
Inference Question:	
<u>Clues</u> 1. 2. 3.	
Your inference:	

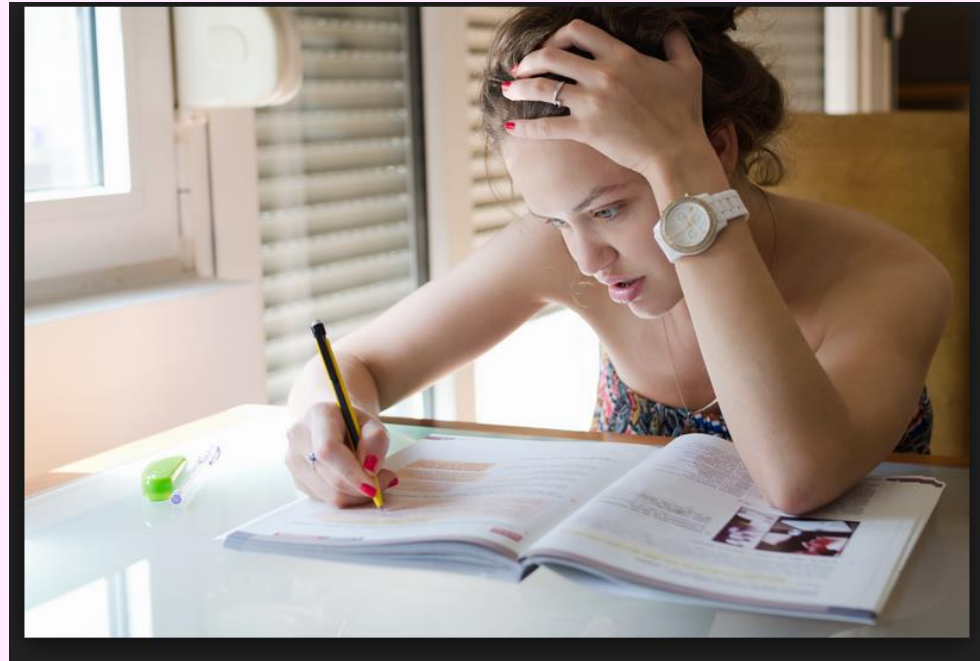
Provide cause or effect up front. Students read with purposeful intent.

CAUSE	EFFECT	Page #
Bob stood up on the bus		
Space aliens grabbed Bob		

CAUSE	EFFECT	Page #
	Bob was slammed to the floor.	
	The spaceship dropped Bob.	

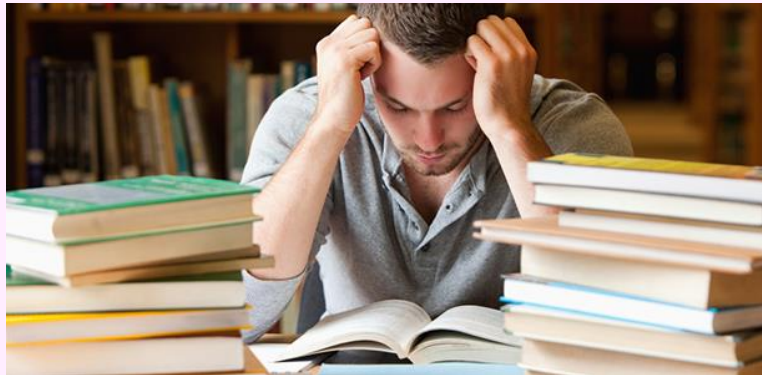
Part 2: Teach Study Skill Strategies Related to Comprehension

Study skill strategies are thinking processes consciously employed by student



5-step basic note-taking strategy.

1. Write the title of the article or chapter on top of the page
2. Write the name of the heading (underline it).
3. Select only the most important ideas from each paragraph
4. Record the idea using short, abbreviated (incomplete) sentences
5. Recording supporting ideas below sentences
 - a. *use numerals for main ideas*
 - b. *use small letters for supporting ideas*
 - c. *less confusing than official “outlining” format*



2. Read, dot, and note.

Dot and Notes

1. Read a paragraph.
2. Put dot next to important ideas
3. Finish chapter
4. Take notes using outline and headings

Put up a poster with 2 or 3 study skill strategies

Poster ideas for study skill strategies.

Take Notes

1. Record heading
2. Read a paragraph.
3. Record important ideas
4. Use numbers and letters

Dot and Notes

1. Read a paragraph.
2. Put dot next to important ideas
3. Finish chapter
4. Take notes using outline and headings

Preview/Overview

1. Look at the title and headings.
2. Read the first paragraph and last paragraphs.
3. Read the article/chapter.
4. Take notes.

Read and Pause

1. Read a paragraph.
2. Pause and check. (Do I understand?)
3. Return or resume.

Paragraph Re-Read

1. Read each paragraph quickly.
2. Re-read to find important sentences or ideas.
3. Continue.

3'x5' Card

1. Put a card on top/bottom of sentence
2. Move slowly ahead as you read

Article Re-Read

1. Quickly skim read the article/chapter.
2. Re-read the article/chapter.
3. Note or record important ideas.

V. Fluency

* *Only for those who need it.*

1. Ability to process text quickly

c. WPM vs. WCPM –

2. Like practicing scales



16

1st Series 3rd STUDY

MAJOR SCALES

A page of musical notation for a tuba. It features six staves of music. The first staff is in 3/4 time and shows a scale starting on C. The subsequent staves show scales in different keys: D major, E major, F major, G major, and A major. Each staff contains a sequence of notes and rests, typical of a scale exercise.

3. Wide reading is the best.

4. A variety of repeated reading activities.



5. Short Passage Fluency

It was morning. Biff was getting ready to go to school. He was packing a lunch. Sam came in the kitchen. “Hello Biff,” he said.

“Hello Sam,” Biff said.

“What are you doing?” asked Sam.

“I am going to school. I am packing my lunch.”

Short Passage Fluency

1. Read the section aloud to students

a. student times you

2. Student reads to target word (30 or 40 words)

a. you time students – record times

3. Repeat – total of three times

4. Student records times on a line graph



Self-efficacy – student sees times getting faster



SPF Basics

1. 4 to 8 minutes a day
2. Supplements reading instruction, home reading practice



Expression vs. prosody

Prosody – oral reading sounds like speaking - correct pauses and inflection

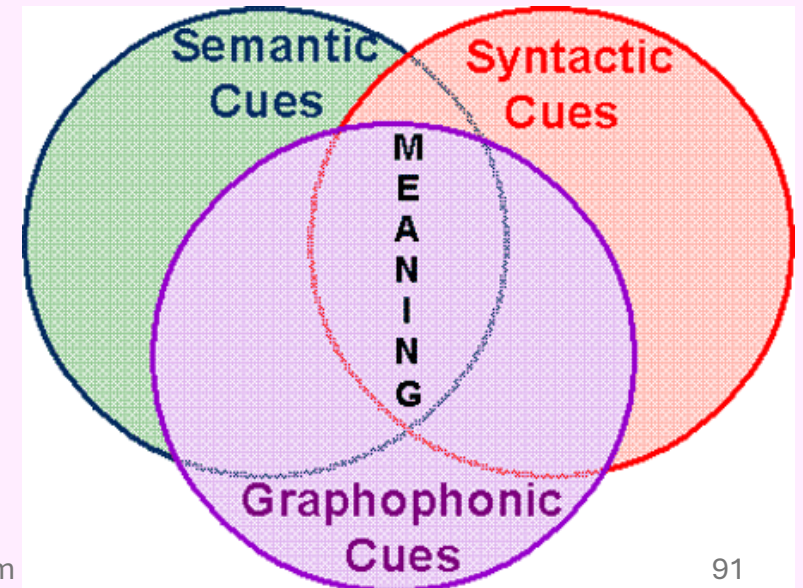
Expression – good for theater



The Rest of the Load

VI. Activities to Develop Word Recognition

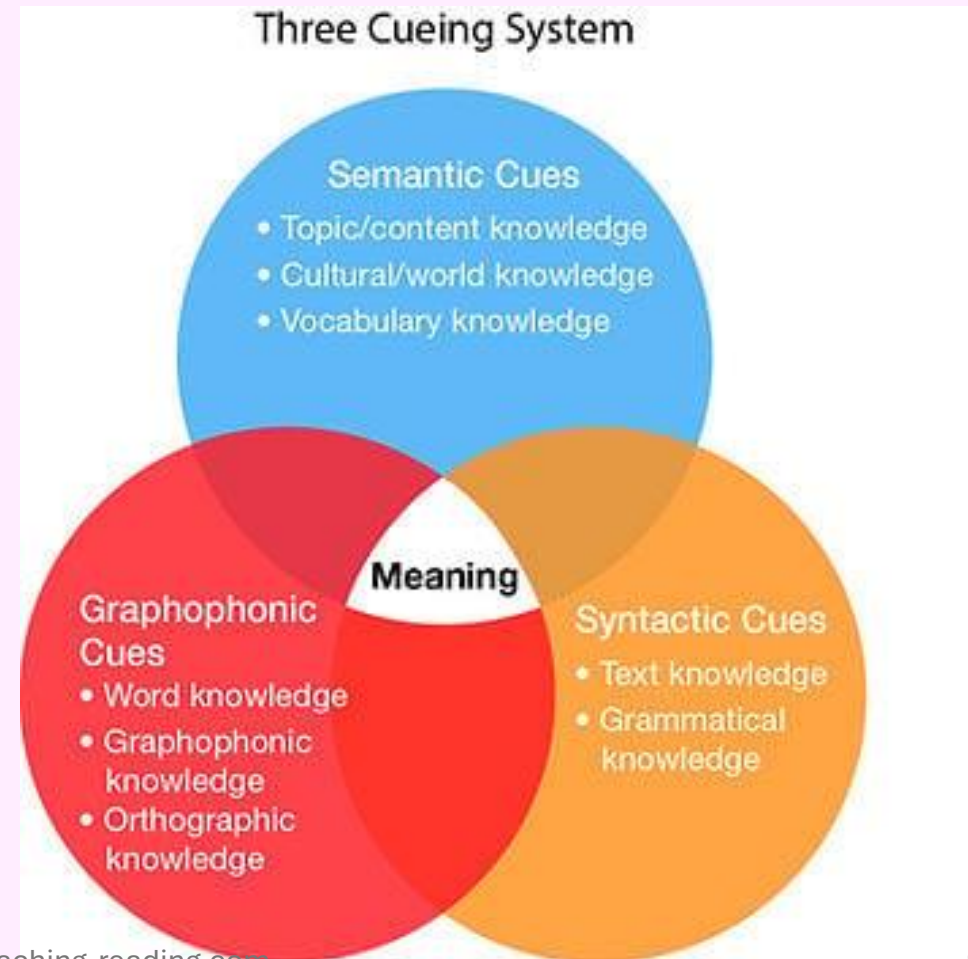
1. Word recognition – ability to automatically recognize a during reading
2. Word identification (below) – It's in your lexicon, but you don't recognize it.
 - a. must consciously employ a strategies.*
3. Activities to develop all three cueing systems



1. Phonics – Letter sounds, letter pattern activities, direct instruction, word sorts, word building.

2. Semantics – cloze and maze activities

3. Syntax – writing, sentence anagram



Experiment #2



Read these 110 words as quickly as you can.



Billy was traveling from Minnesota to California. As he was driving through South Dakota, he stopped at a rest stop to stretch his legs and buy a can of pop. When he got out of his car, he saw a herd of buffalos off in the distance. He was very interested. Billy started walking toward the buffalos so that he could take a picture to send to his friend, Molly. Suddenly, there was a loud bang! Somebody at the rest stop had thrown a large firecracker into the air. The buffalos started to stampede toward Billy. Billy ran as fast as he could, jumped in his car, and drove away.

Read these same 110 words. You should be able to read them faster this time.

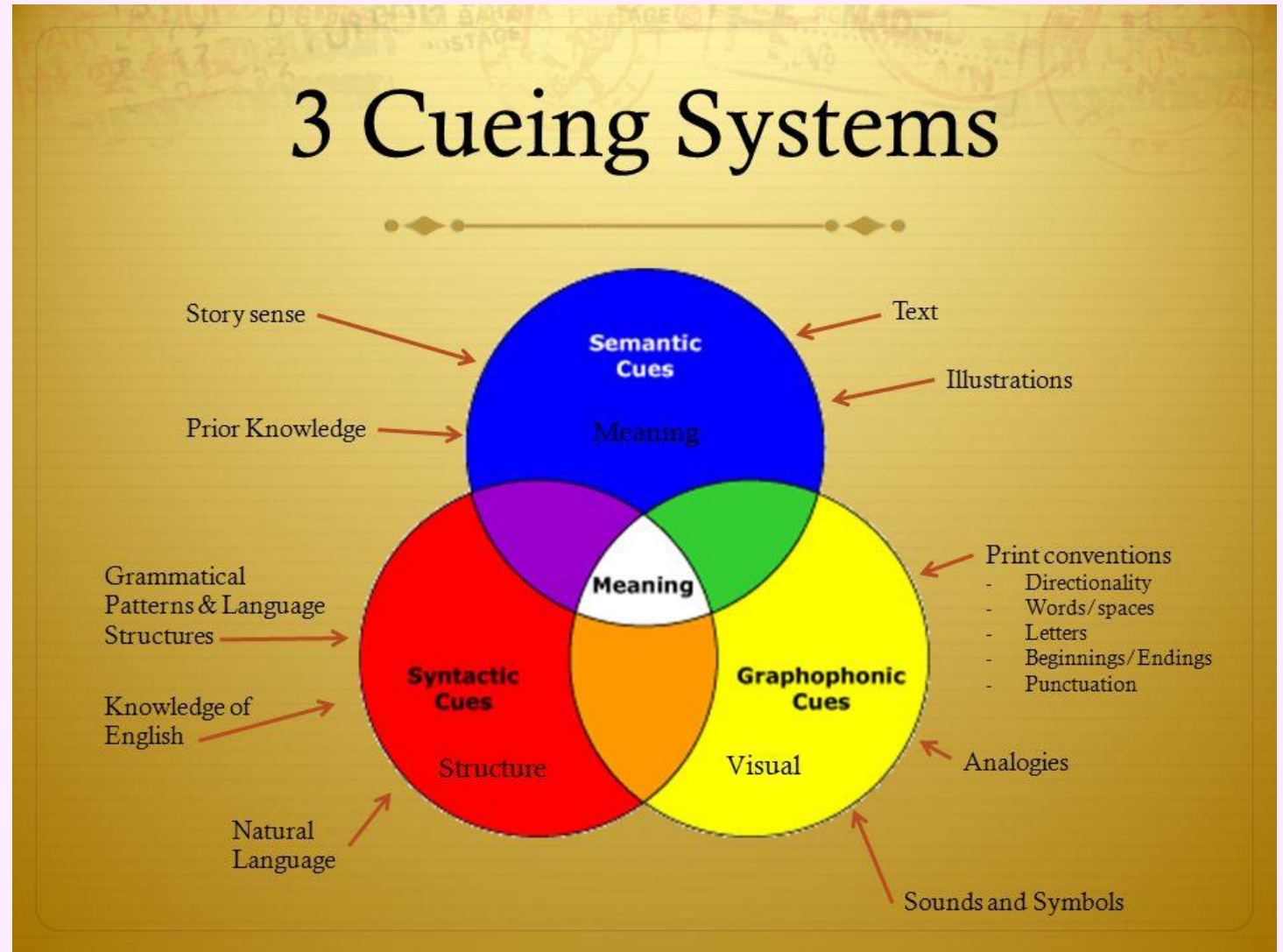
FASTER



Away drove and car his in jumped could he as fast as ran Billy. Billy toward stampede to started buffalos the. Air the into firecracker large a thrown had stop rest the at somebody. Bang loud a was there suddenly. Molly friend his to send to picture a take could he that so buffalos the toward walking started Billy. Interested very was he. Distance the in off buffalos of herd a saw he car his of out got he when. Pop of can a buy and legs his stretch to stop rest a at stopped he Dakota South through driving was he as. California to Minnesota from traveling was Billy.

What did you notice about:

- **Speed?**
- **Fluency?**
- **Eye movement?**



VII. Word Identification: Phonics, Morphemic Analysis, Context, And Analogy

1. Word identification = see a word in print, it's in your lexicon, but you don't recognize it.
2. Consciously apply the strategy



3. There are four basic word identification strategies:

(a) analogy (word families or large unit phonics)

(b) morphemic awareness [a form of large unit phonics based on prefix, suffix, affix, root]

(c) context clues [semantics]

(d) phonics or decoding

4. Teach the strategy to develop the skill



VIII. Reading Practice

1. Like choir practice or volleyball practice or wrestling practice.
2. All students at all levels need practice reading books that they have selected.

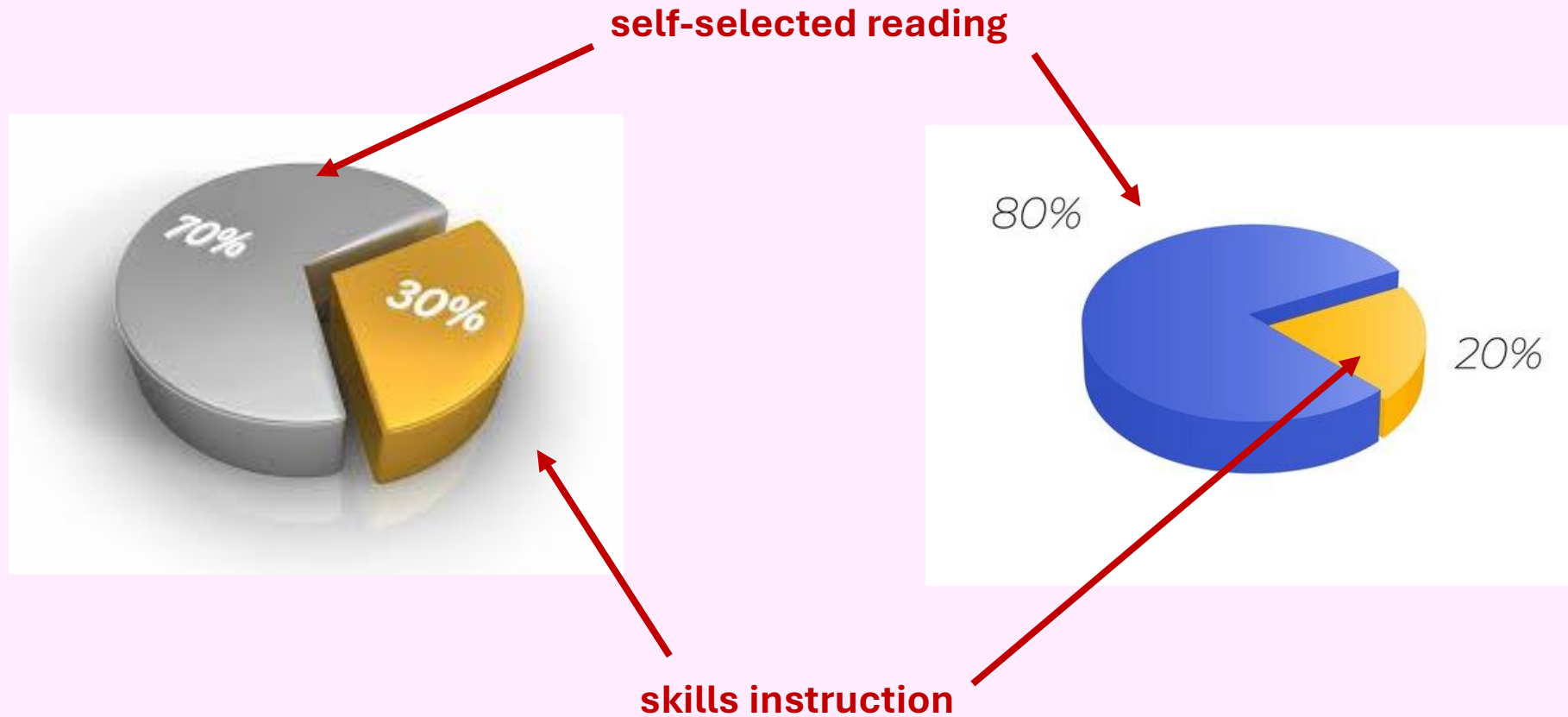


3. Reading widely is one of the best methods to use to enhance students' comprehension, word identification, and fluency skills as well as vocabulary and conceptual knowledge (Allington, 2012; Krashen, 2004).
4. Also, reading practice enables students to practice newly learned skills in authentic reading contexts.



5. Nancy Atwell (1998) recommends that 70% to 80% of reading class be used for self-selected reading practice and 20% to 30% be used for skills work.

6. It's okay to read easy books.



IX. Conversations and Social Interactions Around Books

1. Literacy is a social process.



2. Social interaction around books and writing enhances high-level thinking, literacy learning, and enables students to learn content knowledge more deeply.



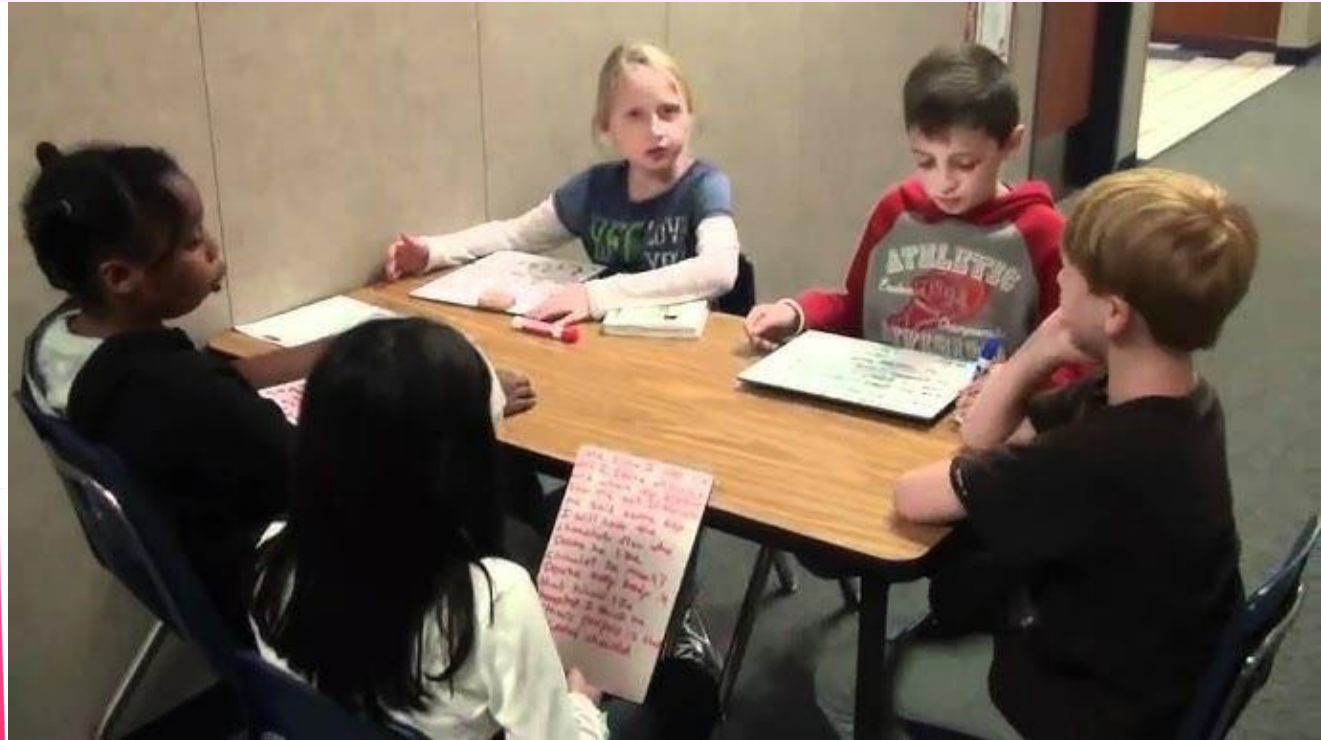
3. Social interaction could involve a variety of activities including:

- book talks
- literature circles
- book clubs
- book evaluations and critiques
- top-ten lists
- journal entries and responses
- planned discussions



4. These experiences need not be long, but they should be planned and purposeful.

5. Literature circles



X. Authentic Writing Experiences

1. The reading-writing connection has been established.
2. Authentic writing = students are asked to use writing to describe, express, and share their ideas and experiences.



3. Need not be long
a. 3-10 minutes, draft and share.

4. Needs to be daily.



5. Post-reading activities

6. Prompts designed to reinforce letter sounds or patterns

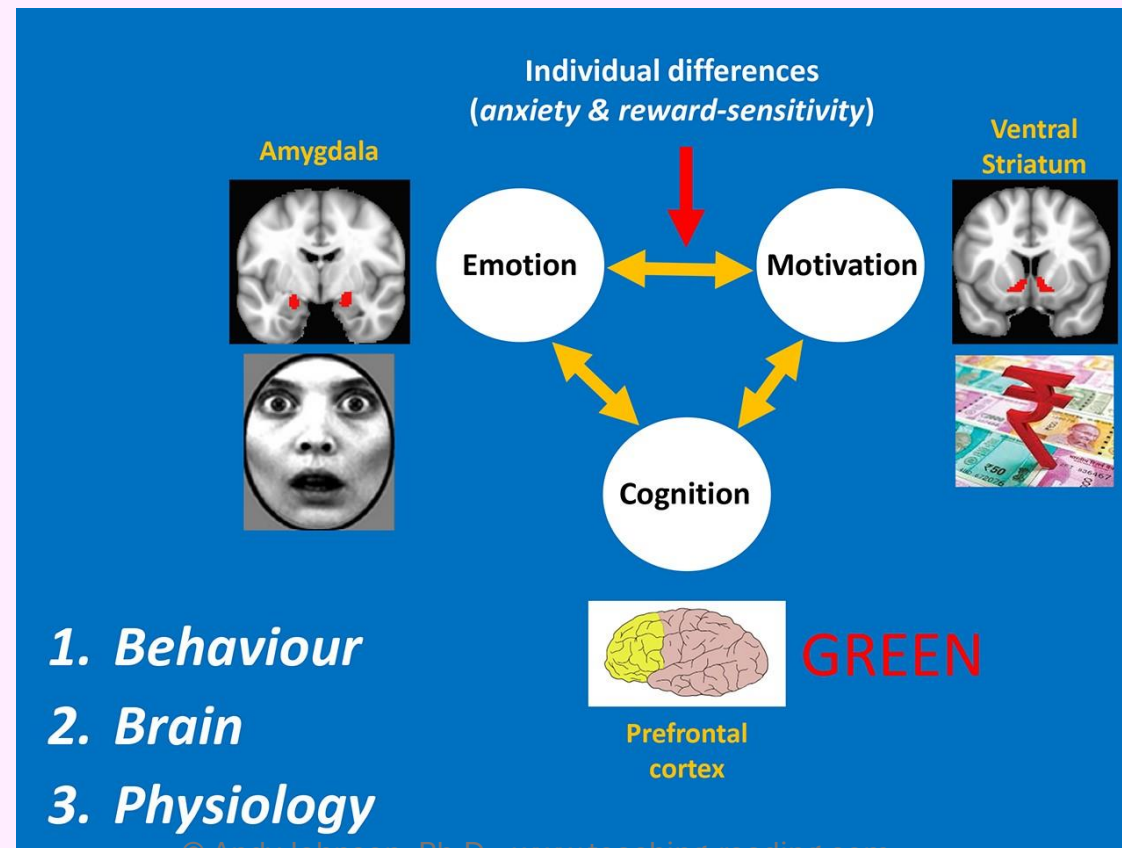


7. Writing to express an idea, record an experience, be silly, be creative ... it doesn't matter, just write



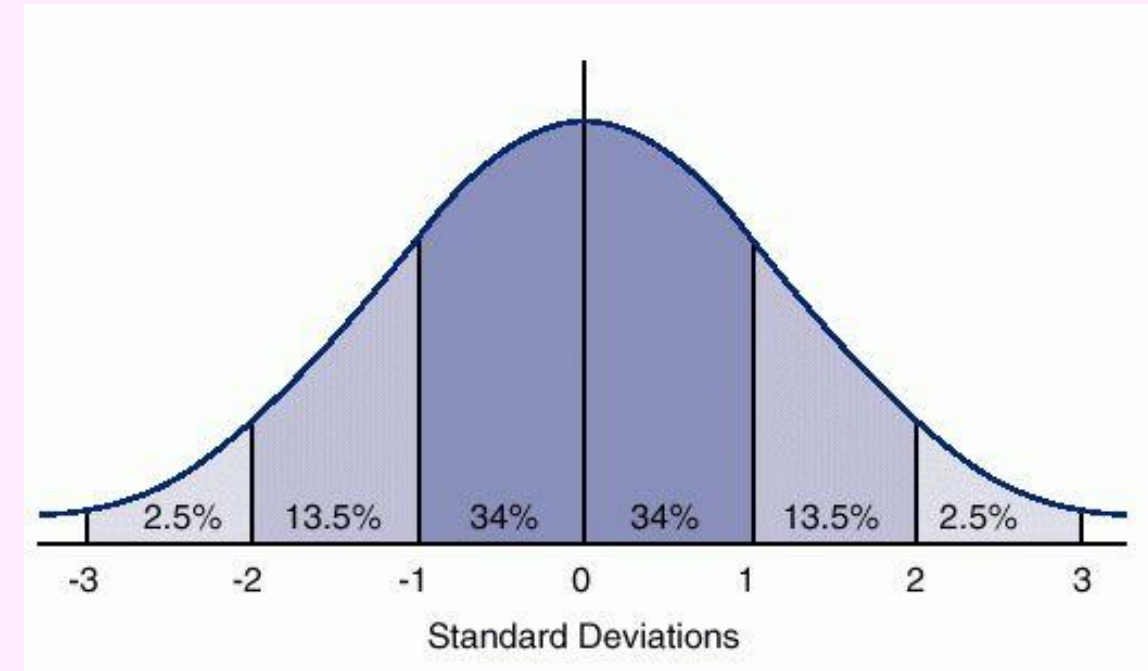
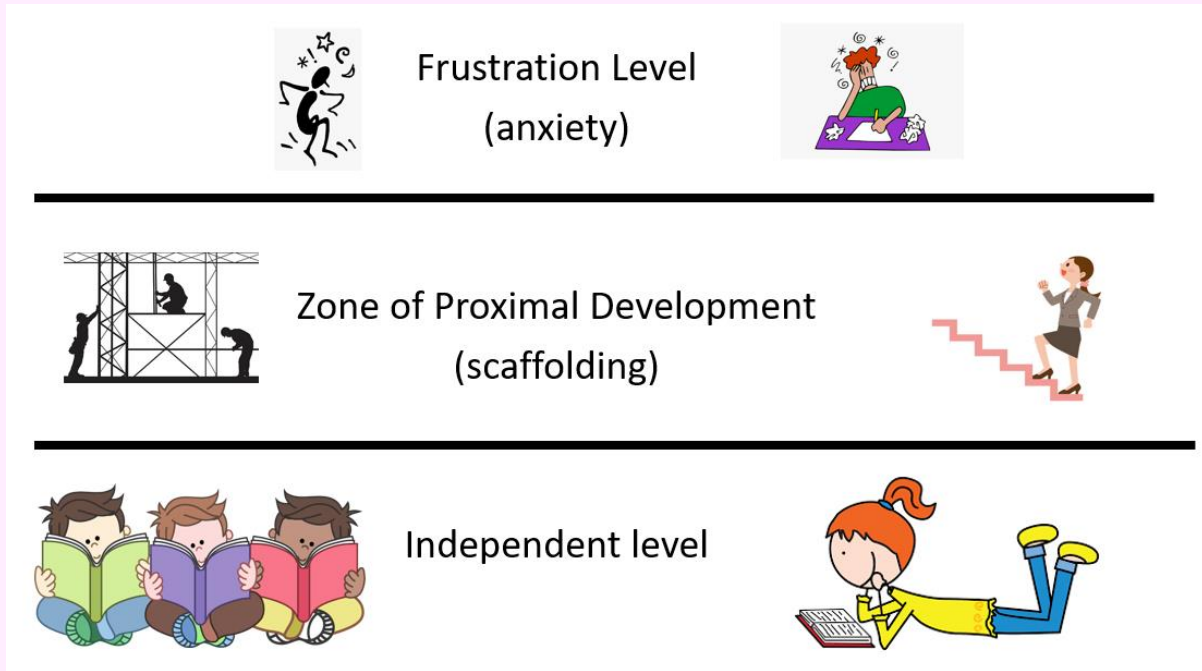
XI. Affect: Motivation and Emotion

1. A teacher's #1 job is to help students fall in love with books.



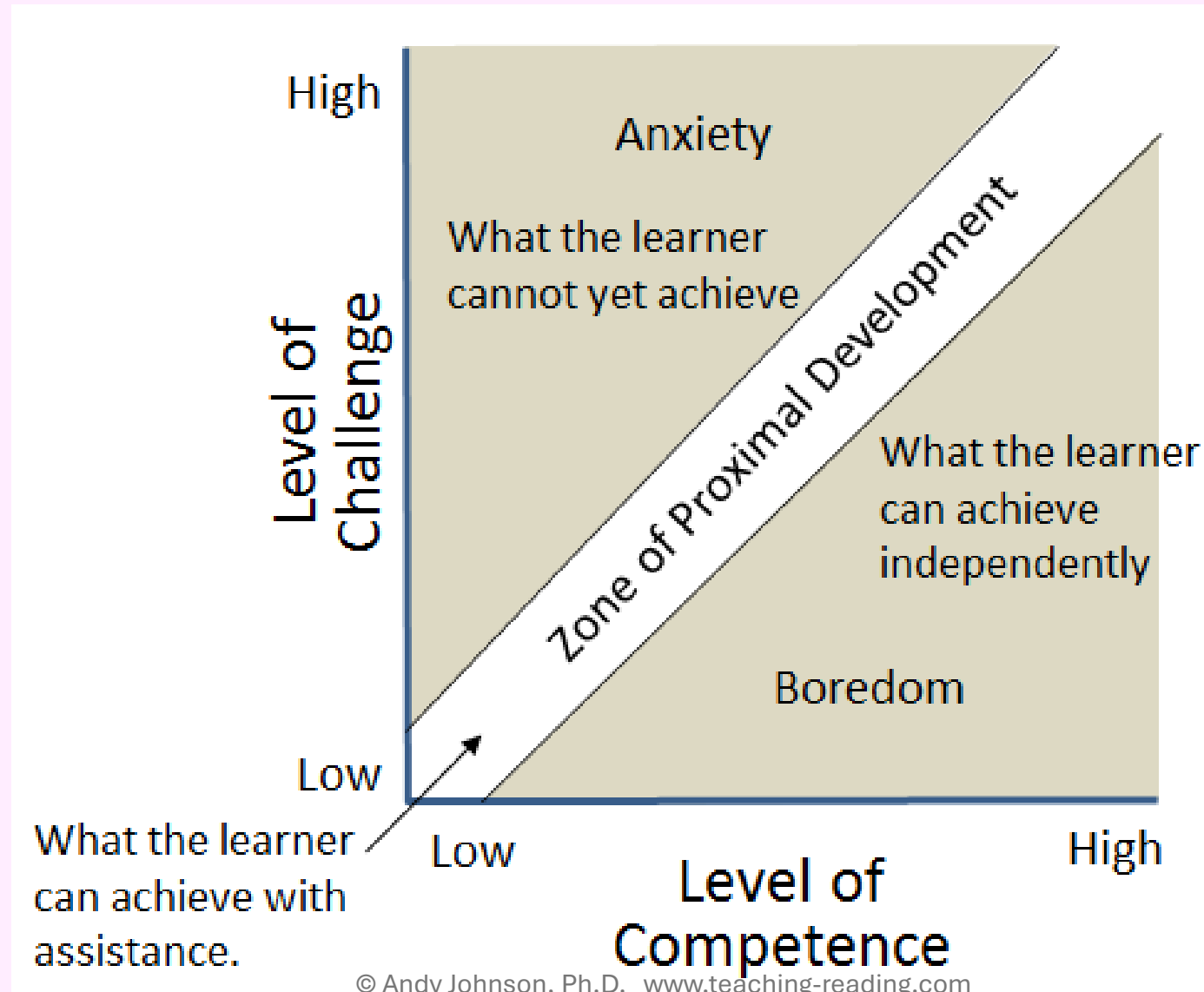
2. A teacher's #2 job is to not frustrate, humiliate, bore, or overwhelm students.

a. one-size-fits-all instruction by definition frustrates or bores 40 to 60 percent of your students.



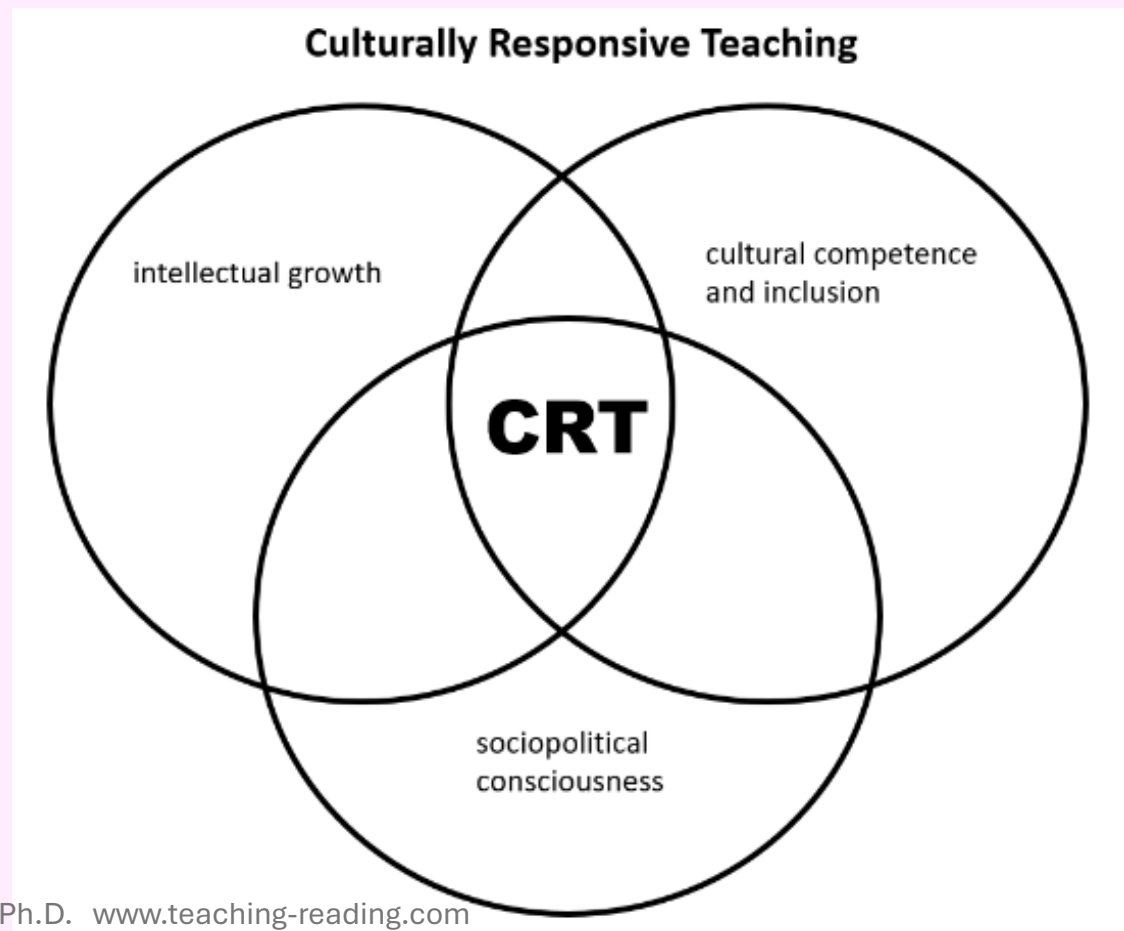
teach within the Zone of Proximal Development

How do you teach within the ZPD with one-size-fits-all reading programs?

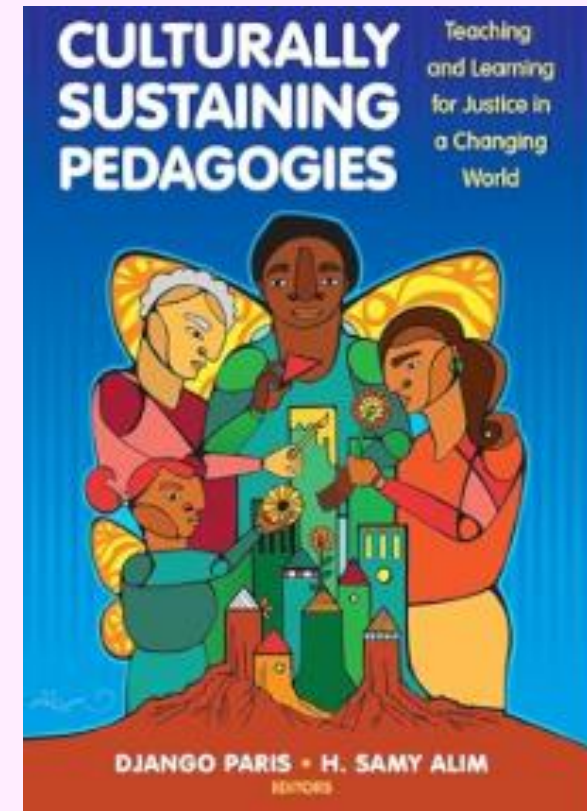
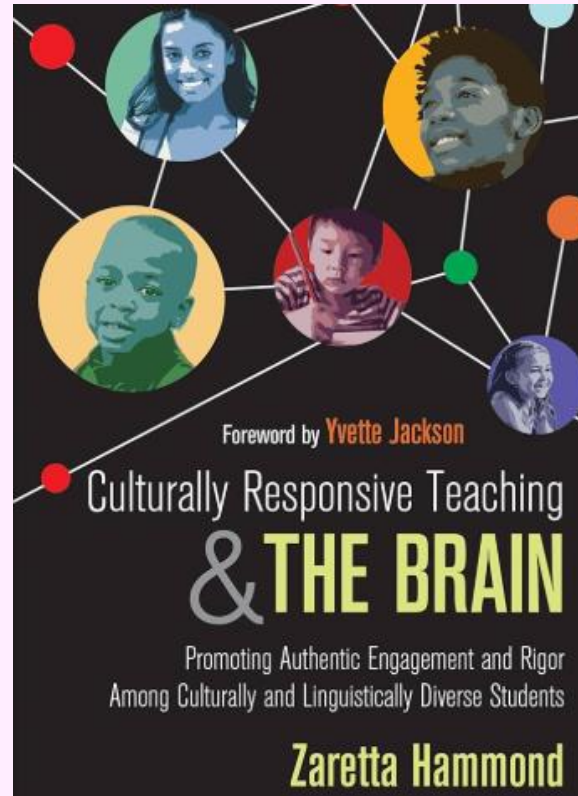


XII. Social Cultural Background

1. Culturally sustaining pedagogy



2. Include students' culture, experiences, and strengths and as the basis for literacy instruction



3. We reject culturally superiority



4. We view through an acorn lens not a deficit lens





A block of time set aside for literacy.

Each block gets an equal amount of time.

1. Guided or shared reading – large group
2. Self-selected reading – reading workshop
3. Writing – writing workshop
4. Word work – large group, flexible groups, individually

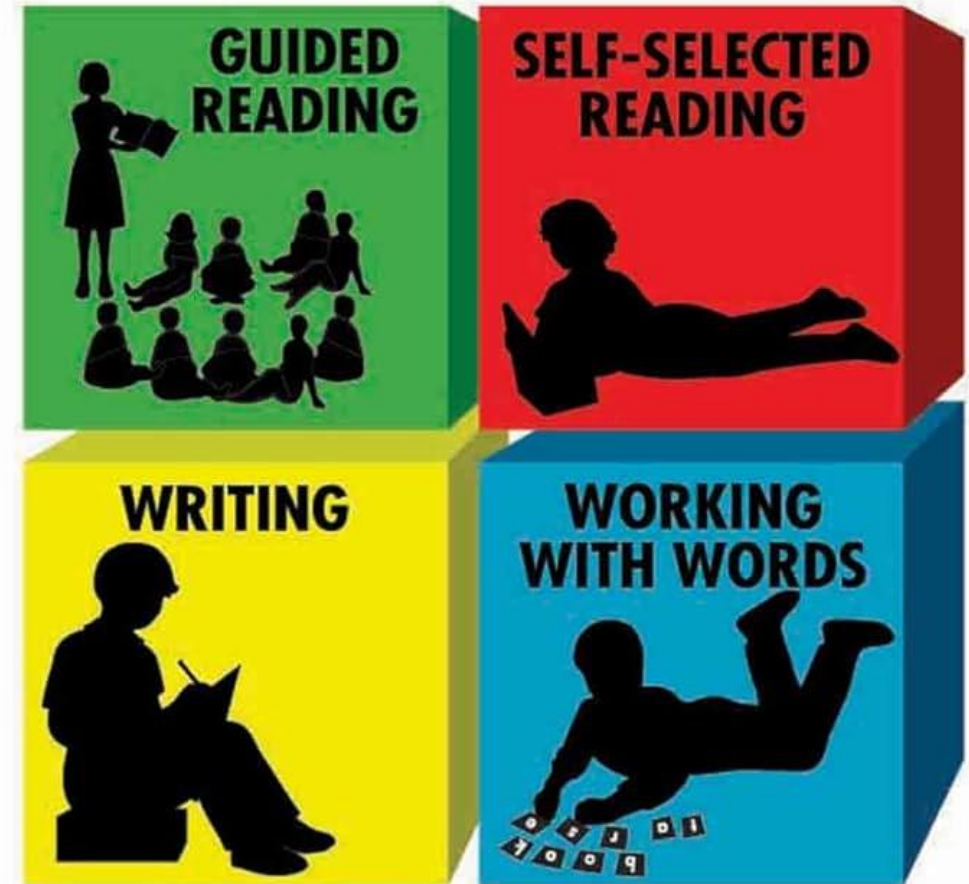


The Teacher's Guide to the Four Blocks[®]



A Multimethod, Multilevel Framework for Grades 1–3

by Patricia M. Cunningham, Dorothy P. Hall, and Cheryl M. Sigmon



IV. If time ...

Defining Our Terms: Crisis

1. A crisis is a time of intense difficulty, trouble, or danger.



The screenshot shows the top portion of an EducationWeek article. At the top left, there is a 'MENU' icon and a 'SEARCH' field. The EducationWeek logo is in the top right. Below the logo, a navigation bar lists categories: LEADERSHIP, POLICY & POLITICS, TEACHING & LEARNING, TECHNOLOGY, and OPINION. The 'OPINION' category is highlighted in a dark blue bar. Below this, the article title 'We Have a National Reading Crisis' is displayed in a large, bold, black font. Underneath the title is a subtitle: 'What are the reading research insights that every educator should know?'. At the bottom of the article preview, it says 'By Jared Myracle, Brian Kingsley & Robin McClellan — March 07, 2019' followed by a clock icon and '5 min read'.



The screenshot shows the top portion of a community voice article. At the top left, there are links for 'COMMUNITY VOICES' and 'COLUMNISTS'. The article title 'As the reading crisis persists, here's how you can help your child' is displayed in a large, bold, black font. Below the title, the author information reads 'By Alisha Tinsley, KS Principal, Arizona Virtual'. At the bottom right, there are social media sharing icons for Facebook, Twitter, LinkedIn, and others.

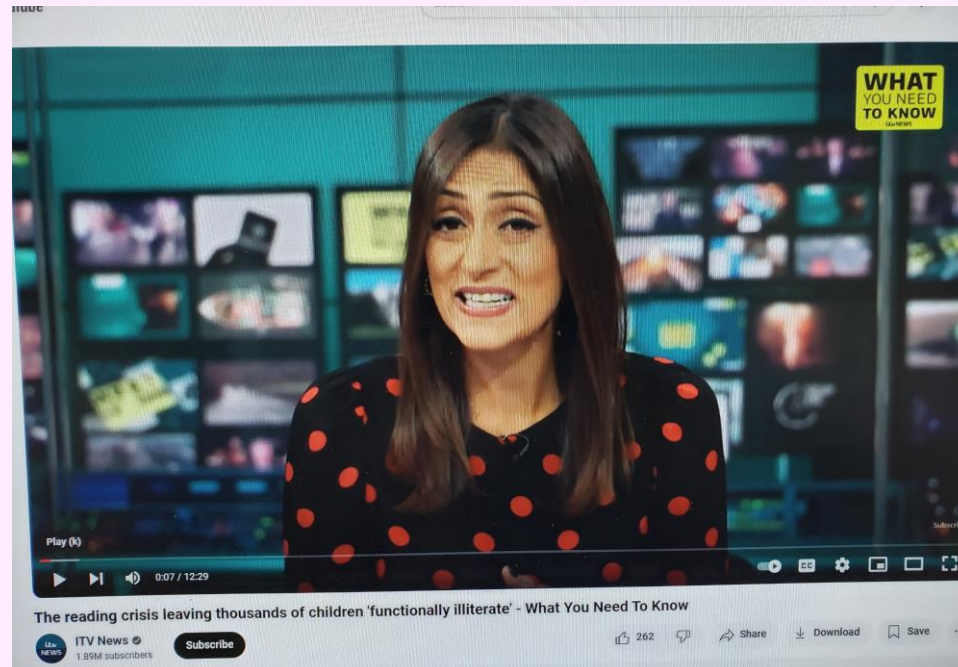
Curriculum Alone Won't Fix America's Reading Crisis – Teachers Must Have a Say

Stone & Hirsch: Gaps between materials required by districts and those used in classrooms put the mission of improving student literacy at risk.

How phonics is making a comeback as millions of kids struggle to read

"I will get teared up because I think I can't read," fourth grader Raven said.

By [Arthur Jones II](#), [Tal Axelrod](#), and [Jay O'Brien](#)
September 8, 2023, 4:12 AM



The reading crisis leaving thousands of children 'functionally illiterate' - What You Need To Know



ITV News ✓
1.89M subscribers



It's 'Alarming': Children Are Severely Behind in Reading

The fallout from the pandemic is just being felt. "We're new territory," educators say.

We Have a National Reading Crisis

What are the reading research insights that every educator should know?

By Jared Myracle, Brian Kingsley & Robin McClellan — March 07, 2019 ⌚ 5 min read

Teachers Criticize Their Colleges of Ed. for Not Preparing Them to Teach Reading



By [Madeline Will](#) — October 24, 2018 ⌚ 4 min read

How many teachers? 2? 4? 6?

From Policy to Action: Why 8 States Banned Three-Cueing from K-3 Reading Instruction

Blog 📍 Florida, Indiana, North Carolina, Ohio, South Carolina, Texas, West Virginia, Wisconsin 👤 Tom Greene

📅 January 10, 2024

FROM POLICY TO ACTION

A BLOG SERIES



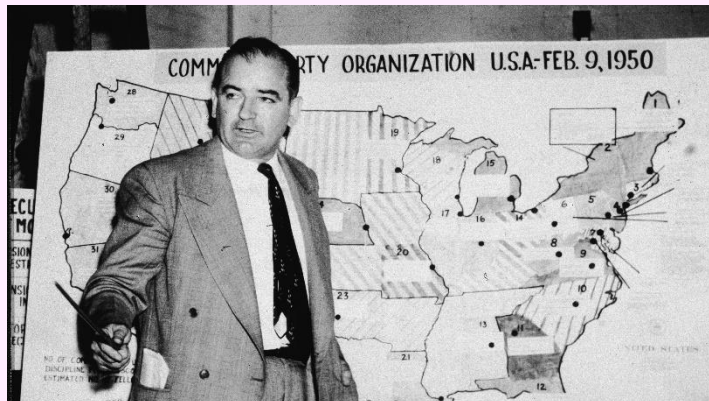


**THE SKY IS
FALLING!
THE SKY IS
FALLING!**



The Context of Crisis or the Illusion of a Crisis

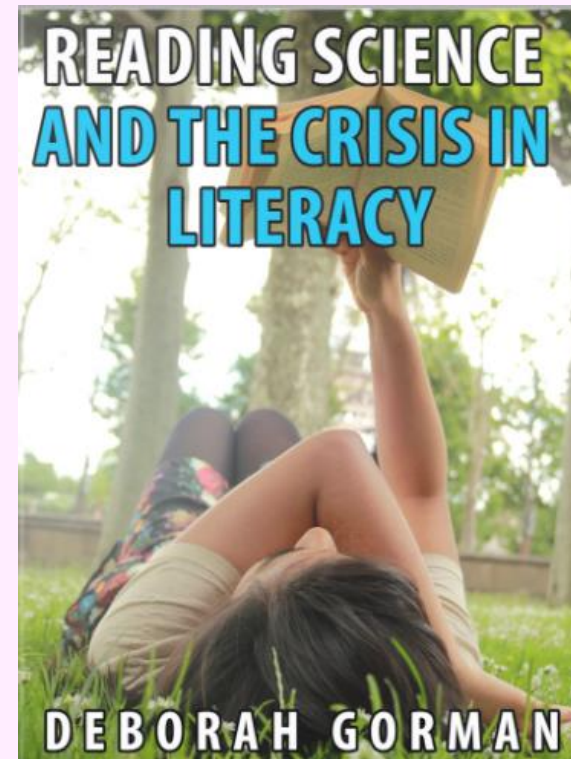
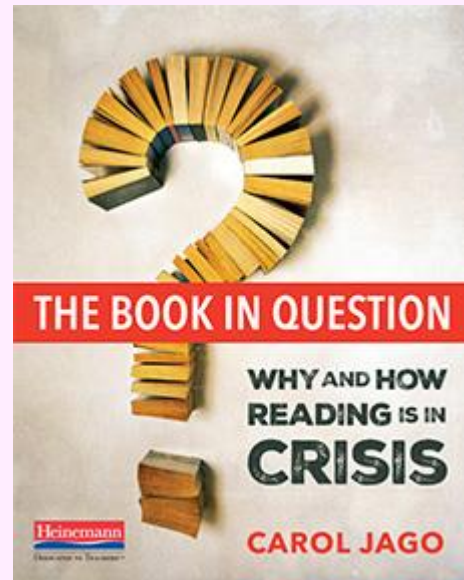
There have always been people willing to use a crisis or the illusion of a crisis for personal benefit.



The Reading Crisis

Why Poor Children Fall Behind

Jeanne S. Chall
Vicki A. Jacobs
Luke E. Baldwin



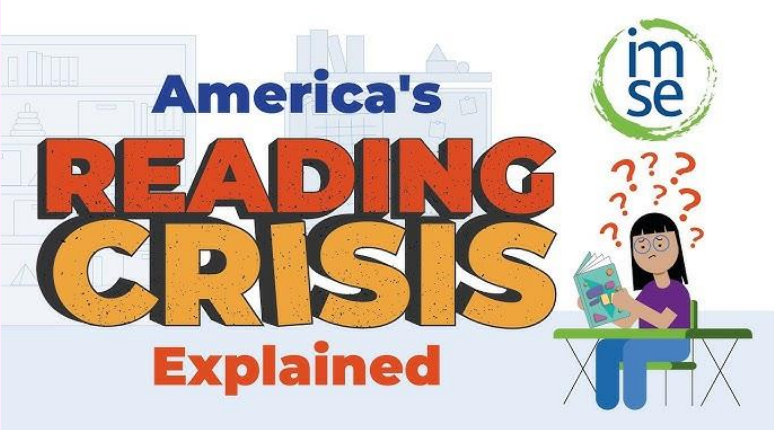
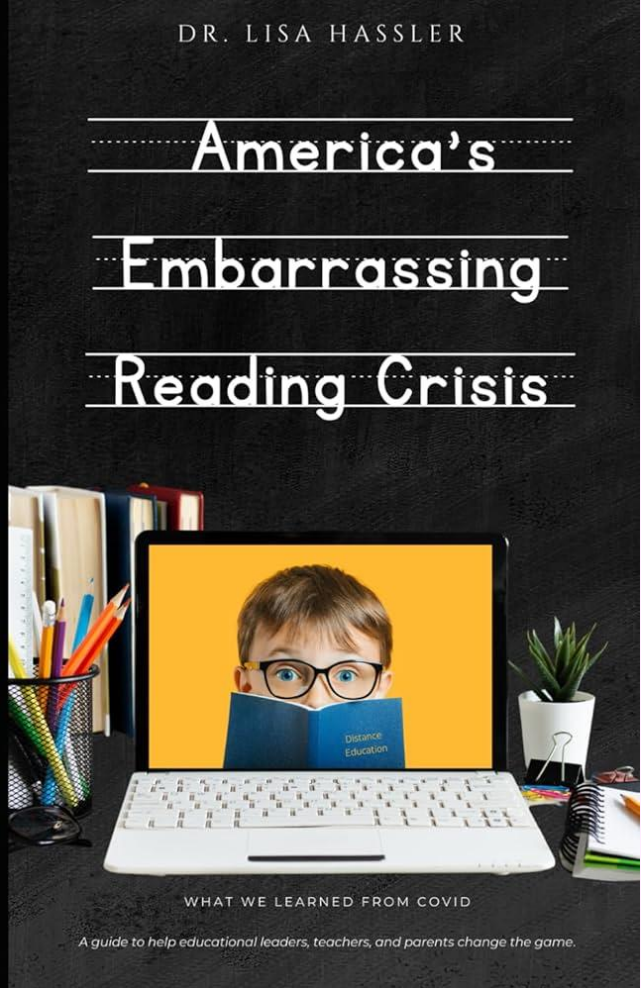
Picture Books and the Literacy Crisis

How illustrations prevent your child from learning to read and what you must do about it

Dr. Pamela Protheroe



We have a crisis of people claiming there's a crisis when there isn't.



Using numbers to legitimize baloney doesn't make the baloney any less baloney. It just makes it baloney with numbers.

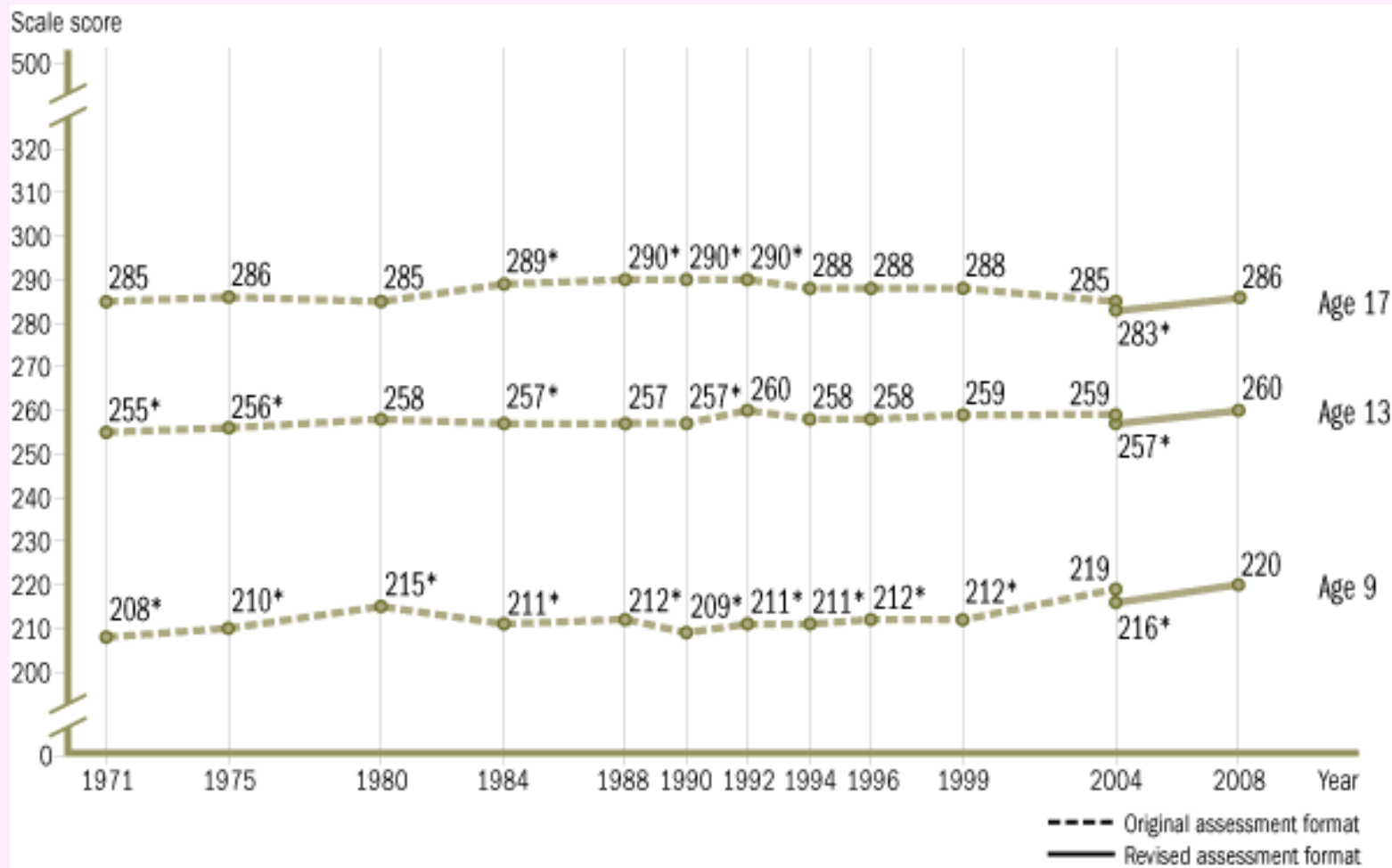
1 in 5 Indiana 3rd-Graders Struggles to Read. How the State Is Going to Fix That

Behning: Science of reading, literacy coaches, stipends & professional development for teachers anchor Indiana's response to this crisis



There is NOT a crisis of reading achievement in the US.

1. National Assessment of Educational Progress, part of the U.S. Department of Education.



The  Nation's Report Card
National Assessment of Educational Progress

Grades 4, 8, and 12, every 2 years

© Andy Johnson, Ph.D. www.teaching-reading.com

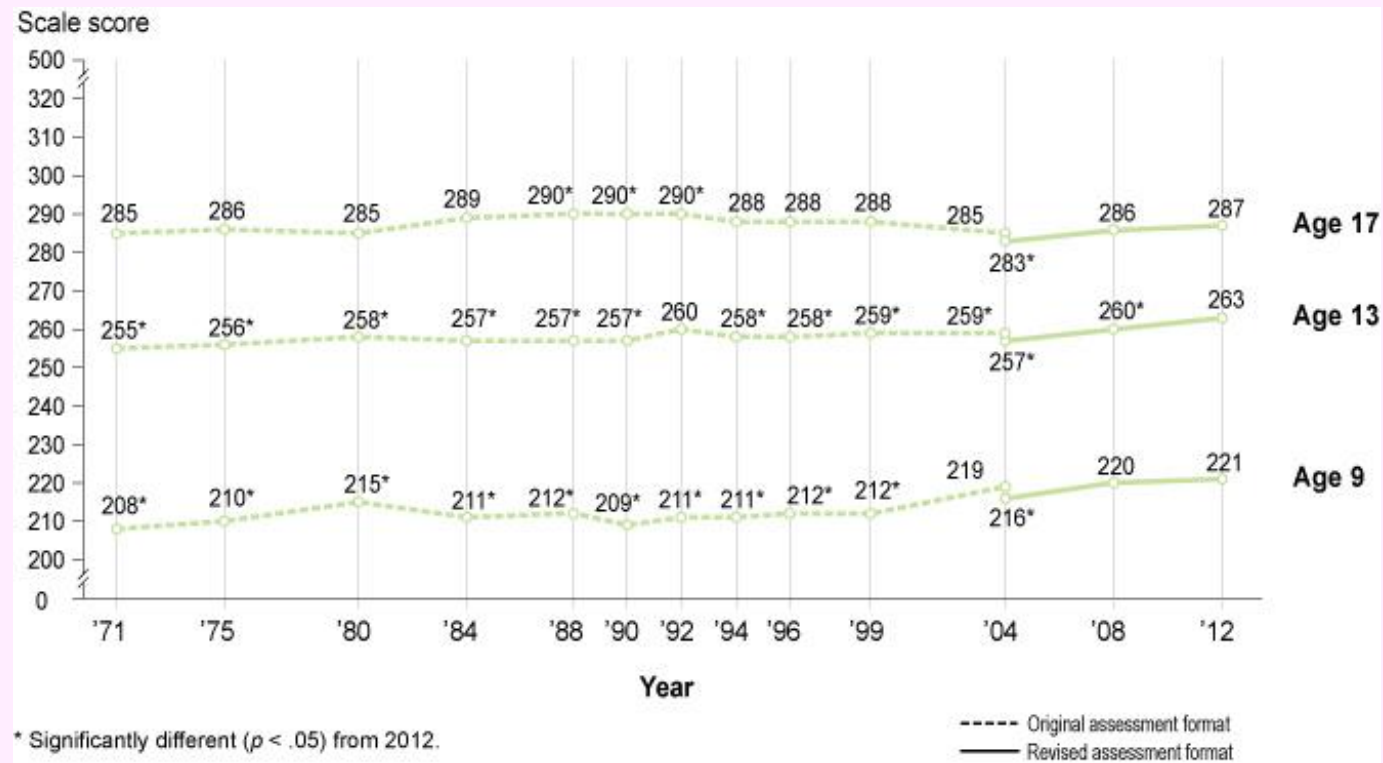
Can't randomly determine causality.

Far too many variables involved.

JURISDICTION ▲▼	Score ▲▼	Difference from National public (NP) ▲▼	At or above Basic ▲▼	At or above Proficient ▲▼
DoDEA	250	15 ↑	92	51
Wyoming	243	8 ↑	84	44
Massachusetts	242	7 ↑	79	43
Nebraska	242	7 ↑	80	43
Florida	241	6 ↑	81	41
Wisconsin	240	5 ↑	79	43
North Dakota	240	5 ↑	81	40
Iowa	240	5 ↑	80	40
Utah	240	5 ↑	78	42
New Hampshire	239	5 ↑	80	40
New Jersey	239	4 ↑	77	39
Indiana	239	4 ↑	78	40
Minnesota	239	4 ↑	78	41
South Dakota	239	4 ↑	80	40
Texas	239	4 ↑	78	38
Montana	239	4 ↑	80	38
Ohio	238	3 ↑	76	40
Pennsylvania	238	3	76	40

2. There is no irrefutable evidence that we are experiencing a national literacy crisis (Reinking, Hruby, & Risko, 2023).

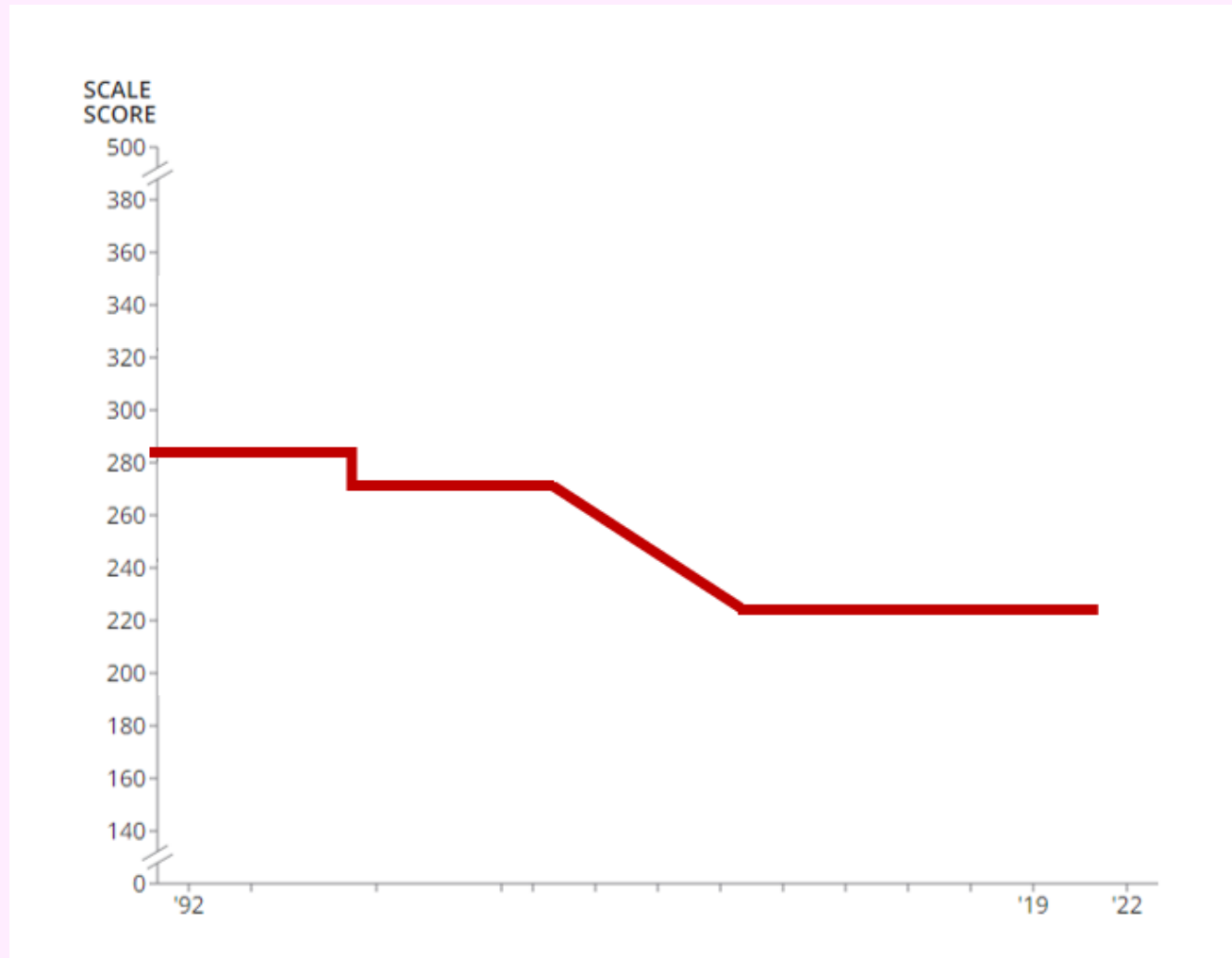
Reinking, D., Hruby, G. G., & Risko, V. J. (2023). Legislating Phonics: Settled Science or Political Polemics? *Teachers College Record*, 0(0). <https://doi.org/10.1177/01614681231155688>



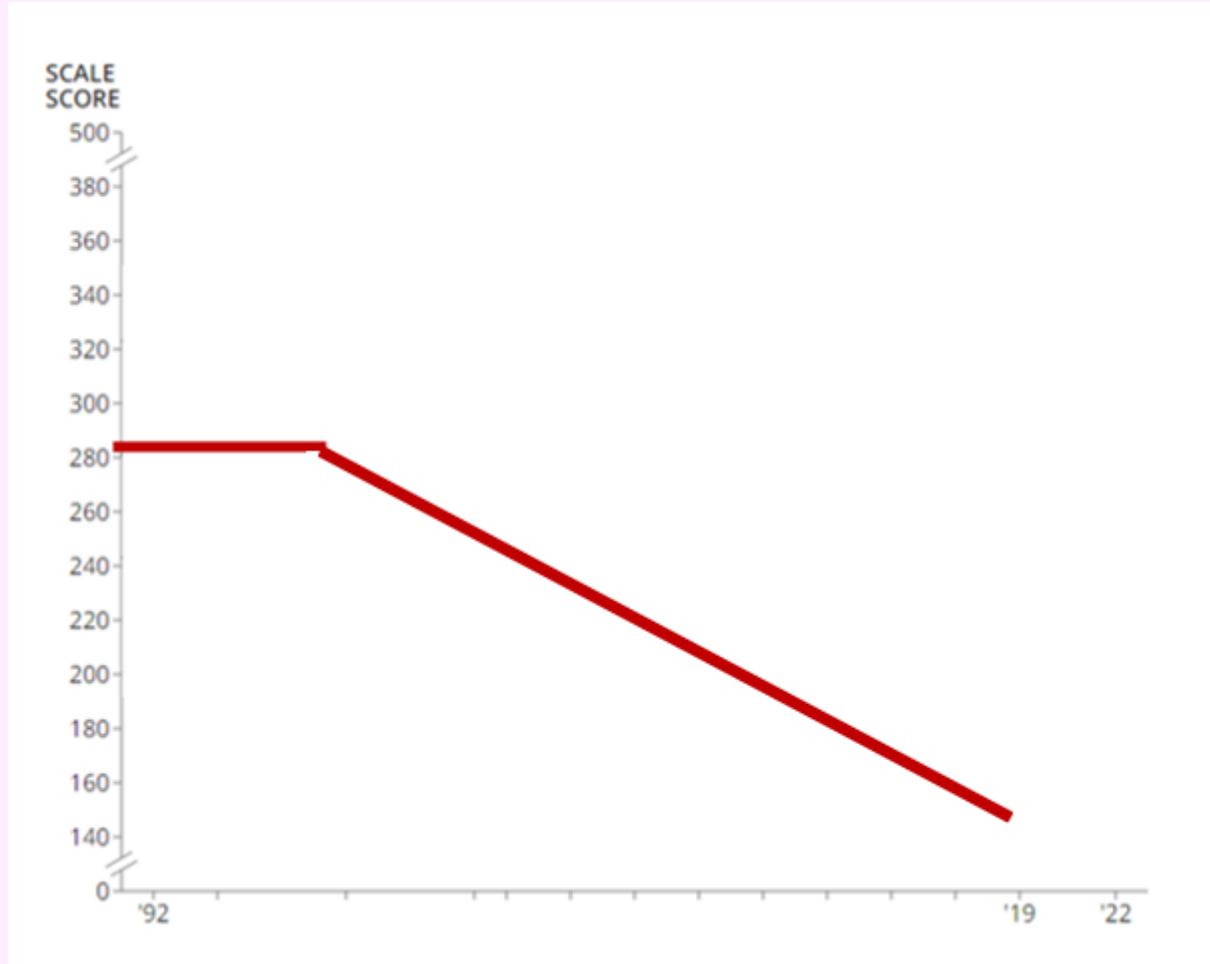
NAEP - long term trends in reading.

© Andy Johnson, Ph.D. www.teaching-reading.com

A crisis would look something like this.



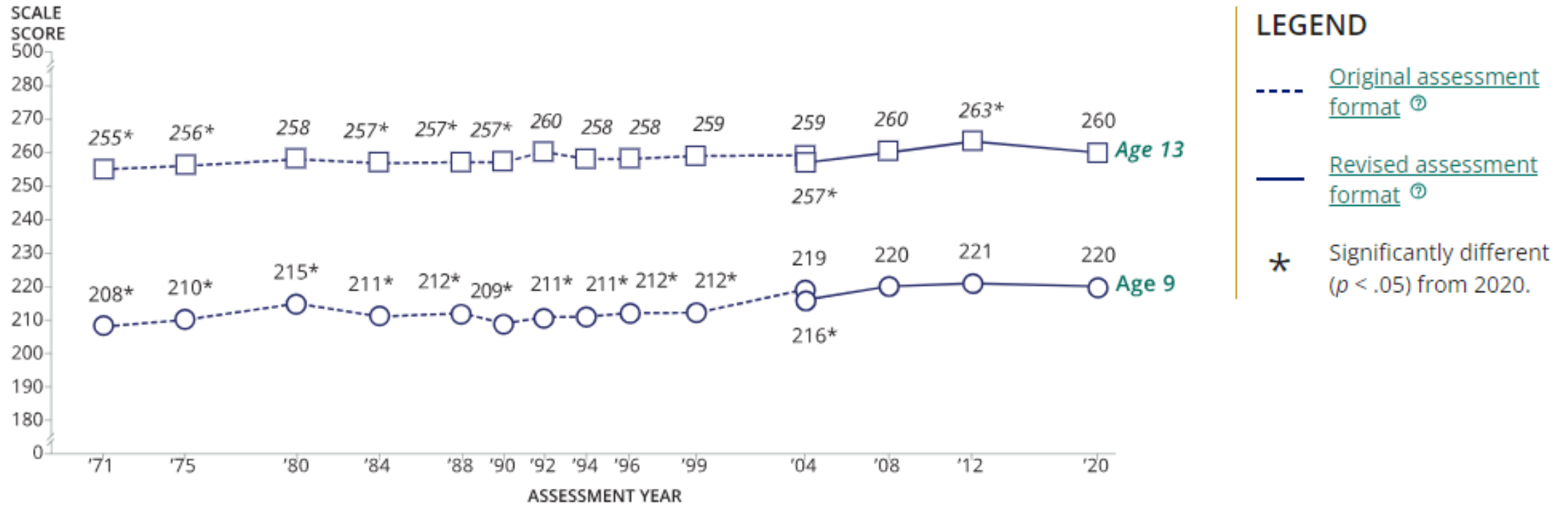
Or something like this.



It would not look like this.

FIGURE | Trend in NAEP long-term trend reading average scores for 9- and 13-year-old students

DISPLAY AS **GRAPH** TABLE



Even if there were a crisis (**which there is not**), SoR claims to have isolated the causal variable? They have determined both the cause and the solution to a problem that does not exist?

That's not science. That's baloney.

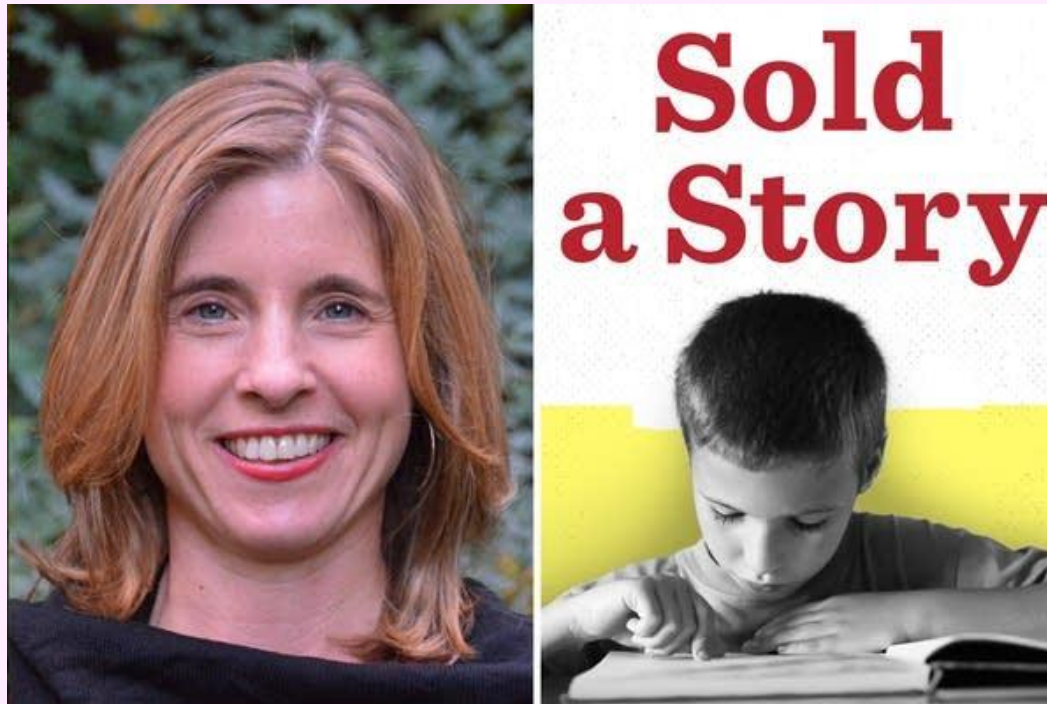


Some variables that can affect student achievement

- | | | |
|---|---|---|
| • parent level of education | • parent SES | • economic base |
| • class size | • level of technology in classroom | • unemployment rate |
| • enrolment by grade level | • percent of English language learners | • percent of special education students |
| • teacher quality/proficiency | • teacher attitude | • class size |
| • teacher certification | • inclusion vs. segregation | • school size |
| • legitimate teacher professional development opportunities | • teacher autonomy | • research-based strategies used |
| • expectations of teachers, parents | • type and amount student writing instruction and opportunities | • gender differences |
| • number and types of books in classroom and school library | • amount of free reading time | • the use of standardized testing |
| • diet | • access to health care | • safety at school |
| • school funding | • stress or anxiety factors | • amount of study time |
| | • systemic racism | • parent involvement and support |
| | | • implicit bias |

Claims of reading crises are not to be taken seriously They are political or economic acts, not academic or scholarly acts.

“A pseudointellectual game of confirmation bias based on anecdotal evidence and decontextualized data cherrypicked to paint a predetermined picture.”



An example of extreme weaselosity.

EDUCATION

U.S. reading and math scores drop to lowest level in decades

JUNE 21, 2023 · 1:04 PM ET

HEARD ON WEEKEND EDITION SATURDAY



Sequoia Carrillo

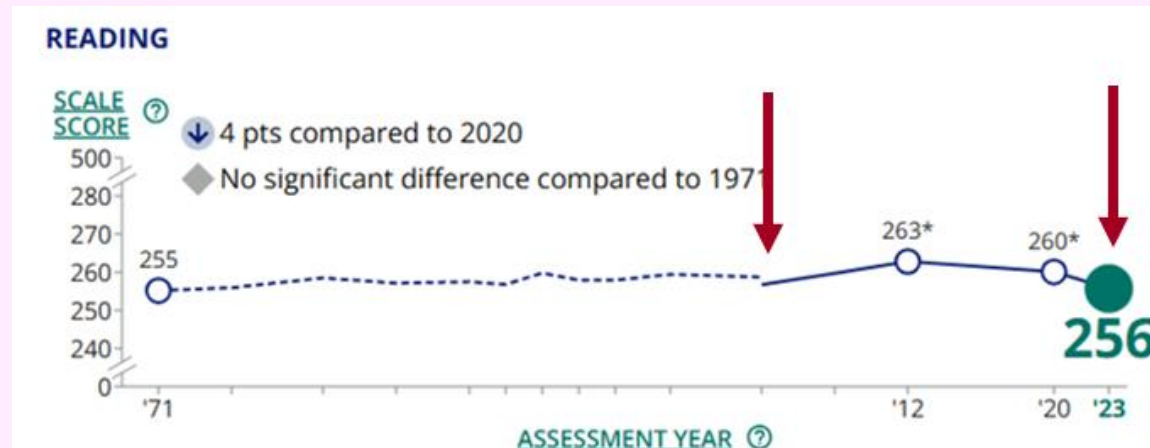


Technically true but purposefully inaccurate.

2023 NPR report had the headline, “U.S. Reading and Math Scores Drop to Lowest Level in Decades” (Carrillo, 2023).

Yes, the NAEP reading and math scores for both 4th and 8th grade students in 2023 were at the levels they were in 2000.

Yes, two decades had passed since 2000 so we can use the term “decades”.



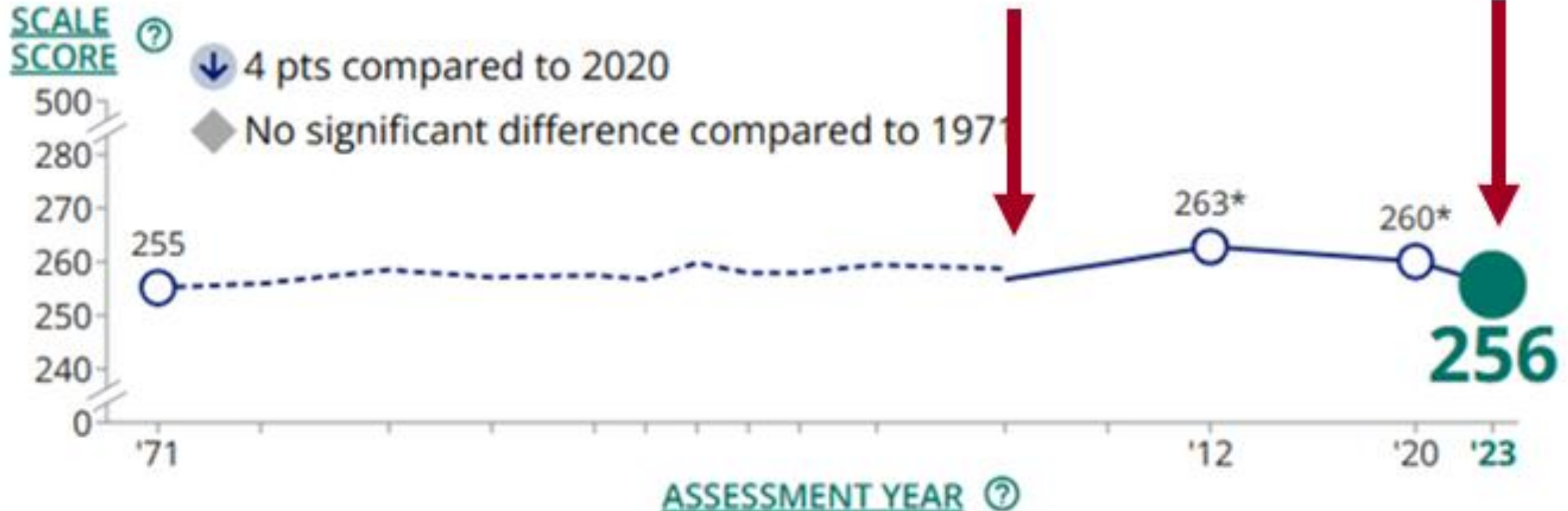
Technically true but purposefully inaccurate.

The complete picture shows that NAEP scores rose steadily from 1971 to 2020.

The only statistically significant decline occurred during the Covid years from 2020 to 2022.

READING

After Covid dip, scores about the same place scores were in 2000.



SoR advocates, the Reading League, Emily Hanford, Louisa Moats, etc. = statistics, data, and research are cherry-picked, presented out of context and used to paint a predetermined picture.

Like describing an elephant by including only measurements of its trunk.



Technically true but purposefully inaccurate.

If time ...

Do you really want children to learn to read?

Do you really want children to develop their full literacy potential?

There's talking and there's doing.

The answers are simple



Ban all standardized testing.

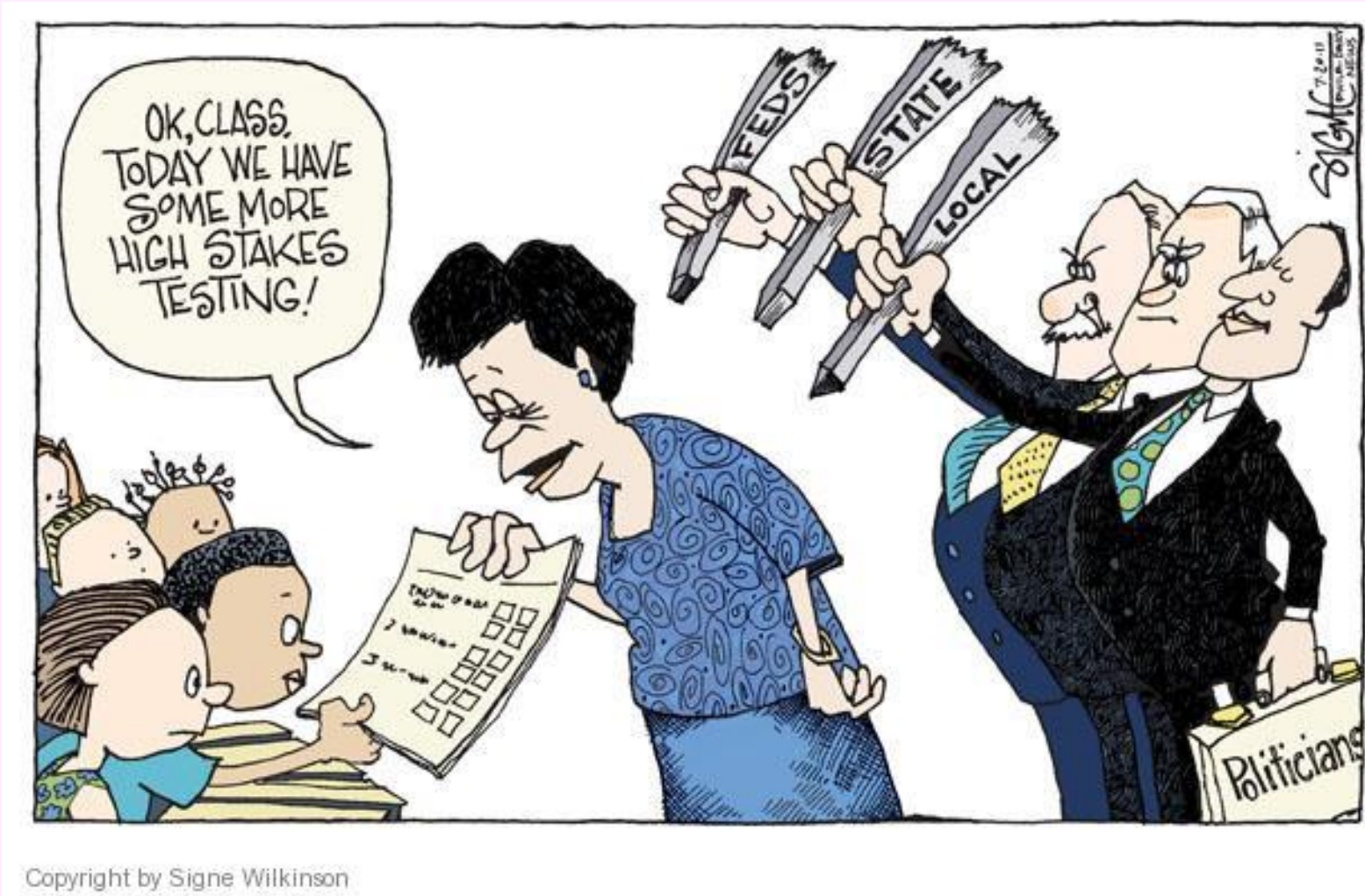
- Other ways to assess learning
- Lots of learning took place before standardized test



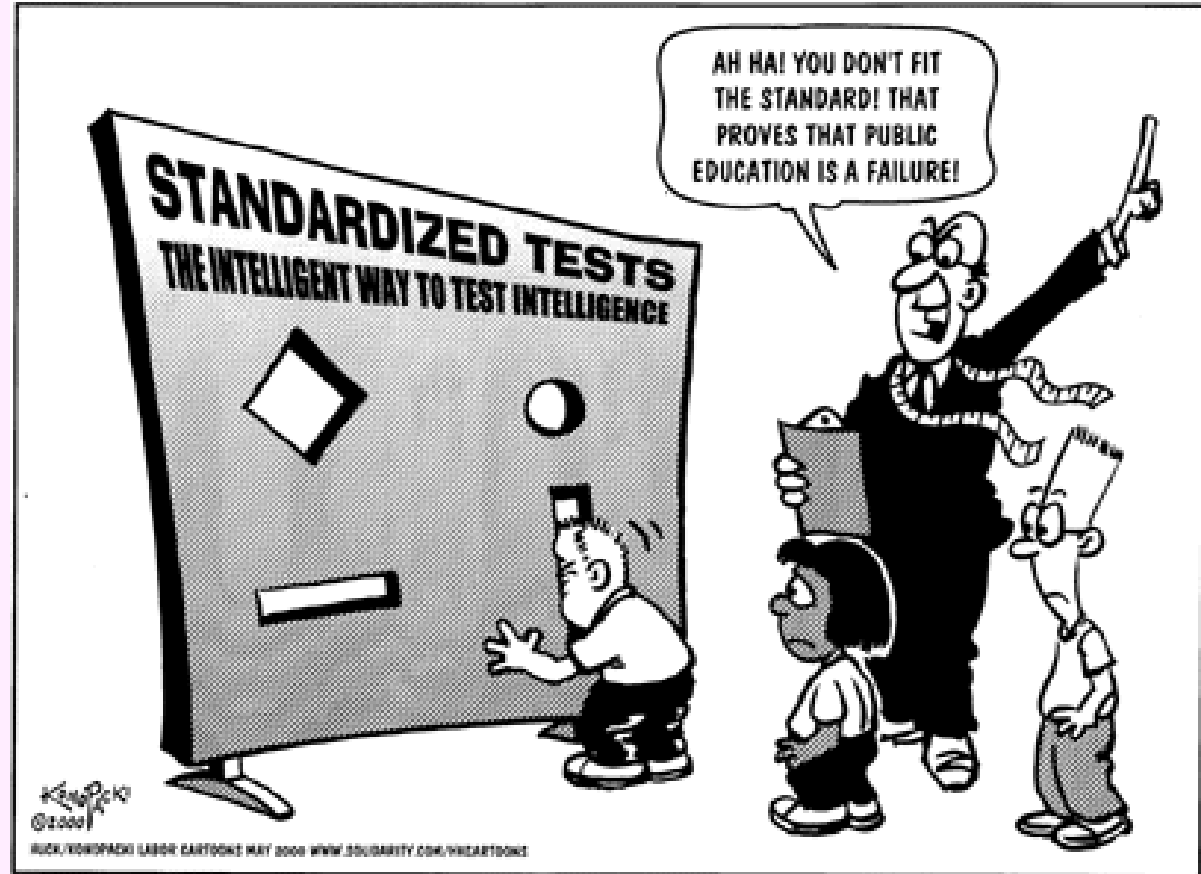
Use the money to buy lots of good books.



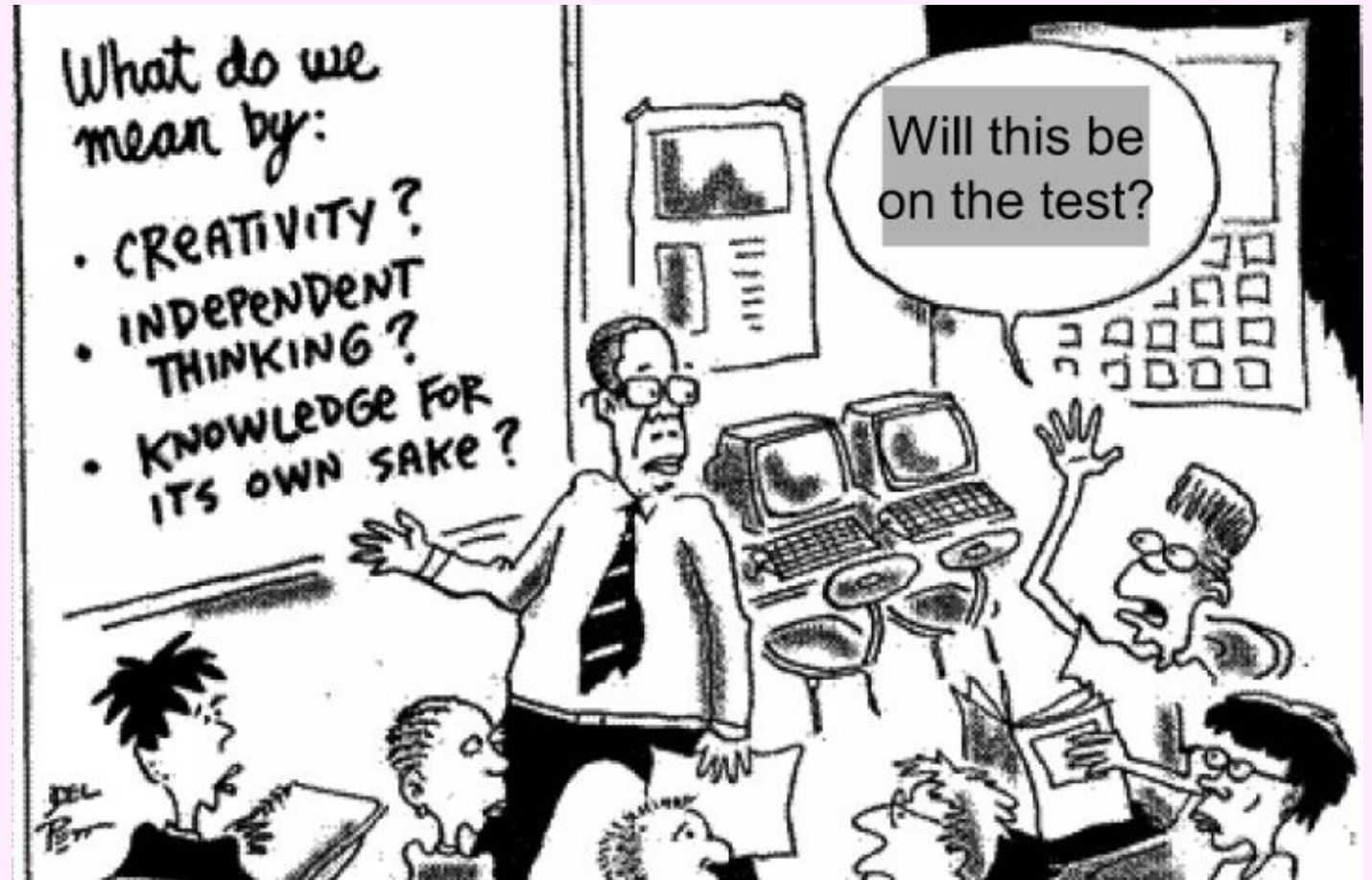
Spend a minimum of 15 minutes a day engaged in self-selected, silent reading.



Engaged in authentic writing and sharing every day.



Stop listening to radio journalists for information about reading instruction



Do you really want expert reading teachers?

Or are you looking for test preparation coaches?

There's talking and there's doing.

The answers are simple



1. Legitimate and continued professional development



Expert teachers have four kinds of knowledge

- a. content knowledge – (know about reading)
- b. pedagogical knowledge – (general teaching strategies – discovery learning, question-discussions)
- c. pedagogical content knowledge – (specific content strategies, strategies for teaching reading)
- d. knowledge of learners and learning – (human development, how humans learn, emotions)

three semesters?

two literacy courses?

20 years old?

learners permit for teaching

I thought I could fix our garage door

I used it every day

I watched YouTube videos

I had a manual



knowledge and expertise matters

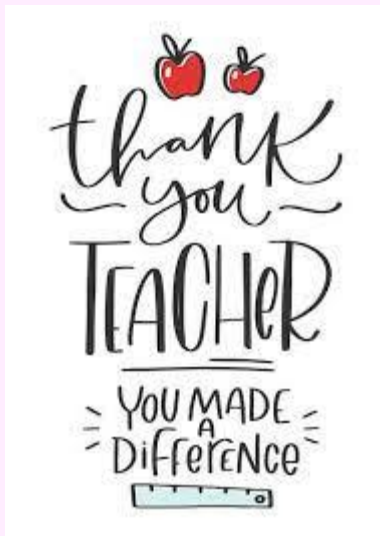
For some things, knowledge and expertise are important.

- Fixing garage doors
- Putting a new garbage disposal
- Fixing the leak on the bottom of the toilet
- Teaching human beings
- Teaching humans to be and become literate



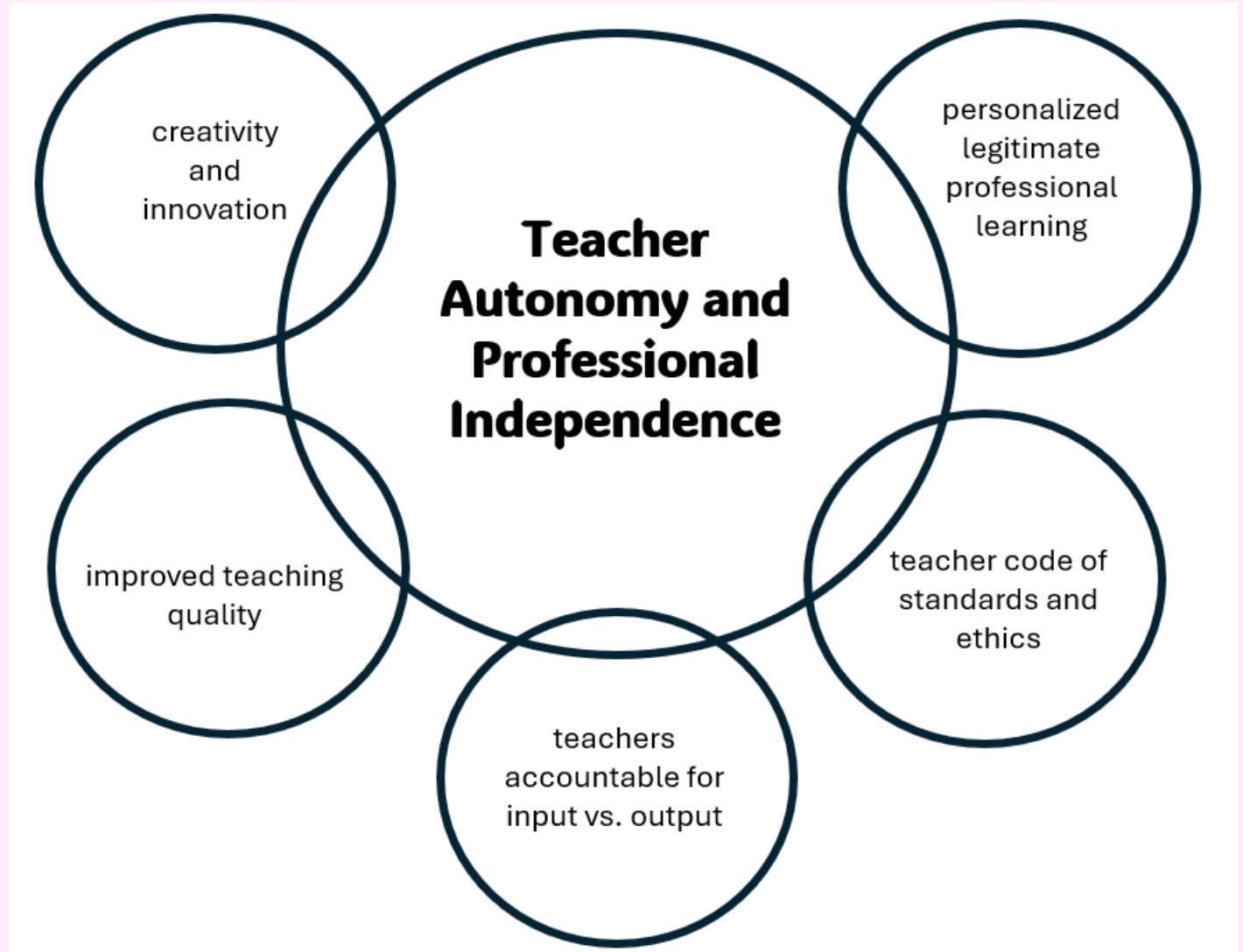
2. Stop thanking teachers.

Pay them!



3. Teacher professional autonomy with (legitimate) professional recertification responsibility.

- content knowledge
- pedagogical knowledge
- pedagogical content knowledge
- knowledge of learners and learning



4. National standards related to teaching conditions

a. class size

b. school and classroom conditions

c. teach quality, certification

d. books in library

e. school size

f. funding

g. breakfast and lunch

Fast track teacher preparation program?

Fast-track dentist program?

Dentists for America?



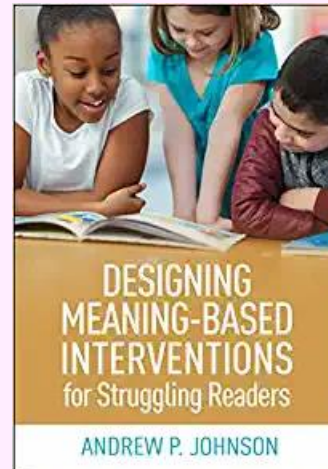
The 12 Foundational Elements of Comprehensive Reading Instruction

www.teaching-reading.com

Dr. Andy Johnson
Minnesota State University
International Literacy Educators Coalition
© Andy Johnson, Ph.D. www.teaching-reading.com

Dr. Andy Johnson

Reading Fluency – Part II: Strategies



Minnesota State University, Mankato

www.teaching-reading.com

There are many variables that can impact students' achievement in school.

Beware of clowns who seek to determine causal variables based on anecdotal evidence or “I-think-isms”.

