

# Evidence based reading instruction

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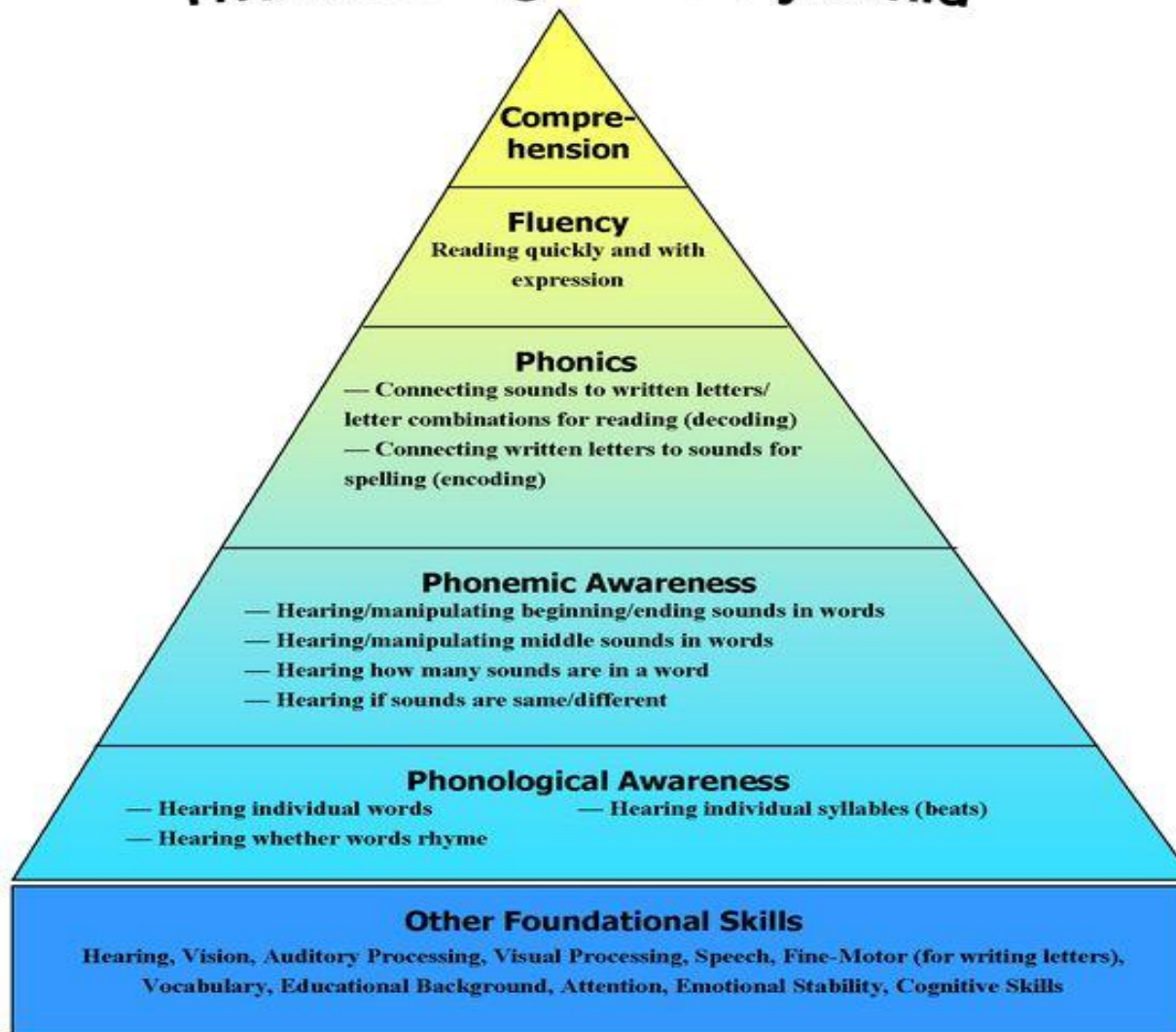


# Reading and its five components

- Developed by National Reading Panel (NRP), 2000, USA;
- NRP report is to be found at [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
- Modern, evidence-based understanding of reading process, its possible difficulties and effective methods to teach students to read and write.



# The Reading Skills Pyramid



Created by Dite Bray, MSW in 2013 <http://www.atlantareads.org/>



# Five components of reading instruction

- Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- 
- Rich language environment
  - Writing



# Phonemic awareness -

the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes. Children who are read to at home—especially material that rhymes—often develop the basis of phonemic awareness. Children who are not read to will probably need to be taught that words can be broken apart into smaller sounds.



# How to develop it?

- Which words in a set begin with the same sound
  - **Bell, bike, bus** – all start with /b/;
- Isolating the first or last sound in a word
  - The /h/ in **house**, the /t/ in **cat**;
- Combining the separate sounds to say the word
  - /l/, /a/, /m/, /p/ - **lamp**;



# Phonemic awareness

- Segmenting a word into its separate sounds
  - **Sun** - /s/, /a/, /n/;
- Identifying and making oral rhymes
  - **The sun is (fun); māja-(kāja); Jānis Rainis – galvā (spainis);**
- Identifying and working with syllables in spoken words
  - **An-drew, um-bre-lla, ka-ķis, lai-pa, ie-la, krus-to-jums.**



# Phonemic awareness

- Phoneme identity
  - What sound is the same in **fix**, **fall** and **fun**? - /f/;
- Phoneme categorization
  - Which word does belong? **Bus**, **bun**, **rug** – **Rug**;
- Phoneme deletion
  - What is **smile** without the /s/ - mile;
- Phoneme addition
  - What word do you hear if you add /s/ to the beginning of **park**?
- Phoneme substitution
  - The word is **bed**. Change /d/ to /t/. **Bet**.





# Monitor the progress

- Make baseline measurements;
- Monitor progress after intervention;
- Change intervention/methods if progress is not sufficient;
- Record data;
- Compare to the age norm where possible and
- Create student profiles.



# Phonics – letter-sound correspondences

the knowledge that letters of the alphabet represent phonemes and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they have not seen before, without first having to memorize them.



# Use a good textbook

Lesson Four Phonics

1 Listen, point and repeat.  101

bike kite nine white line



2 Listen and chant.  102

Ride your bike. Fly your kite.  
The bike is red. The kite is white.  
White kite, white kite.

Count the children in the line.  
All together there are nine.  
Nine in the line. Nine in the line.



# Irregular words

- Fry Words – teach irregular words gradually  
[http://www.k12reader.com/Fry-Words/fry\\_complete\\_1000.pdf](http://www.k12reader.com/Fry-Words/fry_complete_1000.pdf)



# Latviešu valodā

- Zilbju un vārdu rindas;
- Katram vārdu rindu sarežģītības līmenim atbilstošu tekstu līdz 96% precizitātei.



# Fluency -

the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read. Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers.



# How to train fluency

- **Guided oral reading**—reading out loud while getting guidance and feedback from skilled readers. The combination of practice and feedback promotes reading fluency;
- **Independent reading** – lacks ability to get feedback and support;
- **Words correct per minute** – an important measure.



# Vocabulary

- Teaching indirectly;
- Teaching directly:
  - School subjects;
  - Dictionaries;
  - General knowledge of the world;





# Comprehension – we read to understand

- Monitoring comprehension;
- Using graphic and semantic organisers -  
<https://www.google.lv/search?q=graphic+organisers&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiA6Jv-vo3ZAhXIDywKHeDRBR8QsAQIJg&biw=1366&bih=613>;
- Answering questions;
- Generating questions;
- Recognising story structure.



## Two or More Main Ideas

Main Idea One

Main Idea Two

Key Details

Key Details

Summarize The Text

The diagram is a graphic organizer for summarizing text. It is divided into two columns, 'Main Idea One' and 'Main Idea Two'. Each column contains a large rounded rectangle at the top for the main idea. Below each main idea box are two smaller rounded rectangles, each connected to the main idea box by a blue line. These smaller boxes are labeled 'Key Details'. Below each column of key details is a key icon. At the bottom of the organizer is a large rounded rectangle with horizontal lines, labeled 'Summarize The Text'.

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