ADE ELA UPDATES SPRING 2021

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DEFINITIONS:

Major Researchers

The science of reading is a body of empirical research derived from multiple disciplines (cognitive psychology, neuroscience, linguistics, etc.). *Dr. Maria Murray*

The "Science of Reading" is a body of basic research in developmental psychology, educational psychology, cognitive science, and cognitive neuroscience on reading, one of the most complex human behaviors, and its biological (neural, genetic) bases. *Dr. Mark Seidenberg*

"The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students." – Dr. Louisa Moats

ADE'S DEFINITION

- *The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.*

STRUCTURED LITERACY: PRINCIPLES TO GUIDE CLASSROOM INSTRUCTION

* Required in current legislation and bills

- Explicit instruction in the essential components of reading
- Systematic, simple to complex (scope and sequence)
- Cumulative (new concepts linked to previously learned, review)
- Diagnostic (differentiate based on student need)

THE SHIFT: STRUCTURED LITERACY & TYPICAL PRACTICES

Skill Area	Structured Literacy	Typical Literacy Practices
Phonological Awareness	Emphasis on the sounds in spoken language distinct from and prior to phonics instruction; Phoneme awareness used as the starting point for print	Letters used as the starting point for print; Reading treated as a visual skill; Confusion of phonemic awareness and phonics; Avoidance of segmenting spoken words
Phonics & Spelling	Intentional instruction in letter-sound combinations; Sequenced from easier to harder for reading and spelling; Application of word reading in print	Taught whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families); Mini lessons responding to student errors
Vocabulary & Oral Language	Oral language as the reference point for print; Books used for reading aloud are more challenging than those students read independently; Scripted teacher dialogue	Modeling reading aloud from the leveled books students will read; Nondirective questioning and discussion
Text Reading Fluency	Young students read text that is controlled to include only those phonics patterns that have been explicitly taught; Fluency building only after accuracy; High degree of teacher-student interaction with immediate corrective feedback	Use of leveled or predictable texts that are not controlled for decoding difficulty; Error response focuses on picture cues or the use of context to determine words; High degree of independent silent reading; Miscue analysis
Reading Comprehension	Background knowledge, text structure, and strategies overtly modeled and practiced in a planned progression	Emphasis on teacher modeling (think aloud); Activities such as choral reading, shared reading and guided reading; Student book choice

Stollar, S (2020) An Introduction to the Science of Reading Presentation

MORE INFORMATION

R.I.S.E. Arkansas

The Science of Reading: A Defining Guide

Introduction to the Science of Reading

CORE: Consortium on Reaching Excellence in Education

SCIENCE OF READING IN MOTION…

Legislative updates

CLSD Grant

COLLABORATIONS WITH ESS

Data Collection

Literacy Trainings

WRAPPING UP

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Q and A