

Reading K-12: The View from 10,000 Feet Above School Level

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The Plan:

Describe the 5 most important facts about reading for elementary, middle, and high school principals.

Describe 3 critical implications of these facts for leaders as they provide leadership for instruction to meet the needs of every child

The facts:

1. The ultimate goal of reading instruction is to enable children to read fluently with good comprehension

In Florida:

To help students acquire the knowledge and skill they need to read grade level text fluently with understanding. Students also must be able to think about, and apply what they learn from text.

The facts:

1. The ultimate goal of reading instruction is to enable children to read fluently with good comprehension
2. Three basic problems create most of the reading difficulties our students experience

Three most important stumbling blocks to becoming a good reader (NRC Report, 1998)

1. Difficulty learning to read words accurately and fluently
2. Insufficient vocabulary, general knowledge, and reasoning skills to support comprehension of written language
3. Absence or loss of initial motivation to read, or failure to develop a mature appreciation of the rewards of reading.

The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

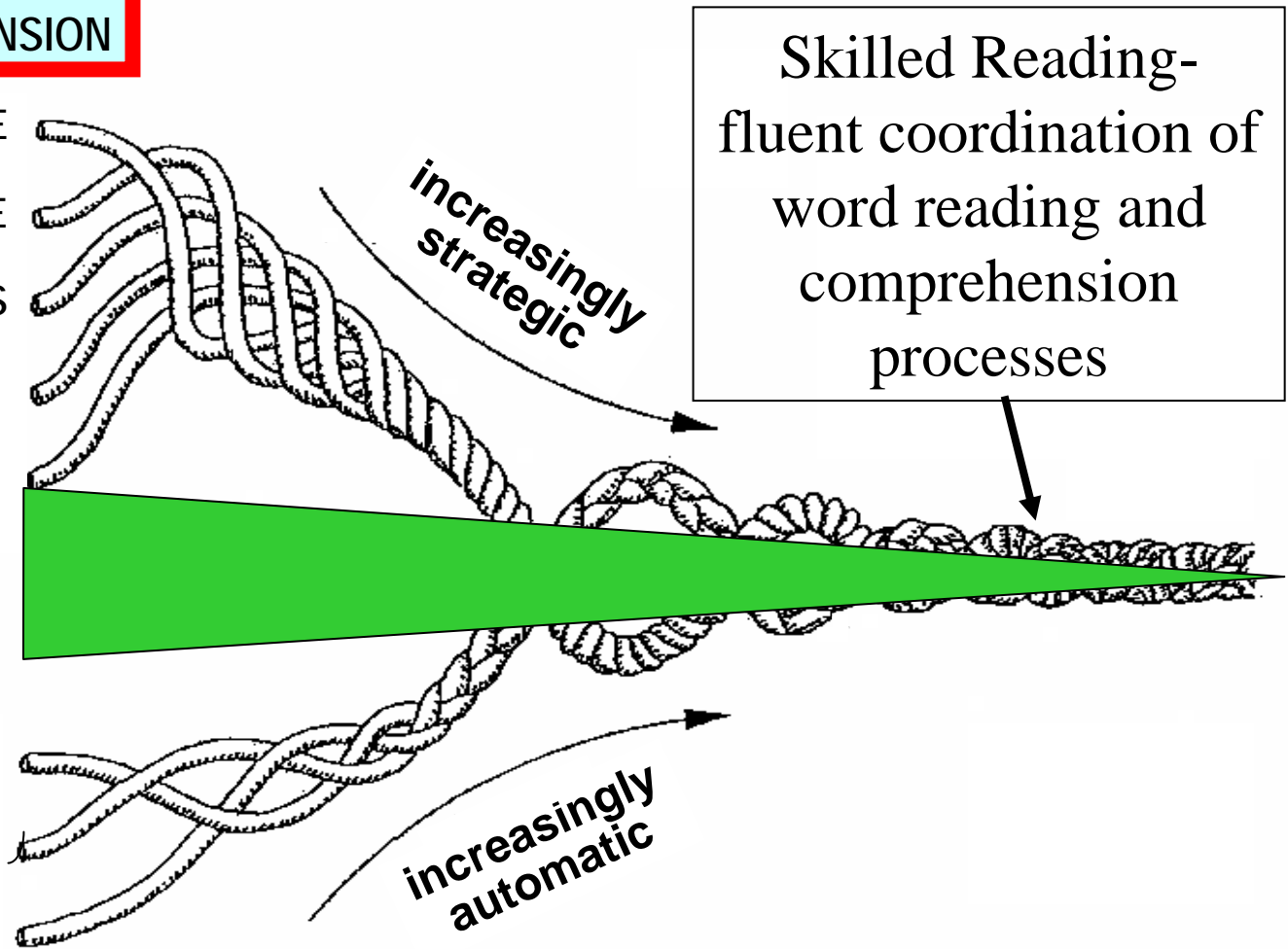
LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Two definitions of reading that summarize the challenges we face in helping students become proficient readers from 3rd to 10th grade

“Reading is translating between oral and written language.” (Perfetti, 1985)

“Reading is thinking guided by print.”
(Perfetti, 1985)

Percentile ranks for reading fluency and knowledge/reasoning of students in 3rd, 7th, and 10th grade who perform at different levels on the FCAT

<u>FCAT Level</u>	<u>3rd</u>		<u>7th</u>		<u>10th</u>	
	<u>Flu.</u>	<u>Kn/R</u>	<u>Flu.</u>	<u>Kn/R</u>	<u>Flu.</u>	<u>Kn/R</u>
Level 1	6	42	7	34	8	30
Level 2	32	59	25	45	30	60
Level 3	56	72	45	64	68	66
Level 4	79	91	82	88	87	84
Level 5	93	98	95	93	93	85

The facts:

1. The ultimate goal of reading instruction is to enable children to read fluently with good comprehension
2. Three basic problems create most of the reading difficulties our students experience
3. The longer a child remains a poor reader, the harder it is to "catch up" with grade level standards

The consequences of early and continuing reading difficulties

Lack of reading practice-affects fluency

Lack of wide reading-affects growth of vocabulary and knowledge of the world

Lack of wide reading- affects growth of strategic reading skills

Limited reading of classroom assignments-affects growth of essential knowledge

Loss of interest in reading and learning

Teaching Reading is Urgent

A student at the 10th percentile reads about 60,000 words a year in 5th grade

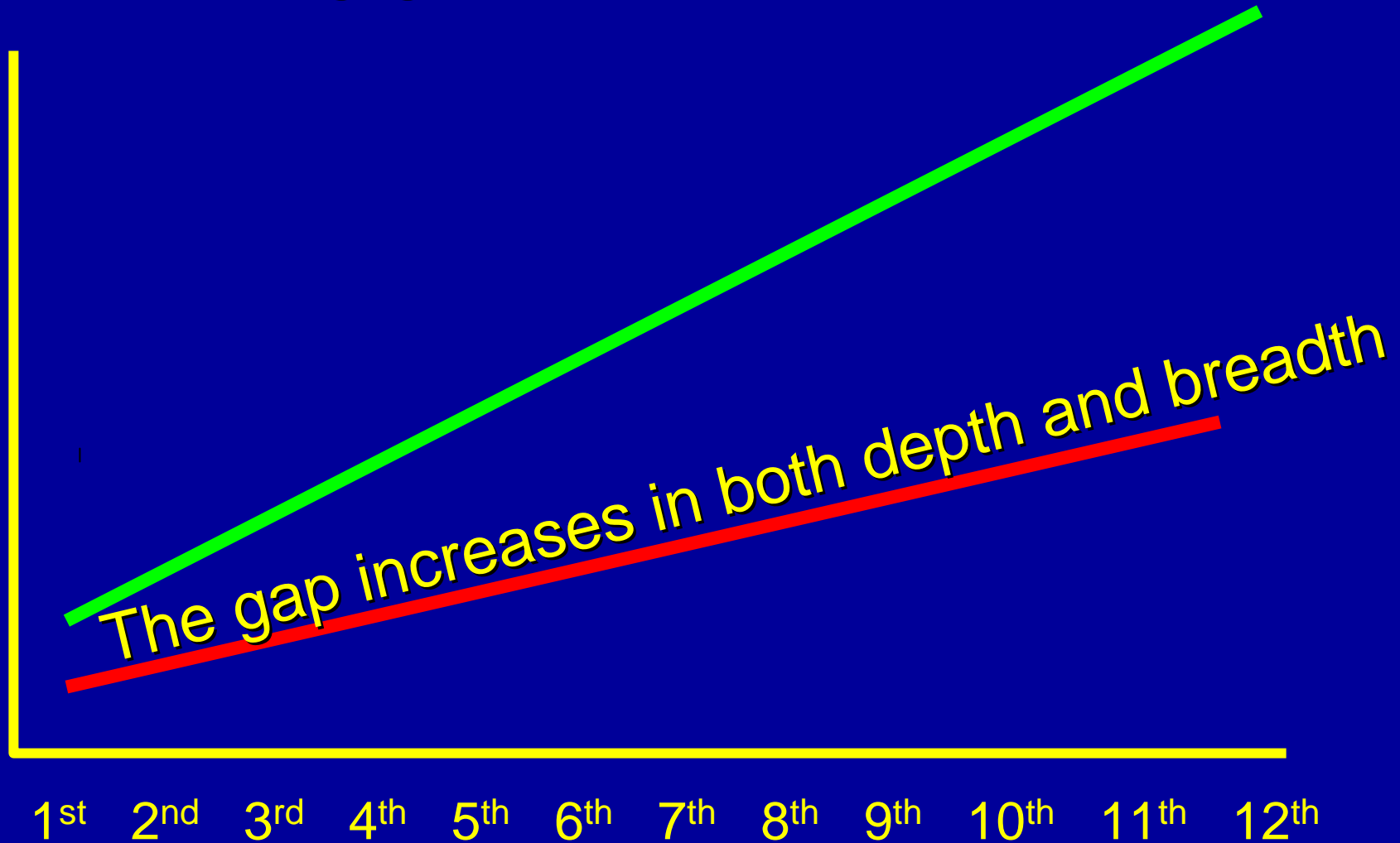
A student at the 50th percentile reads about 900,000 words a year in 5th grade

Average students receive about 15 times as much practice in a year

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

(Anderson, R. C., 1992)

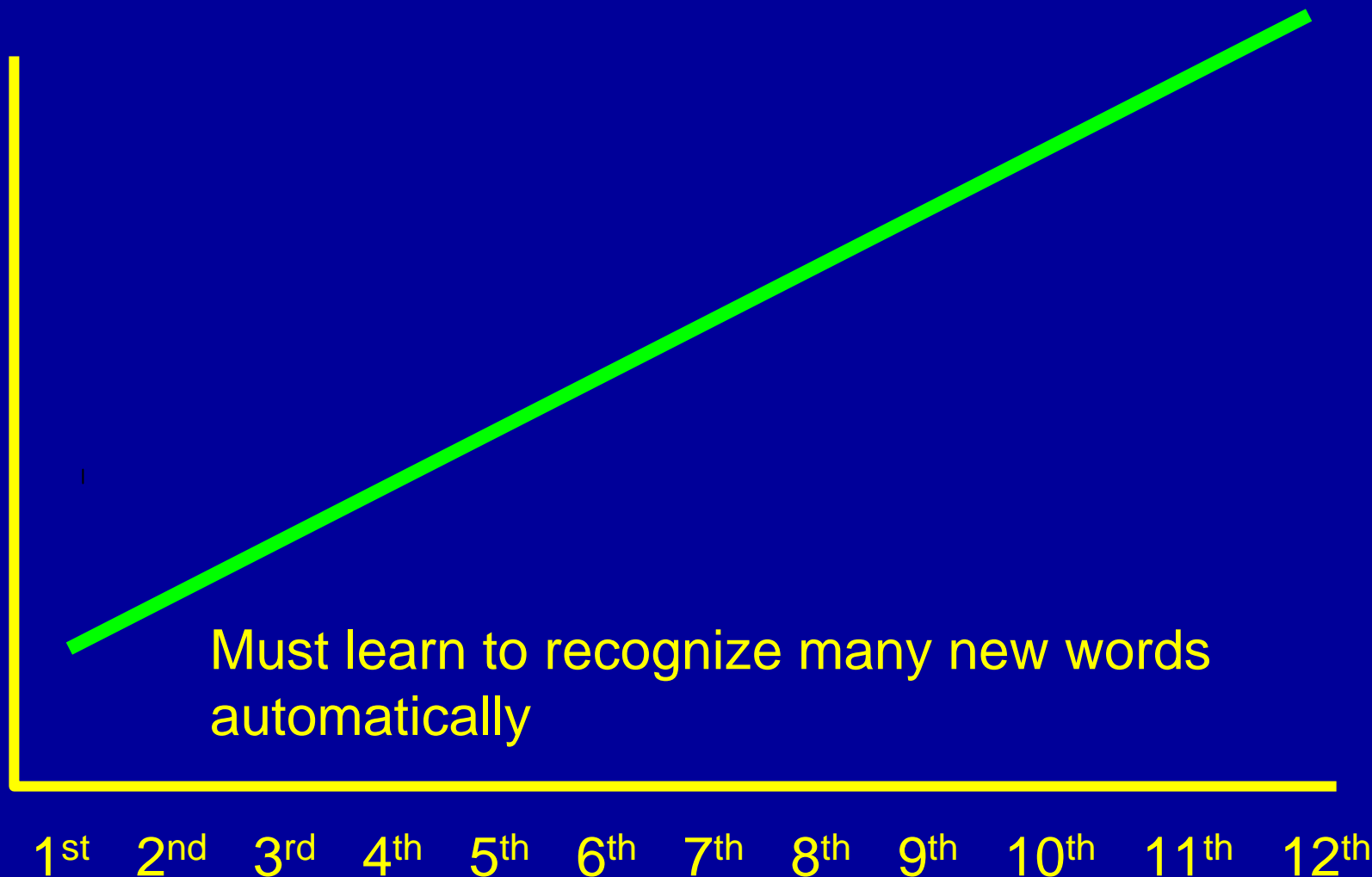
Consequences of reading difficulties: an ever widening gap



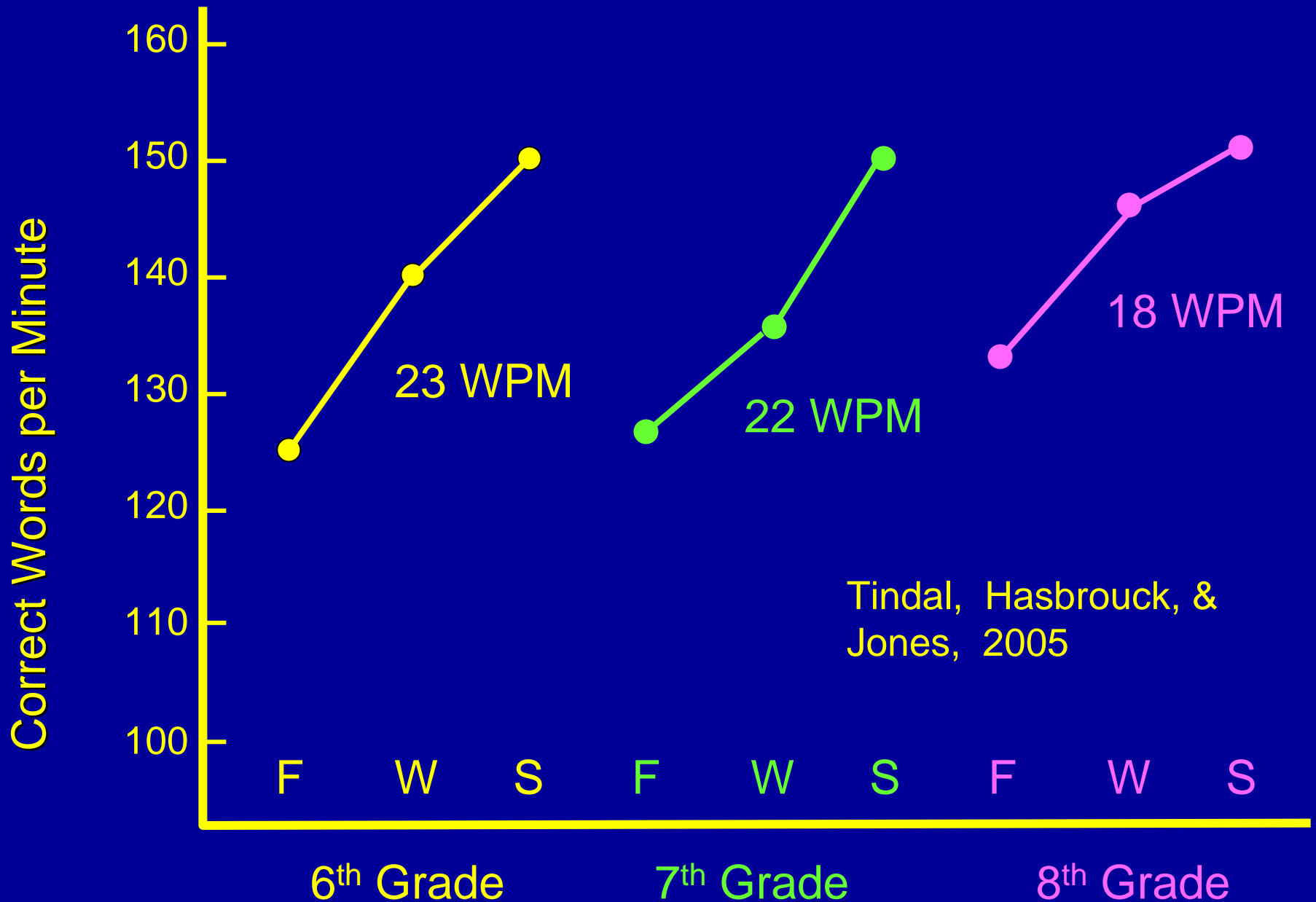
The facts (cont.):

4. Each year, the knowledge and skill required to achieve grade level standards in reading increases

Each year skills and knowledge required to meet standards increases



Correct Words per Minute on Grade Level Text

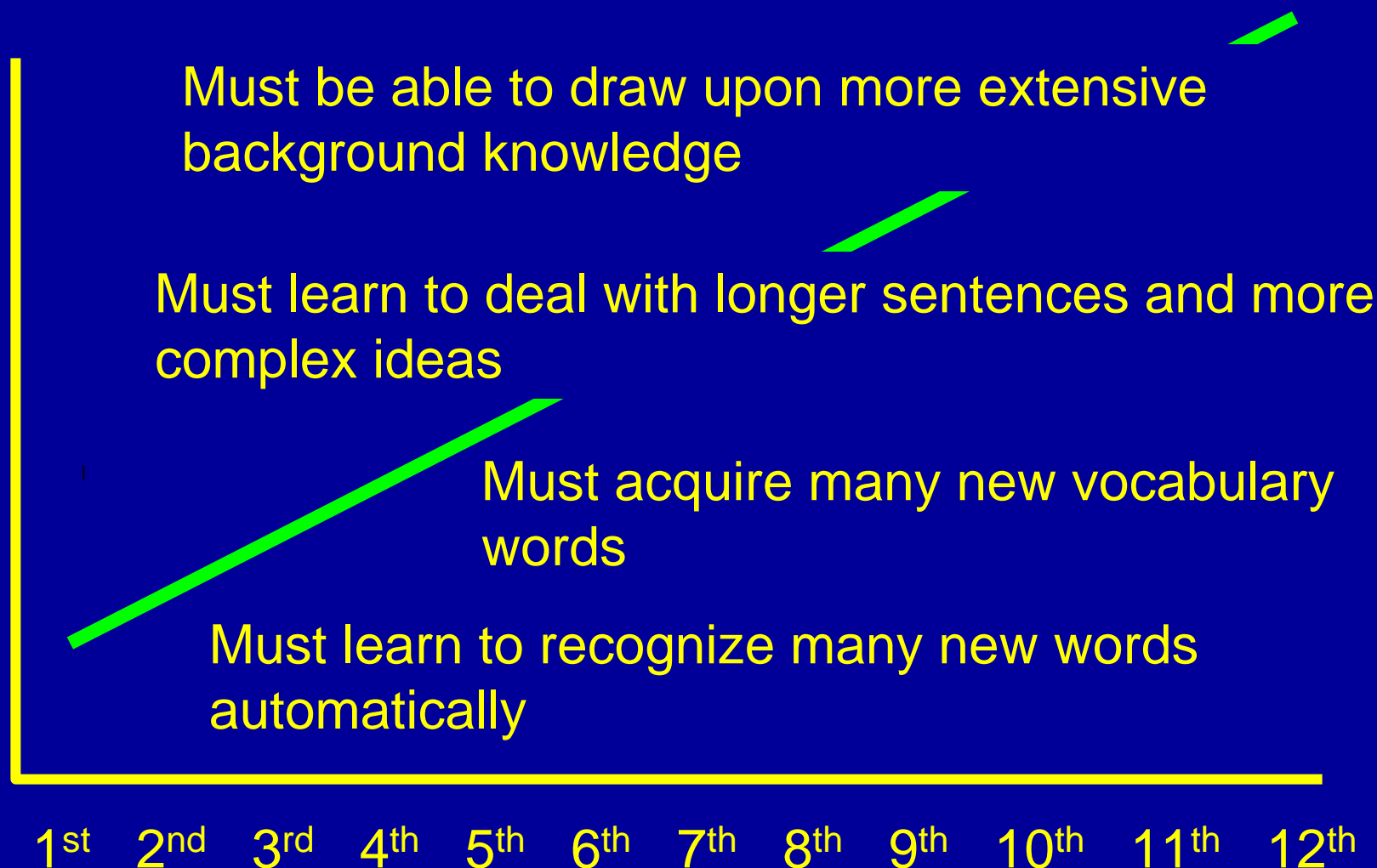


The Fluency Challenge.....

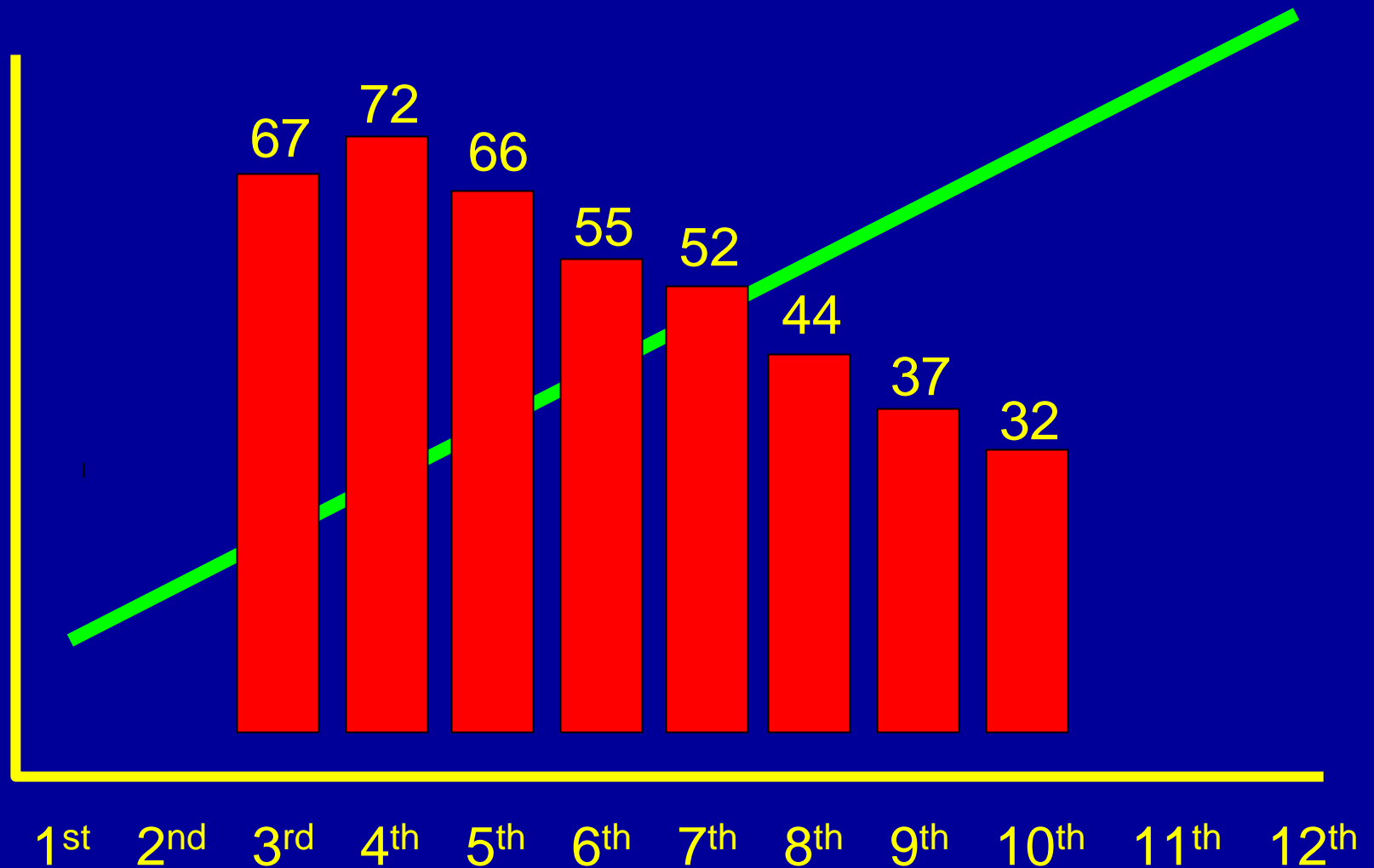
“One of the great mysteries to challenge researchers is how people learn to read and comprehend text rapidly and with ease. A large part of the explanation lies in how they learn to read individual words. Skilled readers are able to look at thousands of words and immediately recognize their meanings without any effort.”

Ehri, L. C. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) *Learning and teaching reading*. London: British Journal of Educational Psychology Monograph Series II.

Each year skills and knowledge required to meet standards increases



The increasing yearly standards of the FCAT require strong instruction to maintain “average” reading growth



The facts (cont.):

4. Each year, the knowledge and skill required to achieve grade level standards in reading increases
5. Children are enormously diverse in their talent and preparation for learning to read

Diversity creates special difficulties for teachers and schools

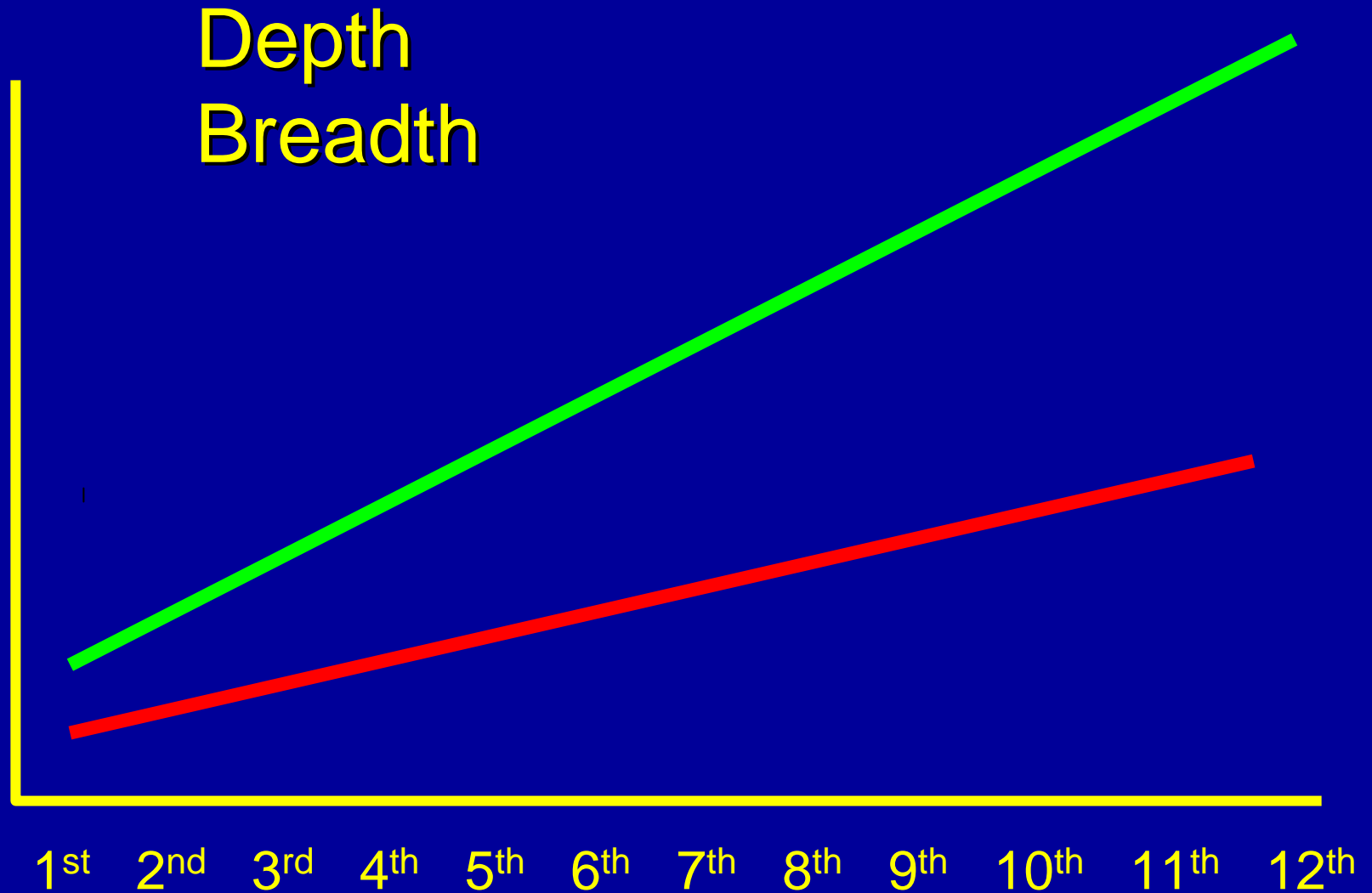
A central problem in reading instruction arises, not from the absolute level of children's preparation for learning to read, but from the diversity in their levels of preparation

(Olson, 1998)

What are the most important ways children are diverse-when it comes to learning to read?

1. They are diverse in their talent and their preparation for learning to read words accurately and fluently
2. They are diverse in their oral language knowledge and abilities-vocabulary and world knowledge
3. They are diverse in their abilities to manage their learning behaviors and their motivation to apply them selves to learning to read

Diversity increases with development



The implications:

1. We must offer systematic and explicit instruction in the essential elements of reading skill and knowledge

Direct explanations and modeling

Systematically organized

Focused on essential skills and knowledge

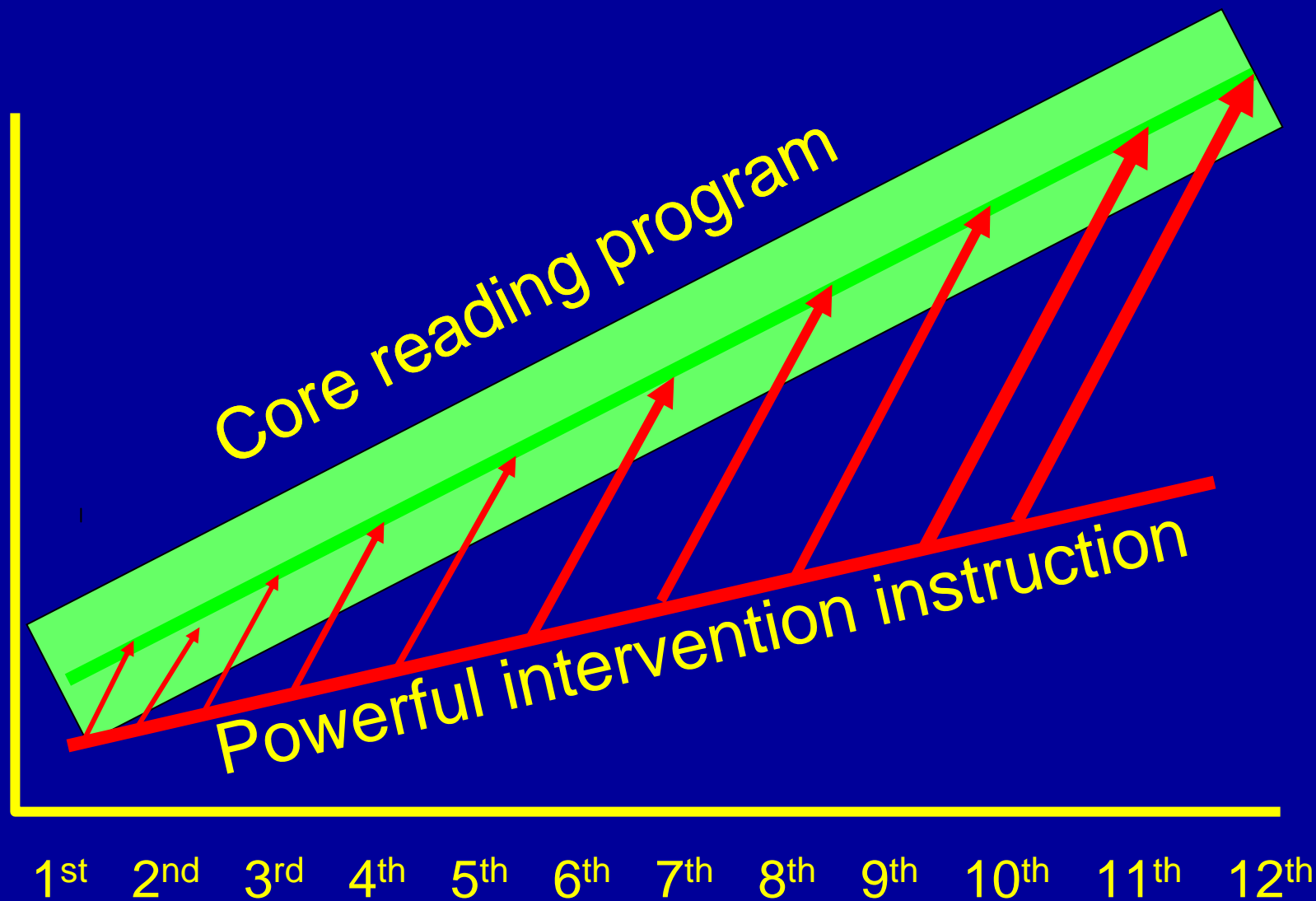
Leaves nothing to chance

Requires more teacher knowledge

The implications:

1. We must offer systematic and explicit instruction in the essential elements of reading skill and knowledge
2. We must offer multiple "strands" or "tiers" of instruction at every grade level

The need for multiple tiers of instruction



Three Tiers or Multiple Tiers?

Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

More instructional time

Smaller instructional groups

Clearer and more detailed explanations

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

More skillful orchestration and integration of all elements

The implications:

1. We must offer systematic and explicit instruction in the essential elements of reading skill and knowledge
2. We must offer multiple "strands" or "tiers" of instruction at every grade level
3. The need for a school level system that supports growth for grade level students and identifies and intervenes powerfully with struggling readers

Three critical elements of school level systems to teach all students to read well

1. High quality core classroom instruction that supports growth of grade level skills
2. Timely and valid assessments that identify struggling readers and monitor their progress in “closing the gap”
3. Multiple tiers of intervention to meet the huge diversity of talent and preparation for learning to read

Core instruction changes with developmental level

K 1 2 3 4 5 6 7 8 9 10 11 12



Phonics and
other word
reading
strategies



Acquisition of
Fluency



Development of Vocabulary, Knowledge and Thinking Skills

Development of attitudes—-----motivation, interest, curiosity

The challenge for middle and high schools

1. Content area teachers must systematically teach and reinforce active thinking about text in their domains
2. Content area teachers must teach content knowledge in a way that everyone masters the most important ideas - content enhancement routines

A way to remember the importance of powerful teaching of knowledge in the content areas so that even students with reading difficulties can understand the big ideas and learn the most essential content.

"Give me a fish while you're teaching me how to catch my own..."

That way I won't starve to death while I'm learning to tie flies."

Critical instructional focus at each level

Middle school

Content area teachers must systematically teach and reinforce active thinking about text in their domains

Content area teachers must teach content knowledge in a way that everyone masters the most important ideas

Strong motivational contexts in the classroom

Intensive interventions must be available for those lagging behind in reading development

Thank you

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Science of reading