

Success for All Correlation to National Reading Panel Findings Scientifically-Based Research Approaches to “Teaching Children to Read”

NRP Findings/Implications	SFA Component Activities
<p>Phonemic Awareness</p> <p>Teaching phonemic awareness (PA) to children significantly improves their reading more than instruction that lacks any attention to PA. The characteristics of PA training found to be most effective in enhancing PA, reading, and spelling skills included explicitly and systematically teaching children to manipulate phonemes with letters, focusing the instruction on one or two types of phoneme manipulations rather than multiple types, and teaching children in small groups.</p>	<p>Curiosity Corner—Rhyme Time; Learning Labs; Greetings & Readings; Clues & Questions; Story Tree; Snack Time; Question/Reflection; Home Link.</p> <p>KinderCorner—Greetings, Readings and Writings; Theme Song; Let’s Talk; Daily Message; Spotlight On; Story Tree; Learning Labs; Stepping Stones; Write Away; Let’s Think About It.</p> <p>Roots—Letter/Word Formation Review; Letter Activities; Letter Games; Story Activities; Stretch and Count; Celebration (i.e., Sound Review).</p> <p>Level 4—Word Mastery Presentation</p> <p>Cooperative Learning</p>
<p>Phonics</p> <p>Systematic synthetic phonics instruction was significantly more effective in improving low socioeconomic status children’s alphabetic knowledge and word reading skills than instructional approaches that were less focused on these initial reading skills.</p> <p>Systematic phonics instruction should be integrated with other reading instruction in phonemic awareness, fluency, and comprehension strategies to create a complete reading program.</p> <p>Phonemic awareness and fluent and automatic application of phonics skills to text is another critical skill that must be taught and learned to maximize oral reading and reading comprehension.</p> <p>Children who have already developed phonics skills and can apply them appropriately in the reading process do not require the same level and intensity of phonics instruction provided to children at the initial phases of reading acquisition.</p>	<p>Curiosity Corner—Rhyme Time; Learning Labs; Greetings & Readings; Clues & Questions; Story Tree; Snack Time; Question/Reflection; Home Link.</p> <p>KinderCorner—Theme Song; Daily Message; Spotlight On; Story Tree; Learning Labs; Stepping Stones; Write Away; Let’s Think About It.</p> <p>Roots—Letter Formation Review; Letter Presentation; Letter Games; Story Activities; Word Presentation; Shared Stories; Partner Reading; Story Related Writing; Celebration (Sound/Word Review).</p> <p>Level 4—Silent Reading.</p> <p>Wings—Vocabulary Introduction/Review; Word Wall; Additional Skills Instruction.</p>

Systematic synthetic phonics instruction is teaching students explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable words.

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<p>Fluency</p> <p><u>Guided repeated oral reading</u> procedures that included guidance from teachers, peers, or parents had a significant and positive impact on students' word recognition, fluency, and comprehension across a range of grade levels. The studies were conducted in both regular and special education settings.</p> <p>The available data suggest that <u>independent silent reading</u> is not an effective practice when used as the <i>only</i> type of reading instruction to develop fluency and other reading skills, particularly with students who have not yet developed critical alphabetic and word reading skills.</p>	<p>KinderCorner—Daily Message; Theme Song; Spotlight On; Story Tree; Learning Labs; Stepping Stones; Write Away; Let's Think About It.</p> <p>Roots—STaR; Reading Rehearsal; Guided Group Reading; Partner Reading; Celebration (Performance).</p> <p>Wings—Vocabulary Review; Partner Reading with Strategy; Partner Discussion; Adventures in Writing; Book Club.</p> <p>KinderCorner—Spotlight On; Stepping Stones; Math Mystries; Let's Think About It.</p> <p>Roots—Story Activities; Homework; Celebration.</p> <p>Level 4—Silent Reading.</p> <p>Wings—Listening Comprehension; Reading Together; Silent/Partner Reading with Strategy; Reading Comprehension; Sustained Silent Reading; Homework (Read and Respond).</p>
<p>Comprehension: Vocabulary Instruction</p> <p>Vocabulary instruction does lead to gains in comprehension, but the methods must be appropriate to the age and ability of the reader. The findings yielded several specific implications</p> <ul style="list-style-type: none"> • Vocabulary should be taught both directly and indirectly • Repetition and multiple exposures to vocabulary items are important • Learning in the context of storybook reading and in authentic contexts beyond the classroom, listening to the reading of others, and use of computer technology all enhance the acquisition of vocabulary • Pre-instruction in vocabulary words prior to reading can facilitate both vocabulary acquisition and comprehension • Direct instruction should include restructuring of the text materials or procedures (e.g., substituting easy words for hard words) and should actively engage the student • Dependence on a single vocabulary instruction method will not result in optimal learning 	<p>Curiosity Corner—Rhyme Time; Learning Labs; Greetings & Readings; Clues & Questions; Story Tree; Gross Motor Play; Snack Time; Question/Reflection; Home Link.</p> <p>KinderCorner—Greetings, Readings and Writings; Let's Talk; Daily Message; Theme Song; Spotlight On; 15 Minute Math; Story Tree; Learning Labs; Gross Motor Play; Stepping Stones; Math Mysteries; Let's Daydream; Write Away; Let's Think About It; Home Link.</p> <p>Roots—STaR; Extended STaR; Word Formation Review; Story Activities (Word Presentation, Guided Group Reading, Use of Context Clues); Word Wall; Shared Treasure; Word Strategies; Celebration (Sound/Word Review); BookEnds: Language Links.</p> <p>Wings—Cooperative Learning; Listening Comprehension; Vocabulary/Introduction/Review; Word Meanings; Use of Context Clues; Meaningful Sentences; Teacher-led Story Discussion; Partner Reading; Story Discussion; Story Retell; Word Strategies; Adventures in Writing; Reading Comprehension; Additional Skills Instruction.</p> <p>Writing from the Heart Writing Wings</p>

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<p>Comprehension: Text Comprehension Instruction</p> <p>Comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Explicit or formal instruction in the application of multiple comprehension strategies has been shown to be highly effective in enhancing understanding. The teacher generally demonstrates such strategies for students until the students are able to carry them out independently.</p> <p>The following 7 types of text comprehension instruction are helpful when used alone, but many are more effective when used as part of a multiple-strategy method:</p> <ul style="list-style-type: none"> • Comprehension monitoring • Cooperative learning • Use of graphic and semantic organizers (including story maps) • Question answering • Question generation • Story structure • Summarization 	<p>Curiosity Corner—Rhyme Time; Learning Labs; Greetings & Readings; Clues & Questions; Story Tree; Gross Motor Play; Snack Time; Question/Reflection; Home Link.</p> <p>KinderCorner—Greetings; Readings and Writings; Let’s Talk; Daily Message; Theme Song; Spotlight On; 15 Minute Math; Story Tree; Learning Labs; Gross Motor Play; Stepping Stones; Math Mysteries; Write Away; Let’s Think About It; Home Link.</p> <p>Roots—STaR (Interactive Story Reading, Story Structure Review, Interactive Group Retelling, Prewriting Activities, and Story-Related Writing); Extended STaR; Setting the Stage; Thinking About Reading; Shared Stories; Partner Reading; Shared Treasure Sheet; BookEnds: Language Links; Celebration.</p> <p>Level 4—Treasure Hunt.</p> <p>Wings—Listening Comprehension; Story Motivation/Introduction (Make Predictions with Evidence); Treasure Hunt Discussion; Graphic Organizers; Story Retell; Adventures in Writing; Reading Comprehension; Book Club; Homework (Read and Respond).</p> <p>Writing from the Heart</p> <p>Writing Wings</p> <p>Cooperative Learning</p>

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<p>Comprehension: <u>Teacher Preparation and Comprehension Strategies Instruction</u></p> <p>Teachers require instruction in explaining what they are teaching, modeling their thinking processes, encouraging student inquiry, and keeping students engaged.</p> <p>Two major approaches were identified as effective in teaching and modeling the use of reading comprehension strategies:</p> <p><u>Direct Explanation</u> approach focuses on the teacher’s ability to explain explicitly the reasoning and mental processes involved in successful reading comprehension.</p> <p><u>Transactional Strategy Instruction</u> emphasizes the teacher’s ability to: 1) provide explicit explanations of thinking processes; and 2) facilitate student discussions in which students collaborate to form joint interpretations and acquire a deeper understanding.</p>	<p>Curiosity Corner—Rhyme Time; Learning Labs; Greetings & Readings; Clues & Questions; Story Tree; Gross Motor Play; Snack Time; Question/Reflection; Home Link.</p> <p>KinderCorner—Greetings, Readings and Writings; Let’s Talk; Daily Message; Theme Song; Spotlight On; Story Tree; Learning Labs; Gross Motor Play; Stepping Stones; Math Mysteries; Write Away; Let’s Think About It; Home Link.</p> <p>Roots—STaR; Extended STaR; Think Alouds; Thinking About Reading; Teacher Led Story Discussion; Modeling Use of Context Clues; Shared Stories; BookEnds: Language Links or Peabody Language Development.</p> <p>Wings—Cooperative Learning; Listening Comprehension; Story Motivation; Story Introduction (Prediction); Think Alouds; Vocabulary Introduction/Review (Teacher Pronunciation, Word Meanings, Meaningful Sentences); Story Discussion; Written Response Strategies; Adventures in Writing; Words Out Loud; Reading Comprehension (Direct Instruction, Team Consensus); Story Retell; Two-Minute Edit.</p> <p>Writing from the Heart</p> <p>Writing Wings</p>

References

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