

Maine Reading First Course



Session #1 Introduction to Reading First



Key Learning Goals

Session 1

Introduction to Maine Reading First

- Introduction to the goals of the Maine Reading First Initiative
- Explanation of scientifically based reading research (SBRR) and the 5 essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Overview of characteristics of effective school-wide literacy programs
- Introduction to the elements of a research based literacy environment for K-3 students

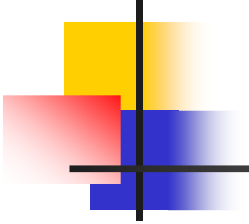


Beginning With the End in Mind...

The ultimate goal of our work within the Reading First Initiative is to steadily reduce the number of students performing below grade level on reading outcome measures at each grade level from K-3.

To accomplish this, we must help all children:

- Acquire the skills and knowledge to construct meaning from text, and
- Read fluently and value reading for pleasure and learning



Why is Learning to Read in Grades K-3 so Critical?

Research tells us that:

“The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, was .88....the probability of remaining an average reader in fourth grade, given an average reading ability in first grade, was .97.” (Juel, 1988)

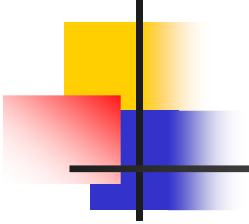
We also know that:

Students who are not able to segment the sounds in words and fluently identify letters at the end of Kindergarten will struggle at the beginning of first grade (NRP, 2000).

Students who cannot decode easily will have a very hard time in second and third grade (NRP, 2000).

Students who have not developed and significantly practiced strategies to fully discuss and “unpack” the meaning from text by second and third grade will struggle as readers in the year to come (NRP, 2000).

What Reading First Supports

- 
- High-quality, relevant professional development
 - Scientifically-based instructional programs, materials, and instruction
 - Valid and reliable screening, diagnostic, and on-going classroom assessments
 - State-wide accountability and leadership structures

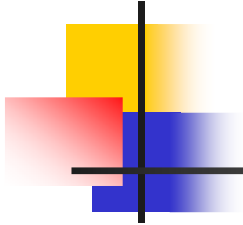






Instructional Content

5 Essential Elements

- Phonemic Awareness Instruction
- Phonics Instruction
- Fluency Instruction
- Vocabulary Instruction
- Comprehension Instruction

Changing Emphasis of Five Essential Elements



Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds & Combinations		Multisyllables	
Fluency				
Vocabulary	Listening  Reading 			
Comprehension	Listening  Reading 			



Other Big Ideas

The foundation of the Reading First Initiative is Scientifically Based Reading Research (SBRR)

- Experimental research that addresses one or more skills in reading
- The studies use samples of students who represent the larger population to be relevant
- The studies are repeated or replicated to build confidence in the findings, and
- The research is judged as sound and worthwhile by reading experts other than the studies' author(s).



Other Big Ideas

Systematic Instruction guides students' progress from basic to higher-order skills by logically sequencing and prioritizing the most critical reading concepts into manageable instructional steps.

Explicit Instruction supports students' ability to reach independence through....

- teacher modeling (concrete, visible, clear language, multiple examples),
- multiple practice opportunities,
- specific feedback on performance, and
- assessment to determine independence.



What Does a Reading First School Look Like?

- Curriculum is aligned with state standards and is reflected in explicit and systematic instruction in the five essential components of reading.
- Every minute counts! An uninterrupted block of time is committed to reading instruction.
- The teacher makes time for assessment and understands how to design instruction based on data.
- Flexible grouping strategies and alternate grouping formats are used.
- By monitoring progress on an ongoing basis, the teacher adjusts and intervenes when necessary.
- The principal plays a key leadership role.
- Teachers participate in ongoing professional development.
- The entire staff is committed to teaching every child to read and setting school-wide improvement goals to implement change.



Characteristics of Schools With Effective Literacy Programs

- Beliefs and Understandings
 - Leadership and Coordination
 - Standards and Targets
 - Monitoring and Assessment
 - Classroom Teaching Programs
 - Professional Learning Teams
 - School and Class Organization
 - Intervention and Special Assistance
 - Home, School, and Community Partnership

(Hill & Crevola, 1997)



3—2—1

- 3—things worth remembering
- 2—things to learn more about
- 1—burning question