TEACHING READING IN THE CLASSICAL SCHOOL

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Hillsdale College
## Reading

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<th>Learning to Read K-3rd</th>
<th>Reading to Learn 4th+</th>
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Alphabet Recognition
Alphabet Recognition

• What is it?
Alphabet Recognition

- What is it?
- This is a letter. This is not a letter.
Alphabet Recognition

A B C D E F G H I
Alphabet Recognition

A B C D E F G H I Ԓ Ԍ Ԏ ԑ Ԓ ԙ Ԟ ԟ
Alphabet Recognition

A B C D E F G H I Ð Ħ ŏ Ί я Ж ¡ $Ω й Ю
Alphabet Recognition

A B C D E F G H I Ð Ĥ Ŧ ΐ я Ж ¢ Ω й Ю A A A A A A A A a a a a a a a a
Alphabet Recognition

p
Alphabet Recognition

b
Alphabet Recognition
Alphabet Recognition

q
Alphabet Recognition

 descargar
Alphabet Recognition
Alphabet Recognition

p b q d
Alphabet Recognition

p b q d

P B Q D
Alphabet Recognition
Alphabet Recognition
Alphabet Recognition

#  i

l
Alphabet Recognition
Alphabet Recognition

• Why is it important?
Alphabet Recognition

• Why is it important?
• One half of the “sound-spelling relationship”
Alphabet Recognition

• How should it be taught?
Alphabet Recognition
• How should it be taught?
• Playing with letters
• Exposure to letters
• Alphabet books
Phonemic Awareness
Phonemic Awareness

• What is it?
Phonemic Awareness

• What is it?
  1. Words consist of sounds
Phonemic Awareness

• What is it?
  1. Words consist of sounds

  \[\text{cat} = /k/ + /\ddash/ + /t/ \text{ (3 sounds)}\]
Phonemic Awareness

• What is it?

1. Words consist of sounds

\[ \text{cat} = /k/ + /\ddot{a}/ + /t/ \text{ (3 sounds)} \]

\[ \text{at} = /\ddot{a}/ + /t/ \text{ (2 sounds)} \]
Phonemic Awareness

• What is it?

1. Words consist of sounds

\[
cat = /k/ + /\ddot{a}/ + /t/ \text{ (3 sounds)}
\]

\[
at = /\ddot{a}/ + /t/ \text{ (2 sounds)}
\]

\[
cats = /k/ + /\ddot{a}/ + /t/ + /s/ \text{ (4 sounds)}
\]
Phonemic Awareness

• What is it?

  2. Those sounds can be manipulated
Phonemic Awareness
• What is it?
  2. Those sounds can be manipulated

  cat

  /k + ā + t/
Phonemic Awareness

• Why is it important?
Phonemic Awareness

• Why is it important?
  • The other half of the “sound-spelling relationship”
Phonemic Awareness

- How should it be taught?
Phonemic Awareness

• How should it be taught?
  • Playing with language **orally**
  • Nursery rhymes
  • Dr. Seuss
# Reading

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Learning to Read
Learning to Read

• Decoding
Learning to Read

• Decoding

The cat sat on the mat.
Learning to Read
• Decoding

The cat sat on the mat.
Learning to Read
• Decoding

The cat sat on the mat.
Learning to Read

• Decoding

The cat sat on the mat.

Sight words

Patterns of language

context
Learning to Read

• Decoding

The cat sat on the mat.

- Sight words
- Phonics
- Patterns of language
- Context
Learning to Read
• Phonics
• What is it?
Learning to Read
• Phonics
• What is it?
Learning to Read

• Phonics

• What is it?

Sound (phonemes) + Phonics = Phonics
Learning to Read

• Phonics

• What is it?

Sound (phonemes) + Spelling (letters) = Phonics
Learning to Read

• Phonics
• What is it?

\[
\begin{align*}
\text{a} & = /\mathbf{\hat{O}}/ \text{ call} \\
& /\mathbf{\hat{a}}/ \text{ cape} \\
& /\mathbf{\hat{a}}/ \text{ cat} \\
& /\mathbf{\hat{a}}r/ \text{ car} \\
& /\mathbf{\hat{a}}r/ \text{ care}
\end{align*}
\]
Learning to Read

• Why is phonics so important for decoding?
Learning to Read

• Why is phonics so important decoding?
  • Chall (1967) – Learning to Read: The Great Debate
  • Anderson, et. al., (1985) – Becoming a Nation of Readers
  • Adams (1990) – Beginning to Read: Thinking and Learning about Print
  • Snow, et. al., (1998) – Preventing Reading Difficulties in Young Children
  • Report of the National Reading Panel (2000)
National Reading Panel (2000)

“[S]ystematic phonics instruction enhances children’s success in learning to read and... is significantly more effective than instruction that teaches little or no phonics...”
National Reading Panel (2000)

““This type of phonics instruction benefits both students with learning disabilities and low-achieving students who are not disabled. Moreover, systematic synthetic phonics instruction was significantly more effective in improving low socioeconomic status (SES) [students]” (p. 9)
Learning to Read

• Phonics

• How should it be taught?
Learning to Read

• Phonics
• How should it be taught?
• Explicitly
Learning to Read

• Phonics

• How should it be taught?
  • Explicitly
    • Parts to whole (i.e., letters to words)
Learning to Read

• Phonics

• How should it be taught?
  • Explicitly
    • Parts to whole (i.e., letters to words)
  • Systematically
Learning to Read

• Phonics

• How should it be taught?
  • Explicitly
    • Parts to whole (i.e., letters to words)
  • Systematically
    • Simplicity (e.g., short vowels, long vowels, variant vowels)
Learning to Read

• Phonics

• How should it be taught?
  • Explicitly
    • Parts to whole (i.e., letters to words)
  • Systematically
    • Simplicity (e.g., short vowels, long vowels, variant vowels)
    • Utility (e.g., c = /k/, /s/, /ch/)
Which phonics program should we use?
Phonics Programs

• The National Right to Read Foundation (nrrf.org)
Phonics Programs

• The National Right to Read Foundation (nrrf.org)
• The Illinois Loop (illinoisloop.org/reading)
Phonics Programs

• Spalding (*The Writing Road to Reading*)
• Riggs (*The Writing and Spelling Road to Reading and Thinking*)
• *Spell to Write and Read* by Wanda Sanseri
• Saxon Phonics
• Jolly Phonics
• Read Well
• Project Read
• Core Knowledge Reading Program
Learning to Read

• Fluency
Learning to Read
• Fluency
• What is it?
Learning to Read

• Fluency
• What is it?
• Speed
• Accuracy
• Expression
Learning to Read

• Fluency
• What is it?
• Speed
• Accuracy
• Expression
Learning to Read
• Fluency
• Why is it important?
Learning to Read

• Fluency
• Why is it important?

Learning to Read ➔ Reading to Learn
Learning to Read

- Fluency
- Why is it important?
Learning to Read
• Fluency
• Why is it important?
Learning to Read

• Fluency

• How should it be taught?
National Reading Panel (2000)
National Reading Panel (2000)

1. Independent Silent Reading
2. Guided Oral Reading
National Reading Panel (2000)

1. Independent Silent Reading
   • Sustained Silent Reading (SSR)
   • Drop Everything And Read (DEAR)
National Reading Panel (2000)

1. Independent Silent Reading
   • Sustained Silent Reading (SSR)
   • Drop Everything And Read (DEAR)

“[E]ven though encouraging students to read more is intuitively appealing, there is not sufficient research evidence... to support the idea that such efforts reliably increase how much students read or that such programs result in improved reading skills” (p. 13)
National Reading Panel (2000)
2. Guided Oral Reading
National Reading Panel (2000)
2. Guided Oral Reading

“[T]he panel concluded that guided repeated oral reading that includes guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels. These studies were conducted in a variety of classrooms in both regular and special education settings” (p. 12).
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Reading to Learn
Reading to Learn

• Vocabulary
Reading to Learn
• Vocabulary
• What is it?
Reading to Learn

• Vocabulary
• What is it?
  • The meaning of words
Reading to Learn

• Vocabulary
• What is it?
Reading to Learn

• Vocabulary
• Why is it important?
Reading to Learn

• Vocabulary

• Why is it important?

• Comprehension
Reading to Learn

• Vocabulary
Reading to Learn

• Vocabulary
• How should it be taught?
Reading to Learn

• Vocabulary
• How should it be taught?
  • Directly
  • Indirectly
Reading to Learn
• Vocabulary
• How should it be taught?
  • Directly
  • Indirectly
  • Context
  • Look it up
  • Word parts (morphemes)
Word Parts
Word Parts

msinairatnemhmsilbatsesiditna
Word Parts

msinairatnemhsilbatsesiditna
antidisestablishmentarianism
Word Parts

msinairatnemhsilbatsesiditna
antidisestablishmentarianism
anti – dis – establish – ment – arian – ism
Word Parts

anti – dis – establish – ment – arian – ism
Word Parts

anti – dis – e**sta**lish – ment – arian – ism

state
static
status
stature
standard
Word Parts

inactivity
Word Parts

inactivity

in – act – iv[e] – ity
act
acts
actor
actress
action
acting
activate
inaction
deactivate
deactivation
reactivate
radioactivity
Reading to Learn

• Comprehension
Reading to Learn

• Comprehension
• What is it?
Reading to Learn
• Comprehension
• What is it?
• The Goal
Reading to Learn
• Comprehension
• Why is it important?
Reading to Learn
• Comprehension
• Why is it important?
  • Learning depends upon it

“All arguments against reading presuppose... a different culture.”
- Jacques Barzun (“The Centrality of Reading”)
Reading to Learn
• Comprehension
• How should it be taught?
Reading to Learn
• Comprehension
• How should it be taught?
  • skills-based vs. knowledge-based
Reading to Learn

• Comprehension
• How should it be taught?
  • skills-based vs. knowledge-based
• “The Next Reading War”
Skills-Based Instruction
Skills-Based Instruction

- Reading comprehension is a \textit{formalized} skill
Skills-Based Instruction

• Reading comprehension is a *formalized* skill
• Teach students the skill of reading, and they will be able to read anything.

  • *What* students read is not as important as *how* they read.
Skills-Based Instruction

• Reading comprehension is a *formalized* skill
• Teach students the skill of reading, and they will be able to read anything.
  • *What* students read is not as important as *how* they read.

• Techniques
  • Graphic Organizers, Skimming, Scanning, Read-Write-Pair-Share, SQ₃R, SQ₅R, PQRST, QAR, RAFT, SPAWN
Knowledge-Based Instruction
Knowledge-Based Instruction

- E.D. Hirsch and Dan Willingham
Knowledge-Based Instruction

• E.D. Hirsch and Dan Willingham

• Comprehension depends on three things

1.

2.

3.

Comprehension
Knowledge-Based Instruction

• E.D. Hirsch and Dan Willingham
• Comprehension depends on three things

1. Fluency

2.

3.

Comprehension
Knowledge-Based Instruction

- E.D. Hirsch and Dan Willingham
- Comprehension depends on three things

1. Fluency
2. “Word Knowledge”
3. Comprehension
Knowledge-Based Instruction

- E.D. Hirsch and Dan Willingham
- Comprehension depends on three things

1. Fluency
2. “Word Knowledge”
3. “World Knowledge”

Comprehension
Knowledge-Based Instruction
• Hirsch’s classic example
Knowledge-Based Instruction
• Hirsch’s classic example

“Jones sacrificed and drove in a run.”
Skills-Based vs. Knowledge-Based
• Knowledge is controversial, skills are safe.
Skills-Based vs. Knowledge-Based

• Knowledge is controversial, skills are safe.

• Diane Ravitch
  • Book – *The Language Police*
  • Article – “Thin Gruel”
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**What?**

**Why?**

**How?**
Readers
Readers

• National Endowment for the Arts (NEA)
Readers

• National Endowment for the Arts (NEA)
• “Reading at Risk” (2004)
• “To Read or Not to Read” (2007)
Readers

• Findings
Readers

• Findings
• less and “less well”
Readers

• Findings
  • less and “less well”
  • especially
  • young adults (15-35 year-olds)
  • male
  • minority
Readers

• “Literary Readers”
Readers

• “Literary Readers”
• Strong Correlation
Readers

• “Literary Readers”
• Strong Correlation
  • Cultural participation (concerts, museums, etc.)
Readers

• “Literary Readers”
  • Strong Correlation
    • Cultural participation (concerts, museums, etc.)
    • Social participation (clubs, sports, exercise, etc.)
Readers

• “Literary Readers”
• Strong Correlation
  • Cultural participation (concerts, museums, etc.)
  • Social participation (clubs, sports, exercise, etc.)
  • Civic participation (voting, volunteering, etc.)
THANK YOU