

Learning to Read and Reading to Learn

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Education Oversight Committee

Columbia, South Carolina

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BEGINNING TO READ

Thinking and Learning about Print



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WASHINGTON, MONDAY, JULY 14, 1986

No. 90

Senate

HUMAN SERVICES REAUTHORIZATION ACT

Mr. HATCH. Mr. President, I ask unanimous consent that the Senate proceed to the consideration of S. 2444, the Human Services Reauthorization Act.

AMENDMENT NO. 2202

(Purpose: To require the Secretary of Education to conduct a study of beginning reading instruction).

Mr. HATCH. Mr. President, I offer an amendment on behalf of Senator ZORINSKY and ask for its immediate consideration.

The PRESIDING OFFICER. The amendment will be stated.

The assistant legislative clerk read as follows:

The Senator from Utah [Mr. Hatch], for Mr. ZORINSKY, proposes an amendment numbered 2202.

Mr. HATCH. Mr. President, I ask unanimous consent that reading of the amendment be dispensed with.

The PRESIDING OFFICER. Without objection, it is so ordered.

The amendment is as follows:

At the end of the bill add the following:

TITLE - BEGINNING READING INSTRUCTION STUDY AND LISTING

Sec. —. (a) The Secretary of Education (hereafter in this title referred to as the "Secretary") shall conduct a study in order to compile a complete list, by name, of beginning reading instruction programs and methods indicating—

(1) the average cost per pupil of such programs and methods, and

(2) whether such programs and methods do or do not present well-designed ~~phonics~~ instruction as recommended in the Report of the Commission on Reading, "Becoming a Nation of Readers".

The listing required by this section shall be written in such a way as to be understandable to the general public.

(b) In carrying out the study required by this section, the Secretary shall solicit public comments on beginning reading programs and methods.

(c) The Secretary shall prepare and submit to the Congress such interim reports of the study and listing as the Secretary deems advisable. The Secretary shall prepare and submit a final report containing the listing required by this subsection to the Congress not later than 12 months after the date of the enactment of this section. The Secretary shall publicize and disseminate nationally the listing required by this section to the education community, parents, and other interested parties.

● Mr. ZORINSKY. Mr. President, this amendment has been cleared on both sides. It simply follows up on last year's report of the Commission on Reading, "Becoming a Nation of Readers." This Commission was made up of the top U.S. reading experts, and their report was based on 20 years of research. It recommended that "well-designed" phonics instruction be used through the second grade, but it did not indicate specifically which beginning reading programs provide such instruction. Therefore, some confusion remains as to which programs meet the recommendations.

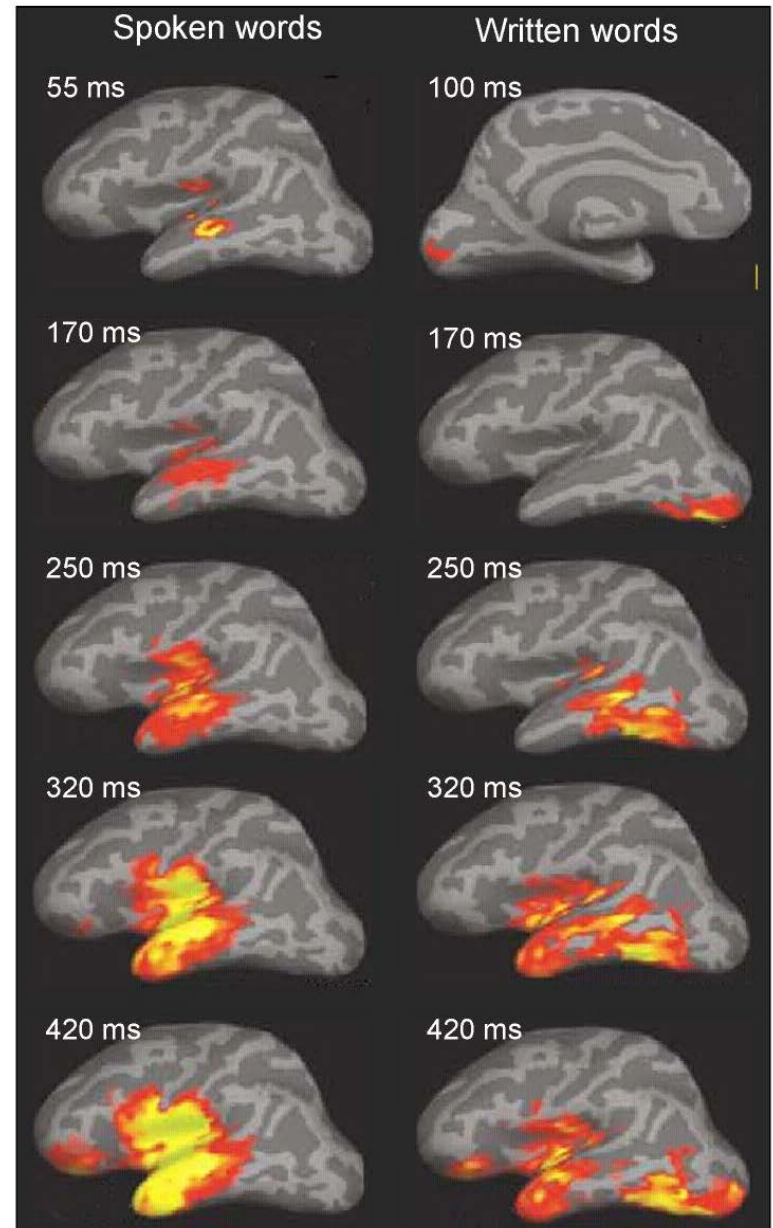
including phonics

Reading in an Alphabetic Language

- Skilled reading universally depends on automatic connections between letters/spellings and phonology (pronunciations).
- Reading growth depends critically on building these connections.
- Building these connections depends on:
 - Letter knowledge
 - Phonemic Awareness
 - Meaningful challenges for extending and refining

Listening and Reading

- Reading begins visually and quickly becomes one with aural (oral) language
- Aural language begins phonologically and quickly becomes one with the mind.
- Literacy depends on
 - Reading skill
 - Writing skill
 - Language skill
 - Thinking skill
 - Knowledge and experience



State of California, Stanford 9 LEP Students (Percentile Scores)

Year	Grade									
	2	3	4	5	6	7	8	9	10	11
1997-98	19	14	15	14	16	12	15	10	8	10
1998-99	23	18	17	16	18	14	17	11	9	11
1999-00	28	21	20	17	19	15	18	12	9	11
2000-01	31	23	21	18	20	16	19	12	9	11
2001-02	34	26	24	20	21	17	19	12	9	11

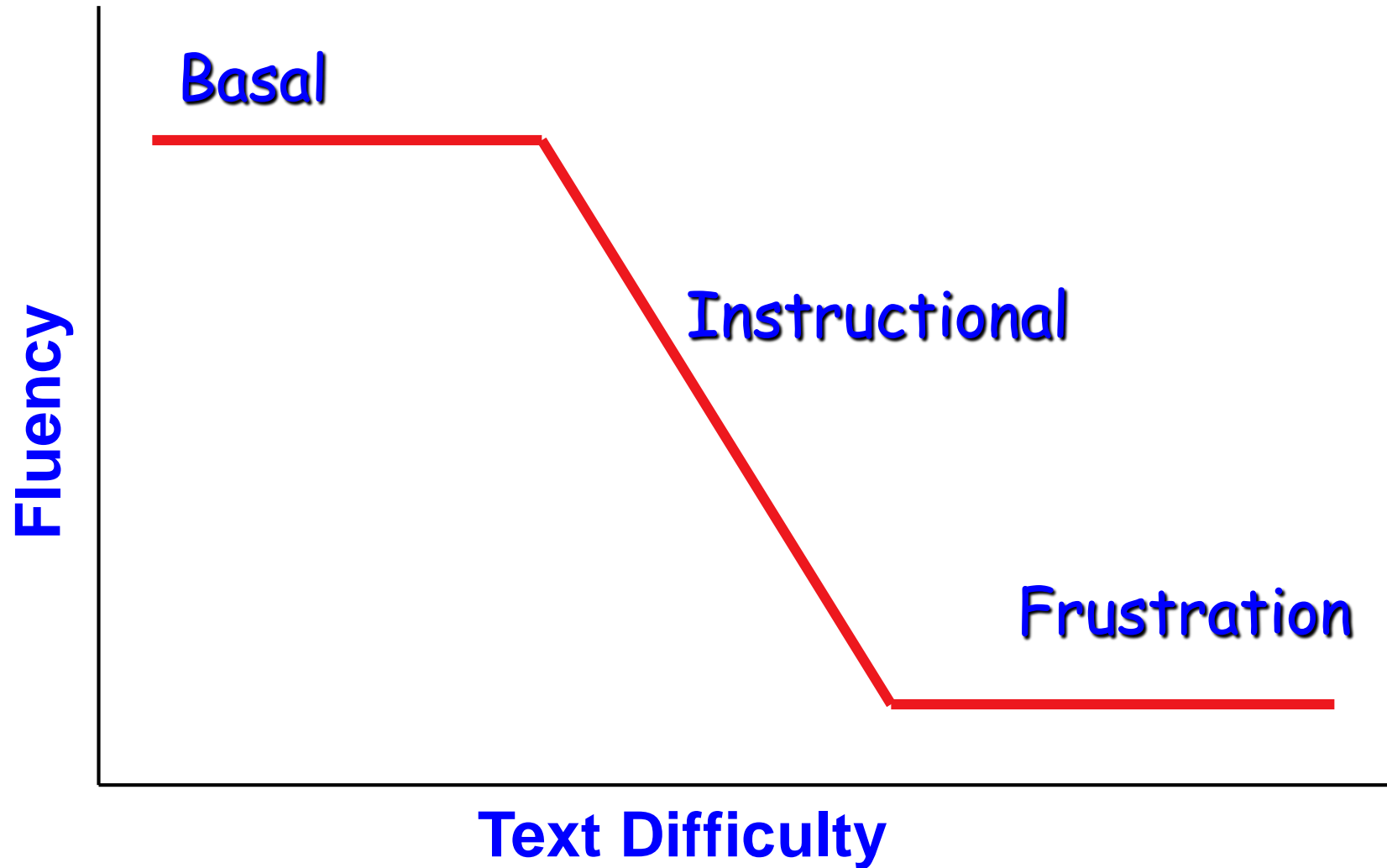
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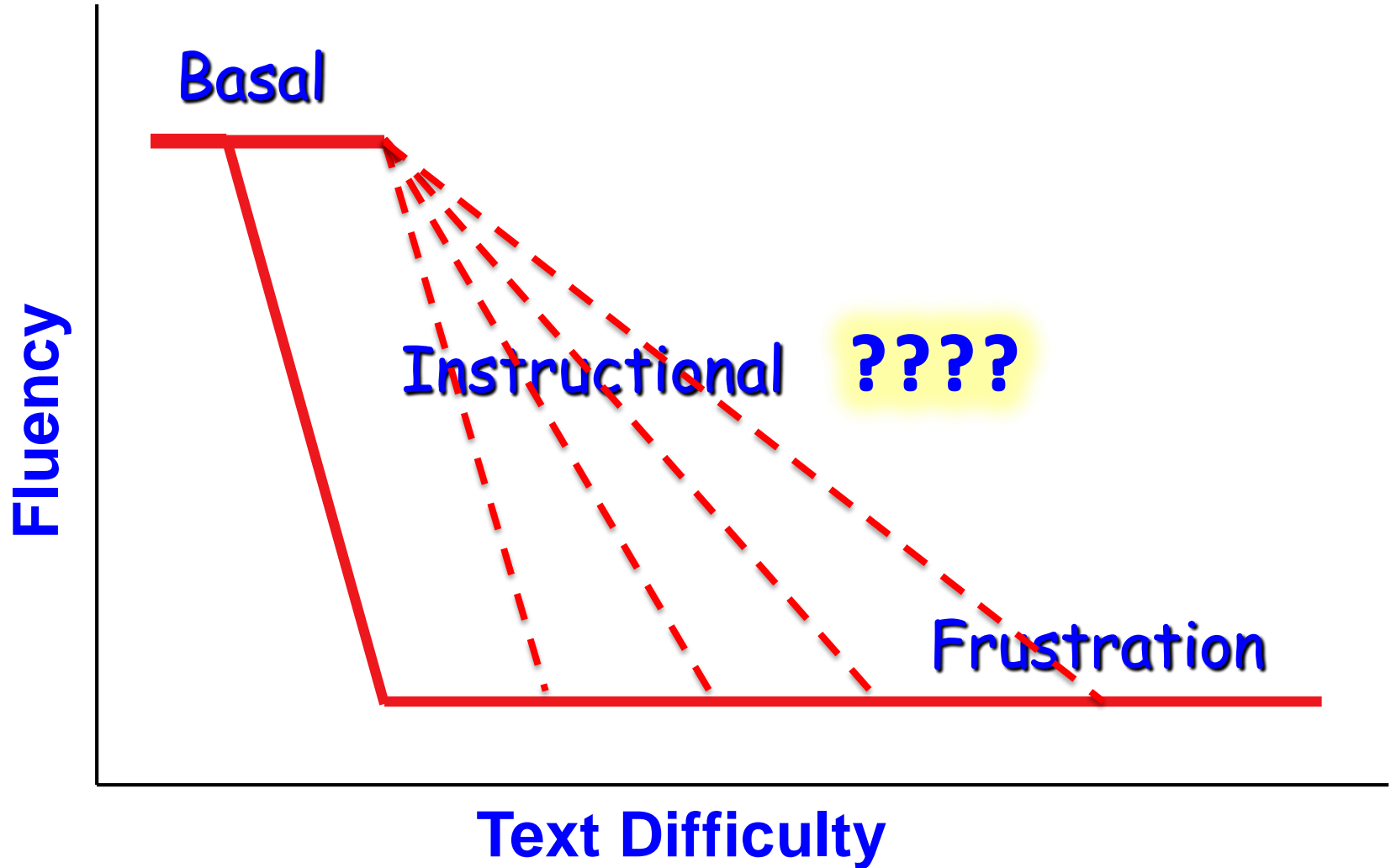
Helping Below-Pace Readers

- More work on component skills
 - Phonics
 - Vocabulary
 - Fluency and Repeated Reading
 - Comprehension Strategies
- Leveled Texts

Betts's Levels of Fluency



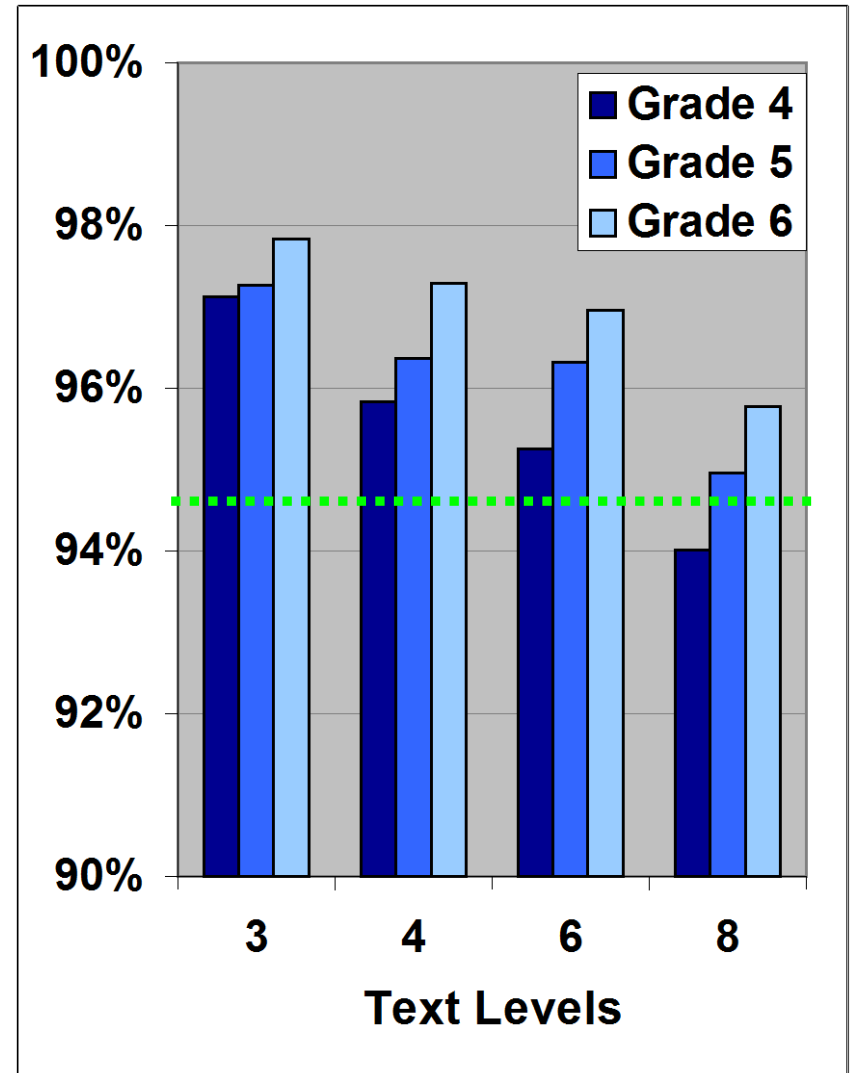
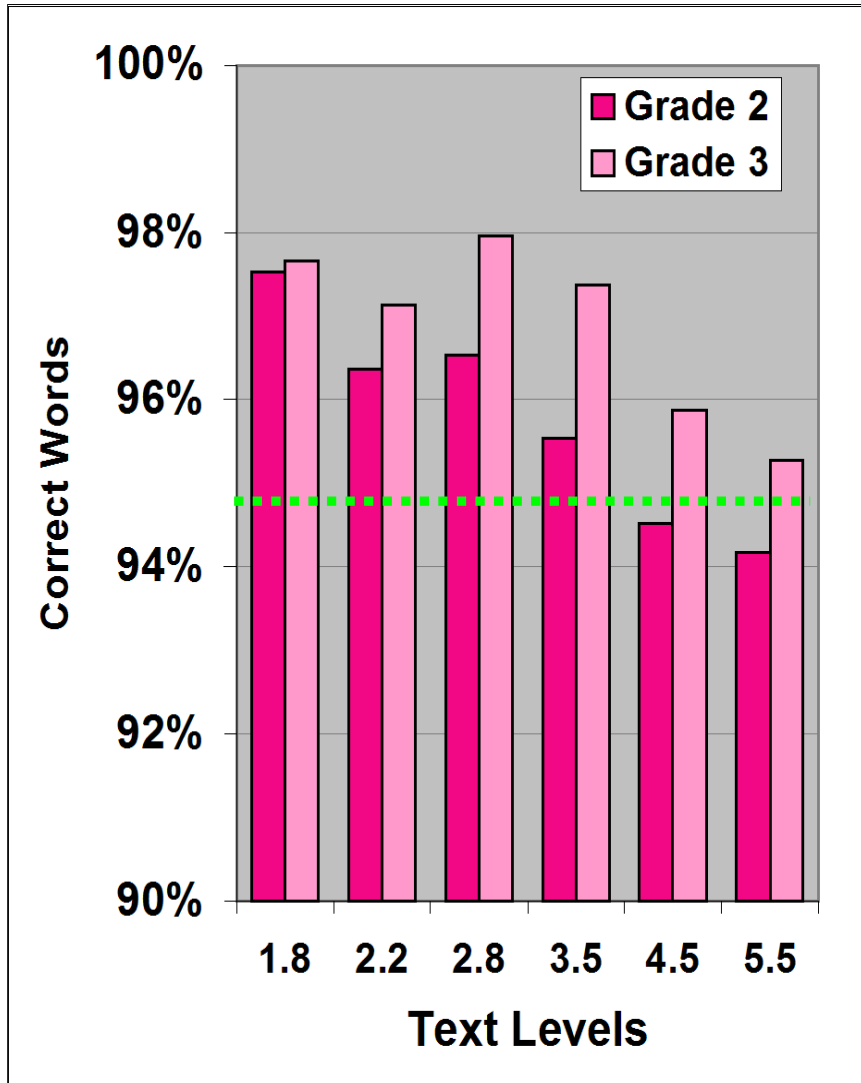
How does the Instructional Range Shift as Readers Grow?



Research Plan

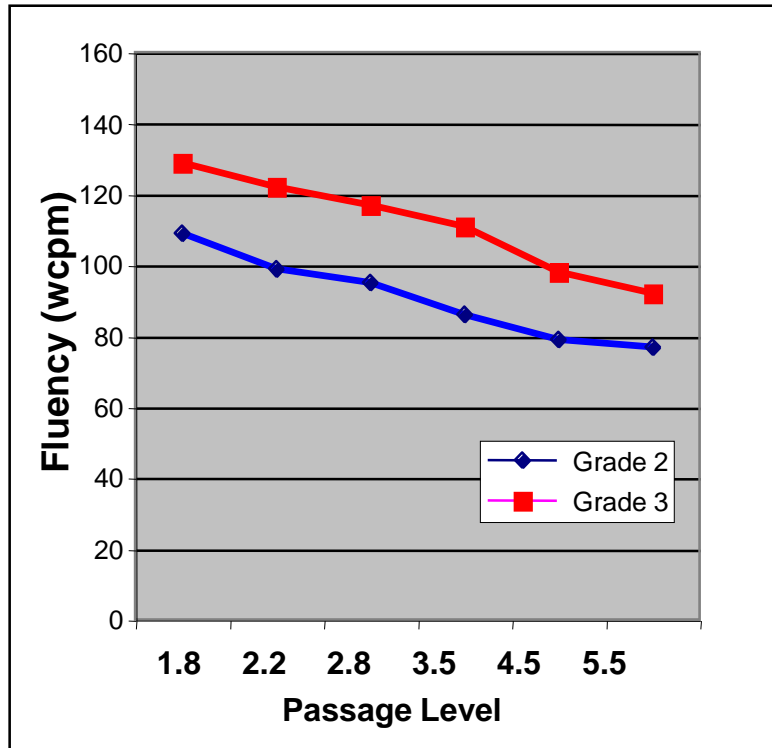
- Children in Grades 2 – 6 (N=199)
- Administer IRI
 - Texts from below to above child's grade level
 - Timed readings
- Analyze data to identify:
 - Basal, Instructional, and Frustration Levels
 - And how they shift across ages and reading abilities

Reading Accuracy

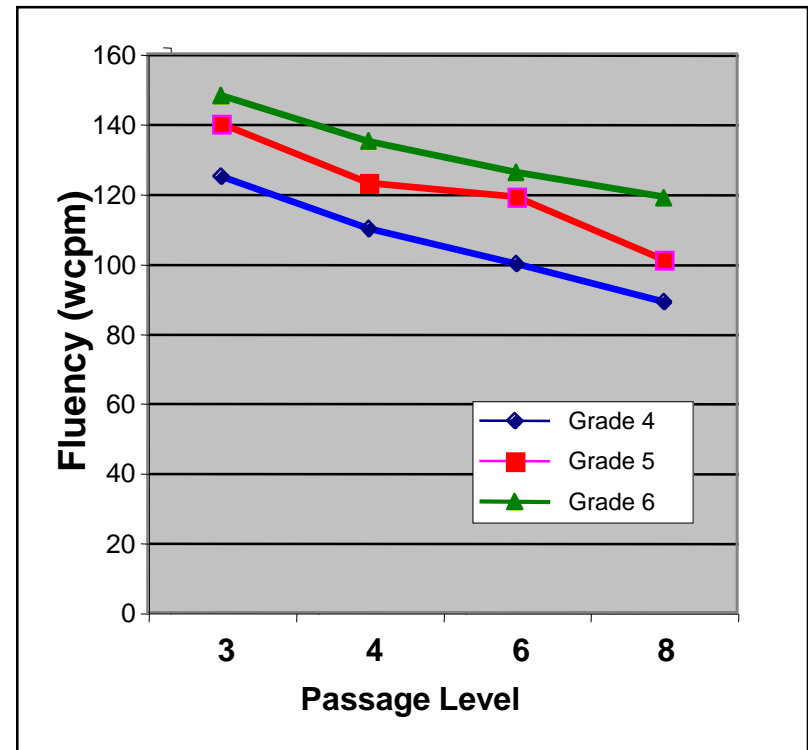


Fluency by Grades

Grades 2, 3

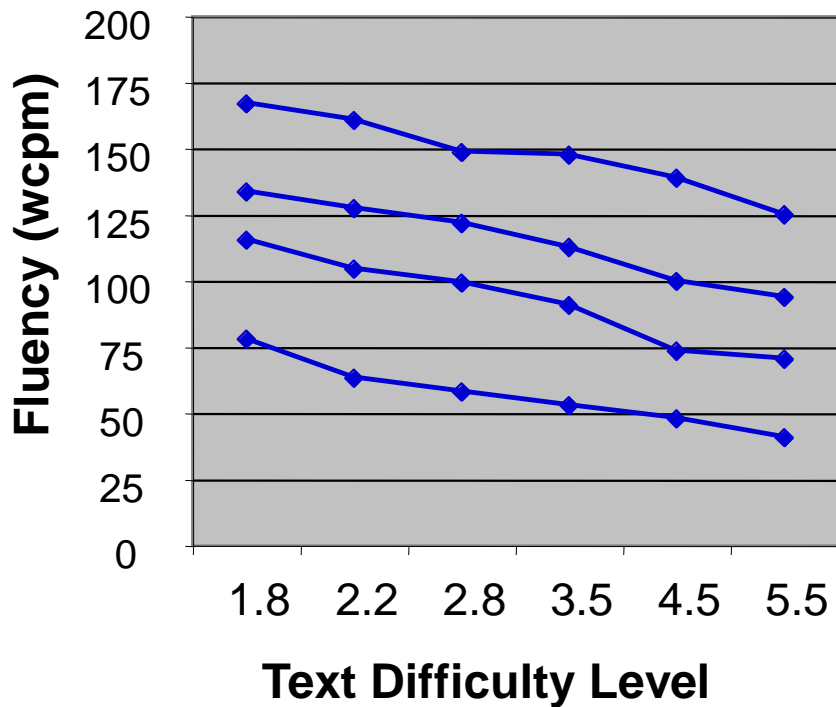


Grades 4, 5, 6

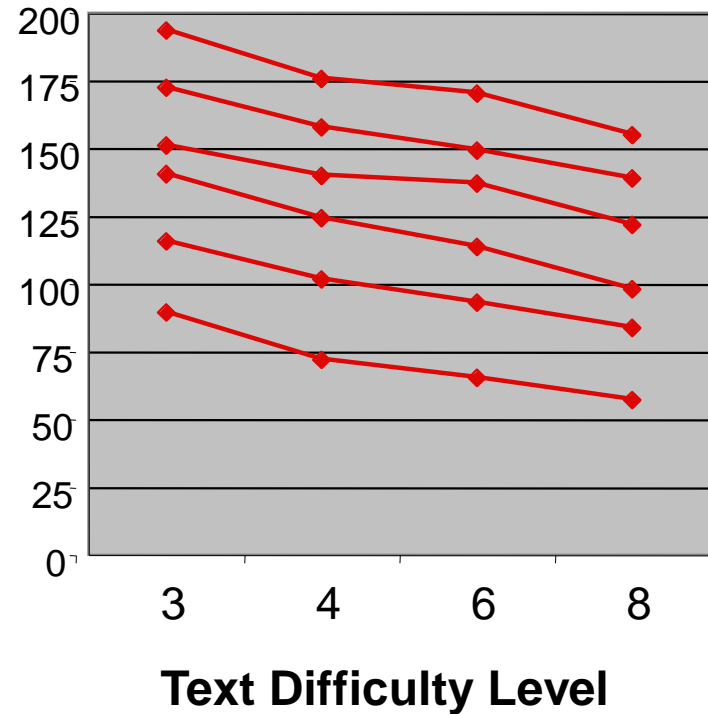


Fluency by Reading Ability

Grade 2, 3 Students

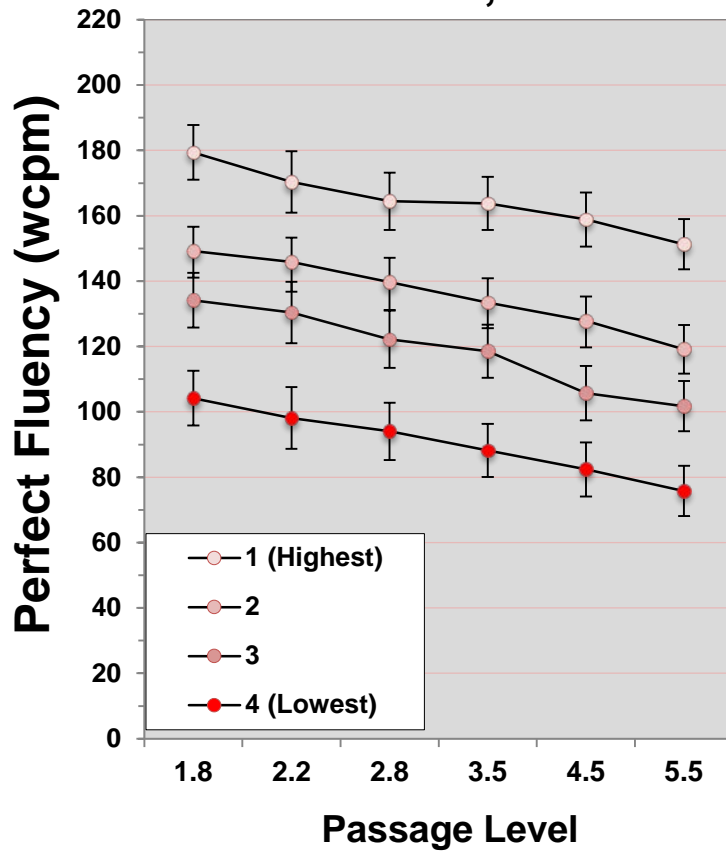


Grade 4, 5, 6 Students

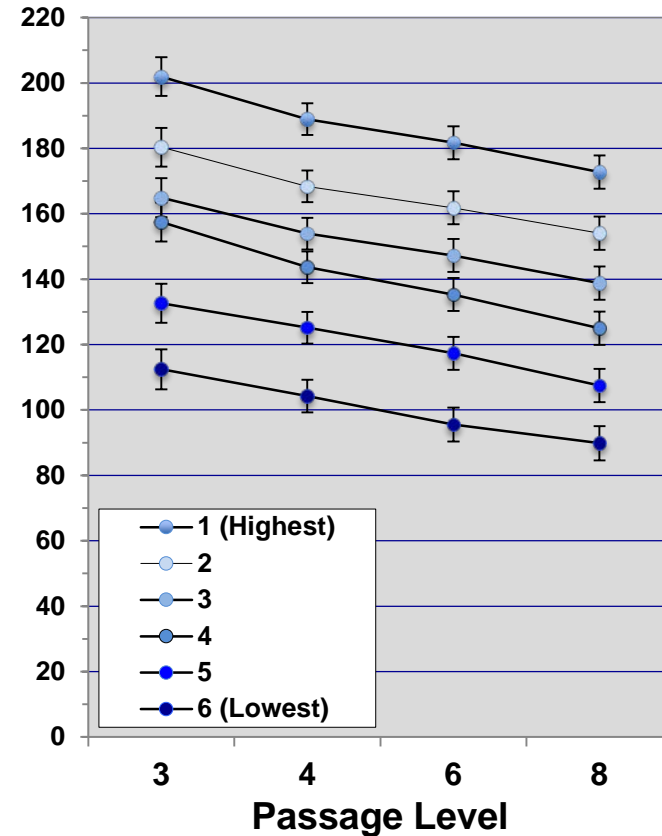


Perfect Fluency by Reading Ability

Grades 2, 3



Grades 4, 5, 6



Word Predicability Determines Readability

Global Factors

- The word flow of the text being read:
 - Is the next word grammatically likely?
 - Is the next word semantically likely?
- “Contextual Diversity”
 - The number of *different* texts in which the various words of the text appear.

! Thank you !