What Research Says About Reading, Writing, and Leadership in Literacy

Keystone AEA Reading Team
Fall 2009
The Five Components of Reading

The National Reading Panel reviewed research and identified the five essential components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

In addition, the following topics can be considered as a part of a literacy program:

- Balanced Literacy
- Literacy Leadership
- Writing

These components are described in this section.

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Direct inquiries to the Educational Equity Coordinator, 1400 2nd Street NW, Elkader, IA 52043-9564; to the director of the Iowa Civil Rights Commission in Des Moines, IA; to the director of the Region VII Office of Civil Rights, Department of Education, Kansas City, MO; or to the director of the Region VII Office of the United States Equal Employment Opportunity Commission in Kansas City, MO.

**Phonemic Awareness**

**Definition:**
Phonemic Awareness is the ability to hear, identify, and manipulate phonemes (individual sounds) in spoken words and understand how these sounds work together to make words. (Armbruster, 2001)

**Strategies:**
Activities to build phonemic awareness may involve explicit instruction in the following: phoneme deletion, addition or substitution; phoneme isolation & categorization; word-to-word matching; phoneme blending; phoneme segmentation; phoneme counting; rhyming; auditory discrimination; syllabic awareness; onsets and rimes; and sound to word matching. (Armbruster, 2001; Johns & Lenski, 2005 p. 127-128)

**Assessment:**
Johns Basic Reading Inventory, Phonemic Awareness Test, Observation Survey, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Yopp Singer Test of Phoneme Segmentation

**Grade level:**
K-1

**Initiatives:**
Reading First, Reading Recovery

**Contact at Keystone AEA:**
Cindy Ehrlich, Betty Gitz, Tracy Grimes, Holly Natvig

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**For further reading:**
(items available from Keystone AEA, include order number in bold)

Armbruster, B.B. (2001). *Put reading first: The research building blocks for teaching children to read.* CIERA.  
**Order #B 92566**

**Order #KM 07452**

**Order #B 93033**

**Order #KM 07834**
Phonics

Definition:
Phonics is one cueing system a reader uses for words not in his or her sight vocabulary. Phonics involves the association of sounds with letters and letter combinations in order to pronounce words (symbol-sound relationships). (Harris & Hodges. 1995. The literacy dictionary. International Reading Association)

Strategies:
Phonics instruction teaches children the relationship between the sounds of spoken language and the letters of written language. (Armbruster, 2001) Phonics activities may involve explicit instruction in the following: consonants (initial and final), consonant digraphs, consonant blends, vowels (long and short), and vowel digraphs. It is important to balance the time spent teaching phonics with time students spend reading printed materials. (Johns & Lenski, 2005, p. 162, 169-170)

Assessment:
The Names Test (Cunningham, 1994); Observation Survey; Word Work Phonics Assessment, DIBELS

Grade level:
K-2

Initiatives:
Reading First, Reading Recovery, KU Learning Strategies

Contact at Keystone AEA:
Cindy Ehrlich, Betty Gitz, Tracy Grimes, Mary Hauber, Shirley Kirby, Holly Natvig

For further reading:
(items available from Keystone AEA, include order number in bold)

Armbruster, B.B. (2001). Put reading first: The research building blocks for teaching children to read. CIERA. 
Order #B 92566

Order #KM 07452

Order #B 93033

Order #B 92958

Order #KM 08456

Order #B 93068

Order #KM 07834
**Definition:**
Fluency is the ability to read at the appropriate rate, accurately, with expression (prosody), and with comprehension. (Armbruster, 2001; Johns, J. & Lenski, S. 2005, p. 248)

**Strategies:**
Activities that help develop fluency may involve the following: modeling fluency by reading aloud to students, oral reading practice, wide reading of a variety of texts, time to read, repeated reading, choral reading, reader’s theater, echo reading, and shared book experiences. These activities should be done with text that is at the student’s independent level. (Johns & Lenski, 2005, p. 252-253)

**Assessment:**
Johns Basic Reading Inventory; Running Records; Observation Survey, DIBELS, Jamestown Timed Reading

**Grade level:**
K-12

**Initiatives:**
Reading First, Reading Recovery, CORI, Second Chance Reading

**Contact at Keystone AEA:**
Melanie Gast, Betty Gitz, Tracy Grimes, Mary Hauber, Sarah Jones, Shirley Kirby, Holly Natvig

**For further reading:**
(items available from Keystone AEA include order number in bold)

Order #B 92942

Order #B 92566

Order #B 92888

Order #B 93033

Order #KM 07834

Order #B 90670

Order #B 92554

Order #B 92967


Order #B 93032
**Vocabulary**

**Definition:**
Vocabulary is word knowledge and involves the development, extension, and refinement of students’ listening, speaking, reading, and writing vocabularies. Learning words and expanding vocabulary knowledge affects comprehension as students construct meaning while reading text. (Armbruster, 2001; Johns, J. & Lenski, S. 2005, p. 288)

**Strategies:**
Activities to increase vocabulary may include wide reading, listening to adults read aloud, oral language experiences, building experiential background (direct and indirect), discussion of words, specific word instruction, and modeling and creating an interest in words, and repeated exposure to vocabulary. (Armbruster, 2001; Johns & Lenski, 2005. p. 288-289)

**Assessment:**
Iowa Tests of Basic Skills (ITBS); Iowa Tests of Educational Development (ITED); Observation Survey; Peabody Picture Vocabulary Test (PPVT), NWEA MAP

**Grade level:**
K-12

**Initiatives:**
Reading First, Reading Recovery, Second Chance Reading, KU Content Enhancement Routines and Learning Strategies

**Contact at Keystone AEA:**
Melanie Gast, Betty Gitz, Tracy Grimes, Mary Hauber, Shirley Kirby, Holly Natvig

**For further reading:**
(items available from Keystone AEA include order number in bold)

Armbruster, B.B. (2001). *Put reading first: The research building blocks for teaching children to read.* CIERA.
Order #B 92566

Order #B 92509

Order #B 93033

Order #KM 07834

Marzano, R. (2004). *Building background knowledge for academic achievement: Research on what works in schools.* ASCD.
Order #B 92546

Order #B 92960


Order #B 93032
Comprehension

Definition:
Comprehension is the process of making meaning from print and is the goal of all reading. Good readers are purposeful and active and use strategies before, during, and after reading to construct meaning. (Armbruster, 2001; Johns, J. & Lenski, S. 2005, p. 344)

Strategies:
Comprehension activities may involve explicit instruction in the following: activating background knowledge, making connections, predicting, setting a purpose, understanding the main idea, recalling important details, sequencing events, making inferences, visualizing, drawing conclusions, summarizing, using graphic and semantic organizers, answering and generating questions, recognizing story and other text structures, and monitoring own understanding. (Armbruster, 2001; Johns & Lenski, 2005, p. 344; Beers & Howell, 2003)

Assessment:
Johns Basic Reading Inventory; Iowa Tests of Basic Skills; Iowa Tests of Educational Development; Observation Survey, Rasch UnIT (RIT), NWEA MAP

Grade level:
K-12

Initiatives:
Reading First, Reading Recovery, Question Answer Relationships (QAR), Second Chance Reading, KU Content Enhancement Routines and Learning Strategies

Contact at Keystone AEA:
Betty Gitz, Tracy Grimes, Mary Hauber, Shirley Kirby, Holly Natvig, Melanie Gast

For further reading:
(items available from Keystone AEA include order number in bold)

Armbruster, B.B. (2001). Put reading first: The research building blocks for teaching children to read. CIERA.
Order #B 92566

Order #B 92616

Order #B 91969

Order #B 93033

Order #KM 07965

Order #KM 08403

Order #B 93191

Order #KM 07834

Marzano, R.J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. ASCD.
Order #B 91395
Sponsor:
Keystone AEA

Components of Reading:
Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency

Description:
Balanced Literacy involves explicit instruction in skills and strategies with ample opportunities for students to read and write across the curriculum and engage in higher order thinking and discussion using a variety of formats and texts.

Assessment:
Johns Basic Reading Inventory; Observation Survey

Grade Level:
K-12

Contact at Keystone AEA:
Tracy Grimes, Betty Gitz

For further reading:
(items available from Keystone AEA include order number in bold)

Cunningham, P.M. & Allington, R.L. (2007). Classrooms that work: They can all read and write. Pearson. Order #B 93033


Sponsor:
Keystone AEA

Components of Reading:
Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency

Description:
The content of the Literacy Leadership Training will be units of study provided by the Iowa Department of Education delivered through the leadership of the Keystone AEA Statewide Reading Team (SWRT) members. The content is non-negotiable. The content is based on scientifically based reading research and has been approved by the United States Department of Education for delivery to Reading First identified schools. We will also provide additional resources as needed to extend the learning content.

Assessment:
Each spring, participants complete a perceptual survey rating their level of knowledge and skills for each of the Reading First Units.

Grade Level:
K-5

Contact at Keystone AEA:
Shirley Kirby, Tracy Grimes, Melanie Gast

For further reading and viewing:
(items available from Keystone AEA include order number in bold)

Put reading first: The research building blocks for teaching children to read (Kindergarten through Grade Three), Center for the Improvement of Early Reading Achievement (CIERA), June 2003.
Order #B 92566

Check this website:
www.nifl.gov/partnershipforreading

Duke, N. (June 2004). Making the Most of Every Minute: Instructional Density in Literacy Education, Michigan State University, Presentation to the Iowa Statewide Reading Team Summer Institute, Des Moines, Iowa.
Order # V 17146


Marzano, R. (2001). Classroom instruction that works: Categories of instructional strategies that affect student achievement. ASCD.
Order #B 91395

Moats, L.C. (June 1999). Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do, American Federation of Teachers.
Order #B 91323

Stanovich, P.J. & Stanovich, K.E (May 2003). Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions, University of Toronto: National Institute for Literacy,
Sponsor:
Keystone AEA

Components of Reading Supported by Writing:
Phonics, Vocabulary, Comprehension

Description:
Reading and writing can be viewed as complementary skills that support development in each area; however each requires its own curriculum and instruction. (Graham & Perin. 2007) Writing can provide a wealth of information about a student’s reading comprehension. (Fountas & Pinnell. 2006)

Strategies:
Some steps to consider are development of a writing curriculum that may include the writing process and the 6 + 1 Traits of Writing. KU Learning Strategies include several writing strategies.

Assessment:
Rubrics

Grade Level:
K-12

Contact at Keystone AEA:
Tracy Grimes, Shirley Kirby, Holly Natvig, Betty Gitz, Melanie Gast

For further reading:
(items available from Keystone AEA include order number in bold)

Order #B 92540

Order #B 92858

Order #B 93033

Order #B 93033

Order #KM 08403


Order #B 92323

Order #B 91006

Order #KM 07662

Order #KM 90573

Check this website:
www.kucrl.org
Literacy Initiatives Provided by the Iowa Department of Education and Keystone Area Education Agency

Keystone AEA
Reading Team
Fall 2009
The Iowa Department of Education sponsors trainings for Area Education Agency consultants focused on improving instruction and student learning in the area of literacy. The Keystone Area Education Agency supports these efforts through attendance at these trainings and providing support to area schools that participate.

- Adolescent Literacy
- Question Answer Relationships
- Reading First Every Child Reads Ages 3-5 and K-5
- Second Chance Reading
- Strategic Instruction Model – KU Reading.

In addition, Keystone AEA supports the following initiatives by providing training to area school districts:

- Reading First Every Child Reads Ages 3-5 and K-5
- Reading Recovery
- Second Chance Reading
- Strategic Instruction Model – KU Reading

These services are described in this section.
Adolescent Literacy

Sponsor:
Iowa Department of Education - Adolescent Literacy Research and Development Team

Components of Reading:
Vocabulary, Comprehension, Fluency

Description:
Adolescent literacy refers to the reading and writing skills of middle school students and high school students across all curriculum areas. Reading in the content areas, access to a wide variety of print, discussing and questioning, and writing in all content areas are a few of the topics encompassed by adolescent literacy.

Assessment:
Johns Basic Reading Inventory, ITBS, ITED, MAP, ICAM

Grade Level:
4-12

Contact at Keystone AEA:
Nancie Andreasen, Becky Brown, Shirley Kirby, Melanie Gast

For further reading:
(items available from Keystone AEA include order number in bold)

Order #B 93032

Order #B 92535

Order #B 92421

Order #B 90371

Order #B 92964

Order #B 92965

Order #B 91911

Order #B 92326

Order #B 91751

Order #B 93047
Sponsor:
Iowa Department of Education Teacher Development Academy

Author:
Taffy Jesse Raphael

Components of Reading:
Comprehension

Description:
QAR is a model for explicitly teaching students at all levels about questioning and locating answers in order to improve comprehension and higher order thinking. Using QAR helps teachers and students develop a common language for use when discussing questioning strategies.

Assessment:
Stanford Diagnostic Reading Tests, ITBS/ITED

Grade Level:
K-12

Contact at Keystone AEA:
Nancie Andreasen, Tracy Grimes, Melanie Gast

For further reading:
Sponsor:
Iowa Department of Education Statewide Reading Team

Author: Iowa Department of Education

Components of Reading:
Focus is on Language, Reading (Phonemic Awareness), and Writing

Description:
Every Child Reads 3-5 (ECR 3-5) is a statewide initiative led by the Iowa Department of Education. The goal of the ECR 3-5 initiative is to expand the capacity of early care and education providers to use language, reading, and writing strategies to enhance the literacy development of children ages 3 to 5 years and increase their readiness for school.

Assessment:
The expected outcomes of the initiative are:
• Increase the percentage of children entering kindergarten ready to read.
• Decrease the number of referrals to specialized services in language, reading, and writing by third grade.
• Notice that the focus is to have a positive influence on children before they get to kindergarten and that these efforts become apparent while children are in their primary grades.

Grade Level:
Ages 3-5

Contact at Keystone AEA:
Kristine Croatt

For further reading and viewing:
(items available from Keystone AEA include order number in bold)

Order #KM 07970

Check this website:
http://www.iowa.gov/educate/content/view/637/602/
**Reading First / Every Child Reads: Excellence in Teaching and Learning Grades K-5**

**Sponsor:**
Iowa Department of Education Elementary Statewide Reading Team

**Author:**
Emily Calhoun

**Components of Reading:**
Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency

**Description:**
Reading First provides research-based instructional practices that support growth in reading achievement: read aloud, talk aloud, think aloud, picture word induction model (PWIM), and explicit instruction. Materials and information used are related to the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials.

**Assessment:**
Basic Reading Inventory

**Grade Level:**
K-5

**Contact at Keystone AEA:**
Tracy Grimes, Mary Hauber, Shirley Kirby, Sharon Dickman, Melanie Gast

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**For further reading & viewing:**
(items available from Keystone AEA include order number in bold)

Order #B 91183

Calhoun, E. (1999). *Teaching beginning reading and writing with PWIM.* ASCD. 
Order #B 91614
**Sponsor:**
Keystone AEA

**Author:**
Marie Clay (New Zealand); Reading Recovery Council of North America (United States)

**Components of Reading:**
Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency

**Description:**
Reading Recovery is a copyrighted intensive one-on-one intervention designed for struggling first grade readers who are having extreme difficulty learning to read and write. Training and on-going professional development is required for Reading Recovery teachers. Reading Recovery is recognized by the What Works Clearinghouse as an effective Beginning Reading intervention that has “positive effects: strong evidence of a positive effect with no overriding contrary evidence” on general reading achievement.

**Assessment:**
Observation Survey

**Grade Level:**
1st Grade

**Contact at Keystone AEA:**
Betty Gitz

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**For further reading:**
(items available from Keystone AEA include order number in bold)

Order #KM 07452

Order #B 93369 (PART 1)
Order #B 93371 (PART 2)
**Second Chance Reading (SCR)**

**Sponsor:**
Iowa Department of Education Teacher Development Academy; Keystone AEA

**Author:**
Dr. Beverly Showers

**Components of Reading:**
Vocabulary, Comprehension, Fluency

**Description:**
Second Chance Reading (SCR) is a model for a specific reading class for struggling readers at the middle school and high school levels. Specific strategies focused on vocabulary and comprehension development, including read/think alouds, cooperative learning, inductive thinking, and fluency practice, are used following a prescribed schedule.

**Assessment:**
Stanford Diagnostic Reading Test; Jamestown Timed Reading (Comprehension & Fluency); Number of books read; Vocabulary quizzes; ITBS/ITED

**Grade level:**
MS/HS

**Contact at Keystone AEA:**
Melanie Gast, Shirley Kirby

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**For further reading:**
(items available from Keystone AEA include order number in bold)

Biancarosa, G. & Snow, C.E. (2004). *Reading next – A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York.* Alliance for Excellent Education. (While SCR is not mentioned in this publication, it provides research to support some of the components of SCR.)

Order #B 92535
Strategic Instruction Model (SIM) - KU

Content Enhancement Routines and Learning Strategies

Sponsor:
Iowa Department of Education

Author:
Dr. Don Deshler & others at the University of Kansas Center for Research on Learning (KU-CRL)

Components of Reading:
Vocabulary, Comprehension, Writing

Description:
KU Reading Content Enhancement Routines (CER) involve the use of specific graphic organizers to organize and learn information in content areas in the general education classroom through unit/course organizers, concept mastery, and other routines.

KU Reading Learning Strategies (LS) are specific strategies to use with small groups and individuals, including word identification, sentence writing, and other strategies. Each routine/strategy can be taught to teachers in a recommended sequence during professional development.

Assessment:
Content Area Test; Strategy Assessment

Grade Level:
4-12

Contact at Keystone AEA:
Holly Natvig (CER), Shirley Kirby (CER)

For further reading:
(items available from Keystone AEA include order number in bold)


Order #B 90371

Visit the website at:
www.kucl.org/sim/index.html
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</table>
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