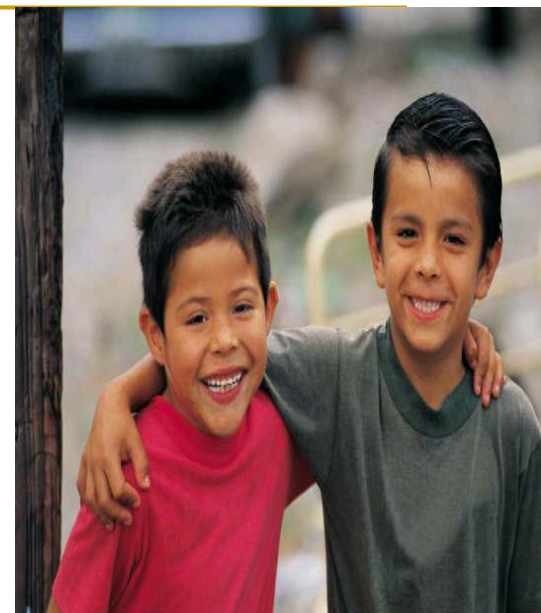


Learning to Read: What Does it Take?

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Essential components of a reading program must include systematic and explicit instruction in:

Phonemic awareness

Phonics

Fluency

Vocabulary

Comprehension

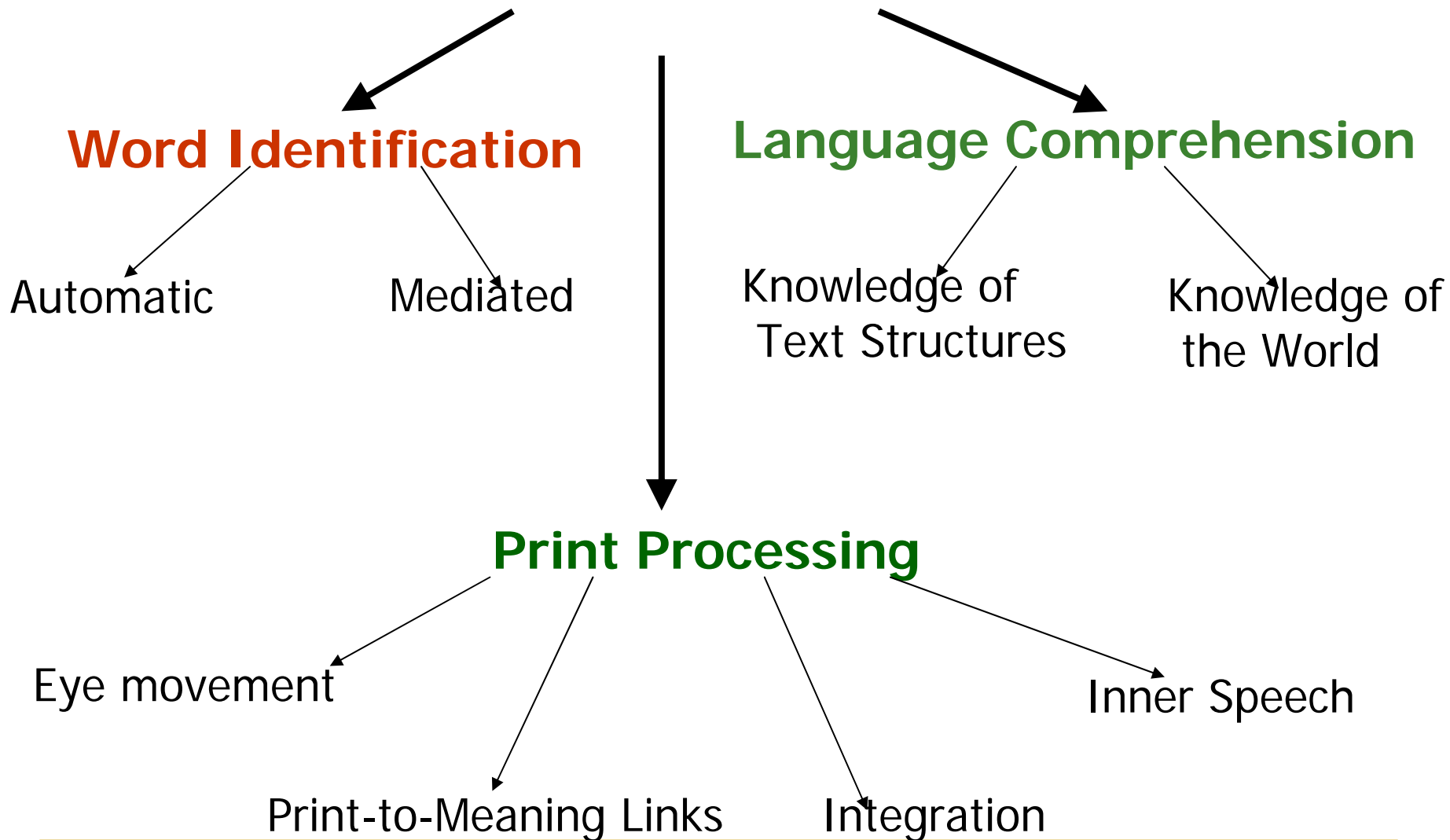
New Mexico Reading First added:

Oral language



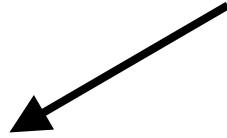
Model of Silent Reading Comprehension

(K. Erickson, based on Cunningham, 1993)



Model of Silent Reading Comprehension

(K. Erickson, based on Cunningham, 1993)



Word Identification

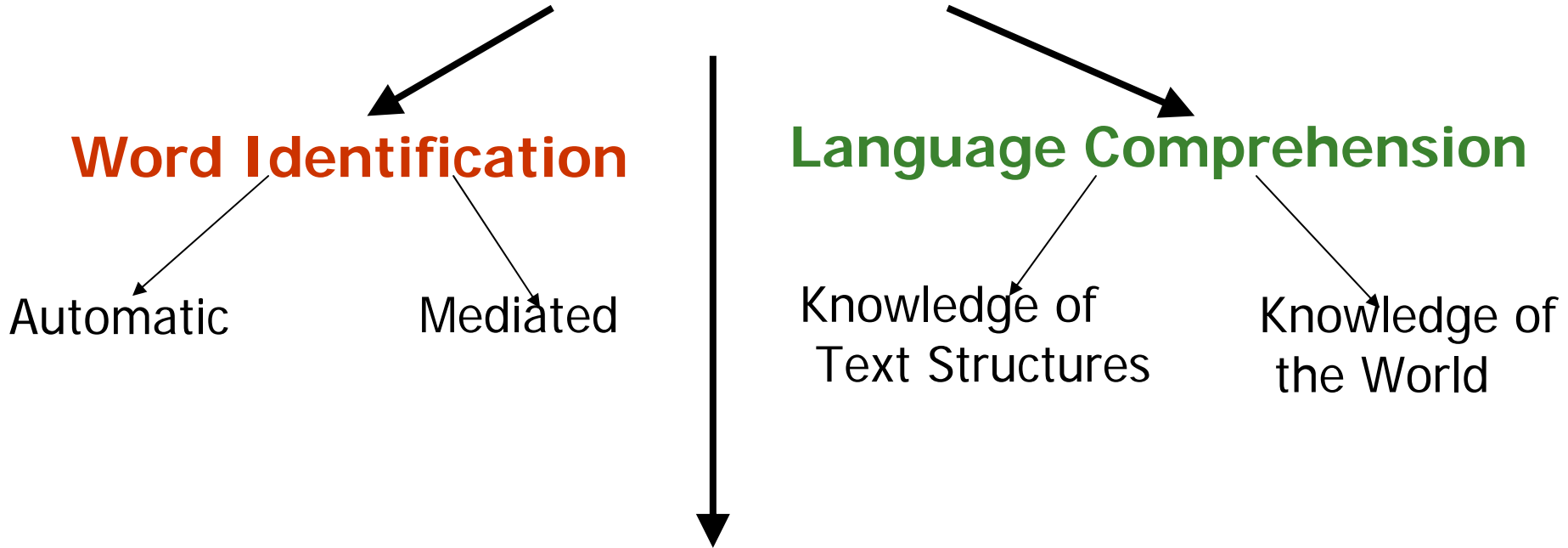
Automatic

Mediated



Model of Silent Reading Comprehension

(K. Erickson, based on Cunningham, 1993)



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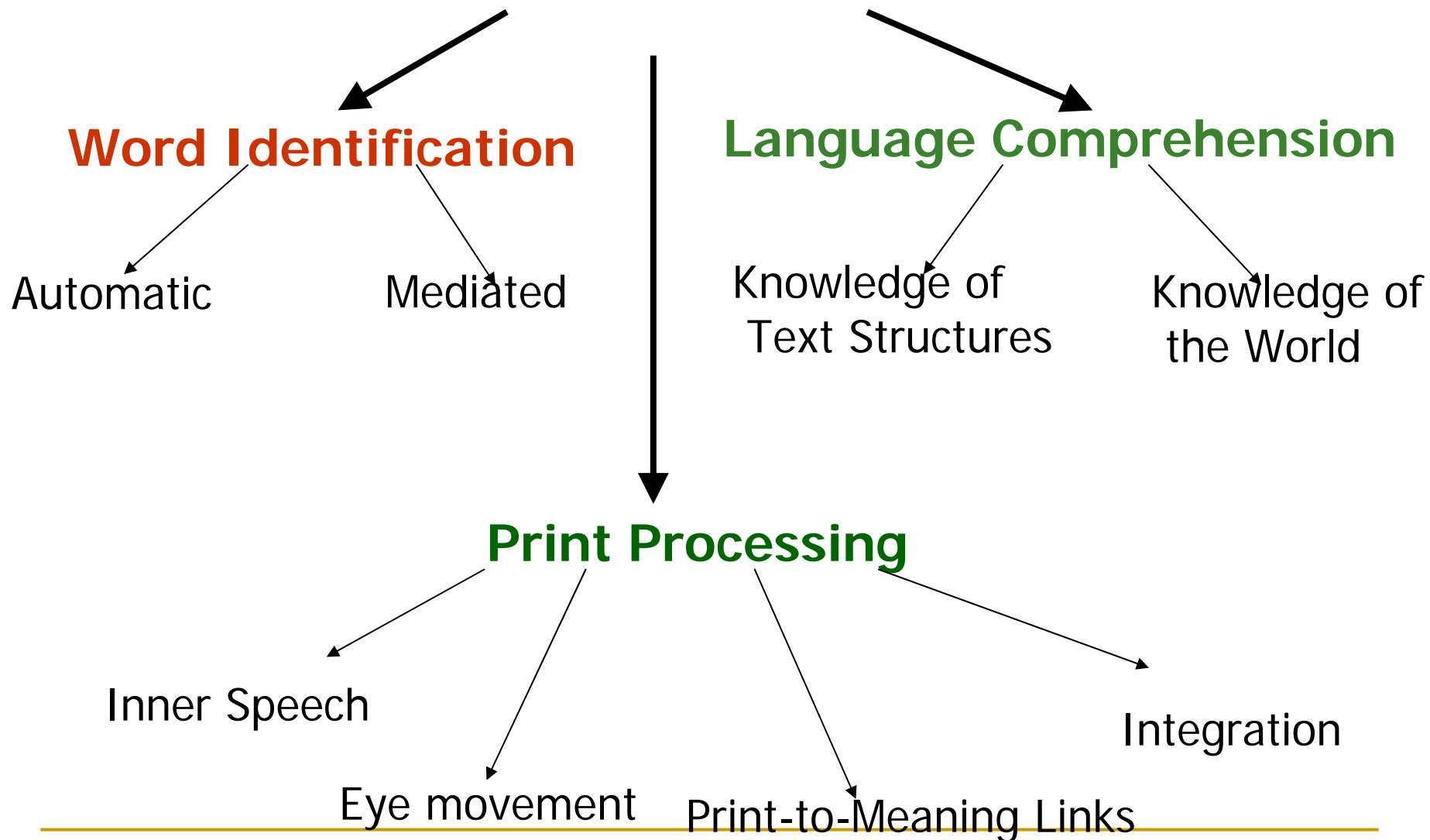
table

If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.

(From Michaelson, 1945; cited in Lavoie, 1991).

Model of Silent Reading Comprehension

(K. Erickson, based on Cunningham, 1993)

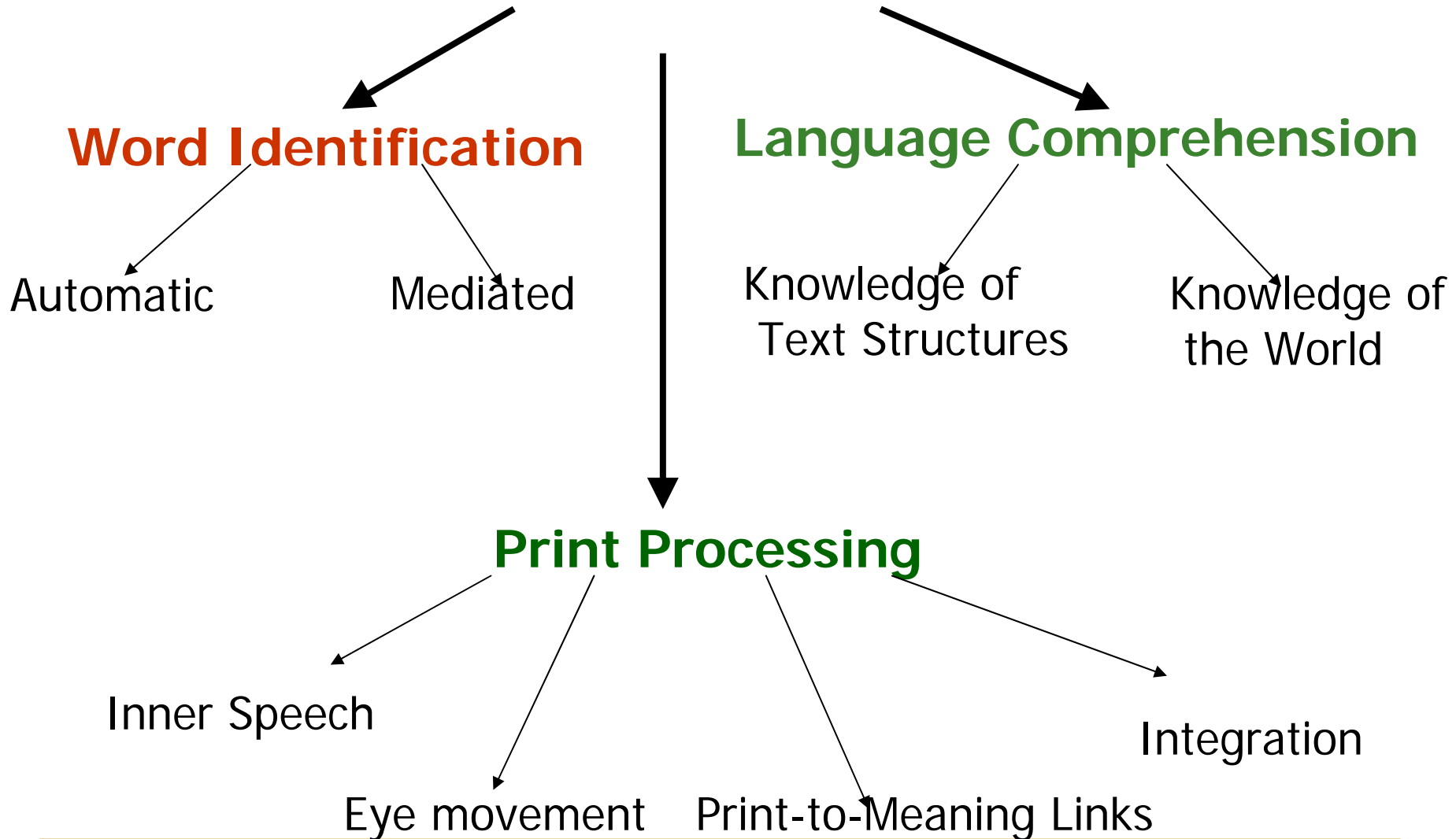


Eye red the sne bee sighed the rode.

I read the sign beside the road.

Model of Silent Reading Comprehension

(K. Erickson, based on Cunningham, 1993)



- Process of learning to read and write is a continuum and begins at birth and perhaps before.
- Reading, writing, speaking, and listening abilities develop concurrently and interrelatedly, rather than sequentially.
- The **functions** of literacy are as integral to literacy learning as the **forms**.
- Children learn written language through active engagement with their world.

Koppenhaver, Coleman, Kalman, & Yoder, 1991

Elements of a Comprehensive Literacy Program (Reutzel & Cooter, 2003)

- Listening
 - Speaking
 - Reading with, to, and by children
 - Writing
-

Instruction must be



- Systematic
- Intense
- Explicit
- Sustained

Examining the Reading Methodologies Taught to Teachers of Students with Moderate or Severe Disabilities

(S. Copeland & A. Calhoon)

- Examined the preparation of teachers to provide literacy instruction to students with moderate or severe disabilities in light of the national focus on literacy education.
-

What we did

- Surveyed 28 college instructors nationwide using a Web-based survey
 - Completed extended follow-up telephone interviews with 10 of these individuals
-

What we found (selected findings)

- Only 10.7% (3) respondents reported that their IHE offered pre-inservice teachers a course focused on literacy instruction for students with moderate or severe disabilities
 - Most (21) reported that this information was provided within other classes: eight of these reported that only 1-2 class sessions were devoted to this topic
-

Respondents' Ratings of Instructional Methodologies Effectiveness

Methodology	Strongly agree^a	Agree^a	Neutral^a	Disagree^a	Strongly disagree^a
Systematic phonics instruction	25	46.4	17.9	7.1	3.6
Whole language	10.7	28.6	10.7	32.1	17.9
Sight word instruction	28.6	53.6	7.1	3.6	7.1
Balanced instruction (phonics and whole language)	42.9	21.4	21.4	3.6	10.7

Respondents' ratings of reading instruction components in terms of their importance

Component	Extremely important ^a	Important ^a	Somewhat important ^a	Less important ^a	Not at all important ^a
Phonemic awareness	57.1	25	3.6	10.7	3.6
Phonics instruction	42.9	28.6	10.7	14.3	3.6
Fluency	35.7	39.3	14.3	3.6	3.6
Vocabulary knowledge	75	14.3	7.1	-	3.6
Text comprehension	64.3	21.4	3.6	7.1	3.6
Oral Language	71.4	14.3	3.6	-	7.1

Interviews: Selected findings:

Problems in adequately preparing teachers

- Low expectations for literacy learning of students with moderate or severe disabilities
 - Pre- and even inservice teachers without background in effective reading instruction
 - Teachers not knowing how to use assessment information to effectively drive instruction
 - Teachers want a “program” – have difficulty knowing what to do when the “program” doesn’t work (individualizing instruction)
 - Mismatch in practicum/student teaching sites between university’s expectations and local school’s expectations
 - Too many mandates such that teachers have difficulty knowing how to adapt/modify for individual student needs
-

Interviews: Selected findings:

Effective practices for preparing teachers

- Case studies and other in-class opportunities to practice newly learned assessment and instructional skills
 - *Quality* fieldwork experiences – start with small application pieces and build over time
 - Carefully selecting experienced cooperating teachers in schools
 - Requiring teachers to use research-based instructional strategies
-

What is the University of New Mexico Special Education Program doing to meet the challenge?

- Added new courses
 - Aligned courses with latest research findings
 - Adding new faculty
 - National search for LD/Reading faculty
 - Continuing research and other scholarship in area of reading instruction
-