


for EDUCATIONAL CHANGE™

**Research-Based Practices
For Literacy**



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Agenda

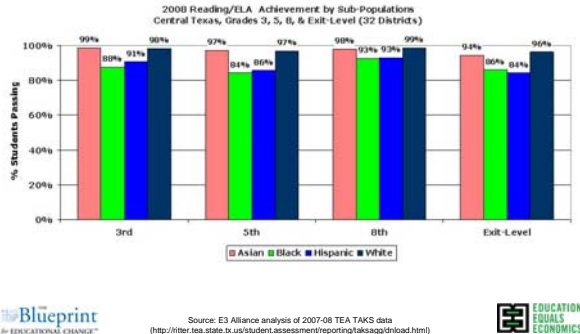
- The Need for Literacy Education
- Literacy Education Research Today
- The Literacy Consumer Report
- The Literacy Instructional Practice Matrix (a.k.a the “Sherbet Chart”)
- Take-Aways for District Leaders



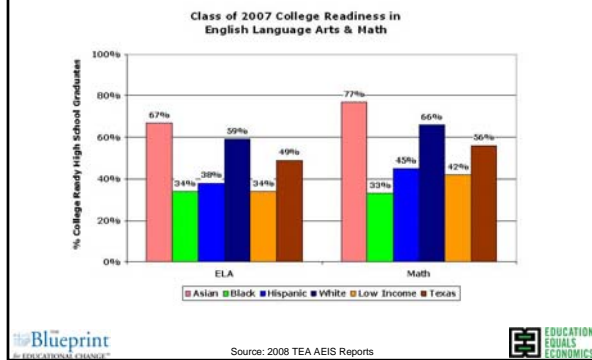
The Need for Literacy Education



Reading/ELA Achievement Gaps: 5th Grade Has Greatest Differences



ELA College Readiness Very Low for At-Risk Student Populations



Literacy Education Research Today

History of Reading Instruction

- In the 1800s and early 1900s reading instruction focused on memorizing shapes and inculcating moral values and standard English for immigrants.
- In the 1920s, the first commercially available reading programs were implemented with a focus on word shapes and whole word reading.
- In the 1950s and 60s, the inadequacies of whole word methods when compared to code-based (phonics) methods were revealed (Chall, 1967; Flesch, circa 1952).
- By the 1980s a “whole language” approach was used that focused almost exclusively on the meaning of print and de-emphasized phonics.

History of Reading Instruction

- In the 1990s and early 2000s, researchers refocused the field on the importance of children mastering letter-sound relationships and improving fluency in their reading (e.g., Adams, 1990).
- The National Academy of Science (1998) and National Reading Panel (2000) published important reports that established the research base for comprehensive reading programs focused on five areas necessary for strong literacy development: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Where are things going

- The Texas Higher Education Coordinating Board adopted College Readiness Standards for ELAR on January 24, 2008.
- Texas State Board of Education adopted English Language Arts standards on March 23, 2008
- Texas will adopt ELAR instructional materials beginning in Spring 2010 for implementation in 2011.

Trends in Literacy Research

- How do we substantially improve students' academic vocabulary?
- What is the role and/or impact of "new literacies" (e.g., technology)?
- What is the relationship between students' social behavior and literacy development?
- What is the impact of effective school systems on children's literacy development?
- What intervention features are needed to improve literacy outcomes for adolescents?

What is needed going forward?

- More research on adolescent literacy and content area strategies for enhancing literacy
- School-wide and system-wide improvements in instructional implementation
- Intense focus on students with reading disabilities or at-risk for reading disabilities
- Strategic instructional supports for students learning in bilingual and ELL settings

Some Research on Literacy

The "Consumer Report"
The Literacy Instructional Practices Matrix

Literacy is the most-researched subject area to date

- Over 400 literacy programs with trademarked names
- Of these, around 100 have been researched using two kinds of research studies some consider the “the gold standard” in research
 - Randomized assignment studies (RA; also known as RCT)
 - Matched comparison group studies (CS; also known as QED)
- RA & CS hard to do in education
 - *Classrooms, not washing machines*

Using RA & CS Studies

- Gold standard in education research?
 - Problem 1: Not many RA & CS studies exist
 - Problem 2: RA & CS: conditions not entirely “natural”
- What do RA & CS studies tell us?
 - Research findings about effects, e.g.,
 - Effects on “student achievement”
 - Effects on “student learning”
 - Description of effects use specific language
 - “Positive”, “Mixed”, “Indiscernible”

Key for Symposium Consumer Reports

Reading Programs & Evidence of Effects on Student Learning:



- +** Strong evidence of positive effects
- +** Moderate evidence of positive effects or Potentially positive effects

~L Limited evidence of effectiveness

~M Evidence of mixed effects

~I Insufficient evidence or no discernable effect



- Moderate evidence of negative effects or Potentially negative effects
- Strong evidence of negative effects

No qualifying studies or No studies meeting eligibility requirements

Program not reviewed

Take-Aways for District Leaders

Questions...

- *Looking at the “consumer report” and the literacy instructional matrix, do we see mixed messages or are there areas where we can “believe” that some methods are superior to others?*
- *Does the research presented here meet our needs stated earlier this morning?*
 - *Where is the research on adolescent reading?*
 - *Where is the research on students with learning disabilities?*
 - *Where is the research on ELL student literacy?*

Thank you and enjoy lunch!

See you back here at 12:15 pm!
