

Foundational Reading Skills

Evidence Based Instructional Practices that Support Reading Development in Grades K - 3

Tennessee Center for the Study and Treatment of Dyslexia

Instructional recommendations included in this document are based on a review of empirical research synthesized in practice guides published by the Institute of Education Sciences.

Academic Language Skills

Inferential Language Skills, Narrative Language Skills, Academic Vocabulary

Directly teach academic language skills in support of reading comprehension. Model the application of these skills when reading connected text. Support acquisition of academic vocabulary during wide reading.

Directly Teach Academic Vocabulary (teach vocabulary when students listen to and read text — use targeted vocabulary words in other contexts to reinforce learning)

Directly Teach Grammatical Structure (teach the parts of sentences)

Directly Teach Text Structure (teach the components of narrative and informational text)

Inferential Processing (engage students in oral comprehension and reading comprehension activities that have them predict, problem-solve, hypothesize or contrast; have students link information to their background knowledge)

Use various sources of student data to identify deficits in academic language skills. When assessing reading comprehension, use various sources of information to rule out deficits in reading fluency or word reading skills. Address areas of weakness in Tiers 2 and 3.

Reading Fluency

Oral and Silent Reading Fluency of Connected Text

Provide daily opportunities for students to read instructional-level text with scaffolded support. Model the application of word reading skills to reading connected text and to reading with expression.

Oral Reading (oral reading with teacher support — choral reading echo reading, simultaneous reading)

Repeated Reading (a student reads the same text multiple times with supervision to support mastery)

Wide Reading (a student reads many different texts — teacher supports accurate reading and scaffolds the application of decoding skills to read decodable words)

Comprehension Monitoring (when students are reading connected text use this opportunity to ask comprehension questions to support comprehension monitoring)

Use various sources of student data to identify deficits in reading fluency and use various sources of information to rule out word reading skills deficits. Address areas of weakness in Tiers 2 and 3.

Word Reading

Decoding, Sight Word Reading, High Frequency Words, Spelling

Directly teach skills that support word reading and provide opportunities for students to read words in isolation, in phrases and in sentences to support mastery.

Directly Teach Phonological Awareness (words, syllables, phonemes)

Directly Teach Letter Knowledge (letter formations, letter-sound correspondence)

Directly Teach Sound Symbol Correspondence (letters, graphemes - digraph, trigraphs)

Directly Teach Word Parts and Patterns (morphology - base words, prefixes, suffixes; high frequency word parts)

Directly Teach High Frequency Words (whole word instruction)

Directly Teach Irregular Words (whole word instruction)

Directly Teach Spelling Patterns (write and recognize words)

Use various sources of student data to identify skills deficits and provide more intensive direct instruction for the areas of weakness within Tier 2 and Tier 3 instruction.