

MATRIX OF RESEARCHED INSTRUCTIONAL PRACTICES FOR LITERACY

Sources:

Institute of Education Sciences (IES) Practice Guide: *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention for Reading in the Primary Grades* <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Institute of Education Sciences (IES) Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

National Reading Panel: *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction* <http://www.nationalreadingpanel.org/>

Types of Instruction Reviewed:

Differentiated Instruction

Providing instruction targeting different skills to students based on assessments of strengths and weaknesses.

Guided Oral Reading

Encouraging students to read passages orally with systematic and explicit guidance and feedback from the teacher. Intended to enhance fluency.

High-Priority Skills

Providing intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in intensive, small-group or one-on-one instruction.

Independent Silent Reading

Encouraging students to engage in wide, independent, silent reading. Intended to improve fluency, vocabulary, and comprehension.

Intensive, Systematic Instruction

Providing instruction addressing the major components of reading instruction to small, groups of students with similar reading strengths and weaknesses

Motivation and Engagement Strategies

Providing a supportive environment that makes literacy relevant, and providing feedback about the usefulness of reading strategies.

Phonemic Awareness Instruction

Teaching children to focus on and manipulate phonemes in spoken syllables and words

Progress Monitoring

Regularly monitoring student progress toward meeting benchmarks.

Screening and Progress Monitoring

Screening all students for potential at the beginning of the year and again in the middle of the year. Regularly monitor progress of students at risk for developing reading disabilities.

Systematic Phonics instruction

A way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling.

Text Comprehension Instruction

Providing direct instruction in the use of specific cognitive strategies or strategic reasoning when students encounter barriers to understanding what they are reading.

Vocabulary Instruction

Providing direct instruction on word meanings, orally and in print to aid text comprehension.

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Research Findings	National Reading Panel (PK-12)	Institute of Education Sciences on Struggling Readers (K-2)	Institute of Education Sciences on Adolescent Literacy (4-12)	
<p>STRONG EVIDENCE OF EFFECTIVENESS</p> <p>Or</p> <p>SIGNIFICANT POSITIVE EFFECTS</p> <p>Or</p> <p>SIGNIFICANT AND POSITIVE IMPACT</p>	+	<p>Phonemic Awareness Instruction</p> <ul style="list-style-type: none"> Highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels 	<p>Phonemic Awareness Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness for grades K-1 when part of intensive, systemic instructional to small groups of low-performing students 3-5 times per week 	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness for providing intensive, individualized interventions for struggling readers Focusing on critical knowledge and skills required for text comprehension
		<p>Intensive, Systematic Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness Focusing on foundational skills, including comprehension and fluency For students scoring below benchmarks on universal screenings in grades 1-2 	<p>Intensive, Systematic Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness 	
		<p>Systemic Phonics Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness for grades 1-2 	<p>Screening & Progress Monitoring</p> <p>Strong evidence of effectiveness for providing intensive, individualized interventions for struggling readers identified through initial screenings, followed by diagnostic assessments to provide profiles of strengths and weaknesses</p>	
			<p>Text Comprehension Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness for the following methods: Comprehension Monitoring Drawing Inferences Graphic & Semantic Organizers Paraphrasing Question Answering Question Generation Summarization 	
			<p>Vocabulary Instruction</p> <ul style="list-style-type: none"> Strong evidence of effectiveness for grades 4-12 	

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Research Findings		National Reading Panel (PK-12)	Institute of Education Sciences on Struggling Readers (K-2)	Institute of Education Sciences on Adolescent Literacy (4-12)
MODERATE EVIDENCE OF EFFECTS Or SIGNIFICANT BENEFITS	+	Guided Oral Reading <ul style="list-style-type: none"> Significant impact on word recognition, fluency, and comprehension across a range of grade levels 	Screening & Progress Monitoring <ul style="list-style-type: none"> Moderate evidence of effectiveness 	Motivation & Engagement Strategies <ul style="list-style-type: none"> Moderate evidence of effectiveness
		Systemic Phonics Instruction <ul style="list-style-type: none"> Significant benefits for students in Kindergarten through 6th grade and for children having difficulty learning to read 		Text Comprehension Instruction <ul style="list-style-type: none"> Moderate evidence of effectiveness for providing opportunities for extended discussion of text meaning and interpretation
		Text Comprehension Instruction <ul style="list-style-type: none"> Evidence of effectiveness for the following methods: Comprehensive Monitoring Cooperative Learning Graphic and Semantic Organizers Question Answering Question Generation Story Structure Sumarization 		
LOW EVIDENCE OF EFFECTIVENESS Or ³ MAY IMPROVE PERFORMANCE Or LIMITED EFFECTS	~L		Differentiated Instruction <ul style="list-style-type: none"> Low evidence of effectiveness 	
			High-Priority Skills <ul style="list-style-type: none"> Low evidence of effectiveness 	
			Progress Monitoring <ul style="list-style-type: none"> Low evidence of effectiveness 	
INDISCERNIBLE EFFECTS Or No CONCLUSIVE EVIDENCE	~I		Vocabulary Instruction <ul style="list-style-type: none"> Evidence is inconclusive due to small number of studies assessing vocabulary knowledge 	
		<u>Not Addressed</u> Differentiated Instruction High Priority Skills Intensive, Systemic Instruction Motivation & Engagement Strategies Progress Monitoring Screening and Progress Monitoring	<u>Not Addressed</u> Motivation & Engagement Strategies	<u>Not Addressed</u> Guided Oral Reading High Priority Skills Independent Silent Reading Progress Monitoring