



Targeting Student Reading Needs

Assessment → Target → Intervention

Dr. Wendy Strickler
MSJU Reading Science Summit
June 2022



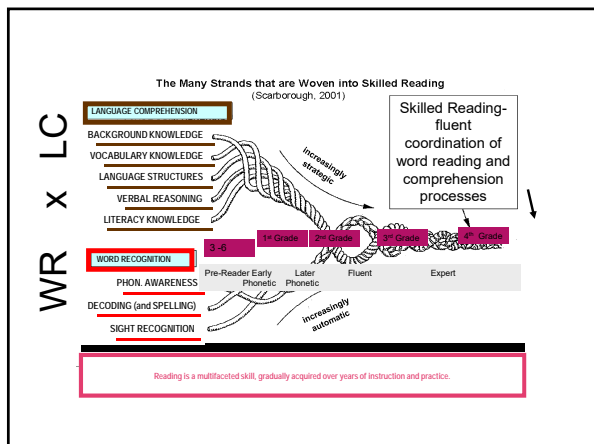
Why??

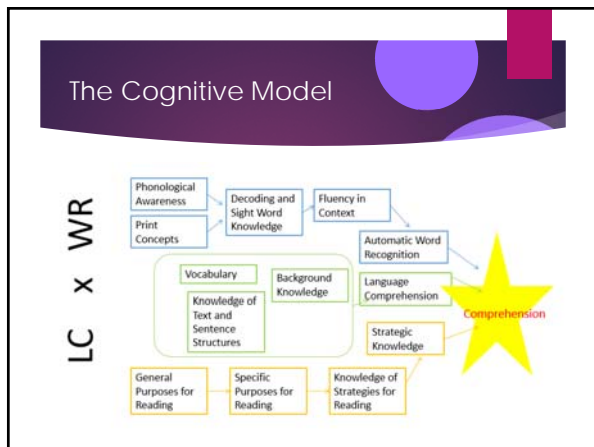


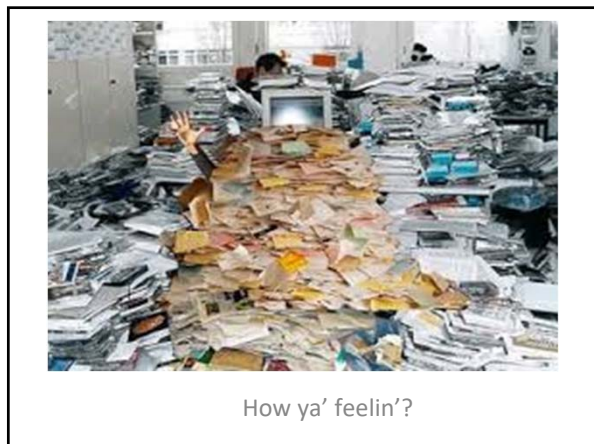
The Simple View of Reading

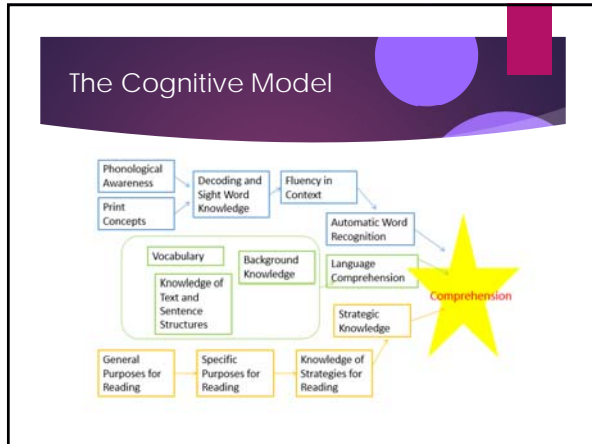
Printed Word Recognition	x	Language Comprehension	=	Reading Comprehension
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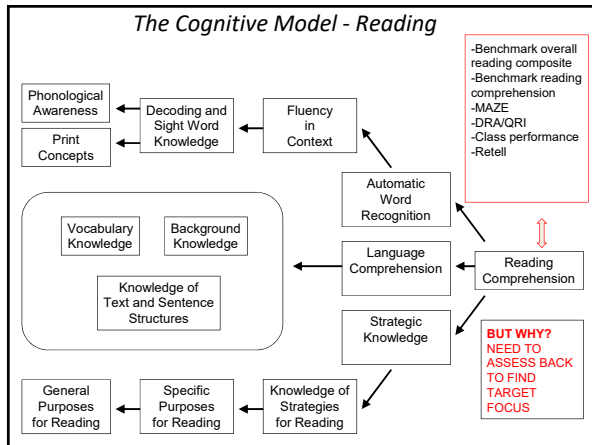
Gough and Tunmer, 1986



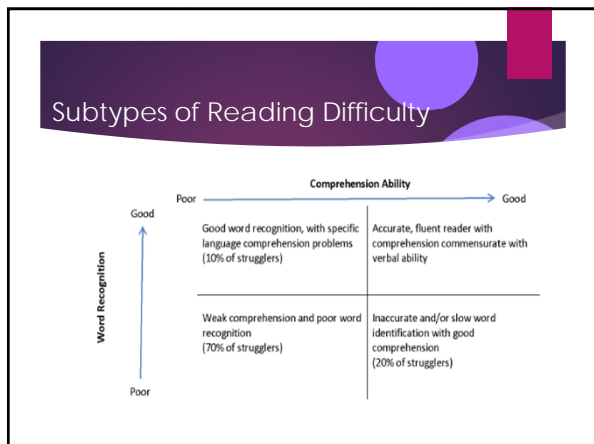


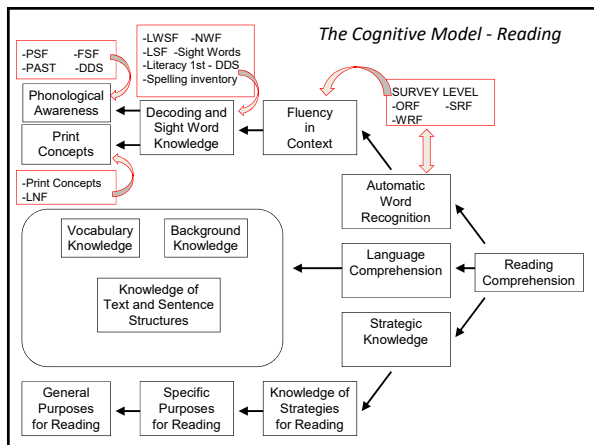




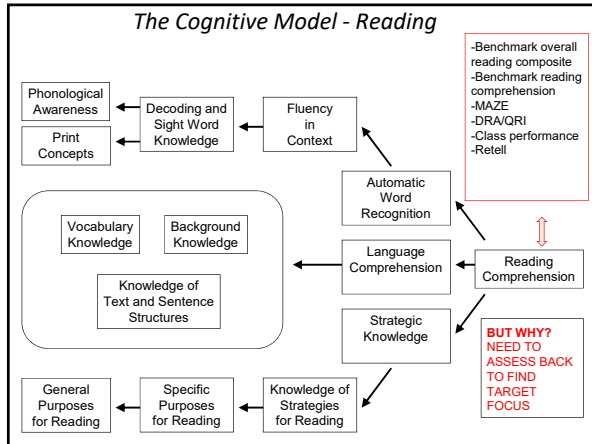


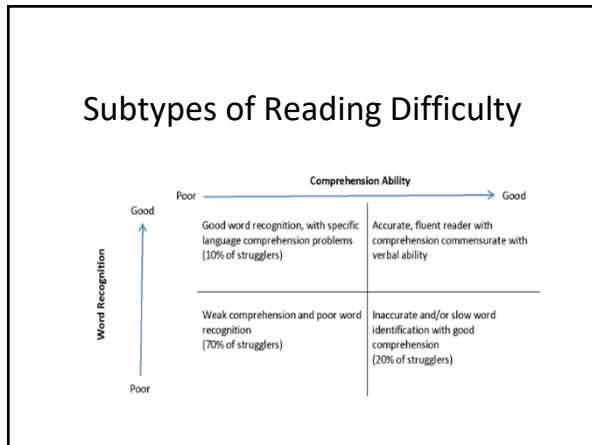
A goal without a plan is just a wish...



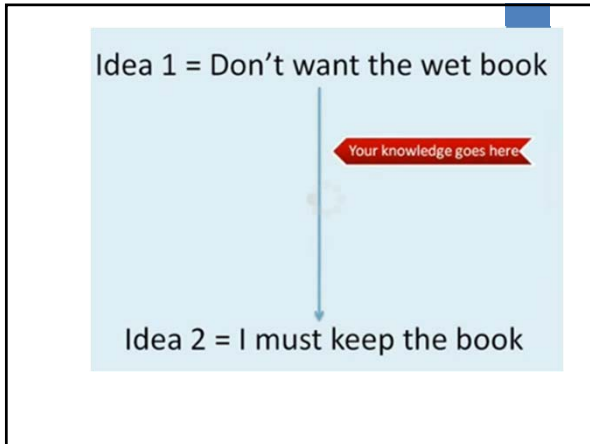


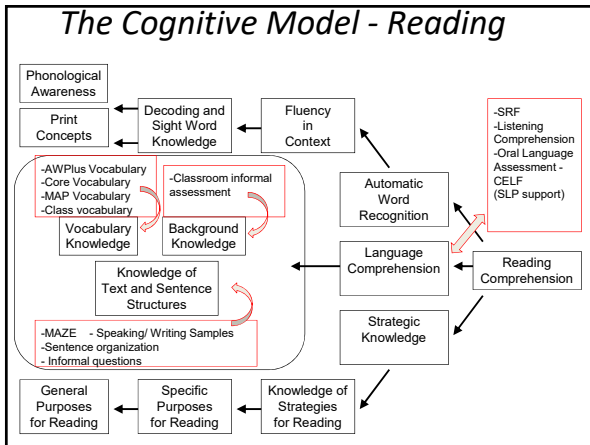
In practice...

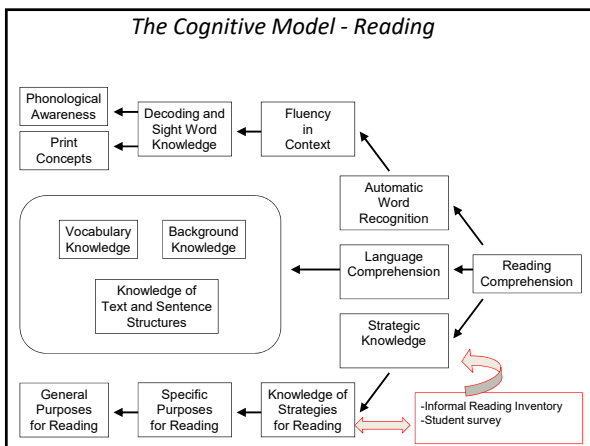




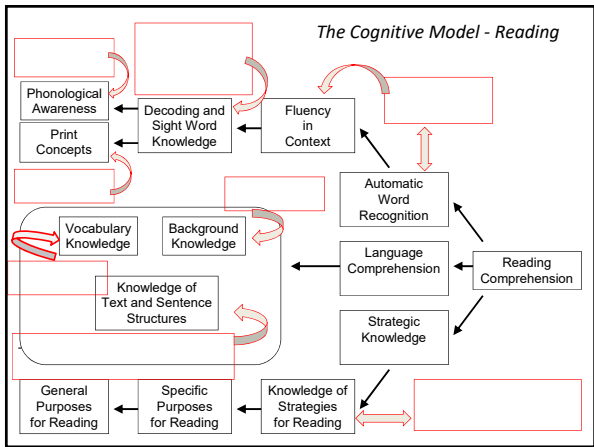
"I didn't even order that book, but the postman left it on my porch in the rain so now I guess I'm stuck with it."








In practice...




So, you've just gathered lots of information...

What can you say? ...



What is the primary keystone skill barrier to reading comprehension?



So what and how do we teach?

Research tells us a lot

Strategy/Intervention	Effect Size
Phonemic Awareness Instruction	.86
Phonics instruction	.52, .54, .60
Repeated Reading; Great Leaps Reading Program plus Phonemic Awareness	.67, 1.59
Syllable Chunking Strategies with Corrective Feedback	1.40, 1.14, 1.14
Vocabulary Instruction	.67
Computer-based Literacy Instruction (mental models, spelling, timed reading)	1.00
Explicit Instruction	1.22
Main idea strategy instruction (prompts, self-monitoring)	2.23, 2.57, 1.84
Reciprocal teaching plus cooperative learning	1.42



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