

## A Very Brief History of Reading

- “Big Four”
  - Meaning Based Approaches
    - Whole Word (early 1800s)
      - Unit of study: whole word
      - Assumes word are stored in visual memory
      - Emphasizes meaning over word analysis
      - Key Feature: repetition, controlled vocabulary, distinctive looking words
    - Whole Language (late 1800s)
      - Not intended to be a teaching method
      - Designed to integrate reading, writing, speaking, and listening
      - Unit of study: the sentence or paragraph
      - Psycholinguistic Guessing Game
        - Contextual, linguistic, graph-phonetic
  - Code-Emphasis Approaches
    - Phonics (early 1800s)
      - Unit of study: letter, digraphs, blends
      - Focuses on letter, sounds and decoding unknown words
      - Develops letter-sound knowledge
      - Research shows it is more effective than whole word method or whole language
    - Linguistic (1961)
      - Unit of study: rime units
      - Focuses on rime units or word families
      - Often confused with phonics
  - All four classic approaches result in 15%to 30% poor readers
    - Struggling readers find all approaches difficult
    - No approach directly addresses the issue of permanent word storage
- Balanced Literacy
  - Integrating approaches that are ineffective does not generate effective reading instruction or remediation