

## Comparison of Reading Approaches

Categories	Scientifically Based Practices	Not Scientifically Based Practices
<p><b>Phonological and Phoneme Awareness</b></p> <p><i>CCR 301-92, 2.22</i></p> <p><i>CCR 301-92, 2.21</i></p> <p><i>CCR 301-92, 5.01(A)</i></p> <p><i>CCR 301-92, 5.01(B)</i></p> <p><i>CCR 301-92, 5.02(A)</i></p> <p><i>CCR 301-92, 5.03(A)</i></p> <p><i>CCR 301-92, 5.04(A)</i></p>	<p>Explicit teaching of the speech sounds, distinct from the letters that represent them; attention called to sound and word pronunciation; emphasis on blending and separating sounds in spoken words.</p> <p style="text-align: center;"><u><a href="#">CO READ Act K-3 Minimum Competencies</a></u></p>	<p>Minimal or incidental instruction about speech sounds, their features or contrasts; insufficient instruction in separating and blending the sounds in a whole word; confusion of PA with phonics. Instructs teachers to avoid breaking words into their parts.</p>
<p><b>Phonics and Word Study</b></p> <p><i>CCR 301-92, 2.23</i></p> <p><i>CCR 301-92, 5.01(D)</i></p> <p><i>CCR 301-92, 5.01(E)</i></p> <p><i>CCR 301-92, 5.02(C)</i></p>	<p>Explicit, systematic, cumulative teaching of phoneme-grapheme (sound-symbol) correspondences, syllable types, and meaningful word parts (prefixes, suffixes, roots and base words.) Word reading skills are then applied in text reading. "Sound it out" comes before "does it make sense?"</p> <p style="text-align: center;"><u><a href="#">CO READ Act K-3 Minimum Competencies</a></u></p>	<p>Children directed to pay attention to the sense of a sentence before guessing at a word from context and the first letter; "sounding out" the whole word is deemphasized. No systematic presentation of sound-symbol correspondences. Teacher-made "mini-lessons" to address student errors. Avoids phonic readers (also known as decodable readers); uses leveled books without phonically controlled vocabulary.</p>

<p><i>CCR 301-92, 5.03(B)</i></p> <p><i>CCR 301-92, 5.04(B)</i></p>		
<p><b>Fluency</b></p> <p><i>CCR 301-92, 5.01(D)</i></p> <p><i>CCR 301-92, 5.02(D)</i></p> <p><i>CCR 301-92, 5.03(C)</i></p> <p><i>CCR 301-92, 5.04(C)</i></p>	<p>Explicit, measurable goals by grade level for oral passage reading fluency and related subskills; criteria established by research. Rereading, partner reading, reading with a model are validated techniques.</p> <p style="text-align: center;"><u><a href="#">CO READ Act K-3 Minimum Competencies</a></u></p>	<p>Reading practice in “leveled” books; focus on “miscue analysis” rather than words read correctly. No emphasis on fluency in building subskills. Avoids measurement of words correct per minute. Believes students learn to read by reading, not by instruction on specific skills.</p>
<p><b>Vocabulary</b></p> <p><i>CCR 301-92, 5.01(F)</i></p> <p><i>CCR 301-92, 5.01(G)</i></p> <p><i>CCR 301-92, 5.02(E)</i></p> <p><i>CCR 301-92, 5.02(F)</i></p> <p><i>CCR 301-92, 5.03(D)</i></p> <p><i>CCR 301-92, 5.03(E)</i></p> <p><i>CCR 301-92, 5.04(D)</i></p>	<p>Teachers preteach words important to the meaning of a text, explain during reading, and practice after reading. Teachers give structured practice using new words verbally and in writing. Teacher-student dialogue “scripted” in the teacher’s manual.</p> <p style="text-align: center;"><u><a href="#">CO READ Act K-3 Minimum Competencies</a></u></p>	<p>When engaging in text, the discussion by the teacher is nondirective. Although words are important to the meaning of a text may be pretaught, explained during reading, and practiced after reading. No additional explicit instruction or practice is provided to understand word structure and meaning.</p>

<p><b>Comprehension Skills and Strategies</b></p> <p><i>CCR 301-92, 5.01(H)</i></p> <p><i>CCR 301-92, 5.02(A)</i></p> <p><i>CCR 301-92, 5.03(F)</i></p> <p><i>CCR 301-92, 5.04(E)</i></p>	<p>Providing instruction that supports students with understanding ideas expressed in text—supporting their ability to negotiate the linguistic and conceptual barriers such as:</p> <ul style="list-style-type: none"> <li>• Directly teaching the structure of both narrative and expository text.</li> <li>• Strategies are overtly modeled and practiced in a planned progression.</li> <li>• Subskills such as choices of diction, grammatical structure, cohesive linkage, organization, and other ways that the author chooses to present ideas.</li> </ul> <p>Teachers’ edition provides guidance.</p> <p style="text-align: center;"><b><u><a href="#">CO READ Act K-3 Minimum Competencies</a></u></b></p>	<p>Teachers instructed to use leveled book reading, big books, and independent trade book reading; teacher modeling (thinking aloud) <u>is the primary instructional strategy</u>. Also known as Reader’s Workshop approach. Student book choice emphasized.</p>
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<p><b>Writing</b></p>	<p>Grammar, handwriting, spelling, punctuation taught systematically, along with many structured opportunities to practice composition. Builds sentence writing skills, paragraph formation, and knowledge of narrative and expository text structures.</p>	<p>Writer’s workshop approach. Emphasizes stages of the writing process and self-expression, rather than mastery of component skills through planned, cumulative practice. Correction given in individual conferences. “Journaling” is a favored activity, because students choose the topic they write about.</p>
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<p><b>Additional Resources for Understanding Scientifically Based Reading Research and Evidence-based Practices:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Ending the Reading Wars: Reading Acquisition From Novice to Expert.</a></li> <li>• <a href="#">Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</a></li> </ul>
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- [The National Reading Panel](#)
- [The Science of Reading and Its Educational Implications](#)
- [Brief overview provided by Dr. Stanislas Dehaene on how the brain transforms the shapes of letters and characters on a page into the sounds of spoken language.](#)
- Attributes of Effective Universal Instruction, *CCR 301-92 6.00* (See Appendix D)
- Attributes of Effective Targeted and Intensive Instructional Intervention, *CCR 301-92 7.00* (See Appendix E)