



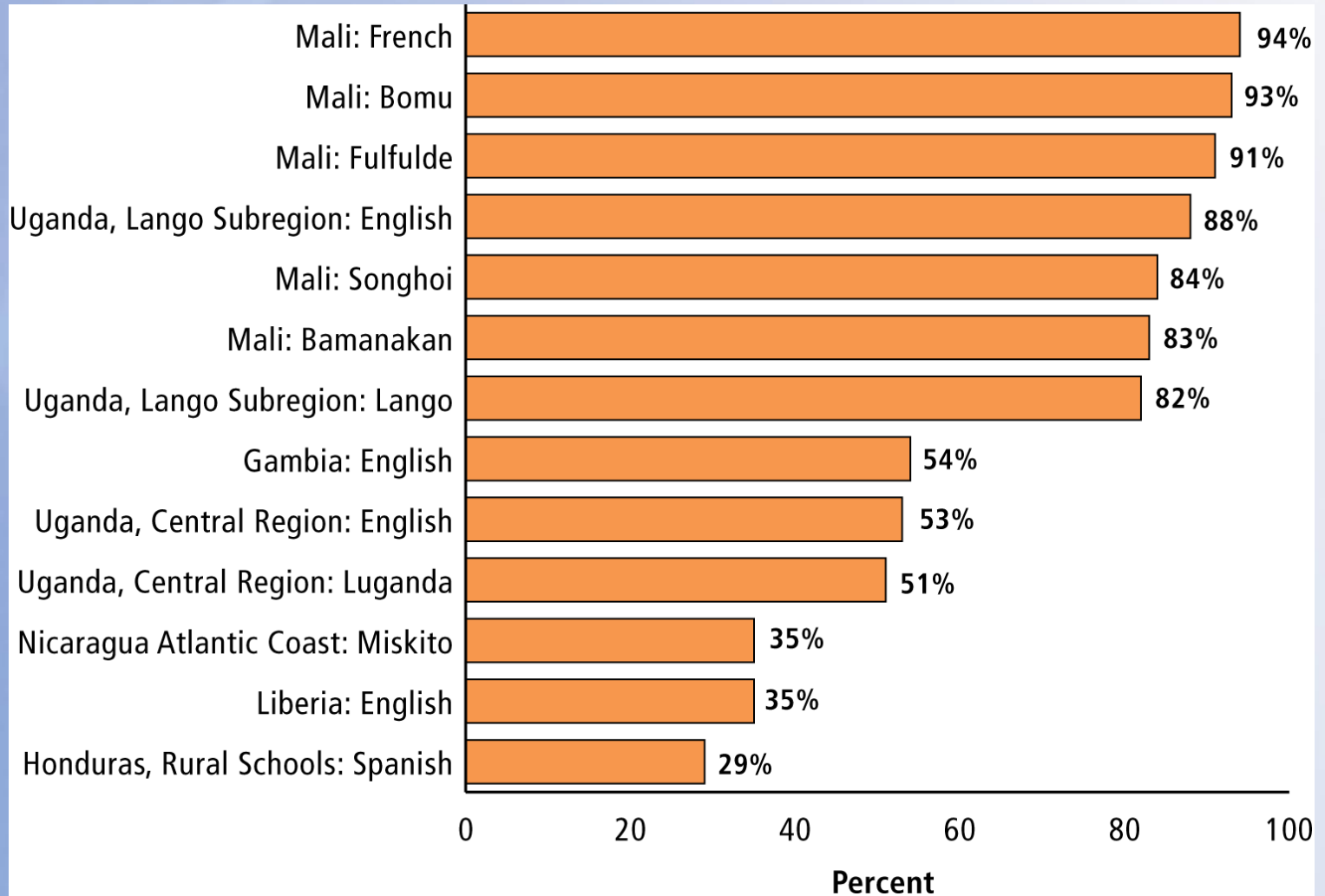
## Reading for Success: Four Ts to Improved Reading Outcomes

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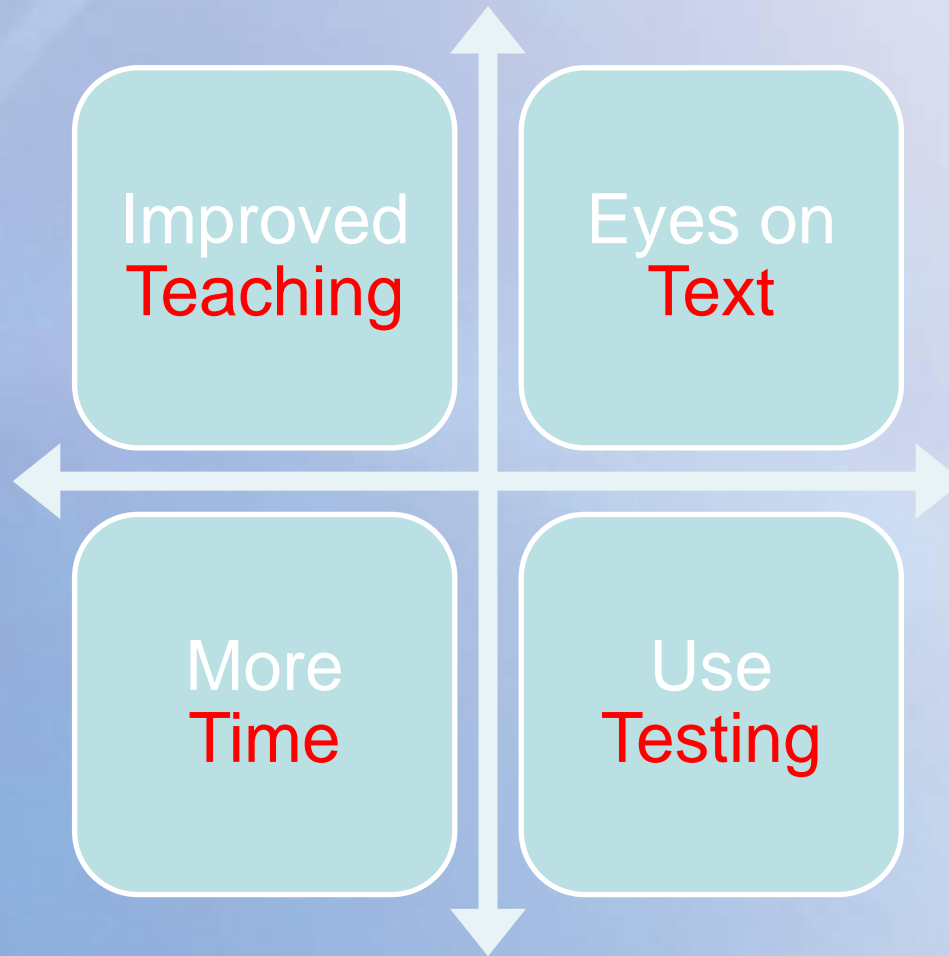
“The difficulty of teaching reading has been underestimated.”

–Moats, 1999, p.11

# Children are not learning to read.



# Comprehensive Approach



## Early Grade Reading Program

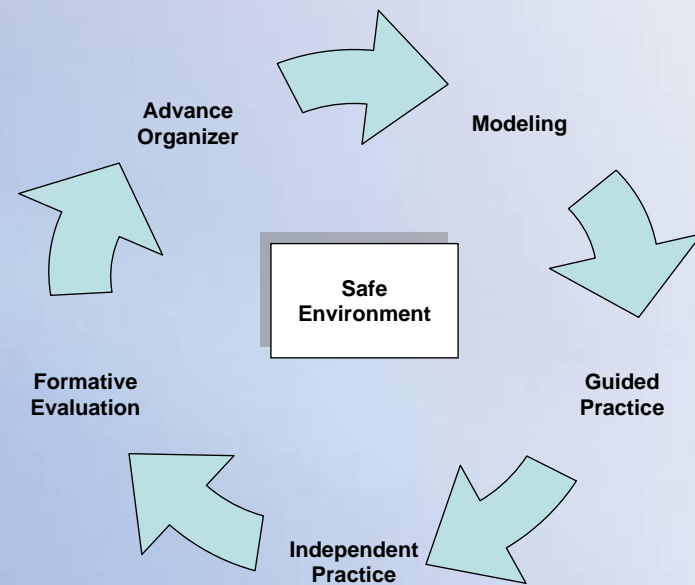
- increased instruction by 20-30 minutes a day,
- increased the instructional focus by including specific phonics instruction,
- enhanced the quality of instruction by providing teachers training in how to teach phonics, and
- provided teachers training aids to support reading instruction.

# Improved teaching:

- What is taught:

- Phonemic awareness
- Alphabet knowledge
- Word reading
- Spelling

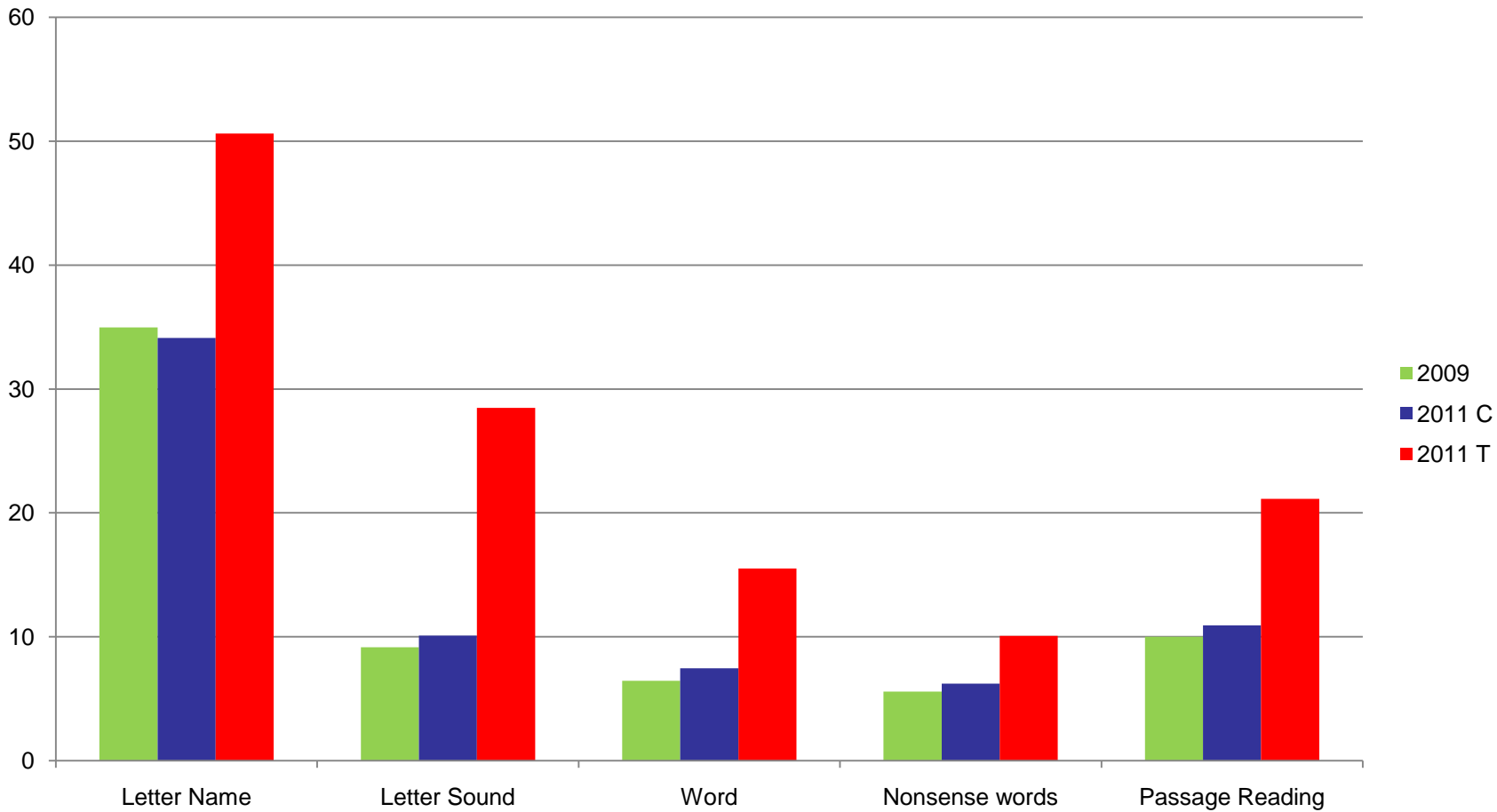
- How it is taught:



# Improved Teaching

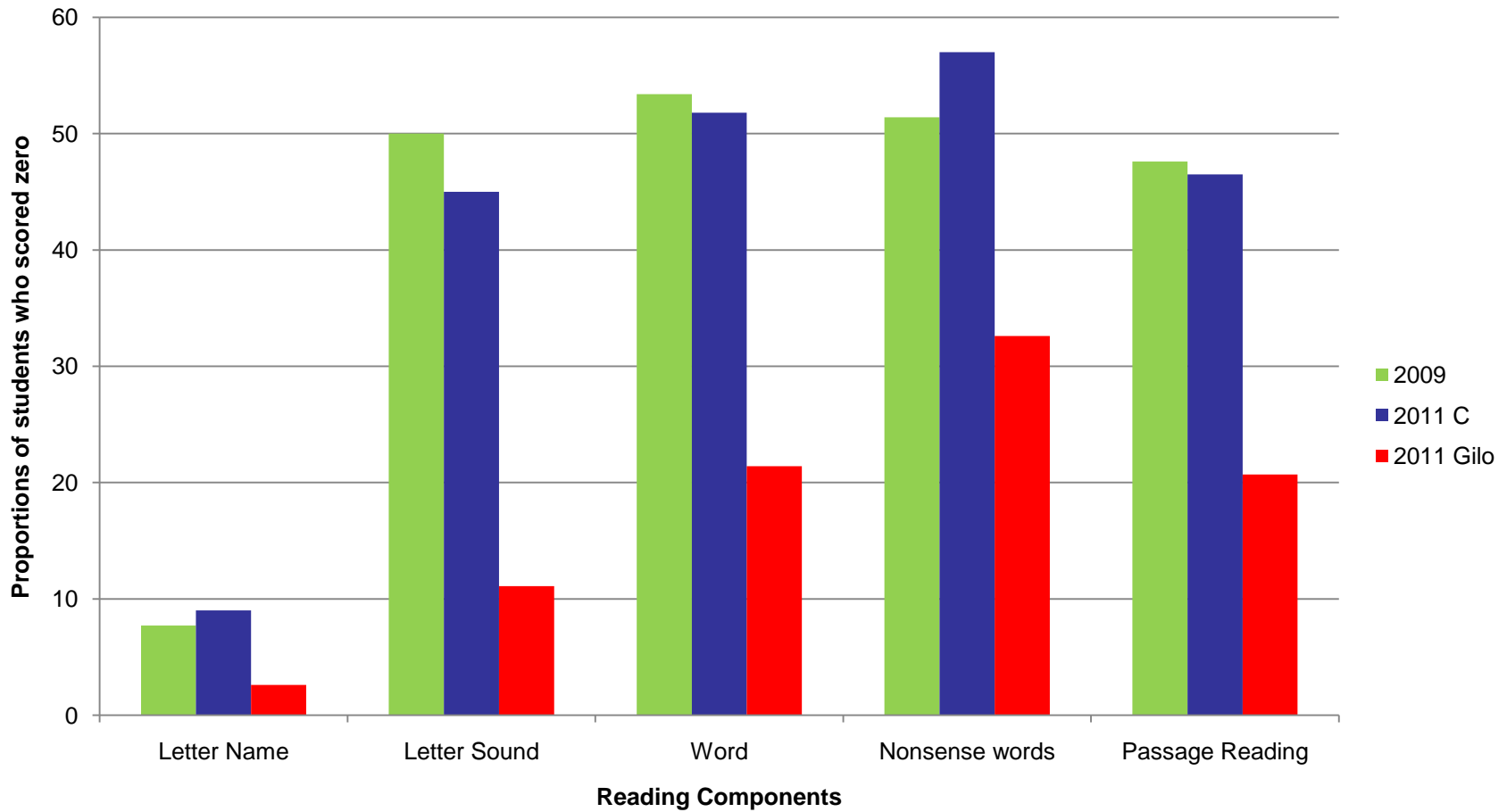


# Second Grade Mean Scores

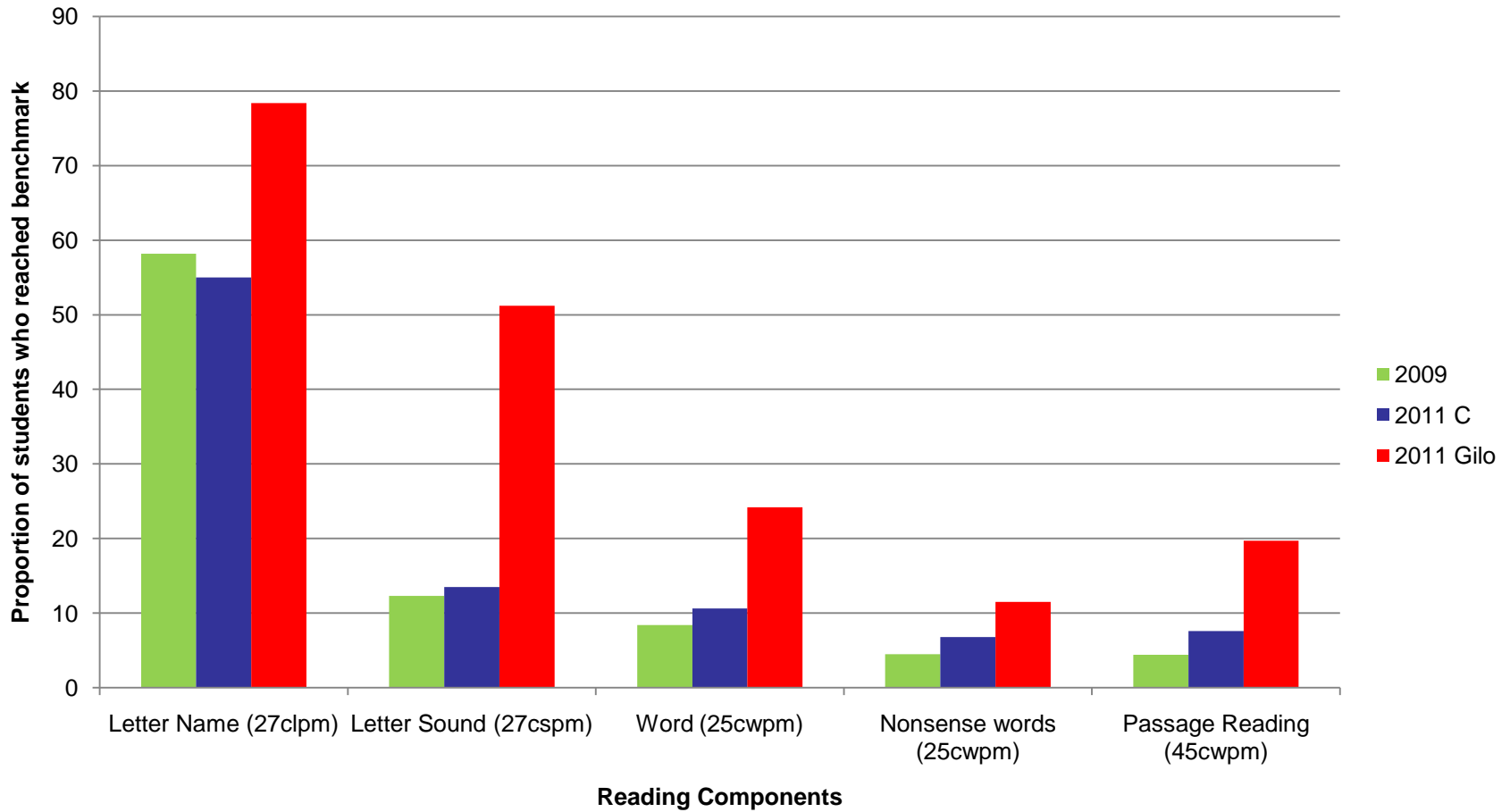




# Proportion of students who scored zero



# Proportion of students who met benchmark



- The instruction provided resulted in
  - more children being able to name letters, read syllables, read words, and read a passage, and
  - more children were able to meet expected benchmarks.

## Cognitive Engagement and Meta-linguistic Awareness



"This way of learning is better."

A mind once stretched by a new idea never  
regains its original dimension.

**Oliver Wendell Holmes Jr.**

*US jurist (1841 - 1935)*

## Conclusion

- The EGRP succeeded in
  - improving student outcomes
  - Improving students' motivation
  - Improving teacher practice, and
  - Improving teachers' feelings of self-efficacy



## More Information

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# Literacy Pyramid

