



# Understanding the Development of Skilled Reading

Florida Organization of Instructional Leaders

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## Objectives

- Deepen understanding of four models that describe skilled reading
- Apply reading theory to instructional practices that effectively support word reading development in early readers

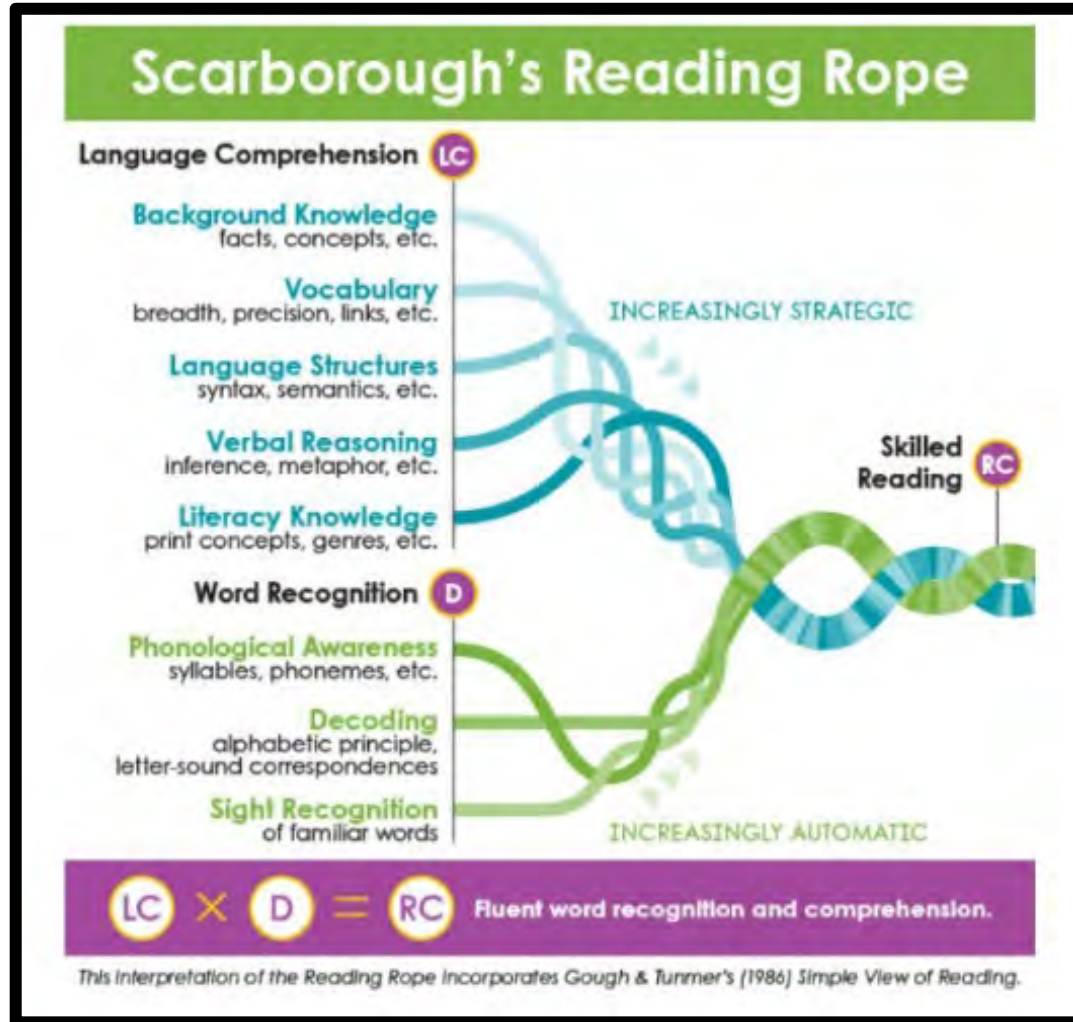


## Simple View of Reading

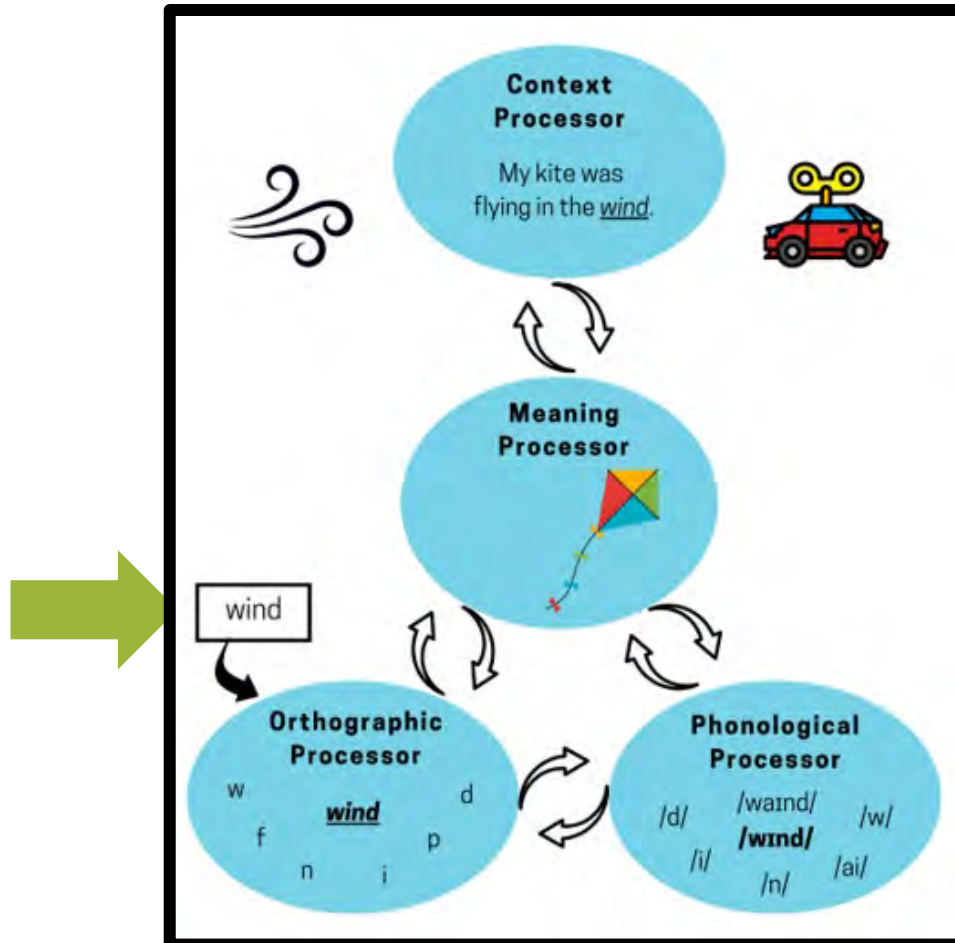
The Simple View of Reading shows that **reading comprehension (RC)** is not the sum of the two components, **language comprehension (LC)** and **word recognition (WR)**, but rather the **product** of the two components. If either one is weak, reading comprehension is diminished.



# A Closer Look: What is Scarborough's Reading Rope?



# Adams Model of the Reading Process

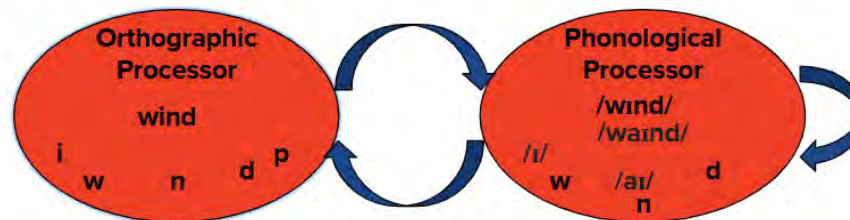
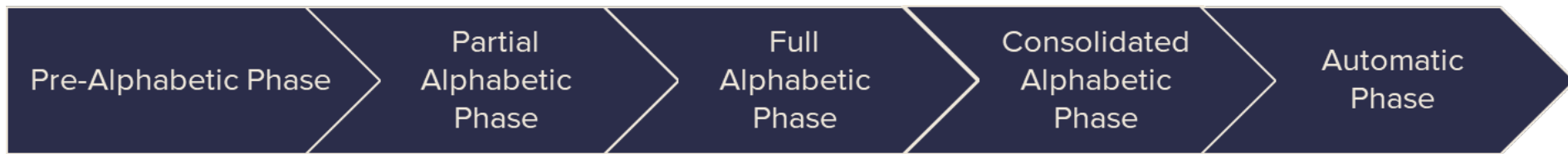


# Adams Model of the Reading Process: Skilled Reading

1. Orthographic Processor
2. Phonological Processor
3. Context Processor
4. Meaning Processor



# Ehri's Phases of Word Recognition Development



# Ehri's Phases of Word Recognition Development

## Pre-alphabetic phase

- Visual cues (e.g., shape, logo)
- Semantic rather than phonological relationships
- Arbitrary rather than systematic connections





# Ehri's Phases of Word Recognition Development

## Partial Alphabetic Phase

- Emerging use of grapheme-phoneme connections (phonetic cue reading)
- Connections are incomplete
- More reliable than visual cue reading
- Provides no way to read novel words in print



**w = white**

Child guesses after  
looking at first letter.



# Ehri's Phases of Word Recognition Development

## Full Alphabetic Phase

- Words are accessed through phonological recoding
- Graphemes are converted into phonological representations
- More reliable than phonetic cue reading

**b + l + a + ck = *black***



# Ehri's Phases of Word Recognition Development

## Consolidated Alphabetic Phase

- Multi-letter patterns are consolidated in memory
- Readers use chunks to decode, rather than individual phonemes
- Most mature form of reading

*The new Dreamlifter is an enormous freighter.*

**e-nor-mous** **freighter**



# Ehri's Phases of Word Recognition Development

## Automatic Phase

- Highly developed strategies
- Accurate, automatic decoding of unfamiliar words
- Use of multiple strategies (decoding, structural, contextual)



# Check for Understanding – Ehri’s Phases of Word Recognition Development

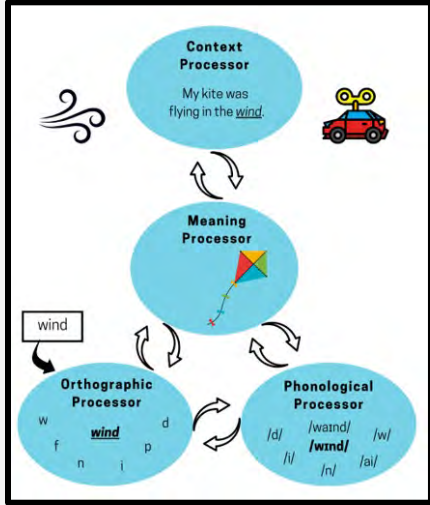
- Match each student description to the appropriate phase.
  - Pre-Alphabetic Phase
  - Partial Alphabetic Phase
  - Full Alphabetic Phase
  - Consolidated Alphabetic Phase
  - Automatic Phase

Sofia loves to sit in her mom’s lap and listen to books read aloud to her. She also likes books with labels underneath the pictures. She points to the pictures and says the name of the picture and “reads the word.”

## **Pre-Alphabetic Phase**

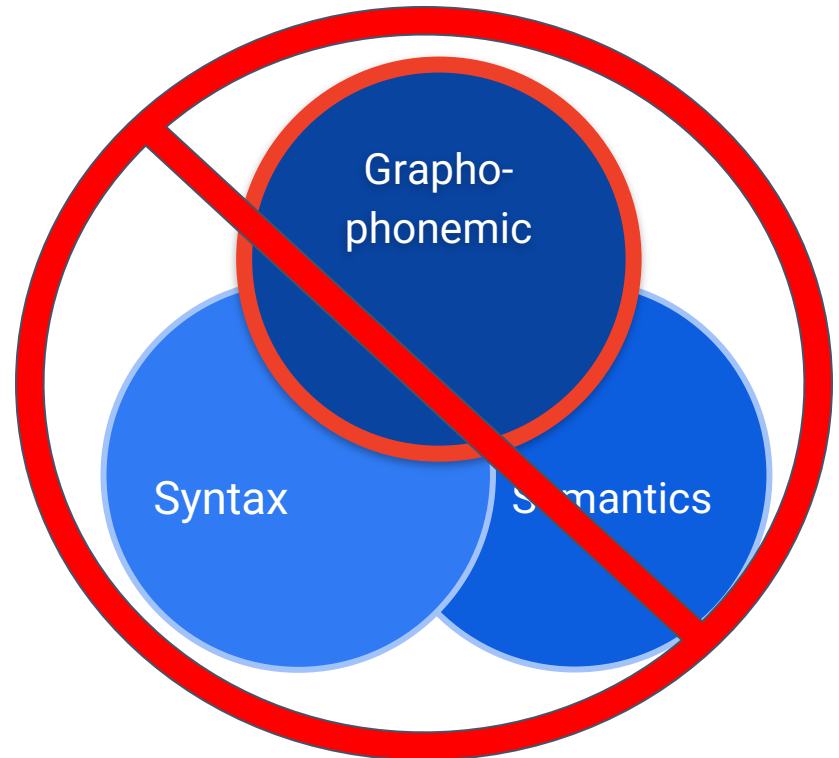


# Putting It All Together

Simple View of Reading/ Scarborough's Reading Rope	Ehri's Phases of Word Recognition Development	Adams Model of the Reading Process
<p>Word Recognition x Language Comprehension = Reading Comprehension</p>	<ul style="list-style-type: none"> <li>• Pre-Alphabetic Phase</li> <li>• Partial Alphabetic Phase</li> <li>• Full Alphabetic Phase</li> <li>• Consolidated Alphabetic Phase</li> <li>• Automatic Phase</li> </ul>	 <p>The diagram illustrates the Adams Model of the Reading Process. It features four interconnected components:         <ul style="list-style-type: none"> <li><b>Context Processor:</b> Contains the sentence "My kite was flying in the <u>wind</u>." and an icon of a kite.</li> <li><b>Meaning Processor:</b> Contains an icon of a kite.</li> <li><b>Orthographic Processor:</b> Contains the letters "w", "d", "f", "n", "i", "p" and the word "wind" with a red underline.</li> <li><b>Phonological Processor:</b> Contains phonetic segments: /d/, /wɑnd/, /w/, /f/, /n/, /i/, /p/.</li> </ul>         Arrows indicate bidirectional relationships between the Context and Meaning processors, and between the Orthographic and Phonological processors. A box labeled "wind" also points to the Orthographic Processor.       </p>

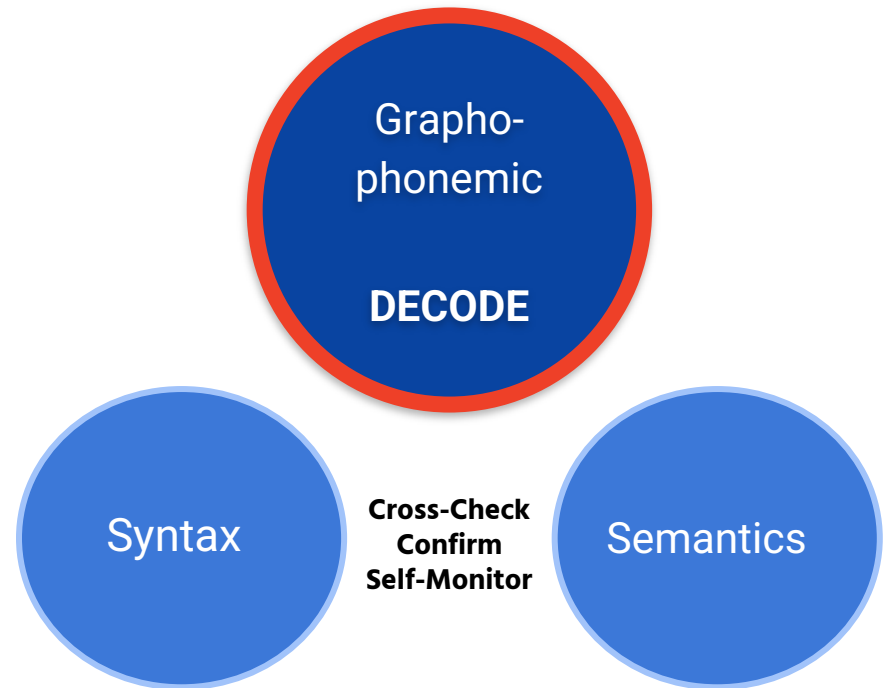
# Why Don't We Use the Three-Cueing System for Word Reading?

1. Reading begins with orthographic input – letters.
2. Orthographic input interacts with phonology.
3. If you look for other information, you slow down the process and are less efficient in building your lexicon through orthographic mapping.

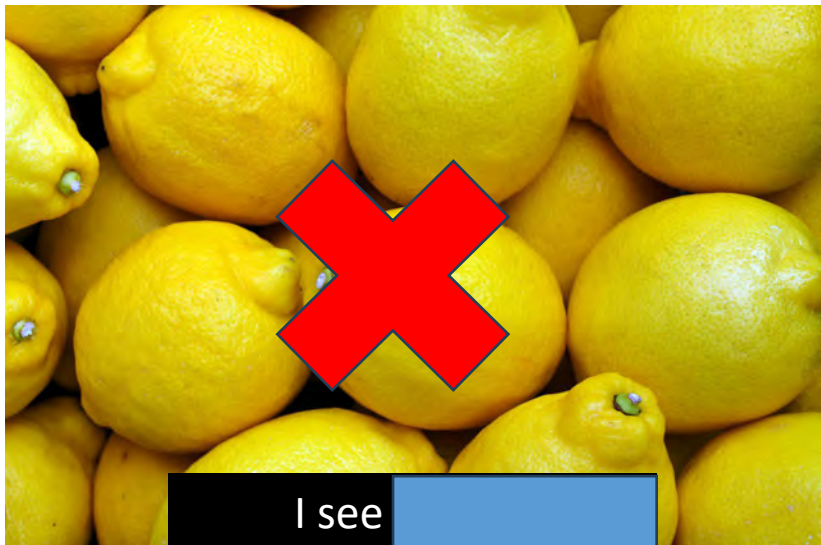


# Instructional Implications

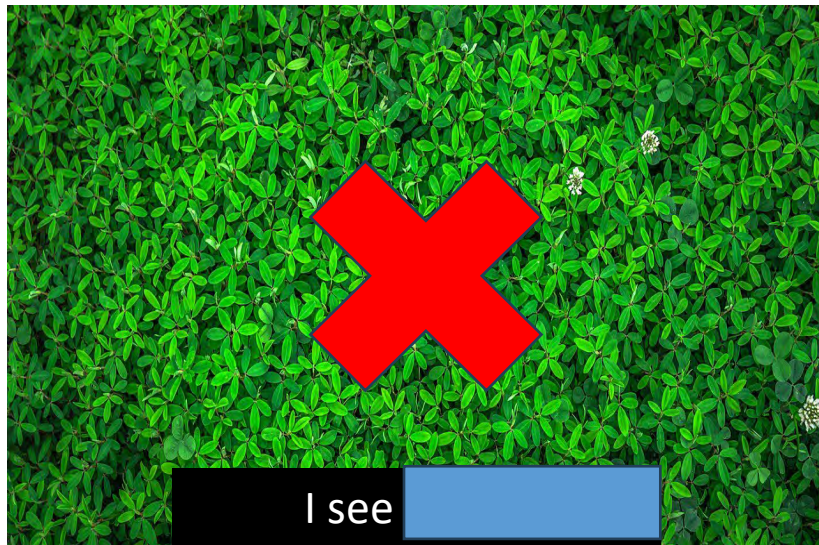
1. Direct students to decode words.
2. Use syntactic and semantic information to confirm decoding accuracy, cross-check.
3. Teach self-correction strategies explicitly.
4. Use meaning and context to confirm, self-check and teach self-correction strategies.



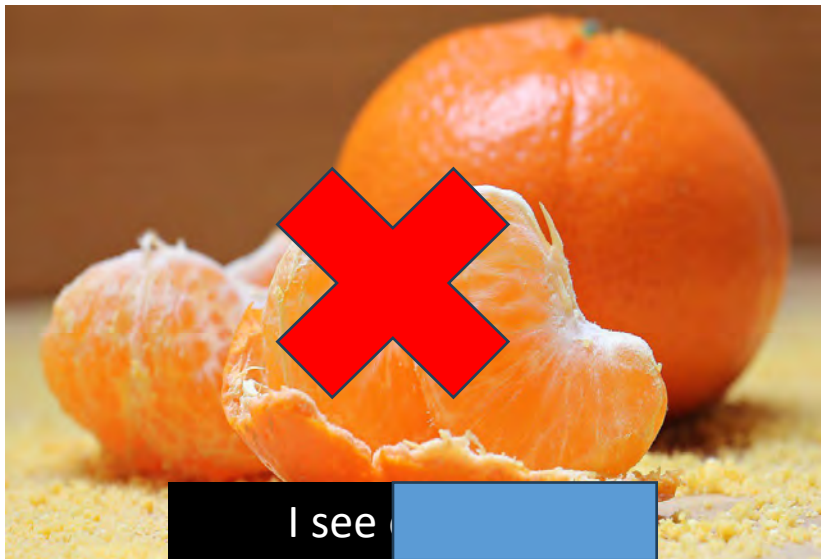




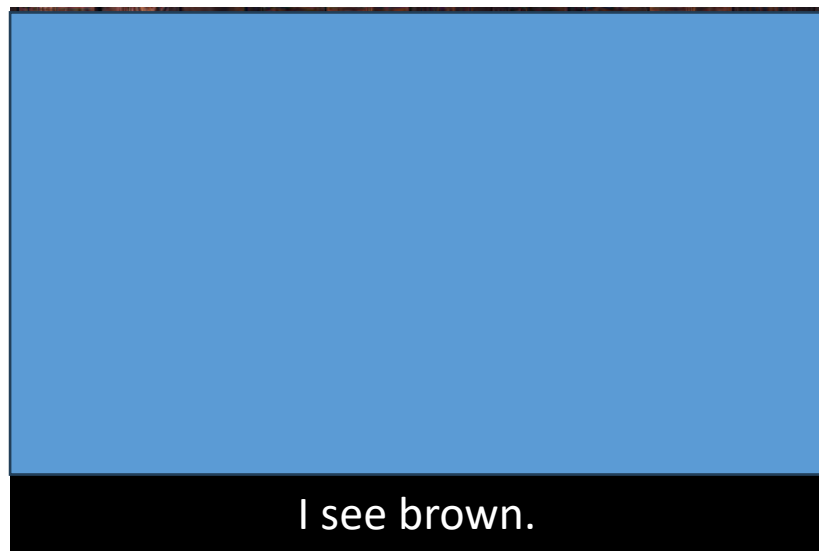
I see



I see



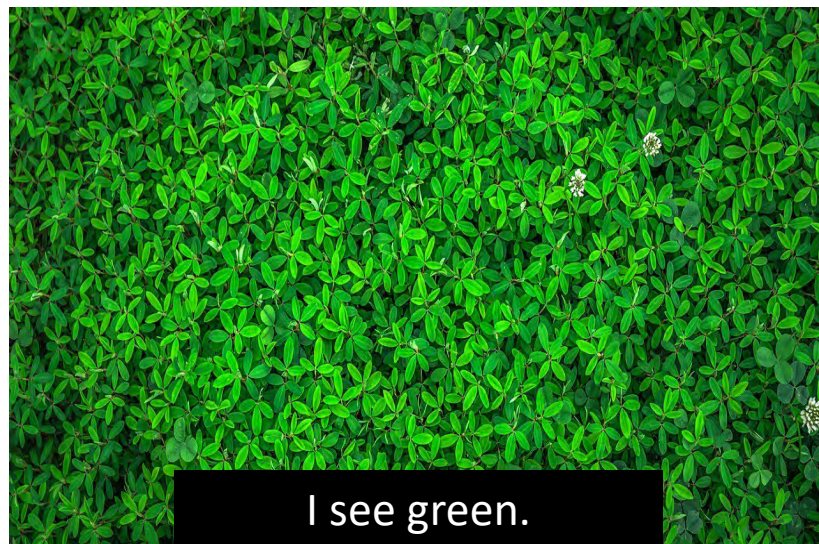
I see



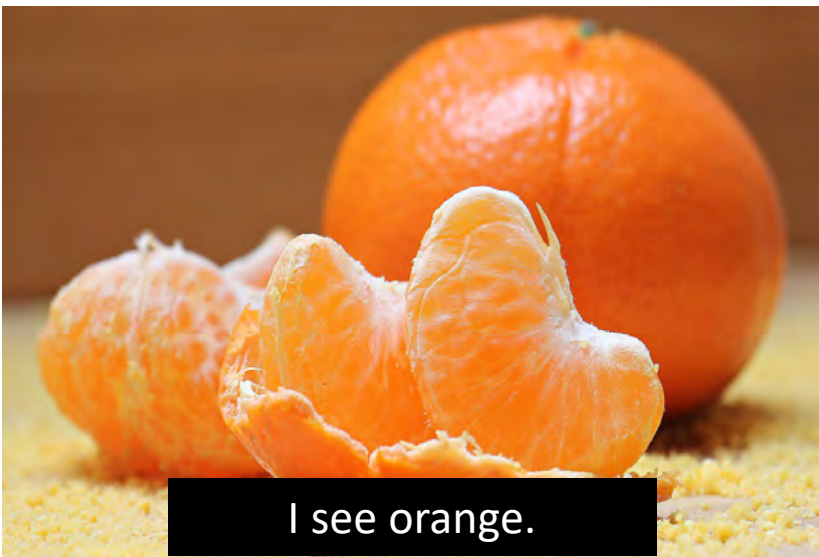
I see brown.



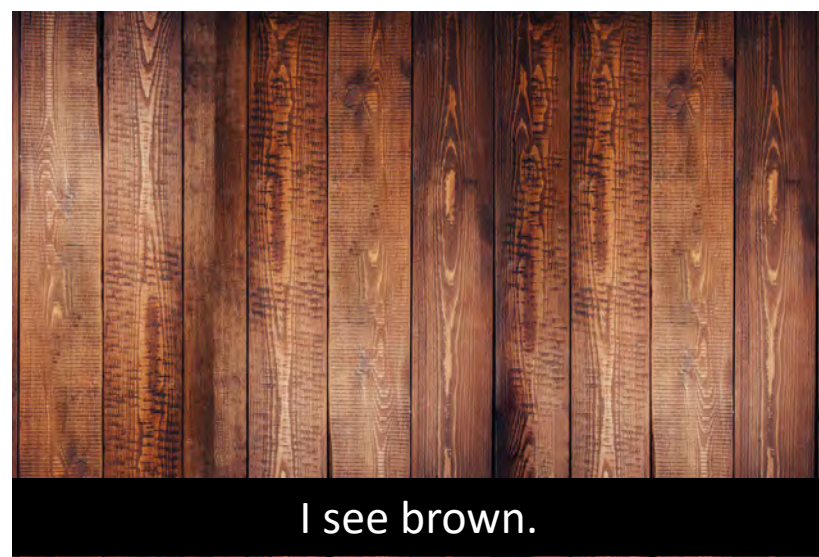
I see yellow.



I see green.



I see orange.



I see brown.



It was s  and the sun was out.

Robin felt splendid.

She strutted on the grass.

She sprinted on the wind.

## Prompts to Help Readers Focus on Graphophonemics

- What letter is at the beginning of this word? What sound does that letter make?
- Let's break this word into parts.
- Find the vowels in this long word. How many syllables are in this word?

## Prompts to Help Readers Focus on Graphophonemics

- Let's say this word one sound at a time. (Point to the letters and have the student blend across the sounds.) Now read the sentence again. Does that make sense? (Notice the attention to meaning was after decoding.)
- This is a really tricky word. I'm going to show you on the white board how I would decode it.
- You said \_\_\_\_\_. If that word were \_\_\_\_\_, what would you expect to see at the beginning? Now look at the letters and try that word again.

## Wrap Up

- Stop doing?
- Continue or refine?
- Start doing?





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