

DECODING

Research

TO SUPPORT SECONDARY STRUGGLING READERS

Decoding and Fluency: Foundation Skills for Struggling Older Readers

In relation to decoding, this article discusses the reading ability of middle school students who have trouble solving multisyllabic words due to the lack of systematic word attack skills. Decoding instruction is vital as the number of multisyllabic words in text increases beyond fifth grade. The use of systematic, intentional decoding instruction has a positive effect on most struggling secondary readers. Three methods of instruction are discussed, and all three show an increase in students' abilities to solve multisyllabic words in connected text. After teaching word solving strategies, effectiveness is enhanced when students are given ample practice in decoding words, are told when to use the strategy, and when students reach a high level of automaticity with the strategies. The article continues to discuss fluency in the same manner.

Archer, Anita L., et. al. "Decoding and Fluency: Foundation Skills for Struggling Older Readers." Learning Disability Quarterly, vol. 26, no.2, 2003, pp. 89-101. JSTOR, www.jstor.org/stable/1593592.

Effects of Teaching Syllable Skills Instruction on Reading Achievement in struggling Middle School Readers

This article begins with an overview of the history of syllable instruction and research, then sets forth the purpose of the experiment: to determine if reading achievement increases at a faster rate in students with high incidence disabilities when provided with direct, explicit, and systematic instruction of syllable skills. The experiment included 83 sixth, seventh, and eighth grade students from three middle schools, 51% of whom have high-incidence disabilities, such as ADHD. Considerable attention is given to the fidelity of the research throughout the experiment. The results of the study mirror earlier research findings - that students taught using systematic and explicit multisyllabic word reading intervention made greater gain in reading ability than the control group.

Jennifer A. Diliberto, John R. Beattie, Claudia P. Flowers & Robert F. Algozzine (2008) Effects of Teaching Syllable Skills Instruction on Reading Achievement in Struggling Middle School Readers, Literacy Research and Instruction, 48:1, 14-27, DOI: 10.1080/19388070802226253

The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading

Nell Duke begins with a review of the Simple View of Reading (SVR), then proposes an expansion to include "causes of reading difficulty within and beyond word recognition, reflect the considerable overlap between word recognition and language comprehension..., and represent the important role that active self-regulation plays in reading." Each of these three are discussed and with synthesized research. An advanced theory - the active view of reading - is proposed that honors the work completed in the SVR and includes the three components. The article concludes with a plea to share updated theories, research, and models.

Duke, N.K., & Cartwright, K.B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. Read Res Q, 56(S1), S25– S44. <https://doi.org/10.1002/rrq.411>



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