

HELP 2021 Summer Book Clubs

DISCUSSION GUIDE

“Foundational Reading Skills—Research and Practices.”

(Created by Minnesota Academy of Reading)

BEFORE THE FIRST DISCUSSION GROUP MEETING: Ask the participants to read/view:

- Kemeny, L. (2020). Knowing better, doing better: An educator’s transformation story. *The Reading League Journal*, 1(2), 24-27.
- Kilpatrick, D. (2020). How the phonology of speech is foundational for instant word recognition. *Perspectives on Language and Literacy*, pp. 11-15. Permission granted by the International Dyslexia Association. Access at <https://tinyurl.com/Kilpatrick-Foundational>
- Kim, Y. (2020). Simple but not simplistic: The Simple View of Reading unpacked and expanded. *The Reading League Journal*, 1(2), 15-34.
- Slentz, K. (2020). Creating a literacy-centric school district: Our district’s story of learning. *The Reading League Journal*, 1(1), 20-23.
- Kilpatrick, D. Webinar: “Why Phonemic Proficiency is Necessary for all Readers.” From CORE at <https://tinyurl.com/Kilpatrick-CORE>

DURING THE FIRST DISCUSSION GROUP MEETING:

1. Use the following menu of questions or create questions of your own.

Select the questions that are the most relevant to your group. You are

not required to discuss all the questions provided. PLEASE NOTE: If your group would like to meet more than 2 times, please feel free to do so!

2. The goal of the Discussion Group is to stimulate conversation about the application of research to teacher preparation, professional learning, assessment, and reading instruction especially for striving readers and students with characteristics of dyslexia.
3. This should be a **discussion**, not a lecture. The group members should talk more than the leader!
4. If the group members do not know each other, plan a brief introduction activity for your first meeting.

DISCUSSION QUESTIONS FOR SESSION 1:

1. What are your previous experiences with students who struggle with reading or exhibit characteristics of dyslexia?
2. In the **Kim article**, the author summarized “the simple view of reading.” What are some of the strength and shortcomings of the theory? The author then expands on the theory as seen in Figure 2 on page 18. What are some of the strengths and shortcomings of the expanded version of the theory? How might this impact literacy instruction?
3. **Dr. Kilpatrick’s article and webinar**, discuss the importance of phonology and its connection to automatic word recognition. What are some of the key points he makes from research about phonemic proficiency and word-reading fluency? What does this mean for reading instruction?

4. Describe “orthographic mapping” (**Kilpatrick, p. 13**) in your own words. What does this mean for instruction related to foundational skills?
5. The **Kemeny and Slentz articles** tell the stories of a teacher and a school district as they focused on implementing evidence-based practices. What resonated with you about their stories? What questions do you have about their transformations?
6. What were some things that surprised you as you read each of these articles?
7. What other research have you been reading that supports or adds to the information from these articles?

BEFORE SESSION 2: Ask participants to read and view:

- Ehri, L. (2020). The science of learning to read words: The case for systematic phonics instruction. *Reading Research Quarterly*, 55(S1), S45-S60). Download from HELP website: <https://helpliteracymn.org/book-clubs>

DISCUSSION QUESTION FOR SESSION 2:

1. In the first pages of the **Ehri article**, she describes findings from previous experimental studies. What surprised you in the findings? How do these findings support or challenge “the simple view of reading”?
2. On page **S50**, **Dr. Ehri** explains her phase theory of learning to read words. Discuss the characteristics of each phase:
 - Pre- to Partial Alphabetic Phase (**p. S51**)
 - Partial to Full Alphabetic Phase (**p. S51-S52**)

- Consolidated Alphabetic Phase (p. S52-S53)
3. On **page S53**, Dr. Ehri summarizes research on phonemic awareness and letter knowledge. How does this align with the information from the **Kilpatrick article and webinar** from session 1? What is the implication for instruction?
 4. On **page S54**, Dr. Ehri discusses orthography, phonological processing, and vocabulary learning. How does this information support or challenge **Dr. Kilpatrick's** explanation of orthographic mapping?
 5. What other information in this article resonated with you? Why?
 6. Based on the research and recommendations in these resources, what are some of the implications for changes within current literacy instruction, especially related to the foundational reading skills? What are the implications for systems reform?
 7. What are the implications for future professional learning for both in-service and pre-service teachers?

PLEASE NOTE: The HELP Planning Committee will be hosting a free webinar on foundational reading skills in the fall of 2021. What questions would you want the speaker to address about foundational reading skills or dyslexia? Make a list of these questions and submit them on the Google Survey at: