

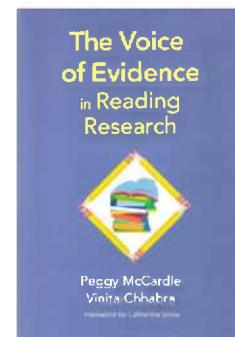
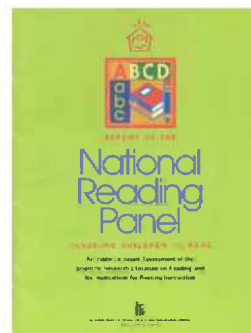
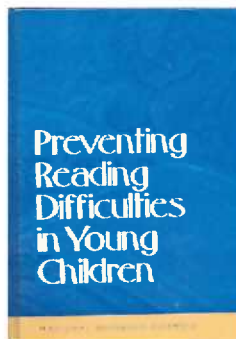
New Reading Coaches Workshop



***The What, Whys, and Hows
of Coaching in a Reading
First School***

Research-Based Reading Instruction for Grades K-3 - Foundational Documents

- *Preventing Reading Difficulties in Young Children* (National Research Council)
- *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (National Reading Panel)
- *The Voice of Evidence in Reading Research* (National Institute of Child Health and Human Development).
- *Utah State Office of Education Elementary Core Curriculum: Language Arts K-6*



Learning to Read

“The mission of public schooling is to offer every child full and equal educational opportunity, regardless of the background, education, and income of their parents. To achieve this goal, no time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading rarely stumble. Those who fall behind tend to stay behind for the rest of their academic lives.”



—Burns, Griffin, & Snow, 1999, p. 61



Rationale

for

Reading

Reform



Rationale for Federal Reading Reform Legislation

- **A major reform in reading instruction is needed for reaching the lowest 20% of children to reach the goal of every child a reader!**
- **Federal legislation reforms reading instruction to reach the lowest achieving readers.**



Why was there a Need for Reading Reform?

Until the 1971-2004 NAEP trend results were reported, previous data suggest unacceptably high rates of below basic reading proficiency among vast segments of the population of children. The achievement gap is widening, particularly in rural and urban centers and in specific ethnic populations.

