

## Module 2.2 Why Current Reading Instruction Does Not Work Well for Struggling Learners

- Whole Word Approach
  - Students must figure out the alphabetic based writing system on their own as they are exposed to words
    - Some explicit teaching or reinforcement, but limited
    - Bottom third does not figure out system
  - Phonemic awareness must be developed on its own
    - Does not happen naturally for the bottom third
- Whole Language/Balanced Literacy
  - Same concerns as whole word approach
  - Letter-sound knowledge and phonemic awareness must either be developed on it's own, or with limited guidance, practice, and reinforcement
  - Explicit and systematic vs implicit and opportunity based
  - Bottom third of students does not benefit from this approach
    - This approach relies on contextual guessing, which does not promote the much-needed knowledge of our alphabetic system of writing
- Phonics Approach
  - Explicit letter-sound instruction, but lacks adequate phonemic awareness (PA) instruction
    - PA development from 1st to 3rd grade influences word memory
    - Students with mild PA difficulties may take off with phonics instruction
    - Students with moderate PA difficulties become good decoders but do not remember the words they read
      - Limited sight vocabulary and fluency, good nonsense word reading
    - Students with severe PA difficulties do not benefit much from phonic instruction
- Linguistic Approach
  - Easiest in terms of initial exposure to reading
  - Limited to earliest phases of reading
    - Late kindergarten to first months of first grade
  - Rime units need to be eventually anchored at the letter-phoneme level, not at rime-level as this approach implies
  - Provides no phonemic awareness instruction to enhance phonics and word memory