

Build Literacy Learning

Research Base to *Build Literacy Learning*



BUILD LITERACY LEARNING ALIGNS WITH THE SCIENCE OF READING AND REFLECTS THE FINDINGS OF KEY RESEARCH REVIEWS AND NATIONAL INQUIRIES INTO TEACHING READING.

Students in the early years are more likely to struggle if they have not been offered sufficient opportunities to build world and domain knowledge and engage in challenging comprehension tasks while developing their reading skills.

The teaching of reading should be informed by an evolving evidence base built on the scientific method. Decades of basic research and randomized controlled trials of interventions and instructional routines have formed a substantial evidence base to guide best practices in reading instruction, reading intervention, and the early identification of at-risk readers.

Petscher, Y., Cabell, S.Q., Catts, H.W., Compton, D.L., Foorman, B.R., Hart, S.A., Lonigan, C.J., Phillips, B.M., Schatschneider, C., Steacy, L.M., Terry, N.P., & Wagner, R.K. (2020). How the Science of Reading Informs 21st-Century Education. *Reading Research Quarterly*, 55(S1), S267–S282. <https://doi.org/10.1002/rrq.352>

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BUILD LITERACY LEARNING INCORPORATES THE CONCEPTS PRESENTED IN THE READING ROPE MODELS

Scarborough's Reading Rope (Scarborough, 2001) remains 'the image' of the SOR discussion, providing a clear visual representation of what it takes to become a skilled reader as the two sides of the rope represent the pieces of both word recognition and language comprehension.

Kambach, A.E. and Mesmer, H.A. (2024) Comprehension for Emergent Readers: Revisiting the Reading Rope. *The Reading Teacher*, 77: 888–898. <https://doi.org/10.1002/trtr.2315>

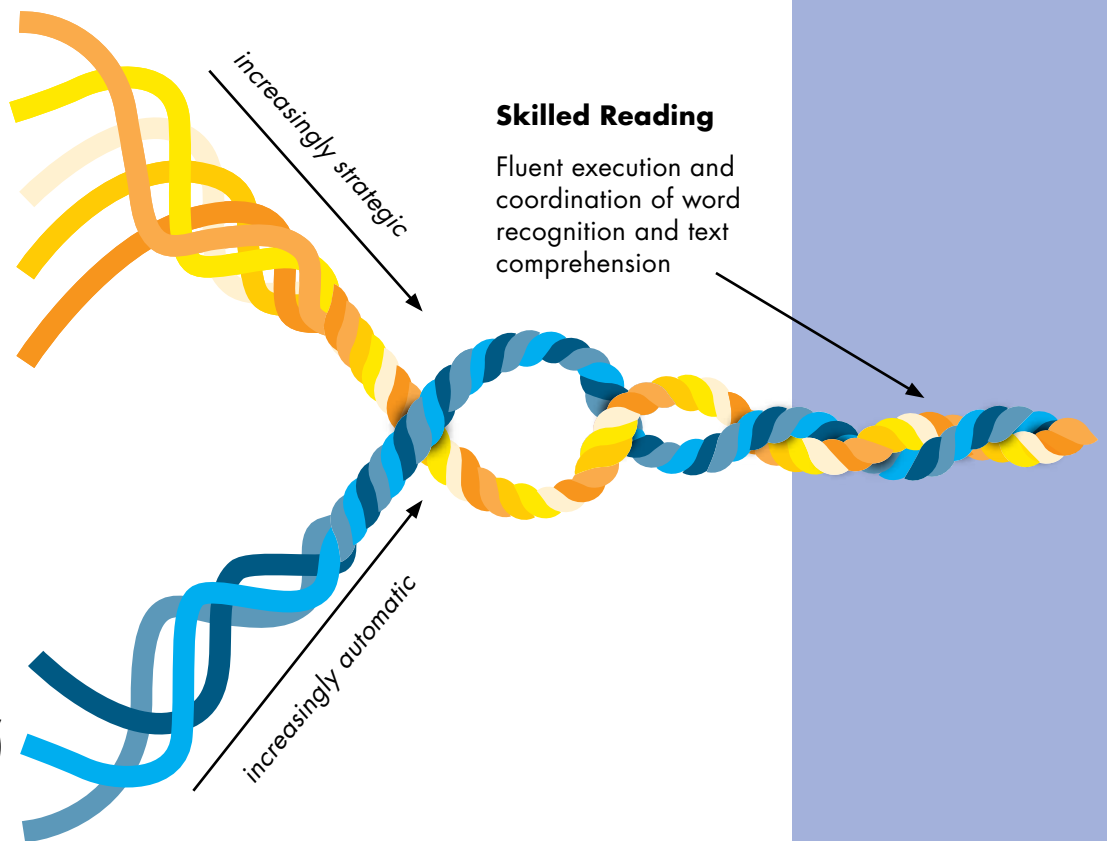
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING (SCARBOROUGH, 2001)

Language Comprehension

- Background Knowledge (facts concepts etc.)
- Vocabulary (breadth, precision, links etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

Word Recognition

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondence)
- Sight Recognition (of familiar words)



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy*. New York: Guilford Press.



BUILD LITERACY LEARNING ENCOMPASSES THE TEACHING OF THE BIG SIX OF LITERACY

The Big Six is oral language, phonological awareness, phonics, vocabulary, fluency and comprehension. The Big Six builds on the five pillars from the National Reading Panel (2000) and adds oral language.

Konza, D. (2014). Teaching Reading: Why the “Fab Five” should be the “Big Six”. *Australian Journal of Teacher Education*, 39(12)
<https://doi.org/10.14221/ajte.2014v39n12.10>

Australian Education Research organisation: [AERO-Introduction-to-the-science-of-reading](#)

BUILD LITERACY LEARNING FOLLOWS THE PRINCIPLES OF EXPLICIT INSTRUCTION AND COGNITIVE LOAD THEORY

Australian Education Research organisation: [Explicit instruction | Australian Education Research Organisation \(edresearch.edu.au\)](#)

Centre for Education Statistics and Evaluation. (2017). Cognitive load theory: Research that teachers really need to understand. NSW Department of Education. [Cognitive load theory in practice \(nsw.gov.au\)](#)

Rosenshine, B. (2012, Spring). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*. 36(1), Spring 2012, AFT

Reading Teacher, 78: 17-26. <https://doi.org/10.1002/trtr.2308>

FURTHER REFERENCES

BUILDING WORLD AND DOMAIN KNOWLEDGE

Readers need opportunities to build their oral and written language world and domain knowledge. Challenging comprehension tasks provide opportunities for teaching comprehension strategies such as asking questions, paraphrasing, and self-explaining.

Watanabe, M., Arner, T. & McNamara, D. (2024). “iSTART-Early and Now I Can Read: Effective Reading Strategies for Young Readers”, *Reading Teacher*, vol. 77, no. 4, pp. 533–540.

Australian Education Research organisation: AERO – A knowledge-rich approach to curriculum design (edresearch.edu.au) <https://www.edresearch.edu.au>



COMPREHENSION

Comprehension improves by teaching the various text structures. Comprehension varies according to what and why the students are reading. Vocabulary and knowledge building supports reading comprehension development. The student's engagement with a text (volume reading, discussion and analysis of text, and writing) also fosters comprehension development.

Cabell, S.Q., & Hwang, H. (2020). Building Content Knowledge to Boost Comprehension in the Primary Grades. *Reading Research Quarterly*, 55(S1).

Dewitz, P. and Graves, M.F. (2024). Reevaluating and Restructuring Comprehension Strategy Instruction.

Duke, N.K., Ward, A.E., & Pearson, P.D. (2021). The Science of Reading Comprehension Instruction. *Reading Teacher*, 74(6), 663–672. <https://doi.org/10.1002/trtr.1993>

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Beck, Isabel L., et al. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford Press.

PHONICS

Ehri, L.C. (2020). The Science of Learning to Read Words: A Case for Systematic Phonics Instruction. *Reading Research Quarterly*, 55(S1).

Moats, L. (2020). *Speech to Print: Language Essentials for Teachers*. Third edition, Paul H. Brookes Publishing Company.

FLUENCY

Oakley G. A. (2024). Scoping Review of Research on the Use of Digital Technologies for Teaching Reading Fluency. *Education Sciences*, 14(6):633. <https://doi.org/10.3390/educsci14060633>

WRITING

Sedita, J. (2022). *The Writing Rope: The Strands That Are Woven into Skilled Writing: Keys to Literacy*. Brookes Publishing Company.

Australian Education Research organisation: Writing and writing instruction. Link: <https://www.edresearch.edu.au/research/research-reports/writing-and-writing-instruction>