

Midwest Leadership Summit V
Core Literacy Instruction
Anita Archer, Ph.D.

Strand Session Descriptions

Session 1: Explicit Instruction: Effective and Efficient Reading Instruction in the Elementary School

In this session, Dr. Archer will review the past 30 years of research on explicit instruction and show how the major findings can be translated into daily practice for both effective core reading instruction and reading intervention. Scientifically-based practices for designing lessons, delivering instruction, and providing appropriate practice will be discussed, directly modeled, and practiced. Classroom videos will illustrate the major points.

Session 2: Decoding and Fluency Instruction: Ensuring Accurate and Fluent Reading

The ability to accurately read words and to apply decoding strategies to unknown words are necessary, though not sufficient skills, for reading comprehension. Simply stated, there are no comprehension strategies that are powerful enough to compensate for the fact that a student cannot read the words.

In this session, Dr. Archer will review the current research on the importance of decoding skills, and procedures for increasing students' skill at decoding both short and long words. However, if decoding is laborious and slow, vital cognitive resources are focused on decoding rather than on comprehension. Thus, it is important that students are not only accurate but fluent readers. Dr. Archer will review the research on fluency and procedures for increasing fluency including independent reading, effective reading practice in all classes, and use of repeated reading procedures.

Session 3: Vocabulary Instruction: Increasing the Academic Vocabulary of Elementary Students

On a daily basis we observe the importance of vocabulary to reading and listening comprehension and overall school achievement. Even as students enter school, there are meaningful differences in vocabulary based on their prior experiences. To close this vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.

This session will focus on a number of components of an intentional vocabulary program: 1) quality classroom language, 2) read alouds, 3) explicit vocabulary instruction including selecting words and meanings, and providing robust vocabulary instruction, and 4) instruction on word learning strategies.