



**RECLAIMING OUR FIELD: Three Highlights from Research & Practice**

Elfrieda H. Hiebert  
TextProject

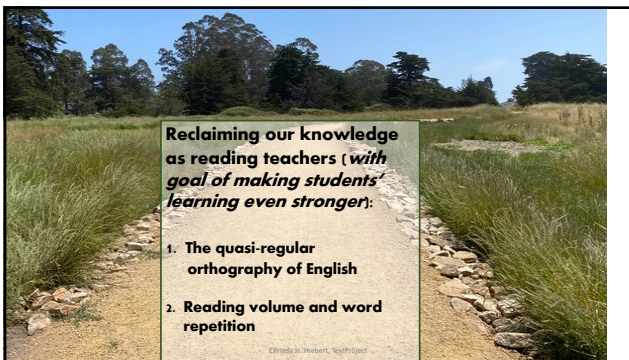
1



**Definitions of Reclaiming:**

1. To recover or retrieve: To get back something that was lost, taken, or left behind
2. **To restore to a better state: To bring something back to a more desirable condition or state**

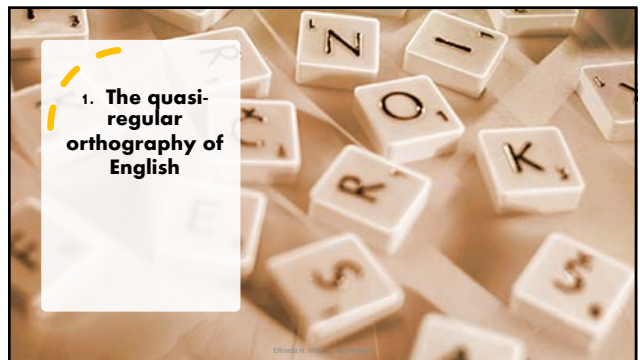
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**Reclaiming our knowledge as reading teachers (with goal of making students' learning even stronger):**

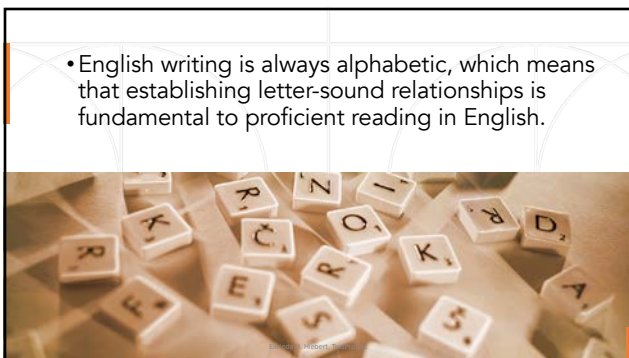
1. The quasi-regular orthography of English
2. Reading volume and word repetition

3



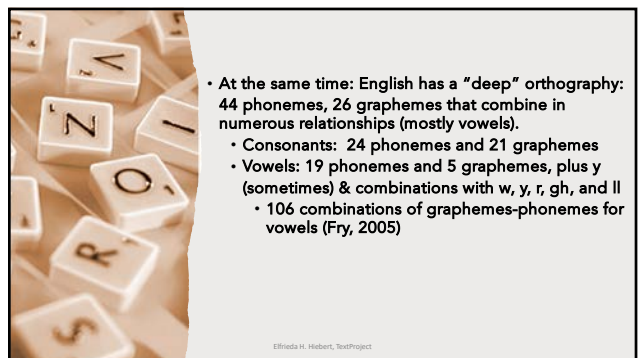
**1. The quasi-regular orthography of English**

4



- English writing is always alphabetic, which means that establishing letter-sound relationships is fundamental to proficient reading in English.


5



- At the same time: English has a "deep" orthography: 44 phonemes, 26 graphemes that combine in numerous relationships (mostly vowels).
  - Consonants: 24 phonemes and 21 graphemes
  - Vowels: 19 phonemes and 5 graphemes, plus y (sometimes) & combinations with w, y, r, gh, and ll
  - 106 combinations of graphemes-phonemes for vowels (Fry, 2005)


6

What does a quasi-regular orthography mean for reading development?



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7



- Relative to European languages with shallow orthographies, the rate of reading development in English was more than twice as slow. Effects were due to differences in syllabic complexity and orthographic depth, not age of school entry (Seymour et al., 2003).

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8



- Current science of reading takes a comprehensive view of letter-sound correspondence coverage (Moats & Tolman, 2019), not a focused one. Example: A publisher's marketing: **Instruction guides you in explicitly teaching the 150 spellings for the 44 sounds of English, with an intentional progression and review of skills to set your students up for success.** (Amplify CKLA, 2024)
- "Phonics instruction should aim to teach only the most important and regular of letter-to-sound relationships because this is the sort of instruction will most directly lay bare the alphabetic principle. Once the basic relationships have been taught, the best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read" (*Becoming a Nation of Readers*, 1985, p. 38).

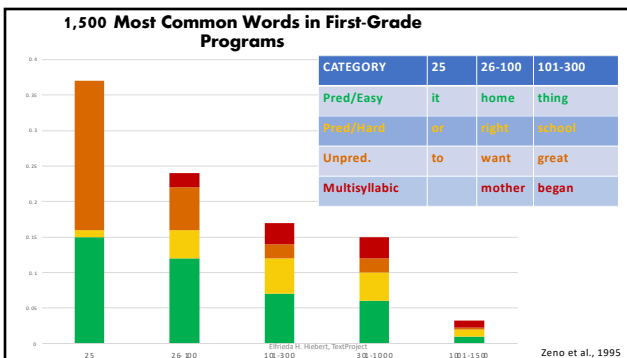
9

Reading in English requires a set for variability: adjusting understanding of letter-sound correspondences to the context within a word.

Ex: "ea" can be as *bread*, *great*, *meat*

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10




11

English reading proficiency extends to morphology and semantic and topical vocabulary.

MORPHOLOGICAL KNOWLEDGE		SEMANTIC CATEGORIES
appetite	appetizing	flexible
pronounce	pronunciation	lenient
economy	economical	tolerant
		firm
		resolute
		unyielding
		inexorable
		relentless
		unrelenting
		implacable


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12



## 2. Reading volume and word repetition

13



- **Statistical learning:** establishing patterns based on the frequency of elements within language. This knowledge is not explicitly taught but acquired through repeated exposure to language.
- Moreover, statistical learning helps with exceptions to rules, such as irregular spellings and pronunciations. By encountering these anomalies repeatedly, learners adjust their internal models to accommodate them.

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14

### 3<sup>rd</sup> Grade DIBELS (end-of-Year)

We eat lots of fresh vegetables at our house. Mom is an excellent cook and she has lots of recipes for making them taste delicious. Sometimes they are expensive to buy at the store so Dad suggested we grow our own.

Dad asked all the members of my family what our favorite vegetables were. I said carrots, broccoli, and beans. My mother likes tomatoes the best. Dad said he wanted to grow green onions, spinach, potatoes, and corn.

We went to the hardware store and bought seeds and little broccoli and tomato plants. We all helped prepare the garden in our backyard. We all helped prepare the garden in our backyard. We turned over the dirt with shovels. Then we used a hoe to make little ditches for planting the vegetable seeds. We dug deeper holes for the broccoli and tomatoes. We watered everything and sprinkled some fertilizer around.

I checked the garden every day to see if any vegetables were coming up. After about a week I saw tiny green leaves where the carrots were planted. Then each day more seeds sprouted. In two months we could eat the spinach, onions, and broccoli. It was almost the end of summer before we could harvest the other vegetables. Everything we grew in our garden was delicious. It was worth the wait, especially for the fresh green beans that my mother cooked with bacon and onion. My dad said the corn was the best he ever tasted.

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15

### 99<sup>th</sup> Percentile: 195 WCPM; 100% Accuracy

We eat lots of fresh vegetables at our house. Mom is an excellent cook and she has lots of recipes for making them taste delicious. Sometimes they are expensive to buy at the store so Dad suggested we grow our own.

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16

### 75<sup>th</sup>P: 136 WCPM; 100% Accuracy

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17

### 50<sup>th</sup> P: 110 WCPM, 99% accuracy

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We went to the hardware store and bought seeds and little broccoli and tomato plants. We all helped prepare the garden in our backyard. We turned over the dirt with shovels. Then we

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18

25<sup>th</sup> percentile: 85 WCPM, 96% accuracy

We eat lots of fresh vegetables at our house. Mom is an excellent cook and she has lots of \_\_\_\_\_ for making them taste delicious. Sometimes they are expensive to buy at the store so Dad suggested we grow our own.

Dad asked all the members of my family what our favorite vegetables were. I said carrots, \_\_\_\_\_ and beans. My mother likes tomatoes the best. Dad said he wanted to grow green onions, \_\_\_\_\_ potatoes, and corn.

We went to the \_\_\_\_\_ e store and bought seeds and little

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19

10<sup>th</sup>P: 64 WCPM, 92% accuracy

We eat lots of fresh \_\_\_\_\_ at our house. Mom is an excellent cook and she has lots of \_\_\_\_\_ for making them taste \_\_\_\_\_. Sometimes they are expensive to buy at the store so Dad suggested we grow our own.

Dad asked all the members of my family what our favorite \_\_\_\_\_ were. I said carrots, \_\_\_\_\_ and beans. My mother likes tomatoes the best. Dad said he wanted \_\_\_\_\_

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20

How is automaticity in reading gained?


- These automatic connections come from substantial interactions with print. According to Seidenberg in *Language at the speed of sight*: "Readers become orthographic experts by absorbing a lot of data, which is one reason why the sheer amount and variety of texts that children read is important...Major statistical patterns emerge as the child encounters a larger sample of words... We don't study orthographic patterns in order to be able to read; we gain orthographic expertise by reading." (p. 92)

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21

If students at the 25<sup>th</sup>P & 10<sup>th</sup>P read these amounts daily, they will have read this number of words (in school) by the end of Grade 3:

	7 min. of daily reading		12 min. of daily reading		17 min. of daily reading	
	25thP	10thP	25thP	10thP	25thP	10thP
By end of Grade 3	185,220	123,480	317,520	211,680	449,820	299,820




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22

These are the number of times they have seen these words in texts:

	#times/million	7 min. of daily reading		12 min. of daily reading		17 min. of daily reading	
		25thP	10thP	25thP	10thP	25thP	10thP
recipe	5	.9	.6	1.6	1	2	1.5
hardware	5+	.9	.6	1.6	1	2	1.5
delicious	10	2	1	3	2	4.5	3



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23

3<sup>rd</sup> Gr. 25<sup>th</sup> P: 85 WCPM, 96% accuracy  
 3<sup>rd</sup> Gr. 10<sup>th</sup> P: 64 WCPM, 92% accuracy

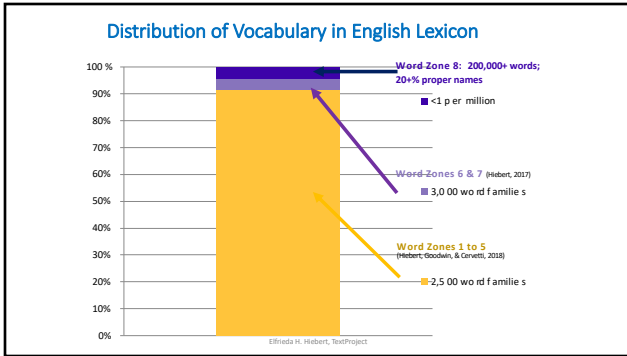
• Mom is an excellent cook and she has lots of **recipes** for making them taste **delicious**.

• We went to the **hardware** store and bought seeds and little

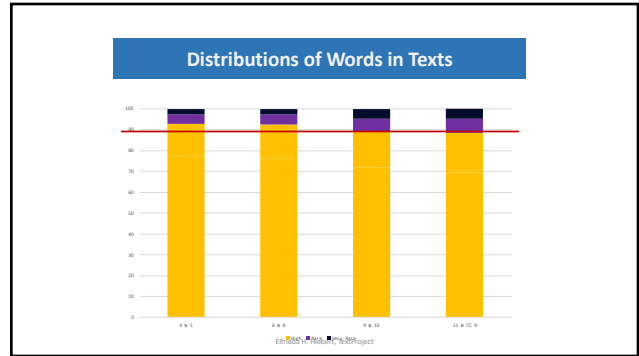
	#times/million	7 min. of daily reading	
		25thP	10thP
recipe	5	.9	.6
hardware	5+	.9	.6
delicious	10	2	1

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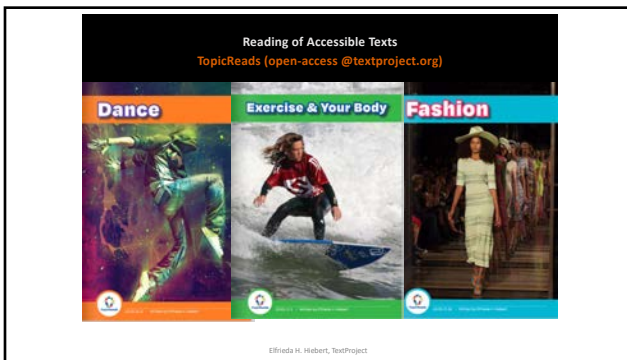
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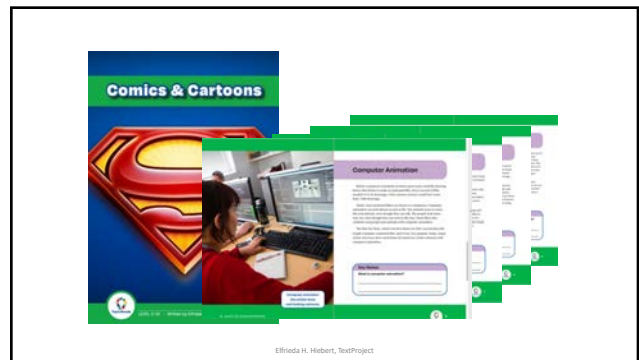
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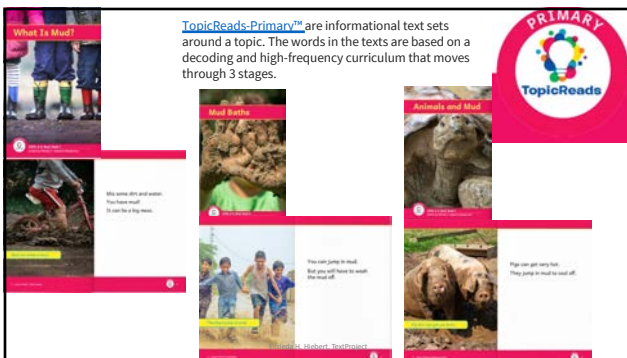
26



27



28



29



30


### Set for variability

~~Semantic~~  
~~Syntactic~~  
~~Grapho-Phonic~~

**Grapho-Phonics:**  
Use letter-sound correspondences

**Syntactic:** Use word's form and meaning in phrase/sentence

**Semantic:** Use meaning in sentence/paragraph



31

### Why a Set for Variability is Essential for Meaningful Reading: Some Sources of Ambiguity in English Words

Category	Example
Multiple Meanings of Words (Polysemy)	<ul style="list-style-type: none"> <li>The puppy ran back to its owner.</li> <li>The turtle has a hard shell on its back.</li> <li>A long time back, dinosaurs roamed the Earth.</li> <li>Read the back cover.</li> </ul>
Compound words	<ul style="list-style-type: none"> <li>Catfish: not a cat that is a fish</li> <li>Cowboy: not a male cow</li> <li>Butterfly: not a fly that eats butter or is made of butter</li> </ul>
Idioms	<ul style="list-style-type: none"> <li>raining cats and dogs</li> <li>once in a blue moon</li> <li>break the ice</li> </ul>
Figurative language	<ul style="list-style-type: none"> <li>as busy as a bee</li> <li>The wind whispered through the trees</li> <li>I've told you a million times</li> </ul>

32

#### What the Quasi-Regular Orthography of English Means for Bringing Students to Proficient Reading

Efrida H. Hebert  
TextProject

**ABSTRACT**

English orthography, described as quasi-regular, exhibits variability in the correspondences between letters and sounds, particularly with vowels. Proficiency in reading demands automaticity in connecting letters and sounds, necessitating systematic phonics instruction. However, the complexity of English orthography and its morphology means that becoming proficient in reading takes time and requires substantial exposure to text. Success in reading English requires a set for variability where readers apply phonics knowledge flexibly to decode unfamiliar words. While evidence suggests instruction in letter-sound correspondences, questions persist regarding the extent of content coverage and the efficacy of decodable texts.

Efrida H. Hebert is president and CEO of TextProject, an educational nonprofit, Santa Cruz, CA, USA.  
<https://textproject.org/WHO-0306-0816-7949>

#### Enhancing Opportunities for Decoding and Knowledge Building through Beginning Texts

Efrida H. Hebert

Learn how reading texts can be recognized to give beginning readers opportunities to apply and extend their developing knowledge of letter-sound correspondences and of general and local syntax.

**Enhancing Opportunities for Decoding and Knowledge Building through Beginning Texts**

The specifications and questions that accompany our three beginning readers describe how our set of new leveled readers meets the needs of beginning readers. The beginning texts are designed to support the development of decoding and knowledge building skills. The beginning texts are designed to support the development of decoding and knowledge building skills. The beginning texts are designed to support the development of decoding and knowledge building skills.

**What is the Evidence on the Efficacy of Decodable and Limited Texts to Support Reading Acquisition?**

A body of research has shown that beginning readers benefit from reading texts that are designed to support the development of decoding and knowledge building skills. The beginning texts are designed to support the development of decoding and knowledge building skills.

33

[www.textproject.org](http://www.textproject.org)

### TextProject OPEN-ACCESS Resources

**VOCABULARY INSTRUCTION**

The Core Vocabulary

Core Vocabulary Word Zones

Core Vocabulary Word Maps

Core Vocabulary Word Pictures

Academic Vocabulary

Academic Word List

Literary Vocabulary

E4: Exceptional Expressions For Everyday Events

S4: Super Synonym Sets For Stories

Content Area Vocabulary

Content Area Word Pictures

**FREE STUDENT TEXTS**

**Grades K-1**

BeginningReads™

DecodableReads™

TopicReads™ - Primary

**Grades 2-5**

FYI For Kids

SummerReads™

Talking Points For Kids

**Middle School & Beyond**

Stories Of Words

TopicReads™ - Middle School

**All Grades**

Read-Aloud Favorites



34