

Article Review

Complete APA bibliographic reference:

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16 (4), 203-212.

Descriptors:

Main: Effective instruction, remedial reading, differential reading instruction, integrated reading process

Type of Article:

Other: Discussion

Levels:

Kindergarten, Lower Elementary (1-3)

Briefly stated major purpose of the article:

The purpose of the article is to define the elements of effective reading instruction and describe how explicit instruction in these components reduces reading failure for general education and at-risk populations.

Article summary –

Foorman and Torgesen briefly review reading instruction as it evolved from research on reading methods, effective schools, best practice, and finally evidence based reading instruction. The current understanding hypothesizes that direct instruction in phonemic awareness, systematic phonics, fluency, comprehensions, vocabulary, spelling, and writing leads to reading success for most students. Students at-risk for reading failure need instruction that is more explicit and comprehensive, more intensive, and more supportive. This can be accomplished by providing a balanced approach to reading instruction in the classroom which includes explicit instruction that leads to comprehension; differentiated instructional patterns such as increased time or flexible grouping; and an emotional and cognitive support system through teacher scaffolding.

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