

HOW DOES STARI ALIGN WITH THE SCIENCE OF READING?

The science of reading draws on the simple view of reading (Gough & Turner, 1986), which states that reading comprehension is the product of word recognition and language comprehension. This relationship is multiplicative, not additive, because if either word recognition or language comprehension equals zero, then reading comprehension will also be zero. Until this point, the science of reading's main focus has been on improving decoding instruction in primary grades. However, when students are expected to switch from learning to read to reading to learn, the language comprehension strand takes on increased importance.

STARI applies the science of reading to upper grades (6-9) by focusing on both word recognition and language comprehension, using engaging, complex, age-appropriate texts.

SOR SKILLS INSTRUCTION IN EACH SERIES/YEAR OF STARI

LANGUAGE COMPREHENSION	Building background knowledge
	Fluency passages
	Vocabulary knowledge
	Daily interactive vocabulary previews before reading
	Language structures
WORD RECOGNITION	5Ws, negative prefixes, time prefixes, adjective suffixes, persuasive phrases, cause and effect
	Verbal reasoning
	Inference, tracing theme, clarifying, summarizing, predicting
	Literacy knowledge
	Fiction/non-fiction genre elements: TOC, Index, subheadings, glossary, narrative arc
	Phonological awareness
	base words & affixes, syllables, chunking
	Decoding
	Consonant blends, short/long vowels, vowel teams
	Sight recognition
	base words, compound words, syllable division

STARI begins with the assumption that students have already mastered the alphabetic principle and can decode simple, phonetically regular words and syllables. Therefore, STARI's decoding strand begins by teaching students to chunk and decode multisyllable words. First, students are taught basic syllabication (what a syllable is, and how to count the number of syllables in a word). Then students are taught to chunk multisyllable words, to use the syllable type to determine whether the vowel sound in the word is long or short, and then to decode the word appropriately.

Students are also taught morphology through explicit instruction in finding base words and affixes within longer words. This learning is applied to both word recognition - using base words and affixes to decode words - and language comprehension, using base words and affixes to determine the meaning of unfamiliar words.

STARI students also engage in regular reading of connected text, engaging in a daily fluency routine in order to build accuracy, automaticity and prosody. Each fluency passage builds in practice with the decoding patterns students are learning (for example, chunking multisyllable words) to provide additional practice in word recognition. Fluency passages also focus on nonfiction topics related to unit themes, so that reading fluency passages also builds students' background knowledge to help them comprehend core unit texts.

While STARI includes scientifically based instruction in word recognition in order to shore up students' foundational skills, the program simultaneously accelerates students' progress in grade-level comprehension. STARI incorporates best practices in comprehension instruction, including robust discussion of complex text, explicit instruction in academic vocabulary and language structures within the context of reading and discussing these texts, and explicit instruction in grade-level skills and standards, such as inference, metaphor, and literary genres.

Perhaps most importantly, STARI accomplishes all of these things while attending to students' motivation and engagement. STARI is a culturally responsive program that honors and leverages students' ideas and experiences, asking them to discuss and contrast their perspectives on text with their peers.