

Launching into Literacy

Mid-Ohio ESC's
Comprehensive Literacy
State Development Team



Today's Agenda

A decorative graphic on the right side of the slide depicts a night sky with various celestial bodies like a yellow sun, a white moon, and several planets. Interspersed among these are various school-related items: an open book with yellow pages, a closed blue book, a yellow pencil, a red pencil, and a blue pencil. The background is a dark blue gradient with white stars.

01

Science of Reading & The Reading Brain

Presented by: Kalin Wilburn

02

Simple View of Reading

Created by: Lisa Cook
Presented by: Kelly Britton

03

Look fors in the classroom?

Presented by: Kelly Britton

04

Conclusion & Questions

01

The Science of Reading & The Reading Brain

Presented by: Kalin Wilburn



What is the Science of Reading?

Concept 1

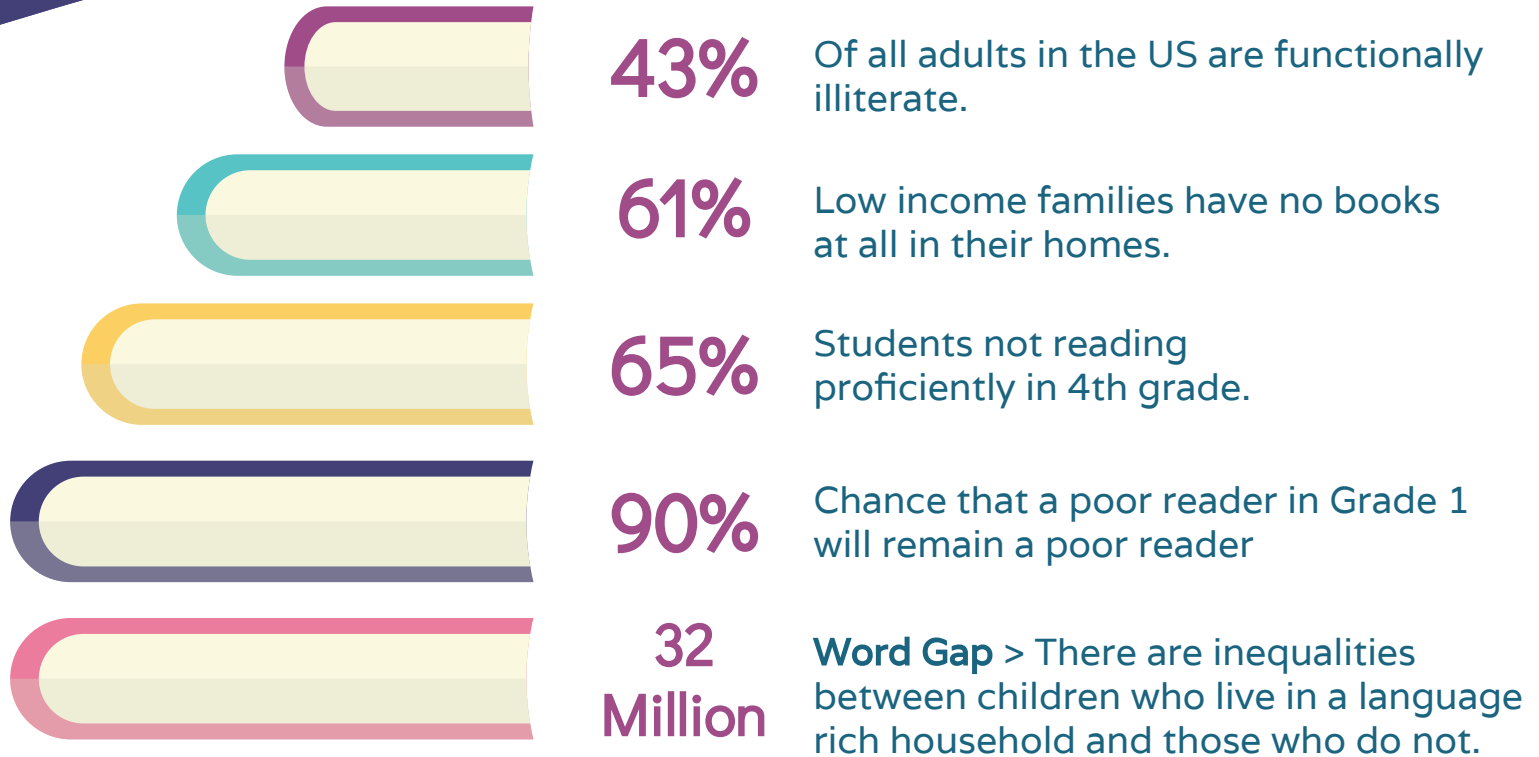
- ★ Reading Excellence Act of 1998
 - “the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.”

Concept 2

- ★ Reflection
- ★ Examination
- ★ Scientific Observation



The Big Picture





The Reading Brain

6,000

Reading is only
6,000 years old.



Invention

Reading is an
invention that has
to be taught.



Create

The 'reading' circuit has
to be created and
connected to the other
circuits inside our brain.



Neighborhoods

Our brain is comprised of
circuitry 'neighborhoods'
that together form a
community for reading

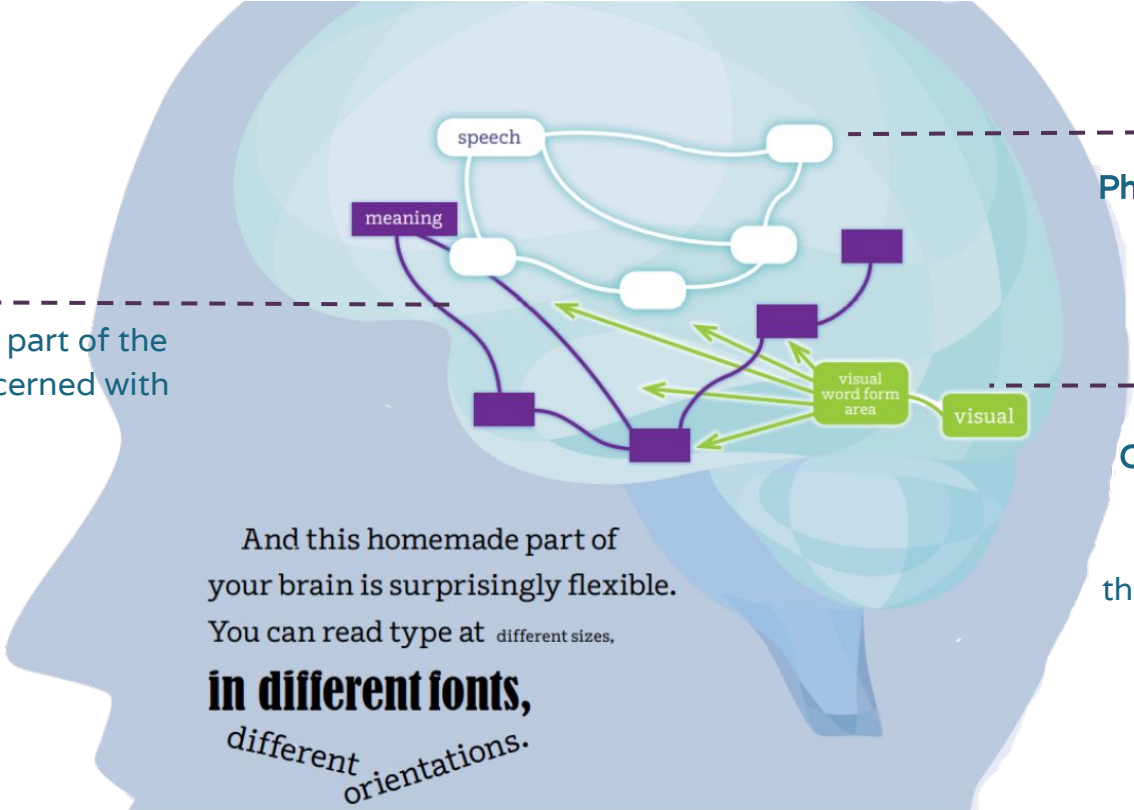




Welcome to the neighborhood



Semantic: part of the brain concerned with meaning



Phonological: Word sound representation and processing



Orthographic: being able to identify represented sounds of a language through written or printed symbols

And this homemade part of your brain is surprisingly flexible.

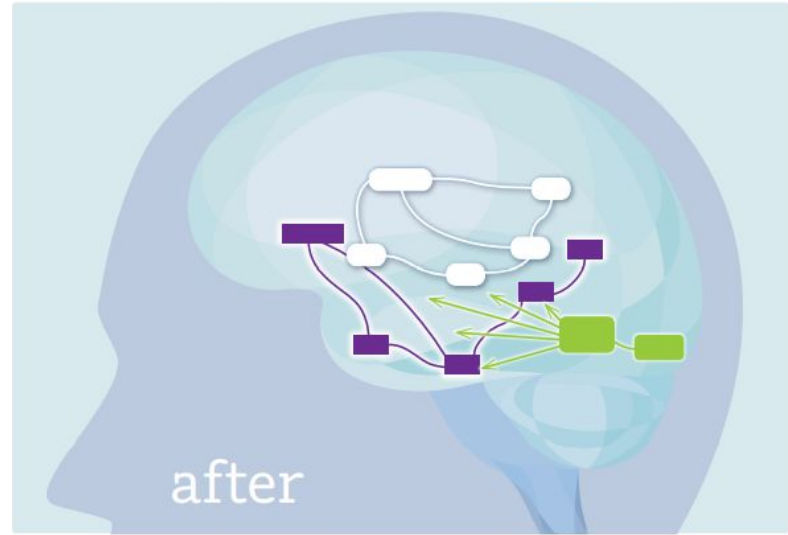
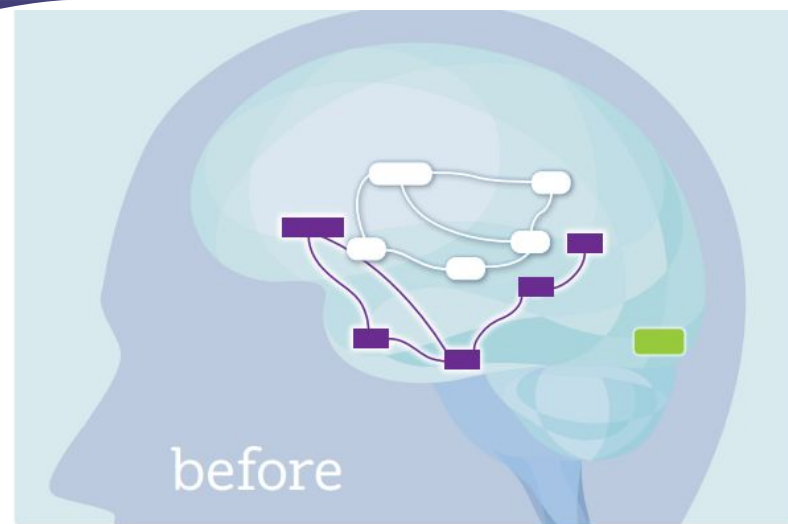
You can read type at different sizes,

in different fonts,

different orientations.



Heikki Lyytinen, a Scandinavian neuroscientist, showed that the visual word form area begins to appear in the brain scans of non-readers after as little as five hours of training in decoding.



Welcome to the neighborhood



★ Executive Function



Executive Function



Sound City

Phonological Route

★ Phonological: Word sound representation and processing



Mountains of Meaning

Lexile Route

★ Semantic: part of the brain concerned with meaning



Vision Valley

★ Orthographic: being able to identify represented sounds of a language through written or printed symbols.

No one is born with the connections between vision and speech, the connections that enable reading.

02

Simple View of Reading

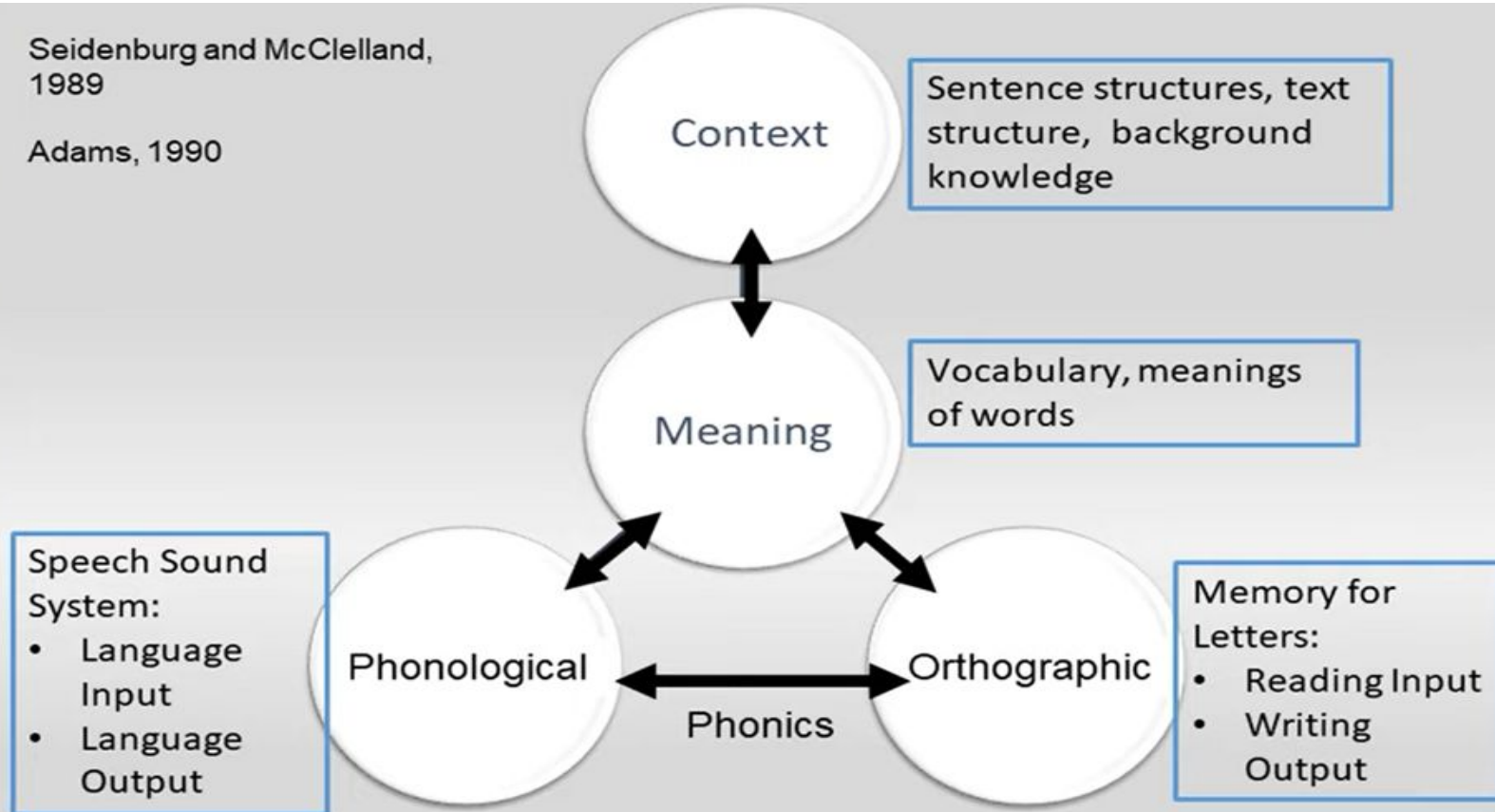
Presented by: Kelly Britton
Created by: Lisa Cook



THE FOUR- PART PROCESSING MODEL

Seidenburg and McClelland,
1989

Adams, 1990



SVR=Equation for Reading Success

The Simple View of Reading



Reading research indicates that 90-95% of ALL students, including those with learning disabilities, literacy levels approaching at or grade level. **CAN** achieve

The Simple View of Reading



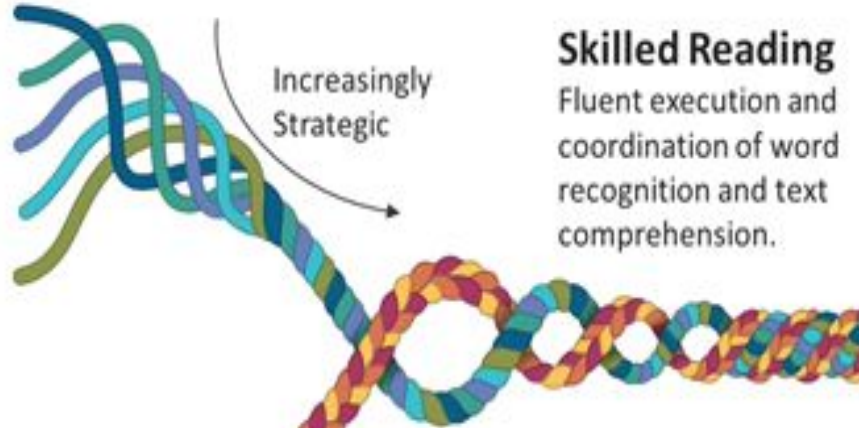
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0	X	1	=	0
1	X	0	=	0
.5	X	.5	=	.25

Components of SVR

SCARBOROUGH'S READING ROPE

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition





“BIG 5” Changing Emphasis

SVR and the Changing Emphasis

The Simple View of Reading

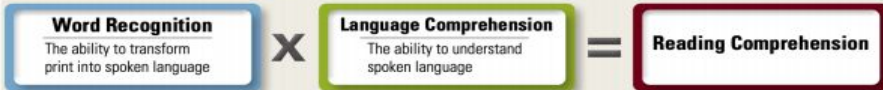
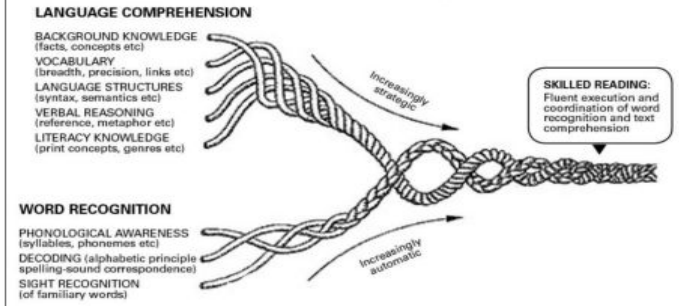


Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening	Listening, Reading & Writing			Reading & Writing	
Comprehension	Speaking & Listening	Listening, Reading & Writing			Reading & Writing	

The Many Strands that are Woven into Skilled Reading (Scarborough 2001)





**Emergent
Language
and Literacy**

**Early
Language
and Literacy**

**Conventional
Language
and Literacy**

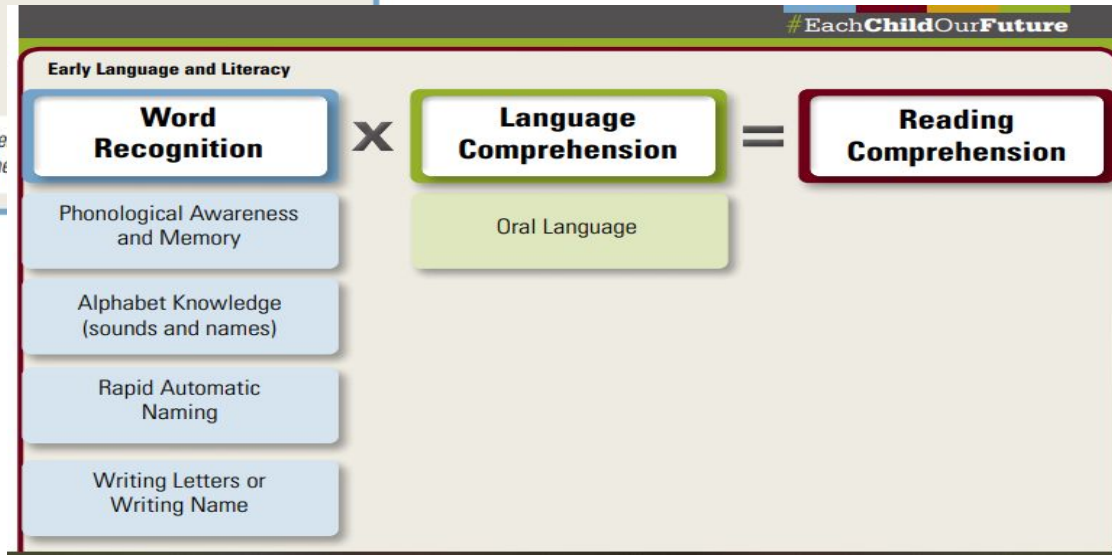
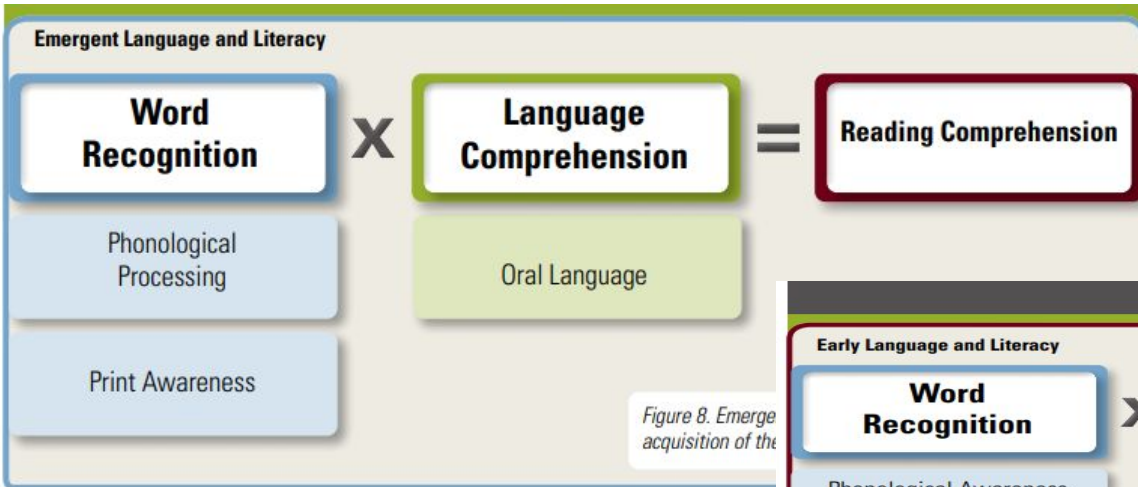
**Adolescent
Language
and Literacy**

Support for All Learners Across the Language and Literacy Development Continuum

SVR: Emergent Language and Literacy

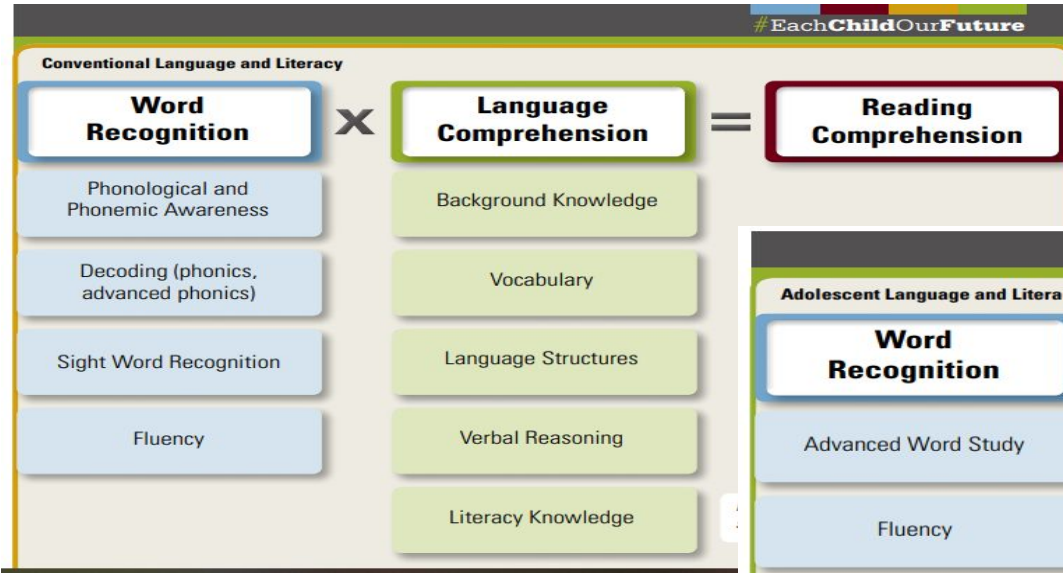


SVR: Early Language and Literacy

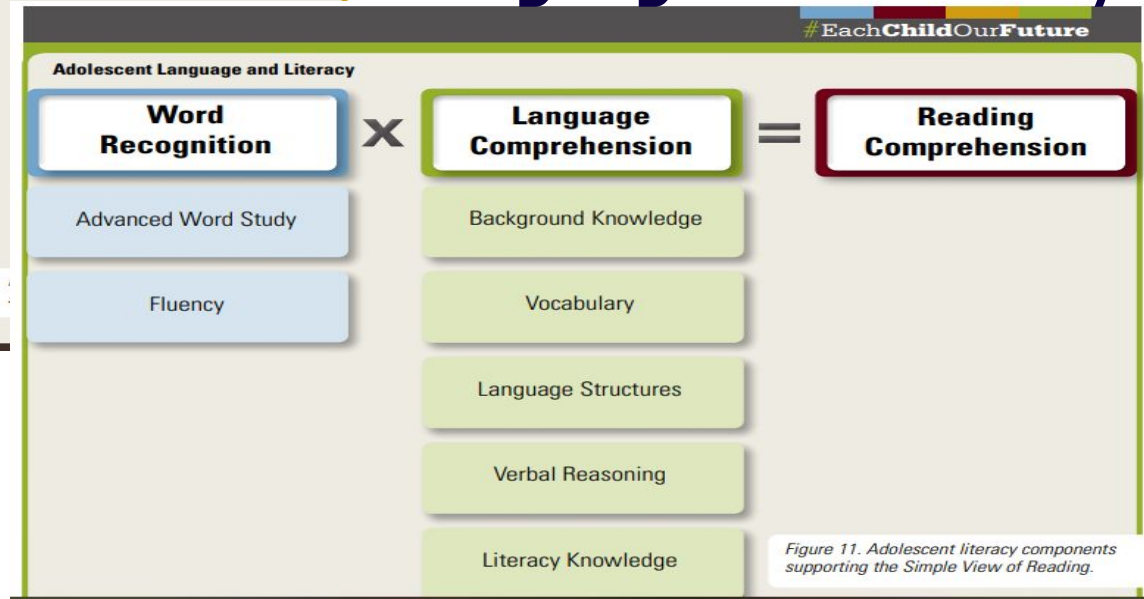


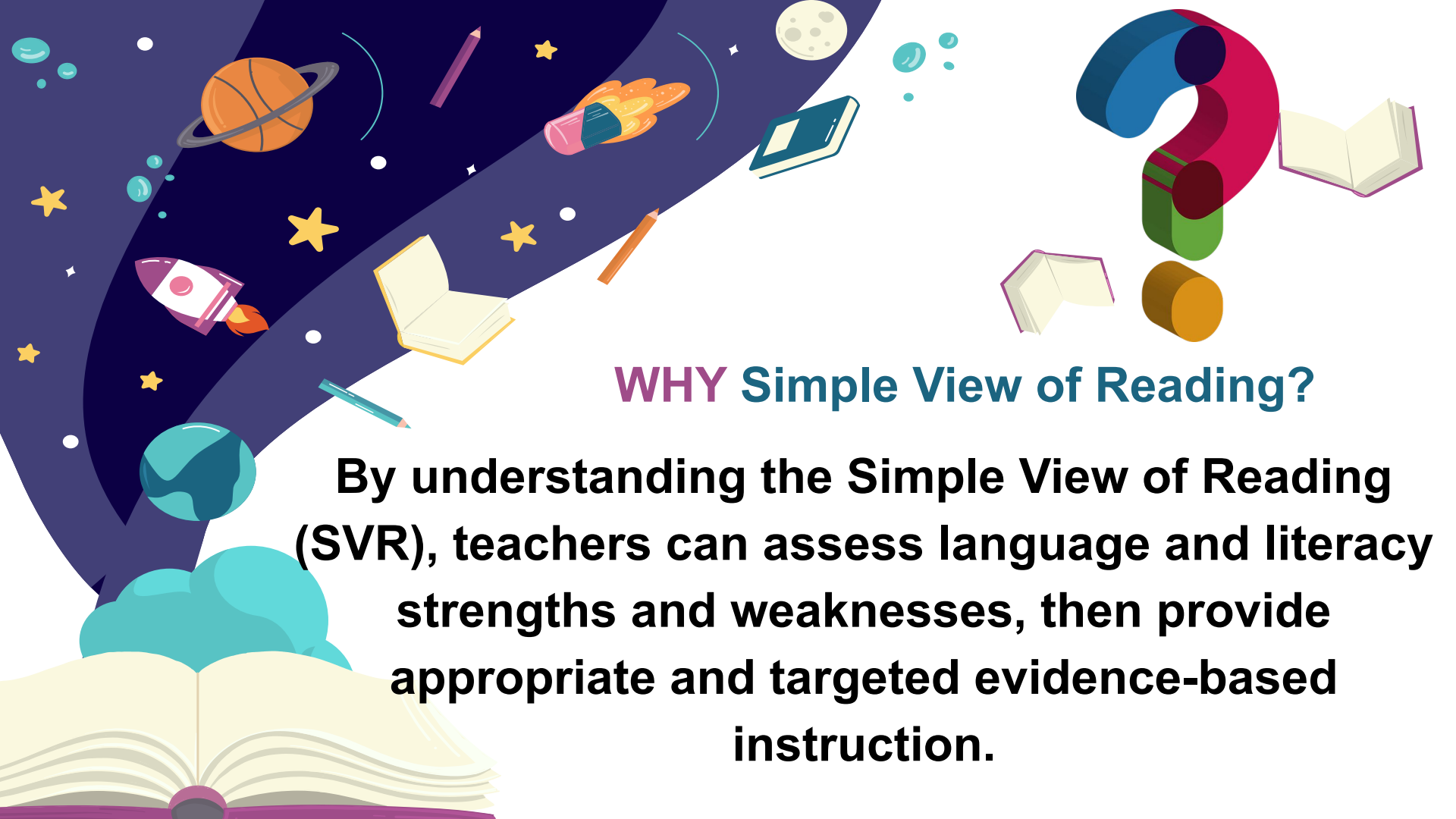
*Taken from Ohio's Plan to Raise Literacy Achievement

SVR: Conventional Language and Literacy



SVR: Adolescent Language and Literacy





WHY Simple View of Reading?

By understanding the Simple View of Reading (SVR), teachers can assess language and literacy strengths and weaknesses, then provide appropriate and targeted evidence-based instruction.

03

Look fors in the Classroom

Presented by: Kelly Britton



Why Use Classroom Walkthroughs?

- Cervone and Martinez-Miller (2007) describe classroom walkthroughs as a tool to “drive a cycle of continuous improvement by focusing on the effects of instruction.”
- Ginsberg and Murphy (2002) discuss some specific benefits:
 - Administrators become more familiar with the school’s curriculum and teachers’ instructional practices;
 - Administrators can gauge the climate of a school;
 - A team atmosphere develops as teachers and administrators examine instruction and student motivation and achievement;
 - Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school renewal;
 - Students see that both administrators and teachers value instruction and learning.

How to Establish Look fors

- Graf and Werlinich (n.d) recommend these steps for principals planning for classroom walkthroughs:
 - Conduct a preliminary walkthrough to begin collecting baseline data
 - Conduct a meeting with the staff to establish clear expectations related to the purpose and process of the first walkthrough;
 - Establish a focus for subsequent walkthroughs by working with teachers to identify the “look-fors”
 - Connect the “look-fors” to established standards.

Note: This is an important step with respect to developing a common language for staff and for establishing a matching set of indicators around instruction and learning

What to Teach – Word Recognition



- Explicit and systematic phonemic awareness instruction (including morphemic awareness in upper grades)
- Explicit and systematic phonics instruction
- Fluency with sight word recognition built through orthographic mapping
- Spelling instruction
- Daily instruction in handwriting



What to Teach – Language Comprehension



- Texts sets are selected to build knowledge
- Explicit vocabulary instruction
- Explicit writing instruction connected to content.
- Read aloud of challenging texts
- Students reading texts at grade level, with scaffolded instructional supports to access complex texts.
- Daily discussion of texts to build language comprehension, practice vocabulary, connect to content standards (science and social studies)

[Review Look For Handout](#)

Administrative Support

- Work with central office to secure professional development on the Science of Reading and aligned instructional materials
- Evaluate current instructional materials to determine alignment to the SoR
- Support the use of an assessment tool that identifies reading deficits
- Create a schedule allowing for 90 to 120 minutes of literacy instruction
- Provide time for intervention outside of instructional blocks
- Assist teachers in identifying quality intervention tools to provide targeted intervention

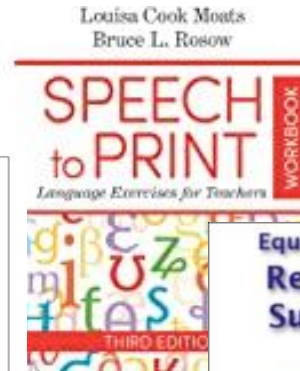
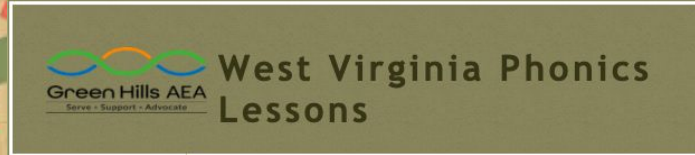
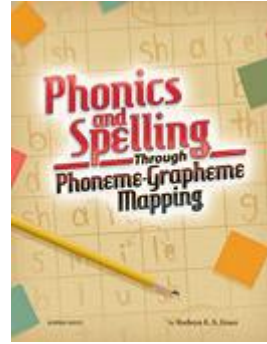
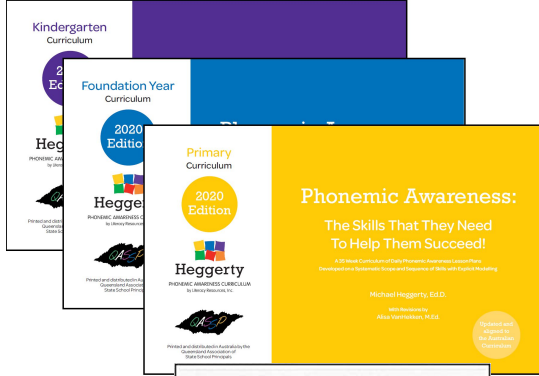
Reading Programs

A well-designed early-reading program would teach these foundational skills explicitly and systematically, with adequate time devoted to each:

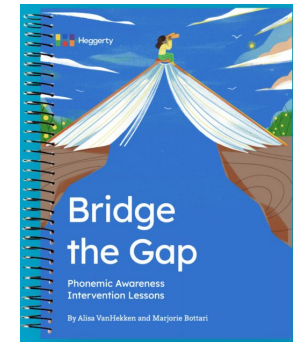
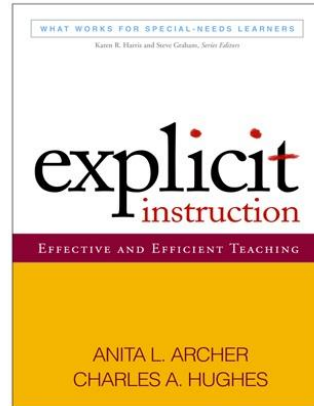
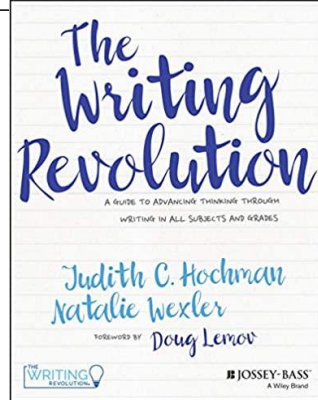
- Awareness of speech sounds, segmentation, manipulation of sounds
- Letter formation and writing by hand
- Phoneme-grapheme correspondences
- Spelling patterns
- Meaningful word parts (morphemes)



Instructional Materials & Where to find more information



<https://sites.google.com/a/ghaea.org/west-virginia-phonics-lessons/home>



House Bill 436

Dyslexia Screening, Intervention and Remediation

2021 - 2022

- Dyslexia Committee Established
- Dyslexia Guidelines created for screening, remediation and intervention
- Professional Development hours for teachers determined (6 to 18?)
- Determine student/teacher ratios

2022 - 2023

- Students are screened for dyslexia

2023 - 2024

- Kindergarten/First Grade teachers must be trained

2024 - 2025

- Second/Third Grade teachers must be trained

2025 - 2026

- 4 - 12 Grade teachers must be trained

More detailed information in Break Out Room 6 Session: HB 436: Dyslexia, Screening, Intervention, and Remediation @ 10:25 am or 11:10 am



04

Conclusion and Questions





Thanks!

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