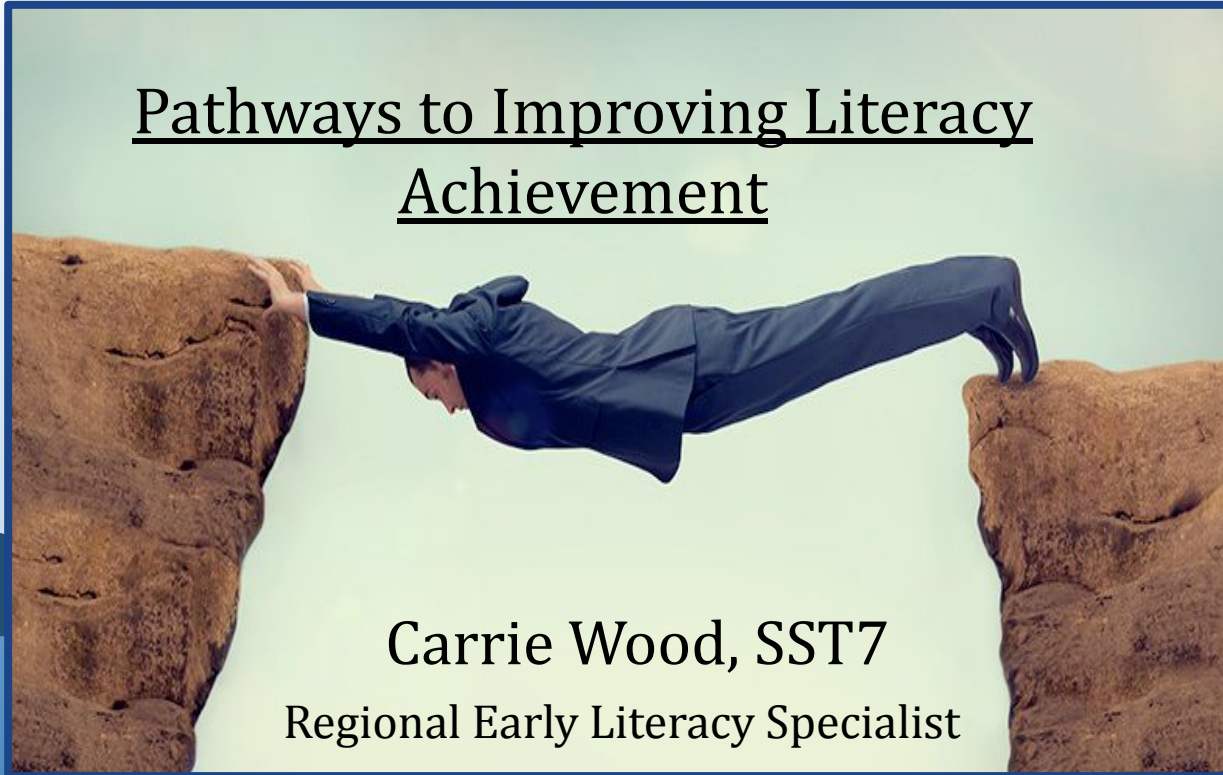


Pathways to Improving Literacy Achievement

Carrie Wood, SST7
Regional Early Literacy Specialist



August 2, 2021

Literacy Improvement Pathways

Padlet

padlet
Carrie Wood · 1m
Mid-Ohio Administration Conference
August 2, 2021 Leading Literacy, Carrie Wood, SS17, RELS

Resource Vault for Leaders

- Planning Form
- What Tests Do We Need... (1) PDF document
- Foundation Skills K-3
- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Science of Reading Support Videos

- The Reading Brain
- The Science of Reading Basics, Part 1: T...
- The Simple View of Reading
- The Science of Reading Basics, Part 2: T...

Quality of Instruction: Explicit Instruction

- Why explicit instruction?
- Why Explicit Instruction? by Center for Dyslexia MTSU
- Archer Website
- Explicit Instruction
- explicit instruction
- Explicit Instruction | Effective and Effi...
- Elementary Math Example

Adolescent Reading: Time, What to teach & Quality of Instruction

- Roger Howard, Ohio's Literacy Adolescent Specialist
- Adolescent Literacy and Ohio's Plan to Raise Literacy Achievement
- Adolescent Literacy and Ohio's Plan to R...
- Dr. Moje
- Striving Readers Series: Emergent Liter...
- Emergent literacy part 2

Pre-School

- STAR-OSU
- Downloads
- Emergent Literacy Part 1
- 2018 Literacy Academy
- Emergent Literacy

Phonemic Awareness

- Phonemic Awareness Training
- Hegerty Phonological & Phonemic Awa...
- West Virginia Phonics
- Tools 4 Reading
- Explicit Lesson

Phonics & Decodable Readers

- Achieve the Core
- Why a Structured Phonics Program is Effective
- why_a_structured_phonics_program_is...

Vocabulary: Elementary, Secondary Content Areas

- The Magic is in the Instruction-Anita Archer
- Explicit Instruction Online Series - The ...

Interested in Learning More?

Beginning the Journey

- **Podcast:** [Living and Succeeding with Dyslexia: A Conversation with Dr. Keyon Anderson](#) (Core, 2021)
- **Podcast:** [Hard Words: Why Aren't Kids being Taught to Read](#) (Hanford, 2018)
- **Podcast:** [At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers](#) (Hanford, 2019)
- **Podcast:** [What the Words Say](#) (Hanford, 2020)
- **Book:** [The Knowledge Gap](#) (Wexler); [Natalie Wexler's presentation at the 2020 Literacy Academy](#)
- **Book:** [The Reading Mind](#) (Willingham)

Looking to Go Deeper

- **Book and Educational Tools for Phonemic Awareness:** [Equipped for Reading Success and PAST Test](#) (Kilpatrick); [David Kilpatrick's presentation at the 2019 Literacy Academy](#)
- **Book:** [A Fresh Look at Phonics](#) (Blevins)
- **Short Video:** [What does decoding mean in phonics instruction?](#)
- **Book:** [Speech to Print, 3rd Edition](#) (Moats)
- **Resource:** [Text Set Project: Building Knowledge and Vocabulary](#) (Student Achievement Partners)

Becoming an Expert

- **Book:** [Essentials of Assessing, Preventing and Overcoming Reading Difficulties](#) (Kilpatrick)
- **Book:** [Reading in the Brain](#) (Dehaene); [Presentation by Stanislas Dehaene on how the brain learns to read](#)
- **Book:** [Language at the Speed of Sight](#) (Seidenberg)

A peek into our literacy instruction bookshelf



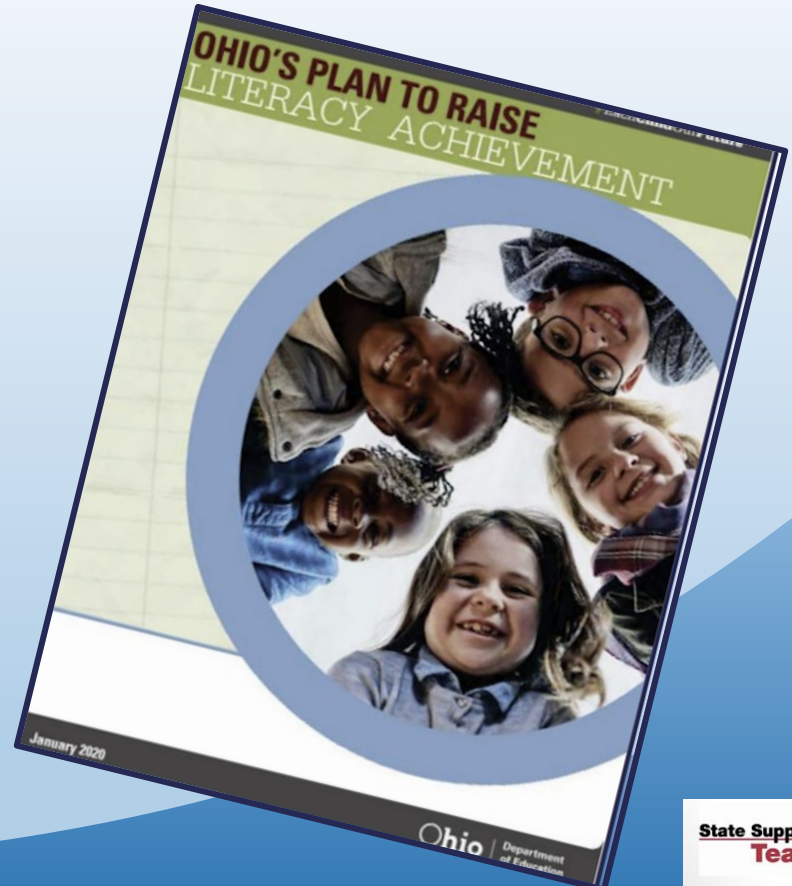
Released
2020-2021



Today's Learning

Application of the
**3 Literacy
Improvement
Pathways for Tier 1** as a
lever for systemic change:

1. Time
2. What to Teach-models
3. Quality of Instruction



Shanahan's "Aspects of Experience"

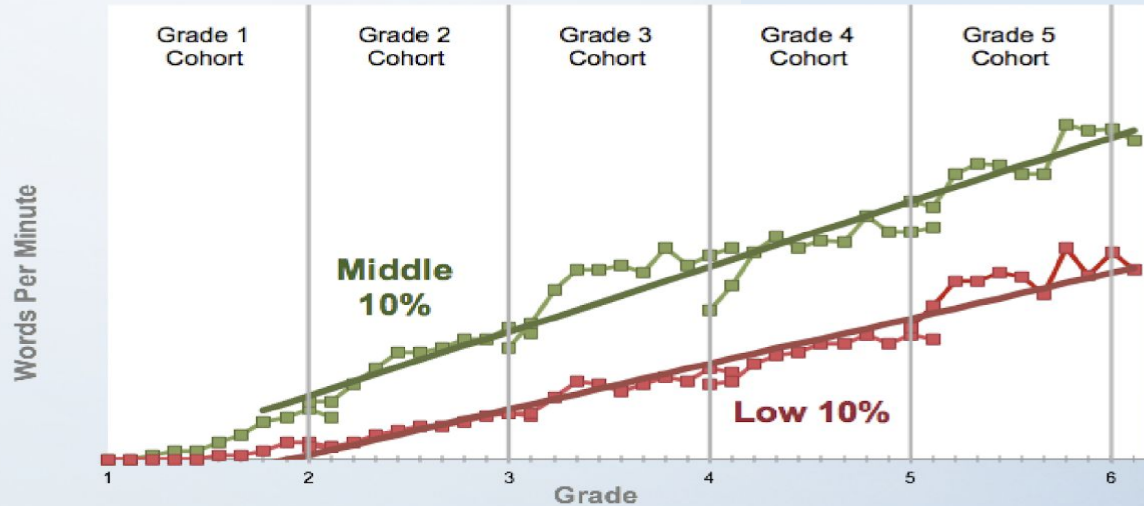


“Literacy is a Civil Right!”



Dr. Weeden, Science of Reading organization

Reading Trajectories Middle & Low Cohort 1-6



1. Students that start behind, stay behind
2. Matthew Effect-gap quantified nationally w/regarding reading data

Why Focus on the Science of Reading

Literacy is a Civil Right and the Language of Opportunity

36%

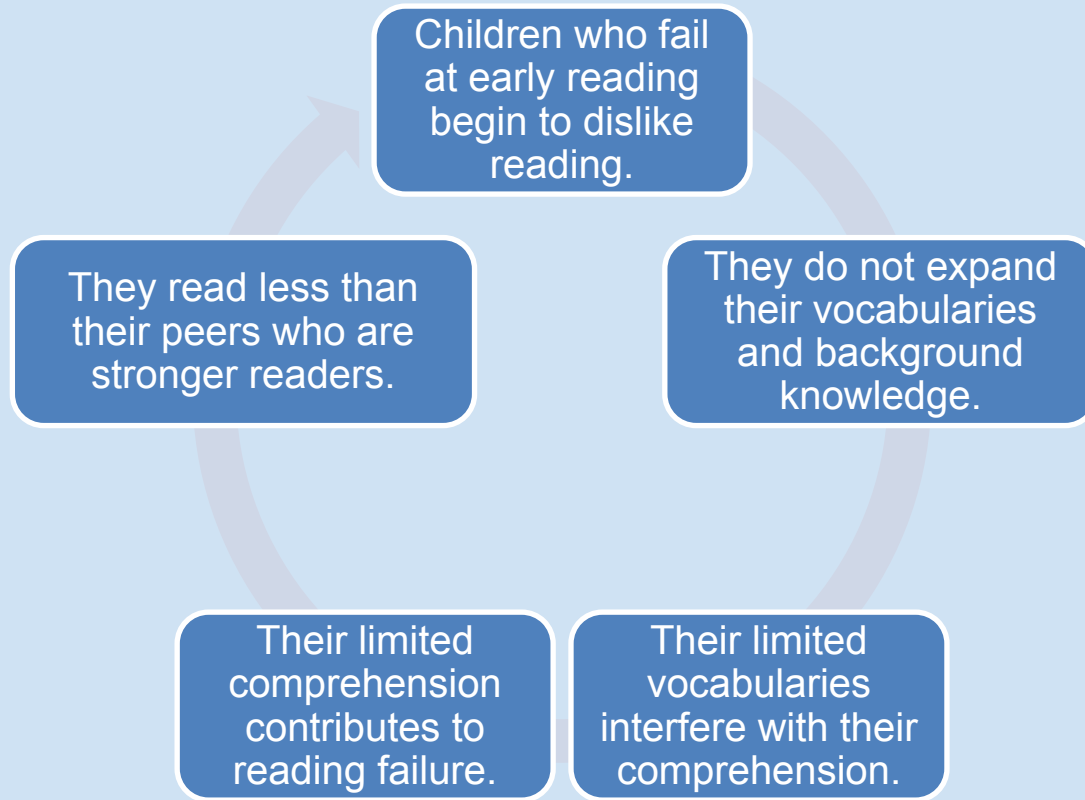


$$\frac{3}{5}$$



85%

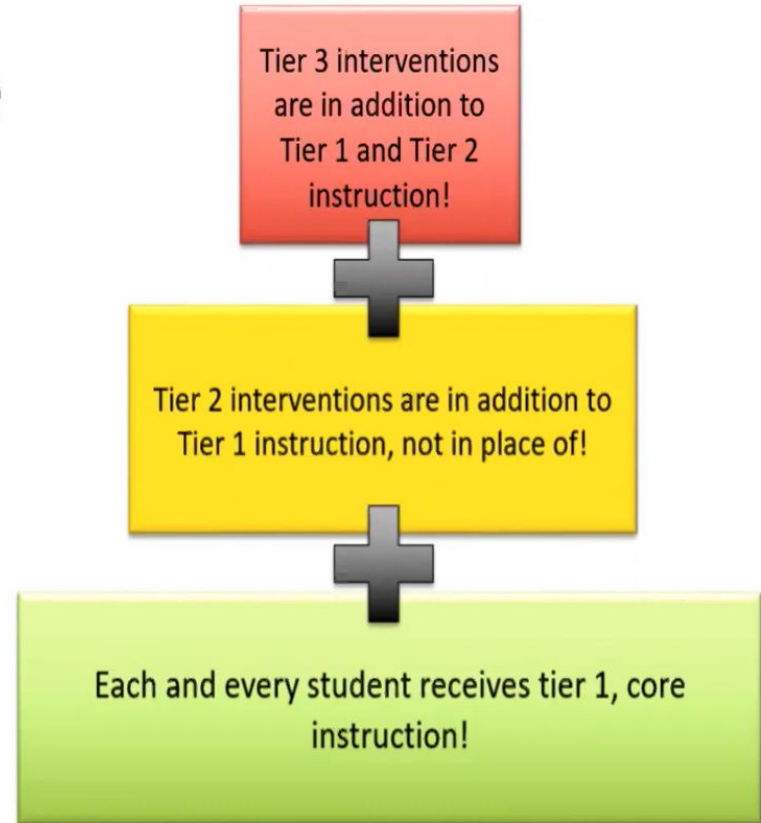
Matthew Effect if we don't learn the code



Stanovich, 1986

Different look at MTSS

- You can't **intervene** your way out of a **tier 1 problem**.
- What % of students are proficient or above regarding tier 1 in overall reading in your grade levels?
@least 80%?



What do you think are the 3 most important factors in improving literacy achievement?



TEACHING, READING & LEARNING: THE PODCAST

Featuring
Dr. Tim Shanahan

And host *Laura Stewart*,
National Director at *The Reading League*



LISTEN NOW!

"There are only 3 things you can do to improve literacy achievement."

1. **Time!**



2. **What** is taught!

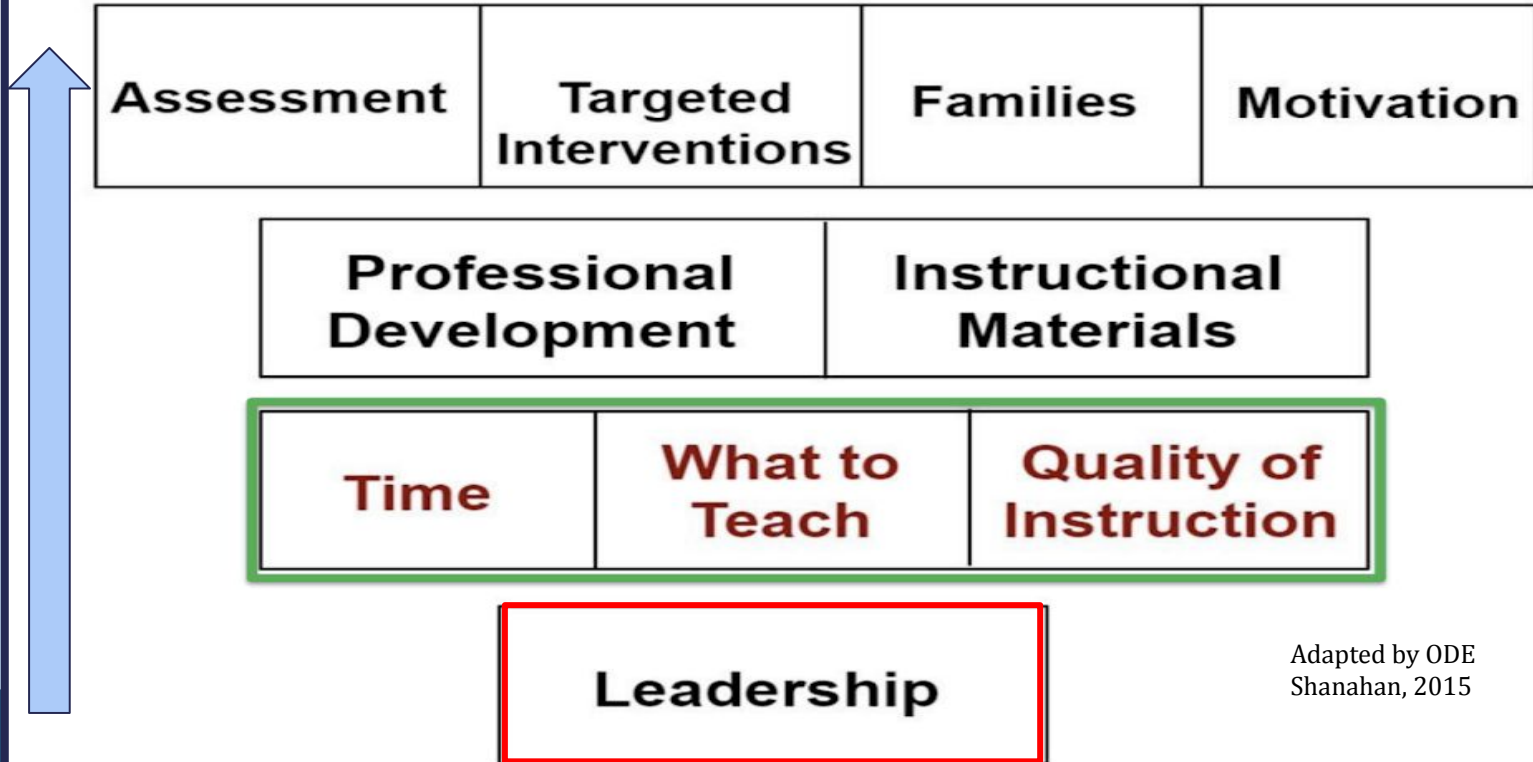


3. **Quality**-How is Instruction Delivered?



Equity

ALL learners, no matter the complexity of their disability, have the potential to grow their skills and knowledge in language and literacy.



Adapted by ODE
Shanahan, 2015

Pathway 1: Leadership



“Place a good teacher/practice in a bad system, and the system will win every time.”

Adapted from S. Sarason

1. Establishing and Conveying Vision
2. Building Professional Capacity
3. Creating Supportive Organization for Learning
4. Facilitating High-Quality Learning Experiences
5. Engaging families in collaborative processes and anchoring schools in the community

Pathway 2: Increase Time Reading!

Amount of instruction is the biggest **ALTERABLE** factor in student learning!



Reading Tiered Fidelity Inventory

| | | | | |
|--|--|---|---|--------------------------------|
| <p>1.7 The school allocates adequate time for core reading instruction.</p> | <p>The school has a schedule that shows at least 90 minutes of daily core reading instruction at every grade level for all students.</p> | <p>The school has a schedule that shows one of the following:</p> <ul style="list-style-type: none">• At least 60 minutes for daily reading instruction in any grade level.• A combination of 90 minutes on some days of the week and at least 60 minutes on other days. | <p>The school does not have a daily reading schedule. -OR- Less than 60 minutes are scheduled any day of the week for core reading instruction.</p> | <p>School reading schedule</p> |
|--|--|---|---|--------------------------------|



MiMTSS

- **Why 90 minutes?**
 - 90 minutes is a *policy left over* from Reading First
 - 90 minutes may not be adequate for some grade levels.
 - 90 minutes is less time than the typical primary grade teacher reports teaching reading.

So what do the experts say?

Primary

Montgomery & Moats, 2012: Recommend 150 minutes per day, 120 minutes at minimum

Third Grade and Beyond

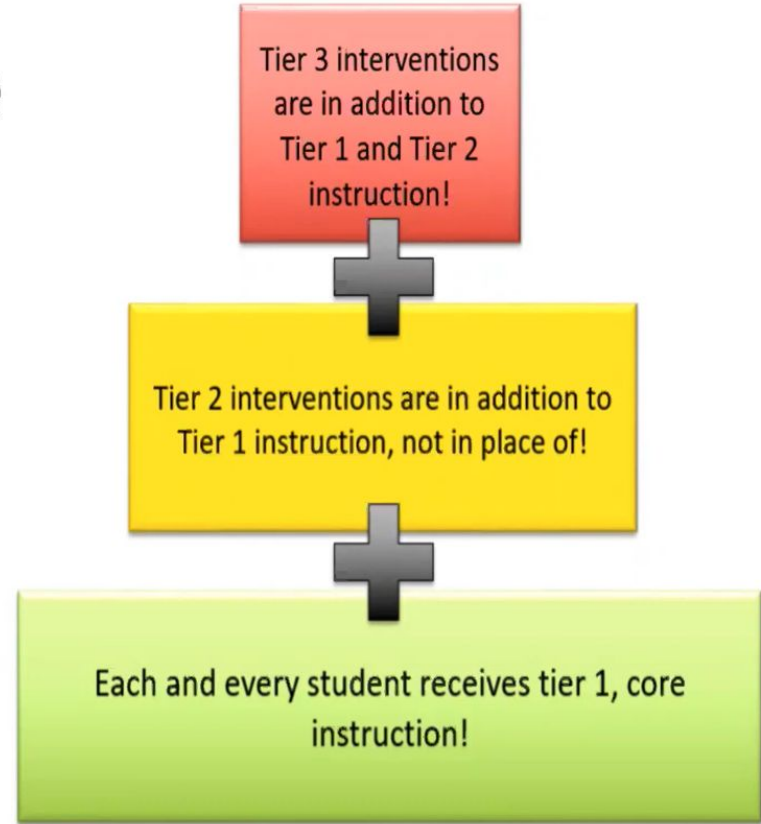
Montgomery & Moats, 2012: Recommend 90-120 minutes per day

Dr. Tim Shanahan's suggestion: 120- 180 minutes a day.

MTSS

- You can't **intervene** your way out of a **tier 1 problem**.

-



How much time to catch up?

- **Kindergarten:** 10–30 minutes over a short amount of time to close the gap
- **First grade:** 30–45 minutes over a short amount of time to close the gap
- **Second grade:** 60 minutes per day!
- **Third grade and up:** 90 minutes to 3 hours a day over a longer period of time to close the gap!
- (Torgesen, 2004)



How do we ensure dedicated time happens?

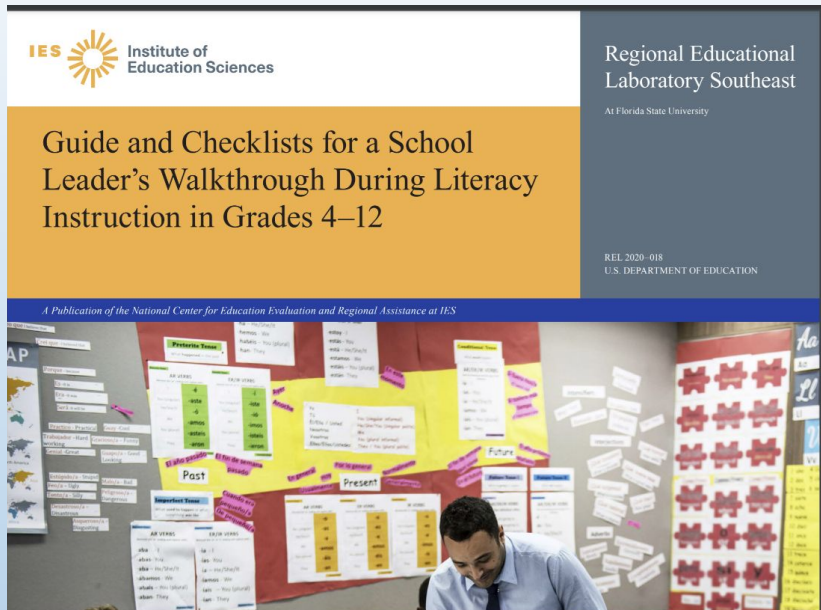



Schedule a literacy block & honor it!

Keep students **engaged** and **involved**.

Be vigilant about **lost time!**

Tier 1



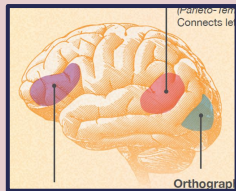
| | |
|---|---|
| School Leader's Literacy Walkthrough |  |
| Kindergarten, First, Second, and Third Grades | |
| Introduction | 2 |
| Overview of the Tool | 2 |
| Using the Tool | 2 |
| Pre-Walkthrough Meeting Guide | 3 |
| Post-Walkthrough Meeting Guide | 4 |

2. What to Teach: The Science of Reading

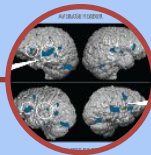
“ We TEACH kids in many ways to read, they LEARN only ONE way.”

David Kilpatrick, 2018

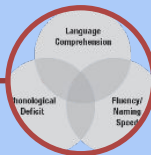
Convergence of evidence from multiple scientific fields that describe reading, reading acquisition, assessment and intervention.



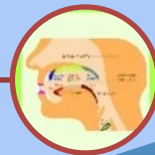
Cognitive Psychology



Neuroscience

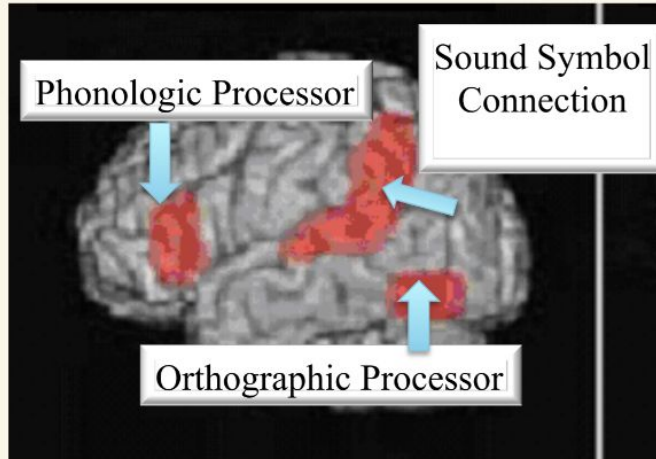


Education Research (Including Special Education)

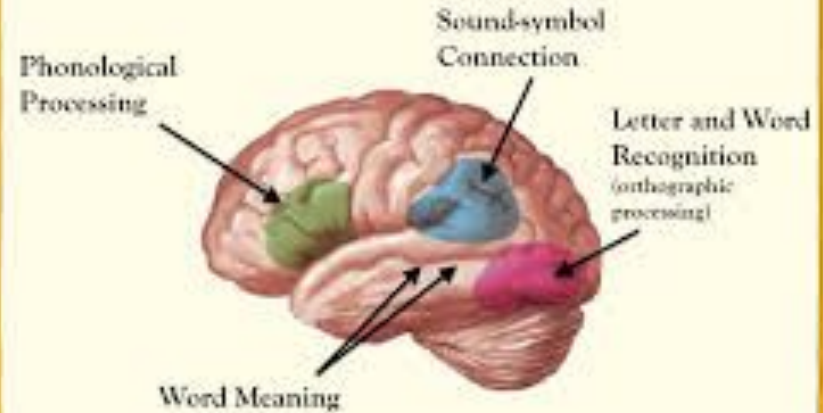


Linguistics
speech to print

Fluent Reader



What the Brain Must Do to Read Words



“Within his brain, the child is literally **building the neural circuitry** that links the *sounds* of spoken words, the phonemes, to the print code, the *letters* that represent these sounds” (Shaywitz, 2003, p. 177).

What to Teach!



Myth: Reading looks the same at each level.

Myth: We teach students to read in preschool.

The Simple View of Reading

Word Recognition

The ability to transform print into spoken language



Language Comprehension

The ability to understand spoken language



Reading Comprehension

- Phonological Awareness
- Decoding (Phonics, Advanced Phonics)
- Sight Word Recognition

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

Reading Comprehension is the **OUTCOME**

Ohio's Plan to Raise Literacy Achievement:

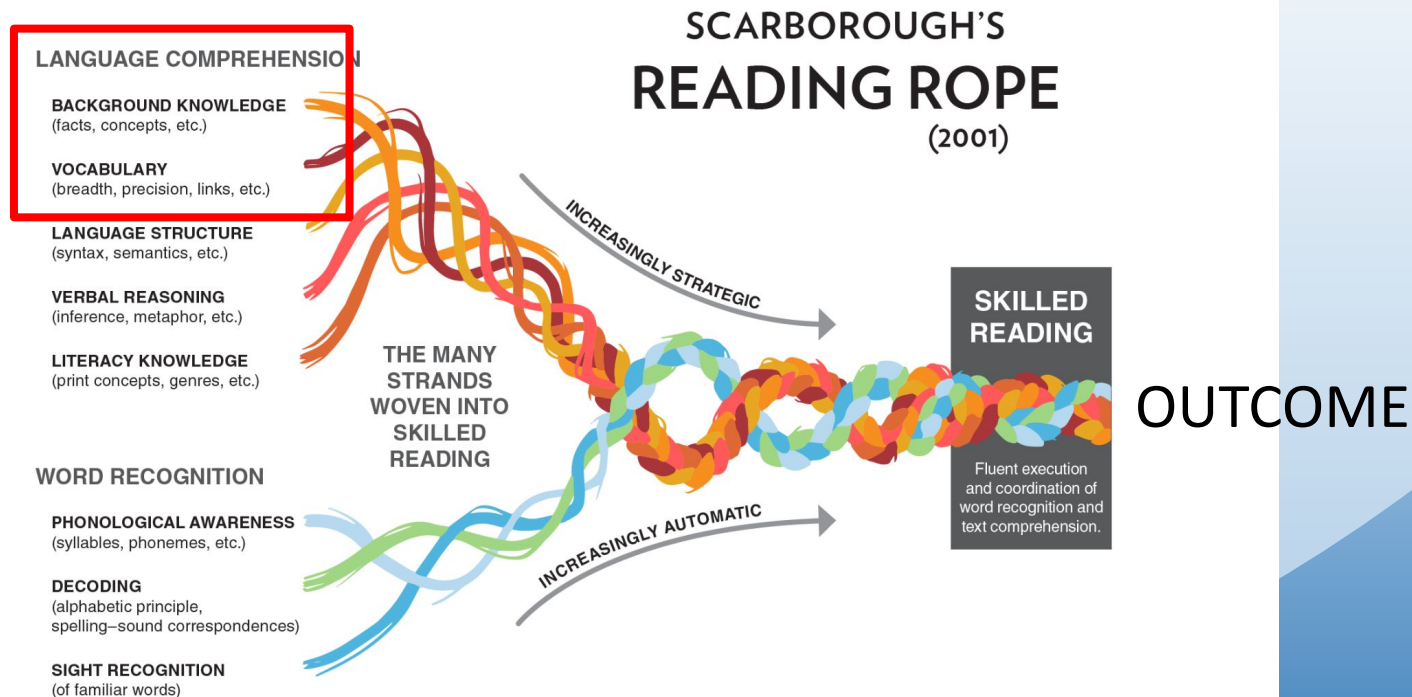
Emergent page 23

Early page 25

Conventional page 26

Adolescent page 32

What does that look like?



Teacher
Efficacy-
Competence
and
confidence!
(Hattie)

Including All Learners in Language & Literacy



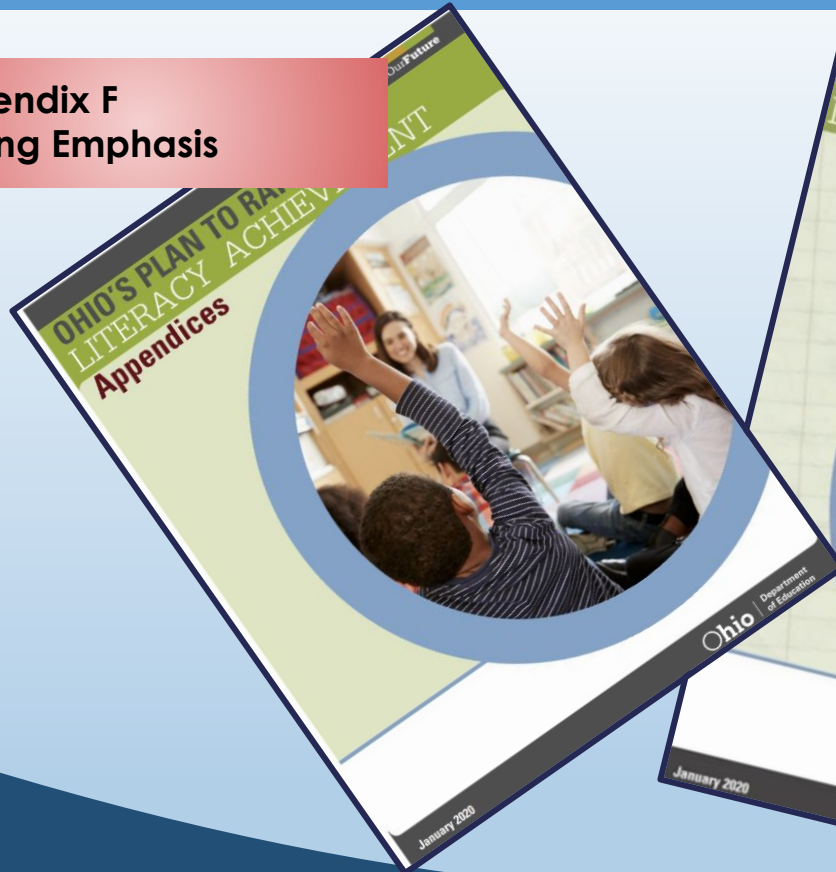
Capacity MUST be built in BOTH the science of reading AND learner diversity. WITHOUT BOTH we may have skilled teachers with the capacity to teach skill acquisition, but possibly not to ALL learners.

WHEN dual capacity is built, if learners struggle for whatever reason, **teachers believe that the student(s) CAN achieve AND have the capacity** (a toolkit of knowledge and resources) **to intervene**.

| <i>ELA Standard Strands</i> | Science of Reading Elements |
|--|---|
| Reading <ul style="list-style-type: none"> • Literature • Informational Text | <ul style="list-style-type: none"> ▪ <u>Phonological awareness</u> ▪ Orthography ▪ <u>Phonics</u> ▪ Decoding-automaticity ▪ <u>Comprehension</u> ▪ <u>Fluency</u> |
| +Writing | <ul style="list-style-type: none"> ▪ Sentence structure ▪ Letter formation ▪ Phonological encoding ▪ Morphology |
| Speaking and Listening | <ul style="list-style-type: none"> ▪ +Oral language ▪ Communication |
| Language | <ul style="list-style-type: none"> ▪ <u>Vocabulary</u> ▪ Grammar ▪ Word origin ▪ Morphology |

Ohio's Plan to Raise Literacy Achievement

Appendix F Shifting Emphasis



SVR:
Emergent page 23
Early page 25
Conventional page 26
Adolescent page 32

More about What to Teach

Changing Emphasis of the Subskills of the Five Components of Reading

(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

| 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 |



| Elementary | Secondary |
|--------------------|---------------------|
| Phonemic Awareness | Advanced Word Study |
| Phonics | Motivation |
| Fluency | Fluency |
| Vocabulary | Vocabulary |
| Comprehension | Comprehension |

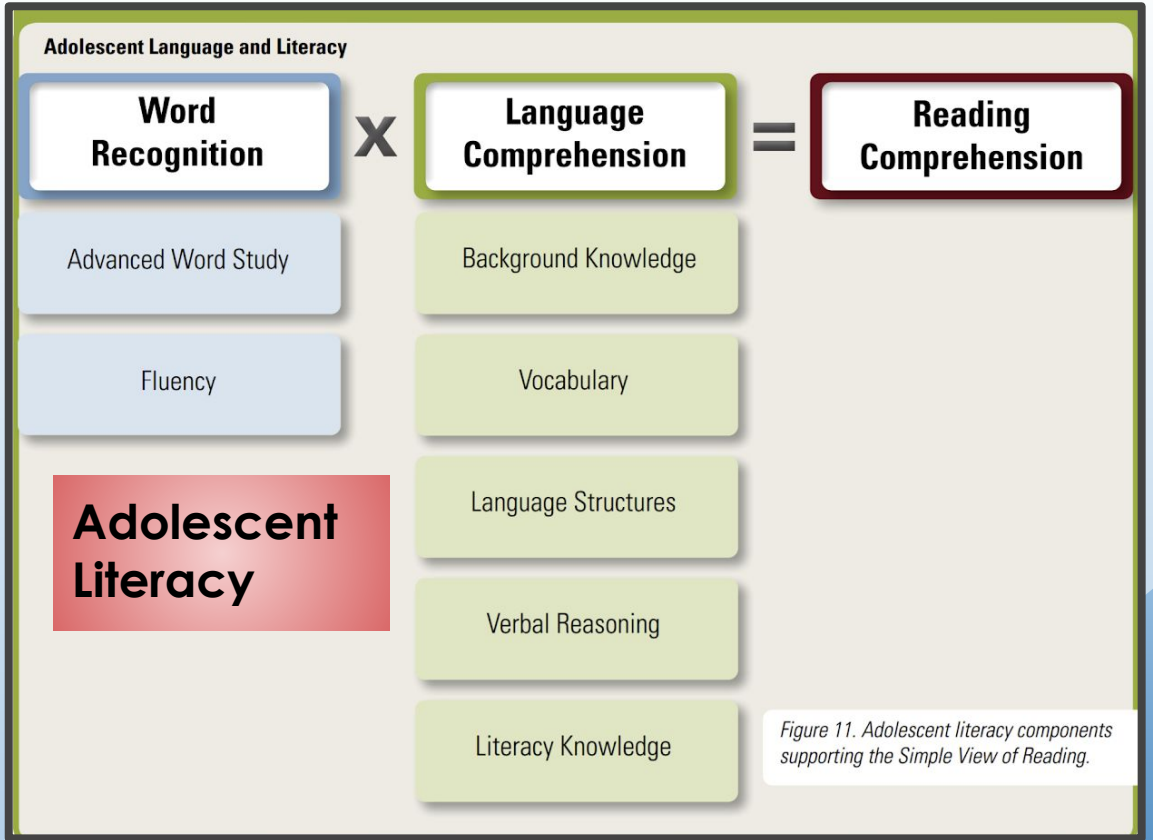


Figure 11. Adolescent literacy components supporting the Simple View of Reading.

PK: Pre-Cursors & Print Knowledge!

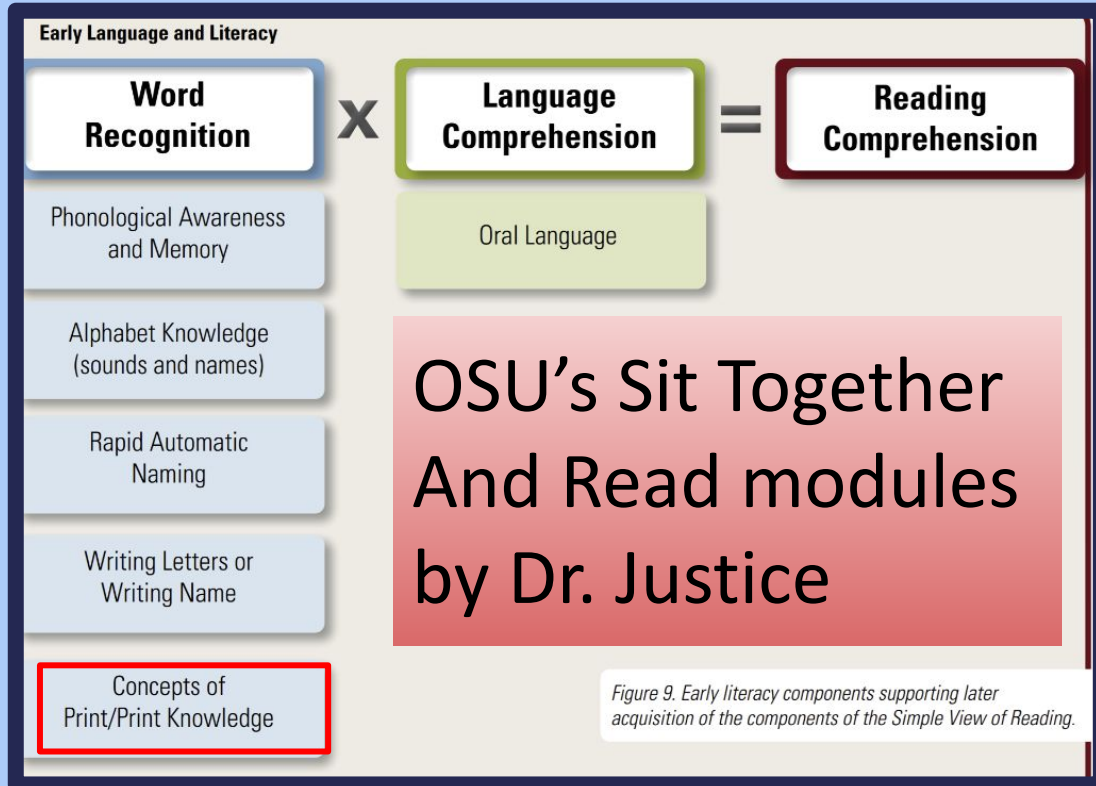
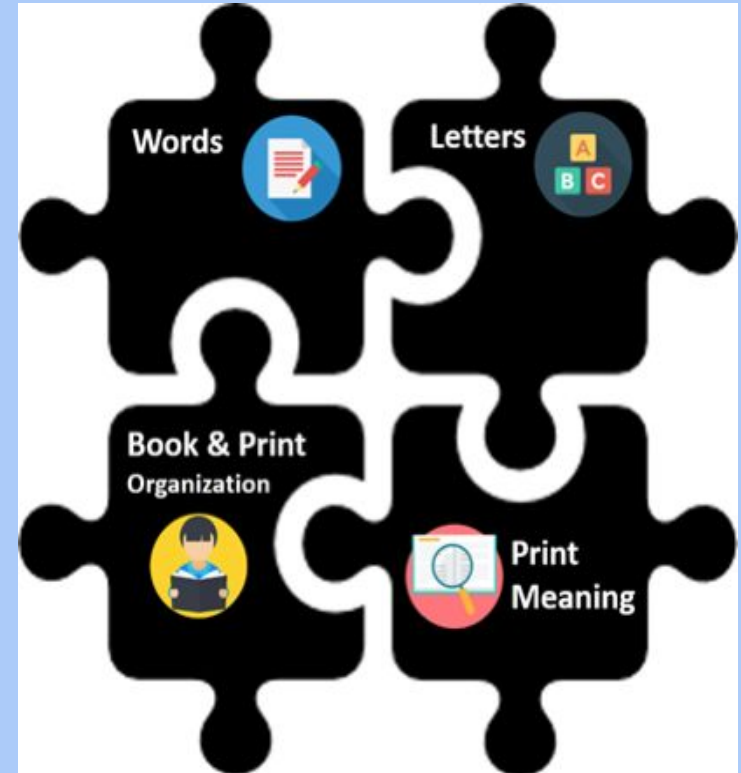


Figure 9. Early literacy components supporting later acquisition of the components of the Simple View of Reading.



Writing (Read, Write, Discuss)

Transcription

Self regulation and executive function



Text generation

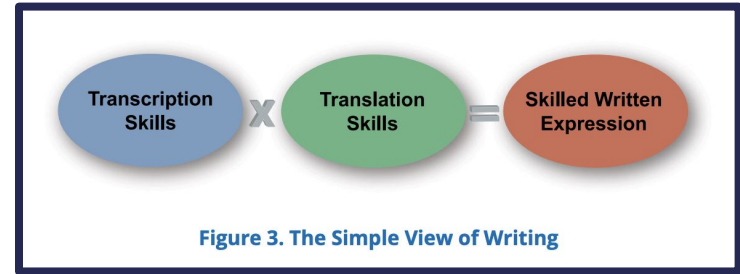
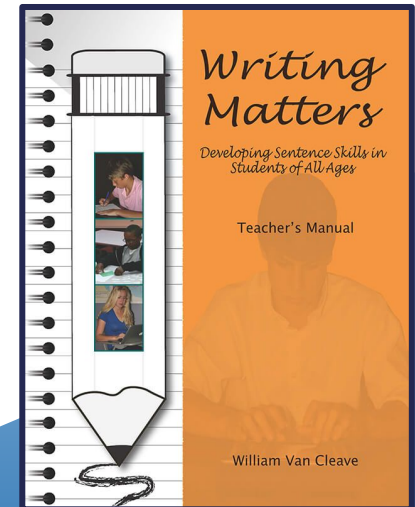
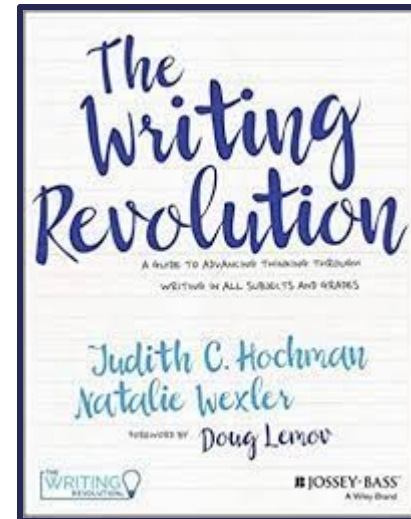


Figure 3. The Simple View of Writing



Elements of Effective Instruction!

Accurate and
Fluent Decoding
and Spelling

ELA Standards for Foundational Skills

Read, Write &
Communicate to
Build
Vocabulary,
Knowledge and
Motivation

Integration of English Language
Arts, History/Social Studies,
World Languages and Cultures,
and Fine Arts Standards

Accurate and Fluent Decoding and Spelling



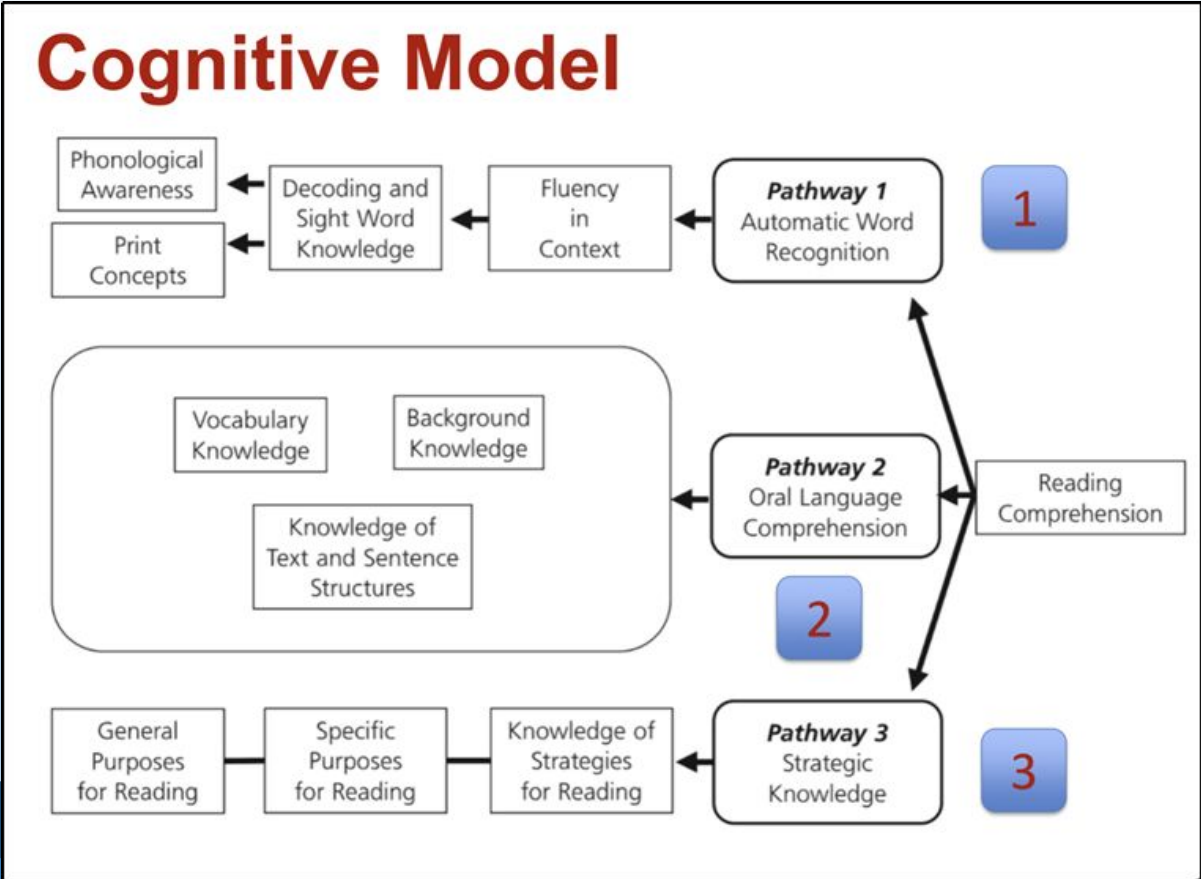
- Explicit and systematic phonemic awareness instruction (including morphemic awareness in upper grades)
- Explicit and systematic phonics instruction
- Fluency with sight word recognition built through orthographic mapping
- Spelling instruction
- Daily instruction in handwriting

Read, Write & Communicate to Build Vocabulary, Knowledge & Motivation



- ❑ 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)

Assessments to Inform Intervention



Big Rocks K-3

Grade 3: An inability to read at grade level by the end of third grade (John Hopkins, On Trac for Success, 2011)

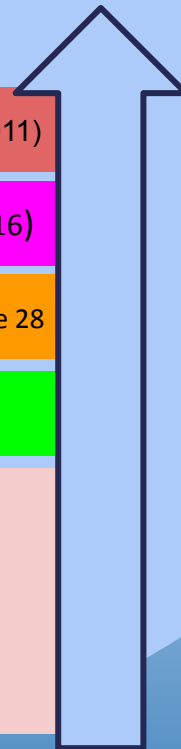
Grade 2: Advanced phonemic proficiency in order to decode multisyllabic words (Kilpatrick, 2016)

Grade 1: Master basic phonemic and phonics by semester (Shifting Emphasis Chart, 2016) see 28

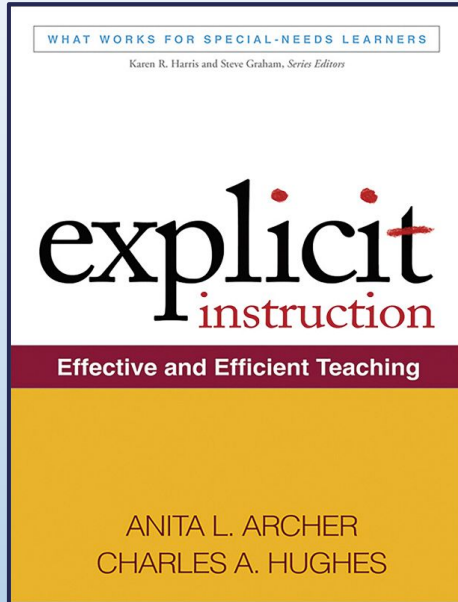
Kindergarten: Basic Phonemic Awareness, Letter names and numbers (RAN), Letter-Sound

Pre-School: 15-18 Letter Names, Initial Letter sound, (Print Knowledge-4 domains!), Most gains in vocabulary, Nursery Rhymes -Moats, Heggerty, Adams, Kilpatrick and others (Justice, & Piaste, 2015)

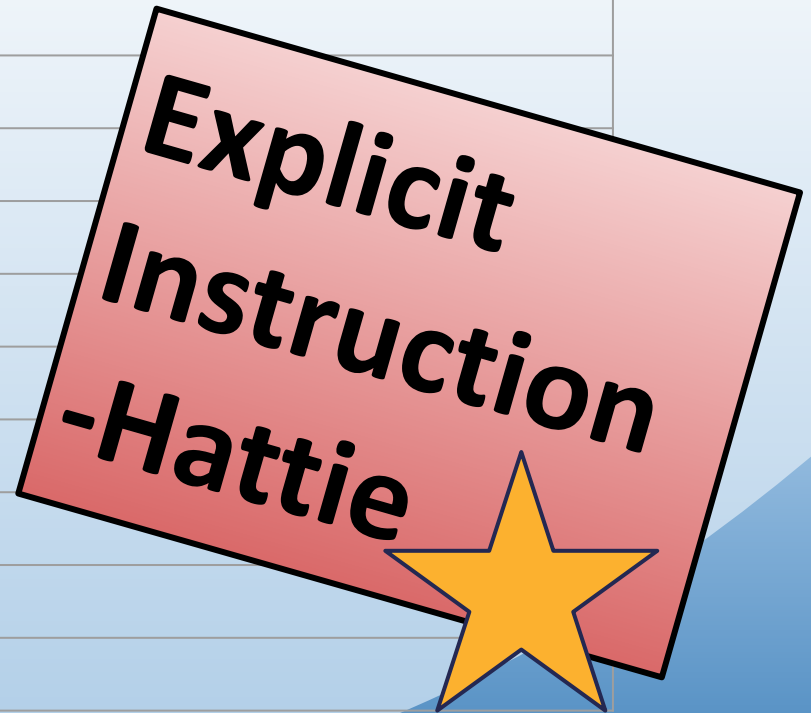
*<https://star.ehe.osu.edu/>



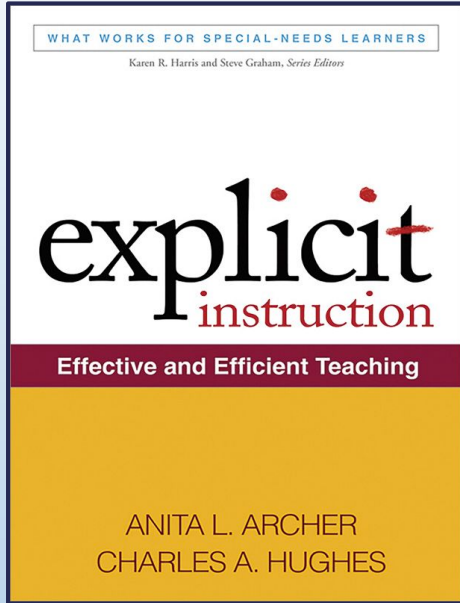
Quality of Instruction



| <u>John Hattie</u> (Fisher and Frey supported) | Effect Size |
|--|-------------|
| Teacher Student Relationships | 0.72 |
| Learning Goals versus No Goals | 0.68 |
| Clear Goal Intentions | 0.48 |
| Appropriately Challenging Goals | 0.59 |
| Explicit Instruction Procedures | 0.57 |
| Direct Instruction | 0.60 |
| Mastery Learning | 0.57 |
| Feedback | 0.70 |
| Deliberate Practice | 0.79 |
| Retrieval Practice | 0.74 |
| Spaced Practice | 0.60 |



16 Elements Checklist



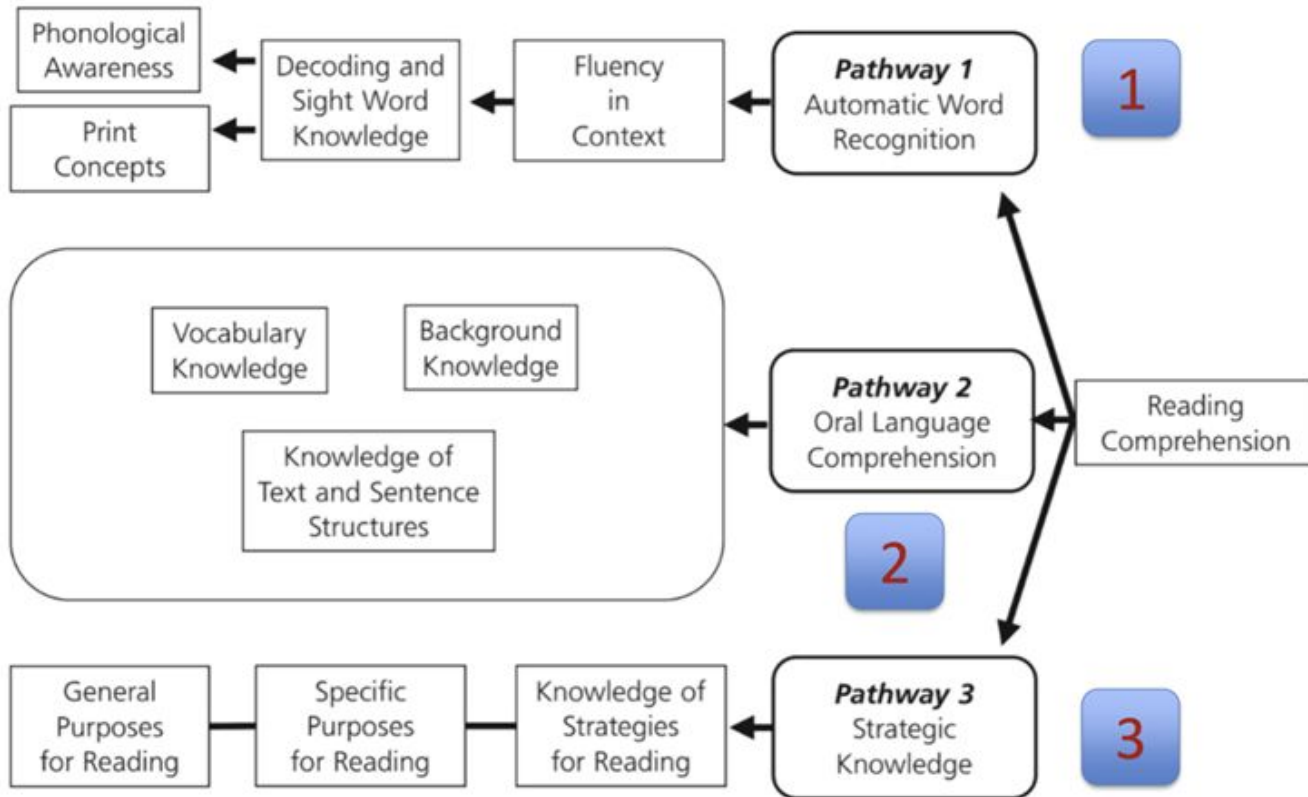
Explicit Instruction Checklist

Adapted from:

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press.

| Elements of Explicit Instruction | Yes/No | Notes |
|--|--------|-------|
| 1. Focus instruction on critical content. | | |
| 2. Sequence skills logically. | | |
| 3. Break down complex skills and strategies into smaller instructional units. | | |
| 4. Design organized and focused lessons. | | |
| 5. Begin lessons with a clear statement of the lesson's goals and your expectations. | | |
| 6. Review prior skills and knowledge before beginning instruction. | | |
| 7. Provide step-by-step demonstrations. | | |
| 8. Use clear and concise language. | | |
| 9. Provide an adequate range of examples and non-examples. | | |
| 10. Provide guided and supported practice. | | |
| 11. Require frequent responses. | | |
| 12. Monitor student performance closely. | | |
| 13. Provide immediate affirmative and corrective feedback. | | |
| 14. Deliver the lesson at a brisk pace. | | |
| 15. Help students organize knowledge. | | |
| 16. Provide distributed and cumulative practice. | | |

Cognitive Model



The Truth About Reading...

Teaching reading is essential and urgent.

- In all grades, students learn to accurately and fluently decode and read, write and speak to learn.

Teaching reading is complex.

- Teaching reading *is* rocket science (Moats, 2020).

Teaching reading should be guided by science.

- Teachers must have an in-depth understanding of reading instruction and assessment.

"There are only 3 things you can do to improve literacy achievement."

1. **Time!**



2. **What** is taught!



3. **Quality**-How is Instruction Delivered?



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