Reinventing Professional Development

Teaching the Science of Reading through Social Media

The World's Largest PLC!

The Team- How We Fit Together

Donna Hejtmanek- Awareness of the Science of Reading: Retired special ed and reading specialist- Creator and administrator of the **FB group**, ***Science of Reading – What I Should Have Learned in College,*** WI

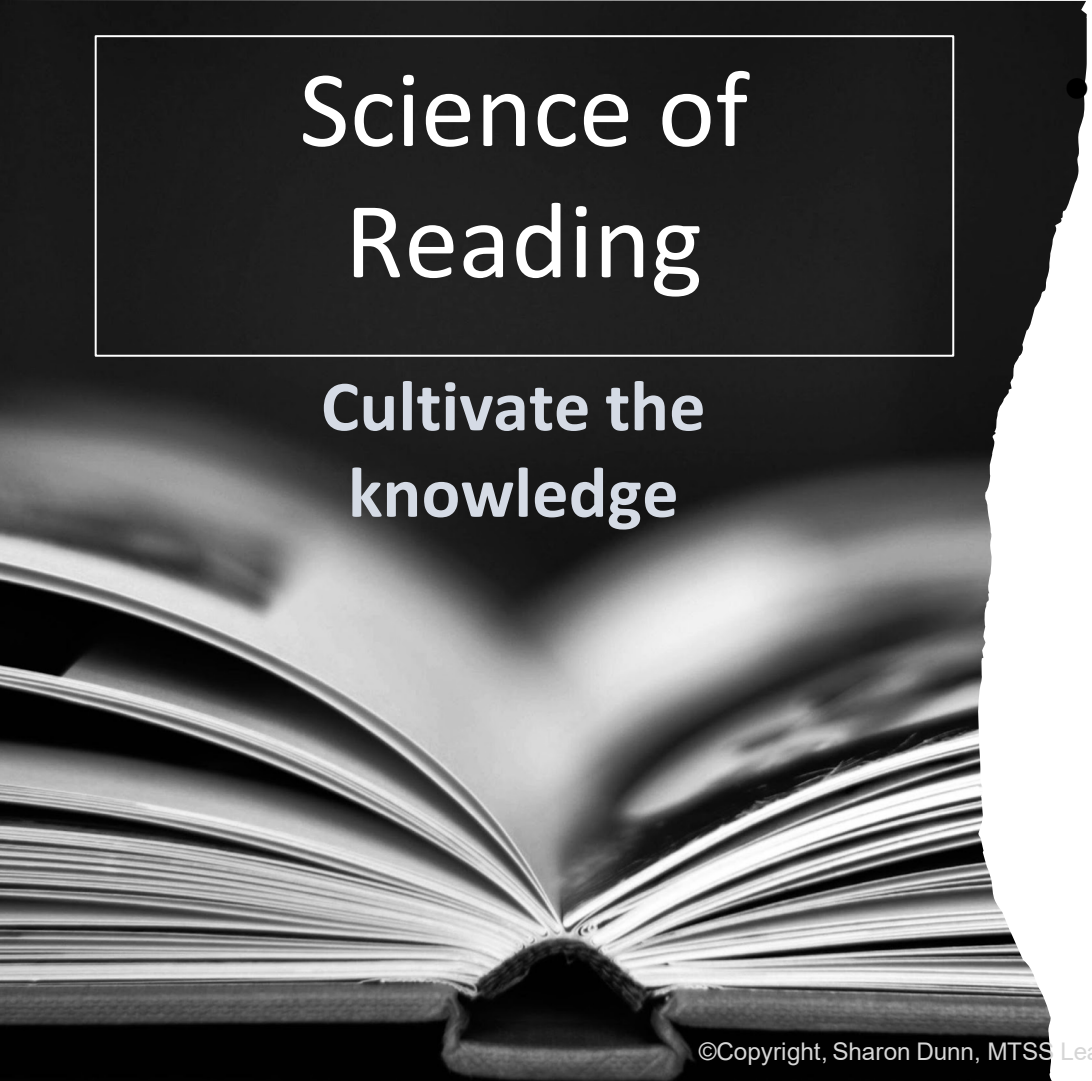
Jen Cyr- Application of the Science of Reading in instruction/interventions: Title I school reading specialist and teacher leader, district PD trainer, Rochester, NH

Sharon Dunn - Application of the Science of Reading in Systems, Structures and Routines: Former principal Title 1 School, MTSS Leadership Consultant for effective MTSS implementation, Co-creator and administrator of the **FB group**, ***Science of Reading – What Teachers Want You To Know,*** CA

Dr. Lori Severino - Science of Reading Teacher preparation: Assistant Professor at Drexel University, PA

Science of Reading

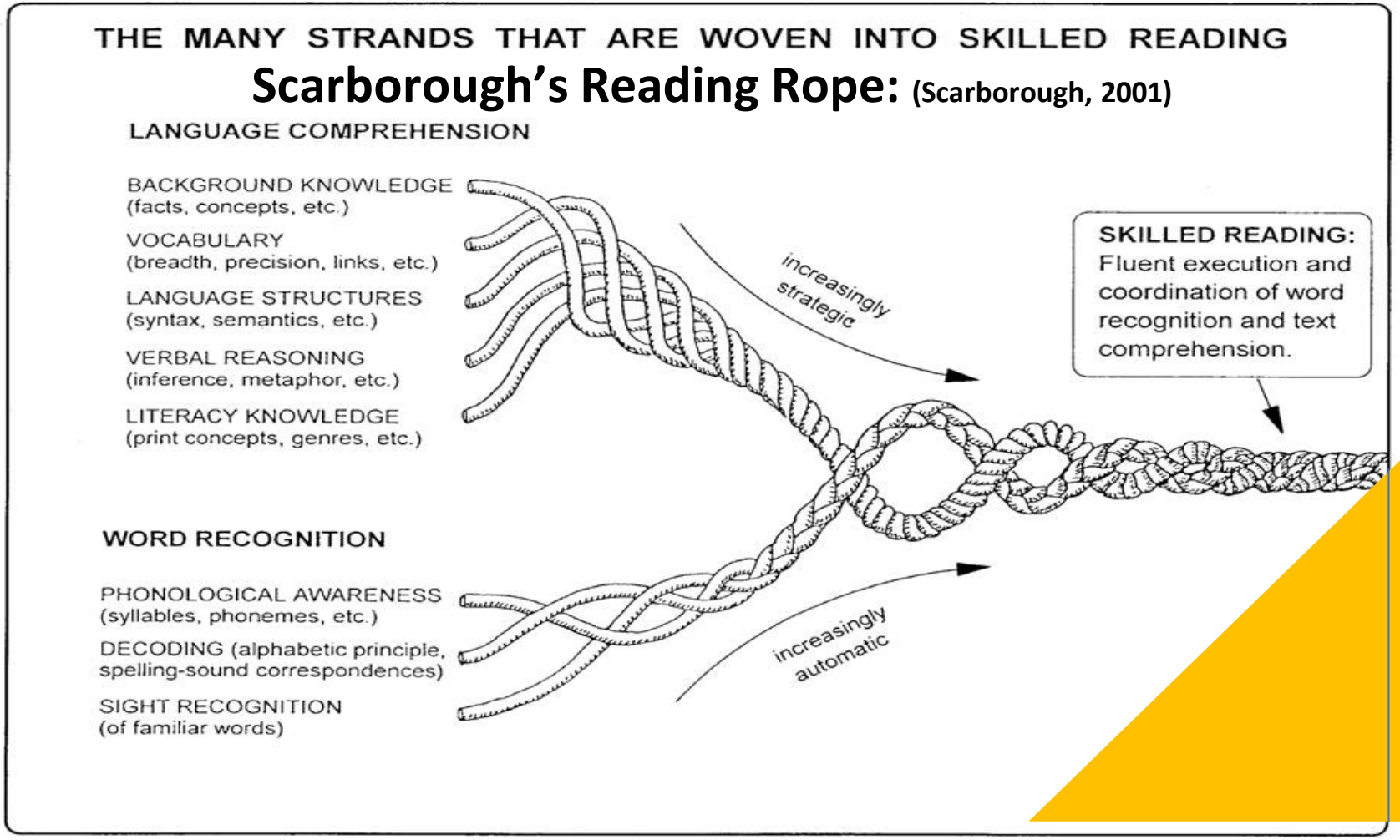
Cultivate the knowledge



"The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages…These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students."

Dr. Louisa Moats

Scarborough's Reading Rope: (Scarborough, 2001)



Science of Reading-What I Should Have Learned in College

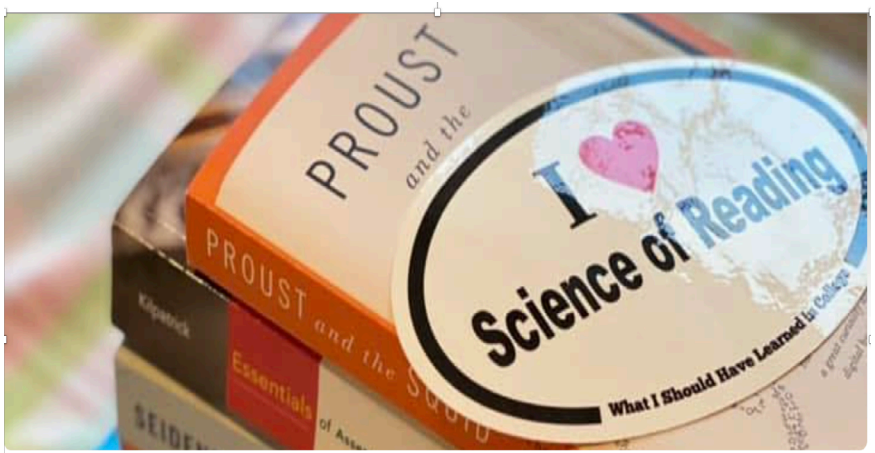
Genesis of SoRWISHLIC Facebook Group August 14, 2019

34% students below proficient, 33% proficient, 27% Proficient, 7% Advanced- Could be anywhere U.S.A. (NAEP, 2019, 4th grade)

WI Education Senate Committee in support of a dyslexia guidebook

Why are most schools of education not informed and integrating brain research from developmental psychology, educational psychology, cognitive science, and cognitive neuroscience from the past 50 years?

SoRWISHLIC Grows Exponentially and Expands



Science of Reading: Book Study

Private group · 12.9K members

[Science of Reading: Book Study]

[Science of Reading-What I Should Have Learned in College]

[Training Reading Rockets Scientists]

[Science of Reading for Administrators-What Your Teachers Want You To Know]

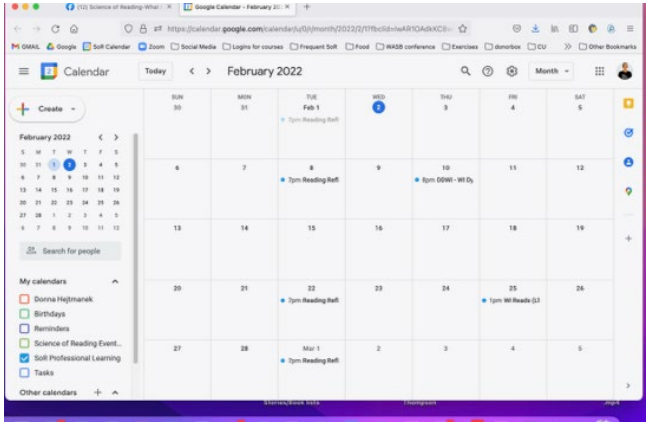
[Science of Reading-Kdg. First Grade, Second Grade]

[Science of Reading for Third Grade and Beyond]

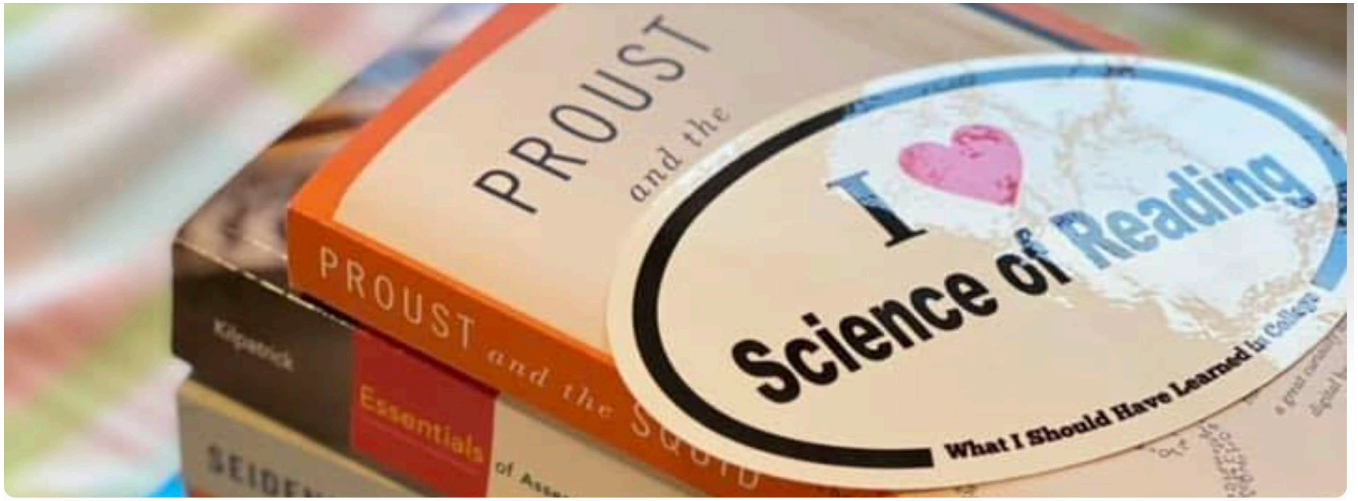
[Science of Reading Hub for Professional Development]

SoR-WISHLIC is a Social Learning FB Group

SoR Calendar



Donna Hejtmanek You Tube



Science of Reading: Book Study

Private group · 12.9K members

About Discussion Join group ···

https://www.facebook.com/groups/204577324784377/

Snowball effect-WE just keep getting bigger!

47 States in the US have SoR FB groups -
as well as CANADA -Ontario, British Columbia, Alberta, Quebec, Saskatchewan, Newfoundland and Labrador

International Science of Reading
Ireland
Okinawa
Trinidad and Tobago
Brazil
Australia
New Zealand

From a member:

“I just want to say that **being a member of this group has been the best professional learning experience I have ever had.** What I have learned here over the past 2 years has **completely revolutionized the way I teach reading** and I've brought my learning to the rest of my 1st grade team, my school, **and it has driven me to advocacy within my district which is now moving toward fully embracing SoR ….**

Donna, thank you so much for this group and the countless hours you pour into sharing resources, organizing webinars and other opportunities, and your thoughtful comments to member questions! **You are making a difference for more students than you could ever know** ♡”

A Teacher's Story- Jen Cyr

Like all teachers, I joined the field because I wanted to help.

My own brother was severely dyslexic, and I wanted to be the one to teach him to read.

I started teaching with confidence. I focused on student motivation, language building, and thematic, integrated content.

My typical students made typical growth.

My instruction was not having an impact on my struggling readers.

The Things I Did Not Learn In College:

- Two whole language/balanced literacy colleges accumulating $55,000 in debt (plus interest).
- NCLB, Reading First Legislation provided training opportunities at middle school and Elementary school levels.
- With district support, I participated in LETRS training and TRAINERS' training, LIPS, Fundations, 95% Group, SPIRE, Orton-Gillingham.
- Then, finally…I had the tools to do what I set out to do years earlier.

What Systems Were Put Into Place?

- Common assessments (DIBELS, QPS, CTOPP-2)
- Data team meetings (3 times/year with PLC in between)
- Scientifically based core programs (Amplify CKLA)
- Three-Tiered Reading instruction, MTSS (Amplify, MClass, Orton-Gillingham)

(Structured Schedules with built in time for intervention)

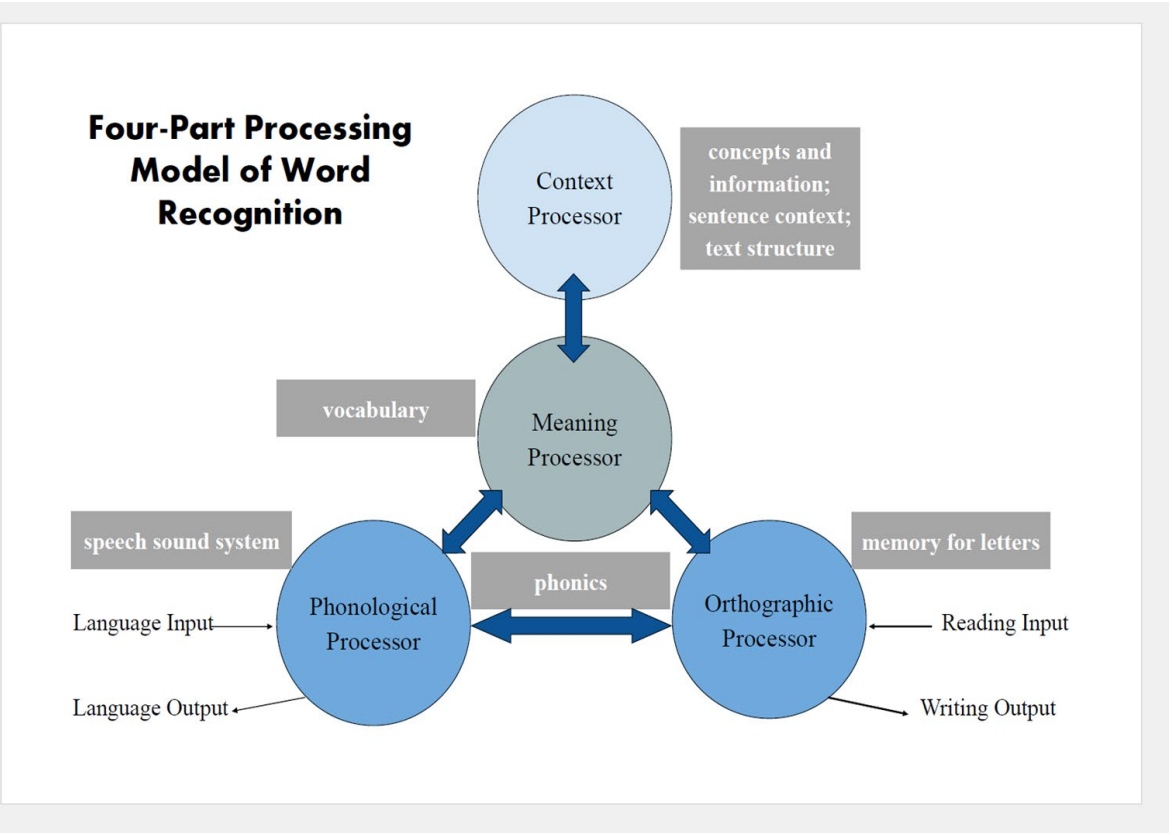
Shift Happens!

Drift Happens. . .

When the shift hits the fan, we have to retrain new teachers…

- New teacher orientation
- Grade level team meetings. Reading Specialist Meetings
- Cycles of training in core and intervention.
- Coaching and PLC's
- Maintain focus on SOR, despite competing initiatives

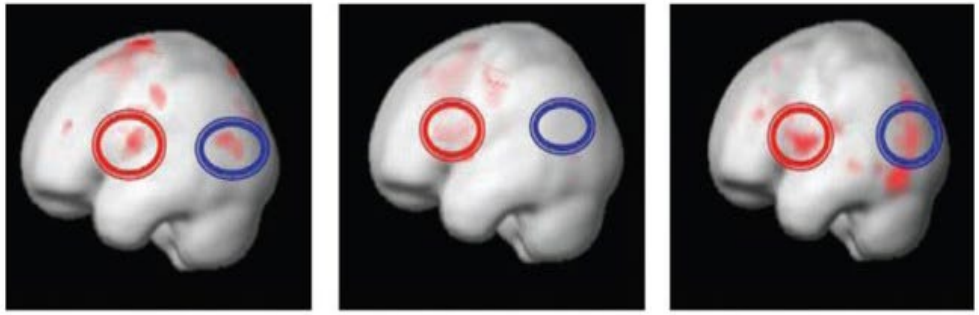
Wouldn't it be nice if teachers came in prepared to teach reading to ALL of our students?



Materials and assessments must be selected with the science in mind…

Once you know you have the power to teach, how can you not use it?

Evidence From Functional fMRI*



TYPICALLY READING CHILDREN | CHILDREN WITH DYSLEXIA BEFORE REMEDIATION | CHILDREN WITH DYSLEXIA AFTER REMEDIATION

*Neuroscience from presentation by Dr. Nadine Gaab, Reading and the Brain

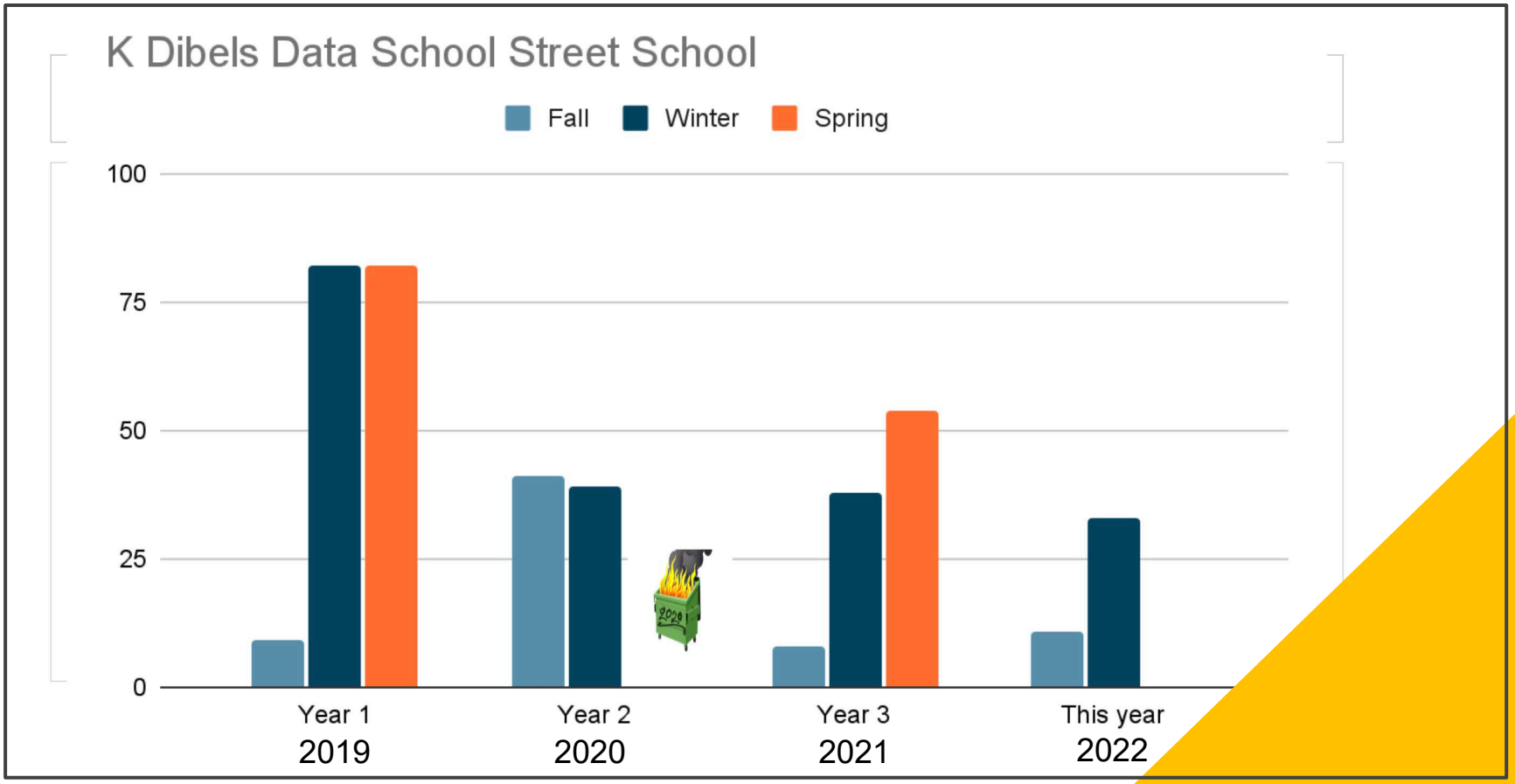
TYPICAL BRAIN / DYSLEXIC BRAIN COMPARISION

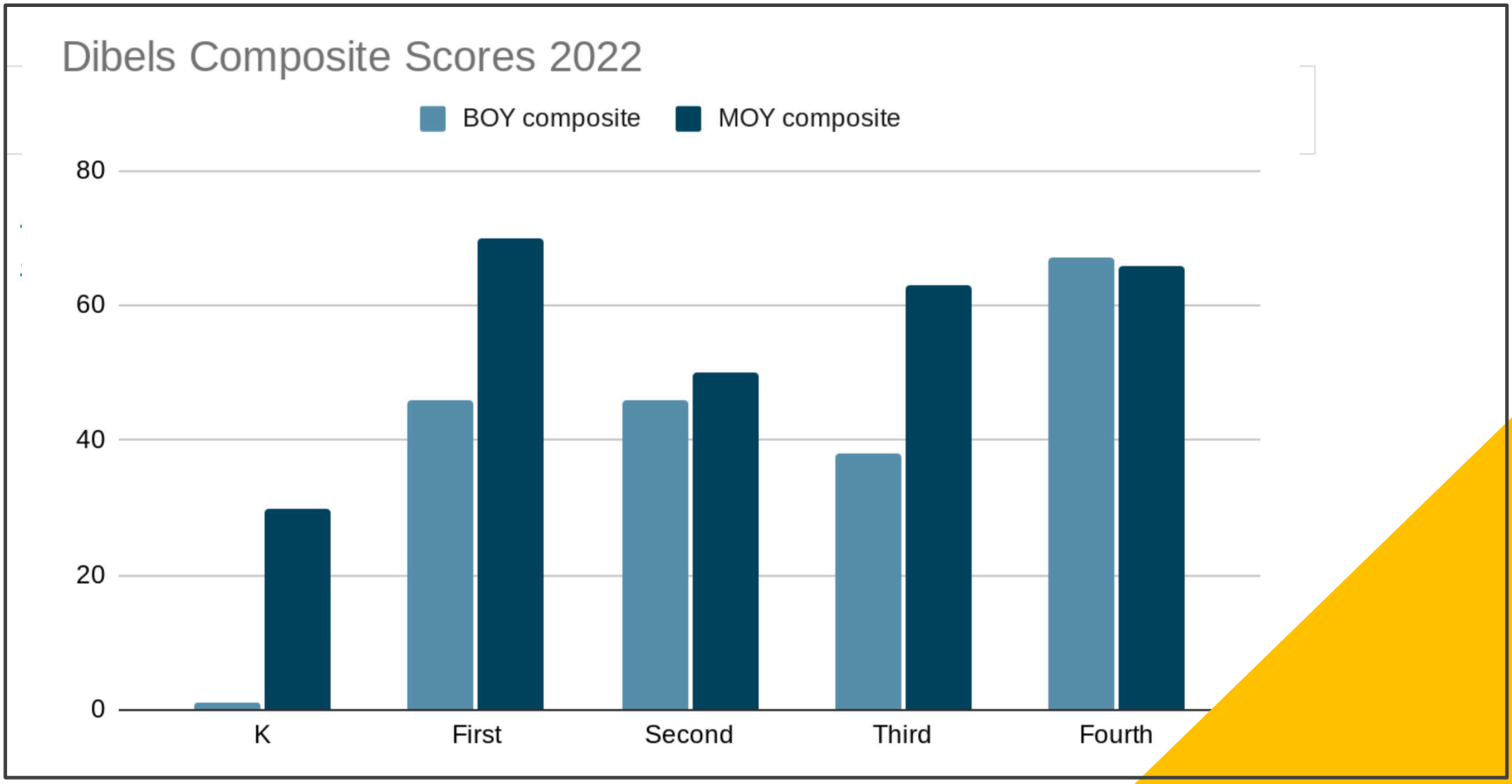
TYPICAL | DYSLEXIC

- Broca's area, Inferior frontal gyrus (articulation/word analysis)
- Parieto-temporal (word analysis)
- Occipito-temporal (word form)

- Broca's area, Inferior frontal gyrus (articulation/word analysis)

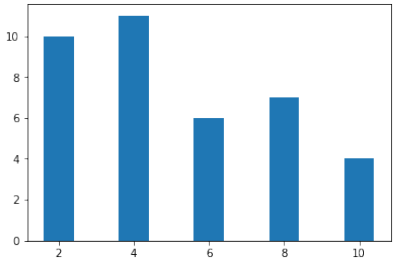
Dr. Nadine Gaab, Reading and the Brain


K Dibels Data School Street School
Fall
Winter
Spring
100
75
50
25
0
Year 1
2019
Year 2
2020
Year 3
2021
This year
2022


Dibels Composite Scores 2022
BOY composite
MOY composite
80
60
40
20
0
K
First
Second
Third
Fourth

Our Data Over Time…

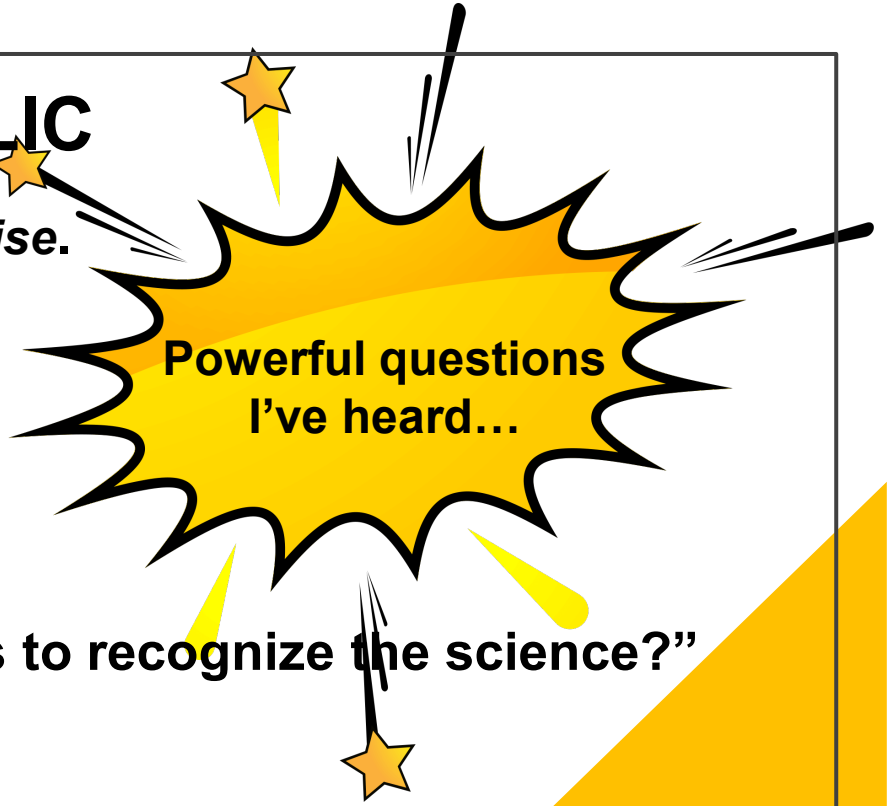
- K statistically makes the best gains.
- 1 is harder to move (They have so much ground to cover)
- 2 has a big leap in expectations from BOY to EOY, so focus is on Fluency for Tier 1.
- Improvements after grade 3 are modest- reinforcing the idea that **early intervention** is key.
- No time to waste!



The real science, beyond materials and tools, is knowing what to do in <u>RESPONSE</u> to our data.

Moderating SOR WISHLIC

We each have our own set of expertise.

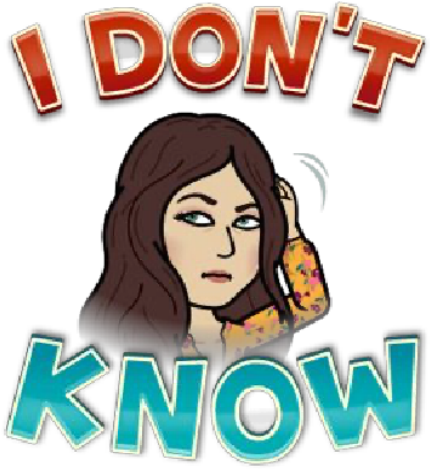


"Where do I begin?"

"How do I get my administrators to recognize the science?"

"Have I been teaching reading the wrong way all of this time?"

You Don’t Know What You Don’t Know…



Roy W. Loudon Elementary School

Bakersfield, California

FRAME OF REFERENCE…

87% Poverty
70% Hispanic
28% EL
14% African American

School: Loudon Elementary School
Grade: Kindergarten
Year: 2010-2011

School Overview

acadience™ data management

Acadience Reading K-6

65% at-risk of reading failure

72% at-risk of reading failure

Beginning of Year

Composite Score

25% (n = 22)
10% (n = 9)
21% (n = 18)
44% (n = 38)

Number of Students = 87
Average = 23.5
Standard Deviation = 24.9
Score Range = 0 to 113

Middle of Year

11% (n = 10)
11% (n = 10)
20% (n = 18)
57% (n = 51)

Number of Students = 89
Average = 78.8
Standard Deviation = 54.1
Score Range = 2 to 242

End of Year

4% (n = 4)
24% (n = 21)
34% (n = 30)
38% (n = 34)

Number of Students = 89
Average = 94.4
Standard Deviation = 38.1
Score Range = 8 to 176

Figure out WHY all the YELLOW & RED?

- Do we really believe all students can learn at high levels?

- Why are we not meeting the learning needs of our students?

We were facing overwhelming odds…

You need *accurate data* to make accurate decisions…

And select the appropriate systems, intervention, processes and materials…

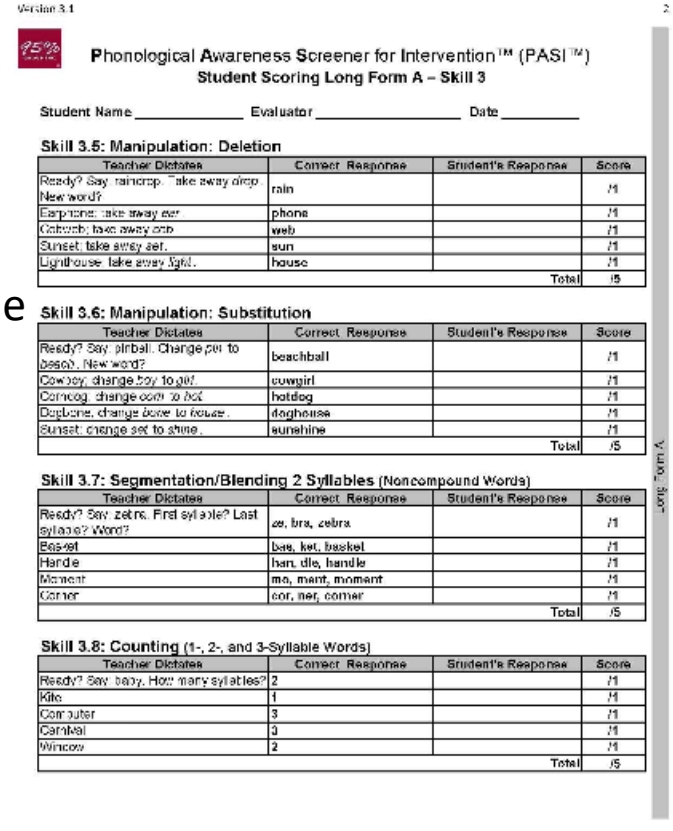
No big deal, right?

National Title 1 Conference: *Dr. Susan Hall*

Diagnostic Assessment for Reading

The Beauty of a Diagnostic Assessment

Tells me **at a glance** the specific lowest skill deficit the student needs addressed during **intervention (tier II)**



Phonological Awareness Screener for Intervention™ (PASI™)
Student Scoring Long Form A – Skill 3

Student Name _____ Evaluator _____ Date _____

Skill 3.5: Manipulation: Deletion

Teacher Dictates	Correct Response	Student's Response	Score
Ready? Say: raincrop. Take away drop. New word?	rain		/1
Earphone: take away ear	phone		/1
Cobweb: take away cob	web		/1
Sunset: take away set.	sun		/1
Lighthouse: take away light.	house		/1
		Total	/5

Skill 3.6: Manipulation: Substitution

Teacher Dictates	Correct Response	Student's Response	Score
Ready? Say: pinball. Change pin to beach. New word?	beachball		/1
Cowboy: change boy to girl.	cowgirl		/1
Cornhog: change corn to hot.	hotdog		/1
Doghouse: change house to house.	doghouse		/1
Sunset: change set to shine.	sunshine		/1
		Total	/5

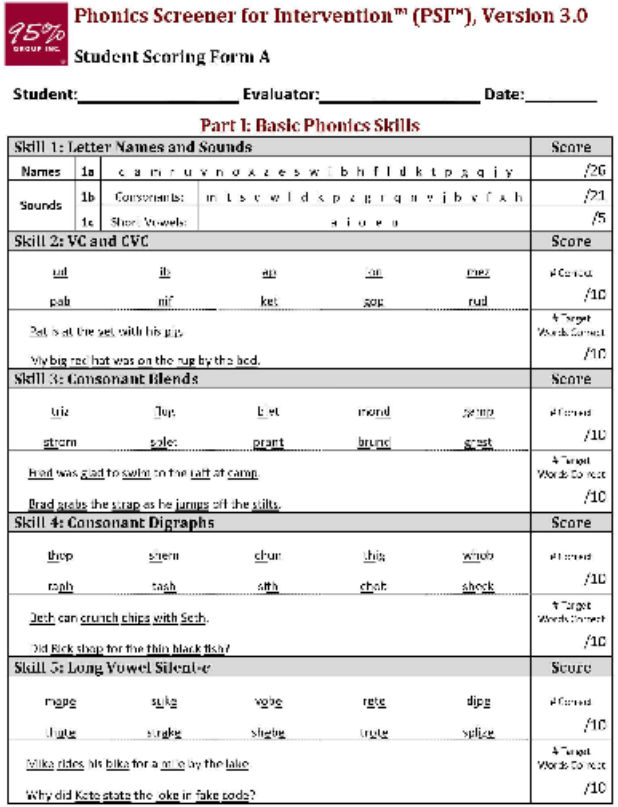
Skill 3.7: Segmentation/Blending 2 Syllables (Noncompound Words)

Teacher Dictates	Correct Response	Student's Response	Score
Ready? Say: zebra. First syllable? Last syllable? Word?	ze, bra, zebra		/1
Basket	bas, ket, basket		/1
Handle	han, dle, handle		/1
Moment	mo, ment, moment		/1
Corner	cor, ner, corner		/1
		Total	/5

Skill 3.8: Counting (1-, 2-, and 3-Syllable Words)

Teacher Dictates	Correct Response	Student's Response	Score
Ready? Say: baby. How many syllables?	2		/1
Kite	1		/1
Computer	3		/1
Carnival	3		/1
Window	2		/1
		Total	/5

Long Form A



Phonics Screener for Intervention™ (PSI™), Version 3.0
Student Scoring Form A

Student:_____ Evaluator:_____ Date:_____

Part 1: Basic Phonics Skills

Skill 1: Letter Names and Sounds			Score
Names	1a	c a m r u v n o x z e s w l b h f l d k t p q i y	/26
Sounds	1b	Consonants: m t s e w l d s p z g r q u v j b x f a h	/21
	1c	Short Vowels: a i o e u	/5

Skill 2: VC and CVC					Score
ud	ib	ap	on	mez	# Correct
pab	nif	ket	sop	rud	/10
Pat is at the set with his pig.					# Target Words Correct
My big red hat was on the rug by the bed.					/10

Skill 3: Consonant Blends					Score
triz	Top	blet	mond	jemp	# Correct
strom	splec	prant	brund	grest	/10
Brad was glad to swim to the raft at camp.					# Target Words Correct
Brad grabs the strap as he jumps off the stilts.					/10

Skill 4: Consonant Digraphs					Score
thop	shem	chun	this	whob	# Correct
roph	tash	sith	chok	shock	/10
Jeb can crunch chips with Seth.					# Target Words Correct
Did Rick shop for the thin black fish?					/10

Skill 5: Long Vowel Silent-e					Score
mape	sike	vobe	rete	dipe	# Correct
thute	strake	shebe	trote	splize	/10
Mike rides his bike for a mile by the lake.					# Target Words Correct
Why did Kate state the joke in fake pods?					/10

"Used with permission"

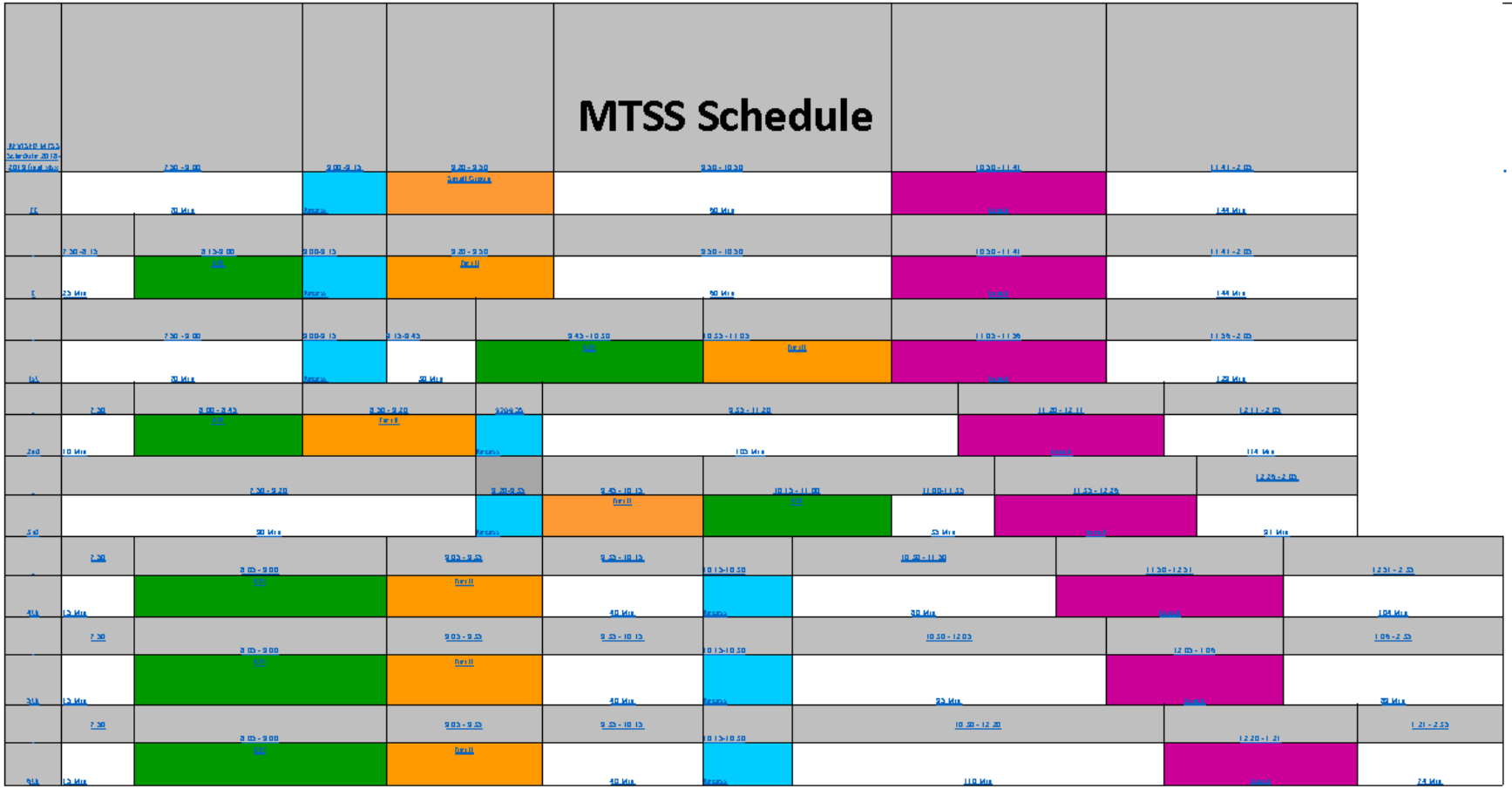
WE DO

Group Students With Similar Needs

	Beginning Phonics Skills						Advanced Phonics Skills				Other
Student Name	1a: Letter Names	1b: Letter Sounds	2: VC/CVC	3: Consonant Blends	4: Consonant Digraphs	5: Silent -e	6: Vowel Teams (Predictable)	7: Vowel Teams	8: Vowel -r	9: Complex Consonants	Sight Words
Maximum Points	26	21C/ 5V	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	/220
Brian			10/10	7/10	7/10	2/10					
Hadley			10/10	7/4							
Becca			6/10	7/7	6/7						
Alyssa			10/10	9/9	9/10	7/7					
Mercedes			9/9	9/10	7/8	8/10					
Kristi			10/10	9/10	8/7	7/10					
Quinn			9/9	9/9	7/9	6/8					
Jed			9/10	9/7	6/8	7/6					
Jordan			9/9	9/10	9/10	4/10					
Brittanie			9/10	10/10	9/9	1/8					
Sommer			10/10	9/10	10/9	6/10					
Shandra			9/10	10/10	9/9	7/9					
Jaden			9/10	10/10	9/10	7/8					

"Used with permission"

MTSS Schedule



Structures to Implement (MTSS)

Assessment System

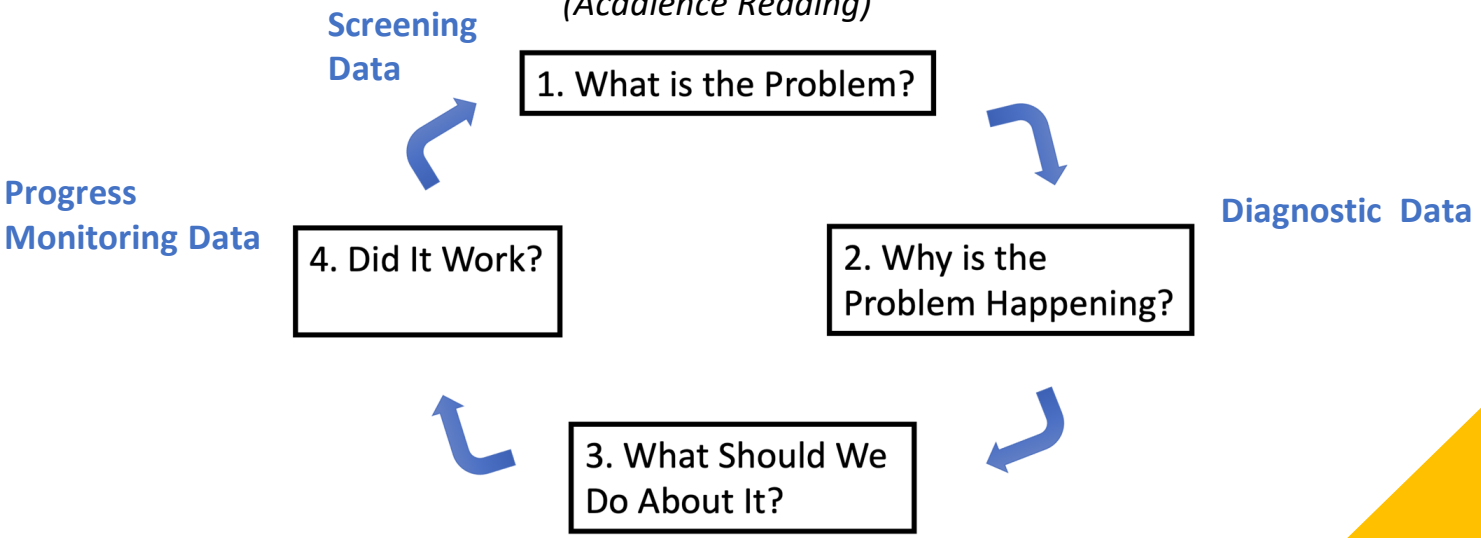
Screening *(Acadience Reading)* Which students and systems are at risk?	**Diagnostic** *(95 Percent Group)* Exactly what should we teach next?
Progress Monitoring *(Acadience Reading)* Is it working?	**Outcome Evaluation** *(End of year State Assessment SBAC)* Did it work?

MTSS is the process of maximizing learning for all students by efficiently matching student needs to instruction through the systematic use of assessment data in the collaborative problem-solving process.

Structures to Implement (MTSS)

Collaborative Problem Solving

(Acadience Reading)



School: Loudon Elementary School
Grade: Kindergarten
Year: 2017-2018

School Overview

acadience™ data management

Acadience Reading K-6

60% at-risk of reading failure

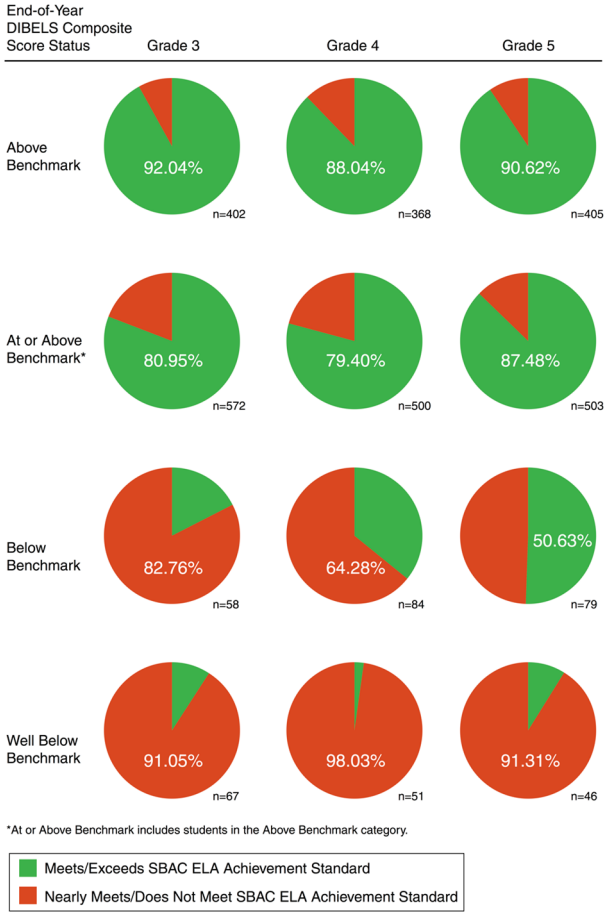
11% at-risk of reading failure

Reading Composite Score

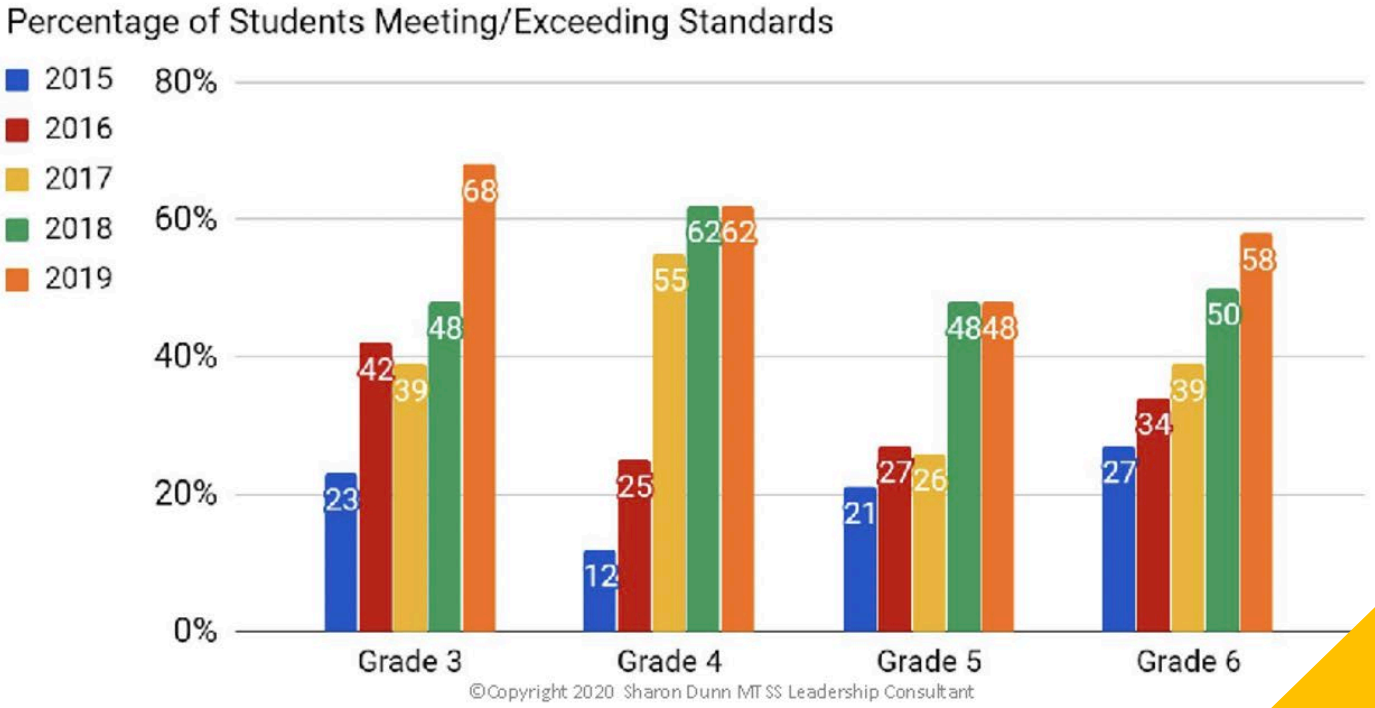
Beginning of Year		Middle of Year		End of Year	
	29% (n = 22) 13% (n = 10) 25% (n = 19) 34% (n = 26)		48% (n = 38) 33% (n = 26) 10% (n = 8) 9% (n = 7)		67% (n = 56) 22% (n = 18) 7% (n = 6) 4% (n = 3)
Number of Students =	77	Number of Students =	79	Number of Students =	83
Average =	27.1	Average =	158	Average =	178.4
Standard Deviation =	25.1	Standard Deviation =	52.4	Standard Deviation =	56.1
Score Range =	0 to 103	Score Range =	39 to 329	Score Range =	3 to 310

Acadience Benchmark Assessment

Why do we Focus on the Composite Score?
1. Best Predictor



Roy W. Loudon Elementary, PBVUSD

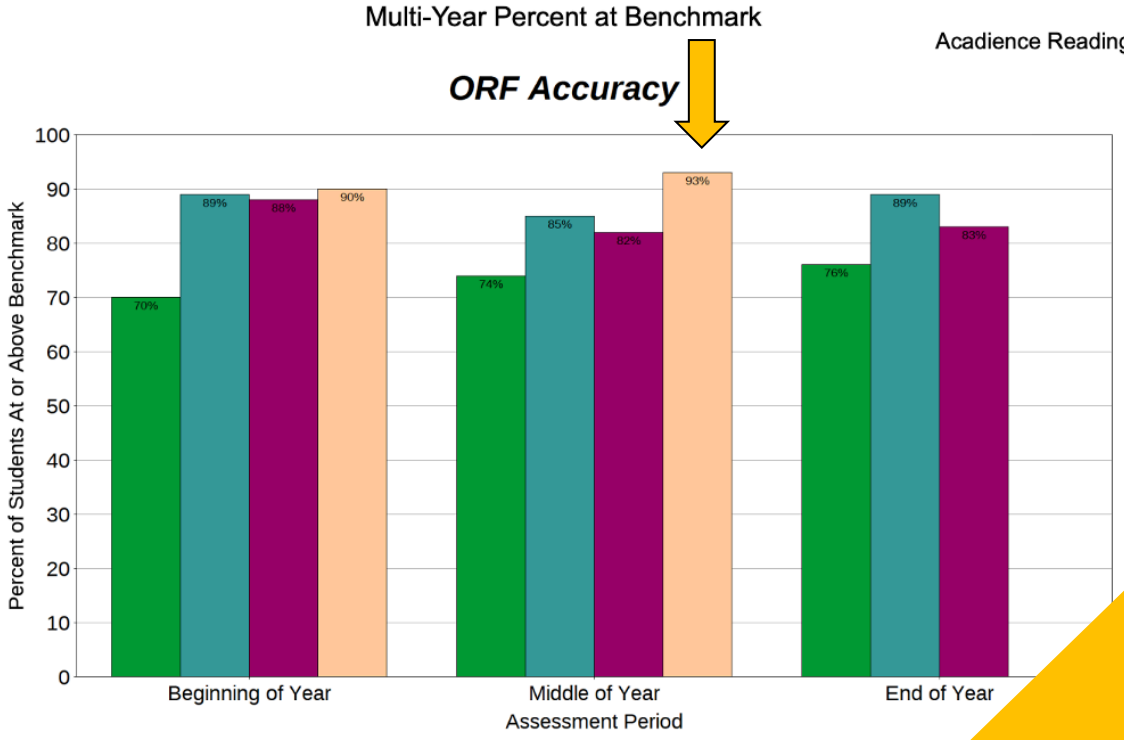


School: Loudon Elementary School
Grade: Sixth Grade

acadience™ data management

Acadience Reading K-6

January 2020:
93% of Sixth Grade students read accurately and fluently on grade level…



2016-2017
Beginning of Year: 70% (81 of 116)
Middle of Year: 74% (96 of 130)
End of Year: 76% (90 of 119)

2017-2018
Beginning of Year: 89% (107 of 120)
Middle of Year: 85% (100 of 118)
End of Year: 89% (110 of 124)

2018-2019
Beginning of Year: 88% (75 of 85)
Middle of Year: 82% (70 of 85)
End of Year: 83% (69 of 83)

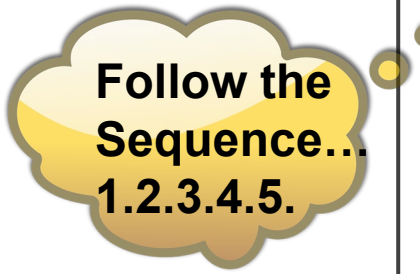
2019-2020
Beginning of Year: 90% (107 of 119)
Middle of Year: 93% (108 of 116)
End of Year: 0% (0 of 0)

Why MTSS/RtI?

Rather than a focus upon ***identification and placement***, the focus needs to be upon **student outcomes.**

Improve **student outcomes** by implementing **Science of Reading** evidence based practices in the **collaborative problem-solving process**….

Recommended Sequence



1. Collect universal screening data – build consensus and urgency

2. Learn about the Science of Reading *(Professional Development)*

3. Implement a data-based decision-making process

4. Use universal screening data to analyze Tier 1 curriculum and instruction
   - Schedule
   - Curriculum & instruction (scope and sequence, routines, materials, grouping)
   - Adopt flexible service delivery

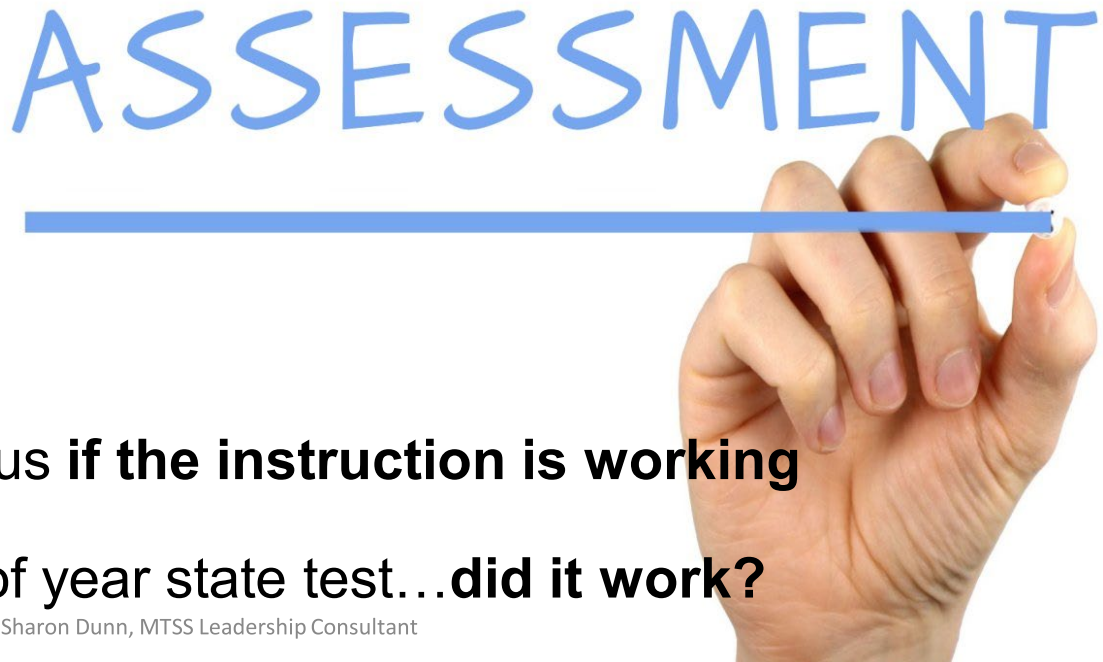
5. Align Tier 2

Know the differences in your assessments…

Universal Screener: tells **who** is at-risk and which reading skills

Diagnostic Assessment (screener): pinpoints the **lowest skill deficit** - what we should teach next

1. Collect your data – build consensus and urgency!

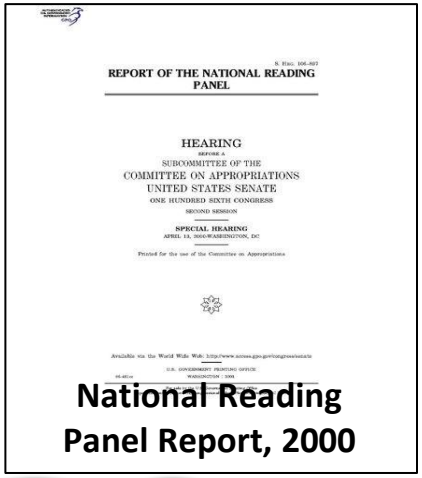


Progress Monitoring: tells us **if the instruction is working**

Outcome Evaluation: end of year state test…**did it work?**

What to Teach: The Essential Components of Early Literacy

Skill	Definition
Phonemic Awareness	Noticing, thinking about and working with phonemes (the smallest units of spoken language)
Vocabulary & Oral Language	Understanding the meaning of words we speak, hear, read, and write
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes)
Oral Reading Fluency	Reading connected text accurately, fluently, and for meaning
Reading Comprehension	Gaining meaning from text



REPORT OF THE NATIONAL READING PANEL

HEARING

SUBCOMMITTEE OF THE
COMMITTEE ON APPROPRIATIONS
UNITED STATES SENATE
ONE HUNDRED SIXTH CONGRESS
SECOND SESSION

SPECIAL HEARING

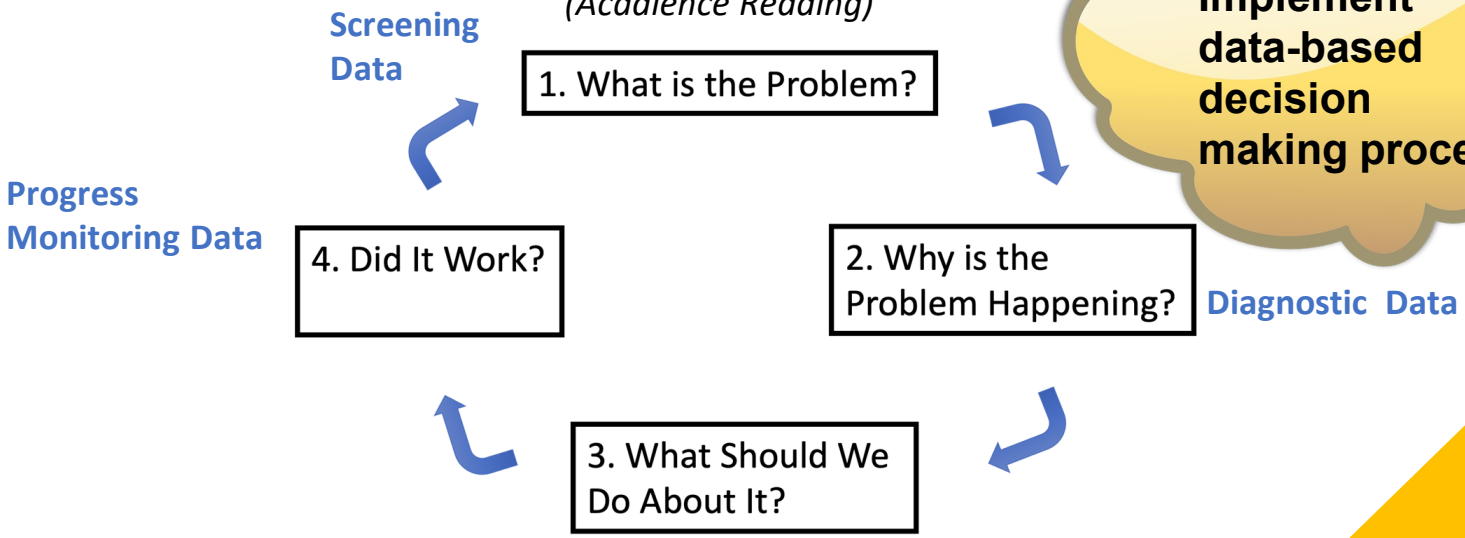
National Reading Panel Report, 2000

2. Learn about SoR!!

Structures to Implement (MTSS)

Collaborative Problem Solving

(Acadience Reading)



3., 4. and 5… Implement data-based decision making process!

The principal is the lynchpin…

It's all about our response…

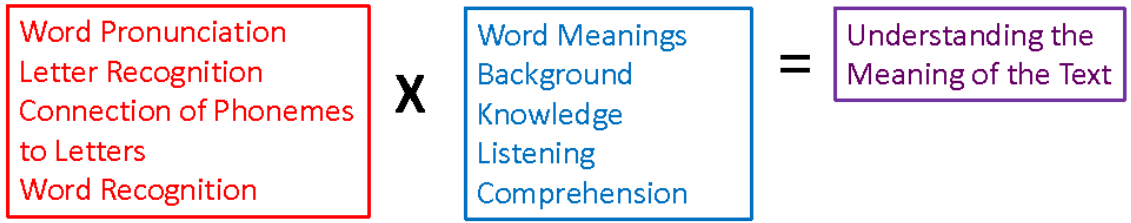
"High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn."

Larry Lezotte

Really important resources to equip yourself while learning about the Science of Reading…

- Simple View of Reading
- Stanislas Deheane: Cognitive Neuroscientist
- Emily Hanford @apmreports podcasts
- Structured vs Typical Literacy Practices…in relation to essential skill areas
- Structured vs Typical Literacy Practices
- What is Phonemic Awareness? Phonics?
- Analytic vs Synthetic Phonics Instruction
- Why use decodable texts?
- What are leveled texts?
- Pam Kastner, PaTTAN's State Lead Consultant for Literacy, @liv2learn

How do we build the brain circuits for reading?



Decoding X **Language Comprehension** = **Reading Comprehension**

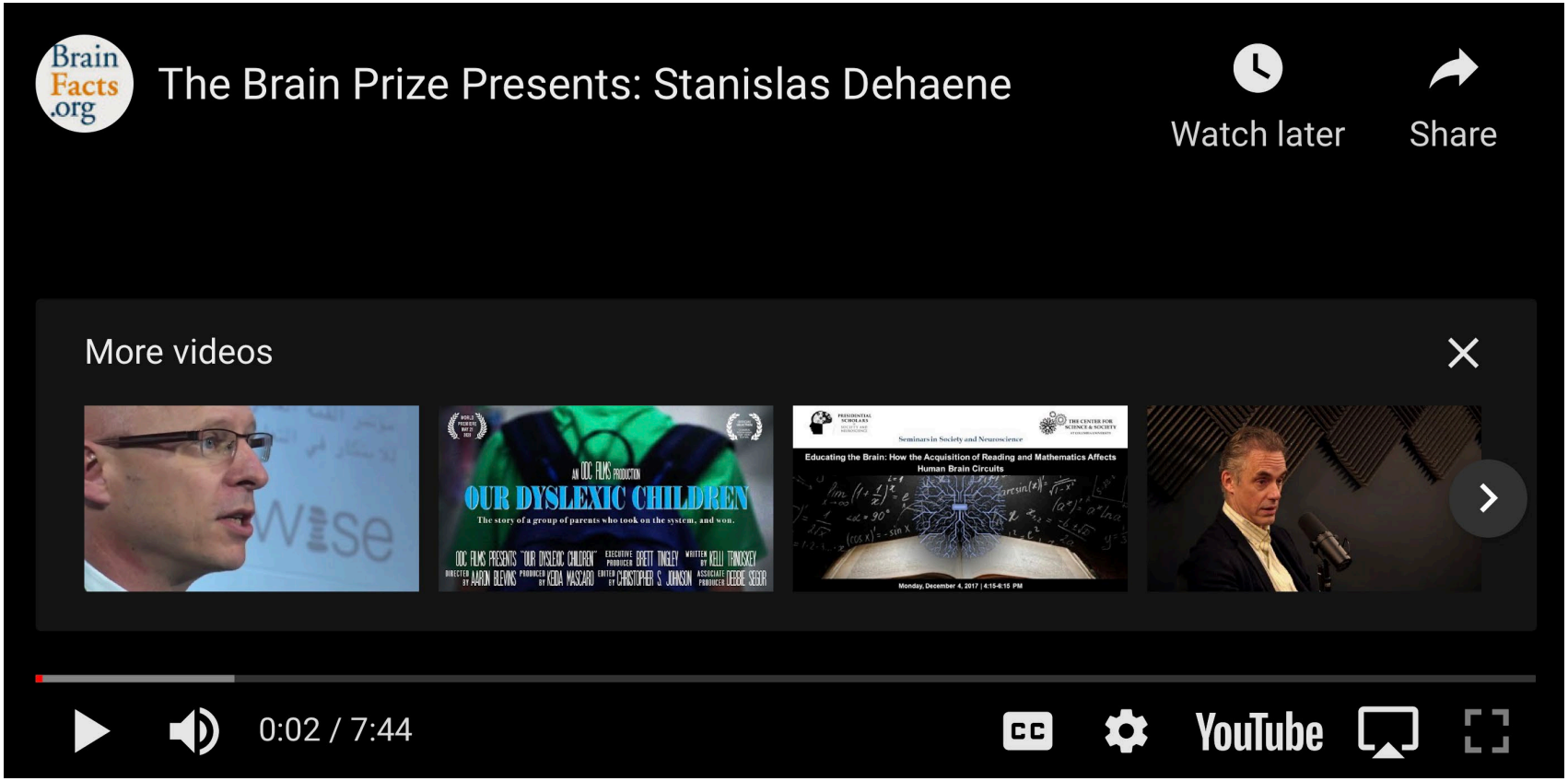
D x LC = RC

Simple View of Reading

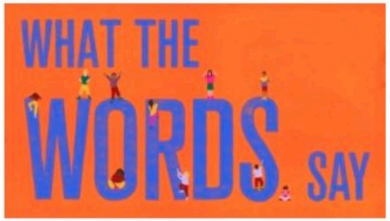
Oral Reading Fluency

Gough & Tunmer, 1988

Web Video Player



Emily Hanford
@apmreports



August 6, 2020

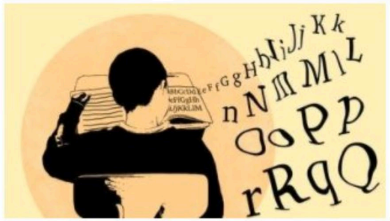
What the Words Say

A false assumption about what it takes to be a skilled reader has created deep inequalities among U.S. children, putting many on a difficult path in life.

August 22, 2019

At a Loss for Words: What's wrong with how schools teach reading

For decades, schools have taught children the strategies of struggling readers, using a theory about reading that cognitive scientists have repeatedly debunked. And many teachers and parents don't know there's anything wrong with it.



September 10, 2018

Hard Words: Why aren't our kids being taught to read?

Scientific research has shown how children learn to read and how they should be taught. But many educators don't know the science and, in some cases, actively resist it. As a result, millions of kids are being set up to fail.

https://twitter.com/ehanford/status/1412949402432462853?s=11

Skill Area	Structured Literacy	Typical Literacy Practices
Phonological Awareness	Emphasis on the **sounds in spoken language** distinct from and prior to phonics instruction; Phoneme awareness used as the starting point for print	Letters used as the starting point for print; **Reading treated as a visual skill**; Confusion of phonemic awareness and phonics; Avoidance of segmenting spoken words
Phonics & Spelling	Intentional instruction in **letter-sound combinations;** Sequenced from easier to harder for reading and spelling; Application of word reading in print	**Phonics taught whole to part (analytic)** incidentally as students make mistakes in text or by analogy (word families); Mini lessons responding to student errors
Vocabulary & Oral Language	**Oral language as the reference point for print**; Books used for reading aloud are more challenging than those students read independently; Scripted teacher dialogue	**Modeling reading aloud from the leveled books** students will read; Nondirective questioning and discussion
Text Reading Fluency	**Young students read text that is controlled to include only those phonics patterns that have been explicitly taught;** Fluency building only after accuracy; High degree of teacher-student interaction with immediate corrective feedback	**Use of leveled or predictable texts that are not controlled for decoding difficulty**; Error response focuses on **picture cues** or the use of context to determine words; High degree of independent silent reading; Miscue analysis
Reading Comprehension	**Background knowledge, text structure,** and strategies overtly modeled and practiced in a planned progression	**Emphasis on teacher modeling (think aloud);** Activities such as choral reading, shared reading and guided reading; Student book choice

Most of us were taught a *whole language approach* – a literacy rich environment that is motivating and given the right materials that children will figure out how reading works – that reading comes naturally. Students learn by doing.

70s- 80s -90s to now - decades…little phonics.

<u>There is no evidence to support *whole language (Typical Literacy Practices)*…none.</u>

Examples of Some Different Instructional Emphases in SL as Compared to TLP

Structured literacy (SL)	Typical literacy practices (TLP)
Phonics skills are taught explicitly and systematically, with prerequisite skills taught first. For beginning readers, these skills receive considerable initial emphasis.	Phonics skills are usually taught but not emphasized, even for beginners. Teaching is often not highly explicit or systematic. Prerequisite skills may not be taught first.
Phonics approach is synthetic (parts to whole). Students learn sounds for common letters and letter patterns (e.g., *sh, -ck*) and how to blend them (phoneme blending).	Phonics approach may be synthetic, but is often analytic (whole to parts) or decoding by analogy (e.g., "word families").
Beginning readers usually read decodable texts (texts largely controlled to specific phonics patterns that have been explicitly taught) that facilitate learning to apply phonics skills in reading texts.	Beginning readers usually read leveled and predictable texts (texts in which words are predictable based on sentence structure, repetition, or pictures) that do not easily lend themselves to application of phonics skills.
Oral text reading with a teacher is included in lessons.	Partner reading and independent reading may be emphasized more than oral text reading with a teacher.
When students read text orally, they are encouraged to look carefully at printed words and apply decoding skills to unfamiliar words.	When students read text orally, some errors may be overlooked, especially if they do not greatly alter meaning. Teacher feedback to errors may emphasize sentence context or pictures rather than consistent application of decoding skills.
Spelling skills are taught explicitly and systematically with prerequisite skills taught first and with instruction in common spelling rules (e.g., rules for adding endings). Spelling instruction reinforces and extends what students learn in decoding.	Spelling is often not taught in an explicit or systematic manner. Students may learn word lists in which words exemplify no particular phonics pattern or spelling rule. Spelling program may be completely distinct from decoding program with different words in the two programs.
Higher levels of literacy are explicitly and systematically taught (e.g., sentence structure, paragraphs, discourse), including prerequisite skills.	Some higher levels of literacy may be explicitly taught but usually not systematically and not with strong attention to prerequisite skills.

Phonics: Explicit, Systematic

Systematic Phonics – part to whole, phoneme blending

Beginning readers read decodable texts

Reading with teacher included in lesson

Taught to apply decoding skills to unfamiliar words

Spelling taught explicitly and systematically

Sentence structure, paragraph and discourse taught explicitly and systematically

Phonics: NOT Explicit, Systematic

Often Analytic Phonics – whole to part. Decoding by word families

Beginning readers read leveled/predictable texts. Phonics skills not easily applied

Partner & independent reading emphasized

Teacher feedback to errors emphasize context or pictures, not decoding skills

Spelling taught with word lists with no particular phonics pattern or spelling rule

Sentence structure, paragraph and discourse not systematically taught

Phonemic Awareness	Phonics
Phonemic awareness refers to sounds in spoken words.	Phonics is the relationship between letters (graphemes) and sounds (phonemes).
Children are taught to understand that words are made up of individual sounds (phonemes). Ex: The word **cat** has three phonemes, or sounds: /k/ /a/ /t/	The goal is for the student to know the letters of the alphabet that correspond with certain sounds.
Phonemic awareness precedes phonics, with children first being able to identify sounds they hear and then gradually being able to connect sounds with their corresponding letters.	There are only twenty-six letters in the alphabet and forty-four phonemes. Sounds can be represented by multiple letters. Ex: the long ‘o’ example: hello, dough, row, and doe all have a long ‘o’ sound, and the sound is made by different letter combinations in each word.
The number of phonemes in a word isn’t necessarily equal to the number of letters – let’s use **boat** as an example. Even though **boat** has four letters, it only has three phonemes: /b/ /oa/ /t/.	

Direct, systematic, structured instruction of both phonemic awareness and phonics has an important place in the early childhood classroom.

Know the difference between analytic and synthetic phonics instruction…

Analytic	Synthetic
Emphasis on the initial sound. Problematic for longer words - encourages guessing.	Each phoneme in every position is important.
Emphasis on initial sounds, onset, rhyme and word families.	Emphasis on hearing and identifying the phonemes in ALL positions.
Slow…like one sound a week. Delays reading progress.	Fast…Ex; Eight sounds over two weeks.
Spelling is addressed separately.	Children are taught the alphabetic code is reversable; if you can read a word you can spell it.
Encourages guessing.	English language is logical, it doesn't need guessing for successful reading and spelling if taught systematically.
The alphabet is central concentrating on 26 letters and corresponding sounds	Children learn 44 phonemes and how each can be represented. Ex: 'face', 'miss' and 'sun'. The phoneme /s/ can have many spelling choices.
Too many "exceptions" to rules.	There are minimal exceptions.
Sounds often taught incorrectly /s/ as 'suh'. Can interfere with blending.	Synthetic Phonics places emphasis on correct pronunciation of phonemes.

Why use Decodable Texts?

- ✔ Students will learn to read words by using **phonics patterns already taught**, they can **sound out every word**.
- ✔ Beginning readers should read words they have been taught to decode so that they **do not develop the habit** of **guessing** the word based on the picture or the content.
- ✔ Beginning readers need to develop the habit of reading **accurately.** They start with CVC words and move on to more complex spelling patterns.
- ✔ They focus on teaching **decoding not comprehension.**

No guessing

No picture clues

No memorization!

Leveled Text

- ✔ Leveled texts DO NOT have specified phonics patterns based on a scope and sequence.
- ✔ Pictures support the words…encourages **guessing.**
- ✔ Have some characteristics of predictable text.
- ✔ A significant portion of the words are high frequency words (memorization).
- ✔ Students learn to read through **exposure to repeated words.**
- ✔ When students don't know a word, they are prompted to **look at the picture** to "read" the word.

There isn't any evidence that it works…none.

Stay the course…

- **<u>It can be done!</u>**
- **The data always tells the story**
- **Be involved every step of the way**
- **Know the skills that create readers: Phonemic Awareness, Phonic, Fluency, Vocabulary, Comprehension (SoR)**
- **Need these critical components: Universal Screener, Diagnostic Assessment, Quality Materials, Effective Process**
- **Every organization is perfectly aligned for the results it gets**

Why do we need to train teachers differently?

Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some.

-Catherine Snow and Connie Juel, 2005

What about higher ed?

“While certain teacher preparation programs might provide coursework and clinical experiences above and beyond what states require, most state standards and licensure requirements do not articulate the specific skills, knowledge, or training that general educators should have for working with the 1 in 5.”

-NCLD and Understood, Forward Together Report

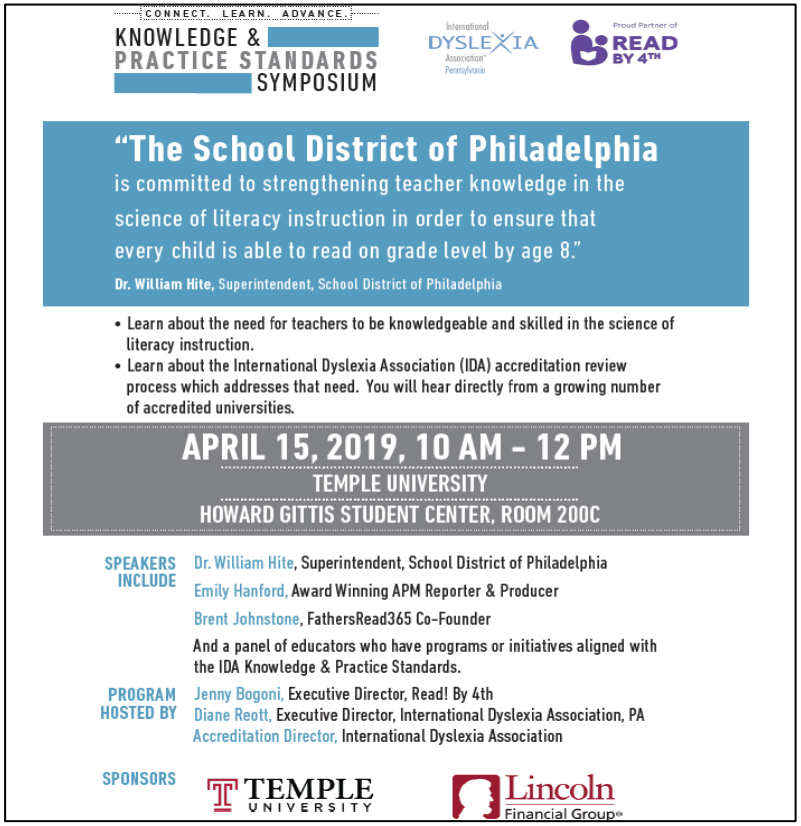
Checking out your college/university IDA Accredited programs:

Knowledge and Practice Standards for the Teaching of Reading

PA has 6 of the 23 Accredited Programs

- Arkansas
- Colorado
- Connecticut (2)
- Florida (2)
- Massachusetts (2)
- Mississippi (2)
- New Jersey
- New York
- Ohio (4)
- Pennsylvania (6)
- Texas

Working Together



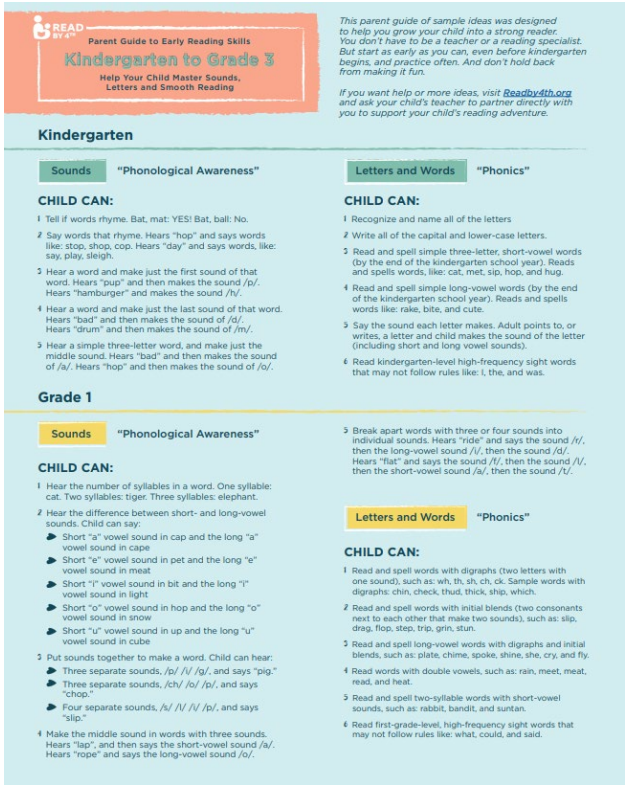
Superintendent of Philadelphia- by 2020 want to hire teachers only from IDA accredited schools…

"*The School District of Philadelphia, together with the **Read by 4th campaign**, is committed to strengthening teacher knowledge in the science of literacy instruction in order to ensure that every child is able to read on grade level by age 8. SDP and Read by 4th are using the Knowledge and Practice Standards developed by IDA to strengthen teacher preparation".*

Dr. Hite, Superintendent of School District of Philadelphia (2019)

- PBIDA Focus Fall 2019 Publication

Philadelphia Read by 4th Campaign



READ BY 4th

Parent Guide to Early Reading Skills

Kindergarten to Grade 3

Help Your Child Master Sounds, Letters and Smooth Reading

This parent guide of sample ideas was designed to help you grow your child into a strong reader. You don't have to be a teacher or a reading specialist. But start as early as you can, even before kindergarten begins, and practice often. And don't hold back from making it fun.

If you want help or more ideas, visit Readby4th.org and ask your child's teacher to partner directly with you to support your child's reading adventure.

Kindergarten

Sounds "Phonological Awareness"

CHILD CAN:

1. Tell if words rhyme. Bat, mat: YES! Bat, ball: No.
2. Say words that rhyme. Hears "hop" and says words like: stop, shop, cop. Hears "day" and says words, like: say, play, sleigh.
3. Hear a word and make just the first sound of that word. Hears "pup" and then makes the sound /p/. Hears "hamburger" and makes the sound /h/.
4. Hear a word and make just the last sound of that word. Hears "bad" and then makes the sound of /d/. Hears "drum" and then makes the sound of /m/.
5. Hear a simple three-letter word, and make just the middle sound. Hears "bad" and then makes the sound of /a/. Hears "hop" and then makes the sound of /o/.

Letters and Words "Phonics"

CHILD CAN:

1. Recognize and name all of the letters
2. Write all of the capital and lower-case letters.
3. Read and spell simple three-letter, short-vowel words (by the end of the kindergarten school year). Reads and spells words, like: cat, met, sip, hop, and hug.
4. Read and spell simple long-vowel words (by the end of the kindergarten school year). Reads and spells words like: rake, bite, and cute.
5. Say the sound each letter makes. Adult points to, or writes, a letter and child makes the sound of the letter (including short and long vowel sounds).
6. Read kindergarten-level high-frequency sight words that may not follow rules like: I, the, and was.

Grade 1

Sounds "Phonological Awareness"

CHILD CAN:

1. Hear the number of syllables in a word. One syllable: cat. Two syllables: tiger. Three syllables: elephant.
2. Hear the difference between short- and long-vowel sounds. Child can say:
   - Short "a" vowel sound in cap and the long "a" vowel sound in cape
   - Short "e" vowel sound in pet and the long "e" vowel sound in meat
   - Short "i" vowel sound in bit and the long "i" vowel sound in light
   - Short "o" vowel sound in hop and the long "o" vowel sound in snow
   - Short "u" vowel sound in up and the long "u" vowel sound in cube
3. Put sounds together to make a word. Child can hear:
   - Three separate sounds, /p/ /i/ /g/, and says "pig."
   - Three separate sounds, /ch/ /o/ /p/, and says "chop."
   - Four separate sounds, /s/ /l/ /i/ /p/, and says "slip."
4. Make the middle sound in words with three sounds. Hears "lap", and then says the short-vowel sound /a/. Hears "rope" and says the long-vowel sound /o/.
5. Break apart words with three or four sounds into individual sounds. Hears "ride" and says the sound /r/, then the long-vowel sound /i/, then the sound /d/. Hears "flat" and says the sound /f/, then the sound /l/, then the short-vowel sound /a/, then the sound /t/.

Letters and Words "Phonics"

CHILD CAN:

1. Read and spell words with digraphs (two letters with one sound), such as: wh, th, sh, ch, ck. Sample words with digraphs: chin, check, thud, thick, ship, which.
2. Read and spell words with initial blends (two consonants next to each other that make two sounds), such as: slip, drag, flop, step, trip, grin, stun.
3. Read and spell long-vowel words with digraphs and initial blends, such as: plate, chime, spoke, shine, she, cry, and fly.
4. Read words with double vowels, such as: rain, meet, meat, read, and heat.
5. Read and spell two-syllable words with short-vowel sounds, such as: rabbit, bandit, and suntan.
6. Read first-grade-level, high-frequency sight words that may not follow rules like: what, could, and said.

Initiatives: Parent Workshop on Early Reading Skills
https://www.readby4th.org/initiatives

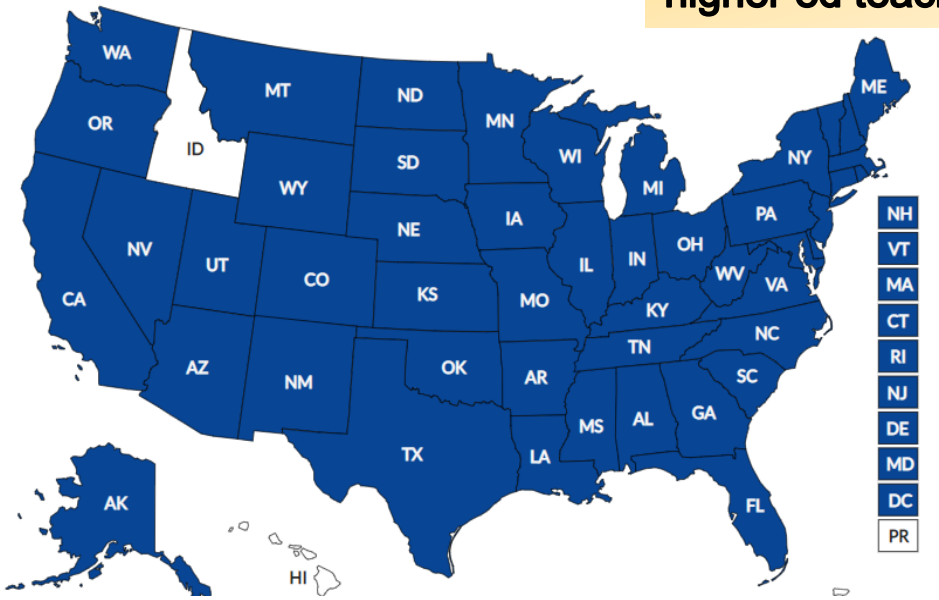
State Level Department of Education

Chapter 49 State of Pa- requiring “structured literacy” in higher ed teacher prep

This map provides an overview of states' dyslexia requirements, policies, and SIMR status.

- [x] SEAs Has Dyslexia Legislation
- ( ) Screening Required
- ( ) Pre-service Required
- ( ) In-service Required
- ( ) Intervention Required
- ( ) All Policies Required

- [ ] SEAs Has Literacy SIMR



Testimonial to the use of evidenced-based instruction

Just a success story in this crazy year...I teach Kinder and was taught to teach reading with cueing and guided reading. For the first time this year I have focused so much on PA, explicit phonics with encoding and heart words with tricky parts. Gave a spelling check today and all but one of my kiddos could write CVC words with 90% accuracy. I have NEVER had that kind of success this early in the year. It feels so good to be able to communicate to families that their kids are having a successful start to reading. And that it doesn't take that long in the day - still plenty of time to do classic Kinder things like make applesauce. Just wanted to share for anyone who is trying it like I am!!

Donna Hejtmanek
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President of the Literacy Task Force of Wisconsin
Wisconsin Science of Reading WISoR-Literacy Task Force of Wisconsin
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gleaneducation.com podcast
Ed Leaders in Literacy Episode 3

Jennifer Cyr
School Reading Specialist
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HANDOUTS: Essential elements of building Science of Reading knowledge

A few starters…

Five Essential Components of Early Literacy
Scarborough's Reading Rope
Simple View of Reading
Structured vs Typical Literacy Practices in relation to essential skill areas
Structured vs Typical Literacy Practices
What is Phonemic Awareness? Phonics?
Analytic vs Synthetic Phonics Instruction
Why use decodable texts?
What are leveled texts?
Knowledge and Practice Standards
SORWISHLIC Facebook page – SoR Welcome Letter - resources