Building Infrastructure for the Next Waves in Reading Reform

Rachael Gabriel, PhD

The T-Shirt's Message Is Simple: 'Everyone Watches Women's Sports.'

A black-and-white shirt by the brand Togethxr has become the unofficial uniform of a breakthrough moment for women's basketball.

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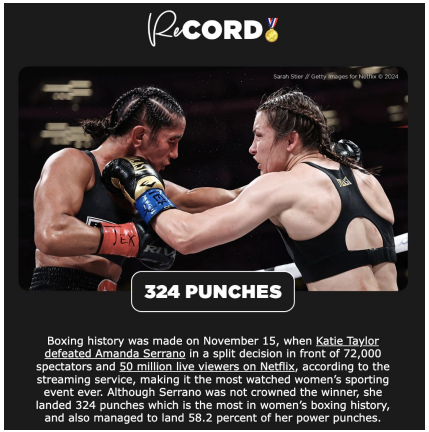
Dawn Staley, the coach of the University of South Carolina's women's basketball team, is among the most prominent people to have worn Togethxr's "Everyone Watches Women's Sports" T-shirts to an event. Karl B. Deblaker/Associated Press

Serena Williams' final match was the most-watched tennis match in ESPN history with 4.6M viewers.

The women's Indian Premier Cricket League agreed to a five-year media rights deal worth over $116M. 🏏

WOMEN MAKE UP 44% OF ALL PARTICIPANTS IN SPORT YET ONLY RECEIVE LESS THAN 16% OF SPORTS MEDIA COVERAGE.

The 2023 World Cup totaled 1,978,274 fans in attendance, shattering the previous record set in 2015, and had an economic impact of $1.32B in Australia.



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Paris 2024 is set to be the first-ever Olympics to reach gender parity, with the same number of spots for men and women.

Per Deloitte, women's sports are expected to reach $1.3B in total forecast revenues, exceeding the billion-dollar mark for the first time and up 300% since 2021.

19,285 fans filled Scotiabank Arena for the PWHL's Battle on Bay Street, setting a record for the most-attended women's hockey game in history.

Agenda

What's the trouble?

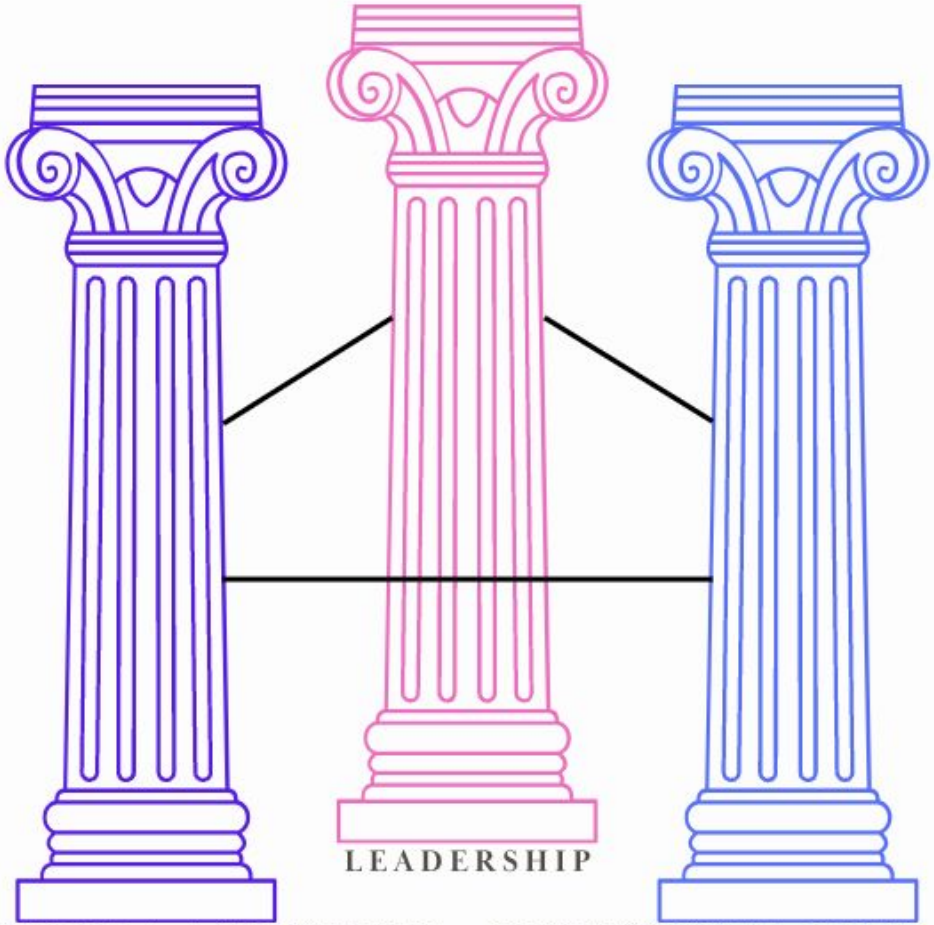
What's the cause of the trouble?

What's the pattern and nature of the trouble?

What's the alternative?

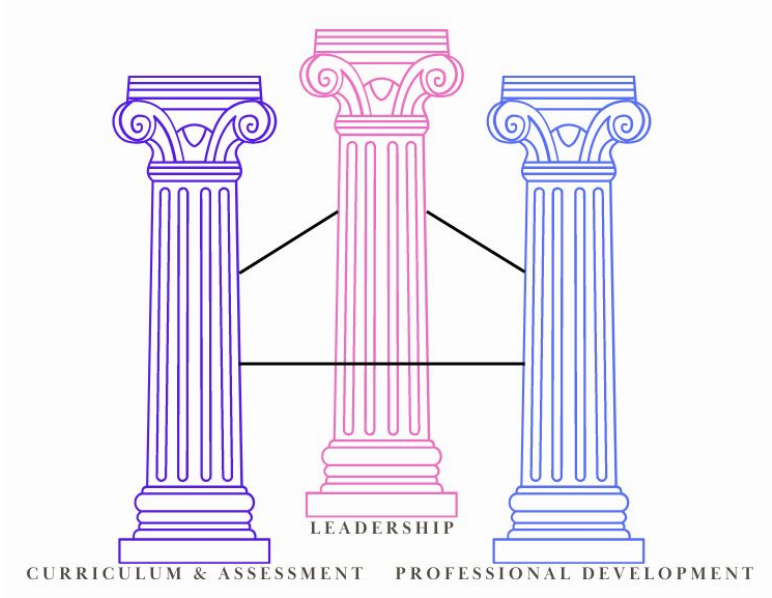
What is true right now whether people choose to believe it or not?

alignment



coherence

Infrastructure for Instruction is Interconnected



LEADERSHIP

Required assumptions

1. Multiple valid, reliable universal screens exist and some are better/more appropriate than others
2. Multiple high-quality curriculum options exist and there is a common definition and measure of quality
3. PD focused on SoR and foundational skills is necessary for better teaching because teachers do not already know this, and are unconstrained in their application of professional knowledge
4. Pre-service prep is currently inadequate, and can be expected to deeply influence in-service practice

The trouble is…speculation

Don’t put policy ahead of research
Don’t ask research to answer what it couldn’t possibly know

-Dr. P. David Pearson

Prong 1. Universal screening …

(i) A screening assessment must include, as appropriate for grade level or age as determined by the department…at least all of the following:

(A) Phonemic awareness.

(B) Rapid automatized naming.

(C) Letter-sound correspondence.

(D) Single-word reading.

(E) Nonsense-word reading.

(F) Oral passage reading fluency.

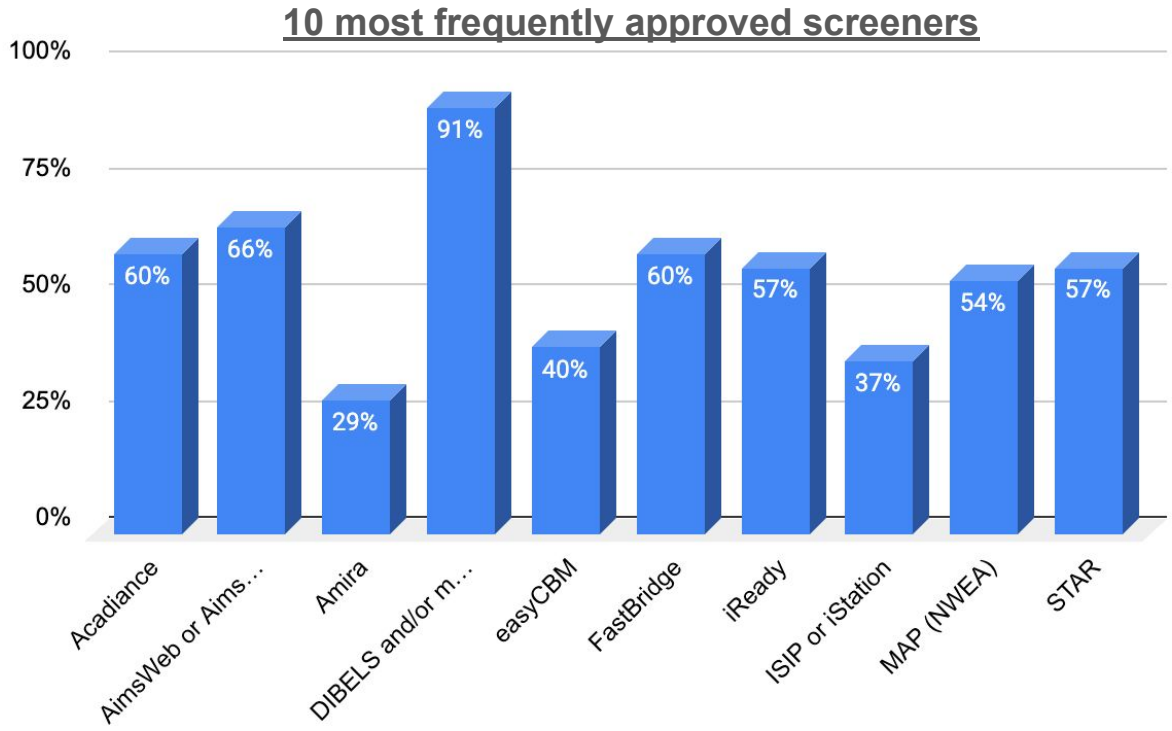
In Michigan…

1 existing assessment has been i

EarlyBird

It's on 6 of the 36 state lists.

See NCII review here.



Assessment influences Curriculum & Intervention

Screener	**Advertised with**	**Publisher or distribution partner**	**Parent Company**	**Ownership**
Acadience	Acadience Data management	Acadience Learning & Voyager Sopris	Lexia, Cambium Learning Group	Veritas Capital
DIBELS	DIBELS Data System	Amplify	n/a	Private Investors
Aimsweb Plus	Spell-links to reading and writing, DRA3, review360	Pearson Clinical Assessments	Pearson	Publicly Traded

Screener	Sound & Symbol level skills	Word-level skills	Vocabulary	Fluency & Comprehension
Acadience	Letter Naming Fluency Phoneme Segmentation	Nonsense Word Fluency		Oral reading Fluency
DIBELS (15 min)	Letter Naming Fluency, Phoneme Segmentation Fluency	Nonsense Word Fluency, Word Reading Fluency		Oral Reading Fluency
Aimsweb (20-40mins)	Letter word sounds fluency	Word Reading Fluency	Auditory Vocabulary	Oral Reading Fluency
Fastbridge Reading 25 items (35 mins)	Concepts about Print Onset Fluency Letter Names Letter Sounds Word Rhyming Oral Repetition Syllable Reading	Word segmenting Nonsense Words Decodable Words Sight Words Word Blending	Sentence Reading	Sentence Reading Sight Word Reading
MAP* (20-40mins)	Phonological Awareness Print Concepts	Phonics and Word Recognition	Context Clues and References Vocabulary Acquisition and Use	Literature: Key Ideas, Craft, Structure Informational Text: Key Ideas, Details, Craft, Structure

Screener	Sound & Symbol level skills	Word-level skills	Vocabulary	Fluency & Comprehension
Acadience	Letter Naming Fluency Phoneme S	Nonsense Word Fluency		Oral reading Fluency
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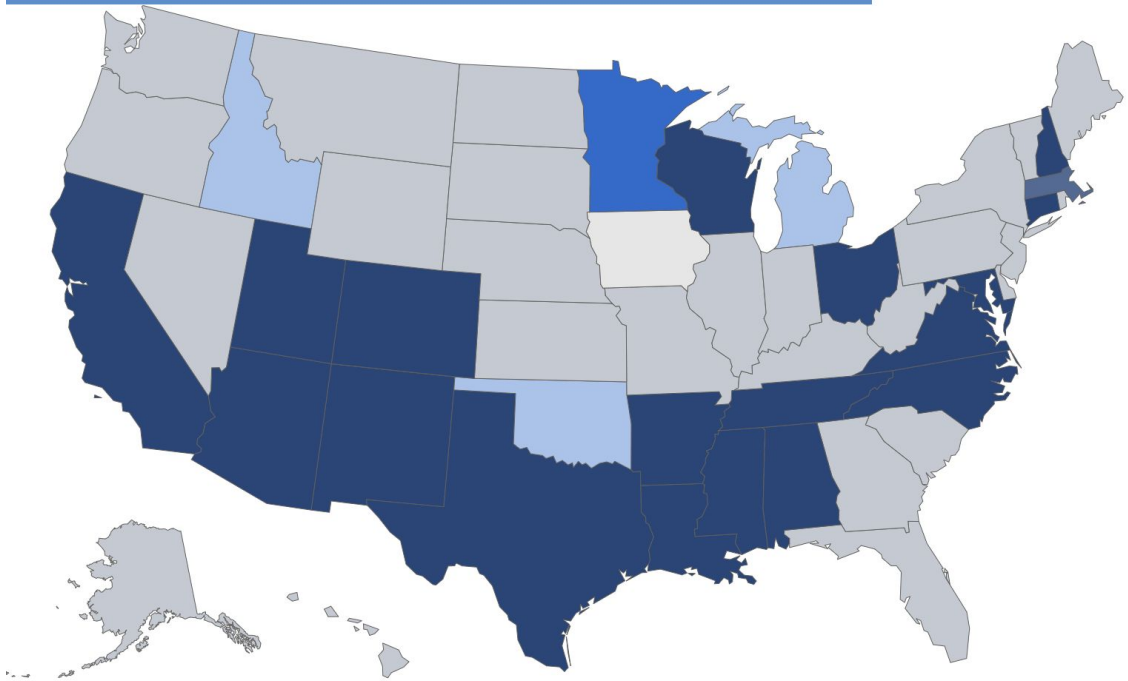
Aimsweb (20-40mins)	Letter word fluency			Oral Reading Fluency
Fastbridge Reading 25 items (35 mins)	Concepts a Onset Fluer Letter Name Letter Soun Word Rhym Oral Repeti Syllable Re			Sentence Reading Sight Word Reading
MAP* (20-40mins)	Phonologica Print Conce		Vocabulary Acquisition and Use	Literature: Key Ideas, Craft, Structure Informational Text: Key Ideas, Details, Craft, Structure

Assessment influences intervention

Screener	Lowest Classification	Middle Classification(s)	Highest Classification
Acadience	Well Below Benchmark (Likely to need intensive support)	Below Benchmark (Likely to need strategic support)	Well Below Benchmark (Likely to need core support)
DIBELS	Well Below Goal (At-risk)	Below Goal	Goal or Above Goal (On track)
Aimsweb	Well Below Average	Below Average /Average/Above Average	Well Above Average
Fastbridge	350		750
MAP	Low	Low-average/Average/High-average	High

Assessment influences PD and Teacher Prep

We know.

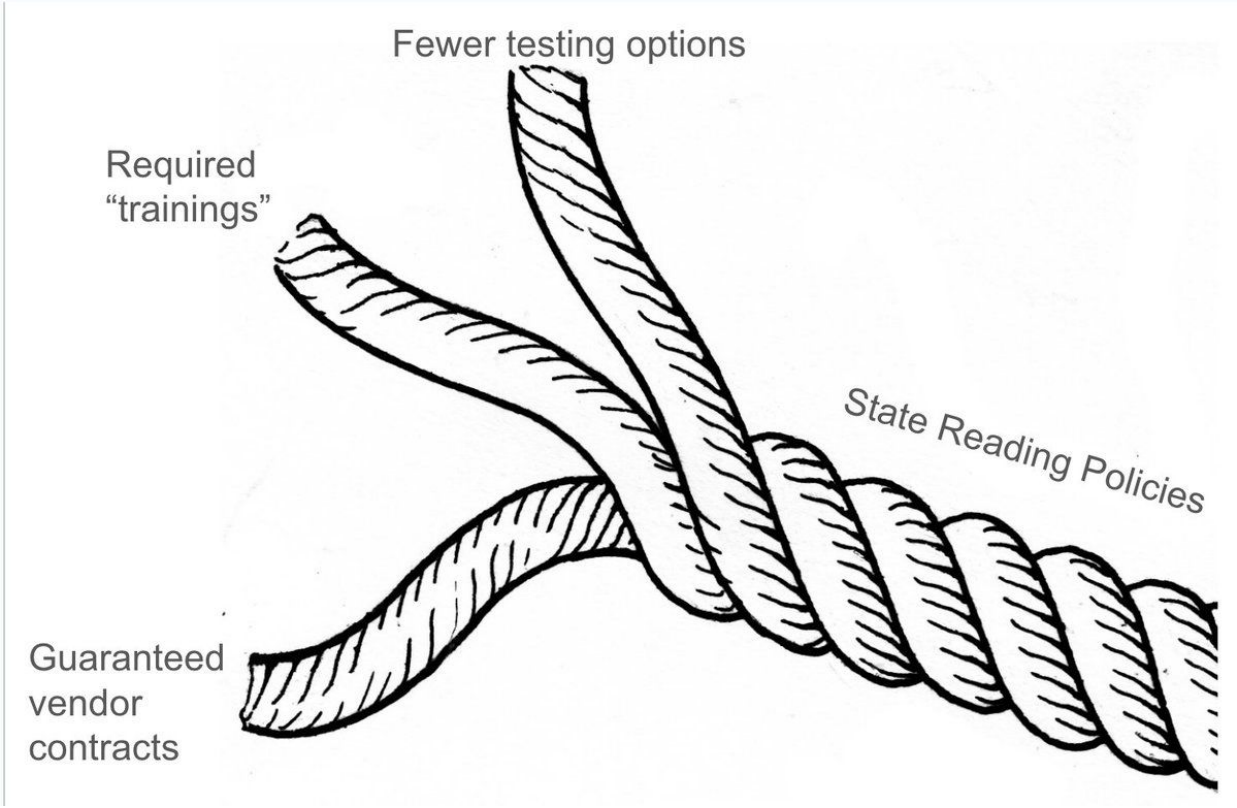


National Council on Teacher Quality

Strong · Mix of strong and acceptable · Acceptable · Mix of acceptable and weak · Weak · No test

Michigan	Michigan Test for Teacher Certification (MTTC) Lower Elementary (PK-3) [117-120], Subtest 2: Literacy	Acceptable	Test adequately addresses the five core components of reading and does not combine reading/ELA with other subjects

State reading policy rope



Curriculum: There is no objective measure of quality

List of approved curricula by state

Compilation of ratings for approved programs

	Standards-Aligned	Topic Coverage	Feasible	Culturally Responsive	DOK
EdReports	X		X		
CURATE	(X)		X		
Reading League		X			
NCTE	X				X
NYU				X	

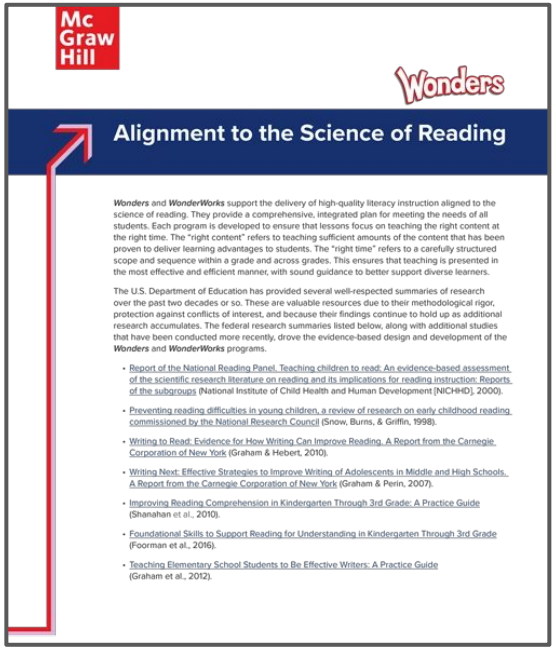
"HQIM" is a branding tool for a new generation of products

Prong #2 Curriculum & Instruction

Product	**Allocated Time for Literacy Block in 1st grade**
Bookworms	135 minutes/ 160-165 minutes
Wit and Wisdom* (reviewed with Geodes)	90 minutes/ 120-135 minutes
myView Literacy	120-180 minutes
ARC Core	120 minutes
CKLA	90-120 minutes
Benchmark Advance	90 minutes
Into Reading	90 minutes
Open Court	90-120 minutes
Wonders	60-75 minutes
EL Education	120-180 minutes

Tool	Foundational Skills	Comprehension	Speaking & Listening/ Oral Language	(academic) Vocabulary	Background Knowledge	Reading volume	Writing	Fluency
EdReports Evidence Guide	21%				21%			
The Reading League	34/19	7/6	29/31				20/19	7/9
CURATE	20%							
NYU CR Scorecard								
REL 2017								
Student Achievement Partners Instructional Materials Evaluation Tool (IMET) K-2								
Knowledge Matters	17%			13%	13%	8%	13%	

Speculative Policymaking means we operate “on spec”



Mc Graw Hill

Wonders

Alignment to the Science of Reading

Wonders and ***WonderWorks*** support the delivery of high-quality literacy instruction aligned to the science of reading. They provide a comprehensive, integrated plan for meeting the needs of all students. Each program is developed to ensure that lessons focus on teaching the right content at the right time. The “right content” refers to teaching sufficient amounts of the content that has been proven to deliver learning advantages to students. The “right time” refers to a carefully structured scope and sequence within a grade and across grades. This ensures that teaching is presented in the most effective and efficient manner, with sound guidance to better support diverse learners.

The U.S. Department of Education has provided several well-respected summaries of research over the past two decades or so. These are valuable resources due to their methodological rigor, protection against conflicts of interest, and because their findings continue to hold up as additional research accumulates. The federal research summaries listed below, along with additional studies that have been conducted more recently, drove the evidence-based design and development of the ***Wonders*** and ***WonderWorks*** programs.

- Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (National Institute of Child Health and Human Development [NICHHD], 2000).
- Preventing reading difficulties in young children, a review of research on early childhood reading commissioned by the National Research Council (Snow, Burns, & Griffin, 1998).
- Writing to Read: Evidence for How Writing Can Improve Reading. A Report from the Carnegie Corporation of New York (Graham & Hebert, 2010).
- Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report from the Carnegie Corporation of New York (Graham & Perin, 2007).
- Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide (Shanahan et al., 2010).
- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Foorman et al., 2016).
- Teaching Elementary School Students to Be Effective Writers: A Practice Guide (Graham et al., 2012).

chiefly British : without being sure of success but with the hope of success

Speculative Policies

We are distracted by a version of the future that privileges a child that is not here (yet). One who may never be.

All we can imagine in the the hegemonic status quo: the prince of the future.

As reading instruction becomes increasingly constrained, how do we:

say what no one is saying,
find pathways for potential, and
stand in the gap between rhetoric and reality without flinching?

When we think about the future we have to imagine more than the past

We have to be focused on process as much as outcomes

We have to frame: what to see and how to look

Frame literacies in this draft bonus essay

Eggs with hot sauce on them are awesome. One reason why they are awesome is because the only way you can eat them is if you're awesome. Another reason why they are awesome is because the celebrity Chris Brown eats them that makes them awesome. The last thing that makes them awesome is that if you get eggs from somewhere, but had to leave, you can put some hot sauce in your bag. It's eggs 'n hot sauce on the go! That's why eggs with hot sauce is awesome.

How does this writer do meaning?
Who else does it just like this?
Where it is most effective?

Here’s what we know

won’t happen…

Children are unlikely to compose texts they do not understand

Growth in writing will not supplant content learning or limit reading growth

Is true…

Motivation and engagement are quarterbacks, not cheerleaders when it comes to writing because it is too hard to accomplish without them

Students activate, develop and share background knowledge when writing about what is relevant

IF

We noticed and extended

Every representation of meaning

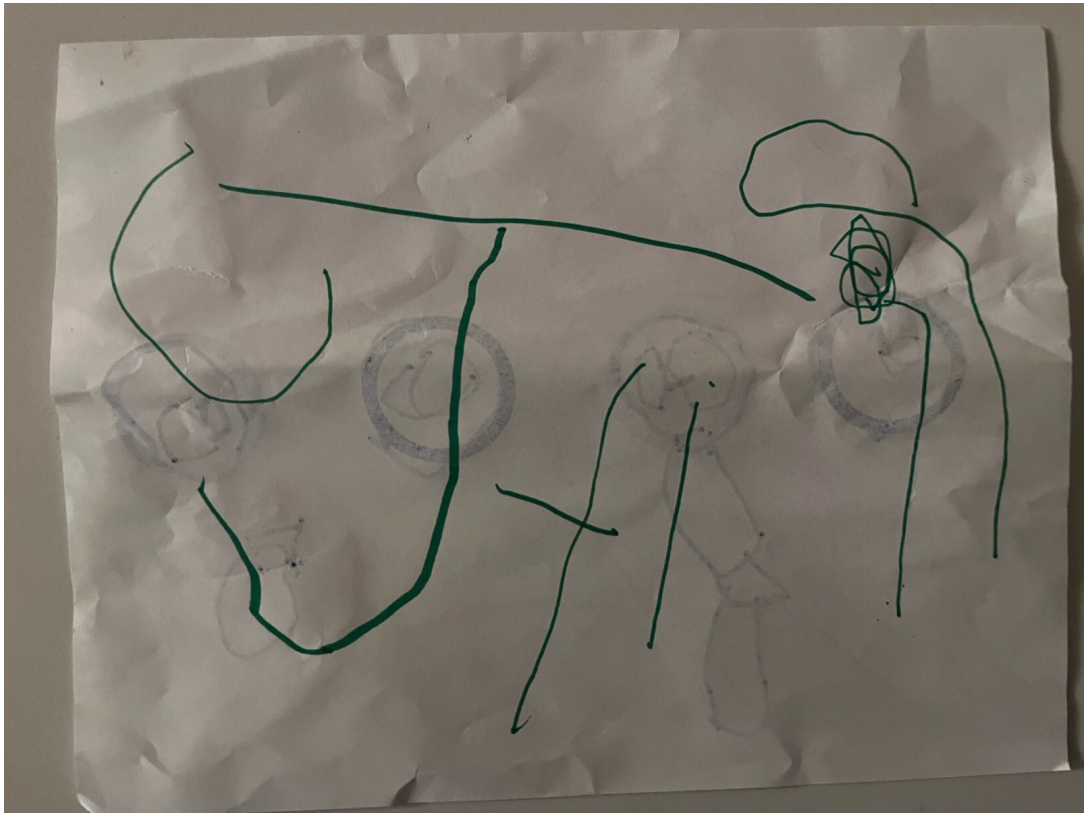
Across languages

Across content

Across systems of representation

What kinds of literacies could we build?

This is Juliet’s name. She uses it to say “I did it!”



Here’s how we’ll grow

We’ll start with a red pen because we’re afraid we have nothing else to add but correctness.

We’ll wonder how much we can let go and still be teaching

We will realize our job isn’t to preserve meaning, but investigate and extend it

We will understand that “new literacies” and multiliteracies require flexibility and awareness and we will start expecting this

Leadership actions: Frame this text sample

me little, almost high wash–wash machine
down basement, me have blue car
drive drive round round
happen summer
me inside blue car
drive round round
basement
me drive every corner
drive drive drive
then BOOM! Me crash

Translanguaging & Poetry

There once was a niña *who lived near the woods.*

She like to wear colorful capas *with hoods.*

"Roja" *called Mom from her* telenovelas.

"*go through the woods till you get to* Abuela's."

(Elya, 2014)

me little, almost high wash–wash machine
down basement, me have blue car
drive drive round round
happen summer
me inside blue car
drive round round
basement
me drive every corner
drive drive drive
then BOOM! Me crash (Conley, 2012)

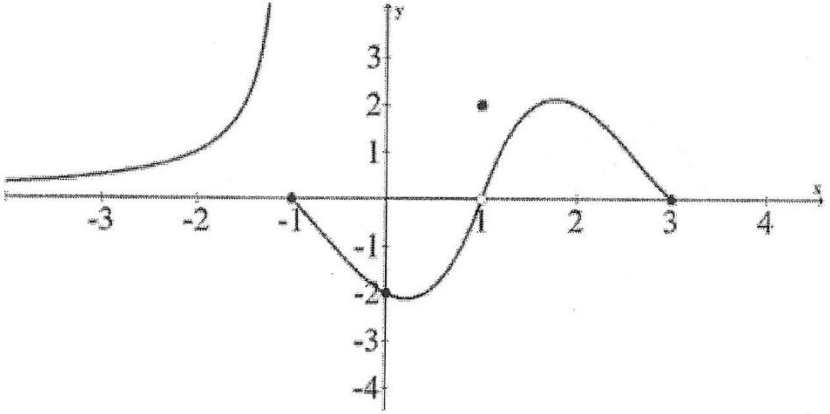
This is math
(so I'm told)

7. Consider the graph of the function *f(x)* shown below.

a. Find all the values for which the function is discontinuous.

b. For each value in part a, state why the formal definition of continuity does not apply.

c. Classify each discontinuity as either jump, removable, or infinite.



pt. $(-1)^-$ =

i) $f(-1) = -1$

ii) $\lim_{x \to -1} = +\infty$

iii) i) = ii) ✗ so discontinuous

@ $x = -1$, the function is going infinitely positive coming from the left specifically, because Infinite discontinuity trumps over. the function @ pt. -1 does not agree with the limits.

pt. (1)

✗ i) $f(1)$ $f(1) = 2$

✓ ii) $\lim_{x \to 1} = 0$

✗ iii) i) = ii) $2 \neq 0$

@ $x = 1$ the graph has a removable discontinuity because there is no definitive point at $x = 1$, when drawing, you'd have to skip over that point, limits agree but function picking up pencil. doesn't exist on the line.

By taking writing out of the equation

Current trends codify a version of literacy teaching and learning that is aimed at compliance and convention, standardization and replication

And it removes the mechanisms that are most intensely implicated in any effort to achieve that which we do not already have to replicate: equity, innovation, achievement.

- Curriculum
- Assessments

When these are held constant, pathways are set and limited. Anything is better than nothing. Most things are better than chaos. But only coherent, aligned leadership towards somewhere else takes us beyond where we already are.

If you were looking for a good way to ensure a large volume of high-success experiences with literacy, this would be it.