

Improving Literacy Outcomes:

Stages of Reading Development and Support

Literacy Summit, 2019



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

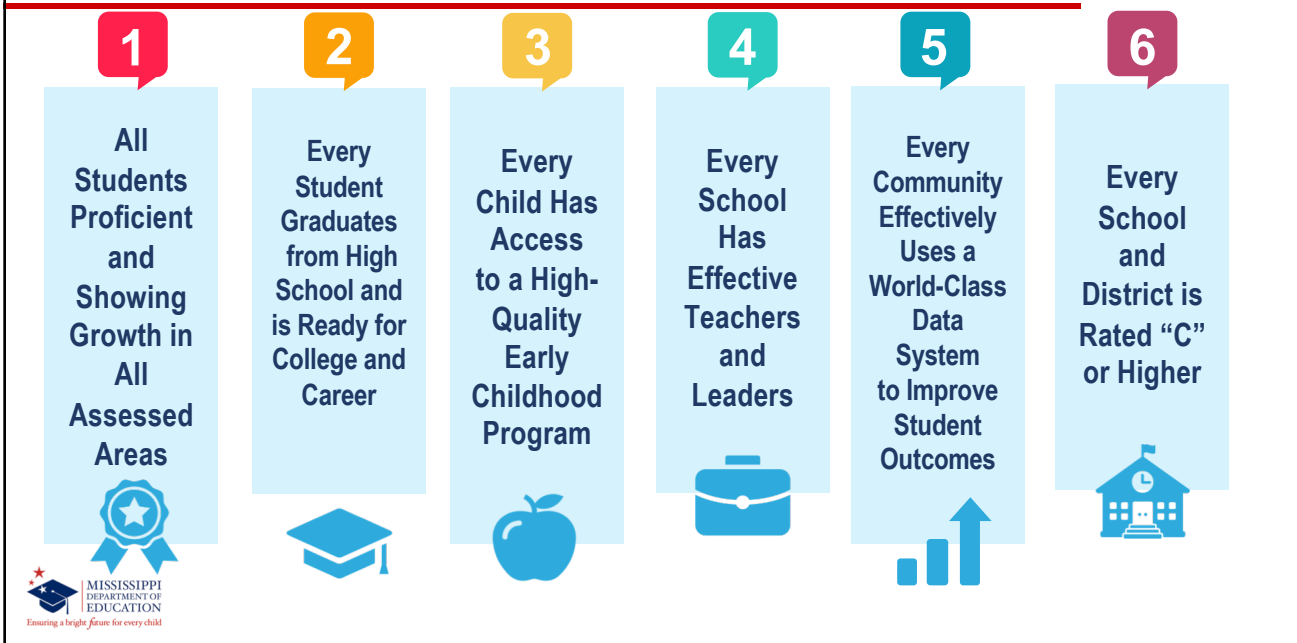
MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022



Session Norms

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions



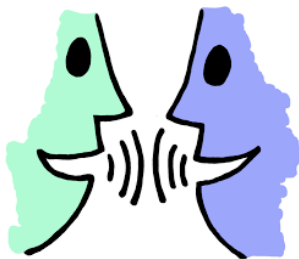
Session Goals

- Discuss Oral Language Development
- Explain the Importance of the Simple View of Reading
- Identify Critical Early Foundational Skills
- Examine Reading Difficulties and Assessments for Prevention



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Stages of Reading Development



Reading is NOT a *natural* process



Human brains are naturally wired to speak.



They are not wired to read.
Reading is a "man-made" skill.

"Reading and writing are acquired skills for which the human brain is not yet fully evolved." (Liberman, Shankweiler, & Liberman, 1989).



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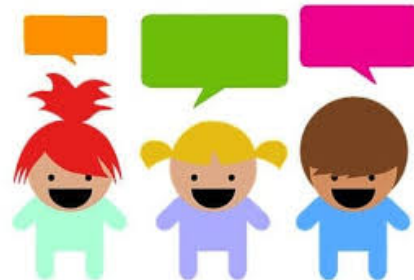
Ice Breaker

1. Read the short scenario at your table
2. As a group, discuss how you would respond to a friend versus a superintendent of a literacy support school
3. Be prepared to share out



Why Does Oral Language Matter?

Research



Oral Language Development

- Oral language is the **foundation** for students to be able to read and write
- Strong oral language skills are linked to **high reading comprehension** in later grades, and **decoding** in early grades
- Oral language promotes **verbal reasoning** and **critical thinking**
- How we **communicate** and **interact** depends on oral language abilities

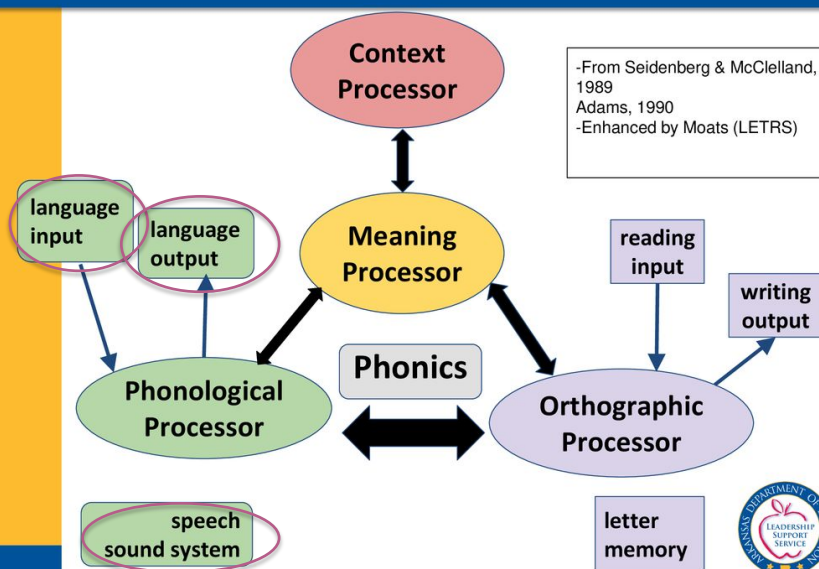


Sources: Annette Lareau (2011) and Moats & Tolman (2019)

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The Four Part Processor Model

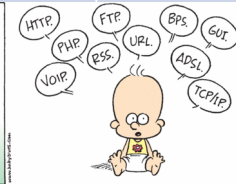
Four-Part Processing Model for Word Recognition



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Typical Oral Language Development

0-3 Months	4-6 Months	7 Months-1 year	1-2 years	2-3 years	3-4 years	4-5 years
Coos; cries; smiles	Makes more speech-like babbles; includes many sounds such as /p/, /b/, /m/	Imitates different speech sounds; longer groups of sounds: begin saying words such as bye-bye, mama, dada	Uses more words each month; puts two words together into phrases; asks questions like "Where kitty?"	Has words for almost everything; uses two or three words together; is more easily understood, especially by those who know child	Says sentences with four or more words; talks about activities an/or people, is easily understood by all	Uses clear voice, detailed sentences; sticks to topic; uses appropriate grammar; says most sounds correctly



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Why Does an Oral Language Gap Exist?

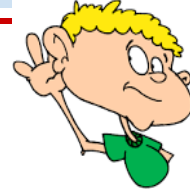
- **Strong correlation** between language development and **social class (generational)**
- **Limited exposure** to academic English (lack of read alouds, verbal interaction between adults and children using academic or formal terms)



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Oral Language and Literacy Connection

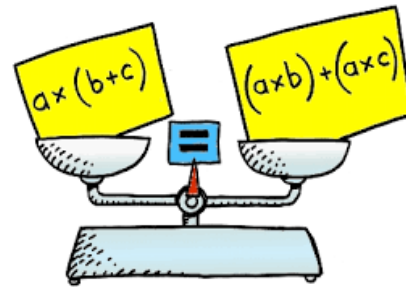
- Listening comprehension may exceed reading comprehension, ***but the reverse is not true***
- Students with strong verbal skills are more likely than others to compensate for any problems learning to read printed words (Kilpatrick, 2015)
- By ***fourth grade***, oral language comprehension and use become increasingly important for passage reading comprehension.



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The Simple View of Reading:

Reading Comprehension is An Equation

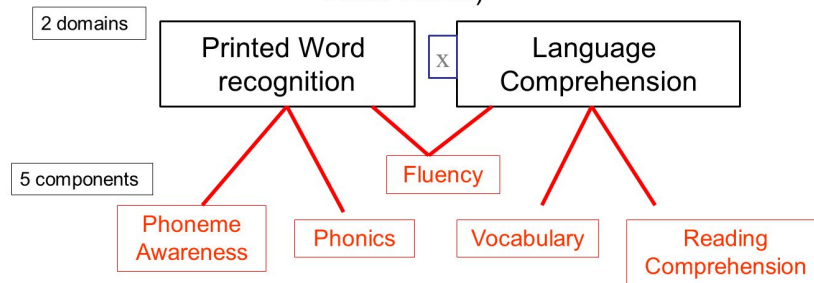


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Reading Comprehension Is An Equation

Simple View of Reading

Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words).



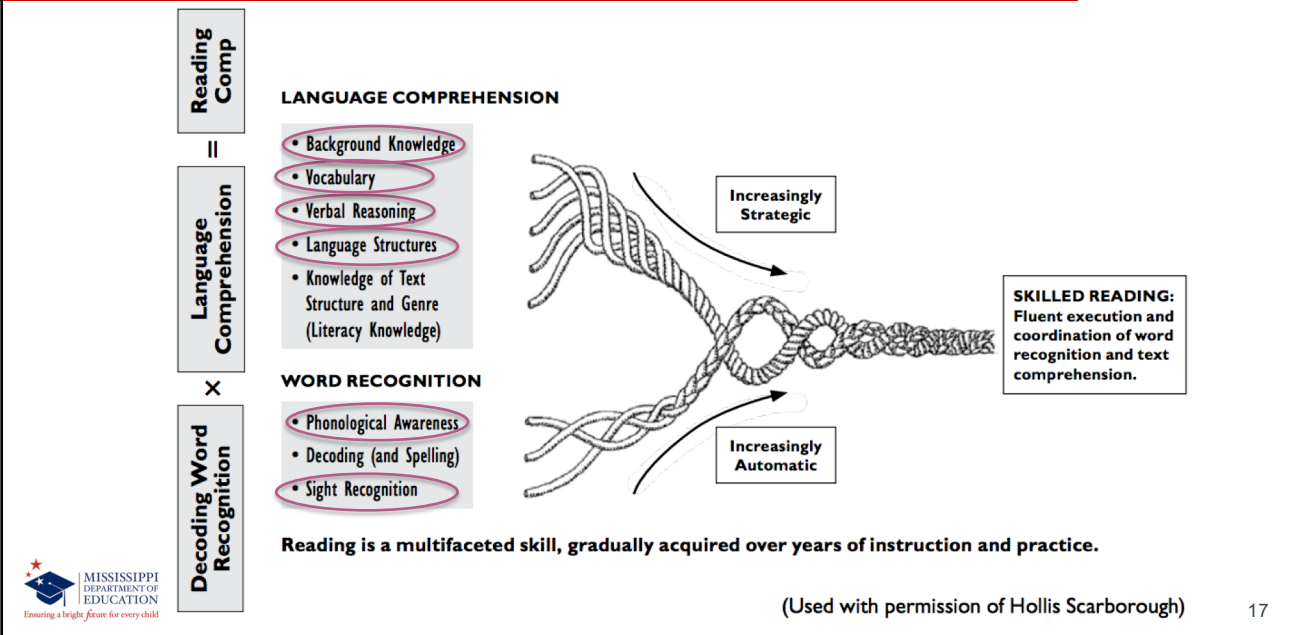
Simple View of Reading: An Equation

Word Recognition	x	Language Comprehension	=	Reading Comprehension
0	x	0	=	0
0	x	1	=	0
1	x	0	=	0
1	x	1	=	1

"If students cannot decode printed English, they cannot comprehend it. If students cannot comprehend spoken English, they cannot comprehend written English either"

(Moats & Tolman 2019, pg. 16)

The Reading Rope: Language Essentials of Reading and Spelling (LETRS)



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Ehri's Phases of Word-Reading Development

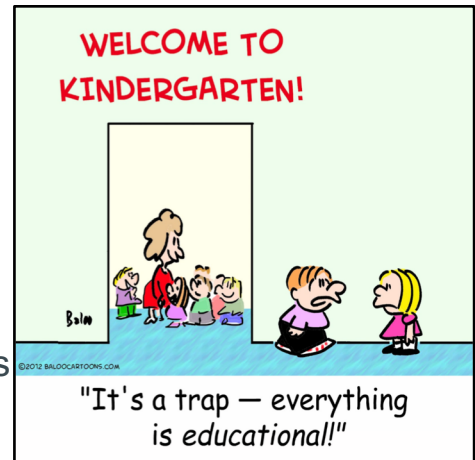
Prealphabetic	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
Incidental visual cues; general concepts of print	Letter names and some letter sounds	Start of automatic sight word recognition (regular and a few irregular words)	Increasingly automatic sight word recognition (regular and irregular words)
	Early phonological/phonemic awareness: syllable, onset-rime, initial phoneme matching	Initial set of phoneme-grapheme correspondences	Orthographic mapping: Phoneme-grapheme links, phonogram (word families), syllable patterns, morphemes
		Basic phonemic awareness: segmentation and blending of 3-4 phoneme words	Advanced phonemic awareness: Deletion, substitution, reversal of phonemes

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Phonological Awareness: Activity

Arrange the phonological awareness activities in order from **easiest (1)** to **hardest (6)**.

- Phoneme deletion and manipulation
- Sentence segmentation
- Onset-rime blending and segmenting
- Rhyme recognition during word play
- Blending and segmenting individual phonemes
- Syllable counting or identification



Activity: Answers

Arrange the phonological awareness activities in order from **easiest (1)** to **hardest (6)**.

1. Sentence segmentation
2. Rhyme recognition during word play
3. Syllable counting or identification
4. Onset-rime blending and segmenting
5. Blending and segmenting individual phonemes
6. Phoneme deletion and manipulation



Phonological Awareness vs. Phonemic Awareness

- **Phonological awareness** is the ability to notice, hear, identify, and manipulate words and word parts, including phonemes, syllables, onset and rime. (Arbruster, Lehr, & Osborn, 2001).
- **Phonemic awareness** is a subset of phonological awareness. (Reutzel & Cooter, 2005).
- **Phonemic awareness** is the ability to hear, identify, and manipulate individual phonemes in spoken words. (The Partnership for Reading, 2001)



A phoneme is the smallest unit of sound. Remember phonemes may be represented by a single letter or a combination of letters.

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Phonemic Awareness

- In a normally progressing student, these skills continue to develop through 4th grade.
- Advanced phonemic awareness is needed for efficient sight vocabulary development (Kilpatrick, 2015).



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Advanced Phonemic Awareness

7	Sound deletion, initial and final position Sound substitution in words with 5-6 phonemes	Say meat, Say it again without the /m/. Say safe. Say it again without the /f/. Listen: What sound have I changed? Shrink, shrank, square, squire
8	Sound deletion, initial position, including blends Sound deletion, medial and final blend position	Say prank. Now say it again without the /p/. Say snail. Say it again without /n/. Say smoke. Say it again without /m/.
9	Phoneme reversal Phoneme chaining	Say safe. Say the last sound first and the first sound last. (face)



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Activity

Materials

- Manipulatives
- Say It - Move It mat



Phonological awareness activities are arranged in hierarchy from basic to advanced. Choose one task to practice with your partner.

Note: Do not complete a combination of tasks with students. When a student is ready, proceed with advanced task.



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Phonics

Phonemes & Graphemes

If they can't
read it,
they can't
comprehend it!



Phonics

- Phonics instruction helps children learn the relationship between letters of the written language and the sounds of the spoken language.
- Phonics instruction focuses on the correspondence between letters and sounds.
 - **Decoding:** the process of reading words in text
 - **Encoding:** the process of using letters/sound knowledge to write



Reading First Virginia 2003

Phonics: Structural Analysis

- One of several word recognition skills in which knowledge of the meaningful parts of words (morphemes) aids in the identification of an unknown *written* word.
- As readers mature, they use structural analysis as both a word recognition and reading comprehension skill simultaneously.

Phonics

- Based on graphology & phonemic awareness
- Letter/sound relationships
- Generalizations for pronunciation and spelling
- OUTCOME = PRONUNCIATION

Structural Analysis

- Based on morphology
- Units of meaning
- Generalizations for pronunciation and spelling
- OUTCOME = PRONUNCIATION + Spelling + **MEANING**



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Phonics: Word Study by Grade Level

Word Origin	Word Structure		
	Letter-sound correspondences	Syllables	Morphemes
Anglo-Saxon (Grades 1-3)	Consonants: <u>b</u> id, <u>s</u> tep, <u>th</u> at Vowels: <u>a</u> d/m <u>a</u> de, <u>a</u> rn, <u>oa</u> t	Closed: bat Open: baby VCe: made Vowel digraph: boat Consonant-le: tumble Vowel: car	Compounds: hardware, shipyard Affixes: read-reread, bid-forbid-forbidden
Latin (Grades 4-6)	Same as Anglo-Saxon but few vowel digraphs Use of schwa(w <u>a</u> s)	Closed: spect VCe: scribe Vowel-r: port, farm	Affixes <i>Construction</i> Erupting <i>conductor</i>
Greek (Grades 6-8)	<u>Ph</u> for /f/: phonograph <u>Ch</u> for /k/: chorus <u>y</u> for short /i/: sympathy	Closed: graph Open: photo Unstable digraph: create (cre-ate)	Compounds: Microscope Chloroplast physiology



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Reading Difficulties



Research

“Researchers have made considerable progress in understanding all types of reading difficulties.”

Farrall, 2012; Fletcher, 2007; Kilpatrick, 2015;
Pennington, 2008

Subtypes of Reading Difficulties

- Phonological Deficit
- Processing Speed/Orthographic Processing Deficit
- Comprehension Deficit



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Challenges for English Learners

- Word recognition slowed due to limited English words
- Not able to tweak a pronunciation because they do not know how the real word sounds
- Not familiar with the meaning of words
- Culture and background knowledge not aligned with reading material

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.



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Assessment for Prevention



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Prevention and Early Intervention

- Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) identify students at risk for reading difficulties.
- Strong evidence exists that a majority of at-risk students can be helped before they develop chronic, serious reading and writing delays.
- It isn't necessary to wait months or years before intervention is taken. Researchers have worked diligently for years to establish a science of prediction and to outline what to do with children at risk.



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

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Types of Assessment

- Outcome Assessments
- Screening Measures
- Progress Monitoring Measures
- Diagnostic Surveys



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

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Outcome Assessments

Summative assessments are high-stakes, end-of-year accountability tests.

- All students are assessed within a narrow time frame once per year.
- Tests have time limits and are proctored.
- Silent, independent reading is assessed.
- Passage reading comprehension is the major focus.
- States may develop their own assessment or use a test that is nationally normed.



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

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Screening Measures

Screeners identify at-risk students before they establish a pattern of failure.

- Administered to all students individually at least three times per year in the early grades
- Brief (10-15 minutes per student)
- Efficient and cost-effective
- A rough indicator of mild, moderate, and severe risk in basic reading skills



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Progress Monitoring

Progress monitoring is used to determine whether a given instructional program or approach is working to bring the child closer to a target or benchmark level of reading skill.

- Formative assessments that help teachers make instructional decisions
- Brief and measure progress toward a goal
- Equivalent forms that allow for frequent administration
- Given frequently to students in intervention



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

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Diagnostic Surveys

Diagnostic surveys should be used to inform instruction and related aspects of treatment for a handicapping condition or disorder.

- Administered selectively to students at risk
- Take more time than a screening test
- Reveal detailed information about a student's mastery of a specific area of academic skill
- Should be used to inform instruction and related aspects of treatment



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

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Senate Bill 2157, Section 37-177-1 (2)

“Each public school student who exhibits a **substantial deficiency in reading at any time**, as **demonstrated through performance on a reading screener** approved or developed by the State Department of Education or through **locally determined assessments and teacher observations** conducted in **Kindergarten and Grades 1 through 3** or through **statewide end-of-year assessments** or **approved alternate yearly assessments in Grade 3**, *must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.*”



Remember: 4th grade students promoted with a GCE *also* need an IRP!



Questions?



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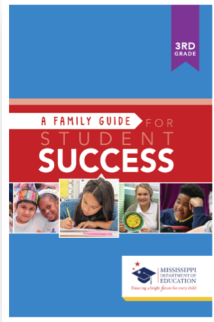
Literacy Resources



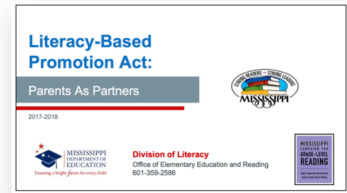
Resources & Publications for *Parents*



[Parents' Read-At-Home Plan](#)
(Literacy-Based Promotion Act
Parent Document)



[Family Guides for Student Success](#)
(Reading & Math: Grades PK-8)



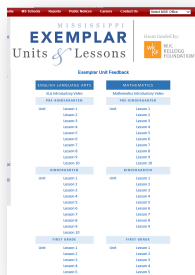
[Parents As Partners: An Overview
of the 3rd Grade Assessment and
the LBPA](#)
(Literacy-Based Promotion Act
Parent Presentation K-3)



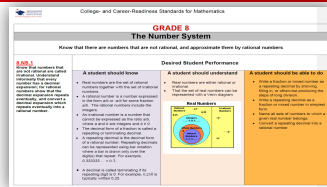
Resources & Publications for *Teachers*



[Literacy Focus of the Month](#)
(Transdisciplinary: Grades PK – 12)



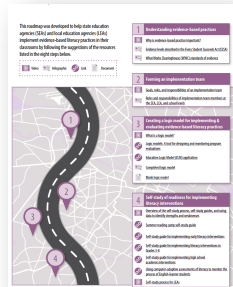
[Kellogg Grant Exemplar Lesson & Unit Plans](#)
(ELA and Math, Grades PK – HS)



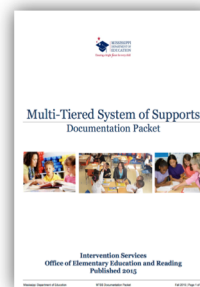
[Instructional Scaffolding Document](#)
(ELA & Math: Grades PK-8)



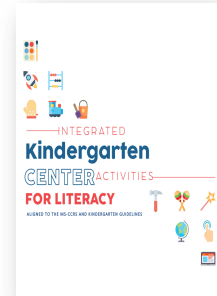
[English Learner Videos and Resources](#)



[Implementing Evidence-based Literacy
Practices](#)
(Grades K-12)



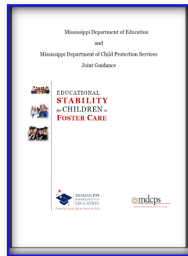
[Multi-Tiered System of Supports](#)
(Transdisciplinary, Grades PK-12)



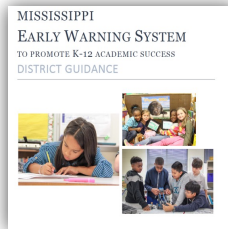
[Integrated Kindergarten Centers
Activities](#)
(Transdisciplinary, Kindergarten)



Resources & Publications for Administrators



Educational Stability for Children in Foster Care
(Foster Care Guidance Document)

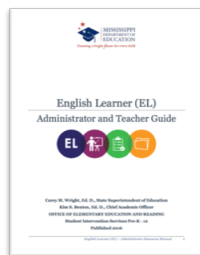


Early Warning System
(College and Career Readiness Data Guidance Document)

Early Learning Collaborative Act Pre-Kindergarten Application



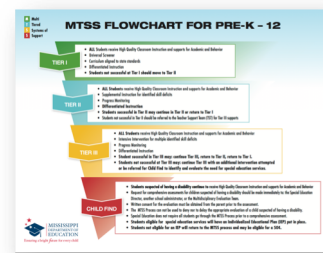
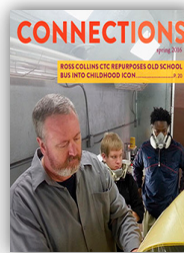
Early Learning Collaborative Act
Establish, Expand, Support, and Facilitate
Early Childhood
Education Services



English Learner Guide



A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)



Multi-Tiered Systems of Support



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