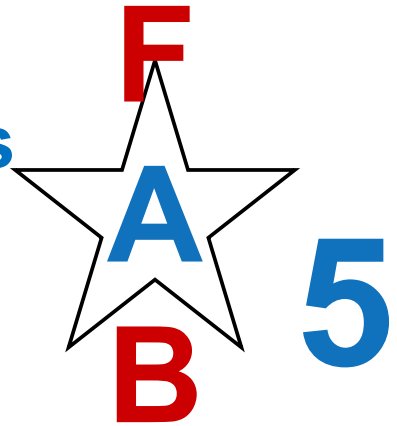


# Literacy 101: The Five Components



Literacy Summit

September 2019



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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



## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



3

## 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.



4

## Session Goals

- Learn what the five components of literacy are and how they impact our ability to read.
- Explore how the literacy block looks and changes throughout grades K-5.
- Examine resources and materials for teachers and parents including newly released materials from the Mississippi Department of Education.

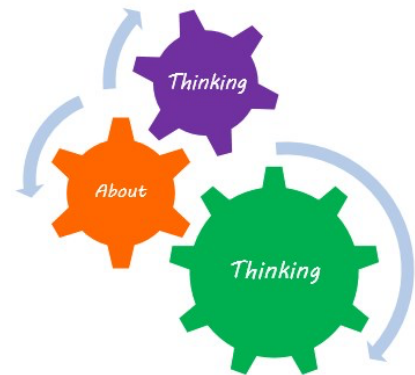


5

## Phonological Awareness

Phonological awareness allows one to attend to, discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) level.

Meta-cognitive skill for the sound structures of language!



6

## What is it?

- **Phonological awareness** is the ability to recognize and work with sounds in spoken language.
- **Phonemic awareness** involves manipulating the individual phonemes, or sounds, in words.



## What does the research say?

- **10-15 minutes** daily
- **Explicit:** Provide clear explanations, model tasks, and provide opportunities for student practice (routine).
- **Systematic:** Progress from easier to more difficult
- Instruction most effective in small groups
- Close collaboration between Speech Language Pathologist and teacher



## Activity: Phonological Awareness

- Locate the picture cards in the middle of the table. With a partner, match the rhyming picture cards.

**Rhyme  
Time**<sup>TM</sup>



9

## Phonics

ee ur ow  
wh y au



10

## What is it?

- **Phonics** is the instruction of the relationship between letters and the sounds they represent (or sound-symbol correspondences) and their application in reading and spelling. (LETRS Module 7, 2<sup>nd</sup> Edition)
  - Decoding: The process of reading words in text.
  - Encoding: The process of using letter/sound knowledge to write (spelling).



## What does the research say?

- **Explicit:** Provide clear explanations, model tasks, and provide opportunity for student practice.
- **Systematic:** Use teaching routines; consistent signals, cues, or prompts.
- **Sequential:** Present in a preplanned order.
- **Cumulative:** Build one skill on top of previous skills.
- Providing sufficient practice in reading words and leads to automatic word recognition.



## Activity: Phonics



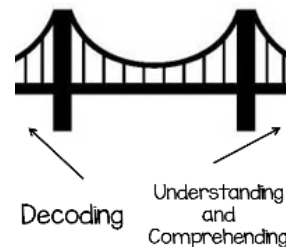
- Locate the Bingo board materials at your table. Listen closely as sounds are dictated. You may have the letter that represents the sound or a picture that begins with the initial sound. Use the circles to cover your spots on the Bingo boards.

## Fluency

As part of a developmental process of building decoding skills, fluency can form a bridge to reading comprehension.

-Mikulski & Chard, 2005

**FLUENCY**  
*the bridge between...*



## What is it?

**Fluency** is made up of three elements: “*accurate* reading of connected text at a conversational *rate* with appropriate *prosody* or expression.” (Hudson, Lane, & Pullen 2005)

- *Accuracy*: The ability to recognize or decode words correctly.
- *Rate*: How quickly one reads connected text.
- *Prosody*: The rhythmic and tonal aspects of speech; the “music” of spoken language (Hudson et al. 2005). When reading aloud with appropriate prosody, reading sounds like spoken language.



15

## What does the research say?

Automaticity should be gained at three levels:

- Letter level — Quick and effortless identification of letter sounds.
- Word level — Quick and effortless word recognition or decoding.
- Text level — Fluid pace in reading connected text.



16



## What is it?

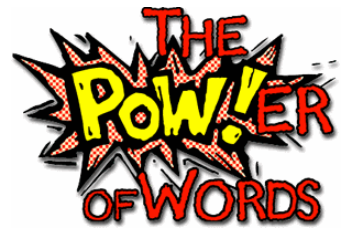
- **Vocabulary** is the knowledge of, and memory for, oral word meanings. (LETRS)

### Three Types of Vocabulary

Receptive – listening, reading

Mental dictionary – lexicon

Expressive – speaking, writing



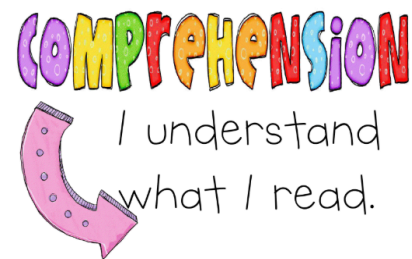
## What does the research say?

- 300-400 new words should be taught per year
- Tier 1, 2, and 3 words should be taught
- Students from low socio-economic backgrounds and English Learners need frequent and explicit instruction.



Hart & Risley, 1995

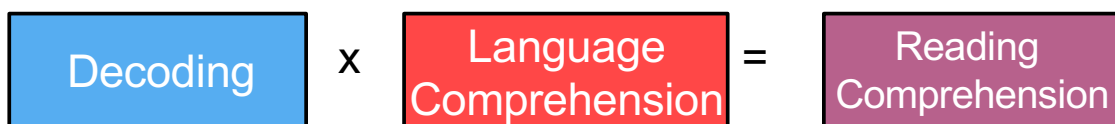
# Comprehension



## What is it?

**Comprehension** is an intentional thinking process that occurs as we read. (National Reading Panel)

### Simple View of Reading



(Gough & Tunmer, 1986)

## What does the research say?

- Comprehension should be taught from a young age.
- Comprehension should be taught through a discussion of rich text. (National Reading Panel)
- Comprehension has three components, the text, the reader and the activity or task. (RAND, 2002)



23

## Comprehension Skills

### Building Students' Skill Sets:

1. Self-Monitoring
2. Generating Questions
3. Use of Graphic Organizers
4. Mental Imagery
5. Retelling and Summarizing
6. Answering Questions



### How:

Through modeling think-alouds and extensive practice.



24

# The Literacy Block



25

## The Research: Foundational Skills (RF)

- Foundational skills include phonological awareness, phonics, and word reading.
- 40% (30-40 min.) of the instructional block in grades K-1
- 20% (10-20 min.) of the instructional block in grades 2-3
- Includes whole group and small group instruction as well as independent practice.

**LETRS (3<sup>rd</sup> edition):**

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



26

## The Research: Vocabulary

- Strategic choice of Tier I, II and III words by the classroom teacher.
- 10% (10-15 min.) of instructional time spent in grade 1.
- 25% (20 min.) of instructional time spent in grades 2-3.
- Students should be provided whole and small group instruction.



### *LETRS (3<sup>rd</sup> edition):*

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

27

## The Research: Comprehension

- Guided text reading for meaning should take place daily.
- 10% (10-15 min) of instructional time spent in grade 1.
- 20% (20-25 min) of instructional time spent in grades 2-5.
- Taught by explicit instruction using a strategy in whole and small groups.



28

## The Research: Language Standards

- Advanced phonics, syllable types, morpheme structures, word reading, and spelling strategies should be explicitly taught.
- 20-25 minutes of instructional time spent daily in grades 4-5.
- Students should receive whole and small group instruction.



29

## MDE Resources



30

## K-3 Universal Screener Companion Guide

- Assists with information gained from student data on screeners and next steps
- Flow chart created to assist with placement of interventions
- Provides resources for interventions



### K-3 Universal Screener Companion Guide

31

## Parent Read at Home Plan

- Provides parent friendly definitions of key educational terms
- Provides parents with at home activities they can complete with each of the five components of literacy

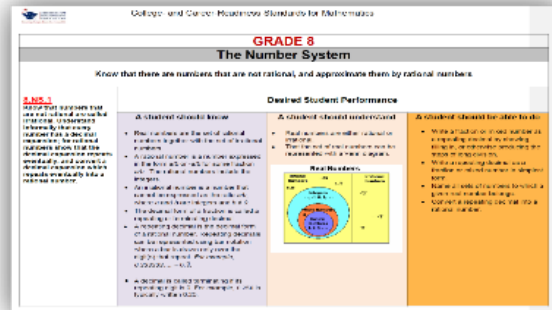


[Parents' Read-At-Home Plan](#)  
(Literacy-Based Promotion Act Parent Document)



32

# Scaffolding Document



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

## Activity: What did you learn?

Discuss at your table one new strategy or resource that you learned about. What makes you excited about this activity or resource to share with your colleagues?



## Questions?



## Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit [strongreadersms.com](http://strongreadersms.com) for more information!



## Resources

MDE Screener Companion Guide

Moats, L., & Tolman, C. A. (2019). LETRS 3rd Edition: Language essentials for teachers of reading and spelling. Boston, MA: Sopris West. Hudson, Lane, & Pullen 2005

Hudson, Lane, & Pullen 2005, fcrr.org

National Reading Panel

Hart & Risley, 1995



37

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38