A Framework to Support the Essential Components of Reading Instruction

Ohio's Literacy Academy

February 19, 2020

Meet Your Trainers

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Intended Outcomes

Examine the essential components of core instruction in the early and conventional strands that contribute to positive outcomes.

Explore tools to examine core instructional practices.

Explore tools to examine instructional resources.

Explore tools to examine systems that support effective reading instruction.

"Underdeveloped literacy skills are the number one reason why students are retained, assigned to special education, given long-term remedial services, and why they fail to graduate from high school."

From *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning,* Mike Schmoker, 2006

#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.

Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

Foundational Knowledge & Skills
Literacy, numeracy and technology

Well-Rounded Content
Social studies, sciences, languages, health, arts, physical education, etc.

Leadership & Reasoning
Problem-solving, design thinking, creativity, information analytics

Social-Emotional Learning
Self-awareness & management, social awareness, relationship skills, responsible decision-making

WHOLE CHILD

One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation
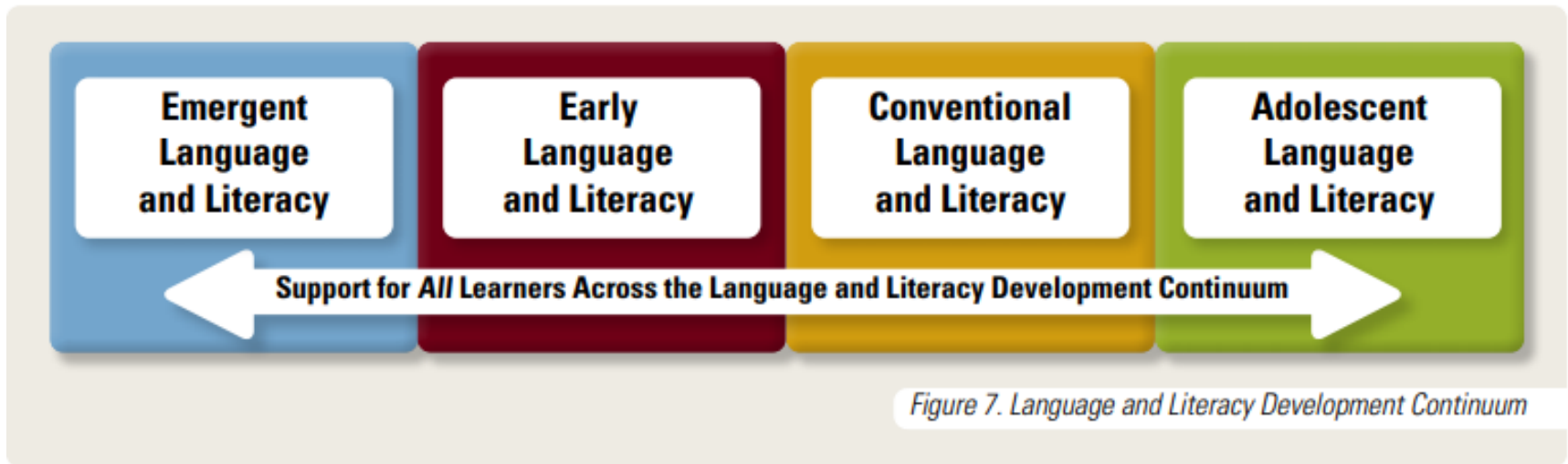
Ohio | Department of Education

The purpose of Ohio's Plan to Raise Literacy Achievement is to use literacy acquisition and achievement as a lever for **sustainable** school improvement.

#EachChildOurFuture

OHIO'S PLAN TO RAISE
LITERACY ACHIEVEMENT

January 2020

Ohio | Department of Education

Figure 7. Language and Literacy Development Continuum

Language and Literacy Development Continuum

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

Connecting the Dots

- Shanahan's Literacy Improvement Pyramid

- MIBLSI Reading Tiered Fidelity Inventory (RTFI)

- RTFI Companion Documents
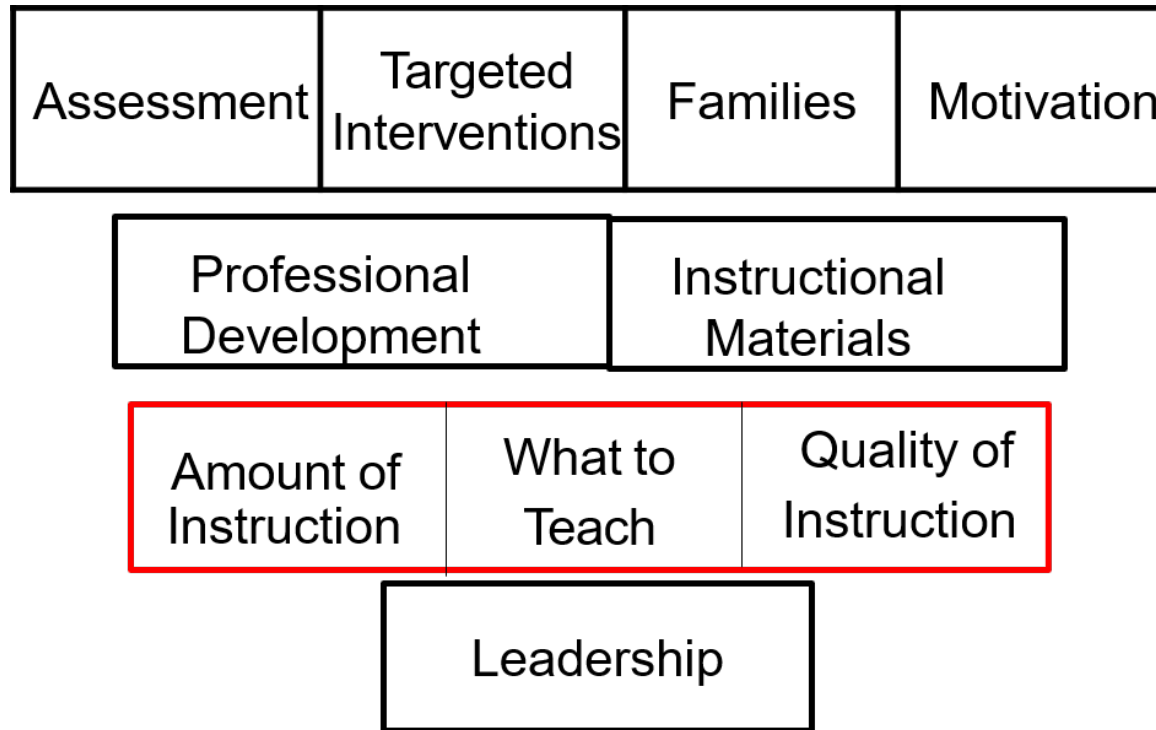
- Tier 1 Coaching Prompts

- Theoretical Models/Tools

In R-TFI: "School-Wide Reading Model"

- Multi-tiered structures encompassing:
  (1) systems to address the continuum of reading needs across the student body,
  (2) evidence-based practices focused on the big ideas of reading designed to improve reading outcomes for all students, and
  (3) data use and analysis.

  Note: EVERY item on the RTFI is part of a "schoolwide reading model"

Multi-Tiered System of Support for Literacy Instruction

Literacy Improvement Pathway

Assessment	Targeted Interventions	Families	Motivation

Professional Development	Instructional Materials

Amount of Instruction	What to Teach	Quality of Instruction

Leadership

Equity – Each and Every
Learner Everyday!

Adapted from Shanahan's Literacy Improvement Pyramid

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	

Leadership

Food For Thought

- "Place a good practice in a bad system, and the system will win every time"

Adapted from S. Sarason

- Every system is perfectly designed to get the results it gets.

W. Edwards Deming

District (central office) knowledge/skill in the following:

- Processes to select effective strategies (programs, practices, activities) aligned to the SVR to ensure what will be selected will result in improved outcomes

- Components of word recognition and language comprehension and the changing emphasis (Appendix I) at each grade level served

- Fidelity assessments used to determine effective use of strategies

- Student outcome data collected and analyzed to determine successes and challenges

Simple View of Reading: District-Level Practice

Building Leadership Teams knowledge/skill in the following:

- The components of word recognition and language comprehension and the changing emphasis (Appendix I) at each grade level served

- How fidelity and outcomes will be measured

- How to analyze aggregated student outcome data based on the components of the SVR to determine success and barriers across grade levels and schoolwide

- Impact on resources (teacher time, staffing) that may effect resources allocated to other school priorities

- School leaders need to know "look-fors" to know if explicit instruction in the components of the SVR are happening in the classroom setting

Simple View of Reading: Building-Level Practice

1. Establishing and Conveying Vision

•Creating, articulating, stewarding shared mission and vision

•Implementing vision by setting goals and performance expectations

•Modeling aspirational/ethical practices

•Communicating the state of the vision

•Promoting data use for continual improvement

•Tending to accountability

Hitt & Tucker, 2016

Leadership: Domain One

2. Building Professional Capacity

- Selecting faculty and staff
- Individualizing learning opportunities
- Building trusting relationships
- Providing opportunities to learn
- Protecting teachers from distraction
- Creating communities of practice
- Engendering responsibility for learning

Hitt & Tucker, 2016

Leadership: Domain Two

3. Creating Supportive Organization for Learning

- Acquiring/allocating resources for mission
- Considering context to maximize organizational functioning
- Building collaborative processes for decision-making
- Sharing and distributing leadership
- Building on diversity
- Strengthening and optimizing school culture
- Maintaining high-performance expectations

Hitt & Tucker, 2016

Leadership: Domain Three

4. Facilitating High-Quality Learning Experiences

- Maintain safety and orderliness

- Personalizing the environment to reflect student backgrounds

- Developing and monitoring curriculum program

- Developing and monitoring instructional program

- Developing and monitoring assessment program

Hitt & Tucker, 2016

Leadership: Domain Four

5. Connecting with External Partners

- Building productive relationships with families and communities

- Engaging families in collaborative processes

- Anchoring schools in the community

Hitt & Tucker, 2016

Leadership: Domain Five

Pathway to a School-wide Reading Model

Ohio's Literacy Pathway *Three Stops with the largest impact on literacy*	MIBLSI R-TFI Corresponding Items	MIBLSI R-TFI Companion Items	Tier 1 Coaching Questions	Theoretical Models and Other Tools	Next Steps *What will you commit to action from this learning?*
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Case Study Application: Leadership

Which Leadership tools would you utilize in this scenario?

What to Teach

Early Literacy	Conventional Literacy
• Phonological Awareness and Memory	• Phonological and Phonemic Awareness
• Alphabet Knowledge	• Decoding (Phonics, Advanced Phonics)
• Rapid Automatic Naming	• Fluency
• Writing Letters and Name	• Vocabulary
• Concepts of Print/ Print Knowledge	• Comprehension
• Oral Language	

Components of Literacy

Changing Emphasis of the Subskills of the Five Components of Reading
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The Simple View of Reading

Word Recognition
The ability to transform print into spoken language

X

Language Comprehension
The ability to understand spoken language

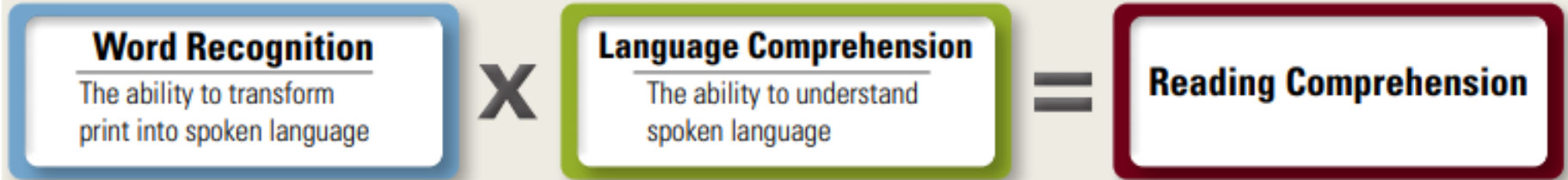=

Reading Comprehension

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

Simple View of Reading

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic
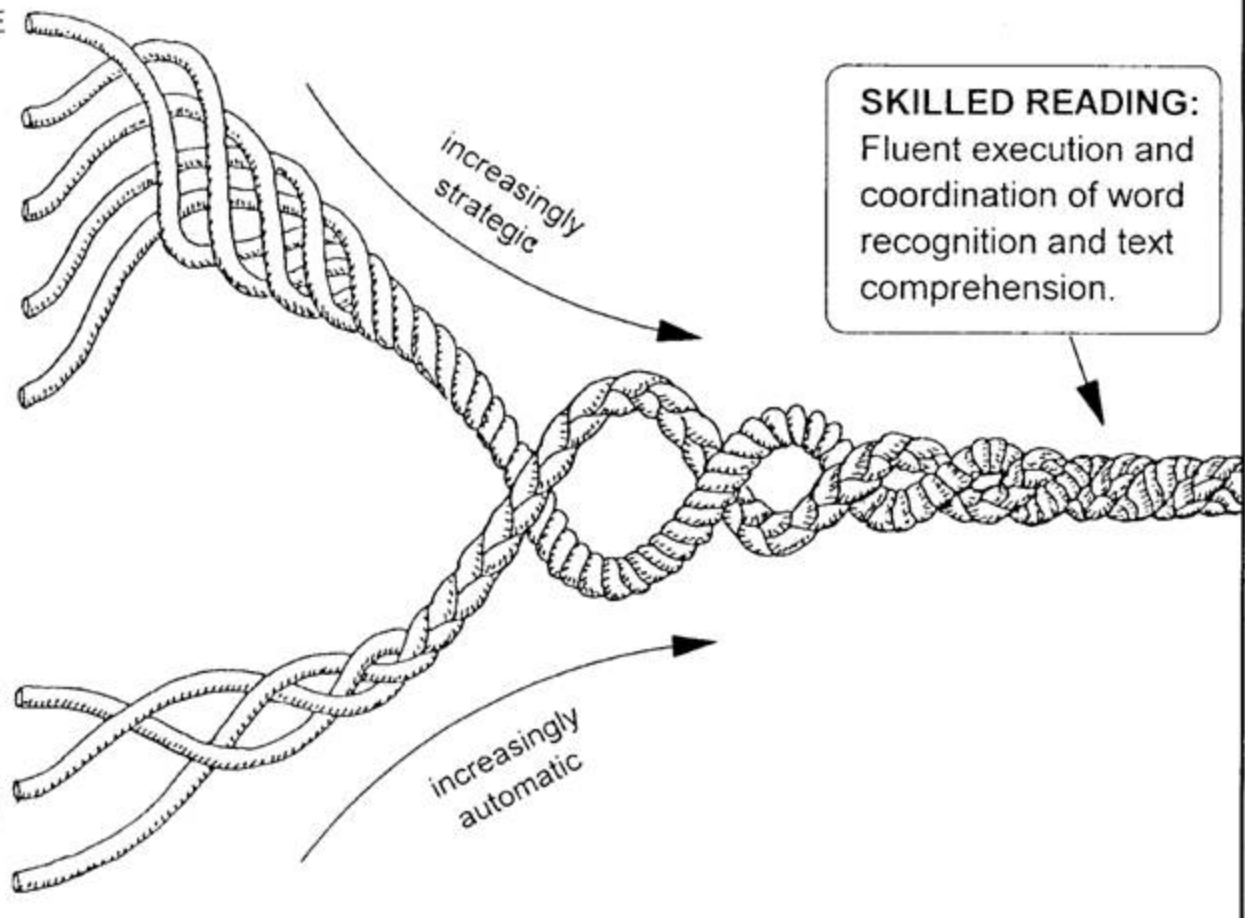
From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001.

Early Language and Literacy

| Word Recognition | X | Language Comprehension | = | Reading Comprehension |

Word Recognition
- Phonological Awareness and Memory
- Alphabet Knowledge (sounds and names)
- Rapid Automatic Naming
- Writing Letters or Writing Name
- Concepts of Print/Print Knowledge

Language Comprehension
- Oral Language

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

Conventional Language and Literacy

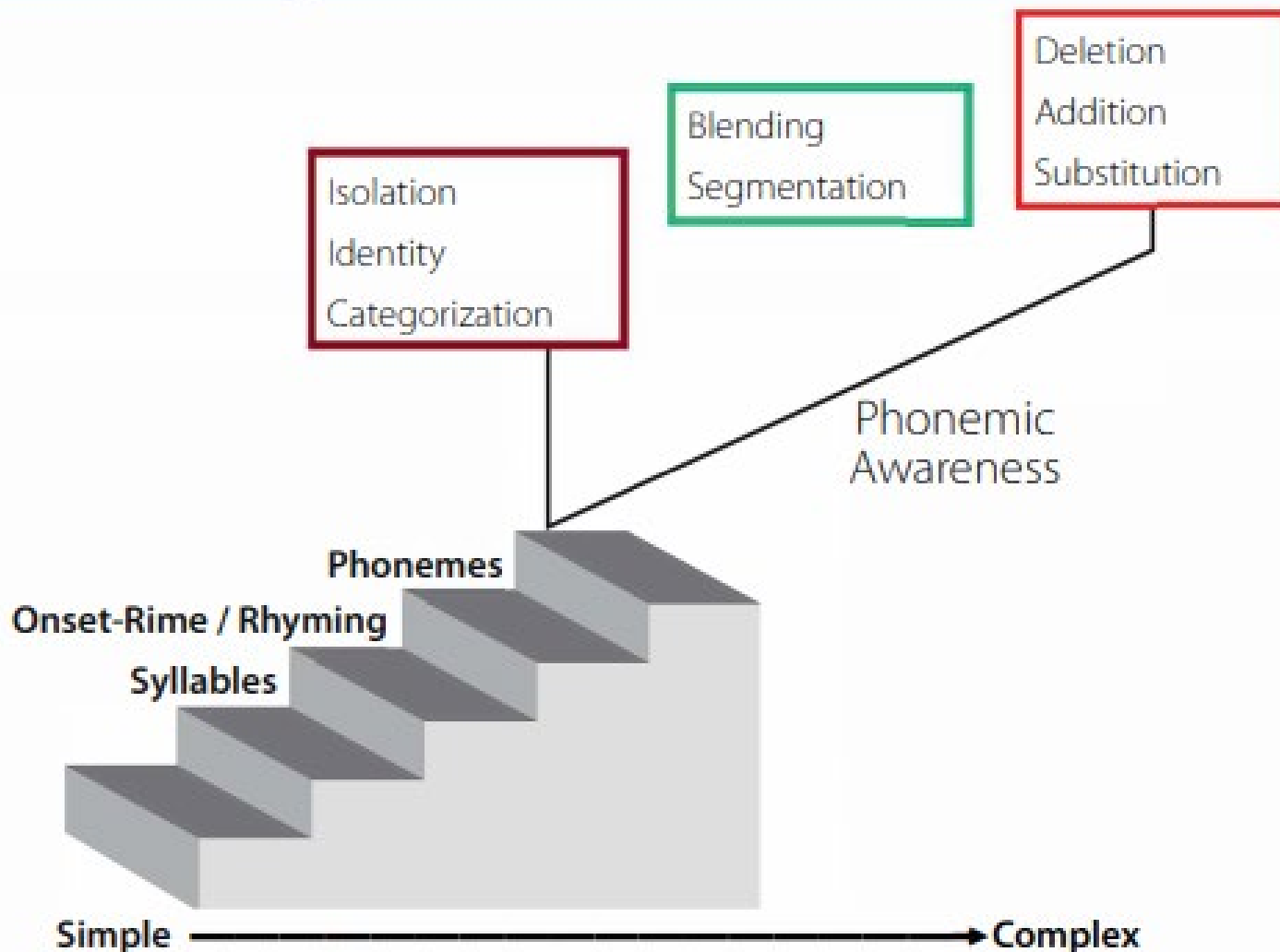| Word Recognition	X	Language Comprehension	=	Reading Comprehension
Phonological and Phonemic Awareness		Background Knowledge		
Decoding (phonics, advanced phonics)		Vocabulary		
Sight Word Recognition		Language Structures		
Fluency		Verbal Reasoning		
		Literacy Knowledge		

Figure 10. Conventional literacy components supporting the Simple View of Reading.

95 Percent Group's Basic
Phonological Awareness Continuum

Isolation
Identity
Categorization

Blending
Segmentation

Deletion
Addition
Substitution

Phonemic
Awareness

Phonemes

Onset-Rime / Rhyming

Syllables

Simple ⟶ **Complex**

www.95percentgroup.com

Phonological Awareness Checklist

At our school site, we:

1. Provide brief daily practice

2. Model the sounds

3. Provide explicit and systematic phonological awareness instruction

4. Use concrete materials and hand motions when initially teaching the skill

5. Teach the entire progression of phonological awareness skills

Tolman's Hourglass Figure® · drcaroltolman@gmail.com

www.drcaroltolman.com

Phonics Checklist

At our school site, we:

1. Follow a logical scope and sequence for phonics instruction (sequential)

2. Explicitly teach phonics skills including decoding multisyllabic words

3. Provide systematic phonics instruction

4. Provide many opportunities for practice including:

    - phoneme-grapheme mapping

    - writing words, phrases, and sentences

    - reading decodable text

5. Teach syllable types and morphology

Common (Tier 1)	Academic (Tier 2)	Content-Specific (Tier 3)
Basic words used often in everyday conversation	More complex, frequently occurring words in academic settings	Highly specialized words that are related to a specific discipline

Beck, 2013

3 Levels (Tiers) of Vocabulary

Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.

(and non-examples when helpful)

Step 4: Check students' understanding.

Anita Archer, 2011

Vocabulary Checklist

At our school site, we:

1. Use high quality classroom language.

2. Consistently use academic vocabulary.

3. Read narrative and informative read-alouds in the primary grades.

4. Promote wide independent reading.

5. Teach word learning strategies: context clues, morphemes [prefixes, suffixes, base words], resources [dictionary, thesaurus, on-line]

6. Explicitly teach critical vocabulary terms.

Anita Archer, 2020

Fluency Checklist

At our school site, we:

1. Teach foundation skills to ALL students to mastery. (Print skills, phonemic awareness, letter-sound associations, decoding, sight words, fluency)

2. Provide extensive reading practice: Echo reading, Choral reading, Partner reading, Phrase reading

3. Focus on building accuracy, automaticity, and expression.

4. Focus K-1 fluency on automatically naming letters and sounds, blending and segmenting 3, 4, and 5 phoneme words orally, decoding cvc words and reading decodable text.

The Foundation On Which Comprehension Is Built

Timothy Odegard, Plain Talk 2020

95 Percent Group's

Comprehension Process Continuum, Elementary Version

Connecting

Relating something you know to something that you're reading. It's connecting your life to the passage.

Questioning

What you do when you wonder about words or ideas in something you are reading. When we ask a question, we start with question starter words that help us form questions. The question starter words are: who, what, where, when, why, and how.

Predicting

Using the ideas in the text along with what you already know to create a thoughtful guess about what's going to happen. A prediction should be based on some information in the passage, along with your background knowledge about the topic.

Imaging

Using your senses to build a more complete picture in your mind of what the author says.

Inferring

Figuring out what the author means but doesn't say. Sometimes an author does not tell us everything. You have to start with what the author does say, along with what you already know, to figure out what the author might mean above and beyond what's actually stated.
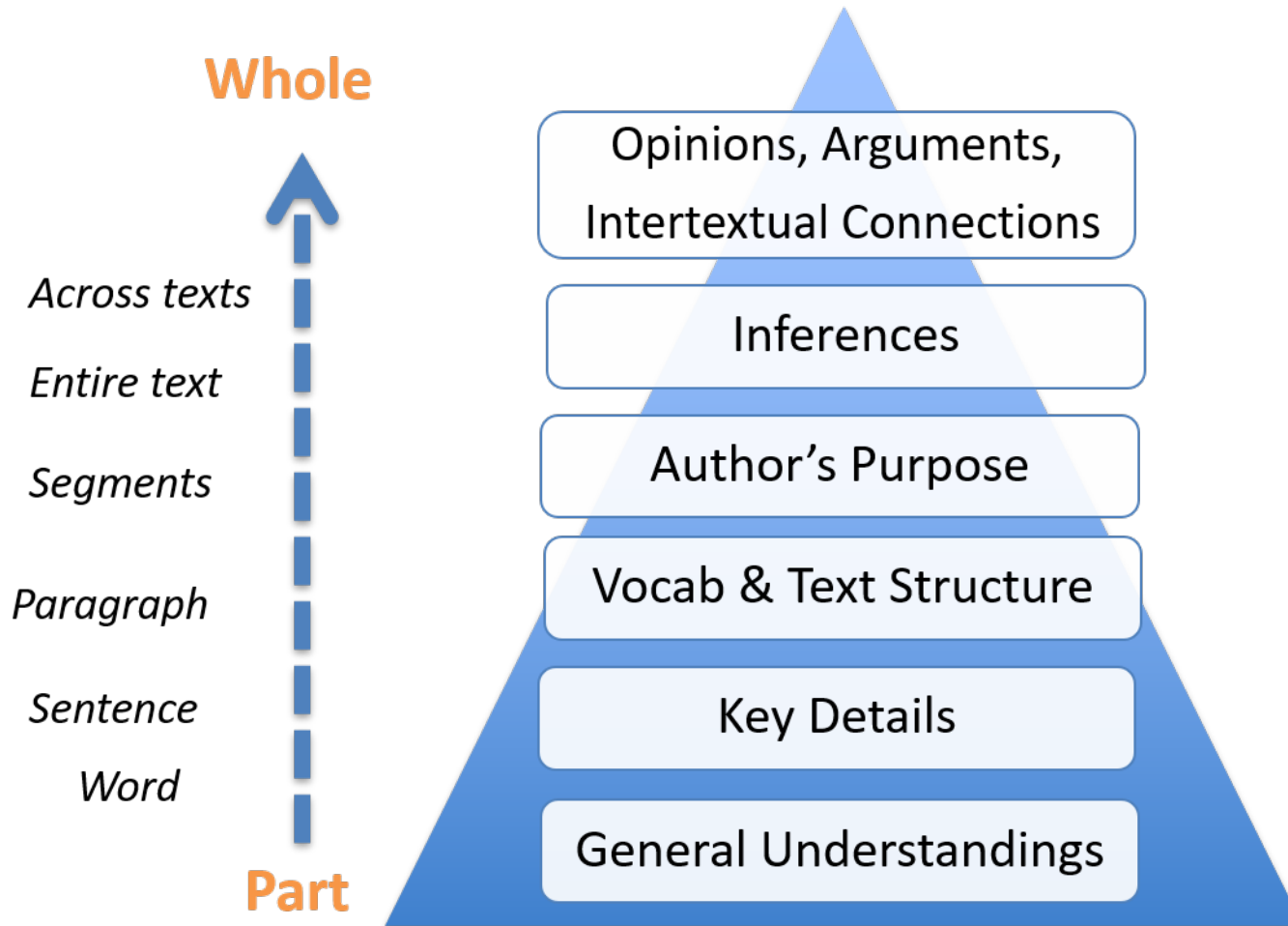
Determining Importance

Using text structure and features, topics, key details, main ideas, story elements, and summaries to help you understand what you're reading.

(See reverse for more information.)

Synthesizing

Developing your own idea about the message you learned by determining which information is important and combining the key ideas.

Progression of Text-dependent Questions

Whole

Across texts

Entire text

Segments

Paragraph

Sentence

Word

Part

Opinions, Arguments, Intertextual Connections

Inferences

Author's Purpose

Vocab & Text Structure

Key Details

General Understandings

Fisher & Fry, www.fisherandfrey.com

Comprehension Checklist

At our school site, we:

1. Ask questions on **critical content** as we read books to students.

2. Ask **text-dependent questions** as students are reading text.

3. Have students **generate questions** on passages.

4. Teach text features, both narrative and informative.

5. Use **retrieval practice** procedures to review content.

6. Have students **write in response to passages**.

Anita Archer, 2020

Writing

Writing—the ability to communicate one's ideas effectively through written/printed words

Writing is important in its own right

Emphasis is on the value that writing has to reading achievement

Writing About Text

- Modeling
- Summarizing
- Analysis/Critique
- Synthesis

Writing Checklist

At our school site, we:

1. Handwriting is incorporated in the early grades

2. Tie word and spelling writing to the phonics lessons

3. Write in response to text

4. Connect language development to writing

5. Incorporate daily options for writing short and longer writing pieces

6. Have a scope and sequence of foundational skill development

Pathway to a School-wide Reading Model

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Case Study Application

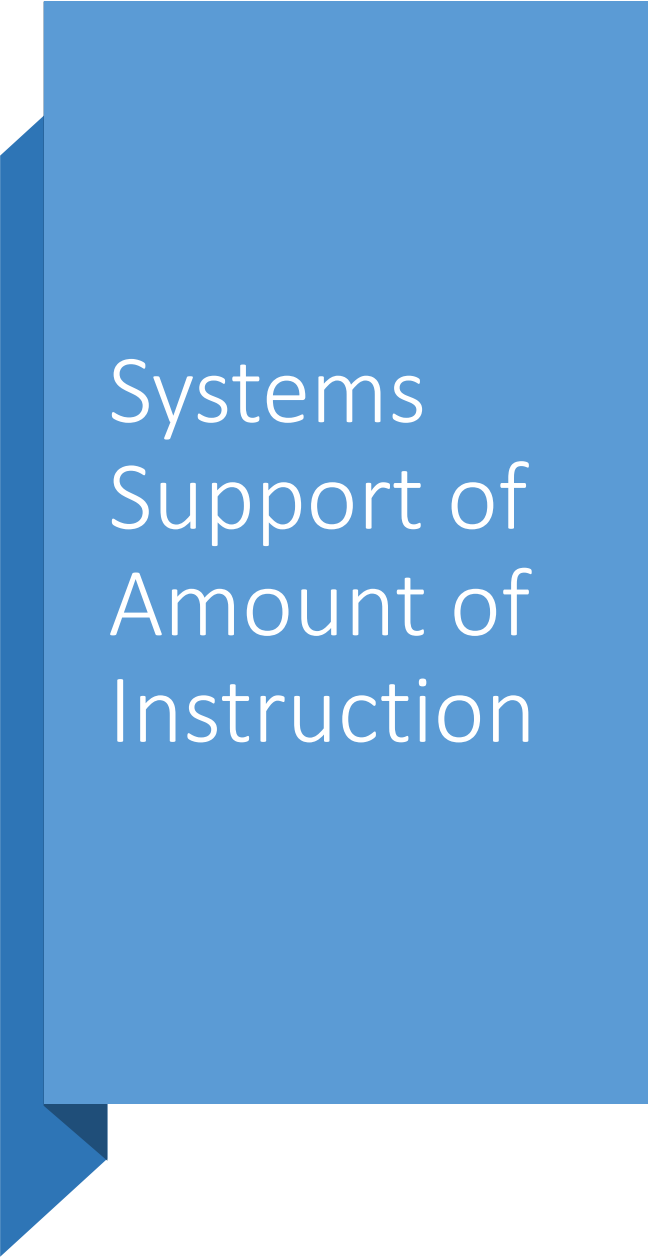Which What to Teach tools would you utilize in this scenario?

Amount of Instruction

Why Amount of Instruction?

Research suggests that amount of instruction is the single most important alterable determinant of learning

Systems Support of Amount of Instruction

- District leaders should communicate to building leadership and ensure all schools have schedules that **allocate** at least 90 minutes of core reading instruction daily.

- District leaders should communicate to building leadership and ensure all students are **receiving** at least 90 minutes of core reading instruction daily

Explore the Tools to Examine Amount of Instruction

Pathway to a School-wide Reading Model

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Case Study Application: Amount of Instruction

Which Amount of Instruction tools would you utilize in this scenario?
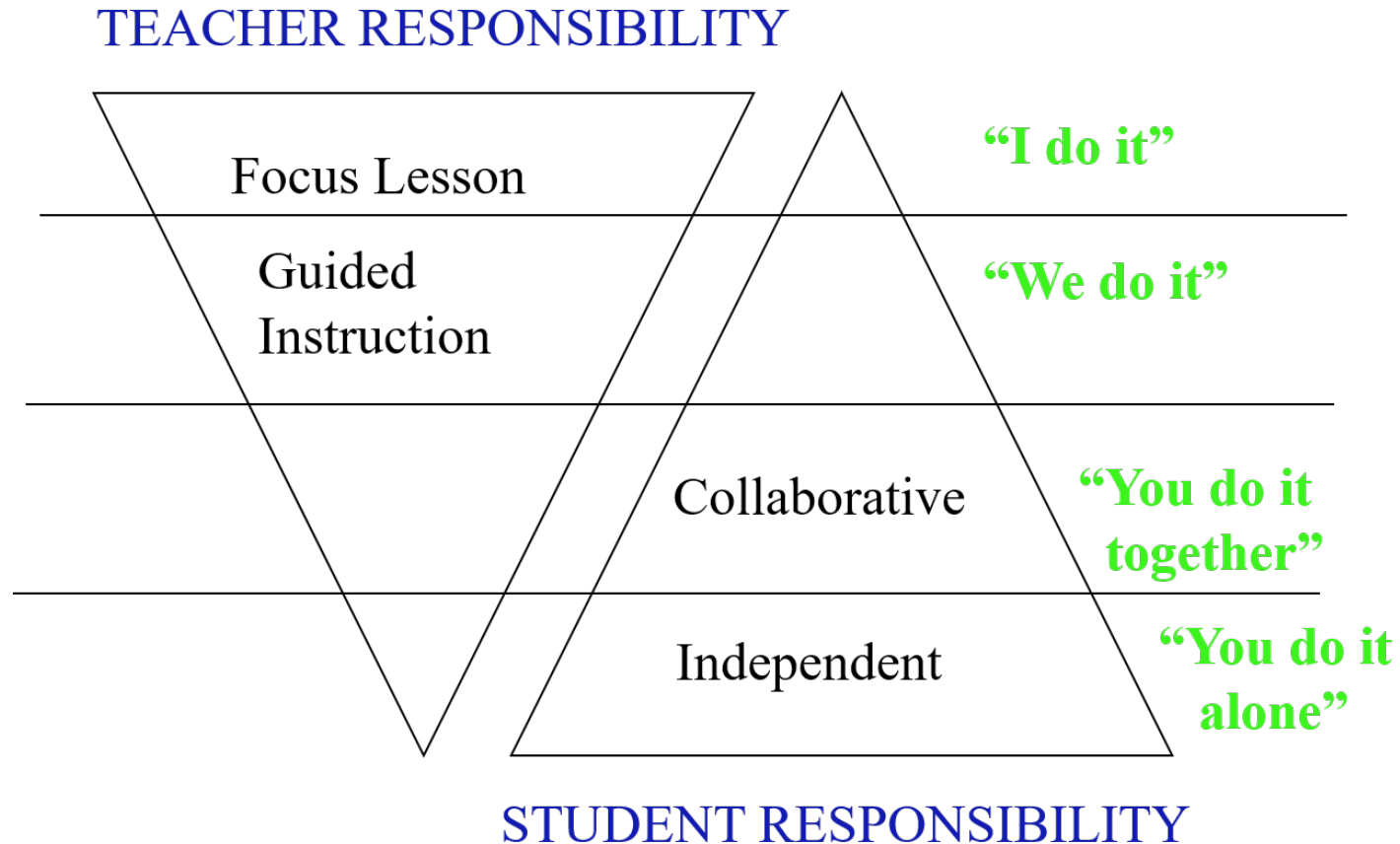
Quality of Instruction

Elements of Explicit Instruction

- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills and strategies into smaller instructional units
- Design organized and focused lessons
- Begin lesson with a clear statement of the lesson's goals and your expectations
- Review prior skills and knowledge before beginning instruction
- Provide step-by-step demonstrations
- Use clear and concise language:

Elements of Explicit Instruction (continued)

- Provide an adequate range of examples and nonexamples
- Provide guided and supported practice
- Require frequent responses
- Monitor student performance closely
- Provide immediate affirmative and corrective feedback
- Deliver the lesson at a brisk pace
- Help students organize knowledge
- Provide distributed and cumulative practice

A Structure for Instruction that Works

Fisher & Fry, www.fisherandfrey.com

Explore the Tools to Examine Quality of Instruction

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Supporting Reference Documents: Ohio Department of Education, Ohio's Literacy Pathway; Dr. Timothy Shanahan, Literacy Pyramid; and MIBLSI Reading Tiered Fidelity Inventory
~Note: It is understood that the Leadership is foundational of a strong literacy model and Ohio's Literacy Pathway is mindful of diverse learners throughout each stop along the journey.

Case Study Application: Quality of Instruction

Which Quality of Instruction tools would you utilize in this scenario?

Instructional Materials

Instructional Material Critical Elements

Critical Elements to Review

- Alignment to Big Ideas of Reading

- Explicit instructional routines

- Extension and remediation supports

- English Language Learner supports

- District resources to purchase program components (short and long term)

- Availability of professional learning to understand the program components and from high-quality implementers for on-going technical assistance

Instructional Material Pre-Corrects

Core Reading Curriculum Pre-Corrects

- The perfect program does not exist

- The data will drive what program elements need to be considered over others

- Core reading programs include more than what is necessary

- Choosing the program is only half the battle

- All program publishers will reference curriculum standards and research but not all programs are created equal

Phonemic Awareness Red Flags

- Program does not distinguish between phonemic awareness and phonics

- Lessons and tasks include letters

- Students are prompted to respond with letter names, not sounds

More Phonemic Awareness Red Flags

- Program only teaches rhyming and matching initial consonant sounds in words

- Program teaches a letter a week and incidentally tells children that the letter makes a certain sound

- Instructs teachers to avoid breaking words into their parts

Phonics
Basic Decoding Red Flags

- Program does not distinguish between phonemic awareness and phonics
- Not enough opportunities for practice
- Program moves too quickly without time for students to master skill
- Does not use decodable texts and instead uses leveled texts

Phonics
Decoding Red Flags

- Phonics instruction ends before longer, more complex words are included

- Program provides practice in patterns not yet taught

- Teacher-made mini lessons to address student errors

Phonics
Advanced Decoding Red Flags

- Phonics instruction ends before multisyllabic words are included

- Not enough opportunity for practice

- Word study does not include a systematic scope and sequence

Vocabulary
Red Flags

- Using the dictionary to look up words

- Copying words or definitions multiple times

- Teacher not using/modeling rich language in conversations and instruction with students

Comprehension Red Flags

- Teacher modeling (thinking aloud) is the primary instructional strategy
- Instruction is all activity oriented
- Not enough time for students to orally process comprehension
- Focus only individual pieces of literature, as opposed to the process of comprehending text
- Students are asked to read too many texts in a short period of time

Fluency
Red Flags

- Focus is on speed of reading (as opposed to accuracy, automaticity, and expression)
- Uses fluency-building activities as comprehensive reading instruction
- Instruction focuses on the "words read per minute" measure
- Reading passages too early in the curriculum in kindergarten and first grade

Pathway to a School-wide Reading Model

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Case Study Application: Instructional Materials

Which Instructional Material tools would you utilize in this scenario?

Assessment

Changing Emphasis of the Five Components

Component	PreK	K	1st	2nd	3rd	4th	5th & Beyond
PHONEMIC AWARENESS	Rhyming, Alliteration, Blending & Segmenting	Blend & Segment **FSF PSF**	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
PHONICS		Sounds & Basic Phonics **NWF**	Advanced Phonics & Multisyllabic **DORF ACCURACY**			Multisyllabic & Word Study	
FLUENCY		Sounds & Words	Words & Connected Text **DORF WCPM**			Connected Text	
VOCABULARY	Speaking & Listening	Speaking/Listening		Listening, Reading & Writing		Reading & Writing **DAZE**	
COMPREHENSION	Speaking & Listening	Speaking/Listening		Listening Reading & Writing		Reading & Writing **DAZE**	

Root Cause Analysis

Why didn't students master the skills in phonemic awareness that are expected by the end of Kindergarten?

- Because they did not receive adequate or enough instruction in Kindergarten in phonemic awareness

Why didn't students receive adequate or enough instruction in Kindergarten in phonemic awareness

- Because the Kindergarten teachers were only incidentally teaching phonemic awareness skills.

Why were the Kindergarten teachers only incidentally teaching phonemic awareness skills?

- Because the K teachers did not receive training on the evidence-based curriculum the district adopted two years ago for phonological awareness.

Why hadn't the Kindergarten teachers received PD on the adopted phonological awareness curriculum?

- Because when the curriculum was adopted, a reading specialist was trained to train on the curriculum, but she has since left the district

Pathway to a School-wide Reading Model

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Case Study Application: Assessment

Which Assessment tools would you utilize in this scenario?

Acknowledgments

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