THE HEART OF IT ALL™

Ohio.org

Literacy Academy 2025

This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education or Ohio Department of Education and Workforce. The U.S. Department of Education and Ohio Department of Education and Workforce do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.

Supporting HQIM in Tier 1

Presented by Ohio's Regional Literacy Coaching Coordinators

Rebecca Conley, C-SLDI

Montgomery County ESC

Annette Gross, C-SLDI

East Central Ohio ESC

Learning Objectives

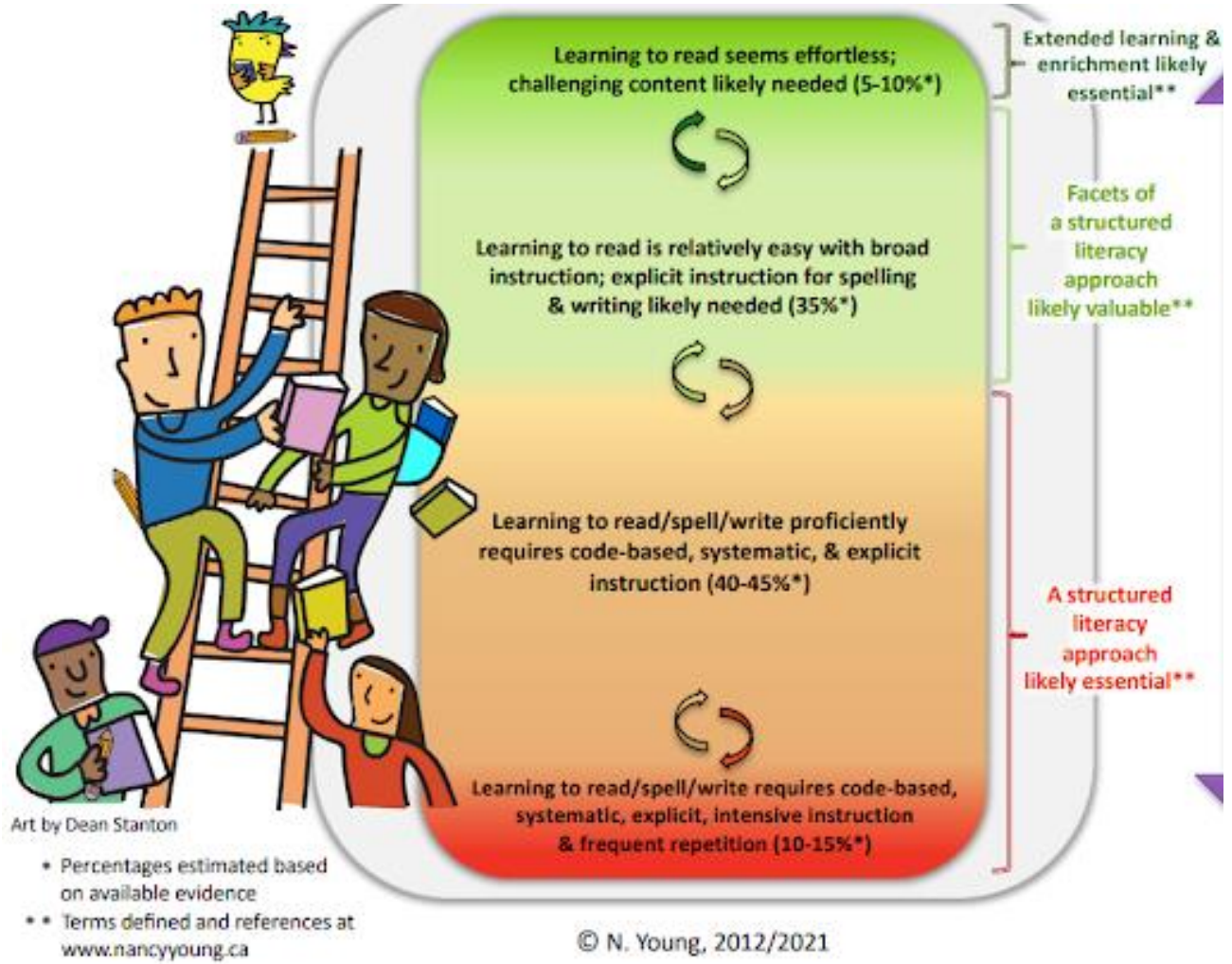
- Identify key high-yield practices, such as building background knowledge and vocabulary, that support effective implementation of High-Quality Instructional Materials (HQIM) in Tier 1 instruction.
- Explain how explicit, high-quality instruction enhances student engagement and improves outcomes when using HQIM.
- Apply interactive strategies during guided activities to strengthen instructional delivery and maximize the impact of HQIM.

Supporting HQIM in Tier 1

1. The Ladder of Reading and Writing
2. What is the Science of Reading?
3. The Reading Brain and Explicit Instruction
4. 5 Pillars of Early Literacy + Writing
5. Writing & Handwriting Debrief

Four Quadrants

Establishing A Purpose



SoR

What is the science of reading?

"Science of reading means an **interdisciplinary body** of scientific evidence that:

- Informs how students learn to **read and write** proficiently.
- Explains why some students have difficulty with reading and writing.
- Indicates that all students benefit from **explicit and systematic** instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers.
- **Does not rely** on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a **three-cueing approach**.

ODEW SoR FAQ

SoR vs Structured Literacy

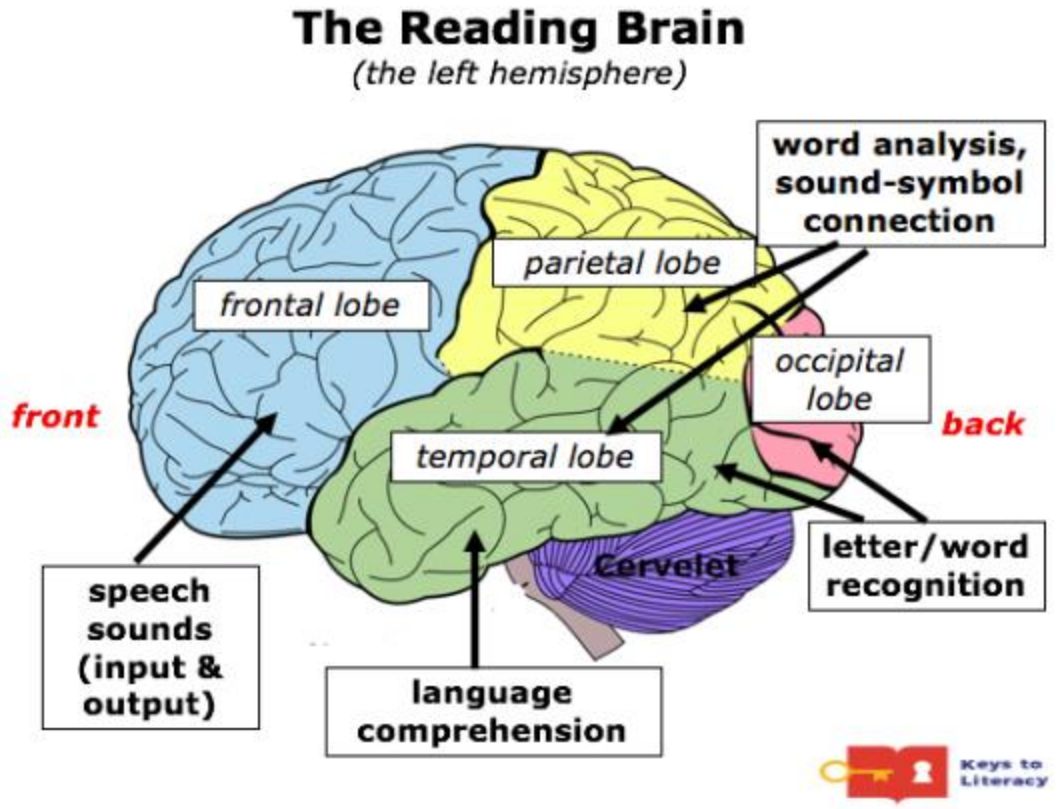
Science of Reading	Structured Literacy

Reading Brain and Explicit Instruction

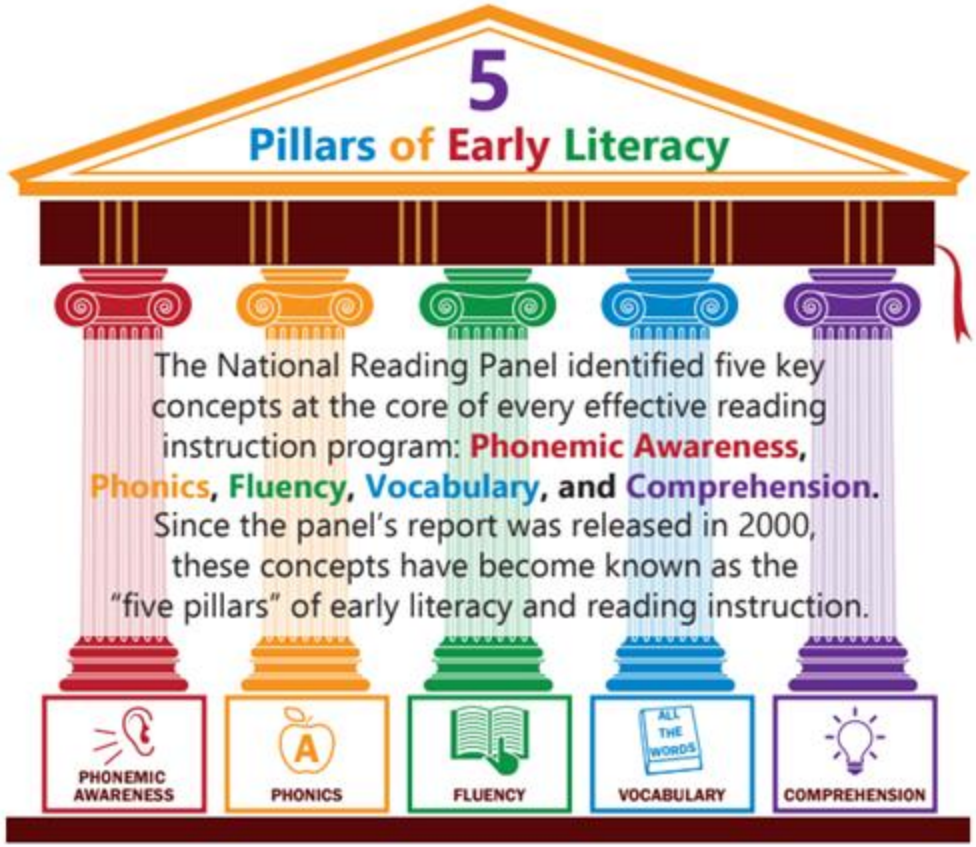
[The Reading Brain]

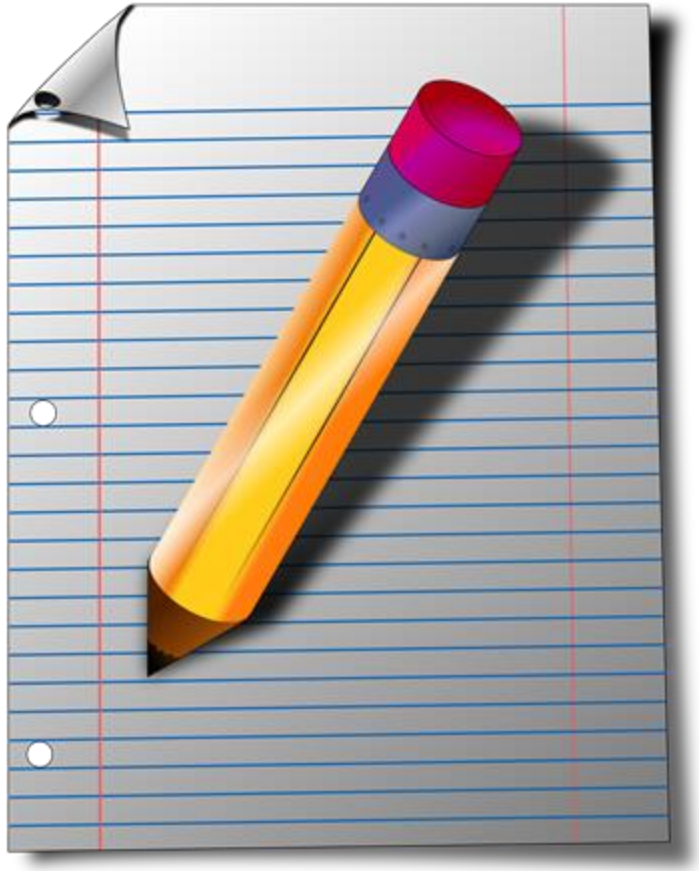
[The Defining Guide: Explains the Brain]

[Explicit Instruction]



5 Pillars + Writing





Phonemic Awareness

The ability to hear and manipulate sounds.

Phonemic Awareness Skills

ISOLATING Sounds:

- What is the 1st sound in *cat?* (/k/)
- What is the last sound in *cat?* (/t/)
- What is the middle sound in *cat?* (/a/)

DELETING Phonemes:

- Say *cat*: What word do we get when we take away the /k/? (at)
- Say *frog*. Take away the /r/. What is left? (fog)

BLENDING Phonemes:

- Blending onset and rime: s-at = sat
- Blending individual phonemes:
  /s/ /a/ /t/= sat

SEGMENTING Phonemes:

- Segmenting onset and rime:
  cat = k - at
- Segmenting individual phonemes:
  cat= /k/ /a/ /t/

SUBSTITING Phonemes

- Say *cat*: What word do you get when we change the /k/ to /p/? (pat)
- Say *sled*. What word do you get when you change /l/ to /p/? (sped)

ADDING Phonemes:

- Say *at*: What word do we get when we add /s/ before *at?* (sat)
- Say *sick*. What word do you get when you add /l/ after /s/? (slick)

Phonics

Mapping sounds to letters

c k -ck ch qu

ch

chat

cheat

Syllables

teach

notebook

leadership

Prefixes and Suffixes

pre-
un-
re-

-able
-ly

Understanding the Code

/ðə breɪn ˌʌndɚˈstændz wʌt ɪt riːdz baɪ ˈprɑsɛsɪŋ ˈspɛlɪŋ, ˈsɪntæks, ænd ˈmɛnɪŋ ˈsɪməlˌteɪniəsli./
/ɪt ˈæk.tɪ.veɪts ˈmʌltəpəl ˈɛriəz ʌv ðə ˈbrɛɪn, ɪnˈkludɪŋ ðə ˈvɪʒuəl kɔːrtɛks ænd ˈlɛŋgwɪdʒ ˈsɛn.tɚz./
/ðə ˈgræpimz ɒn ðə peɪdʒ ɑr ˈtrænsleɪtɪd ˈɪntuː fəˈnɛmz ænd wɚdz wi ʌlˈrɛdi noʊ./
/ɪkˈspɪriəns ænd ˈkɒntɛkst hɛlp ðə breɪn meɪk ˈsɛns ʌv ʌnˈnʌʊn ˈvɒkæbjəlɛri./
/riːdɪŋ ɪz ə ˈkɒmplɛks nɪuroʊˈkɑgnətɪv ˈæktɪvəti ðæt ˈdɛmənstreɪts ðə ˈbraɪliəns ʌv hjuːmən prəˌsɛsɪŋ./

Vocabulary

Tier 1: words of everyday speech

house, car

Tier 2: general academic vocabulary

saunter, escalate

Tier 3: subject-specific vocabulary

legislative, aorta, lava

Vocabulary

An ecosystem is a place where living things and nonliving things work together. All animals and plants in an ecosystem depend, or rely, on each other to survive. If one part of the ecosystem changes, it can affect the whole community. Producers, like plants, make their own food, while consumers, like animals, eat plants or other animals. Every ecosystem needs balance to stay healthy and function properly.

Tier 1: words of everyday speech

Tier 2: general academic vocabulary

Tier 3: subject-specific vocabulary

Fluency

frees	cognitive	to	the	meaning	what	being	
read.	Fluency	the	resources	process	of		

"Fluency frees the cognitive resources to process the meaning of what is being read."

Accuracy: Reading with few errors.

Automaticity: Recognize words quickly and effortlessly. (Frees up cognitive space for comprehension.)

Reading Speed: The rate at which a student reads.

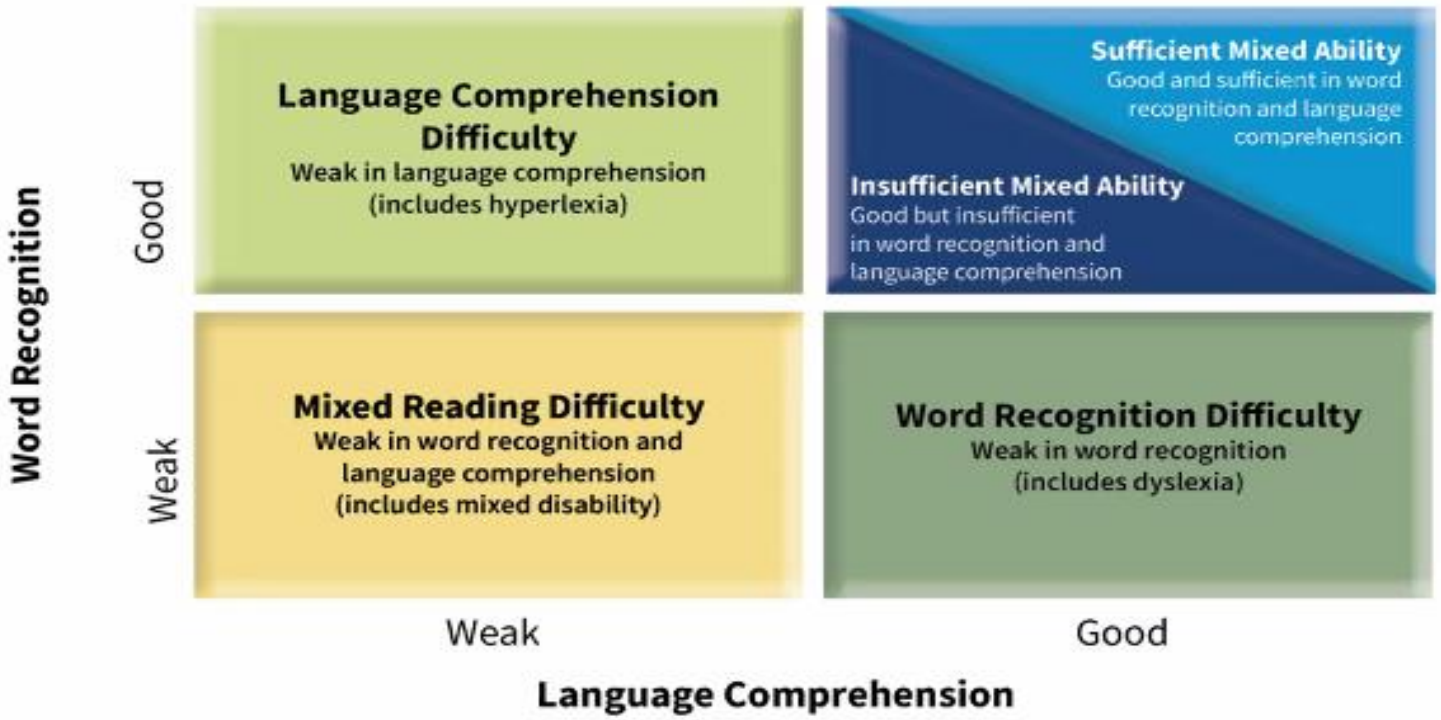
Prosody: The skill of reading aloud with proper intonation, phrasing and expression.

Fluency

Word Recognition

Language Comprehension

Reader Profiles



[Ohio's Plan to Raise Literacy Achievement]

Comprehension/Background Knowledge

Background Knowledge is like Velcro. It helps to make new learning stick!

[Reading Rockets: Building Background Knowledge]

- Dialogic Read Alouds
- Conceptually Connected Texts
- Books + Hands-on Activities
- Rich Teacher Talk
- Think Alouds

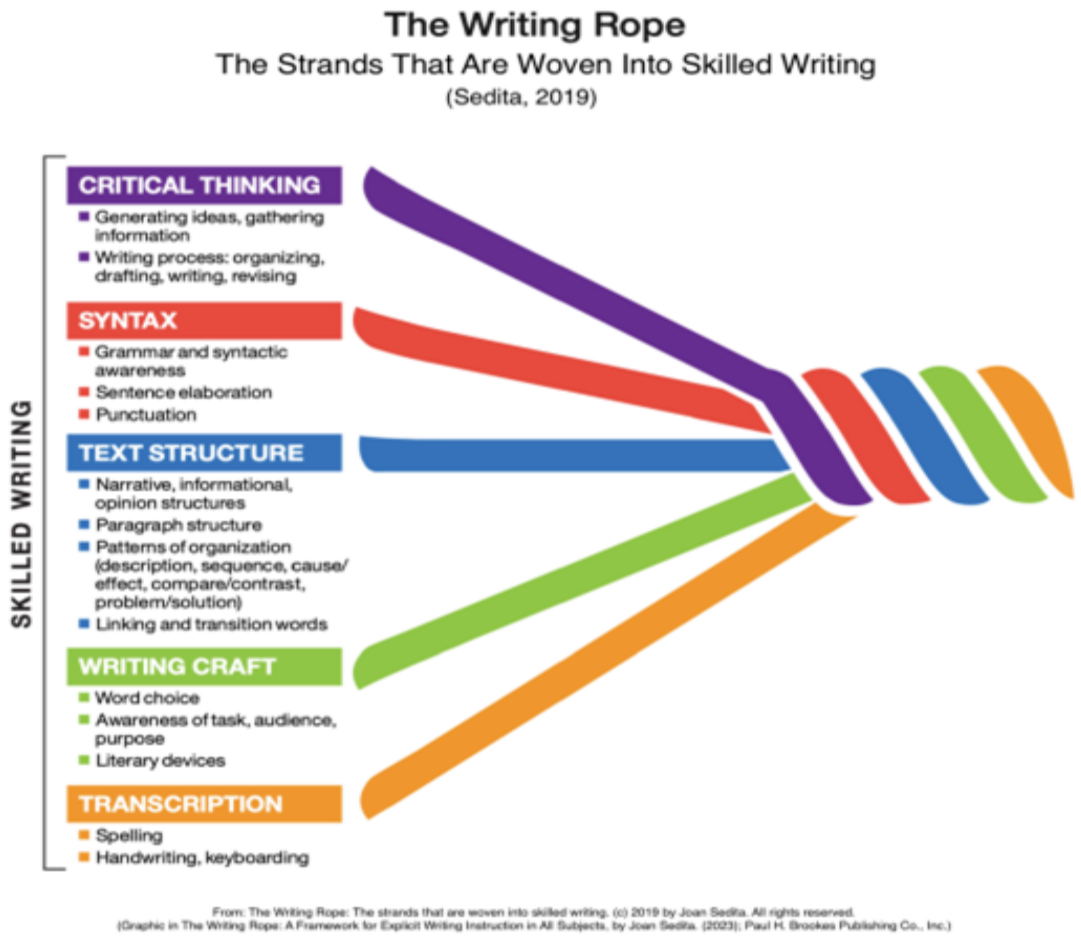
Comprehension Activity

Orthographic cognition engages an intricate constellation of cortical territories, notably implicating the occipital cortex for visuosensory transduction and the angular gyrus in orthographic-to-phonemic transmutation. The temporoparietal nexus subserves sublexical phonological parsing, facilitating the graphemic-phonemic interface via recursive integrative mechanisms. Concurrently, the inferior frontal convolution—specifically Broca's area—mediates morphosyntactic scaffolding and subvocal motor schematization requisite for both semantic internalization and phonatory rehearsal. Furthermore, the ventral occipitotemporal pathway, inclusive of the fusiform gyrus or "visual word form area," effectuates automatized lexical retrieval through high-order orthographic tuning. Collectively, this neurofunctional symphony underscores the brain's synaptic adaptability and modular synergetics in decoding symbolic linguistic inputs.

Comprehension Activity

Orthographic cognition engages an intricate constellation of cortical territories, notably implicating the occipital cortex for visuosensory transduction and the angular gyrus in orthographic-to-phonemic transmutation. The temporoparietal nexus subserves sublexical phonological parsing, facilitating the graphemic-phonemic interface via recursive integrative mechanisms. Concurrently, the inferior frontal convolution—specifically Broca's area—mediates morphosyntactic scaffolding and subvocal motor schematization requisite for both semantic internalization and phonatory rehearsal. Furthermore, the ventral occipitotemporal pathway, inclusive of the fusiform gyrus or "visual word form area," effectuates automatized lexical retrieval through high-order orthographic tuning. Collectively, this neurofunctional symphony underscores the brain's synaptic adaptability and modular synergetics in decoding symbolic linguistic inputs.

Writing Rope & Handwriting Debrief



From: The Writing Rope: The strands that are woven into skilled writing. (c) 2019 by Joan Sedita. All rights reserved.
(Graphic in The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects, by Joan Sedita. (2023); Paul H. Brookes Publishing Co., Inc.)

What “stuck” with you today?

References:

National Institute of Child Health and Human Development. (2000). *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* (NIH Publication No. 00-4769). U.S. Government Printing Office.

Ohio Department of Education and Workforce. (2025). *Ohio's plan to raise literacy achievement: A guide for connecting literacy instruction to Ohio's learning standards*. Ohio Department of Education and Workforce.

Ohio Department of Education and Workforce. (2022). *Ohio dyslexia guidebook*. Ohio Department of Education and Workforce.

References:

The Reading League. (2022). *The science of reading: Defining guide*. The Reading League.

Reading Rockets. (n.d.). *Building background knowledge*.

Sedita, J. (2019). *The writing rope: A framework for explicitly teaching writing to all students*. Keys to Literacy.

Young, N. (2020). *The ladder of reading & writing: How readers acquire skills at different rates*. Nancy Young, Literacy Consultant.

Literacy Academy 2025

QUESTIONS?

EDUCATION.OHIO.GOV

Department of Education & Workforce

Literacy Academy 2025

THE HEART OF IT ALL™

Ohio.org