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OF IT ALL™**

Ohio.org



Literacy Academy 2025

Turning Literacy Pits Into Peaks:

10 Game Changers!

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“Do Now” Poll:

If you had the agency to
implement **one thing**...

What would YOU choose to do to
improve student outcomes?

Learning Objectives:



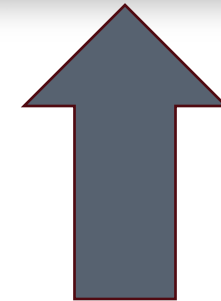
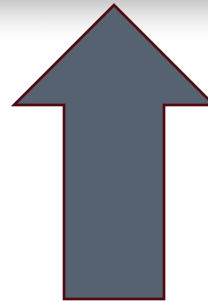
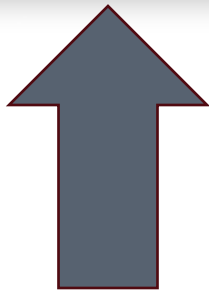
Identify key evidence-based literacy "game changers" aligned with *Ohio's Plan to Raise Literacy Achievement*.



Analyze common literacy barriers, such as struggling readers and disengaged learners, and their impact on student outcomes.



Apply practical strategies to transform literacy challenges into opportunities to improve outcomes for all learners.

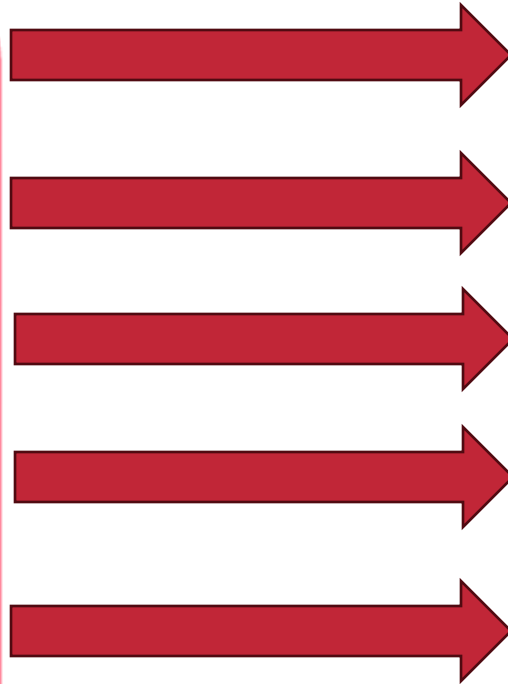


#1

LEADERSHIP

Administrators Are Leaders:

Build
Implement
Communicate
Evaluate
Sustain



Evidence based
literacy practices
within a multi-
tiered system of
supports

Simple View Of Leadership

Capacity of
Leadership

×

All Learners
Represented

=

ALL
Students
Can Read

Language and
Literacy

Equity and
Integration

Ohio's Plan to Raise
Literacy Achievement

#2

PROFESSIONAL LEARNING AND COACHING

A Nod To Translational Science



Bridging professional development to implementation is dependent on the support from leadership and job embedded coaching.

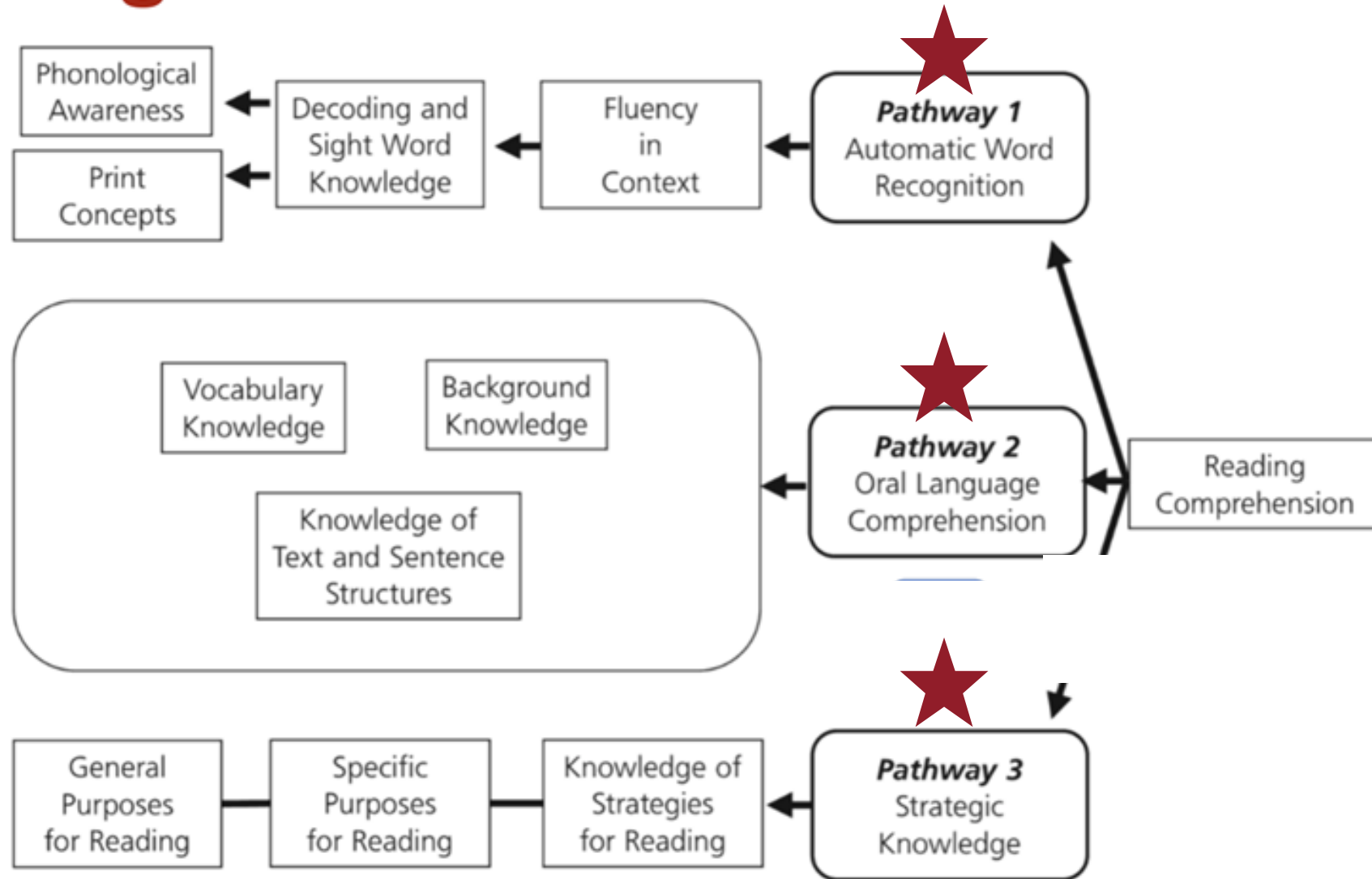
#3

DATA DRIVEN

Data Driven Decision Making Essentials

- Assessment System
- Data driven Process-PDSA or Dyslexia GB or OIP
- Teaming (who, when, how often, feedback loop)
 - Collective teacher efficacy - # 1 influence for student achievement
 - Coaching significantly enhances team effectiveness by fostering collaboration, clarity, and accountability.
- Building – RTFI tool items

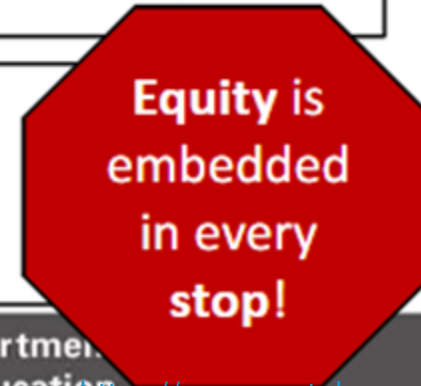
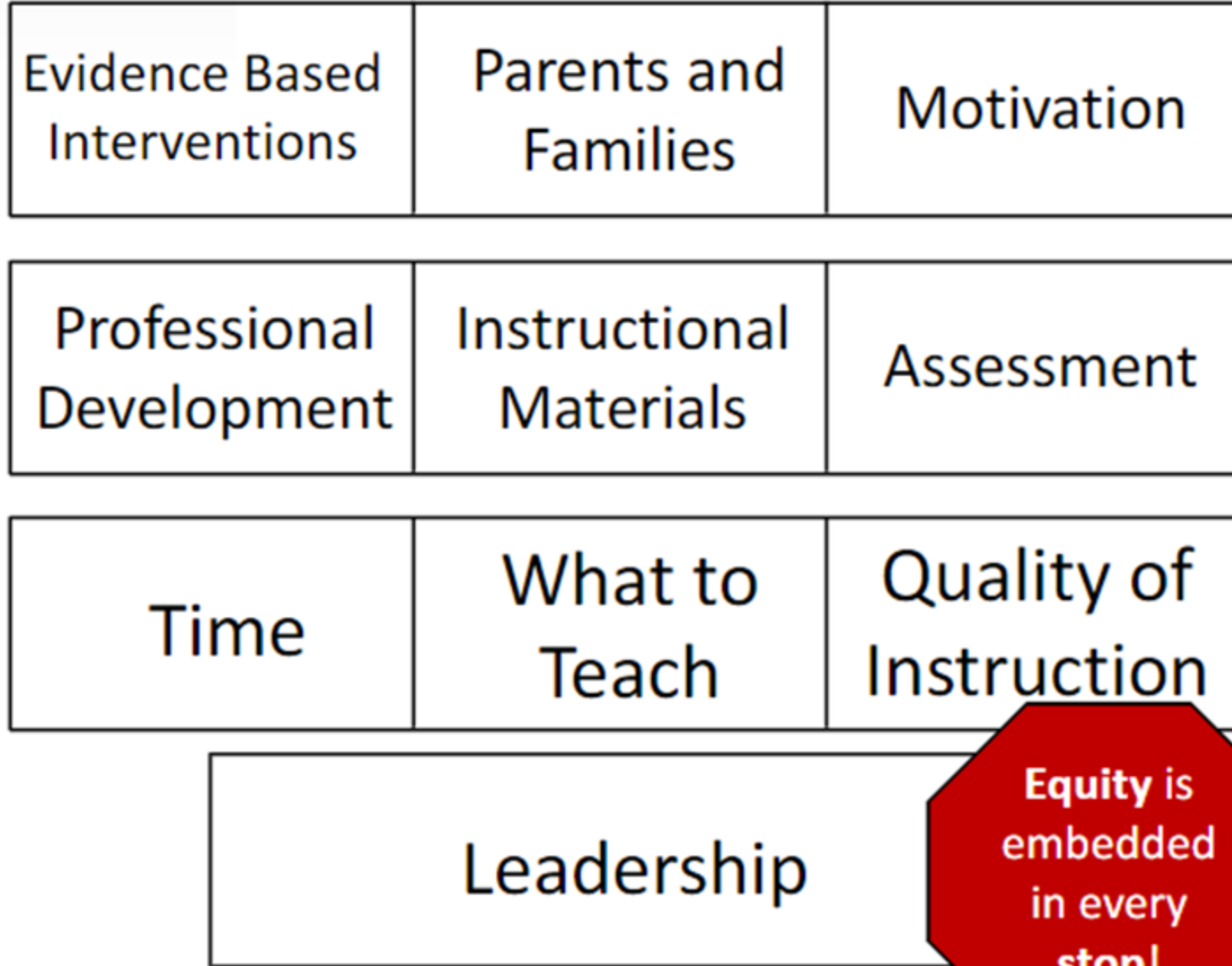
Cognitive Model





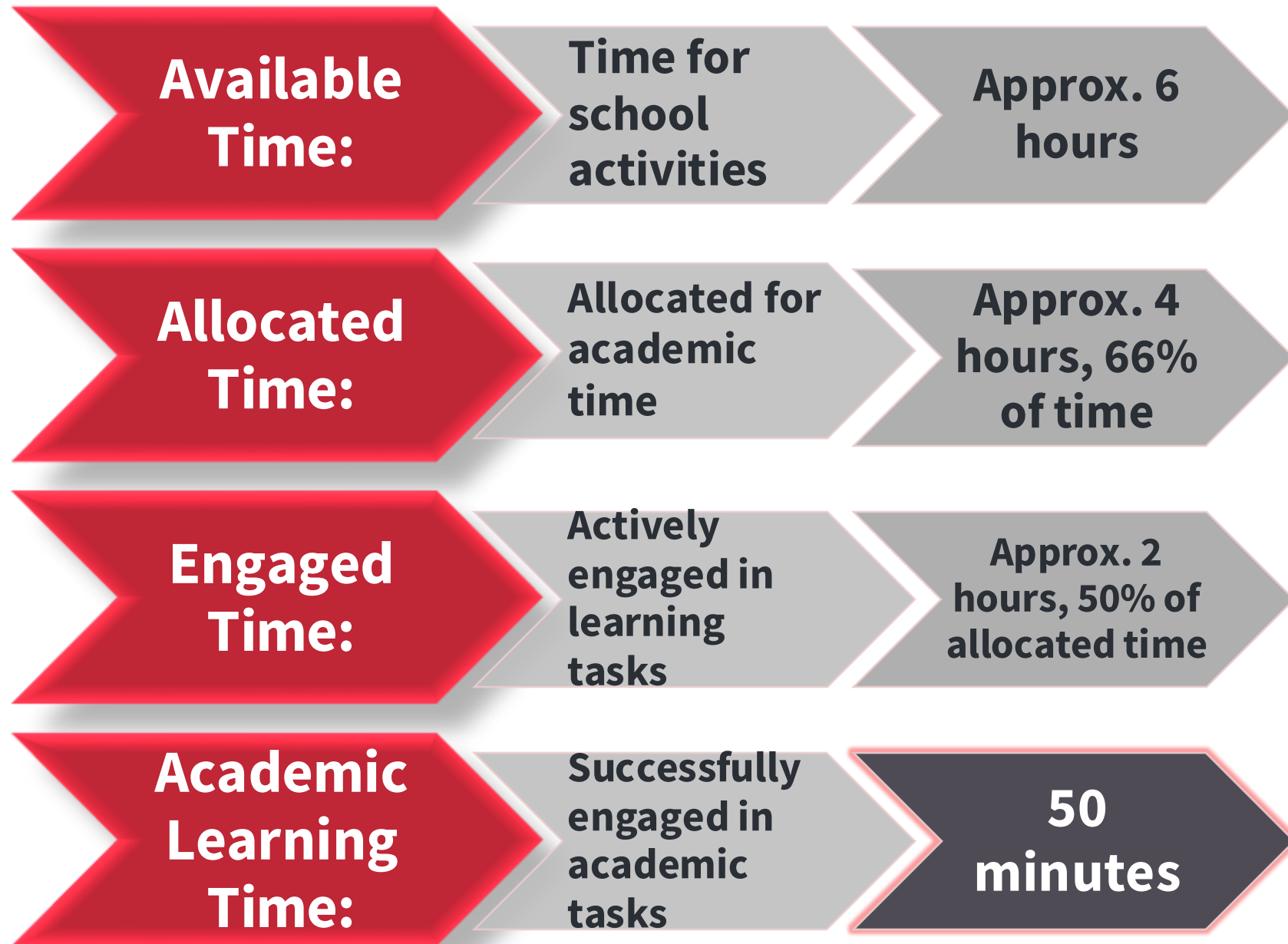
“HC

ES?”



#4

TIME



#5

WHAT TO TEACH

Development of Literacy Skills



**Birth to
age 5!**

**Phonological
Awareness**

**Letter
Recognition**

**Alphabetic
Principle**

**Phonemic
Awareness**

Phonics

**Sight Word
Vocabulary**

Fluency

Automaticity

Language, Vocabulary, and Background Knowledge Development

#6

QUALITY OF INSTRUCTION

How To Teach: Essentials

- IES guide – promise of the practice is hemmed in EI
- Systematic, explicit, cumulative and diagnostic
- Continuum of direct to discovery

Acceleration

- Think Time: (BDA)
- Questioning (student, teacher)
- Writing to learn (Writing Revolution-Syntax)
- SVW: Transcription x Translation
- Value and correlation (handwriting to composition in grade 8)

Advancing Thinking

- Levels of Learning 1-4
- Feedback
- Practice-Anita Says...

The Reading-Writing Connection	
Core Principles	Adjustments for ELs
<ul style="list-style-type: none">• Respond to a text in writing• Write summaries of a text• Write notes about a text• Answer questions about a text in writing, or create and answer written prompts about a text	<ul style="list-style-type: none">• Select topics that they have extensive knowledge, familiarity, and experience• Ensure access to associated vocabulary• Group brainstorming• Concept mapping (connected visuals & words)

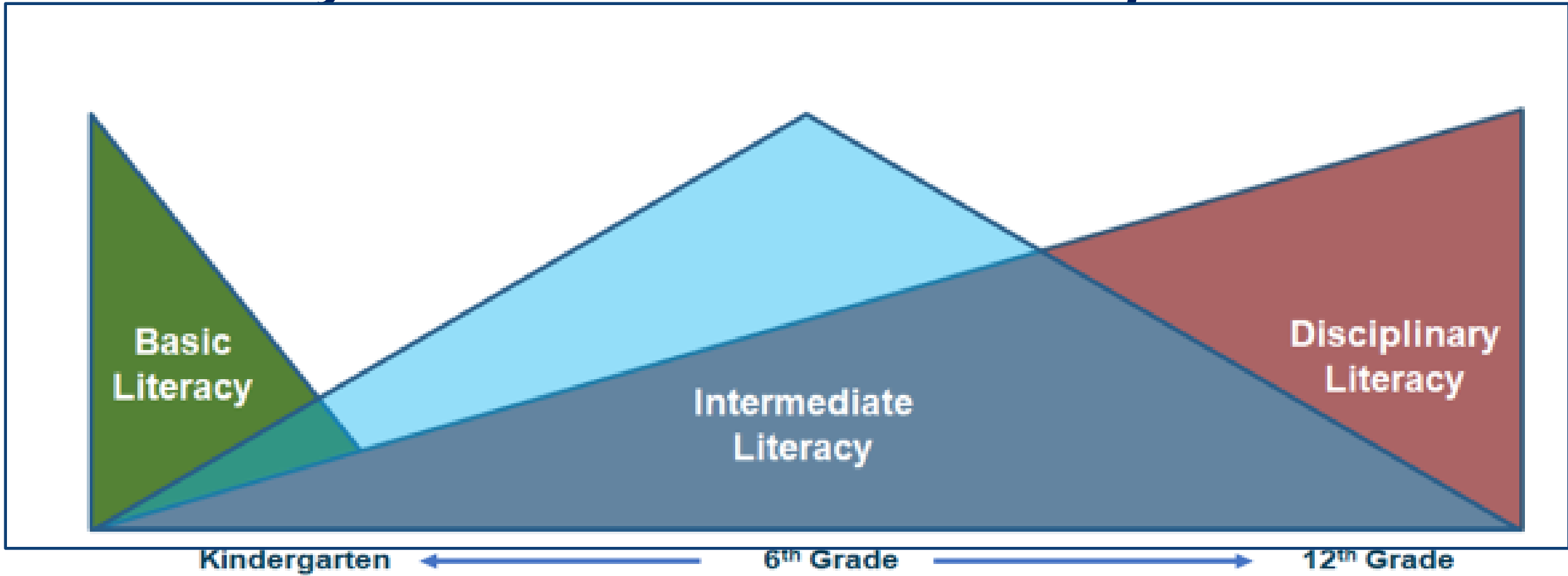
Going Deep (DOK)



#7

DISCIPLINARY LITERACY

Layers Of Instructional Emphasis



Read, Write And Discourse: Every Day, Every Class!

- ✓ Develop nuanced skills required to be successful (Shanahan)
- ✓ Content area teachers act like a tour guide: Reading, speaking, thinking, writing, listening (Moje)
- ✓ Motivation and passion for College and Career (State of the State address, Governor DeWine 2024)

World And Word Knowledge

Tier 3:
Domain-specific
academic vocabulary

Tier 2: High-utility
academic vocabulary
found across
subjects

Tier 1: Words that
are commonly used
spoken language

Well Below Level
Reader
(500L)

Raptor
Rescue
Spotted
Base
Hunting
Tucked
Carrier

Below Level Reader
(620L)

Raptor
Surprised
Rescued
Sagging
Unwrapping
Prey
Needles
Creature
Squished
Surprised
Impressed
preparing

On Level Reader
(820L)

Raptor
Undomesticated
Nonprofit
Rehabilitate
Iconic
Mocking
bedraggled
Metaphor
Stowaway
Possibilities
Chaos
Relieved
Refuge
Fractures
strive
honored

Remember...Hallmarks Of Adolescent

Motivation

- ☐ Vocabulary IS THE Content
- ☐ Complex Texts
- ☐ Background Knowledge
- ☐ Explicit Instruction: Vocabulary/
Morphology/Advanced Word Study

Word & World Knowledge

#8

SMALL GROUP (DIFFERENTIATION)

Small Group Instruction

Tier 1

“Small groups could be one of the most valuable aspects of our reading instruction, but are we really capitalizing on this instructional practice? What happens in small groups? Are students’ needs being met? Are they growing as much as they can as readers?” In your handout, the authors revisit this practice and recommend refocusing on the ABCs.”

What Does Small Group Instruction Look Like?

Advanced Tiers

- Targeted Instruction (data)
- Personalized support
- Frequent review
- Scaffolding
- Immediate feedback
- Guided Practice
- Collaborative with tier 1
- All kids have access, all tiers

#9

COMPREHENSION IS
AN
OUTCOME

Simple View
of Reading

Scarborough's
Reading Rope



X



Increasingly Strategic

Increasingly Automatic

Skilled Reading

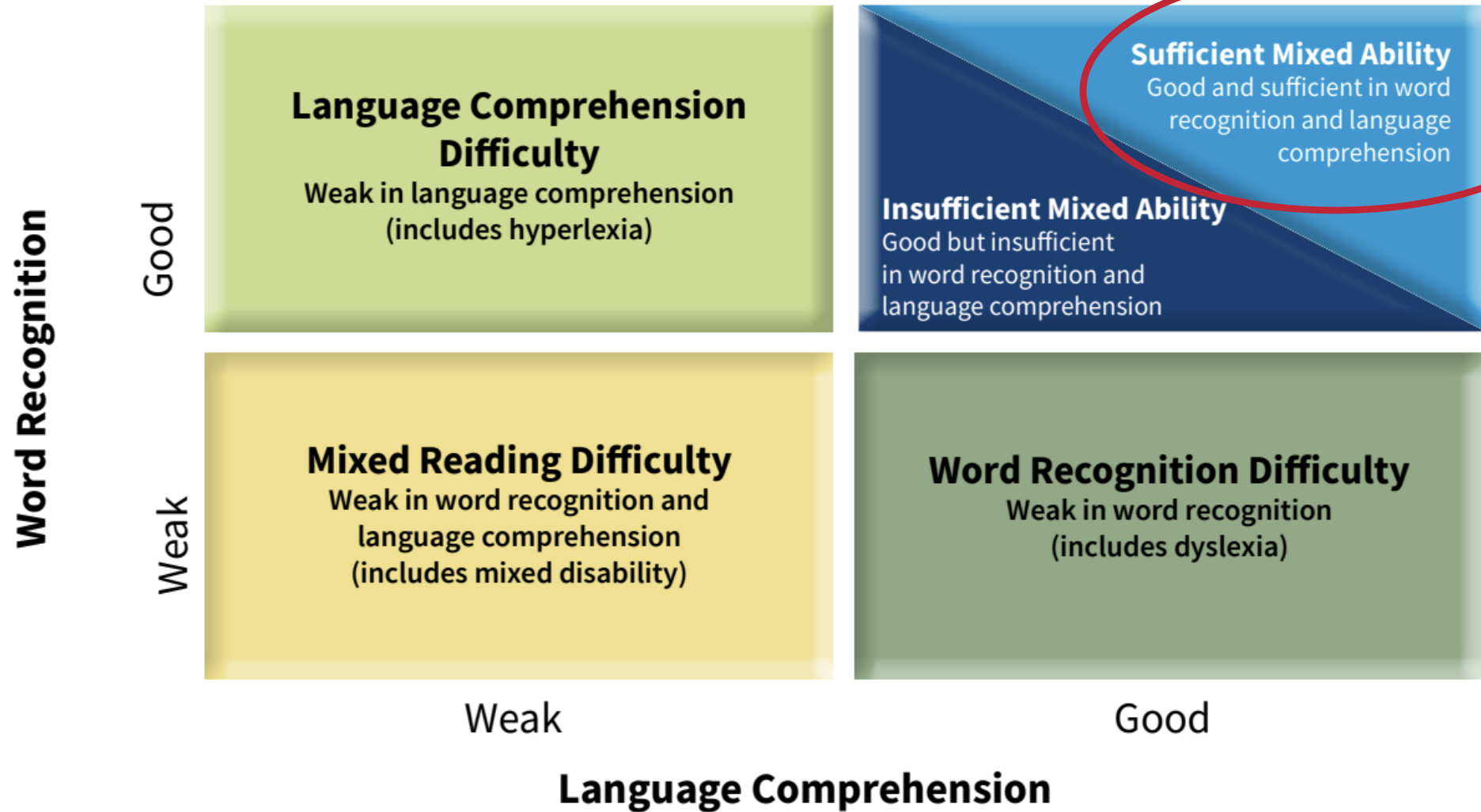
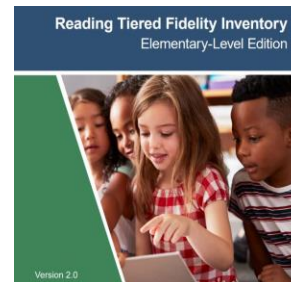


Figure 7. Five Reading Profiles Organized Under the Simple View of Reading (Adapted from Hoover, 2023)

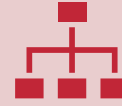
#10

MULTI-TIERED SYSTEM OF SUPPORTS



A Good First Instruction !

Ensuring Access to the General Curriculum for Learners



Tier 1/Intervention in
the advanced tiers






Progress Monitoring



Assessment System

MTSS-Proactive vs. Reactive

<input type="checkbox"/> Leadership Collaboration START HERE!	<input type="checkbox"/> Tier 1 Access for EACH! 80+%  <input type="checkbox"/> Advanced Tiers Access <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Instructional & Systems Coaching  See Ohio's Model in Handouts	<input type="checkbox"/> Assessment System-Decision Rules <input type="checkbox"/> Regular Scheduled Data Collection
<input type="checkbox"/> Teaming Structures <input type="checkbox"/> Feedback Loops/ Follow Up  <input type="checkbox"/> SF Data Decisions	<input type="checkbox"/> Collaborative Problem Solving via Process (teacher efficacy)	<input type="checkbox"/> Professional Learning <input type="checkbox"/> Differentiated <input type="checkbox"/> Presumed Competence for ALL educators!	<input type="checkbox"/> Evidence Based Strategies <input type="checkbox"/> HQIM- 1 part! Assessment, S&S, HQIM , Content & Learning Objectives

QUESTIONS?

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QUESTIONS?

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