

Selecting Instructional Materials Aligned to the Big Ideas of Reading

Ohio's Literacy Academy

February 20, 2019

Objectives

- Apply the Simple View of Reading to selecting instructional materials and resources
- Analyze instructional materials and resources in relation to the Five Big Ideas of Reading
- Explore elements of explicit reading instruction
- Understand the Core Reading Selection Process

Simple View of Reading: Defining Domains

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

Gough & Tunmer, 1986

Simple View of Reading: Decoding Skills

Word Recognition

Phonological and
Phonemic Awareness

Decoding (phonics,
advanced phonics)

Sight Word Recognition

Fluency

Simple View of Reading: Language Skills

Language Comprehension

Background Knowledge

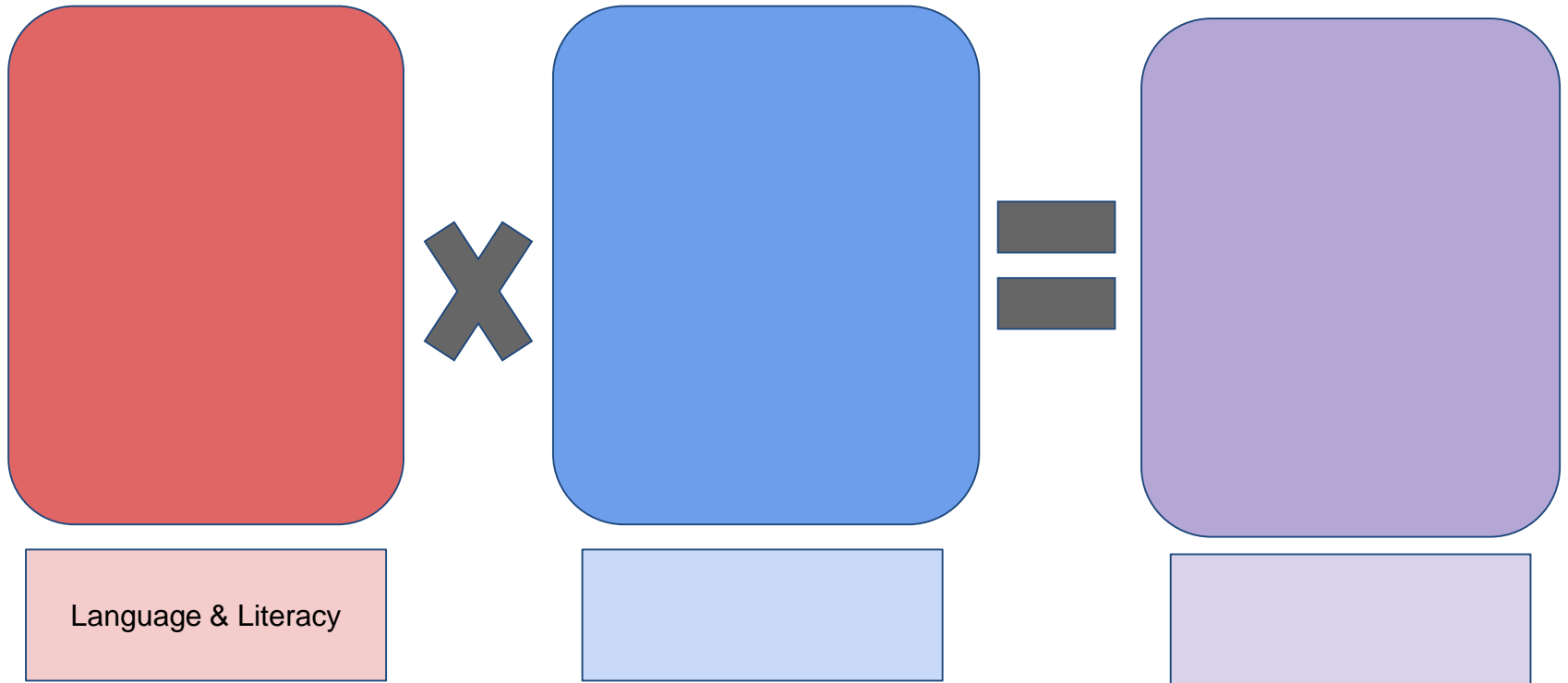
Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

All Learners in Literacy



Changing Emphasis of Big Ideas

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

5 Components of Reading

When reviewing Core Reading and Intervention materials, it is important to know what to look for in relation to the 5 Components of Reading.

Resource – Teaching Reading: Research Supported Recommendations

Research-Supported Recommendations for Teaching Reading (April 2018) Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education.

Phonemic Awareness

Component	K	1 st	2 nd	3 rd	4 th	5 th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				

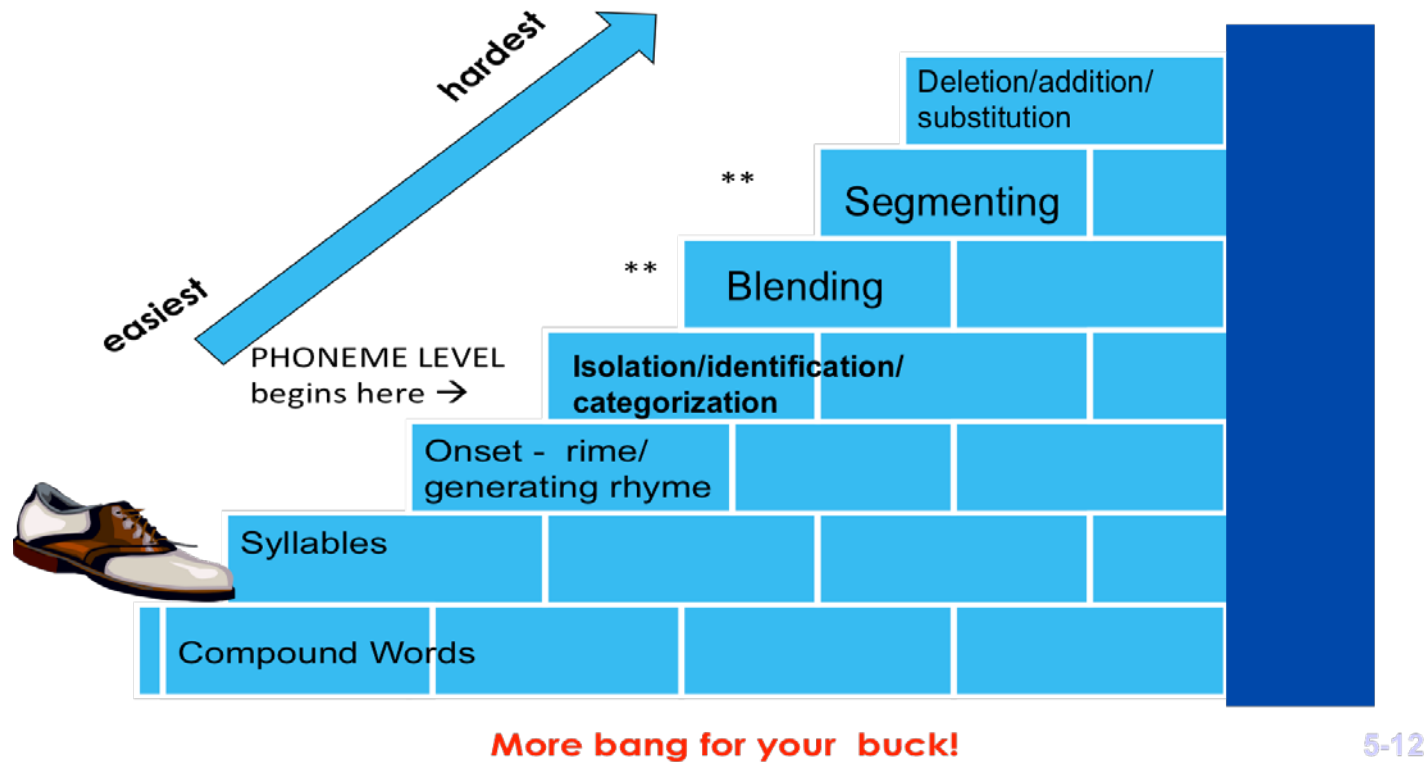
The ability to perceive and manipulate the sounds in our language.

- Progression of skills
- Explicit and systematic
- Teachers model the skill
- Concrete materials and hand motions are used with initially teaching the skill
- Brief, daily practice
- Designed to include all students



Phonological Awareness Progression- Example 2

Teach from Easiest to Hardest Continuum of Phonological Awareness



Phonemic Awareness

Component	K	1 st	2 nd	3 rd	4 th	5 th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				



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
- 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

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	

Instruction that includes teaching letter-sound associations, both consonant and vowel letters

- Sequential – follow a logical scope and sequence
- Explicit
- Many opportunities for practice including
 - phoneme-grapheme mapping
 - writing words, phrases, and sentences
 - reading decodable text



Remediation/Extension

Phonics- Basic Decoding

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	



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/uses leveled texts
- 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

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	

Using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context (Ohio's Learning Standards).

- Explicit routines for decoding multisyllabic words
- Morphology
- Language of Origin
- Connected to vocabulary development



Phonics- Advanced Decoding

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	



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

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

“Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” (Steve Stahl, 2005)

- Routine for teaching new vocabulary words
- Limited number of words to be taught in depth (4-5 per session)
- Select words that are unknown
- Select words that are critical to understanding
- Select words that students are likely to encounter in other texts, across content areas, and are generally useful



Remediation/Extension

Vocabulary

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	



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

Vocabulary Routine

1. Introduce the word's pronunciation
2. Introduce the word's meaning
3. Illustrate the word with examples (and non-examples when helpful)
4. Check for students' understanding

Archer & Hughes (2011). Explicit Instruction

<https://explicitinstruction.org/video-elementary/elementary-video-4/>

Comprehension

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

The ability to make sense of text and monitor for understanding.

- Before Reading Strategies:
 - Teacher pronunciation and meaning of vocabulary
 - Build background knowledge
 - Preview the text
 - Establish a purpose for reading
- During Reading Strategies:
 - Teacher asks questions to mediate comprehension while reading including vocabulary words, helping students make inferences, or take notes while reading
- After Reading Strategies:
 - Discussion of content
 - Complete a graphic organizer
 - Write a summary



Remediation/Extension

Comprehension

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	



Red Flags:

- Teacher modeling (thinking aloud) is the primary instructional strategy
- Instruction is all product 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

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Fluency	Sounds and Words	Words & Connected Text			Connected Text	

The ability to read text: accurately, automatically, with proper expression.

- Provide extensive reading practice
 - Echo reading, Choral reading, Partner reading, Phrase reading
- Focus is on building accuracy, automaticity, and expression
- Repeated Reading of word lists, phrases, and passages
- In K-1, fluency is automatically naming letters and sounds, blending and segmenting 3, 4, and 5 phoneme words orally, decoding cvc words and reading decodable text.



Remediation/Extension

Fluency

Component	K	1 st	2 nd	3 rd	4 th	5 th And Beyond
Fluency	Sounds and Words	Words & Connected Text			Connected Text	



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

Writing

- Scope and sequence of foundational skill development.
- Handwriting is incorporated in the early grades.
- Word and spelling writing tied to phonics lesson.
- Writing in response to text
- Writing is incorporated daily options for short and longer writing pieces
- Language development is connected to writing.

Teaching elementary school students to be effective writers: A practice guide Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch

Writing



Red Flags:

- Handwriting is not taught explicitly
- Skill development and progression of skills are not clearly defined
- Program does not provide scaffolds for composition
- Instruction only includes process instruction (writing workshop)
- Focus on journaling

Elements of Explicit Reading Instruction

“Human brains are naturally wired to speak; they are not naturally wired to read and write. With teaching, children typically learn to read at about age 5 or 6 and need several years to master the skill.”

“Although adults are constantly exposed to print in the environment, they may not learn to read. The myth (perpetuated as fact) that people learn to read naturally just by being immersed in print results in misguided instructional practices.”

Louisa Moats and Carol Tolman

<http://www.readingrockets.org/article/speaking-natural-reading-and-writing-are-not>

Instructional Design

Features of well-designed programs include:

- Explicit and systematic instructional strategies
- Coordinated instructional sequences
- Ample practice opportunities
- Aligned student materials



Instructional Design



- Is instruction explicit?
- Is instruction systematic?
- Is there a coordinated instructional sequence?
- Are there instructional routines?
- Is instruction scaffolded?
- Does instruction include a cumulative review?
- Are assessments included to measure and monitor progress?

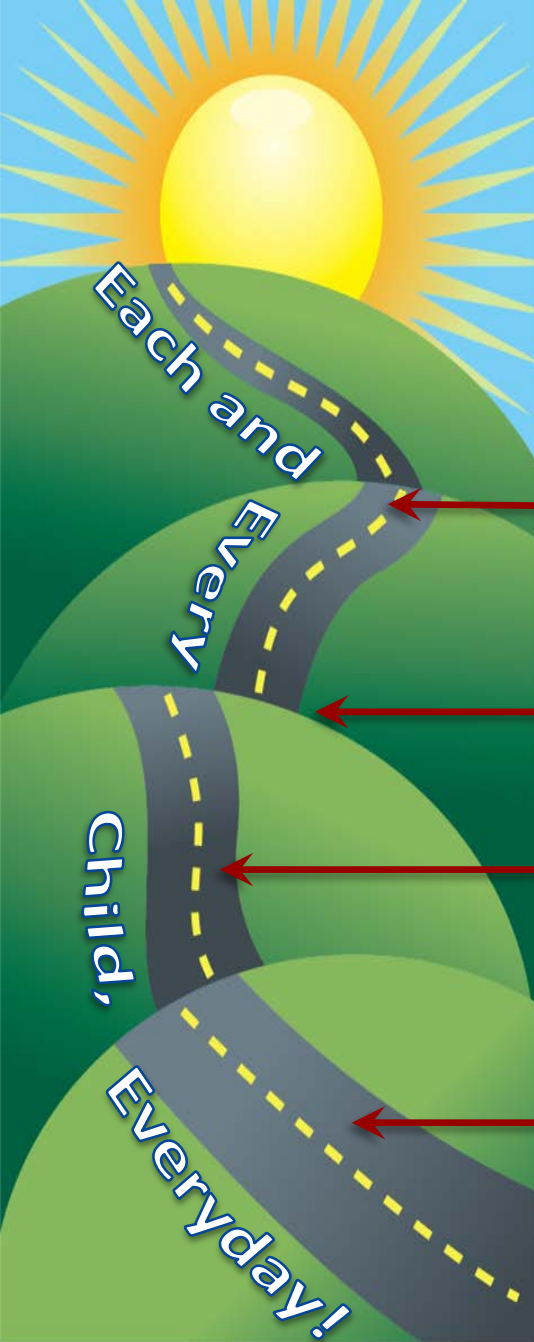
Types of Reading Difficulties

		Language Comprehension	
		<i>Strong</i>	<i>Weak</i>
Word Reading	<i>Strong</i>	Typical Reader	Language Difficulties
	<i>Weak</i>	Phonological Difficulties	Mixed Reading Difficulty

Core Reading Curriculum Pre-Corrects

- The perfect reading curriculum does not exist
- District data should drive what program elements must be present over others
- Core reading programs include more than what is necessary
- Merely selecting a curriculum will not change outcomes for students
- Not all programs are created equal

Literacy Improvement Pathway



4

Assessment	Targeted Interventions	Families	Motivation
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3

Professional Development	Instructional Materials
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2

Time	What to Teach	Quality of Instruction
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1

Leadership

Equity – Each and Every Learner
Everyday!



Overview of the Selection Process

1. **Assess the need** for Reading curriculum materials
2. **Select** the review team
3. Initial team meeting
 - a. **Review the research** on how students learn to read
 - b. Divide the team into smaller teams
4. **Review** Core Reading Programs (Using Selected Tool(s))
5. **Narrow Down** Program List and **Prepare** for Program Overviews from the Publisher
6. **Finalizing Decision** for Recommendation
7. **Follow-up** to Materials Adoption
 - a. Communication
 - b. Professional Development
 - c. Coaching

Assess the Need for Core Reading or Intervention Materials

- ❑ Use the **Program Initiative Review and Selection Consideration** document to determine the need for reading materials
- ❑ **Review student data** across grade levels and drilled down to specific reading skills
 - Example: 54% of 1st grade students are proficient in phoneme segmentation
- ❑ **Conduct a curriculum audit**
 - What is the focus of the literacy block? What materials are being used? How much instructional time do students receive?
- ❑ **Survey staff**
 - What materials are they using during the literacy block? How much time do they spend on each of the 5 components of reading? What is missing?

Selecting the Review Team

Members to inform evidence-based language and literacy instruction and improvement

- Curriculum staff
- Literacy coaches/Reading specialists
- Expert teachers (no matter licensure)
- Speech-language pathologists
- ESL Teachers

Members in key positions at various levels of the organization

- Superintendent/Associate Superintendent
- Central office directors
- Building administrators
- School psychologists

Members that represent the diversity of learners across the continuum

- All ages represented
- Representation for the diversity of disabilities
- Representation for the diversity of languages
- Representations for the diversity of racial and ethnic backgrounds and socioeconomic experiences

Initial Team Meeting

- Provide an overview of the Simple View of Reading
- Review the Changing Emphasis of the 5 Components of Reading
- Review the Elements of Explicit Instruction
- Outline the Review Process
- Divide teachers into teams to review each grade level of the core reading programs being considered

Review of Core Reading Programs

- ❑ Teams begin to review portions of the reading program using selected tool(s).
- ❑ Teams present findings to the whole group with explanations of examples from the programs.
- ❑ A vote may be taken to remove programs from the list for consideration.

In-depth Analysis

Phonemic Awareness	Phonics
Vocabulary	Comprehension/Background Knowledge
Fluency	Explicit instructional routines
Questions for the program representative:	

Program Overviews from the Publisher Representatives

- Document answers to questions generated by the team
- Ask the representative to provide evidence for your review process
- Ask the representative to provide names of other schools that are using the program

Finalizing the Decision for Recommendation

- ❑ A final decision is made using information from the rubric, the district review process, and the program representative
- ❑ A presentation is created for the Board of Education
- ❑ District adoption procedures are followed.

Following Adoption of New Materials

- ❑ Review the evidence-based practices for teaching reading and communicate how the selected materials meet the criteria and needs of the district
- ❑ Determine which reading materials will no longer be used by teachers
- ❑ Provide written guidelines for which components of the curriculum to be used daily by teachers
- ❑ Develop professional development plan and implementation supports for teachers

Resources

The following slides provide specific references or questions for districts to use when reviewing instructional materials.

1. Word Recognition
2. Language Analysis
3. Writing
4. Fluency

Word Recognition Analysis

- Guidelines for Reviewing a Reading Program
- Core Reading Curriculum Review Process (starts on pg. 3 Foundational Reading Skills)
- Instructional Materials K-5 (Pg. 8 and 9)
- Teaching Reading: Research Supported Recommendations pg. 1-3
- Elements of Explicit Instruction for Core Reading Curriculum Review

Language Analysis

- Guidelines for Reviewing a Reading Program
- Core Reading Curriculum Review Process (pg. 2 & 3)
- Rubric for Evaluating Reading Language Arts Instructional Materials K-5 (pg. 9 and 10)
- Teaching Reading: Research Supported Recommendations (pg. 5-7)
- Elements of Explicit Instruction for Core Reading Curriculum Review

Writing

- Is there a scope and sequence of writing foundational skills that starts in K and progressively builds on previously taught skills?
- How is writing to enhance text comprehension incorporated into the program?
- Are students provided opportunities to write about what they read to enhance their comprehension of the text?
- How often are students engaged in short writing often about what they have read?
- How often are students engaged in writing longer essays / reports about what they have read?

Fluency

- How do the program authors define fluency?
- Find the instructional routine and activities for fluency to determine how students are reminded they need to be accurate in their reading, read at an appropriate rate and with the proper expression / intonation

Your Work

- ❑ Establish a Review and (De) Selection **Team**
- ❑ **Select a tool(s)** for Instructional Resources and Practices Review
- ❑ Provide **Professional Development** to Team
- ❑ Create **action step(s)** that includes timelines for work completion
- ❑ **Outline a long-term district process/protocol** for selection or deselection of resources and/or practices



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