

Teaching Reading Effectively: The “Prevention” to Move on When Reading

**Arizona Department of Education
High Academic Standards for Students
K-12 Literacy**

Outcomes

- Develop awareness of Arizona Legislation including Move on When Reading
- Become familiar with Foundational Skills and Appendix A

Arizona Revised Statute (A.R.S.) 15-701

...requires schools to **retain 3rd grade students who attain a “falls far below”** designation on the 3rd grade state reading assessment. 2012 – 2013 second graders are the first children in danger of retention under this bill.



Arizona Revised Statute (A.R.S.) 15-704



...requires LEAs and schools to implement:

- **comprehensive K-3 assessment system,**
- **a research based reading curriculum,**
- **explicit instruction and intensive intervention**

Design and Delivery of a Core Program

- Features of well-designed programs include:
 - **Explicitness of instruction** for teacher and student
 - Making it clear and direct for the student
 - **Systematic & supportive instruction**
 - Building and developing skills from easy to difficult
 - **Opportunities for practice**
 - Modeling and practicing the skill multiple times
 - **Cumulative review**
 - Revisiting and practicing skills to increase strength
 - **Integration of Big Ideas**
 - Linking essential skills

Core Reading Program (Tier 1)

Comprehensive Core Reading programs:

- Research based
- Content includes Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension
- Explicit and Systematic

**90 minutes reading block =
whole group + small group**



Key Advances

Reading

- Balance of literature and informational texts
- Text complexity
- Foundational skills

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

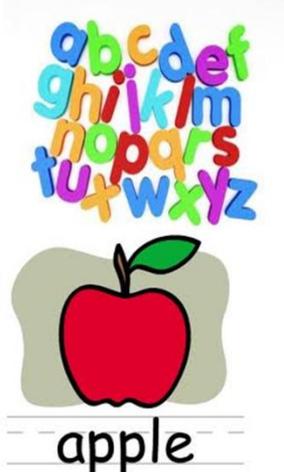
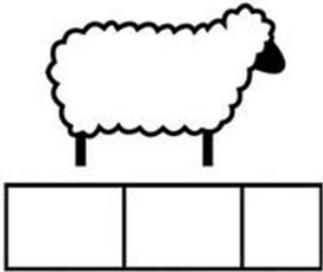


APPENDIX A

RESEARCH SUPPORTING KEY ELEMENTS OF THE STANDARDS

Appendix A	
Reading: Text Complexity	Pages 2-16
Reading: Foundational Skills	Pages 17-22
Writing	Pages 23-25
Speaking and Listening	Pages 26-27
Language	Pages 28-31
Vocabulary	Pages 32-35
Bibliography and Glossary of Key Terms	Pages 36-43

ACCS - Foundational Skills

	Print Concept	Phonological Awareness	Phonics/Word Recognition	Fluency
				
Kindergarten	X	X	X	X
1 st Grade	X	X	X	X
2 nd Grade			X	X
3 rd Grade			X	X

Phonological Awareness Continuum

Type	Description	Examples
<i>PHONEMES</i>	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	<i>/k/ /a/ /t/</i> <i>/sh/ /i/ /p/</i> <i>/s/ /t/ /o/ /p/</i>
<i>ONSETS AND RIMES</i>	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	<i>/m/ /ice/</i> <i>/sh/ /ake/</i>
<i>SYLLABLES</i>	Blending syllables to say words or segmenting spoken words into syllables	<i>/mag/ /net/</i> <i>/pa/ /per/</i>
<i>SENTENCE SEGMENTATION</i>	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
<i>ALLITERATION</i>	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
<i>RHYME</i>	Matching the ending sounds of words	cat, hat, bat, sat

Phonological Awareness

Phonemic Awareness

- The ability to hear identify, and manipulate phonemes in spoken language

Isolation

Identity

Categorization

Blending

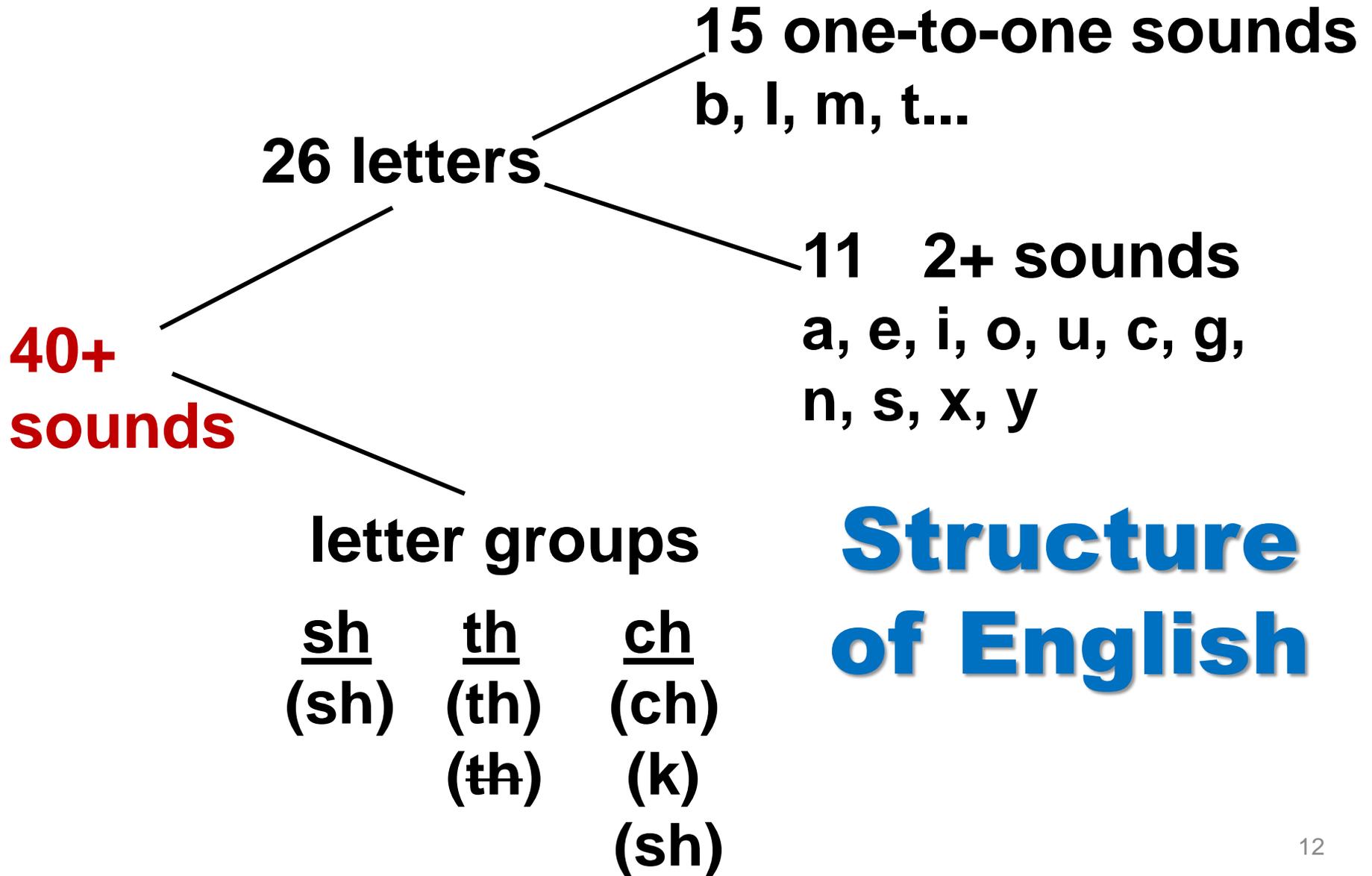
Segmentation

Deletion

Addition

Substitution

Alphabetic Principle



Syllable Types



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Multisyllabic Word Identification

Using Structural Analysis

- **H** – highlight the prefix and/or suffix parts
- **I** – identify the sounds in the base word
- **N** – name the base word
- **T** – tie the parts together
- **S** – say the word

(adapted from Archer, Gleason & Vaughn, 2000)

exportable

unlikely

disagreement

unexpectedly

Language Strand

reading + writing + speaking + listening +

vocabulary + syntax = **Language!**

Instructional Shifts to Support Students in Literacy Acquisition

Shift 1

Balancing Informational and Literary Texts (PK-5)

- **Balance** of informational and literacy texts
- Students access science, social studies, the arts and literature **through text**
- At least **50%** of what students read is **informational**

Instructional Shifts to Support Students in Literacy Acquisition

Shift 2

Building Knowledge in the Disciplines (6-12)

- Content area teachers **emphasize literacy** experiences in their planning and instruction
- Students learn through **domain – specific texts** in science, social studies and technical subject classrooms
- Students are expected to learn from what they read

Instructional Shifts to Support Students in Literacy Acquisition

Shift 3

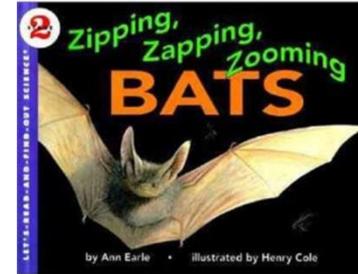
Staircase of Text Complexity

- Students **read** the central, **grade appropriate text** around which instruction is centered
- Teachers create more **time and space** in the curriculum **for close careful reading of text**
- Teachers provide **necessary scaffolding**
- **Text Complexity Matters**

Text Complexity Grade Bands and Associated Lexile Ranges (Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K–1	N/A	N/A
2–3	450–725	420 - 820
4–5	645–845	740–1010
6–8	860–1010	925–1185
9–10	960–1115	1050–1335
11–CCR	1070–1220	1185–1385

Close Reading



Page 15

Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Instructional Shifts to Support Students in Literacy Acquisition

Shift 4

Text-Based Answers

- Students have rich and rigorous conversations **dependent on a common text**
- Teachers insist that classroom experiences stay **deeply connected** to the **text on the page**
- Students develop habits for making **evidentiary arguments** both in **conversation and writing** to assess comprehension

Two Column Notes

Bats	
Wings	
Membrane (thin skin)	
Summary:	

Instructional Shifts to Support Students in Literacy Acquisition

Shift 5

Writing from Sources

- Writing emphasizes the **use of evidence** to inform or make an argument
- Students develop skills through **written arguments** that respond to the ideas, events, facts, and arguments presented in the **texts they read**

Argument (Opinion) Summary

The best book our class has read is _____
_____. I liked it because _____.
I especially liked the part where _____.
I believe that everybody should read it.

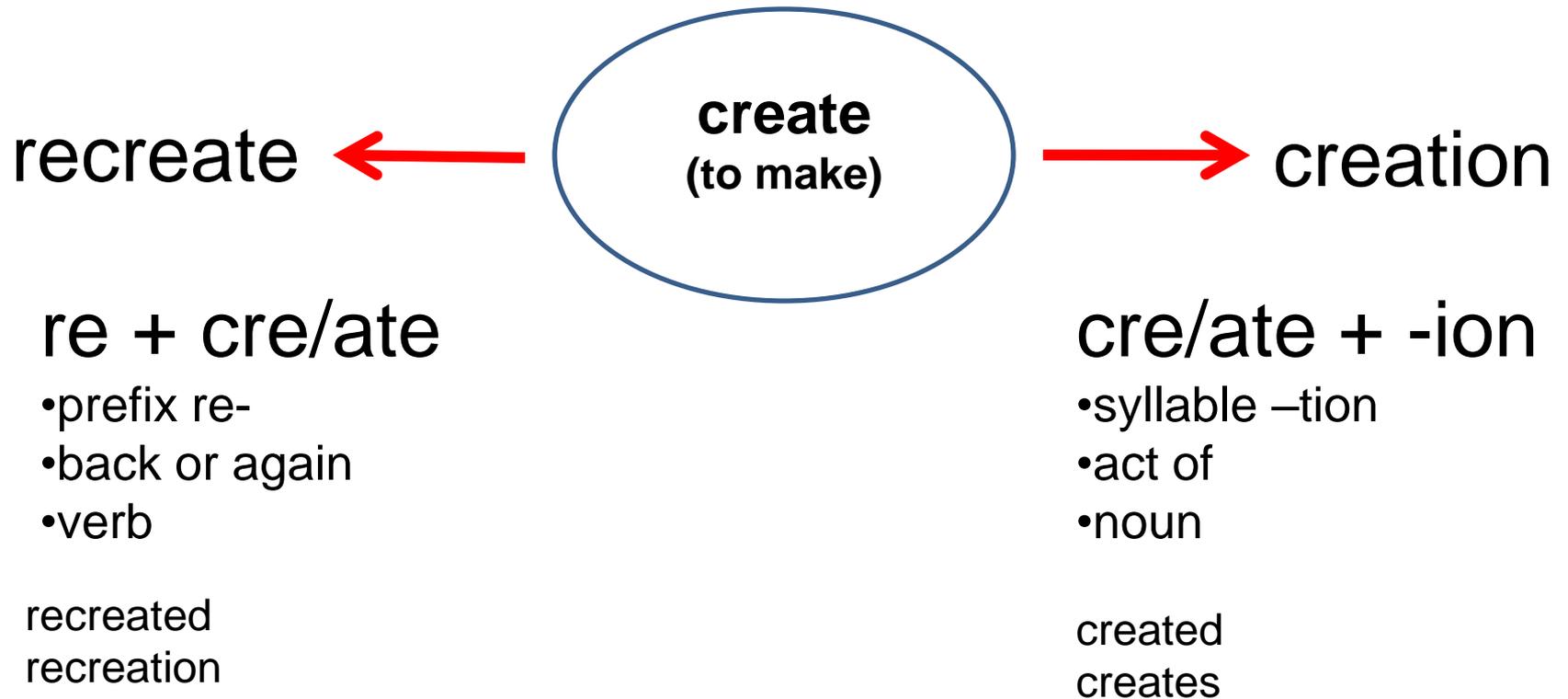
Instructional Shifts to Support Students in Literacy Acquisition

Shift 6

Academic Vocabulary

- Students build needed **vocabulary** to **access grade level complex texts**
- Focus strategically on the **comprehension of words such as discourse, generation and theory**, and less time on literary terms (onomatopoeia)
- Teachers insist **students use academic words** in speaking and writing

Word Families



Phase II

Teaching Reading Effectively

~5 day training ~

Who Should Attend: Teachers K-3, Special Education teachers K-12 implementing school and district literacy plans, reading coaches

Teaching Reading Effectively Course is strongly aligned to the AZ Common Core Standards - ELA: Foundational Skills (K-5), Reading Standards for Literature and Informational Text (K-5), Language Standards (K-5) and the Move on When Reading Legislation. The content includes current research and evidence based practices that are necessary for the development of the technical reading skills, along with academic vocabulary and deep comprehension/writing. While the training is designed for K-5 instruction, it provides excellent information for Pre-K-3 Teachers and Special Education Teachers K-12 implementing school and district literacy plans to develop proficient readers, competent writers and critical thinkers.

Units to include:

- Learning to Read and Spell: A National Problem
- Basic Principles of Reading Assessment
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Fluency
- Vocabulary
- Comprehension



Thank You!



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