

# What Every Director Needs to Know about Literacy Instruction

Mary Wennersten  
Stacy Riccio

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## Goals

- ▶ Investigate what research says about teaching reading
- ▶ Identify the elements of effective reading instruction
- ▶ Discuss and plan next steps to improve reading instruction

Arkana Department of Education

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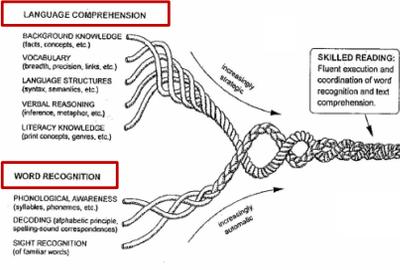
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The Many Strands that are Woven Into Skilled Reading (Scarborough, 2001)



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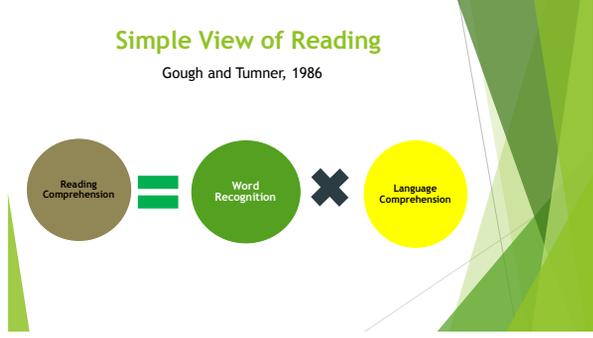
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### Simple View of Reading

Gough and Tunmer, 1986




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### Basic Literacy

- ✓ Phonological Awareness
- ✓ Decoding (*phonics*) + Encoding (*spelling*)
- ✓ Vocabulary (*academic + domain specific*)
- ✓ Fluency (*accuracy + automaticity + access meaning*)
- ✓ Comprehension (*literary & informational*)
- ✓ Stamina (*productive struggle*)
- ✓ Connect Reading to Writing

Fundamental of Literacy Instruction & Assessment Prek-6  
Haugen & Smartt - 2012




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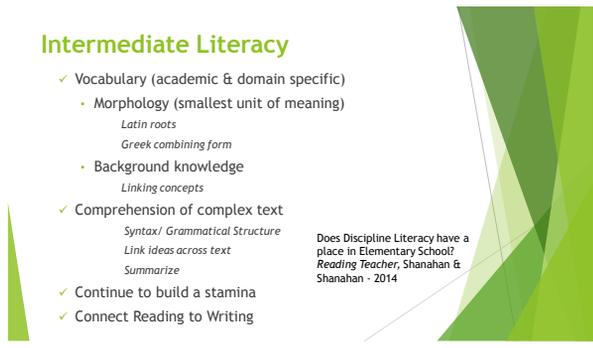
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### Intermediate Literacy

- ✓ Vocabulary (academic & domain specific)
  - Morphology (smallest unit of meaning)
    - Latin roots
    - Greek combining form
  - Background knowledge
    - Linking concepts
- ✓ Comprehension of complex text
  - Syntax/ Grammatical Structure
  - Link ideas across text
  - Summarize
- ✓ Continue to build a stamina
- ✓ Connect Reading to Writing

Does Discipline Literacy have a place in Elementary School?  
Reading Teacher, Shanahan & Shanahan - 2014




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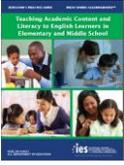
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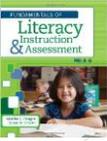
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IES - Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, 2014



Research-Based Methods of Reading Instruction for ELL  
Linan-Thompson & Vaughn, 2007



Fundamentals of Literacy and Assessment PreK-6  
Hougen & Smartt, 2012

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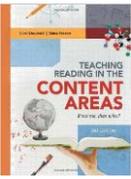
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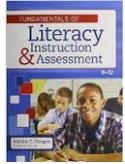
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IES - National Institute for Literacy , 2007



McREL - Teaching Reading in the Content Areas, 3rd Edition



Fundamentals of Literacy Instruction and Assessment 6-12  
Hougen, 2014

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Features of Effective Reading Instruction

Explicit	Explicit instruction with modeling
Systematic	Systematic instruction with scaffolding
Practice	Multiple opportunities for students to respond and practice
Assessment	Ongoing assessment (progress monitoring)
Feedback	Immediate corrective feedback

Vaughn Gross Center for Reading and Language Arts, 2007

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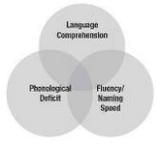
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### Subtypes of Reading Disability



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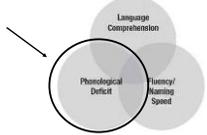
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### Subtypes of Reading Disability



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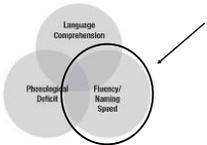
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### Subtypes of Reading Disability



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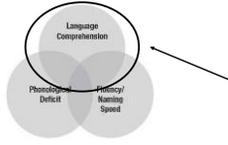
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### Subtypes of Reading Disability



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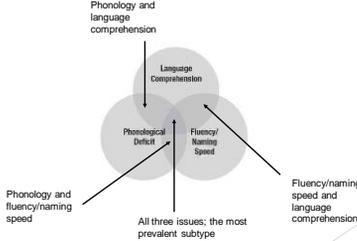
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### Subtypes of Reading Disability



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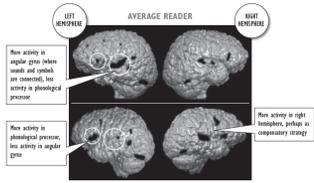
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### Brain Images Comparing 9-Year-Old Average Reader and 9-Year-Old Unremediated Poor Reader



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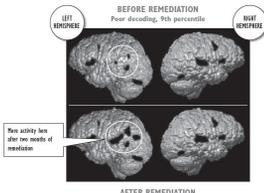
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### Brain Images Comparing 9-Year-Old Poor Reader Before Mediation and 9-Year-Old Poor Reader After Mediated



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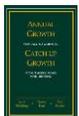
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### Catching Up?

How fast can a 3rd grader, reading 2 years behind, catch up to grade level?




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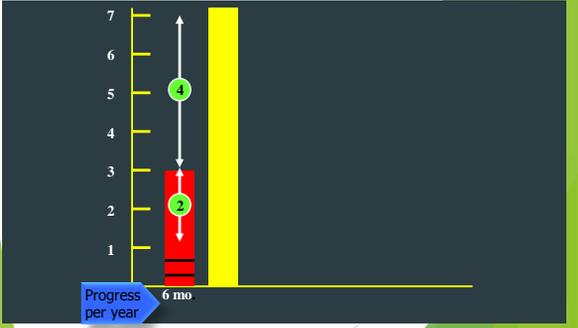
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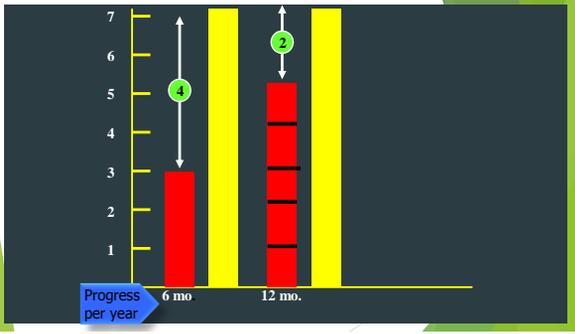
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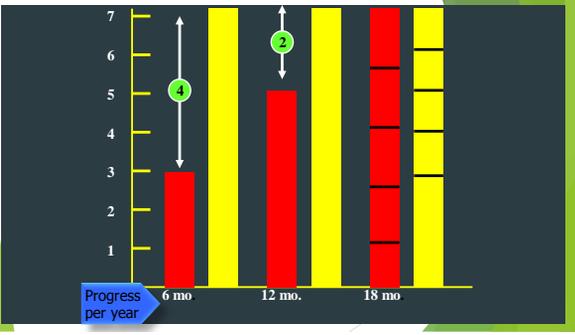
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MTSS

<http://www.azed.gov/mtss/>



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### Educators as Physician



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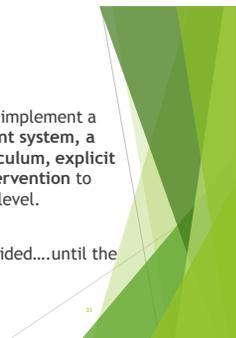
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### Arizona Revised Statue (A.R.S.) 15-704

...requires LEAs and schools to implement a comprehensive K-3 assessment system, a research based reading curriculum, explicit instruction and intensive intervention to students reading below grade level.

Intensive intervention is provided....until the pupil meets these standards.



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### Instruction



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ACCS - Foundational Skills

	Print Concept	Phonological Awareness	Phonics/Word Recognition	Fluency
Kindergarten	X	X	X	X
1 <sup>st</sup> Grade	X	X	X	X
2 <sup>nd</sup> Grade			X	X
3 <sup>rd</sup> - 5 <sup>th</sup> Grade			X	X

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Phonological Awareness Continuum

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

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Phonemic Awareness

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

- Identify
- Blending
- Isolation
- Segmentation
- Manipulation - **Deletion**
- Addition**
- Substitution**

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Phonological Awareness Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

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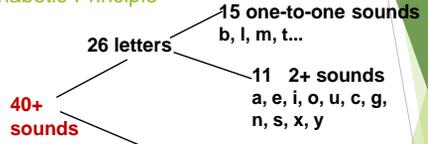
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Alphabetic Principle



letter groups

blends	digraphs	trigraphs
cl	ch	tch
spr	th	
thr	sh	

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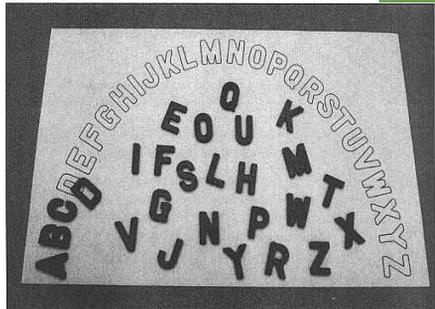
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Picture Cues

h

c  
k  
\_ck

abcdefghijklmnopqrstuvwxyz

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Build a Word Chain

Let's use letters; a, t  
\_at

b, c, d, i, l, m, p, s,

Start with...

at  
 say sat  
 say sad  
 say lad  
 say lid

change at... to sat  
 change sat...to sad  
 change sad...to lad  
 change lad...to lid  
 change lid...to slid




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Alphabetic Principal Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need




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## Syllable Types

Syllable Type	Examples	Description of syllable types
Closed	rabbit rejection	A syllable having a short vowel and ending in a consonant. (VC, CVC, CCVC, CVCC)
Open	table staytion	A syllable with a long vowel sound that is spelled with a single vowel letter (CV, CCV)
Vowel Combinations	canteen proclaim	A syllable with a vowel combination such as ai, oa, ea, or oi. (CVVC, CCVC, CVVCC)
R-controlled	vaporize surrender	A syllable containing r-controlled vowels such as ar, er, or, ir, ur.
Vowel-Consonant-e	escape obsolete	A syllable with a long vowel sound with a consonant and final e. (VCe, CVCe, CCVCe)
Consonant -le	puddle	A final syllable containing a consonant before le.

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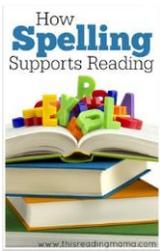
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### American Federation of Teachers (2005/2006) <http://www.aft.org/sites/default/files/periodicals/Moats.pdf>




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### The Continuum of Integrated Decoding and Spelling Instruction



K., Marcia. *Unlocking Literacy: Effective Decoding & Spelling Instruction*. 2nd. Baltimore, MD: Paul H Brookes Publishing, 2010. Print.

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Word Study: Phoneme Grapheme Mapping

d	o	dge				
t	r	a	ck			

Adapted from Phonics and Spelling Through Phoneme-Grapheme Mapping

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Phonics and Spelling Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

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Morphology

- ▶ The mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed.”  
- (Aronoff & Fudeman, 2005, p. 2)
- ▶ Also called structural analysis

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### Defining Fluency

...”reading at an appropriate rate, with accuracy and prosody.”

Hasbrouck and Hougen

**Accuracy:** reading words correctly

**Automaticity:** reading words and connect with ideas without a pause

**Access:** the meaning of what you are reading



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### Engagement Strategy for Small Group Instruction

sings quick grass jumps last grass

quick sings jumps grass quick glass

at last is quick sings to me in the grass

Then I set him free. A cricket jumps fast.

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### Sentence Level Practice


**A Cricket Sings**  
 I spot a cricket in the grass.  
 A cricket is quick. A cricket jumps fast.  
 At last, I trap the cricket in a glass.  
 I inspect the cricket.  
 The cricket inspects me.  
 Then I set him free.  
 I let him go next to my swing.  
 And he sings to me by rubbing his wings.

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Text Selection For Instruction



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Fluency Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

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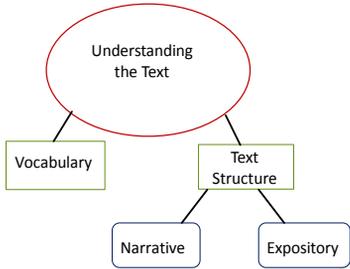
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### Vocabulary

In order to design effective vocabulary instruction for all students, it is important to know:

- ▶ How to identify common academic and content-specific words
- ▶ How to choose words to teach
- ▶ How to plan for instruction




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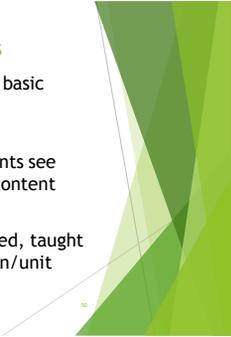
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### Three types of vocabulary words

1. Common words - includes the most basic words
2. Academic words - words that students see and use often across domains and content
3. Content specific - rarely seen or used, taught just for instruction during the lesson/unit

Chapter 7 Vocabulary page 139




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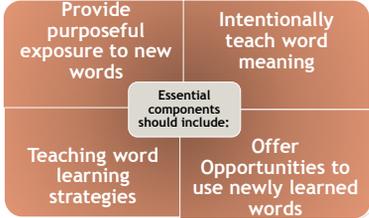
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### The Four Ply Vocabulary Plan

Michael Graves:




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### Vocabulary Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

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### Text Selection For Instruction



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### Comprehension

"Intentional thinking during which meaning is constructed through interactions between text and reader" (Harris & Hodges, 1995).

<http://www.readingrockets.org/teaching/reading101/comprehension>

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## Organizational Patterns

(Marzano et al., 1997)

These apply to the **informational** reading and writing processes.

1. Compare and contrast \*
2. Descriptive patterns \*
3. Episode pattern
4. Process/ Cause-Effect \*
5. Time Sequence pattern \*
6. Concept pattern
7. Generalization/principle pattern




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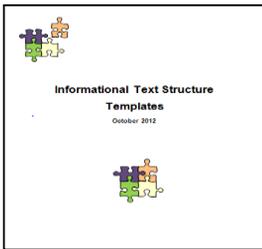
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## Center on Instruction

<http://www.centeroninstruction.org/>




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Description	
<p>Purpose: To explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples.</p>	
Signal Words and Phrases	
<p>description words (e.g., color, shape, size)</p> <p>descriptive words (e.g., above, below, inside, outside, to the left of, next to)</p> <p>examples to be described</p> <p>characteristics</p> <p>consists of</p> <p>features</p>	<p>made up of</p> <p>most important</p> <p>specifically</p> <p>such as</p>
Comprehension Question Phrases	
<p>1. What is the subject being described?</p> <p>2. How is the topic being described (e.g., where it is, what it does, how it works, what it looks like, its characteristics)?</p> <p>3. What are the most important attributes or characteristics?</p>	
Graphic Organizers	

Informational Text Structure
Descriptive
Compare and Contrast
Problem Solution
Chronological
Cause and Effect




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### Comprehension Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

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### Do you have a systematic literacy program?

Strengths	Weaknesses
Next Steps:	

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### 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

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### Language Essentials for Teachers of Reading and Spelling (LETRS)



LETRS is an intensive professional development opportunity that increases teacher knowledge of literacy. Participants are provided with comprehensive and practical knowledge of how children learn to read, write, and spell. Teachers and administrators can use this knowledge to improve instruction and implement evidence-based literacy interventions.

**What is LETRS?**

LETRS complements and supports the implementation of programs aligned with reading research.

**Participants will learn:**

- ▶ How children learn to read and why some have difficulty
- ▶ What must be taught during reading and spelling lessons and how to effectively teach reading and spelling
- ▶ Why all components of reading instruction are necessary and how they are related
- ▶ How to interpret individual differences in student achievement
- ▶ How to explain the form and structure of the English language

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### Goals

- ▶ Investigate what research says about teaching reading
- ▶ Identify the elements of effective reading instruction
- ▶ Discuss and plan next steps to improve reading instruction



Arkansas Department of Education

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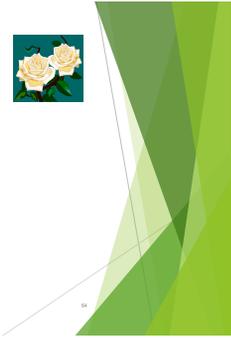
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Thank You!



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**Stacy Riccio**  
[stacy.riccio@azed.gov](mailto:stacy.riccio@azed.gov)



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