STRUCTURED LITERACY: ESSENTIAL FOR MOST, ADVANTAGED BY ALL

Teacher's Institute
June 9, 2021

Arizona Department of Education
Academic Standards Unit
English Language Arts Team
Move on When Reading

WELCOME

MET ME
- Sarah Bondy, M.Ed.
- K-3 Early Literacy Specialist
- Since June 2018
- 12 years in west valley schools
- Arizona native
- Sarah.Bondy@azed.gov
Be kind and respectful.
Seek to understand.
Ask confirming questions which build on your understanding.

TODAY’S SESSION

“Every teacher deserves to know the science of reading. Every child deserves a teacher who knows it.” Arizona’s Move on When Reading legislation supports students and educators with the most recent, scientific, evidence-based research that, when implemented with fidelity, results in most students becoming proficient in literacy. The approach, referred to as structured literacy, is essential for at least 60% of students, including those with dyslexia. The remaining 40% are advantaged by a structured literacy approach, as best depicted in Nancy Young’s infographic The Ladder of Reading. This session will focus on four critical principles of instruction: explicit, systematic, cumulative, and diagnostic and is intended for educators who are interested in implementing a structured literacy approach.

Vocabulary Knowledge Scale (Dale, 1965; Stahl & Givven, 2010) pg. 204-205

1. I have never heard of this word before. (stranger)
2. I’ve heard this word before, but I do not know what it means. (acquaintance)
3. I know a little about what this word means, but I need more context. (neighbor)
4. I could teach this word to someone else; I know its meaning. (best friend)
OUTCOMES:

1. Participants will be able to summarize explicit, systematic, cumulative, and diagnostic instruction.

2. Participants will be able to justify the importance of a structured literacy approach.

3. Participants will be able to demonstrate model lessons based on the principles of structured literacy.

WHOOOO IS IN THE ROOM TODAY?

- 1 – Teacher’s Track
  - Teacher
  - Parent
  - Paraprofessional

- 2 – Leader’s Track
  - Administrator
  - Coach
  - Specialist
  - Higher Ed.

RESOURCES/EXPERTS

- Dr. Martha Haager
- Dr. Susan Smartt
- Dr. Louisa Moats
Explicit instruction in the essential components of reading
Systematic, simple to complex (scope and sequence)
Cumulative (new concepts linked to previously learned)
Diagnostic (differentiate based on student need)
STRUCTURED LITERACY: ESSENTIAL FOR MOST, ADVANTAGED BY ALL

- Explicit instruction in the essential components of reading
- Systematic, simple to complex (scope and sequence)
- Cumulative (new concepts linked to previously learned, reviewed)
- Diagnostic (differentiate based on student need)

SCIENCE OF READING DEFINITION

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.
ESSENTIAL COMPONENTS OF READING

1. Essential components of reading instruction" means explicit and systematic instruction in the following:

- Phonological awareness, including phonemic awareness.
- Fluency encoding and decoding.
- Vocabulary development.
- Reading fluency as demonstrated by automatic reading of text.
- Reading comprehension of written text.
- Written and oral expression, including spelling and handwriting.
SKILLS AND CONCEPTS ARE TAUGHT IN A LOGICAL ORDER, WITH IMPORTANT PREREQUISITE SKILLS TAUGHT FIRST

- Systematic, simple to complex (scope and sequence)

Which would be taught first?

- Addition or fractions?

- Greek mythology or 50 US states?
Which would be taught first?
Barbara Park or Shakespeare?

Which would be taught first?
How to ride a unicycle or tricycle?

Which would be taught first?
Two-syllable words or decoding of common one-syllable word patterns?
Skills that have been previously taught are consistently reinforced and practiced over time.

Cumulative (new concepts linked to previously learned, review)

- Deliberate practice
- Spaced practice
- Retrieval practice
INFORMAL AND FORMAL ASSESSMENT GUIDES INDIVIDUALIZATION

Diagnostic (differentiate based on student need)

EXPRESSIVE
SYSTEMATIC
CUMULATIVE
DIAGNOSTIC

➢ MORE Expressive
➢ MORE Systematic
➢ MORE Cumulative
➢ MORE Diagnostic

STRUCTURED LITERACY: ESSENTIAL FOR MOST, ADVANTAGED BY ALL
Outcome #2

2.) PARTICIPANTS WILL BE ABLE TO JUSTIFY THE IMPORTANCE OF A STRUCTURED LITERACY APPROACH.
WHAT ARE THE BENEFITS?

Brain research

Outcome #3

3. Participants will be able to demonstrate model lessons based on the principles of structured literacy.

“We were never born to read, it's an invention.”

Dr. Stanislas Dehaene

Researchers in:
- Cognitive psychology
- Communication sciences
- Development psychology
- Education
- Implementation science
- Linguistics
- Neuroscience
- School psychology
EXPLICIT INSTRUCTION WITH MODELING

- Identity: Identify a clear, specific objective.
- Break: Break the information into chunks.
- Model: Model with clear explanations.
- Verbalize: Verbalize the thinking process.
- Provide: Provide opportunities to practice.
- Give: Give feedback.

In the chat, type three literacy skills that follow a systematic, simple to complex, sequence.

Examples:
1. Closed syllables, open syllables, r-controlled vowel syllable patterns
2. Anglo-Saxon, Latin, Greek roots

Example: Fluency instruction
1. Reasonable accuracy
2. Appropriate rate
3. Suitable expression
1. Universal Screening
2. Diagnostic Assessments
3. Ongoing Progress Monitoring
4. Formative Assessments

How do you diagnose your students in order to pinpoint instruction, especially intervention?

Do the best you can until you know better. Then when you know better, do better.

-Maya Angelou
REVISIT TODAY’S OUTCOMES:

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THANK YOU!

- Recorded sessions will be loaded to the Teachers’ Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.
- www.azed.gov/leadingchange
- Recordings will not be archived through the CE21 platform.
- Survey link at the top

QUESTIONS: SARAH.BONDY@AZED.GOV

Thank you!