Providing a "**Structure**" for the "**Science**"

The Science of Reading & Structured Literacy

mdek12.org

Literacy Leadership Team

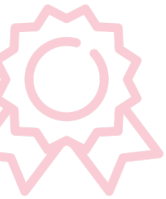Office of Elementary Education and Reading

Division of Literacy

Fall 2021

1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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The Research

What is the research behind the Science of Reading?

The What

What are the basics of the Science of Reading?

The How

How do you implement Structured Literacy ?

The Who

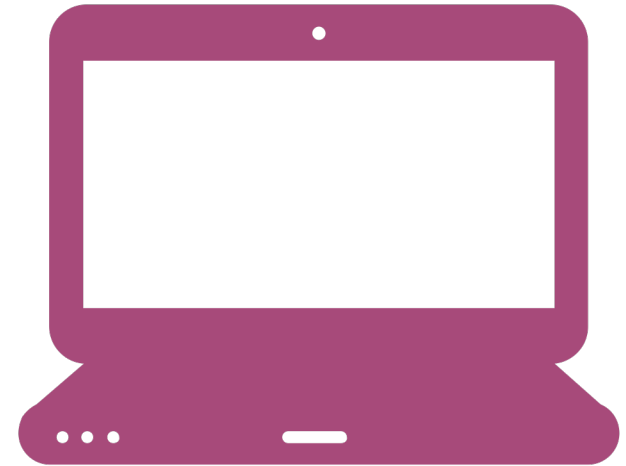How can literacy instructional leaders support Structured Literacy?

The Why

Why should we implement the Structured Literacy approach?

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What Is The Science Of Reading (SOR)?

The Research

(SOR) refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read.

(SOR) identifies an evidence-based best practice approach for teaching literacy skills called Structured Literacy.

(SOR) states students need explicit instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and reading comprehension.

(SOR) is a body of knowledge that extends beyond phonics. Reading comprehension is widely understood to be "a complex task which depends on a range of cognitive and linguistic processes" (Nation, 2018).

(SOR) has demystified any wonder of how we learn to read and offers evidence backed by science to confirm that there is one right way to teach reading.

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(SOR) is not

- a philosophy;
- a fad, trend, or new idea;
- a one-size-fits-all approach;
- "whole language" or "balanced literacy."

(SOR) does not

- include a program of instruction;
- include one single specific component (such as phonics – only).

(SOR) will not

- use a three-cueing system;
- ask a student: "Does this make sense?" Or "Does this sound right?" as a decoding strategy.

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# What Are The Basics Of The Science Of Reading?

The What

The SOR comprises a body of knowledge that extends beyond phonics.

Reading development can be divided into the following categories:

- Phonology (sounds)
- Orthography (letters and sounds)
- Morphology (meaningful units of words)
- Syntax (order and relationship of words)
- Semantics (word meanings)
- Pragmatics (rules of conversation)
- Discourse (the organization spoken and written communication)

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The SOR comprises a body of knowledge that extends beyond phonics.
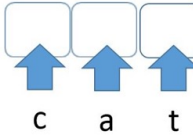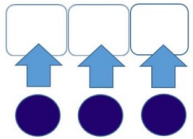
- Early phonological awareness skills enable the development of letter-sound knowledge and should be targeted for direct instruction through first grade.

- Phonics is based on the ability to distinguish the internal details of words, to be able to figure out the letters that go along with the phonemes (sounds) heard.

- Letter-sound knowledge is essential for both phonic decoding and sight-word learning.

- Advanced phonological awareness skills should continue to be assessed and practiced through third grade.

Test your PA progression!

The SOR comprises a body of knowledge that extends beyond phonics.

Teaching whole word memorization is limited. Learning phonics empowers students with an exponential effect.

"If a child memorizes ten words, then the child can read ten words. But, if the child can learn the sounds of ten letters, the child can read...

- 350 three-sound words

- 4,320 four-sound words

- 21,650 five-sound words"

Test your phonics IQ!
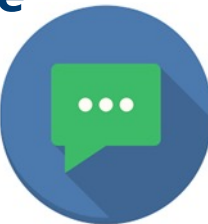
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The SOR comprises a body of knowledge that extends beyond phonics.

- Understanding orthographic mapping allows for teachers to support students who struggle to read.
- Phonics and phonemic manipulation must be proficient to allow for students to build a sight word bank or orthographic lexicon.
  - To support this, students need sufficient practice and review in decoding and encoding, knowledge and application of concept skills, and exposure to decodable text.

Chat box:
Describe a recent experience where you observed sufficient practice with phonics and/or phonemic manipulation in a K-3 classroom.

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Comprehension is the ultimate goal.

Research:

The Science of Reading

Formula:

The Simple View

Components:

Scarborough's Rope

Approach:

Structured Literacy
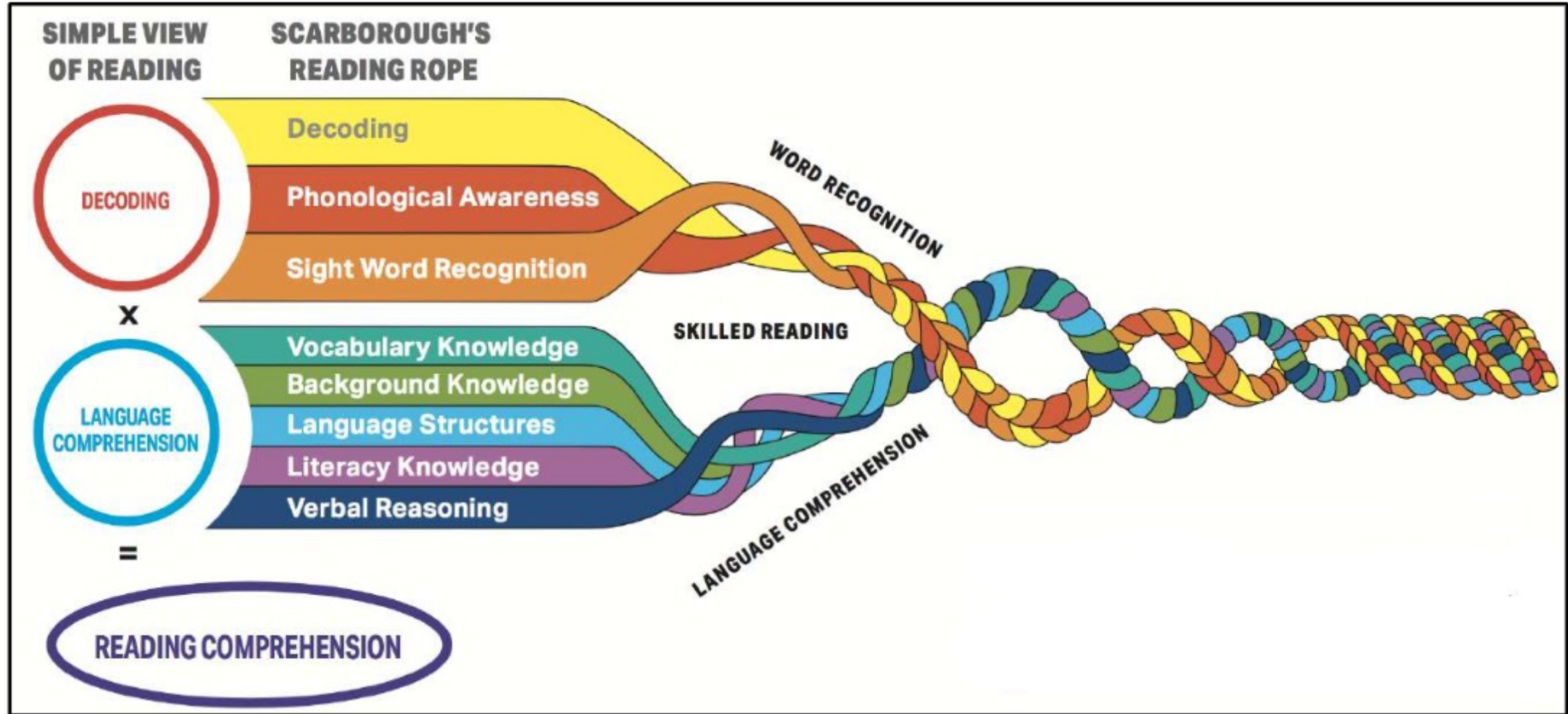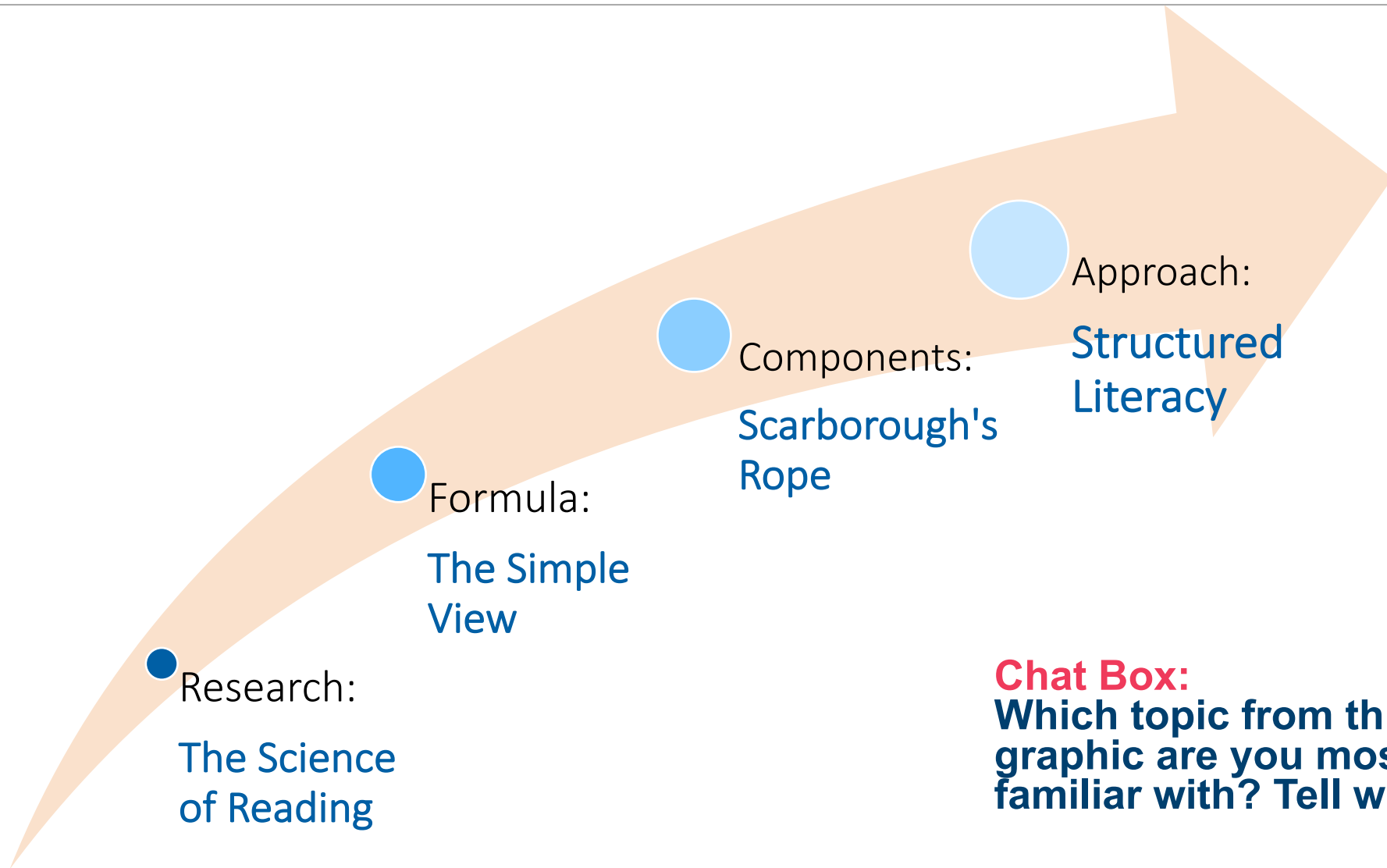
Chat Box:
Which topic from this graphic are you most familiar with? Tell why.
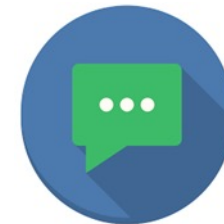
How Do You Implement Structured Literacy?

The How

- explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure

- cumulative practice and ongoing review

- a high level of student–teacher interaction

- the use of carefully chosen examples and non-examples

- decodable texts

- prompt, corrective feedback.

How do you Implement Structured Literacy? Gradual Release

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Instructional Practices That Align With the SOR: Word Recognition

- **Phonemic Awareness:** Instruction in the identity of the 44 phonemes of English and the ability to mentally manipulate phonemes in spoken words.

- **Phonics:** Explicit and systematic instruction in phoneme-grapheme correspondences to support both decoding and encoding. This includes word analysis, syllabication, and morphology.

- **Fluency:** Emphasis on reading accuracy and automaticity.

Instructional Practices

Instructional Practices That Align With the SOR: Language Comprehension

- **Building Background Knowledge:** Read-alouds from a variety of complex texts to build knowledge and vocabulary

- **Vocabulary:** Robust conversations to support an understanding of words within text, explicit instruction of Tier 2 and Tier 3 words and morphology so that students practice these in their speech, reading, and writing

- **Classroom conversations about text**

- **Text organization:** Explicit instruction in the different structures

- **Language Structures:** Explicit instruction of inference, genre types, conventions of print, grammar, and syntax, including explicit instruction and practice with cohesive devices and nurturing the reciprocal nature of reading comprehension and written expression

How do you Implement Structured Literacy? Look-Fors

Phonology → Sound-Symbol Association → Morphology → Syntax → Semantics

TASK: Learn more about Structured Literacy "Look-Fors" in *Literacy Live! for Leaders: Structured Literacy vs. Balanced Literacy*

https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/Literacy%20Live!%20Leaders/balanced_literacy_v_structured_literacy_slide_deck.pdf

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What Can Instructional Leaders Do To Support Structured Literacy?

The Who

Chat box:
How are you currently supporting Structed Literacy in your building?

MS College and Career Readiness Standards should be commonly understood and consistently used as an instructional guide by all reading teachers.

Student outcome goals should be anchored in essential elements of reading.

Action plan should target priorities for helping all students.

Goals and priorities should be communicated with students, families, and stakeholders at every possible opportunity and in multiple communication outlets.

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Reading is a schoolwide priority

Administrators are familiar with the reading research and five components of reading

Tier 1 (core) reading instruction should occur for 90+ minutes with all students

High Quality instructional materials are aligned to the Mississippi College-and Career-Readiness Standards, externally validated, comprehensive, and which include engaging texts (books, multimedia, etc.), problems, and assessments

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Multiple types of assessment data to determine the focus of Tier II and Tier III instruction

Interventions should provide opportunities for extensive practice and high- quality feedback

Tier II

Tier III

Screening is **NOT** diagnostic testing. It is brief, reliable and valid to identify which students may need additional assessments

Progress monitoring can be used to estimate rates of improvement so that instructional changes can be made

Implementation data can support a school in examining the fidelity to which practices, programs and systems are being implemented as intended.

Data-based decision making involves establishing routines and procedures for making decisions about students' needs and supports based on data.

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High quality professional development should include preparation and introduction, demonstration on and engagement, and evaluation and mastery.

Job-embedded activities include relevant, up-to-date learning.

Coaching should include opportunities for observation, practice, feedback and assessment.

Professional learning communities (PLCs) allow educators to work collaboratively through collective inquiry to examine best practice and engage in reflective dialogue.

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How Do We Build Strong Readers?

The Why

STRONG**READERS**
STRONGLEADERS
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Building Strong Readers

All students deserve access to evidence-based literacy instruction using standards-aligned, high-quality instructional materials (HQIM) grounded in the Science of Reading.

All students deserve access to effective educators from birth to grade 12 who ensure that students possess the language and literacy skills needed to be successful in college and the workforce.

Explicit, systematic literacy instruction must span birth to grade 12 and must occur across the curriculum for students to experience success in achieving literacy proficiency needed for college and workforce success.
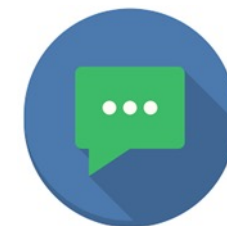
How to Build Strong Readers focuses on **six** key areas to support literacy instruction that prepares Mississippi students to be successful in college and the workforce. Each area is important on its own; however, each must be integrated to create a seamless and cohesive model for an effective, comprehensive, approach to literacy improvement.

Supporting Future Educators

Family and Community Engagement

Professional Learning and Practice

Leadership

Standards and Curriculum

Instruction, Intervention, and Assessment

Chat Box:
Which key area do you feel you need additional support with?

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Science of Reading School Recognition Rubric:

- Attend *Science of Reading Training for Leaders*
  - ✓ **Literacy Live! Leadership Talks:** *Providing a "Structure" for the "Science"*
  - *LETRS for Administrators*
- Provide *LETRS* (Language Essential of Teaching Reading and Spelling) Training for Educators
- Implement the SOR schoolwide
  - I.e. Foundational Skills/Literacy Block, Effective Tier I Instruction including Teacher Led Table, Data Analysis
- Show Data Growth: K Readiness, Universal Screener, 3rd Grade MAAP   Mississippi Emerging Science of Reading (SoR) Schools

What now?
Commit to "sharpening your saw" with the following resources:

Video (30 minutes): [What Should Teachers Know About the Science of Reading](#)
Article (5-10 minutes): [Science of Reading Using Structured Literacy](#)
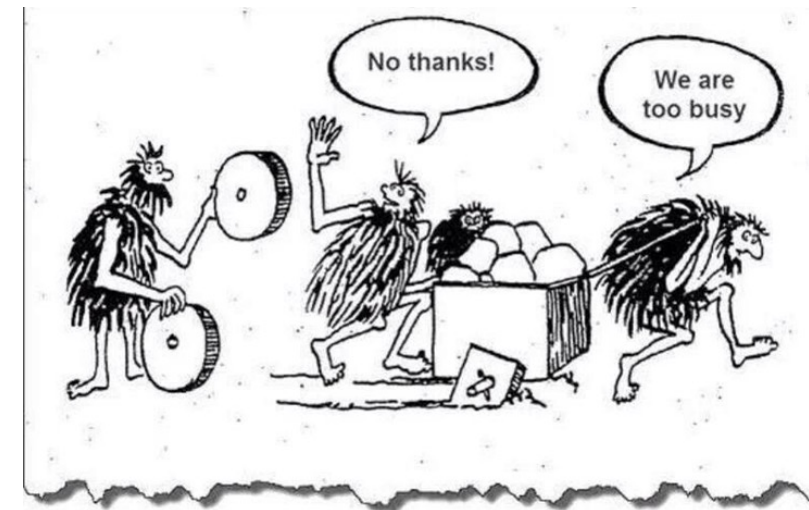Presentation (1 hour): [Structured Literacy vs. Balanced Literacy](#)
      Slides: [Structured Literacy vs. Balanced Literacy](#)

Follow-Up:

3: Top 3 priorities in your building (SOR)

2: Top 2 things you will commit to observing (SOR)

1: Top way to use/edit your School Literacy Action Plan

- [What Do Literacy Leaders Need to Know?](#)
- [4 Reasons Literacy Leadership Matters](#)
- [Lead for Literacy Framework](#)

If you have questions, please email askacoach@mdek12.org

The "*Ask A Literacy Coach*" button is also available on the MDE *'resources for administrators'* page.
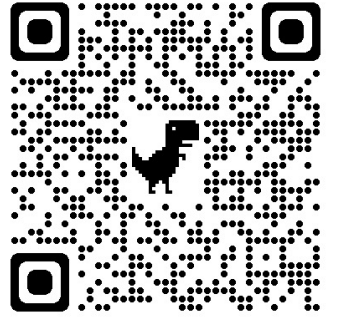
Ask a Literacy Coach

Chat Box:
Name one point that resonated with you today.
What specific topic would you hope to learn more about?

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