

# The Science of Reading

A Virtual Learning Experience with Literacy Leaders

## The Why and How of Equitable Structured Literacy

**When:** May 11 & 12, 2023

**What:** A Summary of Sessions

### Resources

- [Slides and presenter resources](#)
- [Dyslexia Guidance: Implementing MTSS for Literacy](#)
  - [Structured Literacy Overview, OSPI](#)
- [Washington's Multi-Tiered System of Supports Framework, 2020](#)

### Dr. Tracy White Weeden: How to Implement Systems Change for Sustainable Literacy Transformation-A Blueprint for Success

- Key points:
  - Literacy is the heartbeat of every content area.
  - Invest in systems that will move us forward. That means at every grade level and every content level. Plan the work, and then work the plan.
  - Literacy must lead the way with a vision that is bold and which we pursue relentlessly.
  - Leaders of literacy are essential, and leadership is not a position or title, it is about disposition.
  - We need to be ahead of the curve of change, not reacting to it.
  - Book recommendation: *The Prophetic City*
- Resources (*provided by session participants*):
  - [K-5 Literacy Endorsement in Arizona](#)
  - [Lexia-ESSR Funds, Invest in Programs Based on the Science of Reading](#)
- Video(s):
  - <https://noh.dyslexiaida.org/meet-the-keynote-speaker-dr-tracy-white-weeden/>
  - [https://www.mtsu.edu/dyslexia/foxConference/2022/Weeden\\_Fox2022\\_MTSU.pdf](https://www.mtsu.edu/dyslexia/foxConference/2022/Weeden_Fox2022_MTSU.pdf)
  - <https://youtu.be/NcU5oxB6nfA>
  - <https://youtu.be/Yh0qqVKIUzQ> (*starts at 20 minutes*)
  - [The Science of Reading: Defining Movement](#)

### Joan Sedita M.Ed. The Writing Rope: A Framework for Explicit Writing in All

#### Subjects

- Key points:



- The Writing Rope contains five (5) categories and subtopics.
- Provide daily time for students to write and teach students to use the writing process for a variety of purposes.
- Explicit instruction is essential for students in elementary and secondary. We cannot assume that students are going to magically figure out how to write what they read about.
- Students also need opportunities to write collaboratively.
- The Process Writing Routine is Think, Plan, Write, Revise. This is a recursive process; writers go back to steps in the process for review.
- Writing is challenging!
- Resources (*provided by session participants*):
  - [Writing Padlet](#)
  - [Transition Words and Phrases List](#)
  - IES Guides: [Elementary Writing](#) & [Secondary Writing](#)
- Video(s):
  - <https://keystoliteracy.com/about/team/>
  - <https://youtu.be/Si9AXse9ZvI>
  - <https://youtu.be/obG6QHgEt5I>
  - [Stages of The Writing Process](#)

## **Dr. Margie Gillis: How and Why to Bring the Science of Reading and Structured Literacy into Every Classroom: A Call to Action**

- Key points:
  - The strands of the reading rope begin at birth.
  - Differentiate-One size does not fit all. While there are three profiles of students who struggle with reading, there are nuances and differences within profiles.
  - Fluency myth busting: Syntax is the bridge between word reading and fluency. A skilled reader reads every word and can recognize them both in and out of context.
  - We cannot just skip to the discourse level in our instruction; many children have difficulties comprehending sentences.
  - Effective interventions have a neural effect on the brain. After quality instruction and training, brain activity in dyslexics more closely resembles that of typical readers.
- Resources (*provided by session participants*):
  - [The Primacy of Science in Communicating Advances in the Science of Reading](#)
  - [The Reading League, A Defining Movement. Science of Reading-Defining Guide](#)
  - [IES Practice Guides](#)
  - [A Syntax Focused Kindergarten Lesson-Video](#)

- Video(s):
  - <https://literacyhow.org/events/video-library-professional-learning-series/>

### **Dr. Julie Esparza Brown: Supporting Multilingual Learners through a Culturally and Linguistically Responsive MTSS Framework**

- Key points:
  - Culturally Sustaining Practices (CSP) build on asset-based pedagogical research. They allow, invite, and encourage students to not only use their cultural practices from home in school, but to maintain them.
  - Language and identity are intertwined. Respect the language students come to school with while teaching them academic language.
  - Interventions must support students' language and background knowledge.
  - Disaggregating data is an essential element of data-based decision making.
- Resources:
  - [Project Lee PLUS](#)
- Video(s):
  - [RTI for ELLs: Appropriate Screening, Progress Monitoring, and Instructional Planning - Bing video](#)

### **Dr. Anne Cunningham: The Pivotal Importance of Phonemic Awareness Integrated with Phonics**

- Key points:
  - Reading sculpts the brain, and it must be taught; reading is not a natural or automatic process.
  - Segmenting and blending are the bread and butter of phonemic awareness.
  - Phonemic awareness can be taught-strong phonemic awareness is essential and is a powerful indicator of overall reading success.
  - Children faced with the task of learning to read an alphabetic script cannot be assumed to understand that letters represent phonemes-instruction must be explicit.
  - Spelling instruction is essential.
- Resources:
  - [Book Smart](#)
  - [What Reading Does for the Mind \(1998\)](#)
- Video(s):
  - <https://www.hmhco.com/webinar/best-practices-for-reading-instruction>

## Dr. Julie Washington: Teaching Reading to African American Children: Incorporating Variation

- Key points:
  - Honor the space the students are coming from. Students are experts in their own language.
  - Instructional methods should avoid overloading working memory with additional activities that don't directly contribute to learning.
  - When kids are reading and writing, they are going to use their natural language to support them; our strategies should help them do that.
  - The way students use language is directly related to the way it is used in their communities; reading difficulties are the result of a mismatch between the language systems spoken at home and the one used at school, increasing cognitive load for students and making it harder for them to learn to read.
  - The magnitude of the difference between the text and oral language matters. High dialect users often struggle more to read, and they need more opportunity, more exposure, more practice.
  - Translanguaging is bridging the home culture and language to a new one, connecting previous life experiences to new learning.
- Resources):
  - [The Language Variation and Academic Success \(LVAS\) lab](#)
  - [Walt Wolfram, Dialect Heaven](#)
  - [Impact of Dialect Use on a Basic Component of Learning to Read \(2015\)](#)
- Video(s):
  - [https://education.uci.edu/washington\\_bio.html](https://education.uci.edu/washington_bio.html)
  - <https://youtu.be/LKjS6Drodf4>
  - <https://youtu.be/xvLn9bQmuQY>
  - <https://youtu.be/qFGJ0Nscb3g>

## Dr. Louisa Moats: Explicit Language Instruction is the Heart of Structured Literacy

- Key points:
  - Phoneme Awareness is the starting point for structured literacy; fuzzy phonology breeds fuzzy morphology.
  - The morphological level is the most productive level of language to work with.
  - Students with dyslexia do not go through the process of orthographic mapping as well as other learners; it can be very difficult for them.
  - Once we teach students that a sound exists, we want to teach them the symbol for it and build it gradually.
  - Children's spelling attempts show us what sounds they think are in the spoken word.
  - We cannot neglect instruction on language comprehension and use.
  - Changing outcomes requires collaboration, coaching, and ongoing training.

- Competence breeds motivation. If we enable competence, we'll have more kids who love to read.
- Resources (*provided by session participants*):
  - [Phoneme-Grapheme Mapping](#)
  - [Webinar on Phoneme-Grapheme Mapping](#), Kathryn Grace
  - [Spellography is Back](#), Louisa Moats & Bruce Rosow
- Video(s):
  - <https://louisamoats.com/>
  - <https://youtu.be/GNCtUsXlcSw>
  - [https://youtu.be/NE\\_t7Qj\\_rF8](https://youtu.be/NE_t7Qj_rF8)

### Dr. Sonia Cabell: Content-Rich Literacy Instruction in the Primary Grades

- Key points:
  - There is a *misconception* that in early years students are *learning to read* and later they will *read to learn*; we cannot wait for supporting comprehension.
  - In classrooms, what teachers say affects children's language learning; complexity matters as a model that supports comprehension.
  - Early grade teachers can incorporate conversation into daily practice, increasing rigor in vocabulary and syntax to prepare students for the demands of higher grades. Open-ended questions are related to expressive vocabulary growth.
  - We may understand the words, but it is background knowledge that creates an overall mental model, and we fill in gaps while we are reading without being aware that something is happening. We use what we know and infer something new from the text.
  - A curriculum that is designed to simultaneously build literacy skills and knowledge can be considered a content-rich ELA approach. However, content-rich ELA materials are not a replacement for dedicated instructional minutes. Dedicated time in science and social studies instruction cannot be replaced.
- Resources (*provided by session participants*):
  - [Knowledge Matters Campaign](#)
  - [Effects of Integrated Literacy and Content-area Instruction on Vocabulary and Comprehension in the Elementary Years: A Meta analysis](#) (2021)
- Video(s):
  - [https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/Cabell\\_Passalacqua\\_ILA.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/Cabell_Passalacqua_ILA.pdf)

### Dr. Louise Spear-Swerling: Beyond Phonology: Using Structured Literacy Interventions to Address a Variety of Common Reading Problems

- Key points:
  - In our data-based decision-making process, we can use common patterns of reading difficulties to match structured literacy approaches and programs to specific student needs.

- Students need to be competent in both word recognition and oral language comprehension.
- A lack of explicit, systematic teaching of phonemic awareness and phonics skills can lead to student difficulties in word reading.
- Structured Literacy helps us teach efficiently and effectively, avoiding undue frustration for our students, especially those who persistently struggle.
- One of the most valuable findings of research is the power of explicit instruction.
- Resources (*provided by session participants*):
  - [Structured Literacy Interventions](#) (2022)
  - [Printable resources](#) (2022)
- Video(s):
  - <https://www.readingrockets.org/articles/by-author/62031>
  - <https://youtu.be/mCf5hSuav18>
  - <https://youtu.be/nq-sMEKH3I0>
  - <https://youtu.be/y3ACag1msQ>

### Chase Young: Artfully Teaching the Science of Fluency: Newly Published!

- Key points:
  - The process of word recognition and language comprehension requires bridge building. The largest effect size (*most impactful*) bridge builder is fluency.
  - You can bring joy into teaching-High Impact Fluency Building Activities
  - Teachers use scientific knowledge to impact instruction and touch the heart and the mind of students.
  - Rather than building “fix-it” strategies, we want to build strong foundational skills.
- Resources:
  - [The Art and Science of Reading Fluency and Fluency Instruction](#) (2022)
  - [Chase Young Twitter-Follow 5 Day Instructional Impact](#) (NIM)
- Video(s):
  - <https://doctorsam7.blog/2022/09/24/artfully-teaching-in-the-science-of-reading-by-chase-yong-david-paige-and-timothy-v-rasinski-an-interview-conducted-by-dr-sam-bommarito/>

### Dr. Hugh Catts: Reconceptualizing Assessment and Intervention for Reading Comprehension

- Key points:
  - We need to build knowledge *and* provide strategy instruction for comprehension.
  - Comprehension depends on student knowledge of the topic, so providing integrated content advances knowledge base and literacy skills.

- Inference strategies can only help if you have the background or schema related to the topic.
- Knowledge is key to understanding. Knowledge speeds and strengthens reading comprehension.
- Resources:
  - [Reader, Come Home](#) (Wolf, 2018)
  - [RAND Reading Study Group](#) (2002)
  - [Why State Reading Tests Are Poor Benchmarks of Student Success](#) (2022)
- Video(s):
  - <https://youtu.be/OketeC-a1YU>
  - <https://www.aft.org/ae/winter2021-2022/catts>

### **Dr. Linnea Ehri: How Beginners Learn to Read and Spell Words: Phases of Development and Orthographic Mapping**

- Key points:
  - There are four ways to read words: decoding, analogy, prediction, or memory/sight.
  - Words have many identities: sounds, symbols and meaning.
  - When children read words in context-dependent sentences they learn more about their meanings than when they read them in isolation.
  - Phoneme instruction should direct students' attention not only to the sounds in words but also to what their mouths are doing to produce those sounds.
- Resources (*provided by session participants*):
  - [Spelfabet](#)
  - [Graphosyllabic Analysis Helps Adolescent Struggling Readers Read and Spell Words](#)
- Video(s):
  - <https://youtu.be/TmRjsdXsZ3g>

### **De Junne' Clark Jackson, M.Ed.: Creating a Culture of Collaboration: The Mission IS Possible!**

- Key points:
  - Educators and administrators hold a responsibility to have an understanding of the science of reading.
  - Lead with equity; where there is equity, there is inclusion.
  - Literacy leadership includes families. The sustainable infrastructure being created includes the family and the schools.
  - Data-driven instruction means that we can interpret and develop actionable steps, it means we have a better understanding of what our students need.
- Resources (*provided by session participants*):

- [Using Response to Intervention for Washington's Students](#) (2006)
- [Eligibility for Special Education](#)
- [Dual Capacity Framework](#)
- Video(s):
  - <https://youtu.be/HL7aPzkW40A>

**Dr. Elsa Cardenas-Hagan: Structured Literacy Among English Learners: What every educator should know based on large scale research for 25 years**

- Key points:
  - We need to integrate language into all the content areas. Every single subject needs listening, speaking, reading, and writing embedded.
  - We do have research to use as guidance to support multilingual students. We know you should not do business as usual. We need to be mindful of their language and their literacy needs.
  - It is important that we understand connections across languages.
  - There is a strong correlation between the relationship between early Spanish and English skills. If students are good Spanish readers, they are going to be good English readers.
- Resources (*provided by session participants*):
  - [Promoting the Educational Success of Children and Youth Learning English, A Toolkit](#)
  - [Multitiered System of Supports for English Learners, IDEAs that Work](#)
  - [My Languages.org](#)
- Video(s):
  - <https://youtu.be/ZNe6mys7RTI>
  - <https://youtu.be/bS-x9Bbk7N0>
  - <https://youtu.be/7XTTuc8nXWM>
  - <https://youtu.be/Qo4LucXPysE>