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 Statue (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 Statue (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

<table>
<thead>
<tr>
<th>Appendix A</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Text Complexity</td>
<td>2-16</td>
</tr>
<tr>
<td>Reading: Foundational Skills</td>
<td>17-22</td>
</tr>
<tr>
<td>Writing</td>
<td>23-25</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>26-27</td>
</tr>
<tr>
<td>Language</td>
<td>28-31</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>32-35</td>
</tr>
<tr>
<td>Bibliography and Glossary of Key Terms</td>
<td>36-43</td>
</tr>
</tbody>
</table>
# ACCS - Foundational Skills

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Concept</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Phonics/Word Recognition</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
# Phonological Awareness Continuum

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

Phonemic Awareness

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

<table>
<thead>
<tr>
<th>Isolation</th>
<th>Blending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>Segmentation</td>
</tr>
<tr>
<td>Categorization</td>
<td>Deletion</td>
</tr>
<tr>
<td></td>
<td>Addition</td>
</tr>
<tr>
<td></td>
<td>Substitution</td>
</tr>
</tbody>
</table>
Alphabetic Principle

26 letters

15 one-to-one sounds
b, l, m, t...

11 2+ sounds
a, e, i, o, u, c, g, n, s, x, y

40+ sounds

letter groups

sh (sh)  th (th)  ch (k)

Structure of English
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

New York Dept. of Ed/Teacher Domain/Science Foundation)
Instructional Shifts to Support Students in Literacy Acquisition

- 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.

Shift 2
Building Knowledge in the Disciplines (6-12)

David Coleman  April 28, 2011
Instructional Shifts to Support Students in Literacy Acquisition

- 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)

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

- 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

<table>
<thead>
<tr>
<th>Bats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wings</td>
<td></td>
</tr>
<tr>
<td>Membrane (thin skin)</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**
Instructional Shifts to Support Students in Literacy Acquisition

- 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

- 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

David Coleman  April 28, 2011
Word Families

create (to make) → creation

recreate ← create

re + cre/ate
• prefix re-
• back or again
• verb
recreated
recreation

cre/ate + -ion
• syllable –tion
• act of
• noun
created
creates
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 Principals of Reading Assessment
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Fluency
- Vocabulary
- Comprehension
Thank You!

K-12 Academic Standards Section
High Academic Standards for Students Division
Arizona Department of Education

Mary Wennersten
Mary.Wennersten@azed.gov
602-463-2355

Bette Lovelace
Bette.Lovelace@azed.gov
520-770-3790