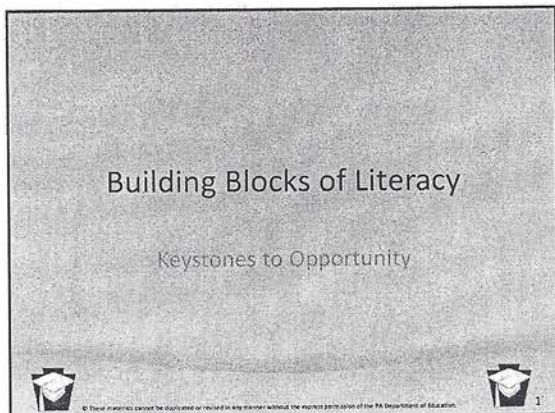
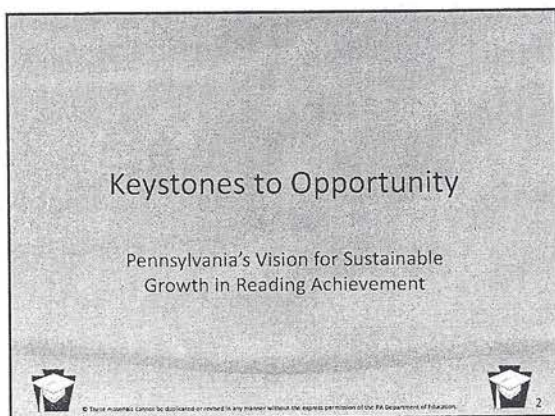


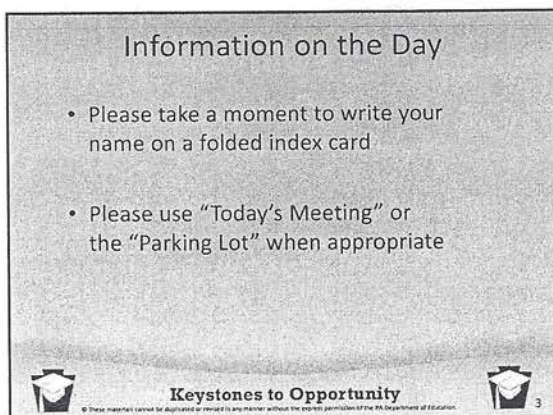
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~~7/25/2012~~



Michell Ressler





Norms

- Please be respectful of colleagues opinions and ideas
- Silence cell phones
- No sidebars or bird walks
- Are there any other norms that would be helpful for your learning?



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4

Information for the Day

- We will be using "Random Reporter." Please number yourselves at your tables.
- Let's practice random reporter:
 - "What is phonics?"
 - Think
 - Share



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5

Pennsylvania Keystones to Opportunity

- "Keystone 1: Improve literacy learning outcomes and dramatically increase reading achievement among students in danger of academic failure birth through grade 12 in Pennsylvania."
- "Keystone 2: Create a culture of data-driven decision making by supporting implementation of Bernhardt's Multiple Measures Data logic model at the state, regional, and local levels."
- "Keystone 3: Infusion of digital technology and Universal Design for Learning (UDL) providing teachers with examples of how technology tools can provide multiple pathways to express and represent information as well as creative options for developing literacy persistence, stamina, and motivation."



Keystones to Opportunity

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6

School Performance
Profiles

Enduring Understandings

- The guiding principles and essential elements of the PA Comprehensive Literacy Plan are directly related to our work today.
- Independently read and render the text found on page 2 of the participant's guide.
- Be prepared to report out.



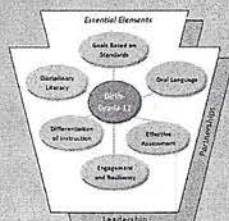
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Pa Comprehensive Literacy Plan

Vision: All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.



Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in: developing an integrated, aligned, and comprehensive set of literacy experiences for students.



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Enduring Understandings

What you will know and be able to do:

- Identify, articulate and reflect upon the key skills of early literacy development; including oral language, phonological awareness, phonics, orthography, fluency, vocabulary, comprehension and writing.

Evidence of learning:

- Explain the key skills of early literacy development using Scarborough's Rope and reconstruct the 4-part processing system



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Enduring Understandings

What you will know and be able to do:

- Identify the critical components of an effective literacy environment

Evidence of learning:

- Create a model of an effective learning environment as it pertains to your classroom/role



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10

Enduring Understandings

What you will know and be able to do:

- Utilize and navigate the Standards-Aligned System and the PA Comprehensive Literacy Plan as tools to support literacy instruction.

Evidence of learning:

- Reflect on the new learnings from journal entries and the relevance of those learnings on the participant's role



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11

Enduring Understandings

What you will know and be able to do:

- Develop a connection between the components; including oral language, phonological awareness, phonics, orthography, fluency, vocabulary, comprehension and writing needed for effective literacy instruction and the environment needed to support the development of those skills.

Evidence of learning:

- Create a plan for continuation of learning and developing through reflections.



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12

Reading in the Brain: The Science of How We Read

- Read the passage on page 3 of the participant's guide
- What did you have to know and be able to do to read and comprehend this passage?
- Share your answer with a partner. Be prepared to report out.

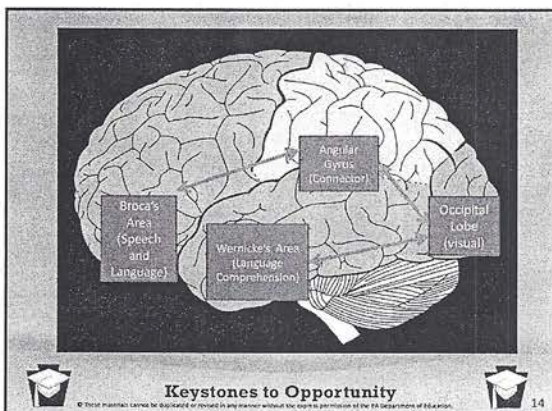


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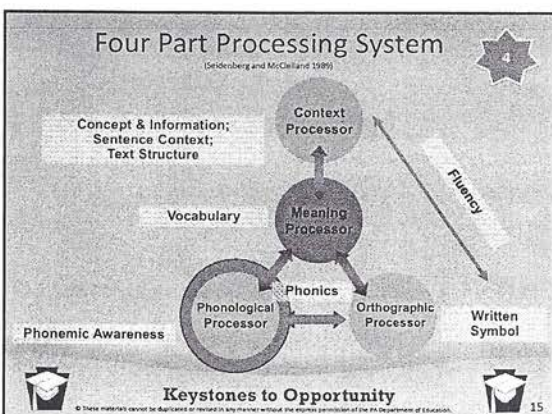


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15

Oral Language is:

the reception and expression of the pragmatic, semantic, syntactical, morphological, and phonological aspects of language; involves listening and speaking.




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16

Oral Language

- For children to develop oral language skills, they need to develop an understanding of:
 - Production of sounds, words and sentences
 - Determine when to use them (Moats, 2001)
- How Children Acquire and Produce Language (BBC 2001)




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17

Why Oral Language is Important?

- Receptive and Expressive Vocabulary impacts Listening and Reading Comprehension
- Exposure to new experiences and increasing knowledge of the world
- Communication with others
- Oral language facilitates reading and writing



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18

Children of the Code



- Video of Todd Risley, author of *Meaningful Differences in the Everyday Experiences of Young American Children*
- As you watch the Children of the Code video, think about what the research is telling us about the importance of oral language development



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19

Parent Engagement



"My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system." (Secretary of Education, Arne Duncan, May 3, 2010).

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!"
(Family Literacy Parent, Millin County, 2011)



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20

Restricted Speech vs. Elaborated Speech

Restricted Speech

- Brief, unelaborated, speech
- Assumes shared situational background knowledge
- More prevalent in homes with parents with low education

Elaborated Speech

- Increased use of explicit content knowledge
- Less dependent on shared situational knowledge
- More prevalent in homes with higher levels of education



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21

Elaborating or "Recasting"

- When recasting, a teacher takes the student's response and incorporates it into a recast that:
 - Uses a complete sentence
 - Has correct pronunciation and grammar
 - May incorporate additional information



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Extended Elaboration

- Elaborations occur at all grade levels.
- Slight variation in the upper grades can be helpful.
 - Reframing: often, during conversation, to ensure understanding of the discussion, the listener may reword the information provided by the speaker. Teachers can use this as an avenue to elaborating on the content.



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How to we support Oral Language Development?

- Focus on activities that develop speaking, listening and conversational skills at all grade levels
- Create opportunities for purposeful talk
- Model the use of rich and interesting language



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24

A Language-Centered Classroom

Teachers:

- Use new and unusual words
- Restate for clarity
- Ask open-ended questions
- Encourage language play
- Stay silent at times to allow time for processing and responding
- Engage children in extended conversations

Students:

- Explore and experiment with language
- Name and describe objects in the classroom
- Ask and answer *who, what, where, when, why* and *how* questions
- Hear good models of language used and respond to it appropriately
- Discuss topics of interest



Keystones to Opportunity



25

H.E.A.T.



H - Higher order thinking
E - Engaged learning
A - Authentic connections
T - Technology use

- All grantees who target schools Kindergarten through grade 12 will be required to administer H.E.A.T.
- H.E.A.T. must be administered a *minimum* of 2 times a year.



Keystones to Opportunity



26

ITERS-R/ECERS-R

ITERS-R

I - Infant
T - Toddler
E - Environment
R - Rating
S - Scale

- Grantees who target birth to age 3 must administer the ITERS-R
- ITERS-R must be administered a *minimum* of 2 times a year

ECERS-R

E - Early
C - Childhood
E - Environment
R - Rating
S - Scale

- Grantees who target preschool students must administer the ECERS-R
- ECERS-R must be administered a *minimum* of 2 times a year



Keystones to Opportunity




27

A Language-Centered Classroom

Time to Reflect:

- In your journal; think of your classroom, and your students and answer the following:
 - What should oral language "look like/sound like" in your classroom?
 - What do you currently have in place, and what do you currently want to add/modify?



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28

Phonological Awareness

The ability to clearly perceive and effectively manipulate the sounds of language. This ability is critical for reading and spelling.

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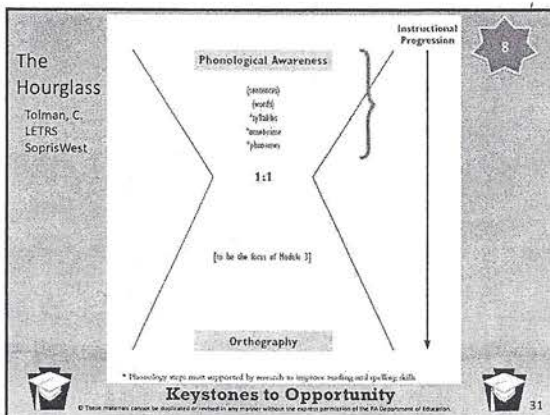
Phonological Awareness

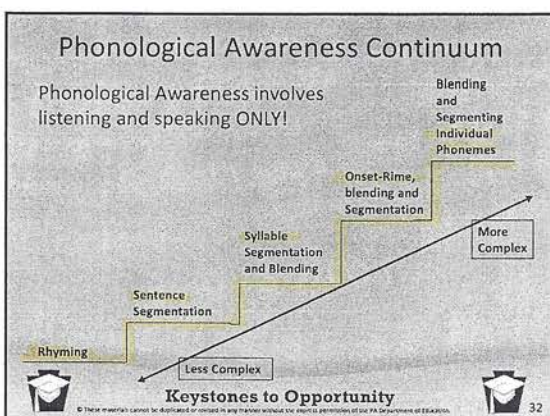
- Phonological Awareness is the awareness that language is composed of sounds and the understanding of the relationship of these sounds
- Turn and Talk:** How is phonological development different from oral language?

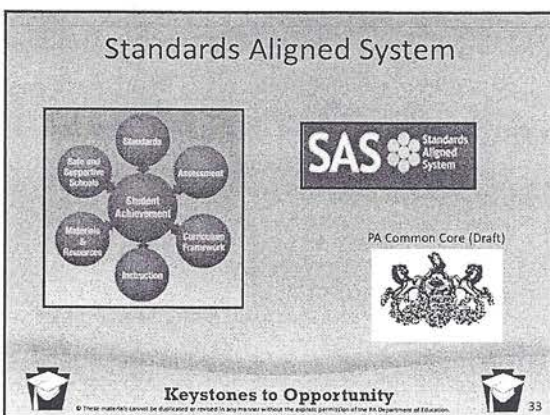
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Phonological Awareness in the Classroom

- Phonological Awareness Development builds upon Oral Language Development
 - Complete the Scavenger Hunt
 - Can be done individually or as partners
 - Add useful websites to “Today’s Meet”




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DIBELS Next


D – Dynamic
I – Indicators
B – Basic
E – Early
L – Literacy
S – Skills



- All grantees who target K-5 must administer the DIBELS Next to Kindergarten, 1st grade, 2nd grade, and 3rd grade students in targeted schools/programs.
- DIBELS Next must be administered 3 times a year




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DIBELS Next and the 4-Part Processor

2 benchmark goals for phonemic awareness concerns:

- DIBELS Next First Sound Fluency (FSF)
 - To be benchmarked by the middle of Kindergarten
- DIBELS Next Phoneme Segmentation Fluency (PSF)
 - To be benchmarked by the end of kindergarten



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Four Part Processing System

(Seidenberg and McClelland 1982)

Phonemic Awareness

Phonological Processor

Orthographic Processor

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37

Phonological Awareness

Time to Reflect:

- In your journal; think of your instruction, and your students and answer the following:
 - What should phonological awareness "look like/sound like" in your classroom?
 - What do you currently have in place, and what do you currently want to add/modify?

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38

Scope and Sequences of Phonics

- Quick Write:
 - What do students use to be able to determine Letter-Sound Correspondence?

Dr. Paula Tallal: Neuroscience, Phonology, and Reading - Part 5

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39

Phonics and Orthography

Learning the relationship between letters (graphemes) and sounds (phonemes), and then remember the exact letter patterns and sequences that represent various speech sounds (Moats, 2000).



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Phonics and Orthography

Phonics (www.merriam-webster.com/)

- A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system
- The science of a sound

Orthography (<http://dictionary.reference.com/>)

- the art of writing words with the proper letters, according to accepted usage; correct spelling.
- the part of language study concerned with letters and spelling.



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How do students begin to become literate?

- Oral Language Development
 - Children learn that language conveys meaning.
- Phonological Awareness
 - Children learn that oral language can be manipulated in different ways.
- Letter-Sound Correspondence
 - Children connect letters symbols with certain sounds
 - Students begin to transition from scribble writing to connecting print to letters



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42

How do students learn to read and write?

Oral Language Development

Phonological Awareness

Word Fluency

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The diagram, titled "Scarborough's Reading Rope (revised 2010)", illustrates the components of skilled reading. It features a central rope that is formed by weaving together two main groups of strands. On the left, the group is labeled "THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING". This group includes:

- LANGUAGE COMPREHENSION** (represented by a thick, braided rope):
 - Background knowledge (rich, varied, etc.)
 - Vocabulary (rich, varied, etc.)
 - Formal grammar (syntax, semantics, etc.)
 - Phonological awareness (rhyme, alliteration, etc.)
 - Phonics (letter-sound, etc.)
 - Fluency (automaticity, etc.)
 - Comprehension (literal, inferential, etc.)
- WORD RECOGNITION** (represented by a thinner, braided rope):
 - Phonics (grapheme-phoneme, etc.)
 - Orthography (spelling, etc.)
 - Lexical knowledge (morphology, etc.)
 - Automaticity (fluency, etc.)

Arrows labeled "weaving" point from these two groups towards the right, where the completed rope is shown. This completed rope is labeled "SKILLED READING" and is described as "Fluently executing the comprehension of what has to happen and then comprehension".



Below the diagram, the following text is provided:

Scarborough, M. S. (2003). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Newman & G. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 57-130). New York: Guilford Press.

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Scope and Sequence of Phonics

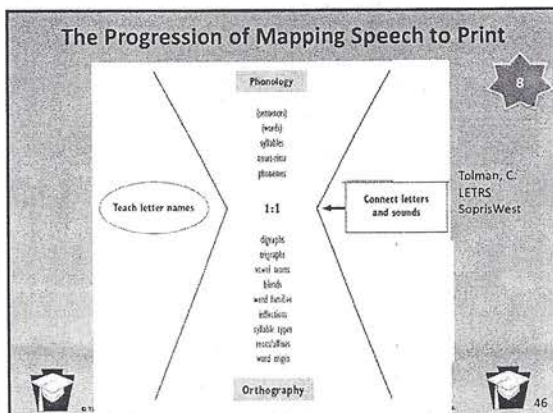
- PA Common Core: Foundational Skills
 - Spiraling Common Core Activity
- Appendix A: CCSS Phoneme-Grapheme Correspondence
 - Review pages 17-22
- PaCLP
 - Using the “find tool” in PDF, search the document for “phonics” and “orthography”
 - What are the implications for phonics instruction?

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46

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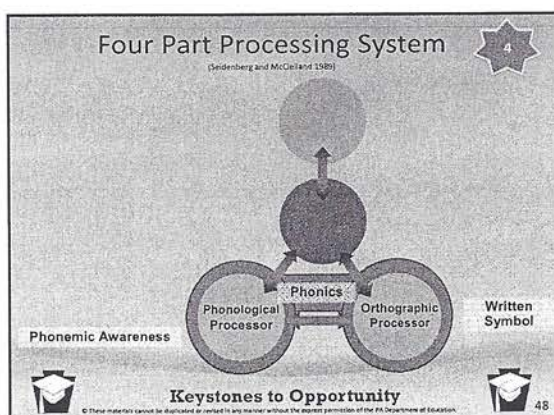
DIBELS and the 4-part processor

3 DIBELS assessments screen for phonics concerns

- Letter Naming Fluency (LNF): Assessed in Kindergarten to Early Grade 1
- Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to decode "make-believe" words (e.g., ut, fik, lig, etc.) words. (Mid K to Early Grade 2)
- Oral Reading Fluency (ORF): (Mid Grade 1 to End Grade 6)

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Phonics and Orthography in the Classroom

Time to Reflect:

- In your journal; think of your classroom, and your students and answer the following:
 - What should phonics instruction “look like/sound like” in your classroom?
 - What do you currently have in place, and what do you currently want to add/modify?



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49

Welcome Back!

Let's get our brains in gear!




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50

Accuracy and Fluency

- **Turn and Talk:** What is accuracy and fluency?
- **Accuracy:** In literacy, accuracy means the ability to read (decode) and write (encode) using the correct letter-sound correspondence
- **Fluency:** Reading fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning (Rasinski, 2003). Writing fluency is the ability to write accurately, quickly, effortlessly, and with appropriate expression and meaning



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Accuracy and Fluency

The ability to read, speak, and write easily, correctly, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.



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Types of Fluency

Accurate and Automatic at the:

Sound Level

Letter Level

Letter/Sound Level

Word Level

Phrase Level

Sentence Level

- Oral Reading Fluency
 - More involved in oral reading fluency than speed



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53

Components of Oral Reading Fluency

Accuracy: The ability to decode words accurately and with appropriate speed.

Rate: Speed of oral reading

Prosody: expression, pacing, and appropriate pauses

<http://youtu.be/IQbYc7aLgBc>



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54

Accuracy Impressions- Quick Write

- How does accuracy impact our ability to read?
- How does accuracy affect rate?
- How does accuracy affect prosody?
- How does accuracy affect comprehension?



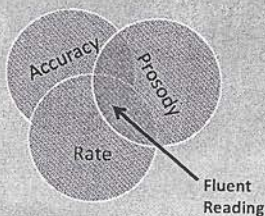
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55

Accuracy and Rate

The connection between accuracy and rate.



Research on working memory:

- Our "cognitive desk space" only allows for 7 (plus or minus 2) pieces of information to be available at once (McCutchen, 1996)
- Writing is also affected by "cognitive desk space." Students need to be fluent and automatic in encoding and handwriting to write effectively.



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56

DIBELS Next and Fluency

- "Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees resources to process meaning."

(University of Oregon: http://dibels.uoregon.edu/resources/faq_dibels/accuracy_and_fluency.php)

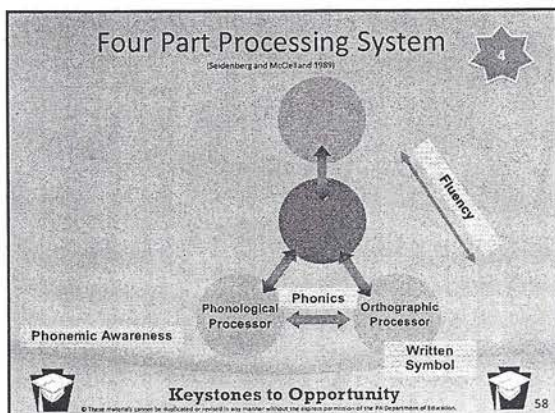
- DIBELS Next sub-test DIBELS Oral Reading Fluency (DORF)
 - Assesses Fluency and Accuracy



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57



Accuracy and Fluency in the Classroom

Time to Reflect:

- In your journal; think of your instruction, and your students and answer the following:
 - What should fluency and accuracy instruction "look like/sound like" in your classroom?
 - What do you currently have in place, and what do you currently want to add/modify?

The illustration shows three silhouetted figures jumping joyfully in front of a large, bright circular light, possibly a sun or moon, which is reflected in the water below. The scene is peaceful and celebratory.

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59

Vocabulary

- Meta-analysis of Vocabulary instruction (Hattie; 2009) found that vocabulary instruction:
 - Supports reading skills and reading comprehension
 - Is most beneficial when the vocabulary instruction is definitional *and* contextual
 - Provides multiple exposures to words
 - Provide opportunities for deep processing

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Vocabulary

- Stereotactic radiosurgery is a highly effective alternative to surgical resection that has been used as a primary therapy for benign meningioma as well as an adjuvant treatment for residual or recurrent tumors. The 5-year tumor control rates for stereotactic radiosurgery are equivalent to gross-total resection with lower morbidity than surgery, especially for skull base lesions.



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Vocabulary

- "What is missing for many children who master phonics but don't comprehend well is *vocabulary*, the words they need to know in order to understand what they're reading. Thus vocabulary is the "missing link" in reading/language instruction in our school system."

• Biemiller, 2001



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Vocabulary

"Building a strong vocabulary is absolutely essential since research is quite clear about the strong correlation between comprehension and the size and depth of one's vocabulary" (Beck and McKeown, 1991).



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Tiers of Vocabulary

Beck, McKeown & Kucan (2002) and Common Core State Standards established an effective way to look at vocabulary:

- Tier 1 Words: Everyday speech, usually learned early. most native language speakers will not have difficulty with these words.
- Children often know the words prior to entering school.
- Examples: dog, clock, baby, happy



Keystones to Opportunity



64

Tier 2 words

- More likely to appear in written speech; informational texts, technical and literary texts
- Subtle or precise ways to say relatively simple things.
- Found across many types of text, they are highly generalizable
- Examples: describe, extend, create, divide, monitor



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65

Tier 3 Words



- Low frequency words; however critical to understand in the specific content.
- More common in informational text than in literature
- Examples: metamorphic, phonemic, geriatrics, symbiotic



Keystones to Opportunity



66

Implications for Vocabulary Instruction

Turn and Talk: As K-12 educators, what tier of words need to be taught directly and explicitly to increase the depth and breadth of student's vocabulary? Why?

- **Importance and utility:** *Is it a word that students are likely to meet often in the world?*
- **Instructional potential:** *How does the word relate to other words, to ideas that students know or have been learning?*
- **Conceptual understanding:** *Does the word provide access to an important concept?*



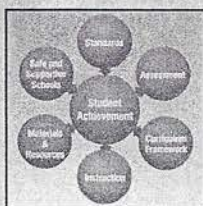
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Standards Aligned System



PA Common Core (Draft)



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Scope and Sequence Vocabulary

- PA Common Core: PreK-12
 - Spiraling Common Core Activity
 - “Craft and Structure: Vocabulary”
- PaCLP
 - Using the “find tool” in PDF, search the document for “vocabulary” and identify the implications for vocabulary instruction



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69

Components of an Effective Vocabulary Program

- High-quality Classroom language
 - use of elaborated speech
- Reading Aloud to Students
 - With fluency
- Wide Independent Reading with conferencing and accountability
 - In 5th grade, students reading less than one minute per day fall in the 10th percentile, students reading 20 minutes or more per day fall in the 90th percentile



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Components of an Effective Vocabulary Program

- Explicit Vocabulary Instruction
 - Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction.
 - Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
 - Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
 - Provide students with strategies to make them independent vocabulary learners.



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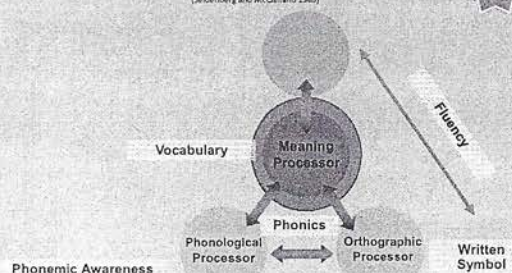
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Four Part Processing System

(Scribner and McClelland 1980)



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Vocabulary in the Classroom 18

Time to Reflect:

- In your journal; think of your instruction, and your students and answer the following:
 - What should vocabulary instruction “look like/sound like” in your classroom?
 - What do you currently have in place, and what do you currently want to add/modify?



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Facts about Comprehension Success

- Comprehension builds upon existing reading knowledge, including word recognition and language structures as shown on Scarborough's Rope.
- Students with strong oral language, including vocabulary, listening comprehension and background knowledge, are more likely to be strong reading comprehenders.

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Comprehension Success Includes:

- Clear alignment of curriculum and assessment
- Effective and frequent social interactions in various contexts: home, school & community
- Rich exposure to literature
- Opportunities to be challenged and motivated by text

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Comprehension Defined

The RAND report defined reading comprehension as “process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”

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A Heuristic for Thinking About Reading Comprehension (RAND, 2002)

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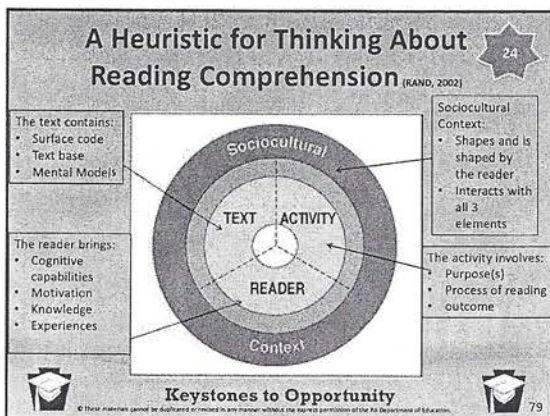
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Jigsaw Activity on Comprehension

- Divide into teams of 4
- On pgs 20-23 of the participant's booklet
 - Team member # 1 will text render “The Reader”
 - Team member # 2 will text render “The Text”
 - Team member # 3 will text render “The Activity”
 - Team member # 4 will text render “The Context”
- Team members will have 2 minutes to share their section with the team

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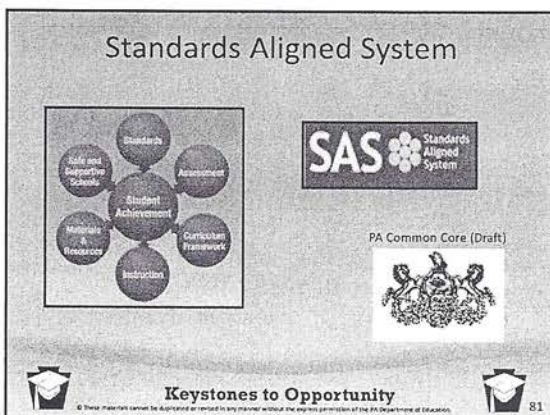
Types of Reading Comprehension

—Teaching Content is Teaching Reading

- **Turn and Talk:** What are 3 important concepts you extracted from the video? How will it guide your comprehension instruction?

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Scope and Sequence of Comprehension

- PA Common Core: Foundational Skills
 - Spiraling Common Core Activity
 - "Craft and Structure: Point of View"
- PaCLP
 - Using the "find tool" in PDF, search the document for "comprehension" and identify the implications for comprehension instruction.



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DIBELS Next and Comprehension

- "Comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning."
(University of Oregon; http://reading.uoregon.edu/bk12/ideas/comp/comp_adult_uba/)
- DIBELS Next measures: DIBELS Retelling Fluency And DAZE
 - Oral Retelling- student retells story aloud
 - DAZE- similar to cloze procedure or "fill in the blank." students are given 3 word choices for each blank



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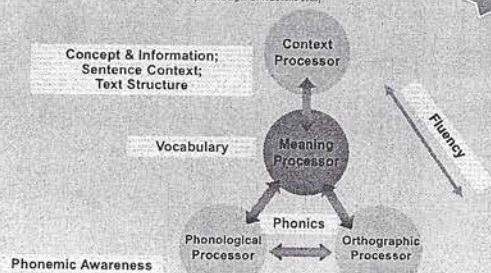
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Four Part Processing System

(Seidenberg and McClelland 1980)



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Comprehension in the Classroom

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Time to Reflect:

- In your journal; think of your instruction, and your students and answer the following:
 - What should comprehension instruction "look like/sound like" in your classroom?
 - What do you currently have in place, and what do you currently want to add/modify?



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Importance of Reading Instruction

- The probability that a child would remain a poor reader at the end of fourth grade, if the child was a poor reader at the end of first grade, was .88; the probability that a child would become a poor reader in fourth grade if he or she had at least average reading skills in first grade was .12. The evidence in this sample of children indicates that the poor first-grade reader almost invariably remains a poor reader by the end of fourth grade. (Juel, 1988)

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Reading Matters

(Anderson & Nagy, 1992)

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,188,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000


Talk to a partner:

- What is this chart telling you?
- What questions are unanswered?
- What is the impact of instruction in school? What is our role?


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Exit Slip



- **Cognitive/Intellectual**-What did you learn?
- **Affective**-How do you feel about what you learned?
- **Surprise**-What surprised you?
- **Helpful**-What did you find helpful? What will be useful in your role? What will be your next steps?



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