

What Do New Teachers Need to Know about Reading Instruction?

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So what was happening...

- Unlike learning to speak, which occurs when children hear speech in their environment, learning to read does not happen naturally.
- The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as “below basic.”
- Included in this group are students living in poverty, English language learners, and students who demonstrate significant weaknesses with language processes, including but not limited to phonological processing, that are the root cause of dyslexia and related learning difficulties.

Recent Legislation

- Of those students who are referred to special education services in public schools, approximately 85% are referred because of their problems with language, reading, and/or writing.
- Legislation was signed in 2016, and went into effect during the 2018-2019 school year aimed at identifying and supporting students early in their education.

Mandated Screenings

- State-mandated dyslexia screenings for children in K-3 took effect this academic school year in all Missouri regular public and charter schools. In addition to the K-3, any transfer student who doesn't have a screening in their records and any student in grade 4 or up who is consistently demonstrating a potential reading concern.
- Screenings are not designed to diagnose dyslexia, but they will identify where students are struggling and then leave it to parents, districts, and educators to decide what is best.

Dyslexia

- Affects the way people process written and oral language.
- A common characteristic is difficulty connecting letters to the sounds that those letters represent.
- The Education Department says that 3.4 percent of students aged 6-21 – about 2.4 million children and youth – are receiving services for a specific learning disability through the Individuals with Disabilities Education Act. This includes children with dyslexia.

Background

HB 2379 became law in 2016

The bill offered two major provisions regarding dyslexia:

- 1) Screening, classroom support and teacher in-service
- 2) Created the “Legislative Task Force on Dyslexia”



Legislative Task Force on Dyslexia

1. Mandated Screenings
2. Research-based Interventions, including Tiers
3. Professional Development
- 4. Teacher Certification**
5. Data Collection
6. Evaluation of Current Practices

Certification Requirements

Evidence-based reading instruction should be implemented with fidelity.

Effective principles of reading noted in NCLB and Every Student Succeeds Act (ESSA):

Teaching effective principles for reading in core instruction including explicit, systematic evidence-based instruction and literacy content including phonological awareness, syllabication, spelling (orthography) and morphology.

Certification Requirements

Strongly recommend that institutions of higher education and DESE align literacy/reading instruction coursework with knowledge and practice standards from the Center for Effective Reading Instruction (CERI).

- *Implementation may be accomplished through the rule-making process or may require legislation*

Previous & Updated Wording of Literacy Requirements

Early Childhood Education (birth - grade 3)

C. Teaching the Young Child

(Minimum requirement of twenty-one (21) semester hours):

1. *Early Childhood Principles;
2. Integrated Curriculum

addressing the following areas:

- a. ****Language Arts**
(including reading, writing, speaking, and listening);

New:

[Language Arts (including reading, writing, speaking, and listening)]

Early Literacy (minimum of six (6) semester hours **to address curriculum, instruction and assessment of:**

- a. language acquisition;
- b. phonological and phonemic awareness;
- c. phonics;
- d. vocabulary;
- e. fluency;
- f. comprehension; and
- g. writing process using authentic text and purposes;

Previous & Updated Wording of Literacy Requirements

Early Childhood Special Education (birth - grade 3)

A. Teaching the Young Child
(Minimum requirement of fifteen (15)
semester hours):

1. *Early Childhood Principles;
2. Integrated Curriculum - which addresses the following areas:
 - a. **Language Arts
(including reading, writing,
speaking, and listening);

New:

- I. [Language Arts (including reading, writing, speaking, and listening);] **Early Literacy (minimum of six (6) semester hours to address curriculum, instruction, and assessment of:**
- i. language acquisition;
 - ii. phonological and phonemic awareness;
 - iii. phonics;
 - iv. vocabulary;
 - v. fluency;
 - vi. comprehension; and
 - vii. writing process; using authentic text and purposes;

Previous & Updated Wording of Literacy Requirements

Elementary Education (gr 1-6)

B. Teaching Methods (Minimum requirement of fifteen (15) semester hours):

1. Reading (three (3) courses required, minimum total of eight (8) semester hours)

;

2. As a minimum, the teaching method competencies shall include:

a. Children's Literature;

b. Language Arts;

New:

Literacy (minimum total of twelve (12) semester hours) —[to include Children's Literature, English Language Arts, and Language Acquisition;] **to address curriculum, instruction, and assessment of:**

a. language acquisition;

b. phonological and phonemic awareness;

c. phonics;

d. vocabulary;

e. fluency;

f. comprehension; and

g. writing process using authentic text and purposes.

Previous & Updated Wording of Literacy Requirements

Mild/Moderate Cross-Categorical k-12 Special Education

B. Teaching Methods (Minimum requirement of twenty-five (25) semester hours): As a minimum, the teaching method competencies shall include:

Children's Literature, Language Arts

(abbreviated) Required Course work:

- 1. *Methods of Teaching Reading—eight (8) semester hours (shall include course work in teaching remedial reading);**

New:

A. Literacy [(three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;] **(a minimum total of twelve (12) semester hours) to address specialized instruction in curriculum, instruction, assessment, and intensive intervention of:**

- i. language acquisition;**
- ii. phonological and phonemic awareness;**
- iii. phonics;**
- iv. vocabulary;**
- v. fluency;**
- vi. comprehension; and**
- vii. writing process using authentic text and purposes; and**
[B. Children's Literature;
C. Language Arts];

A Little History...

National Reading Panel - 14 member panel included members from different backgrounds, including school administrators, teachers, and scientists in reading research.

- April 2000 - Report Finalized
- Panel considered over 100,000 reading studies which had been published since 1966; selected several hundred from this pool for its review and analysis

The Report is VERY Clear



The best approach to reading instruction is one that incorporates:

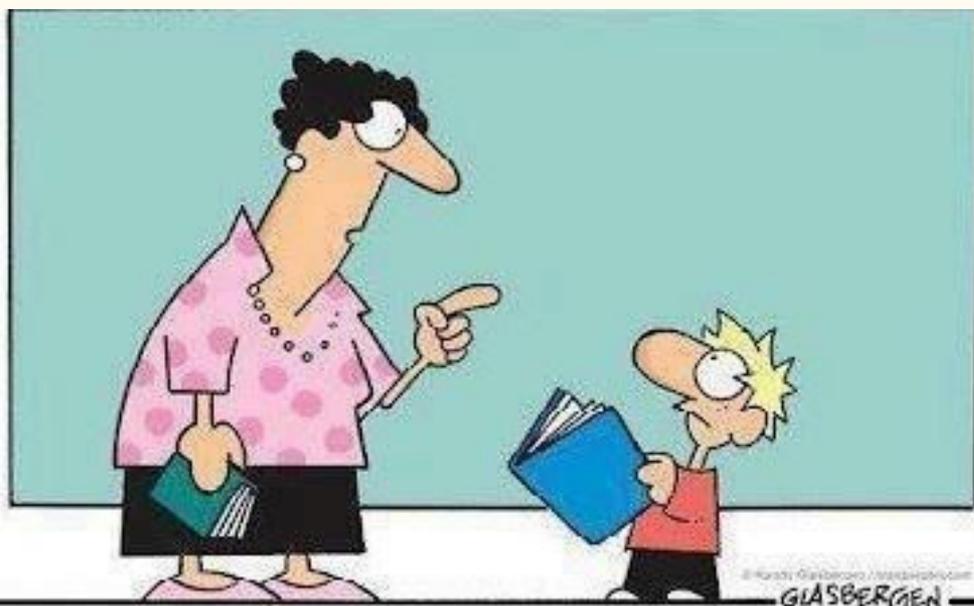
- Explicit Instruction in Phonemic Awareness
- Systematic Phonics Instruction
- Methods to Improve Fluency
- Ways to Enhance Comprehension

Teaching Reading...

- To teach students effectively, teachers need in-depth knowledge about the structure of language including the ability to recognize whether words are phonetically regular or irregular, common morphemes in words, and common sentence structure in English.
- Without this kind of knowledge, teachers may have difficulty interpreting assessments correctly, or they may provide unintentionally confusing instruction to students.

To Teach Spelling and Writing Effectively...

- To teach spelling and writing effectively, teachers need a knowledge base about language structure, including sentence and discourse structure.
- Research suggests that for teachers to acquire an understanding of language structure, they need explicit and in-depth instruction in this area. So what does it look like....



It's called **reading**.
It's how people install new
software into their brains.

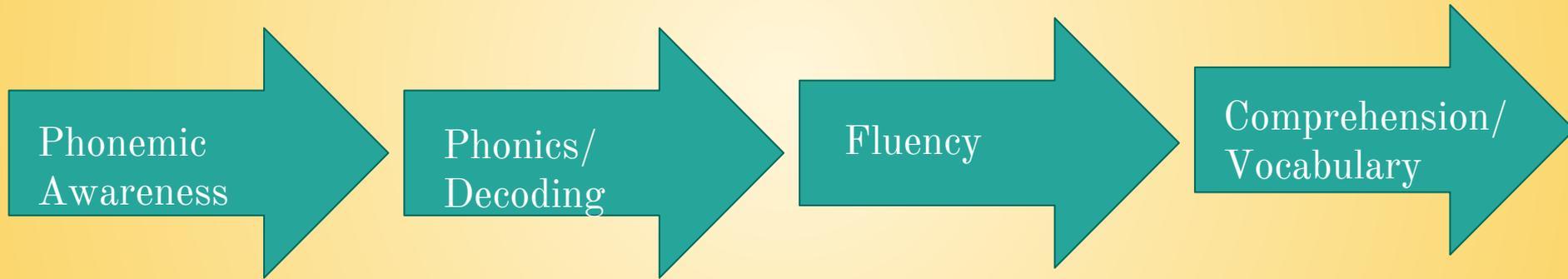
Reading Should Be Taught with this in mind

- Most children must be taught foundational concepts of reading.
- Research has identified what children must be taught and how best to teach those skills. The skills include processing of oral language at the phonemic level, the alphabetic principle, and metacognitive strategies.
- Teachers need to know how to teach these skills and how to support the development of psychological processes such as executive function and working memory, and how to promote motivation to read.

Reading Progressions



Reading Stages - Explicit Instruction



Phonemic Awareness Continuum

Phonemes = Unit of sound in speech; when you phonemes together they make words

1. Phoneme Isolation - letter sounds
2. Phoneme Blending and Segmenting
 - a. Blending - pulling together individual sounds or syllables within words;
 - b. Segmenting - breaking words down into individual sounds or syllables
3. Phoneme Manipulation - ability to modify, change or move the individual sounds in a word

Suggestions: PAST Reading Test

Examples: Repeating Sentence; Rhyme Recognition; Syllable Blending; Rhyme Production

Working with Books

Introduce the Book

Shared Reading

- Choral reading, not guided reading
- Students should point with their finger
- Support students with one-to-one matching
- Differentiate prompting based on need

Concepts of Print

- Concept of a word
- First/Last Word
- Concept of a Letter
- First/Last Letter
- Punctuation
- Upper/Lowercase Letters

Tip

- Diminish your voice as you progress through the book
- Teach one concept at a time. Model it on one page before you have students practice on another
- Show students how to use their index finger to frame a word or a letter

Interactive Writing

Builds oral language and provides the opportunity to teach:

- Phonemic Awareness
- Letter Sound Links
- Print Concepts

Steps

- Repeat the pattern of the book, but use one word not used in the book
- Have them help you with the first letter of each word
- Write out the sentence
- Say the sentence again
- Cut it apart and have kids help you put the sentence back together again

Working with Sounds

Supports Phonological Awareness

Activities

- Clapping Syllables
- Hearing Rhymes
- Sorting Pictures

Tip

- Teach students to clap syllables before you teach them to segment phonemes
- To teach students to hear rhymes, use words that are distinctly different (table/desk) before you use words that share the same beginning sound (turtle/top)
- Some letters are easier to learn because they have the sound in their name

Phonics Learning Progressions

1. Letter Sounds
2. Short Vowel Words (CVC)
3. Short Vowel Words (CCVC and CVCC)
4. Long Vowel Words (CVCe)
5. Long Vowel Words (VT)
6. Variant Vowel & R-Controlled Words (VV & R-Con)

Working with Names and Letters

Supports

- Alphabet Knowledge
- Visual Processing
- Rapid Naming of Letters
- Letter Formation
- Letter-Picture Links
- Left-to-Right Directionality
- Writing First Name

Activities

- Name Puzzles
- Magnetic Letters

Tips

- Do not let students build their name incorrectly; let them use a model until they can make their name from memory
- If a student goes by initials, use complete first name in activities
- Once students can make their name puzzle with each letter cut apart, choose a different name activity
- Provide a starting place, such as a sticker on the dry-erase board, so students always make their name left to right

Working with Letters

Goal is to build automaticity with known letters

Activities

- Match the letters in the bag
- Match the letters to an alphabet chart
- Name letters left to right
- Find the letter on an alphabet chart
- Name a word that begins with that letter
- Find the letter that makes the sound
- Name the letter that begins that word

Tip

Vary the letter activity each day so children learn different ways of working with letters

Fluency



The focus is to gain speed and accuracy while reading with proper intonation and expression.

- Accuracy
- Rate
- Expression
- Phrasing

Ways to improve Reading Fluency

- Read aloud to children to provide a model of fluent reading
- Have children listen and follow along with audio recordings
- Practice sight words using playful activities
- Let children perform a reader's theatre
- Partner Reading
- Echo Reading
- Choral Reading
- Repeated Reading
- Ensure they are reading at their independent reading level

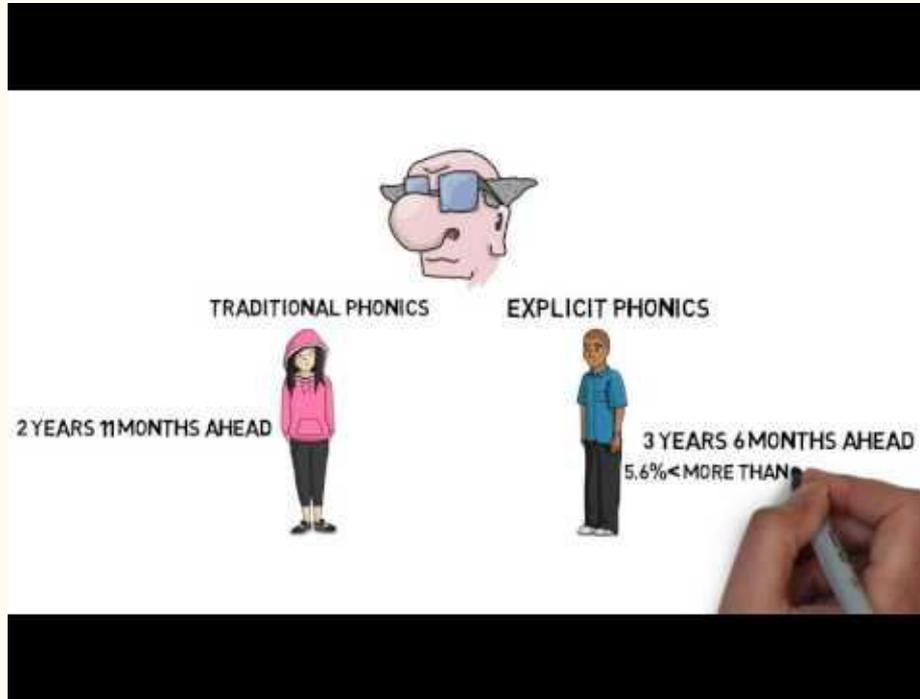
Vocabulary Skill Development

- Semantic Maps-Graphic organizer to help students visually organizer the relationship between pieces of information; Can be used to include prior knowledge or to introduce new key words
- Cooperative Learning with partners to share vocab words
- Word Detective - frequent reading with a list of words to look for
- Concept Cube - Students will have to provide one of the following
 - Vocabulary Word
 - Antonym
 - Synonym
 - Category it belongs to
 - Essential Characteristics
 - Example

Comprehension

1. Create a Visual - have student create a mind picture of what is going on in the text; this way they are more likely to remember details
2. Making a Connection - have students think about the BIG ideas in the text and connect them to previous texts or the outside world
3. Questioning - Students need to remember good readers are always thinking about the content. They should be able to answer “who is the main character? or What is a possible lesson that can be learned from the story?”
4. Determining Importance - Students should look for main ideas and notice important details in the text; Problem and Solution
5. Inferring - Use background knowledge and cues from the text to make inferences

Targeting Teaching so needs can be identified



DON'T FORGET - ASSESSMENT

Throughout all stages of reading, we have to ensure our teachers are consistently using both formative and summative assessment of reading skills.

Instruct-then progress monitor-then instruct-then progress monitor

USE DIBELS or SOMETHING SIMILAR FOR CBM

Don't you get it? If I make my classroom super cute and organized, then the rest of my year will go so smoothly!

