

School Psychology and the Science of Reading

Dr. Stephanie Stollar, Ph.D.
stephaniestollar@gmail.com



1

Objectives

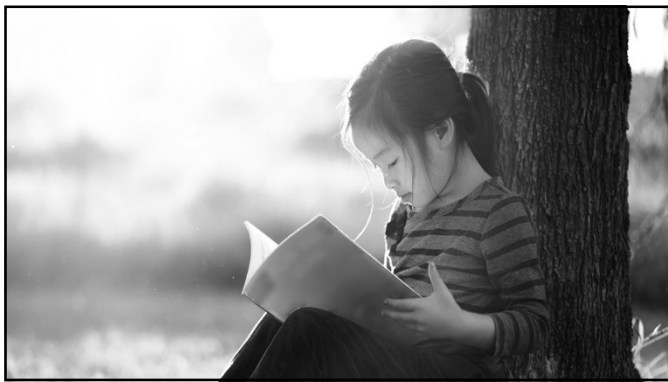
This session will provide school psychologists:

- Background information on the science of reading
- Strategies for sharing research with other educators
- A framework for implementing the science of reading so more students become skilled readers
- Guidance for implementing structured literacy practices that are consistent with Ohio's dyslexia legislation and other state and federal laws



2

2



3

Percent at Minimum Expectation in Kindergarten

	Beginning of Year	End of Year
District A	39%	81%
District B	38%	90%
Typical District	54%	62%



4

(c) 2022 Stephanie Stollar Consulting LLC

4

"The most critical elements of an effective program for the prevention of reading disability at the elementary school level are:

- a) the right kind and quality of instruction delivered with the
- b) right level of intensity and duration to
- c) the right children at the
- d) right time."

Torgesen, 1998

<https://www.aft.org/sites/default/files/periodicals/torgesen.pdf>

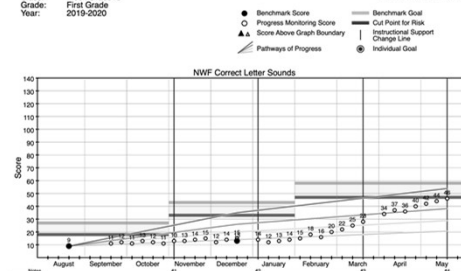


5

Name: Abbie Apricotads
StudentID: 13302014X1A
School: Mockingbird Elementary School
Class: Mock Grade1b
Grader: First Grade
Year: 2019-2020

Student Progress Monitoring Graphs

Acadience®
Acadience Reading K-6



6

6

School Psychologist's Role and Function

- Participating as team members at all levels of the system
- Consulting with teachers on curriculum and instruction
- Classroom observations
- Selecting, conducting and interpreting reading assessments
- Data-based decision making - selecting, matching students to, implementing, and evaluating reading interventions
- Supporting parents, families and communities
- Special education eligibility determination
- Seeing schools as systems that can be organized to maximize student outcomes

7

(c) 2022 Stephanie Stollar Consulting LLC



7

The Big Ideas of Changing Early Literacy Outcomes

1. Find out what kids need
2. Provide what they need in regular classroom reading instruction
3. Increase support as data indicate the need

8

(c) 2022 Stephanie Stollar Consulting LLC



8

Definition

The Science of Reading is a vast, interdisciplinary body of *scientifically-based* research* about reading and issues related to reading and writing.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

9

Whatisthescienceofreading.org. (2021, February 3). Retrieved February 5, 2021, from <https://www.whatisthescienceofreading.org/>



9

MTSS: A Framework to Improve Reading Outcomes Through Prevention and Intervention

Multi-Tiered Systems of Support (MTSS) is a school-wide framework for implementing effective instruction. MTSS involves efficiently targeting instruction to student needs based on universal screening and diagnostic assessments.

School and district teams use assessments in a data-based, decision-making process to build a system of increasingly intensive instructional supports that are customized to fit the needs of the students. Simultaneously, schools must also assess their human and instructional resources to ensure that those needs are met.

MTSS does not involve prescriptive practices to be rigidly implemented by tiers or levels of assignment. Nor is it adding to current, ineffective practices for the sake of innovation. It is a comprehensive system whereby ineffective practices are strategically abandoned and proven practices are prioritized.

Whatisthescienceofreading.org. (2021, February 3). Retrieved February 5, 2021, from <https://www.whatisthescienceofreading.org/>

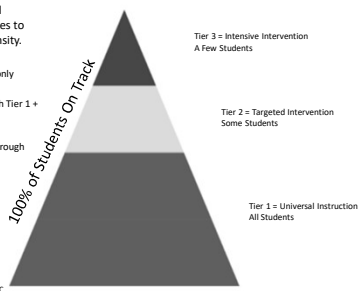


10

MTSS

All students reach grade-level reading goals, but what it takes to get them there varies in intensity.

- 80% reach goals through Tier 1 only
- Another 15% reach goals through Tier 1 + Tier 2
- The remaining 5% reach goals through Tier 1 + Tier 2 and/or Tier 3



11

(c) 2022 Stephanie Stollar Consulting LLC



11

Ohio's Plan to Raise Literacy

Section 1: Ohio's Theory of Action

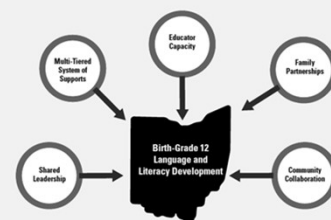


Figure 1: Ohio's Theory of Action

12

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohio-Plan-to-Raise-Literacy-Achievement.pdf.aspx>



12

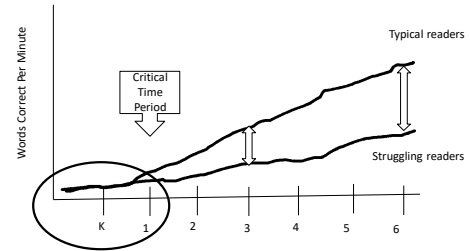
OH Dyslexia Laws

<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia>

- Screen all students in K-3
- Report risk to parents
- Monitor progress of at-risk students for up to six weeks
- If no progress is made, notify parents, and administer a diagnostic assessment
- Report results to parents
- If dyslexic tendencies, provide the parents with information about reading development, risk factors for dyslexia and descriptions for evidence-based interventions
- If markers for dyslexia, provide written explanation of district's multi-sensory structured literacy program
- PD and Certification

13

Prevention



(c) 2022 Stephanie Stollar Consulting LLC

14

Prevention

Children who start low tend to stay low

Trouble with early word reading skills leads to

- less time spent reading
- slow vocabulary growth
- missed opportunities to practice comprehension
- negative attitudes toward reading

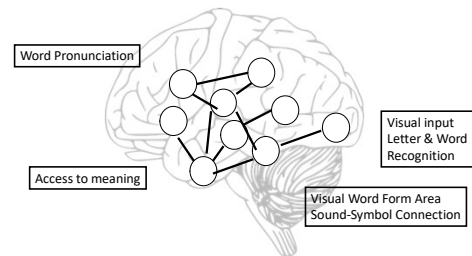
The best solution to the problem of reading failure is to allocate resources for early identification and prevention.

Torgesen, 1998

15

(c) 2022 Stephanie Stollar Consulting LLC

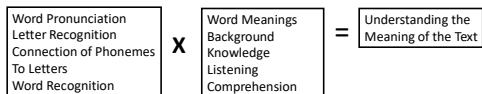
How Reading Works in the Brain



(c) 2022 Stephanie Stollar Consulting LLC

16

How Reading Works in the Brain

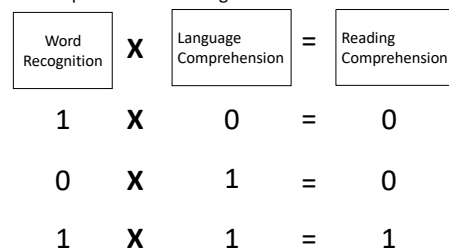


17

(c) 2022 Stephanie Stollar Consulting LLC

How Reading Works in the Brain

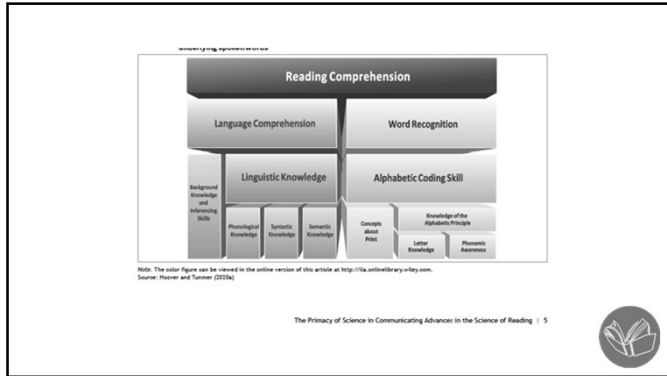
The Simple View of Reading



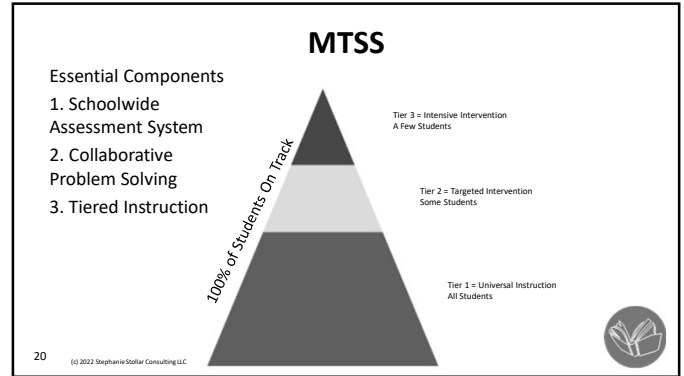
18

Gough & Tunmer, 1986

(c) 2022 Stephanie Stollar Consulting LLC



19



20

Assessment System

Screening	Diagnostic
Which students and systems are at risk?	Exactly what should we teach next?
Progress Monitoring	Outcome Evaluation
Is it working?	Did it work?

21 (c) 2022 Stephanie Stollar Consulting LLC

21

1. Universal Screening

Which students and systems are at risk?

- Given to all students
- Brief
- Standardized
- Predictive
 - Cut points that predict an important reading outcome in the future
- Provide student-level and system-level information

22 (c) 2022 Stephanie Stollar Consulting LLC


22

Example of Universal Screening

☐ Above Benchmark / Likely to Need Core Support
 ☐ At Benchmark / Likely to Need Core Support
 ☐ Below Benchmark / Likely to Need Strategic Support
 ☐ Well Below Benchmark / Likely to Need Intensive Support

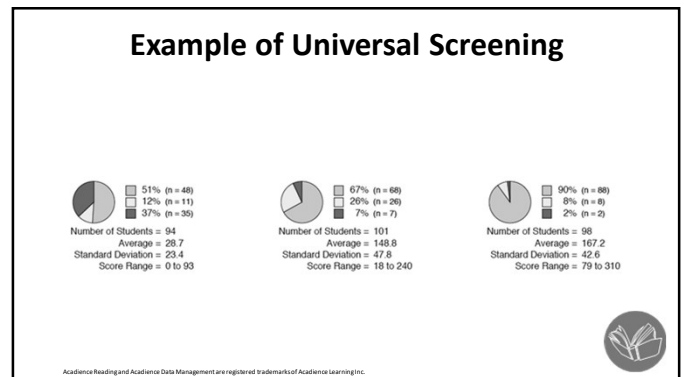
NAME	STUDENT ID	CBF				MAZE				READING COMPOSITE SCORE			
		Words Correct	Local Percentile	Accuracy	Rate	Local Percentile	Read Quality	Adjusted Score	Local Percentile	Score	Local Percentile	Score Level	
West, Dora	401800140	48	8	80% []	25 []	23	2 []	4 []	3	151	4	Well Below Benchmark	
Montgomery, Jenise	401800128	56	9	80% []	25 []	23	2 []	8 []	18	173	6	Well Below Benchmark	
Stevens, Todd	401800138	67	14	92% []	19 []	11	1 []	4 []	3	177	9	Well Below Benchmark	
Flannery, Patrick	401800136	81	11	95% []	23 []	14	3 []	6 []	10	211	14	Well Below Benchmark	
Brown, Vince	401800137	71	19	92% []	29 []	29	2 []	13 []	29	231	19	Well Below Benchmark	
Barker, Raymond	401800132	83	25	98% []	14 []	6	1 []	10 []	28	255	21	Below Benchmark	
Curtis, Jonathan	401800134	87	29	97% []	15 []	9	1 []	13 []	29	295	24	Below Benchmark	
Drink, Frank	401800130	102	48	94% []	29 []	29	2 []	15 []	50	295	28	At Benchmark	
Hernandez, Mark	401800133	95	39	96% []	29 []	34	3 []	10 []	29	295	30	At Benchmark	
Fuller, Susan	401800125	79	21	98% []	29 []	36	2 []	18 []	68	312	34	At Benchmark	

Acadience Reading and Acadience Data Management are registered trademarks of Acadience Learning Inc.



23

23



24

2. Diagnostic Assessment



Exactly what should we teach next?

- Given to students when you aren't sure what to teach next
- More in-depth than screening
- May or may not be standardized, timed, but not teacher created
- Closely linked to instruction (the score is less important than how the student got to the score)

25

(c) 2022 Stephanie Stollar Consulting LLC



Example of Diagnostic Assessment

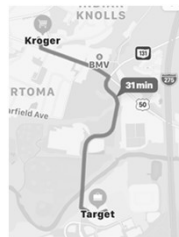
26



3. Progress Monitoring

Is it working?

- Brief
- Standardized
- Alternate forms of the same task
- Sensitive to change over small units of time

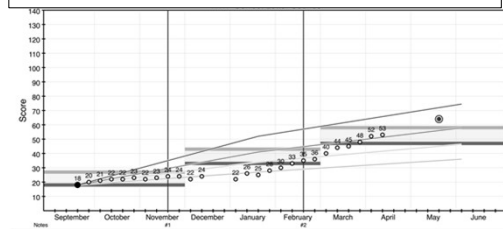


27

(c) 2022 Stephanie Stollar Consulting LLC



Example of Progress Monitoring



28

Acadience Reading and Acadience Data Management are registered trademarks of Acadience Learning Inc.



4. Outcome Evaluation



Did it work?

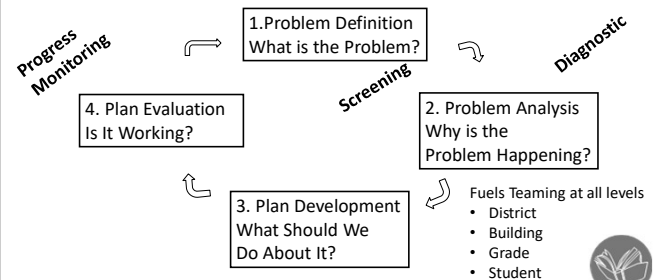
- Achievement testing
- Grade level objectives
- Linked to standards

29

(c) 2022 Stephanie Stollar Consulting LLC



Collaborative Problem Solving



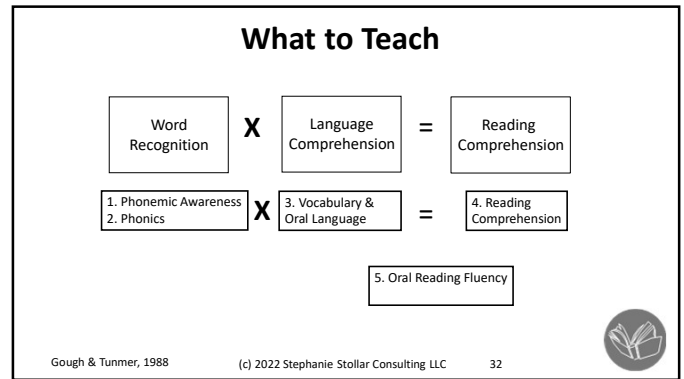
30

(c) 2022 Stephanie Stollar Consulting LLC

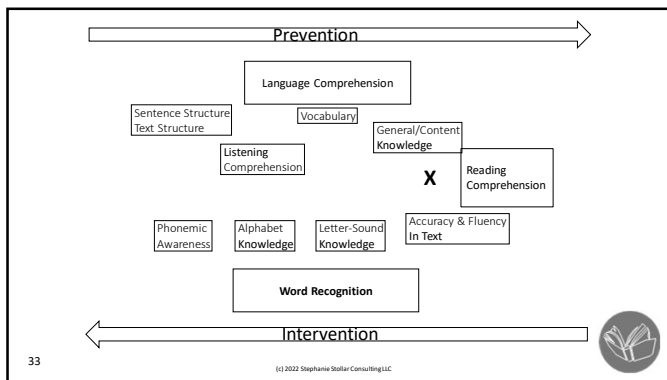


Step	Question	Task	Data Source
1. Problem Definition	What is the Problem?	State as the difference between expected and actual performance	Universal Screening
2. Problem Analysis	How and why is the problem happening?	Generate hypotheses about: <ul style="list-style-type: none"> Schedule Curriculum & Instruction Flexible Service Delivery Grouping 	Screening Diagnostic Adult Implementation Variables
3. Plan Development	What should we do about it?	Use resources to resolve barriers	
4. Plan Evaluation	Did you implement the plan? Did students improve?	Develop an action plan	Progress Monitoring

31



32



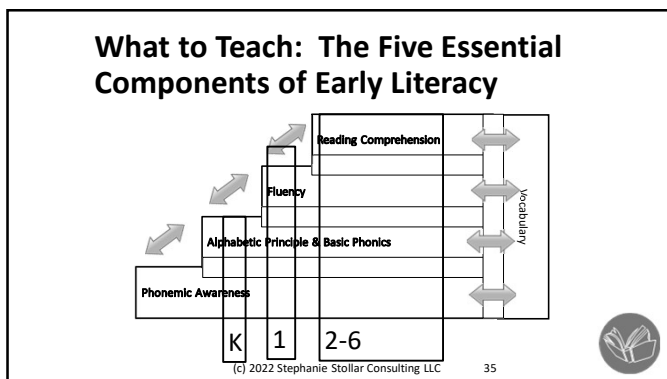
33

The Essential Components of Early Literacy

Skill	Definition
Phonemic Awareness	Noticing, thinking about and working with phonemes
Vocabulary & Oral Language	Understanding the meaning of words we speak, hear, read, and write
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes)
Oral Reading Fluency	Reading connected text accurately, fluently, and for meaning
Reading Comprehension	Gaining meaning from text

34 (c) 2022 Stephanie Stollar Consulting LLC

34



35

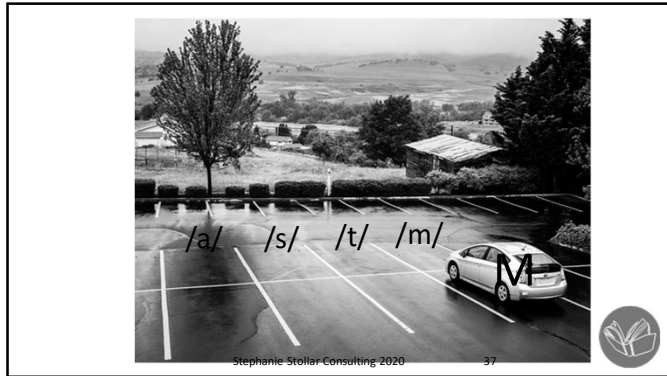
What is Phonemic Awareness?

The ability to manipulate sounds in spoken language at the level of the smallest unit – the phoneme

- Elusive
- Creating “parking spaces”
- Independent of meaning and print
- Reciprocal

36 (c) 2022 Stephanie Stollar Consulting LLC

36



37

Why is Phonemic Awareness Important?

Written English is the representation of spoken phonemes

Students who have phonemic awareness are more likely to learn phonics easily

PA predicts reading comprehension; The path to reading comprehension starts with phonemic awareness

To read you must transfer the print to speech; To spell you must transfer speech to print

38

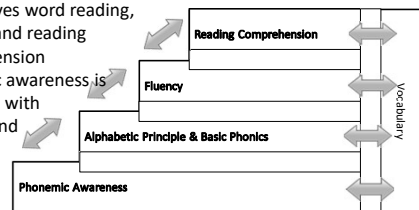
Misunderstandings About Phonemic Awareness

- Same thing as phonics
- Acquired by osmosis; It doesn't need to be taught
- Not all students need this skill
- This is only for pre-K and K
- All of the skills are equally important and must be taught
- You have to start with larger linguistic units before you work on phonemes
- Instruction should be done without print

39

How Does Phonemic Awareness Connect?

PA improves word reading, spelling, and reading comprehension
Phonemic awareness is reciprocal with phonics and spelling



(c) 2022 Stephanie Stollar Consulting LLC 40

40

Research on Teaching Phonemic Awareness

- Focus on blending and segmenting phonemes
- Make sounds in spoken words concrete with movement, objects and letters
- 10-15 minutes per day
- Prioritize 1-2 skills per lesson
- Small groups
- Link to letters

41

(c) 2022 Stephanie Stollar Consulting LLC

41

Phonemic Awareness Resources

Mary Dahlgren on Sound Walls

<https://www.youtube.com/watch?v=Wws8Gh0U0&t=584s>

<https://www.tools4reading.com/>

Free TN PA Curriculum

https://openedx.tneducation.net/courses/course-v1:TDOE+fs101+2020YL/about?mc_cid=cd5ab51d2c&mc_eid=ce1578ed6c&mc_cid=0e04cb86a4&mc_eid=502f6811d6

Sound Partners

<https://www.vovagersopris.com/literacy/sound-partners/overview>

Road to the Code

<https://products.brookespublishing.com/Road-to-the-Code-P322.aspx>

95 Percent Group PA Lessons

<https://www.95percentgroup.com/products/pa-lessons>

(c) 2022 Stephanie Stollar Consulting LLC

42

What Is Phonics?

Knowledge of the relationships between sounds and letters in reading and spelling.



(c) 2022 Stephanie Stollar Consulting LLC

43

Research on Phonics

- Benefits all students K-6
- Positively impacts all other skill areas
- Systematic synthetic phonics instruction is more effective than embedded analytic phonics
- Goal should be applying knowledge in reading text and spelling
- Explicit and systematic programs get the best results



(c) 2022 Stephanie Stollar Consulting LLC

44

Why Is Phonics Important?

Provides the basis for reading comprehension

26 letters represent 44 speech sounds

Decoding – linking sounds to letters, blending them together and reading the word

Encoding – linking print to letters that represent sounds to write words

Over 80% of words are phonetically regular



(c) 2022 Stephanie Stollar Consulting LLC

45

Misunderstandings About Phonics

- Boring; Drill and kill
- Overemphasis or thinking phonics is the whole program
- Only necessary for struggling readers
- Takes time away from focusing on meaning
- Sight Words – High Frequency Words – Regular/Irregular Words
- Leveled Text – Decodable Text
- Nonwords



(c) 2022 Stephanie Stollar Consulting LLC

46

How Does Phonics Connect?

- Students who have phonics skills

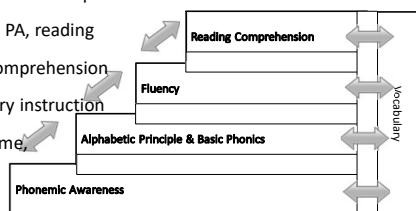
do better on PA, reading

fluency, & comprehension

- Vocabulary instruction

- Letter name,

sound, form



(c) 2022 Stephanie Stollar Consulting LLC

47

47

Research on Teaching Phonics





- Benefits all students K-6, even top readers
- Positively impacts all other skill areas – this is HOW to get to reading comprehension, not taking time away from it
 - Students who have phonics skills do better on phonemic awareness, reading fluency, & reading comprehension
- Systematic synthetic phonics instruction is more effective than embedded analytic phonics
- Goal should be applying knowledge in reading text and spelling
- Scripted programs get the best results




(c) 2022 Stephanie Stollar Consulting LLC

48

48






  
 /s/ /i/ /t/

I Do It: "Watch me push the letters while I say the sounds in the word 'sit' "
 We Do It: "This time, you say the sounds and push letters in the word 'sit' with me /s/ /i/ /t/ "
 You Do It: "This time you push the letters and say the sounds in the word 'sit' "


49 

49

said


  
 /s/ /e/ /d/


I Do It: "Watch me push the chips while I say the sounds in the word 'said' "
 You Do It: "This time, you say the sounds in the word 'said' with me /s/ /e/ /d/ "
 We Do It: "This time you push the chips and say the sounds in the word 'said' "

50 

50

Phonics Instruction Resources


West Virginia Phonics
<http://hickman.sharpschool.net/cms/One.aspx?portalId=3052816&pageId=21377024>
UFLI Virtual Teaching Hub
<https://education.ufl.edu/ufl/virtual-teaching/main/>
Readsters Article On High Frequency Words
<https://www.readsters.com/wp-content/uploads/2013/03/NewModelForTeachingHFWords.pdf>

51 

51

What Is Reading Fluency?


Accurate, fluent, reading for meaning
 Reading aloud effortlessly and with expression
 Reading as you would speak

52 

52

Why Is Fluency Important?


Fluency is a bridge between decoding and reading comprehension
 Accurate and effortless reading of connected text is a necessary but not sufficient pre-requisite to reading comprehension

53 

53

Misunderstandings About Fluency

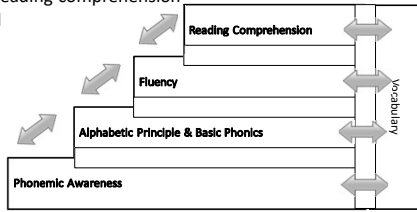
It's all about speed reading
 Sustained silent reading and independent reading will improve fluency
 Fluency can't or shouldn't be taught
 Accurate reading is sufficient

54 

54

How Does Fluency Connect?

Fluency and reading comprehension are reciprocal



(c) 2022 Stephanie Stollar Consulting LLC

55

55

Research on Teaching Reading Fluency

Repeated Reading Best Practices (NRP; Chard et al; Therrien 2004; Morgan & Sideridis 2006; Stevens, Walker & Vaughn 2017)

- Use instructional level text
- Cue for speed and comprehension
- Model
- Multi component – listening preview, progress monitoring
- Increase number of re-readings
- Set a goal
- Performance feedback

(c) 2022 Stephanie Stollar Consulting LLC

56

56

Repeated Reading Resources

The Six Minute Solution An approach to repeated reading that involves partners.

<https://www.voyagersopris.com/literacy/six-minute-solution/overview>

Read Naturally A variety of print and digital solutions for repeated reading that can be delivered in person or remotely. <https://www.readnaturally.com/research/read-naturally-strategy>

Quick Reads Procedures and materials for improving reading fluency and comprehension.

<http://textproject.org/teachers/students/commercially-available-products-powered-by-text/quickreads-family-of-products/>

Iowa Reading Research Center Research on Text Sets

https://iowareadingresearch.org/sites/iowareadingresearch.org/files/irrc_fluency_study_report.pdf

30 sets of varied practice text sets <https://iowareadingresearch.org/elearning#VPR%20Module>

Webinar Dr. Jan Hasbrouck defines oral reading fluency and what research says about how to assess and teach it. <https://www.youtube.com/watch?v=vHSmwiNze9s>

(c) 2022 Stephanie Stollar Consulting LLC

57

What Are Vocabulary and Oral Language?

Levels of Understanding	Description of Levels
Vocabulary Breadth	how many words a learner recognizes or knows ("size of an individual's mental lexicon")
Vocabulary Depth	measure of how well an individual knows a word
Fluency	rate at which the individual accesses the meaning of a word

(c) 2022 Stephanie Stollar Consulting LLC

58

58

Why Are Vocabulary and Oral Language Important?

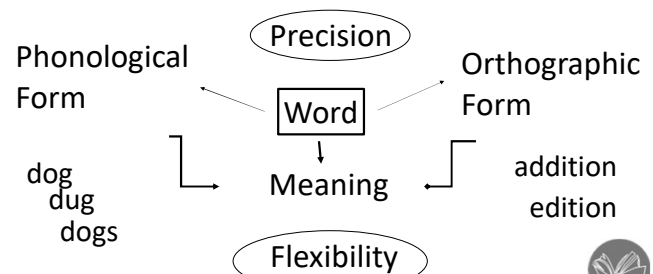
Perfetti's Lexical Quality Hypothesis

- Orthographic mapping required for automatic recall
- Word representations that include well specified orthographic, phonological, semantic and syntactic information
- If representation is high quality it will be retrieved instantly and accurately

(c) 2022 Stephanie Stollar Consulting LLC

59

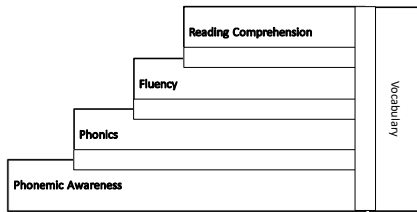
Perfetti's Lexical Quality Hypothesis



(c) 2022 Stephanie Stollar Consulting LLC

60

How does vocabulary connect?



(c) 2022 Stephanie Stollar Consulting LLC

61



61

Research on Teaching Vocabulary

1. Teaching word meanings
2. Fostering word consciousness
 1. Morphology
 2. Oral discussion
3. Wide reading

62

(c) 2022 Stephanie Stollar Consulting LLC



62

1. Directly Teaching New Words

Criteria for selecting words to teach before reading aloud or independently

- Importance and utility
- Instructional potential
- Conceptual understanding

- Tier 1
 - Common words; May need to be taught to ELs
- Tier 2
 - “Words that travel well”; Essential for understanding the text; Best to teach directly
- Tier 3

(c) 2022 Stephanie Stollar Consulting LLC

63



63

1. Explicit Vocabulary Instructional Routine

1. Pronounce the word, phonology
2. Write it, read it orthography
3. Explore syllables, orthography, morphology orthography, meaning
4. Provide a student-friendly definition meaning
A _____ is a _____ that _____.
4. Say more about the word, examples & non-examples meaning and context (in the text and others)
5. Ask yes or no questions
Would it be brave to tell the truth when you did something wrong? Yes or no?
6. Elicit word use by the students phonology, meaning and context
It would be brave to _____ I was brave when I _____
7. Encourage students to use the word across subjects, in spoken language, in writing

64

(c) 2022 Stephanie Stollar Consulting LLC



64

2. Fostering Word Consciousness

Directly Teaching Morphology

- Words with affixes outnumber single morpheme words by 4 to 1
- Teach *un, re, dis, in/im/ir; able/ible, ly, ness; es, ed, ing* – students can analyze at least 250 new words a year
- Order easier to harder
 - Inflectional endings
 - Prefixes
 - Derivational suffixes
 - Greek and Latin roots

Cognates

- Up to 40% of all words in English have a related word in Spanish.

(c) 2022 Stephanie Stollar Consulting LLC

65



65

3. Wide Reading

Most new words are learned through reading

- Who is choosing to spend time reading?
- Be cautious about Sustained Silent Reading
- Mastery reading level considerations
- Use of audio books
- Increasing a student's reading comprehension skills increases their vocabulary

66

(c) 2022 Stephanie Stollar Consulting LLC



66

Vocabulary Instruction Resources

Reading Rockets – Choosing Words to Teach (3 Tiers)

<https://www.readingrockets.org/article/choosing-words-teach>

Susan Ebbers' Blog

<https://vocablog-plc.blogspot.com/p/vocabulary-brief.html>

Vocabulary Through Morphemes

<http://store.voyagersopris.com/vocabulary-through-morphemes/>

Bringing Words to Life

<https://www.guilford.com/books/Bringing-Words-to-Life/Beck-McKeown-Kucan/9781462508167>



© 2022 Stephanie Stollar Consulting LLC

67

What is Reading Comprehension?

The ultimate goal of reading is comprehension: for the reader to **reconstruct the mental world of the writer**. As skilled readers, this usually feels pretty **effortless** and comprehension flows naturally as we read along. This sense of ease is misleading, however, as it **belies the complexity of what we do as we read**, even when a text is simple and straightforward. A whole range of **cognitive and linguistic operations** are at play, from identifying individual words through to making inferences about situations that are not fully described in the text.

Nation, 2019, p.47



68

© 2022 Stephanie Stollar Consulting LLC

68

What Is Reading Comprehension?

Reading comprehension is not a single entity that can be explained by a unified cognitive model.

Instead, it is the orchestrated product of a set of linguistic and cognitive processes...

Castles

et al 2018

As we read, we construct a mental representation of the situation being described by the text, linking information from the text with relevant background knowledge. The product of comprehension is not a verbatim record of what has been read, instead, meaning emerges from the formation of a situation-model (e.g., Kintsch, 1998; Zwaan &



69

What Is Reading Comprehension?

- Comprehension Products are indicators of what the reader knows and understands after reading
- Comprehension Processes are the cognitive and language activities that allow the reader to arrive at the products
 - Semantics
 - Morphology
 - Reading Fluency
 - Syntax
 - Story Structure



© 2022 Stephanie Stollar Consulting LLC

70

Common Misunderstandings About Reading Comprehension

- Strategy instruction
- Text selection
- It is the means to the end



71

© 2022 Stephanie Stollar Consulting LLC

71

Research on Teaching Reading Comprehension

- Reading comprehension is multidimensional, not a single skill
- Background knowledge
- The relationship between knowledge and reading comprehension is reciprocal
- Teaching comprehension requires multiple levels of instruction and practice
- Assessing comprehension is difficult



72

© 2022 Stephanie Stollar Consulting LLC

72

Blueprint for Comprehension Instruction	
PREPARING FOR INSTRUCTION CRITICAL UNDERSTANDING OF TEXT	What do you want students to know and understand after reading the text? What are the critical concepts and understandings—big ideas you want your students to acquire?
PURPOSE FOR READING TEXT	What are the content instructional goals and objectives? What are the literacy instructional goals and objectives?
TEXT READING VOCABULARY	Which words will your students need to know? Which are worth knowing? Which ones will you intentionally target and directly teach? Which ones will you incidentally on-purpose teach? How, when? Which words will you purposefully discuss, incorporate into expressive language activities? How and when will you teach and foster the use of independent word learning strategies?
LANGUAGE STRUCTURES (Phrases, Clauses, Sentence Comprehension)	Are there phrases, clauses, sentence structures that may be difficult for your students? How and when will you directly teach sentence comprehension? How and when will you teach students to work with challenging sentences? How will you facilitate the integration of ideas within and between sentences, e.g., the use of cohesive ties and connectors? How and when will you teach students to work with them?
KNOWLEDGE • Text Structure • Background Knowledge	How is the text organized? How and when will you directly teach students the purpose, features, and signal words of different genres? How will you teach students to use the structure to understand purpose? To organize and express their understanding? What background knowledge is critical to understanding the text? How and when will you teach students to access and build their knowledge and integrate it with the text?
LEVELS OF UNDERSTANDING AND INFERENCE	How will you teach students to construct meaning at different levels of understanding, including the surface code base and mental model of text? How will you directly teach students to use inference to integrate ideas and connect background knowledge to the text? How will you support your students' deep comprehension of text?
EXPRESSION OF UNDERSTANDING	What strategies and activities will you use for students to demonstrate understanding at different levels, during and after reading? How will you support their oral and written expression of understanding?

73

Comprehension instruction resources

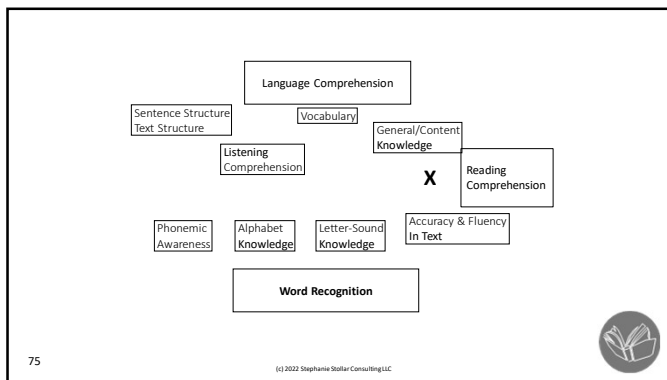
Understanding and Teaching Reading Comprehension: A Handbook
<https://www.routledge.com/Understanding-and-Teaching-Reading-Comprehension-A-handbook/Oakhill-Cain-Elbro/p/book/9780415698313>

Robust Comprehension Instruction with Questioning the Author
<https://www.guilford.com/books/Robust-Comprehension-Instruction-with-Questioning-the-Author/Beck-McKeown-Sandora/9781462544790>

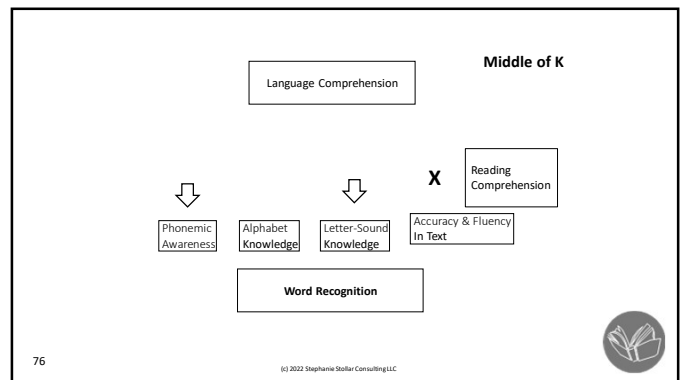
The Reading Comprehension Blueprint
<https://products.brookespublishing.com/The-Reading-Comprehension-Blueprint-P1197.aspx>

Literacy How Professional Learning Series: Syntax
<https://www.literacyhow.org/blog/professional-learning-series-syntax/>

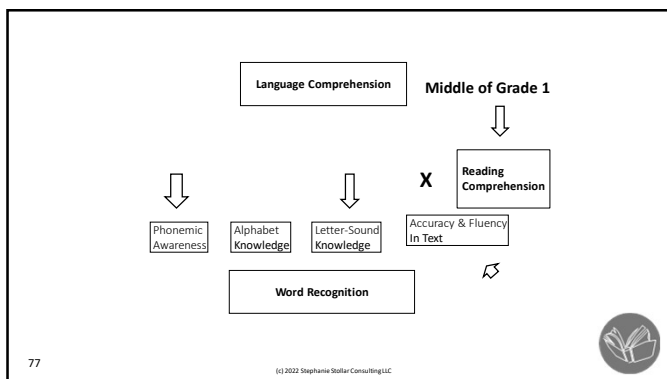
74



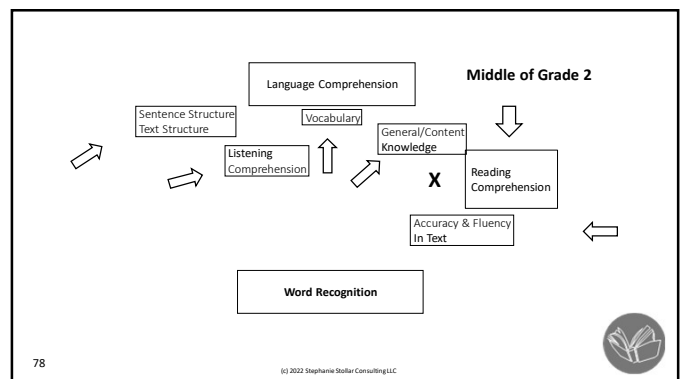
75



76



77



78

Research on How to Teach Reading

Features of Effective Instruction

- Reducing task difficulty and breaking tasks into smaller units
- Providing scaffolds and support
- Teaching in a planful sequence, from easier to harder
- Providing explicit models of new skills
- Supported practice with immediate corrective feedback
- Extensive independent practice with cumulative review

79

(c) 2022 Stephanie Stollar Consulting LLC



How to Teach

Explicit	Systematic	Sequential
New skills are directly modeled	Consistent instructional routines are used to guide students to correct responses	Skills are taught in order from easier to harder; Pre-requisites are taught first
Students are guided to the correct response	Instructional time is carefully allocated to maximize time on task	Component or foundational skills are taught directly to support higher-order skills
Error response includes immediate corrective feedback	Cumulative review	Intentional sequence within and across lessons; within and across grades
Skills are practiced to mastery and automaticity		

80

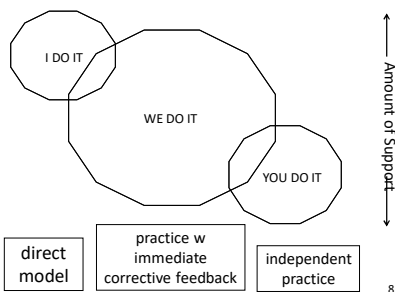
(c) 2022 Stephanie Stollar Consulting LLC



79

80

Explicit Instruction



(c) 2022 Stephanie Stollar Consulting LLC

81



81

Explicit, Systematic & Sequential Lessons

Scripted
 State the goal
 Brief review
 Attention to sounds in a word
 Explicit intro of new sound-spelling pattern (I Do It)
 Mapping phonemes to graphemes
 Blending letter sounds
 Reading the word
 Discuss word meaning as needed
 Practice reading the words in a list, phrase, sentence
 Spelling, Dictation
 Practice in controlled, decodable text

82

(c) 2022 Stephanie Stollar Consulting LLC



82

Structured Literacy


<https://dyslexiaida.org/what-is-structured-literacy/>

83

What to Teach

- Phonology
- Orthography
- Morphology
- Syntax
- Semantics

How to Teach

- Explicit
- Systematic
- Cumulative
- Diagnostic



83

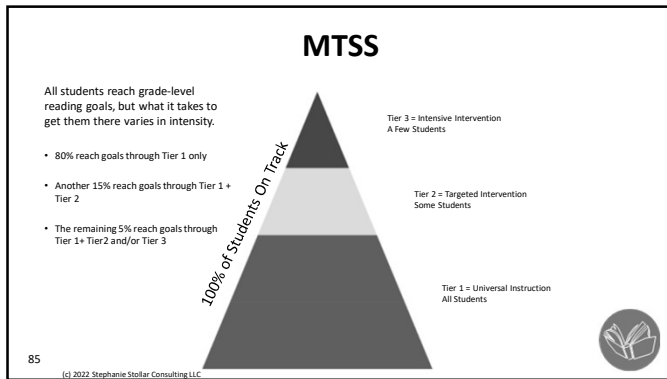
Skill Area	Explicit Literacy Instruction	Typical Literacy Instruction
Phoneme Awareness	Emphasis on the sounds in spoken language distinct from and prior to phonics instruction; Phoneme awareness used as the starting point for print	Letters used as the starting point for reading; Reading treated as a visual skill; Confusion of phonemic awareness and phonics; Avoidance of segmenting spoken words
Phonics & Spelling	Intentional instruction in letter-sound combinations; Sequenced from easier to harder for reading and spelling; Application of word reading in print	Phonics taught whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families); Mini lessons responding to student errors
Vocabulary & Oral Language	Oral language as the reference point for print; Books used for reading aloud are more challenging than those students read independently; Scripted teacher dialogue	Modeling reading aloud from the leveled books students will read; Nondirective questioning and discussion
Text Reading Fluency	Young students read text that is controlled to include only those phonics patterns that have been explicitly taught; Fluency building only after accuracy; High degree of teacher-student interaction with immediate corrective feedback	Use of leveled or predictable texts that are not controlled for decoding difficulty; Error response focuses on picture cues or the use of context to determine words; High degree of independent silent reading; Miscue analysis
Reading Comprehension	Background knowledge, text structure, and strategies overtly modeled and practiced in a planned progression	Emphasis on teacher modeling (think aloud); Activities such as choral reading, shared reading and guided reading; Student book choice

84

(c) 2022 Stephanie Stollar Consulting LLC



84



85

Tier 1: Core Reading Instruction

All students

Purpose – Primary Prevention - get most students to grade level reading performance

- 90-120 minutes every day
- Evidence-aligned scope and sequence, instructional routines, materials
- Highly differentiated
- Whole group and small group formats
 - Flexible skill-based groups (5-7 students)
- Planned by grade-level team using universal screening data
- Causes at least 80% of students to reach grade-level expectations

86

(c) 2022 Stephanie Stollar Consulting LLC

86

	K	1	2	3
8:00 – 8:30	Whole Group	Whole Group	WIN	Math
8:30 – 9:30	Small Group			
9:30 – 10:15	writing	Writing	Writing	sScience
10:15 – 10:45		Small Group		
10:45 – 11:00	S		Specials	
11:00 – 11:45	pecials	Math	Whole group	Social studies
11:45 – 12:00			Small Group	
12:00 – 12:45	Lunch and Recess	Lunch & recess	Lunch and recess	Whole Group
12:45 – 1:00				Lunch and recess
1:00 – 1:30	Math	Specials	Math	Writing
1:30 – 2:15	Science	Science		
2:15 – 2:30			Social studies	Small Group
2:30 – 3:00	Social Studies	Social Studies		
3:00 – 3:30			Science	WIN

87

(c) 2022 Stephanie Stollar Consulting LLC

87

Instruction	Time	Configuration							Skill
90 minutes	25-30 minutes	Whole Group (Groups 1-4)							Oral Language Vocabulary Listening Comprehension
	60 minutes	15 mins each group	M	T	W	Th	F	Phonemic Awareness, Phonics, Spelling, Reading Fluency, Reading Comprehension	
		Cycle 1	1	1	1	1	1		
		Cycle 2	2	2	2	2	2		
		Cycle 3	3	4	3	4	3		
		Centers							When students are not at the teacher led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/ teacher led small group.

88

(c) 2022 Stephanie Stollar Consulting LLC

88

Select Programs Based On:

- Alignment with Research
- Match with Student Needs
- Usability and Organization
- Assessments
- Professional Development
- Cost

89

(c) 2022 Stephanie Stollar Consulting LLC

89

Across Grades

Sequence of Domains in the Core Knowledge Language Arts P-12 Listening and Learning Strand

Pre-K	Kindergarten	Grade 1	Grade 2
1. All About Me	1. Nature, Phenomena and Tables	1. Fables and Science	1. Fairy Tales and Folk Tales
2. Families	2. The Five Senses	2. The Human Body	2. Early Years
3. Animals	3. Stories	3. Different Lands, Similar Stories	3. The Ancient World
4. Plants	4. Plants	4. Early World Civilizations	4. Greek Myth
5. Habitats	5. Farms	5. Early American Civilizations	5. The War of 1812
Dispersed throughout the year	6. Native Americans	6. Astronomy	6. Cycles in Nature
• Classic Tales	7. Kings and Queens	7. The History of the Earth	7. Woodland Exploration
• Important People in American History	8. Seasons and Weather	8. Animals and Habitats	8. Insects
	9. Calendars and the Program	9. Fairy Tales	9. The U.S. Civil War
	10. Colonial Towns and Townspeople	10. A New Nation	10. Human Body: Building Blocks and Functions
	11. Taking Care of the Earth	11. Frontier Explorers	11. Immigration

90

(c) 2022 Stephanie Stollar Consulting LLC

90

Flexible Service Delivery

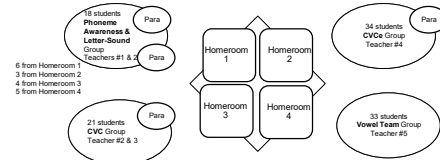
Prioritize the needs of the students to drive the schedule
Create a schedule that allows resource personnel to support differentiation of Tier 1 classroom reading instruction
Consider “Walk to Read” and “All Hands on Deck” to differentiate Tier 1

97

(c) 2022 Stephanie Stollar Consulting LLC



Grouping in Tier 1 106 students; 10 staff



Adapted from the Work of Sharon Dunn, MTSS Leadership Consultant

98



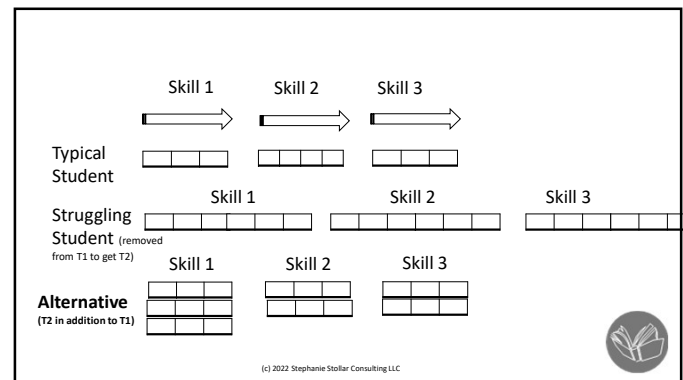
Tier 2: Strategic Reading Instruction

Some students
Purpose – Secondary Prevention - catch up students who are at risk

- 30-45 minutes; 3-5 days/week; in addition to core instruction
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (3-5 students)
- More frequent progress monitoring
- Planned by grade level team with screening & diagnostic data
- Causes an additional 15% of students to reach grade-level expectations



99



(c) 2022 Stephanie Stollar Consulting LLC

100



Tier 3: Intensive Reading Instruction

A few students
Purpose – Tertiary Prevention - keep students' skills from getting worse, help them catch up

- 45-60 minutes; 5 days/week; in addition to core
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (1-3 students)
- More frequent progress monitoring
- Planned by student-level team with screening, diagnostic and progress monitoring data
- Causes the remaining 5% of students to reach grade-level



101

Elements of Intervention

Look for intervention that includes:

- Small group
- Explicit and systematic instructional routines
- Targeting one priority skill
- Integration across skills
- Frequent opportunities to apply new skills in reading and writing

(c) 2022 Stephanie Stollar Consulting LLC

102



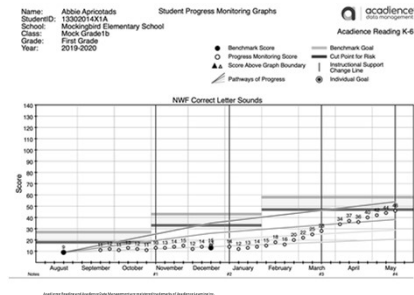
How to Intensify Support

- More Explicit Model
- More Targeted Skill
- More Opportunities to Respond
- More Immediate Affirmative and Corrective Feedback
- More Practice
- More Individualized Incentives

(c) 2022 Stephanie Stollar Consulting LLC



103



104



104

Strategies for Talking About the Science of Reading With Others

- Connect to something of urgent interest
- Start with on focus on the willing
- Offer to learn together
- Share research become a resource
- Focus on the WHY, not the what or how

(c) 2022 Stephanie Stollar Consulting LLC



105

105

Conclusions

- All students deserve to learn to read
- All teachers deserve the knowledge that will support students to be readers
- What is known about how children learn to read can inform our work
- What and how we teach really matters
- A focus on prevention will ensure more children learn to read and reduce the need for intervention

(c) 2022 Stephanie Stollar Consulting LLC



106

106

Where To Start?

Proposed Sequence for Analyzing & Improving Tier 1

Phase 1

1. Establish an assessment system – build consensus and urgency
2. Learn about the science of reading
3. Learn the collaborative problem solving process

Phase 2

4. Use universal screening data to analyze Tier 1 curriculum and instruction
5. Implement a Tier 1 schedule for K and 1
6. Adopt flexible service delivery
7. Group based on foundational skills during Tier 1 instruction

Phase 3

(c) 2022 Stephanie Stollar Consulting LLC



107

Stephanie A. Stollar, Ph.D.

stephaniestollar@gmail.com
www.readingscienceacademy.com/

Facebook -- Stephanie Stollar Consulting

Twitter -- @sstollar6

LinkedIn – Stephanie Stollar

YouTube – Reading Science Academy

Instagram - @ReadingScienceAcademy



108