

Develop Your Teachers Into Literacy Experts March 14, 2018

Presented by



Louisa Moats
Renowned Literacy Expert
and Author of *LETRS*




Kimberly Bennett
Deputy Asst. Superintendent
Rapides Parish School Board



Alana Cohen
ELA Curriculum Specialist
Rapides Parish School Board



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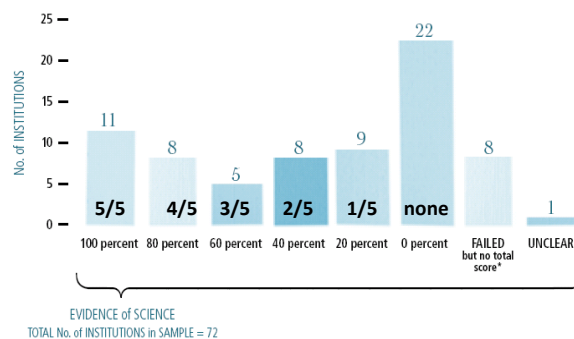
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Why is *LETRS* Needed?



HOW MUCH OF THE READING SCIENCE ARE EDUCATION SCHOOLS TEACHING?



*These schools failed but a total score could not be computed.



Topics Covered in *LETRS*



- **Unit 1:** The Challenge of Learning to Read
- **Unit 2:** The Speech Sounds of English
- **Unit 3:** Teaching Beginning Phonics, Word Recognition, and Spelling
- **Unit 4:** Advanced Decoding, Spelling, and Word Recognition
- **Unit 5:** The Mighty Word: Oral Language and Vocabulary
- **Unit 6:** Digging for Meaning: Understanding Reading Comprehension
- **Unit 7:** Text-Driven Comprehension Instruction
- **Unit 8:** The Reading-Writing Connection



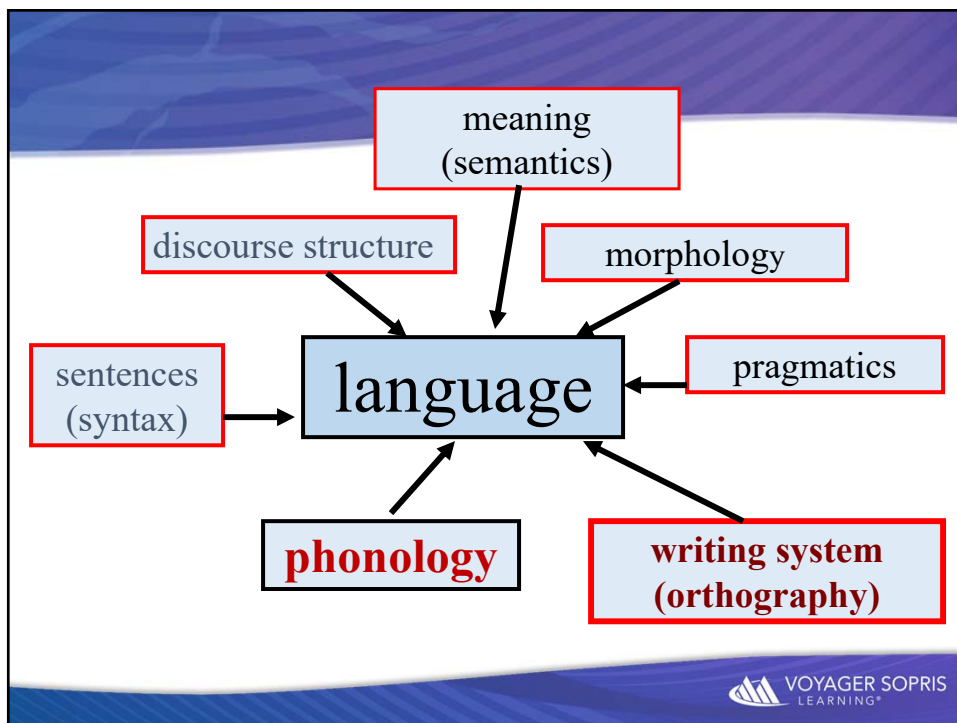
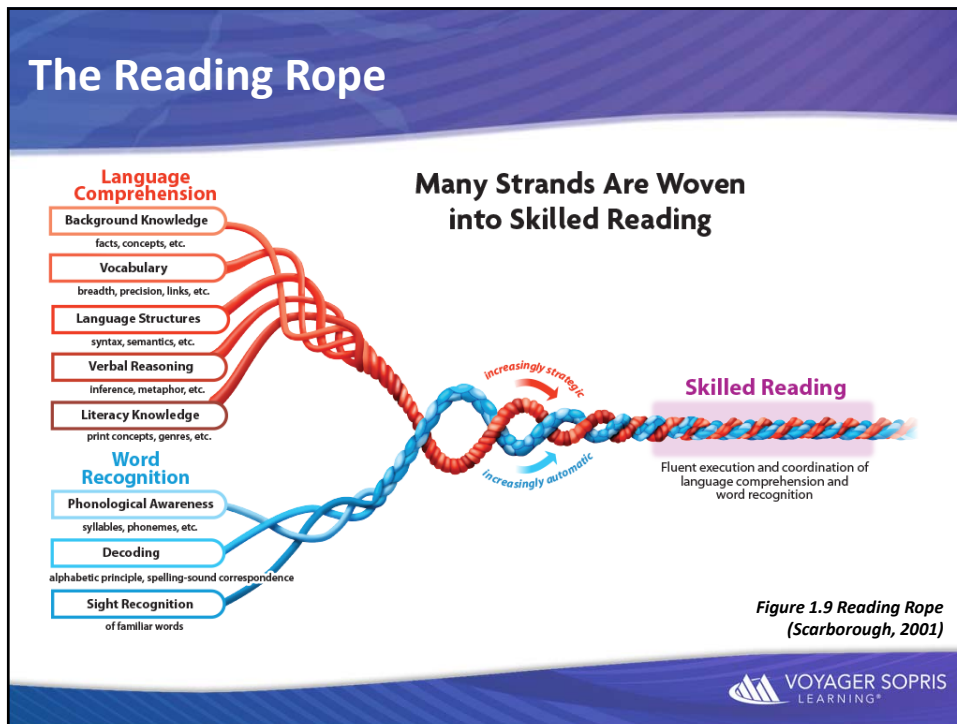
The Simple View of Reading



1	X	1	=	1
0	X	1	=	0
1	X	0	=	0

(Gough & Tunmer, 1986; Hoover & Gough, 1990)





Areas of the Brain That Support Reading

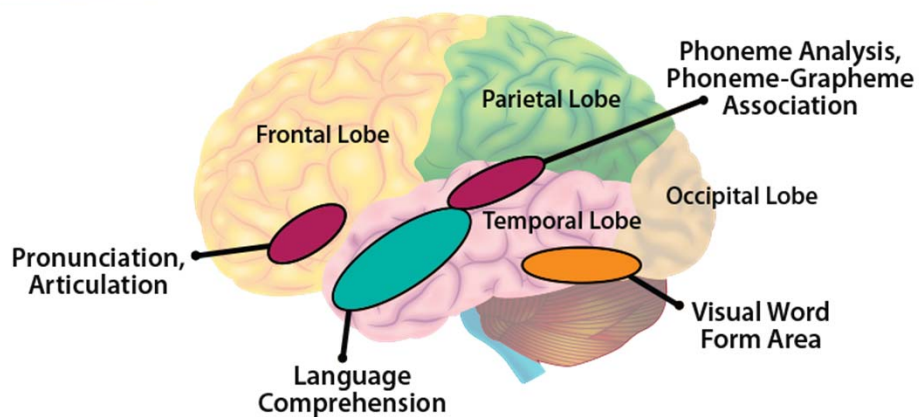
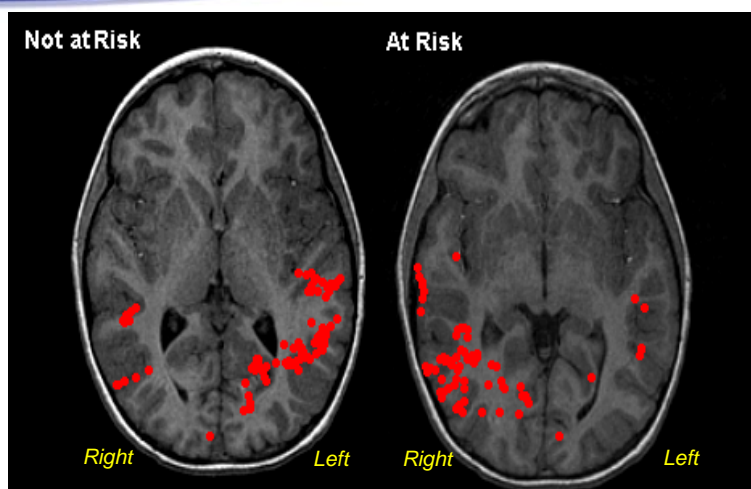


Figure 1.6 The Reading Brain
(Dehaene, 2013; adapted by permission of Dr. Stanislas Dehaene)

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5 Year Olds Before Learning To Read



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Quiz: Phoneme Awareness



How many phonemes are in each word?

toy

sing

quick

fox

rabbit



Phoneme Segmentation of “Hard Words”

LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS, October 2008, 39, 512–520



% correct

	SLPs	Teachers
knuckle	90	73
sing	71	45
think	75	41
poison	60	34
squirrel	51	18
quick	70	11
box	61	10
start	31	6
fuse	21	3
use	17	3

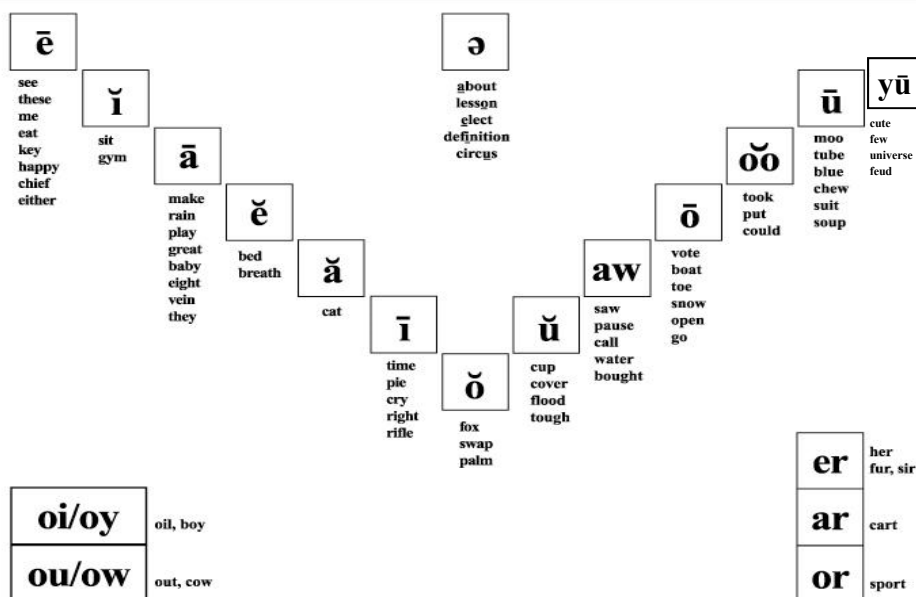
Consonant Phonemes by Place and Manner of Articulation



	lips (bilabial)	teeth on lips/ labiodental	between teeth (interdental)	behind teeth (alveolar)	roof of mouth (palatal)	back of throat (velar)	glottis
stops unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
nasals	/m/			/n/		/ŋg/	
fricatives unvoiced voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
affricates unvoiced voiced					/tʃ/ /dʒ/		
glides unvoiced voiced	/wh/ /w/				/y/		
liquids				/l/	/r/		

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The Vowel Spelling Chart



Phonics Quiz: Read This...



'Twas brillig and the slithy toves
Did gyre and gimble in the wabes
All mimsy were the borogoves
And the mome raths outgrabe.

Beware the Jabberwock, my son,
The jaws that bite, the claws that catch,
Beware the JubJub bird, and shun
The frumious Bandersnatch.



How Do the Letters in "catch" Map to the Phonemes?



/k/	/ă/	/ch/		
-----	-----	------	--	--



c



a



tch



Phoneme-Grapheme Correspondence



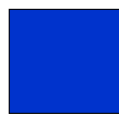
/s/	/p/	/ā/	/s/	
-----	-----	-----	-----	--



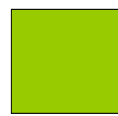
s



p



a



ce

Letter Patterns and Combinations Are Important (Seidenberg, 2017)



-ate	-ait	-eight	-aight

Brainstorm lists of words with each of these patterns.

How Many Words Have These Patterns?



-ate	-ait	-eight	-aight
date	bait	freight	straight
fate	gait	weight	
gate	wait		
grate	strait		
hate			
late			
mate			
rate			
crate			

Learning words with these patterns depends on phoneme awareness (/k/ and /t/ differ), orthographic awareness, and meaning.



What's Going On Here? Grade 5 Writing



Hi I am an asstronot I love to Se the
space ships and holes and unusul thing.

I am the one that is clos to you whipping
[wiping] off apec of corvd [carved]
stone.



How Do We Learn “Astronaut”?



astro – naut (morpheme)

as-tro-naut (syllable)

a-s-t-r-o-n-a-u-t (grapheme)

a-s-t-r-o-n-a-u-t (letter)

[ă s t r ə n ɔ̃ t] (phoneme)



Morphology: Prefixes, Suffixes, Roots and Combining Forms



-ed

seemed = seem + ed

stunned = stun + ed

carved = carve + ed

caved = cave + ed

moved = move + ed

astro-naut

astronomy

astrophysics

astronomical

cosmonaut

nutilus

nautical



Match It: What Language Did Each Word Come From?



Word in English	Language of Origin
harem	Latin
deconstruct	Greek
kindergarten	Spanish
canyon	Yiddish
scenario	Italian
schmooze	French
antique	Arabic
phenomena	German

The Reading Rope

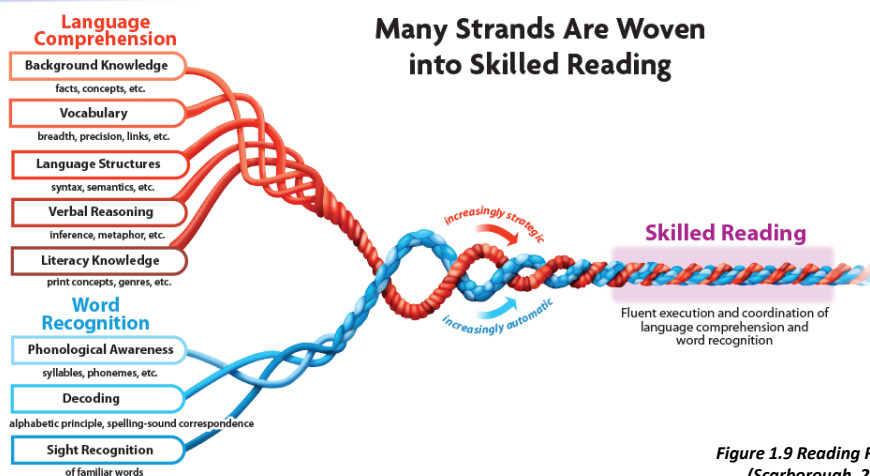


Figure 1.9 Reading Rope
(Scarborough, 2001)

Excerpt from *Stuart Little* (E.B. White)



“One day when Stuart had recovered from **bronchitis**, he took his new skates and put on his ski pants and went out to look for an ice pond. He didn’t get far. The minute he stepped out into the street he saw an **Irish terrier**, **so** he had to **shinny** up an iron gate and jump into a garbage can, where he hid in a **grove** of celery.”


What Is Academic Language?



- Longer sentences with embedded clauses
- Paragraph and genre (text) structures
- Unusual, content-specific words
- Formal, conventional grammar
- Tighter logic, less redundancy
- Fewer conversational cues

LETRS

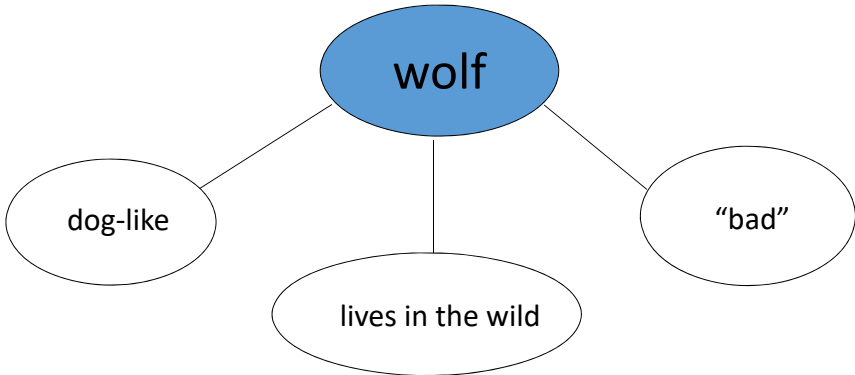
What comes to mind when you see this?



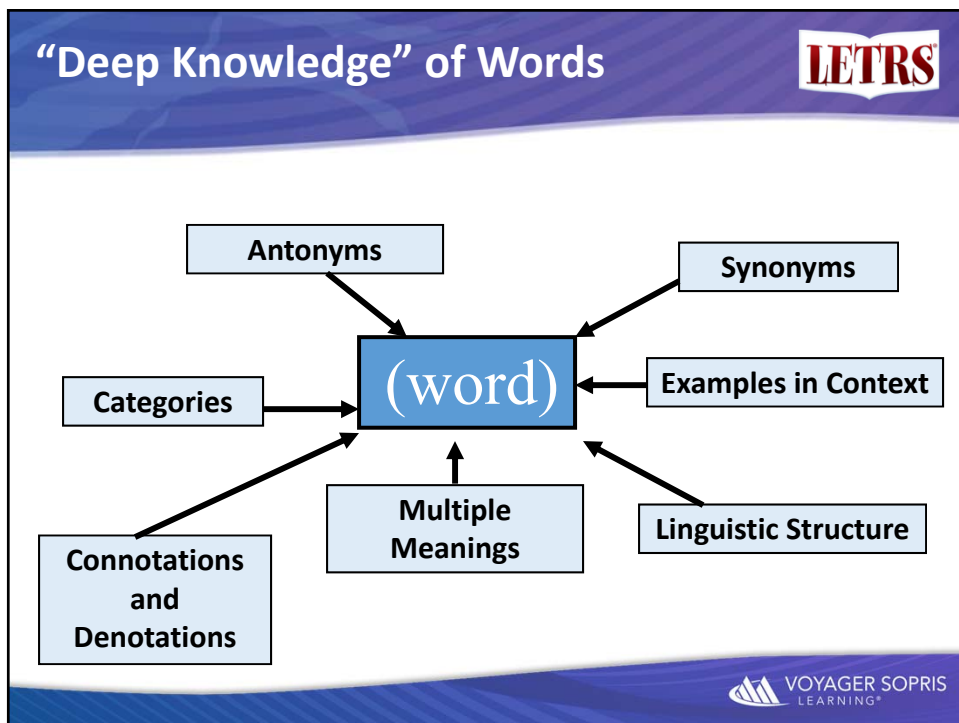
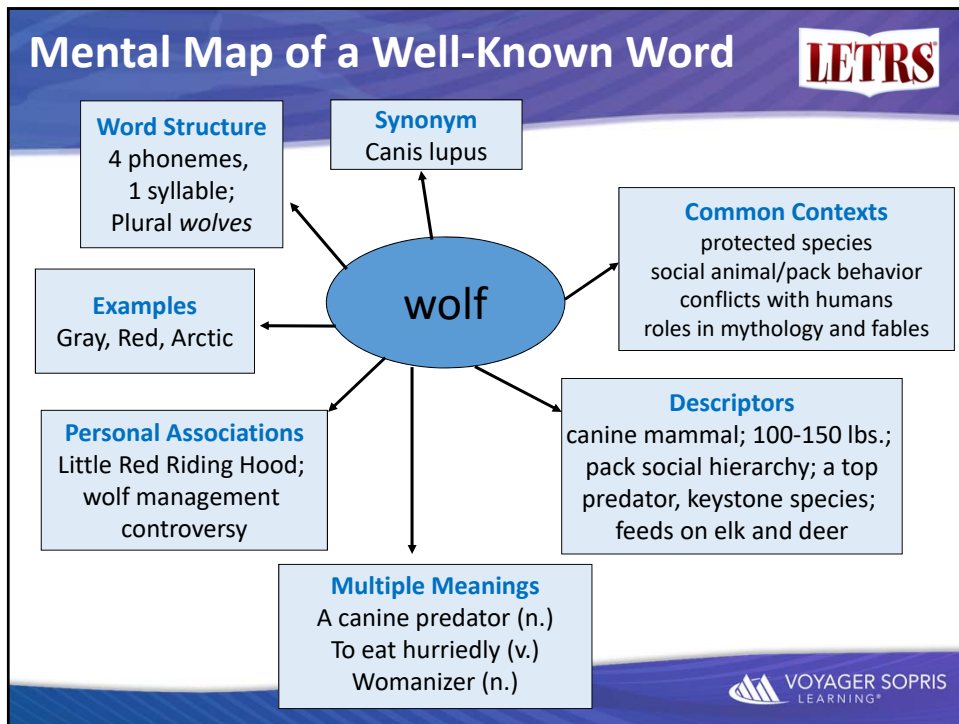
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Mental Map of a Partially-Known Word



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How Does A Text “Hang Together?”



“Fire Is Fearsome”

Mark with arrows or other symbols the ways in which words and phrases refer to each other in this passage.

For example:

“The heated air above a fire rises in a pillar of smoke and burnt gases, pulling fresh air in from the sides to replace it. Firefighters use this fact when they “fight fire with fire.”

(Anderson, Stone, & Burton, 1978)



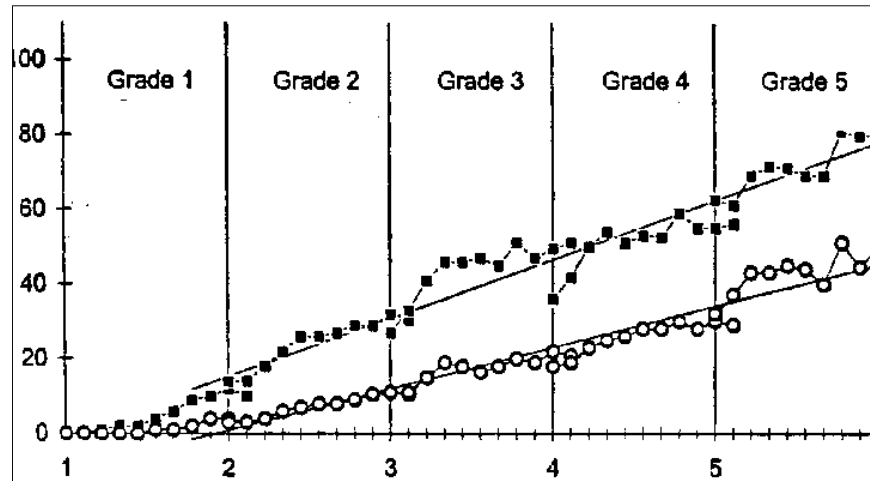
The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

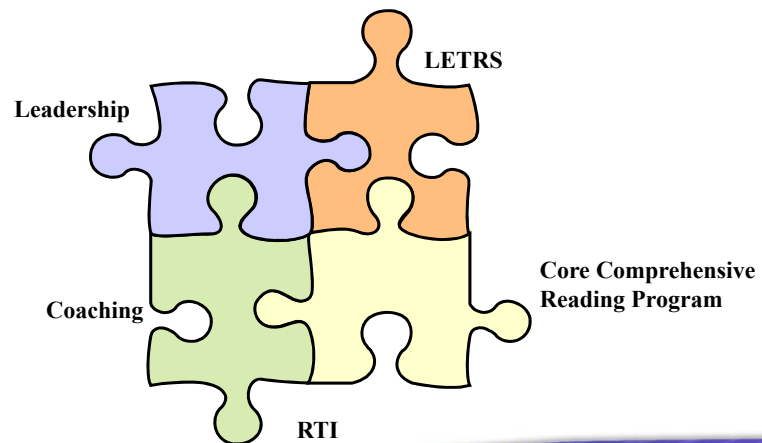


K-3 Emphasis: Reading Trajectories are Established Early



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LETRS is One Piece of a Reading Initiative



VOYAGER SOPRIS
LEARNING®

Fantastic Coauthors and Trainers



RAPIDES PARISH

Alexandria, Louisiana



BACKGROUND OF RAPIDES PARISH

Rapides Parish

- Largest Geographical Parish in the State of Louisiana
- Centrally Located
- Population of over 130,000
- 19.5% Poverty



BACKGROUND OF RAPIDES PARISH SCHOOLS

48 schools

- 32 Elementary schools
- 5 Middle schools
- 11 High schools
- Wide variety of grade spans
- Academic and Montessori schools



24,000 Students

70% Economically Disadvantaged Students

BACKGROUND OF RAPIDES PARISH SCHOOLS



District Performance Score **91.6**
Letter Grade of **B**

Increase of 20 points over the last 4 years



CHALLENGE

Graduation Rate 76.8



CHALLENGE

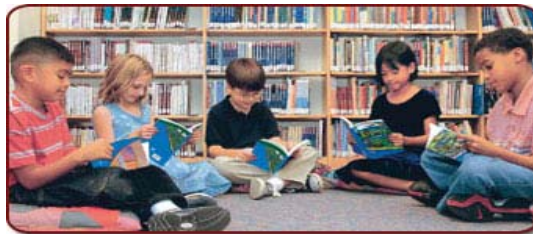
**All students reading proficiently
by the end of third grade**



CHALLENGE

Reading proficiency by third grade is the most important predictor of high school graduation and career success.

75% percent of students who struggle with reading in third grade are four times as likely to drop out of high school.



CHALLENGE

**How can we improve reading proficiency
in Rapides Parish?**



Download from
Dreamstime.com

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Read more at Dreamstime.com

 VOYAGER SOPRIS
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GOALS

Develop a K–3 Literacy Program

Components:

- Strong program to address foundational skills
- Create a daily Reading Foundations block of time
- Effective progress monitoring and assessment
- Ongoing Professional Development
- Minimization of summer learning loss

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K-3 GRADE-LEVEL READING PROFICIENCY

Foundational Skills Program

Committee

- 35 administrators, teachers and district staff
- Reviewed and evaluated six programs

What Did We Discover?



K-3 GRADE-LEVEL READING PROFICIENCY

Teachers Must Know How:

- Students learn to read
- To teach reading
- To group students to facilitate reading
- To use RTI to promote reading



K–3 GRADE-LEVEL READING PROFICIENCY



Goal

to ensure teachers are trained to teach reading

LETRS

Multi-Year Professional Development



PROCESS OF TRAINING WITH LETRS



LETRS Training



- **How** students learn to read and write
- **How to interpret** individual differences in achievement
- **What** must be taught and how to teach it most effectively
- **Best** practices for classroom instruction
- The reasons **why** some students fail to learn to read, spell, or write



PROCESS OF TRAINING WITH *LETRS***2-Year Training**

- Year 1 (Cohort 2016)
 - 19 low-performing schools
 - 200 Teachers & 40 administrators
- Year 2 (Cohort 2017)
 - Opened to all schools
 - 140 teachers & 30 administrators



SUCCESS STORIES



“I’ve had a lot of training over the years in phonics and phonemic awareness, but the *LETRS* training modules remind me about the importance of doing these drills. Student engagement is more important today than ever before, and the research we’ve learned as part of *LETRS* about how the brain works helps us know how to keep the kids engaged.”



Mary Moore, educator for 25 years



SUCCESS STORIES



"I have a research-based progression of skills to teach, and I have been given a toolbox of strategies to implement, which are quick, inexpensive, yet effective. All in all, the knowledge *LETRS* provides simply makes us more educated and effective teachers of literacy."



Vicky Newman, 1st grade teacher



SUCCESS STORIES



"I have noticed our Kindergarten and first grade teachers feel like they are better able to pinpoint why a student is struggling with phonemic awareness, decoding, making meaning etc. This allows them to more effectively plan interventions which address specific weaknesses."



Jessica Landry, Turn Around Specialist



SUCCESS STORIES

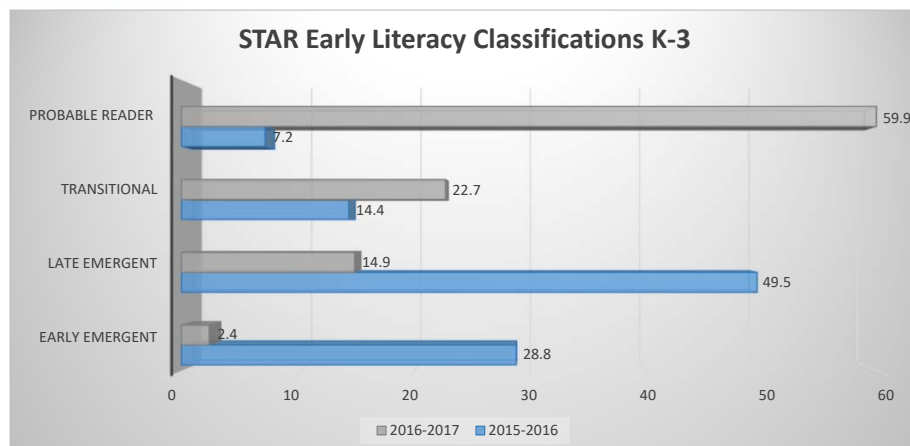


“For our teachers, true learning is occurring, and the light bulb is being turned on. So many of the teachers have said, ‘How were we not taught these skills in college?’”

Alana Cohen, District ELA Curriculum Specialist



DATA



FUTURE PLANS

2018–2019



- Pursue a new 1st & 2nd grade ELA Curriculum aligned to State Standards
- Strengthen our Reading Foundations block of time
- Address individual student's weaknesses through an effective RTI system
- Continue to train all K–3rd grade teachers in *LETRS*
- Create our own *LETRS* Trainers of Trainers

BLUEPRINT FOR SUCCESS

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go.”
-Dr. Seuss

Question & Answer Session

Learn more at voyagersopris.com/LETRS