IDA – Upper Midwest Branch Conference

Moving to Structured Literacy in Undergraduate Teacher Preparation Programs

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The beginning of my reading journey

- B.A. 2005 – excited to teach whole language
- Reading Strategies course for 6th and 7th graders
- A print-rich environment, matching kids' interests to books, and modeling how good readers think as they read isn't enough for someone who cannot yet read in middle school.

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The beginning of my reading journey

- 4th grade
- Taught balanced literacy
- Loved F & P and Calkins

- PUZZLE: this isn't working for all of my students. How do I help those who struggle to read?

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The beginning of my reading journey

- Harley's story
- QRI told me her level
- I had never seen a phonics sequence
- SPED was teaching her character education

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The beginning of my reading journey

- What am I missing?
  - Pendulum debate
  - Study of dyslexia – facts vs. myths
  - 2016 legislation
  - Structured Literacy

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Doctoral research

- Ed. Psych – SVR
- Anderson Fellow for Dyslexia Identification & Intervention
- What progress has Minnesota made since 2016?
- What still needs to be done?

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1. How is Reading Acquired?
2. Structured Literacy
3. Changing How We Prepare Teachers

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1.

How is Reading Acquired?

Understanding the cognitive science behind reading acquisition should be foundational knowledge in undergraduate teacher preparation programs.

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Reading Acquisition

Incorrect Theories:

- Whole word
- Goodman's research
- Visual memorization
- 3-cueing system: meaning, syntax, visual

Research-Based Theories:

- Rayner's eye movement studies
- Seidenberg's 4-Part Processor model
- Simple View of Reading
- Scarborough's Rope

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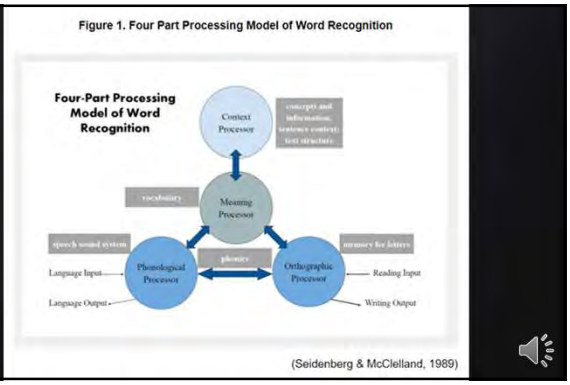
Figure 3.1 What the Eye Takes in During Fixations

Eye_movement_e
vement_experim
experimentation
mentation_in_a
ion_in_a_labor
_a_laboratory_
oratory_setting
_setting_aids_
ng_aids_in_our_

- **Bold** letters represent **fixations**—what the eye is seeing directly in its *foveal* view.
- Underlined letters represent what is subconsciously processed during a fixation, not what we see directly. This is referred to as our *parafoveal* view and gives us partial information of what is to come next.
- The complete sentence: *Eye movement experimentation in a laboratory setting aids in our understanding of the reading process.*

Figure 1. Four Part Processing Model of Word Recognition

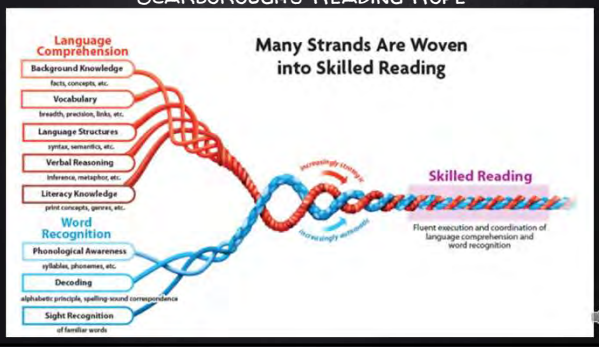


(Seidenberg & McClelland, 1989)

Word Recognition	X	Language Comprehension	=	Reading Comprehension
Phonological Awareness		Background Knowledge		
Decoding (Phonics, Advanced Phonics)		Vocabulary		
Sight Word Recognition		Language		
		Verbal Reasoning		

Based on the Simple View of Reading by Gough and Tunmer, 1986

Scarborough's Reading Rope



2.

Structured Literacy

This term, adopted by IDA, was meant to draw distinctions between "balanced literacy" practices and more effective sturctured literacy practices. Note, phonics and structured literacy are not synonymous.

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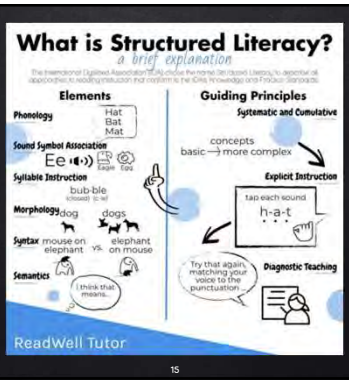

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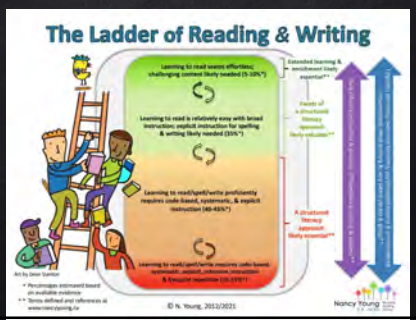
Do all students need Structured Literacy?



Graphic used with Nancy Young's permission, 4/1/22

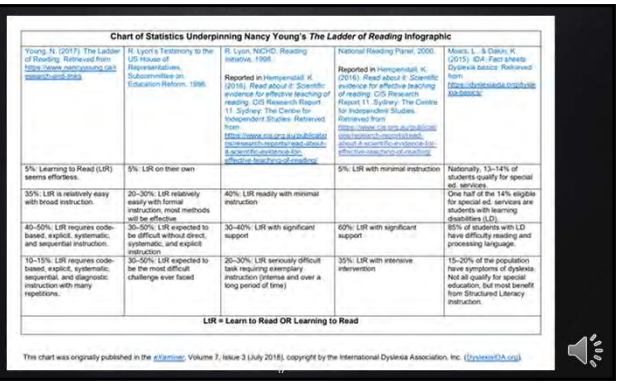


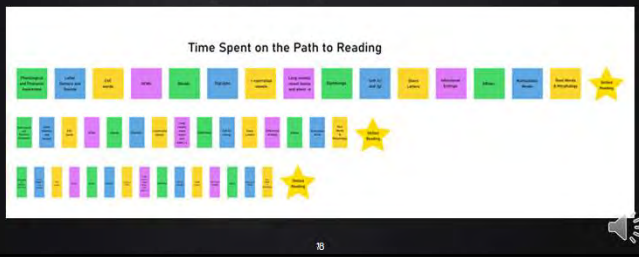
Chart of Statistics Underpinning Nancy Young's *The Ladder of Reading* Infographic

"Young, N. (2017). The Ladder of Reading. Retrieved from https://www.nancyyoung.ca/research-and-links	R. Lyon's Testimony to the US House of Representatives, Subcommittee on Education Reform, 1998.	R. Lyon, NICHD. Reading Initiative, 1998. Reported in Hempenstall, K. (2016). *Read about it: Scientific evidence for effective teaching of reading*. CIS Research Report 11. Sydney: The Centre for Independent Studies. Retrieved from https://www.cis.org.au/publications/research-reports/read-about-it-scientific-evidence-for-effective-teaching-of-reading/	National Reading Panel, 2000. Reported in Hempenstall, K. (2016). *Read about it: Scientific evidence for effective teaching of reading*. CIS Research Report 11. Sydney: The Centre for Independent Studies. Retrieved from https://www.cis.org.au/publications/research-reports/read-about-it-scientific-evidence-for-effective-teaching-of-reading/	Moats, L., & Dakin, K. (2015). *IDA Fact sheets: Dyslexia basics*. Retrieved from https://dyslexiaida.org/dyslexia-basics/
5%: Learning to Read (LtR) seems effortless.	5%: LtR on their own		5%: LtR with minimal instruction	Nationally, 13–14% of students qualify for special ed. services.
35%: LtR is relatively easy with broad instruction.	20–30%: LtR relatively easily with formal instruction, most methods will be effective	40%: LtR readily with minimal instruction		One half of the 14% eligible for special ed. services are students with learning disabilities (LD).
40–60%: LtR requires code-based, explicit, systematic, and sequential instruction.	30–50%: LtR expected to be difficult without direct, systematic, and explicit instruction	30–40%: LtR with significant support	60%: LtR with significant support	85% of students with LD have difficulty reading and processing language.
10–15%: LtR requires code-based, explicit, systematic, sequential, and diagnostic instruction with many repetitions.	30–50%: LtR expected to be the most difficult challenge ever faced	20–30%: LtR seriously difficult task requiring exemplary instruction (intense and over a long period of time)	35%: LtR with intensive intervention	15–20% of the population have symptoms of dyslexia. Not all qualify for special education, but most benefit from Structured Literacy instruction.

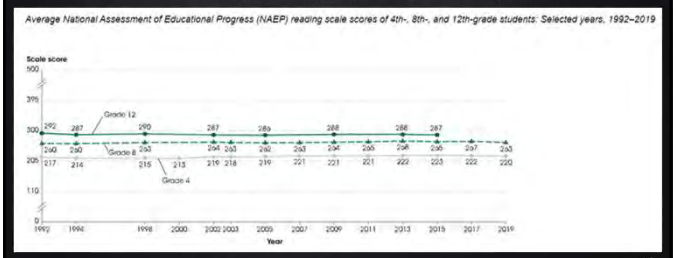
LtR = Learn to Read OR Learning to Read

This chart was originally published in the eXaminer, Volume 7, Issue 3 (July 2018), copyright by the International Dyslexia Association, Inc. (DyslexiaIDA.org).

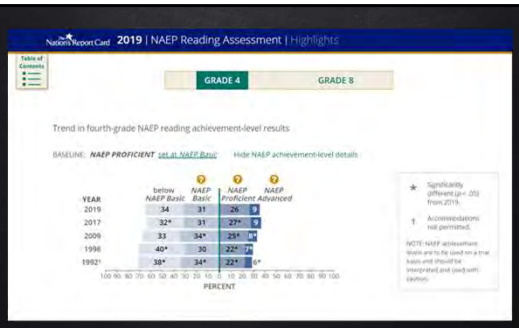
All Students Benefit From the Same Path to Reading



NAEP Reading Scores: Stagnant

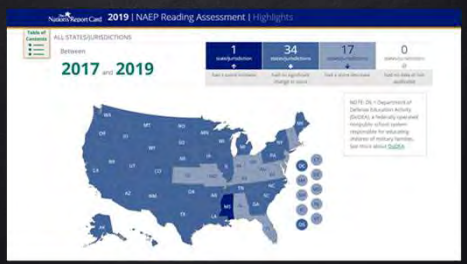


Source: https://nces.ed.gov/fastfacts/display.asp?id=147



Source: https://www.nationsreportcard.gov/highlights/reading/2019/

Mississippi Made Significant Progress



Source: https://www.nationsreportcard.gov/highlights/reading/2019/

3.

Changing How We Prepare Teachers

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Begin With a Framework

IDA's Knowledge and Practice Standards
Standard 1: Foundations of Literacy Acquisition
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia
Standard 3: Assessment
Standard 4: Structured Literacy Instruction
Substandard A: Essential Principles and Practices of Structured Literacy
Substandard B: Phonological and Phonemic Awareness
Substandard C: Phonics and Word Recognition
Substandard D: Automatic, Fluent Reading of Text
Substandard E: Vocabulary
Substandard F: Listening and Reading Comprehension
Substandard G: Written Expression
Standard 5: Professional Dispositions and Practices

Checklists are Helpful

How Students Learn to Read

Essential Elements of Reading: What to Teach

Mount St. Joseph offers this tool for free online, to help you ensure your program contains the essential elements.

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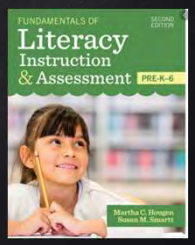
Textbook Alignment with SoR



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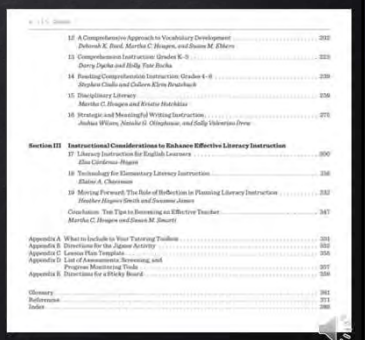
Contents



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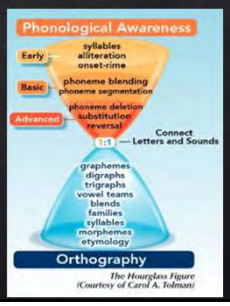
Beginning at the Beginning – Oral Language and Phonological Awareness



Inquiry ⇒ Explicit Instruction

- Constructivism
- Exploration

- Direct, explicit instruction is superior for reading instruction
- Gradual release of responsibility: "I do, we do, you do."
- Anchor charts

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Sight Words ⇒ Heart Words

Former Practice:
Rote Memorization

- ✗ Best Practice:
- ✗ Discuss what is regular in the word
- ✗ What part is irregular, or unexpected?

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Guided Reading ⇒ Small Group Phonics

- Small groups of students
- Use leveled text
- Groups based on level
- Comprehension focused
- "Strategies" used to figure out the words

- Small groups of students
- Use decodable text
- Groups based on diagnostic assessment of phonics skills
- Focused on applying phonics patterns

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Leveled Text ⇨ Decodable text

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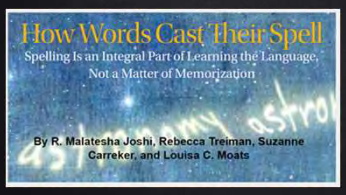
Language Based Spelling



- Morphemes – bound and free
- Affixes
- Anglo-Saxon Roots
- Greek and Latin Roots
- English words with French, Greek, and Italian origins

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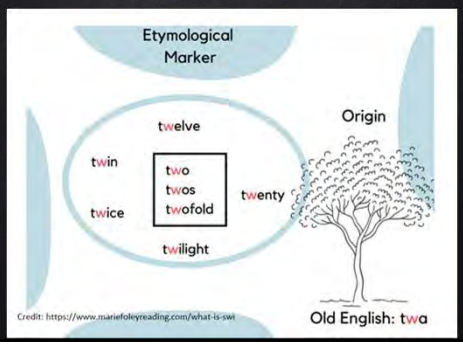
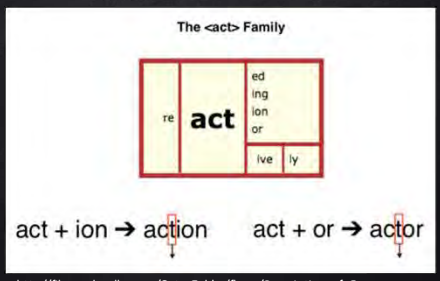
Morphology



Morphology



Source: Pete Bowers: http://files.realspellers.org/PetesFolder/flyers/Description_of_S-session_SWI_Zoom_MAY_2020_COURSE.pdf

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Morphology

Prefix un- =not or opposite of

It was an _____ night for our family. We had a sense of _____ as a storm raged around us. We were _____ to fall asleep for a long time. When we finally did, we were soon woken up by an _____ event. The wind had ripped a tree from the ground, _____ its roots and blowing it into our house. We couldn't do anything about it in the dark, so we _____ went back to bed until morning. In the daylight, we looked around our neighborhood and thought how _____ it was that only our house was damaged. My dad _____ some limbs from around the porch but was _____ at using a chainsaw to cut tree branches. A neighbor _____ his horse and tied large ropes to the horse's harness so it could drag the tree away. After the horse did the job, our neighbor _____ the horse and we gave it lots of apples and carrots.

unable unlucky unhappy unfair unskilled unbind
unhitch unwrap unearth unusual unrest

Credit: Morpheme Magic

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Assessments

- Diagnostic Assessments
  - Aligned to the phonics scope and sequence you use
  - Also aligned with the scope and sequence of the decodable readers being used
  - Dyslexia screener

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Meeting the Needs of Students with Dyslexia

- Integral part of the whole semester – not just a dyslexia day or module
- Understanding dyslexia through the reading models
  - Simple View of Reading
  - 4-part processor
- Meeting needs through general education structured literacy, small group instruction based on diagnostic assessment, MTSS interventions, and encouraging accommodations/modifications

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The Big Picture – Putting it All Together

Final Exam: Create a Reading Model

Directions: In EDU 272, we learned so much about how young children acquire reading! For your final exam, you are being asked to create a reading model that synthesizes what you have learned. You may do this in any format you'd like, as long as it is not an essay. Consider this question as you develop your model: **How do we learn to read and what elements must be included in instruction for young learners?** It may also be helpful to first think of a metaphor or symbol to build your model around. Be creative! Use play-doh, craft materials, or electronic technology (such as an infographic creator, or drawing programs). Although it would be difficult to incorporate every aspect of what we learned, be sure your model incorporates the following:

- ❑ The 4 Part Processor (phonological, orthographic, meaning, and context)
- ❑ The Reading Toolkit elements
- ❑ Elements of systematic, explicit phonics instruction

Due Date: This is due in class at the time of the final exam. You will present your model to the class during our final examination time slot. This is worth 50 points.

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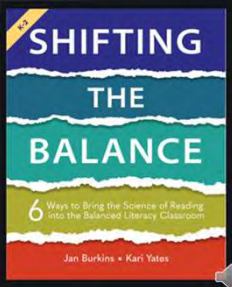
Resources and Support



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"Do the best you can until you know better. Then when you know better, do better."
– Maya Angelou

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Thank you!

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Credits

Special thanks to all the people who made and released these awesome resources for free:

- ✗ Presentation template by SlidesCarnival
- ✗ Photographs by Unsplash

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