The Science of Reading:
Applying the Science in the Classroom

Partner Webinar

The second in a two-part series on the Science of Reading

May 19, 2020

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays

The Campaign for GRADE-LEVEL READING

Munro Richardson, Ph.D.

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Executive Director
Read Charlotte

Sarah Siegal

Co-Presenter
Vice President for Research & Practice
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Faith Ann Butcher

Co-Presenter
Chief Impact Officer
United Way of Westchester Putnam

Todd M. Hanson

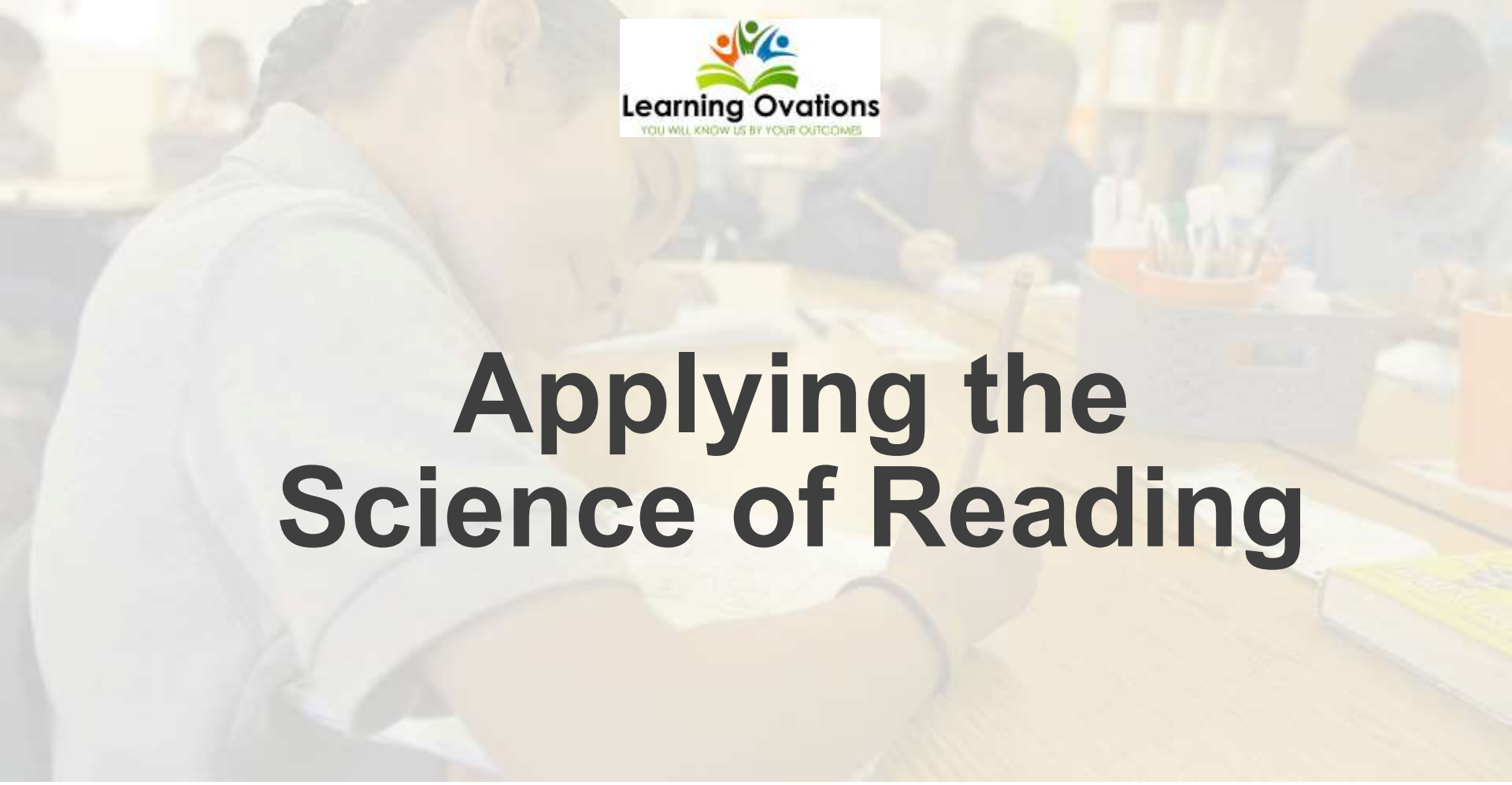
Co-Presenter

Vice President, Center for Engaged Philanthropy
Orange County Community Foundation

Angela Rutherford, Ph.D

Commentator

Director, Center for Excellence in Literacy Instruction
University of Mississippi



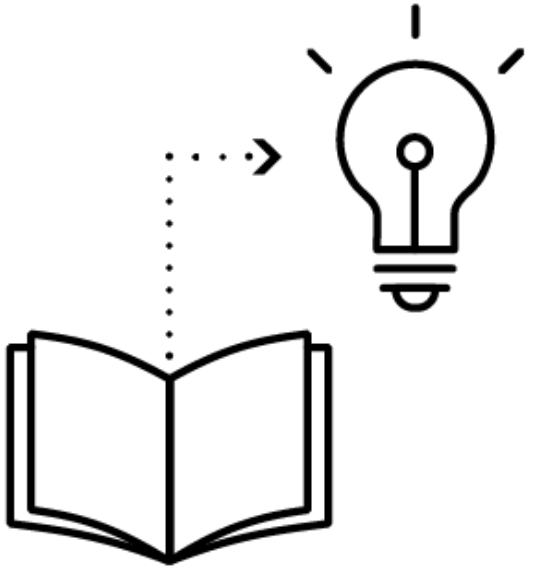
Applying the Science of Reading

Learning Ovations
YOU WILL KNOW US BY YOUR OUTCOMES

Different kids need different things to be successful.

The What?

Science of Reading & Child Development

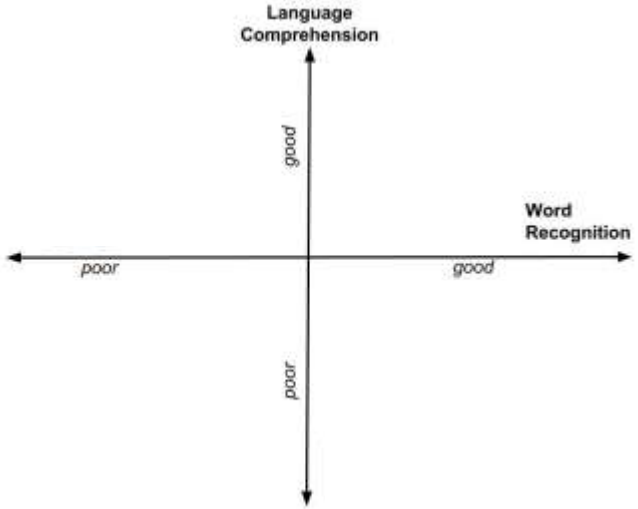


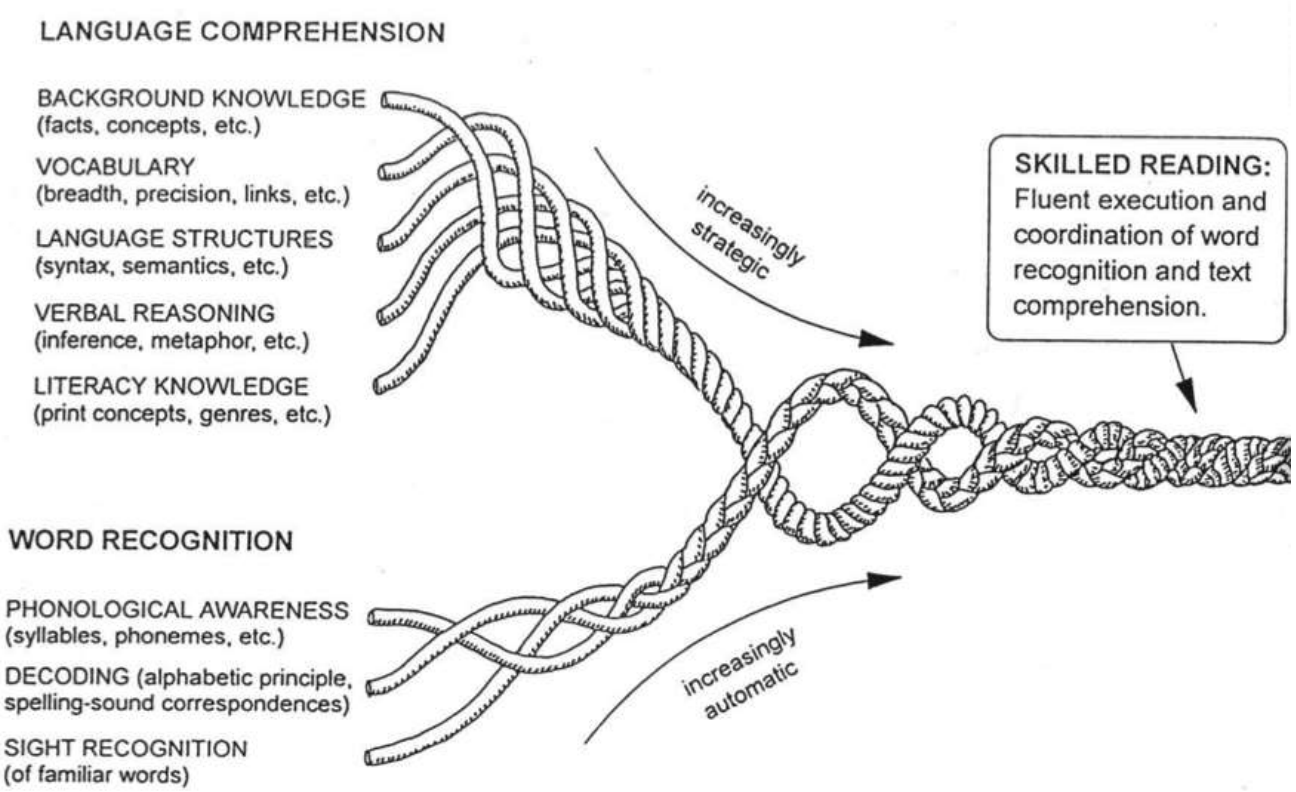
READING **THEORIES**

Learning Ovations
YOU WILL KNOW US BY YOUR OUTCOMES

The Simple View of Reading

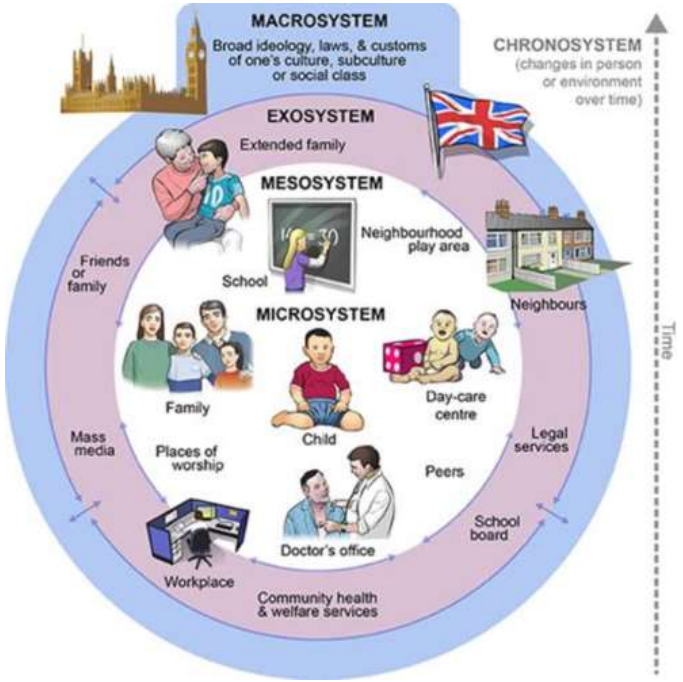
Decoding **X** Language Comprehension **=** Reading Comprehension





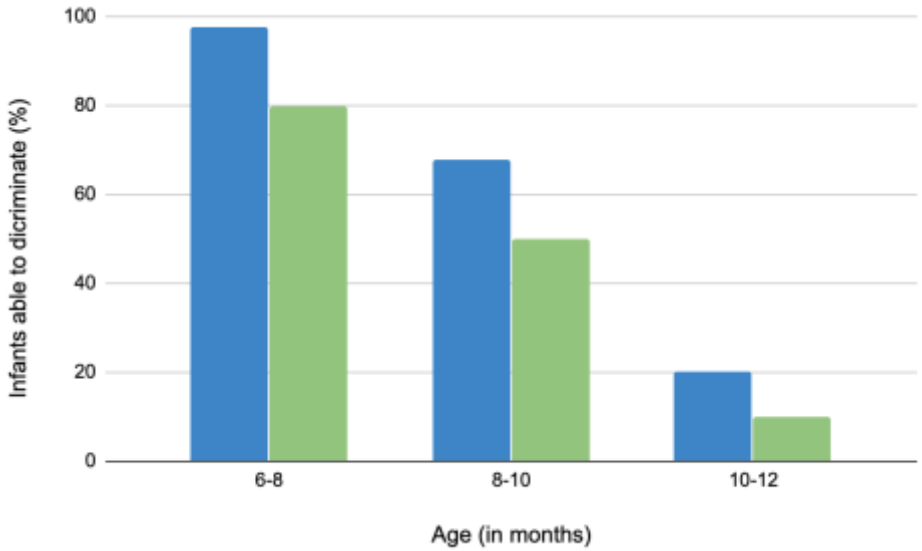
Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice, by H. S. Scarborough, in S. B. Newman & D. K. Dickinson (Eds.), 2002, *Handbook of early literacy research*, p. 98, Copyright 2002, New York, NY: Guilford Press.

CHILD **DEVELOPMENT**



HISTORIC **TIMELINE**

LINGUISTIC DEVELOPMENT



"Percent of infants able to discriminate foreign-language speech sounds infant's ability to discriminate between speech sounds that are not in their native language declines between 6 and 12 months of age. Most 6-month-olds from English-speaking families readily discriminate between syllables in **Hindi (blue bars)** and **Nthlakapmx (green bars)**, but most 10-to 12-month olds do not.

(Adapted from Werker, 1989)"

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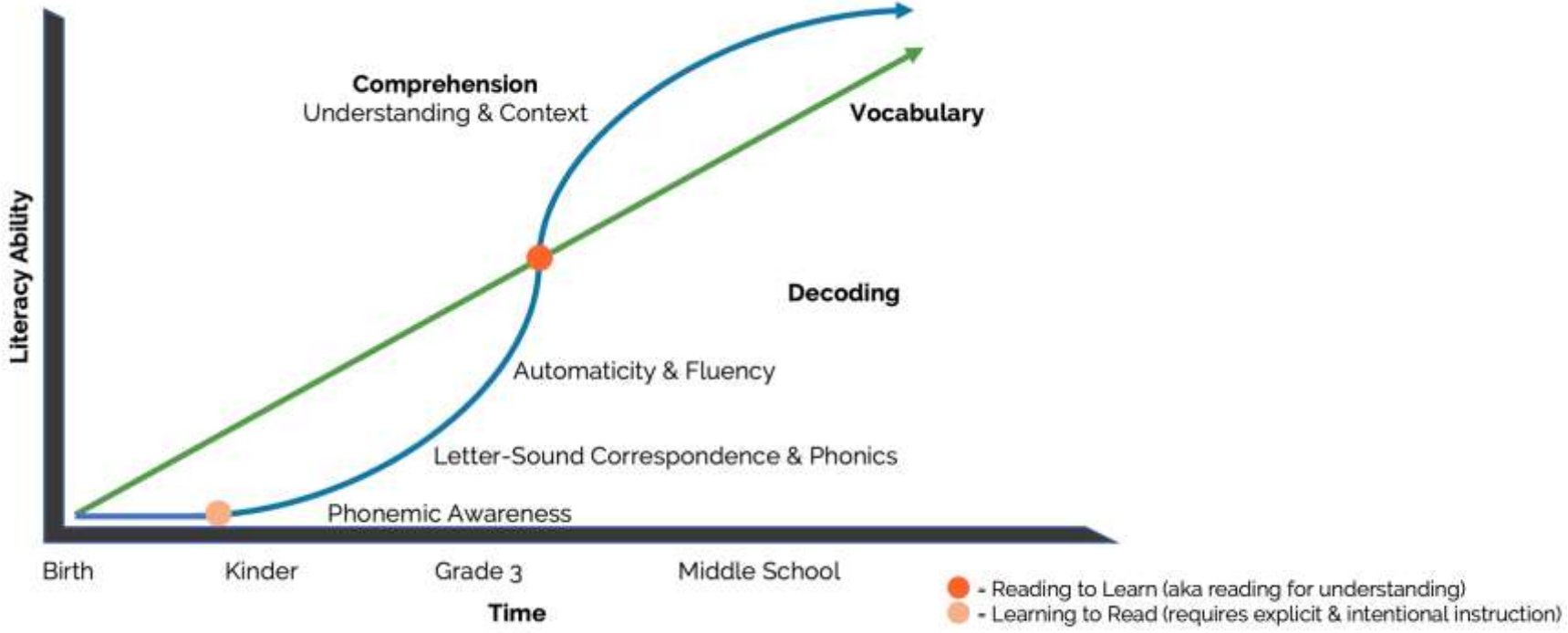
READING **DEVELOPMENT**

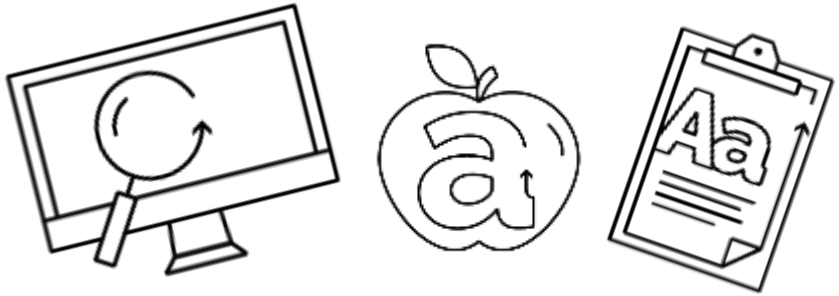


Learning Ovations
YOU WILL KNOW US BY YOUR OUTCOMES

Different kids need different things to be successful.

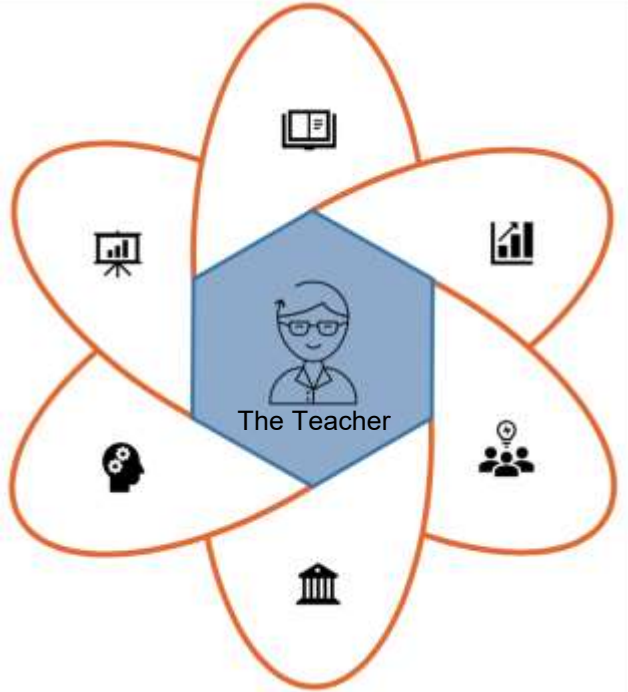
The How?

Bringing Research into the Classroom



THE **HOW**

The System



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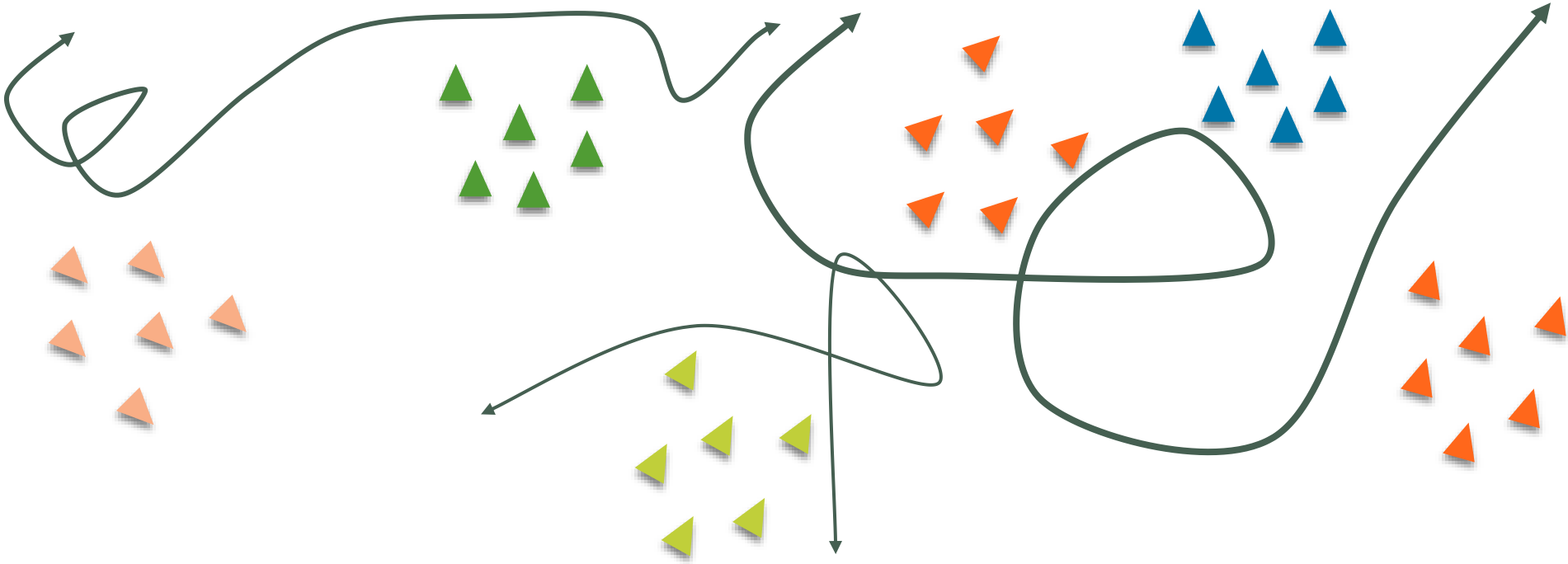
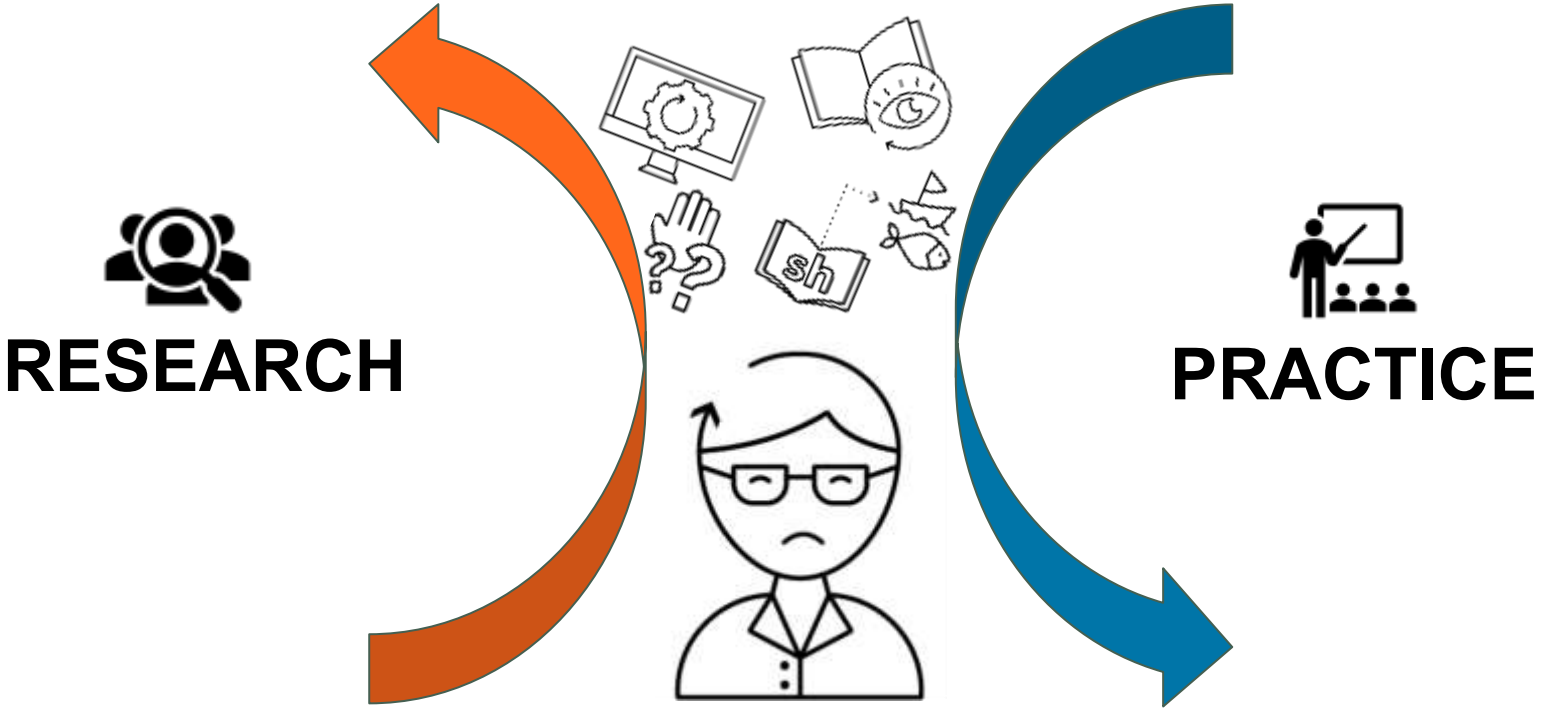
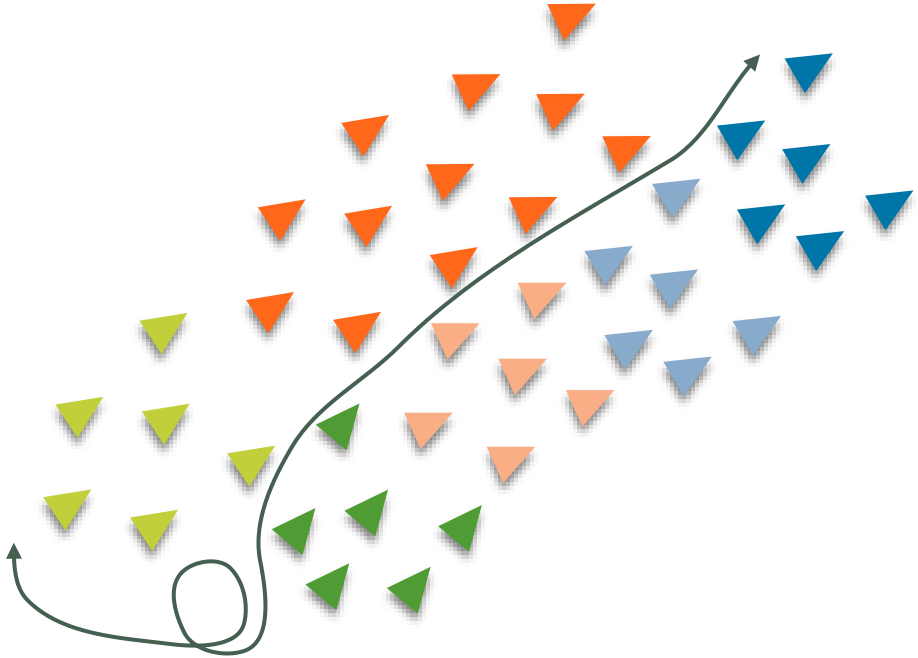
FRAGMENTED LANDSCAPE



RESEARCH *VERSUS* PRACTICE

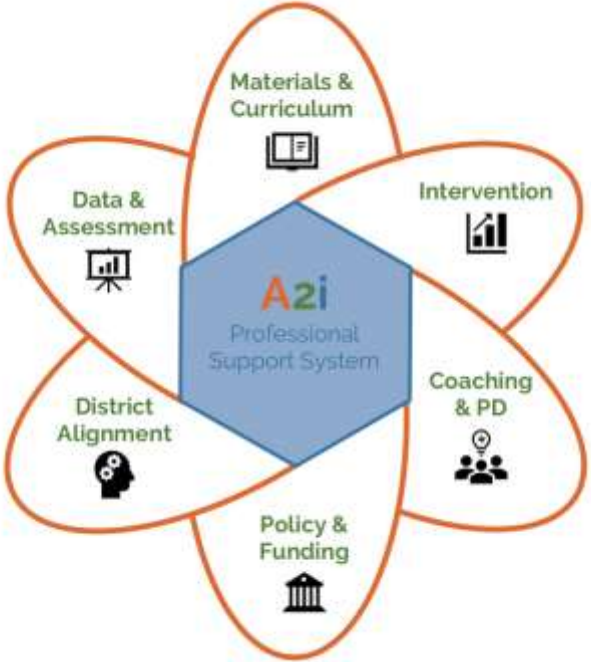


SYSTEMS ALIGNMENT



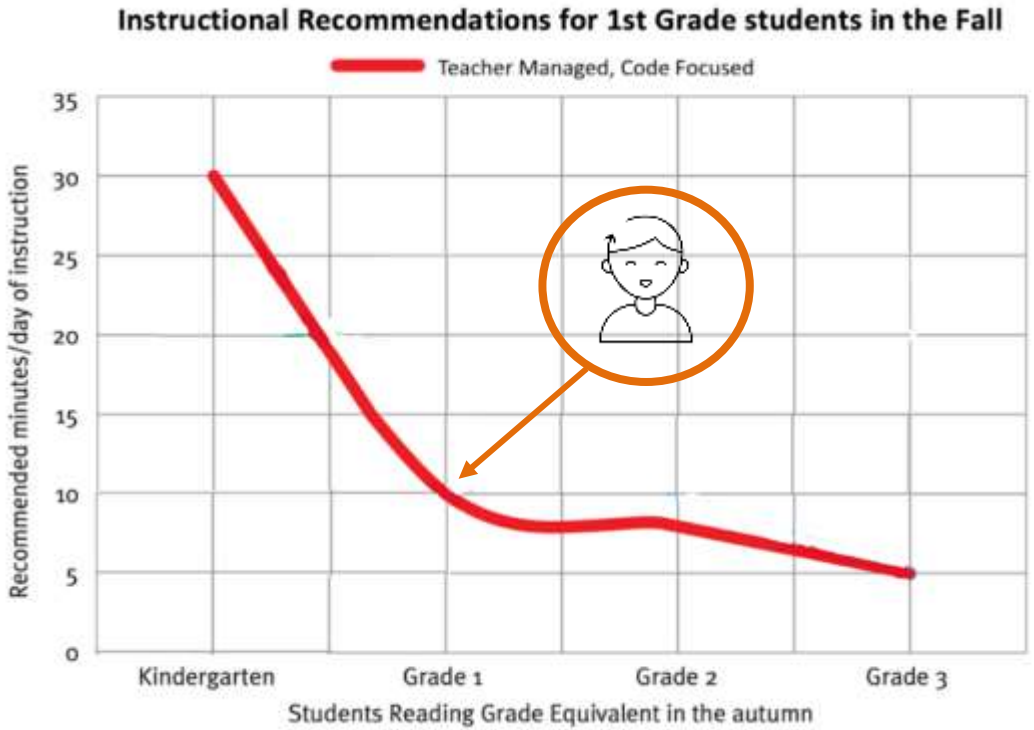
THE **HOW**

The System



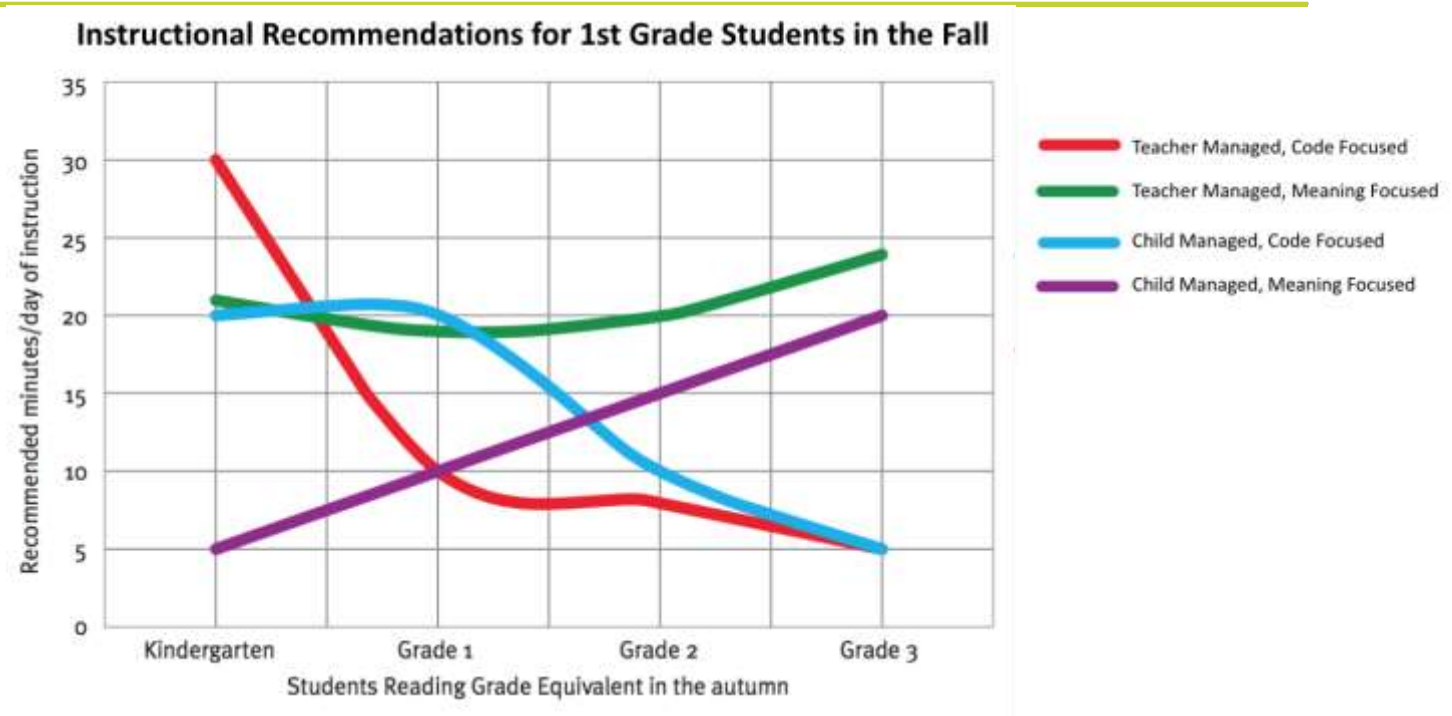
THE **HOW**

RESEARCH **RESULTS**



Connor, C. M., Morrison, F. J., Fishman, B. J., Schatschneider, C., & Underwood, P. (2007). Algorithm-Guided Individualized Reading Instruction. *Science*, *315*(2007), 464–465.

RESEARCH **RESULTS**



Connor, C. M., Morrison, F. J., Fishman, B., Giuliani, S., Luck, M., Underwood, P. S.,Schatschneider, C. (2011). Testing the Impact of Child Characteristics × Instruction Interactions on Third Graders' Reading Literacy Instruction. *Reading Research Quarterly*, *46*(3), 189–221.

SOFTWARE PLATFORM

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YOU WILL KNOW US BY YOUR OUTCOMES

A2i
Assessment to Instruction

SUPPORT SYSTEM

Learning Ovations
YOU WILL KNOW US BY YOUR OUTCOMES

Different kids need different things to be successful.

ALL CHILDREN READING AT, OR ABOVE, GRADE LEVEL BY THE END OF THIRD GRADE.

THANK YOU!

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YOU WILL KNOW US BY YOUR OUTCOMES

CONTACT INFO

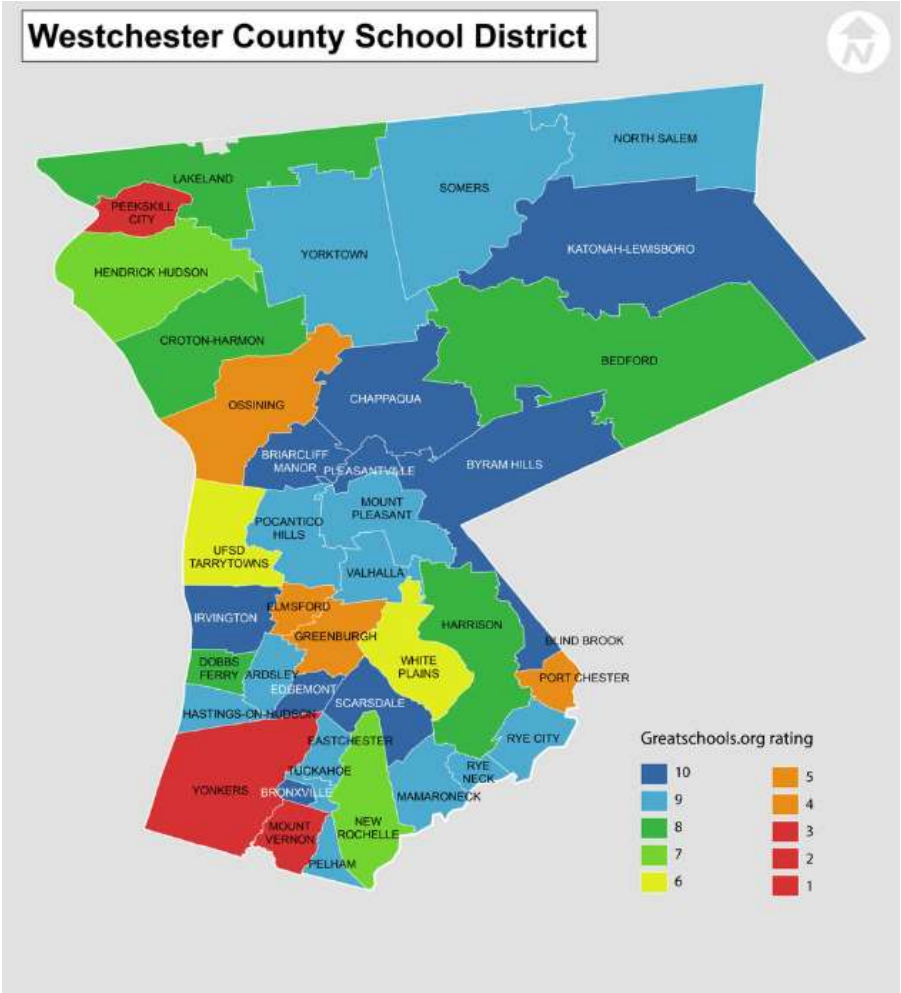
Dr. Sarah Siegal - ssiegal@learningovations.com
Vice President for Research & Practice

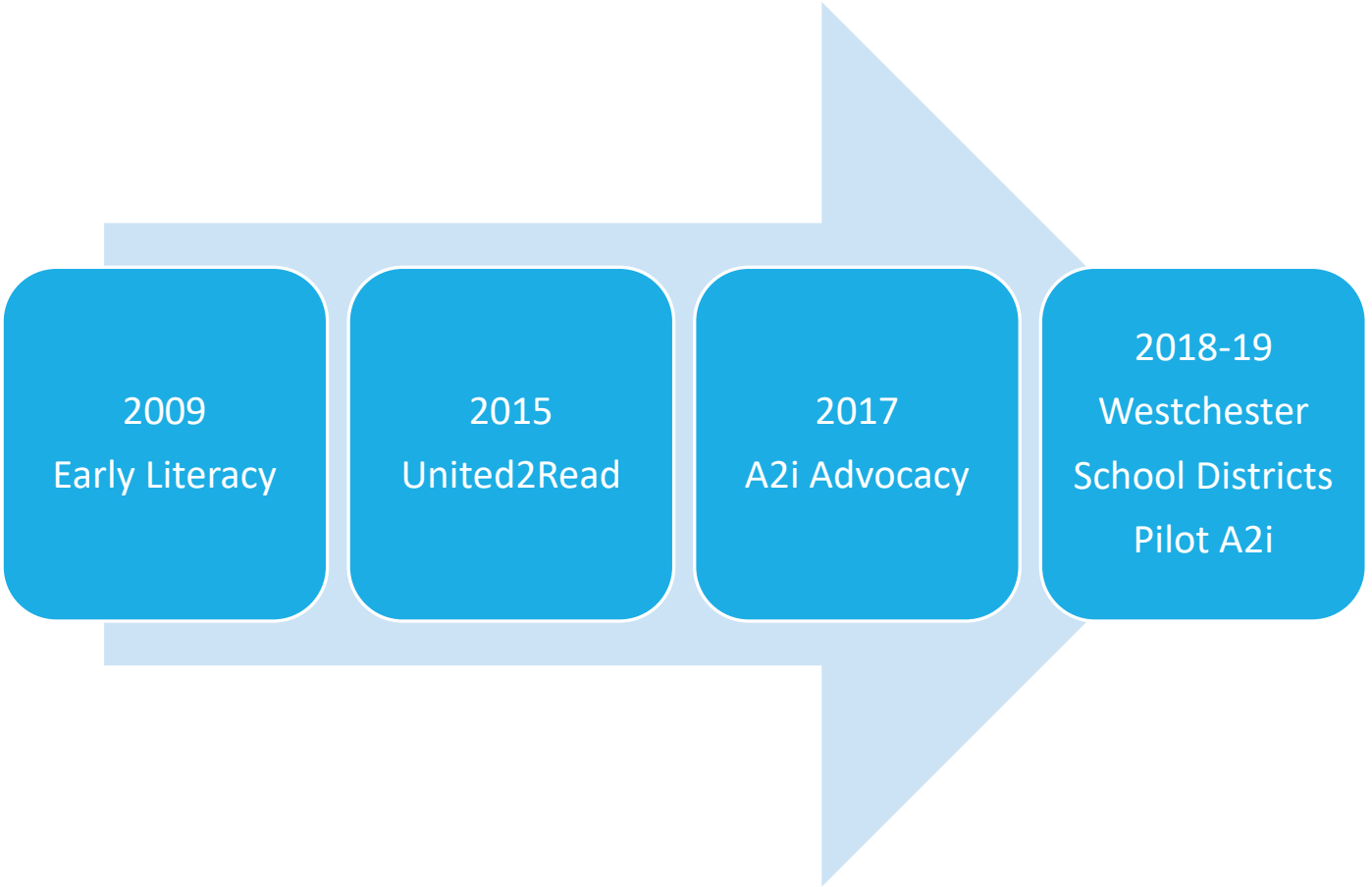
or visit us:

learningovations.com

FACEBOOK: https://www.facebook.com/learningovations **TWITTER:** https://twitter.com/LOindividualize

Campaign for Grade Level Reading in Westchester





United Way
United Way
of Westchester and Putnam

Year 1: 2018-19 School Year

763 students

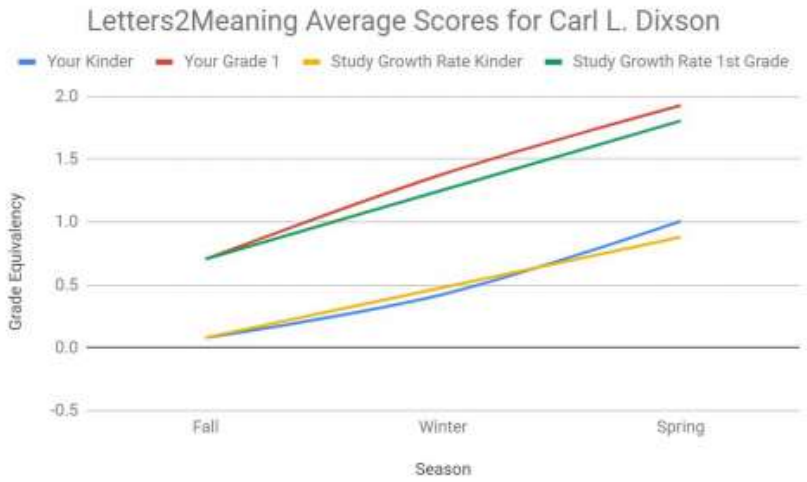
in 32 classrooms

using the A2i tool between the Elmsford and Peekskill school districts in Westchester County

United Way
United Way of Westchester and Putnam

Letters2Meaning

Carl L. Dixson



Woodside

United Way
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of Westchester and Putnam

Letters2Meaning

Carl L. Dixon

L2M GEs				
Season	Your Kinder	Your Grade 1	Study Growth Rate Kinder	Study Growth Rate 1st Grade
Fall	0.080	0.705	0.08	0.71
Winter	0.425	1.381	0.48	1.26
Spring	1.007	1.928	0.88	1.81
L2M Growth	0.927	1.222		

Woodside

L2M GEs				
Season	Your Kinder	Your Grade 1	Study Growth Rate Kinder	Study Growth Rate 1st Grade
Fall	0.083	0.752	0.08	0.75
Winter	0.557	1.447	0.48	1.30
Spring	0.903	1.934	0.88	1.85
L2M Growth	0.820	1.183		

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United Way of Westchester and Putnam

Outcomes

Word Match Games Results

Children learn new vocabulary at a relatively rapid pace, especially when experiencing new situations and academic language. Exposure to new items, more complex conversations, and high-quality texts all result in larger student vocabulary.

Due to this impact of exposure, a vocabulary score is most accurately reflected at an "age equivalency" score that more accurately captures the developmental nature of vocabulary growth. The consistent pattern of growth, based on language exposure, is in contrast to skills like decoding and other more explicitly-taught literacy skills, where growth is more directly tied to systematic skill-based instruction.

The Word Match Game scores assess these following specific skill areas: oral language processing, vocabulary, language/word knowledge. It serves as our gauge for oral language ability and we have found that this similes/matching task provides this information. We have aligned the scores of the WMG to the Woodcock-Johnson III Picture Vocabulary subtest to ensure the Age Equivalency/Grade Equivalency scores are aligned to a nationally normed sample.

United Way
United Way of Westchester and Putnam

Carl L. Dixson

WMG AEs		
Season	**Kinder**	**Grade 1**
Fall	4.179	5.413
Winter	5.012	6.726
Spring	5.750	7.454
WMG Growth	1.571	2.041

Woodside

WMG AEs		
Season	**Kinder**	**Grade 1**
Fall	4.414	5.192
Winter	4.679	6.107
Spring	5.568	6.718
WMG Growth	1.154	1.527

Third-Party Confirmation from i-Ready

Elmsford Union Free School District
Performance Trends & Targets

Performance Measures[1]	2015	2016	2017	2018	2019	2022 Target
K – 2 ELA: % ≥ benchmark[2]	43	36	37	38	67	75
K – 2 Math: % ≥ benchmark	36	33	31	34	57	70

1. K-2 ELA & Math and i-Ready data are based on school-level enrollments; all other measures are based on district-level enrollment.
2. "> benchmark" is based on year-end grade-level performance measured by i-Ready mid-level view; it is indicative of being on grade level.

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Beyond Expectations

Most Classroom Growth in L2M:

Fabiola Diaz
(1 year, 2 months)

Most Classroom Growth in WMG:

Courtney Velardo
(2 years, 1 month)

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Supporting Literacy Outside the Classroom

- School Readiness
- Chronic Absence
- Summer Learning Loss
- Successful Parents
- Health Determinants of Early School Success

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School Readiness

Born Learning Trails promote caregiver-child interactions and encourage a child's imagination

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School Readiness

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United2Read provides bilingual literacy kits consisting of books, activities, and information for families to share.

School Readiness

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of Westchester and Putnam

School supplies to help students start the year off right!

Summer Learning

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Summer Learning

Teach Me to Fish

United Way
United Way of Westchester and Putnam

Successful Parents

Providing basic need items through our Gifts-in-Kind program.

Promoting financial literacy through our ALICE $ense financial technology

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Successful Parents

United Way's 211 Helpline offers information and referrals for health and human service needs.

Teach Me to Fish teaches workforce development and job finding skills to those chronically unemployed.

United Way
United Way
of Westchester and Putnam

The Science of Reading, Part 2: Applying the Science in the Classroom

Orange County's Grade Level Reading Initiative
OC Reads

Todd Hanson
VP Center for Engaged Philanthropy
Orange County Community Foundation

Orange County Community Foundation

About Orange County

Population: 3.2 Million

Diversity: No one race or ethnicity comprises a majority (41% white, 35% Latino, 19% Asian)

Poverty: 1 in 6 children live in poverty

School Readiness: 52% of OC's children are ready with the skills they need when they enter kindergarten

Grade Level Reading: 51% meet third grade achievement standards to literacy

About OCCF

- We partner with generous individuals, families, foundations, and businesses to fulfill their philanthropic objectives while supporting the causes they care about most.
- Over past 30 years we have awarded more than $690 million in grants and scholarships in Orange County, across the country, and around the world.
- We look for opportunities to lead and for leaders who make great partners.
- Our community leadership includes: OC Veterans Initiative, Giving Days, OC Promise and OC Reads

OC Reads

In 2014, a group of funders, thought leaders, and service providers convened to create alignment of goals and targeted investment related to early grade level achievement in Orange County.

Founding partners: First 5 Commission, OCCF, United Way of OC

Vision: All children in OC are reading at grade level by third grade

Target: Communities in OC with children most at-risk for failing to achieve the outcome of grade level reading by third grade

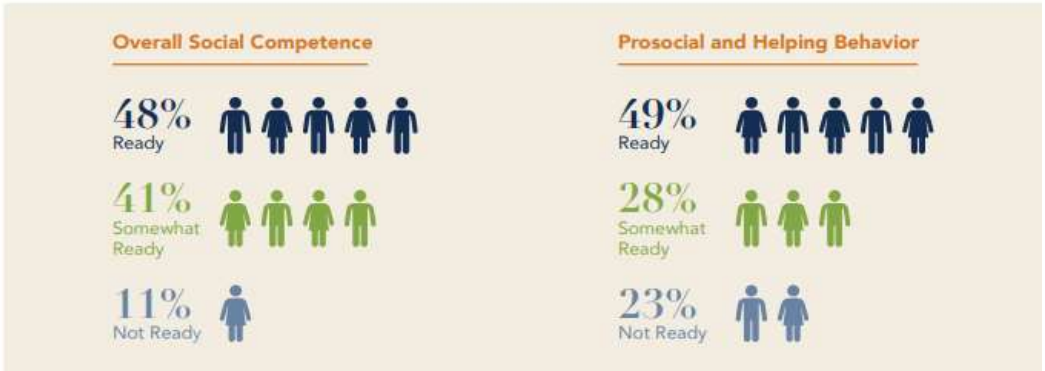
Approach: Use two assessment tools:

- **Third Grade Smarter Balance Test Scores**
- **Early Development Index** (EDI): a population-based measure of early child development and school readiness in five key domains: physical health, social competence, emotional maturity, language and cognitive skills, and communications skills and general knowledge.

Early Development Index

- 44% of its kindergarten population lack necessary gross and fine motor skills

- And many students are falling behind in social-emotional development, including 52% of students showing significant gaps in overall social competence and 51% of students displaying little or no prosocial and helping behavior.



Early Development Index:
http://occhildrenandfamilies.com/edi/

The data confirmed that many Orange County children are not developmentally on-track when they enter kindergarten.

OC Reads Funding Strategy

- RFP sent to 30 organizations that serve the six targeted communities determined by the EDI and Smarter Balance Test scores

- Applicants were required to create a collaborative model using proven evidence-based literacy programs and interventions

- Program and intervention strategies were expected to be sustainable, measureable and scalable. Four of the six communities submitted proposals and all were funded.

OC Reads 2018 to 2020

- **i-Ready:** provides students with lessons based on their individual skill level and needs, so children can learn at a pace that is just right for them.

- **United to Read/A2i**: Combines technology and professional development to increase literacy achievement for all students in grades K-3 by equipping and empowering educators to effectively individualize instruction in grades K-3.

Angela Rutherford, Ph.D

Commentator

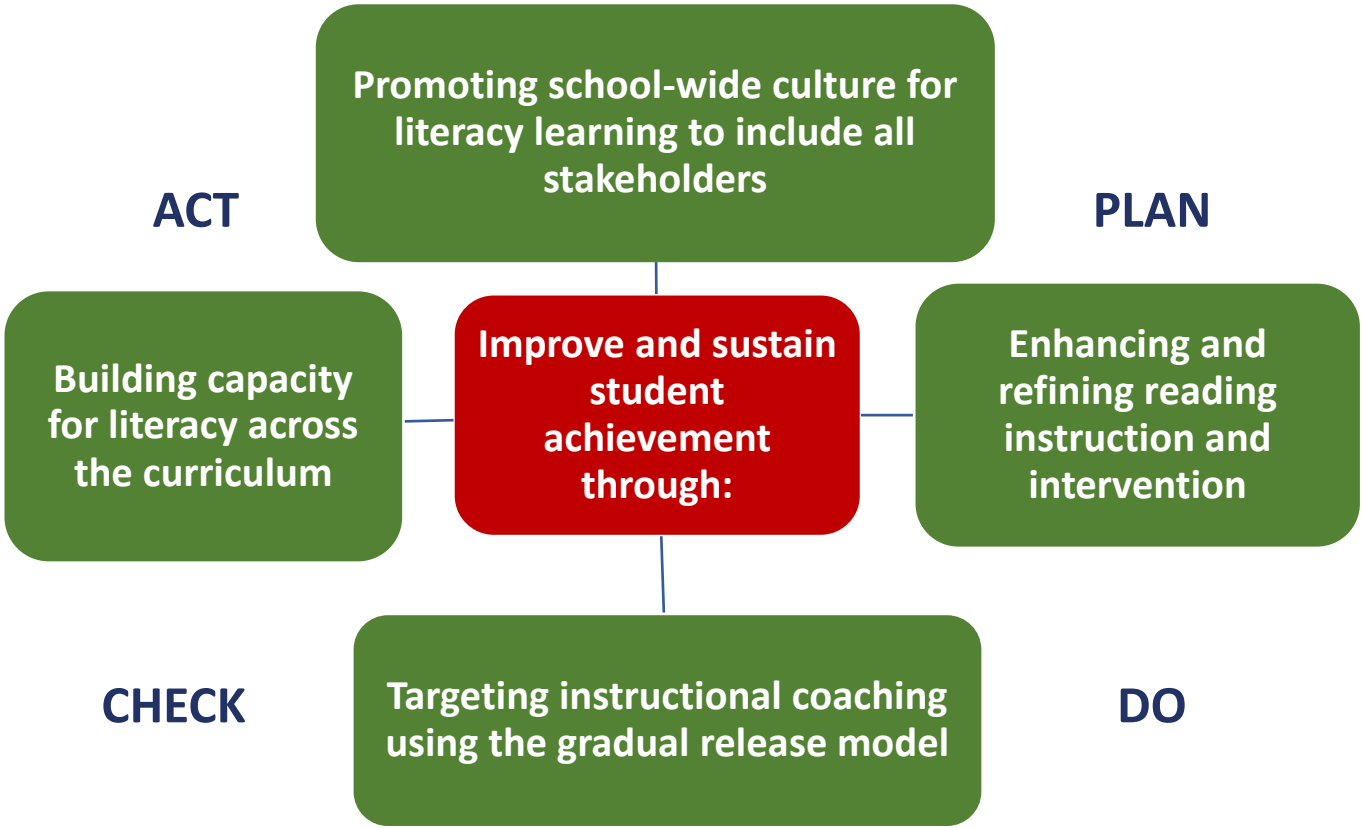
Director, Center for Excellence in Literacy Instruction
University of Mississippi

Language Essentials for Teachers of Reading and Spelling (LETRS)

LETRS Training has been provided to over 15,000 educators to date, including K-3 general education teachers, K-8 special education teachers, elementary principals, and reading faculty from Institutions of Higher Learning.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Literacy Coach Role



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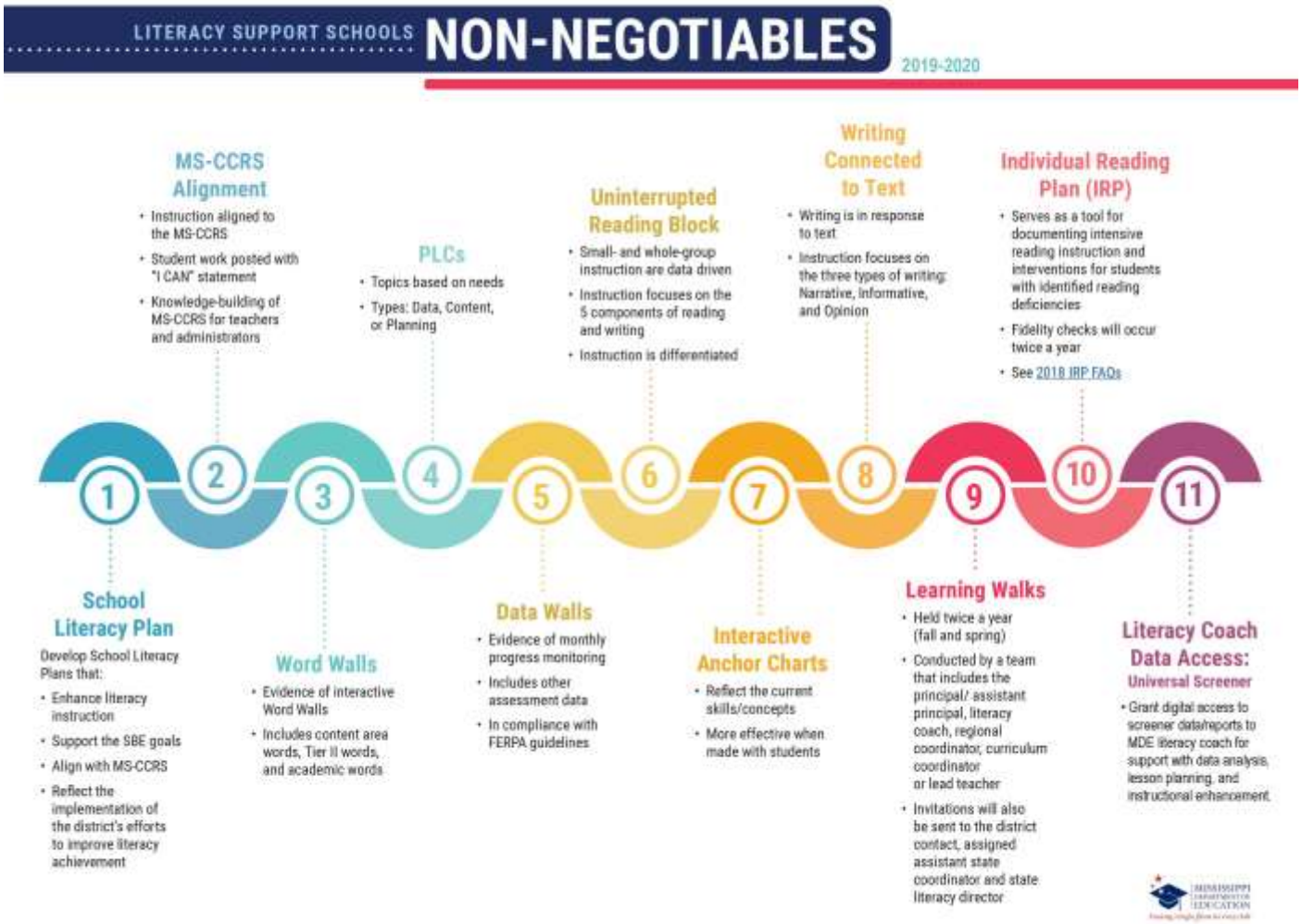
LITERACY SUPPORT SCHOOLS
NON-NEGOTIABLES
2019-2020
MS-CCRS Alignment
• Instruction aligned to the MS-CCRS
• Student work posted with "I CAN" statement
• Knowledge-building of MS-CCRS for teachers and administrators
PLCs
• Topics based on needs
• Types: Data, Content, or Planning
Uninterrupted Reading Block
• Small- and whole-group instruction are data driven
• Instruction focuses on the 5 components of reading and writing
• Instruction is differentiated
Writing Connected to Text
• Writing is in response to text
• Instruction focuses on the three types of writing: Narrative, Informative, and Opinion
Individual Reading Plan (IRP)
• Serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies
• Fidelity checks will occur twice a year
• See 2018 IRP FAQs
1
2
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School Literacy Plan
Develop School Literacy Plans that:
• Enhance literacy instruction
• Support the SBE goals
• Align with MS-CCRS
• Reflect the implementation of the district's efforts to improve literacy achievement
Word Walls
• Evidence of interactive Word Walls
• Includes content area words, Tier II words, and academic words
Data Walls
• Evidence of monthly progress monitoring
• Includes other assessment data
• In compliance with FERPA guidelines
Interactive Anchor Charts
• Reflect the current skills/concepts
• More effective when made with students
Learning Walks
• Held twice a year (fall and spring)
• Conducted by a team that includes the principal/ assistant principal, literacy coach, regional coordinator, curriculum coordinator or lead teacher
• Invitations will also be sent to the district contact, assigned assistant state coordinator and state literacy director
Literacy Coach Data Access:
Universal Screener
• Grant digital access to screener data/reports to MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.

Results: Educator & Student Outcomes

REL southeast
FLORIDA STATE UNIVERSITY

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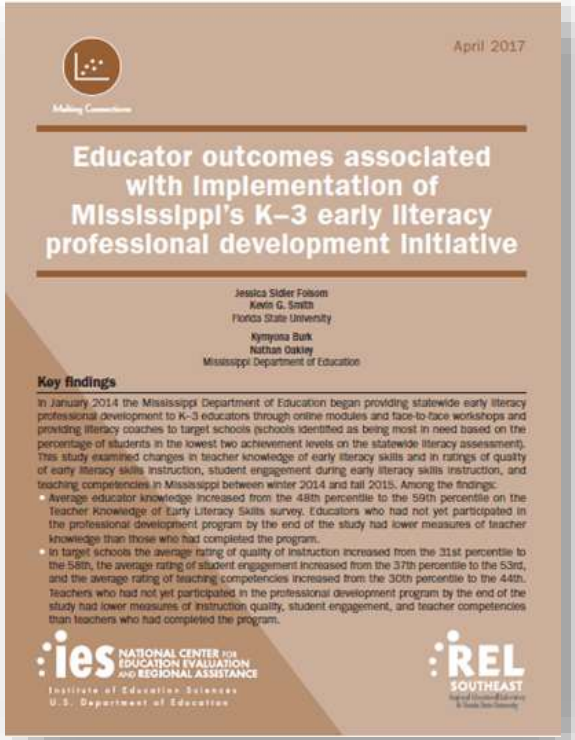
April 2017

Educator outcomes associated with implementation of Mississippi's K–3 early literacy professional development initiative

Jessica Sidler Folsom
Kevin G. Smith
Florida State University

Kymyona Burk
Nathan Oakley
Mississippi Department of Education

Key findings

In January 2014 the Mississippi Department of Education began providing statewide early literacy professional development to K–3 educators through online modules and face-to-face workshops and providing literacy coaches to target schools (schools identified as being most in need based on the percentage of students in the lowest two achievement levels on the statewide literacy assessment). This study examined changes in teacher knowledge of early literacy skills and in ratings of quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies in Mississippi between winter 2014 and fall 2015. Among the findings:

- Average educator knowledge increased from the 48th percentile to the 59th percentile on the Teacher Knowledge of Early Literacy Skills survey. Educators who had not yet participated in the professional development program by the end of the study had lower measures of teacher knowledge than those who had completed the program.
- In target schools the average rating of quality of instruction increased from the 31st percentile to the 58th, the average rating of student engagement increased from the 37th percentile to the 53rd, and the average rating of teaching competencies increased from the 30th percentile to the 44th. Teachers who had not yet participated in the professional development program by the end of the study had lower measures of instruction quality, student engagement, and teacher competencies than teachers who had completed the program.

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences
U.S. Department of Education

REL SOUTHEAST

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Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars

SPECIAL WEBINAR

Protecting the Building Blocks of Early Learning: An Urgent Priority

Tuesday, May 26, 12:30 p.m. ET/9:30 a.m. PT

PARTNERS WEBINAR

Underconnected yet Eager to Learn: Confronting Digital Inequities

Tuesday, May 26, 3 p.m. ET/12 p.m. PT

PARTNERS WEBINAR

The Science of Learning Loss and Opportunities for Recovery

Tuesday, June 2, 3 p.m. ET/12 p.m. PT

GLR Learning Tuesdays

The Campaign for GRADE-LEVEL READING