


Supporting Literacy with Parent Mentors



FUTURE FORWARD OHIO

August 18, 2023

Literacy Achievement and Reading Success

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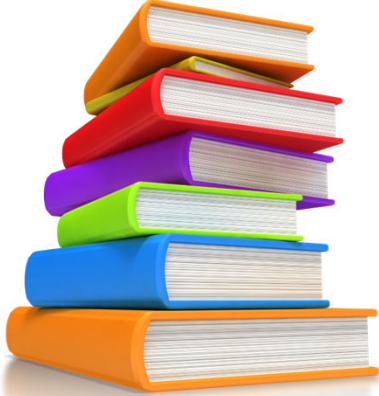
Resources to Support this Session



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Today's Topics

1. Ohio's Plan to Raise Literacy Achievement
2. Learning to Read
3. Ohio's Dyslexia Support Legislation
4. Review of Resources
5. Your Questions Answered




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Ohio's Plan to Raise Literacy Achievement



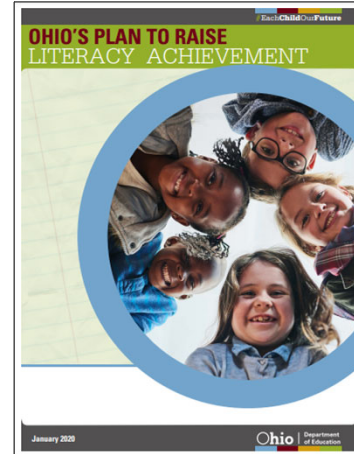
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Ohio's Plan to Raise Literacy Achievement

education.ohio.gov/literacy

Ohio's vision is for ***all*** learners to acquire the knowledge and skills to become proficient readers.



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Ohio Commitment to Education Systems

- ✓ Using the **Simple View of Reading** to drive all literacy content, conversation, development and organization of resources.
- ✓ Ensuring all learners are represented and supported throughout the **language and literacy development continuum**.
- ✓ Providing specific recommendations and guidance for **learners having difficulty reading or writing**.
- ✓ Enhancing **partnerships and collaboration** among general education and special education practitioners and stakeholders.
- ✓ Enhancing **state infrastructure supports** to build knowledge and capacity.



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The Language and Literacy Continuum



Ohio's Plan to Raise Literacy Achievement, 2020



Learning to Read



3 Significant Findings from Reading Science

1. The Simple View of Reading

2. The Benefits of Code-Based Instruction for Preventing Reading Difficulties

3. The Benefits of Grade Level Content & Texts



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3 Significant Findings from Reading Science

1. The Simple View of Reading


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Poll

Learning to Read

1. If immersed in an environment of spoken language, will most children learn to talk?
2. If immersed in an environment of wonderful books and literature, will most children learn to read?





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A Simulation

nʊrɑnz ɑr nɜrv sɛlz. ðeɪ ɑr ðə 'bɪldɪŋ blɑks
 ʌv ðə breɪn ænd 'nɜrvəs 'sɪstəm. ðeɪ ɪn't
 ɜrprət ɪnfər'meɪʃən ðæt kʌmz frʌm ði 'aʊt
 'saɪd wɜrld. ðeɪ 'ɔlsʊ send 'sɪgnəlz tu 'ʌ
 ðər

What is the impact of decoding on
 comprehension?




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Activity: Read this Passage

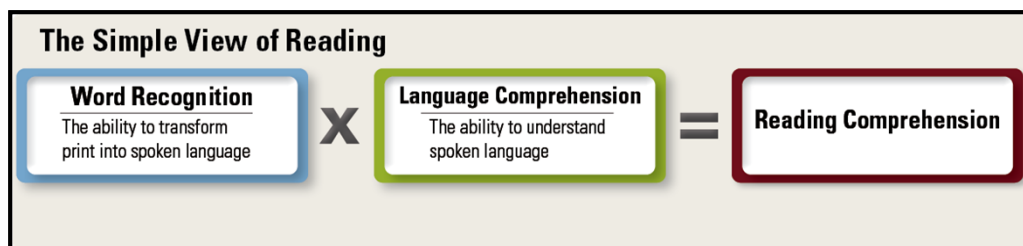
Temple *et al* examined fMRI scans during a visual phonological rhyming task in 24 dyslexic children aged 8–12 years (mean 10.7) and controls.⁸ The normal reading controls activated both the left inferior frontal gyrus and the left temporoparietal area. The dyslexics activated the inferior frontal region well (though in a somewhat more anterior location), but temporoparietal activity was virtually absent. Additionally, on a parallel test of orthographic processing (judgments as to whether two visually presented letters reduced

Were you able to read the words?

What barriers did you encounter?



The Simple View of Reading



National Center on Improving Literacy

The Simple View of Reading

The diagram illustrates the Simple View of Reading through three stages of understanding the sentence "The little dog barked at the big cat." Each stage is represented by a person's head and shoulders, showing their level of comprehension.

Accuracy & Fluency	Meaning
<p>The little dog barked at the big cat.</p> <p>Seeing each letter but not knowing what sounds these letters represent.</p>	<p>?</p> <p>No meaning associated.</p>
<p>The .l.i.t.t.l.e.d.o.g.b.a.r.k.e.d.a.t.the.b.i.g.c.a.t</p> <p>Producing the sounds the letters make, but it takes a lot of effort.</p>	<p>Recognizing each word, but not the overall meaning of the sentence.</p>
<p>The little dog barked at the big cat.</p> <p>Putting the individual sounds together easily to pronounce each word.</p>	<p>Fully grasping the meaning of the sentence.</p>

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, Department of the Ohio or Federal Education Programs, Federal ID: O2017-0001. The opinions expressed are those of the authors and do not represent views or policies of ODE, ODEP, or the U.S. Department of Education. This content does not constitute an endorsement by the federal government. © National Center on Improving Literacy. <https://www.nationalcenteronliteracy.org/> ncil@ncil.org (800) 875-5273 (toll-free) (800) 875-5273 (toll-free)

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Break Out Room

Simple View of Reading

1. Review the document from the National Center on Improving Literacy.
2. How could you use this resource with your schools?



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3 Significant Findings from Reading Science

1. The Simple View of Reading

2. The Benefits of Code-Based Instruction for Preventing Reading Difficulties

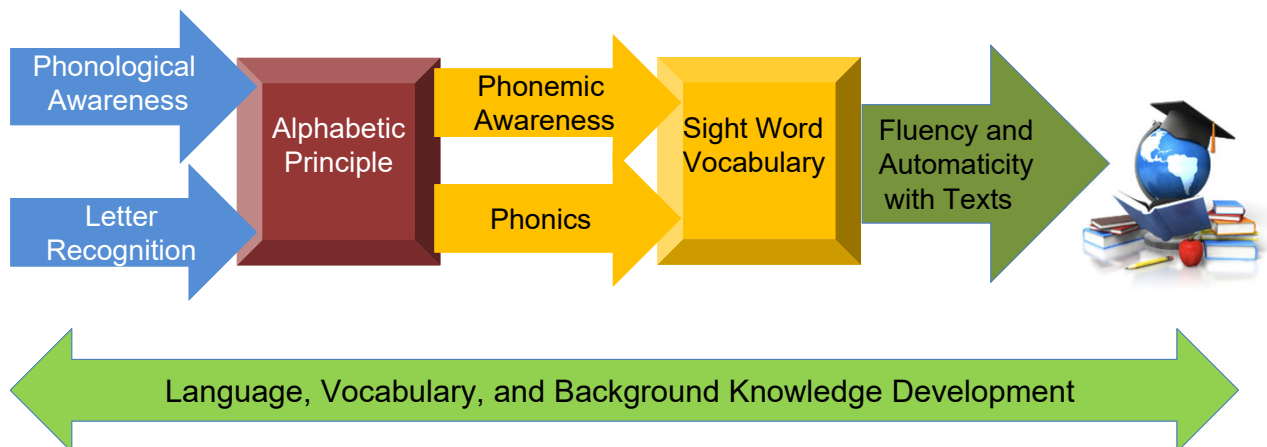
3. The Benefits of Grade Level Content & Texts



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Development of Literacy Skills



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Example of Systematic Instruction



Focus on sound-spellings with picture cue

sauce

fault

We will haul the dirt to the vault.

Blend and read with sound-spelling pattern

audit	cause	fraud
launching	exhaust	astronaut

Read and write words with sound-spelling pattern.

Lesson 93: au, aw, ough /aw/



Trip to the Zoo

Substitute the story here:

Audrey and Willow could not wait to see all the animals at the zoo. As they reached the entrance, Audrey paused and asked, "did you bring the tickets?" "Yes! I have them right here," said Willow.

The first display they visited was full of birds. "Look at that pretty macaw! Its wings are like a rainbow," exclaimed Audrey. "I see the macaw," responded Willow, "but look at this hawk! It caught a fish in its claws." Willow could have spent hours at the bird display, but Audrey said she wanted to see more animals.

The next display contained a lion sleeping on a large lawn. The lion woke up for five minutes, but then yawned and fell back asleep. "He seems to have day and night mixed up," snickered Audrey. "Well, it's not his fault. If I had to hunt for my food, I would want a nap too," Willow commented. Audrey smirked and said, "that reminds me, I am hungry. Can we go hunt for some food at the snack stand?"

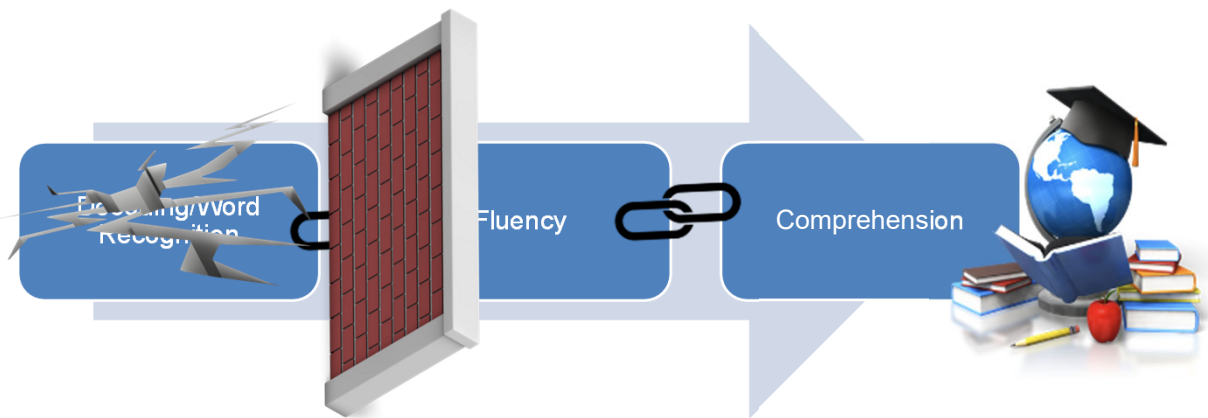
Read decodable text with sound-spelling pattern



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Comprehension is the Outcome, Fluency is the Link



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Improving Literacy

Avoid a Lemon
For Families

You and the school can share literacy resources to help your child and others get evidence-based literacy instruction. Learn to spot questionable or ineffective practices.

c + a + t

Decoding Words

What is it?
The ability to figure out unknown words correctly.

If you are given:
Strategies that encourage your child to look away from letters to read words (looking at the pictures, using context clues, saying the first sound and guessing).

Ask for:
Ways to help your child use knowledge of letter-sound relationships* to read words.

Why?
Kids who can't decode often don't become strong readers. Reading words correctly requires knowing how letters and groups of letters link to sounds to form letter-sound relationships.

👁️

Learning Sight Words (like high-frequency words)

What is it?
The ability to know a word instantly and easily, including ones spelled regularly or irregularly.

If you are given:
Strategies, tips, or activities focusing your child on memorizing whole words to learn sight words.

Ask for:
Strategies, tips, or activities focusing your child on saying and using letter-sound relationships* and letter order to learn sight words (irregular word parts and advanced letter-sound relationships are taught to be remembered).

Why?
Sight word learning is not based on visual memory. It requires knowing speech sounds, letter-sound relationships, and letter order. There are too many words to learn by memory alone.

From Phonological Awareness to Reading Words: The Critical Role of the Alphabetic Principle

Connecting letters with their sounds to read and write is called the "alphabetic principle." The alphabetic principle has two parts:

- 1) Alphabetic understanding is knowing that words are made up of letters that represent the sounds of speech.
- 2) Phonological recoding is knowing how to translate the letters in printed words into the sounds they make.

Progression of Regular Word Reading

Sounding Out (saying each individual sound out loud)

Saying the Whole Word (saying each individual sound and pronouncing the whole word)

Sight Word Reading (sounding out the word in your head, if necessary, and saying the whole word)

Automatic Word Reading (reading the word without sounding it out)

Effective Strategies for Teaching the Alphabetic Principle

Explicit phonics instruction and extensive practice enables most children to learn the alphabetic principle. Effective strategies for teaching the alphabetic principle include:

Teach students to connect letters to their most common sound or sounds

Teach students to read words using what they know about the sounds that letters and letter combinations make

Have students begin reading texts that contain a high percentage of decodable words

For students who struggle learning to read, highly systematic and explicit instruction plus lots of accuracy practice will be necessary for them to learn the alphabetic principle thoroughly.



Break Out Room

Foundational Reading Skills

1. Review the documents from the National Center on Improving Literacy.
2. How could you use this resource with your schools?



3 Significant Findings from Reading Science

1. The Simple View of Reading

2. The Benefits of Code-Based Instruction for Preventing Reading Difficulties

3. The Benefits of Grade Level Content & Texts



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Agree,
Disagree...
Why??

Use of Texts

Struggling readers should read challenging texts that are too hard for them.



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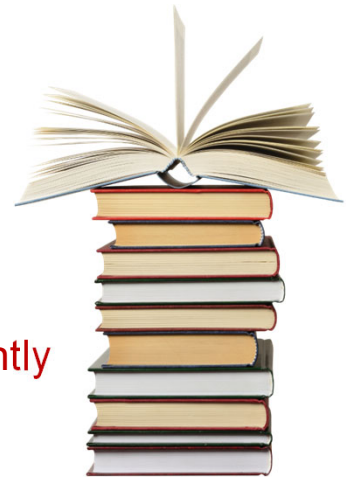
Follow the Evidence

No evidence backs up giving children texts to read at their level. In fact, students learn to read better when they are given challenging texts with scaffolding.
(Timothy Shanahan)



Supporting Rigorous and Complex Texts

- ✓ Build **background knowledge**
- ✓ Organize **text sets** around a **topic**
- ✓ **Teach** syntax and vocabulary
- ✓ Read **aloud**, read **together**, read **independently**
(once students master the code)



Reading Rockets - Comprehension



**Target the Problem:
Comprehension**



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Break Out Room

Supporting Comprehension

1. Review the information from Reading Rockets about Comprehension.
2. How could you use this resource with your schools?



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Research to Practice – Grade Level Texts

Practices Aligned to Research	Practices Not Aligned
Help students to work with grade level, challenging, complex texts.	Use leveled texts at their “independent level”
Ask questions based on the text, having students find the answers from within the text first. Then move to connecting the text to their lives, experiences.	Ask “text to self” questions to start.
Use text sets (multiple texts on the same topic) to maximize vocabulary and background knowledge growth and build comprehension	Using unrelated texts to practice reading skills/strategies or identify text features or genres
Teach writing using content from what you are reading. This builds knowledge and comprehension skills.	Teach writing in isolation, separate from comprehending texts.
Teach the syntax of the text –the arrangement of words and phrases to create well-formed sentences in a language. Focus on function over form.	Memorize grammar rules in isolated passages.




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Connecting Ohio's Dyslexia Legislation


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Dyslexia Myths

Dyslexia is reading letters backwards

Children will grow out of Dyslexia

Early interventions have minimal impact

Most teachers are trained to detect early warning signs

<https://www.gaablabs.com/dyslexia-myths>



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Not an Exhaustive Review of the Legislation



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Tier 1 Dyslexia Screening

2023-24	2024-25 and Beyond
<ul style="list-style-type: none"> • Students in grades K-3 (Kindergarten students must be screened after January 1, 2024, but prior to January 1, 2025) • Students in grades 4-6 <u>as requested</u> by a parent or a teacher with permission from parent • Transfer students in grades 1-6 within 30 days 	<ul style="list-style-type: none"> • Students in Kindergarten (after the first day of January, but prior to the following January) • Students in grades 1-6 <u>as requested</u> by a parent or a teacher with permission from parent • Transfer students in grades 1-

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Dyslexia Professional Development

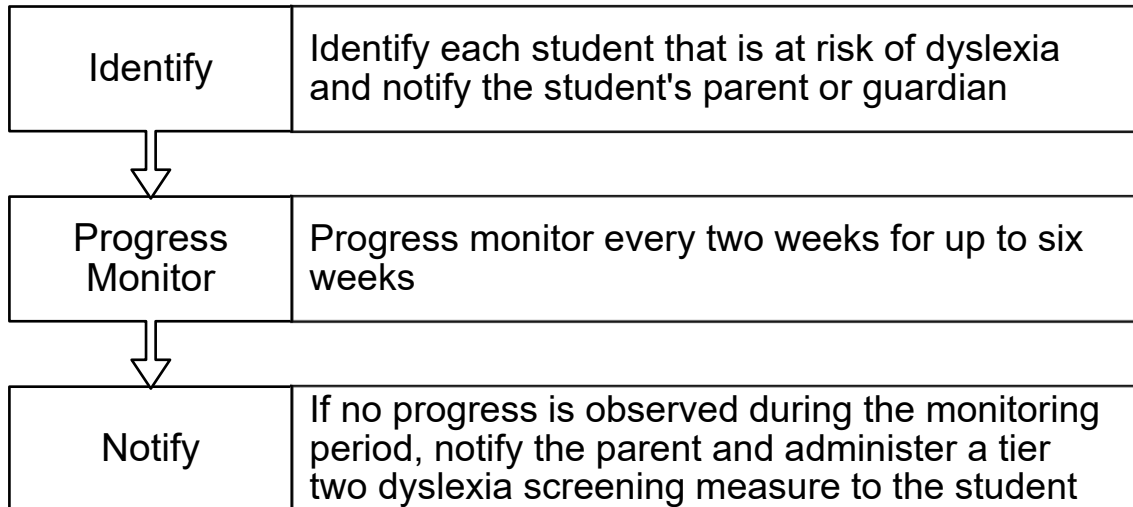
Date	Teachers Required to Complete 18 hours of Training
Not later than the beginning of the 2023-2024 school year	General education and special education teachers providing instruction for students in K -1
Not later than September 15 th of the 2024-2025 school year	General education and special education teachers providing instruction for students in grades 2 -3
Not later September 15 of the 2025-2026 school year	Special education teacher ONLY in grades 4-12



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Actions After Tier 1 Dyslexia Screening



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Actions After Tier 2 Dyslexia Screener Results

- Report to a student's parent or guardian the student's **Tier 2 screener results** within thirty days after the measure's administration
- If a student demonstrates risk for dyslexia, provide the student's parents:
 - Information about reading development,
 - The risk factors for dyslexia,
 - Descriptions for evidenced-based interventions and;
 - A written explanation of the district or school's structured literacy program




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Parent Mentors Can Support the Dyslexia Law Communications

Specialized Small Group Instruction and Tier 2 Screening ← Communication and supports for parents of students with disabilities identified as at-risk on the tier 2 screening assessment or with a dyslexia diagnosis

Additional Small Group Instruction and Progress Monitoring ← Communication and support for parents of students with disabilities identified as at-risk on the tier 1 screening assessment

High- Quality Classroom Instruction and Tier 1 Screening ← Communication and support for all parents of students including those with disabilities

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Home – School Communication

Ohio Statewide Family Engagement Center at The Ohio State University

Dyslexia Communication Tools for Schools

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Dyslexia Communication Tools

1. Review the information on Dyslexia communication from OSU.
2. How could you use this resource with your schools?

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Review of Resources

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Filling Your Parent Literacy Toolbox

The screenshot shows a Padlet board titled "Parents as Partners" with the subtitle "Parent Toolkit of Resources". The board is organized into several columns and rows of content:

- Column 1:** "Introduction to Science of Reading" (with a video thumbnail), "Science of Reading Intro for Parents" (with a video thumbnail), and "Ladder of Reading" (with a graphic).
- Column 2:** "Dyslexia Law" (with a document thumbnail titled "Dyslexia Law (HB 436) Analysis Document") and "Dyslexia Law (HB 436) Analysis Document" (with a document thumbnail).
- Column 3:** "Power of Parent Involvement" (with a video thumbnail titled "Reading SOS for Parents") and "Reading SOS for Parents" (with a video thumbnail).
- Column 4:** "Parent Voice - Stories from Other Parents" (with a video thumbnail titled "Our Dyslexic Children") and "Our Dyslexic Children" (with a video thumbnail).
- Column 5:** "National Center on Improving Literacy Briefs for Parents" (with a document thumbnail titled "National Center on Improving Literacy Family Resources") and "National Center on Improving Literacy Family Resources" (with a document thumbnail).

At the bottom right of the Padlet board is a QR code. Below the board is a URL: https://padlet.com/carolyn_turner1/w80zwr6okwti2ys0

https://padlet.com/carolyn_turner1/w80zwr6okwti2ys0



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Break Out Room

Parents as Partners

1. Assign a timekeeper
2. Spend 10 minutes reviewing a resource or 2 on your own.
3. Share with your group how it supports your work.



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Your Questions Answered

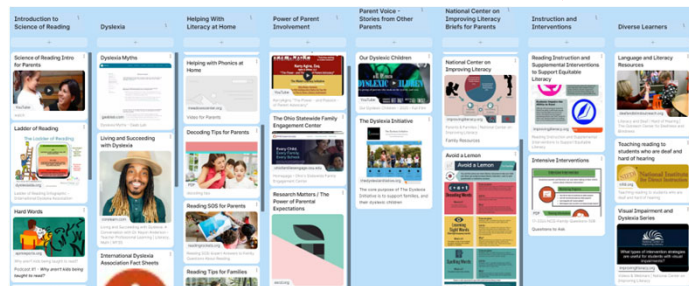


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Instruction and Interventions

What materials are available for parents/guardians to help explain the literacy process? Specifically, materials to help teams work through intervention(s) and targeted literacy strategies without doing a full evaluation for special education services, which often happens when parents/guardians don't understand the educational and reading/ literacy process.

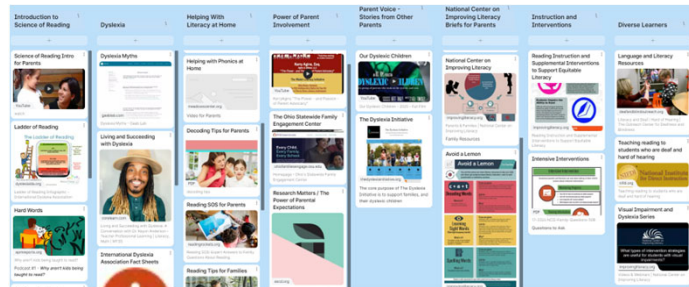


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Diverse Learners

What are good resources to support our learners who are Blind or Visually Impaired, Deafblind, or may have additional disabilities?



Final Reflection



What squares with your thinking?

What new points have you learned?

What is circling in your head?

