Shifts in Literacy Instruction in MCPS

Westover Elementary School
January 3, 2023
Agenda

Structured Literacy
  Background, what is it & why do it

Small Group Instruction

Curriculum & Assessments

Questions
The Shift to Structured Literacy

An approach to how we teach reading
Defining Structured Literacy

- Systematic and Cumulative
- Diagnostic and Responsive
- Explicit
The Simple View of Reading

Reading comprehension is the product of word recognition and language comprehension.
Why Structured Literacy

The structured literacy approach

- is backed by scientifically-based research
- has been shown to work for nearly all students
- explicitly and effectively addresses foundational literacy skills, a core need in learning to decode
All Students benefit from a structured literacy approach to reading.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>5%</td>
<td>Learning to read seems effortless</td>
</tr>
<tr>
<td>35%</td>
<td>Learning to read is relatively easy with broad instruction</td>
</tr>
<tr>
<td>40-50%</td>
<td>Learning to read requires code-based explicit instruction</td>
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<tr>
<td>10-15%</td>
<td>Learning to read requires code-based explicit instruction with many repetitions.</td>
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<tr>
<td>Typical Literacy Practices</td>
<td>Structured Literacy Practices</td>
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<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Phonics taught as needed</td>
<td>Phonics skills taught explicitly and systematically</td>
</tr>
<tr>
<td>Leveled Texts</td>
<td>Decodable Text</td>
</tr>
<tr>
<td>Less independent reading</td>
<td>Increased reading with teachers</td>
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<tr>
<td>Arbitrary Spelling lists</td>
<td>Systematic and explicit instruction, extends what students are learning in decoding and word study</td>
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Why Use Decodable Text?

Practice makes permanent

Meg the hen sat on a bed. Meg got wet. Meg was sad. "I will not let the egg get wet. I will sit in the pen," said Meg.
## Varied Text Diet

### Text Purposes

<table>
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<tr>
<th>Decodable</th>
<th>Leveled Readers/Text Sets</th>
<th>Complex Text</th>
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| ● Practice learned decoding skills  
 ● Practice learned high frequency or ‘heart’ words  
 ● Develop automaticity  
 ● Focus on the bottom strand of the rope | ● High interest  
 ● Knowledge building  
 ● Sentence structure  
 ● Academic vocabulary  
 ● Oral language development  
 ● Language comprehension  
 ● Focus on the top strand of the rope | ● Knowledge building  
 ● Vocabulary building  
 ● Develop critical thinking skills  
 ● Complex language structures, themes etc...  
 ● Focus on the top strand of the rope |
Over time, the weight of the two components shifts

Word Recognition

Kindergarten

first grade

Second grade

Grades 3-5

Language Comprehension
Small Group Instruction
Small Group Instruction

- Unique learning
  - Maintaining grade level progress
  - Reinforcement
  - English language development
  - Enrichment
- Flexible time and structures
- Varies in Size
- Skills based and data driven
What is Not Changing

Students will continue to

- engage in daily read alouds to build language and vocabulary
- use complex texts to build critical thinking skills
- build their knowledge around the topics in the units
- work with their teacher in small groups
- work collaboratively with their peers
- write in response to reading and composition writing on a topic
- engage in enrichment activities
Curriculum and Assessment
Curriculum

1. Really Great Reading (RGR)- explicit phonics instruction in all K-2 classes
2. Benchmark Advance-Language Comprehension instruction grades K-5, Word study grades 3-5
1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- ongoing assessment and progress monitoring (K-2)
2. Measure of Academic Progress (MAP-R)- (3-5)
3. Grades K-5: Benchmark Advance Interim Assessments
Thank you!

Questions?