



LONG ISLAND
LITERACY COALITION

We are a coalition dedicated to promoting evidence-based methods of literacy instruction in the Long Island community backed by the Science of Reading.



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Our Mission

- Increase awareness about SoR and Structured Literacy practices
- Reach All Literacy Stakeholders – especially those new to SoR
- Grow knowledge about which programs and practices are evidence-based and yield high gains – and identify those that do not



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Tonight's Agenda

- Transform Your Literacy Landscape: How to Advocate for Evidence-based Best Practices
- Recap and Review the Big Six Literacy Pillars
- Review NYSED Mandate and Attestation
- Important: This forum will maintain professional confidentiality at all times. No live discussions will be recorded. Follow up materials and resource links will be posted below and sent to registrants.



Transform Your Literacy Landscape

How to Advocate for Evidence-based
Best Practices



IS YOUR SCHOOL ALIGNED TO THIS?

Instructional Best Practices at a Glance

The Big Six Literacy Pillars	NYS Prekindergarten–3rd Grade Literacy Instructional Best Practices	Grades	The Big Six Literacy Pillars	NYS Prekindergarten–3rd Grade Literacy Instructional Best Practices	Grades	
Phonemic Awareness	<ul style="list-style-type: none"> Develop awareness of the segments of sound in speech. Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words. 	<ul style="list-style-type: none"> PreK-1 K-1 	Fluency	<ul style="list-style-type: none"> Model fluent reading on a daily basis. Provide daily opportunities for students to practice reading fluency. Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice. Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies. 	<ul style="list-style-type: none"> PreK-3 PreK-3 PreK 	
Phonics	<ul style="list-style-type: none"> Teach students letter-sound relations. Introduce letters (graphemes) with the sounds (phonemes) they make. Provide opportunities to practice letter identification and sounds. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. Develop an awareness of segments of sounds in speech and how they correspond to letters. Teach students to decode words, analyze word parts and write and recognize words. Teach students to blend letter sounds and sound-spelling patterns. Teach common sound-spelling patterns. Teach students to recognize common word parts. 	<ul style="list-style-type: none"> PreK-3 PreK PreK K 				<ul style="list-style-type: none"> PreK-3 PreK-3 PreK-3 PreK-3
Vocabulary	<ul style="list-style-type: none"> Plan activities to expand and practice vocabulary. Introduce words and their meanings. Engage students in activities to enhance vocabulary and language skills. Teach vocabulary in the context of other reading activities. Facilitate activities that actively engage students in the development of their vocabulary and language skills. Teach students academic language skills, including the use of inferential language, and vocabulary knowledge. 	<ul style="list-style-type: none"> PreK-3 PreK-3 PreK-3 PreK-3 K-1 2-3 				
			Comprehension	<ul style="list-style-type: none"> Teach students to activate background knowledge prior to reading. Engage in high-quality shared book reading and ensure students connect to texts daily. Ask questions and engage students in conversations surrounding text daily. Model and explicitly teach comprehension strategies. 	<ul style="list-style-type: none"> PreK-3 PreK-3 PreK-3 PreK-3 	
			Oral Language	<ul style="list-style-type: none"> Plan activities to expand and practice language skills. Engage students in conversations. Intentionally plan activities to build children's language skills. Create a language-rich environment in which students engage in meaningful conversations. Teach students academic language skills, including the use of inferential and narrative language. Engage students in conversations that support the use of inferential language. Explicitly engage students in developing narrative language skills. 	<ul style="list-style-type: none"> PreK-3 PreK-3 PreK PreK K-3 	

How can you accomplish all this with patches and workshops?

"THE IDEA OF BALANCING THESE ESSENTIALS AGAINST ANYTHING ELSE JUST BECAUSE SOMEONE LIKES (IT) IS IRKSOME. IT'S TIME THAT WE RETIRE 'BALANCED LITERACY,' FOCUSING LESS ON IDEOLOGICAL AND RHETORICAL GAMESMANSHIP AND MORE ON WHAT HAS BEEN FOUND TO ACTUALLY HELP KIDS TO BECOME BETTER READERS."

Dr. Timothy Shanahan



NYS LITERACY BRIEFS - KEY IDEAS:

"Common instructional practices and approaches have not been anchored in the Science of Reading; this is especially the case with word reading instruction in the primary grades, and vocabulary, comprehension and fostering engagement across all grades..."

"The Science of Reading Emphasizes the Importance of Structured Literacy Instruction That Develops the "Big Six" Skills and Competencies...the framework to maximize opportunities for student learning and literacy outcomes."

PRINCIPLES OF STRUCTURED LITERACY INSTRUCTION

1 Systemic and Cumulative

The reading process is broken down into skills that are introduced systematically and in a logical sequence.

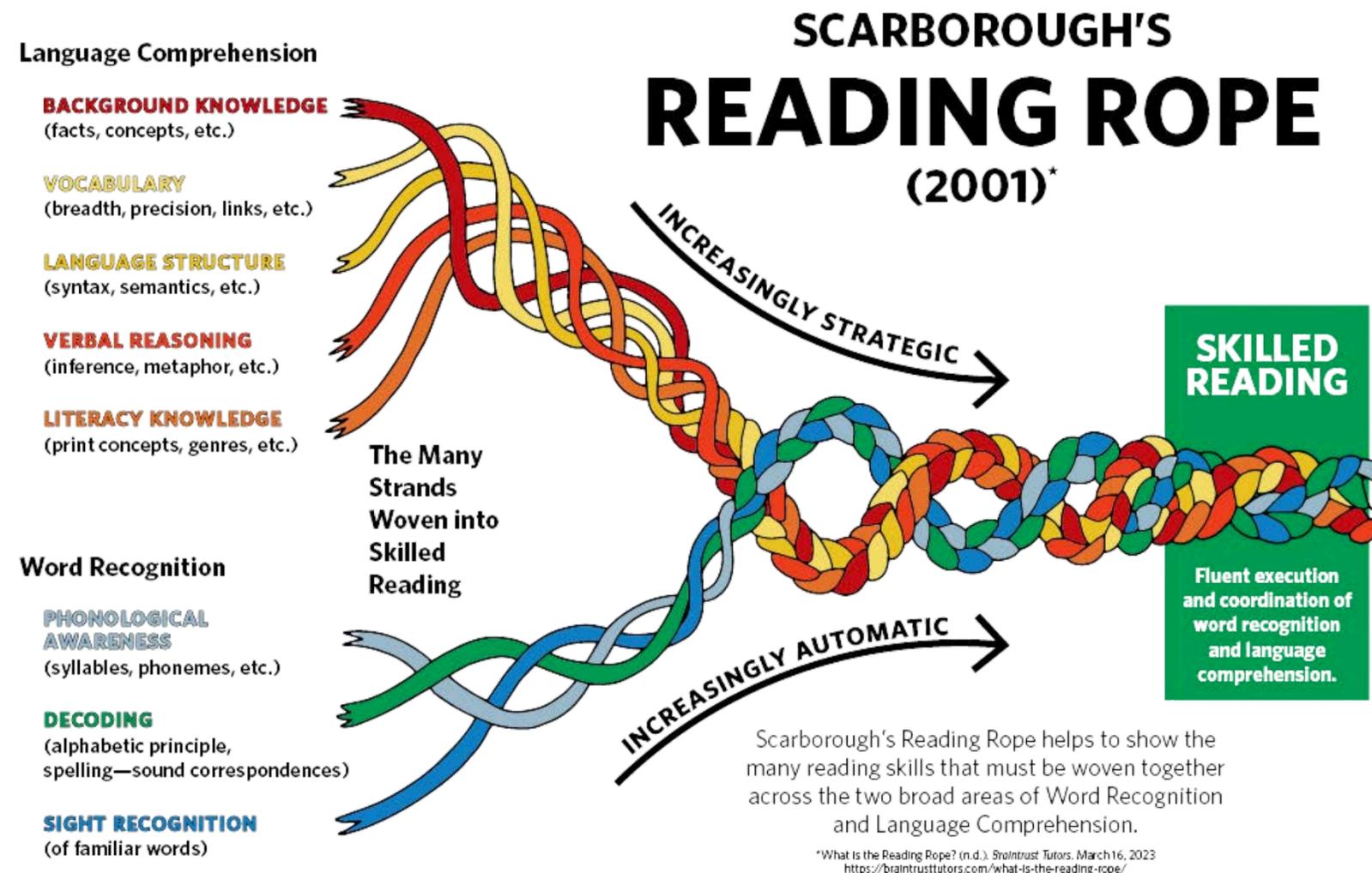
2 Explicit and Direct

Instruction is clear; students are not expected to make assumptions. Teachers provide clear examples.

3 Responsive and Authentic

Learning pathways are personalized, differentiated, culturally and linguistically relevant, and context-based.

CHOOSE EXPLICIT AND SYSTEMATIC LITERACY INSTRUCTION



Dr. Reid Lyon's 10 Maxims on How Children Learn to Read



1. Reading and writing must be taught
2. Strong roots tend to produce stronger readers
3. All good readers are good decoders
4. Reading fluency requires comprehension AND it supports comprehension
5. Comprehension includes a solid foundation of vocabulary and background knowledge
6. Use student data to differentiate instruction
7. Direct, systematic instruction helps students develop skills to become strong readers
8. These maxims apply to English Learners/Emergent Bilinguals
9. Support students who speak different languages or dialects
10. Students need to integrate many skills that are built over time

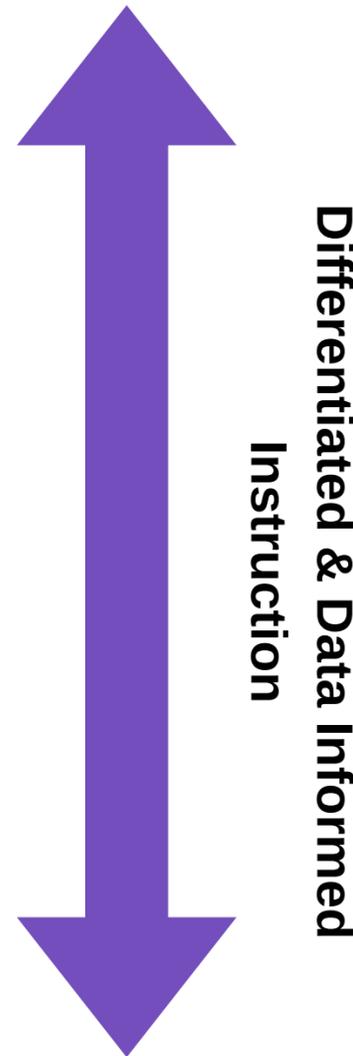
Balanced Literacy assumes that most students will learn to read regardless of the form of instruction...

About 5-10% of students will learn to read seemingly effortlessly

For approximately 35-40% of students, learning to read is relatively easy with broad instruction. **Some explicit instruction is likely needed for spelling and writing.**

About 40-45% of students need explicit instruction in order to proficiently read, spell, and write. **A comprehensive and systematic instructional approach is essential.**

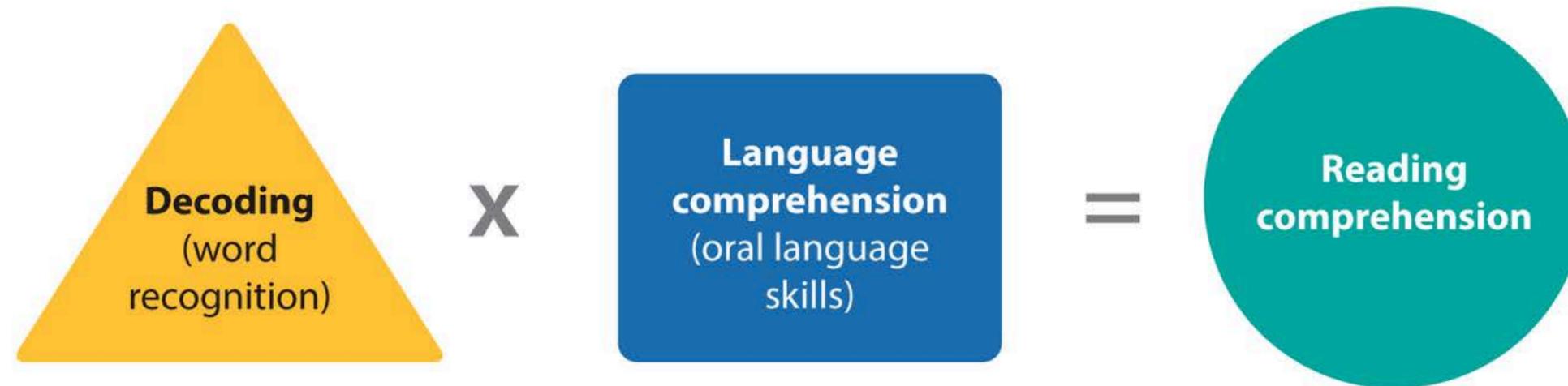
About 10-15% of students will learn to read with explicit, intensive instruction



Structured Literacy based programs provided by trained teachers yield highest gains for the majority of all students (research shows 90-95 %)

Nancy Young, 2023

THE SIMPLE VIEW OF READING



Source
Reading Rockets

The SVR model is a research-based framework that helps us understand what it takes to be a good reader. Essentially it is the product of two key components:

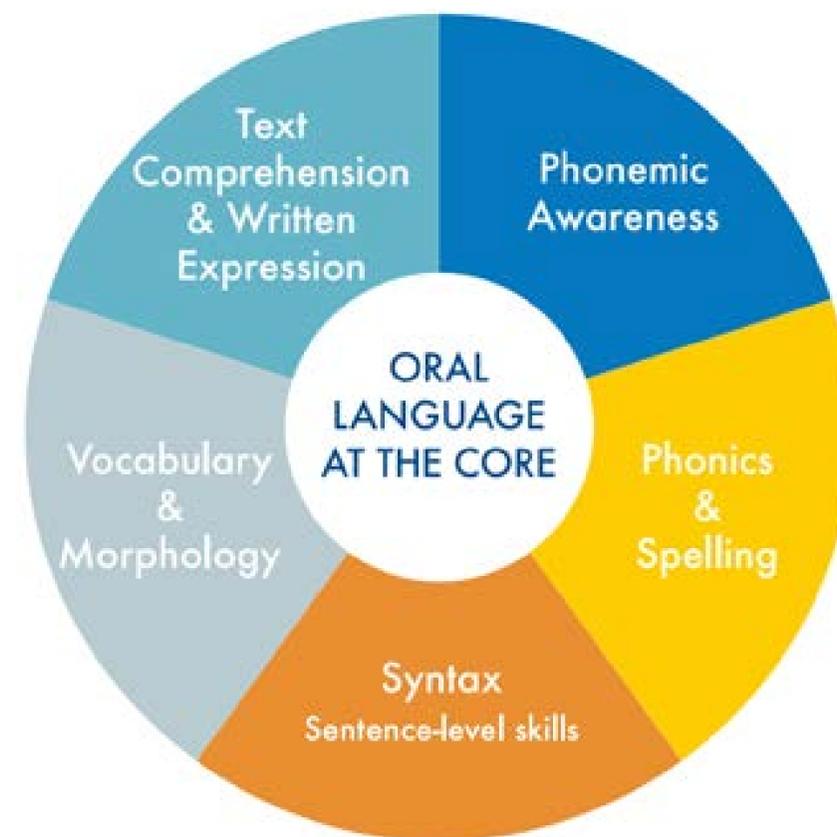
- *Decoding, the ability to accurately read words*
- *Language comprehension, the ability to understand spoken language*

Components of Oral Language

Language Systems	Oral Language		Written Language	
	Listening (Receptive)	Speaking (Expressive)	Reading (Receptive)	Writing (Expressive)
Phonology The system that governs the sequence and distribution of speech sounds in words.	ability to identify and distinguish phonemes while listening (i.e., phonological & phonemic awareness)	appropriate production and articulation of phonemes while speaking	understanding of letter-sound associations while reading (i.e., decoding)	accurate spelling of words while writing (i.e., encoding)
Morphology The system that governs the smallest meaningful parts of words.	understanding morphemes when listening	using morphemes correctly when speaking	understanding of written word parts (affixes and roots) and their impact on word meaning	appropriate use of word parts (affixes and roots) to convey meaning when writing
Syntax The system that governs how words are organized in phrases and sentences.	understanding sentence structure when listening	using correct sentence structure when speaking	understanding sentence structure while reading	using correct sentence structure when writing
Semantics The system that governs the meaning and context of words.	listening vocabulary	speaking vocabulary	reading vocabulary	writing vocabulary
Social Communication The system that governs how language is used in social context (includes discourse).	understanding of the social aspects of spoken language, including conversational exchanges	social use of spoken language, including appropriate, relevant communication	understanding point-of-view, needs of the audience, etc	conveying point-of-view, intended message, etc



ORAL LANGUAGE IS THE FOUNDATION FOR LITERACY



Source
Colorado Dyslexia Handbook

NYSED Best Practices P-3 List:

- Plan activities to expand and practice language skills
- Engage students in conversation
- Intentionally plan activities to build language skills
- Create language-rich environment
- Teach students academic language skills
- Support use of inferential language
- Explicitly engage in developing narrative language

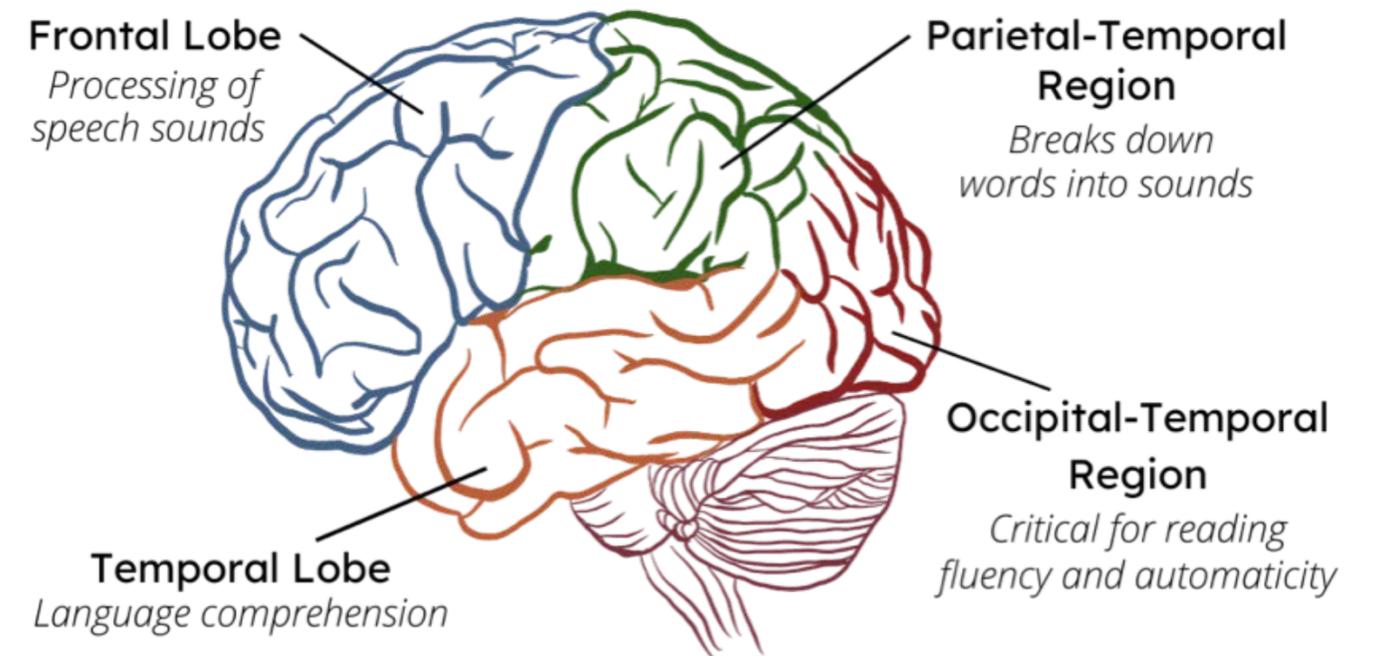
ALPHABETIC PRINCIPLE

Mastering the alphabetic principle means that a strong knowledge of the phoneme (sounds) and grapheme (symbols) in our language exists.

This allows for the accurate decoding of unfamiliar words. Effortless and accurate decoding affords them the opportunity to orthographically map more and more words as they are continually exposed to them.

<u>Phoneme</u> the smallest unit of sound in spoken language	<u>Grapheme</u> smallest functional unit of written language
<u>Consonant Phoneme</u> articulated with a closure or narrowing of vocal tract	<u>Vowel Phoneme</u> sound with no obstruction by teeth, tongue, lips, or palate

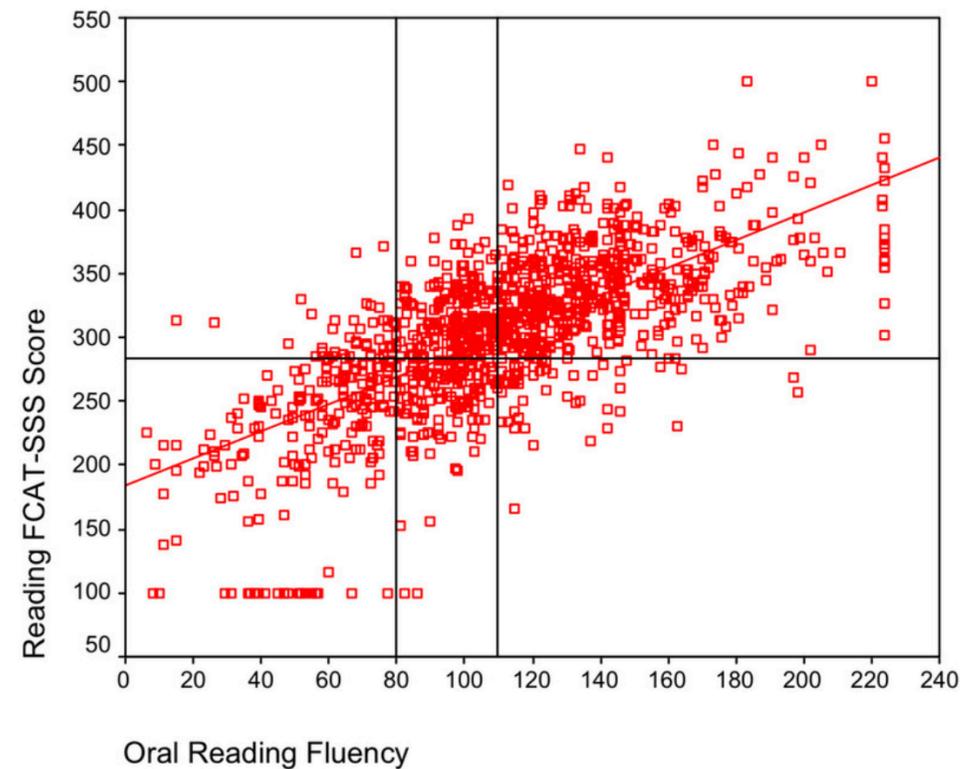
Consonant Phonemes			
Phoneme	Articulation	Common Spelling (Grapheme)	Alternative Spellings (Graphemes)
/b/	voiced stop lips together	b ball 97%	bb (ribbon), pb (raspberry)
/d/	voiced stop tongue behind teeth	d dog 98%	dd (add), ed (filled), de (blonde)



Source
Scholastic

THE ROLE OF FLUENCY

Fluency is highly correlated with reading comprehension



Source

The Relationship Between Performance on a Measure of ORF and Performance on the FCAT

Accuracy

- the ability to decode single words without making an error

Automaticity

- the ability to accurately and effortlessly identify words

Rate

- the speed maintained while reading accurately and automatically

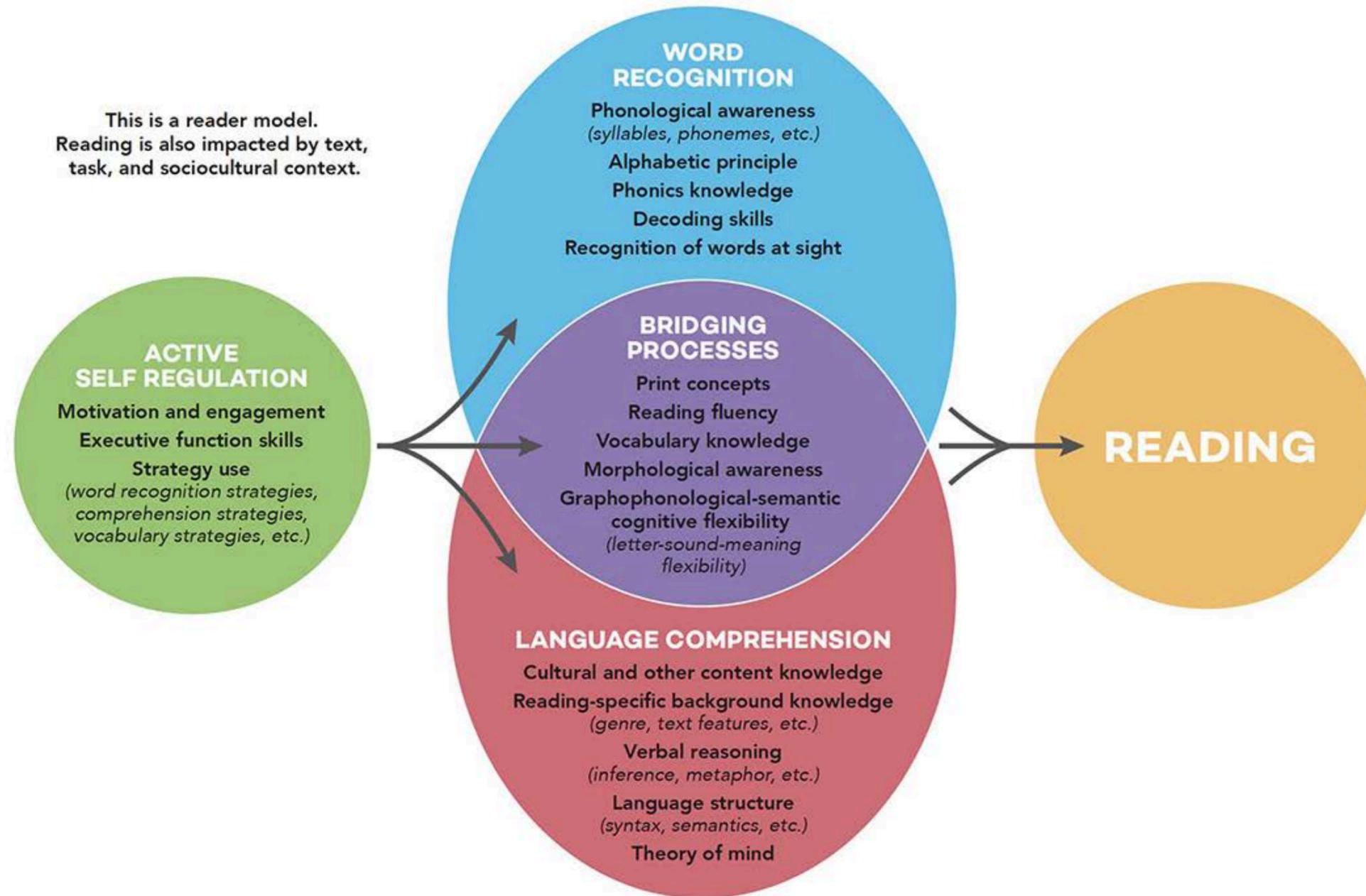
Prosody

- reading in context at a smooth, even pace with expression

Source

University of Nebraska-Lincoln

ACTIVE VIEW OF READING



Duke & Cartwright argue that the reading process is interactive and dynamic.

The different components are not isolated but highly interactive with one another, with the reader presented not as a passive recipient but an active participant in the construction of meaning.

The role of the reader is to actively engage with the text in order to create a mental model from the surface text to the idea units presented by the author.

Source

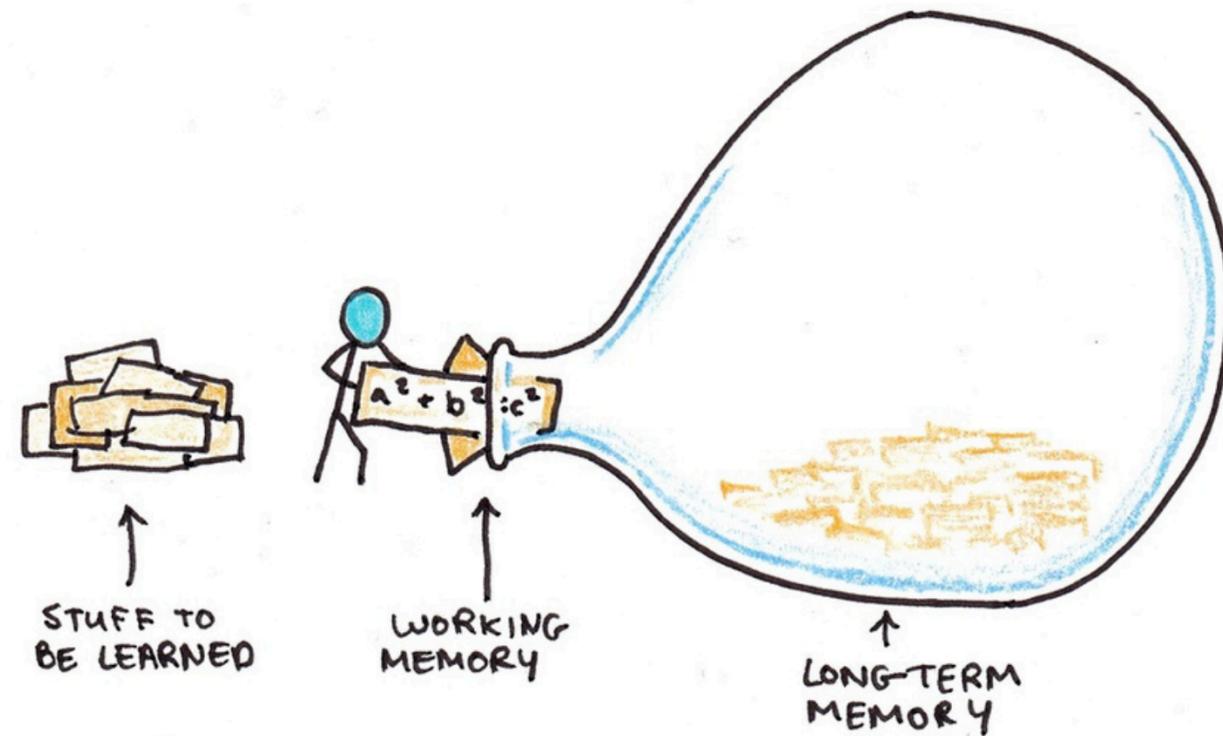
Reprinted under the creative commons license from Duke, N. K. & Cartwright, K. B. (2021).

<https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.411>.

COGNITIVE LOAD THEORY

Developed by Sweller (2011), it explains how learning is constrained by the limited capacity of working memory which can only process a small amount of information at a time.

Research tells us that working memory is limited when working with new information, but unlimited with information that has been previously learned and stored in long-term memory.



Source
Scott Young

VOCABULARY

Vocabulary knowledge that is broad and deep allows students to lift the words off the page, and helps towards reading comprehension. Beck et al. (2013) says that the eventual goal of vocabulary instruction is to affect language comprehension and breaks words into 3 different tiers...

Tier 1

Words that are used in everyday language and can be easily understood. They are the simple way of saying or describing things.

Tier 2

Should be the focus of explicit vocabulary instruction. Includes words that hold various meanings and offers a more precise definition.

Tier 3

Domain specific words that are mainly used to discuss topics within a particular subject. Mostly used in academic settings or specialized fields.

Morphology is the study of how words are formed, and takes a look at the internal structure of a word. The English language is a morphophonemic one, and prioritizes the consistent spelling of morphemes over the pronunciation of them. It is the most efficient way to access orthographically complex words, and leads to a highly proficient level of word reading.



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Problems with Misguided Implementation

SOR is not just checking a box



ROADMAP TO SUCCESS VERSUS FAILURE

Decoding

The ability to sound out an unknown word by using letter-sound knowledge.
We must blend the sounds to read the unknown word.

Focus on letter-sound relationships

Guessing is not a decoding strategy

Keeping eyes on the words is a must

Pictures are lovely and engaging BUT they don't help the learning to read process.

Words are just squiggles on a page if you can't decode

A CHAT ABOUT THE WORDS, STORY AND PICTURES WILL AID MEANING AND BUILD VOCABULARY

The Literacy Hill
Tiny Steps Make Big Strides



Decoding Strategies

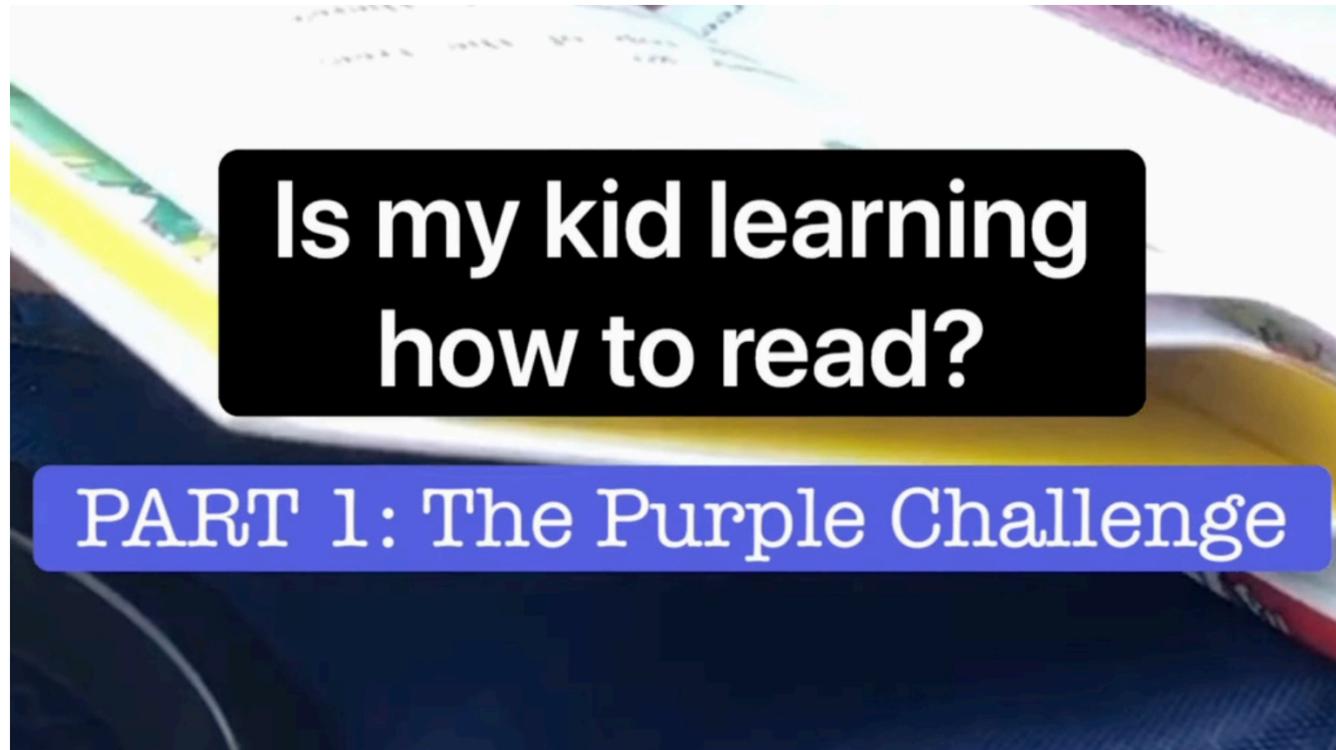
If I'm stuck on a word, I can:

- Eagle Eye**
Look at the picture.
- Lips the Fish**
Get my lips ready.
- Stretchy Snake**
Stretch out the word.
- Chunky Monkey**
Chunk the word.
- Skippy the Frog**
Skip the word.
- Tryin' Lion**
Try it again. Reread.
- Flippy the Dolphin**
Flip the vowel.
- Meaning Bird**
Ask if it makes sense?
- Helpful Kangaroo**
Ask for help.

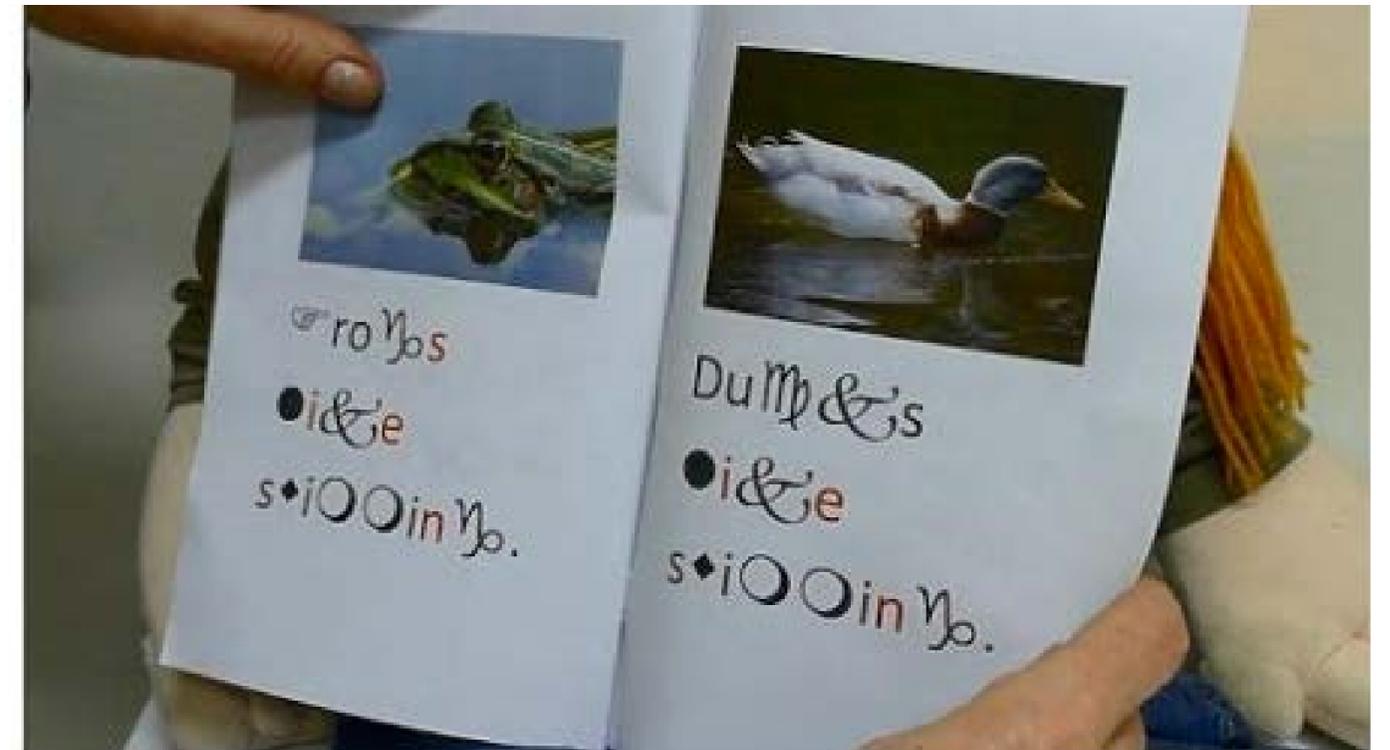


Teaching Reading versus Guessing

THE PROBLEM WITH USING PREDICTABLE LEVELED READERS



THE PURPLE CHALLENGE



HOW TEXTS OUTSIDE OF SCOPE AND SEQUENCE LOOK

THE PROBLEM WITH USING F&P TO ASSESS STUDENTS' READING SKILLS

Norm-referenced assessments vs. F&P

 Correctly identified by BAS  Missed by BAS



Struggling readers



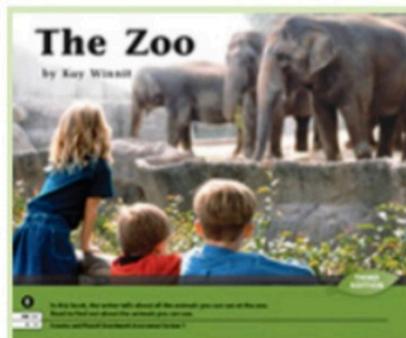
Proficient readers

Of 290 students who scored not proficient on MAP, only 90 of them did so using F&P.

INCONSISTENT LEVELING OF F&P MATERIALS

Books More Similar Across Than Within Levels

Level	Fiction Book	Lexile	Nonfiction Book	Lexile
A	Best Friends	BR 100	At The Park	BR 80
B	My Little Dog	20L	Playing	20L
C	Socks	190L	Shopping	120L
D	A Nice Little House	100 L	Our Teacher, Mr. Brown	170 L
E	The Loose Tooth	250L	At The Zoo	330L
F	Anna's New Glasses	300L	From Nest to Bird	210L
G	Bedtime for Nick	280 L	Bubbles	330 L
H	The Sleepover Party	480 L	Trucks	350 L
I	The Best Cat	470L	All About Koalas	440L
J	Our New Neighbors	500 L	More Than a Pet	480 L
K	Edwin's Haircut	480 L	Animal Senses	450 L

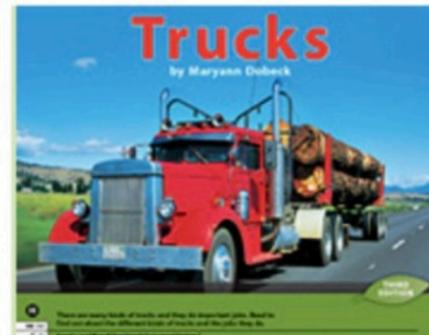


E
Nonfiction
330L

Decoding Indicator: **Low**
Syntactic Indicator: **Medium**
Semantic Indicator: **Very Low**
Structure Indicator: **Medium**

H
Nonfiction
350L

Decoding Indicator: **Low**
Syntactic Indicator: **Medium**
Semantic Indicator: **Low**
Structure Indicator: **Medium**



2019 Learning A-Z Correlation Chart								
Learning A-Z	Grade	Ages	Lexile*	Accelerated Reader (ATOS)	DRA	Fountas & Pinnell	Reading Recovery	PM Readers
aa	K	4-6	BR70L-10L	0-.9	A-1	A	1	Starters 1
A	K	4-6		0-.9	A-1	A	1	Starters 1
B	K	4-6	BR40L-160L	0-.9	2	B	2	Starters 2
C	K	4-6		0-.9	3-4	C	3-4	3-4 red
D	1	4-7	160L-310L	1-2.4	6	D	5-6	5-6 red/yellow
E	1	6-7		1-2.4	8	E	7-8	7-8 yellow
F	1	6-7	300L-450L	1-2.4	10	F	9-10	9-10 blue
G	1	6-7		1-2.4	12	G	11-12	11-12 blue/green
H	1	6-7		1-2.4	14	H	13-14	13-14 green
I	1	6-7	430L-530L	1-2.4	16	I	15-16	15-16 orange
J	1	6-8		1-2.4	18	J	17	17 turquoise
K	2	7-8	510L-620L	2.5-3.5	18	J	17	18 turquoise
L	2	7-8		2.5-3.5	20	K	18	19-20 purple
M	2	7-8	530L-810L	2.5-3.5	24	L	19	21 gold
N	2	7-8		2.5-3.5	28	M	20	22 gold
O	2	7-8	600L-850L	2.5-3.5	28	M	20	22 gold
P	2	7-8		2.5-3.5	28	M	28	22 gold
Q	3	7-9	660L-930L	3.6-4.2	30	N	30	23 silver
R	3	8-9		3.6-4.2	30	N	30	23 silver
S	3	8-9	790L-940L	3.6-4.2	34	O	34	24 silver
T	3	8-9		3.6-4.2	38	P	38	25 emerald
U	4	8-11		4.3-4.9	40	Q	40	26 emerald
V	4	9-11	820L-1030L	4.3-4.9	40	R	40	26 emerald
W	4	9-11		4.3-4.9	40	S	40	27 ruby
X	5	9-11		5.0-5.5	40	S	40	28 sapphire
Y	5	9-11	890L-1080L	5.0-5.5	40	T	40	29 sapphire
Z	5	9-11		5.0-5.5	50	U-V	N/A	30 sapphire
Z ^o	5+	9-11+	920L-1120L	5.6-6.3	60	W-X	N/A	N/A
Z ^p	5+	9-11+		6.4-6.9	70+	Y-Z	N/A	N/A

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) leveling criteria to measure text complexity. Use this chart to identify correlated levels for Raz-Plus, Reading A-Z, and Raz-Kids resources. *Lexile® bands are certified through a partnership with MetaMetrics®.



Source

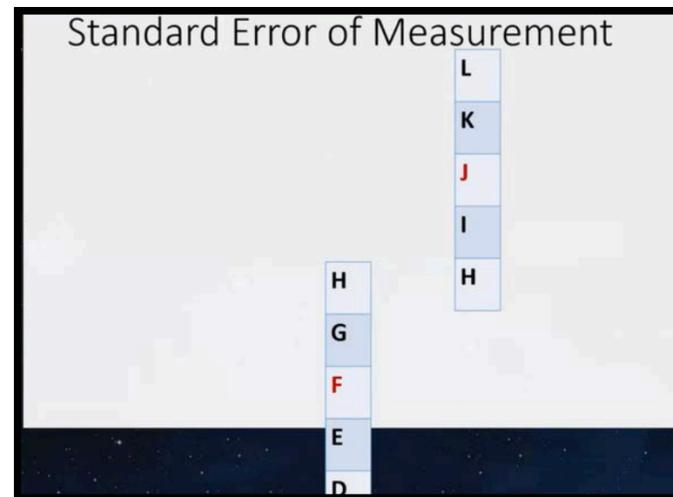
F&P BAS: Doesn't Look Right, Sound Right, or Make Sense

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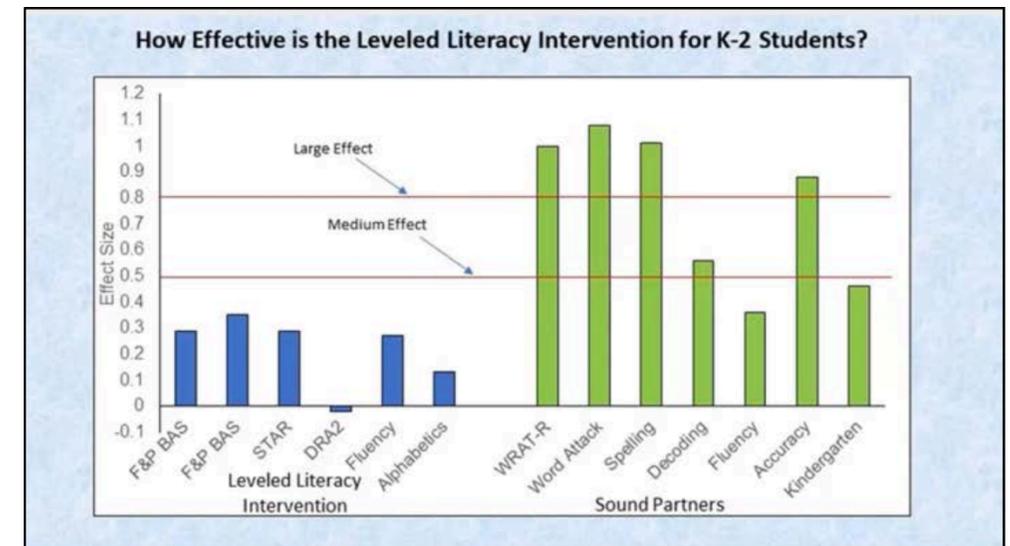
Reading A-Z



THE PROBLEM WITH USING GUIDED READING LEVELS TO GROUP STUDENTS



Student	MAP RIT	MAP %ile	F&P	ORF	Accuracy
1	149	1	G	30	77%
2	158	3	G	37	88%
3	159	4	G	30	94%
4	170	27	G	32	87%
5	166	17	G	58	89%
6	188	73	G	80	98%
7	157	1	G	26	93%
8	149	1	G	27	84%
9	160	6	G	36	86%
10	154	1	G	30	77%
11	160	6	G	31	82%
12	166	17	G	44	90%
13	163	11	G	47	90%
14	161	8	G	61	95%
15	167	19	G	70	100%
16	155	1	G	17	77%



- ▶ Inaccurate assessments of level.
- ▶ They underestimate good readers and overestimate low readers.
- ▶ Doesn't accurately show growth given standard error of measurement

- ▶ Levels do not equal skills. Considerable skill differences exist among students in same level.
- ▶ Shockingly low identification (31%) of below level readers.

- ▶ Handful of studies on using F&P's LLI show small gains at best with small effect sizes.

Source

F&P BAS and LLI Research:

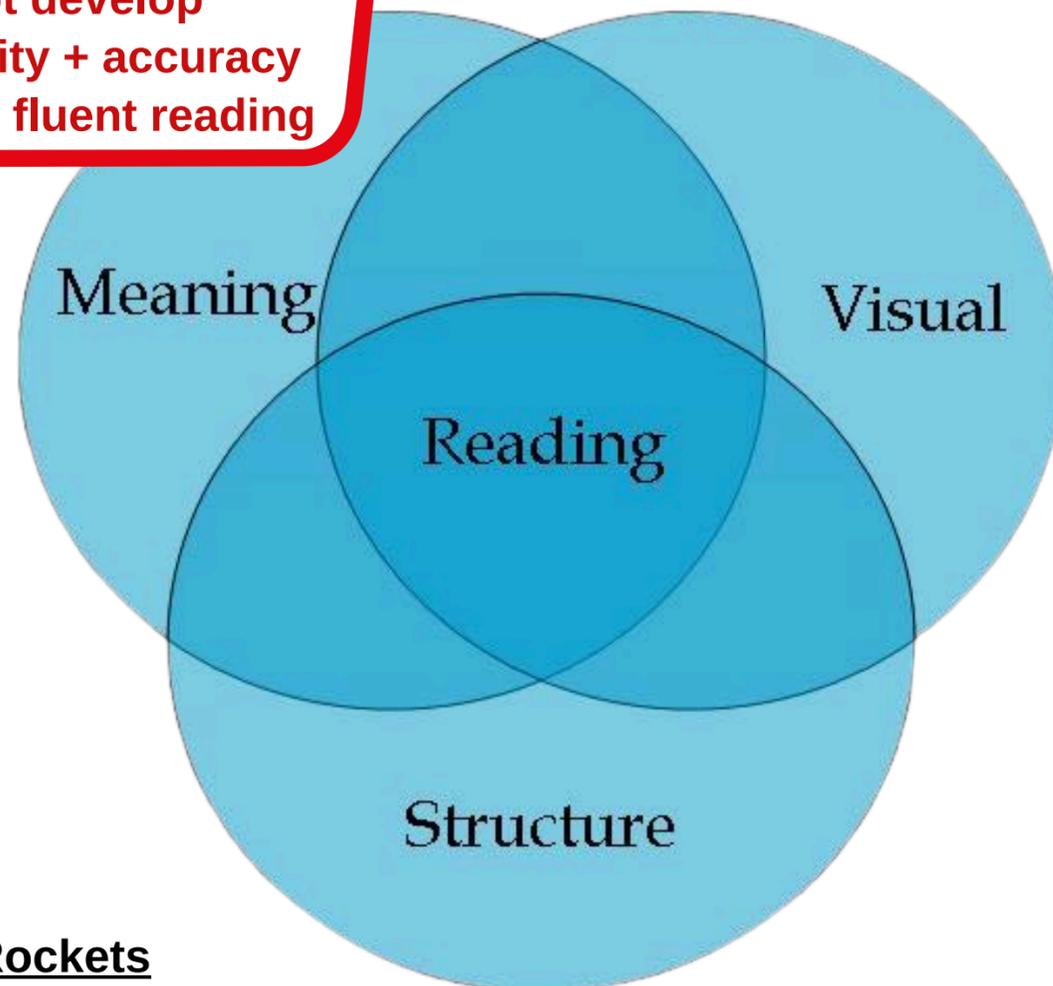
Rights without Levels

THE PROBLEM WITH IGNORING FLUENCY

Rasinski et al. (2015) points out that fluency has been neglected for years because of its association with fast reading, and the belief that it is mostly a primary grade level concern.



MSV (guessing) strategies do not develop automaticity + accuracy needed for fluent reading



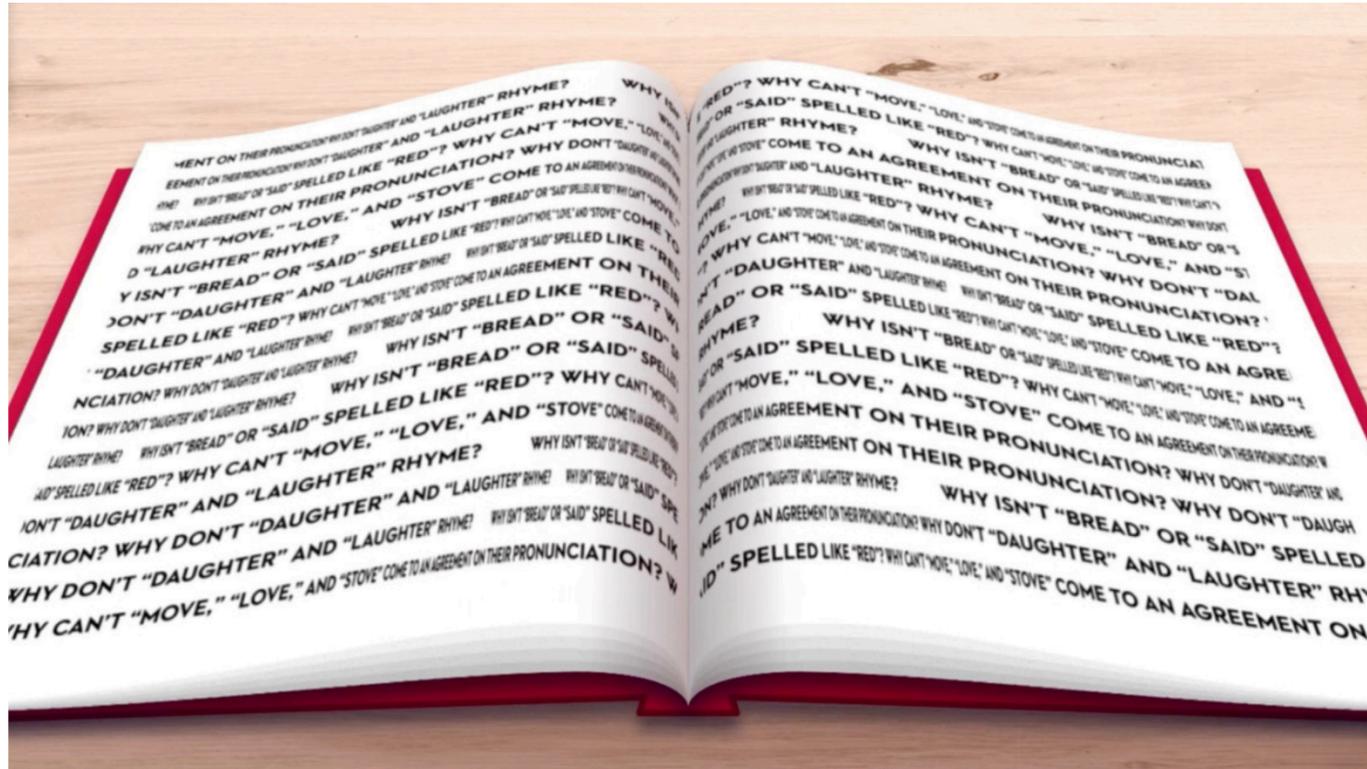
- ▶ Meaning of text over accuracy is prioritized
- ▶ Restrictive levels limit struggling readers to simple text
- ▶ Student choice limits engagement with complex text
- ▶ Use of context stunts automatic word recognition skills
- ▶ Fluency practice opportunities + modeling are left out
- ▶ Decoding strategies of multisyllabic words not prioritized

Source
Reading Rockets

Source
Reading Fluency: Neglected, Misunderstood but Still Critical for Proficient Reading

THE PROBLEM WITH IMPLICIT VOCABULARY LEARNING

“There are constantly missed opportunities to build new vocabulary and knowledge about the world or learn about how written English works”



- ▶ Simply looking up words in dictionary
- ▶ Presents words in isolation, no context
- ▶ Little to no exposure to new words
- ▶ Overemphasizes rote memorization of meanings
- ▶ Ignores word parts
- ▶ Not explicitly teaching vocabulary strategies
- ▶ Assumes figures of speech and idioms are known

Sources

[The Rise and Fall of Vibes-Based Literacy](#)

[Comparing Reading Research to Program Design](#)

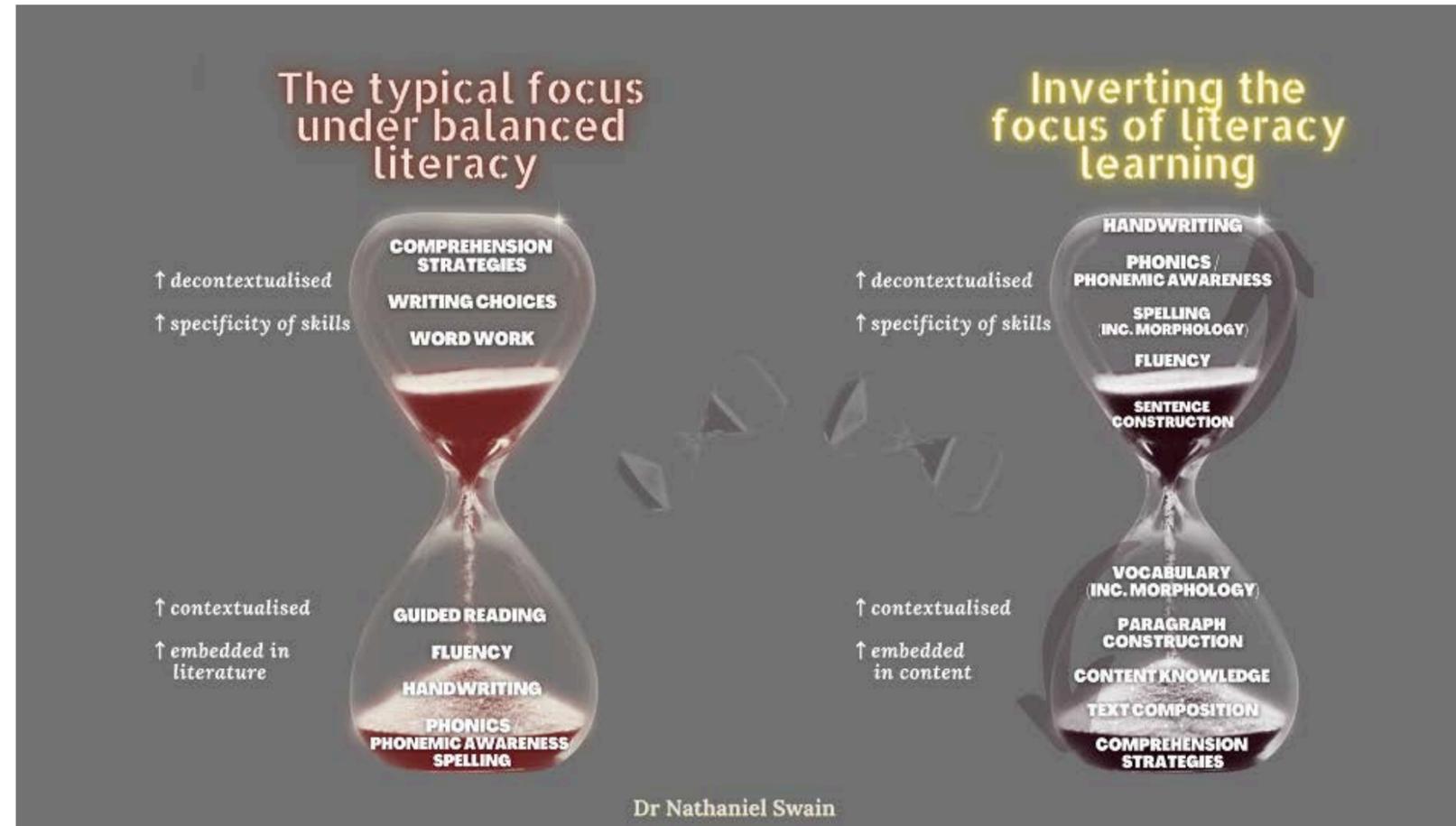
EXPLICIT ORAL LANGUAGE INSTRUCTION

- Fosters oral language development daily
- Engage vocabulary + grammar building during read alouds
- Classroom culture encourages communication
- Communication is used to build language skills
- Scaffolds support for multilingual or bidialectal learners

MISGUIDED ORAL LANGUAGE INSTRUCTION

- ▶ Lacks explicit oral language instruction
- ▶ Read alouds treat language ambiguously
- ▶ Classroom culture stifles communication
- ▶ Improving language skills is not a goal
- ▶ Assumes students are fluent in General American English

DECONTEXTUALIZING COMPREHENSION



Source
Dr. Nathaniel Swain



- Often equated with student outcomes
- Relies on implicit instruction
- Frequently engages in “silent reading”
- Mini-lessons designed around strategies
- Topics taught in isolated units



- Focuses on both the processes + products
- Relies on explicit instruction and modeling
- Read alouds to model comp. monitoring
- Promotes active engagement with text
- Pairs non-fiction resources with anchor text

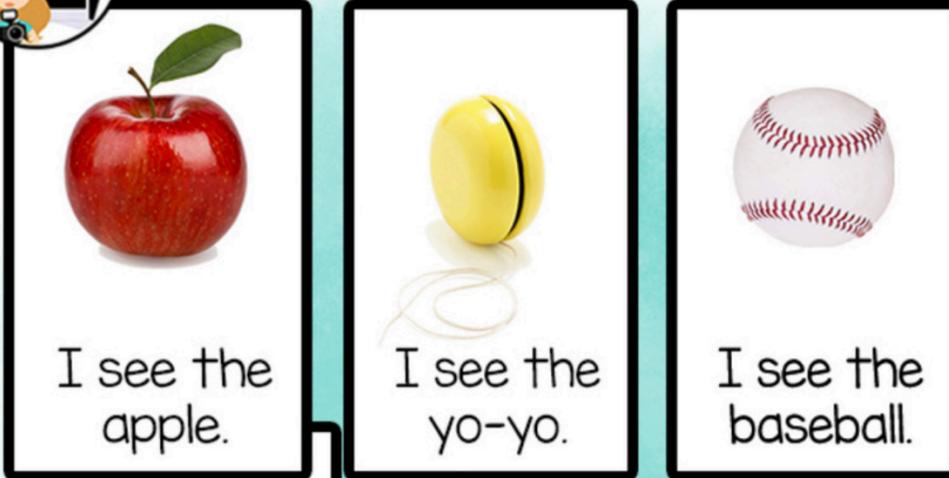
Solutions using SOR best practices



CHOOSE DECODABLE BOOKS OVER PREDICTABLE EARLY READERS!



PREDICTABLE BOOK



The predictable book consists of three pages. Each page features a simple illustration of an object and a sentence that repeats the same structure: "I see the [object]." The objects are a red apple, a yellow yo-yo, and a white baseball.

I see the apple.

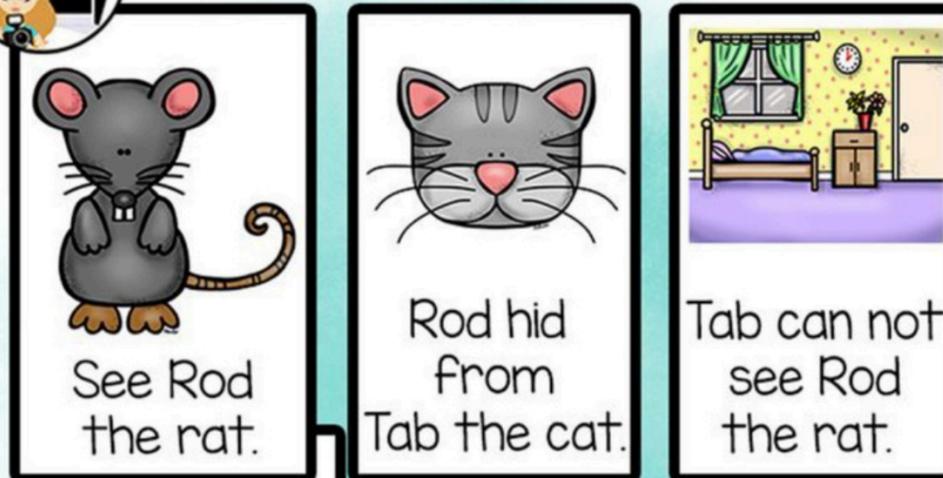
I see the yo-yo.

I see the baseball.

- There is a sentence pattern
- Includes unknown phonics concepts
- Uses untaught advanced words
- Words can be guessed using picture
- Paired with assessed reading level



DECODABLE BOOK



The decodable book consists of three pages. Each page features a simple illustration of a scene and a sentence that uses known letter/sound relationships. The scenes are a grey rat, a grey cat, and a bedroom scene.

See Rod the rat.

Rod hid from Tab the cat.

Tab can not see Rod the rat.

- There is no pattern
- Includes known letter/sound relationships
- Uses taught high frequency words
- Words cannot be guessed from picture
- Paired with the scope & sequence

LEXILE LEVELS CORRELATE TO GRADE LEVEL BANDS USED IN NYSED ELA PASSAGES AND COLLEGE READINESS

New York State 2024 Quantitative Text Complexity Chart for Assessment and Curriculum

To determine if a text’s quantitative complexity is at the appropriate grade level, New York State uses the table below. In cases where a text is excerpted from a large work, only the complexity of the excerpt that students see on the test is measured, not the large work, so it is possible that the complexity of a book might be above or below grade level, but the text used on the assessment is at grade level. Because the measurement of text complexity is inexact, quantitative measures of complexity are defined by grade band rather than by individual grade level and then paired with the qualitative review by an educator.

Grade Band	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2 nd –3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th –5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th –8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th –10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th –12 th	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Text Ranges for College and Career Readiness

Grade	Beginning of Year	End of Year
K*	BR40L**	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L
7	970L	1120L
8	1010L	1185L
9	1050L	1260L
10	1080L	1335L
11 & 12	1185L	1385L

Source
Lexile & Quantile Hub

UNIVERSAL SCREENERS

- 1-3 minute assessment per student
- Miscues count against accuracy and automaticity
- Norm-referenced assessment
- Evidence-based using large national sample
- Uses authentic text passages
- Uses objective measures of text complexity
- Results based on alignment with state standards

FOUNTAS & PINNELL ASSESSMENTS

- ▶ 20-30 minute assessment per student
- ▶ Miscues analyzed using disproven 3 cueing strategy
- ▶ Criterion-referenced assessment
- ▶ Field-tested but lacks empirical evidence
- ▶ Uses nontransparent purpose-driven materials
- ▶ Undisclosed + inconsistent text complexity formula
- ▶ Subjective interpretation of results

THE IMPORTANCE OF FLUENCY

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

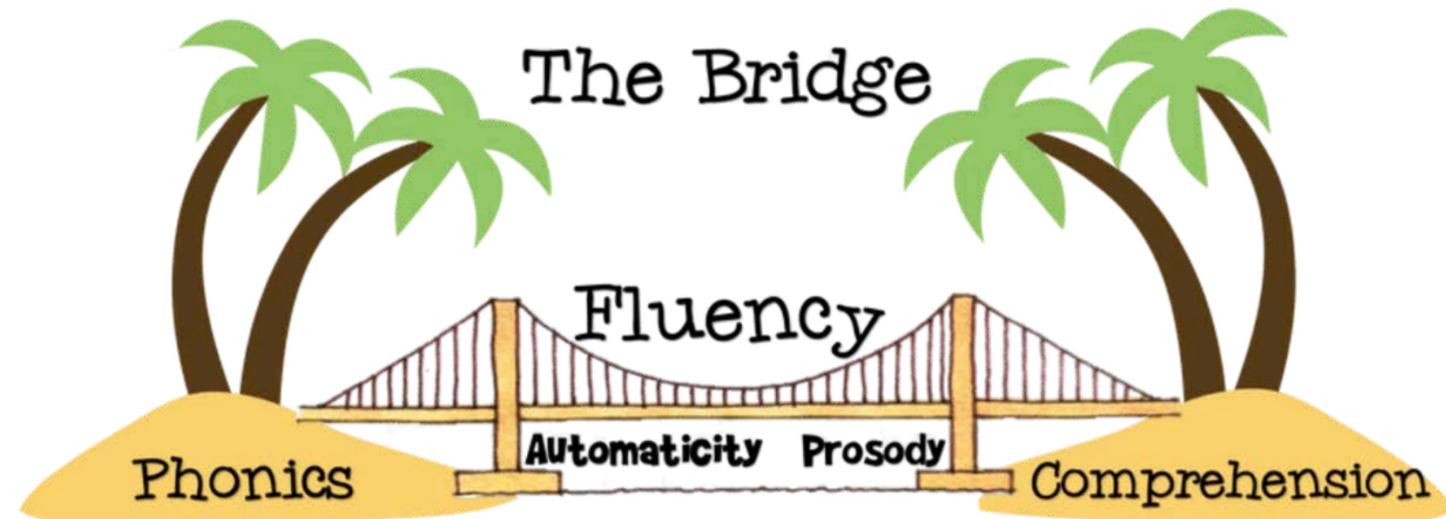
Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute

Source

US Dept of Education



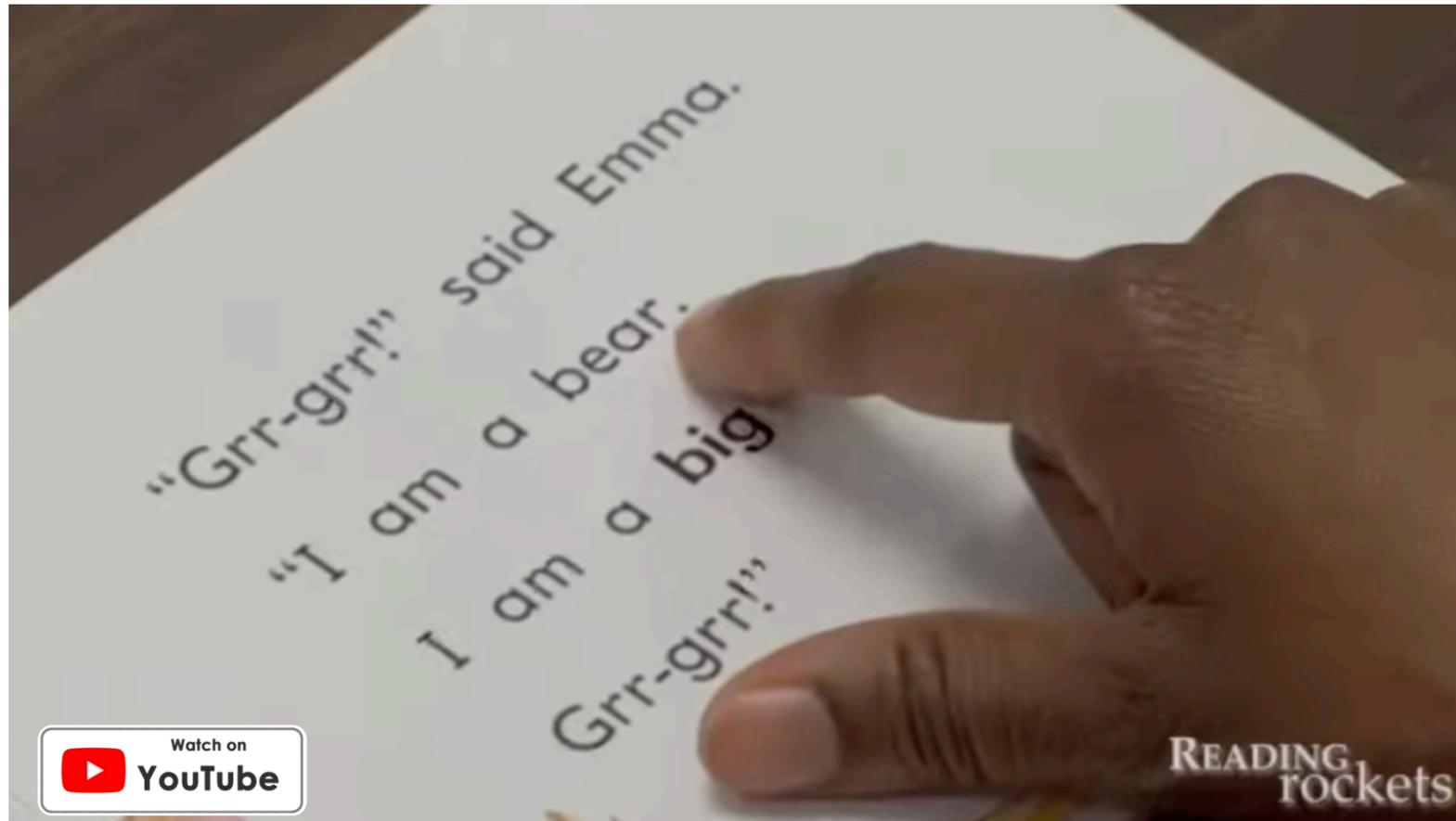
Reading fluency is a set of skills that refer to a student's speed, accuracy, and ease of oral reading.

A fluent reader...

- recognizes most words by sight
- can read aloud effortlessly and with prosody
- decodes unfamiliar words efficiently
- attends to punctuation
- reads with proper expression

TEACHER-LED FLUENCY ACTIVITIES

Fluency is highly correlated with reading comprehension



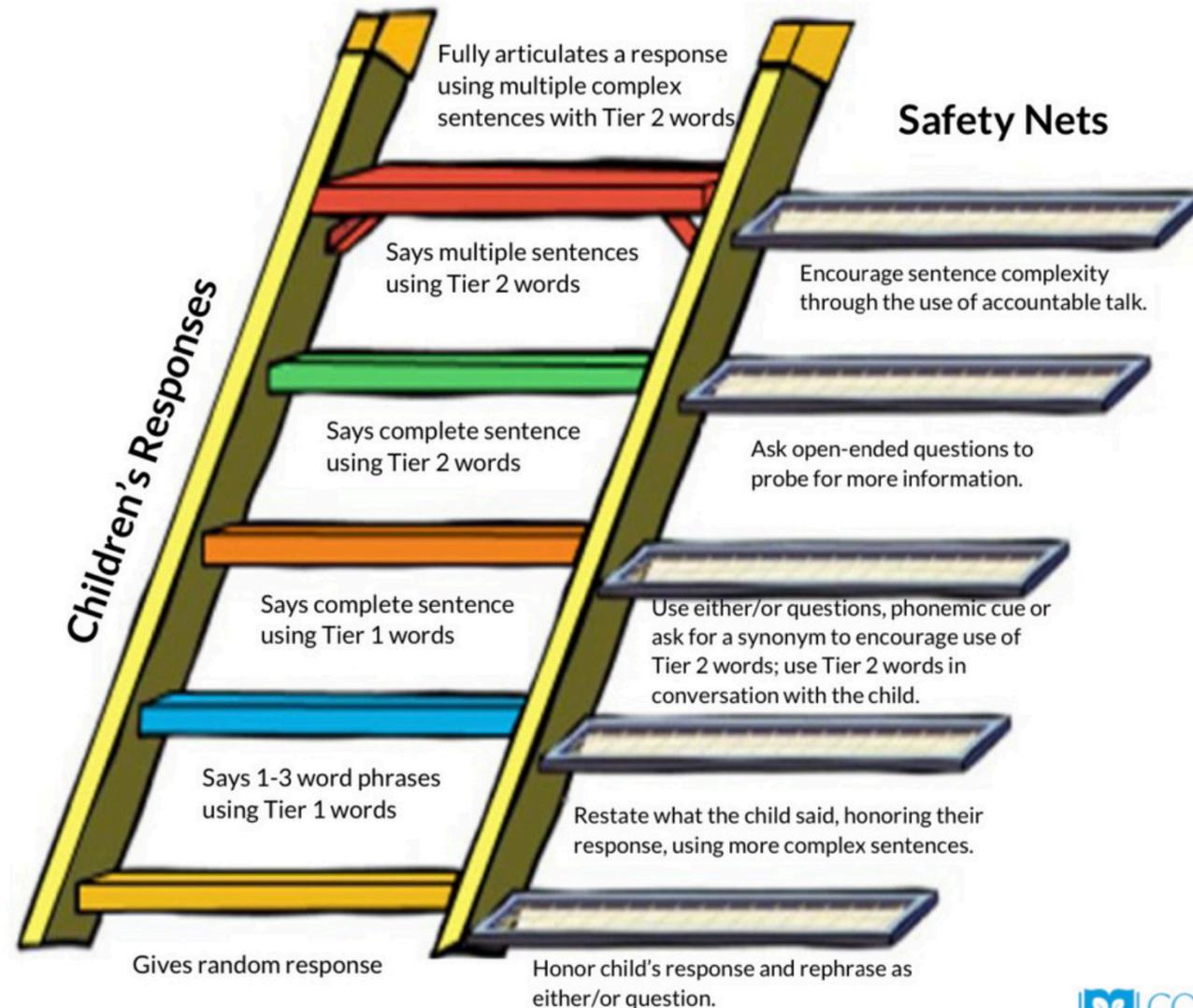
- Provide students with multiple opportunities to read and reread a wide variety of stories and informational texts.
- Engage in choral reading, student-adult reading, partner reading, or echo reading.
- Allow opportunities for students to hear a variety of text be read aloud fluently and with expression.
- Introduce and practice new vocabulary words with students before they read them on their own.

Source
[Reading Rockets](#)

ORAL LANGUAGE ACTIVITIES

K-3 TALK Ladder with Safety Nets

Use these "Safety Nets" to support children as they move up the TALK Ladder.



*Most effective when utilized with visual vocabulary support for current content

Talk Ladders scaffold student language with the goal of students responding with multiple complex sentences using tier 2 words.

- **Tune In:** allow students to drive the conversation
- **Ask Open-Ended Questions:** encourage students to elaborate using more than a one word response
- **Lift Language:** recast answers using more complex syntax and vocabulary, provide either/or word choices, phonemic cues, or ask for a synonym
- **Keep It Going:** encourage the use of accountable talk prompts to facilitate the conversation

Source
COX Campus

ORAL LANGUAGE ROUTINES

SOCIAL COMMUNICATION

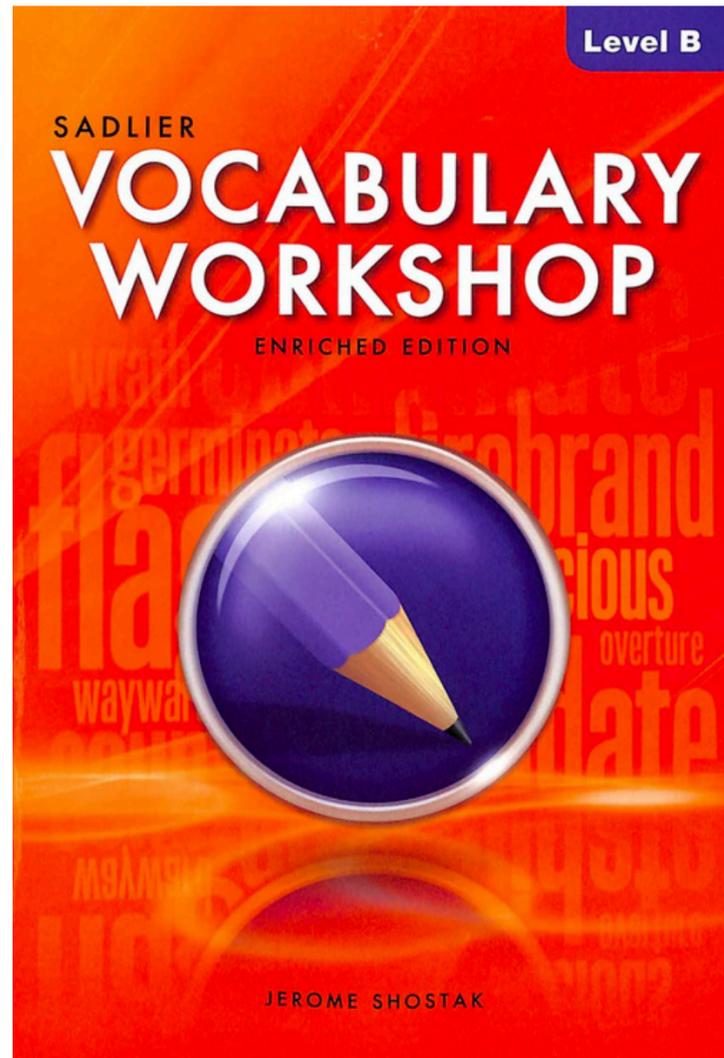
- **Social Interaction:** communication between two or more people
- **Social Cognition:** perceiving, interpreting and understanding social information
- **Language Processing:** understanding (receptive) and production (expressive) of language components
- **Pragmatics:** rules of social interactions

FIGURATIVE LANGUAGE

- **Hyperbole:** exaggerated statements
- **Metaphor:** thing regarded as symbolic
- **Similies:** comparison of one thing to a different thing
- **Idioms:** a phrase that cannot be understood by understanding the meaning of each word
- **Students should both understand and use these in social communication**

Source
Cox Campus

EXPLICIT VOCAB INSTRUCTION



WORD STUDY

Expressing the Connotation

Read each sentence. Select the word in parentheses that better expresses the connotation (positive, negative, or neutral) given at the beginning of the sentence.

positive 1. Willie is so (**easygoing, docile**) that anyone can convince him to do his or her bidding.

positive 2. My parents ate at a (**quaint, strange**) old restaurant where there was no written menu.

negative 3. Mr. Jacobs likes to tell (**anecdotes, tales**) about his adventures.

negative 4. After two inches of rain, the golf course was (**wet, sodden**).

neutral 5. A (**changeable, fickle**) friend is often not there when you need help.

negative 6. Turning the corner, we came face-to-face with a crowd of people wearing (**serious, grim**) expressions.

neutral 7. The third-graders built a (**rickety, makeshift**) fort out of branches.

positive 8. The speaker's use of video and audio made for a(n) (**interesting, dynamic**) presentation.

Challenge: Using Connotation

Choose vocabulary words from Units 4–6 to replace the highlighted words in the sentences below. Then explain how the connotation of the replacement word changes the tone of the sentence.

anecdote	buffoon	tactful
voiding	dynamic	mauling

1. Even as a child, Susie wanted to be a **comedian** _____ and make crowds of people laugh.

2. The orchestra played at a **frantic** _____ pace that was quite a bit faster than most listeners were used to.

3. We didn't go far into the woods, because we had heard stories of bears **attacking** _____ campers.

86 • Word Study

- Looks at word relationships (synonyms, antonyms)
- Presents words in meaningful contexts
- Multiple exposures to new words in varying contexts
- Engages students in interactive activities
- Analyzes word parts
- Incorporates multiple strategies to learn vocabulary
- Teaches figures of speech and idioms

Source

Sadlier Vocabulary Materials

BUILD KNOWLEDGE NETWORKS

Use contrasts and comparisons to help students move past the literal and consider the reasoning behind such differences.

Encourage topic-focused wide reading so students build a deeper knowledge and expertise on a topic.

Incorporate multimedia to introduce important words and concepts in a highly motivating way. It also builds a shared knowledge base among students.

Teach words in categories to help develop concepts. The generic use of nouns has been shown to be highly related to language and vocabulary development.

Use analogies, which is another type of comparison, to help build knowledge as students compare something new to something known.

Source
Reading Rockets

CONTEXTUALIZE COMPREHENSION

MICROSTRUCTURE OF TEXT

- Monitor sentence structure
- Identify pronoun referents
- Understand connectives + conjunctions
- Notice word choice
- Infer meaning of unknown words through context
- Use cohesive devices to track meaning
- Break down complex sentences into smaller parts
- Recognize clauses and their functions

**BUILD BACKGROUND
KNOWLEDGE**



**BUILD VOCABULARY
KNOWLEDGE**

MACROSTRUCTURE OF TEXT

- Recognize text structure and organization of information
- Differentiate between main idea + supporting details
- Use headings and topic sentences
- Pause to mentally or orally summarize key points
- Condense information into idea units
- Connect idea units across sentences and paragraphs
- Anticipate the information that is to come
- Monitor overall coherence and fix any confusions

Source
The Reading Comprehension Blueprint

STRUCTURED LITERACY

- Grounded in evidenced-based best practices
- Phonemic awareness developed systematically
- Explicitly teaches decoding strategies
- Incorporates decodable books for early readers
- Teaches letter-sound relationships in irregular words
- Groups students by skills to mastery
- Class time spent on all strands of Reading Rope
- Data pulled from norm-referenced assessments
- Explicitly teaches foundational skills

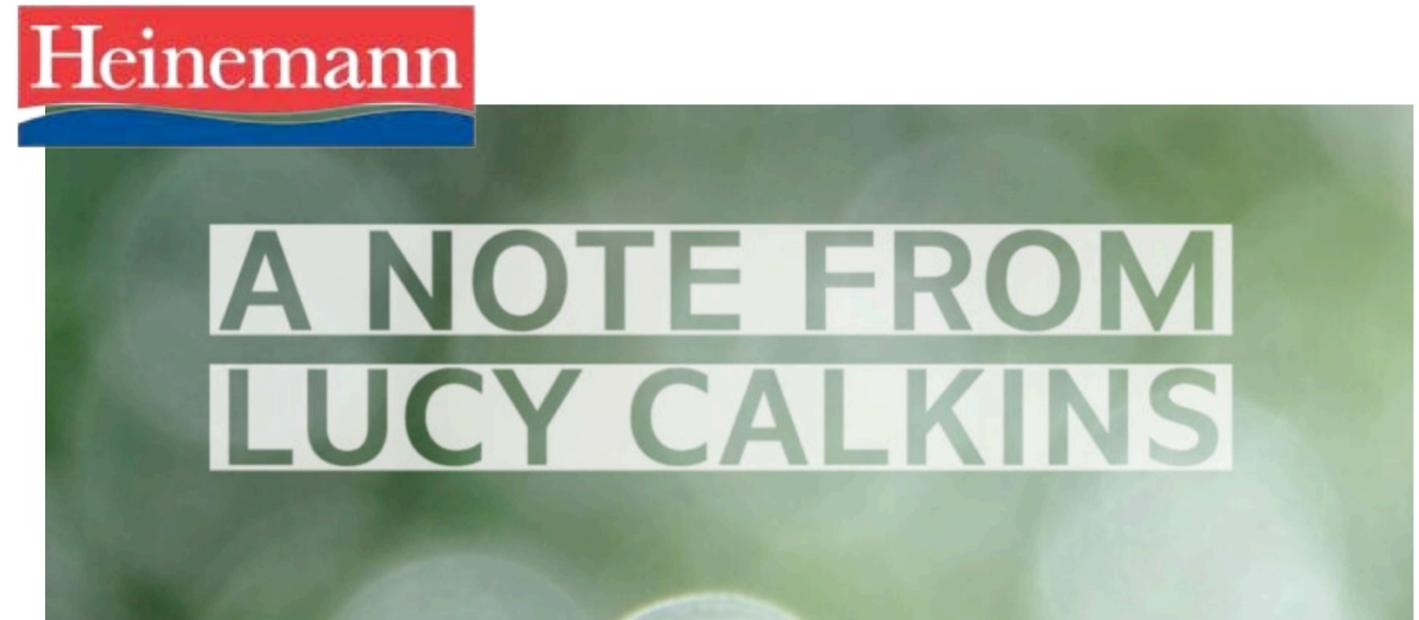
BALANCED LITERACY

- ▶ Grounded in debunked whole language theory
- ▶ Phonemic awareness patched in
- ▶ Teaches debunked 3 cueing reading strategy
- ▶ Relies on predictable Leveled Readers
- ▶ Whole Language approach to high frequency words
- ▶ Groups students by F&P guided reading levels
- ▶ Class time largely spent on independent reading
- ▶ Data pulled from unreliable F&P Assessments
- ▶ Devotes mini lessons to foundational skills

BEWARE OF THE REBRAND

If your school says they are “following the science of reading”, then why are they still:

- teaching 3 cueing as a decoding strategy
- using predictable early readers
- measuring students using inaccurate assessments
- using leveled intervention over targeted skill work
- adding patches and mini-lessons of foundational elements
- not incorporating academic language in conversations
- only providing ELL support outside of the classroom
- favoring end products over comprehension processes
- focusing on themes without building background knowledge
- not considering cognitive load theory in lesson plans
- not teaching grammar and syntax
- prioritizing student-led discovery and student choice of text
- utilizing implicit learning instead of explicit instruction
- using balanced literacy consultants for training
- using Units of Study - even the new version is 98% unchanged



“What stays the same in our work with K-1 readers? 98% of it.”

UoS marketed as a revision, not a correction, means:

- schools do not see the need to correct anything
- there is no reason to spend lots of money to replace it
- schools who wanted new version were not given it for free
- follows the script of authors who believe debunked theories about how students learn

Professional Development

Educators receive ongoing professional development around the instructional best practices for the teaching of reading that is evidence-based and scientifically based and focused on reading competencies in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, comprehension, including background knowledge, oral language and writing.

Intervention & Support

The district provides interventions that are part of an aligned plan designed to improve student reading outcomes in prekindergarten through grade three.

Required

List the current curriculum the district is utilizing for the teaching of reading. (short answer)

The district uses the following reading interventions: _____ (short answer)

Attestation

Welcome to the Literacy Attestation Survey. Please read the following instructions before continuing on to the survey questions.

Estimated Completion Time: 10-30 minutes (Depending your district's alignment with the literacy best practices).

There is a YES/NO question for each of the Big Six Literacy Pillars: Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Oral Language, as well as, as a YES/NO question for Writing. After selecting YES or NO, click on Save and Continue in the lower right hand side of the page. **If YES is selected for any of the Big Six Literacy Pillars, you will be redirected to the next Big Six Literacy Pillar. If NO is selected, a second page will become available,** which consists of individual instructional best practices related to the pillar, broken down by the specific grades that each best practice is associated with. All of these questions are required.

- Are school consultants coaching on how to answer?
- What does YES mean if no explanation is needed?
- How in-depth is the survey if it can be done in 10 minutes?
- How, or will NYSED hold schools accountable for being misaligned?

Source
Literacy Attestation 2025

ACTIONABLE STEPS

Some questions to ask when looking into your own school district:

1. What is being de-implemented that is not aligned with SoR (strategies, screeners, programs, interventions)?
2. What screeners are used to assess students?
3. What literacy programs are being used?
4. How much time in the literacy block is devoted to explicit and systematic instruction?
5. Do supporting materials attend to all the strands of the Reading Rope?
6. Is your school referencing the NYSED Curriculum Review Guide and P-3 Best Practices Guide?

Ask them about their Professional Development:

1. Are trainers' pedagogy aligned with best practices?
2. Do consultants have a track record of success, including data showing high gains results for schools?
3. What experience do they have working with SoR?
4. Does your continuing education require staying up to date with the latest literacy studies?

Ask Board of Ed Members + Candidates:

1. How well-versed are they on the Science of Reading and evidence-based literacy best practices?
2. How involved are you in the alignment and attestation process?
3. Are you advocating for the input of all stakeholders in this transition?



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