

LITERACY IN THE KSD

November 27, 2018

KSD BALANCED LITERACY

The Kirkwood School District (KSD) philosophy of Balanced Literacy is comprised of K-2 Phonics and Phonemic Awareness, K-2 Shared Reading, K-5 Language and Word Study, K-5 Reading Workshop, K-5 Writing Workshop and K-5 Read Aloud. We know these daily experiences in literacy build a foundation for later fluency and comprehension. The addition of Shared Writing, Interactive Writing and Handwriting complete the framework for literacy development in the KSD.

WE BELIEVE....

- Readers need long stretches of time to read.
- Readers need direct, explicit instruction in the skills and strategies of proficient reading.
- The use of mentor texts supports our students in developing their effective writing.
- Readers need teachers to read aloud to student to model and develop their meta-cognitive skills.
- Readers need opportunities to talk and sometimes to write in response to texts and to engage in collaborative learning, conferring, and structured conversations.
- Readers need opportunities to choose high interest, accessible books and to read increasingly complex texts appropriate for their grade level.
- Readers need assessment-based instruction, including feedback that is tailored specifically to them. Assessment should drive instruction, providing focus for mini lessons and targeted/skill group instruction.

INFORMED INSTRUCTION....

We are constantly gathering data to determine if students are gaining the skill sets described above. We do this through informal classroom observations, formal classroom assessments, and benchmark assessments that give us norm referenced data performance of all students at that grade level nationally. This allows us to determine the best ways to shift instruction, layer instruction, and/or supplement tools for learning.

BREAK IT DOWN...

- **Phonemic Awareness:** a child's ability to segment words into the building blocks of sound (phonemes) and to rearrange phonemes to make new words
- **Phonics:** an instructional approach that teaches the relationship between letters and sounds
- **Language and Word Study:** students study morphological and semantic word families to grow their vocabulary, to build on their understanding of word families/rimes from phonics, and to strengthen their spelling skills. Students also study grammar during this time.
- **Interactive Read Aloud:** an instructional approach where the teacher models the symphony of skills needed when making meaning of a text and engages students in accountable talk. In early literacy, this work includes coordinating spoken language with print, anchoring 1:1 correspondence, highlighting high frequency words, and learning how our eyes move across a text from top to bottom and left to right.
- **Shared Reading, Shared Writing & Interactive Writing:** instructional approaches that serve as bridges between students' phonemic awareness/phonics work and their independence in reading and writing.
- **Reading & Writing Workshop:** instructional frameworks that begin with direct, explicit instruction in the skills and strategies of proficient readers and writers, which is then followed by time when students work and teachers provide differentiated instruction to meet students needs through conferring and small group work. The workshop ends with a share time, where the learning is solidified through conversation and/or analysis of model work.

HOUSE BILL NO. 2379

Mandates three areas of emphasis...

1. Professional Development for teachers
 - Introduction to dyslexia & dyslexia simulation
 - Key areas of literacy & reading intervention
 - Screening/progress monitoring, data based decision-making, fidelity & classroom supports
2. Screening
 - All K-3 each year (K by 1/31; 2-5 in 1st 30 days)
 - Any K-3 student who transfers from a school that has not been screened/can't provide documentation of screening
 - Any student in grades 4 or higher who is experiencing consistent difficulty in the areas defined by the report for their grade level
3. Direct and Systematic Instruction
 - Phonological awareness, syllabication, spelling (orthography) and morphology
 - Reading comprehension & fluency strategies

MEETING THE CHALLENGE

Professional Learning for Teachers:

Summer 2018: 3 hours, First Steps in Supporting Students with Dyslexia (K-12 audience) (6/5 8:30-11:30 OR 7/23 12:30-3:30)

Summer 2018: 12 hours, Supporting the Foundational Literacy Needs of Our Students - Dyslexia, Foundational Skills, & Balanced Literacy (K-2: 7/16 & 7/17; 3-5 7/18 & 7/19)

August 2018 – All Elementary half day professional development dedicated to literacy growth and development

Fall 2018: Meeting with each grade level team at each school to support understanding and fidelity of instructional practices.

Ongoing: 2 hour online course available in Schoology.

2018-19 – Training in Wilson Foundations & Reading System for interventionists as spots are available.

MEETING THE CHALLENGE

Screening

- Current & historical screening practices in Kirkwood have met/exceeded the expectations mandated by this legislation
- We will replace decodable words assessment with nonsense words assessment

MEETING THE CHALLENGE

Intervention

- Strong MTSS already in place
- Provided Foundations (K-2) and Wilson Reading System for every building.
- New Heggerty Phonemic Awareness resource (K-2) & PD to support systematic instruction (K-5)
- Support Use of F&P Phonics & Word Study Resources
- Phonics Units of Study (K-1)
- Secondary course pilots, reflections, and revisions

DYSLEXIA

Dyslexia, a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

NEUROLOGICAL IN ORIGIN

- The brain of a child with dyslexia is structurally and functionally different from the brain of a child who does not have dyslexia. These neurological differences may negatively impact abilities related to phonological processing, rapid naming, word recognition, reading fluency and reading comprehension (Shaywitz, et. al, 2006).

KEY FEATURES OF DYSLEXIA MAY INCLUDE BUT ARE NOT LIMITED TO:

- Difficulty in phonological awareness skills (e.g., rhyming, segmenting, and blending sounds)
- Difficulty learning the names and sounds of letters
- Confusion of letters and words with similar appearance
- Reversals of letters and words beyond the age of 7
- Difficulty arranging letters in the correct order when spelling
- Spelling the same word in different ways on the same page
- Persistent deficits in reading despite adequate instruction

Characteristics of dyslexia vary depending on students' strengths and weaknesses.

DIFFICULTIES IN
ACCURATE AND/OR
FLUENT WORD
RECOGNITION

- A child with dyslexia has difficulty with consistency in accurate word identification. Reading rate and expression may be negatively affected, which may affect the skill of reading fluency-the ability to read quickly, accurately, and with good comprehension (National Reading Panel, 2000).

DEFICIT IN
SPELLING AND
DECODING
ABILITIES

- A student with dyslexia does not intuitively learn to spell and decode word strictly by exposure. Direct explicit and systematic instruction in the application of phonics rules governing decoding and spelling is necessary for effective learning of print language (Torgeson, et.al, 1999).

DEFICIT IN THE PHONOLOGICAL COMPONENT OF LANGUAGE

- Children with dyslexia have a core deficit in processing skills (Torgeson, et.al, 1996)
- **Phonological awareness** is usually the most pronounced deficit and refers to the understanding and awareness that spoken words consist of individual sounds (i.e., phonemes) and combinations of speech sounds (i.e., syllables and onset-rime units such as f/ight, r/ight, t/ight). Two important phonological awareness activities are blending (i.e., combining phonemes to form words) and segmentation (i.e., breaking spoken words down into separate and discreet sounds or phonemes). Kilpatrick (2016) states that phonological awareness at the advanced level (substitution/deletion/addition) is most predictive of reading acquisition and success. Torgesen (1997) relates that phonological awareness is more closely related to success in reading than intelligence.
- **Phonological memory** is the ability to temporarily store bits of verbal information and retrieve it from short-term memory (Shaywitz, 2003).
- **Rapid automatic naming (RAN)** is the ability to accurately and quickly retrieve the name of a letter, number, object, word, picture, etc., from long-term memory. RAN is a skill predictive of efficacy in reading fluency, comprehension and rate (Neuhaus, et.al, 2001).

OFTEN UNEXPECTED IN RELATION TO OTHER COGNITIVE ABILITIES

- A child with dyslexia exhibits reading difficulties in spite of demonstrated cognitive abilities in other areas. A key concept in dyslexia is unexpected difficulty in reading in children who otherwise possess the intelligence, motivation, and reading instruction considered necessary for the development of accurate and fluent reading (Shaywitz, 2003). Dyslexia is not caused by low general intellectual ability, but rather by special difficulties processing the phonological and orthographic features of language that can co-exist with all ranges of intellectual ability. However, some students with dyslexia may have strong cognitive abilities that allow them to compensate for or mask their deficits on certain tasks. These intellectual and compensatory skills may enable these students to obtain reading scores in the average range yet still have dyslexia.

WHAT IS THE
DIFFERENCE BETWEEN
DYSLEXIA AND A
SPECIFIC LEARNING
DISABILITY?

Both terms identify deficits in basic reading skills and reading fluency skills. Historically, the medical field has used the term Dyslexia to refer to this learning profile, and DESE has used the term Specific Learning Disability. **Individuals with a medical diagnosis of Dyslexia may also meet DESE criteria for a Specific Learning Disability if their deficits have an adverse effect on educational achievement which necessitate specialized instruction.** Not all students with dyslexia meet DESE criteria for a Specific Learning Disability.

HOW IS A SPECIFIC
LEARNING
DISABILITY
IDENTIFIED?

Special School District determines special education eligibility based on Missouri (DESE's) criteria for special education standards. Eligibility determination is two pronged: The evaluation must show 1) An inadequate response to intervention and/or significant discrepancy from cognitive abilities and 2) An adverse effect on educational performance which necessitates specialized instruction.

ELEMENTS OF
INSTRUCTION
(WHAT TO
TEACH)

- Foundational Concepts of Oral and Written Language
- Structure of Language
 - Phonology
 - Orthography
 - Morphology
 - Semantics
 - Syntax
 - Discourse Organization

INSTRUCTIONAL PRINCIPLES (HOW TO TEACH IT)

- Successful intervention is:
 - Systematic and cumulative
 - Sequential
 - Explicit, direct instruction
 - Diagnostic teaching
 - Synthetic and analytic
 - Comprehensive and inclusive

RESOURCES TO
LEARN MORE

- [“The Joy and Power of Reading”](#)
(Research compendium on reading)
- [Yale Center for Dyslexia and Creativity](#)
- [National Center for Learning Disabilities \(for families\)](#)