



Session 3:
Foundational Literacy Implementation
Grounded in the Science of Reading:
Where You Are and Where Do You Want to Go?

Leader Professional Development Series
Leading the Charge for Evidence Based
Literacy Practices

Literacy Division Mission

All Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

Department Priority: Provide the highest quality teaching and learning environment from birth through graduation.

Focus Area: Literacy



Session 2 Recap

In our last sessions, we:

- thought about the “why” behind foundational literacy instructional practices.
- reviewed the four levers to support effective literacy implementation.
 - Literacy Goals
 - Explicit Instruction, Interventions, and Extensions
 - Ongoing Professional Growth
 - Family Literacy Engagement







Session Focus

- This session will focus on assessing where leaders are in supporting the implementation of evidence-based foundational literacy instruction.
- Participants will be challenged to
 - evaluate their current literacy processes, and
 - determine “quick wins” to move literacy instruction forward.



Louisiana Pillars for Effective Literacy Implementation

			
LITERACY GOALS	EXPLICIT INSTRUCTION, INTERVENTIONS, AND EXTENSIONS	ONGOING PROFESSIONAL DEVELOPMENT	FAMILY LITERACY ENGAGEMENT

[Literacy Implementation for Leaders PDF](#)

[Literacy Implementation for Teachers PDF](#)



School Systems Literacy Roadmap

The road to improving literacy outcomes for students and teachers includes:

- setting and progress monitoring literacy goals at the system, school, and classroom levels
- implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners
- providing and participating in ongoing professional growth opportunities
- engaging families around their child's literacy development at all ages and stages

[School System Literacy Road Map](#)



Literacy Goals

Month	Implementation Recommendation	Support Resources	Action Steps
Summer 2021	<p>Establish a literacy team to develop literacy goals and plan and track progress throughout the year.</p> <p>Review early literacy screener end-of-year data to set goals for next year.</p> <p>Build out a Local Literacy Plan.</p>	<p>Local Literacy Plan Template</p>	
August 2021	<p>Administer literacy screener.</p> <p>Communicate Local Literacy Plans to stakeholders.</p>	<p>Pre-K to 3rd grade Assessment Guidance</p>	

Literacy Goals

Month	Implementation Recommendation	Support Resources	Action Steps
September 2021	Develop Teacher Student Learning Targets .	Goal Setting for Student Achievement	

Explicit Instruction with Interventions and Extensions

Month	Implementation Recommendation	Support Resources	Action Steps
Summer 2021	<p>Use data from monitoring of curriculum implementation to determine if:</p> <ul style="list-style-type: none">● additional professional development/support is needed● more resources are required● whether there are unforeseen barriers to implementation; if so, then develop plans for their provision.	<u>Instructional Materials Review</u>	

Explicit Instruction with Interventions and Extensions

Month	Implementation Recommendation	Support Resources	Action Steps
August 2021	<p>Make a plan for how schools will administer the literacy screener in order to get the most valid results.</p> <ul style="list-style-type: none">• What training is needed?• Who will administer the screening instruments?• How will the data be used to inform decisions around intervention and extension needs? <p>Share Literacy Classroom Practices with teachers in preparation for implementation in the upcoming school year.</p>	<p>Pre-K to 3rd grade Assessment Guidance</p> <p>Literacy Classroom Practices</p>	

Explicit Instruction with Interventions and Extensions

Month	Implementation Recommendation	Support Resources	Action Steps
August 2021 (cont.)	<p>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation).</p> <p>Use data and flexible scheduling to create intervention and extension groups.</p> <p>Establish well-organized classrooms that exhibit clear routines and access to high-quality literacy materials that support diverse learning activities.</p>	<p>Literacy Block Schedule</p> <p>K-2 Literacy Intervention Guidance</p> <p>Using Sound Walls Sound Wall Examples (see the spotlight on the science of reading section)</p>	

Explicit Instruction with Interventions and Extensions

Month	Implementation Recommendation	Support Resources	Action Steps
September 2021	<p>Analyze literacy screener data.</p> <p>Conduct additional screeners for students at risk for dyslexia as needed.</p> <p>Use progress monitoring data to adjust intervention and extension groups.</p>	<p>Pre-K to 3rd grade Assessment Guidance</p> <p>Bulletin 1903 - Louisiana Register</p>	

Ongoing Professional Growth

Month	Implementation Recommendation	Support Resources	Action Steps
<p>Summer 2021</p>	<p>Train school leaders in Effective Literacy Implementation for Leaders and Effective Literacy Implementation for Teachers</p> <p>Identify K-2 Literacy Content Leader vendor and participants (1 required for each CIR school).</p> <p>Create and adjust ongoing professional development calendars.</p> <p>Meet with literacy coaches, instructional coaches, mentors, etc. to develop a plan to model, practice, and provide feedback on effective literacy practices and instruction.</p>	<p>Approved Mentor and Content Leader Providers</p> <p>Literacy Library K-2 Teacher Series Leader PD Series</p>	

Ongoing Professional Growth

Month	Implementation Recommendation	Support Resources	Action Steps
August 2021	<p>Train teachers on Literacy Implementation Pillars and Literacy Instructional Practices.</p> <p>Early Childhood and K-2 CLASS[®] Pilot participants -</p> <ul style="list-style-type: none">• Train staff on linkages between the curriculum and the Classroom Assessment Scoring System (CLASS)[®] to maximize high-quality interactions that support children’s language development	<p>Literacy Implementation Pillars for Teachers</p> <p>Literacy Instructional Practices</p>	

Ongoing Professional Growth

Month	Implementation Recommendation	Support Resources	Action Steps
September 2021	Support schools in providing teachers with information on evidence-based literacy strategies and where they exist in their curriculum.	Classroom Instructional Practices	

Family Literacy Engagement

Month	Implementation Recommendation	Support Resources	Action Steps
Summer 2021	<p>Evaluate past impact of literacy-focused family engagement opportunities and plan for improve</p> <p>Develop partnerships with community organizations to promote reading.</p> <p>Include plans for family literacy engagement in the local literacy plan.</p>	<p>Family Literacy Engagement Plan</p> <p>Community Literacy Partnerships</p>	

Family Literacy Engagement

	Implementation Recommendation	Support Resources	Action Steps
August 2021	Provide professional learning experiences for families that include things such as practical guidance to encourage regular reading in the home.	Literacy Activities for Families Grab and Go Book Clubs Grab and Go Build a Book	
September 2021	Highlight Literacy Focus of the Month Hispanic Heritage Month. Inform families in their native language of student proficiency level in literacy development, including a plan to address any deficiencies.	Google Translate	

Science of Reading Spotlight

Deconstructing Scarborough's Reading Rope

Word Recognition Strands

- Using and Implementing Sound Walls to support sight recognition and spelling
- Resources to Support Phonics Instruction

Literacy Classroom Practices



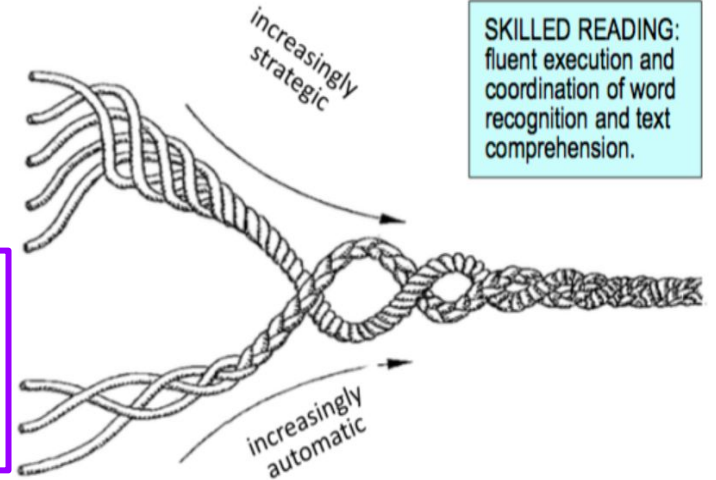
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

What is a Sound Wall?

- **Sound walls** support students **with** learning those tricky high-frequency words. They also support students in retaining and learning to **read** unfamiliar words on their own.
- A **sound wall** does the work of matching our articulation of speech **sounds**/phonemes to the letters/graphemes that represent those **sounds**.
- When we listen for the phonemes in a word, we can use a sound wall to identify the different ways to spell the sounds.
- When viewing sound walls you will often find pictures of students' mouths next to each sound. This helps clue students in to what their tongue and mouth are doing when producing a sound.



STOPS

AFFRICATES

NASALS

VOWEL VALLEY

ALL VOWEL SOUNDS ARE VOICED

STOPS: /p/ b, /t/ d, /k/ g, /ch/ j, /m/ n, /ng/

AFFRICATES: /ch/ j

NASALS: /m/ n, /ng/

Illustrations include mouth diagrams and examples like 'p', 'b', 't', 'd', 'c', 'g', 'ch', 'j', 'm', 'n', 'ing', 'ck', 'n'.

FRICATIVES: /s/ z, /th/ th, /sh/ zh, /f/ v, /h/

Illustrations include mouth diagrams and examples like 's', 'z', 'th', 'sh', 'ge', 'f', 'v', 'h'.

GLIDES: /y/

LIQUIDS: /r/

2 SOUNDS: /x/ qu, /k/ s, /k/ w

Illustrations include mouth diagrams and examples like 'y', 'wh', 'w', 'r', 'l', 'x', 'qu', 'k/s', 'k/w'.

VOWEL VALLEY: /e/ a, /i/ e, /ā/ a, /ē/ e, /ā/ a, /i/ i, /ū/ u, /ō/ o, /ū/ u, /y/ y, /er/ er, /ir/ ir, /ur/ ur, /ar/ ar, /or/ or

Illustrations include mouth diagrams, vowel charts, and examples like 'e', 'i', 'a', 'e', 'ā', 'ē', 'ā', 'i', 'ū', 'ō', 'ū', 'y', 'er', 'ir', 'ur', 'ar', 'or'.

er, ir, ur, ar, or

Illustrations include a bird, a house, and a horse.

Sound Wall Resources

[Transitioning from Word Walls to Sound Walls](#) (readingrockets.org)

[Retire Your Word Wall: How Sound Walls Support the Science of Reading](#)

(podcast by Mary Dahlgren)

[Heggerty](#)

Offers a systematic phonemic awareness curriculum to build foundational literacy skills in grades PreK-1 and intervention support for grades 2 and above.



Why is Phonics Instruction Important?

In the English language, there are 44 phonemes and hundreds of different spellings for these phonemes (graphemes).

About 80 of these spellings occur frequently enough to warrant explicit instruction.

If students can master these phonics skills, they will be able to quickly and easily decode almost any word.



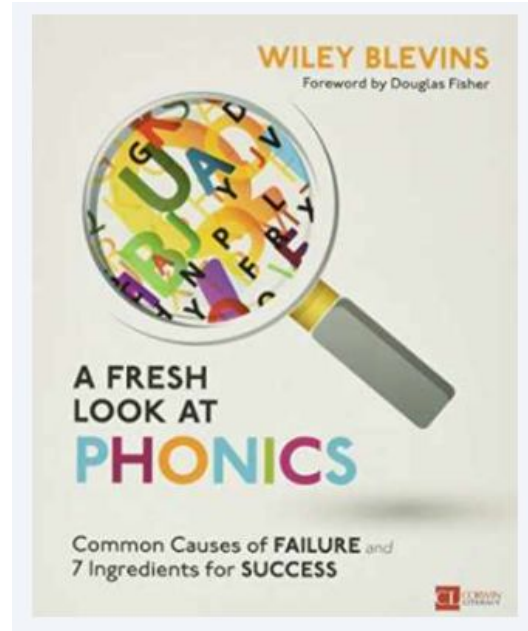
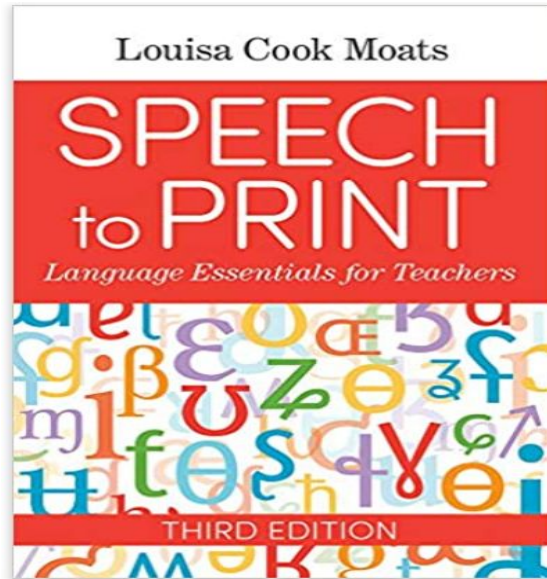
Key Characteristics of a High-Quality Phonics Scope and Sequence

- They build from the simplest to the most complex skills in a way that takes advantage of previous learning.
- They are created so that many words can be formed as early as possible.
- They teach high-utility skills before less useful sound spellings.
- They separate easily confused letters and sounds to avoid potential difficulties.
- They adopt a scope and sequence (including the pace of instruction) that works for the majority of students, with built-in differentiation.

SOURCE: (Blevins, 2017)



Resources to Support Phonics Instruction



Reflection

1. Based on the Effective Pillars for Literacy Implementation and the School System's Literary Road Map, where are you in your literacy process implementation process?
2. What areas do you consider "quick wins" in your effective literacy implementation journey



Questions

Contact catasha.edwards@la.gov or LouisianaLiteracy@la.gov with questions or suggestions.

Thank you for attending today's session!

The Department appreciates your **Literacy Leadership!**

