

LOUISIANA DEPARTMENT OF EDUCATION



**Science of Reading and Literacy
Intervention Tools for Paraprofessionals
and Support Staff**

LDOE Professional Development Series

PARAPROFESSIONAL

BECAUSE
MIRACLE WORKER
ISN'T AN OFFICIAL
JOB TITLE

Science of Reading and Literacy Intervention Tools for Paraprofessionals and Support Staff

Session 1: An Introduction to the Science of Reading

Session 2: Supporting Literacy in the Classroom

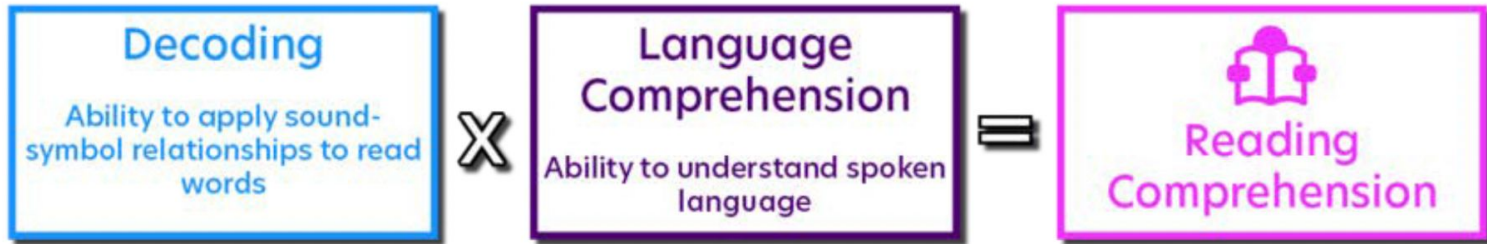
Session 3: Using Literacy Resources to Support Instruction

Defining the Science of Reading

- “The science of reading is a vast, interdisciplinary body of **scientifically-based research** about reading and issues related to reading and writing.”

SOURCE: The Reading League, “[A Defining Movement](#).”

The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)



SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

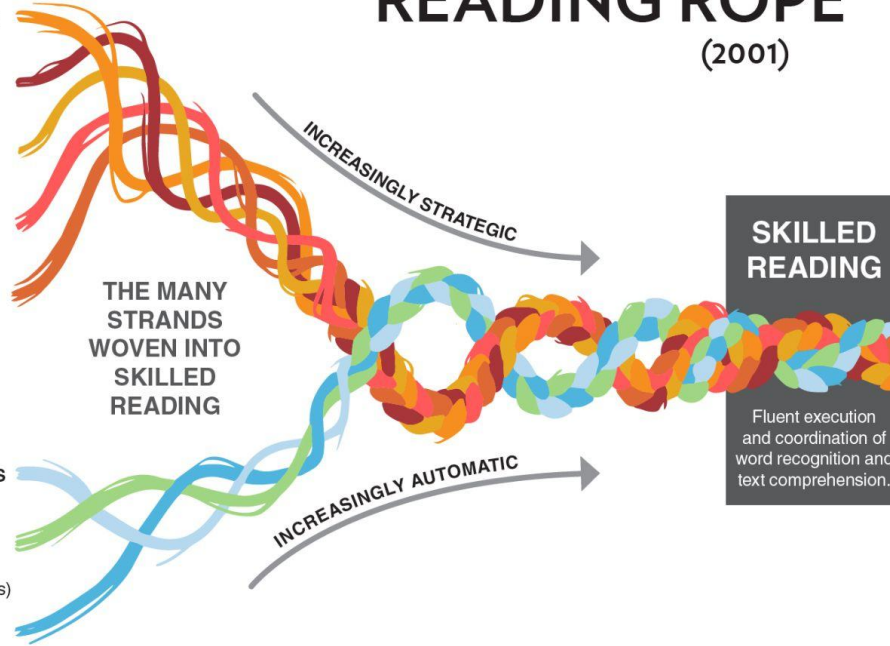
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Whole-Group Instruction

Word Recognition	Language Comprehension
In earliest grades (K-1), instruction in phonological awareness - listening for and manipulating sounds in words.	Students listening to read-alouds of high-quality, knowledge-building texts.
<i>Systematic</i> instruction in phonics - students learn spelling patterns (“the code”) and apply these newly learned spelling patterns.	Students asking and answering questions about texts, referencing the text, responding in complete sentences.
Students reading from decodable readers.	As students knowledge of the code grows through phonics instruction, they may be asked to provide written responses to texts that they read or that are read to them. They should be applying any code that they have learned.
Students becoming increasingly automatic readers - typically by the end of first grade.	Vocabulary instruction - sometimes explicit, and sometimes implicit.

Planning for Literacy Instruction

The **classroom instructional team** (teachers, paraprofessionals, any additional support staff) must have a clear, shared sense for where each student is in their path to reading.

- Can the student easily manipulate sounds in spoken words?
- Can the student apply taught spelling patterns automatically?
- Can the student read fluently (appropriate for the grade level)?
- Can the student respond meaningfully to questions about texts that are read aloud?

Reflection Questions

- Have you and your classroom instructional team established a meaningful way to communicate information about student reading progress?
- Knowing the time constraints that school personnel often face, what might be an efficient way for you all to maintain shared understandings about your students' reading progress?

Glossary

phonological awareness - the ability to hear and manipulate larger sound units (syllables, etc.) in words.

phonemic awareness - the ability to hear and manipulate individual *phonemes* (sounds) in words.

phonics - systematic instruction in the various letter sounds and letter sound spellings that supports students in decoding words.

decoding - using knowledge of letter sounds and letter sound spellings to “sound out” words.

decodable readers - books that only include letter sound and letter sound spellings that have been explicitly taught to the student; what is decodable for a second grader may not be decodable for a kindergarten student.

Contact Information

Contact louisianaliteracy@la.gov with any requests for additional support around these materials, questions, or feedback.