



Bridge the Gap Between Core ELA Instruction and Literacy Support

Supporting Literacy with
High Quality Instructional Materials

October 17, 2023



Objectives

By the end of this session, you will be able to

- understand Content Literacy Supports in grades 3-12;
- explain grade band specific best practices for monitoring literacy; and
- incorporate supports when planning to teach a lesson from high quality instructional materials.



Introductions



ELA Content Team

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Agenda

1. What does the data say?
2. What is the Science of Reading?
3. What is the progression of literacy practices across the grade bands?
4. What does this look like in action?
5. What does planning to implement supports look like in HQIM?

Literacy Data in Louisiana

- 2022 NAEP results indicated Louisiana had the highest rate of growth in reading scores in the nation.
- 2023 3rd grade LEAP results showed a 5% mastery increase
- 2023 end-of-year literacy screener results indicate that 62.1% of K students, 60% of 1st grade students, 55.8% of 2nd grade students, and 54.5% of 3rd grade students scored at or above benchmark.
- 71 percent of 8th grade students fall below the proficient level in their ability to read and comprehend the meaning of text at their grade level according to 2022 NAEP data for Louisiana.

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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.”
 - For studies to be considered “scientifically-based research,” they must
 - be experimental/quasi-experimental;
 - have detailed description of study methods to allow for replication or refinement of findings; and
 - be published in a peer-reviewed journal.

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

Defining the Science of Reading

“This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages.

The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.”

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

Defining the Science of Reading

The science of reading is derived from researchers from multiple fields.

- cognitive psychology
- communication sciences
- developmental psychology
- education
- implementation science
- linguistics
- neuroscience
- school psychology

SOURCE: The Reading League, "[A Defining Moment.](#)"

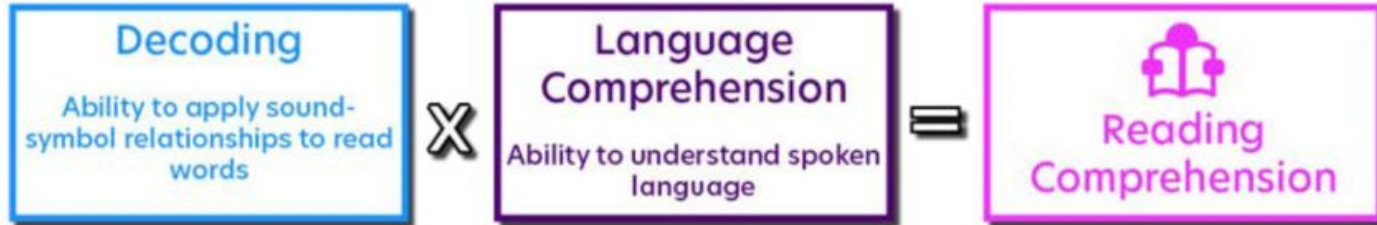
What the Science of Reading is NOT

The science of reading is not

- an ideology or philosophy;
- a fad, trend, new idea, or pendulum swing;
- a political agenda;
- a one-size-fits-all approach;
- a program of instruction; nor
- a single, specific component of instruction such as phonics.

SOURCE: The Reading League, "[A Defining Moment.](#)"

The Simple View of Reading



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

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Oral Language

- Critical to beginning reading
- Should be done throughout the lesson and on a daily basis
- Students listen to the teacher read or present information (visual or audio) and have discussions among themselves, either whole class, partners, or small groups
- Especially helpful to develop proficiency for English Learners and students with disabilities
- Grade levels: PreK-12



Phonological Awareness



- **Basic Phonological Awareness**
 - identifying words in a sentence, syllables in a word, rhyming, alliteration
 - beginning blending and segmenting
 - Grade levels: PreK, Kindergarten, and into grade 1
- **Advanced Phonological Awareness**
 - advanced blending and segmenting, phoneme manipulation (substitute one sound for another)
 - Grade levels: 1, 2, and into grade 3

Phonics

- **Early Phonics**
 - letter naming and letter/sound correspondence (simple to complex), read words with simple sounds (consonants and short vowels), sound correspondence, digraphs (sh, ch)
 - Grade levels: K and 1
- **Advanced Phonics**
 - double vowels, trigraphs, unusual spelling patterns
 - morphology starts to overlap
 - Grade levels: 2, 3, and beyond (morphology)



Text Fluency

- Students reading sentences, phrases, or passages
- Core instructional strategies to improve fluency:
 - read alouds or playing read alouds with students tracking the words with their eyes or fingers
 - choral or echo reading
 - [partner reading](#)
- [Small group](#) fluency support
- Grade Levels: 1 and beyond



Vocabulary, Comprehension, and Writing

- Vocabulary:
 - direct and explicit instruction in vocabulary
 - morphology
- Comprehension:
 - summary writing
 - graphic organizer
 - writing
 - general comprehension strategies
- Writing:
 - syntax and semantics
 - writing structures
- Grade levels: K through 12 and skills become more complex as grade levels increase



Literacy Skills by Grade Level

GRADE	K	1	2	3	4+
Oral Language					
Basic P.A.					
Advanced P.A.					
Early Phonics					
Advanced Phonics					
Text Fluency					
Vocabulary					
Comprehension					
Writing					

SOURCE: Keys to Literacy: Louisiana Literacy Foundations: Keys to Beginning Reading

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Literacy Inside the Content Areas

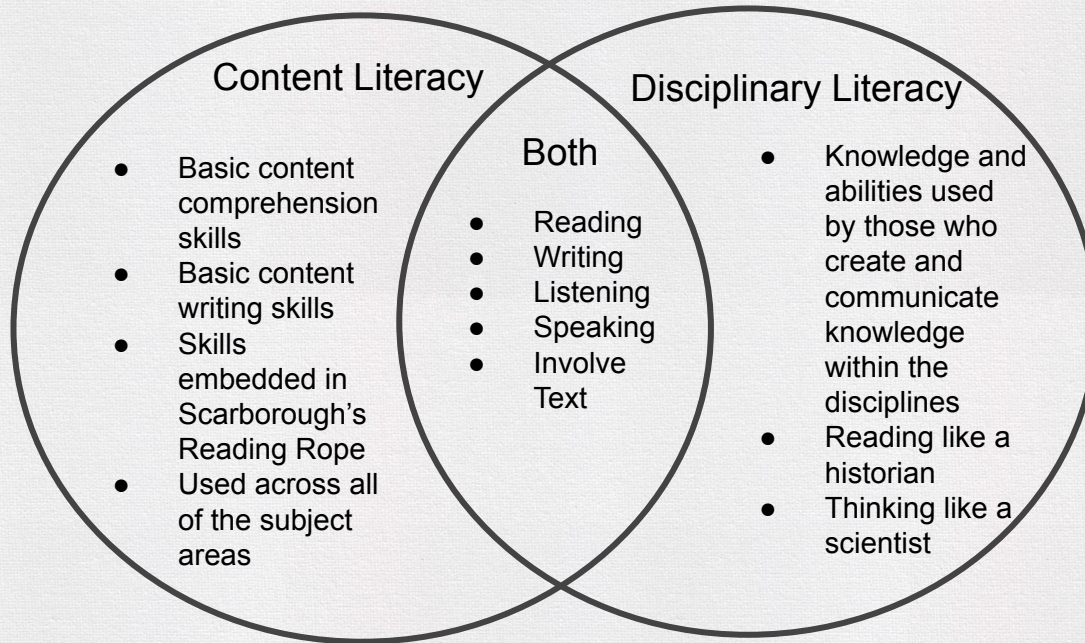
- Literacy is more than just reading.
- Our goal is to improve speaking, listening, reading and writing in all of our content areas in the middle grades and upper grades.
- Consider the opportunities presented in your curriculum to highlight different areas of the rope.
- Engage all students in the classroom in all aspects of literacy.

Content Area Literacy

- Content area literacy skills involve basic content comprehension and writing skills.
- Until the fundamental content literacy skills are mastered, there is a need to build competency here before moving on.
- Skills such as partner reading, analyzing rubrics and annotating text are crucial to proficiency before moving on to more demanding literacy skills.



Content Area Literacy vs. Disciplinary Literacy



SOURCE: [What is Disciplinary Literacy?](#)

Levels of Instruction

Disciplinary Literacy	advanced reading/writing to learn <i>specialized reading strategies unique to subject areas</i>	TIER I Provide accommodations, modifications, scaffolds that ensure struggling learners can access the same essential content knowledge as their non-struggling peers
Content Literacy	reading/writing to learn <i>vocabulary, comprehension, writing strategies used across all subjects</i>	
Basic Literacy	learning to read/write <i>intervention for basic skills, including words study, fluency, vocabulary, comprehension, writing</i>	TIER II & III Remediate to develop basic skills

SOURCE: [Components of Adolescent Literacy Instruction in an MTSS Model](#)

Reading Strategies

- [Whole Class Read Aloud](#)
- [Partner Reading](#)
- [Independent Reading](#)
- [Annotating](#)
- [Direct and Explicit Vocabulary Instruction](#)

Writing Strategies

- [Using Rubrics](#)
- [Using Student Exemplars as Part of the Writing Process](#)
- [Writing Frames](#)
- [Summary Writing to Develop Comprehension](#)
- [Writing for a Purpose](#)
- [Creating a Claim](#)

Listening/Speaking

- Coming Fall 2023
 - Discussion Tracker
 - Socratic Seminar
 - Fishbowl Discussion

Student Experience: Partner Reading

- Partner read “[The Treasure of Lemon Brown](#)” by Walter Dean Myers
- Purpose for reading: Analyze Greg’s perception of his father and Lemon Brown by making evidence-based inferences.

Let's Talk About What Happened...

- What were some teacher moves?
- What were some student moves?
- How will this practice, done this way, affect student outcomes?

Student Experience: Partner Reading

1. Communicate the purpose
2. Pair students with mixed ability, but same native language
3. Model with another student what it should look and sound like
4. Identify the purpose for reading that day
5. Monitor reading
6. Debrief what was read

**Access Content Literacy Support - [Partner Reading](#) in the Literacy Library to view full document and steps.

Student Experience: Using Student Exemplars

- Today we are going to use an exemplar to construct a claim statement for our question: How have photographers inspired change through photojournalism?
 - Photographs have captured the imagination of people throughout time. Photographs have captured history, shown the raw emotions of people when facing challenging situations, and brought light to the wrongdoings of people throughout history. Such photographs have also given the public a look into warzones and have even caused public outrage. All of this happened from a few snaps of a camera. Photographers have even been credited with a movement towards change. **This movement towards change is accomplished through the photos that photojournalists take which document history and the lived experiences of people which has brought awareness to situations that might seem foreign to people, as well as being a catalyst for change.**
 - How does this claim fully respond to the question?
 - What steps might the student have used when constructing this claim?
 - What are some qualities of this claim statement that make it a great claim statement?
 - How can I duplicate this claim?

**Culminating Writing Task from [Photojournalism](#) unit in ELA Guidebooks.

Let's Talk About What Happened...

- What were some teacher moves?
- What were some student moves?
- How will this practice, done this way, affect student outcomes?

Student Experience: Using Student Exemplars

1. Write framing questions on the student exemplar or on an anchor chart/white board.
2. Draw attention to overall parts of the writing but pick a focus to work through and develop with students.
3. List/display steps (think aloud) that the student potentially went through when creating that piece of the writing so that students can duplicate.
4. Direct students to use the steps/model of the exemplar to create their own writing.

** Access Content Literacy Support - [Using Student Exemplars](#) in the Literacy Library to view full document and steps

Reflection

- Think back on the activity we just participated in:
 - Can you see yourself using this or coaching others to use this?
 - What do you think will change in student outcomes if we use these strategies?
 - What questions do you still have?

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Planning

Step 1: What does the data say?

Analyze curricular assessment data.

Identify what challenges students have.

Group students with common challenges.

Step 2: What does the HQIM say?

Preview upcoming assessments.

Preview upcoming lessons.

Identify where to address challenges.

Step 3: What does the schedule say?

Identify the point of the lesson to include supports.

Review instructional minutes.

Schedule supports.

Data Analysis

Step 1: What does the data say?

Diagnostics

Exit Tickets

Discussions

Extended
Responses

Curriculum-Embedded Formative Assessments

DATA SUMMARY

Evidence of Student Learning	
What are common areas of strength across student work?	What are common areas of weakness across student work?
How do you plan to address these needs? Be sure to annotate upcoming lessons to reflect these plans.	

COURTNEY

ZEKE

DEV

JEREMIAH

MICHAEL

TAMARA



**HIGH
KNOWLEDGE**

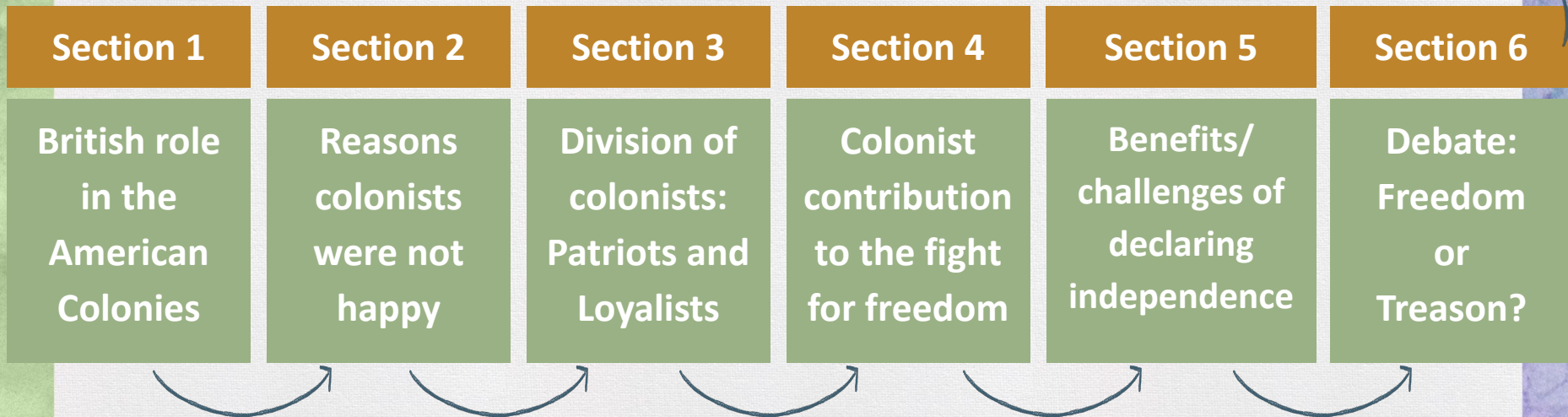
**LOW
KNOWLEDGE**

 **Believes**

Step 2: What does the HQIM say?

Trace Knowledge and Skills Across Assessments

Task: Was the American Revolution an act of treason or a justified fight for freedom? Respond as either George Washington or King George.



Preparing Students for Success

High quality questions

- engage students;
- promote deeper understanding;
- build knowledge and skills; and
- prepare students for a variety of assessment question types.



Planning

Step 3: What does the schedule say?



Believes



Questions

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