

The Path to Reading and Spelling

Hosted by
The Dyslexia Initiative

<https://www.thedyslexiainitiative.org/the-parent-sessions>

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The Path to Reading and Spelling

Purpose of Today's Session

- Define **what** language arts standards and frameworks are.
- Discuss **why** they are important.
- Describe **how** parents can use these documents.

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What are Standards?

Definition:

- Describe **what** teachers are to teach and **what** students are to learn.
- Establish the path for **curriculum development**.
- Are typically mastery standards.
- Indicate students are prepared for the next grade year.
- Are based on critical language arts building blocks.
- Are organized by interrelated skills and strategies.
- Are taught within and across grade levels.

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Standards-Based Learning English/Language Arts

<https://www.youtube.com/watch?v=BhP23ond5es>

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The purpose of standards is to:

- Establish the foundation for curriculum development.
- List **what** to teach at each grade level in clear, concise, and easy to understand language.
- Address the needs of all students: advanced, proficient, underperforming, students with learning disabilities, and second-language learners.

Standards are not a curriculum. They are critical language arts skills and strategies students need to learn.

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Mississippi's Scaffolding Document

Kindergarten:

CCR.RF.1.: Demonstrate understanding of the organization and basic features of print.

RF.K.1d

Recognize and name all upper- and lower-case letters of the alphabet.

Desired Student Performance

A student can (Prerequisite Knowledge):

- Distinguish letters from shapes.
- Distinguish letters from numbers.
- Distinguish letters from words.

A student should understand (Conceptual Understanding):

- Capital letters are different from lowercase letters of the alphabet.
- Letters are different from other printed symbols (e.g., numbers).
- Letters are different from punctuation.

A student should be able to (Evidence of Knowledge):

- Point to letters while stating their names.
- Sort capital and lowercase letters in appropriate categories.
- Identify and match uppercase to lowercase letters (e.g., using a letter grid).
- Name capital and lowercase letters when prompted (e.g., using letter cards).
- Write both upper and lowercase letters when prompted.

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Scarborough's Reading Rope

This image originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

https://en.wikipedia.org/wiki/Hollis_Scarborough

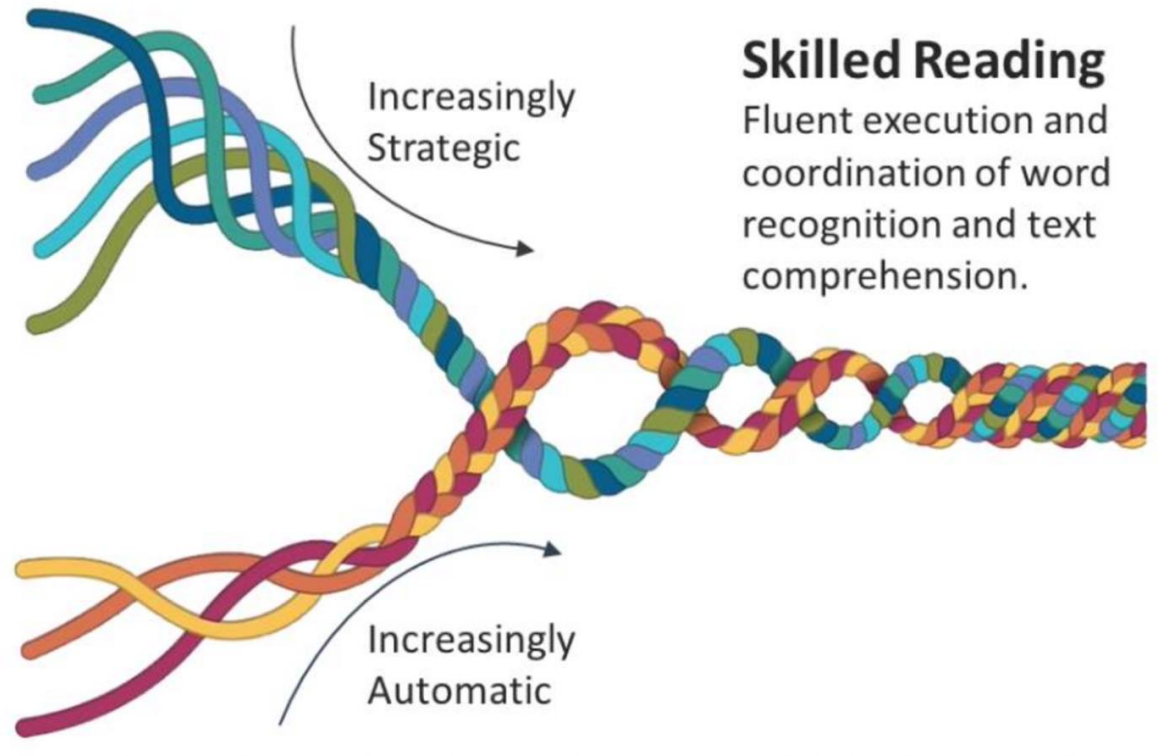
https://www.google.com/books/edition/Handbook_of_Early_Literacy_Research/a_fiqTldRQGwC?hl=en

Language Comprehension

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

Word Recognition

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



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97–110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Photo courtesy of AIM Institute for Learning and Research

The Path to Reading and Spelling Frameworks

The purpose of frameworks is to:

- Describe **how** to teach the standards.
- Provide a blueprint for organizing programs, materials, and instruction **based** on the standards.
- Explain the most efficient and effective way to teach the standards.
- Help districts and teachers adopt the best reading programs for their students.

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Effective Frameworks

Effective Frameworks or Curriculum Guides:

- Use standards to align curriculum, assessments, and instruction.
- Assume all students can learn to read.
- Address the needs of all learners.
- Promote a preventative, rather than remedial approach.
- Are designed to serve the needs of a wide range of consumers.

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Effective Frameworks

Additional Elements include guidance on classroom:

- Instructional programs and materials
- Instructional time
- Grouping (whole class vs small group instruction) and scheduling
- Differentiated instruction and universal access
- Instructional delivery
- Alignment of assessments with instruction.

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Effective Frameworks

Contains information about:

- Systematic, explicit instruction
- Modeling
- Repeated review and practice
- Progress monitoring
- Successful diagnostic teaching
- Targeted and timely intervention
- Universal access for diverse learners

Look for explanations about *why* each of these points are important.

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US Common Core Standards

- Implementation of Common Core Standards was left to states.
- States left implementation decisions to districts and schools.
- Several states referred teachers to the *What Works Clearinghouse* as an implementation resource.
- Implementation varies among states.

Educator's Practice Guide

**What Works
Clearinghouse™**

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf

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<https://hrfibreglass.co.uk/why-you-need-a-business-roadmap/>

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<https://time.com/3958057/history-of-pie/>

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The Role of Assessments



https://www.readingrockets.org/search?cx=004997827699593338140%3Anptllrzhp78&cof=FORID%3A11&ie=UTF-8&as_q=assessment&sa.x=0&sa.y=0&siteurl=https%3A%2F%2Fwww.readingrockets.org%2F

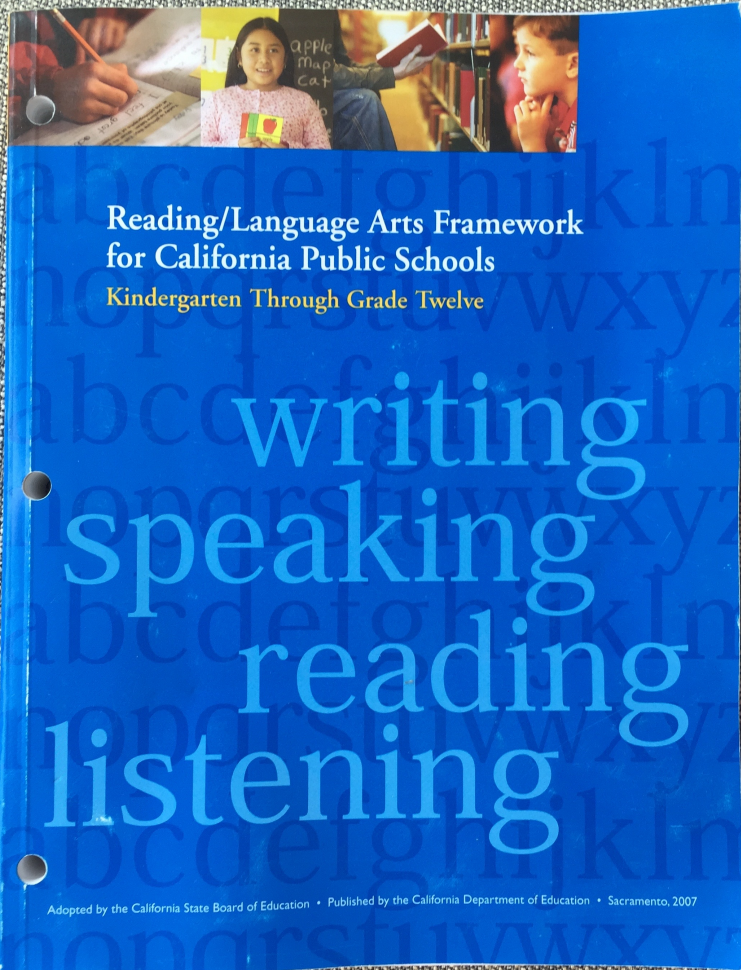
Assessments:

- Inform instruction throughout the year.
- Provide a window into what students know and still need to learn.
- Help administrators determine whether students are on track to achieving mastery.
- Alert administrators and teachers to the effectiveness of their chosen program.

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How to Use Standards

Decoding and Word Recognition Standards:			
Kindergarten <ul style="list-style-type: none">• Match all consonant and short-vowel sounds to appropriate letters.• Read simple one-syllable and high-frequency words• Understand as the letters of words change, so do the sounds.	First-Grade <ul style="list-style-type: none">• Generate the sounds from all letters and letter patterns including consonant blends and long- and short-vowel patterns.• Read common irregular sight words.• Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.• Read aloud with fluency in a manner that sounds like natural speech.	Second-Grade <ul style="list-style-type: none">• Recognize and use knowledge of spelling patterns when reading.• Apply knowledge of basic syllabication rules when reading.• Decode two-syllable nonsense words and regular multiple words.• Read aloud fluently and accurately with appropriate intonation and expression.	Third-Grade <ul style="list-style-type: none">• Knows and uses complex word families to decode unfamiliar words.• Decodes regular multisyllabic words.• Reads aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.

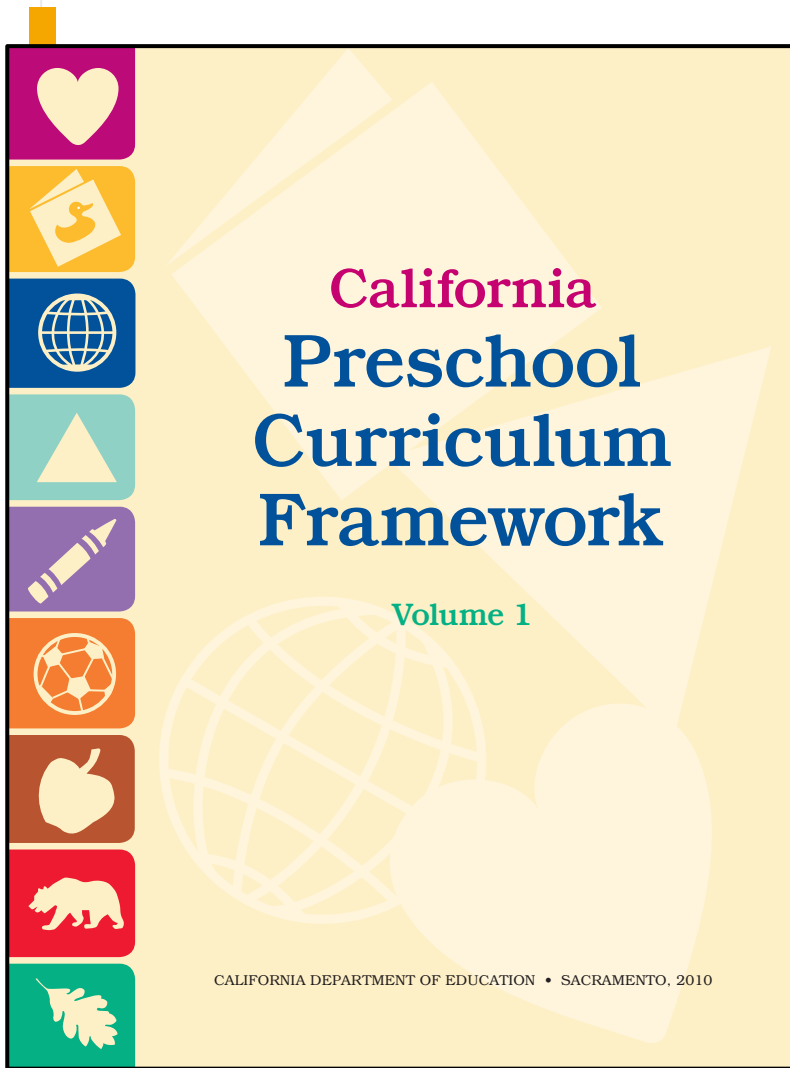


Frameworks

<https://www.yumpu.com/en/document/read/24882456/reading-language-arts-framework-california-department-of->

Download the document here:

<https://yumpudownload.com/?fbclid=IwAR2wesfdYdYUw2YjQ6hfsmbGa3FxZjcmThQaL5to1W-l00fMlcWk0oJJSc4>



2010 CA Preschool Curriculum Framework

<https://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol1.pdf>

Download the document here:

<https://yumpudownload.com/en/document/read/17340065/california-preschool-curriculum-framework-ecezero2three-#lg=1&slide=2>

2008 CA Preschool Learning Foundations



<https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Download the document here:

<https://yumpudownload.com/en/document/view/17339881/california-preschool-learning-foundations-ecezero2three-#pages>



colorful-wrapped-gift-box-icon-red-bow-colorful-wrapped-gift-box-icon-presents-decoration-flat-design-christmas-surprise-bow-138984165.jpg

Standards:

1. Describe **what** to teach
2. Are our road map of the skills and strategies students need to learn and do.
3. Adhere to longitudinal, replicated, and evidence-based research.
4. Are to be taught to mastery.
5. Inform teachers, administrators, and publishers when and what to assess.

Frameworks:

1. Describe **how** to teach the standards efficiently and effectively.
2. Elaborate on standards by describing the curriculum and instruction necessary to help students achieve mastery.

To be effective, educators need great **standards and frameworks**.

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Recommendations:

1. Visit the Links on The Dyslexia Initiative's website.

- <https://www.thedyslexiainitiative.org>
- Choose "Recorded Sessions" in the menu.
- Click on "The Parent Sessions."

2. Become familiar with your state standards and frameworks

3. Join us next week (January 20, 2022, at 5 PM PST) for Parent Session 15 on how early Phonemic Awareness and Sound/Spelling Correspondence skills are taught.

Chat

- Get to know each other
- Make comments
- Ask questions

<http://clipart-library.com/people-talking-cliparts.html>