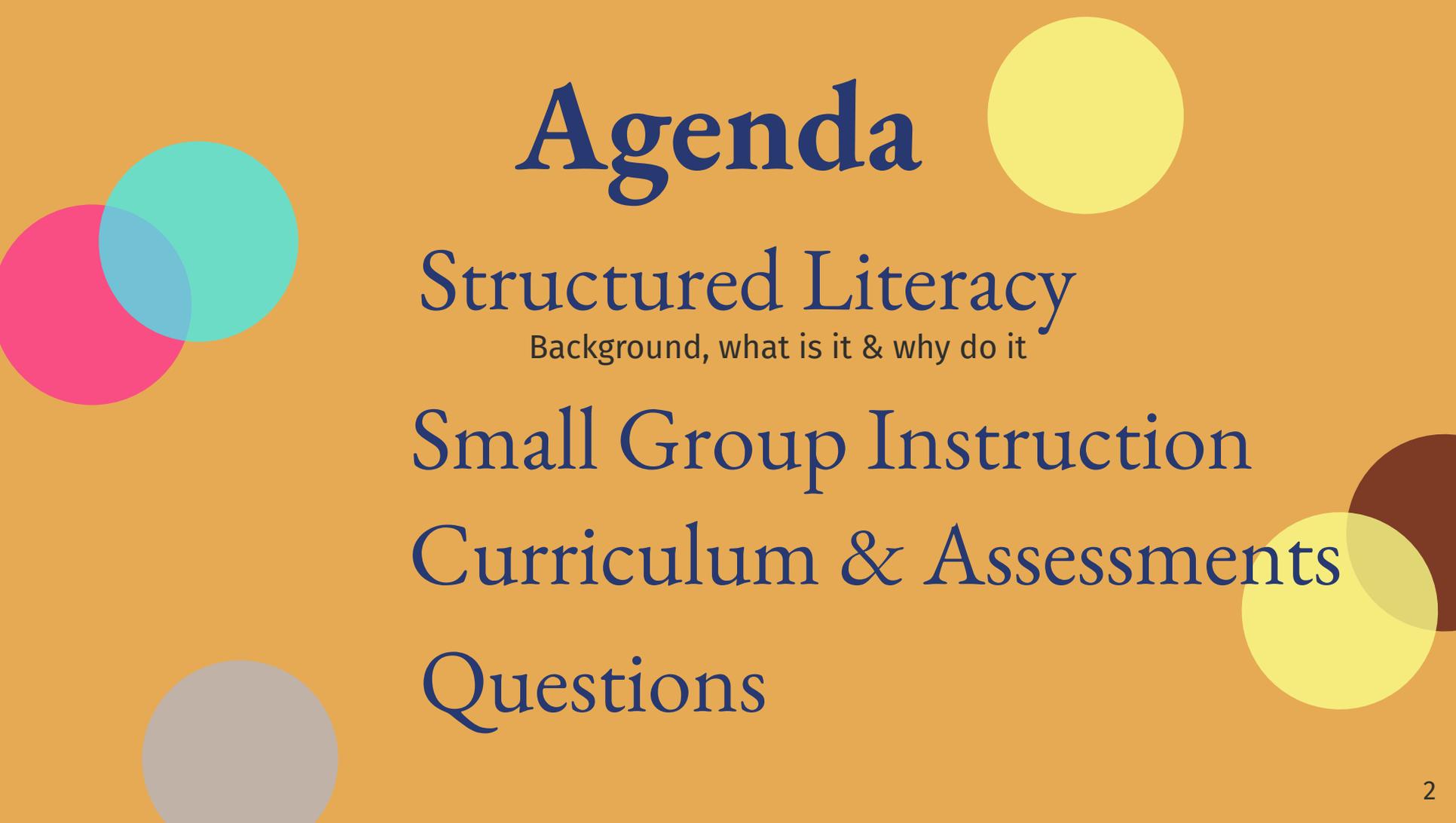




Shifts in Literacy Instruction in MCPS

Westover Elementary School
January 3, 2023

Agenda



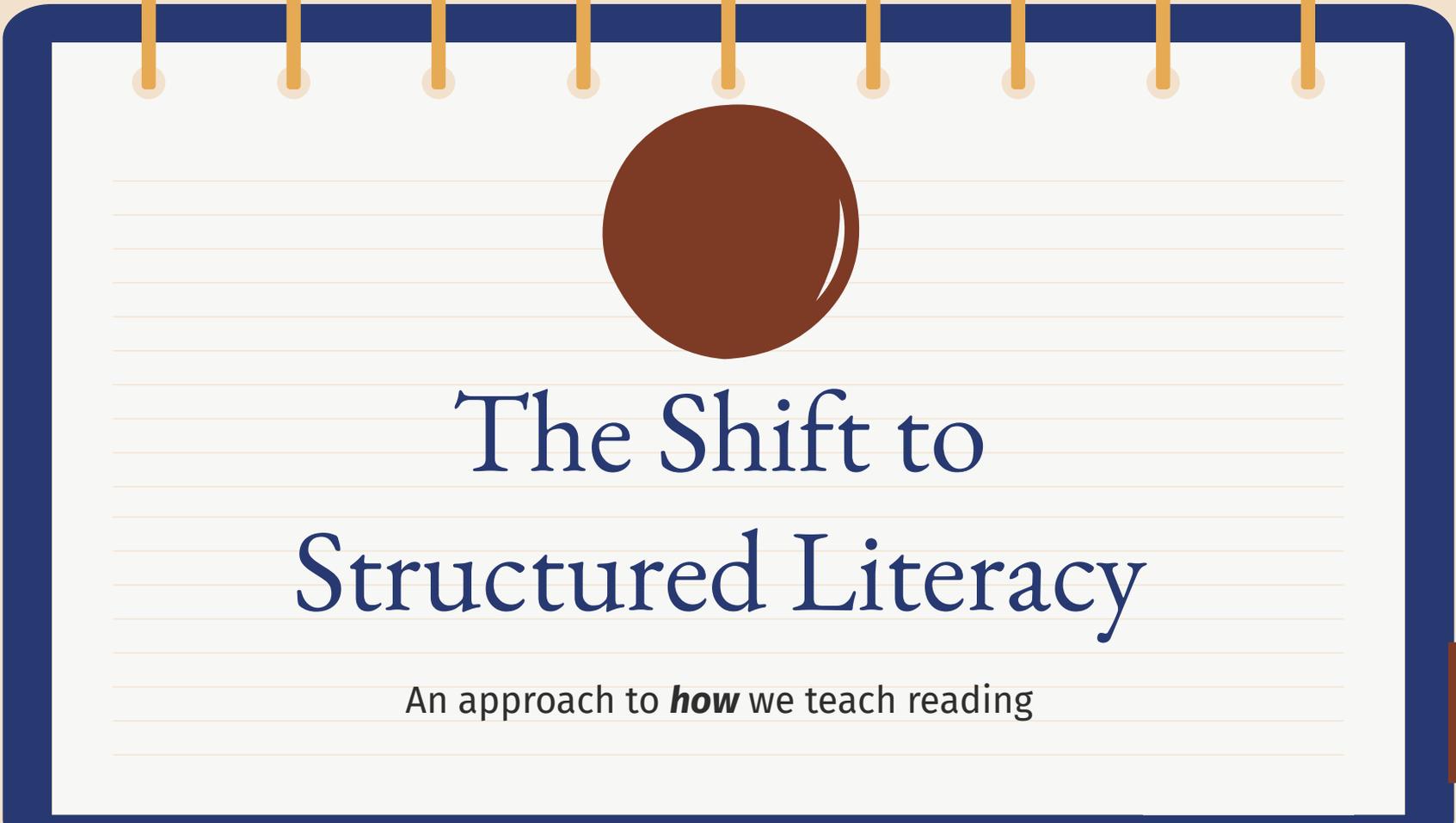
Structured Literacy

Background, what is it & why do it

Small Group Instruction

Curriculum & Assessments

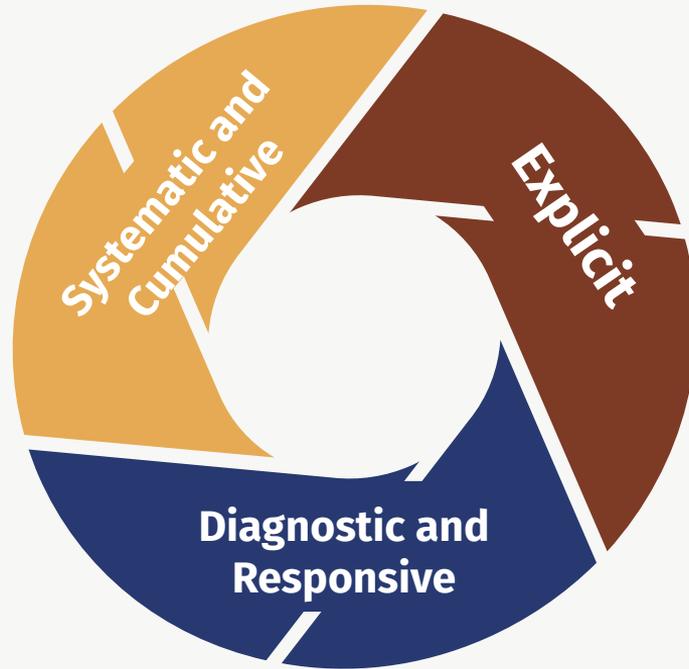
Questions



The Shift to Structured Literacy

An approach to **how** we teach reading

Defining Structured Literacy



The Simple View of Reading



Reading comprehension is the product of word recognition and language comprehension.

Why Structured Literacy

The structured literacy approach

- is backed by scientifically-based research
- has been shown to work for nearly all students
- explicitly and effectively addresses foundational literacy skills, a core need in learning to decode

All Students
benefit from a
structured literacy
approach to
reading

**5% - Learning to read seems
effortless**

**35% - Learning to read is
relatively easy with broad
instruction**

**40-50% - Learning to read
requires code-based explicit
instruction**

**10-15% - Learning to read is
requires code-based explicit
instruction with many
repetitions.**

Typical Literacy Practices

Phonics taught as needed



Structured Literacy Practices

Phonics skills taught explicitly and systematically

Leveled Texts



Decodable Text

Less independent reading



Increased reading with teachers

Arbitrary Spelling lists



Systematic and explicit instruction, extends what students are learning in decoding and word study

Why Use Decodable Text?

ReadingElephant.com © 2018



Meg the hen sat on a bed.
Meg got wet. Meg was
sad. "I will not let the
egg get wet. I will sit in
the pen," said Meg.

2

Practice makes permanent

Varied Text Diet

Text Purposes

Decodable	Leveled Readers/Text Sets	Complex Text
<ul style="list-style-type: none">● Practice learned decoding skills● Practice learned high frequency or 'heart' words● Develop automaticity● Focus on the bottom strand of the rope	<ul style="list-style-type: none">● High interest● Knowledge building● Sentence structure● Academic vocabulary● Oral language development● Language comprehension● Focus on the top strand of the rope	<ul style="list-style-type: none">● Knowledge building● Vocabulary building● Develop critical thinking skills● Complex language structures, themes etc...● Focus on the top strand of the rope

Over time, the weight of the two components shifts

**Word
Recognition**

**Kindergarten
first grade**



Second grade



Grades 3-5



**Language
Comprehension**

Small Group Instruction



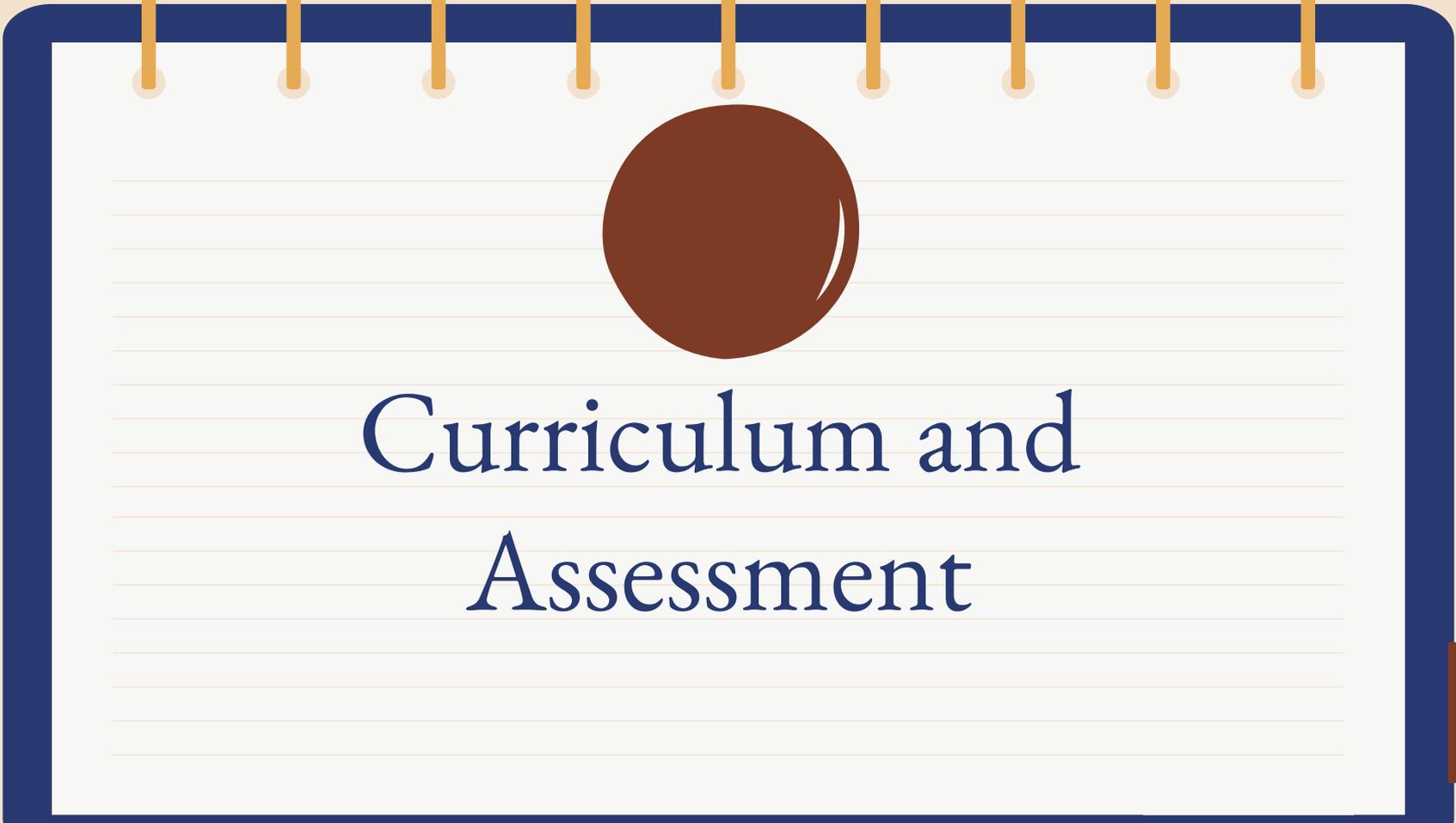
Small Group Instruction

- Unique learning
 - Maintaining grade level progress
 - Reinforcement
 - English language development
 - Enrichment
- Flexible time and structures
- Varies in Size
- Skills based and data driven

What is Not Changing

Students will continue to

- engage in daily read alouds to build language and vocabulary
- use complex texts to build critical thinking skills
- build their knowledge around the topics in the units
- work with their teacher in small groups
- work collaboratively with their peers
- write in response to reading and composition writing on a topic
- engage in enrichment activities



Curriculum and Assessment

Curriculum

1. Really Great Reading (RGR)- explicit phonics instruction in all K-2 classes
2. Benchmark Advance-Language Comprehension instruction grades K-5, Word study grades 3-5

Literacy Assessments

1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- ongoing assessment and progress monitoring (K-2)
2. Measure of Academic Progress (MAP-R)- (3-5)
3. Grades K-5: Benchmark Advance Interim Assessments

Thank you!
Questions?