

Read Act Update

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About OL&LA

Online Language & Literacy Academy

OL&LA is designed for districts looking to accelerate student reading through a new innovative, research-based program to transform your classrooms.

CORE Learning provides teachers and coaches with evidence-based professional learning experiences and ongoing support to implement high-quality curricula and ensure equitable, rigorous instruction.



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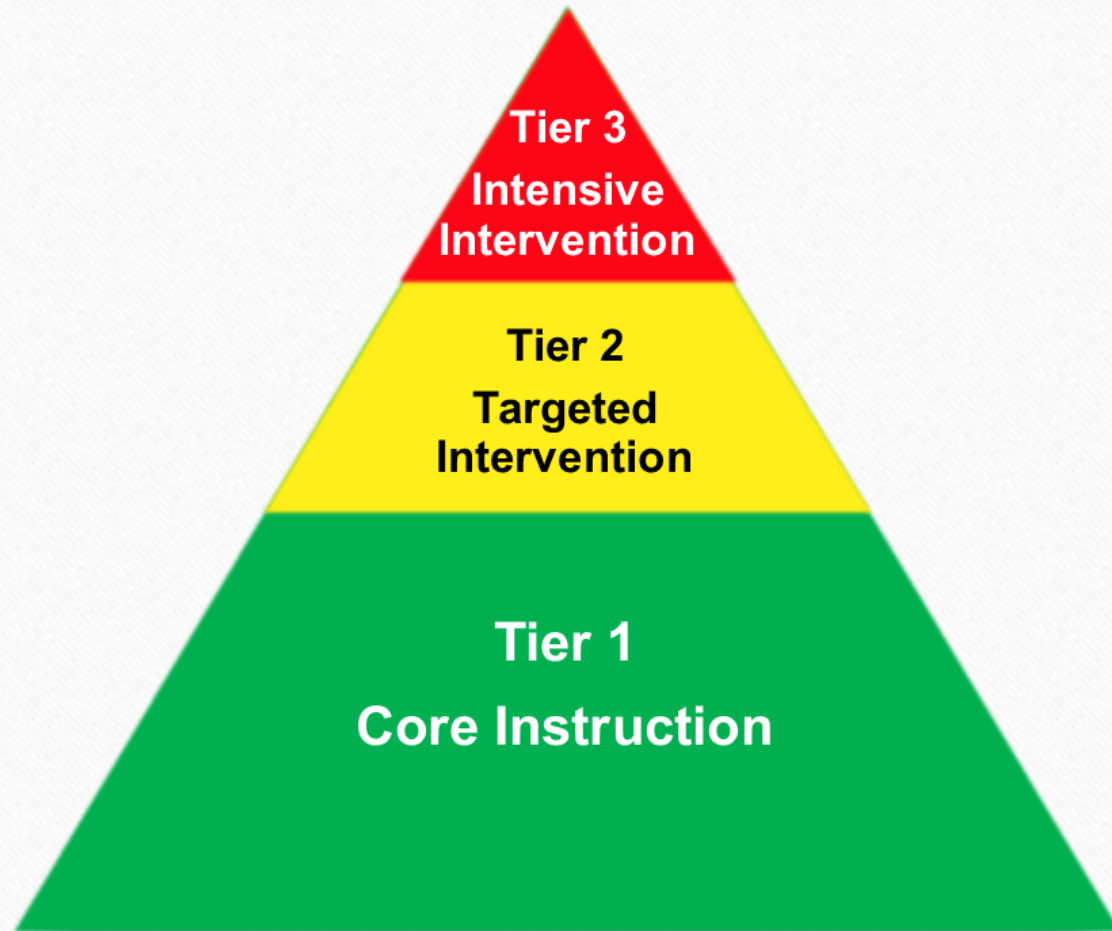
The most effective and durable interventions for both academic and behavior support involve teaching, and the higher the quality of instruction, the more powerful the intervention.

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- MCINTOSH & GOODMAN, 2016

MTSS

Multi-Tiered Systems of Support



The Simple View of Reading

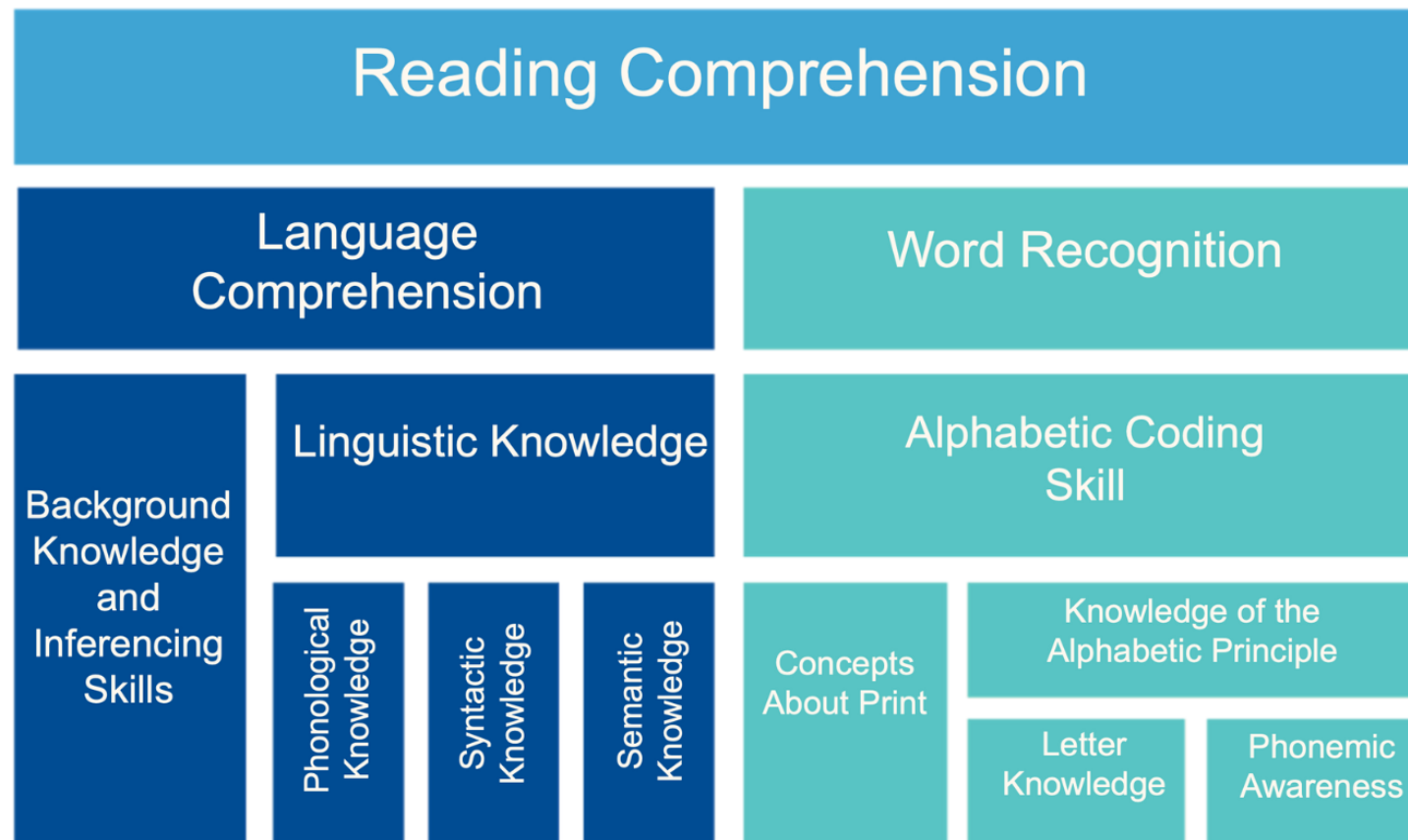


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Comprehension strategies help students **monitor their understanding** and **make connections** in order to **make meaning**. These are the metacognitive processes that require teachers to **think aloud** about how they are processing text, making what is not observable, **observable**.

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The Simple View of Reading



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Simple View of Reading vs. Scarborough's Reading Rope

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Scarborough's Reading Rope is another literacy acquisition model that identifies the skills necessary for learning to read. Developed by Hollis Scarborough in 2001, it extends the Simple View by identifying subskill areas for language comprehension, which fosters strategic reading, and word recognition, which fosters automatic reading.

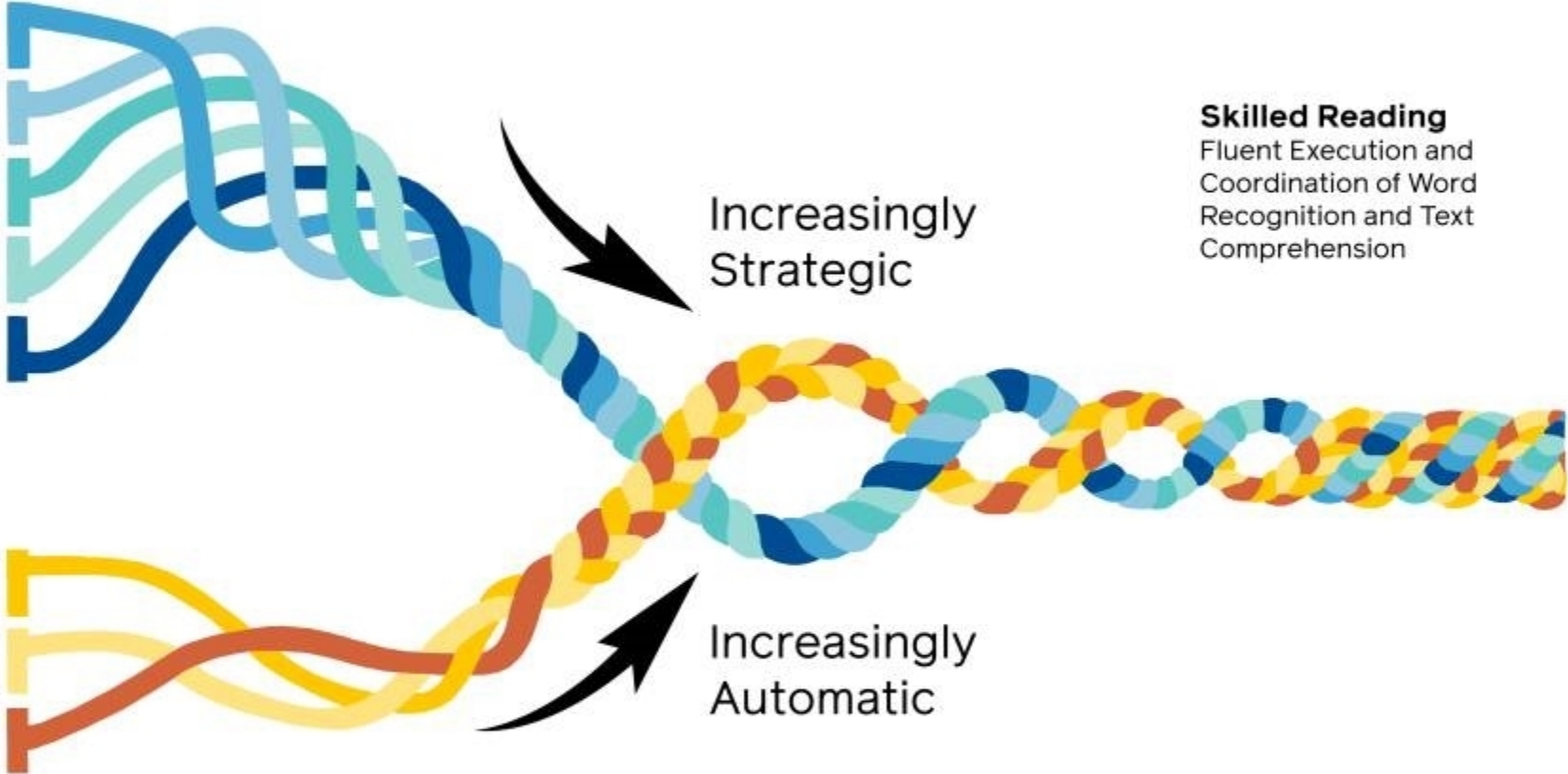
Today, many educators understand that word recognition skills and language comprehension skills are equally foundational. And the research shows that direct, explicit instruction in both areas is essential for many students, and beneficial for all.

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE
(Facts, Concepts, etc.)
- VOCABULARY KNOWLEDGE
(Breath, 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 Principles, Spelling-Sound Correspondences)
- SIGHT RECOGNITION
(Of Familiar Words)



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“The text will not be well comprehended if the child does not know the words in their spoken form; cannot parse the syntactic and semantic relationships among the words; lacks critical background knowledge or inferential skills to interpret the text appropriately and ‘read between the lines.’”

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— Scarborough 2001

Key Takeaways

- Reading comprehension is the result of word recognition and language comprehension.
- Language development is natural, reading development is not natural.
- Phonics must be taught explicitly and systematically.
- Syntax, or the architecture of a sentence, plays a major role in language acquisition and comprehension.
- Understand how the text, the task, and the reader influence comprehension.
- High quality Tier I instruction is key to healthy educational systems for all students!

Thank you!



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