



# Fine-Tuning Literacy Instruction

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Building Reading Excellence



# Teacher Knowledge

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The number one resource for schools is their teachers.

The research by Moats & Foorman (2008) consistently found that reading outcomes were largely influenced by the teacher.

# Making Changes at GES

## Moved and Reorganized Our Book Room

### Investing in a decodable library:

- Geodes (books that align with our current phonics curriculum FOUNDATIONS)
- Heggerty (books that align with our current phonemic awareness curriculum)
- The Alphabet Series ( books that follow our scope and sequence for small group instruction K-5)
- High Noon (graphic novels geared toward older students, but decodable)

### Moving from leveled to genres and topics with our non-decodable

We had monthly PD sessions centered around literacy (specifically the Science of Reading)

Last year, four teachers committed to a two-year LETRS training

We have updated our diagnostic screeners (to better align with SoR)

Some teachers took their own time to learn more about IMSE (the training that I have received), and have already updated some of their instructional materials within the classroom



# The 3 Cueing System VS. Explicit, Systematic Instruction

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Fountas & Pinnell uses:

A strategy which is also referred to as “three-cueing system” for the three different sources of information that teachers tell students to use:

- 1) meaning drawn from context or pictures
- 2) syntax (the arrangement of words within a sentence)
- 3) visual information, meaning letters or parts of words.

\*This strategy leads to guessing, pulling readers away from the “code” (the letters and sounds). The struggle becomes much more evident when they reach 3rd grade and beyond.

Orton Gillingham is:

An approach that empowers instructors as they develop a:

- structured
- Individualized
- multisensory plan

\*It introduces the idea of breaking reading and spelling down into smaller skills involving **letters and sounds**, and then building on these skills over time.

# Early Intervention

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Early intervention is our best hope to prevent and alleviate reading difficulties.

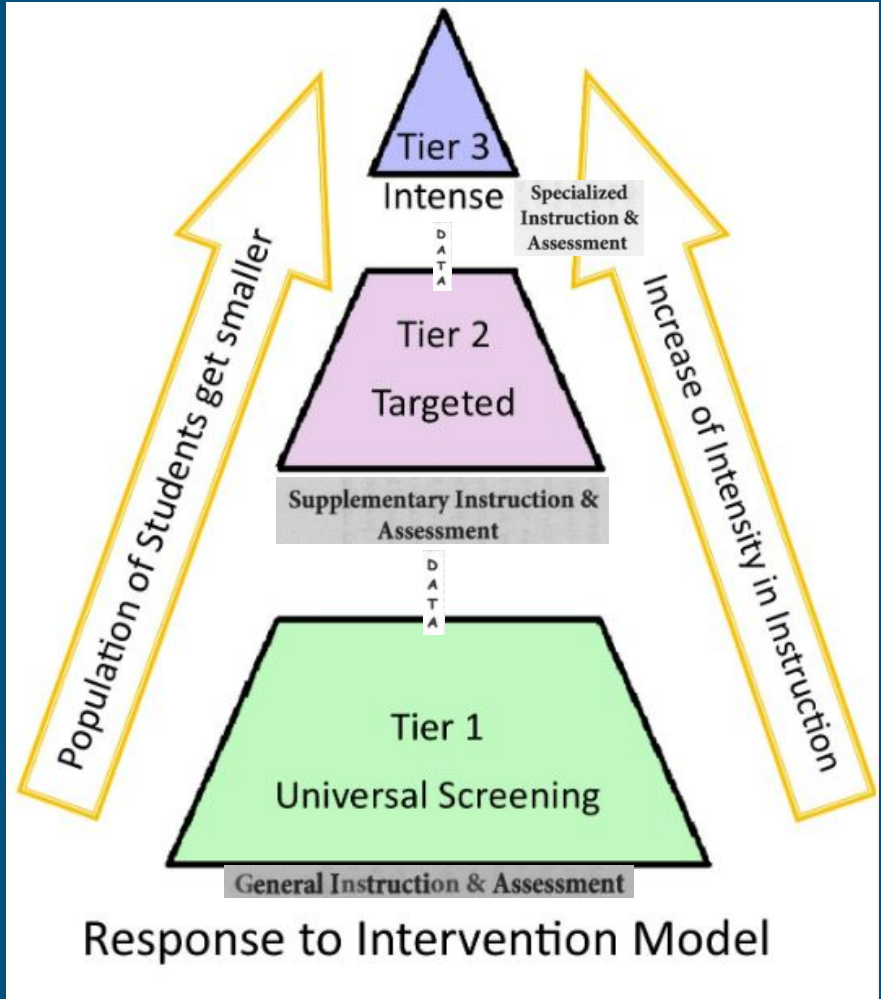
All students benefit from:

- Success-oriented
- Direct instruction (particularly those identified as being at risk and those who do not yet qualify for special services)

# MTSS and RTI

Multi-Tiered Support System (MTSS) is a framework for **systems change** that is grounded in using data in a collaborative problem-solving process to make differentiated instructional supports available to all students.

Response to Intervention (RTI) is a systematic, alternative, and problem-solving **approach** for early instruction and assessment of students.



# The Reading Wars & The Pendulum Swing

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The imaginary pendulum has swung between a whole language-based approach versus a phonics-based approach to teaching reading. This debate has been referred to as the "reading wars".

The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

# NH DoE Initiative & Other State's Commitments

The New Hampshire Department of Education (NHED) has partnered with Lexia Learning Systems of Concord, Mass., to offer all eligible New Hampshire participants access to Lexia's LETRS (Language Essentials for Teachers of Reading and Spelling) suite of professional learning programs designed to provide a deep knowledge of literacy and language expertise in the science of reading.

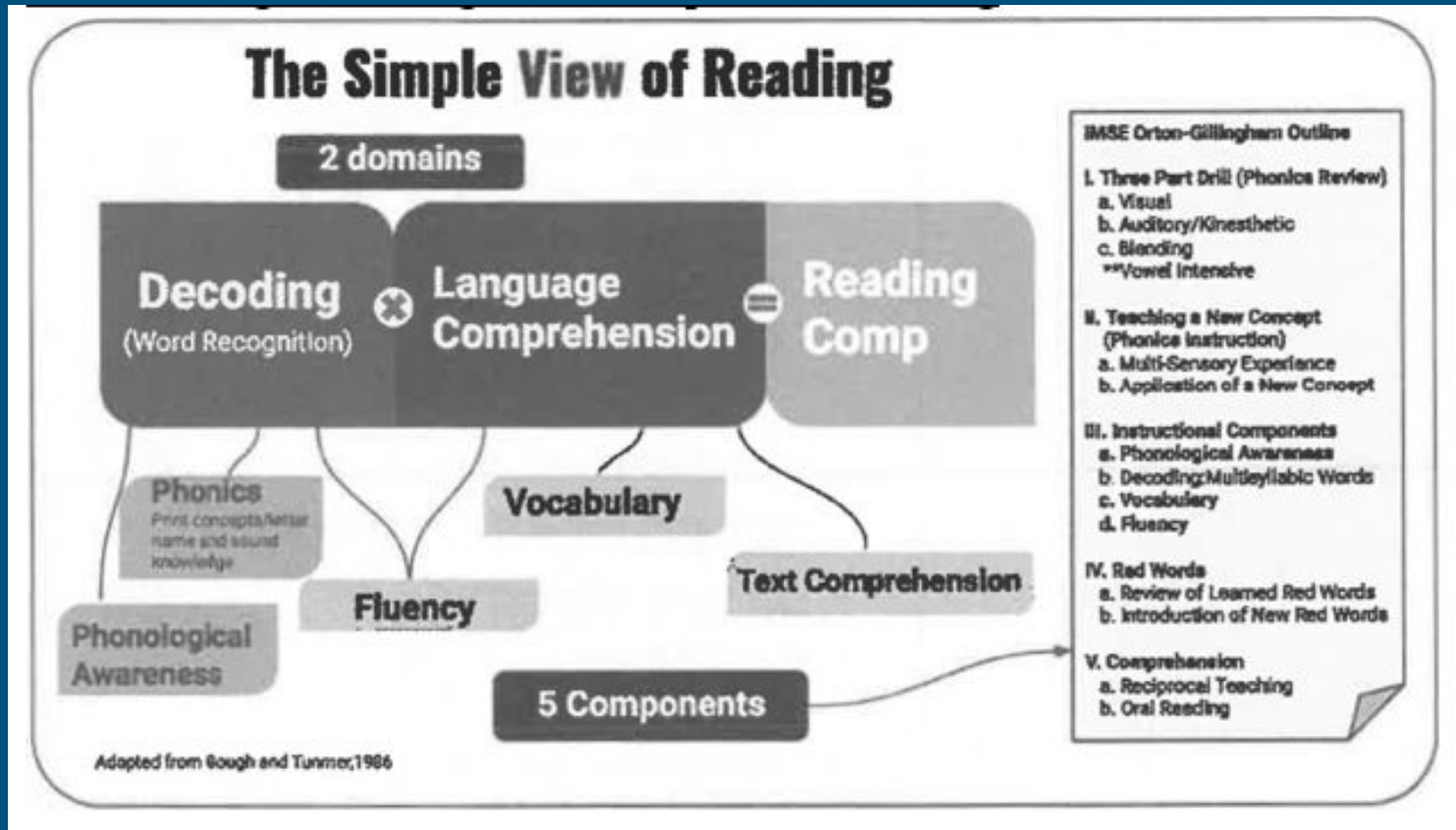
Mass, Mississippi, etc. are now mandating the use of SoR research-based curriculum/approaches while providing literacy instruction.

<https://www.education.nh.gov/news/leaning-literacy-lexia-learning-systems-and-gud-marketing>





# Simple View of Reading



# Scarborough's Reading Rope

## 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.)

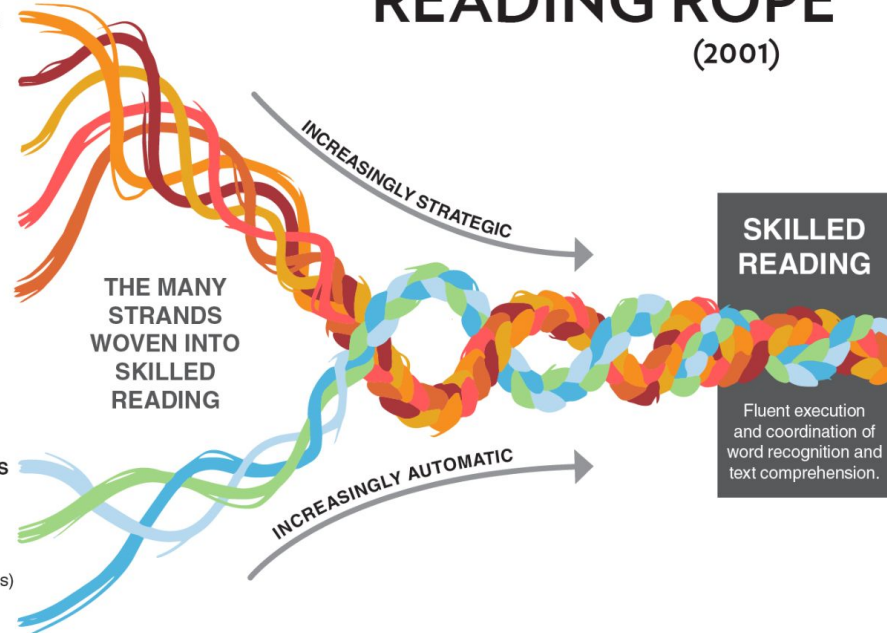
## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

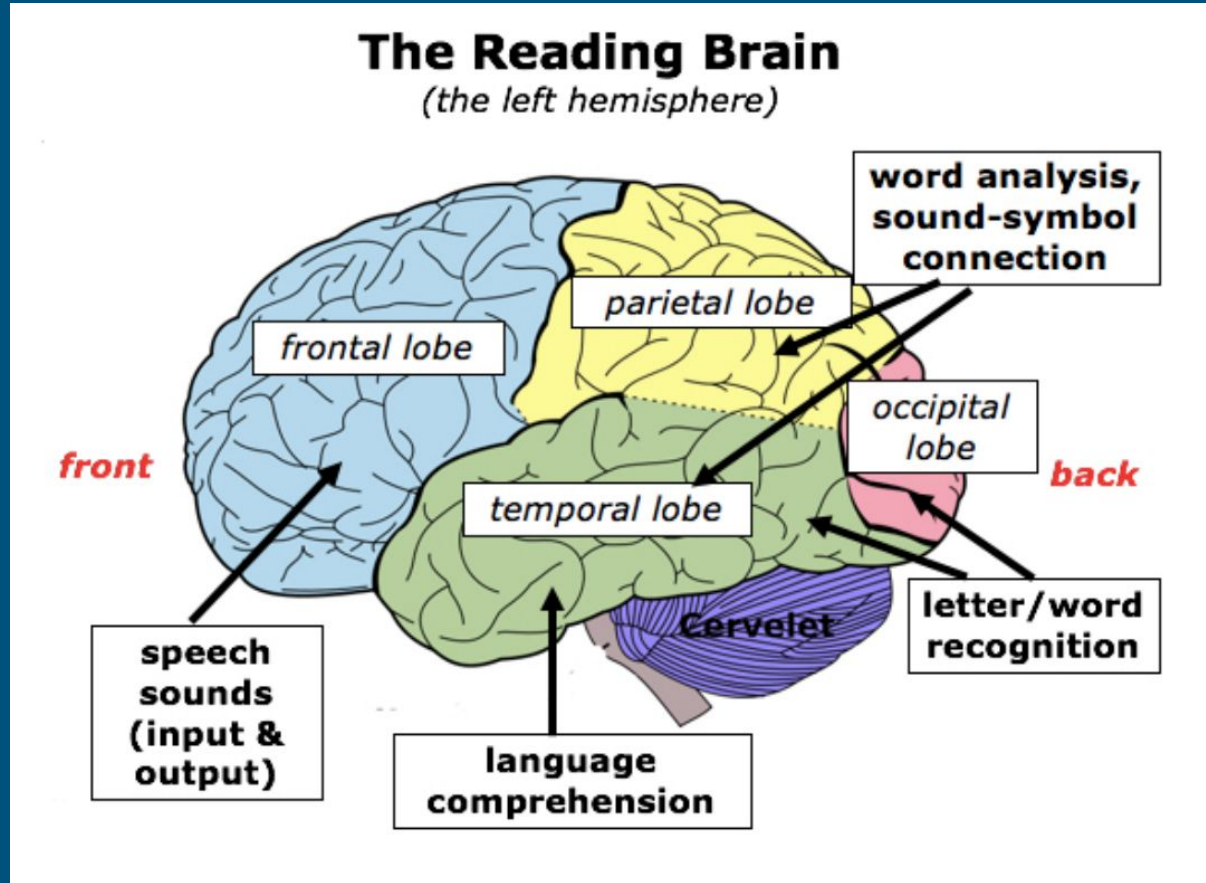
**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

## SCARBOROUGH'S READING ROPE (2001)



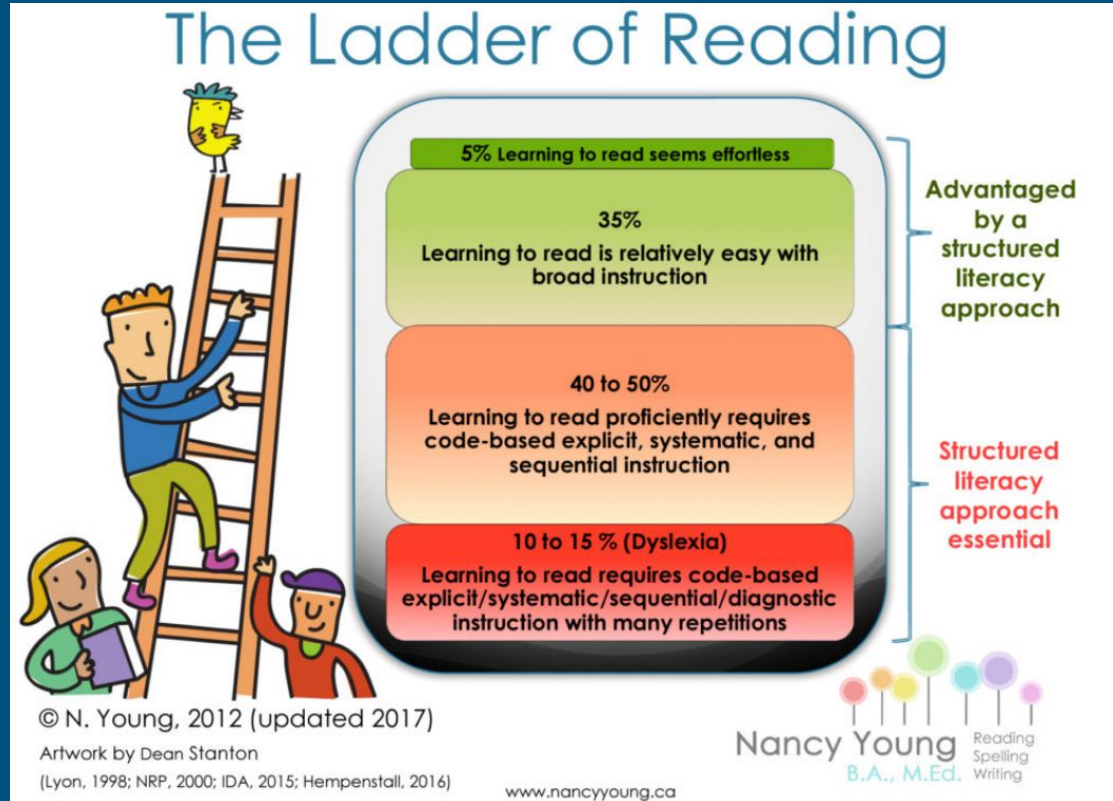
# The Reading Brain



# Reading is NOT Natural

Although reading is not innate or natural and the brain was not originally designed to read, it can appear that skilled readers read as though the process is automatic.

65% of readers need a structured literacy approach.



# LETRS and IMSE

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Both accredited through the International Dyslexia Association (IDA), these institutions provide the “why” (LETRS) and the “how” (IMSE) of the Orton Gillingham approach.



Lexia  
**LETRS™**

**Professional Learning  
for Educators**

LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.



**im  
se**

institute for  
**multi-sensory  
education**

# Research

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In 1997 Congress asked that a national panel be convened to assess the effectiveness of various approaches to reading instruction.

The panel concluded that for children to become good readers, they must be taught:

- Phonemic awareness skills - the ability to manipulate the sounds that make up spoken language;
- Phonics skills - the understanding that there are relationships between letters and sounds;
- Fluency skills - reading with accuracy, speed, and expression; and
- Application of reading comprehension strategies to enhance understanding and enjoyment of what they read.

They have now found (through research) that many programs currently being used, DO NOT have the components necessary to qualify as a structured, explicit, literacy program.

# Goals of GES Teachers

## Teachers are key!

To help them perform their critical role, **teachers should be provided extensive pre-service and in-service training** in a variety of instructional techniques. Only now, secondary institutions are beginning to instruct on SoR aligned instructional techniques.

We are doing what we can to improve our instruction at GES. We have:

- Encouraged educators to attend the June Max Scholar Orton Gillingham training and follow-on activities as well as IMSE's courses
- Encouraged educators to participate in the LETRS training
- Purchased, reorganized and encouraged the use of decodable texts (particularly in grades k-2)
- Provided in-house professional development on the Science of Reading
- Offered coaching, support and modeling during the school day

We intend to continue:

- Fine-tune our literacy instruction through training in the Orton Gillingham approach
- Continue to offer coaching, support and modeling

# Questions?

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