

Academic Language Therapy Association (ALTA) Continuing Education Meeting



WT WEST TEXAS A&M
UNIVERSITY™

Center for
Learning
Disabilities

WTAMU Alignment of Courses to the Science of Teaching Reading

By: Dr. Betty Coneway

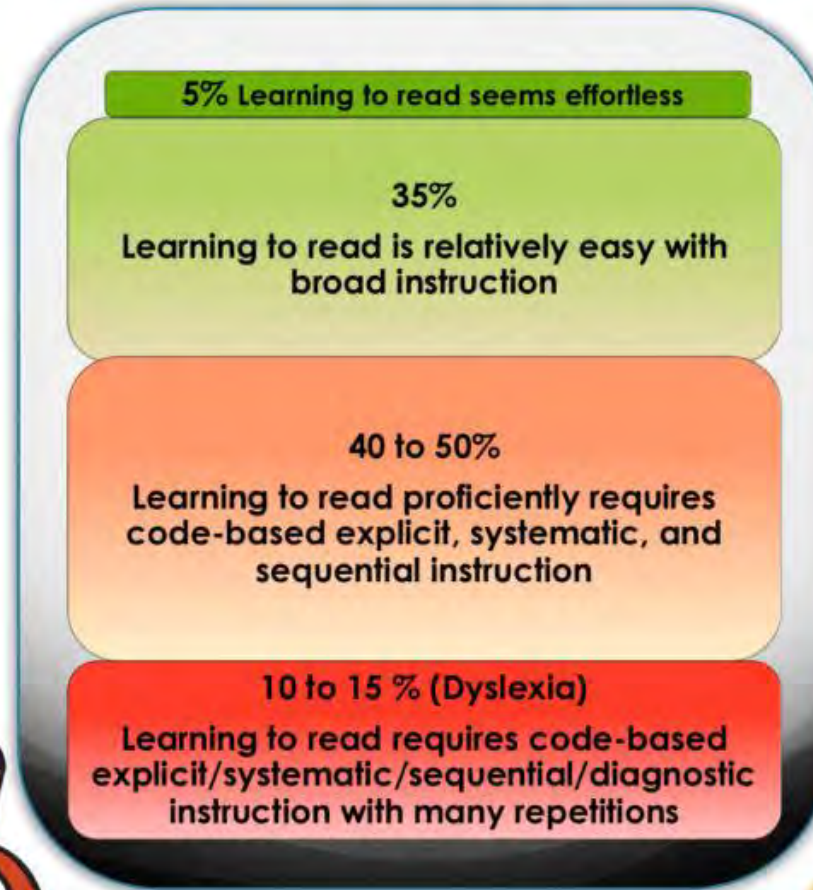
April 20, 2023



"We teach reading in different ways; they learn to read proficiently in only one way."

(David Kilpatrick, 2016)

The Ladder of Reading



Advantaged
by a
structured
literacy
approach

Structured
literacy
approach
essential

© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hemenstall, 2016)

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Spelling
Writing

Historical Context of Literacy Pedagogy Instruction at WTAMU

- **1980's to 2015:** Constructivist philosophy of reading instruction.

Experiences cause students to construct their own knowledge. Therefore, the goal of teaching reading is to design meaningful reading experiences and immerse children in high-quality literature. (Piaget, Vygotsky, Goodman, Smith)

- **2015-2021:** Introduction of a more Behaviorist philosophy

The pendulum began to swing as we began offering one Structured Literacy course (EDRD 3304). This course explores direct teaching methods of phonics and phonemic awareness skills.

- **2020-present:** Explicit, systematic, sequential, and multi-modal approach

During our switch from a B.S. in Interdisciplinary Studies to a B.S. in Education, Reading coursework was realigned and a second Structured Literacy course (EDRD 4305) was added, focusing on multisyllabic word decoding, morphology, syntax, semantics; and a new "Teaching Writing" course (EDEL 4372) was also added.

Texas Education Agency (TEA) Mandates

- In 2018, the State Board for Educator Certification (SBEC) adopted the Science of Teaching Reading Standards.
- In 2019, House Bill (HB) 3 was passed, requiring that all educators that teach any grade level from prekindergarten through grade six demonstrate proficiency in the science of teaching reading on a certification examination (STR Exam – TExES #293) - beginning January 1, 2021.
 - Core Subjects with Science of Teaching Reading: Early Childhood – Grade 6
 - Core Subjects with Science of Teaching Reading: Grades 4 – 8
 - English Language Arts and Reading with Science of Teaching Reading: Grades 4 – 8
 - English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4 – 8
 - Early Childhood: Prekindergarten-Grade 3

Science of Teaching Reading Exam

STR Exam – TExES #293

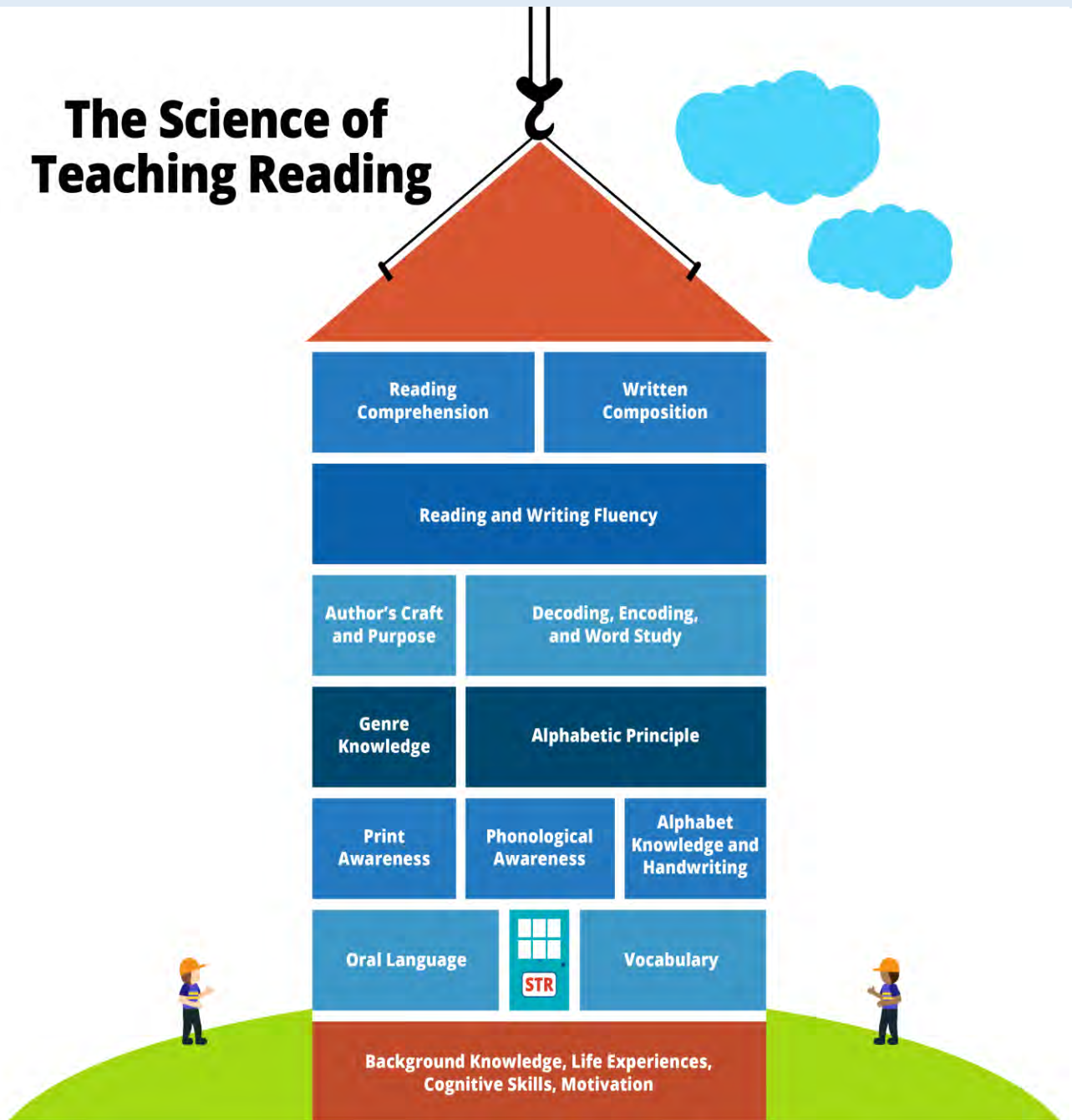
Domain number	Domain name	Percent of total exam
1	Reading Pedagogy	13%
2	Reading Development: Foundational Skills	43%
3	Reading Development: Comprehension	24%
4	Analysis (Constructed-Response Question)	20%

The "How" - Instructional Delivery

- Explicit (direct)
- Systematic and sequential
- Multimodal

The "What" - Instructional Components

- Oral Language and Vocabulary
- Phonological Awareness
- Alphabet Knowledge
- Handwriting
- Decoding, Encoding, and Word Study
- Reading Fluency
- Literacy Knowledge
- Reading Comprehension
- Written Composition



Explicit, Systematic, and Multimodal Instruction

Systematic Instruction

- Carefully planned sequence of instruction
- Incremental (step by step)
- Moves from simple to complex
- Builds (spirals) upon prior increments (prior learning)

Multimodal Instruction

- Simultaneous use of two or three learning modalities - VAKT (Visual, Auditory, Kinesthetic, Tactile)
- Includes listening, speaking, moving, feeling, reading, writing

Explicit (direct) Instruction

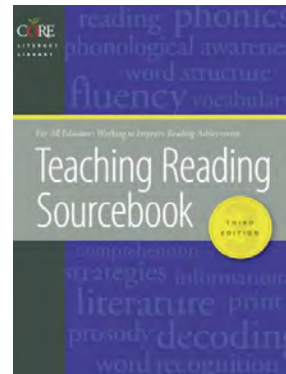
- Concepts are clearly explained
- Skills are modeled in a direct and visible manner
- Teacher's language is concise and specific
- Teacher support (scaffolding) is provided through a high level of teacher/student interaction.
- Distributed guided practice until mastery is achieved.
- Distributed practice is diagnostic (continually assessing student progress)
- Corrective Feedback is immediate
- Nothing is left to guess work.

Explicit instruction should be applied within the Gradual Release of Responsibility model – I do it; We do it; You do it.

Phonological Awareness

- Provide explicit (direct) and systematic phonological awareness instruction ensuring mastery of skills.
- Provide systematic phonological awareness instruction at:
 - The sentence level
 - Word level
 - Syllable level
 - Phoneme level
- Model, practice, and monitor basic and advanced phonemic awareness by segmenting a word into individual phonemes: blending individual phonemes to make a word; and adding, deleting or substituting a phoneme in a word.

Teaching Reading Sourcebook
By: Bill Honig, Linda Diamond,
and Linda Gutlohn, (2018)



Alphabet Knowledge and Print Concepts

- Provide explicit (direct) and systematic instruction in alphabet knowledge ensuring skills are mastered (automatic).
 - Rapid letter naming
 - Sound/symbol correspondence
 - Letter formation.
- Provide explicit (direct) and systematic instruction in concepts of print.
- Provide ample opportunities for children to engage in alphabet awareness and early literacy activities throughout the instructional day.
 - Read-alouds (wide variety of genres)
 - Writing centers
 - Book corners
 - Alphabet games, etc.

Handwriting

- Provide explicit (direct) and systematic instruction in handwriting instruction ensuring skills are mastered (automatic).
- Give multiple opportunities for students to practice handwriting throughout the instructional day and across subject areas.
- Model correct and accurate letter formation
- During handwriting practice, provide corrective feedback concerning pencil hold, letter formation, spacing, etc.



TEKS – Strand 2 (E): Beginning Reading and Writing. The student is expected to develop handwriting by accurately forming all uppercase and lowercase letters

TEKS – Strand 2 (E): Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters (2nd grade).

Texas Prekindergarten Guidelines: Physical Development Domain

Phonics (Decoding and Encoding)

- Provide explicit (direct) and systematic instruction in decoding and encoding ensuring the skills are mastered (automatic).
 - Facilitate the transfer of decoding skills to encoding skill.
 - Give equal importance to both decoding and encoding in daily practice of skills.
 - Provide multiple opportunities for distributed practice in decoding and encoding.
- Reinforce 44 phonics sound-symbols
- Provide explicit (direct) and systematic instruction in six syllable types:
 1. Closed
 2. Open
 3. Vowel-Consonant-e (VCe)
 4. R-controlled
 5. Vowel team
 6. Consonant + le (final stable syllable)
- Provide explicit (direct) and systematic instruction in syllable division to facilitate decoding and encoding of multisyllabic words.

When decoding and encoding words with affixes and root words, include word study and morphological analysis in phonics lessons.

Oral Language Foundations

- Having social conversations with adults and peers to develop relationships in the classroom (BICS)
- Providing rich and varied experiences through literature, language, hands-on learning, songs, rhymes, and read-alouds
- Build background knowledge and understanding of ideas and content
- Incorporate Turn-and-Talks, cooperative group interactions, interviews, debates, conversations
- Intentional acquisition of academic and domain-specific vocabulary (CALP) through direct instruction
- Purposeful discussion of read-alouds to enhance listening comprehension
- Provide multiple opportunities for students to practice new vocabulary

TEKS – Strand 1: The student develops oral language through listening, speaking, and discussion.

TEKS – Strand 3: The student uses newly acquired vocabulary expressively.

TEKS – Strand 6: The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Texas Prekindergarten Guidelines: Instruction for ELL student, Language and Communication, Emergent Literacy

Word Study, Vocabulary, and Morphological Analysis

- Provide explicit (direct) and systematic word study instruction
- Practice high-frequency words (both regular & irregular)
- Expand vocabulary and word knowledge across the curriculum
- Build students' vocabularies through exploration of related words.
- Provide students with opportunities to apply their background knowledge, context, and morphological awareness to determine unknown terms.
- Systematically teach the meaning, pronunciation, and spelling of base words, root words, and combining forms.

Fluency

- Provide explicit (direct) and systematic fluency instruction.
- Encourage students to track fluency progress using graphs
- Model fluent reading
- Use decodable text (words are controlled based on phonics skills) and provide multiple opportunities for students to practice oral reading fluency.
- Emphasize accurate reading and do not overlook errors
- Provide brief, frequent opportunities to practice reading fluency

Reading Comprehension

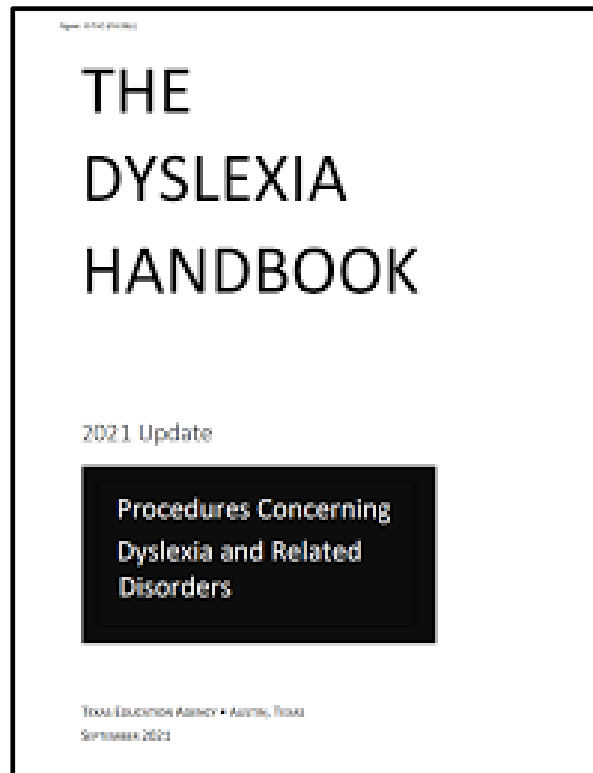
- In the early grades, reading comprehension is primarily developed through listening comprehension
- Develop content knowledge and vocabulary through exposure to high-quality fiction and nonfiction texts
- Use assistive technology and teacher/peers to provide access to grade-level content for struggling readers.
- Frequently model comprehension skills with think-alouds, read-alouds, storytelling, and discussion.
- Provide students with opportunities to authentically practice comprehension skills.

TEKS – Strand 5: The student is expected to develop comprehension skills (K-English IV)

Texas Prekindergarten Guidelines: School Readiness, Language and Communication, Emergent Literacy (Reading)

EDRD 3302 Reading Skills I

EDRD 3304 Structured Literacy I



Teacher Candidates are introduced to the Texas Dyslexia Handbook and learn about the characteristics of Dyslexia, Dysgraphia, and Related Disorders.

Teacher Candidates are also regularly invited to attend the monthly WTAMU Center for Learning Disabilities Community Workshop.



Written Composition

- Use mentor texts to support students understanding and use of the writing process.
- Students should have ample time to practice writing throughout the instructional day and across subject areas.
- Developing an understanding of strategies to teach students how to write.
- Integrate conferencing and teacher/peer feedback into writing instruction.
- Teach basic foundational writing skills: sentence construction, grammar, mechanics, and parts of speech.

TEKS – Strands 10 & 11: The student is expected to develop composition skills (K-English IV)

Texas Prekindergarten Guidelines: School Readiness, Language and Communication, Emergent Literacy (Writing)

WTAMU Teacher Candidates will be well- prepared to understand and teach:

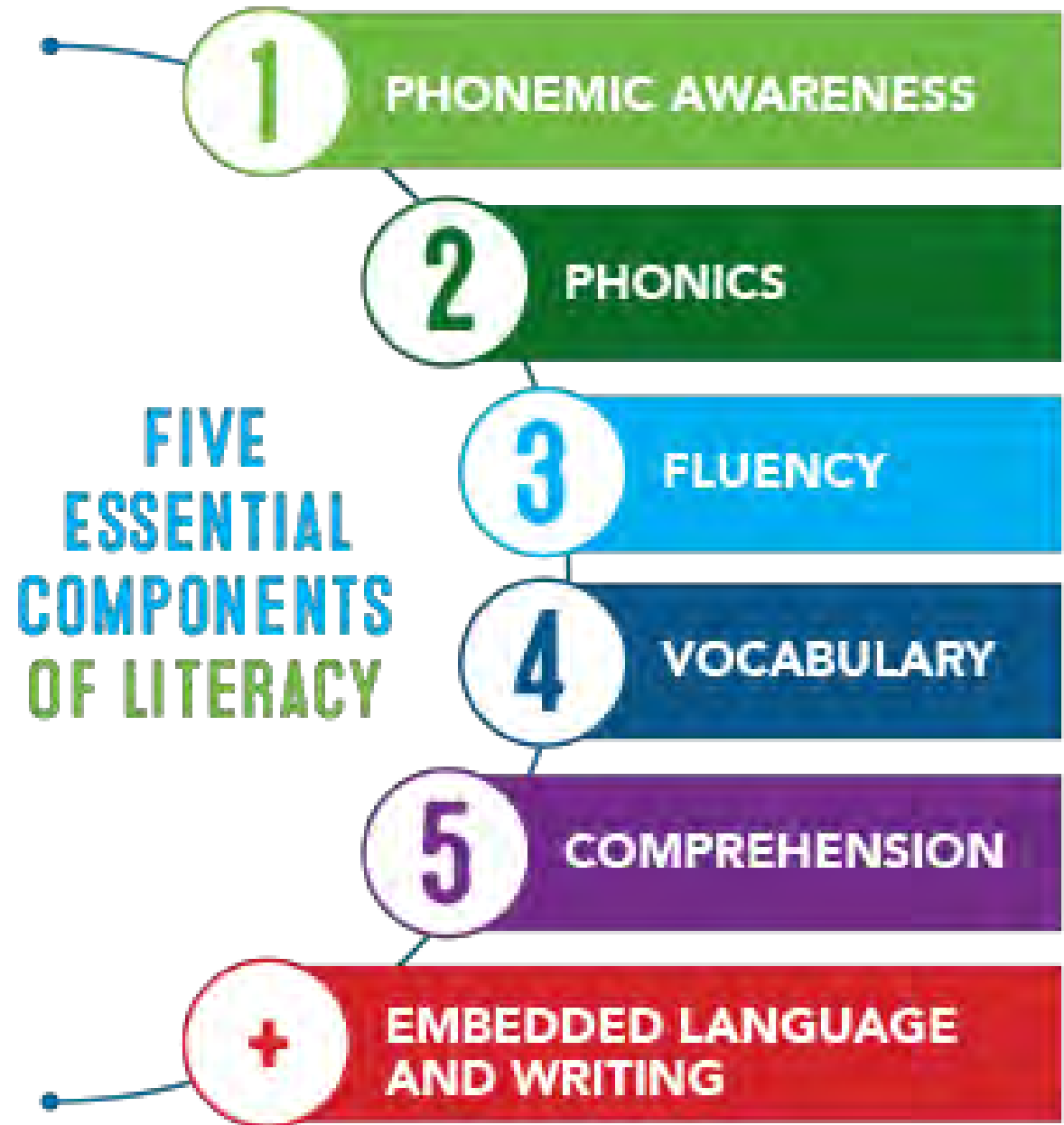
Foundational Skills,
Language Comprehension and
Written Composition Skills

Listening, speaking, reading,
writing, and thinking skills that
are interconnected in high-
quality literacy instruction.



Learning to read is one of the most important skills students learn.

These research-based components must be included in effective literacy instruction.



WTAMU Educator Preparation Program



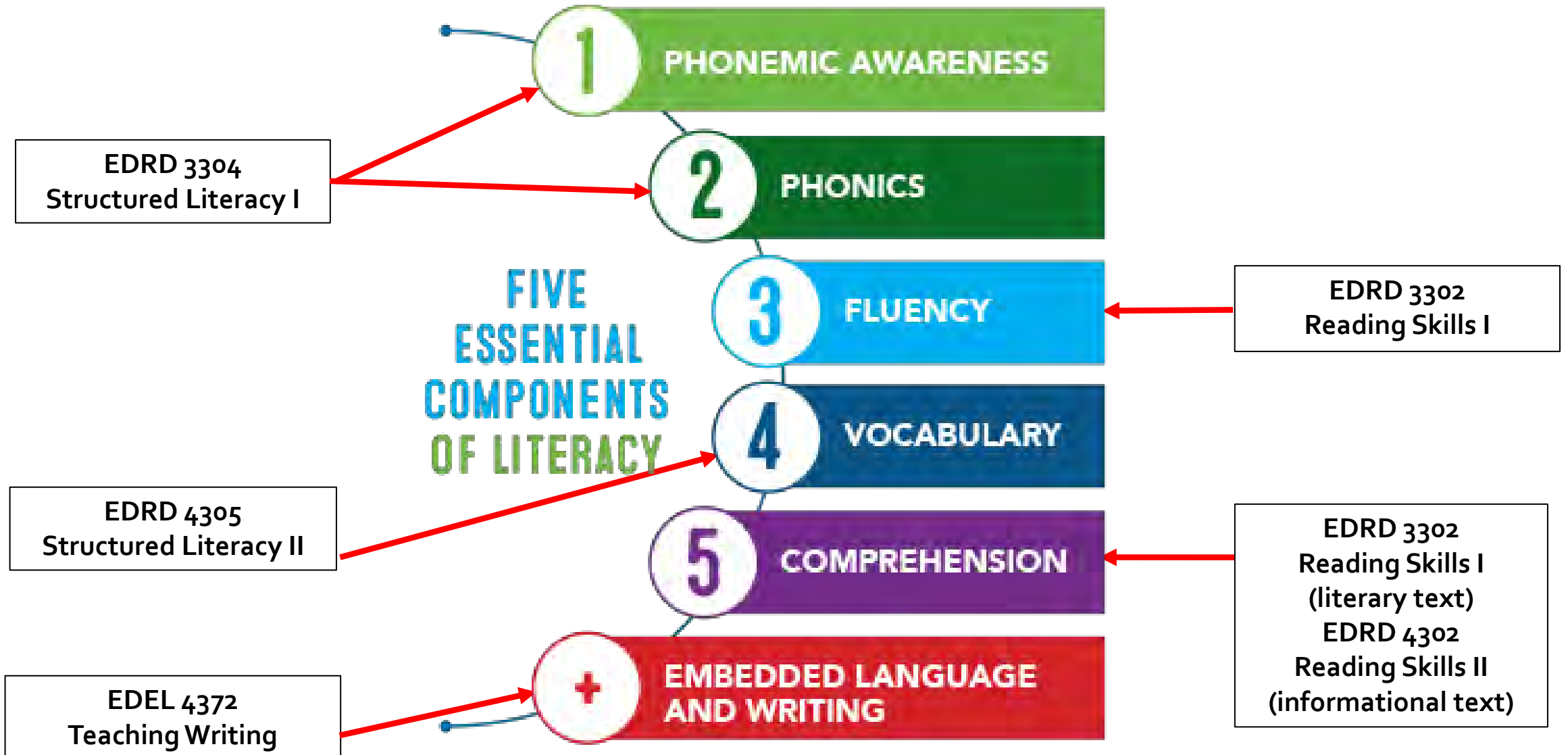
WE TEACH TEXAS

Providing a quality education workforce across the Texas Panhandle.

The WTAMU Educator Preparation Program provides high-quality instruction on the components of effective reading instruction across several courses and embeds multiple opportunities for candidates to apply the Science of Teaching Reading standards.

Coursework and field experiences are designed to help preservice teacher candidates successfully pass the Science of Teaching Reading (STR) exam and be well prepared to deliver highly effective literacy instruction to promote student learning.

WTAMU Literacy Coursework



Questions?

