K-3 Literacy Pilot MoMEntum 2017

Common Literacy Professional Learning Session #2

Learning Intentions

To build an understanding of early literacy research and the impacts on student learning.

To build a bridge between research and Common Core State Standards.

To build an understanding of high impact strategies and the relationship to student learning.

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Early Literacy Research

35% of children who were poor, lived in neighborhoods of concentrated poverty and not reading proficiently failed to graduate high school on time (Hernandez, 2012).

The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, was .88….the probability of remaining an average reader in fourth grade, given an average reading ability in first grade, was .97. (Juel, 1988)

Early Literacy Research

We also know that:

Students who are not able to segment the sounds in words and fluently identify letters at the end of Kindergarten will struggle at the beginning of first grade (NRP, 2000).

Students who cannot decode easily will have a very hard time in second and third grade (NRP, 2000).

Students who have not developed and significantly practiced strategies to fully discuss and "unpack" the meaning from text by second and third grade will struggle as readers in the year to come (NRP, 2000).

Early Literacy Research

Reading proficiency requires three sets of interrelated skills and knowledge that are taught and cultivated over time.

- Mechanics of Reading
- Oral language, Vocabulary and Comprehension Development
- Rich understanding of real-world concepts and subject matter
                                    (National Governor's Association, 2013)

Foundational Skills Practice Guide (What Works Clearinghouse, 2016)

Recommendation 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge

Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters

Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words

Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

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Professional Learning Topics

Nell Duke's work will also influence our professional learning: Essential Instructional Practices in Early Literacy.

(MAISA GLEN Early Literacy Task Force, 2016)

Phonemic Awareness

Letter- Sound Relationships

Vocabulary

Comprehension

Collaborative Conversations

Writing

Engagement/Motivation

Variety of Reading Materials

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Reading Development

6 Pillars of Reading Instruction

Constrained	Unconstrained
Phonemic Awareness	Vocabulary
Phonics	Comprehension
Fluency (rate and accuracy)	Fluency (prosody)
	Knowledge Development

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Reading Standards

Literature
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Informational Text
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Foundational Skills
- Print Concepts K-1
- Phonological Awareness K-1
- Phonics and Word Recognition K-5
- Fluency K-5

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Writing Standards

Text Types and Purposes

Production and Distribution of Writing

Research to Build and Present Knowledge

Range of Writing

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Speaking and Listening Standards

Comprehension and Collaboration

Presentation of Knowledge and Ideas

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Professional Learning Topics Continued

Professional learning will be based on high impact instructional strategies and routines researched by:

John Hattie, 2009 Visible Learning

John Hattie, 2012 Visible Learning for Educators

Fisher, Frey & Hattie, 2016 Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning

" process of developing sufficient surface knowledge to then move to deeper understanding such that one can appropriately transfer this learning to new tasks and situations." (Hattie, 2014)

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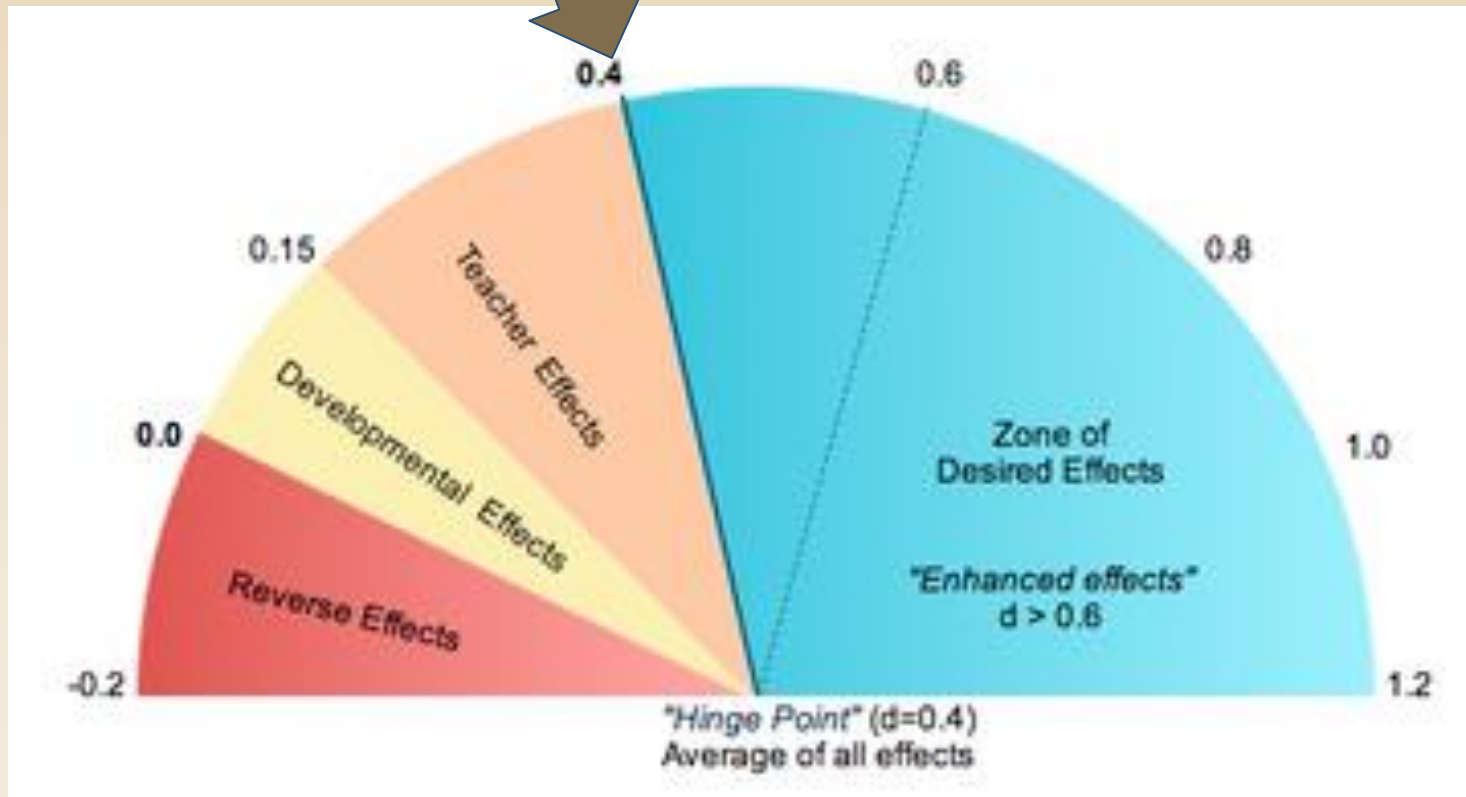
High Impact Instructional Practices
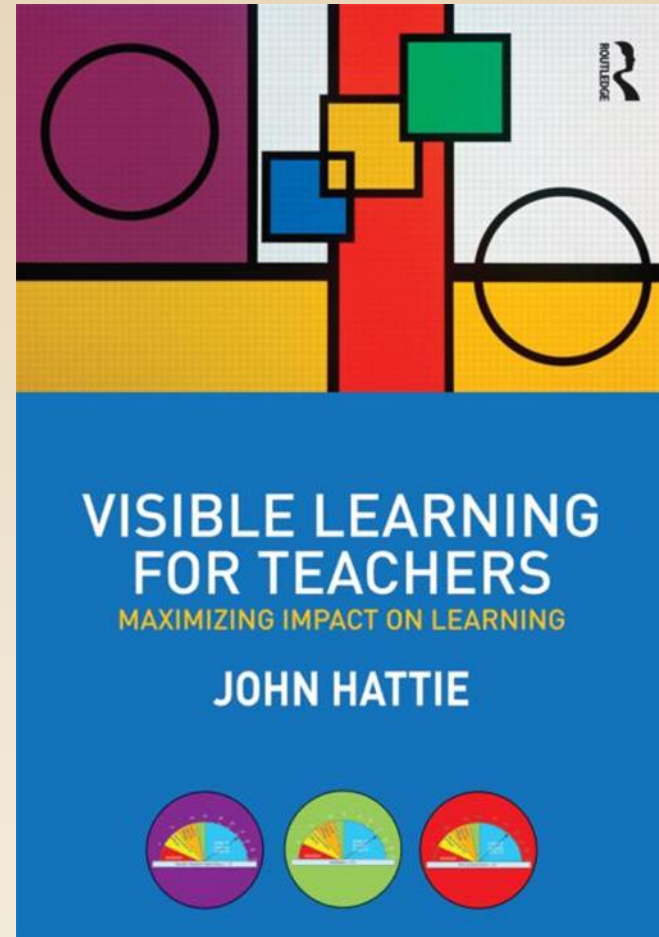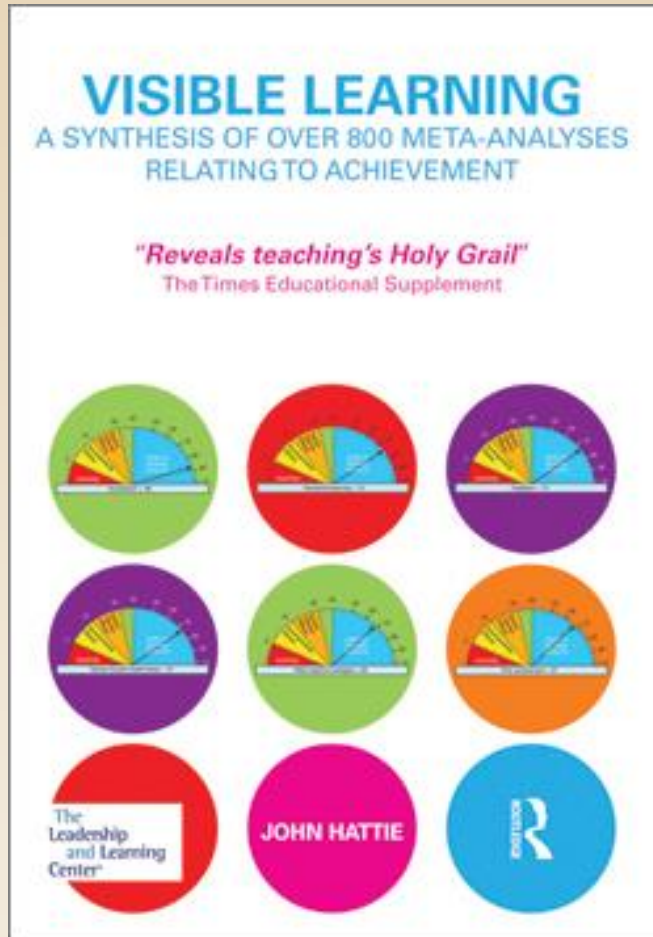
Effect Size

What is effect size?

- Effect size represents the magnitude of the impact that a given approach has.

Why is effect size important in education?

- Many practices work (95% have a positive effect). Knowing which practices result in high impact (learning beyond what would be achieved just by attending school for a year) enables better use of time and results in greater learning achievement.

- Understanding what has a negative impact or minimal impact prevents us from making poor instructional choices and from wasting time.

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This is the hinge point –
a year's worth of growth for a
year in school.

Instructional Practice Sort

Work as a team to organize the instructional practice cards in order from most effective to least effective in regard to raising student achievement.

Discuss your rationale for placement.

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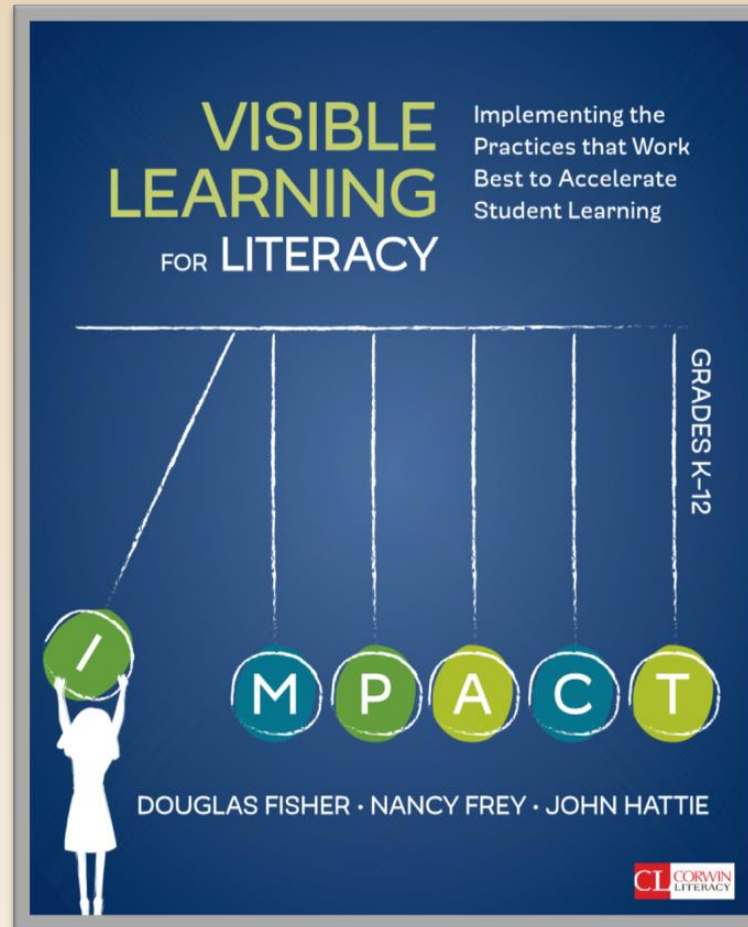# High Impact Practices Across Classrooms

Teacher Credibility (.90)

Teacher-Student Relationships (.72)

Teacher Clarity (.75)

Teacher Expectations (.42)

What strikes you about these practices?

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# Hattie's Work Applied to Phases of Learning

Phases of Learning

Hattie (2012) defines learning as,

"the process of developing sufficient **surface** knowledge to then move to **deeper** understanding such that one can appropriately **transfer** this learning to new tasks and situations".

90% of instruction conducted by teachers can be completed by students using *only* surface-level skills (Hattie, 2012).

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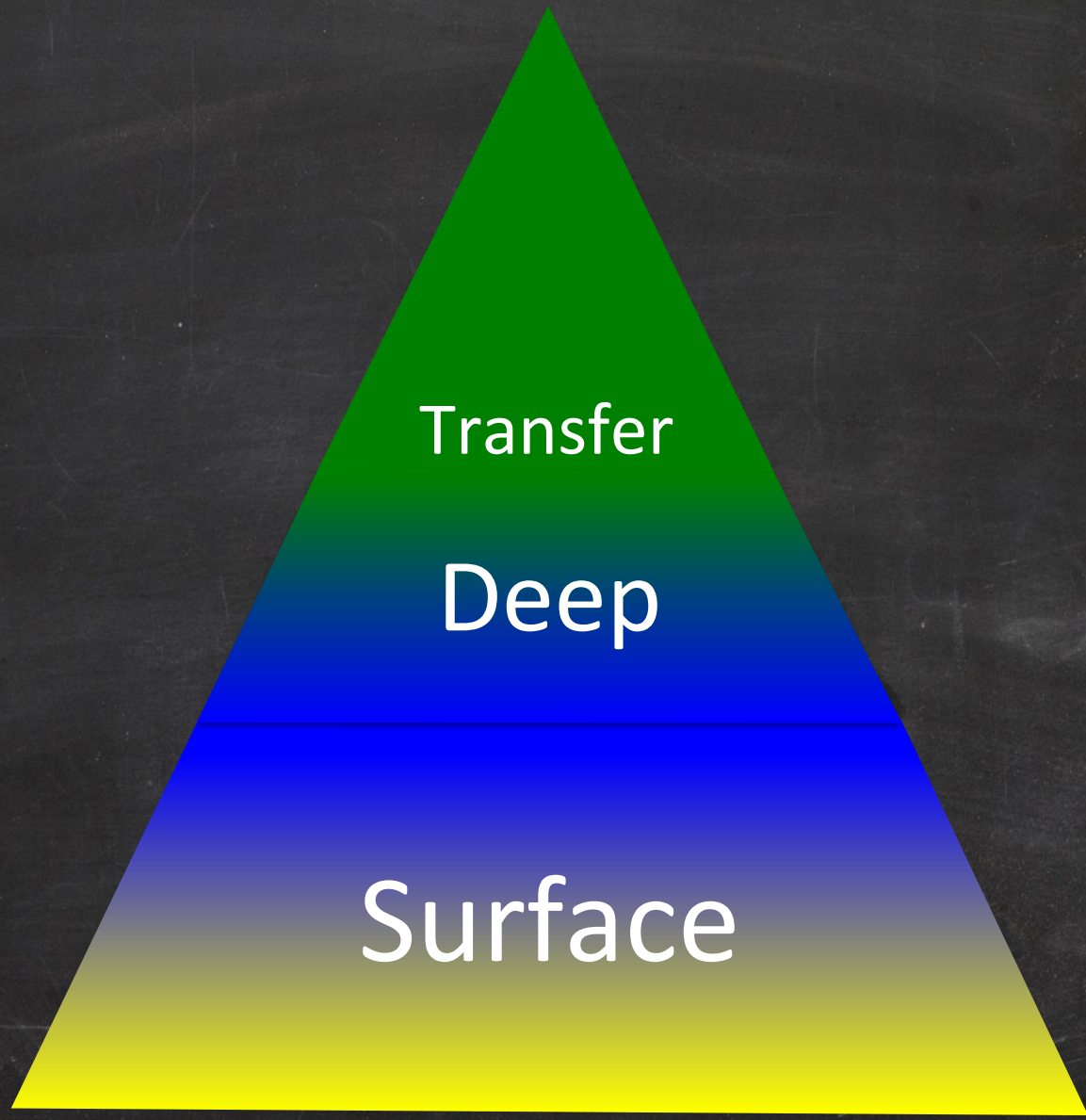
Practices to Facilitate **Surface** Learning

Practice	Effective Size
Leveraging prior knowledge	0.67
Phonics instruction	0.54
*Vocabulary techniques	0.67
*Reading comprehension in context	0.60
Wide reading on the topic under study	0.42
*Repeated reading	0.67

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Ways to Facilitate **Deep** Learning

Practice	Effect Size
Concept mapping	0.60
Discussion and questioning	0.82
Metacognitive strategies	0.69
Reciprocal teaching	0.74

Ways to Facilitate **Transfer**

Practice	Effect Size
Organizing and transforming conceptual knowledge (reading across documents, socratic seminars, extended writing)	0.85
Problem-Solving Teaching	0.61
Peer tutoring	0.55

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Dice Discussion

Roll 1: Share an "aha" you had during the session.

Roll 2: Give an example of how you will apply something in today's session to your own practice.

Roll 3: Share a burning question you still have about the topic.

Roll 4: Share a connection you made during the session.

Roll 5: Share a key point you will be taking away from today's session.

Roll 6: Share something from the session you'd like to know more about.

Next Steps

Read: Essential Instructional Practices in Early Literacy

Read: Literacy Links November 2010 Text Complexity
http://maine.gov/doe/ela/resources/literacy-links-archive.html

Are there any instructional practices listed that surprise you? Why?	Which instructional practices listed are not a surprise? Why?

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