



Science of Reading (SoR) / Literacy Intervention Plan (LIP)



Strengthening Literacy Instruction



SB 387.

SB 387 was recently passed legislation during the Spring of 2021 that shapes the foundation and elements of this presentation.



4 Important *SB 387* Elements...

1

Science of Reading (SoR)

2

Literacy Intervention
Plans (LIP)

3

Language Essentials for
Teachers of Reading and
Spelling (LETRS)

4

Individual Reading Plans
(IRP)




1. Science of Reading - Important to know?

What it is...

- A body of research that investigates HOW the brain learns to read
- Derived from cognitive and developmental psychology, neuroscience, implementation science, and linguistics
- Evidence and research that inform instruction based on HOW reading and writing develops

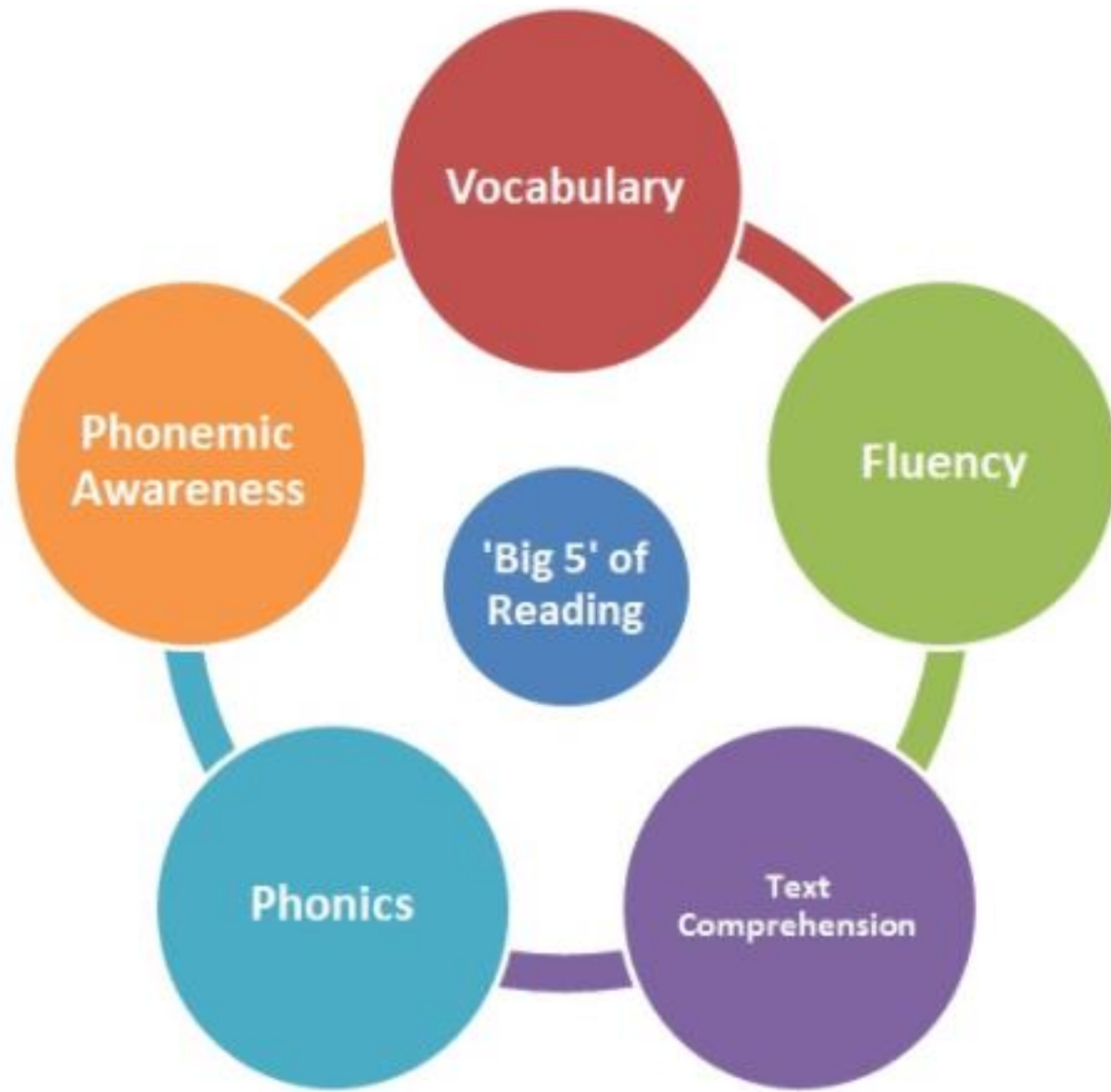
What it isn't...

- A new idea, a fad, or a political agenda
- JUST a phonics program
- A manual or curriculum for teachers to follow
- A quick fix program



“Do the best you can until you know better. Then when you know better, do better.”

Maya Angelou,
Author



The five essential components of reading include:

★ **Phonemic Awareness** is the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words. (Florida Center for Reading Research (FCRR), 2020) It is a mental/linguistic skill and print is not involved (Kilpatrick, 2016).

★ **Phonics** is the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. It has to do with printed language and involves using a strategy to sound out words. Phonics is an academic skill (FCRR, 2020).

★ **Vocabulary** is the knowledge of and memory for word meanings learned both directly and indirectly. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing (FCRR, 2020).

★ **Fluency** is the ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension (FCRR, 2020).

★ **Comprehension** is understanding what one is reading, and the ultimate goal of all reading activity (FCRR, 2020).



What Does This Mean for FCS?

- PreK – 5th grade teachers and administrators will begin a 2 yr professional development process designed to instruct teachers in the SYSTEMATIC, EXPLICIT instructional practices necessary to build proficient readers (LETRS)
- A thorough vetting of current and potential instructional resources that align with SoR and support the upcoming LETRS Training that will begin in the summer of 2022



2. Literacy Intervention Plan (LIP) Elements...

1. Core Literacy Instruction (Tier I)

Core literacy instruction is evidenced-based and aligned to the science of reading. This element of the LIP considers data and the strength of Tier I (Core) Literacy Instruction.

2. Supplemental Literacy Intervention (Tier II)

Supplemental literacy instruction is evidenced-based and aligned to the science of reading. This element of the LIP focuses on strengthening the supplemental literacy intervention provided to students below grade level proficiency.

3. Intensive Literacy Intervention (Tier III)

Intensive literacy instruction is evidenced-based and aligned to the science of reading. This element of the LIP focuses on the strengthening of intensive literacy intervention provided to student well below grade level proficiency.



Literacy Intervention Plan (LIP)...

Plan Submission

Our FCS K-3 Literacy Intervention Plan was submitted, as required, by SB 387 to DPI for review in late February. A second submission will take place later in the Spring/Summer.

Plan Feedback

DPI Review of our FCS plan was completed in March and shared back with us April 1st. Plan feedback is being comprehensively reviewed now.

Feedback Review and Final Submission by Oct. 1st

Feedback received is being reviewed, adjustments will be made and stakeholders will be asked to weigh in on any and all DPI recommendations and questions.



Resources to Strengthen SoR Alignment

A K-5 Comprehensive Core Curriculum...

FCS is in a curriculum review process, we have...

- Used 6 DPI identified state reviews of K-5 curriculum resources
- Held 3 days of stakeholder feedback on 3 leading curriculum products (District & Building Admin, Teacher, Coach, EC, AIG, EL, Etc)...
- Compiled feedback results to inform next steps!

FCS is planning...

- District site visits to review curriculum in action in neighboring districts
- Vendor Showcases will be held for stakeholder groups as open forums & product review
- Franklin Ambassador teams will strengthen internal literacy curriculum resources to assist as teachers are LETRS Trained
 - Assessments/Quick Checks
 - Writing to Learn Activities
 - Activities supporting the "BIG 5"



Valuable Instructional Tools & Resources

Fundations... (K-3rd)

- A comprehensive phonics curriculum used in K-2 Core instruction, adopted in 2015-16
- 3rd grade expansion planned for use as an intervention resource for Tier II intervention
- Strong K-2 SoR aligned program

i-Ready... (4th-5th)

- i-Ready Reading is an intuitive supplemental tool used by students in grades 4th-8th
- i-Ready Math is an intuitive supplemental tool used by students in grades K-8
- Diagnostics are given 3 times a year to establish learning pathways for each student.
- The i-Ready Teacher Toolkit provides standards aligned lessons that guide teacher instruction and intervention
- i-Ready is designed to support individualized learning (called pathways) that target specific skills students need support with (Goal: Complete 45 min each week and score 70% or higher on all lessons)
- Data from i-Ready informs instructional decisions and is a state recognized data source to identify students for summer learning interventions
- i-Ready is standards aligned and research based



Valuable Instructional Tools & Resources Cont..

Decodable Text...

- Authentic decodable books and comprehensive, evidence-based foundational skills and close reading instruction for pre-K through grade 3, or for intervention
- Provide students' opportunities to transfer their newly acquired phonics knowledge to meaningful, engaging, and complex narratives, informational texts, and poetry
- These instructional materials support teachers in explicitly guiding students to develop the skills and habits of competent readers

Heggerty...

- Core/Intervention Phonemic Awareness Program
- These lessons provide daily opportunities to develop phonological and phonemic awareness in 8-12 minutes of whole group instruction
- Lessons are short and engaging, designed as a supplemental resource, added to an existing literacy curriculum
- Lessons can be utilized in small groups to provide interventions and support for 1st and second grade students who need additional support with targeted skills



3. LETRS - Important to know...

Our FCS LETRS Journey begins...

- FCS will begin LETRS Training with **5 cohorts of 44 teachers each** in the Summer of 2022 (Cohort 3)
- Training will include **live virtual sessions** with a certified trainer
- Self-Paced Reading Assignments
- Bridge to Practices activities

LETRS: Language Essentials for Teachers of Reading and Spelling

LETRS Addresses Four Critical Outcomes for effective literacy instruction:

- Understanding the SoR
- Converting Research to Practice
- Enhancing Teacher Effectiveness
- Transforming Instruction



LETRS Cont...

LETRS Live Training

- Live 6hr (virtual) training sessions will be provided to all K-5 teachers
- Also included are Principals, Instructional Coaches, EL, AIG, Pre-K, and EC teachers
- Dates and times for district teacher training are currently awaiting confirmation

Teacher Support

- Financial Incentive for both completion and mastery of teacher trainings is being considered at this time
- Principals, IC's, & District Curriculum Leadership are receiving 5 DPI facilitated "Literacy for Leaders" training to prepare them this spring

PLC's to Support Learning and Practice

- FCS will be working to establish a pacing for teachers to complete Bridge to Practice activities, Readings, and Online Assessments through the school PLC process



More than 225
Teachers will receive
LETRS Training In
FCS!



4. Individual Reading Plans (IRP)...

Individual Reading Plans

SB 387 also requires the development of an intervention plan for each K-3 student falling below proficiency in Reading

FCS will be expanding the use of “**ECATS**” (The Every Child Accountability & Tracking System) which has been widely used by Exceptional Children's Departments across the state to house and manage IEP's

Plan Management

ECATS will serve as a plan management home and more efficient path to collect data, identify effective intervention, and monitor student growth progress

Data Analysis

Beginning with 2022-2023 MOY data, students falling below proficiency will have a Individual Reading Plan created to address any literacy support needs



FCS Timeline / Anticipated Progress...

February

- Submission of our LIP for Review
- Held Stakeholder workshops to develop the LIP
- Literacy for Leaders Session I

March

- K-5 Curriculum Review Feedback collected
- Literacy for Leaders Session II

April

- LIP DPI Feedback
- Visit K-5 Cur. Districts
- Literacy for Leaders Session III

May

- Editing the LIP
- Site Visits to observe K-5 Lit. Curriculums
- Development of Guiding Documents to support the LIP
- Literacy for Leaders Session IV

June

- Literacy for Leaders Session V
- Resubmission of Revised LIP
- K-5 LIT Curriculum Decision
- Site Visits to observe K-5 Lit. Curriculums



Thank *you!*



Do you have any questions?

Dr. Geoffrey Hawthorne
Executive Director of Elementary Education
and Federal Programs