

Making the Shift to Structured Literacy

NHSAA Annual Conference
June 24, 2024



01

Beliefs

Is your vision big enough?

02

Understanding

What do you need to know about literacy instruction?

03

Transformation

What tools do you need in your toolbox?

04

Equity

Is literacy an equity issue?





01

Beliefs

Is your vision big enough?

Do you agree?



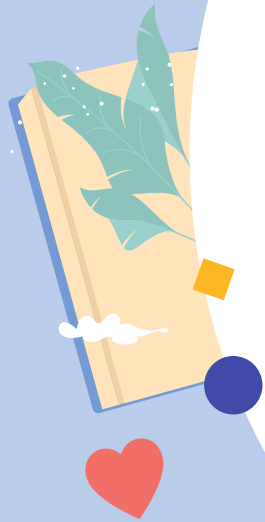
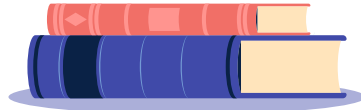
95% of students
can be proficient
readers at the
end of 3rd grade.

In 2019...

38% of students in NH were at or above Proficient in ELA as measured by NAEP.

56% were at or above Proficient on NHSAS.

Are these outcomes acceptable?



QUESTION TIME

Choose one of the questions to the right as a starter and turn and talk to your neighbor.

1. How do you feel about reading achievement results in your district?

2. How much personal experience do you have teaching students to read?

3. How are reading skills assessed in your district?

4. How is reading taught in your district?

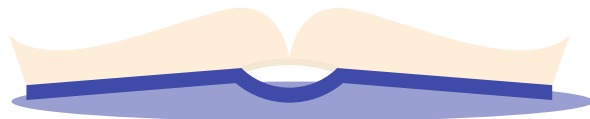




02

Understanding

What do you need to know about
literacy instruction?




Do you agree?





Learning to read is a natural process. Children will learn to read if given enough time and exposure.




Reading is a complex process...



The human brain is not wired to read or write, however it is wired for oral language. Learning to speak is a natural process that all but a very small percentage of children will master.



Learning to read requires the brain to create new neural pathways in the process of learning that will allow for proficient reading and writing. Creating the necessary neural connections requires explicit, systematic, sequential instruction in the written code of our language.



Proust and the Squid, 2008

SOR

The Science of Reading represents a body of scientific research about how students learn to read acquired over the last 50 years.





The Simple View of Reading

Scarborough's Reading Rope



What is “reading”?

Scarborough's Reading Rope provides us with a framework for understanding how the skills of proficient reading work together. The rope also provides us with an instructional planning model.

This model provides a structure for your resource adoption, instructional planning, and assessment.

Scarborough's Reading Rope

Many Strands Are Woven
into Skilled Reading

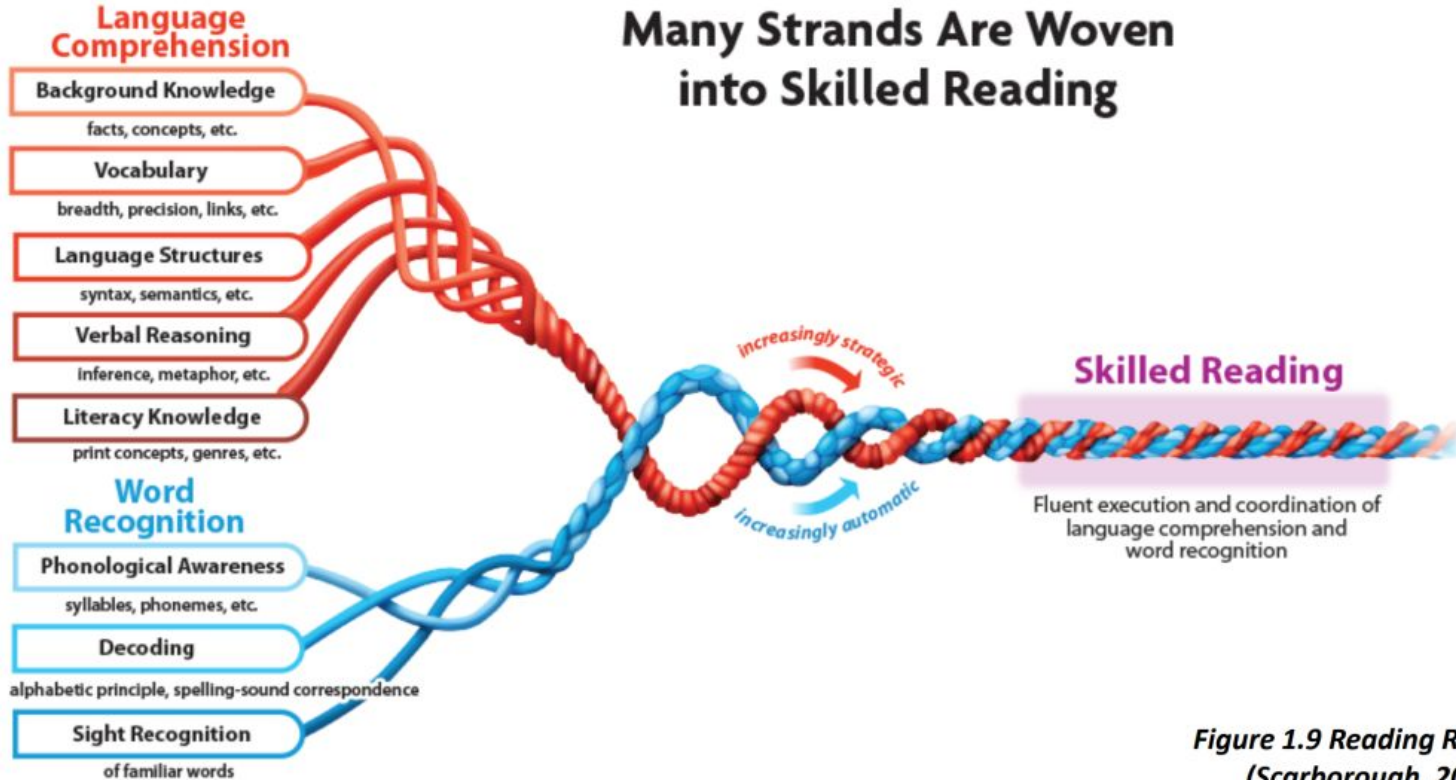


Figure 1.9 Reading Rope
(Scarborough, 2001)

QUESTION TIME

Choose one of the questions to the right as a starter and turn and talk to a new neighbor.

1. What do your teachers believe about how students learn to read?

2. What do your teachers know about how students learn to read?

3. Are your teachers ready for change?

4. Are your teachers asking for change ?





03

Transformation

What tools do you need in your toolbox?

Do you agree?



Access to high quality,
effective reading
instruction is a
fundamental right not
a privilege.

What will you need to lead through this paradigm shift?



Managing the Change Process

There are many change models - this shift requires changes in beliefs and behaviors.



Implementation Science

Strategic implementation requires a multi year plan from adoption to sustainability.

QUESTION TIME

Choose one of the questions to the right as a starter and turn and talk to yet another neighbor.

1. Have you lead through a similar paradigm shift in the past?

2. How will you assess your teacher's readiness for this shift?

3. Have you begun this shift already? If so, share where you are in the process.

4. Do you have a team ready to lead this work?

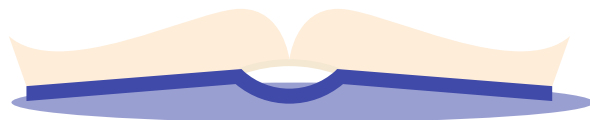




04

Equity

Is literacy an equity issue?



How do we achieve literacy for ALL?

Recovering lost learning

Addressing the impact of balanced literacy

Effective use of intervention resources

Knowledge based curriculum



Resources

Vision and Belief:

[Sold A Story Podcast](#)

[Podcast - Knowledge Matters Campaign](#)

Professional Development:

[LETRS for Elementary](#)

[LETRS for Administrators](#)

Teacher Preparation:

[NCTQ Teacher Preparation](#)





THANKS!

Do you have any questions?
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