



2023 Oklahoma Interim Study Science of Reading (IS-2023-58)

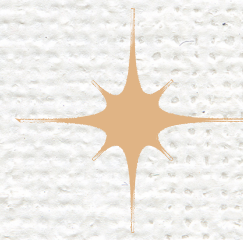
A PRESENTATION ON CURRENT PRACTICES, RESPONSIVE PEDAGOGY, & CRITICAL CONSIDERATIONS FOR THE FUTURE

Caitlin Bell

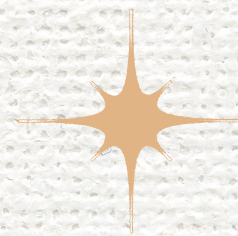


PRESENTATION OBJECTIVES

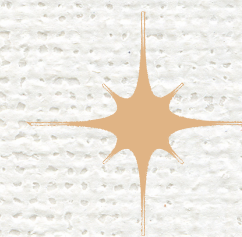
Bio
and
Exigency



Early
Childhood
Literacy



Responsive
Classroom
Practices



Critical
Questions
to Consider

BIOGRAPHY AND EXIGENCY

- OKLAHOMA EDUCATED

- K-12 – Edmond
- undergraduate – Southeastern Oklahoma State University; University of Central Oklahoma
- graduate – English – Literature, University of Central Oklahoma

- OKLAHOMA EDUCATOR

- 7 years
- alternative certificate – English (5-12)
- emergency certificate – Early Childhood (Pre-K-3)
- public – Edmond Public Schools; ninth grade English, kindergarten, first grade
- private – Heritage Hall; seventh grade English



AN EARLY CHILDHOOD LITERACY POY

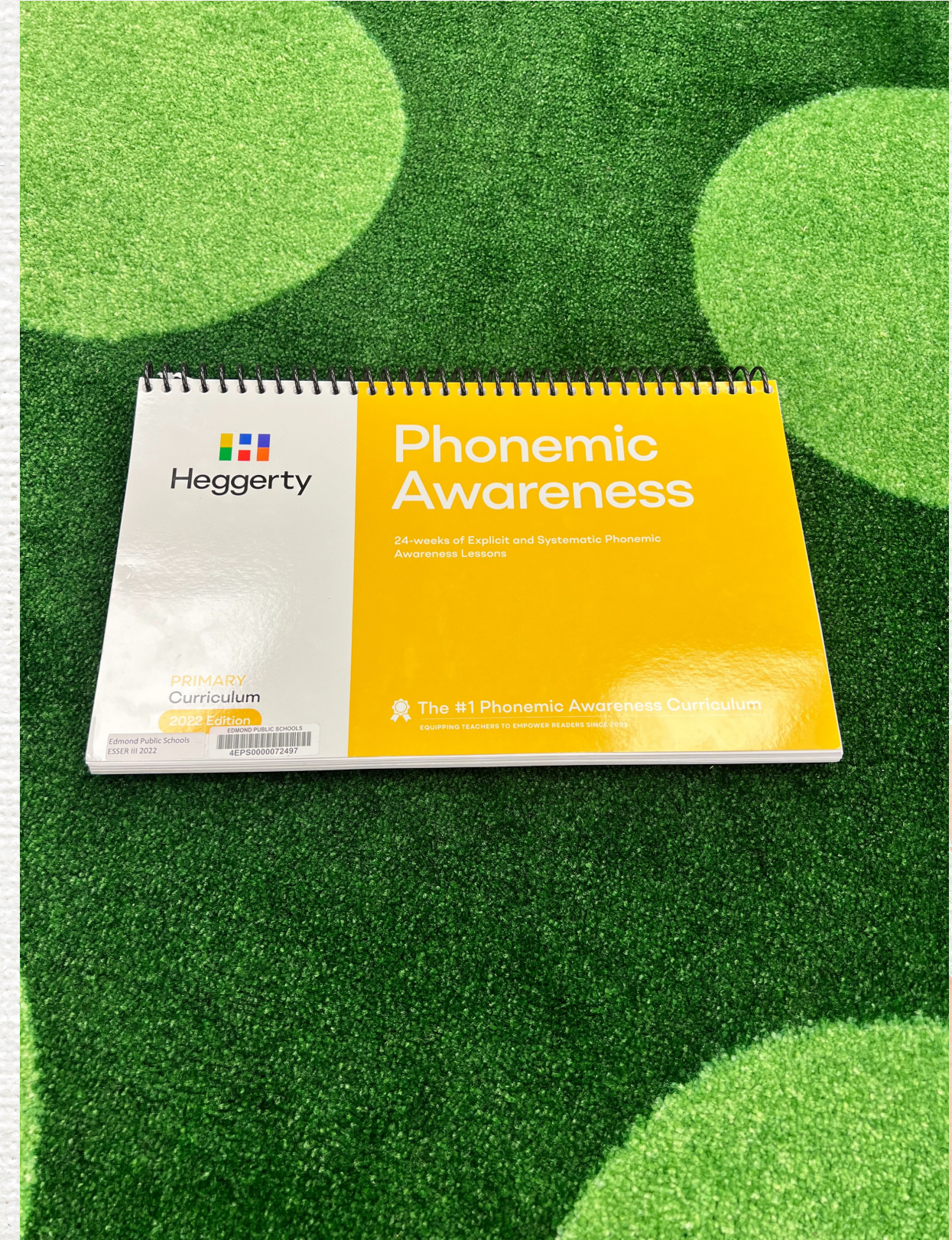


- **READING BLOCK**
 - rooted in curriculum
 - 90 minutes
 - mix of whole group and small group instruction
- **CENTERS**
 - small; differentiated groups
 - autonomous tasks and activities
 - teacher table tasks and activities
 - intentional and developmentally appropriate tasks and activities
 - classroom management
- **STANDARDS**
 - OSDE – 62 ELA
 - EPS – 23 ELA
- **RTI; PROGRESS MONITORING**
 - fluency versus mastery
 - intervention versus exposure

RESPONSIVE CLASSROOM PRACTICES

PHONEMIC AWARENESS

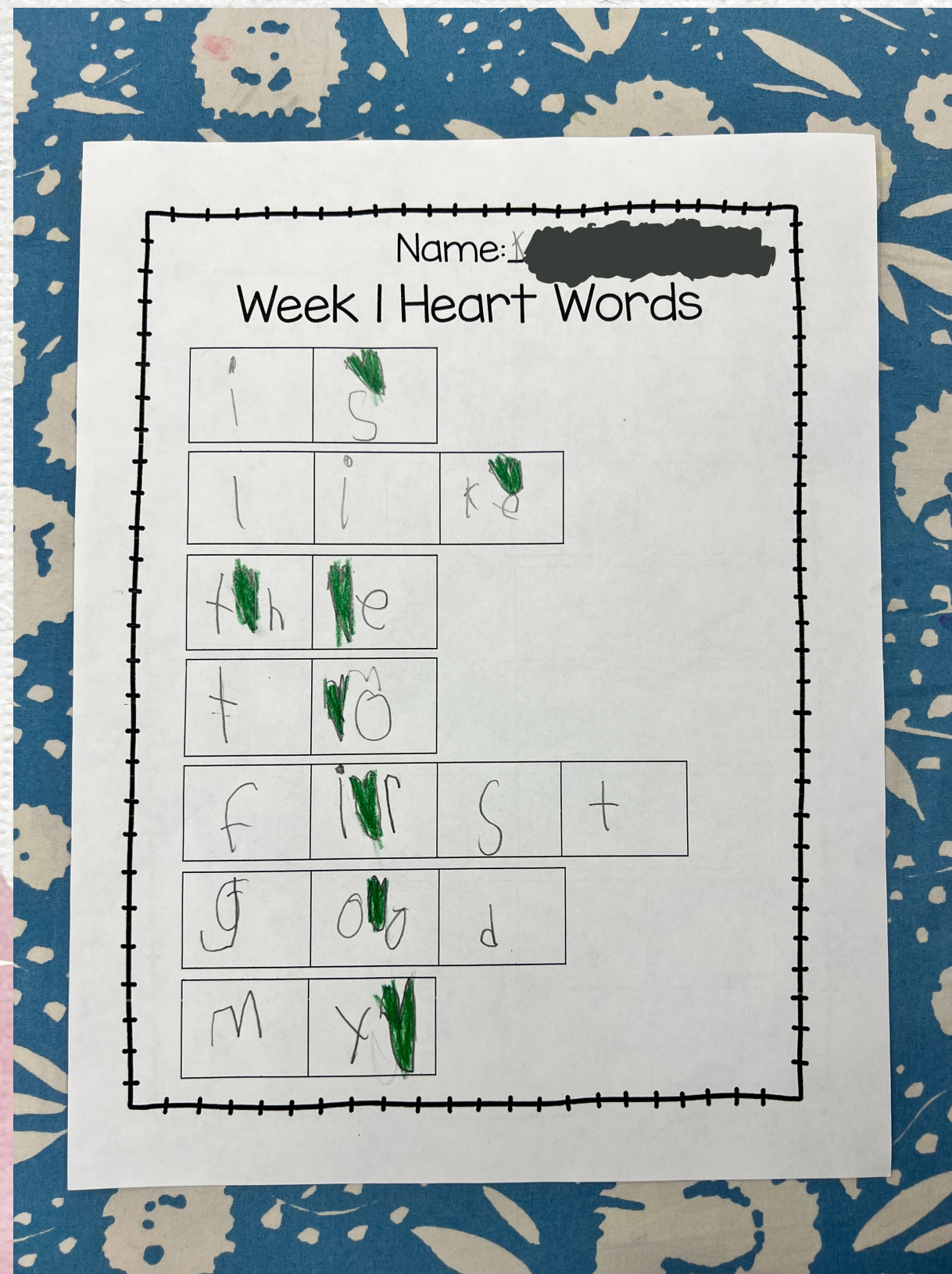
- Heggerty
 - supplementary curriculum designed to systematically address phonemic awareness competencies
- Phonemic awareness is the part of phonological awareness that shows that listeners are able to hear, identify, and manipulate phonemes.
- activities include:
 - rhyming
 - initial, medial, and final sound isolation
 - blending
 - segmenting
 - adding, deleting, and substituting



RESPONSIVE CLASSROOM PRACTICES

PHONEME-GRAPHEME MAPPING

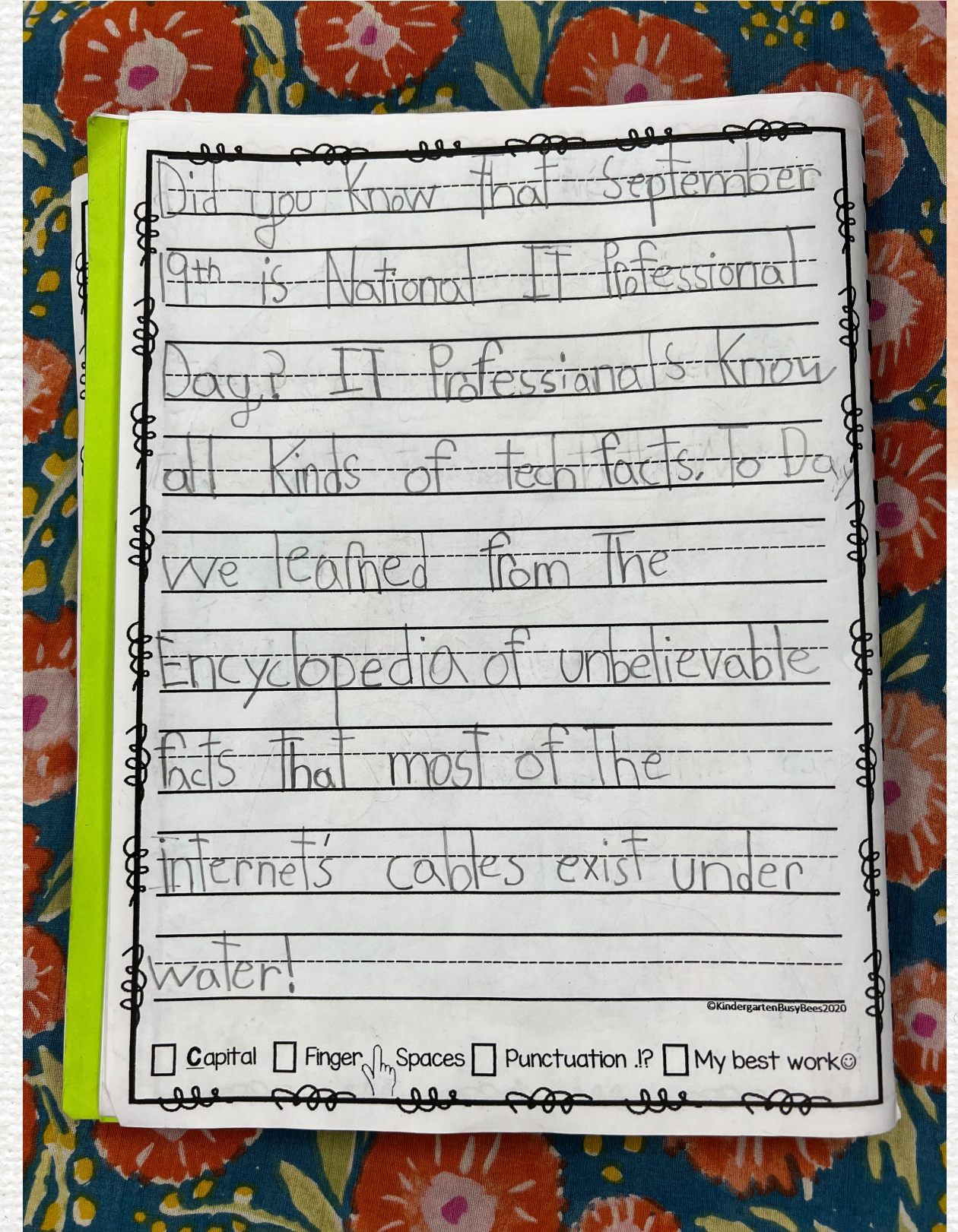
- sound boxes
 - Students segment out individual sounds in words and put those sounds into individual boxes.
- heart words
 - the practice of annotating words with spelling irregularities that need to be “learned by heart”
- practical and immediate extension of phonemic awareness practice
- explicit instruction on how and why some of our irregularly spelled, high-frequency words are the way they are



RESPONSIVE CLASSROOM PRACTICES

WRITING JOURNAL

- whole group instruction
 - reinforces phonemic awareness and phonics competencies
- largely student-driven
 - encourages curiosity
 - engages students in critical thinking, synthesis, and analysis
- cross-discursive
 - science and social studies content
- encompasses the research process
 - reference books
 - kid-friendly internet sources
- builds varied background knowledge
- promotes breadth and depth of vocabulary
- develops academic language
- recorded assisted reading for parents and guardians



THE BIG FIVE - VOCABULARY, FLUENCY, COMPREHENSION

CRITICAL CONSIDERATIONS, CONT.

UNIVERSAL SCREENERS, RESPONSE TO INTERVENTION, & PROGRESS MONITORING

- testing platforms
 - Different approved screeners and platforms with different tests and measures lead to inequities in data collection, analysis, and response.
- first grade screener
 - measures aren't scaffolded from one grade and/or skill to the next
 - composite score is solely oral reading fluency
 - overburdens the system and individual teachers with false positives
 - requires intervening on skills that are tested through "cold reads"
 - Skills are intervened on and tested on in isolation due to a lack of continuity between standards, curriculum, and testing.

Bob is a big dog. He is a big lab mix. He plays tag with the cat. In the hot sun, he digs pits to sit in the mud. If I rub his hip, his leg jumps up and down.

The dog had bones. He hid his bones in the yard. He hid them in the pits he dug in the mud.

The dog was always happy. He was never without a bone. The dog's teeth were very sharp and white, but he never bit anyone. He only chewed on bones.

One day the dog was sleeping. A rat came into his yard.

"I will take this dog's bones," said the rat. "He is sleeping. He will never know that I have taken them."

So the sneaky rat snuck around the yard and stole every bone. Then he slipped under the fence and climbed up a tree. He had all the bones with him in a bag.

"I will watch the dog from this branch. I will see what he does when he opens his eyes."

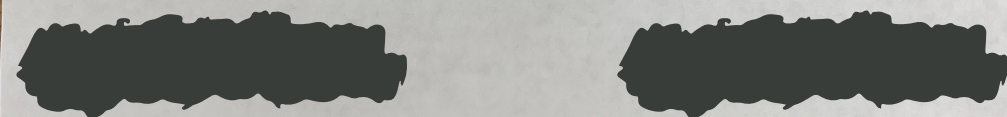
The dog opened his eyes. He was hungry. He got up to dig up a bone. He dug. The hole was empty.

"I am sure that I hid a bone here. I hid it right in the shadow of this tree." He looked around.

Then he heard the rat laughing. He looked up and saw the rat on the branch.

"I took your bones!" the rat yelled.

Just then the bones fell out of the tree. The dog ran under the fence and got them all. He chased the rat away.



CRITICAL CONSIDERATIONS, CONT.

TECHNOLOGY

- knowledge transfer
- impact of print
- impulse control

STUDENT BEHAVIOR

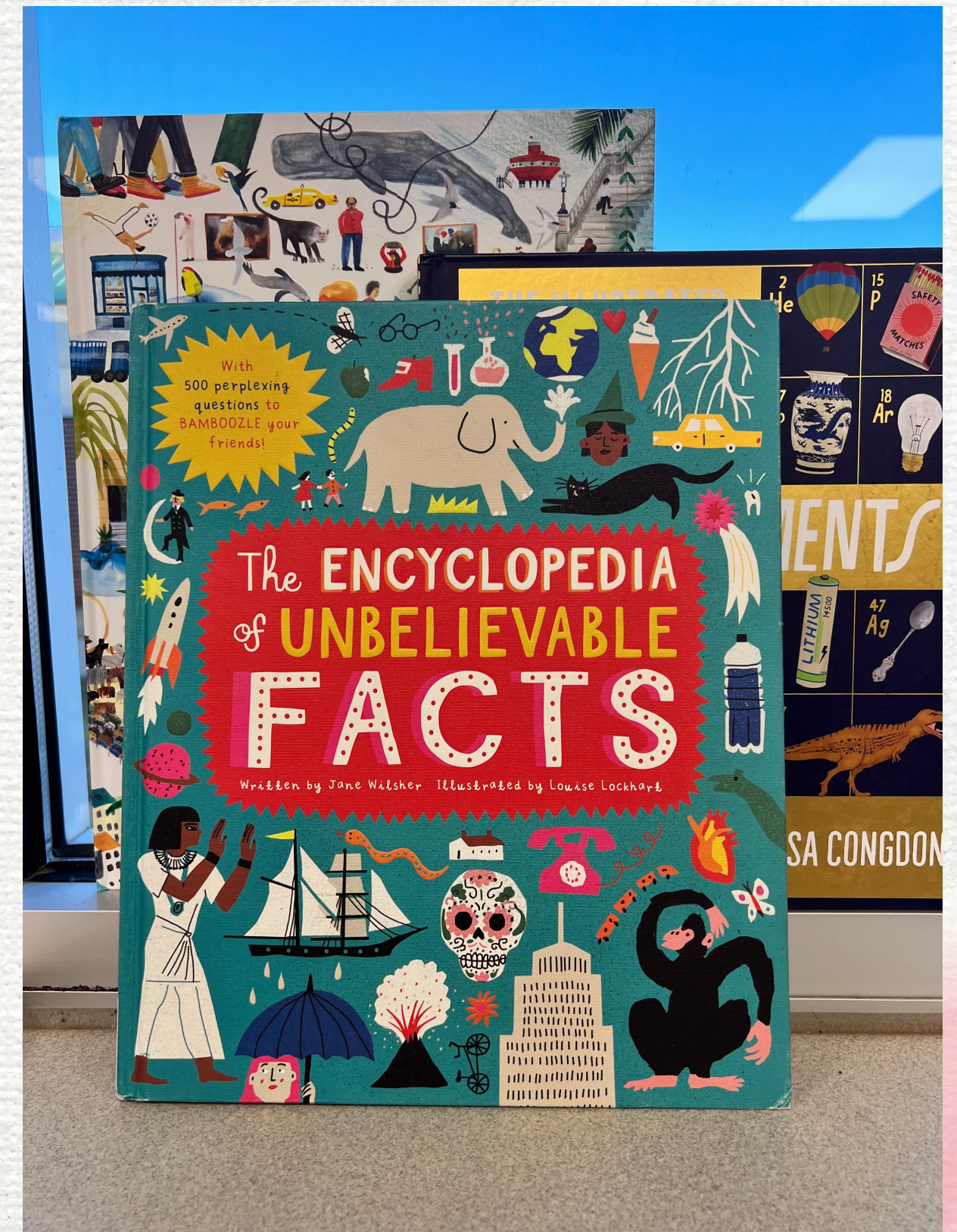
- technology
- daily student schedule
- supplementary support systems

BACKGROUND KNOWLEDGE

- remediation
- science and social studies
- curriculum

LEADERSHIP COMPETENCY AND SUPPORT

- pedagogical awareness
- data collection and response
- risk taking



FURTHER READING AND LISTENING

ARTICLES, GUIDES, AND REPORTS:

- The EdTech Report by Everyyschool.org
- Efficacy of a First-Grade Responsiveness-to-Intervention Prevention Model for Struggling Readers by Jennifer K. Gilbert et al.
- Improving the Efficacy of First Grade Reading Screening: An Investigation of Word Identification Fluency With Other Early Literacy Indicators by Nathan H. Clemens et al.
- Indexing Response to Intervention: A Longitudinal Study of Reading Risk From Kindergarten Through Third Grade by Deborah C. Simmons et al.
- Selecting At-Risk First-Grade Readers for Early Intervention: Eliminating False Positives and Exploring the Promise of a Two-Stage Gated Screening Process by Donald L. Compton et al.
- Understanding Unresponsiveness to Tier 2 Reading Intervention: Exploring the Classification and Profiles of Adequate and Inadequate Responders in First Grade by Jessica R. Toste et al.
- Why Print? A Short Guide to the Power of Printed Text for Educators and Parents by Everyyschool.org

BOOKS:

- [The Knowledge Gap: The Hidden Cause of America's Broken Education System -- and How to Fix it](#) by Natalie Wexler

PODCASTS:

- [Knowledge Matters Podcast](#) hosted by Natalie Wexler
- [Sold a Story](#) hosted by Emily Hanford



QUESTIONS,
COMMENTS,
★ CONCERNS,
OR FEEDBACK?