

W*I*N Reading

What I Need

Title I, Part A/ LAP
Parent Information Night
SVSD Elementary Schools

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Welcome~

Thank you for being here

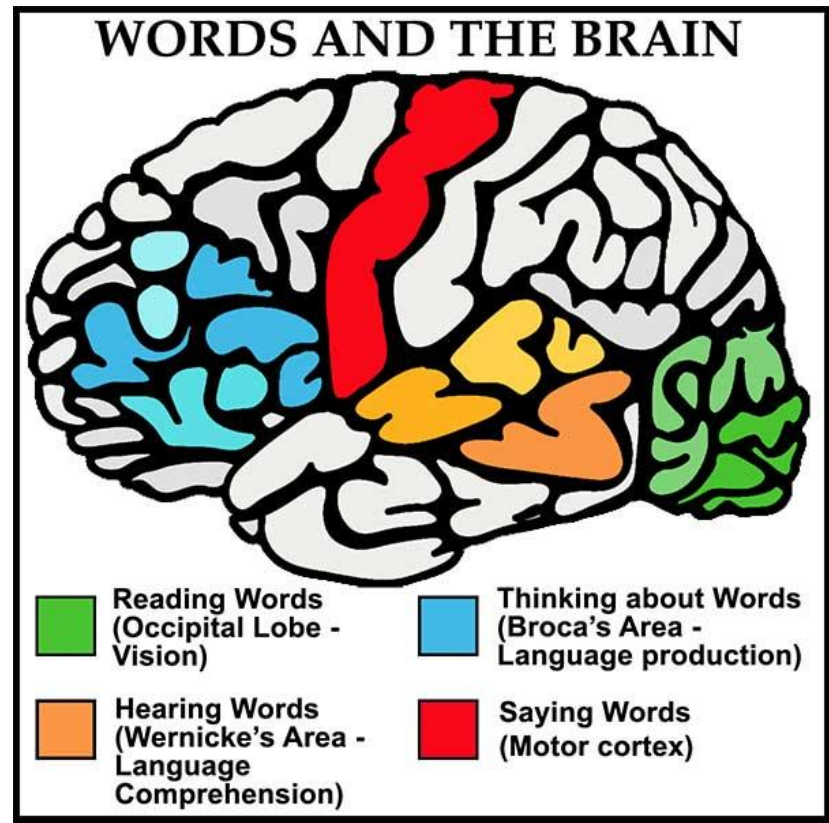
- Please make sure you sign-in and have the parent information/resources
- Tonight is a high-level overview of our Reading Support Program- W*I*N
 - Parents here tonight represent a variety of ages and ability levels
 - Our goal for the evening is to make sure your needs are met
 - Questions about your child's individual abilities or the nature of the program, please reach out to your building Literacy Interventionist



Our goal for the evening is to meet your needs.

Reading is COMPLICATED!

- Brain research & technology improvements
 - 4 processors of the brain that impact reading
- Phonological Processor (sound)
- Orthographical Processor (visual)
- Content Processor (context)
- Meaning Processor (comprehension)

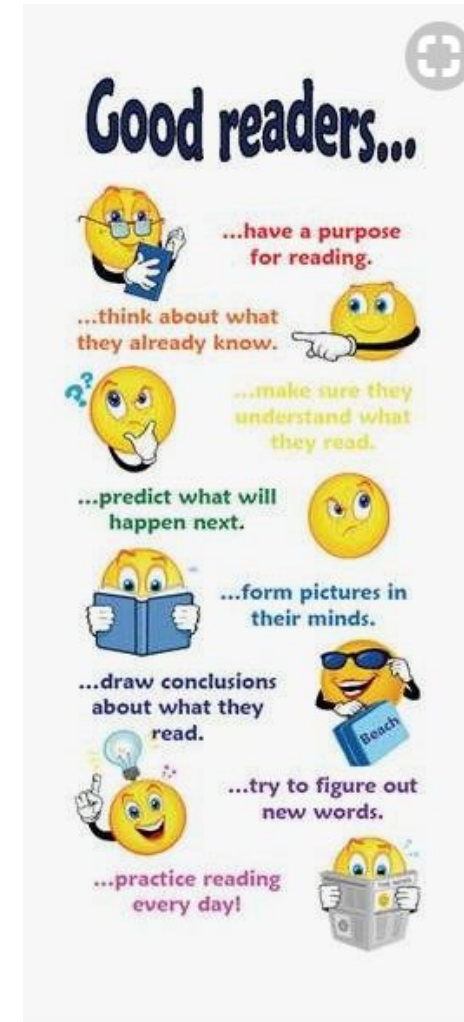


An Illustration of the Problem: Reading with 80% accuracy for vocabulary

He had never seen dogs fight as these w_____ish c___ f____t, and his first ex_____ t_____t him an unf_____able l____n. It is true, it was a vi___ ex_____, else he would not have lived to pr___it by it. Curly was the v_____. They were camped near the log store, where she, in her friend___ way, made ad_____ to a husky dog the size of a full-_____ wolf, the_____ not half so large as ____he. _____ere was no w____ing, only a leap in like a flash, a met_____ clip of teeth, a leap out equal___ swift, and Curly's face was ripped open from eye to jaw. It was the wolf manner of fight_____, to st_____ and leap away; but there was more to it than this. Th_____ or forty huskies ran ___o the spot and not com_____d that s_____t circle. Buck did not com_____d that s_____t in_____, not the e___ way with which they were licking their chops.

What do you actually do when you read?

- Match symbols to sounds
- Pull known words from the word bank in your brain
- Sound out unfamiliar words or figure them out in context of sentence
- Check for understanding and self correct
- Read aloud with good flow and expression
- Make connections to text and understand what you are reading...
All on AUTOPILOT!
- Our kids are just learning all this and are at the beginning stages...



The *Stages of Reading Development* is a continuum explaining how students progress as readers. These stages are based on the students' experience and not their age or grade level.

3 Stages of Literacy Development

Emergent

Reading

- Notices environmental print
- Shows interest in books
- Pretends to read
- Uses picture cues and predictable patterns in books to retell story
- Identifies some letter names

Reading

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Writing

- Distinguishes between writing and drawing
- Writes letters and letter-like forms
- Shows interest in writing
- Writes their first and last names
- Uses sentence frames to write a sentence

Beginning

Reading

- Identifies letter names and sounds
- Matches spoken words to written words
- Uses beginning, middle, and ending sounds to decode words
- Self-corrects while reading
- Reads slowly, word by word
- Points to words when reading

Writing

- Writes from left to right
- Prints upper- and lowercase letters
- Writes one or more sentences
- Uses capital letters to begin sentences
- Can reread their writing
- Uses periods, question marks, and exclamation points to mark end of sentences

Fluent

Reading

- Identifies most words automatically
- Reads with expression
- Identifies unfamiliar words using cueing systems
- Uses a variety of strategies effectively
- Often reads independently
- Makes inferences

Writing

- Uses the writing process to write drafts and final copies
- Writes compositions with one or more paragraphs
- Indents paragraphs
- Applies vowel patterns to spell words
- Uses commas, quotation marks, and other punctuation marks

Emergent~ “pseudo” reading

The child:

- Is typically between the ages of 6 months to 6 years old
- pretends to read
- Retells stories when looking at pages of books previously read to him/her.
- Can name letters of the alphabet, prints own name and plays with books, pencils and paper.
- By six years old, the child can understand thousands of words but can read few (if any).

Adults are encouraged to:

- Use two to three word combinations within social contexts
- Use dialogic reading or shared reading for young children ages 2 to 5 years.
- Link instruction (phonics, vocabulary) to the book reading, and such books should include rhyme, alliteration, and repetitive phrases.

Beginning~ initial reading, writing and decoding

The Child Is:

- Typically between the ages of 6 and 7 years old,
- Learning the relation between letter names and sounds, between print and spoken words.
- Segmenting or breaking apart spoken words into individual sounds. Example: mat.../m/ - /a/ - /t/.
- Is able to read simple texts containing high frequency words and phonically regular words
- Using skills and insight to “sound out” new words.
- Moving from scribbling to controlled scribbling to nonphonetic letter strings.

Adults are encouraged to:

- Encourage the child to write about known words and use invented spellings
- Further develop children’s phonological awareness, letter-sound knowledge, and ability to manipulate phonemes and syllables (segmentation and blending).
- Teach skills in the context of print, giving opportunities to manipulate, trace, and hear the sounds of letters.
- Select books that have few words on each page, with a large type size, and illustrations
- Do shared reading, asking questions
- Incorporate listening to stories at a higher level
- Write letters, words, messages and stories.

Fluent~ confirmation and fluency

The child:

- Is typically between the ages of 7 and 8 years old
- Can “sound out” phonetic words and knows “sight” words (those that must be memorized) with more automaticity
- Can read simple, familiar stories and selections with increasing fluency, through basic decoding elements, sight vocabulary and meaning context

Adults are encouraged to:

- Use guided read-alouds of more complex texts.
- Model fluent reading by reading aloud to them daily
- Ask students to read text aloud, including a variety of texts such as stories, nonfiction and poetry, and it should use a variety of ways to practice oral reading, such as student-adult reading, choral (or unison) reading, tape-assisted reading, partner (or buddy) reading and reader’s theatre.
- Engage in conversations to help children learn new words and their meanings.
- Pause to define unfamiliar words, during reading
- Discuss the book upon completion of reading
- At the end of this period, the learner is transitioning out of the learning-to-read phase and into the reading-to-learn phase.

Fluent~ reading for new information

The child:

- Is typically between the ages of 9 and 13 years old,
- Is reading to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, generally from one or two points of view.
- Able to balance the consolidating of constrained skills (spelling, grammar, fluency)
- Has transitioned to a stage where he or she is expected to learn from their reading.

Adults are encouraged to:

- Teach specific comprehension strategies :comprehension monitoring, using graphic and semantic organizers, answering questions, generating questions, recognizing textual structures, summarizing, and identifying main ideas and important details.
- Promote the use a variety of tools to learn new words, such as dictionaries, thesauruses, reference guides, word parts (prefixes, base words, etc.) and contextual clues

CCSS Reading Standard: Foundational Skills

Anchor Standard: Phonics and Word Recognition (RF3)

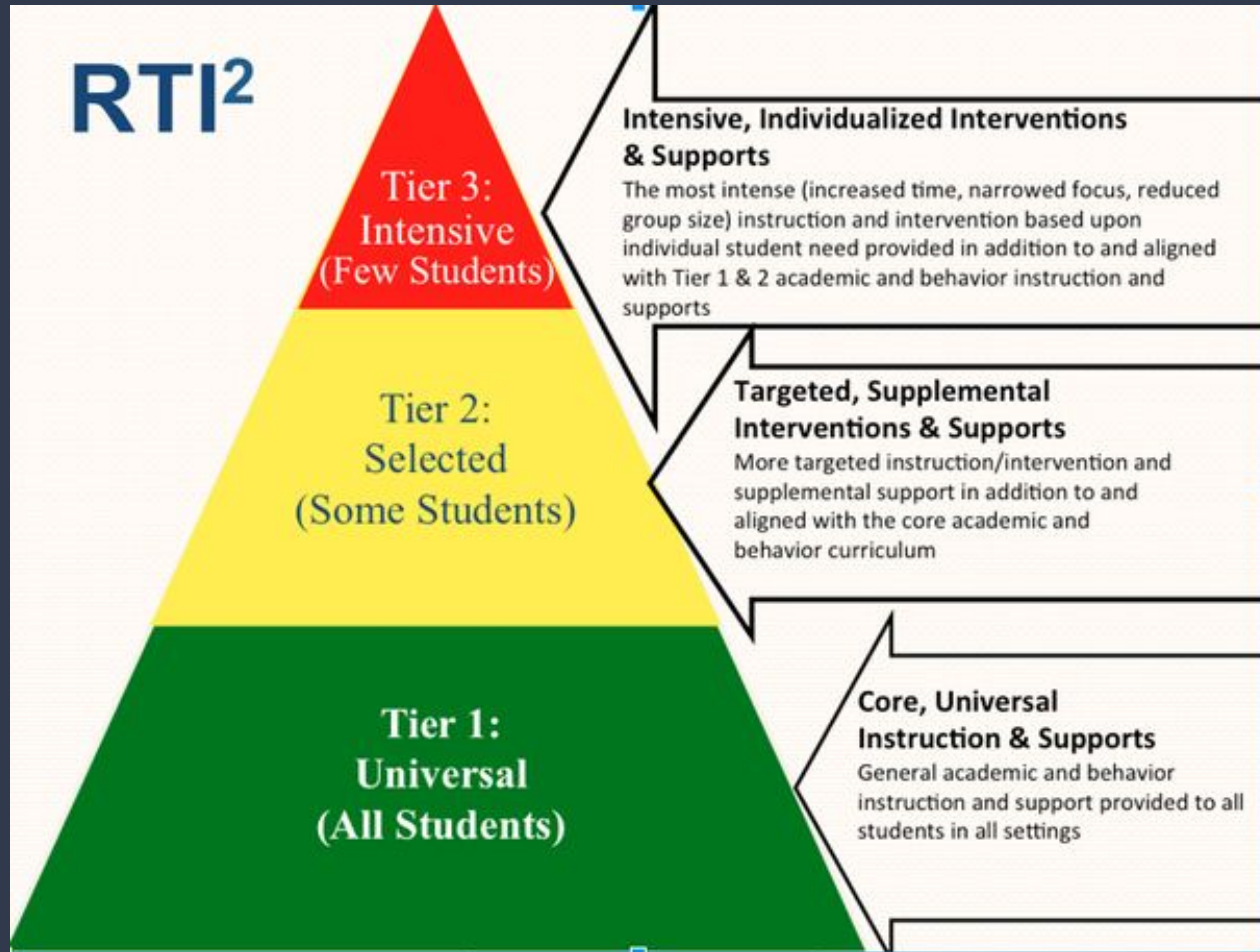
Grade	Standard	Element: Know and apply grade-level phonics and word analysis skills in decoding words.
K	RF.K.3	<ul style="list-style-type: none"> ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Associate the long and short sounds with common spellings (graphemes) for the five major vowels. ● Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1	RF.1.3	<ul style="list-style-type: none"> ● Know the spelling-sound correspondences for common consonant digraphs. ● Decode regularly spelled one-syllable words. ● Know final -e and common vowel team conventions for representing long vowel sounds. ● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ● Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words
2	RF.2.3	<ul style="list-style-type: none"> ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Know spelling-sound correspondences for additional common vowel teams. ● Decode regularly spelled two-syllable words with long vowels. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words.
3	RF.3.3	<ul style="list-style-type: none"> ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multisyllable words. ● Read grade-appropriate irregularly spelled words
4	RF.4.3	<ul style="list-style-type: none"> ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5	RF.5.3	<ul style="list-style-type: none"> ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

All Children Move through the Stages at their Own Pace



We can help within our Response
to Intervention model

WIN offers Tier 2 and Tier 3 interventions and supports for students needing assistance moving through the stages



What is W*I*N in Reading?

W*I*N, stands for What I Need.

W*I*N is:

- The reading support program at all 6 SVSD elementary schools that provides your student with an extra dose of literacy instruction, beyond their classroom instruction
- Extra dose of literacy instruction, designed to teach identified students the specific skills they need to improve their reading ability
- Lead by our Literacy Interventionists,
 - SVSD has certified teachers specializing in literacy in all 6 elementary schools
- A consistent program among all 6 SVSD elementary schools.
- Partially funded by the Federal Government through Title I, Part A funds (NBE, OES, SES) or from the State of Washington with Learning Assistant Program- LAP funds (CVES, FCES, TRES)

W*I*N Provides:

- Small group instruction: 2-4 students per group
- 30 minute pull-out or push-in intervention, Monday-Thursday
 - Pull-out occurs after receiving the core lesson within classroom instruction, during established differentiated instruction time
- Special instructional spaces: WIN Reading room or classroom
- Certified teacher (Literacy Interventionist) and paraeducators
- A variety of supplementary teaching methods and materials, to meet the needs of struggling learners, including research-based curriculums:
 - Heggerty Phonemic Awareness
 - Road to the Code
 - SIPPS (Systematic Instruction in Phonics and Phonemic Segmentation)
 - Leveled Literacy Intervention
 - Wilson Foundations
 - ReadyUP!
 - Reading A-Z
 - Read Naturally
 - Wired for Reading

How do we determine who needs support?

- Diagnostic Tests and Analysis of data
 - Diagnostic testing in reading:
 - SVSD Primary Screeners:
 - DIBELS/ Acadience Assessment grades K-2
 - Renaissance STAR Reading grades 3-5
 - SVSD Secondary Screeners:
 - DIBELS/ Acadience, 95% Group
 - National normed reference benchmarks for reading
- Teacher Input
 - Classroom assessments
 - Data from prior years (STAR, SBA)
- Decide on next steps to correct the skill deficit- W*I*N
 - Classroom Differentiation using core curriculum
 - Intervention: pull-out model

DIBELS Next/ Acadience

K- 2nd grade

Dynamic Indicators of Basic Early Literacy Skills

- Assesses a student's competence in foundational reading skills. These skills predict later reading success.
 - First Sound Fluency, Letter Naming Fluency, Nonsense Word Fluency, Phoneme Segmentation, and Oral Reading Fluency
- Data drives instruction for both Intervention team and classroom teachers
- Universal screener given 3 times a year to all K-2 students
- Given every 4 weeks to students who are in W*I*N
 - Shows progress made & guides next steps

Renaissance STAR Reading

3 - 5 grade

- STAR Assessments are online computer-adaptive tests that assesses a student's competence in foundational reading skills. These skills predict later reading success.
 - Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, Analyzing Argument and Evaluating Text
- Data drives instruction for both Intervention team and classroom teachers
- Universal screener given 3 times a year to all 3-5 students

Curricular Resource:

Road to the Code

Road to the Code

- Phonological awareness activities- typically for our Kindergarten students
- Connect speech to sounds, sounds to letters, and letters to meaning
- Build confidence in reading and spelling

Curricular Resource:

Heggerty Phonemic Awareness

Heggerty Phonemic Awareness

- Phonemic awareness lessons used with our Kindergarten and 1st grade students
- Connect speech to sounds, sounds to letters, and letters to meaning
- Covers all consonants, short vowels, digraphs, blends and rime patterns
- Teaches early, basic and advanced skills such as:
 - rhyming and onset fluency, isolating sounds, blending and segmenting words, syllables, phonemes, adding, deleting and substituting phonemes
- Build confidence in reading and spelling

Curricular Resource:

SIPPS

Systematic Instruction in Phoneme Awareness, Phonics, & Sight Words

- Develops the word-recognition strategies and skills that enable students to become independent and confident readers
- A three-level program: Beginning Level, Extension Level, Challenge Level
- SIPPS Content Components
 - Teacher reviews story
 - Phoneme play
 - Phoneme manipulation
 - Phonics and decodable words
 - Blending and decoding
 - Sight word High Frequency words list 1
 - Guided Spelling
 - Read story Choral reading
 - Reading Fluency practice

Curricular Resource:

Leveled Literacy Intervention

LLI

- Leveled book program designed to improve:
 - Reading
 - Writing
 - Vocabulary
- Engaging leveled books and fast-paced, systematically designed lessons.
- Build confidence in reading and writing
- Deepen and expand comprehension with close reading
- Increase student engagement with books that build knowledge

Curricular Resource:

Wilson Foundations

Foundations

Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Curricular Resource:

ReadyUp!

Component within ReadyGEN Core Curriculum

- Targeted, scaffolded intervention lessons with ongoing progress monitoring to help all students unlock the complexities of reading
- Word analysis program designed to improve foundational skills:
 - Reading literature and informational text
 - Spelling
 - Vocabulary
 - Writing and language

Curricular Resource:

Reading A-Z

Reading A-Z was created with the idea that no two students learn to read in exactly the same way. Reading A-Z allows us to differentiate instruction providing the effective, personalized learning students need to become proficient readers, through a vast library of levelled reading resources .

- Differentiate student reading with more than 2,000 books at 29 levels of reading difficulty.
- Hone reading skills with lesson plans, worksheets, discussion cards, and comprehension quizzes that accompany every leveled book.
- Teach important 21st century skills and address critical ELA curriculum standards with thousands of downloadable, projectable, and printable teaching materials.

Curricular Resource:

Read Naturally

- Improves students reading fluency, accuracy, and comprehension
- Build literacy skills and become confident, independent readers

Curricular Resource:

Wired For Reading

- Word analysis program designed to improve:
 - Reading
 - Spelling
 - Vocabulary
- Understand the deep structure of language and phonics
- Connect speech to sounds, sounds to letters, and letters to meaning
- Build confidence in reading and spelling

Curricular Resource:

Lexia Core5

- Purchased for K-5 with Title I, Part A and LAP funds
- Builds reading skills such as vocabulary and fluency
- Resource for teachers and students to use
- Used within the classroom differentiation time
- Lexia Core5 can also be done at home

How long will my student be in W*I*N

- Each year your child is assessed and, if considered “at risk” for success in reading, then he or she will be eligible for extra help through W*I*N.
- National norms are used as a comparison to same age peers. Once your child has shown that they no longer need Tier II interventions, they can be promoted out of the level of support received in W*I*N.
 - He/she will be exited from the program and their progress will continue to be monitored.
 - You will receive a letter informing you of the exiting process.

Communicating your child's progress

- Progress Monitoring is being done monthly to check for growth and potential program changes
 - Information is continually shared with your child's teacher, to guide classroom instruction
- Progress Reports will come home with each trimester report card
- Partnership between you, me and your child's teacher
 - Stay in contact with us
 - Let us know your concerns & questions
 - Please don't hesitate to contact your school's Literacy Interventionist with any questions or concerns. You can also call your child's teacher

Simple tips to assist your child in reading

- **Read books together** (at or above your child's reading level)
 - Stop and talk during and after reading (model reading habits):
 - Tell me about what we read
 - Which character did you like best? Why?'
 - Should the character have done....? Why?
 - Teach children to use pictures on pages and context clues
- Repeated readings of books at level of student to help build fluency and confidence
- Songs, chants, repetition, silly rhymes, word families – build fluency with word play
- Magnetic letters, manipulatives, movement
- Sight word practice through games and websites
 - book search engine <http://www.scholastic.com/bookwizard/>
 - dolch sight words www.kidzone.com
 - great K-2 site to develop phonics skills www.starfall.com
- Additional resources are available in your packets this evening and on the Title I/LAP page of the SVSD Web Site

Q&A

You have

Questions

We have

Answers

Thank you for your time!