A Connection of Reading and Writing

K-2

Just Read, Florida!

www.FLDOE.org
Session Description

In this session, participants will expand understanding around the research that emphasizes the importance of how reading and writing progress together. Participants will gain high-level insight to The Ladder of Reading and Writing, Structured Literacy and the alignment to the B.E.S.T. Standards.
Session Objectives

• Make connections between reading and writing instruction in the classroom

• Understand Nancy Young’s updates to The Ladder of Reading and Writing

• Apply knowledge of Structured Literacy to instructional practices

• Build knowledge around the connection between reading and writing within the B.E.S.T. English Language Arts (ELA) Standards
Relationships

Listen and identify three ways that reading and writing share a relationship.

https://www.youtube.com/watch?v=tA7QU2s8VSQ
<table>
<thead>
<tr>
<th>What have I seen?</th>
<th>What was analyzed?</th>
<th>How do I make it grow?</th>
<th>Reading Writing Connection</th>
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<td>I saw students citing evidence in the text they were reading. Students were using the cited evidence as a source in their writing.</td>
<td>Students were unable to elaborate on the evidence they cited in their writing.</td>
<td>Have students’ pair, share and discuss the cited evidence from the reading, making connections to their personal experiences.</td>
<td>During the revision process, students will use cited evidence and personal experiences in their writing.</td>
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Nancy Young’s Ladders

The Ladder of Reading

Learning to read is relatively easy with broad instruction.

Learning to read proficiently requires code-based explicit, systematic, and sequential instruction.

Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions.

Structured literacy approach essential.

Advantaged by a structured literacy approach.

© N. Young, 2012 (updated 2017)

The Ladder of Reading & Writing

Learning to read is relatively easy with broad instruction; explicit instruction for spelling & writing likely needed (35%)

Learning to read/spell/write proficiently requires code-based, systematic, & explicit instruction (40-45%)

Extended learning & enrichment likely essential

Factors of a structured literacy approach likely valuable**

Structured literacy approach likely essential**

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Compare Nancy Young’s Ladders

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The Ladder of Reading & Writing

Learning to read seems effortless; challenging content likely needed (5-10%*)

Learning to read is relatively easy with broad instruction; explicit instruction for spelling & writing likely needed (35%*)

Learning to read/spell/write proficiently requires code-based, systematic, & explicit instruction (40-45%*)

Learning to read/spell/write requires code-based, systematic, explicit, intensive instruction & frequent repetition (10-15%*)

Extended learning & enrichment likely essential**

Facets of a structured literacy approach likely valuable**

Data informs instruction & practice: Differentiated content & process*

A structured literacy approach likely essential**

Facets of learning & enrichment unlikely likely valuable*

Facets of a structured literacy approach likely necessary*

Facets of learning & enrichment unlikely likely needed*

Facets of learning & enrichment unlikely likely needed*

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* Percentages estimated based on available evidence

** Terms defined and references at www.nancyyoung.ca

www.FLDOE.org
The application of the Science of Reading is the most effective approach for students who experience difficulty learning to read and spell printed words. It refers to both the content (elements) and methods (principles) of instruction.

Benefits ALL students. (Moats, Spring 2019, Perspectives on Language and Literacy)

What is Structured Literacy?

The most research-proven reading instruction approach!

Refers to systematic, cumulative, explicit instruction that relies on principles of phonology, morphology, semantics, syntax, and phonics.

(Moats, Spring 2019, Perspectives on Language and Literacy)

International Dyslexia Association

www.FLDOE.org
Principles and Elements of Structured Literacy

Structured Literacy’s Evidence-Based Teaching Principles

- **Systematic & Cumulative**: Structured Literacy teaching is systematic and cumulative. Systematic means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. Cumulative means each step is based on concepts previously learned.

- **Explicit**: Explicit Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (While multisensory teaching lacks the extensive research that validates Structured Literacy’s other teaching principles, decades of clinical results support efficacy of simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.)

- **Diagnostic**: Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., observation) and formal (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

Structured Literacy’s Evidence-Based Elements

- **Phonology**: (study of sound structure of spoken words) is a key element of Structured Literacy instruction. Phonemic awareness (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

- **Sound-Symbol Association**: Once students develop phoneme awareness, they must learn the alphabetic principle—how to map phonemes to letters (graphemes) and vice versa.

- **Morphology**: A morpheme is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

- **Syntax**: The set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

- **Semantics**: Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.
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<td>First grade teachers in my building are using the adopted core reading program to teach explicit phonics. Explicit instruction is a principle and phonics would fall under the sound symbol relationship element.</td>
<td>Using a walk through checklist, I noticed the teachers were not explicitly teaching phonics.</td>
<td>Explicit phonics instruction is a practice to grow in my building. One way to grow this practice is for 1st grade teachers to open their classrooms to model explicit phonics instruction for other teachers.</td>
<td>Explicit phonics instruction includes both decoding and encoding, which are reciprocal skills.</td>
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What Does Structured Literacy Do?

- Teaches oral and written language skills in an explicit, systematic and multisensory manner
- Integrates listening, speaking, reading and writing
- Emphasizes the structure of language across the speech-sound system, the writing system, the structure of sentences, the meaningful parts of words, the relationships among words, and the organization of spoken and written discourse

Adapted from Reading Research in Action 2008
B.E.S.T. Standards Quotes

“The reading and writing standards have been written in such a way that they progress together, and students are able to use the texts they are reading as accompanying texts for their writing.”

B.E.S.T. Standards Pg. 7

“Standards should not stand alone as a separate focus for instruction but should be combined purposefully.”

B.E.S.T. Standards Pg. 7
Sample Books from B.E.S.T. Booklist

- Corduroy
- The Gingerbread Man
- Swimmy
- The Pledge of Allegiance
- The Tale of Peter Rabbit
Activity Setup

S.L. Element
S.L. Principle
Benchmark
Activity

S.L. Element
S.L. Principle
Benchmark
Activity

Reference
Handout #4
Handout #5
Structured Literacy Element: Syllables
Structured Literacy Principle: Explicit
B.E.S.T Standard Benchmark: ELA.2.F.1.3

Connected Activity
Teacher will demonstrate how to decode a two-syllable word from the text using the BEST Strategy.

Students will work in pairs to practice the BEST Strategy using teacher-selected two-syllable words.

Reading Activity Example

B - Break the word apart
E - Examine each part (or base word)
S - Say each part
T - Try the whole thing in context

O'Connor, 2017
Reading Activity Example

**Structured Literacy Element:** Syllables  
**Structured Literacy Principle:** Explicit  

**B.E.S.T. Standard Benchmark:** ELA.2.F.1.3  

**Connected Activity:**  
Teacher will demonstrate how to decode two-syllable words from the text using the BEST Strategy.  
Students will work in pairs to practice the BEST Strategy using teacher-selected, two-syllable words.

**References:**  
Handout #4  
Handout #5
“The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all their academic endeavors” (B.E.S.T. p. 151).
Writing Activity Example

Writing and ELA.2.C.1.2, writing a fictional narrative using a logical sequence of events.
Citation From Louisa Moats

“From a finite set of speech sounds (phonemes), speakers of an oral language say and understand thousands of words. Words, in turn, are composed of meaningful units (morphemes) that often can be recombined to make new words. Words themselves have meaning and combinations of words (as in phrases and sentences) also have meaning. The study of word, phrase and sentence meanings is called semantics. Words belong to grammatical categories and are spoken in an order determined by underlying rules of syntax or sentence structure.”

Speech to Print by Louisa Cook Moats (2020)
Want to teach a child to read? Give him a pencil.

Want to teach a child to write? Give him a book.

Reading Research in Action, 2008
Resources


Dr. Steve Graham. (2013). https://www.youtube.com/watch?v=tA7QU2s8VSQ


Resources

Moats, L. (2020). *Speech to Print*.


https://www.powershow.com/view/3caf11-MGU5Y/The_Reading_and_Writing_Connection_powerpoint_ppt_presentation
