# Understanding Leveled, Decodable and Authentic Text: Assessment and Instruction Webinar

April 17, 2024

# Transcript

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Good afternoon, everybody. Thanks so much for joining us for our Just Read, Florida! webinar today. We are very fortunate to have Jesse Steif, the literacy implementation manager at the University of Florida Lastinger Center as well as the President of the Just of the Reading League, Florida. He will be presenting today on our presentation on understanding.

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Leveled decodable and authentic text and then reaching into the assessment and instruction.

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Space. We're hoping that page pulling may be able to hop on. She's having a little bit of a travel delay, so if Paige does not hop on, Jesse will be a one man show and we are fully confident that he will do a great job and we'll be here to help and assist as needed. So again, thank you so much for joining us today. I'm Randy Shiver, deputy director of just free Florida, and we'll go ahead and hand it over to Jesse to give us.

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Started.

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All right. Thanks, Randy. I appreciate it. Thank you. Thanks to Randy and thanks to the folks at just three Florida for having us back here to talk with you all and thank you for taking your hard earned time to to come and learn a little bit more about level decodable and authentic text, so.

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A little. So just to take a look at the agenda here, we'll talk a little bit about who we are. We are going to spend probably the first half of today's session talking about assessment.

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And then the next half talking about instruction in the context of different text types. So when we're, we'll spend the majority of the time and assessment talking about leveling leveled text or leveled reading assessments, including how to how we may or may not want to use texts for assessments.

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What's included in text levels, text reliability and validity? Lots of different types of lots of different research that will help you inform the database decisions that you're that you're making when considering leveled.

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Next, we'll talk about what research says about authentic and decodable text, how to select the right text for the job and address, you know, various different kind of research to practice questions, and we'll take questions and comments as well.

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All right, so.

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We always like to kind of kick off our work here and talk about the science of reading because it's at it's the foundation of the work of the Lastinger Center and.

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There are lots of different definitions. I think now of the science of reading. It's becoming a bit of a of a loaded term, I think, and I think that's pretty unfortunate because the, the definition that that I use and we use at the Lastinger center is that it's nothing more than the body of knowledge comprising 40, you know.

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Plus, years of research on reading, development, reading difficulties, reading instruction from the fields of education and cognitive science and curriculum and instruction, and what we what we don't want to what we don't consider the science of.

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Thing is about relitigating the reading wars. It's not about pitting one side versus another. Everyone is on team. Let's teach children how to read right? Everyone is working towards the same goal. It's not about teachers being wrong or blamed for anything.

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To a person, all teachers care about the literacy outcomes of their children.

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And.

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You know, and it's also not about saying that practices are science of reading, right. I think we want to be very wary of, you know, products that kind of maybe slap a sticker on says science of reading approved and in order as more of a marketing term. And, you know, as the as the term, the science of reading and the research to practice.

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Gap is becoming a more prevalent and I and that's something that I think is rightly so. We do also want to be wary of.

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Practices or programs just kind of saying that they're that they are quote on are the science of reading. So you know a lot more to be said there. But.

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You know, we just consider the science of reading to be the sum total of the research on reading, development and reading instruction.

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And so you know with that in mind.

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You know with the point about not blaming teachers in mind.

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As educators, you know, we do always want to be aligned with any other area of professional practice that that changes and evolves over time as the as research based practices sort of break into day-to-day practice.

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So, as educators, you know our philosophy should be aligned with the with valuing ongoing professional development. I think that that's probably that's not probably not controversial to say that everyone values professional development.

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But that also we want to evolve our practices in light of new or empirically sound or convincing bodies of evidence. Even if those new or empirically sound, you know, pieces of research, challenge our preconceptions, or challenge the way that we may have.

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That we may have taught before, or we may have assessed this student before.

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You know, we always want to be in the habit of critically grappling with new information that challenges preconceptions rather than kind of digging in heels or dismissing that information. You know, a lot of us who have been in in the field for 10:20, 30-40 years have been doing things.

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You know very successfully often.

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For a long time. But then there are practices out there that are being challenged, you know, according to research. And I will, I will be the first person to say that, you know, I taught 2nd and 5th grade before, before doing or moving on and then becoming a school psychologist and an MTS specialist and now working for.

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The University of Florida, and there were many practices that that I engaged in that I wish I didn't, or that I I wish I could go back and assess my children in a in a different way, or instruct them, instruct them in a different.

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Way but and so because the because of the way that I was trained that that we're now realizing are maybe not as efficient or maybe even counterproductive. So we want to be comfortable in places of discomfort. You know folks who we want to grapple with new information all the time that.

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That critically challenges our preconceptions.

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And publicly modeling shifts in practice based on new information, the and I will be the first to do that because there are things in, in this professional development session that that I absolutely did with they were pillars of my assessment under of my understanding of assessment.

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That I now understand to be not as efficient and to not paint an accurate picture of a of a child's reading progress. So I'll be the first person to publicly model and shift in practice, and to say I there were things that I have done in the past.

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That we're not aligned with evidence. And now I know now I know better.

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All right. And so to put a stake in the ground here, I want to make a a distinction.

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Between using leveled texts for assessment and using level texts in instruction, we're going to spend a good amount of time here at the beginning talking about the considerations and misuses of level text as assess.

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And to and draw a number of points of caution in doing in. In doing that as a practice or leveling students by assigning them to a text level, whereas we're we'll spend a lot of time at the at the second-half talking about all the research based uses of level text and instruction so.

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The just to preview a little bit by no means will we be saying throughout your leveled readers, you know when we're talking about instruction. I know that sometimes with for.

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Keeping track of social media, there may be some talk. There's talk about leveled texts and throwing those out the door. But if we're looking at what practice, what instructional practices are in alignment with the with the body of evidence.

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Level texts absolutely have a place in. In a classroom, in an elementary classroom that is aligned with the science of reading a bit of a caveat about predictable texts that we'll talk about those early kind of level A through D texts, but we'll, we'll.

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Talk about that more.

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All right. So let's kind of get into it here.

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Using level text for assessment so the issues and considerations uh let's see here. So just to kind of level set with what we're talking about for in terms of having a shared vocabulary as we're chatting, think most people on the call will be familiar with the term running record but running record is one of those terms that can mean different things depending on.

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On how you were you were trained or when you were trained?

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When I say you know a taking a running record, when we're talking about an assessment where we have a kid or read out loud from a from a level book or a or a particular passage, we're marking for accuracy and doing a miscue analysis of Ms. and V we're asking for a retail and the particular book can be independent, instructional or frustration.

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For a student.

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And that there are there are various kind of leveled text gradients right? So Fountas and Pinnell reading recovery BASDRA those that will place books on a on a on a gradient of continuum of difficulty from easy to from easy to hard and.

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You know, this is not, you know, we're not explicitly endorsing any of these particular products. It's just to kind of illustrate ones that that folks out there might be familiar with already.

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So oh, and I can't actually see the chat, so if someone can someone can just give me like the synopsis of what most folks are saying. So in the chat, maybe just put a T and an F for this, for our bullet points here, so #1.

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Text levels, you know, level M level LL or Level 3 or whatever. They are equal interval true or false, so meaning they are equal jumps in difficulty from one level to the next is that is that true or is that false?

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I'm seeing lots of capital F's, lower case, F's and the.

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Word false.

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Alright, fantastic. That is, that is true. Text levels are not equal interval. We're starting out. It seems like in like an easy one. Most, most, most folks are familiar out there. So a jump in a in from a say level E to an F is not the same as a jump from a P to a Q for example. As you get as you get older.

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Grades. This matters some you know. So somebody like? Well, yeah, we know that. But why the heck does that matter?

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Well, it matters very much when we're talking about using this data for progress monitoring. We want to understand, we want to understand how students are progressing through, you know in in their reading skills and it and it matters when if to that a a jump in text difficulty.

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Of one level is different. Represents a different amount of growth depending on where you are on that text reading it makes that it makes it's. It's one piece of what makes text levels.

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A. A fairly inaccurate way to monitor progress.

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How about #2? There is intra level variation in book difficulty. So in other words true or false. Books within a specific level are not equalized in difficulty for all kids.

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That one that one's worded really badly, meaning to change that. So books within a level are not equally difficult for all students. Is that true or?

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Is that false?

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We're getting mostly true responses in the chat.

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Excellent.

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So that then and that's right, books within a level are not equalized in difficulty for all kids. Why? Why would that matter well.

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That matters very much if we are using text levels as progress monitoring assessments for students, because how a student performs on that on that assessment.

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Would actually be influenced mostly by the book that you pick not by gains or lack thereof in a students reading skill. Hugely problematic for if we're thinking about text levels as assessments, because there were not, we want. We always just want to be purely measuring gains in reading.

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Skill and this and using level text depending on the text that you that you choose can totally make a child look like they are not making progress or make a child look like they are making progress when they are not.

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How about #3? If a book marked at a level L or level 28, just picking that out. For example, if one book at a level is instructional for a student, then a level M at the very next level will be their frustration level. Is that true or false?

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A little bit of both, but mostly false.

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All right. Fantastic. So the falses have it, we'll take a look at A at a nice piece of research that indicates a fairly substantial proportion of kids do not read books in what the research calls it a sequential and hierarchical manner.

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So for many kids, who if we, if we mark if they can read a level L text at an instructional level a level.

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Them may also be instructional or even independent, depending on the book that you choose, marked at a level M. It's a book that they are particularly interested in or not interested in, that can make a huge difference. And again, this is really important because if we're using these, you know these.

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If you're using text levels as high stakes assessments within a multi tiered system of support progress monitoring.

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All right, last one true or false. We should not listen to kids read and analyze the errors they're making.

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Got to eliminate the double negatives here on this one for the next time around. We should not listen to kids read and analyze the errors they're making.

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Yeah, it looks like false. Is the consensus here.

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Yeah. Fantastic everyone. Everyone is in agreement, right? So we do not. I am a big fan of not throwing the baby out with the bathwater here. That's going to be a consistent theme throughout this assessment.

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Listening to a child read and analyzing the errors that they make is a very, very important tool for teachers, that's probably the first thing that I would do if I got a new student in my class is have them crack a crack, a book open and read so I can get a sense of their reading and the types of.

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Errors that they make.

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The bath water is probably going to be some of the practices that we've built around that. There's these kind of rigid text level, these hierarchical text levels and assessing them throughout that text level. And then also the error analysis framework that we use, right. So moving from an MSV, the three queuing kind of framework to a more empirically.

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Sound error analysis framework, but the actual pure act of listening to a kiddo read, making qualitative decisions about that to inform your instruction on a salable effective, you know, in, in, in education.

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All right, so.

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These are some of the metrics that actually determine a text level. So then there's all the different kind of text gradients will vary a little bit from gradient to gradient, but in general you know it's things like genre, language and literacy features, vocabulary, word complexity, illustrations, book and print.

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Features before I kind of delve into the literature, I didn't really understand.

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And how we got to these sorts of levels? And then I learned that really it's they get a group of experienced teachers with a big pile of books and with a with a rubric and have teachers basically rate the level of the text and that's and that'll get you in the area of text.

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Complexity. There's no such thing as the perfect text complexity system, you know lexiles or levels or whatever.

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Where it is, but some you know something like this. These are pretty broad and subjective constructs that will definitely lead to variation in difficulty between books within single levels. So you're within your level band, for example. You know what might be one teachers, level L theme and idea might be another teachers level M and or O.

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Theme and theme and idea because it is it is pretty subjective. So again none of this is a reason not to use leveled books for instruction. But it is a reason not to not to make high stakes decisions based on these small changes in text level.

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So.

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I I always like to include some information straight from a source that I tend to disagree with. Some you know on a lot of things. There are a lot of areas where I disagree with some of the instructional guidance that found to send panel may give on some things, but in in this case.

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There's, there's quite a bit of truth here where they would indicate that that kids can read books on a wide variety of levels and experience many different levels of books throughout the day. A level a text level has no place on a report card. Parents, of course, we need to apprise parents of kids reading.

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Progress in relation to their grade level expectations and standards, but the text levels themselves are much too narrow, sometimes much too subjective of a measure.

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When I say that as someone who would ohh my district that I previously worked in required us to report the tech, a running record level on a report card we used running records. As you know promotion and retention criteria and our TI criteria for moving up and down the tiers. But you know this was never in.

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This is never the intent of.

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And Fountas and Pinnell and subsequent research has found that, that that continues to be the truth. So we don't wanna limit kids to their independent reading, you know in in their independent reading to a specified level again I will raise my hand and be the first person to admit that I had my book my level book.

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Pins and I. I directed my kids. You were. Only you can grab. You can grab level G books.

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Uh, but we when we do that, when we limit kids to a specific reading level and nothing and nothing above that, despite the very real the like the reality that they are perfectly capable of reading much higher level texts. We're keeping kids in systematically lower and less complex texts than they're actually.

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Capable of and over.

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Time that that exposure to less complex text compounds and we developed deficits and vocabulary and text structure and sentence structure and syntax awareness and becomes a a really problematic systematic systems issue. So because that there is very little difference.

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And often total overlap in students ability to read books in these consecutive levels. So LM&N.

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It is not an empirically supported practice to say that a child reads at a level. You know this is we should not be saying that I that he is that he or she is a level e-reader or a level L reader, because in fact most kids are entirely capable of reading at multiple different text levels.

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A letter level refers to a book, never a child. Kids are not widgets. We cannot pigeonhole them into these, you know, into these into these simple kind of level.

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Old.

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Yeah, these simple levels.

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So the again a level refers to the difficulty of a book and not and not a child.

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All right, so we're not going to get super statistically here. We're not going to get super mathy. I promise everyone we are going to get just a little bit though, just to kind of under score some of the things that that I've been talking about here. This is the most complicated we'll get in terms of statistics, but I do think it is important.

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For people to umm.

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Understand. So, Ted, these concepts of test reliability, it refers to the consistency of scores that kids would receive on alternate forms of the same test. So a reliable test is one that gets you the same results if we give it multiple times with all other factors kind of being held equal, right. So I have a.

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Fictional test. That's an unreliable test, and it has five different forms of it that I give to a poor kiddo. You know, if I give them on the on the same day, you know, forms A through E.

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Because this is an unreliable test.

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Test we get 5 very different scores ranging from meeting expectations to below expectations. It's an unreliable test. You can get, you can get different scores based on nothing but how the test is constructed, so that's important to remember when we're talking about assessments and text and text levels because.

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When we take a look at book difficulty through other measures like lexile, which to be clear is not perfect. Also the books at the same level can often be really, really different. So take the example of.

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You know, a book like the zoo, right? If they if we take a book like the zoo that's marked at a level E and we have a student read it well, we could say Oh well they read at a level E the zoo is marked at a 330 lexile but then there's the.

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But there could, but there are other books. Trucks for example, level HEEFGH, so several levels higher than that, very similar lex.

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Style and I pick a boy who likes trucks. They don't particularly like animals and all of a sudden we have two very different pictures. If they're reading a level HA at a level H and proficiently because they really like trucks, they're very engaged. They may have the understanding, the vocabulary.

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Of around trucks.

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And can read and can read that level H book pretty proficiently so.

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So.

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If we're, if we're building assessment systems in a multi tiered system of support around improvements or lack thereof in text level.

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Well, these sorts of designations can mean the difference between a kid being at grade level or significantly below grade level and can impact whether or not they receive intervention of our perception of their ability and of our assessment of a teacher's effectiveness in their instruction and intervention.

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So a lot of a lot of text on this. On this page, I'll give you the, the, the 32nd rundown of it, there's a.

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There were several studies on.

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That what's called the test retest reliability of running record text levels that basically found.

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And text levels to be on to be unreliable, and that in order to actually find a students true instructional level, we need to have them read at least three passages in a row that are in that in which they score in the instructional range. In order for that to actually.

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Be reliably their instructional.

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Level I've never seen. I've never seen that happen. So we say we got a we go to a students reading on a level L like most of the time I see us stop. But after we've reached that instructional level, we may do an M and if it, but if it's if a level M is also instructional for a student, what we have to do 2 more level M.

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Texts for that student in order to sit reliably say that that is. That is, they're actually their instructional.

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Level and it that is very, very time consuming to do in A to do properly. I mean it's very time-consuming to just to do 1 running record or three or two running records let alone keep going until you get three in a row. That's instructional.

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For a student.

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So you know, again, inconsistencies between passages at the same level of difficulty and inconsistencies between raters lead to unacceptably low levels of reliability when we're administering 1 or even 2 running record passages in a row.

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Uh.

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To go back.

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There is a there was a nice study. This is a study from Heinemann Publishing. The publishers of the benchmark assessment system. Kind of the one of the one of the most widely used text gradient assessment systems in in the country.

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Yeah.

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Where they took 500 kids in grades K through five and administered the benchmark assessment system to them in order to analyze the data and the assessment characteristics.

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And the questions were right, do kids consistently read levels in that sequential and hierarchical manner? So if you're, if you're a level, if your level D is instructional, how many students would level C be independent and would level E be frustration? All is a book at the next level more difficult than the one preceding it.

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Our books in lower levels easier to read than the ones above it.

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And what sort of factors contribute to this? This sort of variability and what this among the top line findings of this study were that 40 to 50% of kids in K through two you know were that were marked somewhere between an A&M did not read books in that sequential.

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In hierarchical manner. So for some in that half of the kids, the level immediately before their instructional level wasn't actually easier. For some the level after their instructional level wasn't actually more difficult for them.

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And for older kids in grades three through 5 and or at somewhere in level L through Z, it's more like 1/4 of kids who don't read that sequential and hierarchical manner. But that's still a huge and too large of a population of students for us to base any sort of high stakes decisions within us, an assessment system.

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On these as assessments.

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So, you know, I think this may not surprise everyone to know to learn about this finding that well, what are the factors that contribute to this variability? Is there a difference in how hard not fiction is versus non fiction for kids? Yeah, absolutely. Only 43% of kids.

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In in K2.

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To had a similar instructional level when they were assessed with fiction or versus nonfiction. So the book choice is very, very consistently affects how a student is assessed. It's that's an unacceptable property for an assessment like period, full stop.

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That should that really should make everyone here on this call if you're if you're still using text levels as these as as high stakes assessments, you know, to really give you pause.

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You know about that, about that practice. This was shocking to me when I first learned about it, that I went on and I was soul searching because I based a lot of my assessment understanding on this sort of this sort of framework.

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The next and only other piece of statistics that that will subject you to is this term predictive validity. It's the degree to which scores on an assessment are related to performance on a future criterion assessment.

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So a test with good predictability will tell us whether or not kids are at risk for failure on a future assessment. So star reading has actually really good predictive validity for FSA, when we were when we were using it, we could tell really, we could tell pretty accurately based on how a student was.

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Performing OnStar at the beginning or mid of the middle of the year, their trajectory for how they were going to going to perform on FSA. It had good predictive validity.

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Now, not all assessments need good predictive validity. Some assessments weren't created to predict future performance, like a phonics survey, a letter sound inventory, spelling inventory. They're not meant to tell us who's on track to pass like an outcome measure like FSA or fast.

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What we need for our screening and progress monitoring assessments to have really strong predictive validity because we need to know really accurately whether or not our intervention and instruction is reducing their risk for reading failure right. So we need to know based on our assessments over time.

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Is our instruction working and we're reducing the risk that kids are going to go on to fail. You know, standards based outcome assessment.

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So it shouldn't surprise, given everyone, given the kind of the theme that we're talking about here, that the predictive validity of an informal reading inventory or running record text level is, is, is pretty poor.

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Compared to, say, an oral reading fluency task, so a study in 2015 compared the diagnostic accuracy or the predictive validity of say of an oral reading fluency task with the benchmark assessment system for how well it identified second and third graders for their risk for failing map at the end of the year.

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Which is, you know, map and star. These are all. These are all good strong, you know outcome.

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Measures.

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And the basically the results of this this study showed that oral reading fluency had 86, you know, correctly classified 86% of the students. So not perfect by any means. There is no such thing as a test that will ever give us 100% correct classification, but 86% is pretty good.

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But compared to a 31% correct classification, if we're using the text gradient on the BAS, you know level D at by the end of kindergarten. Forget what the what the end of first grade expectation is or the end of 2nd grade. That's what we're talking about with when we're talking about the prediction. So from the.

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From the discussion of this and this is, you know, this is just a bunch of scientists laying it out there in plain language.

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You know, in a hypothetical school of 100 students who all need intervention, who are all at risk, 86 of them who actually need intervention based on how they performed at the end of the year on map would be correct. The end of identified if we were monitoring their progress with an oral reading fluency. But only 31 of them would be accurately identified.

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Using the informal reading inventory or the BAS screening data so significantly worse than a coin flip, you know if you were to just pick a kid, flip a coin, heads or tails, they're at risk or they're not, you actually would wind up getting better, better outcome data that.

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Using that, it's like stark language that I'm using, I know, but you know this is.

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This is kind of what they're what research is indicating. And again, I used I didn't use the benchmark assessment system. I used another running record text level gradient to level my children and determine who was at risk based on where they were on these text levels. But you know that this is this is information I think it was very important for people to know about because it's out there.

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Yes.

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It's research.

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So you know, key takeaways.

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When we're making high stakes decisions about who needs intervention, who doesn't, certainly who needs special education services as an i.e. P team, we want to weight other measures, star other or other norm reference measures a lot more heavily. You know, measures that give us percentile ranks.

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And things like that.

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And just because we marked a student as on grade level based on a text level doesn't actually mean that they're not experiencing reading difficulties and it's the same way the other way around, just because they're not on grade level doesn't mean actually that they that they might, they might actually not be at risk.

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So you know a running record in and of it in and of itself.

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A level alone doesn't tell us very much about the instruction that a student needs.

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And because students marked at A at A at the same level can often have pretty different pretty starkly different instructional needs, particularly at those very earliest levels in in K and 1st grade, and students would really similar instructional leads can actually be in very different levels and that makes.

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That not only makes for less efficient instruction for kids, but also for a lot more work and a lot more inaccurate work for teachers, and an overemphasis on text level.

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People can really lead us to hold students back from more complex texts that they may in fact be totally ready to, to read or be, or be instructed on.

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But lest we throw the baby out with the bathwater here.

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We want we do want to continue to do flexible qualitative observations of students, oral reading skill to use that data along with other pieces of data to inform our instruction. We do want to be analyzing reading errors to help inform our instruction. We'll take a look at some error analysis alternatives.

00:36:03

MSV as it late a little later in the in the session.

00:36:07

And you know, so again, listening to a student read aloud is one of the best assessment tools for kids or for kids, for kids and for teachers.

00:36:16

Teacher knowledge is what matters here. Levels matter far less.

00:36:23

And that's and.

00:36:23

That's not to say that there are no differences between text between text levels. You know there's definitely. Of course there's a difference between, say, a level E and a level M text. There's not. There's not that sort of lack of overlap.

00:36:36

Those their true differences between those things. But when we're talking about differences in 1-2 and three text levels even, that's where the differences are non existent statistically speaking.

00:36:47

And we do want to continue to provide students with a variety of text types depending on what we want them to do. So the take away from here is not that we throw out leveled books. Leveled books are a very important part of our instructional system and we'll talk about that more MSV error analysis. I think everyone probably on the call is probably.

00:37:07

Familiar with the error analysis portion of that of a running record, so I'm not going to. I'm not going to take time to go over this. We're recording this you all can take a look at the slide at these at the recording if you want to brush up.

00:37:25

But.

00:37:27

Suffice to say that.

00:37:30

Again, be just because just because we do want to continue to note oral reading errors and that is an evidence based practice, but the framework by which we analyze student errors can be can be accurate or inaccurate.

00:37:47

So.

00:37:49

In instead of.

00:37:52

Instead of considering the source of information that a student was using when they made an oral reading error, we want to we want to get a lot more specific about the nature of the of the decoding error because most queues, most roads lead back to decoding when we're talking about oral reading error.

00:38:13

And it is much more helpful than and guides instruction a lot more accurately to look at it, to look at error types in in this way. So instead of saying oh that was, you know, we this student was using was overusing meaning or overusing, you know sentence structure or overusing?

00:38:33

Visual information even.

00:38:37

We want to say, well, is this a grapheme phoneme correspondence error? So the student read Dad as bad, right? And we don't. We're not going to say, well, does that we're going to direct the child's attention back to the specific phoneme, grapheme correspondence that they that they misread. We do a little instruction on.

00:38:58

On B versus on B versus D and the orientation of letters there and how that differentiates letters.

00:39:06

There's other errors that reliably happen in kids with phonological difficulties called position pattern errors, where they may be where they may be blending from left to right. Say the word slap and they go ah P they stop for a second go lap.

00:39:24

I know I can count on I I have children every year. When I was in second grade, who would do something like that?

00:39:31

And what is likely the case there is what's called a phonological memory issue. So that's a child who likely has issues keeping 4 bits of phonological information in their working memory. So when so, when they when they try to blend those four phonemes in their in their work, phonological working memory in their little mental sketch pad here.

00:39:52

That S is actually being kicked out. They can't remember that much information. Phonological memory issues are. Some are really, really common problems that that cause issues with blending and decoding really, really common. And there are instructional strategies and prompts that that can help things like that, like successive.

00:40:12

Lending.

00:40:14

Other approaches, we'll call it things like blend as you go or body code a blending, but it basically has to do with take it would reducing the number of chunks that that we actually require children to hold in their in their memory. So I might ask a.

00:40:30

Student to go.

00:40:32

And then.

00:40:33

Send the S and the island go soul.

00:40:36

And then take the slow chunk and then add the ah and go slah and then and then the slah chunk and then add the and then add the for slap.

00:40:46

So we're taking essentially the child you was having to do 4 having to hold 4 bits of information in their head at once and we're reducing that down to two. If we're blending phonemes as we go, it's a, it's an excellent evidence based strategy to use for kids with phonological memory difficulties.

00:41:08

Other sort of common error types or vowel sound errors, right? So we may a student might read the word Wasps as Wasps and they don't, they don't self correct. We can teach kids to if they if they recognize that that's not a word they have the word Wasps in their in their spoken vocabulary, but they're not making the connection.

00:41:30

We said, well, let's try a different vowel sound. You can try the short try the.

00:41:34

Long. Try the schwa.

00:41:36

And see if that if that produces a word that then actually does make sense, and then we can ask them if that makes sense after we've prompted them to decode it correctly. You're set for variability is just a a $10 word for your ability to decode and kind of get in the ballpark, but not quite there. And then make a connection to a word.

00:41:56

That you do already know. So a child to read.

00:42:00

ASPs Wasps. Ohh Wasps. OK, I'm uh we're reading a thing about beehives or entomology and ohh this is that must that word must be Wasps. Now I I've used my set for variability to make a little jump from the decoded form of the word.

00:42:16

To the actual word.

00:42:18

And then there are morphological errors.

00:42:20

Leaving off those, those affixes, or misreading those affixes fries as fry, we would want to provide instruction in in morphology prefixes, suffixes.

00:42:31

For decode.

00:42:32

So there's there, these this sort of error analysis framework is leads to a lot more actionable, lot more empirically sound research based kind of instruction for that in the moment prompting for word reading accuracy, then an MSV framework would.

00:42:53

Keep going. There's there are other errors that are or other behaviors that are not errors.

00:43:01

You know, so and correcting, you know, correcting said from said Ohh said right. And so that's something to be promoted. You know that's a student who demonstrated what's called lexical flexibility, right. They made the jump from they were flexible in their language.

00:43:21

They made the jump from the decoded form to the to the actual spoken form and we would prompt and reinforce that rereading the phrase. So after we decode a word we would reread the phrase in a more prosodic or or better expression. Better, better, expressive way, you know the.

00:43:38

Another kind of baby bathwater situation are prompts like. Well, does that did that make sense? You know, can reread the sentence. You know, those prompts are still should be in use, but the order when we when we prompt the student to do that makes all the difference. You don't want to prompt a student.

00:44:00

To think about if that makes sense before they've actually tried to decode the word fully. We don't want to prompt them to look at the picture to.

00:44:08

And look at the 1st letter and look at the picture to identify the word. We can look at a picture after we have decoded the word left to right to confirm that our decoding was correct. We can think about whether it makes sense in the context of the sentence after we've made an attempt to decode the word. So the order of the prompting.

00:44:30

Is what makes a whole lot of difference here.

00:44:36

All right. So we kind of jumped a little bit into a instruction here, but I think that was it's important to talk about that and just make sure we're good on time here, OK 347. So but to the kind of key takeaways from.

00:44:55

From assessment, again a level refers to a book, never the never the totality of a, you know, the skill level of a student.

00:45:03

Accuracy on one book absolutely does not mean accuracy on another book at the same level. We know from we know from a ton of different varied research studies, from curriculum publishers to 3rd party university that this is not the case and frustration on a book doesn't mean frustration on another book at the same level. We shouldn't be putting a ceiling.

00:45:23

I'm a student.

00:45:26

Based on their supposed frustration level and again a student who's on level. So for example, a kindergarten student who is able to read a level D book accurately absolutely does not mean that that they are that everything is, is hunky Dory with that student, particularly as the.

00:45:46

Particularly because of the problems of those predictable kind of books that mark that level A through D.

00:45:52

And you know, so these reading levels just don't have the same usefulness as norm reference things. They'll give us percentile ranks and tell us about how far behind, you know a student actually is or or whether or not they're achieving at a commensurate to their same level, their same grade peers. And we shouldn't be. We shouldn't be making high stakes decisions based on.

00:46:14

On text levels.

00:46:16

Within the multi tiered system of support.

00:46:20

So again.

00:46:23

These this is a statement that I made hundreds and hundreds of times myself.

00:46:28

Johnny is on A is reading at a level E you know that's about a beginning first grade level. So he's reading beginning first grade level books. I said that to so many parents. I said that in all my data meetings when I was teaching. So these are things that I said but I I know better now. And so this is my part of what drives me in.

00:46:48

You know in, in doing this sort of work is.

00:46:50

Trying to help other folks through and to evolve their practices that that I that I myself can't go travel back in time to rectify for my kiddos.

00:47:03

But again, baby bath water books remain excellent instructional tools for instructional tools for teachers. Kids definitely need a variety of text types, decodable text, level text, authentic text, and.

00:47:18

And this is not to say that level that text levels.

00:47:22

Aren't A and at all a useful assessment tool, but we want to think about at, you know about when we're choosing books for kids. We want to think about like ±2 or three levels at where we kind of think a child might be. So it's we should think about instructional level.

00:47:42

As a wide range that's influenced by interest and vocabulary and background and experience as opposed to a a more exact point on a on a text.

00:47:54

And.

00:47:56

And again, listening to a kid read and noting, the errors continues to be a really important assessment tool.

00:48:03

OK.

00:48:05

So.

00:48:08

We got about. So it's 350, Randy or anyone from just read are there. I know you're. I have not been monitoring the chat are there? I see there are 99 plus comments in the chat are there. Is there anything that I may have glossed over that a lot of people are asking about or that you think might be helpful for it to.

00:48:28

To clarify.

00:48:30

Yeah, definitely Jesse. So one of them that I pulled out of the chat right now is would you clarify running record versus a more traditional IRI? Are these the same in your mind and reported in these studies and what makes them the same and different?

00:48:44

Right. So IRI's are IR's will often have instruct, you know, running records in them as. But I's are often these multiple multi component sort of qualitative informal.

00:48:56

Investments that that some you know, depending on the IRI we'll have, we'll have a little bit of spelling work or they'll have they'll have some oral reading. You know they'll have some oral reading assessment in them and they may have multiple different components to them.

00:49:11

They may have some high frequency word recognition work in there, but most of the IRI's will have some kind of a A. Also have will have a running record kind of integrated in it or a a way to.

00:49:28

For a student to read a passage and for and for us to put them in a, an instructional or a frustration or a independent kind of level. So there's, you know, so they're related and. But I would say IR is kind of like a broader A broader assessment instrument that has a couple of different components including a running record. That's the definition.

00:49:49

Of I or I that I might use and fully and knowing that there may be different understandings that are not.

00:49:56

Correct.

00:49:57

All right, Jesse. And just a heads up, we do have until 4:30 today. So we have a little bit more time, all right. So the next question is about that list of alternatives for error analysis. And the question is, is there a list of common errors and their implications more than what was provided on the screen?

00:50:13

Yeah, there are.

00:50:16

There's not one resource that I'm aware of that compiles all the different kinds of oral reading errors that are that are out there.

00:50:26

In the work that the Lastinger Center has done in our in our small group model, we've compiled a number of the of the most common sorts of ones that and that's a pretty good cross section of the most common ones that are that are out there. But I don't, I don't know of a, a I don't know of a of a one stop shop.

00:50:46

For all of the for all the types of oral reading errors. But you know if this is something that is interesting and you want to learn more, I encourage everyone to reach out to us about our you know our we because we do trainings for districts and other folks on our small group.

00:51:00

On our small group reading our differentiated instruction model and within that model, you know every child, every, every week gets what's called an oral reading, an orb, an oral reading behavior.

00:51:14

Assessment where we were having them read, you know orally from a passage and noting errors and using that information to drive you know as part of what drives our subsequent instruction. But yeah that's but it's a it's a good question and it's on the list.

00:51:32

Of it's on my very long list of resources to really flesh out in the future. Was there a second part to that question?

00:51:42

Yeah. Well, I believe the next one that's kind of a follow up to this one is can most of these errors that we talked about analyzing be categorized under MSD. So some of them can't be related to the meaning and semantic that type of question.

00:51:59

I suppose that you know you. It's not. It's not inaccurate to say, oh, well, this student was.

00:52:07

You know, was look was really looking at the picture and was using you know was using meaning as a you know as a as a way to identify the word because they're reading a predictable.

00:52:21

You know, patterned pattern sort of text, but that's sort of a really contrived sort of situation that we're kind of forcing kids to do. I mean, we'll talk about like a a predictable text and why, why we may not want to use that. But you know, when we're spending, when we're spending all this time.

00:52:42

Analyzing errors in the you know through that framework it's taking away from time that we can use to analyze it in a more empirically sound way to drive our instruction. That's going to improve kids, you know, kids reading accuracy versus if we're encouraging them to use other sources of information for continuing to.

00:53:03

To encourage them to use other sources of information to identify the words other than the letters and sounds, we're gonna be. You know, we're gonna be encouraging them to mimic the practices of poor or novice readers. So it's not inaccurate to say. Ohh yeah, they were using other sources of information, but.

00:53:21

I wouldn't want to spend a whole lot of time analyzing that when I could be spending time analyzing the real, you know, what's instructionally relevant for that for that student.

00:53:34

And we'll take one more question before we move on. There are some comments about getting more information for the trainings that you offer for districts. So I would say reach out to Jesse for that as well as any studies that you're interested in that helped us or help Jesse develop these slides, maybe reach out to him for the information on those studies. And before we move on, somebody is asking where we can get those oral reading.

00:53:54

You won't see passages.

00:53:57

So at the our last slide is going to have our contact information. We have a district partner District partnership person, Jessica Richards. She's fantastic. We'll have her information. We'll have my information out there. Where can we find Pat? I mean, if you could find passage, you can conduct an observation of an observation of reading behavior.

00:54:17

An orb and use this error analysis on any text you know you don't need a. You don't need a special. You could do it on a level text. You could do it on a on a grade level passage you can do.

00:54:28

Like you could do it just from a book. You don't. You don't need kind of any special proprietary or you don't need to pay additional money for a testing instrument like the benchmark assessment system for access to these you know to.

00:54:43

A text like.

00:54:44

That you know and you know also.

00:54:48

We did. We didn't talk about like curriculum-based measurements or oral reading fluency. There are many free, you know, freely available to.

00:54:56

Tools including Dibbles and Acadians and star CBM is available for to Florida teachers for free. I believe that's t still the case Randy.

00:55:07

Yeah, K through 2.

00:55:08

K through two. Yeah, you know, so they they've made that of their curriculum-based measurements available for K2. So there's a lot of good, a lot of good options for teachers.

00:55:21

I think we're ready to keep rolling.

00:55:23

All right.

00:55:25

So again, level texts can and should be used for instruction. Absolutely the level is a rough guide to help determine difficult the level of difficulty, but the level of a text we should be selecting text based on student needs beyond the.

00:55:44

Level so the student need the skill that we need that we want to teach a child, or the skill that our assessment data, the skills that our assessment data are indicating a children a child needs should guide the book choice, not the book level. So again, I was I told the next level.

00:56:04

G book off the stack. Use that for my for my next day's. You know, for the day's next guided reading level or guided reading Group and kept that train rolling regardless of the skills that were contained in the.

00:56:17

Look, regard and regardless of the kind of decoding skills that that that my kiddos needed. So our explicit word instruction is based on the need that based on say, a phonics survey that that we know the student needs, not the letter patterns or the graphemes that happened to appear in the text from the one that we pulled.

00:56:38

You know, then that's next in the in the stack. So again, text selection is intentional, purposeful based on what the child needs, not driven by their instructional level.

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So what type of text should we be using? So typically we kind of.

00:56:59

Text falls in these in these different kind of categories. So we have decodable text.

00:57:04

Right. Where there's a couple of different definitions of decodable texts, and that's one of those in in education, we love to use one term to mean like 10 different things. Decodable text is one of those things. You know to me.

00:57:17

But decodable text can mean either like a large proportion of the words in the text are phonetically regular. You see you see words CVC words plus some kind of, you know, high frequency or regular words like the OR was or said that typically have less kind of complex sentence structure and.

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We use them to teach decoding and to provide more repetition in in, in in acquiring basic reading skills level.

00:57:46

Next.

00:57:47

Has a variable portion of phonetically regular words depends on the leveling system at the lower level, right? And like a through D or so they tend to be predictable and have, you know, regular repetitive sentence patterns.

00:58:04

And the readability will depend on the level.

00:58:07

Of the text.

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Authentic is not, you know we consider that non control.

00:58:12

Text. So more complex sentence structure used for to convey information or tell a fairy tale or and would have more sophisticated vocabulary and would kind of be more difficult for kiddos to read.

00:58:27

So there are kind of two different types of of decodability or what makes a text decodable one we kind of talked about the proportion of words that are just phonetically regular. We can sound them out and all the graphemes in the word, you know, make their most common phoneme.

00:58:43

But then there's also contrived decodability and contrived is there's not a. It's not a negative connotation on that word. Contrived decodability refers to books that use only letters, letter sound correspondences that students have previously learned based on based on the scope and sequence of their of their phonics of their.

00:59:04

Phonics curriculum.

00:59:07

And So what I want to I want to say like.

00:59:10

I think that there can definitely be, although part of the through line of this guidance is that, yeah, definitely decodable text has a place, particularly in our primary grades.

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There can definitely be an over reliance on decodable text. We don't want to have kids be in only decodable text, particularly after kindergarten and not all decodable text will.

00:59:39

Equally decodable to all kids. So if you take two a kid from classroom from school district to a who's on, who's learning 1 curriculum and from one from school District B, who's doing a different, a different Tier 1 curriculum that has a different scope and sequence in phonics? Well, they may be at two different places.

00:59:59

On a scope and sequence, and so if I give them a decodable book that's, you know, short A and CBC.

01:00:04

Words. It might be different, they might. It would be different levels of decodability because they've learned different things up until that point.

01:00:14

So, you know decodable is decodability is different depending on the child. And there's so much of this presentation that we're just, you know, teacher knowledge matters. We need to follow the child when we're talking about differentiated instruction, we have excellent. We have tools that are at our disposal that are either worse.

01:00:33

Or better, but nothing Trump's teacher knowledge. Nothing Trump's teacher experience and direct observation and understanding of the child.

01:00:44

And so.

01:00:47

The.

01:00:50

There is a surprising lack of research studies on the effect of decodable text. There's not actually that much research out there that that has directly studied the effect of more or less, you know, exposure to or use of decodable text. So.

01:01:09

You know, if there are folks out there who are saying, well, we need to, we need to be using mostly or all decodable text, well, we're not actually following the science of reading, although I think a lot. I think sometimes we say saying kids need only decodable text does get said in the name of the science of reading. But that's not actually true. So we have a we've highlighted a couple of studies.

01:01:29

That tells some different pictures about that paint some different pictures about the role, or the usefulness of decodable text, because some studies, when we compare interventions that use more or less decodable text, actually doesn't make a difference in terms of post test comprehension.

01:01:49

And so the study, you know, this study #1 from Jenkins in 2004 there to compare 2 tutoring groups with a control group that both the tutoring groups got really good, explicit, systematic phonics instruction. One group used less decodable books or level text and one used more decodable.

01:02:09

Books both of those groups vastly outperformed the control group, so the, the tutoring, the instruction, the intervention in phonics was the important piece of it and the type of text mattered a lot less for this particular group of students.

01:02:24

But.

01:02:27

The and study #2 and you know I want to note how the small the pretty small sample size 36 kids were randomly assigned to low, high or low decodable text. So that's a pretty small sample size. It's hard to draw broad conclusions from something like that, so not all research studies are created equal.

01:02:47

But there the comprehension was statistically higher for kids with low, low phonically decodable text.

01:02:56

So the word identification and sound detection approach significance and had and had large and medium effects respectively. There's a little bit more nuance there, but basically that that is a study that also kind of indicated less not poor outcomes by any means for kids with who got decodable.

01:03:16

Next, but not any better than kids who got leveled text. There are other studies.

01:03:23

Where that looked at finer grain research questions, not like a post test of, you know, of, of, of, of comprehensive reading skill that found in back way back in 1985 found that first graders who got instruction who got the same instruction, but the ones who got more decodable text were actually more likely to use decoding strategies.

01:03:45

When they encountered words that were that were that they didn't know.

01:03:49

You know in non controlled text, so they were less likely to guess they were less likely to appeal for help. They were less likely to look at the picture or on any number of other things. And that difference was especially apparent in the beginning of the year when kids are at their kind of least skilled in the beginning of first grade and that's kind of the finding that.

01:04:09

Subsequent studies have found.

01:04:12

More decodable text helps kids apply letter sound correspondence knowledge to a greater extent than other texts. So if you have, if you have guessers, if you have kids who have inhibition difficulties and they kind of say the first word that comes to mind, they don't fully decode. Decodable text is extremely helpful.

01:04:32

You have kids who need who need more practice, more repetition in applying the letter sound correspondences that they're teaching that you're teaching to them. Decodable text is very, very beneficial to help kids apply those you know to apply the strategies that you're that they're teaching so.

01:04:50

You know, the question is are decodable texts research based? Well, there's a really good paper on that, you know, and I'll. I'll be glad to send anyone the full text of it. Yakov Petre, the folks out of the Florida Center for Reading Research were the authors of this in 2020.

01:05:04

1.

01:05:05

They said, you know, decodable text hasn't been studied as much as other instructional.

01:05:10

Tools.

01:05:11

But it rests on sound theoretical and pedagogical instructional grounds. It makes sense that that we would use these things we just haven't studied it enough for a for a bigger body of not of research to really support it, but it is very, very likely that once 100 more, you know, 100 studies come out.

01:05:31

The consensus among those studies will be that decodable text is helpful for kids in the primary, you know, in the primary grades or kids who need more repetition and applying, you know, letter sound correspondences.

01:05:43

Uh.

01:05:43

You know, so giving those beginning readers the opportunities to use decodable text is very, very valuable in applying the graphene phoneme relations the letter sound correspondences that they've learned. There's a window that in which decodable text is most effective. You likely get less and less.

01:06:03

Effective after second grade.

01:06:07

And so, so really it's really that K2 window and particularly if you're if you're, if you're taking last singers trainings or other, just read Florida trainings, you know about Aries phases of word reading development. It's really kids in that in that partial and full alphabetic phase that really benefit from decodable text and that's typically in kindergarten.

01:06:28

And 1st grade for most for most kids, so again, lack of research doesn't mean lack of effectiveness, but we do need to again from the paper, disentangle the active ingredient of effective interventions, cause effective interventions have multiple components. We need to study.

01:06:45

Whether or not decodable text is one of those active ingredients, but tons of evidence based intervention curricula use decodable text and we know that those intervention curricula are effective. We just don't. Necessarily, we haven't isolated decodable text as the active as an active ingredient in it, but we know that programs that use it for kids with phonics.

01:07:05

Difficulties tend to be very effective.

01:07:12

Why shouldn't we use the? So we've said yes, level texts absolutely have a place with a big asterisk for those earliest levels of for those earliest levels of levels of text.

01:07:28

So.

01:07:29

These are these are highly, highly sort of contrived books that in which kids can read the words without essentially using the letter and sound correspondences.

01:07:42

So kids at that, you know, pre alphabetic and partial alphabetic phase.

01:07:47

These.

01:07:48

Those are the kids who have to rely on using on using illustrations and sentence structure in order to identify words. These are the habits of novice or poor readers and by and by using predictable text.

01:08:08

We are. We're essentially instructing kids in the skills that we need for them to be moving away from as fast as fast as possible.

01:08:17

We don't actually know that kids need to spend very much time at all in the partial alphabetic phase of word reading and but, but if we are, use if we're consistently using predictable books, we're teaching them that there's lots of different ways to identify words when in fact good readers don't predict.

01:08:37

Upcoming words based on previous you know sentence structure or semantic or syntactic information. Good readers, good readers. Automat can automatically identify words based on the letter sound correspondences through a process called orthographic mapping.

01:08:54

You know, as originally sort of conceived way back decades ago, the three queuing system or multiple sources of information graphophonic information or your visual information was kind of subordinated as the least important source of information. When kids are reading but.

01:09:13

But the opposite is true. Graphophonic information. The letter sound correspondences. They're not the least important. They're the starting point from which meaning is.

01:09:24

Right there, you know, phonics is not as of course phonics is not everything, it's it. You know, there's tons of other aspects of what makes a skilled reader a skilled reader, but every skilled reader starts at starts at the letters and goes on from there. And when we when we use for instruction.

01:09:44

Predictable books. We're teaching kids that they can read and identify words in all these other ways that keep that that that keeps them as at less skilled levels of reading.

01:10:01

So.

01:10:03

What do we you know, we want to read a variety of texts with corrective feedback, you know, so how do we select text? How do we apply research about text types? How do we know what? What sort of books to, you know, to use? But so for decodable text, this is we use decodable text when we want to practice.

01:10:22

Skills that correspond to the phonics instruction that you're providing. Then these books are aligned to the scope and sequence of your of your core phonics instructions. So we want to emphasize decoding when we want, when we're bringing kids through a scope and sequence of phones.

01:10:39

This decodable text is a very important piece of that puzzle.

01:10:46

Authentic and level texts.

01:10:49

Provide the opportunity to teach a for a number of different skills, so not just decoding. Although we can do a good job of decoding instruction with just level text, but we can do a lot of things with, you know, with a book like this with the book with the horse.

01:11:08

In the interest of time, I was gonna. I'll kind of go over, you know, so we can we can teach vocabulary, you know, we can give, we can talk about the words like fright, what gave the horse a fright. You know we can we can.

01:11:24

We can reinforce the we can choose level texts that we know beforehand.

01:11:34

Feature word feature patterns that we are teaching as part of our scope and sequence. So if I were, say working with my first grade students on our controlled vowels or open syllables or final stable or stable final syllables.

01:11:51

I might use. I might use a book like this because we can do, we can. We can analyze words like dark and stormy.

01:12:00

And.

01:12:01

And you know final stable content we can we can analyze words like stable that has a pretty high lesson to text match which we'll take a look at the you know in the next slide level texts are also really good for building fluency. Kids should the kids should not be implicitly taught that every word that they encounter is going to.

01:12:23

Adhere to a rule that they have that they have previously learned, that we need to. We need to teach kids to be flexible in their, you know, in their in their decoding to use their set for variability and to work on irregular, irregularly spelled words and level texts are important for that.

01:12:40

So which is which is better for decoding influency practice decodable or level text? Well there is no research based answer for this, but if we're you know so decodable books were our purpose written for fostering decoding and building fluency. So you can be pretty. You know, you can be pretty.

01:13:00

Secure and comfortable. If it's a text that matches your scope and sequence.

01:13:06

That decodable text is going to help, but we can also choose texts with a high what's called LTM lesson to text match so that refers to the proportion of words in the level text that feature previously taught letter patterns. And to do this absolutely requires a good amount of work.

01:13:25

You know, we can't just pull the next book off the pile the day of the lesson, we have to have a pretty strong understanding of all the books that are in our that are in our leveled libraries to know, OK, well, this book has a lot of, you know, CBC and short vowel words or this book has a lot of our controlled, you know, our controlled.

01:13:43

Words. So yeah, it's definitely it takes up quite a bit more teacher knowledge to implement this. So you know if a book has a 70% lesson to text match 70% of the words in the book are going to be comprised of previously taught phonics patterns. But research don't want to be clear. Research hasn't identified the optimal percentage of text.

01:14:04

Of lesson to text match for any particular grade level or group of group of students.

01:14:10

But there have been studies that have looked at lesson to text match and found that word reading accuracy improves and decoding skill usage increases when students are taught using a curricula with a with level texts that have a higher less in the text to match compared with curricula don't, or that where that's not taken into account.

01:14:34

So you know again 1A last kind of consideration here we want to teach the coding skills regardless, regardless of the text type, you know. So I helped my dad fix the fix the fan in a house. I will hold the ladder for you. There's a there's a temptation here to prompt.

01:14:54

A student to well, who might kind of stall at that, who might stall at.

01:15:00

That word to say, well, what are what are the people in the in the picture doing? What are they? What are they holding? Oh yeah. They're holding a ladder, but we want to resist that, that temptation and pivot back to the really the important source of information, the letters and sounds of the of the word. So we can teach a kid to spot.

01:15:20

Dot the vowels or the to find the vowels, the number of vowel sound.

01:15:24

Sounds in a word is always going to correspond to the number of syllables in in the word, so we know that we have a. We have a, we have an E and or an R controlled vowel there. At the end, we know that's going to be a two syllable word. It doesn't really matter. I mean, I'm not a. I think the.

01:15:42

Instructional strategies that do a lot of these elaborate sort of syllabication and with a lot of kind of rigid rules.

01:15:52

Our written language doesn't really work like that, so we want to be pretty flexible with where we prompt the student to break up a word. Typically, you know between a double constant and is actually. It's pretty good. Is a pretty good rule, so we'll say Ohh lad der Ohh ladder. OK, perfect. So again our.

01:16:10

Our teacher knowledge for how to prompt a student who stalls on a multi syllable word and say in you know in first grade here or second grade.

01:16:17

Made matters quite a bit, whereas you know this text working with Dad, I don't. I don't know the actual text level of this, but you know, to A to a large extent it matters quite a bit less than well, this is a student who needs to work on, you know, some multi syllable word decoding if needed.

01:16:40

And we just have a couple of other examples here. I want to make sure I'm spending. We save about 10 minutes at the end for some additional questions. If all right. So that brings us to the to the end here. So this is our contact information. So again, I'm, I'm Jesse. I'm a literacy implementation manager. I do a lot of professional learning around the state.

01:17:00

For districts.

01:17:02

That's my contact information. Our doctor Pullen. You can reach out to her through our partnerships manager if you want to learn more about our small group model or any of the other. Any of the other services and our professional learning experiences that.

01:17:21

At the Lastinger center offers.

01:17:26

All right. Thank you so much, Jesse. We'll save time for a couple of questions. If you're ready for that. First one is regarding using level text for instruction and it says, I understand that what you're saying, but aren't the text, especially as at the lower levels designed to have students rely on sentence patterns, picture support etcetera. Instead of decoding words?

01:17:31

Yeah, yeah.

01:17:46

Yeah, yeah. And I don't think I was. I was as clear and explicit as I should have been around predictable text.

01:17:55

I would. I would we do not advise those early predictable texts be used be in kind in kindergarten and beyond. They probably they're best used in pre-K for teaching, you know concepts of print left you know left to right one to one correspondence.

01:18:14

But if the if the instructional goal is in any way related to teaching kids letter sound correspondences and the beginnings of word reading skills.

01:18:24

We do not want to use those, so kindergarten and beginning of, you know, the end of pre-K That's kind of where we end up because they are they are purpose written to bring kids attention away from the letter sounds.

01:18:39

OK. Thank you. I think you may have answered Mary Ann's question and asking about before. We want kids to decode, do they need to know to know where to start, which way to go return, sweep all those things that you just discussed with predictable.

01:18:51

Yeah, absolutely. And predictable books aren't necessarily the only the only tool instructional tools to teach those things. You know, once, once we've taught at, you know, the beginning kindergartener TAS and, you know, maybe a, you know, a couple of vowels, a couple of consonants.

01:19:11

We could, you know, we could teach them in, in a, in a low level decodable book that that will also give us the opportunity to, you know, teach those other lower level print conventions. So yeah.

01:19:26

Well, you're getting, uh, lots of kudos in the chat, participants appreciate the information that they got and appreciate your expertise. I think this was really helpful in understanding the different types of texts and their connection or disconnection to assessment and instruction. And what really spoke to me is when you started off being very honest and vulnerable.

01:19:46

About making a shift in practice, if it's not evidence based and just kind of.

01:19:51

Expressing how a lot of us feel about knowing better and doing better, so that was definitely resonated with me.

01:19:56

Yeah. And there was, there was a very long time where I was like, Nope, I don't. I don't. I've been. I know what I've I know how I was trained. I'm not doing it. I'm not. I'm not changing. And I'm going to continue to advise parents and, you know, and advised interventions in a particular way. But at a, you know, at a certain point the evidence just kind of became overwhelming.

01:20:17

And I had to do a little bit of more than a little bit.

01:20:21

Of soul searching.

01:20:25

All right. Well, looks like that's it for our questions today.

01:20:29

So thank you so much everybody for joining us. We're glad that you engaged with our presentation. I think you're getting a couple of personal shout outs.

01:20:36

In the chat, Jesse.

01:20:38

Oh yeah.

01:20:38

Maybe some from some from friends and families and followers.

01:20:42

Oh, very nice. Maybe some reading league folks.

01:20:46

Probably.

01:20:47

Yeah.

01:20:48

Good. Yeah. Good. See you.

01:20:50

All right. So thank you again for joining us, everybody. And we hope to see you at our next webinar hosted by just Reed Florida. We hope you have a great rest of your afternoon.

01:20:58

Thank you.