

Response

The administration is working diligently to ensure there is an aligned structure of support, ongoing assessment and a shared understanding of best practice to ensure all children read on or above grade level by the end of grade 3.

Early literacy skills are defined as, "Skills that begin to develop in the preschool years, such as alphabet knowledge, phonological awareness, letter writing, print knowledge, and oral language. Note: Early literacy skills are sometimes called 'emergent', 'precursor', 'foundational', or 'predictive' literacy skills to distinguish them from more conventional literacy skills, such as decoding, oral reading, fluency, reading comprehension, writing, and spelling". (Retrieved June 10, 2019 from

<https://www.nichd.nih.gov/sites/default/files/publications/pubs/documents/NELPEarlyBeginnings09.pdf>)

This work on literacy development, preschool through grade 3, began in the summer of 2016 and continues. Funding sources include entitlement grants Title 1, II, and III, Special Education Grants, DESE Early Literacy Grants and the general fund. The Director of Early Childhood, the Elementary School Manager, the Manager of Curriculum and Professional Development, the ELA Liaison, and Special Education department heads collaborate on this initiative. The work might best be summarized as a preschool through grade 3 plan to align literacy instruction, assessment and understandings of best instructional practices over a six year period:

Year 1: Assessment of the State of the Field and Orientation to a Balanced Literacy Approach

Year 2: Identifying an initial early literacy plan, materials, and professional development

Year 3: Implementation of the early literacy program with professional development support
Implementation of CIA: Read Side by Side in grade 3 with professional development

support

Implementation of STAR Reading Assessment (computer based)

Spring 2019 formal initiation of the early learning and literacy work group utilizing the Early Literacy Grant participants to begin

Year 4: Early learning and literacy work group continues

Continued support to implement the early literacy programs with continued professional development (e.g., Fountas and Pinnell Classroom, K-2 and CIA, grade 3)

Continued implementation of STAR Reading Assessment (K-3) with data analysis

Refresher training and calibration of Benchmark Assessment System (BAS, K-3)

Training and implementation of Teaching Strategies Gold in preschool classes, an observation based assessment system.

Kindergarten partnership, assessment and training, with MGH Year 1

Kindergarten Observation Survey initiated

Identification/development of a preschool literacy program/materials

Year 5 and 6 Action Steps will be identified in year 4 in response to data analysis, observations and progress.

A summary of the development is below.

School Year 2016-2017: Assessment of Need and Orientation

- The District opening keynote for administration was Harvard professor Dr. Catherine Snow, an expert on language and literacy development in children. She was an editor of the research publication, "Preventing Reading Difficulties in Young Children" (1998). Each principal was provided with a binder of current literacy research for their School as a resource (e.g., elementary and secondary). The district administrative read was "Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success" by Reggie Routman (2014).
- Elementary managers visited schools to discuss literacy instruction and resources.
- A group of elementary principals toured the Head Start, Mill Swan science areas as they explored the creation of hands on, science centers for their buildings and the importance of academic language.
- A group of elementary schools began work in early literacy with a focus on academic discourse and science . Dr. Snow met periodically with the groups and did school based walk throughs to advise on best practices in the early grades, prek-2/3. Elementary science coach, Jeff Glick, joined the group for cross-school grade level discussions on curriculum implementation. The work continued through 2017-2018 and was folded into the DESE Early Literacy Group over time.

School Year 2017-2018: Finalization of Early Literacy Materials/Program

- The district applied for and received a state early literacy grant. This allowed 5 elementary schools, Chandler Magnet, Vernon Hill, Woodland Academy, Tatnuck Magnet and Union Hill, to 1. identify an implementation team, 2. receive state training throughout the year with a focus on discourse, 3. receive a stipend to study and work on implementing the target strategies at the

school level and 4. receive funding to purchase supplies. Additionally, Chandler Magnet and Vernon Hill were assigned a consultant by the state to support the work over the course of the year. Teachers from each school presented their work at the final state convening in June 2018. Union Hill left the group in June due to competing initiatives and was replaced by Canterbury St. This work was the same focus and research base as the work with Dr. Snow.

- Professional development was offered in 2017-2018 on linguistics in support of teaching students who speak English as their second language. This was funded through Title III and provided by Lesley University.
- Professional development was offered in June 2018 on co-teaching for ESL and elementary or secondary teacher teams as a condition for allowing co-teaching as part of the U.S. Department of Justice agreement with WPS. This would allow ESL teachers to work in classrooms and support scaffolded instruction of the newly adopted programs in addition to the whole group lessons children received. This was funded through Title III.
- The district adopted Fountas and Pinnell Classroom: Literacy for All Students (<https://www.fountasandpinnell.com/fpc/>) for K-2 classrooms and Read Side by Side (<https://readsidebyside.com/>) for grades 3-6. Additionally, Self-Regulated Strategy Development (SRSD) as a “writing in response to reading” strategy instruction was adopted for grades 3-6. This involves teaching both close reading strategies (e.g., text annotation), pre-writing planning, and self-checking of work using a standards based, year end skills rubric. For each program, Fountas and Pinnell Classroom, Read Side by Side, and SRSD, professional development was strategically planned and scheduled to support year one implementation in 2018-2019.
- The Renaissance STAR assessment, reading and math, was adopted for K-9, 2018-2019 implementation with access to Accelerated Math and Accelerated Reader

School Year 2018-2019 Year 1 of Early Literacy Initiative

- Early Childhood Director Laurie Kuczka initiated preschool teacher meetings for professional development support and initiated a bimonthly newsletter to teachers.
- Head Start developed and began implementation of a Reggio Emilia inspired approach to preschool. This is a pedagogy described as student centered and constructivist that uses experiential learning.
- The district applied for and received year 2 of a state early literacy grant. This allowed 5 elementary schools, Chandler Magnet, Vernon Hill, Woodland Academy, Tatnuck Magnet and Canterbury, to 1. continue implementation, 2. receive state training throughout the year with a focus on discourse, 3. receive a stipend to study and work on implementing the target strategies at the school level and 4. receive funding to purchase supplies. Additionally, Chandler Magnet and Vernon Hill were assigned a consultant by the state to support the work over the course of the year. Teachers from each school will present their work at the final state convening in June 2019. This group will be asked to volunteer on the Early Learning and Literacy Committee.
- At the principals request, professional development was offered at Woodland Academy on linguistics in support of teaching students who speak English as their second language. This was funded through Title III and provided by Lesley University.

- Professional development for the Fountas and Pinnell Classroom: Literacy for All Students (<https://www.fountasandpinnell.com/fpc/>) for K-2 classrooms was scheduled to support year 1 implementation.
- Professional development for Read Side by Side (<https://readsidebyside.com/>) for grades 3-6 was scheduled to support year 1 implementation.
- Professional development for Self-Regulated Strategy Development (SRSD) as a “writing in response to reading” strategy instruction was adopted for grades 3-6. Professional development included grade level introduction, common assessments, and quadrant level meetings for grade levels of teachers to support implementation.
- The English Learners Department and Special Education Department coordinated an outreach program on early childhood and preparing young students for school using area churches to reach preschool families. EL Director Carmen Melendez and Special Education Early Childhood Specialist collaborated for presentations and included other department staff in the series. Attendance was strong and included families with young children as well as people providing childcare to young children.
- Professional development will be offered in June 2019 on co-teaching for ESL and elementary or secondary teacher teams to increase the number of staff trained to co-teach as part of the U.S. Department of Justice agreement with WPS. This allows ESL teachers to work in classrooms and support scaffolded instruction of the newly adopted programs in addition to the whole group lessons children received. Vernon Hill ESL staff co-teaching in the literacy block were positively acknowledged by the visiting DOJ team in November 2018.
- Teaching Strategies Gold, an observational assessment tool, was funded through the Special Education department in alignment with other area preschools. Preschool teachers had the option to begin online training in late spring. This assessment: Uses a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children’s work can be stored; Creates a developmental profile of each child to answer the questions, “What does this child know? What is he or she able to do?” that can be used to scaffold each child’s learning; and Generates comprehensive reports that can be customized easily and shared with family members and other stakeholders.
- Charlene Mara, the Faculty Coordinator of the Early Childhood Program at Quinsigamond Community College, conducted observations in WPS kindergarten classes as part of her sabbatical work. She debriefed with the WPS Director of Early Childhood, Laurie Kuczka and Deputy Superintendent, Susan O’Neil. Kim Davenport from the early Childhood Network also joined.
- A refresher training on the Benchmark Assessment System (BAS) that included calibration of scoring was done at Vernon Hill School, K through 2, through Lesley University. This was welcomed by teachers and will be expanded to other schools in the 19-20 school year.
- The District has initiated a 4 year research partnership with Massachusetts General Hospital’s Speech and Language Literacy Grant. This work is part of a National Institute of Health grant. The project was previewed with principals in May and with kindergarten teachers, instructional assistants, Speech and Language teachers, Learning Disabilities Specialists and Teachers of Moderate Special Needs. The work includes initiation of the Dyslexia Screener (state mandated) and Specific Language Disability (SLD) Screener in kindergartens with data interpretation support from MGH and a professional development series for kindergarten teachers,

Instructional Assistants and designated special education staff: Stimulating language in the classroom, DLD vs. English Language Learners, and case studies. It is expected that 2 to 5 students will be identified as at risk for SLD. The professional development will focus on mitigating differences through classroom practices. Please see the attached presentation.

- DESE's Early Learning Team and the Massachusetts School Administrators Association will host a statewide event from 9:00 a.m.-2:30 p.m. on **Thursday, May 30** in Worcester for principals of schools that serve students in preschool through grade 3. The convening included a keynote presentation from the Boston Public Schools Early Childhood Department, networking opportunities, and a chance to talk about early learning topics. WPS principals were encouraged to attend.
- The Early Learning and Literacy Committee will formally begin June 20, 2019 with: 1. A debrief with the participants in the DESE EARLY Literacy Grant and 2. The development of a plan to share the initial training.

School Year 2019-2020, Year 2 of Early Literacy Initiative

- The Early Learning and Literacy Committee continues to develop the plan in conjunction with analysis of available data
- Professional development for the Fountas and Pinnell Classroom: Literacy for All Students Year 2 (<https://www.fountasandpinnell.com/fpc/>) for K-2 classrooms:
- Professional development for Read Side by Side Year 2 (<https://readsidebyside.com/>) for grades 3-6
- Professional development for Self Regulated Strategy Development (SRSD) as a "writing in response to reading" strategy instruction grades 3-6 Year 2 with the inclusion of close reading strategy instruction, quadrant based grade level meetings and common assessments.
- Benchmark Assessment and scoring calibration refreshers by quadrant K-3
- Prek Teaching Strategies Gold Assessment Continues
- Prek early literacy program/practices identified/developed
- Kindergarten and MGH Partnership Year 2
- Kindergarten assessment alignment using "An Observation Survey of Early Literacy Achievement" to assess letter identification, concepts of print, word reading, hearing and recording of sounds.

Back up: Prek-3 class size chart for 2018-2019
MGH Power Point

Worcester Public Schools
Elementary Counts by Grade
June 6, 2019

Location	K	1	2	3	K	K	K	K	K	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3
Belmont Street Community School	99	78	65	75	25	25	25	24		20	20	19	19		22	22	21			26	25	24		
Burncoat Street Preparatory School	27	47	39	47	14	13				24	23				20	19				24	23			
Canterbury Street Magnet School	44	43	50	40	22	22				22	21				18	16	16			20	20			
Chandler Elementary Community School	63	68	73	74	22	21	20			24	23	21			25	24	24			21	19	17	17	
Chandler Magnet School	36	30	19	37	18	18				16	14				19					20	17			
City View Discovery School	54	75	60	66	18	18	18			26	26	23			21	20	19			23	22	21		
Clark Street School	38	34	44	35	19	19				18	16				23	21				20	15			
Columbus Park Preparatory Academy	54	77	57	48	19	18	17			26	26	25			19	19	19			17	16	15		
Elm Park Community School	75	66	48	65	26	25	24			23	22	21			16	16	16			23	21	21		
Flag Street School	55	51	50	66	28	27				19	17	15			27	23				23	22	21		
Gates Lane of International Studies	59	63	51	49	21	20	18			23	20	20			19	18	14			25	24			
Goddard Science and Technology	58	48	52	56	20	19	19			17	16	15			18	17	17			20	18	18		
Grafton Street School	57	54	51	47	20	19	18			20	18	16			19	16	16			16	16	15		
Heard Street Discovery Academy	40	52	39	34	21	19				27	25				20	19				18	16			
Jacob Hiatt Magnet School	65	57	55	49	23	22	20			20	19	18			19	19	17			25	24			
Lake View School	53	58	44	46	27	26				30	28				23	21				23	23			
Lincoln Street School	41	53	24	39	21	20				18	18	17			24					21	18			
May Street School	41	45	44	43	21	20				24	21				23	21				23	20			
McGrath School	53	40	28	30	27	26				20	20				15	13				30				
Midland Street School	38	36	30	28	20	18				18	18				15	15				28				
Nelson Place School	67	61	66	46	23	22	22			21	20	20			22	22	22			24	22			
Norrback Avenue School	80	54	52	62	30	27	23			18	18	18			26	26				22	20	20		
Quinsigamond Community School	108	110	103	73	28	27	27	26		22	22	22	22	22	26	25	25	27		25	25	23		
Rice Square School	73	81	62	75	25	24	24			21	20	20	20		31	31				26	25	24		
Roosevelt School	74	67	73	63	25	25	24			23	22	22			26	24	23			21	21	21		
Tatnuck Magnet School	70	51	55	49	24	24	22			19	16	16			19	19	17			25	24			
Thorndyke Road School	43	55	67	51	22	21				21	19	15			24	22	21			26	25	0		
Union Hill School	49	63	65	55	17	17	15			22	21	20			22	22	21			19	18	18		
Vernon Hill School	87	49	60	37	22	22	22	21		17	16	16			21	20	19			19	18			
Wawecus Road School	11	16	19	17	11					16					19					17				
West Tatnuck School	41	51	42	36	22	19				26	25				21	21				19	17			
Woodland Academy	87	82	95	78	29	29	29			25	24	24	9		25	25	24	21		27	26	25		
Worcester Arts Magnet School	58	59	48	55	29	29				20	20	19			16	16	16			28	27			
Unassigned																								
Total	1,898	1,874	1,730	1,671					22.1					20.4					20.6					21.2

The language basis of reading: Introduction to the
Orthography and Word Learning(OWL) project

Tiffany P. Hogan, PhD, CCC-SLP
MGH Institute of Health Professions

Outline

- Language basis of reading
- Readers subgroups
- OWL project
- Moving forward
- **IMPORTANT NOTE: We brought food 😊**

Acknowledgements

NIH grant DC016895





The SAIL Literacy Lab's goal is to increase educational opportunities for children and adults by improving early intervention and remediation of reading disabilities.

SAIL
Speech & Language
Literacy Lab
MGH Institute of Health Professions - Boston

The photograph shows a woman and a young child looking at each other. The child is wearing a white sailor-style hat. The entire graphic is set within a dark frame with a decorative border at the bottom.

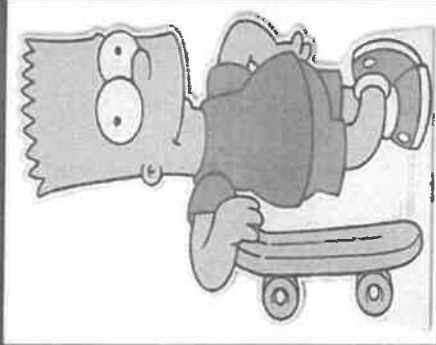
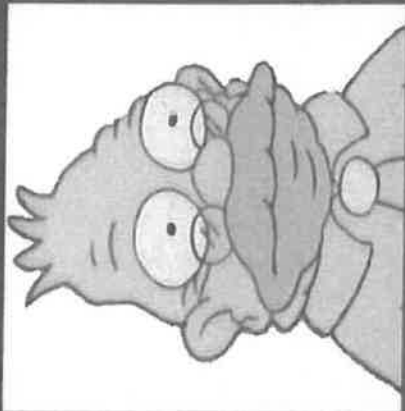
Cadre of grant staff & students





wHOO are you?
who who who who

Who is reading?



Reading = reading comprehension

- The ability to understand what you read
- What does it take to comprehend what you read?
- Woodcock Reading Mastery Example

WMRT-R Passage Comprehension

Grade 1 and below:

The boy has a cap on his _____
(with a picture of a boy walking with a cap
on his head)

WRMT-R – Passage Comprehension

Grade 4 starting point:

The can of paint is nearly full. Susan will use it to
the walls (paint and cover are
correct)

As soon as Tony tried to say anything, he would
feel the other children looking at him. His face
would get red, and the _____ wouldn't come
out. (words, truth, sentence, question, answer
are correct)

The Simple View of Reading

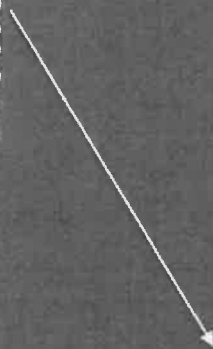
(Catts, Hogan, & Fey, 2003; Catts, Hogan, & Adlof, 2005; Hoover & Gough, 1990)

Reading

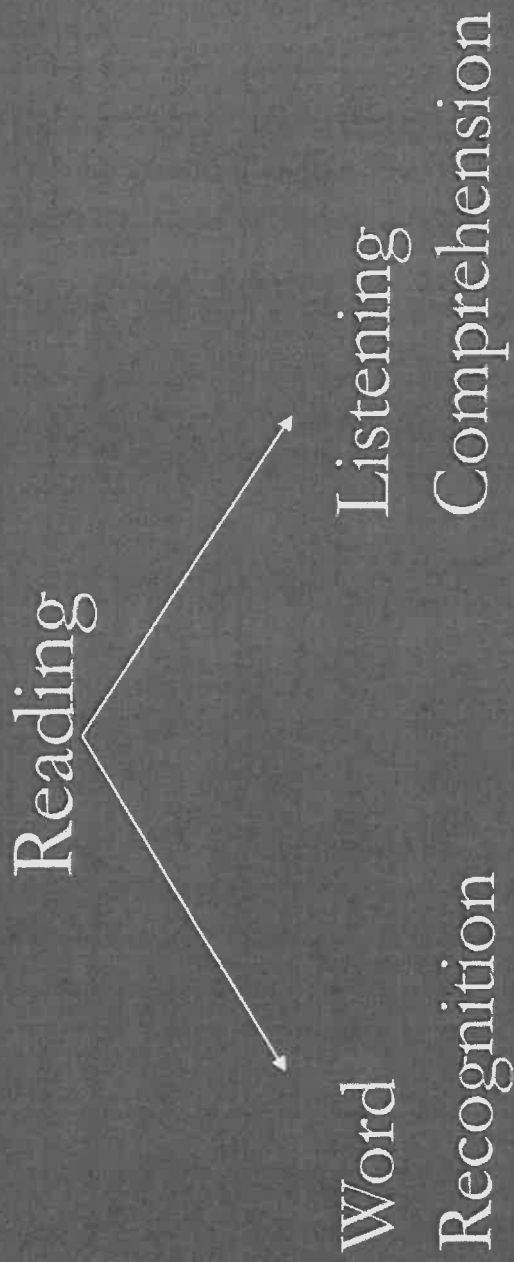
The Simple View of Reading

Reading

Word
Recognition



The Simple View of Reading



Simple View components

- Word identification
 - Word reading
 - Nonword reading
- Listening comprehension
 - Narrative comprehension
 - Receptive language skills

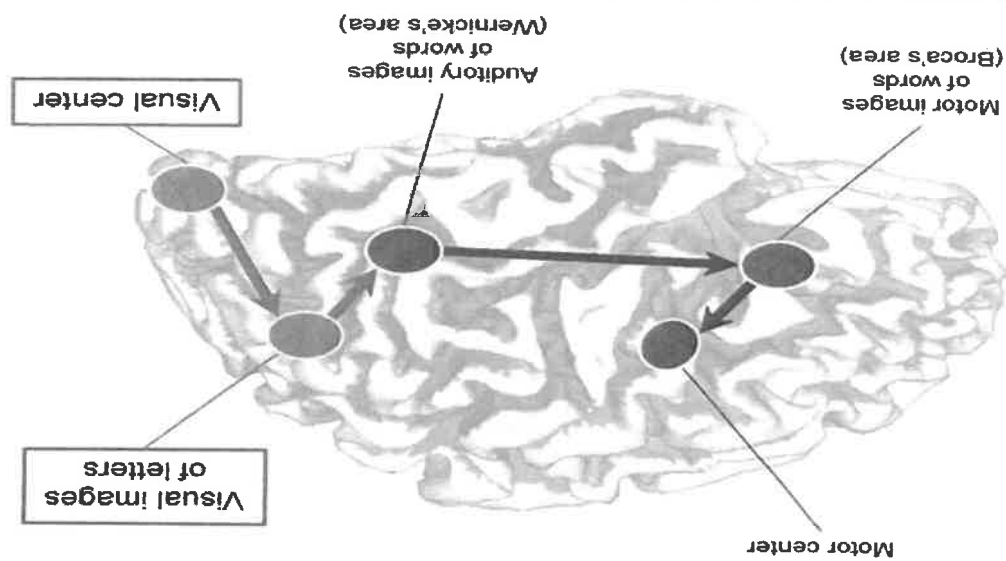
What is needed for word recognition?

- Phonological awareness
 - Awareness of sounds in language independent of meaning
- Concept of alphabetic principle
- Orthographic (letter) knowledge
- Practice, practice, practice

- “One might liken the possession of an alphabetic code to a virus. This virus infects all of speech processing, as now whole word sounds are automatically broken up into sound constituents.

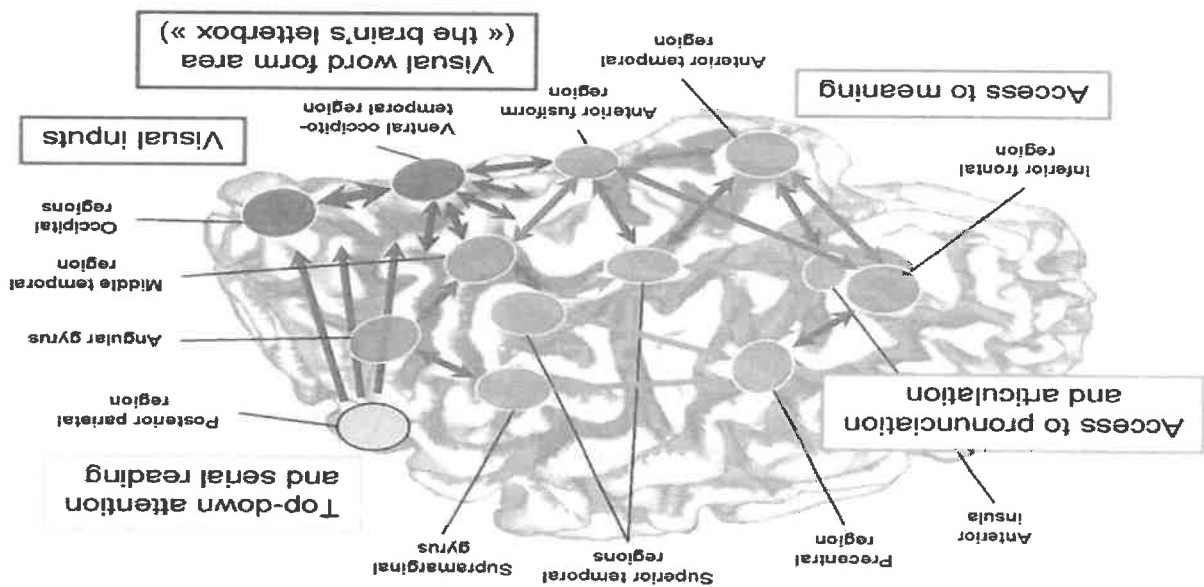
Language is never the same again”

- Uta Frith



The old neurological model of reading
(After Déjerine, 1892; Geschwind, 1965)

A modern vision of the cortical networks for reading



Listening Comprehension

Listening Comprehension example

A Lucky Bear (from the CELF-4)

The big, black bear walked slowly through the burned-out forest, sniffing the ground. The bear's stomach growled now as he remembered eating his last meal of berries. That had been before he swam across the river and fell asleep, exhausted. Yesterday, the lightning had come out of the sky, and the animals had to escape from the fire. The bear was very hungry. Suddenly, he caught the faintest smell of something familiar. Could it be acorns? The scent led the bear to a hole under a fallen tree.

Questions

- What happened to the forest?
- Why was the bear sniffing the ground?
- What had the bear last eaten?
- What did the bear do after he swam across the river?
- What do you think the bear was going to do with the acorns?

Listening comprehension questions

- Literal interpretation – information found in text
- Inferences – connect what is found in the text with experience
- Sequential information

Questions

- What happened to the forest?
- Why was the bear sniffing the ground?
- What had the bear last eaten?
- What did the bear do after he swam across the river?
- What do you think the bear was going to do with the acorns?

Listening comprehension questions

- Literal interpretation – information found in text
- Inferences – connect what is found in the text with experience
- Sequential information

Questions

- What happened to the forest?
- Why was the bear sniffing the ground?
- What had the bear last eaten?
- What did the bear do after he swam across the river?
- What do you think the bear was going to do with the acorns?

Listening comprehension questions

- Literal interpretation – information found in text
- Inferences – connect what is found in the text with experience
- Sequential information

Listening comprehension components

- Vocabulary
- Background knowledge

The procedure is actually quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well.

Listening comprehension components

- Vocabulary is important
- Background knowledge is needed

Sally first let loose a team of gophers. The plan backfired when a dog chased them away. She then threw a party but the guests failed to bring their motorcycles. Furthermore, her stereo system was not loud enough. Obscene phone calls gave her some hope until the number was changed. It was the installation of the blinking neon lights across the street that finally did the trick. Sally framed the ad from the classified section and now has it hanging on her wall.

1. Where did Sally put the gophers?
2. Why did Sally want the guests to bring their motorcycles?
3. What did the ad say?

Background knowledge is KEY!

*“We hear and apprehend
only what we already half
know”*

Henry David Thoreau

Listening comprehension components

- Vocabulary is important
- Background knowledge is needed
- ‘Running’ inferences

John was on his way to school. He was terribly worried about the mathematics lesson.

John was on his way to school. He was terribly worried about the mathematics lesson.

He thought he might not be able to control the class again today.

John was on his way to school. He was terribly worried about the mathematics lesson.

He thought he might not be able to control the class again today.

He thought it was unfair of the instructor to make him supervise the class for a second time.

John was on his way to school. He was terribly worried about the mathematics lesson.

He thought he might not be able to control the class again today.

He thought it was unfair of the instructor to make him supervise the class for a second time.

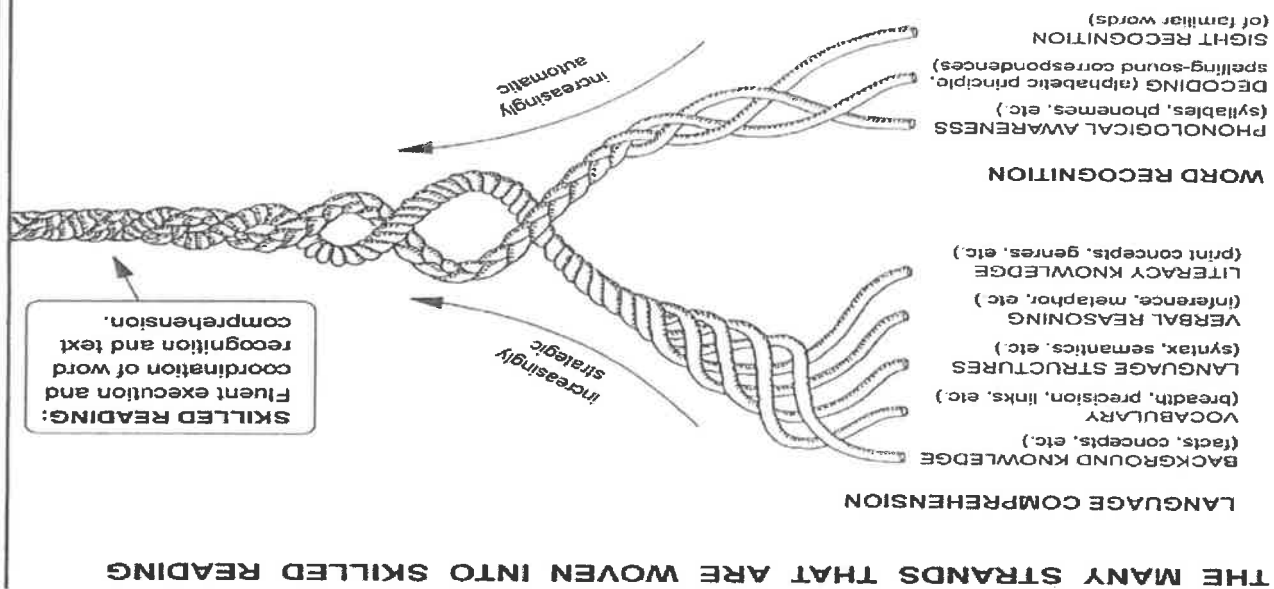
After all, it was not a normal part of the janitor's duties.

(Sanford & Garrod, 1981, p. 132)

Simple View conclusions

- Both components need to be considered when thinking of “reading”

See Scarborough, H. S. in Neuman, S.B. & Dickinson, D. K. (2001). *Handbook of Early Literacy Research*. New York: Guilford Press.



155-99

Poor Reader Subgroups

Subgrouping poor readers

- Poor readers are not all the same...
- Simple view can be used to subgroup poor readers based on individual differences

Poor Reader Subgroups

(Catts, Hogan, & Adlof, 2005; Catts, Hogan, & Fey, 2003)

Word Recognition

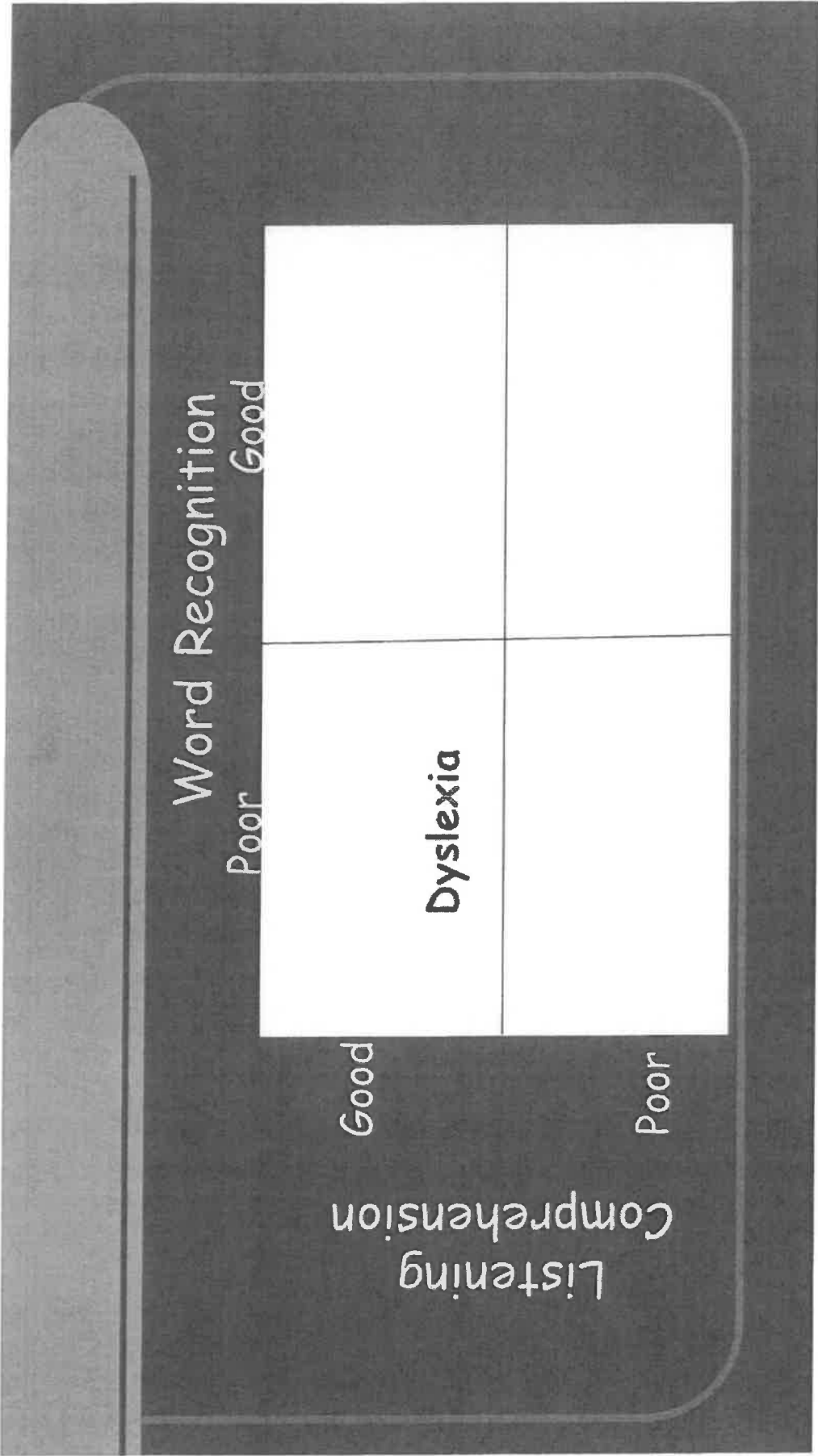
Poor

Good

Good

Poor

Listening
Comprehension



Dyslexia

- Dyslexia referred to as “word-reading level disability” (Fletcher, Lyon, Fuchs, & Barnes, 2007)

Dyslexia = phonological processing deficit

- It is now widely acknowledged that different aspects of phonological processing are the principal cognitive impairments that are associated with dyslexia

Dyslexia

- Impairment in phonological processing
 - Across the lifespan
- Compensated adults
 - Poor spellers
 - Poor at reading quickly
 - Still have subtle phonological processing deficits

Common misperceptions of dyslexia

- Most common feature is seeing letters backwards
- Dyslexia cannot be diagnosed until a child has been in school at least 3-4 years pic
- Dyslexia is a visual problem, and therefore, colored lenses and/or eye tracking exercises will help

Oral language deficits

- Phonological processing problems associated with dyslexia can impact other language skills
 - Oral language difficulties cartoon
- Many studies show that subtle oral language deficits are present in children at risk for dyslexia before formal schooling (i.e., Lyytinen et al., 2001; Scarborough, 1990, 1991)
- Language lowers over time loss of reading
<http://www.mindsparklearning.com/why-audiobooks>

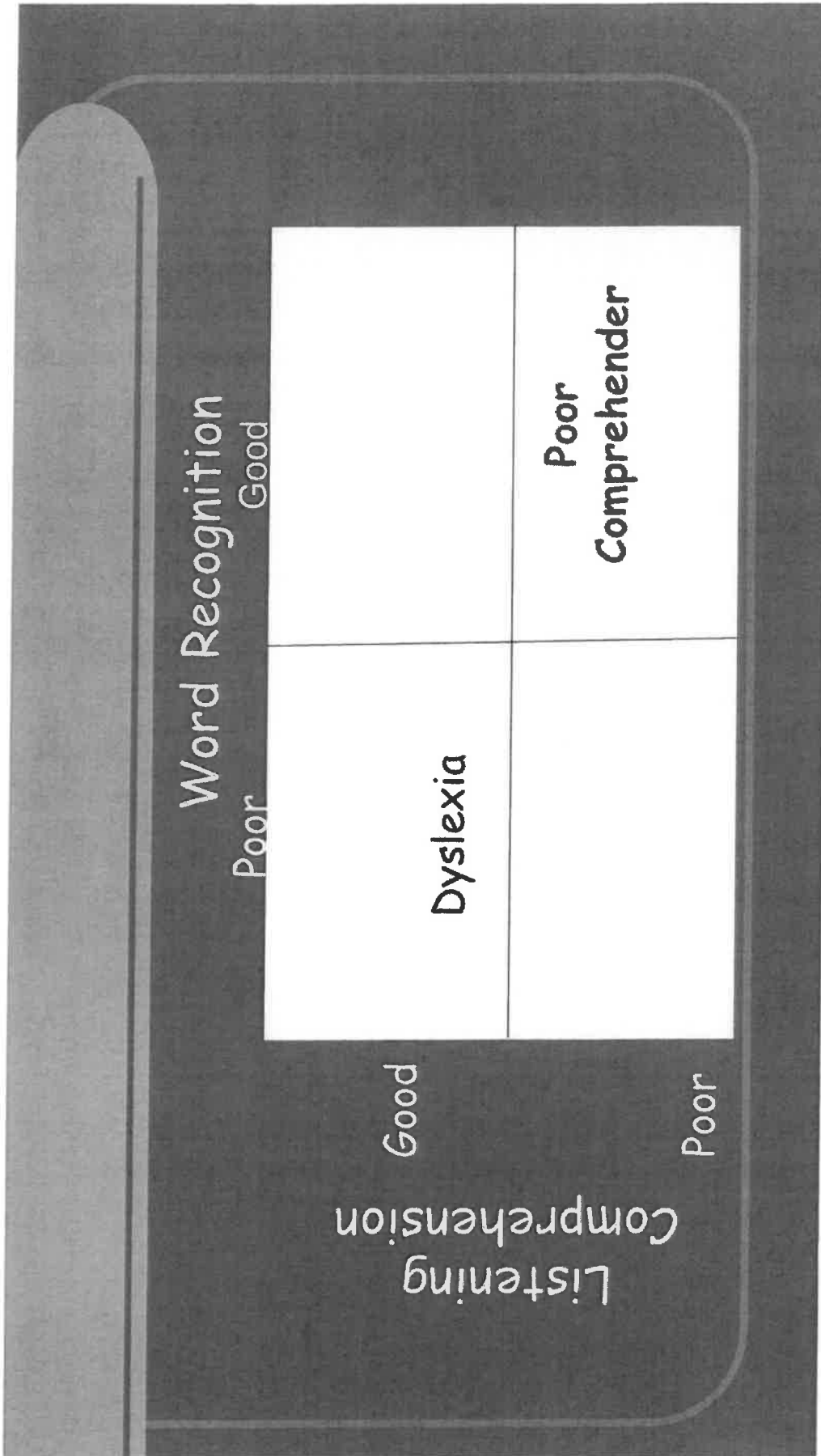
International Dyslexia Association (IDA)

- A wealth of information
- 'fact sheets'
- Conference
- Webinars

<https://dyslexiaida.org/>

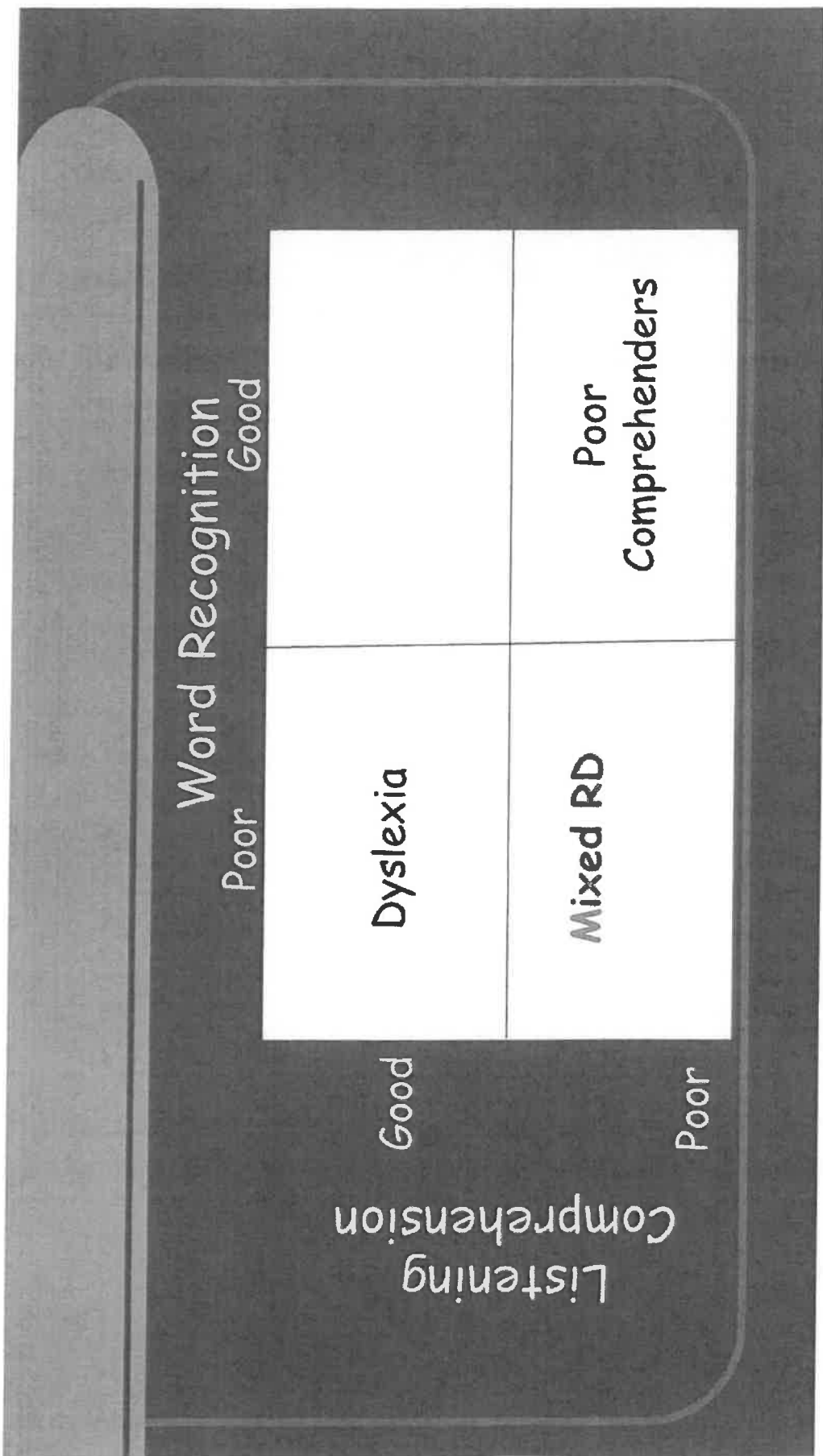
Look for a special issue of
LSHSS in October of this year!

Topic: Dyslexia



Poor Comprehenders

- 5-10% of poor readers
- Do not have problems in phonological processing but have numerous other deficits
 - Semantics
 - Syntax
 - Higher level language processing



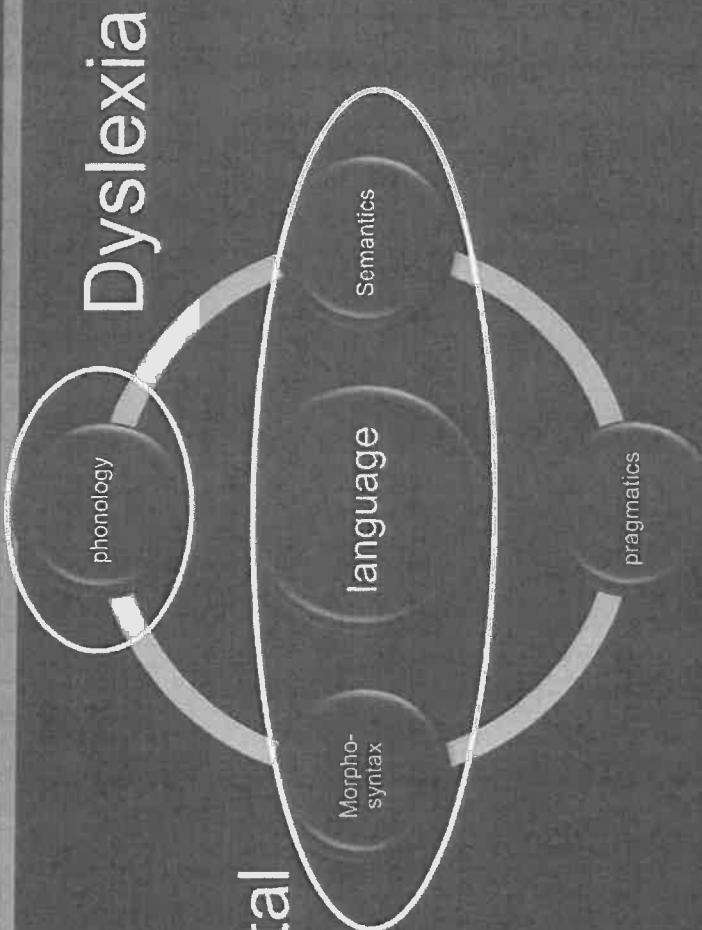
So many labels???

Dyslexia, poor comprehender,
specific learning disability,
language impairment....others

What does it all mean? (Adlof & Hogan, 2018)

- Dyslexia is a language-based disorder
- But do all kids with dyslexia have a 'language impairment'?
- Depends on what you mean by 'language impairment'

Language

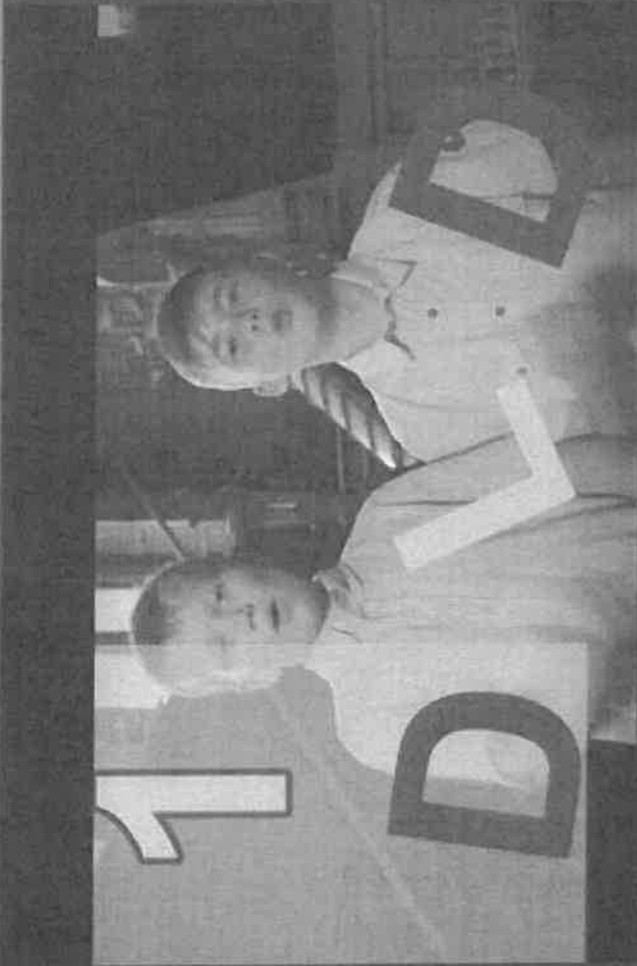


Developmental Language Disorder

Why is this simple issue a complex one?

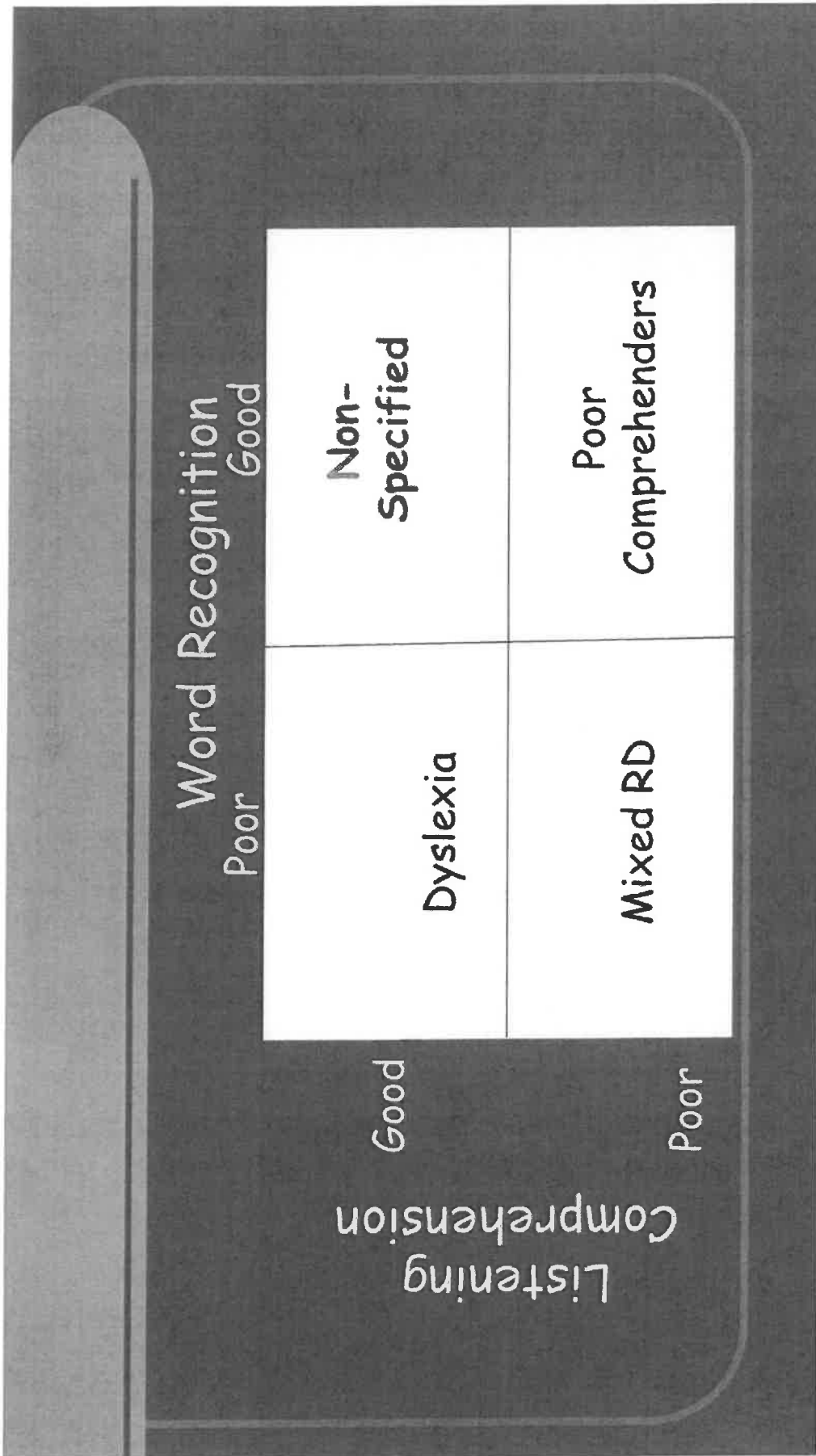
- Age of diagnosis
 - Politics/messaging
 - Terminology
 - Developmental Language Disorder
- <https://www.tes.com/news/suffering-silence-1>

RADLD campaign



Take home messages

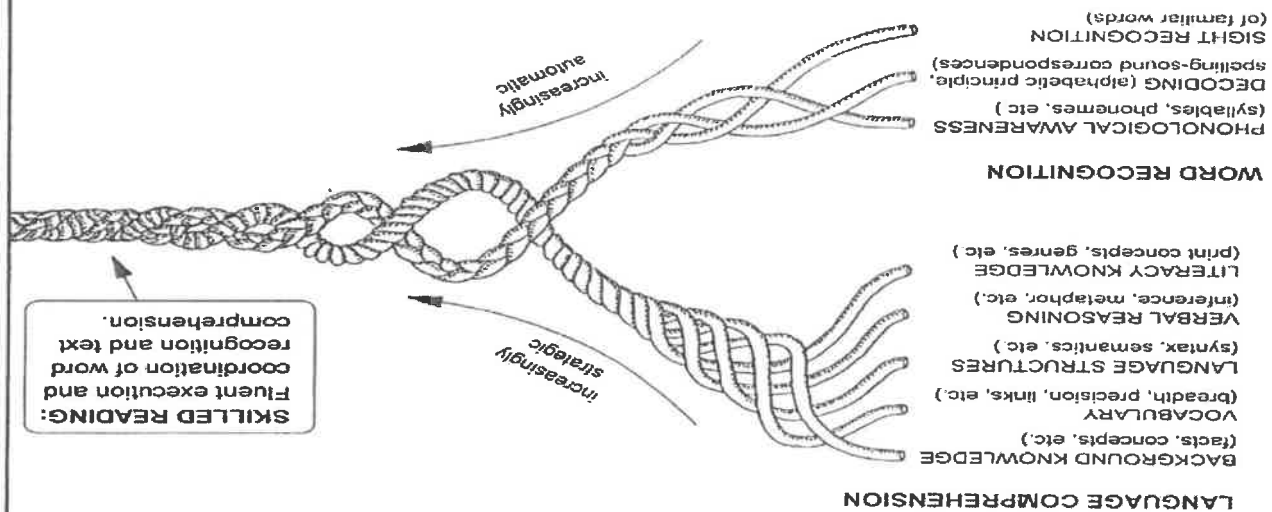
- Dyslexia is present at birth and is a language disorder...in phonology
- Developmental Language Disorder is present at birth and is characterized by semantic and morpho-syntax deficits
- They are separate but often co-morbid disorders (Catts, Adlof, Hogan, & Ellis Weismer, 2005)
- Children with DLD are poor comprehenders but poor comprehenders don't always have poor enough language to be DLD... and other reasons for poor comprehension



Poor readers can be subgrouped

- Using components of reading, you can
 - Better understand individual reading deficits
 - Create targeted intervention leading to improved outcomes

See Scarborough, H. S. in Neuman, S. B. & Dickinson, D. K. (2001). *Handbook of Early Literacy Research*. New York: Guilford Press.



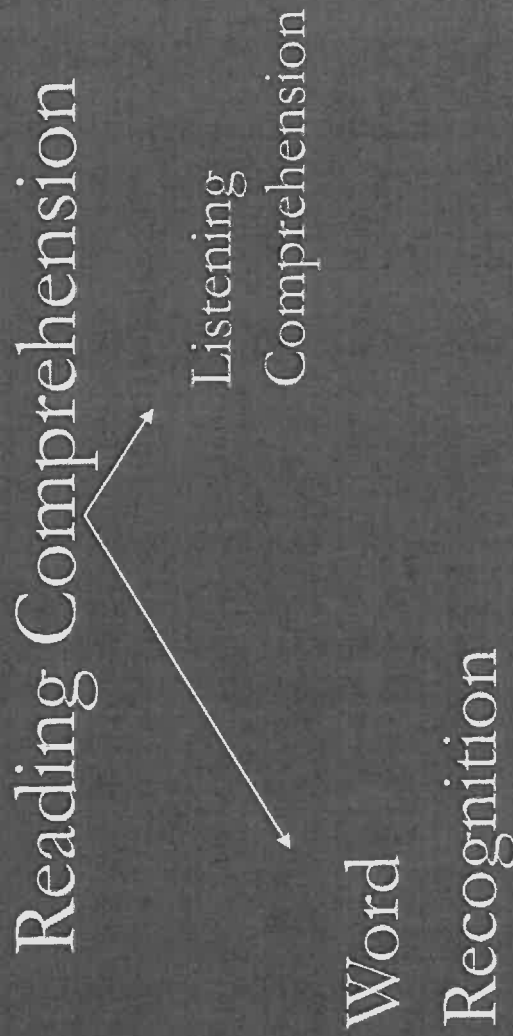
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

'Reading' Changes
Over Time

The Simple View is not so
simple.....

'Reading' changes over time

(Catts, Hogan, & Adlof, 2005)



'Reading' changes over time

(Catts, Hogan, & Adlof, 2005)

Reading Comprehension

Word Recognition

Listening

Comprehension

WRMT-R – Passage Comprehension

Grade 1 and below:

The boy has a cap on his _____
(with a picture of a boy walking with a cap
on his head)

WRMT- R – Passage Comprehension

Grade 4 starting point:

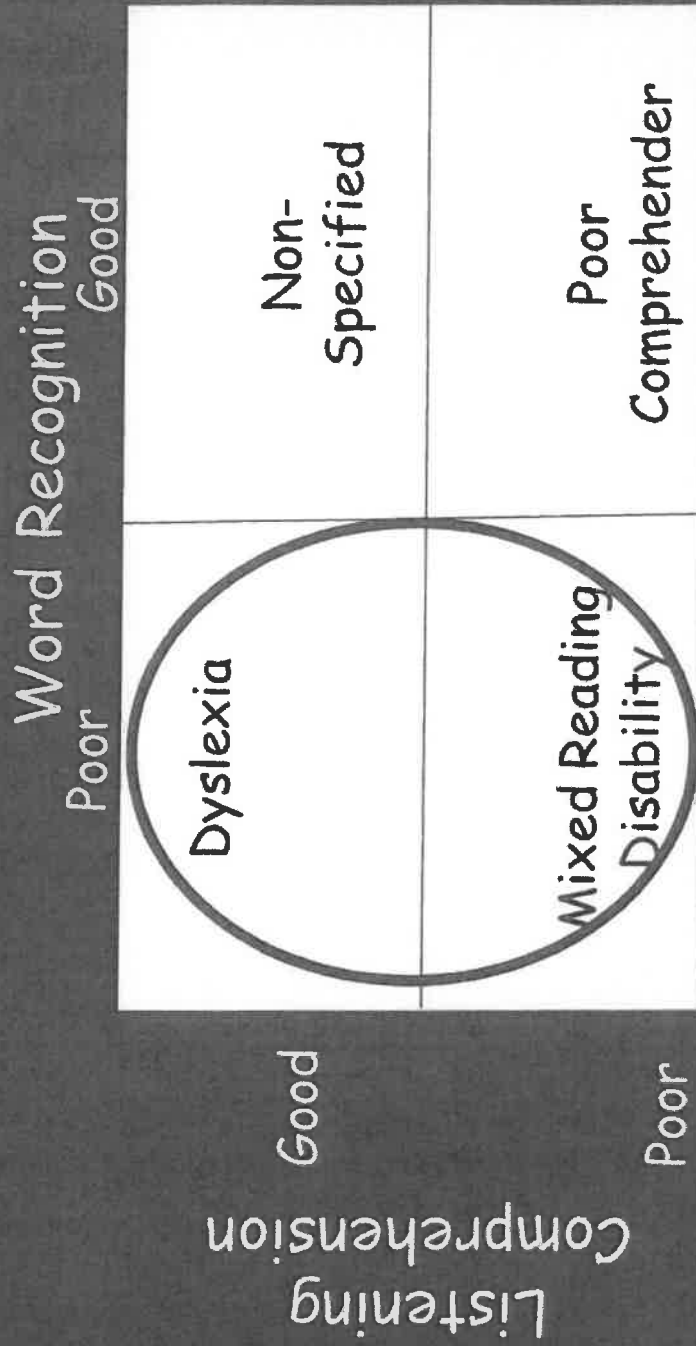
The can of paint is nearly full. Susan will use it to
the walls (paint and cover are
correct)

As soon as Tony tried to say anything, he would
feel the other children looking at him. His face
would get red, and the wouldn't come
out. (words, truth, sentence, question, answer
are correct)

Poor Reader Subgroups Change Over Time

Poor Reader Subgroups

(Catts, Hogan, & Adlof, 2005)



Poor Reader Subgroups

(Catts, Hogan, & Adlof, 2005)

		Word Recognition	
		Poor	Good
Listening Comprehension	Good	Dyslexia	Non-Specified
	Poor	Mixed Reading Disability	Poor Comprehender

Take home messages...

- Multiple components contribute to reading comprehension...
 - Different by grades
- Poor reader subgroups require individualized treatment approaches targeting areas of weaknesses

What can we do about it in the classroom?

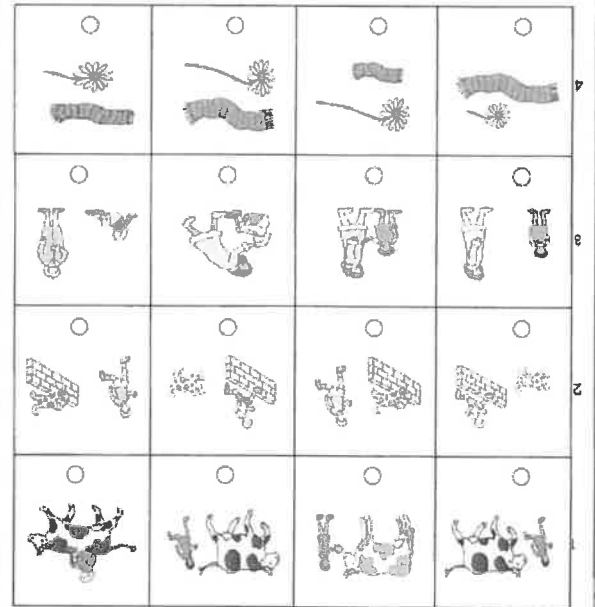
- Assessment
 - Group children based on strengths and weaknesses
- Treatment
 - Target (limited) instruction time to weaknesses, while leveraging strengths

What's OWL got to do with it?

- Screening for DLD in Kindergarten
Testing kids further to see if they have DLD or not
- Giving word learning tasks that determine strengths and weaknesses
- Follow them over time for 2 years

Screener

- Group administered in K
- Use numbers to identify child test sheet
- We score & provide scores to you
- We ask you to give a consent form to kids we select based on scores
- We test kids further
- Some kids complete the word learning tasks for 4-8 sessions



Item _____
 Date _____ / _____ / _____
 School ID _____

Now we are going to do another activity. In your booklet you will see rows of pictures. Under each picture there is a circle. I am going to say something and I want you to fill in the circle under the picture that matches what I say. Let's do the first one together, find the top row of pictures. I'm going to say a sentence and I want you to fill in the circle under the picture that matches the sentence. Let's try it: *The cow is chased by the girl.* Now we are going to try some more. Listen carefully and remember to fill in the circle under the picture that matches the sentence that I say.

#2: The boy is chasing the dog and is jumping.
 #3: The lady sees that the girl is touching her.
 #4: Neither the scarf nor the flower is long.
 #5: Neither the girl nor the dog is sitting.
 #6: The man but not the horse is jumping.
 #7: The girl is running but not pointing.
 #8: The elephant pushing the boy is big.
 #9: The horse chasing the girl is big.
 #10: The boy picks the flowers.
 #11: The girl stands on a chair.
 #12: The cat chases the ducks.
 #13: The girl chases the dog that is jumping.
 #14: The man pushes the cow that is standing.
 #15: The sheep the girl looks at is running.
 #16: The man the elephant sees is eating.

Moving forward...

- 3 more teacher workshops
 - Stimulating language in the classroom
 - DLD vs English Language Learners
 - Case studies?
- Need class schedules from K teachers & determine when to screen



MGH INSTITUTE
OF HEALTH PROFESSIONS
A graduate school founded by Massachusetts General Hospital

**THANK YOU & GOOD LUCK!
CHANGE THE WORLD
ONE CHILD AT A TIME....**



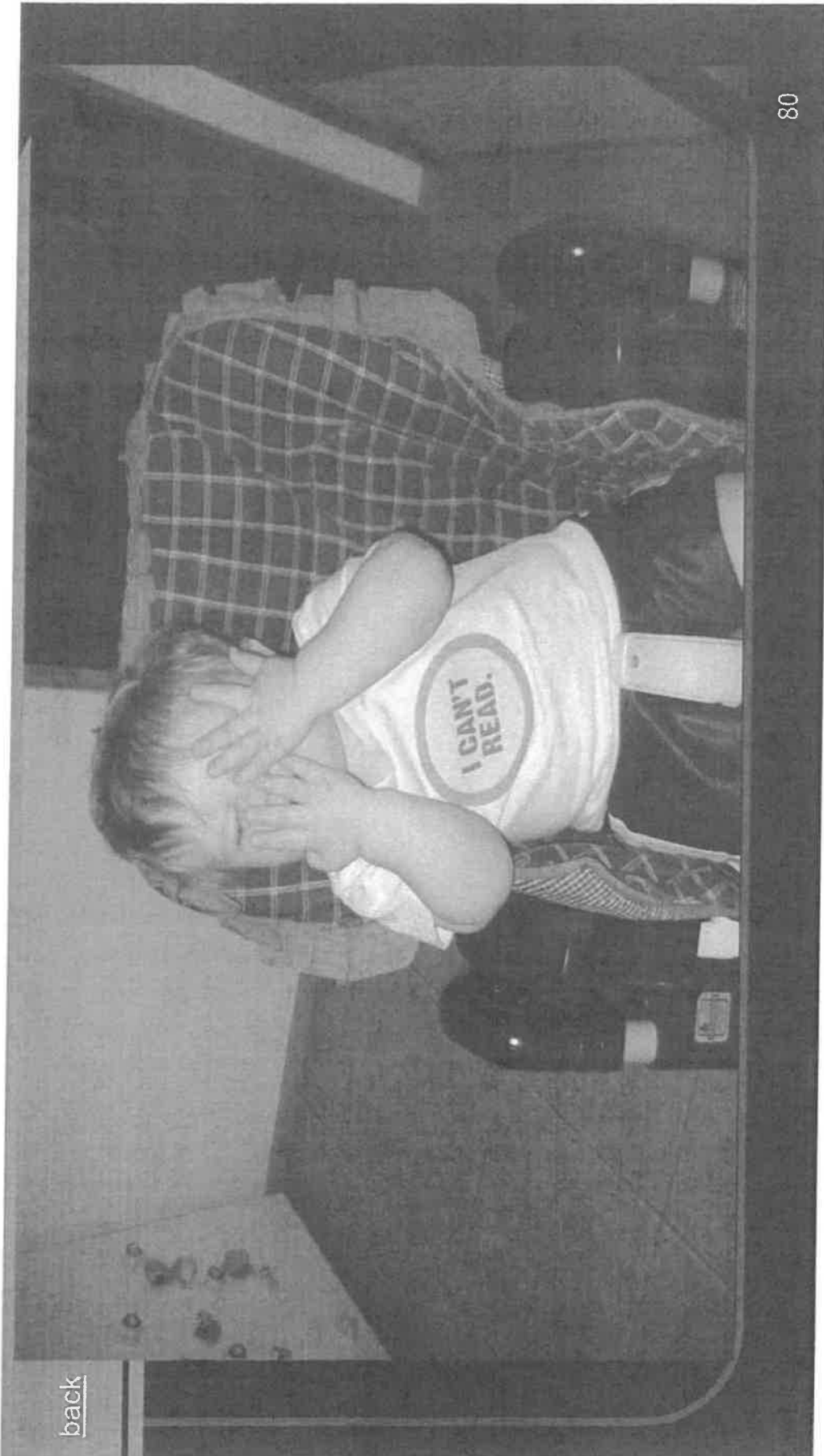
Email: thogan@mghihp.edu

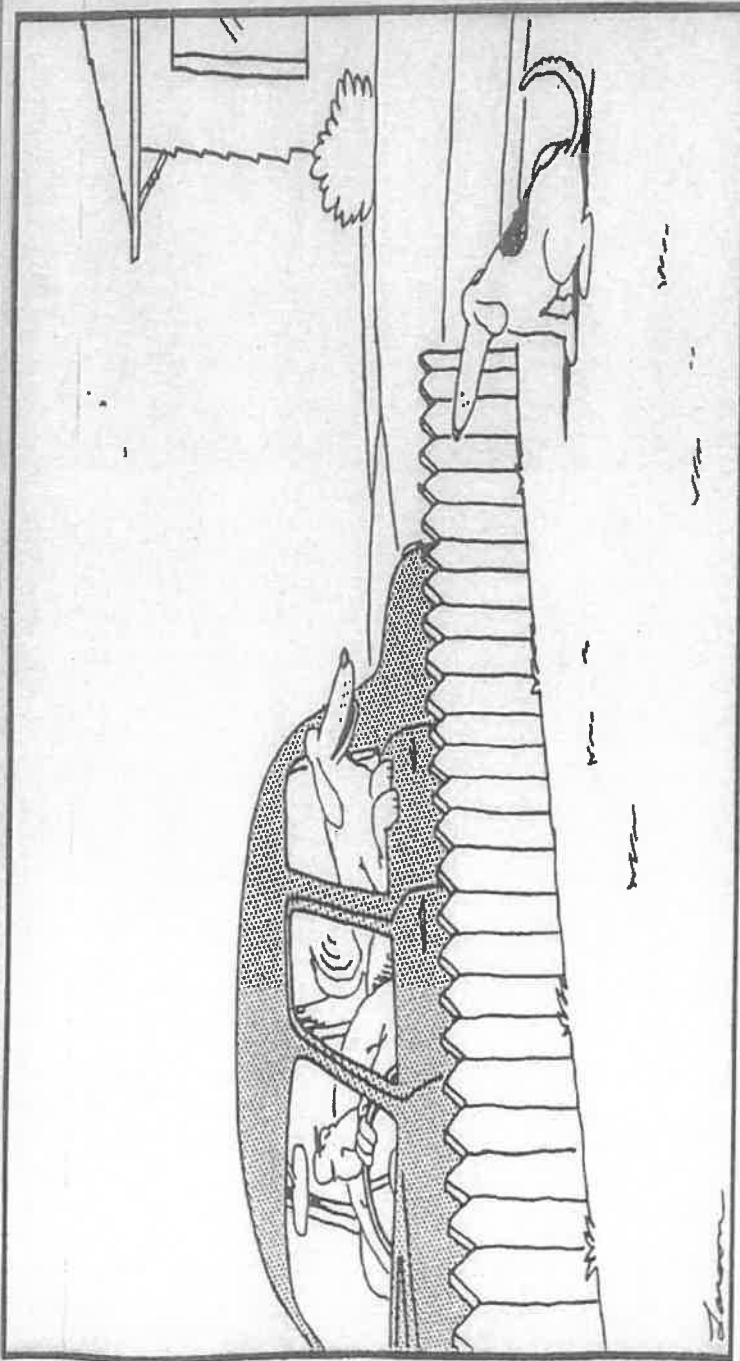
Twitter: @tiffanyphogan

Web: <http://www.mghihp.edu/sail-lab/>

Facebook: [sailliteracylab](https://www.facebook.com/sailliteracylab)

Podcast: seehearspeakpodcast.com





"Ha ha ha, Biff. Guess what? After we go to the drugstore and the post office, I'm going to the vet's to get tutored."

back