

The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A white diagonal line separates the two images.

Vibrant Student Experiences in Literacy

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Today's Challenge

You are going to design your own creation today! Read the following text and think about for whom you will design and what features you will include. You will produce a claim, evidence and reasoning to defend your design.

Questions to consider:

What special group of people will you be designing for?

What features are suitable?

What information can you include to defend your design?

Reading Passage: 70% Accuracy

In the _____ of _____, nothing is _____. Some _____ life-size _____ out of tall, _____ and shrubs. A _____ careful _____ and _____ can _____ paths. _____ cut and shape plants into _____, larger-than-life and _____ leafy _____. What would you do if you could _____ your own _____? Who would you design it for and what _____ features would you _____?

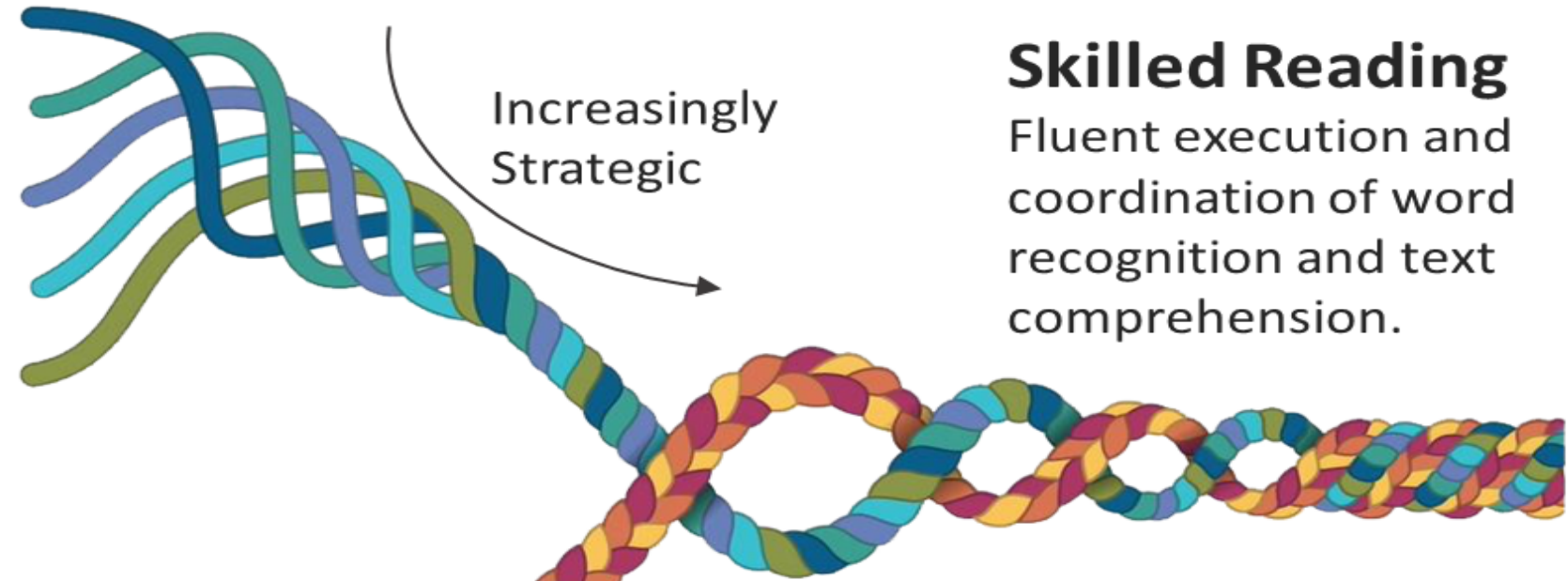
Reflections

- How did that activity make you feel when you were “reading” at less than 100% accuracy?
- How might students who are struggling to read feel when asked to read texts that they are unable to decode?

The Reading Rope: All Strands Are Critical for Skilled Reading.

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Statewide Professional Learning – Kentucky Reading Academies

- 95% of the 433 respondents say that they have learned **new and relevant** information.
- 93% of the respondents say that the information they have learned has **helped them to better meet the diverse learning needs of their students.**
- Multiple written testimonials shared about classroom assessment gains, student progress, the value of the information teachers are learning, and the successful implementation in their classrooms.

Language Essentials for Teachers of Reading and Spelling (LETRS) Phase 1 Teacher Testimonial

“When starting LETRS training, I chose to work with three of my most struggling readers for my case study. One student has really shown incredible gains. This student came into my classroom saying, "I don't know how to read" or "I can't read." As a 3rd-grade student, this isn't something he should be saying. It really came down to his lack of phonological and phonemic awareness. Using specific strategies and lessons from LETRS, he has shown an entire year's worth of reading gains at just this point in the school year. Now, he is still behind grade-level, but this targeted approach will help close his gaps. The best part? He no longer says he can't read. He volunteers. He wants to read, and he is showing so much more confidence in himself. **LETRS transforms how educators think about teaching reading. I know it has really changed my view of it and how I plan instruction.**”



Courtney Line, Memorial Elementary, Hart County School District

LETRS Phase 1 Teacher Testimonials

This has been the best learning experience I have had in 19 years of teaching. I wish that I had access to this experience when I first started teaching. I will be recommending this to all of my teaching colleagues!

~Mark Gaskins, Fort Thomas

I have many credentials to teach a student to read. However, there have been students for whom I have not made the difference I wanted to make. I am a quarter of the way through the LETRS training. **This is the training I have been seeking for decades. Every teacher should have this training. It is, hands down, the best training I have ever received.** It does take time, BUT, this training is well worth making the time to take. This is the training that will help us help our students. I am so glad I signed up.

~Cindy Kennedy, Rockcastle County

LETRS is a rigorous course that has provided me with so much information about teaching foundational skills. **I have been able to apply my knowledge almost immediately** after each self-guided and live virtual session I have completed.

~Christy Rhodes, Jefferson County

The interventionists have been bragging on my tier 3 students and how much better they are at decoding since using some of the sound wall components! **It is truly making a difference in the reading confidence and abilities of my students.** ~Neryssa Crisp, Scott County

LETRS training has been a valuable experience for me as an educational leader. **It has given me a deeper understanding of the essential knowledge necessary for transformational change with reading instruction in our primary grades.**

~Kristy Nelson, Livingston County

Prevention Instead of Intervention

WHY? Intervention takes more time, intensity, and resources.

- Kindergarten: 15-30 minutes over a short amount of time to close the gap
- 1st grade: 30-45 minutes over a short amount of time to close the gap
- 2nd grade: 50 minutes per day
- 3rd grade and up: **90 minutes to three hours a day** over a longer period of time to close the gap.

(Torgesen,2004)

High-Quality Instructional Resources (HQIRs) Matter

- [Reading and Writing Instructional Resource Consumer Guide](#)
 - Externally validated, reliable, high-quality green-rated resources on [EdReports.org](#)
- [Instructional Resources Alignment Rubrics](#)

Benefits of Knowledge Building Curriculum

- Expands access to rich texts that build knowledge
- Grows student vocabulary and schema
- Engages students in deep learning and meaning experiences
- Promotes student talk and comprehension
- Fosters foundational skills
- Gives read-alouds a central role
- Supports students in applying strategies for sense-making
- Safeguards science and social studies

KBE Portrait of a Learner

- The six competencies adopted by the Kentucky Board of Education are:
 - Critical Thinker
 - Effective Communicator
 - Empowered Learner
 - Productive Collaborator
 - Engaged Citizen
 - Creative Contributor