



A Connection of Reading and Writing

K-2

Just Read, Florida!



FLORIDA DEPARTMENT OF
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Session Description

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

Session Objectives

- Make connections between reading and writing instruction in the classroom
- Understand Nancy Young's updates to The Ladder of Reading and Writing
- Apply knowledge of Structured Literacy to instructional practices
- Build knowledge around the connection between reading and writing within the B.E.S.T. English Language Arts (ELA) Standards

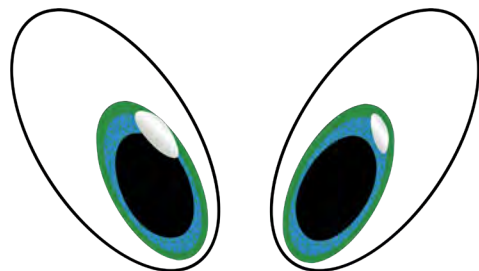
Relationships



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



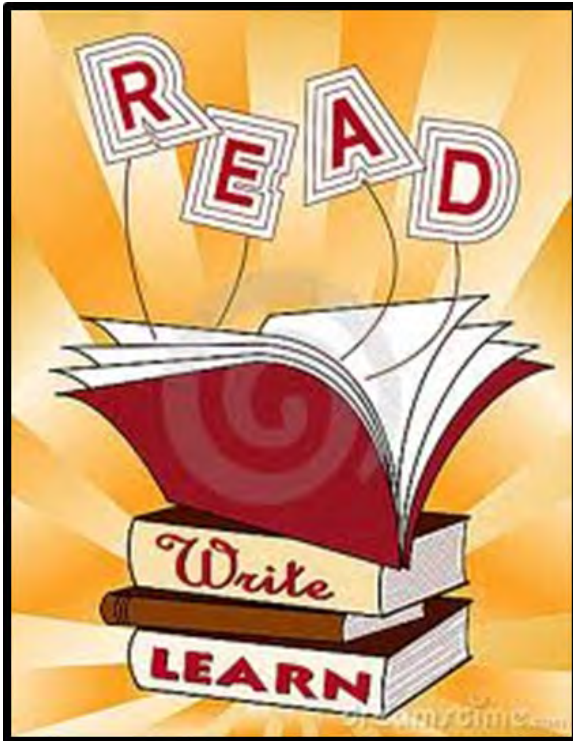
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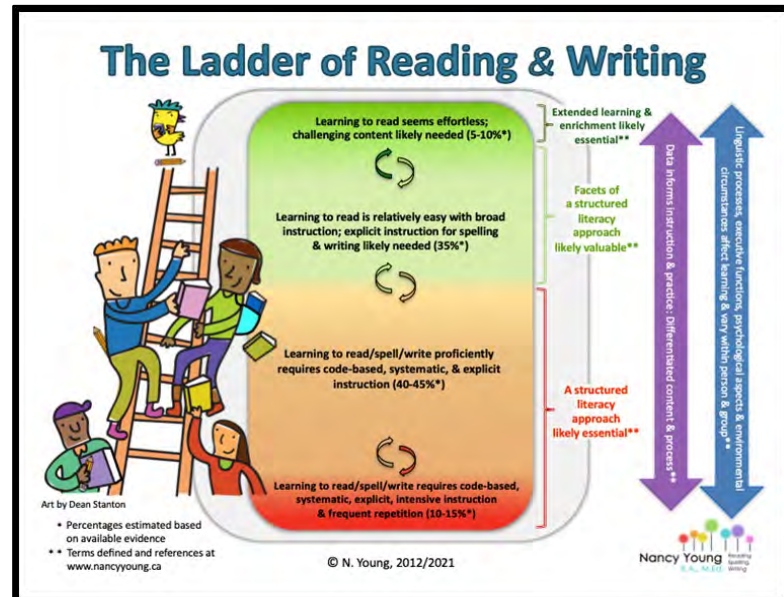
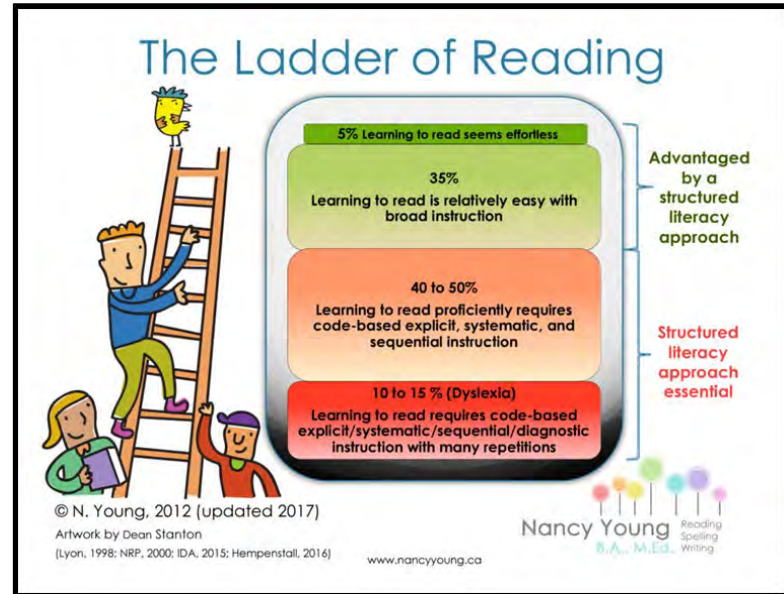
What have I seen?	What was analyzed?	How do I make it grow?	Reading Writing Connection
<p>I saw students citing evidence in the text they were reading. Students were using the cited evidence as a source in their writing.</p>	<p>Students were unable to elaborate on the evidence they cited in their writing.</p>	<p>Have students' pair, share and discuss the cited evidence from the reading, making connections to their personal experiences.</p>	<p>During the revision process, students will use cited evidence and personal experiences in their writing.</p>

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Nancy Young's Ladders



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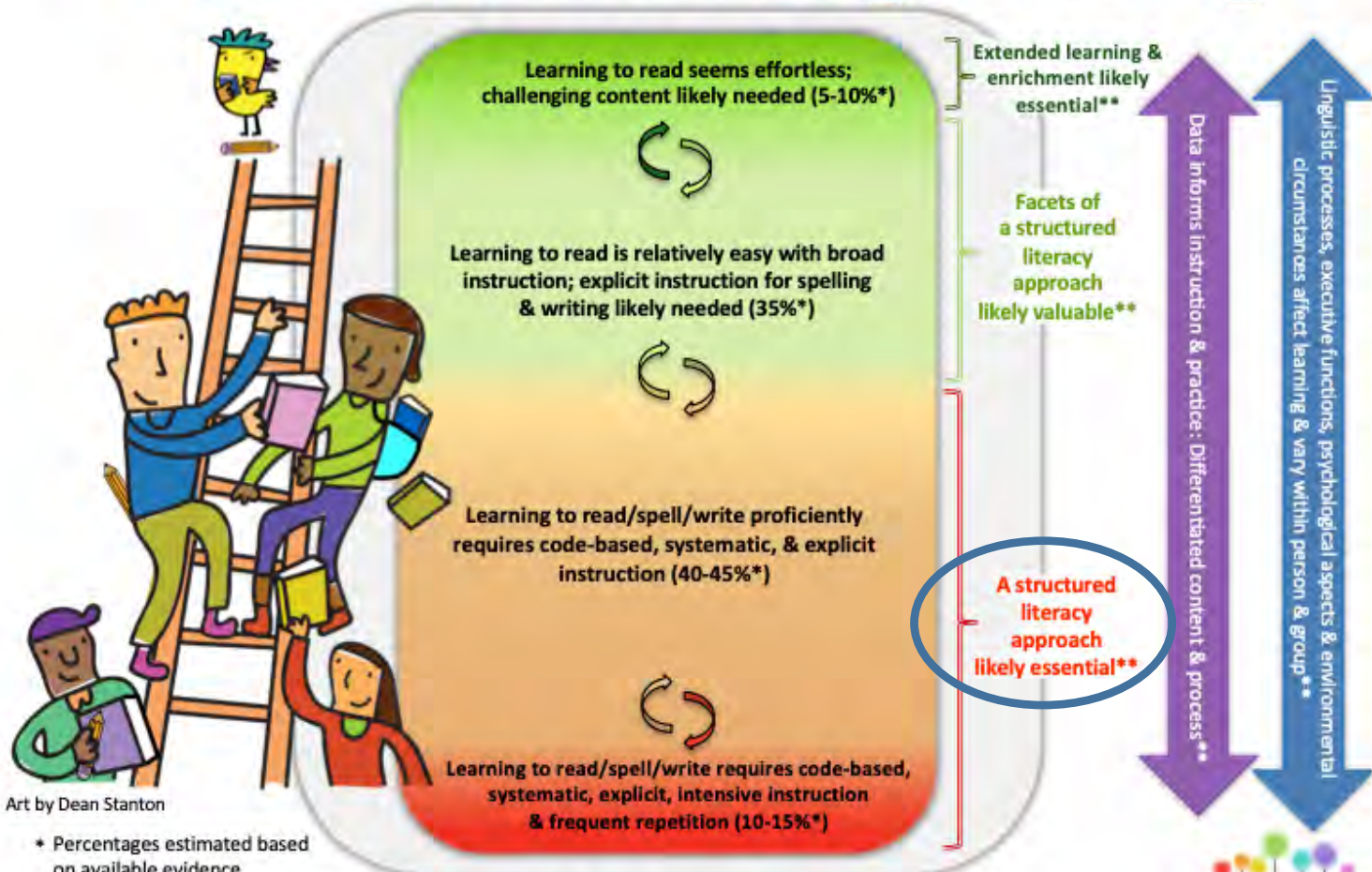
Compare Nancy Young's Ladders



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The Ladder of Reading & Writing



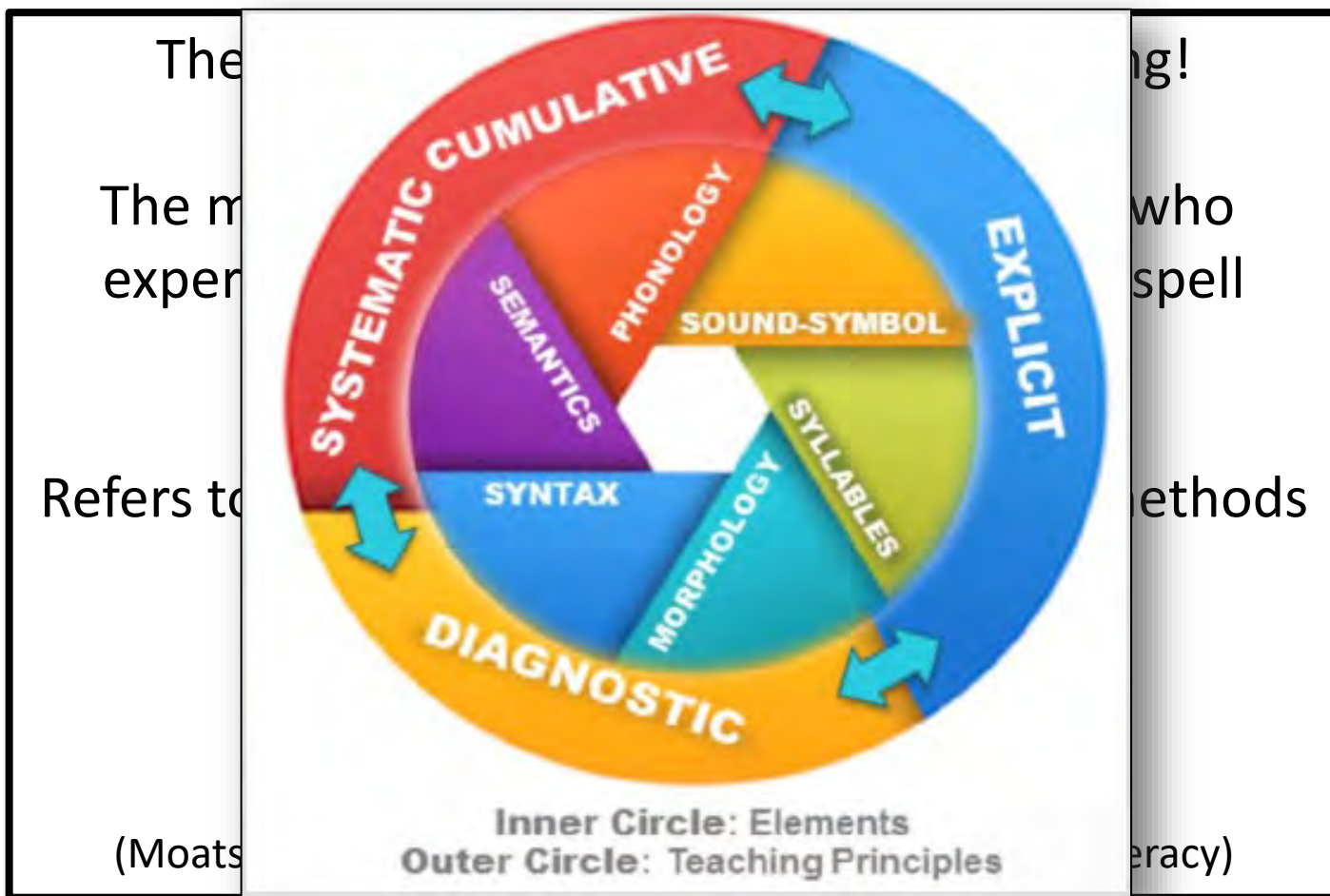
Art by Dean Stanton

- * Percentages estimated based on available evidence
- ** Terms defined and references at www.nancyyoung.ca

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What is Structured Literacy?





Principles and Elements of Structured Literacy

STRUCTURED LITERACY PRIMER

These **PRINCIPLES** guide how **Structured Literacy's** elements are taught.

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

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

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

Structured Literacy's Evidence-Based Teaching Principles

STRUCTURED LITERACY PRIMER

Structured Literacy's **ELEMENTS** work together.

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

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

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

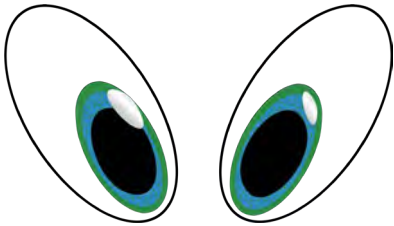
Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

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

Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

Structured Literacy's Evidence-Based Elements





What have I seen?	What was analyzed?	How do I make it grow?	Reading Writing Connection
<p>First grade teachers in my building are using the adopted core reading program to teach explicit phonics. Explicit instruction is a principle and phonics would fall under the sound symbol relationship element.</p>	<p>Using a walk through checklist, I noticed the teachers were not explicitly teaching phonics.</p>	<p>Explicit phonics instruction is a practice to grow in my building. One way to grow this practice is for 1st grade teachers to open their classrooms to model explicit phonics instruction for other teachers.</p>	<p>Explicit phonics instruction includes both decoding and encoding, which are reciprocal skills.</p>

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What Does Structured Literacy Do?

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

B.E.S.T. Standards Quotes

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

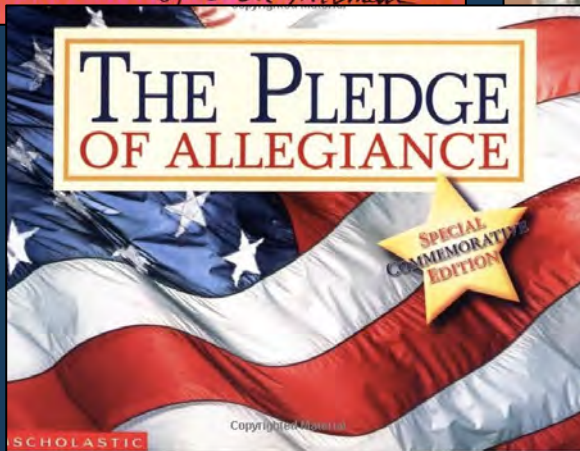
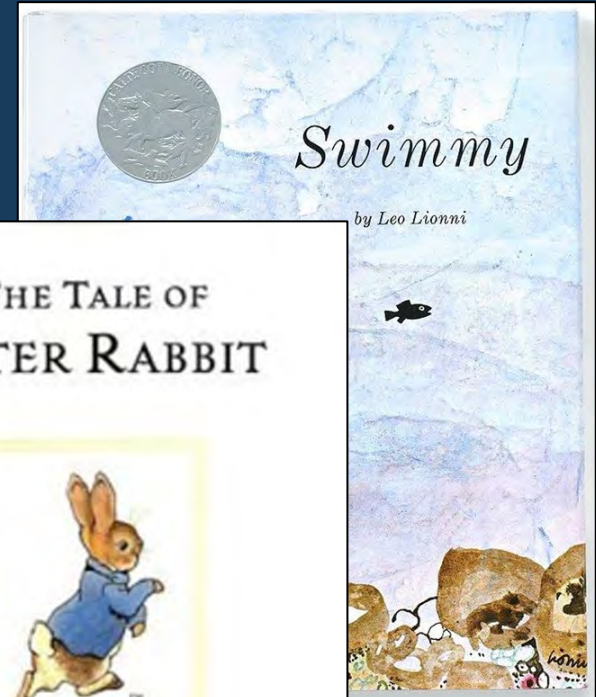
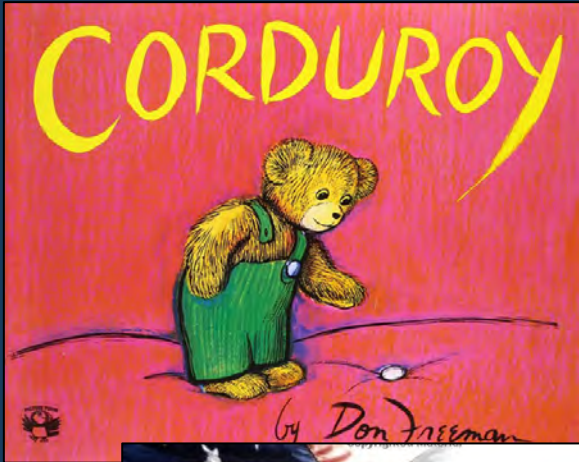
B.E.S.T. Standards Pg. 7

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

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



Sample Books from B.E.S.T. Booklist



Activity Setup

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

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

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

Reference
Handout #4
Handout #5

Reading Activity Example

B-Break the word apart

E-Examine each part
(or base word)

S-Say each part

T-Try the whole thing
in context

O'Connor, 2017

Reading Activity Example

Structured Literacy Element: Syllables

Structured Literacy Principle: Explicit

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

Connected Activity:

Teacher will demonstrate how to decode two-syllable words from the text using the BEST Strategy.

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

References:
Handout #4
Handout #5

Mentor Text

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



Writing Activity Example

S.L. Element
Benchmark
Example of
Connected
Activity

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

S.L. Element
Benchmark
Example of
Connected
Activity

S.L. Element
Benchmark
Example of
Connected
Activity

Citation From Louisa Moats

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

Speech to Print by Louisa Cook Moats (2020)



Want to teach a child to read? Give him a pencil.

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

Reading Research in Action, 2008



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Resources

Fisher, D., Frey, N., Hattie, J. (2017). *Teaching Literacy in the Visible Classroom*. Corwin Literacy.

Dr. Steve Graham. (2013).

<https://www.youtube.com/watch?v=tA7QU2s8VSQ>

International Dyslexia Association, Oregon, "An Introduction to Structured Literacy," https://education.up.edu/files/resources_for_community_members/stuctured-literacy-an-introduction2019.pdf

Kearnes, Devin, Whaley, Victoria, "Helping Students with Dyslexia Read Long Words: Using Syllables and Morphemes.pdf,"

<https://haskinsglobal.org/wp-content/uploads/2020/05/Kearns-Whaley-preprint-Dyslexia-long-words.pdf>

Resources

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

Moats, L. (2019). "Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties."

[https://www.powershow.com/view/3caf11-MGU5Y/The Reading and Writing Connection powerpoint ppt presentation](https://www.powershow.com/view/3caf11-MGU5Y/The_Reading_and_Writing_Connection_powerpoint_ppt_presentation)

Young, Nancy (2021). "The Ladder of Reading and Writing," <https://www.nancyyoung.ca/ladder-of-reading-and-writing>



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