



Early Literacy

OVERVIEW OF BOARD OF EDUCATION
SPECIAL EDUCATION AD HOC COMMITTEE
EARLY LITERACY SUBCOMMITTEE REPORT



Special Education Ad-hoc Committee Early Literacy Subcommittee

Purpose

- Address systemic issues
- Develop recommendations

Special Education Ad-hoc Committee Early Literacy Subcommittee

Key issues

- Evidence-based instruction
- Early identification
- Clear data review process
- Transparency
- Social, emotional, physical, and mental health

“The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.”

-New Jersey Department of Education, New Jersey Student Learning Standards, English Language Arts

<https://www.nj.gov/education/standards/ela/index.html>

importance of
foundational skills

cannot be overstated

“Of the students with **specific learning disabilities** receiving special education services, **70-80%** have deficits in reading. **Dyslexia is the most common cause** of reading, writing and spelling difficulties.”

specific

learning disabilities

70-

80%

Dyslexia is the most common
cause

“The New Jersey Department of Education (NJDOE) adheres to the philosophy of **evidence-based instruction**...these elements are drawn from the **National Reading Panel Report (2000)** and other respected research.”

-NJ Dyslexia Handbook, p.4

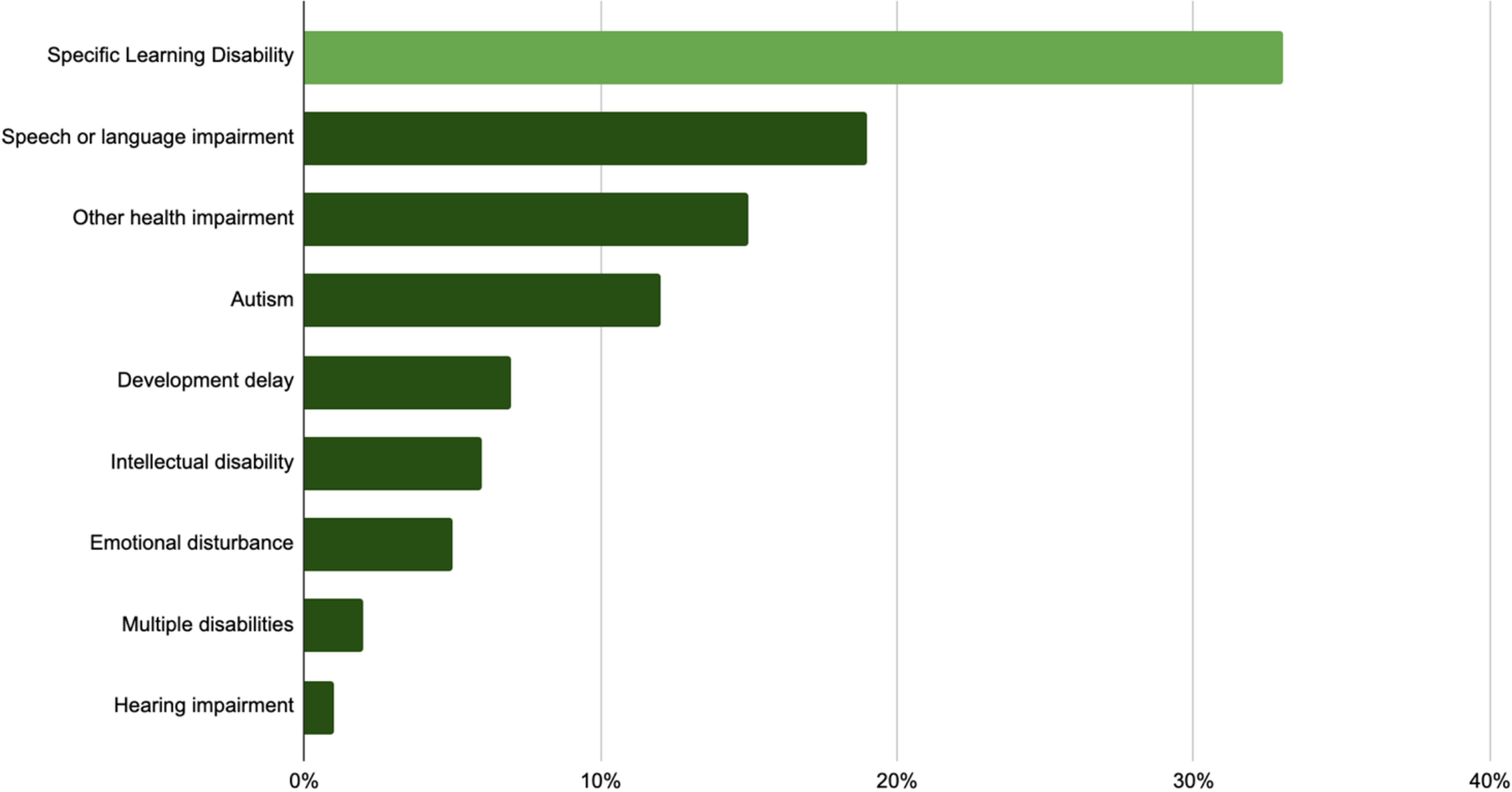
evidence-based

instruction

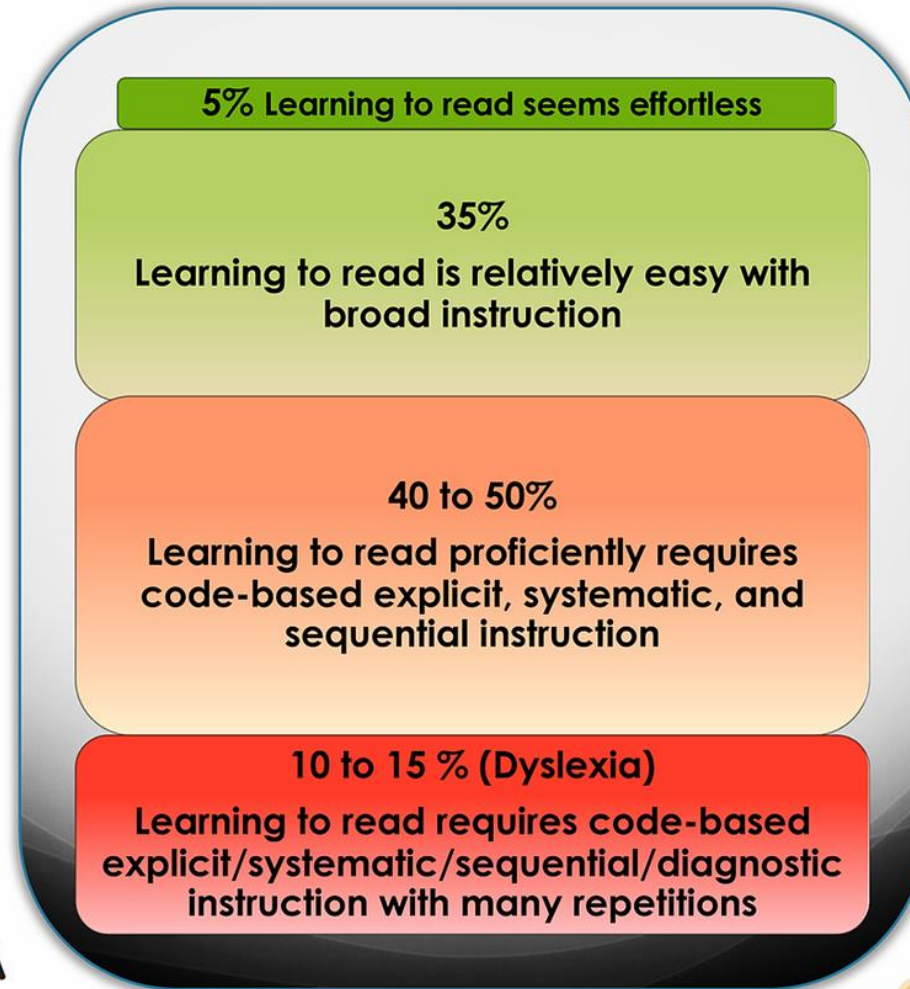
National Reading

Panel Report (2000)

Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by selected disability type: School year 2020–21



The Ladder of Reading



Advantaged
by a
structured
literacy
approach

Structured
literacy
approach
essential

www.nancyyoung.ca

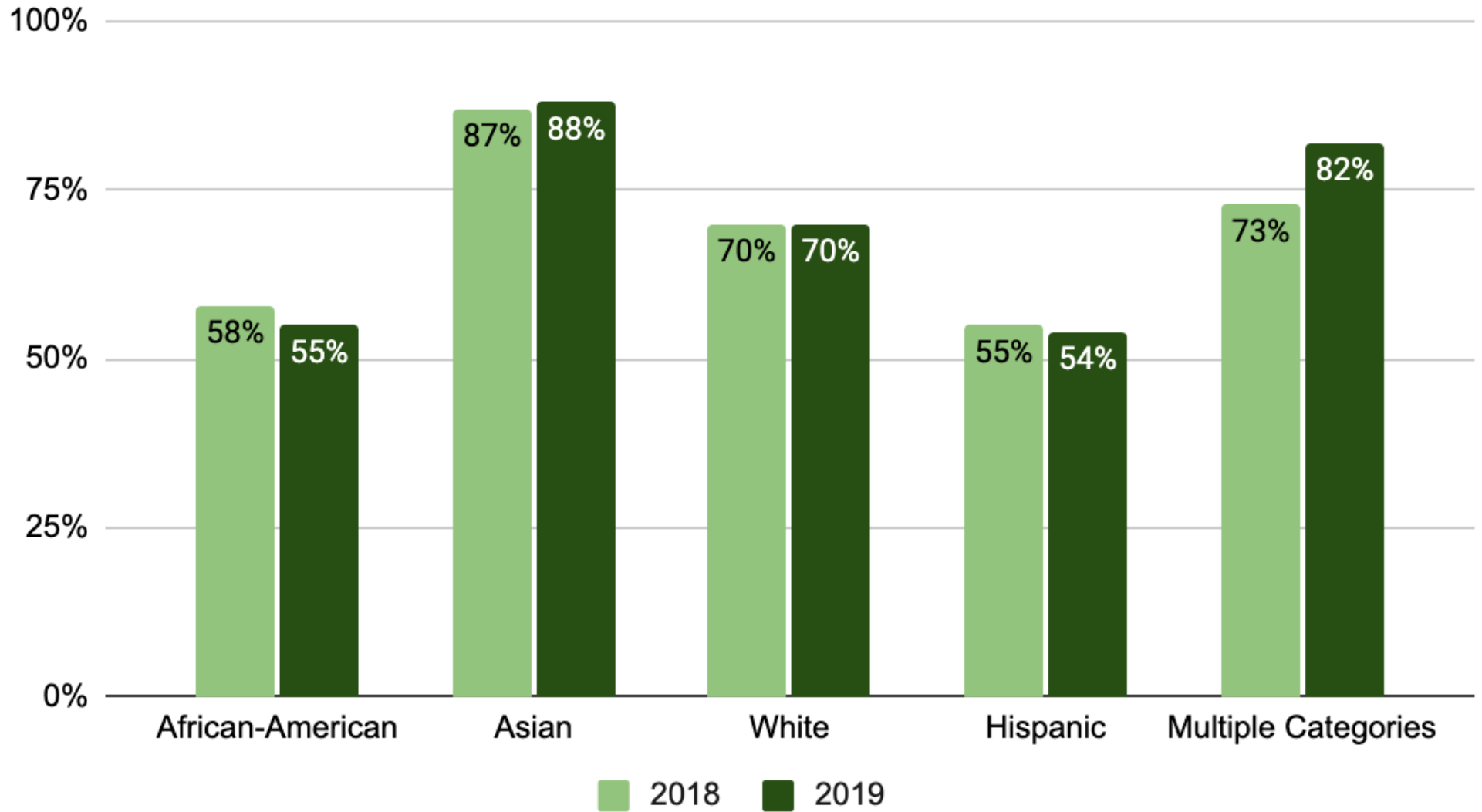
© N. Young, 2012 (Updated 2020)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

**PERFORMANCE OF SUBGROUPS
MONTGOMERY TOWNSHIP PUBLIC SCHOOLS**
% MEETING/EXCEEDING EXPECTATIONS IN NJSLA-ELA



It takes 4x longer to intervene in 4th grade than in kindergarten.

Without early intervention, **a poor 1st grade reader will rarely catch up.**

It costs **2x more to serve a student in special education** than general education.

Children at-risk for reading failure can be reliably identified even before kindergarten by **assessing their emergent literacy skills.**

90% of children with reading difficulties will achieve grade level reading if they receive the right help before the end of the 1st grade.

With early identification and prevention, the number of children who are placed in special education can be **reduced by up to 70%.**

The Timing of Intervention Matters



STRUCTURED LITERACY APPROACH TO

READING INSTRUCTION

Primary Characteristics



Word Recognition



Spelling

Effective Instruction



Reading Program A



Reading Program B

EFFECTIVE INSTRUCTION



COMPLEX

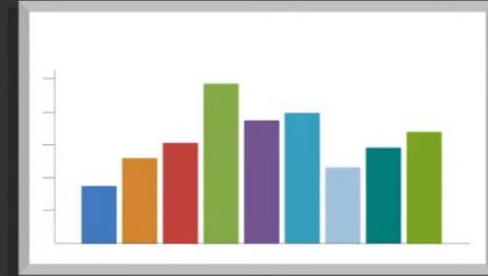


SIMPLE

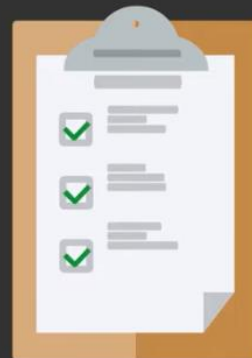
Explicit Instruction



Cumulative Instruction



Systematic Instruction



Explicit Instruction



Explicit Instruction

s, t, p, o, a

s a t
● →

s	a	t	
s	a	p	
t	a	p	
t	o	p	
s	t	o	p

s	a	t
s	a	p
t	a	p
t	a	p



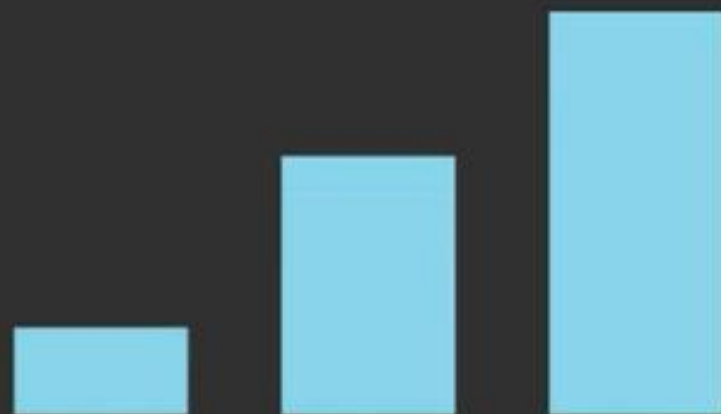


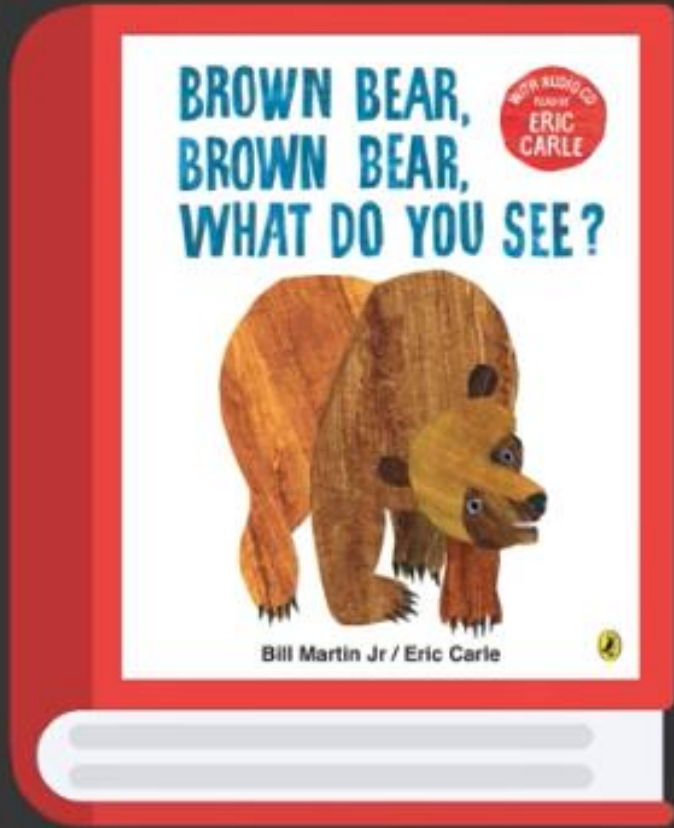
Implicit Approach

Predictable



Leveled





BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?

WITH AUDIO CD
READ BY
ERIC
CARLE



Bill Martin Jr / Eric Carle



PREDICTABLE BOOKS

**ORAL LANGUAGE
DEVELOPMENT**



**CONCEPTS
OF PRINT**

ALPHABETIC PRINCIPLE

Words are composed of letters
that represent sounds.

WORDS



W



/w/



Fountas & Pinnell

DRA

Lexile

C

3-4

BR-70

D

5-6

80-450

E

7-8

80-450

LEVELED BOOKS

NUMBER OF
SENTENCES



LENGTH OF
SENTENCES



NUMBER OF
SYLLABLES



Coyotes

Coyotes are wild dogs.

Coyotes are mammals.

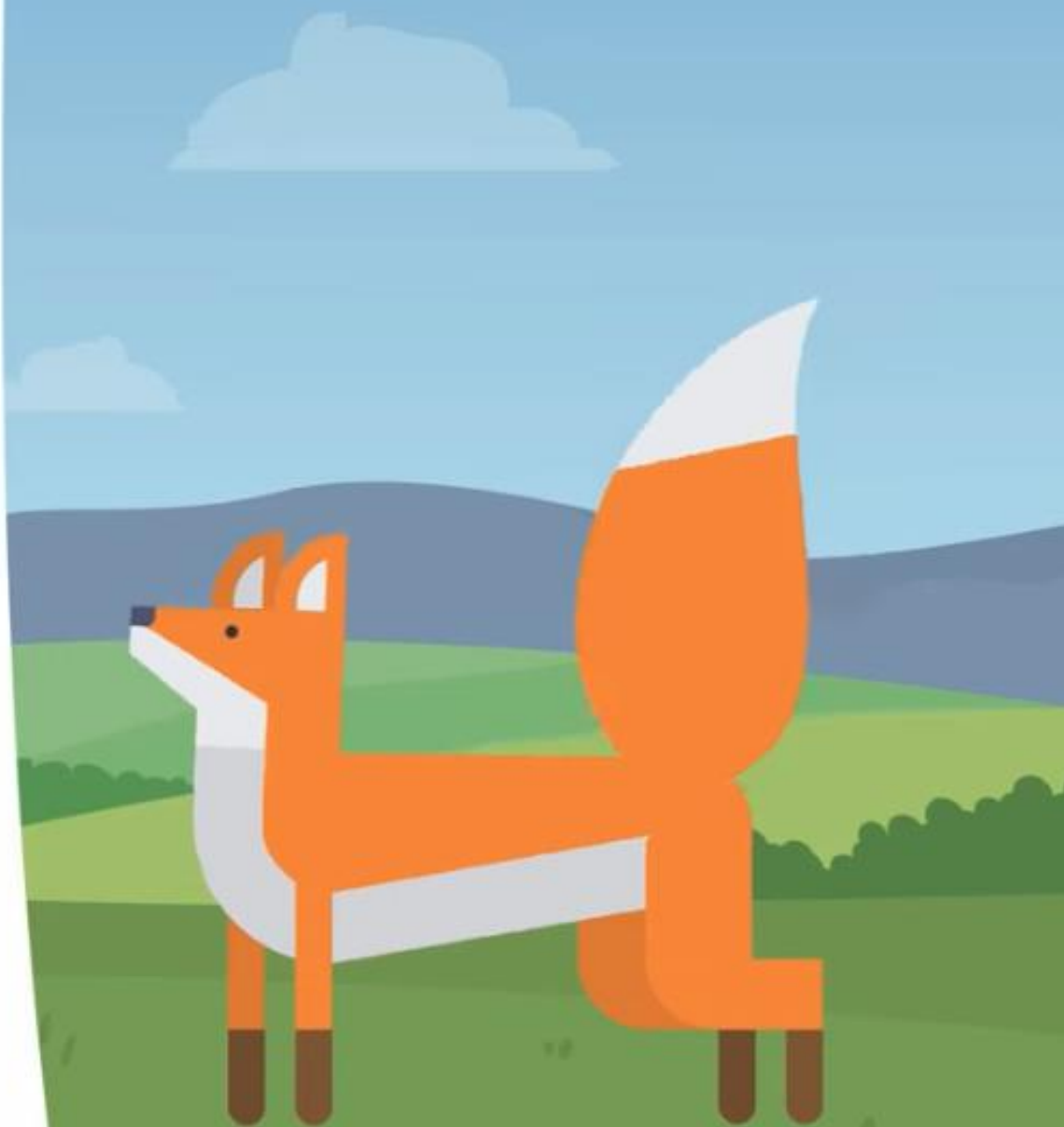
Coyotes have a pointy face and pointy ears.

Coyotes are mammals.

Coyotes howl loudly.

Coyotes are mammals.

(Reading A-Z, Pustilnik, n.d.)



PHONICS PATTERNS

-ild

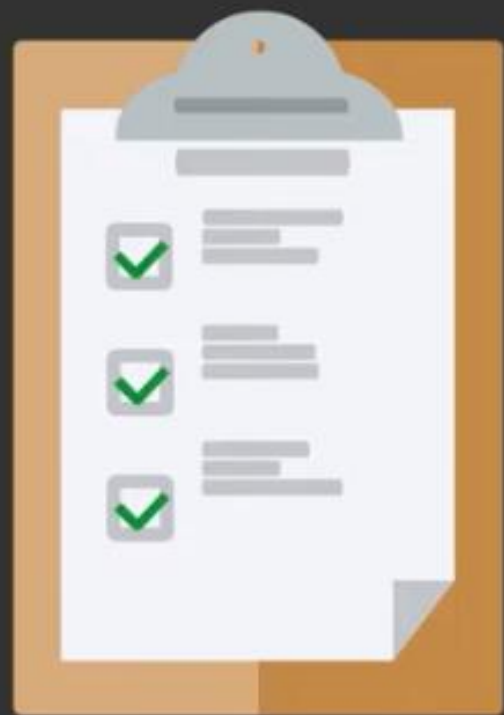
oi

a_e (magic e)

ear (r-controlled)

ow, ou

Systematic Instruction



SYSTEMATIC

BASIC

	t	o	p
s	t	o	p

COMPLEX

t	o	p	
t	a	p	
t	a	p	e
sh	a	p	e
sh	ee	p	

Decodable Texts



The bad rat hid in the
tin can.



The rat bit the pig.

A Song and a Honk

"Who can sing?" said Jim to Trish.
"Beth and Chad sing," said Trish.
"But who can sing best?" said Jim.
"Beth can sing best, but Chad can
sing a bit," said Trish.

A red book icon with rounded corners and a white spine, positioned on the left side of the slide. The text 'PASSAGE READING' is written in white, uppercase letters on the front cover.

PASSAGE
READING

Feedback

Re-teaching

Mrs. Smith
First Grade Reading





Eagle Eye



Look at the picture.

Think "What is in the picture that starts with the beginning letter?"

Cumulative Instruction



Cumulative Instruction

Complex



Simple

New Skills



Review Skills



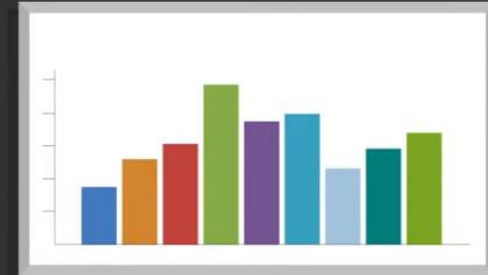
Cumulative Instruction

- » Reading passages that contain newly introduced phonics skills as well as previously taught skills.
- » Fluency work involving previously taught skills.
- » Comparisons between new information and known information to strengthen concept development.

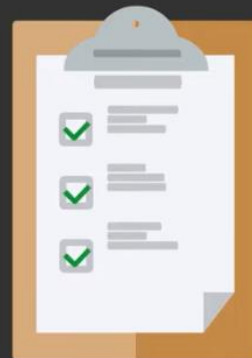
Explicit Instruction



Cumulative Instruction



Systematic Instruction



Curriculum and instruction

Early screening for all students

Reading interventions

Curriculum and instruction



Key Recommendations

Review the K-3 ELA curriculum and instructional practices through the lens of explicit, systematic, and cumulative instruction in handwriting and foundational reading skills such as phonemic awareness, phonics, and reading words accurately and quickly.



Key Recommendations

Further training of current and future teachers on evidence-based approaches to teaching students how to read.



Early screening for all students



Key Recommendations

Continue screening every student, especially from Kindergarten to grade 3, using evidence-based screening tools.



Key Recommendations

Use this screening to identify students who need reading interventions.



Reading interventions



Key Recommendations

Implement evidence-based interventions.



Key Recommendations

Ensure access to effective interventions is equitable and universal for all students.



Moving Forward

Spring/Summer 2023 Immediate Recommendations

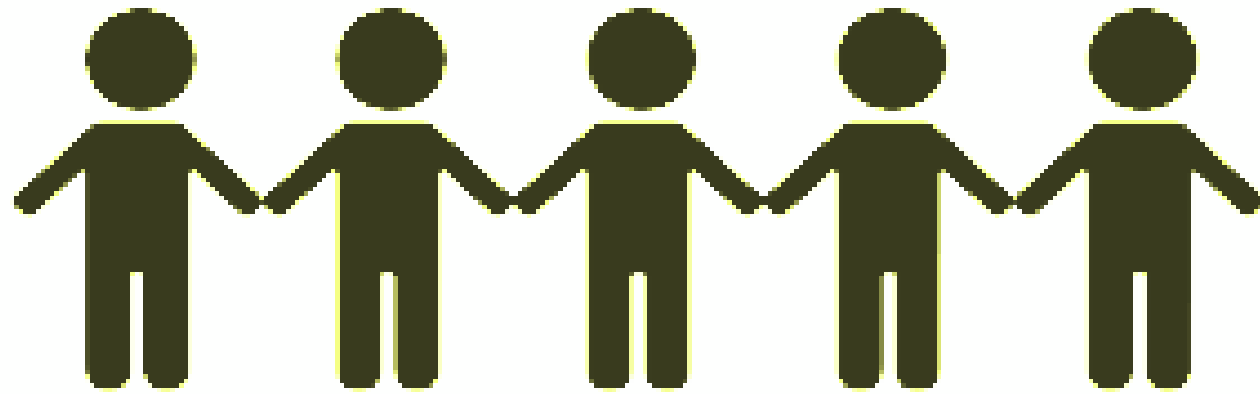
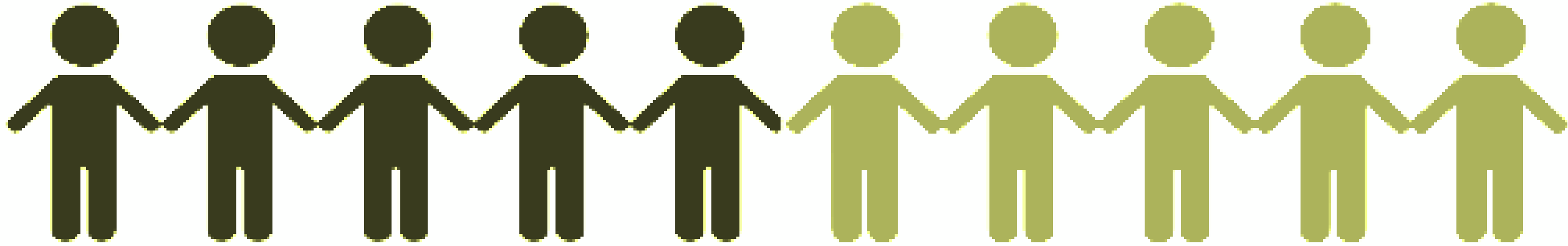
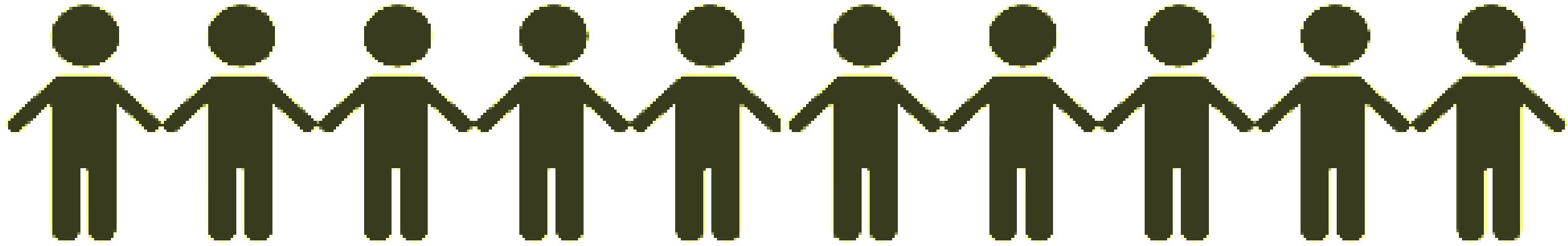
- Consider establishing an MTSD policy for the consistent use of the term **dyslexia**.
- **Continue 100% use** of the selected universal dyslexia screening tool and actively tracking results/data.
- Expand overall data collection
 - Gen Ed/Tier 1
 - Tier 2 & 3 (IEP, 504)
- Expand upon our literacy/dyslexia progress monitoring system.

2022-2023 School Year Recommendations

- Establish a literacy team at ALL schools, comprised of teachers, a special educator, a reading specialist, a speech language pathologist, and a learning disabilities teacher consultant.
- Continue to refine/expand data collection for Gen Ed/Tier 1 and Tier 2 & 3.
- Continue the refinement of the data progress monitoring system and train teachers to track student progress.
- Establish robust PD program for ELA teachers in the Science of Reading for improved literacy/Tier 1, 2, 3 support.

2023-2024 School Year Recommendations

- Expand the literacy teams at ALL schools with at least 1 OG certified reading specialist in the elementary and middle schools.
- Encourage cross collaboration between schools for mentoring and to share resources, ideas, protocols
- Continue to expand the teacher PD to on the Science of Reading, curriculum support tools, and tracking student progress.





Call to Action

90

percent of children
will achieve grade
level in reading *if
they receive help by
the first grade.*

Call to Action

75

percent of children whose help is delayed to age nine or later *continue to struggle throughout their school careers.*

Call to Action

4x

Students with learning disabilities have a *4x higher risk of attempting suicide* and 89% of suicide notes have dyslexic spelling in them (Journal of Learning Disabilities, 2006 & 2018).



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