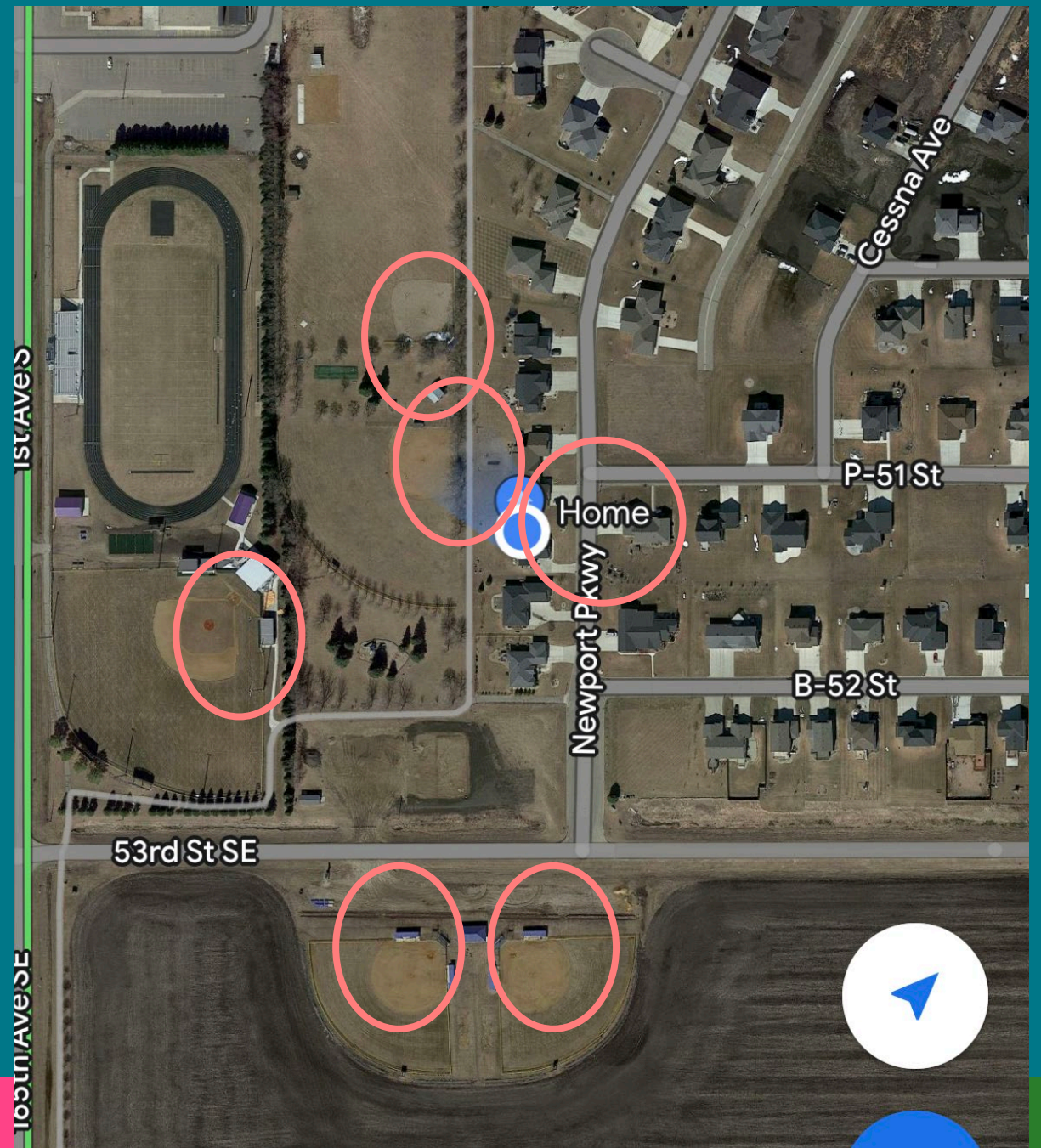
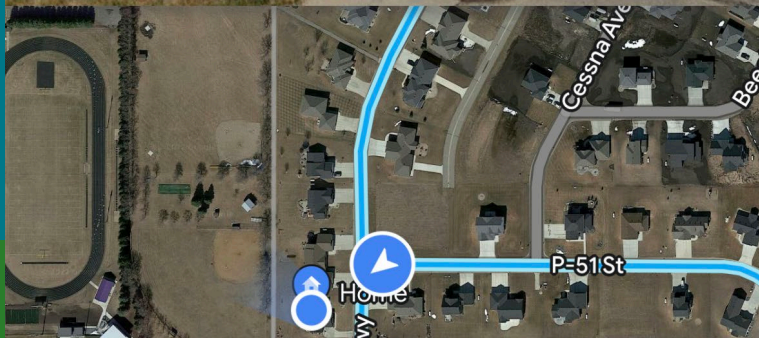
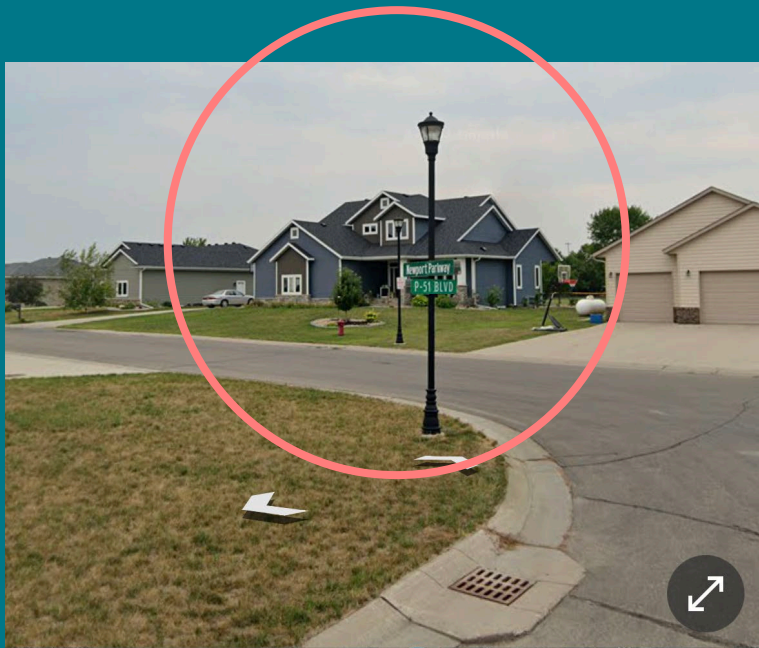


Intro to Science of Reading

Please respond to the prompt as you get settled →



Home





Summer Kerri

- Looks like: visor, sunglasses, hair in messy bun, tank top and a giant tumbler that says **Not Water**
- Sounds like: "good heat," "take it," "good stop" & "wheels, wheels, wheels"
- Can be seen: eating all the sunflower seeds, likely near home plate at one of the fields in the backyard

HB 1388 implemented in 15.1-21-12.1

SECTION 9. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Reading curriculum - Content - Professional development - Reports to legislative management.

1. Beginning July 1, 2022, each school district and nonpublic school shall ensure the portion of its curriculum which is related to reading:

a. Is scientifically based, evidence based, and research based;

b. Focuses on:

(1) Phonemic awareness;

(2) Phonics;

(3) Fluency;

(4) Vocabulary; and

(5) Comprehension; and

c. Uses systematic direct instruction for students in kindergarten through grade three to ensure all students obtain necessary early reading skills.

1

2

6

7

ND Training Opportunities and Recommendations for Depth of Learning

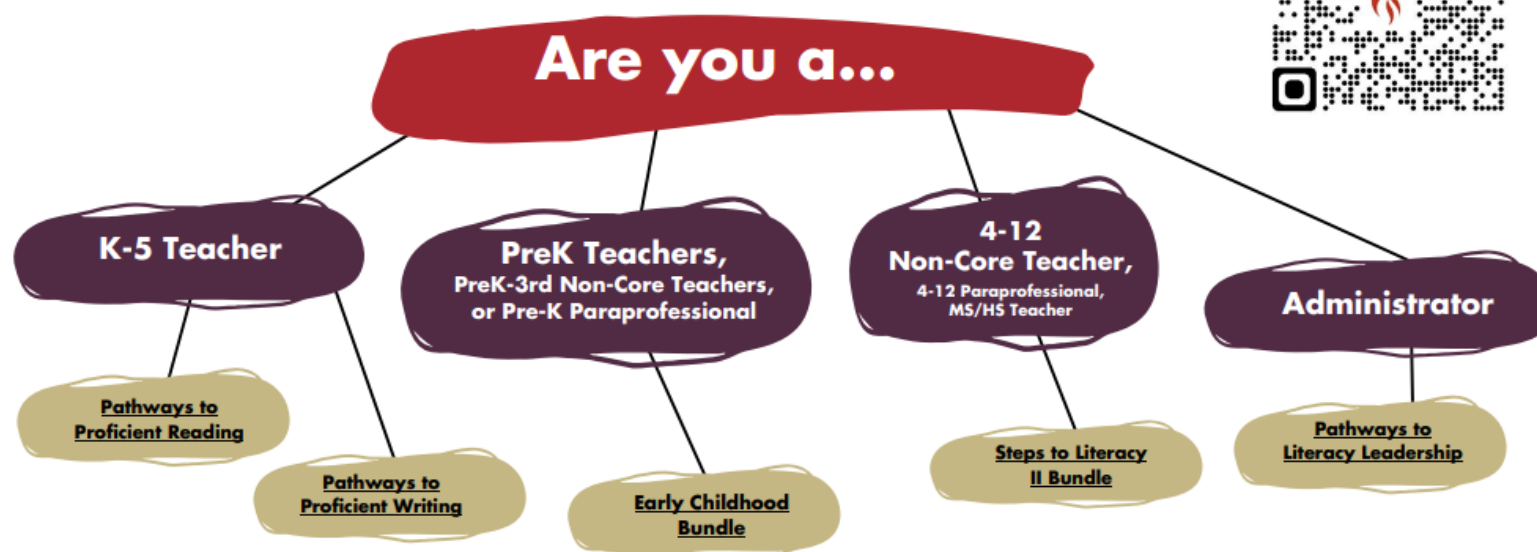
<https://www.ndseec.com/>
Click on Programs->Literacy



SD Training Opportunities and Recommendations for Depth of Learning

Professional Learning Decision-Making Flowchart

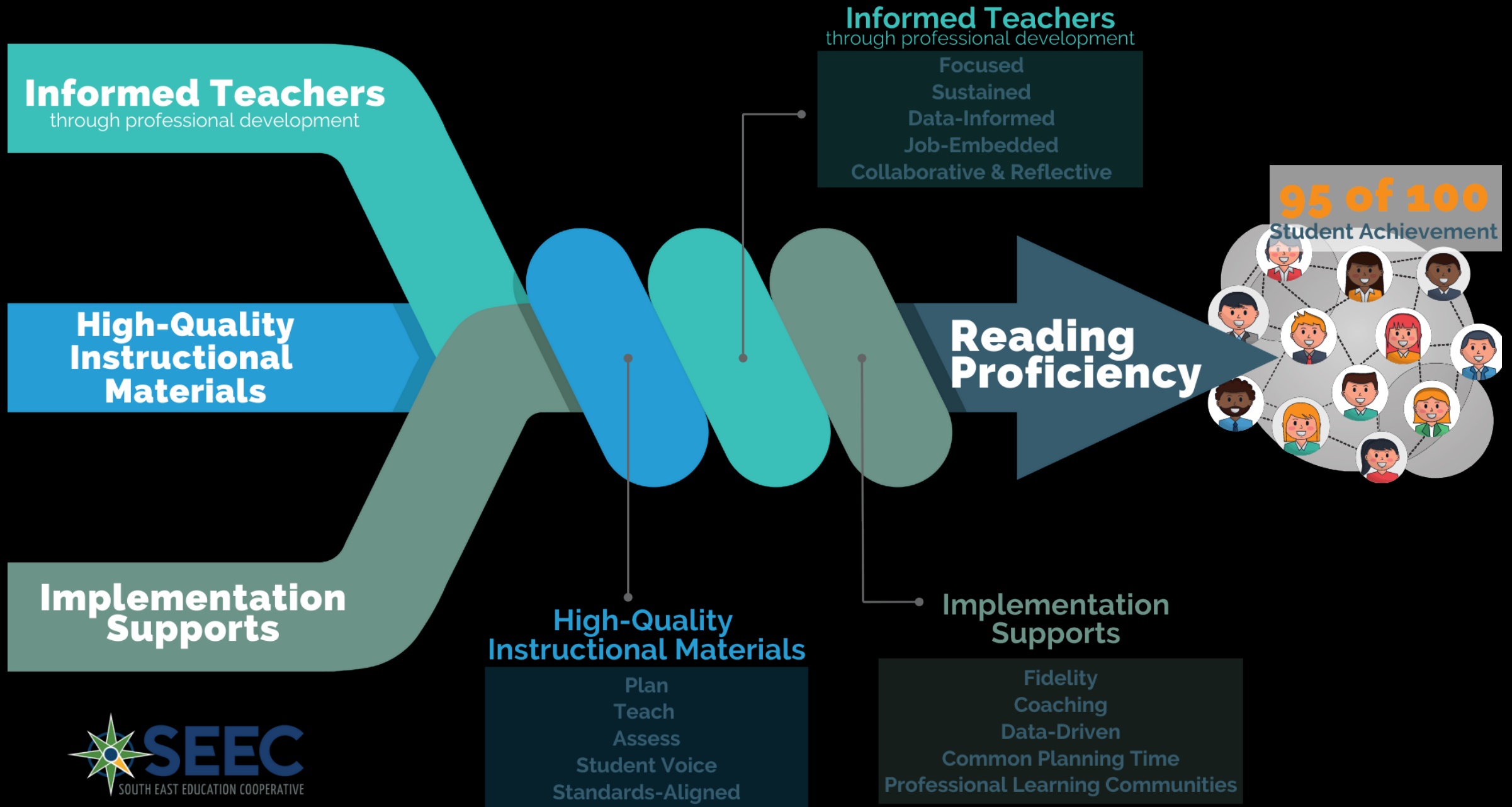
In an effort to improve student outcomes in reading and to assist schools in developing a systemic, evidence-based approach to support literacy, the Department of Education (DOE) is offering **AIM Pathways** for South Dakota educators to be trained in the science of reading. These are online opportunities offering a variety of options depending on your grade level and content area. AIM Pathways also offer an accelerated or full-year course so that teachers have flexibility in the length of time they commit to the course. These opportunities are offered FREE of charge, thanks to funding available to DOE through the American Rescue Plan. Use the flowchart below to choose which course is right for you! Starting June 1st, register at: <https://institute.aimpa.org/aim-pathways/aim-pathways-landing-pages/southdakota>



For more information, contact Patti Lager at Patti.Lager@state.sd.us



SOR Strands of Success



Objectives

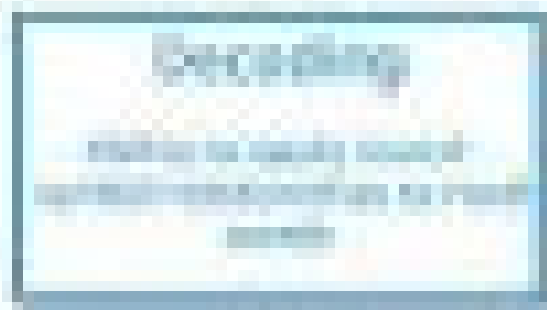
Review 2 Major Models

- The Simple View of Reading
- Scarborough's Reading Rope

****Extra Credit** Apply Learning**

- Reflect on your instruction, assessment and interventions and compare them to the Reading Rope (and the fall reporting on reading curriculum) – is there anything missing?





AND



=



$$100\% \times 0\% = 0\%$$

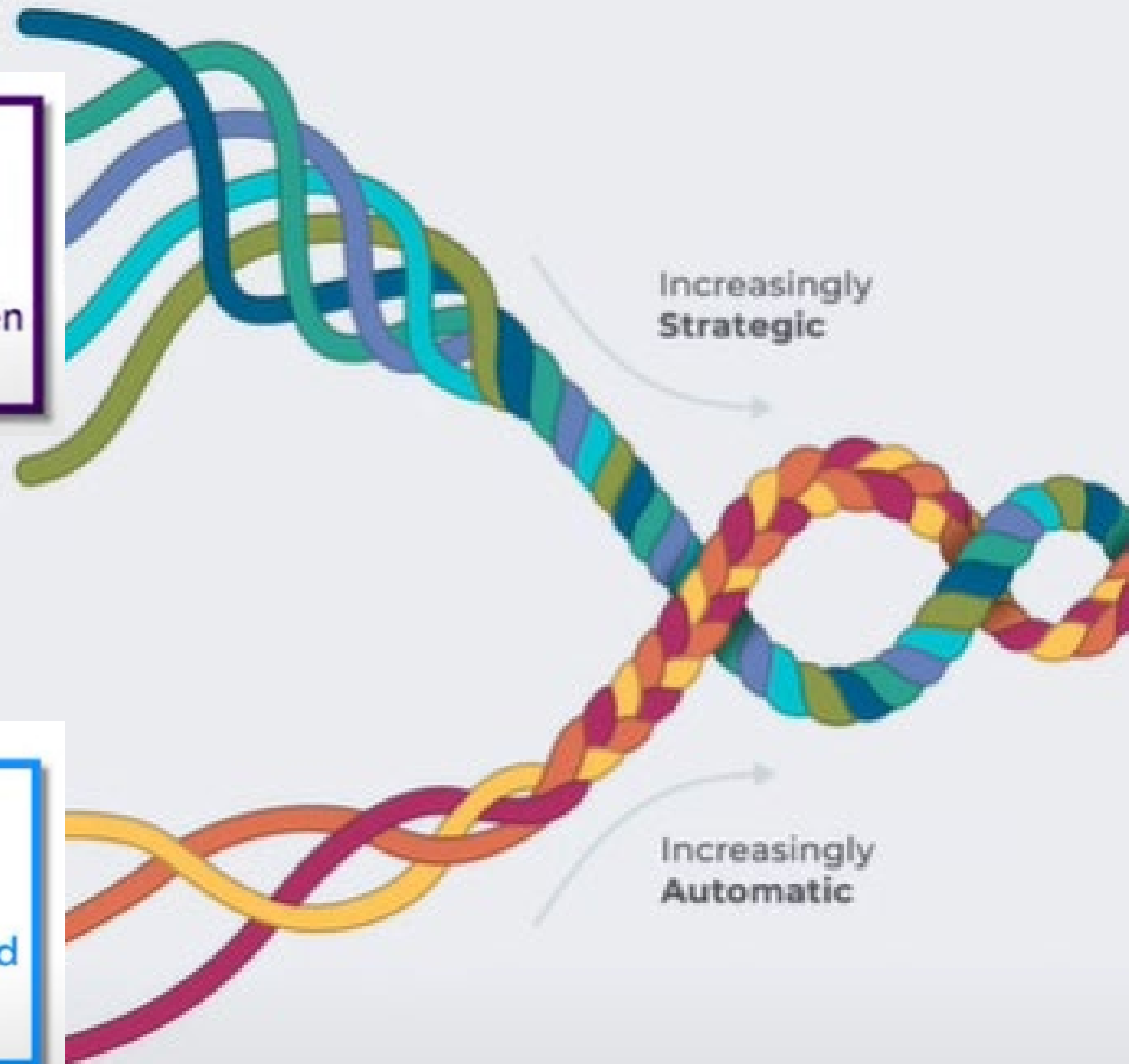
If a student is missing either decoding or language comprehension, they cannot achieve reading comprehension.



AIM Institute[®]
for Learning & Research

Language Comprehension

Ability to understand spoken
language



Reading Comprehension

Decoding

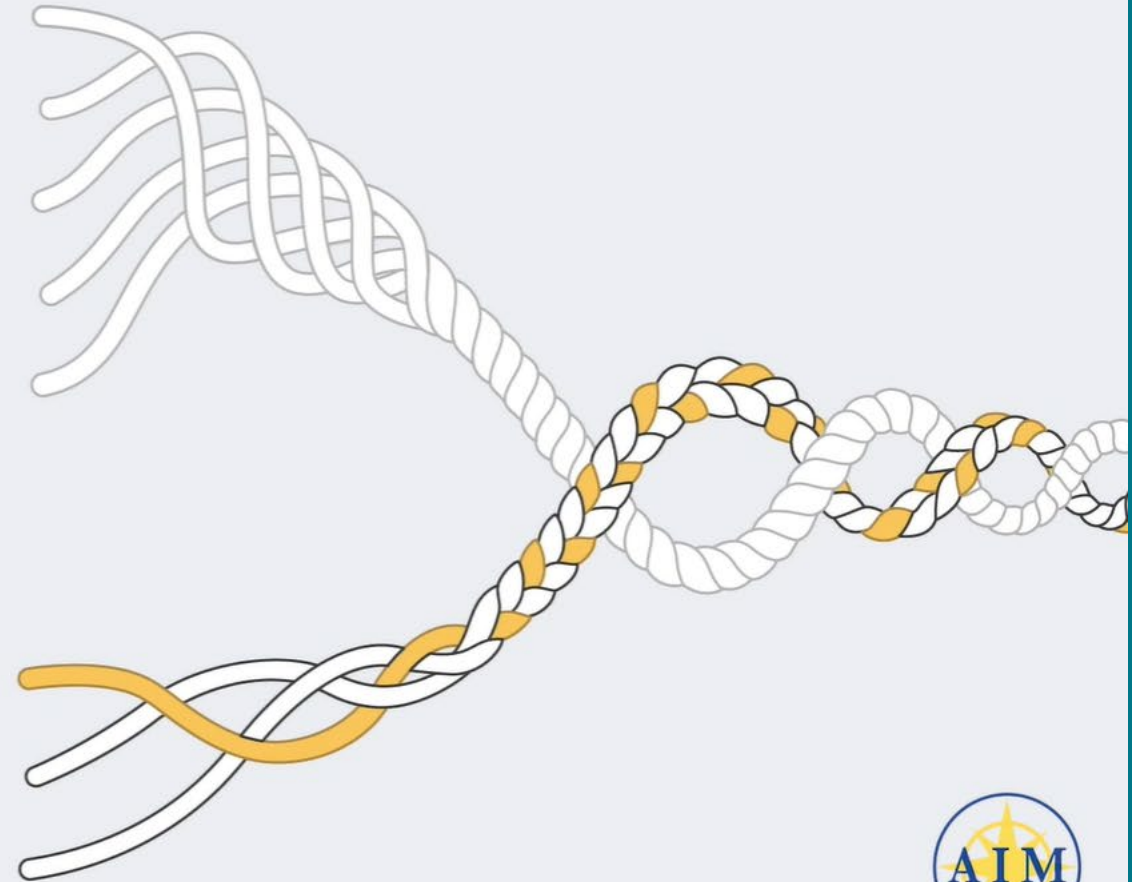
Ability to apply sound-
symbol relationships to read
words



Phonological Awareness:

- Early: syllables, alliteration, onset-rime
- Basic: phoneme blending, phoneme segmentation
- Advanced: phoneme deletion, substitution, reversal

PHONOLOGICAL AWARENESS

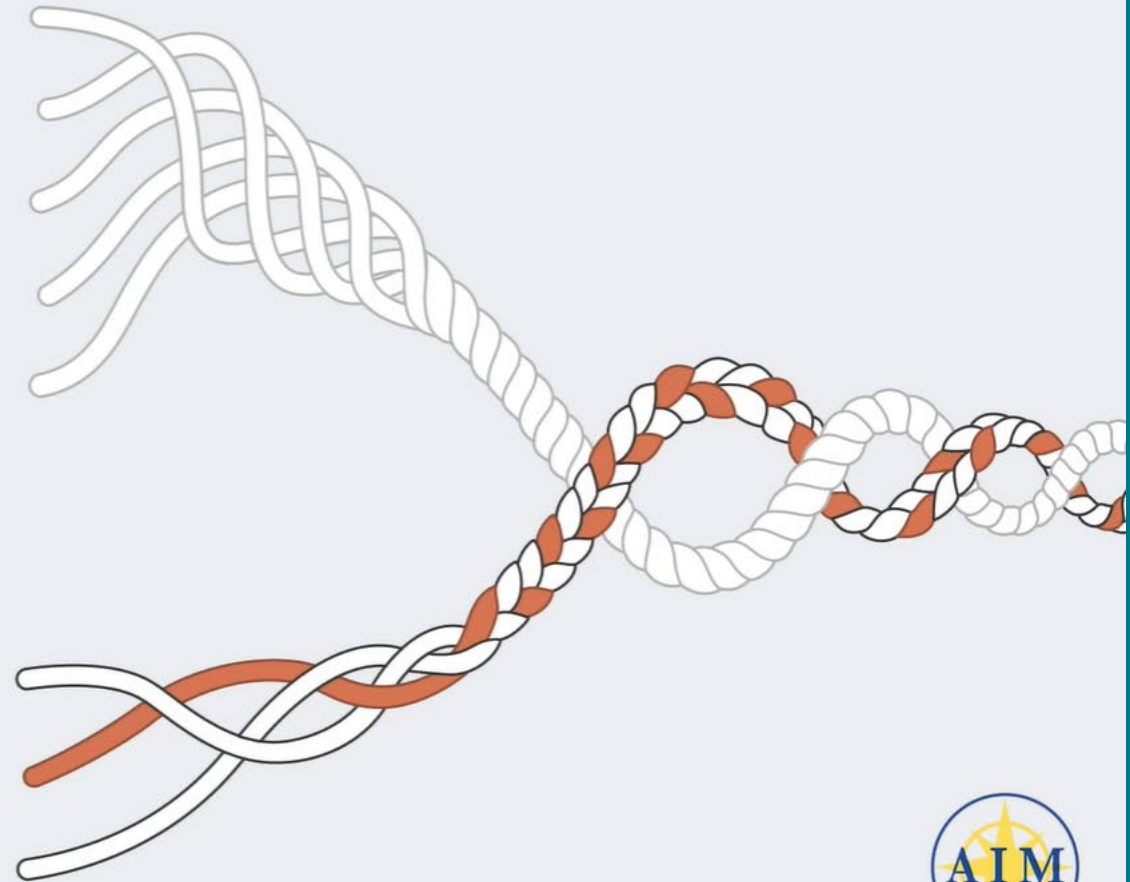


Decoding:

- Alphabetic Principle
- Spelling-Sound Correspondence
 - graphemes
 - diagraphs
 - trigraphs
 - vowel teams
 - blends
 - families
 - syllables
 - morphemes
 - etymology

ð

DECODING



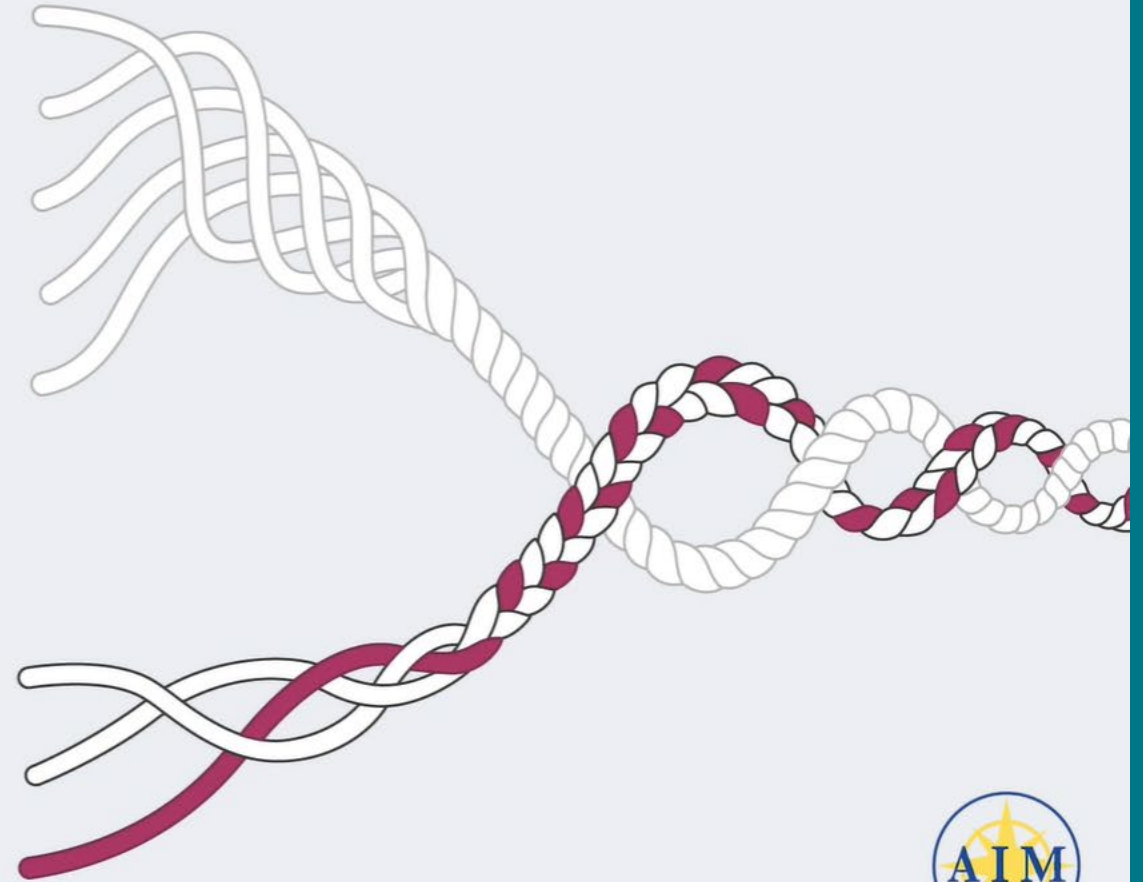
Sight Recognition:

~~pugnacious
truculent
cantankerous~~

ðə

snarly
surly
ornery

**SIGHT
RECOGNITION**



ðer ar dʌks an ðə pand.

- Use your knowledge of the bottom part of the reading rope to decode this sentence.

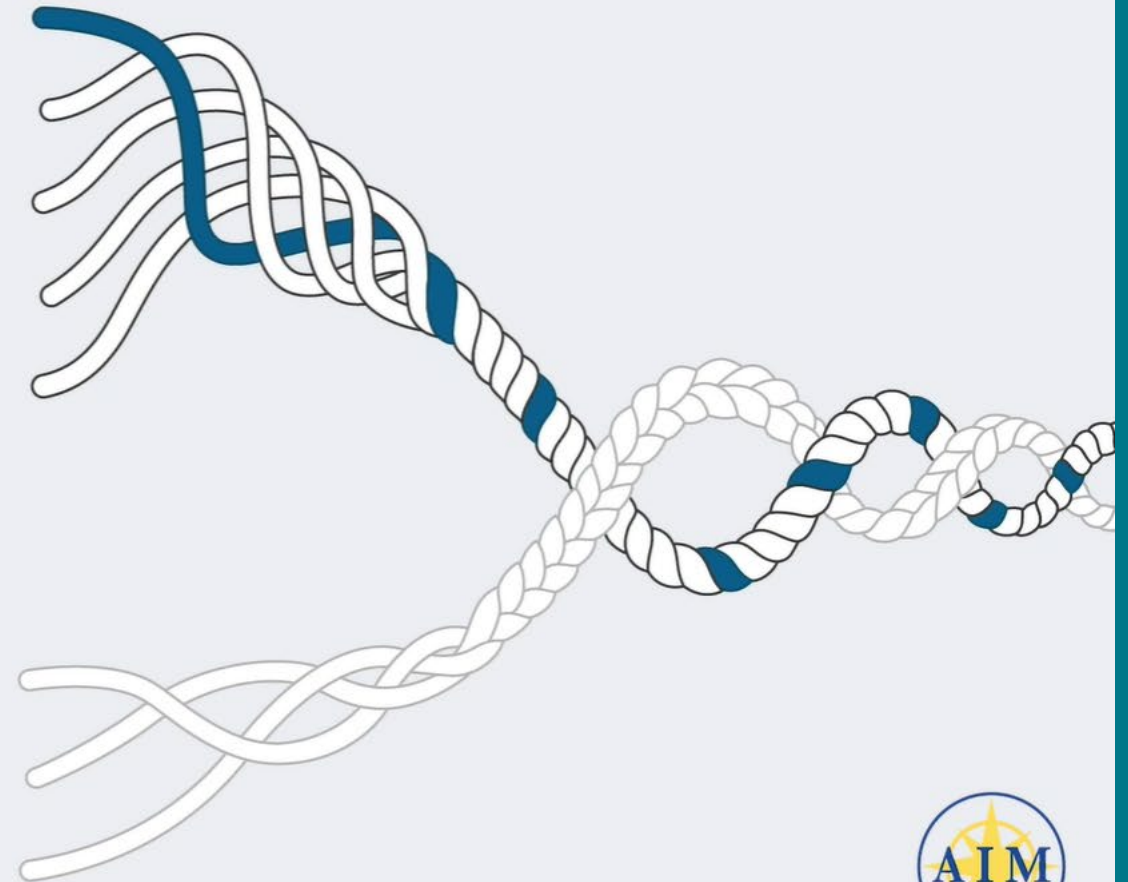
The Phonemic Chart

VOWELS	i: green	I pink	ʊ wood	u: blue	ɪə clear	eɪ grey		
	ɛ red	ə silver	ɜ: purple	ɔ: fawn	ʊə pure white	ɔɪ turquoise	oʊ yellow	
	æ black	ʌ rust	ɑ: khaki	ɒ orange	ɛə fair	aɪ sky blue	aʊ brown	
CONSONANTS	p Poland	b Burma	t Thailand	d Denmark	tʃ China	dʒ Germany	k Korea	g Greenland
	f France	v Vietnam	θ South Africa	ð The Philippines	s Singapore	z Zambia	ʃ Russia	ʒ Malaysia
	m Mexico	n Norway	ŋ Hong Kong	h Hungary	l Laos	r Romania	w Wales	j Yugoslavia

Cathy Votano © NSW TAFE Commission 1993

<http://www.emmaclarke.com>

BACKGROUND KNOWLEDGE



Background Knowledge:

- facts
- knowledge

pond



VOCABULARY



Vocabulary:

- breadth
- precision
- 3 tiers
- links to other words

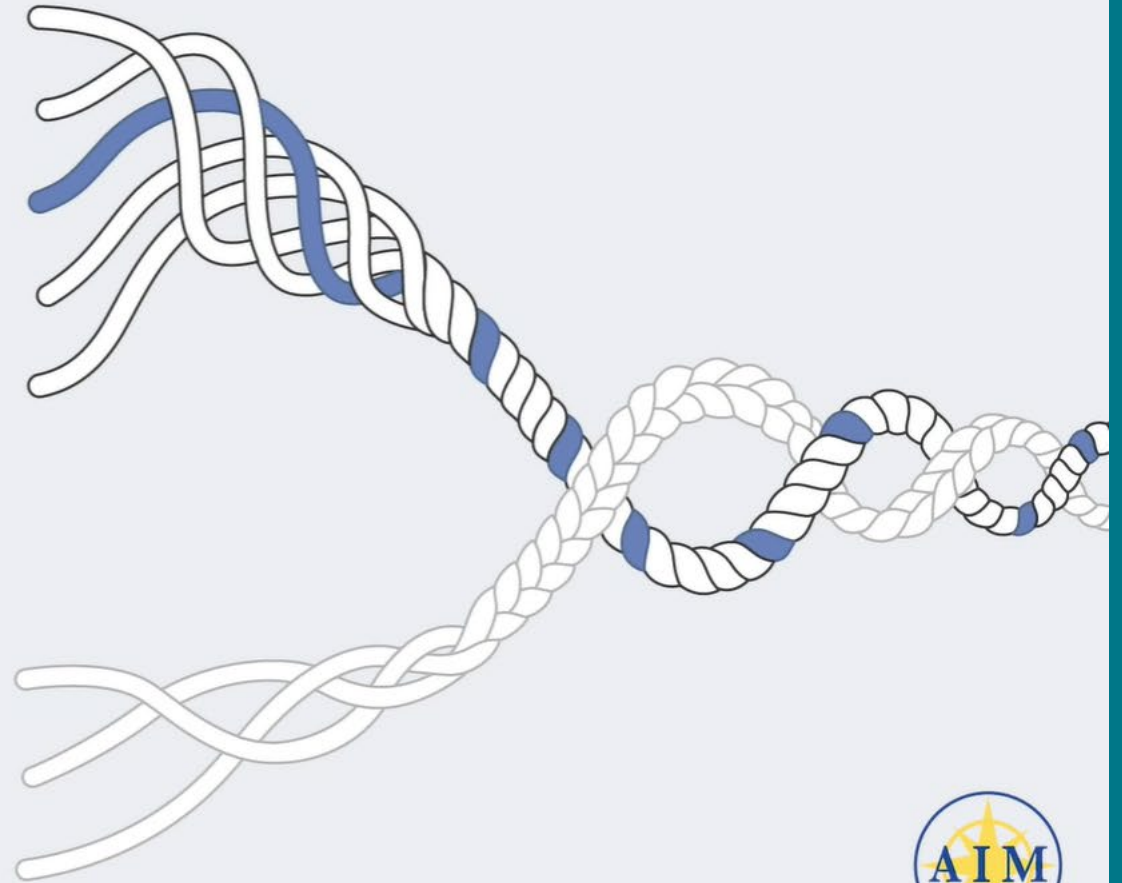
duck

THE BERLIN



DICTIONARY

LANGUAGE STRUCTURES



Language Structures:

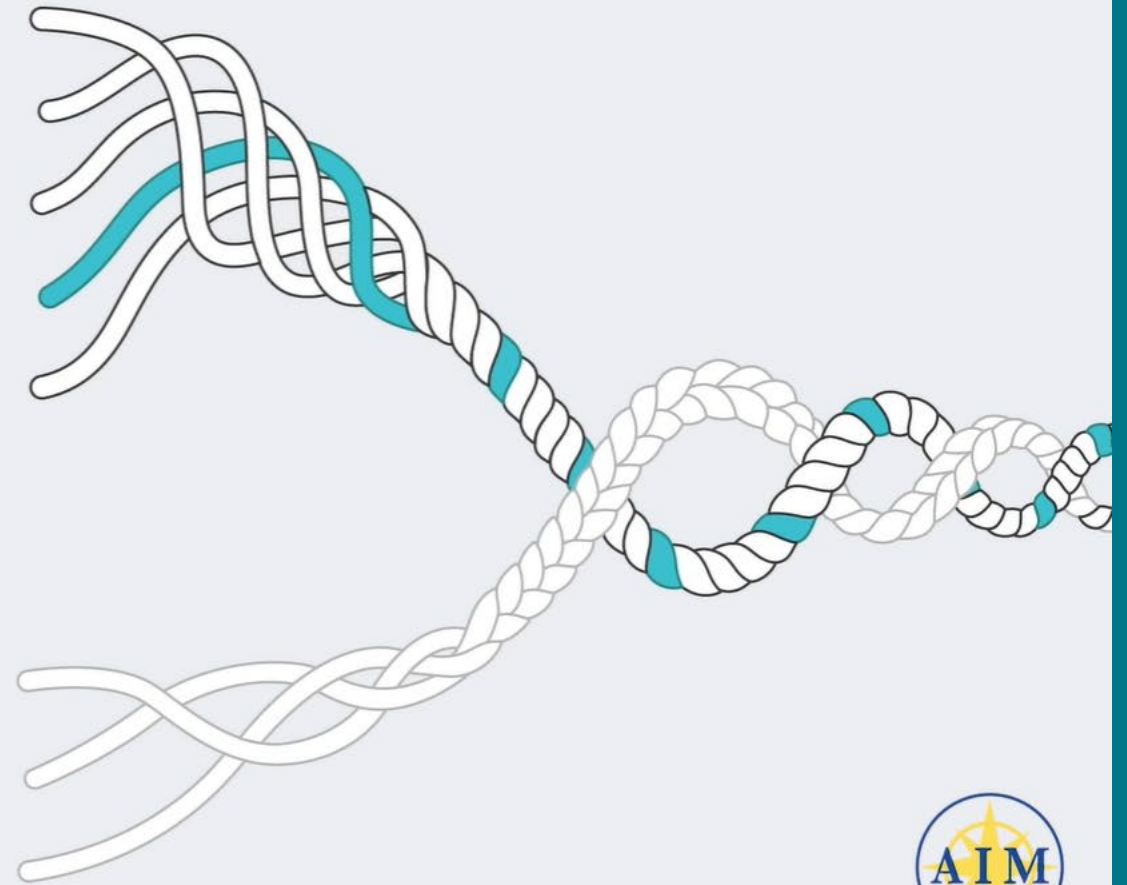
- syntax ducks on the pond, mallard duck, pond at the park
- semantics

VERBAL REASONING

Language Structures:

- inference
- metaphor

The pond was smooth
as glass.



LITERACY KNOWLEDGE

Literacy Knowledge:

- print concept
- genre

language of baseball



Language Comprehension

Ability to understand spoken language

Decoding

Ability to apply sound-symbol relationships to read words

Increasingly Strategic

Increasingly Automatic


Reading Comprehension



The Simple View of Reading

Reading comprehension is the product of decoding and language comprehension.



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

ōer ar dʌks an ðə pænd.

7th Inning Stress

It was the bottom of the 7th inning, and the score was tied. Kerri's son was up to bat. He

unlike his mother. The wasn't worried, even e loaded. There were

quack, quack."

re you quacking?"

ere are ducks on the

's choice and the game s. The team ended the

inning with stranded runners.



The Simple View of Reading

Reading comprehension is the product of decoding and language comprehension.



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

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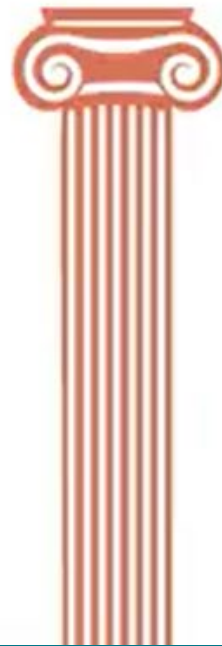
7

"BIG 5" Pillars of Reading

Phonemic
Awareness



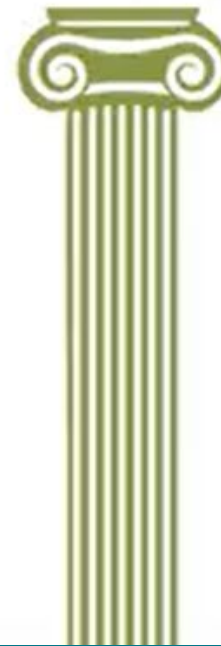
Phonics
Skills



Text Reading
Fluency



Vocabulary
Knowledge



Reading
Comprehension



Language Comprehension

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

Increasingly Strategic

Skilled Reading

Reading Comprehension 

Text Reading Fluency 

Word Recognition

- Phonemic Awareness  Phonological Awareness
- Phonics Skills  Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic



training option

*for K-3 educators
who do not teach
reading directly

NDSor: A Shared Responsibility



ASYNCHRONOUS, ONLINE MODULES

Featuring footage from ND classrooms highlighting implementation exemplars and includes the following content: Introduction to SOR, Systematic, Explicit Instruction, the 5 Big Ideas of Reading, and Data-Informed Decisions (MTSS). Intermittent checks for understanding support participants in knowledge acquisition.

Course completion: 2 hours

Targeted Audience: K-3 Educators who do not teach reading directly (Art, PE, Library, Music, etc.)

Cost: FREE for North Dakota educators

Modules

- Overview of HB 1388 & the Science of Reading
- Foundational Skills - Phonemic Awareness & Phonics
- Vocabulary & Background Knowledge
- Fluency & Comprehension



REGISTER NOW

NDCC 15.1-21-12.1 guidance and additional professional development resources at www.nd.gov/dpi/education-programs/science-reading



NDSoR: Reaching all Learners

+ opportunities for a
Community of Practice and
Facilitator Train the Trainer

FREE for ND educators!



Developed in partnership with the N.D. Department of Instruction and the AIM Institute for Learning & Research, this **asynchronous, online** course is designed for educators who are committed to learning about the connection between reading research, theoretical models of reading, and best practices for language and literacy instruction in the classroom.

Modules

1. **Understanding Effective Literacy Instruction & Structured Literacy**
2. **Elements of Structured Literacy: Word Recognition**
 - o Phonology & Phonological Processing, Understanding English Orthography & Orthographic Processing, Phonics Instruction, Reading Fluency
3. **Elements of Structured Literacy: Comprehension**
 - o Vocabulary: Working with Word Meaning; Language Structures & Syntax: Making Sense of Sentences; Background Knowledge & Verbal Reasoning: Making Inferences; Literacy Knowledge & Text Structures

Reaching all Learners Course

Approximately 20 hours

Online, asynchronous

Audience:

K-3 Teachers & Principals,
Reading, SPED, EL teachers
who teach reading directly,
Instructional Coaches
leading literacy work

Pre/Post Assessment required

FREE for ND educators

Register!

1 credit available (fee associated)

Community of Practice Add-On

Learn practical applications
for the Science of Reading

3, 1.5-hour virtual sessions
3:45-5:15pm

Module 1 Debrief
September 21st, 2023

Module 2 Debrief
October 24th, 2023

Module 3 Debrief
November 30th, 2023

Register!

1 credit available (fee associated)

A potential Spring CoP may be offered.

Facilitator Train the Trainer

Want to facilitate a
Community of Practice for
your district?

1 full-day face-to-face session

November 28th, 2023

Audience:
Instructional coaches

Teacher leaders

Professional Development staff

Register!

7 hours of Cafeteria Credit available.

Pre-Req: LETRS & Reaching All Learners

training option

*for K-3 educators
who do teach
reading directly

Questions? Contact Erica_Carney@k12.nd.us

Credit: 2 credits available: Pre- and Post-assessment required with a score of 80% or higher.

This course is funded by the North Dakota Department of Public Instruction to assist you in meeting the professional development requirements set forth in Century Code 15.1-21-12.1.



LETRS® for K-12 Educators



LETRS®: Language Essentials for Teachers of Reading & Spelling

LETRS® is a professional development that provides teachers with an understanding of scientifically-based best practices for instructional routines, activities, and approaches.

LETRS® is NOT a reading program or curriculum. Instead, LETRS® is KNOWLEDGE.



2 Volumes of Content put into 8 online learning units + benefit from Virtual Connects & In-Person Debriefs
Each volume takes one year to complete and consists of four units of content.

LETRS® provides K-12 educators with an in-depth understanding of the science behind teaching literacy and gives them the background and depth of knowledge to teach language and literacy skills to every student. Designed to be the cornerstone of a multiyear, systemic literacy improvement initiative, LETRS® is the most respected comprehensive professional development course for instructors of reading, spelling, and related language skills.

By registering for LETRS® Volume 1, you're committing to:

- Completing 4 asynchronous online modules: Unit 1 (12-16hrs) | Unit 2 (12-16hrs) | Unit 3 (12-17hrs) | Unit 4 (14-19hrs)
- Attending 4, one-hour synchronous professional learning community (PLC) meetups: 3:30-4:30pm
- Attending 4, face-to-face sessions (multiple cohort dates/locations): 9:00am-4:30pm

SPRING 2024 Vol. 1 Opportunities

FARGO

Cohort R (Wednesdays)
Kicks off Jan. 10 - Ends July 25th

Register!

BISMARCK

Cohort K (Thursdays)
Kicks off Jan. 11 - Ends Aug. 1st

Register!

Cost: \$550/person

[Click here for a full list of all Cohort Sessions & Dates](#)

Questions? Contact Keri.Whipple@k12.nd.us
Credit: 2 credits/semester available - total of 4 per year.

These cohorts are supported by the North Dakota Department of Public Instruction to assist you in meeting the professional development requirements set forth in Century Code 15.1-21-12.1.

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- Attending 8, half-day virtual sessions (12:00pm-3:00pm)

Spring 2024 Vol. 1 Opportunity

VIRTUAL

Cohort T - Kicks off December 11th, 2023, runs until April 30th, 2024

Register!

Cost: \$850/person

[Click here for all Sessions & Dates](#)

Questions? Contact Keri.Whipple@k12.nd.us
Credit: 2 credits/semester available - total of 4 per year.

These cohorts are supported by the North Dakota Department of Public Instruction to assist you in meeting the professional development requirements set forth in Century Code 15.1-21-12.1.

training option

*for K-3 educators who do teach reading directly

questions & answers

What questions do you have about SOR?

What is one thing that you can take back to your role that you learned today about SOR?





Resources

More info can be found at:

- www.ndseec.com
Literacy and Science of Reading pages)
- <https://www.nd.gov/dpi/education-programs/nd-science-reading>
- <https://www.facebook.com/groups/ndsor>