



DATASTARS – DATABASE OF **S**HARING, **T**EACHING, & **A**PPLYING **R**EADING **S**TRATEGIES: AN IMPROVING LITERACY PROJECT



IMPROVING LITERACY PARTNERSHIP
GRANT W/ OHIO DEANS COMPACT

2020/2021 SCHOOL YEAR



Incentive Grantee Team

PI: Dr. Megan Reister, Special Education & Early Childhood



Co-PI: Dr. Kathy McVey, Education Professor

Program Evaluator:
Dr. Mary V. Compton



School Partners

- **Christine Ballato**, Instructional Coach

East Garfield Elementary School

- EDU 345: Reading Diagnosis & Assessment
- Tutoring Collaboration
 - Culminating activity at conclusion of tutoring sessions

- **Helen Casto**, 4th grade teacher, Pugliese West Elementary School

- EDU 320: Content Area Reading
- Performance-Based Assessment (PBA)
 - Text Set
 - Big Book
 - New Literacies

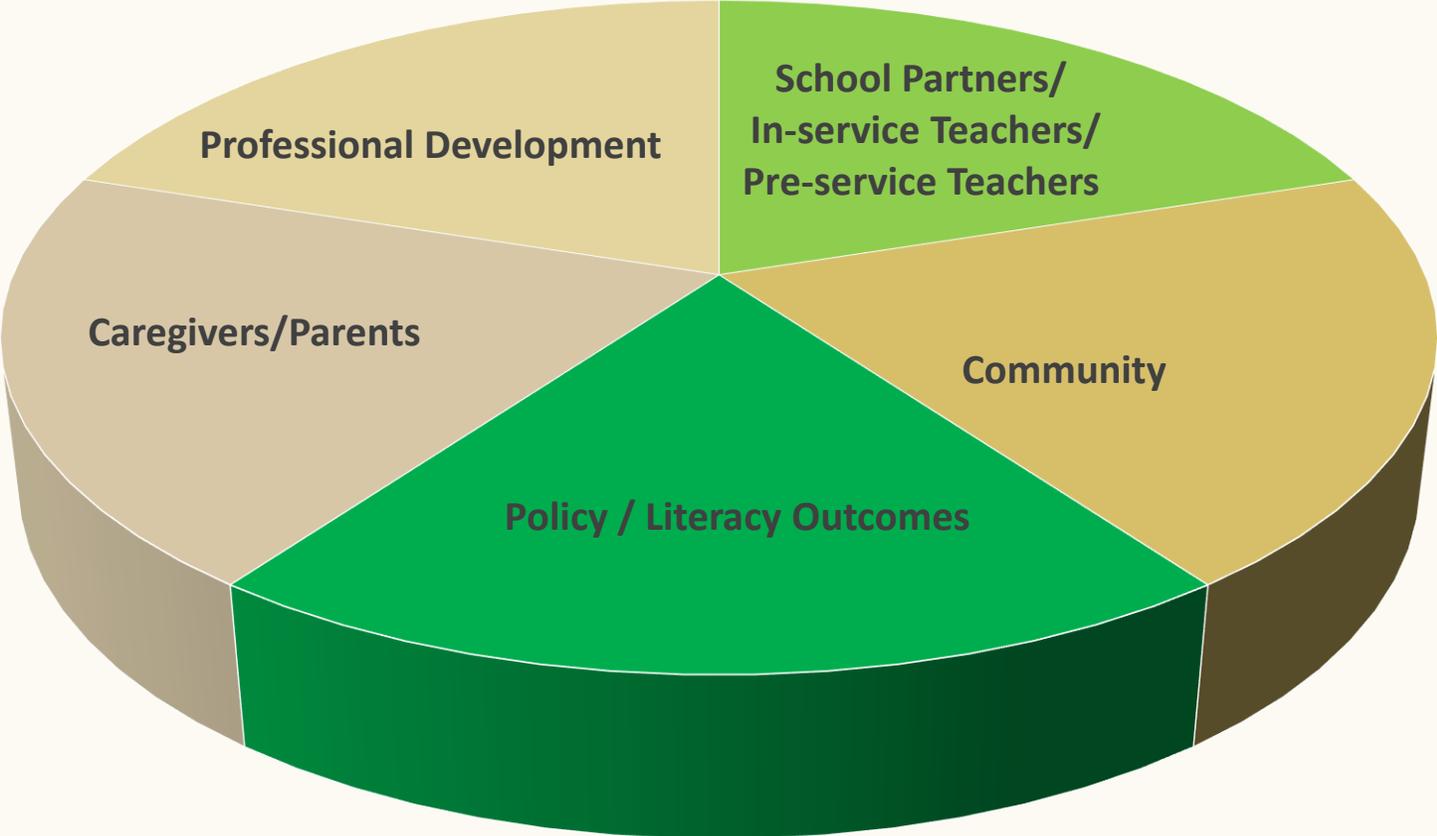


Success for All



DataSTARS Components

Realigning of reading core classes at IHE



Creation of a database of strategies aligned to SoR

Redesigning & Restructuring Reading Courses

- Review and analyze content and how it is presented and evaluated in existing reading courses syllabi
- Align course learning objectives and content with Science of Reading principles and content
- Design student learning activities to facilitate their acquisition and application of their knowledge of *Science of Reading*
- Design rubrics to assess students' performance in learning activities
- Measure and document student acquisition of content via pre- and post-course content knowledge assessments



Word Recognition Strategies

Intervention for Sound/Symbol Association and Phonetic

Coding: **Segment words into syllables by clapping, tapping, or counting that involves the phonological task of segmenting words.**

Interventions for Word Recognition and Word Automaticity: **Categorize words into common categories, for example: clothing, transportation, jobs.**

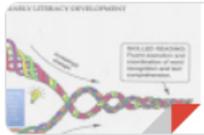


SELECTING OF STRATEGIES



Oct 21

Other Evidence-Based Reading Strategy that can be modified for many grade levels:
Concept of Definition Word Maps

 Data STARS Demo.mp4
Video

 Fidelity Checklist.docx
Word

1 class comment

 Data STARS Nov 17

Other Evidence-Based Reading Strategy that can be modified for many grade levels: Concept of Definition Word Maps --

Here is the link to my completed fidelity checklist:
<https://docs.google.com/document/d/1CoKs3gwv8TLEiaT8FtM3zHq6gtGoLOXQtEC5FdVTjx0/edit?usp=sharing>

Here are my responses to the open-ended questions --

1. Provide the context of the tutoring situation or classroom instruction (i.e., grade level, age, gender, race, target skill of instruction): I worked with a four year old little girl during a reading session. We are working on letter and sound identification with sight words. She is in preschool, Caucasian, and a female.
2. Have you used a fidelity checklist in your practice? Share your experience: Yes! I love fidelity checklists as they help me to break down into chunks what needs to happen during instruction. I'm grateful for the broken down steps of this strategy to help me understand how to implement it in my

DataSTARS supports –

- * the delivery of high-quality professional learning for practitioners,
- * teacher education candidates, &
- * higher education faculty.

STEP 1 OF TEACHING SYLLABLE CLAPPING



Phoneme segmentation and blending

Direct Instruction and Modeling

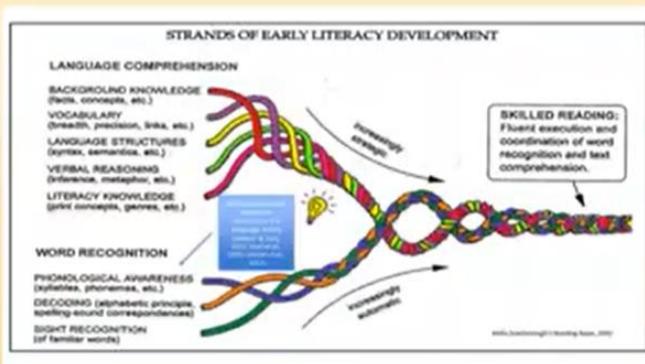


Demonstrate phoneme segmentation of one and two syllable words.

- o Allow student practice.

SCIENCE OF READING

• Scarborough's Reading Rope



What this means

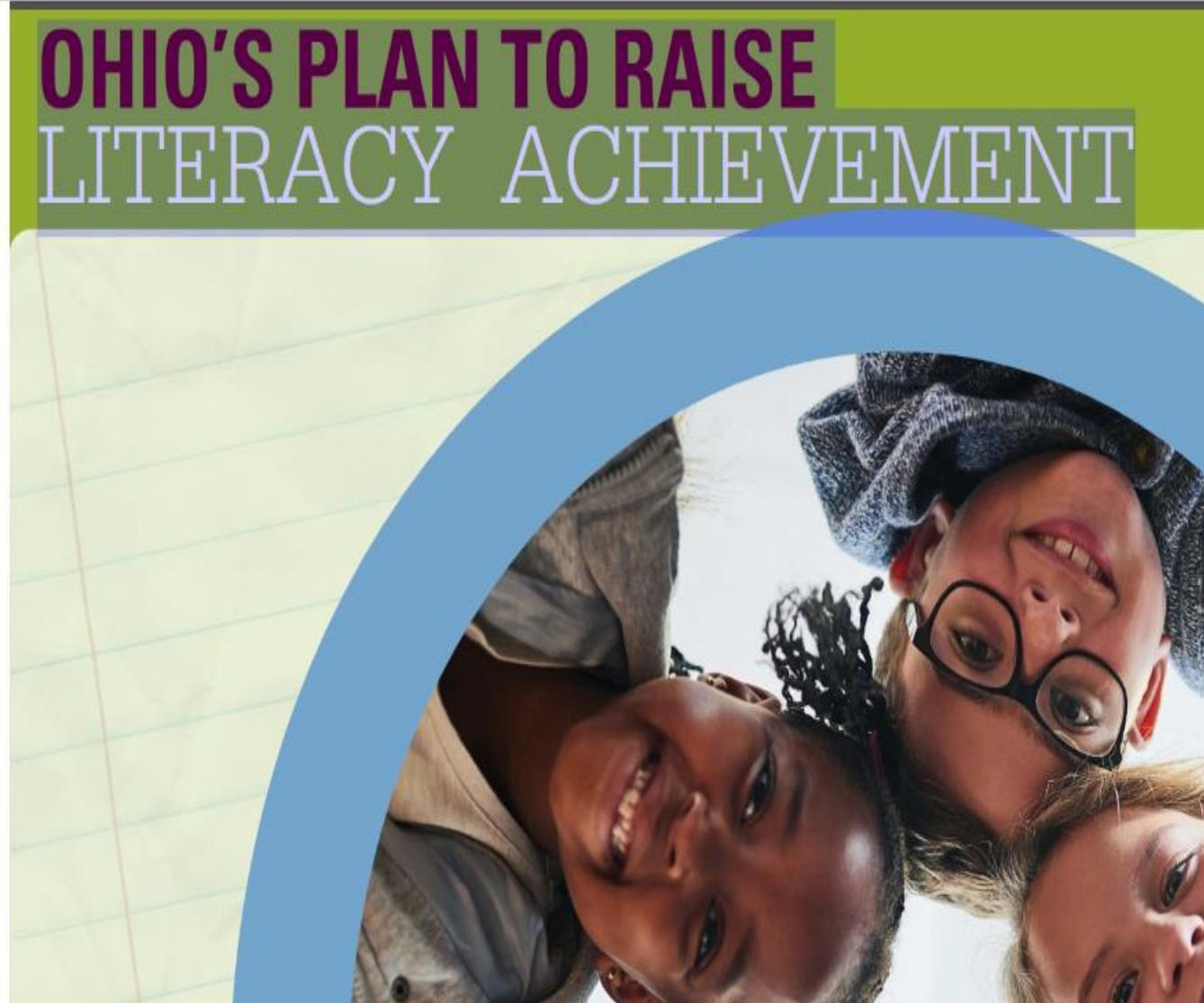
- Teaching syllables enables students to become skilled readers.
- Leads to mastery of fluency.

3. Begin the activity by telling the student to write three letters in the first space at the bottom (For example- "c-a-t"). After writing each letter, ask the student(s) to read the word they wrote.
4. Instruct the student(s) to change a specific letter and fill in the next row (For example- "change the t to a n and make the word 'can'"). After changing a letter, ask the student(s) to read the word they created.
5. Next, tell the student to change one letter to create a specific word (For example- "change one letter to make the word "cap"). This will require the student to think more independently about letter sounds and word recognition. Continue this step until new words are created in all sections and the ladder is completed. After each word, ask them to read the word back and ensure word recognition.

OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

A Working Document, representing Ohio's commitment to supporting literacy development for ALL learners

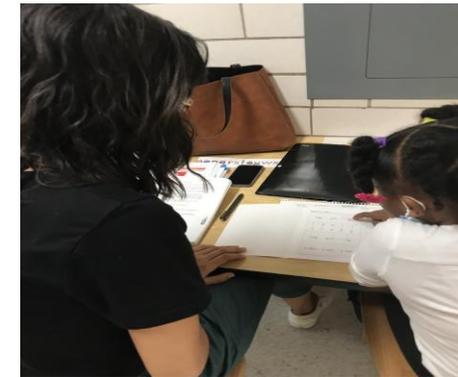
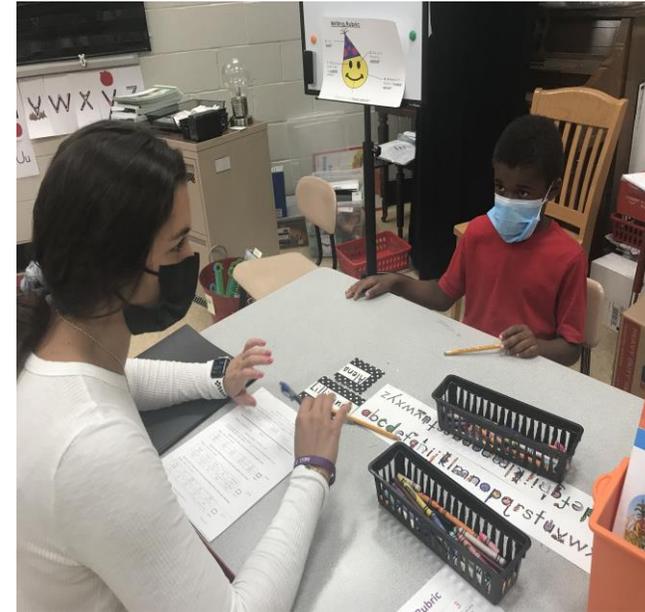
- Numerous Individual and State Literacy Team Contributions
- Aligns with the Science of Reading
- Integrates Social and Emotional Learning Standards
- Collaboration Among Educators
- Taken From:
<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx>





Tutoring Collaboration

- The collaborative partnership between **Dr. McVey's EDU: 345 Reading Diagnosis & Assessment Class** and **East Garfield Elementary** provides critical intervention to struggling first grade readers.
- University tutors incorporate *Science of Reading* knowledge and skills with Steubenville City School District's *Success for All* reading materials during tutoring sessions.
- Tutors use knowledge gained in the classroom to diagnose gaps in phonemic awareness, letter sounds, & word reading.
- Diagnostic assessment data is used to plan and monitor individualized tutoring activities.
- **30 minute tutoring session activities** include: phonemic awareness, letter skills, word skills, spelling, and reading of decodable text.
- Tutors reassess after four sessions to measure reading gains and plan new or continued activities.
- This diagnostic approach to tutoring utilizing the cycle of effective instruction and the *Science of Reading* has helped close reading gaps.





Goals for DATA STARS: Database of Sharing, Teaching & Applying Reading Strategies.

Questions? Email us at:
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- Revise and strengthen our reading courses' **syllabi**
- Strengthen our **professional development**
- Create a **more inclusive** system to help our pre-service teachers recognize they should hold high expectations for *all* learners
- Engage in and foster **interdepartmental** collaboration
- Book study** to learn more and go deeper into the *Science of Reading*
- Incorporate standards from the **International Dyslexia Association (IDA)**
- Introduce **word recognition** strategies
- All of the strategies** featured in the virtual database will involve **explicit instruction** and seek to improve reading skills both at the word recognition level and reading comprehension level





References

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Seidenberg, M.S. (2016). *Language At The Speed of Sight: How We Read, Why So Many Can't, And What Can Be Done About It. Basic Books Publishing, NY.*