February 20, 2024

Committee on Accreditation
1900 Capitol Avenue
Sacramento, CA 95811
Via email: accreditation@ctc.ca.gov

Re: **Mills College at Northeastern University (MC:NU) Preliminary Multiple Subject Program Approval**

Dear Committee on Accreditation:

On behalf of the organizations listed below, we are writing you with respect to Agenda Item 7 from the January 25, 2024, Committee on Accreditation (COA) meeting in which the COA voted to unanimously grant Initial Program Approval to MC:NU's preliminary Multiple Subject program.

We would like to file a formal compliance complaint with the COA as this new educator preparation program does not comply with the current literacy instruction precondition 3 and also fails to meet the Domain 7 literacy teaching standards required as a result of Senate Bill 488. The documentation submitted also refers to outdated precondition requirement language and does not meet the criteria defined in the evidence guidance aligned with current requirements.

We also believe that the Commission on Teacher Credentialing (CTC) has failed to ensure that the MC:NU's preliminary Multiple Subject program aligns with CA EDC Section 44259(b)(4) inclusive of subparagraphs (A) and (B) and CA EDC Section 44259.5(a) in that it is allowing instructional practices in the program's coursework that are not "evidenced-based",

supported by research, or reflective of guidance in the English Language Arts/English Language Development Framework.

The scope of our compliance complaint is as follows:

Literacy Domain 7 Teaching Standards & Literacy InstructionPrecondition 3:
Both the Literacy Domain 7 Teaching Standards and the Literacy Instruction Precondition 3 require documentation that the educator preparation program's reading instruction is supported by research and is evidence-based. Yet several areas in the syllabi cited above refer to: "**guided reading**" with additional references to "**leveled texts**", "**running records**", "**three-cueing**", and "**balanced literacy**" practices and tools typically aligned to a disproven theory of how reading acquisition develops and other practices that are not research-based.

In addition, there does not appear to be sufficient emphasis on evidence-based foundational reading skills as required in Literacy Teaching Standard 7a, literacy instruction precondition 3 , or California Education Code Section 44259(b)(4)(A) and (B).

It should be noted that one of the prominent required text readings cited in the course syllabi is Fountas, I., & Pinnell, G.S. (2006). Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann.

According to the National Center on Teacher Quality, Reviews of Reading Instructional Materials Used by Teacher Preparation Programs, this text, found in the course syllabi, is rated as "**Unacceptable**" with the following comment:

"While there are many components of good reading strategies in this text, the theoretical framework is balanced literacy. This approach uses the three cueing system. Allowing students to guess at words based on visual, semantic, and syntactical clues is unacceptable. Students must be taught

through explicit, direct, instruction how to efficiently decode words. The text does provide adequate information on engagement with texts for meaning and application of reading strategies to use within the text, thinking beyond the text, and thinking about the text. The guided reading, leveling system of reading is questionable. Because the science of reading does not match with the philosophy of Fountas and Pinnell (2006), this text is not recommended for preservice teachers or reading professionals.”

Also, cited as required reading in the course syllabi is Fountas, I.C., & Pinnell G.S. (2017). <u>Guided Reading: Responsive Teaching Across the Grades</u>. Portsmouth, NH: Heinemann.

According to the National Center on Teacher Quality, [Reviews of Reading Instructional Materials Used by Teacher Preparation Programs](), this text, found in the course syllabi, is rated as "**Unacceptable**" with the following comment:

"Despite revisions and updates to this second edition of Guided Reading: Responsive Teaching Across the Grades (2017), there is still <u>considerable misinformation on research-based practices for analyzing and responding to observations on students' reading performance</u>. T<u>he authors of this text encourage the use of MSV (meaning, structure, and visual information) coding to categorize decoding errors in oral reading</u>. Extensive research points to the effectiveness of data analysis and systematic instruction for all readers, and argues the critical importance of this approach for at-risk readers. While the authors acknowledge phonemic awareness as a variable of reading development, <u>they state that "very little phonemic awareness training is needed,"</u> (p. 398). Similarly, information on effective phonics instruction is concerning. <u>While the authors recognize that phonics instruction may be beneficial for some students, the guidance provided in this text does not align to the research on explicit instruction</u>. Rather the authors guide readers to use in-the-moment incidental instruction. When

students have difficulty making sense of the relationships of graphemes and morphemes to accurately decode unknown words, explicit instruction is essential. <u>Since the leveled readers are the source of instructional material, and are not pattern-based or decodable, the strategic and direct approach to phonics instruction that struggling readers need is not provided for within this framework</u>. Not only does this text lack specific guidance for teachers on how to provide this instruction effectively, the authors encourage teachers to celebrate when students rely on other strategies to decode. The authors provide a scenario to illustrate the support of strategies that bypass using the print form of the word to decode, "this is an emerging behavior and certainly a cause for celebration - he used meaning (picture)," (p. 409). <u>The instructional recommendations provided in this text are concerning given their misalignment to current research on effective instruction</u>."

Also cited in required course syllabi reading is Scholastic, <u>How to Take Running Records,</u> which is also based on debunked three-cueing practices and text leveling. [See Attachment A for Alphakids Assessment "How to Take Running Records" example by Scholastic.]

The California Department of Education "[Resource for Implementing the ELA/ELD Framework: Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#)" (pages 11 and 14) states:

"It is crucial that students are taught to monitor their understanding as they decode words in connected text. All students need to know that text should make sense and convey meaning. Contextual analysis can be used to verify the accuracy and fit of the word in the sentence or larger discourse. <u>Contextual analysis, however, should not be relied upon to identify the word.</u>"

The instructional practices encouraged in the program's course syllabi encourage and actually reinforce bad habits that are used by poor readers as further stated in the CDE Resource Guide:

"In their haste, students may guess at words, use only partial alphabetic decoding, or draw exclusively on other cues, such as context or images. Doing so regularly results in less practice with the full alphabetic decoding that is necessary for building the accuracy and automaticity with word identification that will serve readers well at present and over time."

It is disturbing that the COA Agenda Item 7 (referenced above) states "it bears noting that the proposed Preliminary Multiple Subject ….program under consideration in this item have demonstrated alignment to the new literacy standard." (page 1) when, in fact, the course syllabi appear to be based primarily on debunked balanced literacy practices with very little evidence-based practices included.

As stated in the Accreditation Handbook, "the precondition reviews in years one and four, however, are not the only times in which an institution may be found to be out of compliance. If it comes to light in any manner and at any point during the 7-year cycle that an institution is out of compliance with a precondition, action may be taken by the COA against the institution." (**Source**: Accreditation Handbook, Chapter 4, page 3)

We are gravely concerned that the Commission on Accreditation has approved this program and we are formally filing a compliance complaint and request that COA take appropriate and immediate action.The use of these debunked methods is an incursion on the civil rights of the K-12 students who will be taught using the methods promoted at the MC:NU Oakland campus. Accordingly, we are informing the Oakland Branch's and California State NAACP's education teams in order to monitor this situation.

For future accreditation review, we recommend that the COA and its BIR reviewers consider using the educator preparation program resources

including model syllabi and course refinement tools accessible at [The Reading League Compass website](#).

Respectfully submitted,

Lori DePole & Megan Potente   Todd Collins
Co-State Directors   Founder
Decoding Dyslexia CA   California Reading Coalition

Yolie Flores
CEO/Founder
Families in Schools

Cc: Commission on Teacher Credentialing
       Mary Sandy, Executive Director
       Dr Lawansa Wesley, State NAACP Education Committee Chair
       Kareem Weaver, Oakland NAACP Education Committee Chair

Enc:

Attachment A:
       Copies of MC: NU Syllabi for Courses EDUT 6106, 6107,6108

       Scholastic "How to Take a Running Record" example

Attachment B:
       CA Education Code Sections 44259(b)(4)(A) and (B)

"Content Contrary to Research-Based Practices"
Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A.,
& Peske, H. (2023). Teacher Prep Review: Strengthening
Elementary Reading Instruction. Washington, DC:
National Council on Teacher Quality, pp. 10, 68-73.
(Endnotes to Appendix C with supporting research cited)

Attachment C:

"10 Maxims: The Research Support - What We've
Learned So Far About How Children Learn to Read" by
Dr. G. Reid Lyon (Peer-reviewed research attached)

Attachment A

Copies of Syllabi for Courses EDUT 6106, 6107,6108

Scholastic "How to Take a Running Record" example

Week # Date	Synchronous	Asynchronous
	See TPE Mapping on pg. 4	
1	***Understanding Multiliteracies*** • Introduction to Course and Multiliteracies • Interactive Lecture: Critical Strategies for Understanding and Composing Texts • Break • Group Activity: Analyzing Different Types of Texts • Discussion: The Role of Literacy in Education • Wrap-up and Preview of Next Session	• Read: Cope, B., & Kalantzis, M. (2000). Multiliteracies: Literacy learning and the design of social futures. Routledge. (Chapters 1 and 2) • Fountas & Pinnell (2001), Ch 1 The Foundations of Phonics (available on Canvas) • Murphy (2017), Ocean Vuong on why reading will always be a political act • Rasinski, Mraz, & Smith (2018) Ch. 4 Phonological Awareness, Letter Recognition, and Phonics • Williams-Garcia, One Crazy Summer, read through pg. 22 • Assignment Due: Reflective response to the readings (due before Week 2 synchronous session)
2	***Diverse Methods of Reading and Writing Instruction*** • Lecture: Meaning-making in various approaches to Reading and Writing Instruction • Group Activity: Strategies for Effective Reading Instruction • Break • Workshop: Creating Writing Instruction Plans • Reflection and Discussion **Letters of the Alphabet and Phonological Awareness:** • Explicit instruction on the alphabet and phonological awareness, phonemic manipulation to enhance phonemic awareness. • Evidence-based multisensory approaches to letter recognition and sounds. • Diverse learning styles.	• Read: Pressley, M. (2006). Reading instruction that works: The case for balanced teaching. Guilford Press. (Chapters 4, 5, and 6) • Willis, A & Harris, J. (2000). Political acts: Literacy learning and teaching in Reading Research Quarterly, 35/1, 72-88 • Watch: Guided reading screencast (available on Canvas) Williams-Garcia, One Crazy Summer, read through pg. 85 • Assignment Due: Draft a reading instruction plan (due before Week 3 synchronous session) • Reflect on the guided reading screencast. Book Club journaling on "One Crazy Summer" readings.

Week # Date	Synchronous	Asynchronous
3	**Assessing Literacy Skills and Classroom Management** • Interactive Lecture: Assessing Literacy Skills • Group Activity: Designing Literacy Assessments • Break • Lecture and Discussion: Classroom Management for Literacy Instruction • Workshop: Creating Classroom Management Strategies for Literacy Lessons **Inclusive Literacy Instruction** • Lecture: Inclusive Literacy Instruction • Discussion: Strategies for Supporting Diverse Learners in Literacy	• Read: Meltzer, J., Smith, N.C., & Clark, H. (2001). Adolescent literacy resources: Linking research and practice. Center on Instruction. (Sections on Assessment and Classroom Management) • Scholastic, How to Take Running Records ← attached #1 • (available on Canvas) • Williams-Garcia, One Crazy Summer, read through pg. 167 • Assignment Due: Design a literacy assessment tool and write a short essay on your proposed classroom management strategy (due before Week 4 synchronous session) • Exit Slip based on the content learned so far.
4	**Phonics, Spelling, and Word Recognition** • Structured phonics instruction, letter-sound relationships, spelling rules, pronunciation, and sound-symbol correspondences. • Syllable patterns, cadences, word beginnings and endings, rhyming, • Spelling instruction strategies, phonetic and morphemic approaches. • Developmental stages. • Complete Phonics, Word Recognition, Syllables, and Spelling Jigsaw • Break • Workshop: Developing an Inclusive Literacy Instruction Plan • Reflection and Course Wrap-up	• Read: Tomlinson, C.A., & McTighe, J. (2006). Integrating Differentiated Instruction & Understanding by Design: Connecting content and kids. ASCD. (Chapters 3 and 4) • Gillis & Eberhardt, Phonemic Awareness and Phonics, pp 5-15 & pp 40-58 (available on Canvas) • Bios of Phonemic Awareness and Phonics • Gillis: https://iferi.org/margie-b-gillis/ • Eberhardt: https://rowepub.com/authors/nancy-chapel eberhardt/ • Williams-Garcia, One Crazy Summer, complete the book • Assignments Due: - Book Club journaling on the completion of "One Crazy Summer"

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
		- - Final project – a comprehensive literacy instruction plan, incorporating concepts learned throughout the course (due one week after Week 4 synchronous session)

Week # Date	Synchronous	Asynchronous
	• *Decodable texts & encoding exercises* • *Sound-letter mappings, word formation.*	
2	***Planning for Literacy Instruction and Consideration of Diverse Learners*** • Discussion: Reflecting on the importance of matching text types to purposes. • Mini-lecture: Literacy Instruction for Diverse Learners • Group Activity: Exploring Literary and Complex Text Through Questioning, Discussion, Viewing, Analysis, and Multimodal presentations - Practice engaging and modifying the 3 lesson plans in small groups for your field experience • Group Activity: Sharing draft Personal Literacy Philosophy Statements • Task: Brainstorming for Literacy Instruction Unit Plan	• Readings: Cummins, J., Hu, S., Markus, P., & Montero, M. K. (2015). Identity Texts and Academic Achievement: Connecting the Dots in Multilingual School Contexts (pp. 1-30). TESOL Quarterly. • Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann. (Chapter 15) ← *Fountas & Pinnell* • Kilpatrick (2015). Essentials of Assessing, Preventing, and Overcoming Reading Difficulties • Assignment: Continue work on Literacy Instruction Unit Plan (due Week 3)
3	***Embracing Cultural and Linguistic Diversity in Literacy Instruction*** • Discussion: Reflecting on assigned readings • Activity: Effective literacy instruction for diverse learners (including students with dyslexia) • Group Activity: Sharing draft Literacy Instruction Unit Plans	• Readings: García, O., & Wei, L. (2014). Translanguaging: Language, Bilingualism and Education (pp. 1-28). London: Palgrave Pivot. • Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann. (Chapter 24) ← *Fountas & Pinnell* • California Dyslexia Guidelines. Chapters 1 - 7 • Assignment: Begin work on Diversity in Literacy Instruction Project (due Week 4)

Week # Date	Synchronous	Asynchronous
	• Task: Brainstorming for Diversity in Literacy Instruction Project **Morphological Awareness** • Morphology & complex words • Prefixes, suffixes, root words • Word formation, vocabulary, comprehension	
4	*Consolidating Knowledge and Looking Ahead* • Discussion: Reflecting on readings from "Teaching for comprehending & fluency" • Mini-lecture: Wrapping Up and Comprehension Inquiry Overview • Group Activity: Sharing draft Diversity in Literacy Instruction Projects • Task: Discuss anticipated challenges implementing strategies from Rief and brainstorm solutions in developing students' higher order thinking skills through writing.	• Readings: Free-choice reading related to literacy instruction for diverse learners and readings from "Words Their Way, Chapter 1" Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2019). Words their way: Word study for phonics, vocabulary and spelling instruction. Hoboken, NJ: Pearson. • Rief (2002). "Writing to Learn: Strategies for Developing Higher Order Thinking Skills in Elementary Students" • Assignment: Finalize and submit Diversity in Literacy Instruction Project and Comprehension Inquiry

Course Materials

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Readings: This course requires no textbook. All readings and related materials will be posted on the course's Canvas site.

Assignments

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

1. **Balanced Literacy Lesson Plan (30%):** In this assignment, students will create a detailed lesson plan that demonstrates their understanding of balanced literacy. The plan should include specific strategies for integrating reading, writing, language arts, and literature instruction. It should also demonstrate how the lesson can be adapted to suit diverse learners. The Balanced Literacy Lesson Plan should demonstrate an understanding of balanced literacy instruction and ability to effectively integrate reading, writing, language arts, and literature instruction. The lesson plan should be adaptable to suit diverse learners. Grading for this assignment will be based on the clarity and quality of the plan, demonstrated understanding of balanced literacy principles, the feasibility of the strategies proposed, and the extent to which the plan can be adapted for diverse learners. For more information on this assignment, please go to this link.

2. **Literacy Program Proposal (30%):** Students will propose a comprehensive literacy program for a hypothetical elementary school. The proposal should demonstrate a deep understanding of how to address the needs of diverse student populations, how to integrate the teaching of reading, writing, language arts, and literature, and how to assess and adjust the program based on student outcomes. The Literacy Program Proposal should demonstrate a deep understanding of how to address the needs of diverse student populations, how to integrate the teaching of reading, writing, language arts, and literature, and how to assess and adjust the program based on student outcomes. Rely on demographic and achievement data published online for the school district you teach in or intend to teach in. Grading for this assignment will be based on the comprehensiveness of the proposal, demonstrated understanding of literacy instruction and assessment, consideration of diverse student needs, and the feasibility of the proposed program. This analytic rubric will be used to evaluate this proposal.

3. **Reflection Journal (20%):** Throughout the course, students will keep a reflection journal where they document their learning journey, including insights from the readings, insights from their practical experiences, and

reflections on how they can apply what they have learned in their future teaching practices. At various points in the semester, the instructor will provide specific prompts for you to analyze student work/progress on literacy development and assessment and discuss how you will address what you observed and analyzed. ==These are some of the potential prompts that we have used in the past==. You will discuss these responses in class and with your supervisor, instructors, peers, and/or cooperating teacher. At the end of the course, students will submit a final reflective entry summarizing their growth and future goals. Students are expected to keep a reflection journal documenting their learning journey. The journal should include insights from the readings, insights from practical experiences, and reflections on how the learning can be applied to their future teaching practices. Grading for this assignment will be based on the regularity of journal entries, the depth of reflections, connections made between course content and practical experiences, and evidence of growth and learning over the course of the semester.

4. **Class Participation & Bonus Assignments (20%):**

   A. Word Work Project

   This assignment comprises four parts:

   - **Spelling Inventory Data:** Students will administer a spelling inventory to their class or a selected group, presenting the results as raw data.
   - **Spelling Inventory Report:** Post scoring the inventories, students will construct a Classroom Composite Chart, bifurcate students into instructional groups, and decide the instructional focus for each.
   - **Word Work Mini-Lesson Plan Draft:** Based on needs identified in the inventory, students will draft a mini-lesson plan focused on specific practices.
   - **Word Work Mini-Lesson Reflection:** Students will reflect on the implementation of their Word Work Mini-Lesson, capturing successes, challenges, and questions arising from the project.

   B. Writing Workshop

   Towards the semester's close, students will participate in a writing workshop exploring the genre of children's book reviews. Leveraging the Study Driven model, students will examine mentor texts, draft their book reviews, and collaboratively edit and share their writings. This workshop will comprise both synchronous and asynchronous work, focusing more on engaging with the Writing Workshop structure than on the finished product.

Grading

All assignments in this course will be graded using a point system. Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, presentation, and class activities.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students will qualify for consideration of an incomplete only if the required internship timeline goes beyond the semester. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

Grades
97-100 A
93-96 A-
88-92 B+
83-87 B
79-82 B-
76-78 C+
73-75 C
70-72 C-

Assignment	Points
Balanced Literacy Lesson Plan	30
Literacy Program Proposal	30
Reflection Journal	20
Class Participation & Bonus Assignments	20
Total	**100**

Schedule

This calendar provides a comprehensive overview of the course activities and expectations. It should be adapted based on actual semester dates, student needs, and specific course content.

Please note that synchronous sessions do not meet consecutively. Be sure to note the class meeting dates and times in your calendar.

Readings and assignments are due on the date within the same row.

Week # Date	See TPE Mapping on pg. 4	
	Synchronous	Asynchronous
1	**Understanding and Planning Balanced Literacy Instruction** • *Introduction to Balanced Literacy (1 hour)* • *Planning for Diverse Student Needs (1.5 hours)* • *Discussion on Dyslexia Guidelines (0.5 hour): Understanding dyslexia and its implications in literacy teaching. Discussing the definition of dyslexia from the guidelines and understanding its*	• Reading: Fountas, I.C., & Pinnell, G.S. (2017). "Guided Reading: Responsive Teaching Across the Grades" (Chapters 1-3). Portsmouth, NH: Heinemann. • edTPA Academic Language Documents • Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling

Week # Date	Synchronous	Asynchronous
	significance in balanced literacy instruction. • *Introduction to Literacy Program Proposal (1 hour).* • *Activity: Start outlining the sections of the Literacy Program Proposal* **Reading Fluency** • *Accuracy, Prosody, and Rate* • *Repeated readings, guided oral reading, performance-based reading* • *Accuracy, expression, reading rate* • *Technology-based interventions; fluency software, personalized & engaging practice*	instruction. New Jersey: Prentice Hall. (Chapters TBD) • Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) • California Dyslexia Guidelines (Review Chs. 1, 11, 12) • Assignment: Begin working on the Literacy Program Proposal (Section 1: Introduction and Needs Assessment).
2	***Exploring Evidence-Based Strategies in Balanced Literacy*** 1. Exploring Evidence-Based Strategies (1.5 hours) • Mini-lecture: Evidence-based strategies in balanced literacy • Activity: Analyzing videos of literacy instruction 2. Workshop: Literacy Program Proposal (2.5 hours) • Discussion: Share progress on the proposal • Activity: Peer feedback on Section 1; start working on Section 2 (Literacy Instruction Strategies) **Instructional Strategies** • Direct, systematic, explicit instruction • Applied practice; connected, decodable text • Differentiated instruction: diverse learners, English Language Learners, special need students **Advanced Skills for Complex Disciplinary Texts**	• Reading: Reutzel, D.R. (2020). "Balanced Literacy: Teaching in the Middle" (Chapters 4-6). New York, NY: Guilford Press. • Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) • Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) • Assignment: Continue working on the Literacy Program Proposal (Section 2: Literacy Instruction Strategies)

Week # Date	Synchronous	Asynchronous
	• Semantic, syntactic, and morphological knowledge • Discipline-specific comprehension & expression	
3	***Implementing and Monitoring Balanced Literacy Program*** 1. Implementing Balanced Literacy (1.5 hours) • Mini-lecture: Implementing and monitoring a balanced literacy program • Activity: Breakout rooms to discuss challenges and solutions in implementing balanced literacy 2. Workshop: Literacy Program Proposal (2.5 hours) • Discussion: Share progress on the proposal • Activity: Peer feedback on Section 2; start working on Section 3 (Implementation and Monitoring) • Sample lesson on Utilizing Literacy Assessments for student learning	• Reading: Pressley, M. (2006). "Reading Instruction That Works: The Case for Balanced Teaching" (Chapters 7-8). New York, NY: Guilford Press. • Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) • Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) • Assignment: Continue working on the Literacy Program Proposal (Section 3: Implementation and Monitoring). Word work project.
4	***Evaluating and Refining Balanced Literacy Program*** 1. Evaluating and Refining the Program (1.5 hours) • Mini-lecture: Evaluation methods and refining a balanced literacy program based on feedback • Activity: Role-play - giving and receiving feedback on literacy instruction 2. Workshop: Literacy Program Proposal (2.5 hours) • Discussion: Share progress on the proposal	• Reading: Duke, N.K., & Block, M.K. (2012). "Improving Reading in the 21st Century: Five Principles of Effective Literacy Instruction" (Chapter 9). New York, NY: Routledge. • Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) • Ray, K.W. (2006). Study driven: A framework for

	Week # Date	Synchronous	Asynchronous
	See TPE Mapping on pg. 4		
		• Activity: Peer feedback on Section 3; final touches on the entire proposal	planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) • Assignment: Finalize the Literacy Program Proposal and Balanced Literacy Lesson Plan due at the end of the week.

How to take running records. Scholastic-Canada

<u>Required reading citation provided in original EDUT 6106 syllabi:</u>

"Required Texts Provided on Canvas:

Alphakids Assessment (2002). How to take running records. Scholastic-Canada. Retrieved from http://scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/runningrecords.pdf"

Note: Link above was bad but was unable to find an example of Alphakids Assessment (Gr. K) here: https://www3.scholastic.ca/lpeyx-teaching-support/wp-content/uploads/sites/8/pdfs/additional/programguide/GrK-runningrecords.pdf

(see attached)

How to Take Running Records

(from Alphakids Assessment Kit Teacher's Guide)

Running Records capture what children know and understand about the reading process. They capture children's thinking. Running Records provide you with an opportunity to analyze what happened and plan appropriate instruction. From Running Records, you have evidence of what the child is able to do, ready to learn, and learning over a period of time. Noted researcher Marie Clay designed this very effective and widely used tool.

A Running Record is not just the recording of right and wrong words. It requires observing all behaviours to help determine the "thinking process" children are using as they read the text. A correct response does not necessarily reveal the thinking a child is using unless they have verbalized or shown through body language (e.g., eyes go to the picture, finger moves back across the text) their mental processing. A Running Record provides you with a playback of an entire oral reading conference, including the smallest details on the reader's attitude, demeanour, accuracy, and understanding. With this information, you can analyze behaviours, responses, competencies, initiatives taken, and in turn, determine instructional needs. You are therefore encouraged to record all behaviours children display during reading conferences. Running Records are also a critical piece of assessment for the formation of dynamic (changing regularly) guided reading groups, and allow for the selection of "just right" texts and the teaching of appropriate strategies. Running Records allow you to document progress over time when an initial or baseline record is compared to a more recent one.

Taking a Running Record

To take a Running Record, sit beside a child as he or she reads the text aloud in a natural and relaxed environment. It is necessary to select a time when you can hear the child read without interruptions, such as when children are engaged in quiet reading or working at various centres. Observe and record everything the child says and does during the reading. You will find yourself noticing more and more about children's reading behaviours each time you take a Running Record. Because there is a set code for recording, all teachers can understand and then discuss, analyze, and plan teaching strategies for the child or small groups of children.

Recording

The following conventions provide a consistent approach to recording reading behaviours. (Based on Clay 1993, Kemp 1987, and Goodman & Burke 1972) With these notations, every effort the child makes is recorded in detail. For a readily available recording sheet, see page 13.

Running Records are taken to:

- guide teaching
- match readers to appropriate texts
- document growth overtime
- note strategies used
- group and regroup children for instruction

Behaviour	Notation	Example
Correct response	Mark every word read correctly with a check mark	✔ ✔ ✔ ✔ ✔ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✔✔ ✔ the ✔ Can you see my eyes?
Omission	Place a dash above the word left out.	✔ ✔ ✔ – ✔ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✔ ✔ ✔ big ✔ Can you see my ¯ eyes?
Attempt	Write each attempt above the word in the text.	✔ ✔ ✔ ✔ e-ey Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✔ ✔ ✔ ✔R ✔ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✔ ✔ ✔ A ✔ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✔ ✔ ✔ ✔ Can you see my|T eyes?
Self-correction	Write SC after the corrected word.	✔ ✔✔ the/SC ✔ Can you see my eyes?

* An appeal for help from the child is turned back to the child for further effort
  (e.g., Say: You try it. If the child is unsuccessful, the word is teacher-given (told word).

Note

Insertions add errors. A reader could have more errors than there are words on a line. However, a reader cannot have more errors than words on a page.

Scoring a Running Record

You can use the following scoring to assess a child's performance.

1. Count only the running words in a text. Running words do not include titles, subtitles, captions, and so on. The running word count for the *Literary Place for the Early Years* books is included on each corresponding teaching plan.

2.

Count as one error:	Do not count:
▶ a substitution	▶ self-corrections
▶ an omission	▶ repetitions
▶ an incorrect attempt	▶ a correct attempt
▶ an unsuccessful appeal	▶ a successful appeal
▶ a told word	▶ words pronounced differently in a child's dialect or accent
▶ an insertion	

3. Count *each* word in a skipped line as an error.

4. Count a skipped page as one error and subtract the word count for that page from the total word count.

5. Count proper nouns read inaccurately only once. Count other words read inaccurately each time.

6. Calculate the Percent of Accuracy for a record by subtracting the total number of errors made from the number of running words in the text. The answer will then be divided by the number of running words.

Calculating Percent of Accuracy

1. Running Words − Total Errors = Score

☐ − ☐ = ☐

2. Score ÷ Running Words × 100 = % Accuracy

☐ ÷ ☐ × 100 = ☐%

7. Determine the Self-Correction Rate for a record. The Self-Correction Rate indicates how well a child self-monitors his or her reading. Calculate this rate by adding the total number of errors to the total number of self-corrections and dividing this sum total by the total number of self-corrections. For example, six total errors plus two self-corrections equals eight. If you divide eight by the total number of self-corrections, the answer is four. The self-correction rate is then recorded as 1:4, which shows the child self-corrected one time for every four words misread. A Self-Correction Rate of up to 1:5 shows the child is self-monitoring and using decoding strategies.

Calculating Self-Correction Rate

1. Total Errors + Total Self-Corrections = Sum Total

☐ + ☐ = ☐

2. Sum Total ÷ Total Self-Corrections = Rate

☐ ÷ ☐ = 1: ☐

8. Once you have calculated the Percent of Accuracy and the Self-Correction Rate, you can determine whether the reading level for that book is easy, instructional, or hard for a particular reader.

Understanding Percentages

Easy Text (96-100%)	Appropriate Instructional Text (93-95%)	Challenging Instructional Text (90-92%)	Hard Text (Below 90%)
Move child to higher text level.	A comfortable instructional text level.	Child may require more direct support.	Move child to lower level.

Easy Texts (96-100%)

When children read an easy text, they are able to read for enjoyment and meaning. There are no decoding challenges. Easy texts are appropriate for independent reading.

Appropriate Instructional Texts (93-95%)

These texts are selected by you, and have many supports and very few challenges for the reader. They are at the higher-end of what Clay has identified as Instructional Texts (90-95%). Because you are usually working with a group of children and not individuals, it is difficult to match texts appropriately to the background knowledge and instructional strategies of an entire group. These texts are appropriate for guided reading.

Challenging Instructional Texts (90-92%)

These texts can be more challenging for a child or group of children. A text at this percentage may require too much work. A guided reading text should provide only one or two challenges and be a supported, comfortable read.

Hard Texts (Below 90%)

These texts have too many challenges for children to read.

Self-Monitoring Strategies
- ignored obvious errors
- paused/stopped
- repeated word(s)
- tried something else
- self-corrected
- self-corrected and re-read to confirm
- integrated cueing systems (M, S, V)

Analyzing Reading Behaviours

Once a record of a child's reading has been taken, it is necessary to analyze the strategies, cues, and behaviours he or she is using (or not using).

When analyzing a child's reading performance, it is your "best guess" (using all the knowledge gathered about the child) of the process or "reading thinking" that is happening. To acquire a useful analysis, it is important to determine whether readers are using meaning cues, structural cues, or visual cues.

Integrating the Cueing Systems
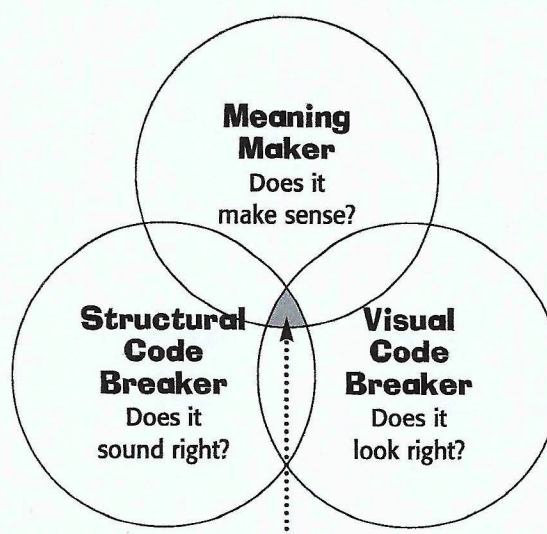
(M) Meaning Cues

Meaning cues relate to a reader's ability to gather a book's basic message by making meaning of it at the text, content, and word level. If readers are using meaning cues, they think and evaluate what they read. They check whether the sentence "makes sense." Meaning-appropriate errors (miscues) do not interrupt the general comprehension of the sentence or paragraph. A meaning miscue may be syntactically appropriate, but may not have a letter-sound correlation.

When analyzing a Running Record, it is important to look at all the errors the child makes. For each error, answer the following question: *Does the child's attempt make sense considering the story background, information from the picture, and meaning in the sentence?* If the answer is yes, the child has used meaning cues, and is (M) circled in the error column.

When dealing with self-corrections, consider what caused the child to make the error in the first place. If meaning cues were being used while the error was made, (M) is circled in the error column. Then consider what cues the child used to self-correct. If meaning cues were used for the self-correction, (M) is circled in the self-correction column.

Note

the same cue can be used while making and self-correcting an error.

	Cues Used
✔ ✔ ✔ ✔ ✔ ✔ woods There are many trees in the forest.	(M) (S) V

In this example, the reader substituted *forest* for *woods*. With this substitution, the sentence still makes sense and sounds right. Therefore, the reader used both meaning (M) cues and structural (S) cues. However, the reader did not use visual cues since the words do not resemble each other in any way.

(S) Structural Cues

Readers who use structural cues are relying on their knowledge of the grammar and structure of the English language to make the text sound right. Using this knowledge, readers check whether or not the word or sentence sounds right.

When analyzing a Running Record, it is important to look at all the errors the child makes. For each error, answer the following question: *Does the child's attempt sound right considering the structure and syntax of the English language?* If the answer is yes, the child has used structural cues, and (S) is circled in the error column.

When dealing with self-corrections, consider what caused the child to make the error in the first place. If meaning cues were being used while the error was made, (S) is circled in the error column. Then consider what cues the child used to self-correct. If structural cues were used for self-correction, (S) is circled in the self-correction column.

(V) Visual Cues

Visual information includes the way letters and words "look." Readers use their knowledge of the visual features of words and letters and then connect these features to their knowledge of the way words and letters sound when spoken.

When analyzing a Running Record, it is important to look at all the errors the child makes. For each error, answer the following question: *Does the child's attempt visually resemble in any way the word in the text (e.g., begins and/or ends in the same letter)?* If the answer is yes, the child has used visual cues, and (v) is circled in the error column.

When dealing with self-corrections, consider what caused the child to make the error in the first place. If meaning cues were being used while the error was made, (v) is circled in the error column. Then consider what cues the child used to self-correct. If visual cues were used for self-correction, (v) is circled in the self-correction column.

	Cues Used		
poor I swim in a pool.	M	S	(V)

In this example, the reader substituted *pool* for *poor*. With this substitution, the sentence does not make sense nor does it sound right based on the grammar and syntax of the English language. However, the two words resemble one another visually, so the reader used visual (M) cues.

Note

Readers should be using more than one cueing system at a time.

Strategies To Look for While Children Are Reading:

- Looking at the pictures.
- Questioning whether it makes sense, sounds right, and looks right.
- Finding little words in big words.
- Reading to the end of the sentence.
- Looking at the punctuation marks.
- Sounding it out.

The goal for readers is to integrate the cueing systems while reading for meaning. For example, a child might look at a word, make the sound of the first letter, think of a word that would make sense, sound right, and match the visual features of the word. This child has initially used visual information, thought about meaning and structure, and then checked the prediction against visual information. This happens quickly, and the child's focus remains on meaning.

Self-Monitoring Strategies

After all errors and self-corrections are analyzed, you should also reflect on the following to help assess a reader's self-monitoring strategies to guide further instruction:

▶ Does the reader repeat what he or she has read as if to confirm the reading so far?

▶ Does the reader notice when cues do not match?

▶ Does the reader pause as if he or she knows something does not match but seems to not know what to try?

▶ Does the reader request help (appeal) frequently? after several attempts?

▶ Does the reader rely on only one cue, or does the reader integrate cues?

▶ Does the reader check one cue against another?

▶ Does the reader read with phrasing and fluency?

Sample of a Completed Record
(from Alphakids Assessment Kit Teacher's Guide)

Record of Reading Behaviours

Self-corrections are analyzed first in the error column; then in the self-correction column.

Analyze the errors the child has made. Which cues has the child used?

Number of Running Words ___

A Bone For Buddy (4/C)

Date 19/03/02 Book Title (Level)

Name Nina G.

Text	E	SC	E (M) (S) (V)	SC (M) (S) (V)
② ✓ ✓ B–✓ Look at Buddy.				
✓ ✓ look|SC ✓ the Buddy is looking for a̲	1	1	M S Ⓥ	Ⓜ Ⓢ Ⓥ
✓ bone.			MⓈV	
④ ✓ ✓ ✓ ✓ Buddy is looking and				
✓ looking.				
⑥ ✓ can't ✓ ✓ Buddy cannot see the	1		MⓈV	
✓ bone.				
When ᴿ ✓ ✓ ✓ Where is the bone?	1		M Ⓢ V	
⑧ ✓ ✓ ✓ ✓ Buddy is looking and				
✓ ✓ ✓ looking and looking.				
Wh–✓ ✓ ✓ ✓ Where is the bone?				
⑩ ✓ ✓ ✓ "Oh no!" said Sara.				
✓ ✓ ✓ "No, Buddy! No!"				
⑫ ✓ home|SC ✓ "Come here, Buddy,"	1		Ⓜ Ⓢ Ⓥ	M S Ⓥ
✓ ✓ said Sara.				
✓ ✓ ✓ "Here is a bone."				
⑭ ✓ ✓ ✓ ✓ "Here is a bone				
✓ ✓ ✓ ✓ for you," said Sara.				
⑯ ✓ ✓ ✓ ✓ "Oh no!" said Mom.				
Total	**3**	**2**	**3 4 4**	**1 1 2**

Add up the cues in the analysis columns to see which ones the child predominately uses.

Ⓜ Did it make sense?
❑ Did meaning influence the error? Did the child make a meaningful substitution (e.g., *can't* for *cannot*)?

Ⓢ Did it sound right?
❑ Did the child use oral language structures to make the text sound right? Did the child's response still fit the structure of the sentence (e.g., *oh, oh* for *oh, no*)?

Ⓥ Did it look right?
❑ Did the child use visual strategies (letter-sound relationships) to solve unknowns? Did the child use known words to read the text?
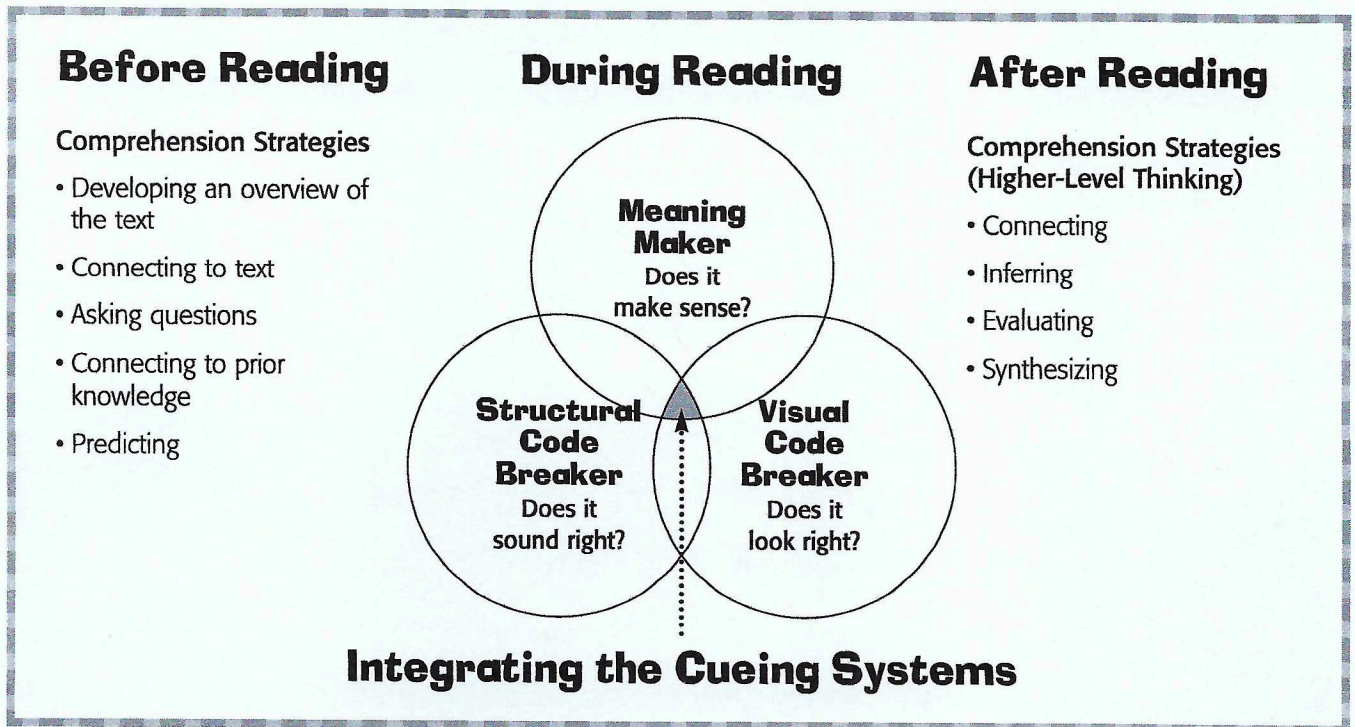
Observations

– used two and three word phrases

– used Ⓜ Ⓢ Ⓥ and attempted integration

– good self-correction rate

Literacy Place for the Early Years – Kindergarten

Diagnostic Reading Conferences

Diagnostic Reading Conferences allow you to determine the cues children are using to read, the appropriate text level for them, their interests and understanding of a text, and their ability to make inferences. This information is gathered before, during, and after a child's reading.

Before Reading

Comprehension Strategies

- Developing an overview of the text
- Connecting to text
- Asking questions
- Connecting to prior knowledge
- Predicting

During Reading

Meaning Maker
Does it make sense?

Structural Code Breaker
Does it sound right?

Visual Code Breaker
Does it look right?

Integrating the Cueing Systems

After Reading

Comprehension Strategies (Higher-Level Thinking)

- Connecting
- Inferring
- Evaluating
- Synthesizing

Conducting a Diagnostic Reading Conference

Note

When conducting a Diagnostic Reading Conference, follow the same procedure with each child.

▶ **Select the text.** First, select a text from an appropriate level for a child by looking at the concepts or strategies the text assesses. If a child does not use most of these concepts or strategies to read, the text level will be too hard. If the child uses some of these concepts or strategies, the text level may be "just right." If the child uses and integrates these concepts or strategies consistently, the text level may be too easy.

▶ **Introduce the text.** The introduction is important for developing the background information each child needs to read the text. The text introduction is brief and natural. After introducing the text, let the child preview the book. (To ensure consistency of assessment, it is important that each child is introduced to the text in the same way).

▶ **Take a Running Record.** Indicate where the child should begin reading aloud. If the text is a short one, the child should read the whole selection (even if the recording is not done on the last few pages) and complete the conference right after. For a longer text, pre-select a logical starting and stopping place of at least 150 words (e.g.,

ask the child to read pages 2 to 7). The child then goes off to complete the reading on his or her own and later returns to complete the conference. Before the child begins reading, remind him or her that you will be asking for a retelling once the reading is complete. Then ask the child to begin reading aloud. Take a Running Record to record the child's reading. (Only the pages the child is asked to read aloud are recorded.)

▶ **Ask for a retelling/summary.** Comprehension can never be based on reading performance alone; therefore, retelling is a vital part of the Diagnostic Reading Conference. Unaided retelling consists of children retelling the story/facts any way they choose. Simply introduce the retelling session with: *Tell me all you remember about the story.* With this prompt, most children re-create the story by including characters, setting, and/or the underlying theme. If children need encouragement, provide non-contented related prompts, such as: *What else do you remember? Tell me more.* If children are still non-responsive, content-related prompts are required.

The very early levels (A-C) do not have enough of a storyline for retelling. Instead, children are asked to make connections to their own personal experience. A child should be able to do a good retelling beyond Level D and a summary of a non-fiction text beyond Level H.

When assessing a child's retelling, listen for:
– general understanding of the story
– accurate reporting of events (non-fiction)
– sequencing of events
– words and phrases used from the text
– connections to personal knowledge and experience
– use of effective vocabulary
– elements of character and setting
– supporting details (non-fiction)

▶ **Check comprehension/higher-level thinking.** Following the oral reading session and the retelling, conduct an interview with the child to assess his or her understanding of the text. For the first levels (A–C), this interview consists of personal connection questions. For subsequent levels, this interview consists of questions related directly to the events/facts in the story, inference questions, and critical-thinking questions. This step helps ensure children are attending to the content of the story and not "word calling." It also helps children develop their roles as text users and text critics.

▶ **Conduct a "looking at print" interview.** A "looking at print" interview provides an opportunity to assess a child's knowledge of print concepts. This step is recommended for the earliest levels only (A–G) and may not always be required, depending on what is already known about a child's knowledge of print concepts.

Retelling details

Fiction:
• characters
• plot and setting
• problem/solution
• vocabulary from text

Non-fiction:
• main ideas
• important facts
• supporting details
• specialized vocabulary

Note

You can use the Comprehension Rubrics for fiction and non-fiction on pages 110–111 of the Kindergarten Reading Guide for a quick assessment of students' comprehension.

Comprehension Strategies
• making personal connections
• making inferences
• being a text critic
• understanding author's purpose
• gaining information and details from non-fiction texts

▶ **Conduct an interest survey.** Motivation is strongly linked to attitude; therefore, it is important to note the books children enjoy reading, their favourite authors, whether they like to read at home, and if someone reads to them outside of school. Conducting an interest survey is important in choosing texts for guided and independent reading. Note that an interest interview does not have to be conducted during each conference, perhaps just two or three times a year.

▶ **Check fluency.** Fluency is a critical factor in reading control. Fluency and accuracy are all highly related to comprehension. Comprehension is affected if children read slowly, attending too much to working out words and taking long pauses. Fluent reading means solving problems on the run, something all children must do if they are to gain understanding of a text. Children who read accurately, quickly, and in phrased units have much better comprehension and are more likely to read for pleasure. This step is recommended for Level D and beyond.

While taking the Running Record, record any relevant notes about a child's reading fluency for reference when completing the scale.

▶ **Analyze the record.** After the conference is completed (and while the class is still working independently), go over the record while it is still fresh in your mind. Fill in any observations (e.g., looked at pictures, pointed to each word) you want to include, and calculate and circle the percent of accuracy of the child's reading. If the child has made errors and/or self-corrections, analyze the cues (Ⓜ, Ⓢ, Ⓥ) he or she used. ==This information guides the text selection for instructional and independent reading.==

▶ **Analyze the interview.** Assess the child's personal connections, responses to the comprehension questions, and his or her retelling. This will help you determine whether the child has understood the text, made personal connections, and what the child's interests are in reading. If the child was able to decode the text but unable to comprehend the story, the text level needs to be dropped to the point at which the child understands the story. Specific emphasis on comprehension through all components of a balanced literacy program becomes the focus of instruction.

▶ **Make instructional decisions.** Instructional decisions are critical in terms of building children's ability to read increasingly difficult text. A child should not be held too long in a level, when they could be reading more complex texts. Moving them ahead before they integrate the needed strategies will make it more difficult for the child to read and comprehend the text easily. Text difficulty usually affects the fluency rate as well.

You can use the analysis chart to help make instructional decisions for the child. After analyzing the reading record and reflecting on the conference, instructional decisions need to be made. Using the completed analysis charts, you can decide on strategies for specific

children to consolidate or learn next. A strategy should be taught in a shared context and then practised in guided and independent reading. Guided reading continues to scaffold for the children before independence occurs. For each benchmark book level, a chart has been included to help you select the *Alphakids Readers* with appropriate teaching support (from lesson plans in the *Alphakids Teacher's Guides*) for the required reading concepts and strategies. The self-monitoring strategies are best taught through shared reading practices.

Running Record Sheet

		E	SC	Information Used		
				Ⓜ Ⓢ Ⓥ	Ⓜ Ⓢ Ⓥ	

Number of Running Words

Book Title (Level)

Date

Name

Total			

Analyze the errors the child has made. Which cues has the child used?

Ⓜ **Did it make sense?**
❏ Did meaning influence the error? Did the child make a meaningful substitution?

Ⓢ **Did it sound right?**
❏ Did the child's response still fit the structure (syntax) of the sentence?

Ⓥ **Did it look right?**
❏ Did the child's response show evidence of information gathered from the print?

Observations

ALPHAKIDS ASSESSMENT

Attachment B

CA Education Code Sections 44259(b)(4)(A) and (B)

"Content Contrary to Research-Based Practices"
Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A., & Peske, H. (2023). <u>Teacher Prep Review: Strengthening Elementary Reading Instruction</u>. Washington, DC: National Council on Teacher Quality, pp. 10, 68-73.

Endnotes to Appendix C with supporting research cited

CA Education Code Sections 44259(b)(4)(A) and (B)

ARTICLE 4. Credential Types [44250 - 44277] *(Article 4 enacted by Stats. 1976, Ch. 1010.)*

44259. (a) Except as provided in clauses (i) and (iii) of subparagraph (A) of paragraph (3) of subdivision (b), a program of professional preparation for multiple or single subject teaching credentials shall not include more than two years of full-time study of professional preparation.

(b) The minimum requirements for the preliminary multiple subject, single subject, or education specialist teaching credential are all of the following:

(4) Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board, and shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335. The study of reading shall meet the following requirements:

(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:

(i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

(iv) Early intervention techniques.

(v) Guided practice in a clinical setting.

(B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

(C) A program for the multiple subject teaching credential and the education specialist teaching credential also shall include the study of integrated methods of teaching language arts.

Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A., & Peske, H. (2023). **Teacher Prep Review: Strengthening Elementary Reading Instruction**. Washington, DC: National Council on Teacher Quality, pp. 10, 68-73.
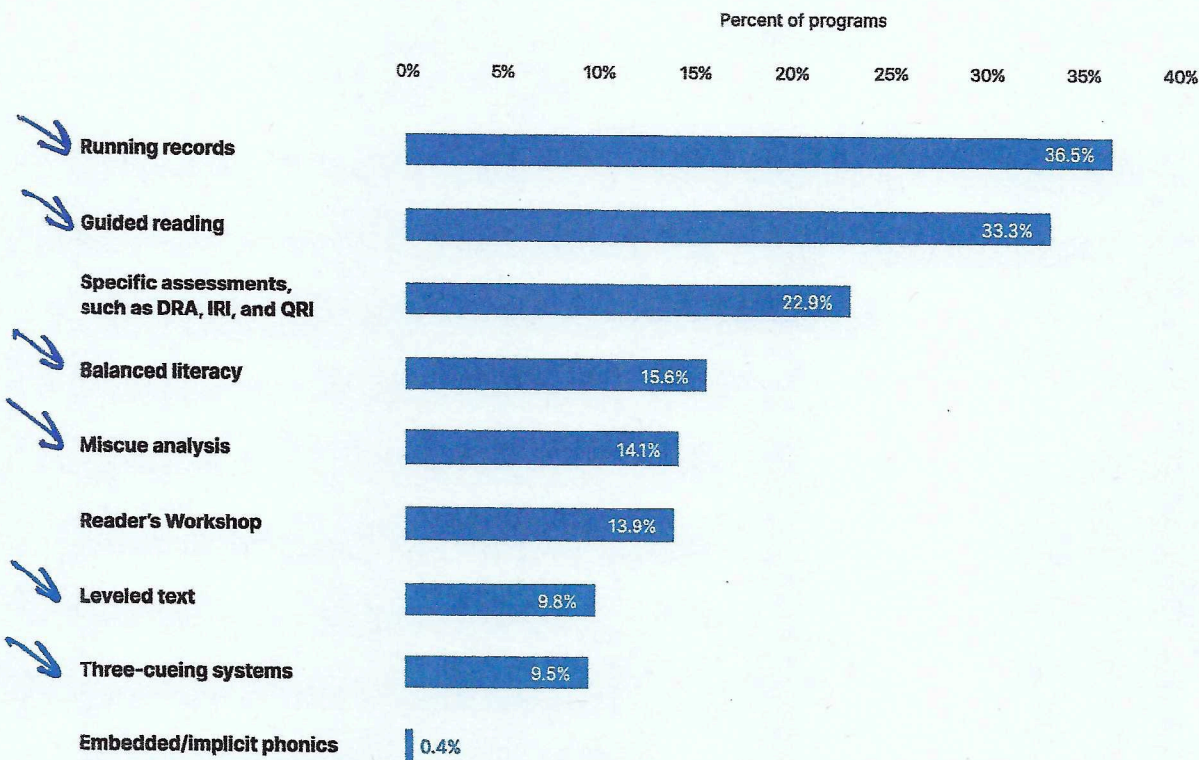
Content contrary to research-based practices

Research is clear on how skilled reading develops and on the practices most likely to result in all children becoming skilled readers, as well as the instructional methods their teachers should not be using—methods that run counter to the research. Forty percent of programs are still teaching multiple practices contrary to long-standing research, which can undermine the effect of scientifically based reading instruction. This report refers to these practices as content contrary to research-based practices, or "contrary practices."

Figure 2.

Percent of programs teaching content contrary to research-based practices

Percent of programs

Practice	Percent
Running records	36.5%
Guided reading	33.3%
Specific assessments, such as DRA, IRI, and QRI	22.9%
Balanced literacy	15.6%
Miscue analysis	14.1%
Reader's Workshop	13.9%
Leveled text	9.8%
Three-cueing systems	9.5%
Embedded/implicit phonics	0.4%

Note: n = 693. View data online to see which programs teach which practices.

See how your state compares.

View this data online to filter by state or explore individual program data.

Content contrary to research-based practices

One important change in the Reading Foundations standard is that if programs teach four or more practices contrary to research-based practices, they lose a letter grade from their overall score. The nine practices were identified based on research and input from the Expert Advisory Panel. Many contrary practices are grounded in a well-intentioned, but ultimately false, understanding of how children learn to read.

Three-cueing systems

Also known as the structure/meaning/visual system (SMV), three-cueing describes the support for early word recognition that "[relies] on a combination of of semantic, syntactic, and graphophonic cues simultaneously to formulate an intelligent hypothesis about a word's identity."[i] In other words, children who encounter a word they do not recognize are instructed to use one of three strategies: "guess what the word might be" based on context; "look at the picture to help guess what the word might be;" and "look at the first letter to help guess what the word might be," and if the guess makes sense, then check to see if it "looks right."[ii] Despite widespread use by K-2 and elementary special education teachers, reading experts discourage guessing techniques because they represent lost opportunities to help children practice decoding,[iii] and represent an ineffective strategy for reading advanced texts.[iv]

Miscue analysis

Grounded in the idea students use clues, or "cues," to determine what a word is, miscue analysis is a practice employed by teachers to "uncover the strategies children use in their reading" when reading differs from written text (e.g., substituting "pony" for "horse"),[v] primarily to help students focus on context rather than letter patterns and positions.[vi] Due to the focus on "cues," this practice distracts from helping students decode (or pronounce) the words on the page.

Running records

Running records is an assessment in which a teacher observes a student's oral reading of a passage and records the number of errors to calculate the accuracy level.[vii] Intended in part as a formative assessment, running records are used to identify student's "reading level," to determine appropriate student groupings, and to monitor student growth.[viii] Though widely popular, studies on running records show they produce inconsistent results based on both teachers' accuracy in scoring[ix] and students' accuracy in reading different texts. Further, Running Records assessments may include the use of miscue analysis to determine why students make errors, which is often rooted in three-cueing models of understanding reading.[x]

Balanced literacy models

Balanced literacy models represent an approach to reading characterized by the use of read-alouds, shared readings, small group guided reading, and independent reading, typically relying heavily on leveled books and focusing on meaning-based instruction.[xi] In contrast to structured literacy, balanced literacy models often eschew the explicit, systematic teaching of phonemic awareness and phonics skills, demonstrating a preference for approaches emphasizing context clues, like three-cueing.[xii] Widely used balanced literacy approaches such as *Units of Study*[xiii] have been found to devote too little time to phonics, use three-cueing or SMV strategies, fail to systematically build knowledge, and do not provide support for English language learners.[xiv] Similarly, Fountas and Pinnell Classroom, another balanced literacy-based program, received low marks for its inaccurate leveling system; lack of research base or evidenced-based explanation of the sequence for teaching phonics; and inadequate time devoted to phonological awareness, phonics, and fluency (among other areas).[xv]

Guided reading

Guided reading is an approach to reading instruction where students are grouped according to their "reading level" and asked to read appropriately "leveled texts."[xvi] Instruction focuses on reading for meaning, and the practice typically promotes using cues (including background knowledge and pictures), English syntax, and visual information (including sound-symbol relationships).[xvii] Research on guided reading shows it is not as effective as explicit instruction, particularly for phonological decoding and comprehension.[xviii] Additionally, English language learners have consistently shown greater gains with explicit instruction compared to balanced literacy approaches relying on guided reading.[xix]

Reading Workshop

Units of Study is commonly called, "Reading Workshop," and is a balanced literacy curriculum characterized by the use of read-alouds, small group guided reading, shared readings, and independent reading. Evaluations have found the program lacking systematic and explicit instruction in all foundational skills,[xx] with one expert noting, "many activities designed to practice deepening reading ability were designated as optional."[xxi] Like other balanced literacy models, Reading Workshop uses cueing systems for solving unknown words, encouraging students to focus on the initial sounds of words and meaning cues rather than explicitly teaching decoding strategies.

Leveled text

Leveled texts are "reading materials that represent a progression from more simple to more complex and challenging texts."[xxii] These texts are often used based on the premise that student learning should primarily occur using texts at their "instructional level," which they read with a high (but not perfect) level of accuracy with some support from a teacher.[xxiii] The use of leveled texts is critiqued because they "do not follow a scope and sequence of decoding skill instruction," do not provide enough repeat exposure to phonics patterns to allow novice readers to practice them, and encourage word memorization rather than teaching decoding techniques.[xxiv] Further, studies have found students may learn more by reading texts above their instructional level, while leveled readers limit students' exposure to rich content or complex language.[xxv]

Embedded/implicit phonics

In contrast to explicit (or synthetic) phonics instruction, embedded or implicit phonics instruction links the reading of children's literature or texts for the purpose of developing meaning,[xxvi] where "sound/spelling correspondence are inferred from reading whole words and introduced as students encounter them in text."[xxvii] In comparing the effectiveness of systematic phonics instruction to embedded phonics instruction, studies found students learn more through systematic phonics instruction.[xxviii]

Development Reading Assessment (DRA), Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI)

Part of teaching reading is diagnosing students' progress and identifying reading difficulties through the use of various assessments. Unfortunately, some ineffective assessments are commonly used and taught, including informal reading inventory (IRA), qualitative reading inventory (QRI), and developmental reading assessments (DRA). These assessments are typified by a student reading orally from a passage (DRA), or a list (IRI, QRI), while an instructor tracks student errors.[xxix] Informal reading inventories have low reliability when tracking student performance,[xxx] and the DRA has little evidence supporting its validity or reliability.[xxxi] The reliability of a test matters—in the case of running records, two teachers can assess the same student and report different measures of performance[xxxii]—and students' performance on the IRI can vary wildly across texts considered to be the same "level."[xxxiii] Though QRIs have a higher level of reliability, student performance on the QRI is more related to listening comprehension than decoding ability.[xxxiv]

For more information on these contrary practices, see the full [Reading Foundations Technical Report](#).

ENDNOTES (APPENDIX C)

i. Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B. R., Hart, S. A., ... & Wagner, R. K. (2020). How the science of reading informs 21st century education. *Reading Research Quarterly, 55*, S267-S282.

ii. Hempenstall, K. (2006). The three-cueing model: Down for the count? *Education News.*

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ENDNOTES (APPENDIX C)

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Attachment C

10 Maxims: The Research Support

What We've Learned So Far About How Children Learn to Read, Dr. G. Reid Lyon

(See attached for complete list of Maxims: https://readinguniverse.org/article/explore-teaching-topics/big-picture/10-maxims-the-research-support, accessed February 17, 2024.)

Maxim 7: Direct, systematic instruction helps students develop the skills they need to become strong readers. <u>Indirect, three-cueing instruction is unpredictable in its impact on word reading and leaves too much to chance</u>.

The following <u>peer-reviewed research</u> supports the above maxim.

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