

Realizing the Read Act: A Literacy **Partnership** for Success

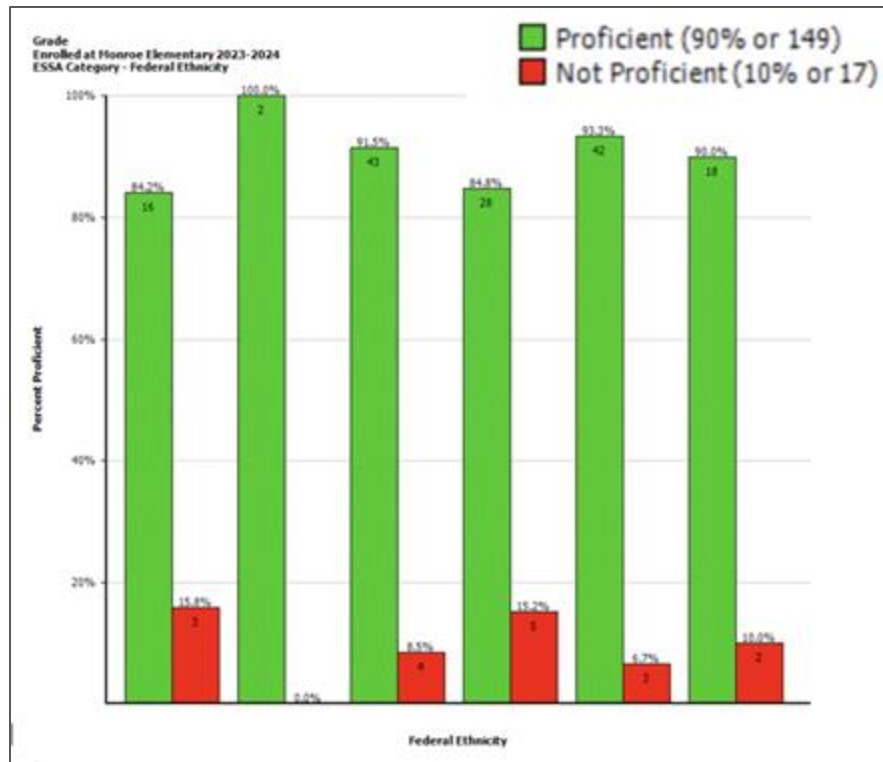
Association of Metropolitan School Districts: November 14, 2024



Bridge2Read



What Success Looks Like



**"I've never seen this
kind of growth in 19
years of teaching.
Bridge2Read provides
me and my students
with what we both
need to be
successful!"
-Grade 2 Teacher**



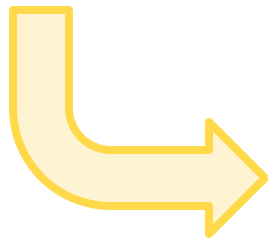
David Parker, Community Rep
VP of Research & Development -
ServeMinnesota

Who/What was the Community Partner?



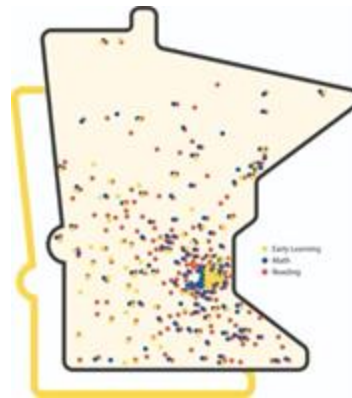
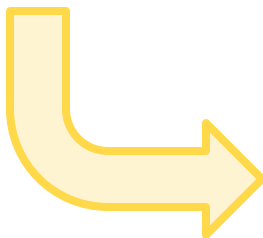
AmeriCorps

AmeriCorps Goal: To improve lives, strengthen communities, and foster civic engagement through service and volunteering.



The Power of AmeriCorps.
The Power of You.

Our Goal: Collaborative partnerships between researchers, community members, and AmeriCorps programs will produce sustainable evidence-based practice and community improvement.

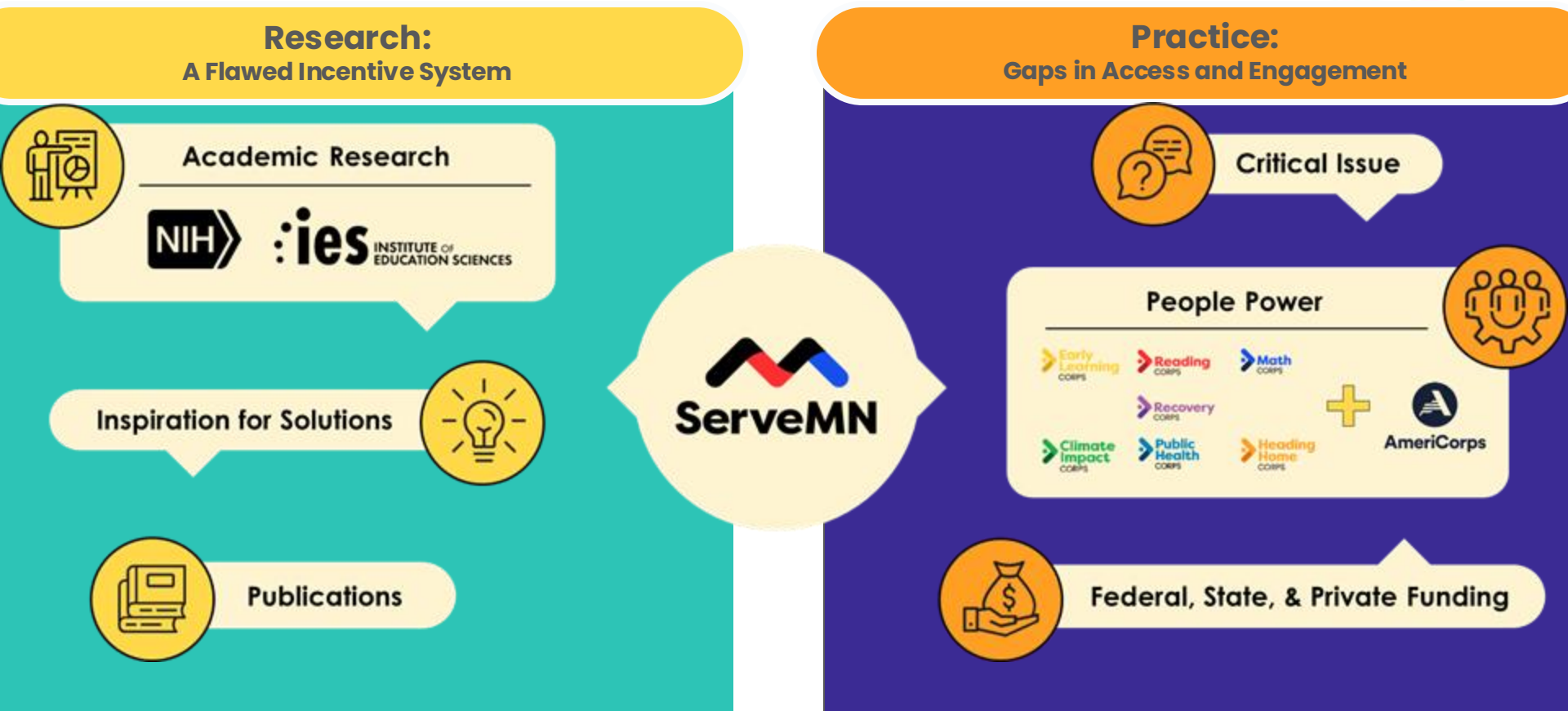


Our Reach: Each dot represents a community we serve



Bridge2Read

A Community Approach that Bridges a Gap



The Bridge2Read Origin Story

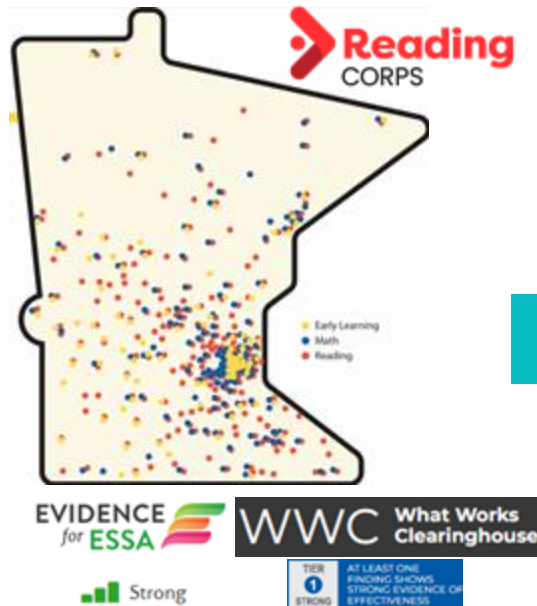
(in 2 min or less)



- Innovation
- Research
- Community Resources



Bridge2Read



- Reading Science
- Implementation Science
- Demonstrated impact

Bridge2Read



- Materials
 - Training
 - Coaching
- *All 'open-source'

READ Act Alignment



Read Act Policy Element	Bridge2Read Alignment
Evidence-based Instruction for Foundational Reading Skills	✓ Instruction focuses on developing phonemic awareness, phonics/decoding, fluency and the complementary <i>encoding</i> (e.g., spelling/writing) skills that support successful literacy development. ✓ Instructional methods are proven and evidence-based
Culturally and Linguistically Responsive Instruction	✓ Embedded instructional guidance—in lesson content, teacher’s manual, and via coaching—is provided to differentiate and optimize instruction for diverse learners. ✓ Inclusive and representative content and illustrations
Staff Development	✓ All training is provided ✓ Ongoing coaching support is collaboratively planned and delivered throughout the <u>whole</u> school year.
Assessment	✓ Leverages state-required assessments (e.g., Fastbridge; DIBELS) ✓ No redundant assessment required



Bridge2Read

Translating reading science into classroom tools that benefit all students.



ServeMinnesota provides the literacy tools and coaching to support K-3 teachers!

- Directly complements LETRS
- Targets foundational reading skills
- Complements school's chosen reading curriculum
- Partnership with MN Department of Education involving 1,000+ educators
- Partnership with many schools training and coaching many K-3 teachers

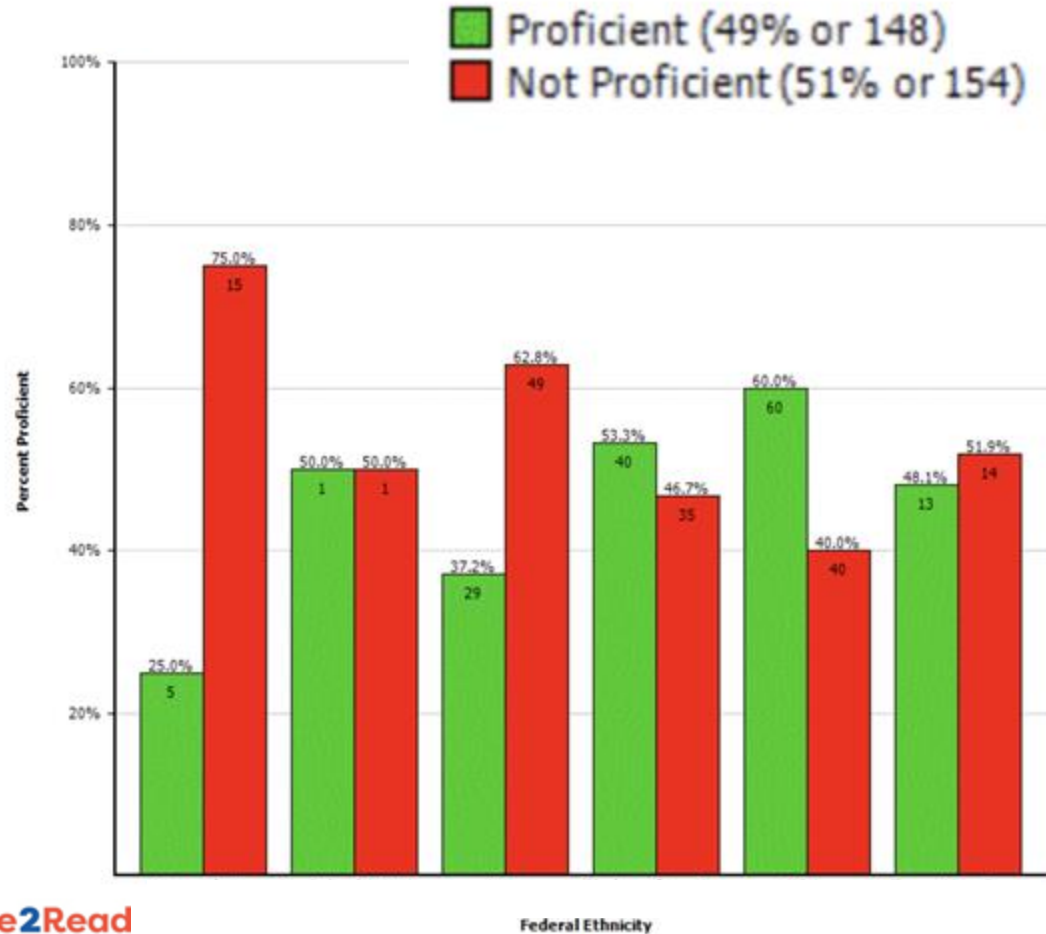


Lisa Silmser, Literacy Specialist
Monroe Elementary in Brooklyn Park





Grades 3-5 MCA Reading





Comprehensive Skill Based Language Arts Curriculum



Comprehensive Skill Based Language Arts Curriculum



Bridge2Read

Comprehensive Skill Based Language Arts

Bridge2Read Lessons – 30 Minute Block

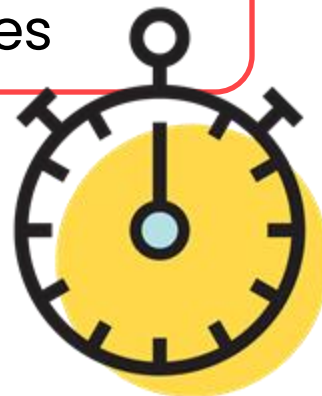


Phonological Awareness (5 min)

- Blending, segmenting, deleting, substituting syllables, onset rime and phonemes

Word Study (25 min)

- Decoding/encoding skill building
- Phonics and fluency focus plus morphology in 2nd & 3rd grades



Developmental Progressions: Phonological Awareness and Reading

Letter Names & Letter Sounds

Early phonological awareness

- ✓ Words
- ✓ Syllables
- ✓ Rhyming
- ✓ Alliteration
- ✓ Onset/rime

Phonics Decoding & Encoding

*Requires letter sounds and
blending*

Basic phonemic awareness

- ✓ Blending
- ✓ Segmenting

Reading with Fluency

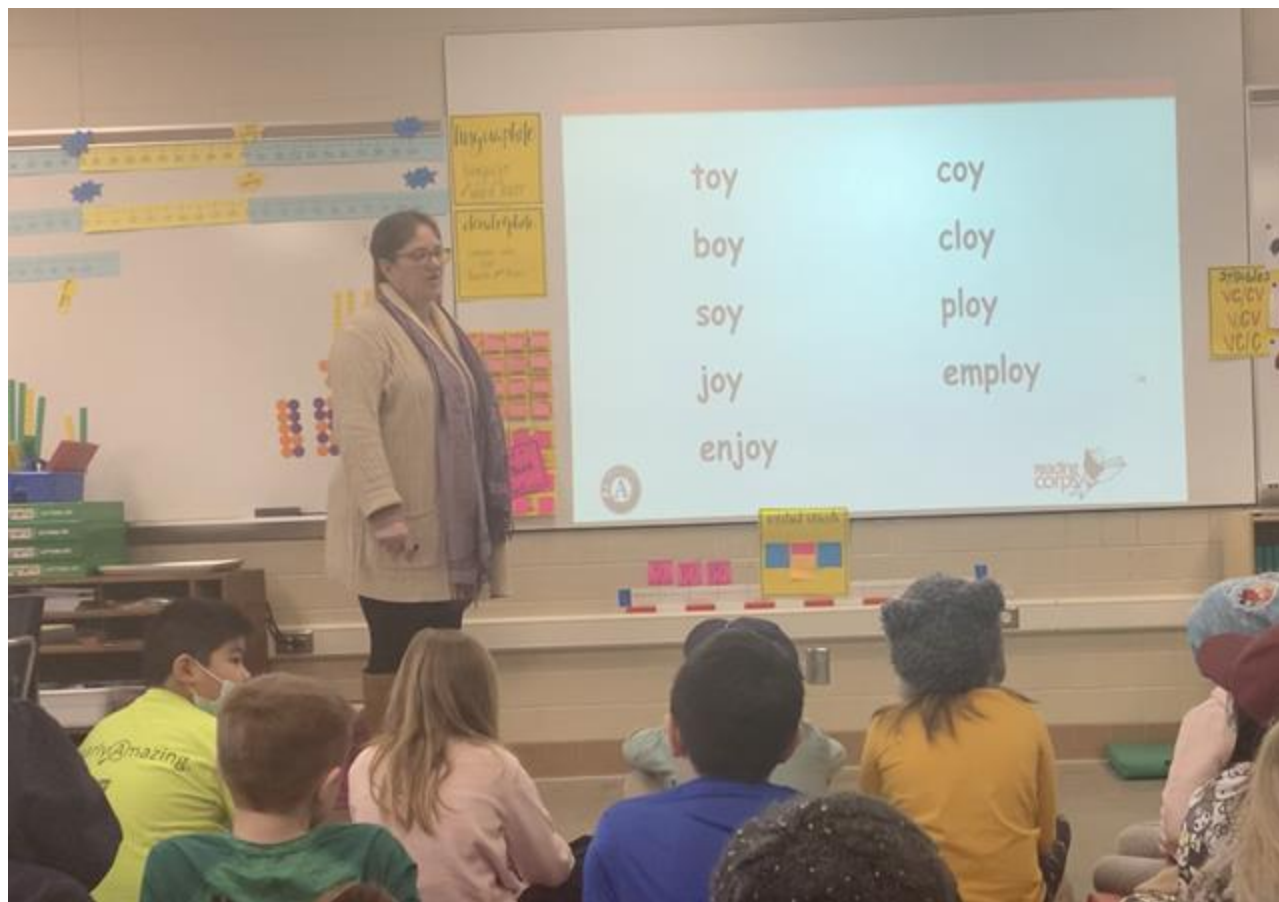
*Requires letter-sound proficiency and
phonemic proficiency*

Phonemic Proficiency

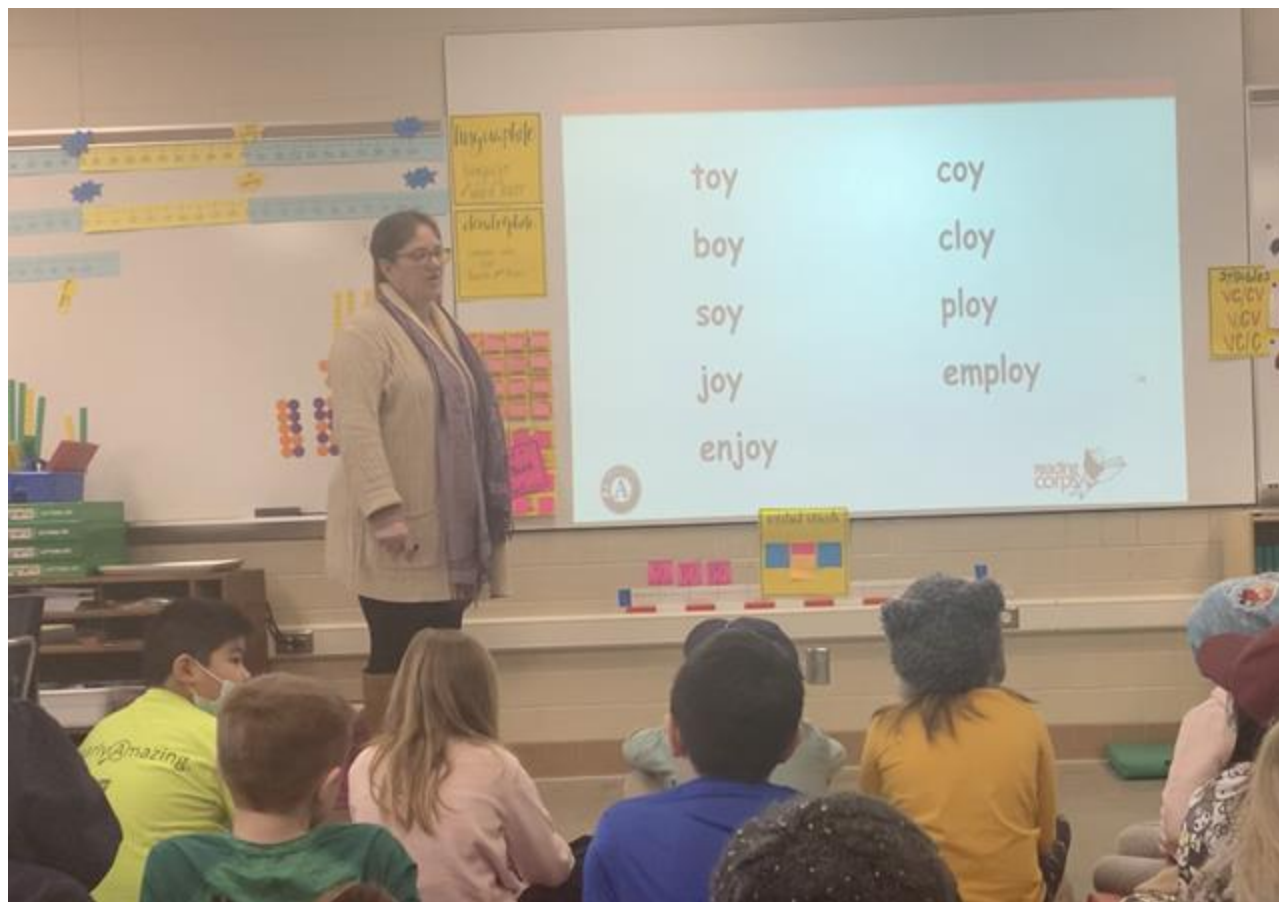
- ✓ Deletion medial sounds
- ✓ Substitution medial sounds

Word Reading Development

Phonological Awareness Development



DeLyser	186
DeLyser	190
DeLyser	181
DeLyser	
DeLyser	172
DeLyser	166
DeLyser	175
DeLyser	159
DeLyser	143
DeLyser	163
DeLyser	207
DeLyser	151
DeLyser	158
DeLyser	152
DeLyser	165
DeLyser	155
DeLyser	152
DeLyser	183
DeLyser	140
DeLyser	
DeLyser	156



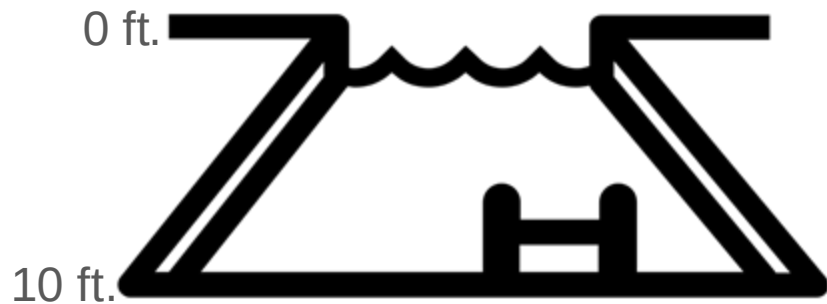
DeLyser	202
DeLyser	213
DeLyser	217
DeLyser	181
DeLyser	203
DeLyser	206
DeLyser	189
DeLyser	173
DeLyser	218
DeLyser	186
DeLyser	189
DeLyser	198
DeLyser	189
DeLyser	190
DeLyser	206
DeLyser	184
DeLyser	212
DeLyser	191
DeLyser	182
DeLyser	195



Skills



Efficacy



Rationale, Lesson Objective & Differentiation

Letter Cards: Name/Keyword/Sound

Letter Sound: Articulatory Gestures

Phoneme Blending

Targeted Instruction

Blending Sounds to Read Words

Whole Word Reading & Word Meaning

Dictation

Fluency Practice

Heart Words

Sentence Reading - Visualization

Review Letter Cards - Sounds Only

Lesson 99: vowel teams ai and ay

Teacher Overview (< 1 min)

- ❑ Describe today's lesson objective:
 - ❑ We can write and read words with the vowel teams ai and ay.
 - ❑ We can read and write sentences with Heart Words and words containing the vowel teams ai and ay. We can also practice reading passages with these words.
- ❑ Make connections between current, previous and upcoming lessons (see slide notes).

Rationale:

Today we're going to practice letter sounds, words and sentences to help us become even better readers and writers.

Key for Teacher Notes on Subsequent Slides:

Blue boxes offer recommended language for teaching targeted skills or explaining instructional procedures.

Teachers use these slides during the lesson.

Yellow boxes offer background knowledge on the targeted skill or instructional procedures in the lesson. Teachers read these slides before the lesson.

Today we will be learning about the vowel teams "ai" and "ay".
These vowel teams make the same sound:
the /ā/ sound as in train or tray.



When you make the /ā/ sound, your mouth looks like a smile. The front of your tongue is behind your bottom teeth. Your voice is on.

Watch me: /ā/

Does my mouth look like a smile?

Did you see my tongue is behind my bottom teeth?

When I place my hands on my throat, I can feel my voice is on.

Your turn, say /ā/.

Is your mouth open like you're smiling?

Is your tongue behind your bottom teeth?

When you place your hands on your throat, can you feel that your voice is on?

train



The letters 'ai' make the /ā/
sound as in train. The letters
"ai" usually are in the middle
of the word.

My turn: / ā / train say /ā /
train as you touch under "ai"
and then point at train.

Your turn: Students say /ā /
train as you touch under "ai"
and then point at train.



tray



The letters 'ay' make the /ā/ sound as in tray. The letters "ay" are usually at the end of the word.

When I touch under both letters, you will say the long /ā/ sound.

My turn: /ā/ Touch under the letters "ay" and say /a/).

Your turn: Students say /a/ as you touch under "ay".

My turn: /ā/ tray say /ā/ tray as you touch under "ay" and then point at tray.

Your turn: Students say /ā/ tray as you touch under "ay" and then point at tray.

bay

bait

When I touch under the letter, you will say the sound for that letter.
When I slide my finger under the whole word, you'll say the word.
Remember that the underlined letters, make one sound.
After students read each word, teacher says: Yes (repeats the word).

Error Correction:

If students struggle with a word, say "My turn" and model the word. Go back 2 words and have students start again.

bay

bait

ray

rain

may

main



pay

pain

wait

way

train

trait



Now you are going to read this list of words. Please read the whole word.

Teacher points to the left of each word. After each word is read correctly, teacher says Yes (word).

Error Correction:

My turn: Teacher touches under each letter and says each sound then slides finger under the letters to say the word.

Your turn: Students say each sound and then blend sounds to say the whole word.

Go back 2 words and have students start again.

Word Dictation Procedure



1. The word is _____.
(Teacher uses word in sentence.)



2. What's the word? (Students repeat).

3. Tap each sound in the word.

4. Say the sounds as you write the letters.
(Students "noisy spell" the word as they write).

5. Let's compare. Check your word to match mine.
Teacher writes the word on the board while the teacher
and the class say the sounds.

If you've made a mistake, cross it out and rewrite the whole word.

Students compare and fix any errors.

Teacher reviews explicit spelling instruction, as needed.

Teacher follows same procedure for each word.



Word Reading Fluency Practice



Let's read together as a team



Read each word from left to right
and then go down to the next line.
Stop when you hear the timer.
Ready, begin.

Read for **30 seconds**.

Count the number of words read in
30 seconds.

Repeat procedure.

Compare the number of words read
in the 1st read with the 2nd read.

bay	bait	ray	rain
may	main	pay	pain
way	wait	main	bait
ray	rain	train	trait
bay	wait	bay	bait
pay	pain	may	wait
main	bait	way	rain
train	trait	pay	bait



<u>bay</u>	bait	<u>ray</u>	rain
<u>may</u>	main	<u>pay</u>	pain
<u>way</u>	wait	main	bait
<u>ray</u>	rain	train	trait
<u>bay</u>	wait	<u>bay</u>	bait
<u>pay</u>	pain	<u>may</u>	wait
main	bait	<u>way</u>	rain
train	trait	<u>pay</u>	bait



I feel a lot of pain in my back.

Wait for the rain to stop, and then we can play all day in the sun.

May I stay inside and hide from the goblin?

Sunday is calm, but Monday is hectic.

Pay him to use the mop and dustpan.

I like toast plain, but Cam likes toast with lots of jam.





subway

V

C

C

V

When words have 2 consonants standing between 2 vowels, you can split the word into 2 parts like this.

The pattern VC/CV helps us divide this longer word into syllables.

Read the first syllable.

Read the second syllable.

Now read the whole word.

Yes _____(word). Teacher repeats the word.

Teacher says a brief definition. **Subway** is a train for people that goes underground.

Procedure for reading "Heart Words"

1. The word is _____. What word? Students repeat the word. Teacher uses the word in a sentence.

(Note to teacher: See the word bank at the bottom of this slide for the word.)

2. Get your fingers ready. Let's tap the sounds in _____. Students tap the sounds in the word.
3. How many sounds are in _____?
3. Yes, _____ has _____ sounds. Teacher points at each section of the segmented box below and says each sound in the word.

--	--	--

5. _____ is a Heart Word!



Teacher Word bank: give

The sounds are /g/i/v/

The silent "e" at the end of the word does not make the previous vowel long.

In this word, the final "e" is required because in English words don't end in the letter "v" but students have not yet learned this phonics rule.

Spelling rule: No English words end in the letter “v”.

Remember this spelling rule:

In English, words do not end with the letter “v”. So, if /v/ is the last sound we hear in the word, when we spell the word, we must write the letter “e” after the “v”.

The ‘e’ keeps the ‘v’ from falling on it’s side. <

So, the letter “e”, at the end of the word “have” is there because of the “v”, not to make the “a” say it’s name.

have

Decodable Texts

Vowel Teams ai/ay - Story 157 The Stray Dog

The day is gray. It may rain. Zain and Tray like to play at the pond. They plan to meet on the trail to the pond. Zain gets to the trail and waits for Tray.

Tray spots a stray dog on the trail. The stray dog is in pain. The stray dog tucks its tail as Tray gets close. Tray hugs the stray dog and yells for Zain. Zain spots Tray and runs to him. Tray stays with the stray dog and sends Zain for help. Zain gave a wave and ran fast for help. The dog will be okay.

PHES/Reading Corps Connected Text Passages

Vowel Teams ai/ay - Story 158 A Day at the Bay

nd Jayden plan a day at the bay. Jayden and Br
the bay and lay in the sun. On the way to the b
l and a plain frog on a log. The plain frog gulps t
ie frail snail and sets it in the shade. Brayden a
the bay. First they lay in the sun. They get so
eel faint. Jayden waits that he must go in the b
dock and get a boat to sail. As they sail on the
sh like rain on them. Jayden and Brayden have d

ected Text Passages

Vowel Teams ai/ay - Story 159 The Train to Spain

Shay drives a train on the main l
grain to Spain. Shay pays Clay to ride
train sways this way and that way. Cl
may stray off the rails. The train sw
chugs off the rails. Crash! The grain
pails to pick up the grain. Clay must s
are quick. Shay and Clay lay the mail
on the train. They wait for the train
get to Spain with the mail and grain.

PHES/Reading Corps Connected Text Passages

Vowel Teams ai/ay - Story 160 Zain and Kai

Kai and Zain went to Spain to rest their brain. Kai paid Blain to
take them to the train. We will take the train in May to play for a
day in Spain. I hope it will not rain in May on the day we go to Spain.
If it rains, it will be time to play in the rain. Kai and Zain can get on
rain capes. Kai and Zain can play in the rain.

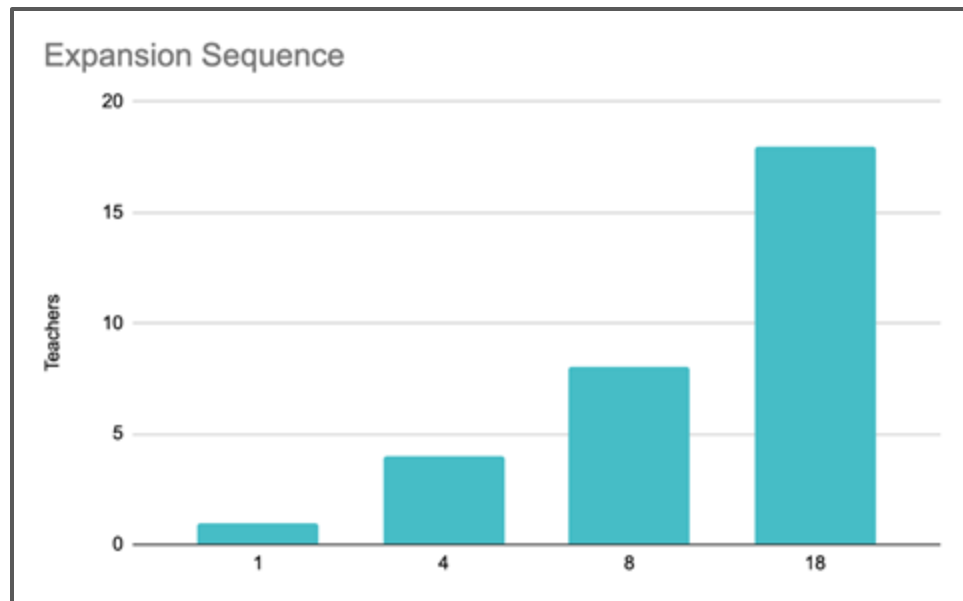
Blain will pick us up from the train and take us home. That will end
our day of play in Spain.

PHES/Reading Corps Connected Text Passages

Who Benefits?



Expansion Continues ...

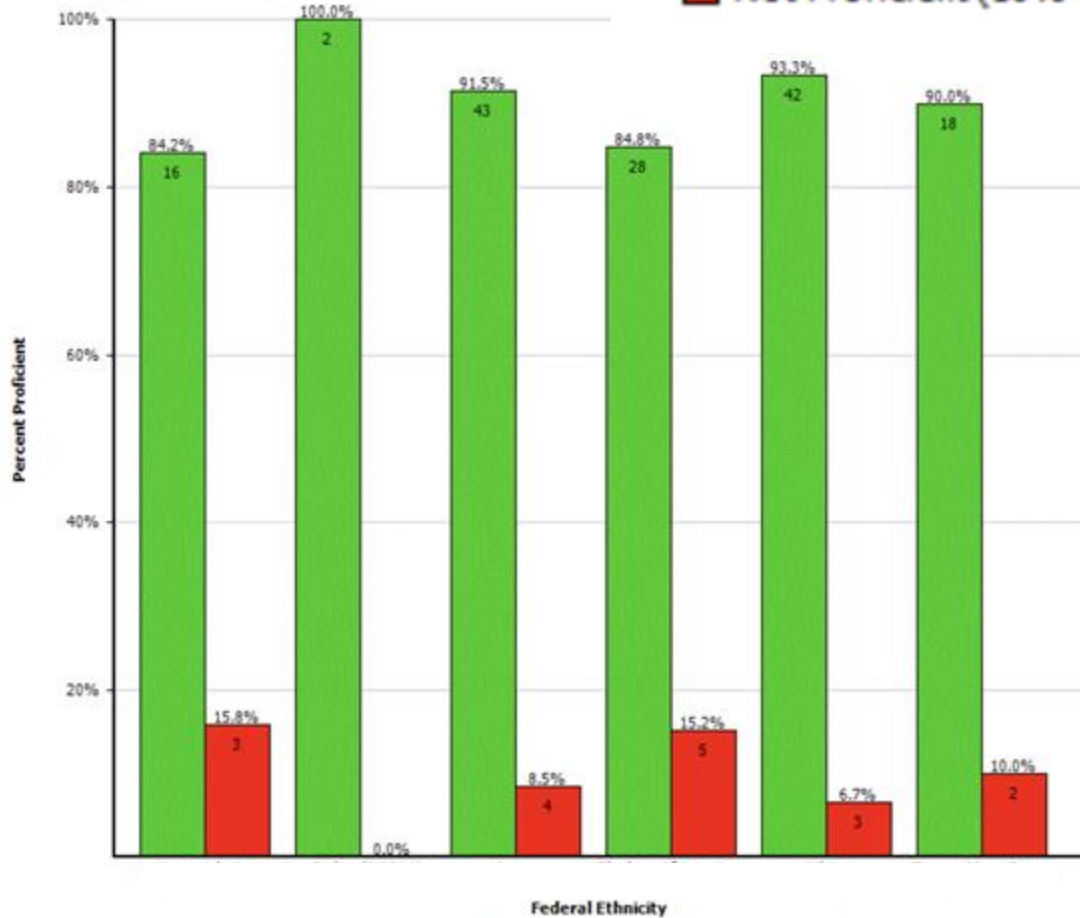


**All 25 A-H
Elementary
Schools**



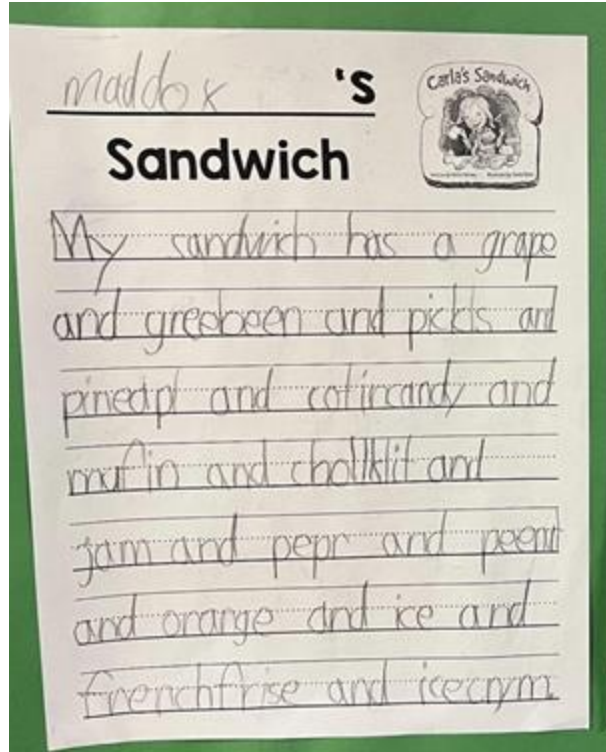
Grade
Enrolled at Monroe Elementary 2023-2024
ESSA Category - Federal Ethnicity

Proficient (90% or 149)
Not Proficient (10% or 17)



K & 1
FAST: Early Reading

What Else Does Success Look Like?



- Highest Book Circulation Rate
- Title 1 Support from K/1 → Grades 3-5
- Changes to IEP Goals and Objectives
- Changes to Curriculum
- Little to No Summer Learning Loss in K-2
- Family Support and Engagement
- Kids Cheering For Spelling and Reading Lessons



Skills



Efficacy



Bridge2Read

ServeMinnesota
provides the
literacy tools and
coaching to
support K-3
teachers!



Zero Cost
Instructional Materials



Coaching Support

READ Act Alignment



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Contact Info and Resources



Lisa Silmser: lisa.silmser@ahschools.us

David Parker: david@serveminnesota.org

To visit the B2R website, scan the QR code or visit
www.serveminnesota.org/bridge2read