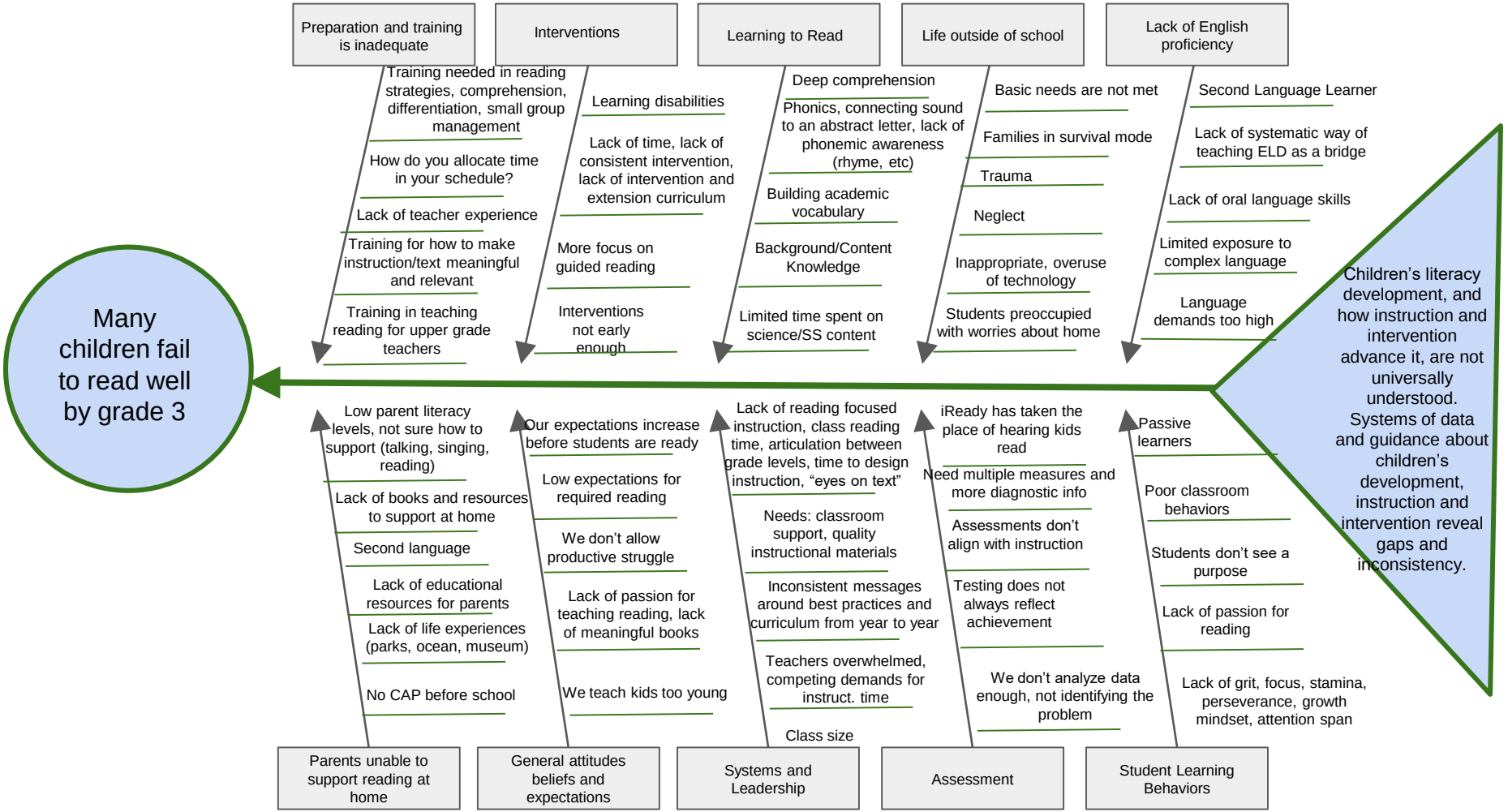
Many children fail to read well by grade 3
Children's literacy development, and how instruction and intervention advance it, are not universally understood. Systems of data and guidance about children's development, instruction and intervention reveal gaps and inconsistency.
Preparation and training is inadequate
Training needed in reading strategies, comprehension, differentiation, small group management
How do you allocate time in your schedule?
Lack of teacher experience
Training for how to make instruction/text meaningful and relevant
Training in teaching reading for upper grade teachers
Interventions
Learning disabilities
Lack of time, lack of consistent intervention, lack of intervention and extension curriculum
More focus on guided reading
Interventions not early enough
Learning to Read
Deep comprehension
Phonics, connecting sound to an abstract letter, lack of phonemic awareness (rhyme, etc)
Building academic vocabulary
Background/Content Knowledge
Limited time spent on science/SS content
Life outside of school
Basic needs are not met
Families in survival mode
Trauma
Neglect
Inappropriate, overuse of technology
Students preoccupied with worries about home
Lack of English proficiency
Second Language Learner
Lack of systematic way of teaching ELD as a bridge
Lack of oral language skills
Limited exposure to complex language
Language demands too high
Parents unable to support reading at home
Low parent literacy levels, not sure how to support (talking, singing, reading)
Lack of books and resources to support at home
Second language
Lack of educational resources for parents
Lack of life experiences (parks, ocean, museum)
No CAP before school
General attitudes beliefs and expectations
Our expectations increase before students are ready
Low expectations for required reading
We don't allow productive struggle
Lack of passion for teaching reading, lack of meaningful books
We teach kids too young
Systems and Leadership
Lack of reading focused instruction, class reading time, articulation between grade levels, time to design instruction, "eyes on text"
Needs: classroom support, quality instructional materials
Inconsistent messages around best practices and curriculum from year to year
Teachers overwhelmed, competing demands for instruct. time
Class size
Assessment
iReady has taken the place of hearing kids read
Need multiple measures and more diagnostic info
Assessments don't align with instruction
Testing does not always reflect achievement
We don't analyze data enough, not identifying the problem
Student Learning Behaviors
Passive learners
Poor classroom behaviors
Students don't see a purpose
Lack of passion for reading
Lack of grit, focus, stamina, perseverance, growth mindset, attention span