

MAPPING OUT A COMPREHENSIVE LITERACY PLAN

Check Points for the Science and Compliance  
20 U.S.C. § 6368(3)(4)(5)(6)(7)

Identify all students at risk for reading failure including but not limited to dyslexia.

ASK?

Does each child have the skills and knowledge to connect the sounds of language to text?

- Phonemic awareness
- Letter-sound knowledge
- Oral language
- Rapid Automatized Naming

SECTION 5

1ST READING SKILL

SECTION 7B



SCREENING ASSESSMENTS

Explicit & Systematic ECORI  
Universally Designed

The Science of Reading is appropriate for all.

SECTION 3



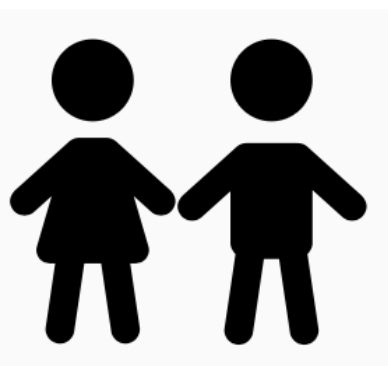
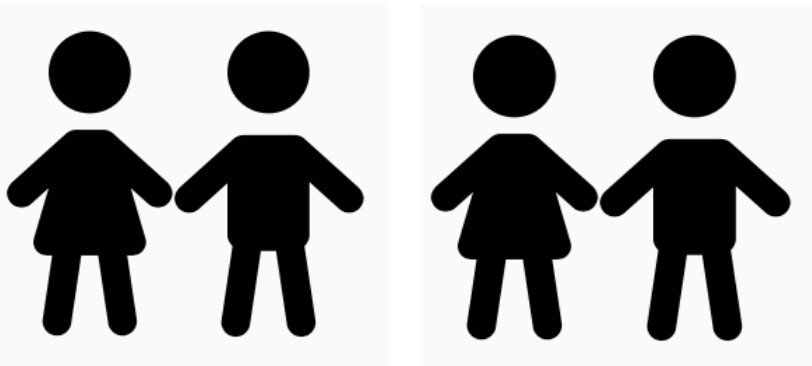
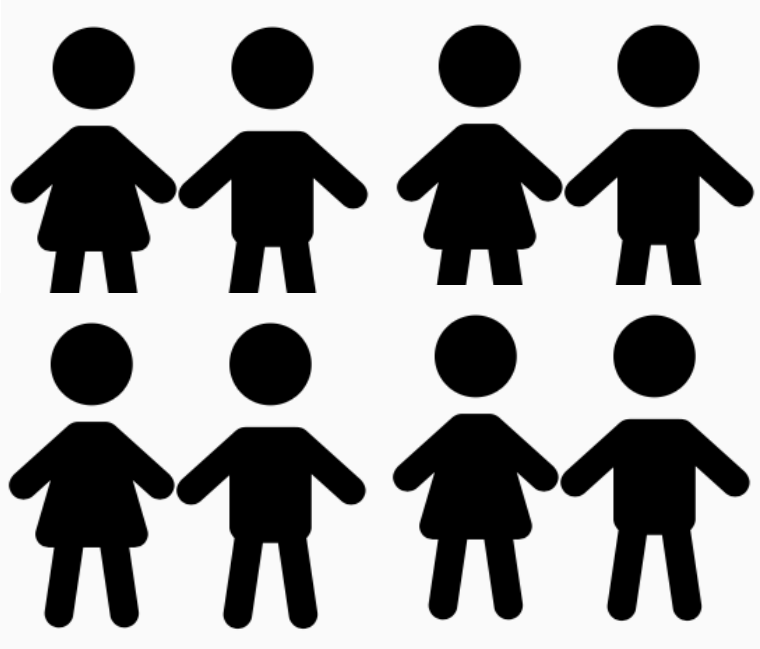
EXPLICIT  
SYSTEMATIC  
ECORI

ESSA

More Intense

IDEA

Most Intense



SECTION 3



EXPLICIT  
SYSTEMATIC  
ECORI

SECTION 3



EXPLICIT  
SYSTEMATIC  
ECORI

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Check Points for the Science and Compliance

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Students not meeting foundational reading needs once identified may be referred for evaluation.

Students may qualify for more intensive instruction or services.

They may succeed with continued explicit and systematic instruction.

Does each child have the skills needed to acquire the next skill, phonics?

## SECTION 7C



DIAGNOSTIC  
ASSESSMENTS

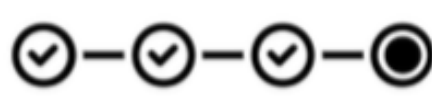
- Phonemic awareness,
- Letter-sound knowledge
- Oral language
- Rapid Automatized Naming

## SECTION 3



EXPLICIT  
SYSTEMATIC  
ECORI

## SECTION 5



READING  
SKILLS

- Phonics is a skill acquired and expected in grades 1-2.
- Implicit phonics is not accessible to children who struggle with literacy.
- Explicit and Systematic Phonics is required for students with an IEP and funded by ESSA.
- Schools need to consider programs and training that meet all standards of 20 U.S.C. § 6368(3)(4)(5)(6)(7)
- Provide ECORI to all students with the frequency and intensity needed for 3rd-grade reading proficiency.
- Early intensive intervention is more efficient and effective than later remediation plans.
- The same is true for each of the other listed reading skills at the appropriate grade level.

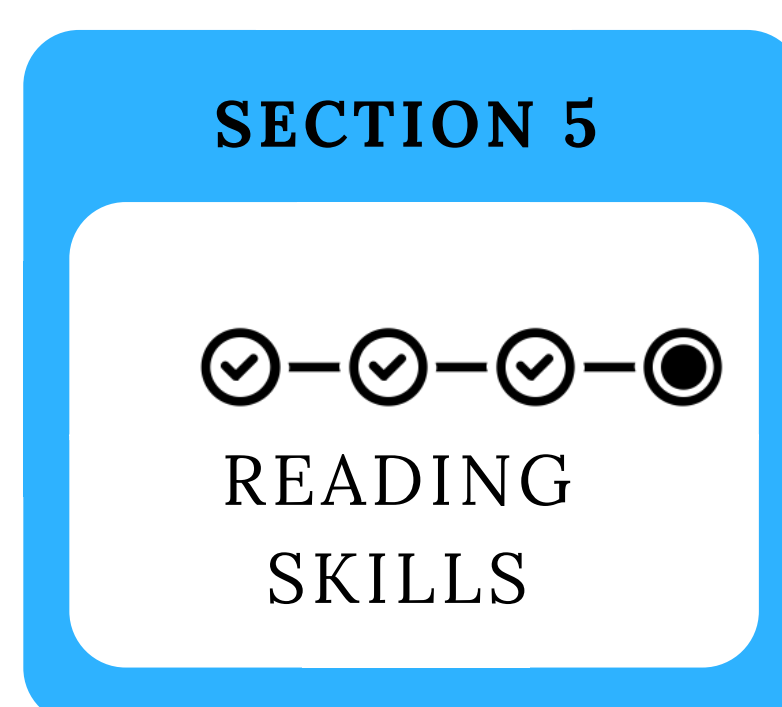
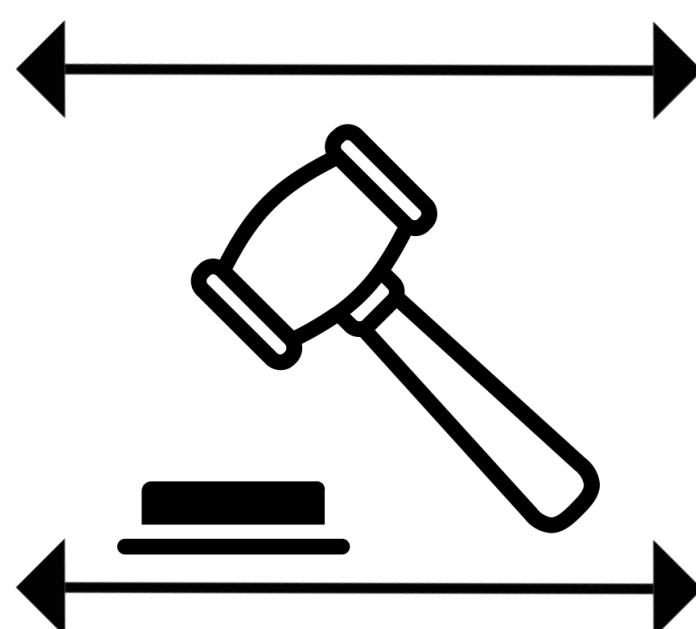
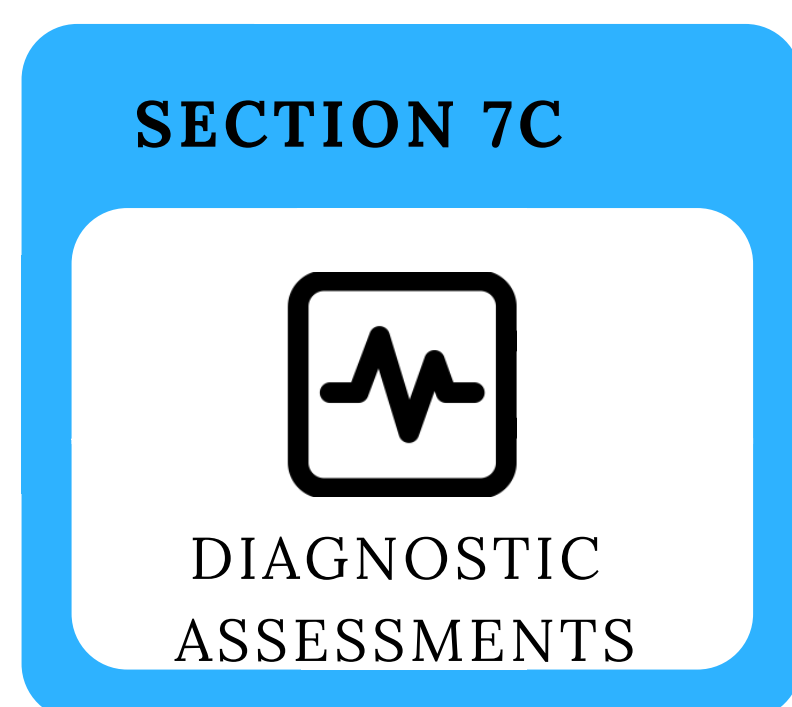
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Check Points for the Science & Compliance

20 U.S.C. § 6368(3)(4)(5)(6)(7)

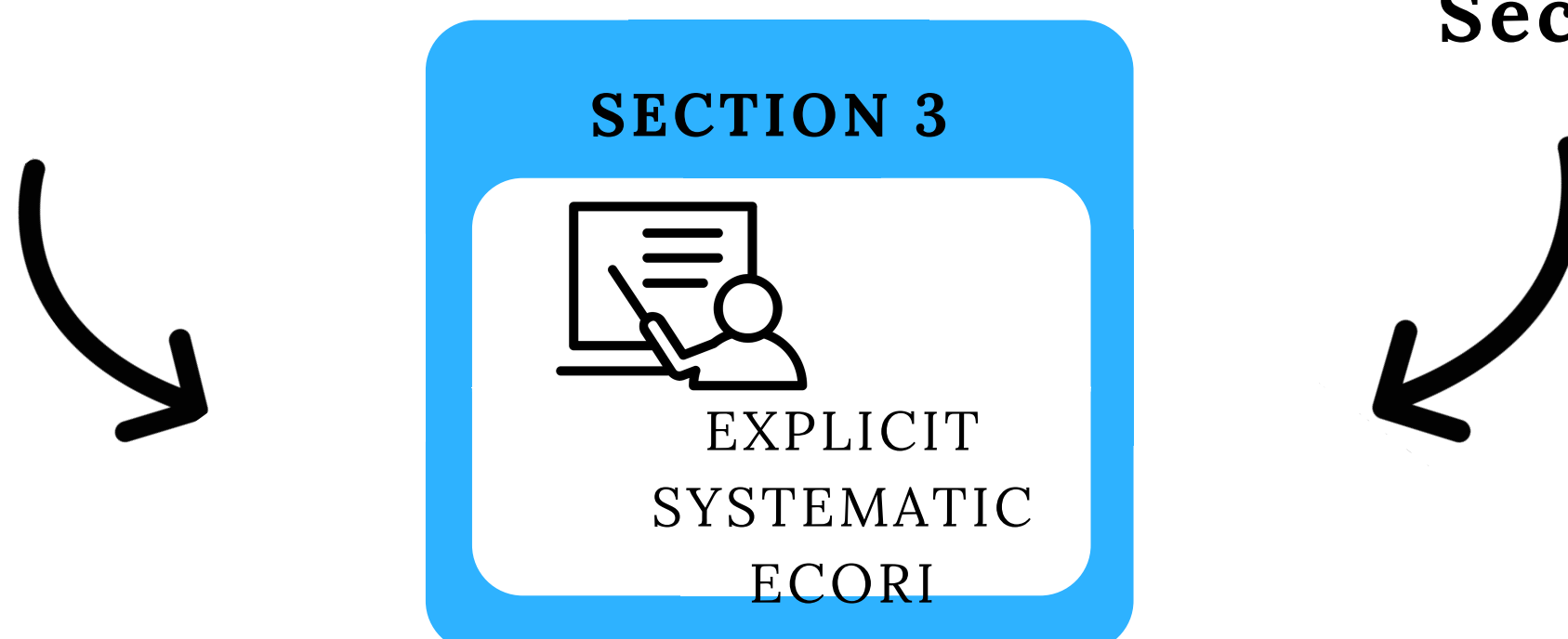
The law has specific criteria  
for the evaluation of reading.

The law has specific skills  
that define reading



Identify the assessments you  
have an if they assess the skills  
outlined in **Section 5**

Identify the skills of reading  
that are lacking based on  
assessments outline in  
**Section 7C**

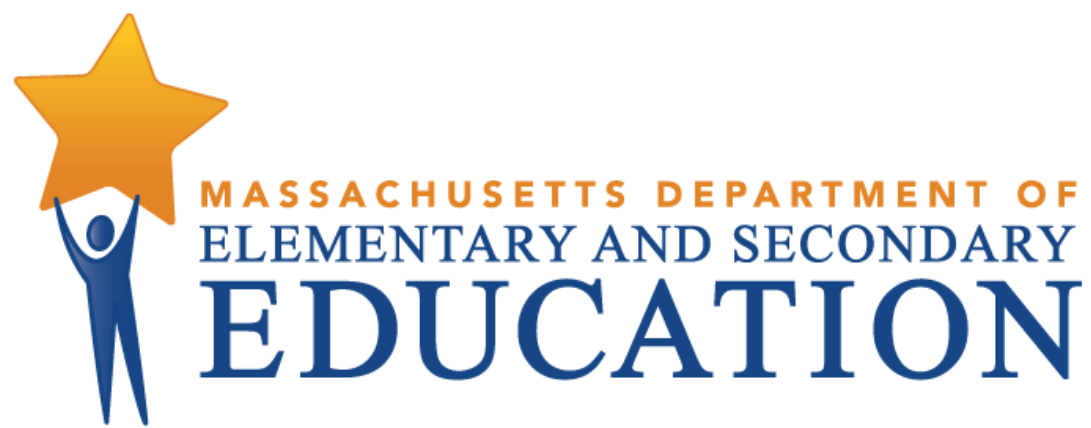


The law has Essential Components  
of Reading Instruction (ECORI) in  
**Section 3**

- Is the proposed instruction explicit?
- Is the proposed instruction systematic?
- Is it scientifically based instruction?
- Is there a measure or monitoring tool in the classroom for this instruction?
- What corresponding reliable valid diagnostic reading assessment assesses the targeted skill(s) for goal decision making?







## New Web Resource

<http://www.doe.mass.edu/special/links/dyslexia.html>

## Reading Universe

<https://www.readinguniverse.org>



## National Center for Improving Literacy

<https://improvingliteracy.org/school>

## Reading in the Brain: The New Science of How We Read

By Stanislas Dehaene

Stanislas Dehaene is a French author and cognitive neuroscientist whose research centers on a number of topics, including numerical cognition, the neural basis of reading and the neural correlates of consciousness.

Presentations by the same author:

*How the Brain Learns to Read*

[www.youtube.com/watch?v=25GI3-kiLdo](http://www.youtube.com/watch?v=25GI3-kiLdo)

Lecture: What Our Brain is Doing When Reading

[www.youtube.com/watch?v=MSy685vNqYk](http://www.youtube.com/watch?v=MSy685vNqYk)

