



## BOARD OF EDUCATION

Portland Public Schools  
**Board Study Session**  
October 20, 2020

## VIRTUAL MEETING

*In light of current public health concerns related to COVID-19, this meeting will take place virtually.\**

Under the provision of ORS 192.670, the meeting will be streamed live:  
<https://www.youtube.com/user/ppscomms/live>

To request to sign-up for public comment please send an email with your first and last name, and topic to [PublicComment@pps.net](mailto:PublicComment@pps.net), or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

### AGENDA

- I. 7:45 pm\* - Dyslexia - 45 min  
*\*or directly following the regular board meeting*
- II. 8:15 pm - Adjourn

#### **Portland Public Schools Nondiscrimination Statement**

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.*



# Dyslexia

Board Study Session

October 20, 2020

**Dr. Tania McKey**

Senior Director of Humanities  
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**Elizabeth Martin**

Program Administrator for Dyslexia  
emartin1@pps.net





# Agenda

INTRODUCTION - 10 min

- *History, Connections, Together We WILL*

CONTENT - 30 min

- *Lesson Sampler*



CONCLUSION- 5 min

- *2020-2021 Priorities, Investments, Questions*





# History

- ODE Legislation
- Hiring of Dyslexia Administrator
- Dyslexia Priority Plan





# Connecting to our PPS Vision

## *Educator Essentials*

**Knowledgeable  
and Committed to  
Lifelong Learning**



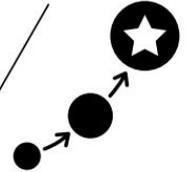
## *Graduate Portrait*

**Inquisitive Critical  
Thinkers with Deep  
Core Knowledge**



## *System Shifts*

**Transformative  
Curriculum and  
Pedagogy**

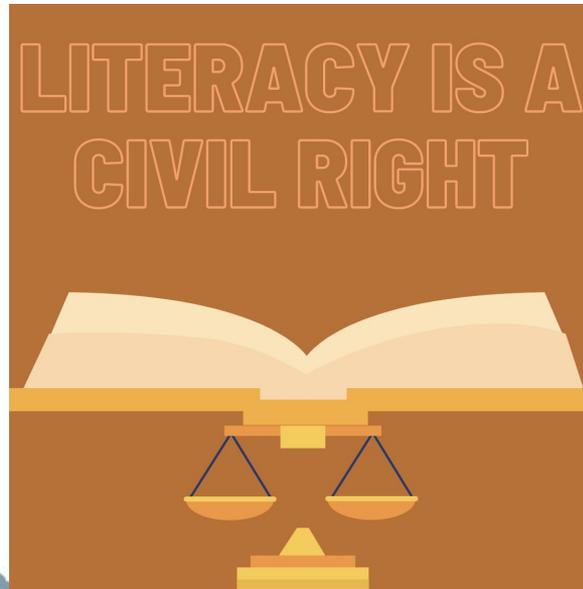




# Racial Equity and Social Justice

## Board Priorities

- *Accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations*





# TOGETHER WE WILL

## K-12 Dyslexia and Reading Intervention TOSA Team

- *Aleta Alongi Hernández*
- *Elizabeth Israel-Davis*
- *Morgan Hallabrin*





# Teaching Reading IS Rocket Science!

Dr. Louisa Moats

*“Informed teachers are our best assurance against reading failure. While programs are very helpful tools, programs don’t teach, teachers do”*

Language Essentials for Teachers of Reading and Spelling (LETRS)





# What does research say?

## The Simple View of Reading

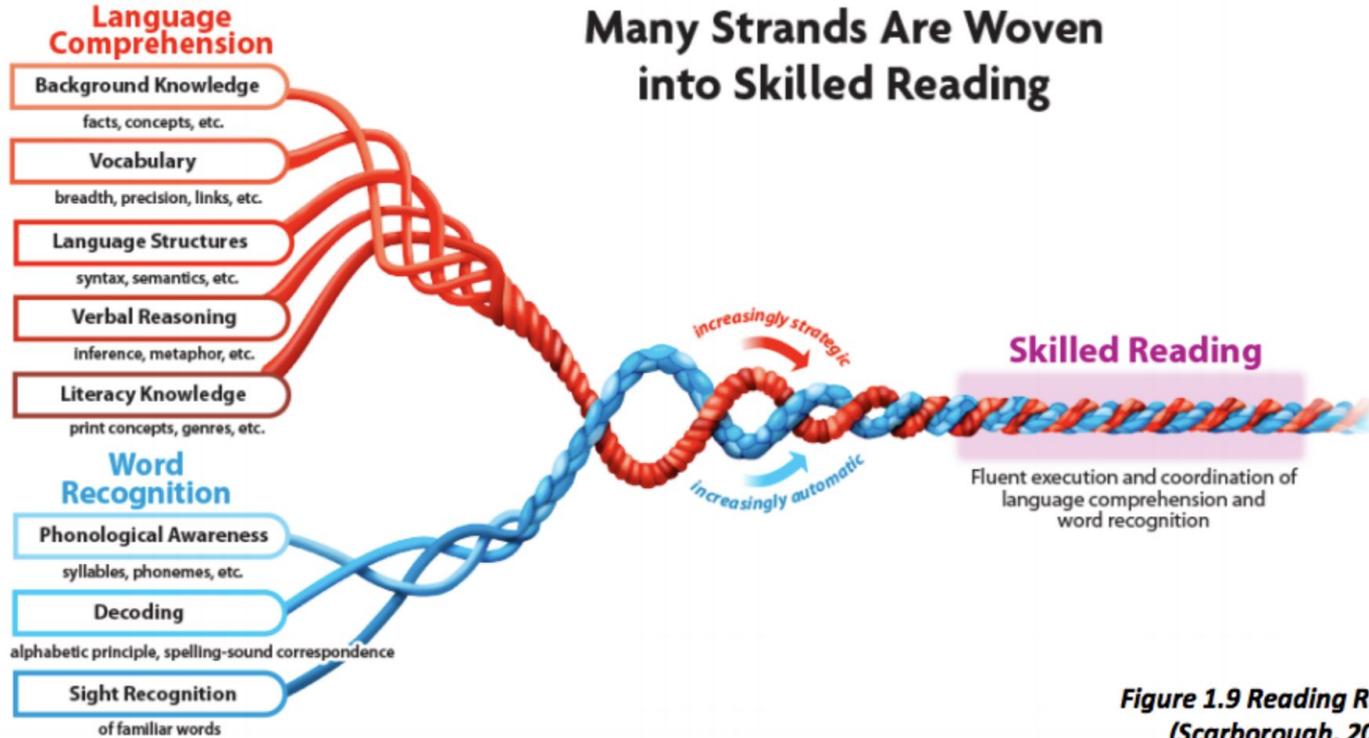


<b>1</b>	<b>X</b>	<b>1</b>	<b>=</b>	<b>1</b>
<b>0</b>	<b>X</b>	<b>1</b>	<b>=</b>	<b>0</b>
<b>1</b>	<b>X</b>	<b>0</b>	<b>=</b>	<b>0</b>

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

# What does research say?

## Many Strands Are Woven into Skilled Reading



**Figure 1.9 Reading Rope**  
(Scarborough, 2001)



# Let's Start with Phonology

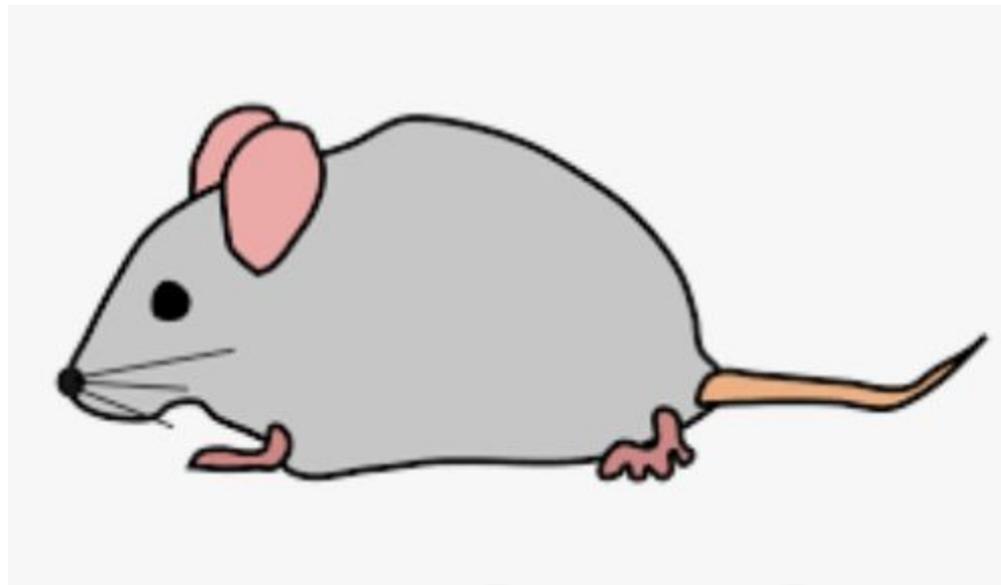
The rule system in a language by which phonemes (those tiny units of sound in a word) can be sequenced, combined and pronounced to make words.

- We have 44 phonemes in English
- They are each distinguished by the placement and action of our lips, tongues and teeth as we speak them
- An expert teacher who explicitly models pronunciation of phonemes will better guide students to becoming more proficient spellers and readers.





# Let's Start with Phonology



mouse



# How does this translate to the classroom?

Overall Objective: Directly teach the English phonemes that do not exist in Spanish, how they look and feel in the mouth and how they are pronounced to native Spanish-speaking students

Learning Target: Identify, match and blend words with the /sh/phoneme.





# Early Phonics Instruction

The system of phoneme (sound) to grapheme (symbol) correspondences that create the structure of English alphabetic orthography (our writing system).

- English is quite predictable, in contrast to past ideology we've heard
  - Only 4% of words are highly irregular
  - 50% are wholly decodable
  - 36% are off by ONE sound
- The more a teacher understands our English orthography, the more confident they will be in explaining it to their students





## Early Phonics Instruction

eye = /ī/

cat = /c/ /a/ /t/

the = /th/ /ə/



# How does this translate to the classroom?

Overall Objective: Teach phoneme-grapheme correspondences using a familiar routine and following a set sequence across a school year. Include positionality of other graphemes that may impact the word's pronunciation and/or spelling.

Learning Target: Understand and explain the -ck rule in order to easily recall which words end with -ck versus -k.





# Advanced Phonics Instruction

Proficient reading requires that multiple layers of word structures are taught. Teachers must explicitly teach the long vowel team, variable spellings as well as how to chunk, then blend multisyllabic words.

- English has a deep, opaque orthography; only ONE letter has ONE consistent sound in all of the 26 we have (it's v!)
- Students need to continue their learning for many years after 2nd grade early phonics instruction, and be able to identify all of the aspects of the language represented by a written word
- Teachers who know all of the layers will again be proficient at explaining to students





# Advanced Phonics Instruction

dyslexia

dys lex i a

/dɪs/ /lɛks /ē /ə





# How does this translate to the classroom?

Overall Objective: Teach a multisyllabic word-reading strategy to students so they avoid guessing or overreliance on meaning or context in a passage or story

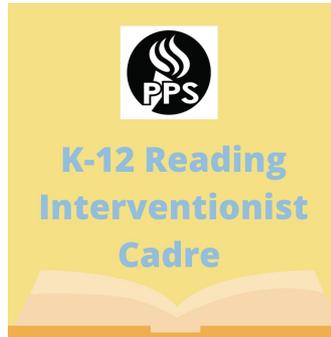
Learning Target: Use one of three principles of dividing words by syllable in order to chunk, then blend all word parts together to read the word accurately





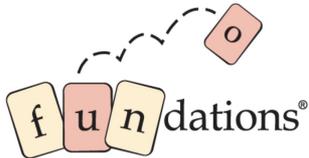
# 2020-2021 Priorities

- Reading Interventionist Cadre
- Tutoring at CSI/TSI/Title Schools
- Continued compliance and beyond to Senate Bill 1003
- Collaborative development of Dyslexia Handbook Website





# 2020-2021 Investments





# Questions

*Thank you!*

