

Getting Reading Right: Filling in the Gaps in the Secondary Classroom



Los Angeles County
Office of Education

Getting Reading Right
Filling in the Gaps in the Secondary Classroom

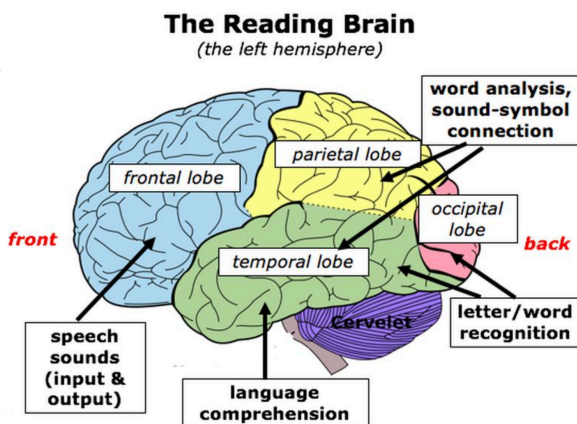
Educator training in the Science of Reading and Instructional Applications for Older Struggling Readers

- 10 modules-live on Zoom
- Assessments to pinpoint skill gaps
- Strategies to fill reading gaps
- Free vetted resources
- Earn a digital badge upon completion

Reach out to rfa@lacoe for more details!

**Educator Training
in the
Science of Reading
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Older Struggling
Readers**

Getting Reading Right, Filling in the Gaps in the Secondary Classroom (FIG) is an educator training program designed by the Reading/Language Arts Unit at LACOE to build knowledge in the science of reading research and structured literacy model for educators in grades 6-12. The training consists of ten 2-hour modules, delivered in-person or live on Zoom. Each module addresses key components of reading to implement in any secondary content class. Participants who complete all ten modules earn a FIG digital badge.



California is shifting to a structured literacy approach to reading instruction, based on the science of reading (SoR) research!

Recent initiatives related to this includes many state literacy grants focused on the science of reading research:

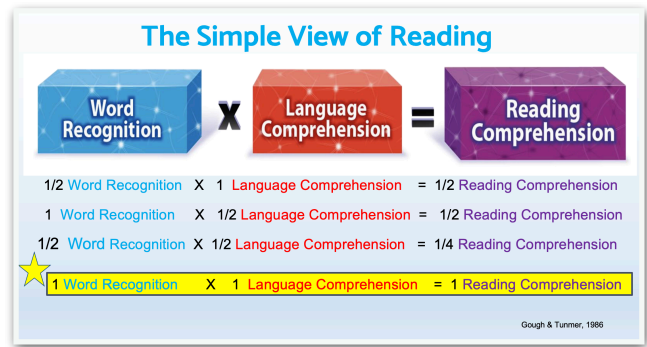
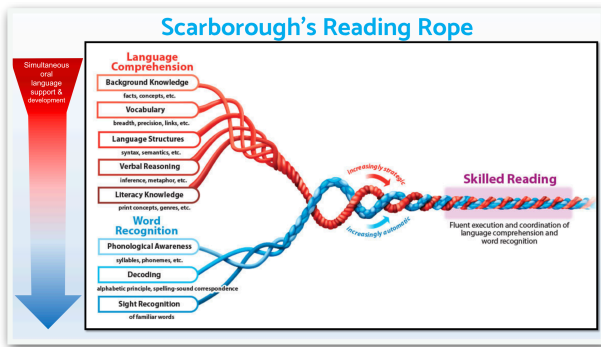
- Early Literacy Block Grant (ELSB)
- Comprehensive State Development Grant (CLSD)
- Reading Instruction and Intervention Grant (RII)
- Re-issuing of CLSD-Coming in 2025
- Literacy Coaches and Rdg Specialist Grant (LCRSET)

Policies Passed in the CA Legislature:

- SB 488: Teacher Preparation
- AB 446: Handwriting Bill
- SB 114: Reading Difficulties Screener

Reading scores across all grade levels have not budged in CA in more than 30 years. It's time for a different approach—one that is explicit, systematic, and effective for ALL students. Through participation in FIG, educators will understand how the human brain learns to read, and how that knowledge translates into effective classroom instruction for older students. Participants are provided with free resources to get the job done and free, open-source assessments to determine student needs.


Each FIG module focuses on a specific component required for proficient reading, based on Scarborough's Reading Rope and the Simple View of Reading, as well as age-appropriate strategies for practice and mastery of skills.




Module topics and actionable outcomes:

<p>Module 1: Introduction and Ownership</p> <p>Actionable outcome: <i>Take Ownership: I will acknowledge and embrace the role I play in every reader's development.</i></p>	<p>Module 2: Reading Skills Overview and Phonological Awareness</p> <p>Actionable outcome: <i>I will teach at least one phonological awareness lesson each week.</i></p>	<p>Module 3: Alphabetic Principle & Sound-Spelling Correspondence (P1)</p> <p>Actionable outcome: <i>I will build knowledge in finite phonics skills.</i></p>	<p>Module 4: Sound-Spelling (P2) & Multi-Syllabic Word Decoding</p> <p>Actionable outcome: <i>I will learn the 6 syllable types and embed explicit multisyllabic word reading practice into daily lessons.</i></p>	<p>Module 5: Orthographic Mapping and Fluency</p> <p>Actionable outcome: <i>I will use effective strategies to improve students' fluency.</i></p>
<p>Module 6: Assessment and Small Group Instruction-(P1)</p> <p>Actionable Outcome: <i>I will assess students and plan small group instruction to address needs.</i></p>	<p>Module 7: Small Group Instruction (P2)</p> <p>Actionable Outcome: <i>I will begin training students in station rotations.</i></p>	<p>Module 8: Background Knowledge & Vocabulary</p> <p>Actionable Outcome: <i>I will use explicit and systematic instruction to build background and vocabulary knowledge.</i></p>	<p>Module 9: Language Structures, Verbal Reasoning & Literary Knowledge</p> <p>Actionable Outcome: <i>I will implement explicit instruction to teach language structures, verbal reasoning and literary knowledge.</i></p>	<p>Module 10: Recap and Closing</p> <p>Actionable Outcome: <i>I will implement what I have learned this year to provide targeted reading, writing, listening, speaking and linguistic instruction to fill student gaps.</i></p>

GRR modules also provide specific scaffolds and supports for multilingual learners and speakers of dialectical variations, as well as tips and strategies for culturally responsive teaching. All students come to school with varying experiences and backgrounds—we strive to use these as assets in the classroom!



Getting Reading Right




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Ready to Get Started?

The Reading/Language Arts team is here to help!
Reach out today to: rla@lacoed.edu




Leslie Zoroya
Project Director




Jessica Sullivan
Secondary Coordinator



Mara Shin Smith
Elementary Coordinator



Teri Applebaum
Elementary Program Specialist



Shana Murphy
Secondary Program Specialist



Silvia Trinidad
Administrative Assistant