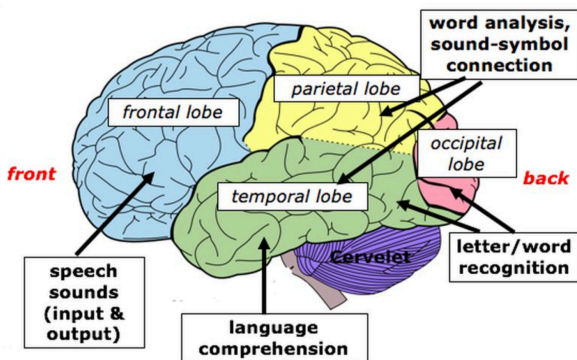# Getting Reading Right

Los Angeles County Office of Education

Educator Training in the Science of Reading and Structured Literacy

Getting Reading Right (GRR) is an award-winning K-5 educator training program designed by the Reading/Language Arts Unit at LACOE to build knowledge in the science of reading research and structured literacy. The training consists of ten 2-hour modules, delivered in-person or live on Zoom. Each module addresses key components to implement an effective Tier 1 literacy program. Participants who complete all ten modules earn a GRR digital badge! Now is the time to super-charge reading instruction, before the mandates are in place!

The Reading Brain
(the left hemisphere)

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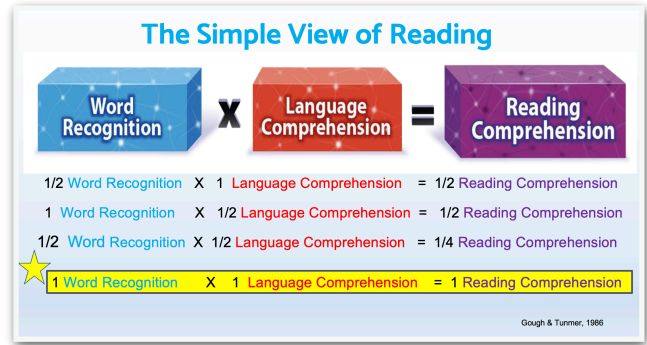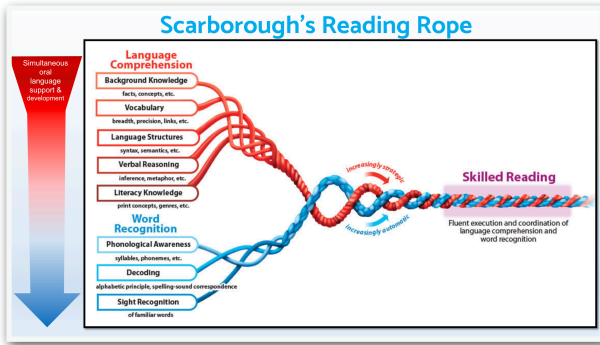- Early Literacy Block Grant (ELSB)
- Comprehensive State Development Grant (CLSD)
- Reading Instruction and Intervention Grant (RII)
- Re-issuing of CLSD-Coming in 2025
- Literacy Coaches and Rdg Specialist Grant (LCRSET)

Policies Passed in the CA Legislature:
- SB 488: Teacher Preparation
- AB 446: Handwriting Bill
- SB 114: Reading Difficulties Screener

Reading scores 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 GRR, educators will understand how the human brain learns to read, and how that knowledge translates into effective classroom instruction. Participants are provided with free resources to get the job done and free, open-source assessments to determine student needs.

Each GRR module focuses on a specific component required for proficient reading, based on Scarborough's Reading Rope and the Simple View of Reading.

Scarborough's Reading Rope

The Simple View of Reading

1/2 Word Recognition	X	1 Language Comprehension	=	1/2 Reading Comprehension
1 Word Recognition	X	1/2 Language Comprehension	=	1/2 Reading Comprehension
1/2 Word Recognition	X	1/2 Language Comprehension	=	1/4 Reading Comprehension
1 Word Recognition	X	1 Language Comprehension	=	1 Reading Comprehension

Gough & Tunmer, 1986

Module topics and actionable outcomes:

Module 1: Introduction and Overview	Module 2: Phonological Awareness	Module 3: Using Data and Effective Instruction	Module 4: Alphabetic Principle	Module 5: Decoding Routine
Actionable outcome: *I will administer reading assessments to all of my students.*	**Actionable outcome:** *I will incorporate phonological awareness activities into my **daily** classroom instruction.*	**Actionable outcome:** *I will use my data to create small groups and begin targeted small group reading instruction.*	**Actionable outcome:** *I will focus on sound/ symbol correspondence and use assessment data to provide targeted support.*	**Actionable outcome:** *I will identify resources to strategically plan and begin to implement a daily decoding and encoding routine.*
Module 6: Sight Recognition of Words (Part 1)	Module 7: Sight Recognition of Words (Part 2)	Module 8: Language Comprehension (Part 1)	Module 9: Language Comprehension (Part 2)	Module 10: Recap and Closing
Actionable Outcome: *I will stop using word memorization techniques and instead implement a daily decoding routine.*	**Actionable Outcome:** *I will incorporate decoding support when introducing high frequency words.*	**Actionable Outcome:** *I will incorporate wide reading practices into my instruction and use a routine for vocabulary instruction.*	**Actionable Outcome:** *I will implement explicit instruction when teaching the 5 strands of language comprehension.*	***Actionable Outcome:** I will implement an effective, systematic Tier 1 reading program by aligning my instruction to Scarborough's Reading Rope and the Simple View of Reading.*

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!

Ready to Get Started?

Getting Reading Right

Los Angeles County Office of Education

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

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