



THE TRANSFORMATIVE Reading Teacher Group

**Becoming the LEADER in *your* classroom,
how to take data that informs your INSTRUCTION
and *transforms* your results.**

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What do **literacy** and a **canary** have in common?

Part 1: Learning to lead and teach from where you (we) are.

Why is 92% so important to remember? What is possible?

We don't have a literacy crisis, we have a leadership crisis and it starts with us.

GROWTH GAPS: *What are yours, how can you change them?*

THE SCIENCE(S) GUIDING HOW YOU LEAD IN LITERACY



Can you lead from anywhere in an organization?



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Leadership is not about being in charge. It's about taking care of those in your charge. - Simon Sinek

What is the ultimate purpose of implementation science?

To create a socially significant outcome.

Who in your school is causing a socially significant change?

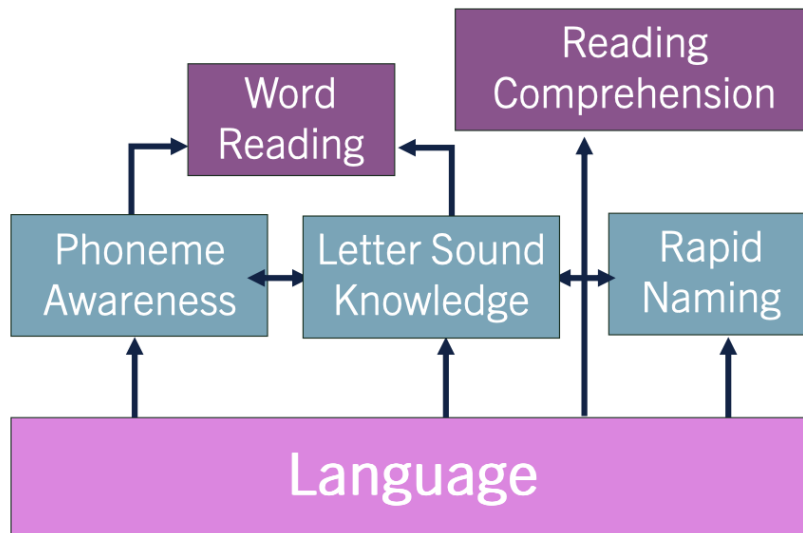
Teachers #1

Leaders #2

How are you addressing the Science of Reading?

(Question answered in the next segment)

THE LANGUAGE FOUNDATIONS OF READING



(Snowling, 2018)

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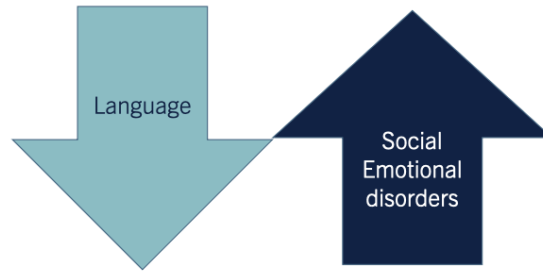


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POOR LANGUAGE IS ASSOCIATED WITH PERSISTENT SOCIAL EMOTIONAL AND BEHAVIORAL CONCERNS.

Children with a marked deficits in language have higher rates of behavioral and emotional disorders in adolescence and adulthood:

Anxiety
Depression
Inattention
Peer Relationships



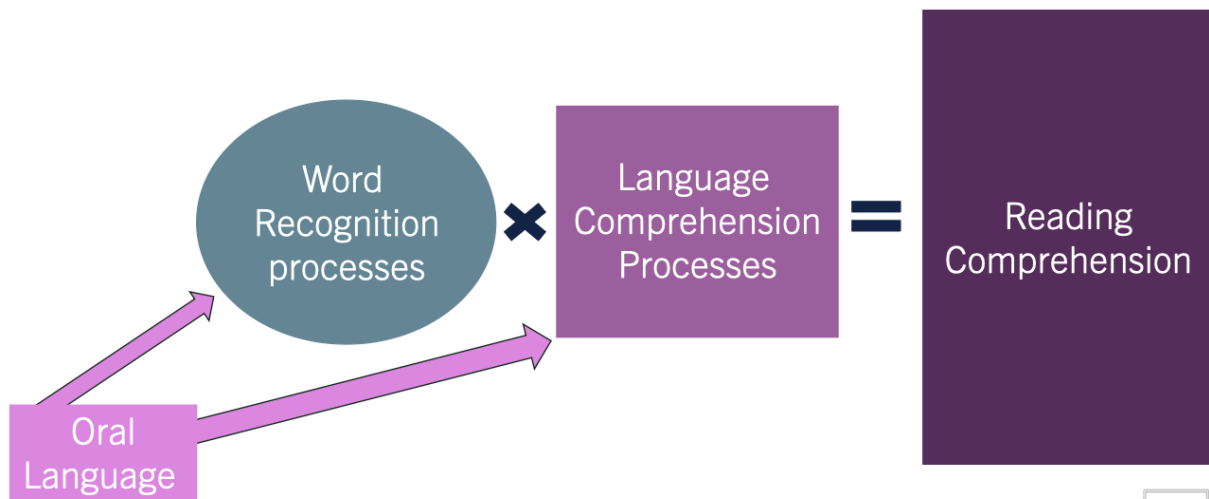
Snowling, M.J., Bishop, D.V., Stothard, S.D., Chipchase, B., & Caplan C. (2006); Goh, S.K., Griffiths, S.L., & Norbury, C.F. (2021)

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The Simple View of Reading

(Gough & Tunmer, 1986)



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**** SEE other handout of the quadrant model of the Simple View of Reading**

Facts about Language and Reading (not on slides)



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- Language is important for both word reading and language comprehension and therefore, reading comprehension.
- Language difficulties are common (7-10% of the population) and become evident early, some include...
 - Slowed vocabulary development
 - May have poor sentence formation
 - Narrative (story telling) skills are under-developed
 - Short listening span
 - Commonly show difficulties with language comprehension and production
- Children with *speech* difficulties may be referred to speech-language pathologists for their articulation concerns but *language* difficulties are often 'hidden'
- Children with language difficulties most often reach the MTSS process IF they develop secondary problems, such as comprehension difficulties or behaviour problems
- Language difficulties should be addressed in the early years (preschool/early elementary) BUT teachers are not trained to identify language problems and lack tests with which to do so
- Until now, we have had very few language intervention tools for classroom teachers, or the science to lead the way.

[Children's Language Skills Can be Improved lessons from psychological science by C. Hulme, M. Snowling and Lervag](#)

Language Screening & Standard Assessments

- [OxEd Language Screen](#) – age 3 – 9 (up to 12) – screens language and reading (available only in the British version now)
- [Early Bird Education](#) – age 4-8 (also changing with new research) - has both dyslexia risk indication and some oral language tasks (see additional handout)
- [QUILS](#) (Quick Interactive Language Screener) – ages 3-6
- [Cubed NLM](#) (narrative language measures) – ages 4-9
- [DYMOND](#) Diagnostic Assessment for DLD and Dyslexia – formal & standardized
- [TILLS Student Language Scales](#) – age 9-16 *Intervention* – formal & standardized

Language Instruction Resources

- ☐ [Sortegories](#) (K-3, + special populations)
- ☐ [Story Champs](#) – intervention tool for age 5 +
- ☐ [Language for Learning](#) - intervention tool for 4 +, or it can be used whole group
- ☐ [Nuffield Early Language Intervention](#) (NELI) Small Group (Tier 2 & 3) &
- ☐ [NELI Whole Class](#) (Tier 1) – 3-7 years of age
- ☐ Free PreK-3 Curriculum – [Let's Know!](#) by The Language and Reading Research Consortium (LARRC)
- ☐ [Language Live](#) (grades 5-12)

Word Reading Diagnostics to define instruction protocol (all in handout packet)

****Use if you do not have a placement tool with your curriculum.**

- ☐ [Diagnostic Decoding Surveys](#) (free)
- ☐ [Readsters](#) (a resource page with a log-in has many free and great tools)



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Spelling Diagnostics and word study support

- ☐ [Spellography](#) (4-8 grades)
- ☐ [Sortegories](#) (K-3, + special populations)
- ☐ [Phonics and Spelling through Phoneme Grapheme Mapping](#) (K-8)