



East Haven Public Schools

SCIENCE OF READING

IGNITE TALK

Deer Run - *Where We Are*

Structures

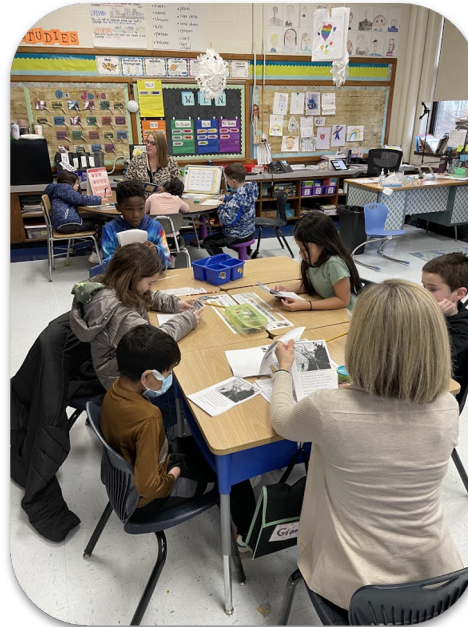
- Targeted Small Group Literacy Instruction during
 - WIN Block (What I Need)
 - Literacy Block

Resources

- Small Group Lesson Plan Template
- Variety of Small Group Materials

Shared Learning

- Use of Tuesday meeting times for planning and looking at student data



Deer Run - *Moving Forward*

Structures

- Embed Foundations into the WIN (“What I Need Block”)
- Uninterrupted Small Groups

Resources

- Create a PK-2 Interactive Read Aloud “library”



Shared Learning

- Increase Literacy Instruction Coaching Cycles
 - Focus: Vocabulary, Small Group, Interactive Read Alouds



Deer Run



Video



East Haven Academy - *Where we are*

Structures

- Continued Peer Observation opportunities with collaborative time for feedback.
- Daily, uninterrupted small group instruction (additional staff members re-assigned to prioritized grades).
- Interactive Read-Alouds (purposeful planning)
- WIN focus groups, standards-based planning rather than just around district programs/resources (Example: [Second Grade WIN](#))
- Purposeful planning and focus around levels of DOK

Resources

- [Small Group Literacy Tracker](#)
- [Small Group Math Tracker](#)
- Literacy “Look Fors” Walkthrough Guide

Shared Learning

- Consistent grade-level common planning time.
- Providing additional time for teachers and instructional coaches to plan together (often includes co-teaching models)



East Haven Academy - *Moving Forward*

Structures

- Intentional planning for interactive read alouds and small group guided reading
- Literacy block foundational to SoR research

Resources

- Rich and engaging text for shared reading
- DOK charts, advance organizers

Shared Learning

- Developing and asking good questions when reading
- Integrating supports and scaffolds without taking the workload from students



Ferrara - *Where we are*

Structures

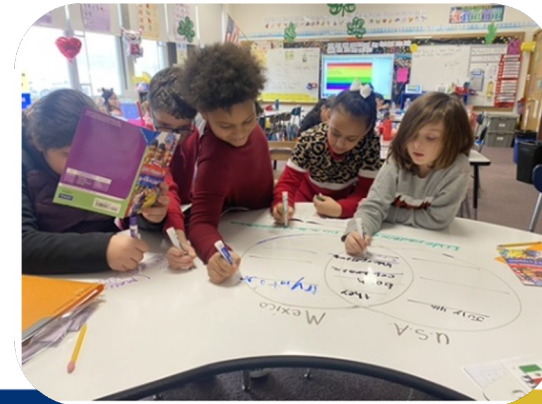
- Monthly Data, Literacy and Grade Level Meetings to meet the needs of ALL students
- WIN
- Word of the week and instructional routines for vocabulary

Resources

- Benchmark and progress monitoring data
- Planning templates for effective whole and small group instruction
- Authentic, rich and engaging text

Shared Learning

- Review and intentional integration of strategies aligned with SoR research
- Deep understanding of student needs
- Natural daily integration of Tier III vocabulary words



Ferrara - *Moving Forward*

Structures

- Collaborative planning time
- Scheduling that maximizes instructional time
- Data driven common focus across all content areas

Resources

- Ongoing building PD
- Building-to-building connections
- Developing grade level read aloud lessons and resources

Shared Learning

- Integrating SoR research in other content areas
- Being intentional
- Questions and structures that allow for more student to student discourse
- Creating a school culture that promotes word awareness



Ferrara



Momauguin - *Where We Are*

Structures

- Double WIN blocks to prioritize Kindergarten
- Literacy Block (whole group moves into 40 minutes for protected small group); staggered for Tiered access

Resources

- Lesson planning template aligned with effective instruction; phonological awareness (K-1)
- Replacing worksheet activities with decodable text depot

Shared Learning

- All classroom teachers engaged in SOR cohort 1 (or 2)
- Emphasizing the role of small groups for Tier 1 differentiated instruction
- Elevating comprehension and its role in early literacy
- Leverage early release for paraprofessional development



Momauguin - *Moving Forward*

Structures

- Ensure double access to WIN for 1st & 2nd graders working on Kindergarten concepts

Resources

- Amplifying real, authentic reading experiences:
 - Library Aide promoting independent and at-home reading
 - Continue growing text collection for decodables and unit-based text sets

Shared Learning

- Continue building classroom data literacy (DIBELS) to make real-time adjustments for accelerated learning
- Vocabulary development, especially through interdisciplinary block
- Emphasize interactive read alouds across the curriculum
- ****Access for staff to complete SOR modules... and onboard new staff*



Tuttle - *Where We Are*

Structures

- Double WIN blocks to prioritize high leverage supports
- Literacy Block (30 minutes for protected small group); staggered across grades for Tiered access and support services

Resources

- Revamp of SRBI/MTSS to be more subgroup specific with reading data
- Reading workbook at focus for GLT and data conversations

Shared Learning

- All classroom teachers engaged in SOR cohort 1 (or 2)
- Continuing to revisit RTFI results
- Ongoing weekly PD for paraprofessional development



Tuttle - *Moving Forward*

Structures

- Scheduling redesign for universal read aloud per class/space
- Highly engaging activities around selected comprehension

Resources

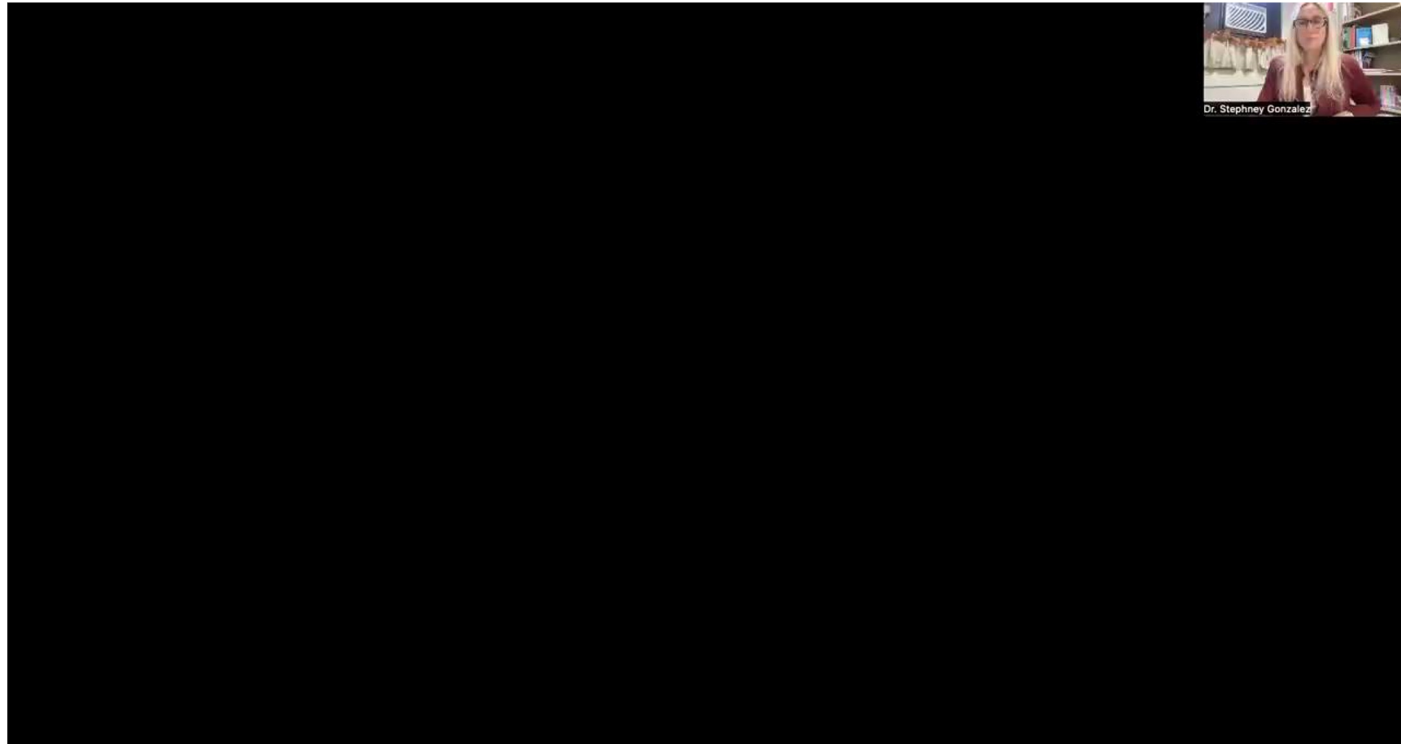
- Creation of vetted read aloud materials
 - Choosing highly effective, grade specific materials
 - Building lessons around read aloud materials

Shared Learning

- Build collective decisions on high quality read alouds to be used at each grade level
- Tab texts for high leverage situations for teachers
- Pilot supported read alouds, create collection of grade specific read aloud book box per trimester
- Support with revised building schedule, teacher professional development



Tuttle



Stephney Gonzalez (lit talk)

Video

