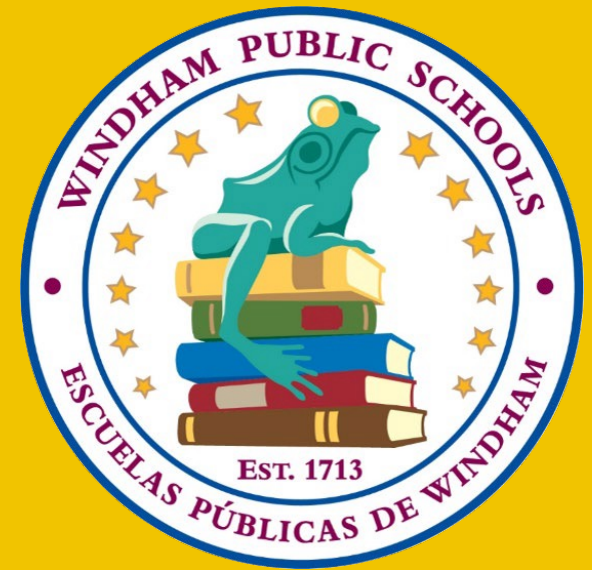




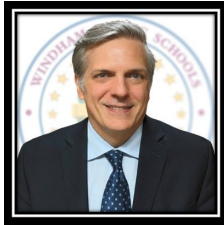
Windham Public Schools
Science of Reading
Masterclass – Cohort 1
April 27, 2023



Our Team



Tracy Youngberg
Superintendent of
Schools



Neil Weathers
Assistant Superintendent
of Schools



Elizabeth Bumgardner
Director of Elementary
Education



Marcus Ware
Executive Director -
Strategic initiatives



Catherine
Colavecchio
Assistant Director
of Pupil Services



Beth Brunet
Director of
Equity &
Multilingual
Education



Amy Fin Smith
Dual Language
Specialist



Eben Jones
Principal
Natchaug
Elementary



Stephanie Sawyer
Assistant Principal
CH Barrows STEM
Academy



Camie Niland-
Poirier
Academic
Coach



Michelle Dupuis
Academic Coach



Martha Woods
Academic Coach



Kristi Dudek
Academic Coach



Jessica Higham
Academic Coach





★ Needs Assessment



Revision 2023

Windham Public Schools
Dual Language Bilingual Implementation Guide

Grade Level/Course: Grade 2
Science and Spanish Language Arts

Map Title: Cuentos de la Naturaleza

Pacing End Date: 21 de abril

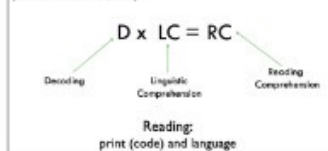
Map Outline:

- [Background Knowledge](#)
- [Unit Narrative](#)
- [Priority Standards](#)
- [Student Agency Goals by the end of Unit 1](#)
- [Essential Questions and Big Ideas](#)
- [Key Vocabulary and Assessment Aligned Questions](#)
- [Lesson Sequence and Pacing Guide](#)
- [Home Connection Suggestions](#)
- [Feedback Survey](#)

Background Knowledge for Teachers of Literacy

The Science of Reading explains the components of reading that proficient readers of English have mastered.

SIMPLE VIEW OF READING (SVR)
(GOUGH & TUNMER, 1986)



The Science of **B**ilinguality explains the components of reading that proficient bilingual readers have mastered.

★ District needs assessment

★ Emphasis on SoR

★ Implementation Guides

Secuencia de instrucción de destrezas fundamentales

Kinder

Spanish Foundational Skills Scope and Sequence



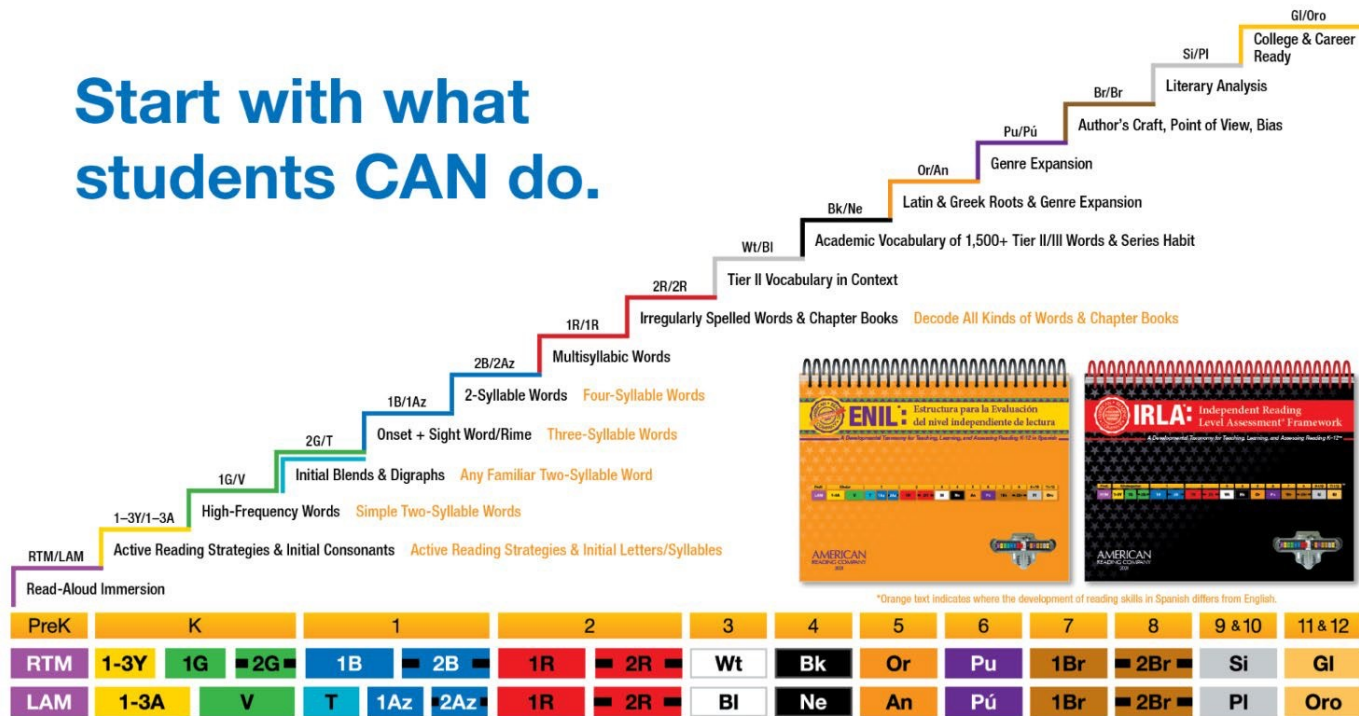
Semana	Conciencia fonológica/fonémica	Fonética/Estudio de palabras
Unidad 1	1	Sustituir una palabra en la oración Segmentar una palabra en sílabas Rima oral
	2	Sustituir una palabra en la oración Segmentar una palabra en sílabas Rima oral
	3	Sustituir una palabra en la oración Segmentar y combinar sílabas Rima oral
	4	Segmentar y combinar sílabas Contar sílabas Rima oral
	5	Segmentar y combinar sílabas Contar sílabas Omitir sílabas Rima oral
	6	Segmentar y combinar sílabas Omitir sílabas Rima oral Aliteración

READING COMPANY		Phonics Scope & Sequence			
IRLA Level	1Y	2Y	3Y	4Y	5Y
This Scope and Sequence is taught whole group in Kindergarten and First Grade ABC Core and in small groups using the IRLA Toolkit in all other grades to support each student's Foundational Skills development.	<ul style="list-style-type: none">• Sentence pattern and picture reading CCSS F.1.1a	<ul style="list-style-type: none">• One-to-one correspondence CCSS R.CC.1.4a• Concept of word CCSS F.1.1a• Tracking CCSS F.1.1a	(Kindergarten)		
			<ul style="list-style-type: none">• Initial consonants CCSS F.1.1a• Initial Consonant Sound Suggested Sequence<ul style="list-style-type: none">• Starter consonants: b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z• Two-sound consonants: c, g• Remaining consonants: b, d, h, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	<ul style="list-style-type: none">• First 60 Power Words (High-Frequency Words) (Word Recognition) CCSS F.1.1a• Consonant sounds (Phonics) CCSS F.1.1a	<ul style="list-style-type: none">• 100 Power Words (Word Recognition) CCSS F.1.1a• Initial blends and digraphs (Phonics) CCSS F.1.1a• Initial consonant - blends• Initial - and -w- blends• Initial consonant digraphs
1B			2B		
(1st Grade)					
<ul style="list-style-type: none">• Manipulate onsets and rimes (Phonics) CCSS F.1.1.2b• Decode most one-syllable words (Phonics) CCSS F.1.1.3b• Read 10 Tricky Words (Word Recognition) CCSS F.1.1.3g			<ul style="list-style-type: none">• Decode most two-syllable words (Phonics) CCSS F.1.1.3b, CCSS F.1.1.3f• Read 20 Tricky Words (Word Recognition) CCSS F.1.1.3g		
Two-Syllable Words					
<ul style="list-style-type: none">• Compound words• Inflectional endings					
One-Syllable Words: Use Phonograms to Read New Words					
Zone 1: Use 10 Power Words (Without Sounds)					
<ul style="list-style-type: none">• Consonant + Power Word = new word (e.g., use -all to read call)all all eat 					

- ★ Letter/Sound Protocol
- ★ Power Word Protocol
- ★ Read and Spell sight words
- ★ Phonemic Segmentation

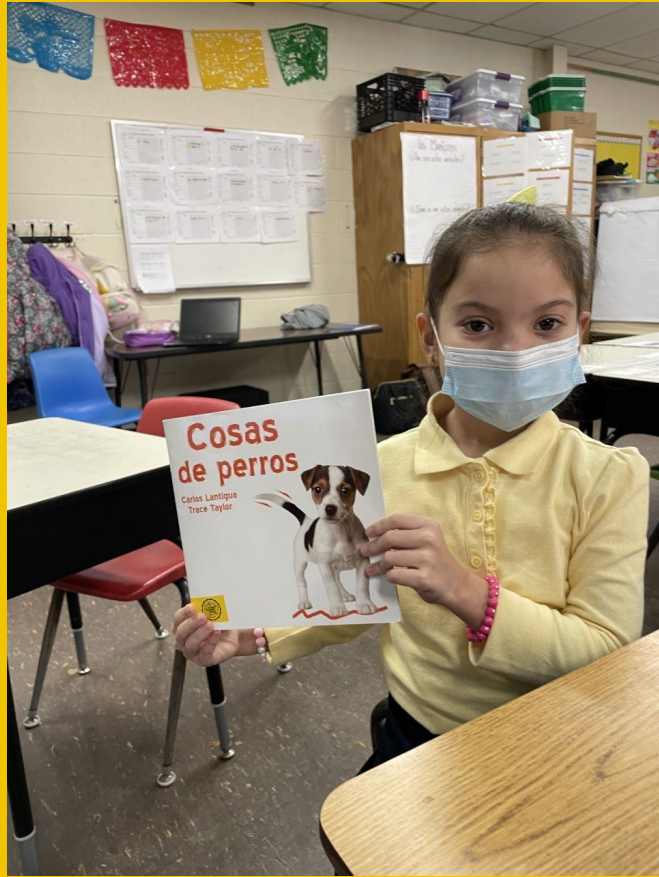
Building Skills Sequentially

Start with what
students CAN do.



★ Literacy Walkthroughs

★ Taxonomy





More Need=More Targeted Instruction

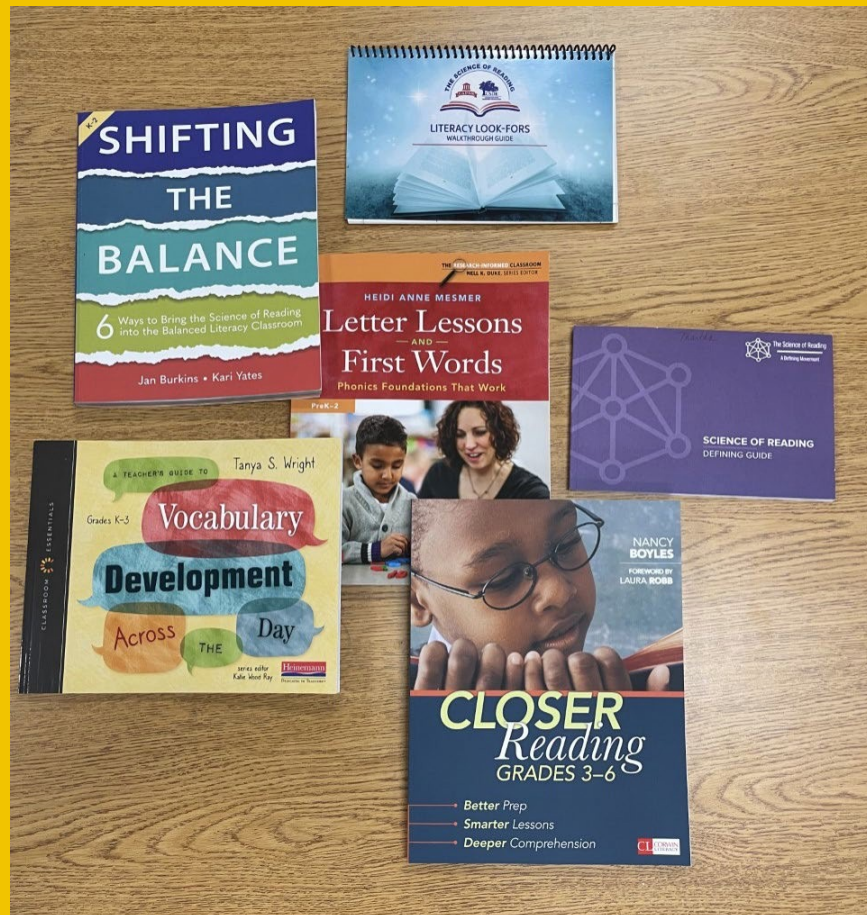
★ Equity Lens

★ Aligned Study of Data



- ★ Dedicated Coaching
- ★ Orientation
- ★ Differentiated PDs/PLCs

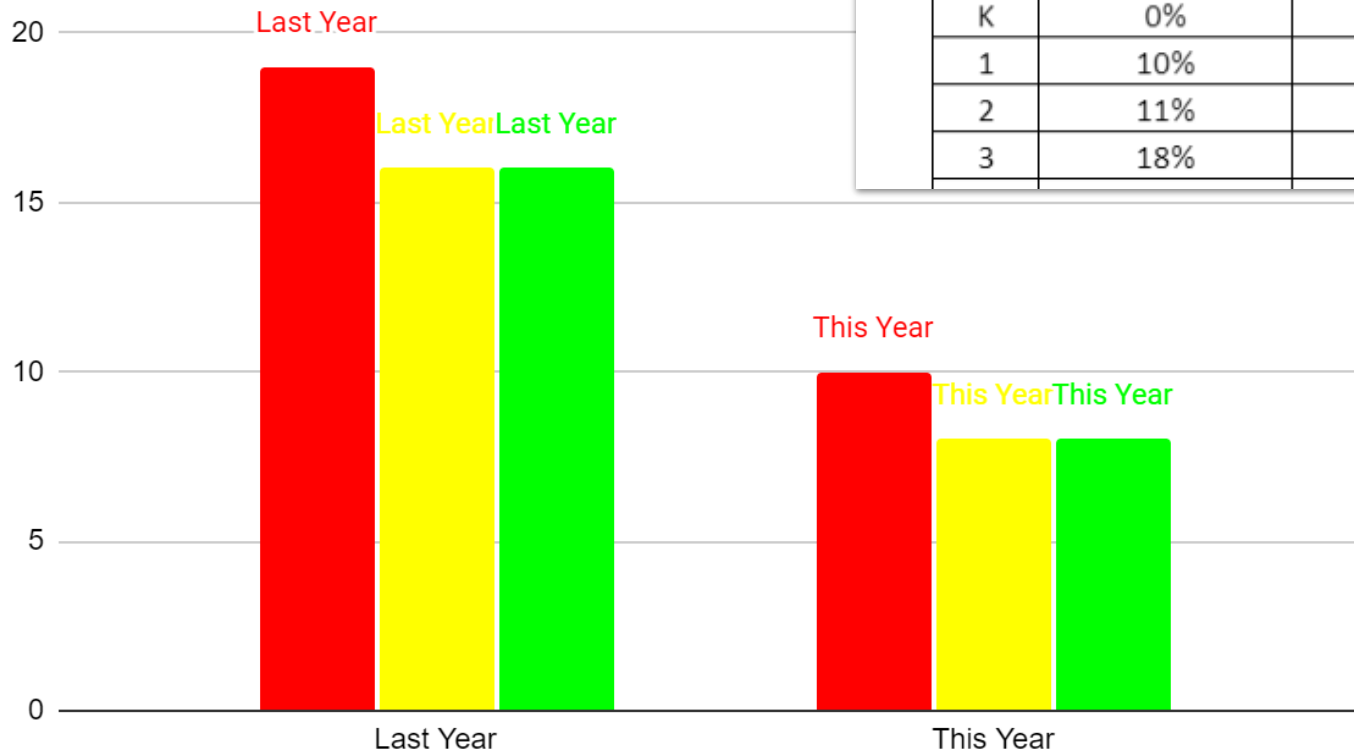




- ★ Ongoing professional development
- ★ Expansion of SoR teams
- ★ Family literacy events



Average Days Since Last Conference



Percent At/Above Grade Level (Fall 2022 and Winter 2023)

Reading			
	Fall 22-23	Winter 22-23	End of Year Target
All	16%	28%	39%
K	0%	45%	74%
1	10%	22%	33%
2	11%	24%	39%
3	18%	36%	47%

SCIENCE OF READING

WHAT I SHOULD HAVE LEARNED IN COLLEGE





Definition.

A definition is a statement of the meaning of a term (phrase, or other set of symbols).[1] Definitions can be classified in large categories, into intensional definitions (which try to give the essential meaning of a term) and extensional definitions (which proceed by listing the things that a term describes).[2] Another important category of definitions is the class of ostensive definitions, which convey the meaning of a term by pointing out examples. A term may have more than one different sense.

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

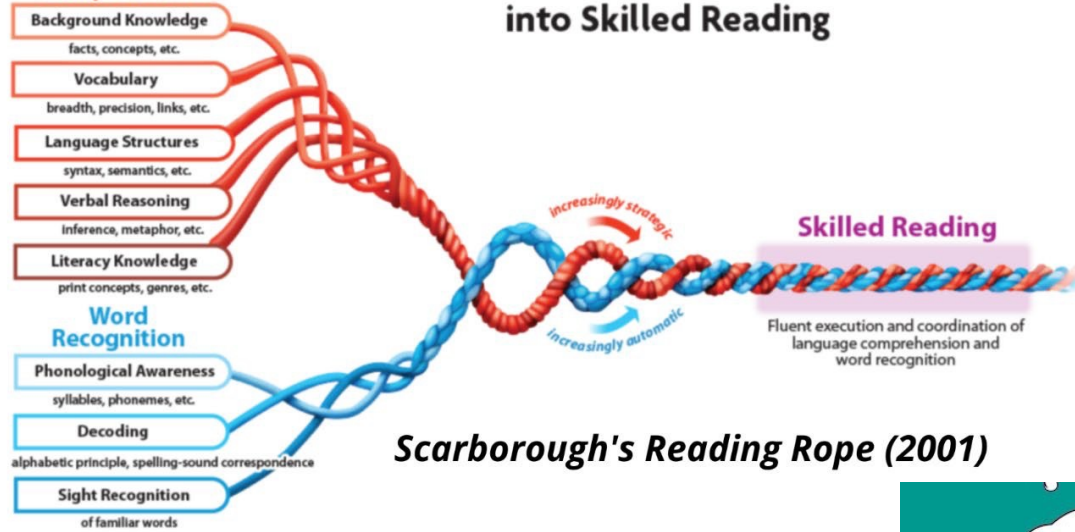
Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading



Scarborough's Reading Rope (2001)





The Science of the Bilingual Reading Brain

BY: Alexandra Guilamo

For more information or to bring this PD to your school, contact us at: info@tajulearning.com

TaJu Educational Solutions

4 Key Factors in an Evidence-based View of Biliteracy (*the WHAT*)

5 Critical Components in Creating Access to Biliteracy (*the HOW*)

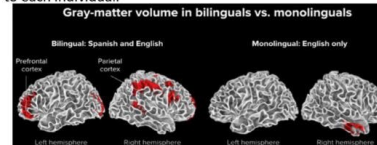
7 Branches of Science that Give Emergent Bilinguals a Reading Advantage (*the WHY*)

7



PARTS OF THE BRAIN THAT FUNCTION UNIQUELY IN EMERGENT BILINGUAL READERS:

TEMPORAL LOBE (1) holds our semantic (facts) and episodic (events) memories that are often distinct from school background knowledge, driving students' fight-flight responses to teachers, texts, tools, and talk. (2) Holds Wernicke's (speech processing and judgment) and Broca's area (speech production) – critical in comprehension, inferences, and attaching meaning to what readers hear and what that means to each individual.



Credit: Adapted from O.A. Olulade et al / Cerebral Cortex 2016

OCCIPITAL LOBE: (1) serves as the visual processing station, and (2) visual integration & interpretation (needed for comprehension) which is influenced by L1 episodic memories of visual information being interpreted.

FRONTAL LOBE: (1) serves as the executive center, controlling the phonological loop which takes visual information through the episodic buffer to match with stored graphemes (in student's L1 & L2). (2) It holds most dopamine-sensitive neurons that determine the reward of current actions based on how similar they are to prior reading activities and how motivated they should be to even engage. (3) Regulates visual search and gaze (scanning of words/texts) for all pertinent details removing unnecessary eye movement during reading, which is impossible if meaning isn't prioritized.

PARIETAL LOBE: critical in mapping the visual world, like in reading or when bilinguals must reason around what linguistic resources to deploy based on similar visual encounters.

Key Factors in an Evidence-based View of Biliteracy

4

La comprensión lingüística + oralidad + el conocimiento fonético/decodificación + la transferencia = comprensión + lectoescritura tras dos idiomas

Linguistic comprehension + oracy + explicit phonics/decoding + transfer = comprehension + biliteracy

Critical Components in Creating Access to Biliteracy Instruction

The Student Profile	The Functions & Processes Involved in Reading	The Developmental Progression	Most Effective Strategies	Agency & Motivation
<ul style="list-style-type: none"> Who is the reader? What does the evidence detail about the nature of reading abilities and any challenges? What is the work that must be done to address it? 	<ul style="list-style-type: none"> Executive Linguistic Auditory Visual Perceptive 	<ul style="list-style-type: none"> Oracy, vocabulary & translanguaging Phonological awareness Phonics Writing Complex words Complex orthographic 	<ul style="list-style-type: none"> What are the most effective strategies for the specific skills being developed within that progression? 	<ul style="list-style-type: none"> How does the teacher maintain energy, motivation, and agency for students that show atypical patterns when they arise?

5

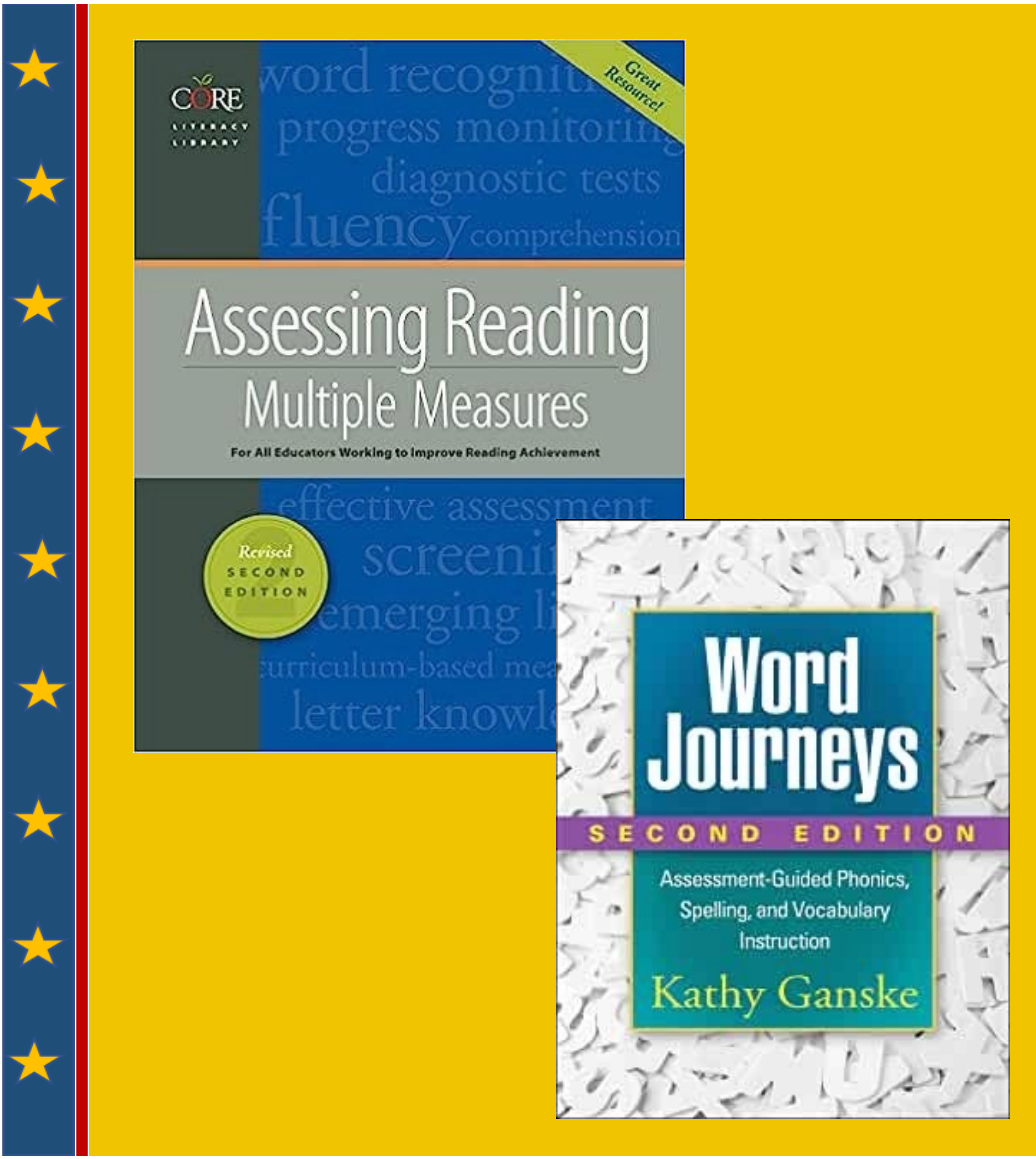
Teaching for the Achievement & Justice of Us

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★ Emerging Kindergarteners





Learning Resources

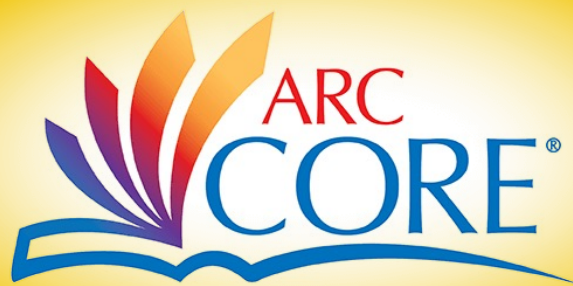
★ Collaboration

★ Alignment

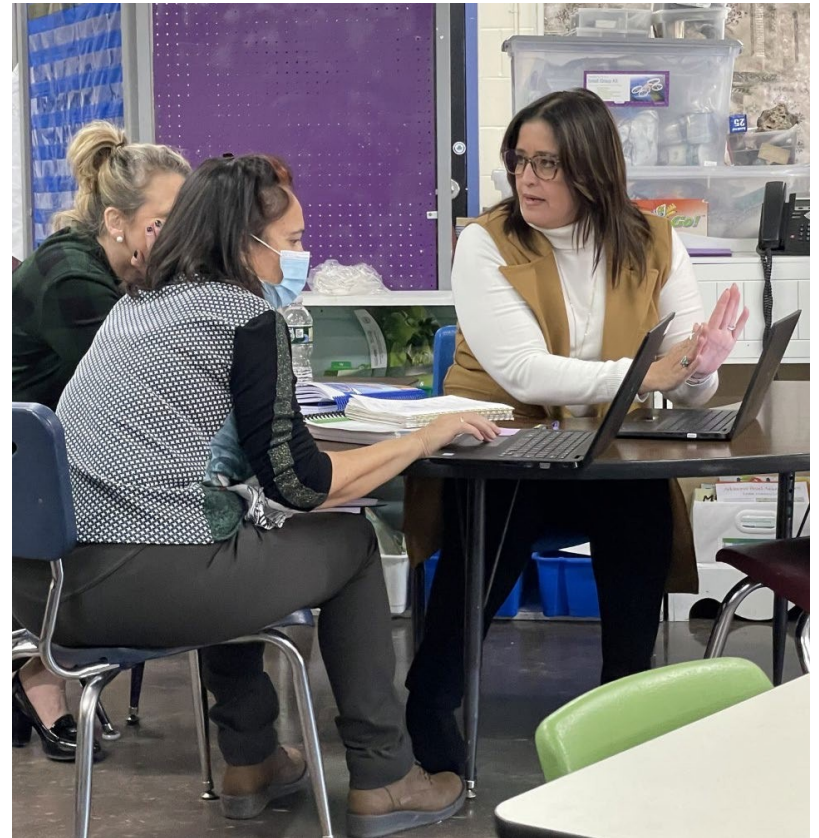
★ SoR

★ Professional Development



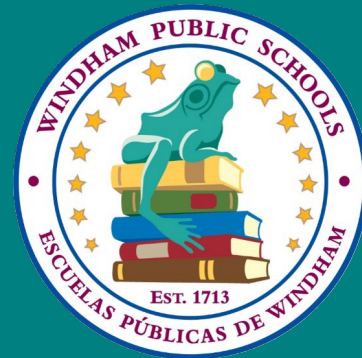


★ Embedded coaching





**Your next chapter
is going to be amazing.**



#nextchapter