

Marlborough Elementary School K- 3 Reading

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At MES, we are deeply committed to providing quality reading instruction to all students.

We have embraced opportunities to learn about the Science of Reading, reflect upon our practices, and make instructional shifts to align with research.

Our instructional practices have shifted to include explicit and systematic instruction with the goal that all students will become proficient readers as an essential gateway to learning and opportunity.

Components of K-3 Reading Instruction at MES

Explicit and Systematic Phonics Instruction—We adopted the [Foundations](#) program in grades K-3 to teach systematic phonics. Every student learns, practices, and masters foundational skills, leading to strong reading comprehension. [Lexia](#) is used to reinforce instructed content.

Phonemic Awareness—This is the ability to hear, isolate and manipulate the sounds of spoken language. These skills are taught systematically through the [Heggerty](#) Phonemic Awareness resources in K-1 in whole and small group settings.

Decodable Texts—Decodable texts provide the reinforcement that students need in order to practice learned phonics skills. Our resource [Geodes](#), in use in grades K-2, aligns with the scope and sequence of Foundations (described above).

Knowledge, Vocabulary Building and Comprehension— Research indicates that building knowledge and vocabulary contributes significantly to reading comprehension and should be taught beginning in the early grades. Students have many opportunities for this type of learning through reading authentic texts during Reading, Social Studies and Science. These texts are often read aloud, followed by rich classroom discussions, enabling students to develop more complex vocabularies. These skills will be embraced daily with the implementation of the [Bookworms](#) Reading and Writing program.

MES Reading Model K-3

Reading Components	
Name	Definition
Phonemic Awareness (MTSS in 2nd/3rd)	Short, explicit instruction in phonological awareness skills using <i>Heggerty</i> .
Phonics	Systematic and explicit instruction on the relationship between phonemes and graphemes using <i>Foundations</i> . Handwriting will be addressed with this time.
Differentiated Small Group/ Structured Literacy Instruction	Explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Including: -oral language practice -orthographic mapping -reading decodable and authentic texts (<i>Geodes</i>) -conventional writing practice
Read Aloud	Picture and chapter books 2-3 levels above grade level will be shared with students. Fluent reading (smooth reading and prosody) will be modeled. Students will develop their listening comprehension skills, build their vocabularies, and gain knowledge through classroom discussions.
Comprehension and vocabulary building	Engaging books are directly instructed in the whole class, shared reading and partner settings, seamlessly building vocabulary and comprehension strategies. The selected, high impact books from a diverse set of authors, depict interesting challenges that engage our youngest minds to build their love of reading. (<i>Bookworms</i>)

How You Can Help At Home

- ❖ Your child may be bringing home different types of books. These include:
 - Decodable texts: short passages or books that include words that students can sound out and practice on learned phonics skills.
 - Familiar texts: short poems, passages and books that students may be able to read by themselves, but also might need a little help. This is a great type of book to read together.
 - Student choice books: just for fun books are so important as we want students to be exposed to a variety of genres and to enjoy reading. These books may be too hard, too easy or just right. This is a great type of book to read just for fun! Students can look at the pictures to tell the story or enjoy reading this book to you (or you to your child).

Decoding:

When your child is reading and gets stuck on a tricky word, use the following prompts:

- ❖ Look through the whole word, left to right
- ❖ Use a finger to segment the words into sounds or syllables
- ❖ Sound it out/tap it out, then blend it
- ❖ Reread to make sure it makes sense
- ❖ If it is a word that your child cannot sound out, you can tell them the word

Fluency:

- ❖ Have your child read and reread familiar books to practice reading smoothly. Fluent readers read words automatically and with expression.
- ❖ After decoding a tricky word, go back and reread it so it sounds smooth, just like talking.

Comprehension:

- ❖ Reading aloud to your child helps to improve their vocabulary and comprehension skills.
- ❖ Engage in conversations about the topic or text before, during, and after reading.



For additional information on Structured Literacy [click here](#)

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