



**Wallkill Central School District  
K-6 Reading Program and How it Relates to the “Science of Reading”**

# AGENDA




- What is the Science of Reading?
- Resources the District uses to Teach Reading
- Professional Development for Teachers
- Informational Video
- Questions and Answers

# WHAT IS THE SCIENCE OF READING

- The Science of Reading (SoR) refers to a body of research – 50+ years of interdisciplinary research that documents and describes how children develop reading and writing skills and competencies.
- This research also features the principles and practices for research-based instructional design and opportunities to learn.
- The SoR is not a single approach or entity- the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy

# Simple View of Reading

- a formula introduced by Gough and Tunmer in 1986
- The Simple View of Reading is a mathematic formula that can be used to **predict reading comprehension**.
- A student's Reading Comprehension (**RC**) score can be predicted if Decoding (**D**) skills and Language Comprehension (**LC**) abilities are known.

	DECODING (D)	×	LANGUAGE COMPREHENSION (LC)	=	READING COMPREHENSION (RC)
	1	×	1	=	1
	1	×	0	=	0
	0	×	1	=	0

# Scarborough's Rope

## Language Comprehension

LC

**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.)

## Decoding

D

**Phonological Awareness**  
(syllables, phonemes, etc.)

**Decoding**  
(alphabetic principle, spelling-sound correspondences)

**Sight Recognition**  
(of familiar words)

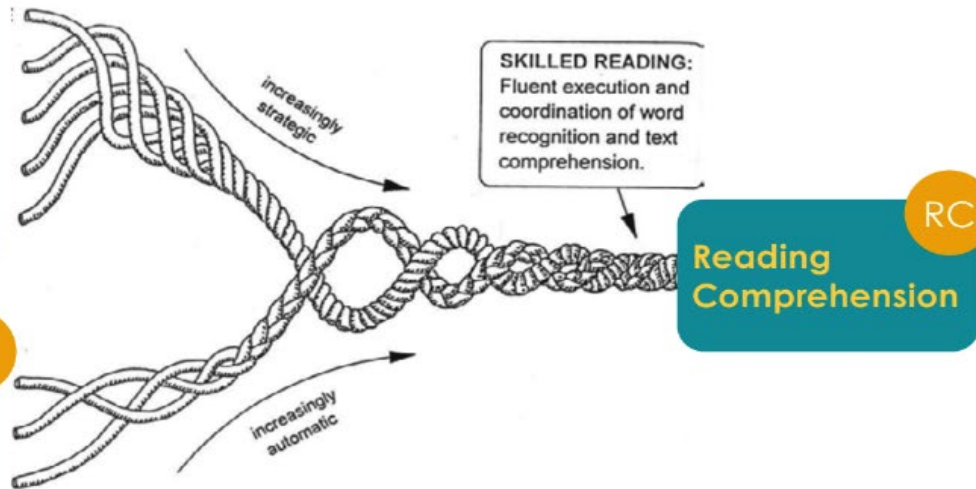
LC

X

D

=

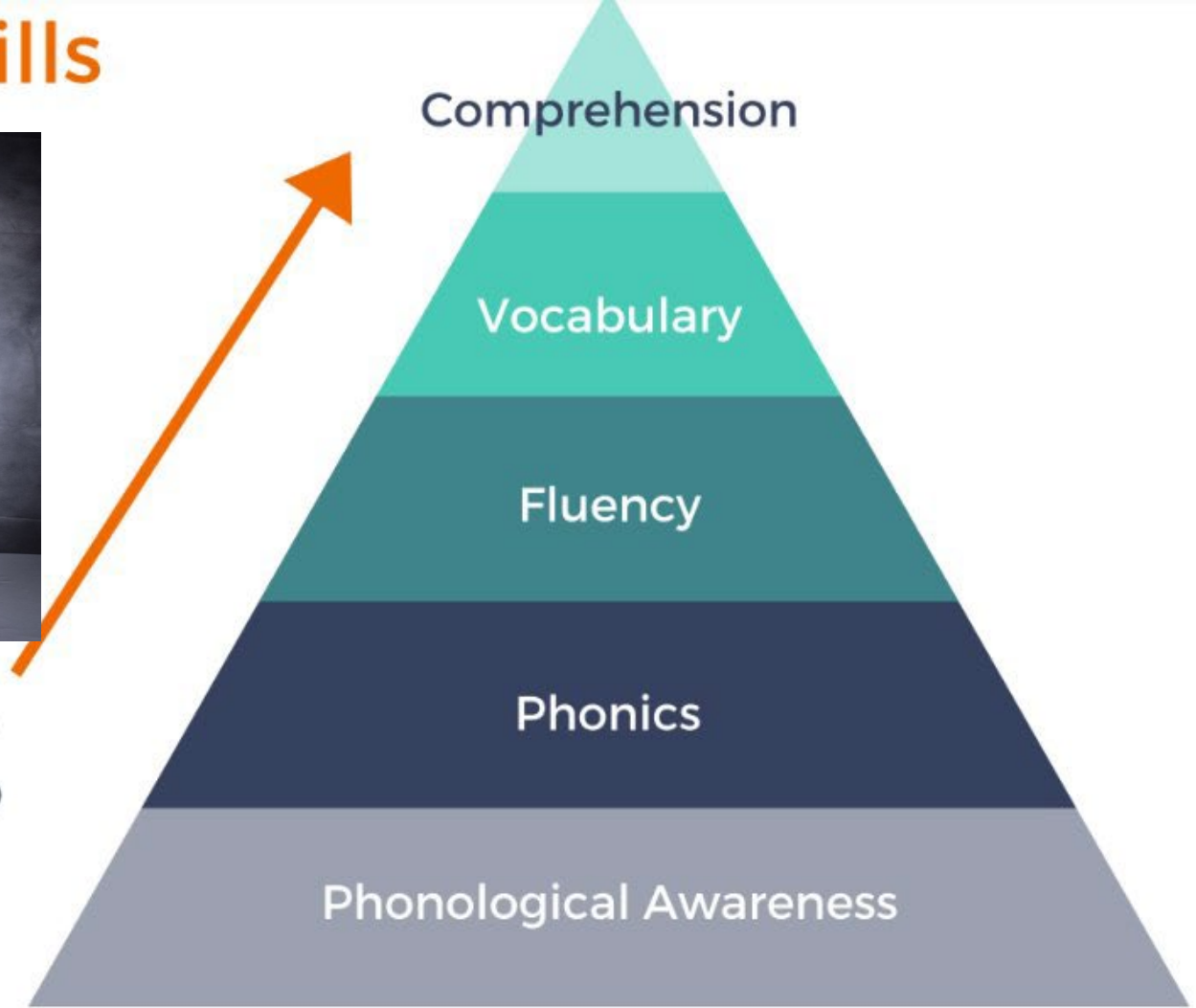
RC



# Reading Skills



Foundational skills  
must be in place to  
achieve higher  
order skills



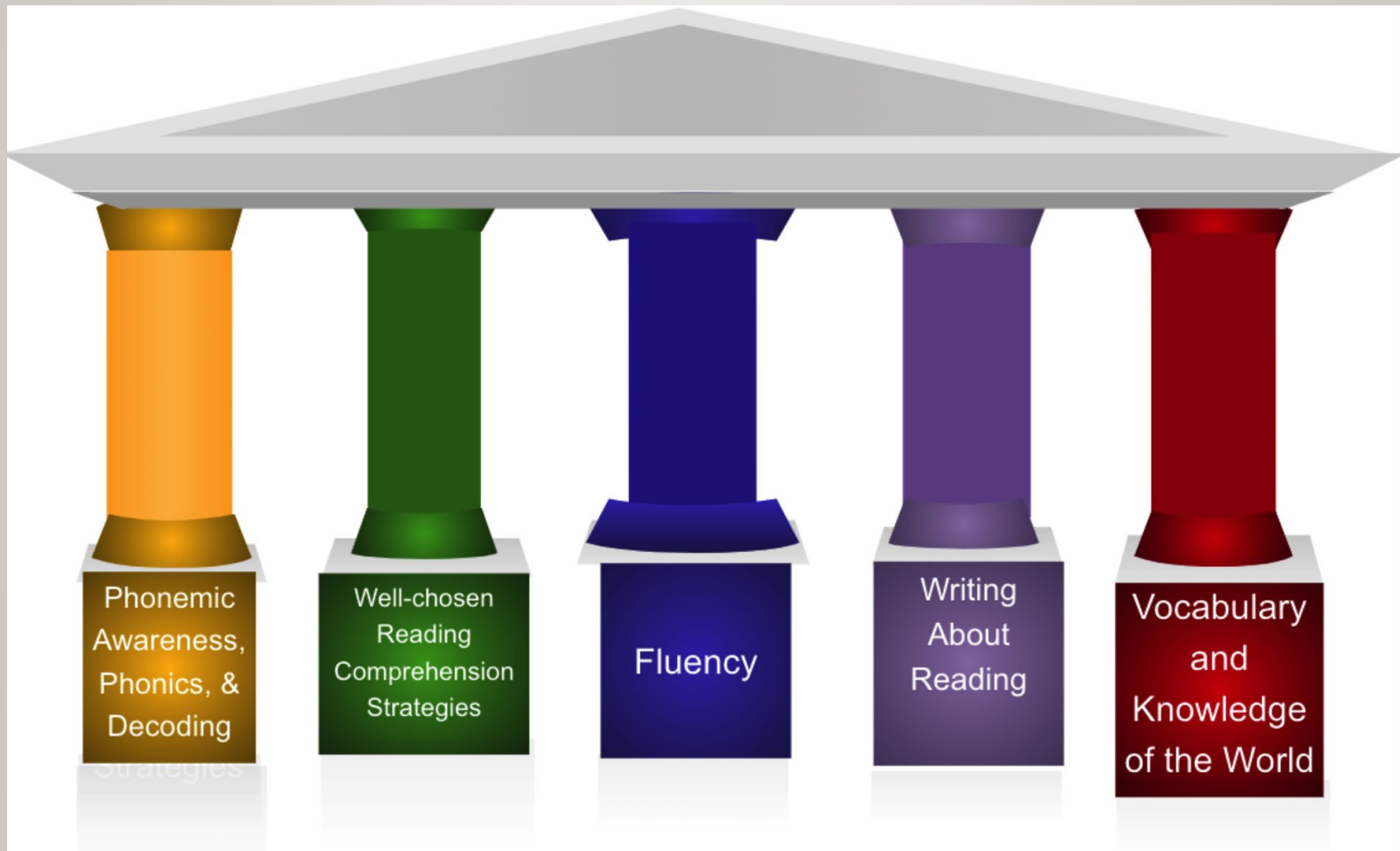
Comprehension

Vocabulary

Fluency

Phonics

Phonological Awareness



# *Phonemic Awareness, Phonics, & Decoding*

Phonemic  
Awareness,  
Phonics, &  
Decoding

- Systematic and Explicit Instruction
- Sounds - Symbols, Letter - Sound Relationships
- Decodable Readers to Apply Skills

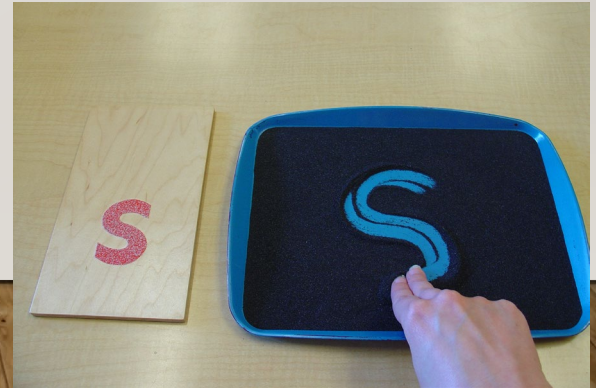


# WHAT IS ORTON-GILLINGHAM?

- Explicit, systematic, cumulative instruction driven by teacher observation & data
- Instruction tailored to our students' needs and how they learn
- Research based instruction supported by scientific evidence on how people learn to read and write
- An approach- not a program or set of materials. This requires intensive teacher training.

# ORTON GILLINGHAM INSTRUCTION INCLUDES:

- The study of English language history (the WHY behind the words)
- Phonemic awareness
- Phonics instruction intended for both reading and writing
  - Spelling
- Writing & vocabulary instruction
- Morphology (the study of word parts and their meaning- this has a huge impact on comprehension)
- Spiral review
- Reading controlled and uncontrolled text
- Multisensory teaching techniques



# *Fluency*



- Accuracy, Automaticity (Rate), Expression (Prosody - Tone, Pitch, Rhythm)
- Repeated Reads, Shared Reading

Fluency

# FLUENCY

**Early  
Stages of  
Reading**

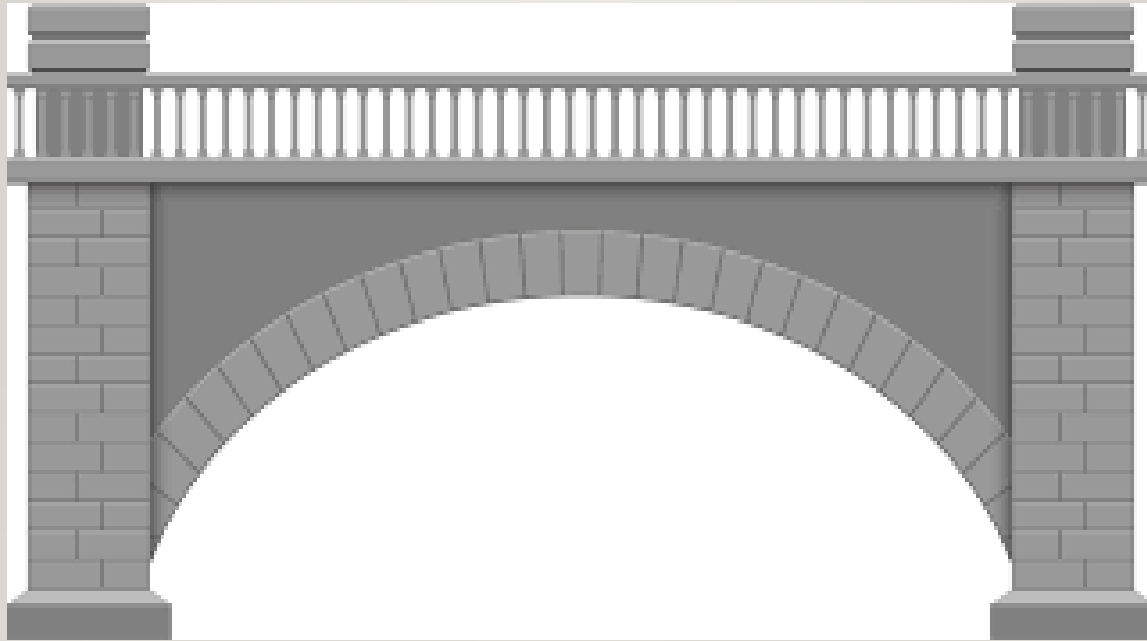
**Oral Language**

**Phonemic**

**Awareness**

**Phonics**

**Sight Words**



**Later  
Stages of  
Reading**

**Increased  
Reading Skills**

**Comprehension**

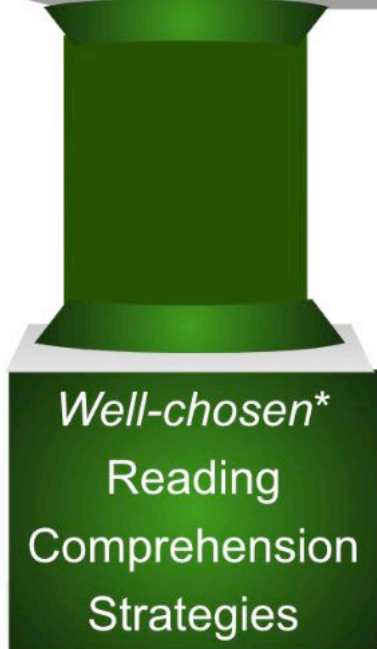
# *Vocabulary & Knowledge of the World*



Vocabulary  
and  
Knowledge of  
the World

- Thematic, Content-based Text Sets to build knowledge about the world and develop vocabulary
- Explicit Vocabulary Instruction in Context

# WELL-CHOSEN Reading Comprehension Strategies



- What 'good readers' do
- Selected strategies that help students make meaning and understand the content of texts in part and as a whole (e.g. predict, infer, monitor comprehension, visualize, synthesize, etc.), not just narrow skills in isolation

# What is Reading Comprehension?

Comprehension is the ability to understand and gain meaning from text.

**\*Reading comprehension is the end goal for reading.\***

*The **ultimate** goal of comprehension or product is an **overall understanding** of text, a mental model, that is foundational to learning.*

7 Research-based  
Reading  
Comprehension  
Strategies

Activating Prior  
Knowledge

Asking &  
Answering  
Questions

Predicting

Visualizing

Summarizing

Making  
Inferences

Monitoring  
Comprehension



# *Writing about Reading*



Writing  
About  
Reading

- Connect writing with reading
- Process texts through writing
- Use evidence from texts in writing

# WRITING ENTERING AND EXITING EXPECTATIONS SCOPE AND SEQUENCE SPREADSHEET

PLEASE CLICK [HERE](#) TO ACCESS

Writing Scope and Sequence		Definition & Purpose, Comments, & Key - bottom <span style="color: red;">SEPTEMBER 2023</span>								
Writing: Micro-Level		Scope & Sequence								
		B= Beginning	D= Developing (Reinforce)			S= Secure (Mastery)				
1	PreWriting: Brainstorming and Plan	K	1	2	3	4	5	6	7	8
A.	Letter Formation, Grip and Posture	B	S							
B.	Collaborate to discuss ideas for writing		B	D	S					
C.	Determine what the question is asking and the type of response needed (comp/contrast, cause/effect, sequence, description, argument, informational text)	model	model	B	D	D	D	D	D	S
D.	Select and use the appropriate graphic organizer to organize the ideas (content) for the response based on what the question is asking ( e.g. Flow Map for a response requiring sequential information, a Multi-flow Map for a response requiring cause/effect information, a Tree Map for a response requiring information organized by categories, a Venn diagram for comp/contrast questions, a Brace Map for Arguments)	model	model	model	B	D	D	D	D	S
E.	Use Single Paragraph Organizer (SPO)			B	D	S				
F.	Use Multi-Paragraph Outline (MPO)					B	D	D	D	S
G.	List vocabulary words to use in writing	model	model	B	D	D	D	D	D	S

# WRITING BENCHMARK PROMPTS

## WRITING BENCHMARK PROMPTS

Developed Fall 2023

KINDERGARTEN		
Beginning of Year Prompt (Sept)	Skills Assessed	Link to Rubric or Checklist
Middle of Year Prompt (Dec)	Skills Assessed	Link to Rubric or Checklist
End of Year Prompt (April)	Skills Assessed	Link to Rubric or Checklist

# WCSD Responding to Science of Reading Research

## Phonemic Awareness, Phonics, and Decoding

- Heggerty (K-2)
- Foundations (K-3)
- Geodes (K-2)
- Orton Gillingham (K-12)
- Phonics to decode

## Fluency

- Foundations: Trick Words and Fluency Passages (K-3)
- Reading A-Z: Fluency Passages (K-6)

## Vocabulary and Knowledge of the World

- ELA Units with Text Sets to Build Knowledge & Vocab.
- Vocabulary Training Morphology Units & Resources (4-6)
- HMH Into Reading (4-6)
- Pioneer Valley (K-3)

# WCSD Responding to Science of Reading Research

## Reading Comprehension Strategies

- Research-based Reading Comprehension Strategies infused in ELA Curriculum Maps
- Thinking Maps: 8 Visual Organizers

## Writing About Reading

- K-8 Writing Scope and Sequence
- The Writing Revolution Methodologies
- Thinking Maps: 8 Visual Organizers

# PROFESSIONAL DEVELOPMENT FOR TEACHERS

- OG Training
- FUNdations Training
- Heggerty Training
- Training with ELA consultant
- Teachers in Grades 4-6 trainings with reading consultant on vocabulary and morphology

# WHAT THE PRINCIPALS ARE SEEING...

- In classrooms you will see students with a much stronger skill set in phonics.
  - Students know their phonics rules and apply them in their writing.
- Foundations utilizes a multi-sensory approach that mirrors the OG methods.
  - We see students spelling up their arm and pulling their hands to "stretch" the word
  - Bridging the OG and Foundations resources allows the Tier 2 students to progress in their skill set.
- With the recent Writing Curriculum, students are writing more than ever. They are incorporating the phonics rules into their writing when encoding the words (spelling).
- There is more consistency in vertical alignment (K to 1 to 2 to 3).
  - You see students repeating the skills they learned from the previous year.
- In the intermediate levels, students have a stronger foundation to apply to their reading and writing skills.

# Supports for Multiple Science of Reading Priorities

- Small Group Instruction (Tier Time) to Provide Differentiated Intervention and Support. [Sample Planning Form](#)
- Common Assessment Calendar to Screen, Diagnose, and Progress Monitor Key Literacy Skills
- District Resource Development: Reading Interventions and Progression Monitoring Tools

