

Literacy Instruction in the DPS Elementary Schools

October 16, 2024
Darien Library Community Room



Welcome!

Meet our Literacy Leadership Team

- Literacy Specialists
- Building Administrators
- District Curriculum Leaders

Agenda

01

**The Science of
Reading**

02

**CT's Right to Read
legislation**

03

**What does this
mean for Darien?**

04

**What does literacy
instruction look like?**

05

**What programs and
resources do we use?**

06

Next steps



01

The “Science of Reading”

What is the “science of reading”?

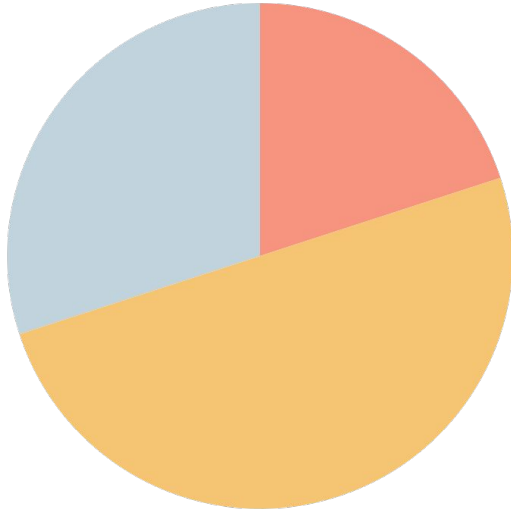
- Research from cognitive psychology and neuroscience shows that good readers attend to the letters in the words to identify what words say.
- Word recognition is the foundation of reading.
- Phonemic proficiency, rather than “awareness” is critical.
- Students need systematic, explicit instruction in phonics to learn to read words.
- Reading comprehension occurs when both decoding and language (listening) comprehension are strong.



02

CT's Right to Read Legislation

CT's Reading Legislation - Background



Only 32% of America's 4th graders reading at grade level

Right to Read Legislation (June 2021)

- Coordinated statewide plan for reading
- Specific K-3 universal screening assessments
- Menu of reading programs based on science of reading
- 90+ districts submitted a waiver



03

What does this mean for Darien?

Timeline of our work to determine next steps

PK-12

Literacy Committee

Core beliefs
Program reviews

01

02

03

04

05

Pilot

Into Reading Core Curriculum
Grades 1 to 3 (5 schools)

Decision-Making

Current Program with
enhancements vs.
Into Reading

Research

Reviewed materials
Site visit

Program Enhancements

New vocabulary resource
Updated writing resource (grammar)



04

**What does literacy instruction
look like in Darien?**

All students will have direct instruction in:

- **Phonemic Awareness (K-2)**
- **Phonics (K-3)**
- **Spelling**
- **Vocabulary**
- **Reading Comprehension & Fluency**
- **Grammar**
- **Writing**

Balanced vs. Structured Literacy

Balanced Literacy

- Emphasizes reading instruction through various approaches, including word study, high-frequency word instruction, variety of texts (teacher curated and student selected), and explicit writing instruction
- Student-centered learning and critical thinking

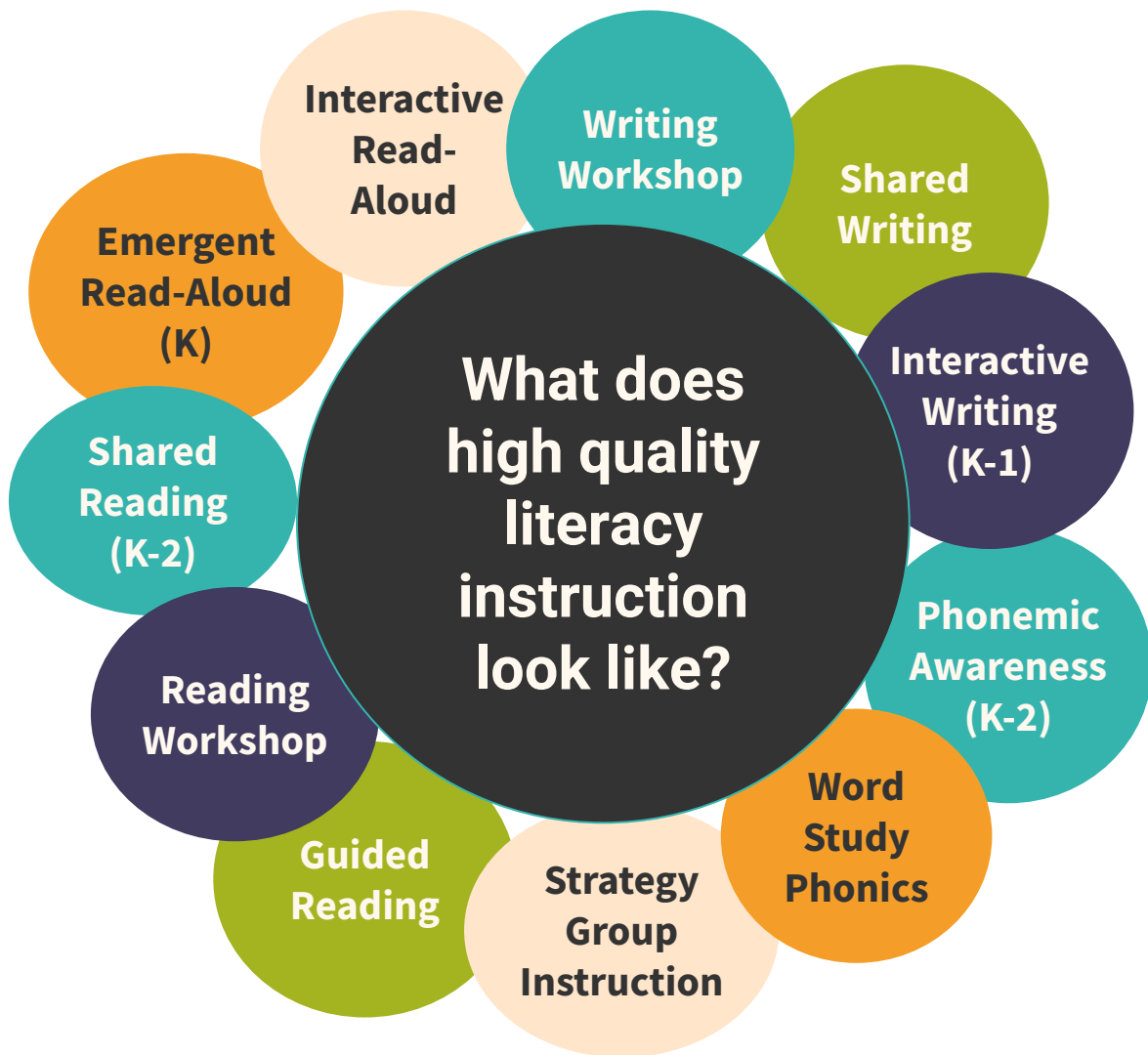
Structured Literacy

- Emphasizes phonics instruction, practicing word patterns, and using knowledge of word patterns to decode text.
- Based on the idea that children cannot encode or decode naturally, so these skills must be developed.
- Teacher and text-dependent questions



05

DPS Approach and Resources



Definition of Terms

Balanced Literacy

A framework, comprised of whole class and small group methods of instruction

Orthographic Mapping

Process of connecting sounds in words to letters to store a word in memory

Phonemic Awareness

The ability to hear and manipulate sounds in spoken words

Cueing

A strategy that prompts readers to use multiple sources of information to figure out words

Phonics

The understanding that letters represent sounds

Decodable Texts


Texts with words that contain only the phonics concepts readers have learned

Aligned to the Science of Reading

- Explicit phonemic awareness instruction
- Explicit, systematic phonics instruction in grades K-3
- Explicit instruction in comprehension, fluency, critical thinking/text analysis
- Explicit instruction in oral language development, vocabulary, academic discourse through read-aloud
- Data-driven small group instruction
- Adherence to Scientifically Research-Based Intervention (SRBI) process



Tiered Intervention (SRBI) in Darien

- 
- High-quality instruction for all students
 - Universal screening and assessments
 - Criteria for intervention
 - Additional instruction for students not meeting grade level benchmarks (3 tiers)
 - Targeted goals
 - Progress monitoring
 - School-based data teams review progress, adjust plans
 - Communication with families

DPS Assessment Framework

Universal Screeners

- Aimsweb Plus
- OLSATs (3rd & 5th Grades)

Summative - Assessment of Learning

- Chapter tests
- Standardized tests
- Final projects
- Portfolios

Formative - Assessment for Learning


- Response to questions
- Peer discourse
- Classwork
- Exit tickets
- Performance assessments
- On-demand writing

Self-Assessment

- Student checklists
- Student goal-setting
- Peer conferences



Shifts in Teaching and Learning

- 
- Blend of leveled and decodable texts
 - Using decodable texts to practice phonics
 - Knowledge-building through text sets
 - Prioritizing print strategies - prompting for decoding and blending
 - High frequency word instruction through orthographic mapping
 - From reading levels to application of phonics skills
 - Incorporating new assessments for progress monitoring
 - Aligning professional learning to support SOR for all staff

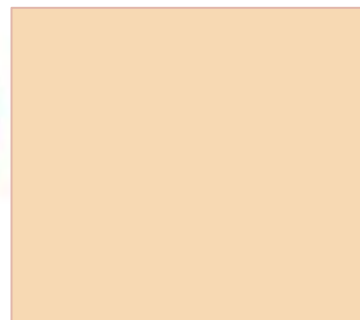
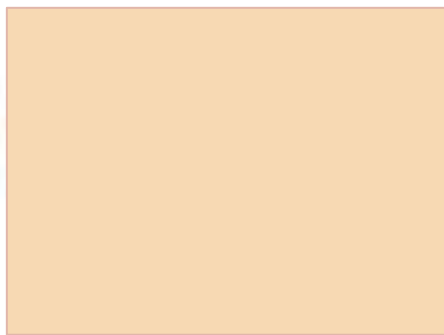
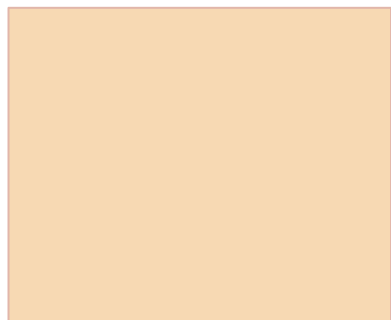


High Frequency Word Instruction



























Orthographic mapping:

- Brain maps the sounds to the letters in a word
- Forms the “glue” that bonds words into memory

s ai d



Readers can practice at home, too!

Hear the word. 	Say the word. 	Tap the word. 		
Map the word. 				
Graph the word.  *Tricky parts 				
Skywrite the word. 				
Spell and Read the word.  				
				
				
				
				
				
				
				
				
				
Use the word! 	Reading 	Writing 		

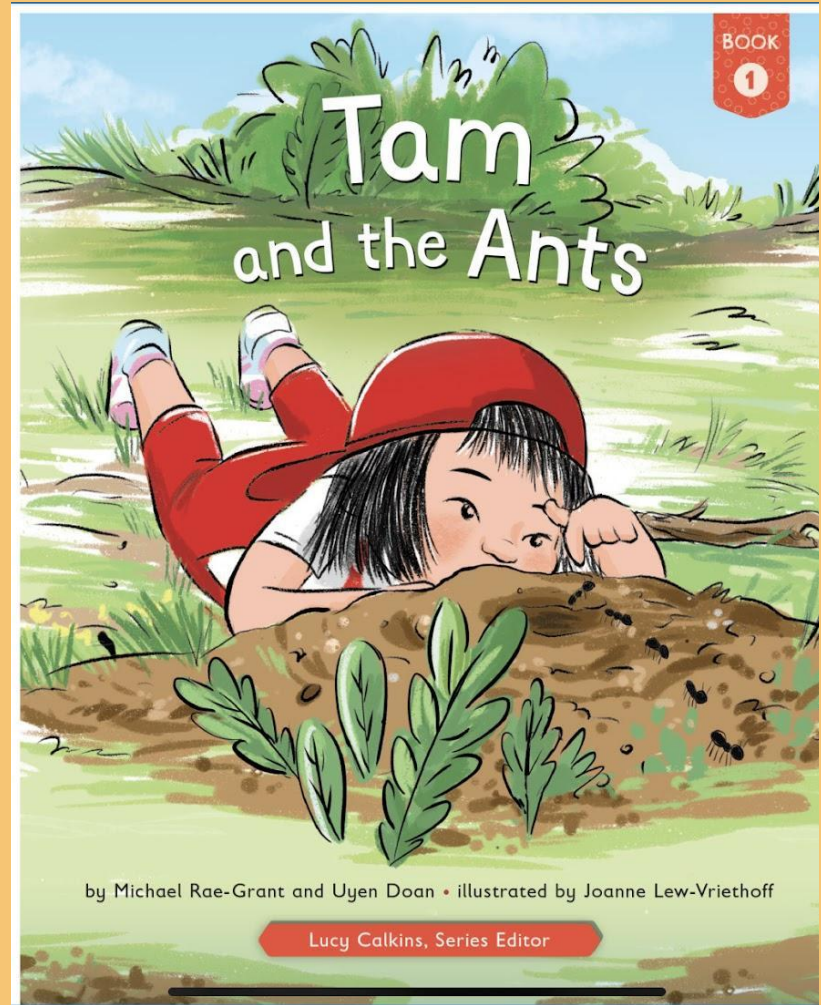
**What are students
reading in school
and at home?**

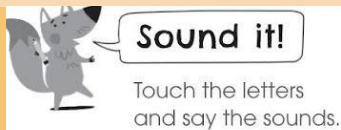


Decodable Text:

Jump Rope Readers

- Chapter books
- Series books
- Engaging characters and stories
- Provides phonics practice
- Builds comprehension, fluency, vocabulary





m	t	a
n	s	



man	tan
sat	mat

Be a book buddy...

Show your reader page 1 and say, "All the books in this series are about Tam and Nat's adventures together. Tam is a little girl who lives in a big city. She's very curious and very energetic. In the summertime, Nat takes care of Tam during the day when Tam's mom is at work. Nat is very nice and very patient."

Turn to the cover of the book. "This book is called *Tam and the Ants*. It takes place on a hot summer day in the park. Let's take a sneak peek and think about what might happen." Study the cover. Then, turn the book over and read the blurb, or ask the child to. Invite the child to flip through the book and say what they think will happen.

Say, "All the words in this book are ones you can sound out or ones you know by heart. All except one special story word that I want to show you." Turn to page 25. "Can you tell what the man is eating? Ice cream. Do you like ice cream? This man does!" Now point to the words. "This says *ice cream*. Point to it and read it... *ice cream*. Now, let's read and find out what happens when Tam and Nat visit the park!"

Tam and the Ants



by Michael Rae-Grant and Uyen Doan • illustrated by Joanne Lew-Vriethoff

Lucy Calkins, Series Editor

LETTER-SOUND
CORRESPONDENCES

m, t, a, n, s

HIGH-FREQUENCY WORDS

and, is, like, on, see, the

Tam and the Ants

Authors: Michael Rae-Grant and Uyen Doan
Series Editor: Lucy Calkins

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Contents

- 1 Tam and the Ants..... 1
- 2 Is the Man Nat?..... 11
- 3 The Man and the Ants.... 23



Meet...



Tam



Nat

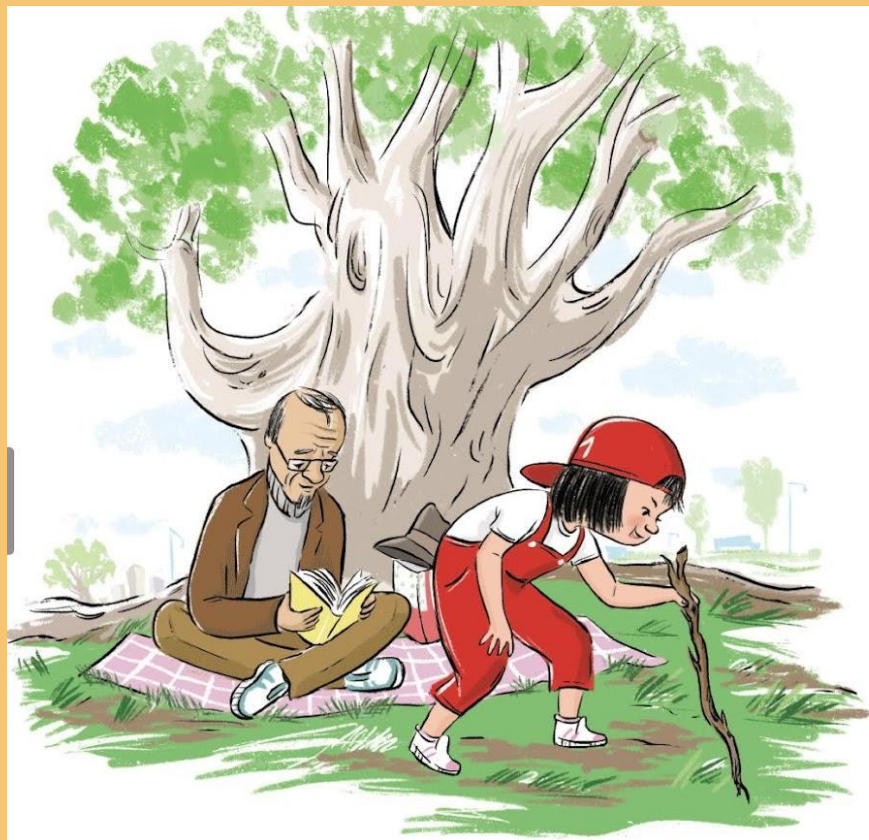


the ants

Tam and the Ants



I am Tam,
and the man is Nat.



Nat is on a mat.



And I see an ant!

Leveled Text

- Level A
- Builds comprehension, vocabulary, oral language, syntax
- Knowledge building



On the Way to School

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On the Way to School



I see the sign.



I see the bus.



I see the driver.



What's in K-2 students' book baggies?

- Blend of leveled and decodable texts
- They might also bring home...
 - Songs and poems
 - Alphabet - and other - charts
 - Books made in school
 - High frequency words
- Books from the school library

And... Read aloud to your children as much as possible!



Into Reading Pilot

01

Materials &
Resources

02

Professional
Learning

03

Communication

04

Feedback

Materials and Resources

2 Teachers Manuals:

- Teacher's Guide
- Structured Literacy Teacher's Guide

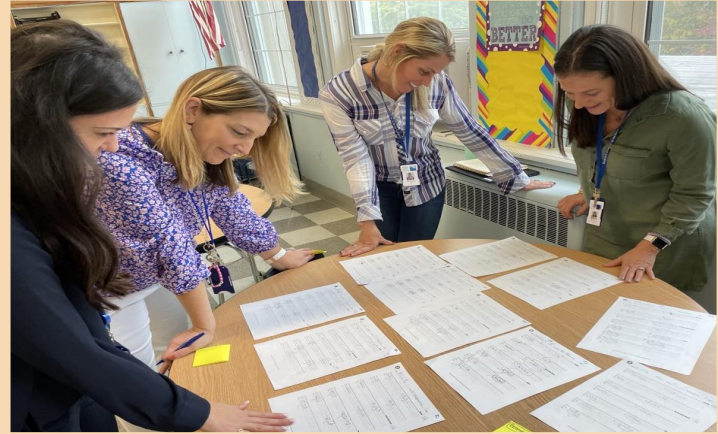
Student Materials:

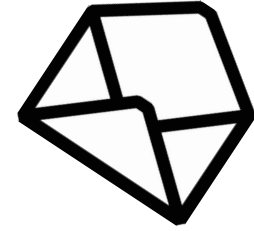
- Reading book (anthology)
- Start Right Reader (decodables for small groups)
- Read and Respond Journal
- Know It, Show It (Independent skills practice)



Professional Learning

- In-person session in August
- Virtual grade level sessions
- Building-based PLCs
- Cross-district sessions for pilot teachers
- November 5th PL session
- Office hours with staff developer
- Classroom visits
- Release time for collaborative planning





Communication

- Letter to families of students in pilot classrooms
- Open House
- October conferences
- Parent session

Feedback



HMH Q&A

Live google doc for teachers, with prompt responses



Feedback Forms

Google doc by school, connected to the grade level scope and sequence- teachers can see each other's feedback

Literacy Team Meetings



PLCs

Teams meet formally and informally to share feedback and ideas



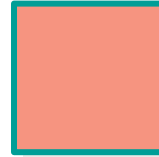
Scope & Sequence Comparison

**Into
Reading**

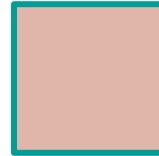
**Heggerty
Foundations
TC Units of
Study for
Reading &
Writing**



Grade 1



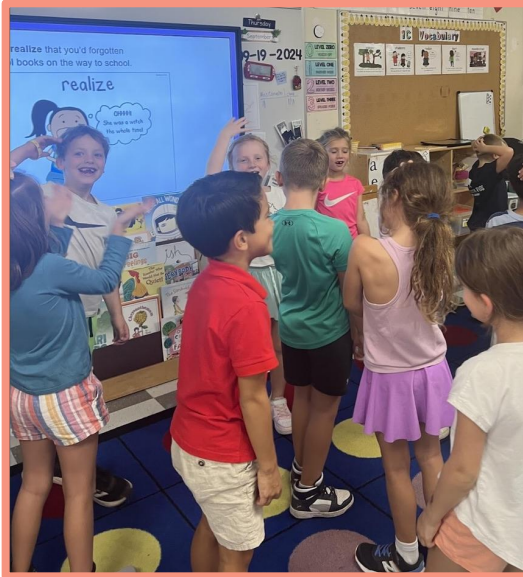
Grade 2



Grade 3

Darien Public Schools Grade 3 Scope and Sequence 2024-2025								
DPS Current Compendium of Resources				Into Reading Comprehensive Curriculum				
Reading Units of Study		Fundations (Phonics/Spelling)	Writing Units of Study	Reading	Phonics Focus/Spelling	HFW	Writing	
S E P T E M B E R	Building a Community of Readers	SKIP Orientation and U1 Week 1 START WITH U1: Week 2 Then give End of Unit 1 Assessment U2: Suffixes + Plurals U3: v-e syllable U4: ve at end of words, ive, Silent e	Building a Community of Writers	Building a Community of Readers			Building a Community of Writers	
	U1: Building A Reading Life Vocabulary: gaze, appear, explain, groan, rely, offer, grumble, squint, fierce, scurry, stumble, glance, suspicious, manage, gentle		U1: The Art of Information Writing (2016) or (2024 New Unit, Bend 1 Slides)	M1: What a Character!	Short Vowels a, e, i, o, u	teacher brother son	M1: Narrative (Personal Narrative)	
					Long Vowels a, e, i, o, u	test syllables written		
					More Long a, Long e spellings	shall wide kept		
O C T O B E R	U2: Reading To Learn: Grasping Main Idea and Text Structure Vocabulary: protect,	Flex Week U5: schwa Week 1 Days 1,2,4 Week 2: Days 1, 5		U2: Changing the World: Persuasive Speeches, Petitions, and Editorials	M2: Use Your Words	More long o Spellings	believe happy love	M2: Correspondence (Letter)
						More Long i Spellings	wish sign care	
						Review Short and Long Vowels	rain drop forest	
N O V E M B E R				M3: Let Freedom Ring!	Three-Letter Blends	region Europe moon	M3: Informational Text (Descriptive Essay)	
					Words with /j/ /k/ and /kw/	time months century		
					Silent Letters (kn, wr, gn, mb, rh)	raised held picked		

All students need explicit instruction in phonemic awareness, phonics, vocabulary, fluency, reading behaviors and comprehension strategies.



Reading is complex and requires a mix of instructional methods and materials.



Motivation stems from being part of a literacy rich environment with texts that all students can and want to read and peers who talk about books.



Students need choice and ownership in learning.



Fostering a love of reading is essential.



Next Steps



Continue Implementation

Into Reading pilot
"Word Love" vocabulary
New writing units of study



Feedback

Teacher feedback
Classroom observations
Some data



Budget for 25-26

Plan for next year -
multiple options

**Thank
you for
joining us
today!**



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