SCIENCE OF READING

RIDING THE LITERACY WAVE

2022-2024

Presented By:Lalaena Alfredsson

EASTPORT
SOUTH MANOR

NYS Literacy Briefs: January 2024

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Science of Reading: Lead

Produced for the New York State Education Department by Nonie

Leading For Literacy: Equity and Excellence

To achieve excellence and equity, district and school leaders must take
Science of Reading. These action steps center on building core knowled
driven decision making, and an understanding that meaningful change
over-year

LEADERSHIP ACTION STEP #1 Understand the "Scie

The term Science of Reading refers to a body of 50+ years of interdisc
development and provides guidance for instruction and interventions
See Briefs 1 and 2 for Science Of Reading Explained: Key Ideas And N

LEADERSHIP ACTION STEP #2 Understand the Rela
Reading and Key Instructional Frameworks

A high-quality instructional architecture reflects the connections amo
stronger supports for educators and learners.

	Description
Culturally- Responsive Sustaining Education Framework	The CR-SE framework helps educators creat student-centered learning environments tha affirm racial, linguistic, and cultural identitie prepare students for rigor and independent learning, develop students' abilities to conne across lines of difference; elevate historical marginalized voices; and empower student agents of social change.
Social-Emotional Learning (SEL) Framework	The SEL framework supports educators in creating environments that cultivate key competencies. The framework is organized around five competencies that all young peo need to be successful in life: 1. Self-awareness (e.g., linking feelings, value thoughts) 2. Social awareness (e.g., managing one's emotions; stress management strategies) 3. Self-management (e.g., perspective taking goal setting) 4. Responsible decision-making (e.g., reason judgments; evaluating consequences of actions) 5. Relationship skills (e.g., communication, empathy, listening)

1

3: Cultivate the Conditions for Adult Learning and
Action

district or school requires building up the conditions and supports
gage effectively in the complex and challenging work of regularly
work, to inform instructional plans and adjustments.

- Regular meeting time for collaboration (e.g., professional learning communities, data teams, student meetings)
- Transparent, sustainable data use methods, practices and processes that are shared among stakeholders
- Strategic team meetings (e.g., protocol use, commitment to grounding all decisions and statements in evidence)
- Regular, on-site coaching and professional learning connected to strategic priorities and new initiatives
- Ongoing conversations around mission, vision, and beliefs
- Leadership commitment to building educators' capacity for success.
- Leadership that honors the complexity and challenge of the work
- Proactive leadership, where leaders actively engage in and drive initiatives
- Normalizing of risk-taking and feedback

4: Implement Assessment Systems for Identifying Student

ive assessment. Therefore, getting to high-quality literacy
demands a comprehensive assessment system, with three levels.

- understand and diagnose potential learning difficulties and disabilities

W Learners:
zed Diagnostic
essments

- select and implement targeted interventions
- monitor response to interventions

arners: Diagnostic
ss monitoring
essments

- flag risk for reading and writing challenges
- monitor progress

creening assessments
ome measures

- evaluate instructional quality at the district, school, and grade level

oes the measure target?	What is the purpose of the assessment/measure?

2

Leadership Action Step #1: Understand the Science of Reading

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Science of Reading: What is it?

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

KEY IDEA #1
The Science of Reading Reflects a Body of Research

The Science of Reading 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 Science of Reading 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.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, implementation science, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.

Defining Literacy for Today and Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text- mediated, information-rich, digital and fast-changing world.

(Check out NYSED's Briefs on Advanced Literacies.)

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Science of Reading: Debunking Common Myths

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

Recent years have brought growing focus on the term "Science of Reading." Importantly, this increased attention and momentum has underscored the need to bring scientific principles and findings to literacy instruction. But as the term has gained momentum, so too have some myths and misconceptions. Educators, leaders, policymakers, and publishers are grappling with the Science of Reading's implications for their work and leadership—and it's crucial they understand common myths, and work to avoid the associated pitfalls.

MYTH #1

The Science of Reading refers to one instructional approach, i.e., it is a tangible program or curriculum.

FACT: The term Science of Reading refers to 50+ years of interdisciplinary research. The term's value-add is to remind us to draw very closely on research findings, principles, and practices when designing and implementing literacy instruction and supports. The Science of Reading reflects research in education, linguistics, neuroscience, speech and language pathology, implementation

MYTH #2

The Science of Reading signals that reading instruction should focus on teaching skills in isolation.

FACT: Effective curriculum and pedagogical approaches match goals and target skills with the appropriate instructional strategies, ranging from isolated practice to integrated application. This daily work is always in service of the ultimate goal: to develop learners' skills and competencies that support higher-order thinking and knowledge building.

What are the Principles of Structured Literacy Instruction?

SYSTEMIC AND CUMULATIVE

The reading process is broken down into skills that are introduced systematically and in a logical sequence.

EXPLICIT AND DIRECT

Instruction is clear/ students are not expected to make assumptions. Teachers provide clear examples.

RESPONSIVE AND AUTHENTIC

Learning pathways are personalized, differentiated, culturally and linguistically relevant, and context-based.

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High-Impact Instructional Practices Developing the "Big 6"

Oral Language

Vocabulary

Phonological Awareness

THE "BIG 6" SKILLS AND COMPETENCIES

Fluency

Phonics

Comprehension

Belief that reading is a meaning-based activity that is best acquired through immersion.

Teaching phonics as children make errors.

Top down apporach, starting with whole words and what would make sense.   Begins with sight words and cueing instead of individual sounds and letters.

DRA assessments given to determine a reading level.

Using Leveled text to drive instruction.

Word wall as a tool for spelling focusing on the 26 letters.

Small groups based on reading level.

Teaching decoding using 3 cueing system.

Reading practice with leveled texts which provide insufficient practice in decoding.

Leveled texts are not decodable since they have a high percentage of words with phonics skills that have not been taught.

Attempting to build fluency with repeated reading.

High frequency word instruction using visual methods such as flash cards.

No focus on orthographic mapping.

Teaching spelling as if words are remembered by sight-writing the word over and over; rainbow spelling, flashcards for spelling words.

Balanced Literacy

Science of Reading

Belief that the code-based nature of reading needs to be explicitly unpacked for the reading novice, so that we are not learning reading to chance.

Decoding as a skill.

Bottom-up approach, starting with phonemes, and moving to graphemes to create whole words before moving to meaning.

Diagnostic assessments (PAST, decoding assessments, etc) given to determine skill needs.

Using assessment to drive instruction.

Sound wall as a spelling help with all 44 sounds represented.

Small groups based on skill deficits.

Systematic and explicit teaching phonics with a scope and sequence from simple to more complex with spiraling review.

Practice taught skills using decodable texts.

Decodable texts have a high percentage of words that have been taught in phonics.

Increase fluency by working on automaticity of the sub-skills of reading.

High frequency word instruction that uses analysis of sounds rather than memorization.
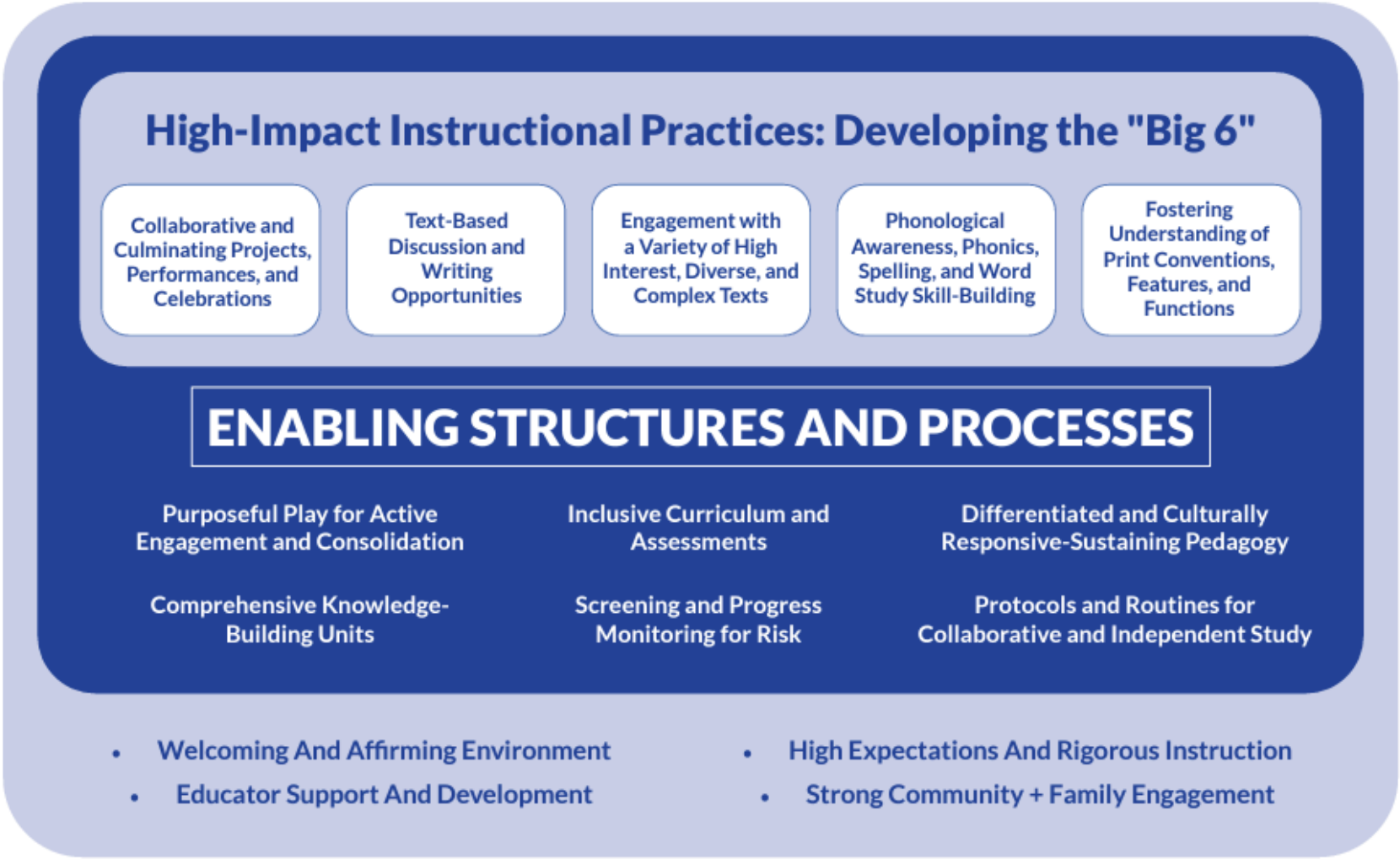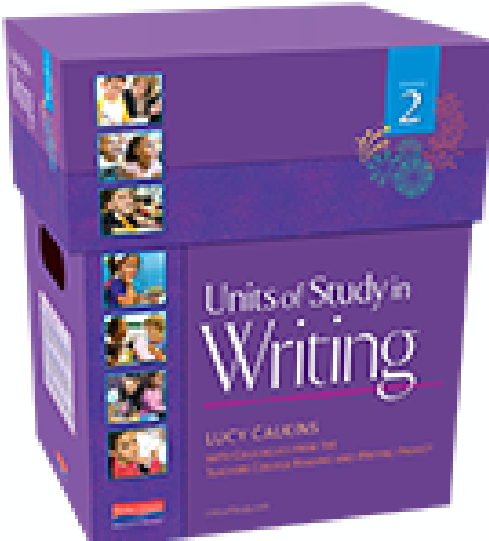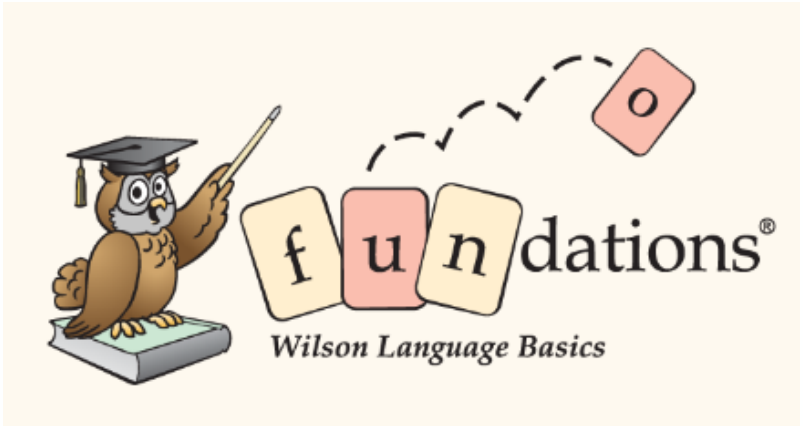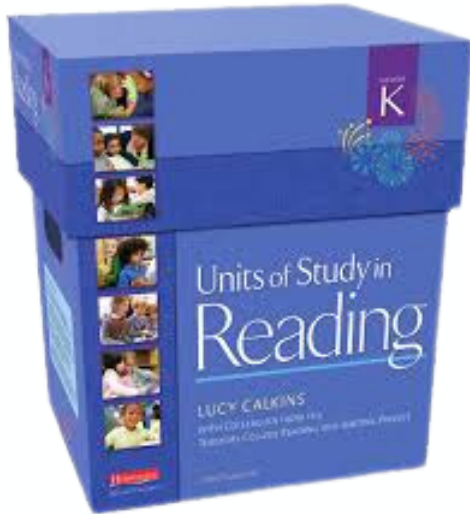
Focus on orthographic mapping, to move students from word identification (blending/sounding out) to instant word recognition.

Teaching spelling with explicit processing of letter order and identity (linking graphemes to phonemes detected in pronunciations).

K-2 ELA Curriculum

Leadership Action Step #2:
Understanding and Relationship Between the Science of Reading and Key Instructional Frameworks

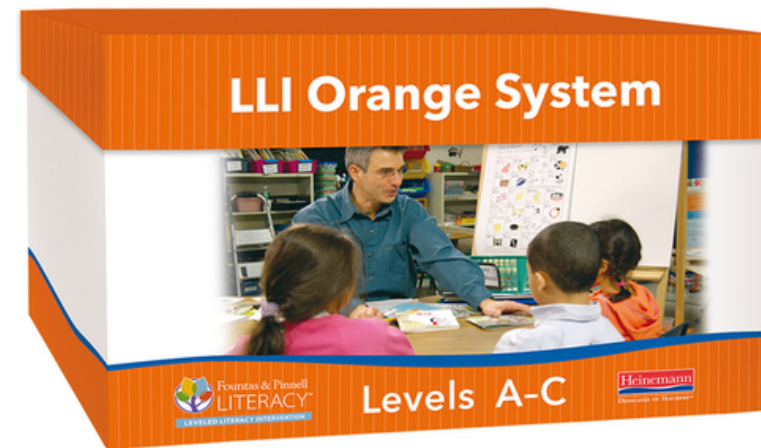### High-Impact Instructional Practices: Developing the "Big 6"

Collaborative and Culminating Projects, Performances, and Celebrations	Text-Based Discussion and Writing Opportunities	Engagement with a Variety of High Interest, Diverse, and Complex Texts	Phonological Awareness, Phonics, Spelling, and Word Study Skill-Building	Fostering Understanding of Print Conventions, Features, and Functions

ENABLING STRUCTURES AND PROCESSES

Purposeful Play for Active Engagement and Consolidation	Inclusive Curriculum and Assessments	Differentiated and Culturally Responsive-Sustaining Pedagogy
Comprehensive Knowledge-Building Units	Screening and Progress Monitoring for Risk	Protocols and Routines for Collaborative and Independent Study

- Welcoming And Affirming Environment
- Educator Support And Development
- High Expectations And Rigorous Instruction
- Strong Community + Family Engagement

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Leadership Action Step #2: Understanding and Relationship Between the Science of Reading and Key Instructional Frameworks
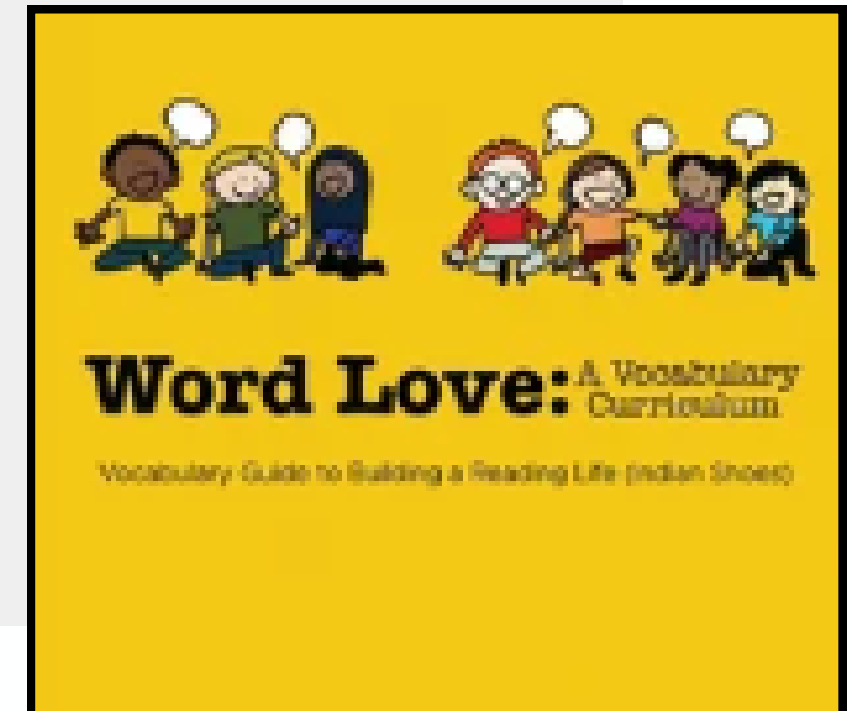
Tier 2 & Tier 3 ELA Resources

LLI Orange System
Levels A-C
Fountas & Pinnell LITERACY
Heinemann

fundations
Wilson Language Basics

Fountas & Pinnell Classroom
Guided Reading

Rabbit Rabbit

Life in the Redwood Forest

Oral Language

Vocabulary

THE "BIG 6" SKILLS AND COMPETENCIES

Phonological Awareness

Fluency

Comprehension

Phonics

2022-2024 CURRICULUM SHIFTS K-2

Phonological Awareness: Heggerty PreK-1, Tier II, Tier III
Phonics: UFLI in Kindergarten, Tier I Enhanced & Tier II Phonics Instruction
Vocabulary: Word Love
Celebrations: Grade Level Celebrations in Reading and Writing
Decodable Text: Jump Rope Readers, Geodes, UFLI, Daffodill Hill Press, Syllasense
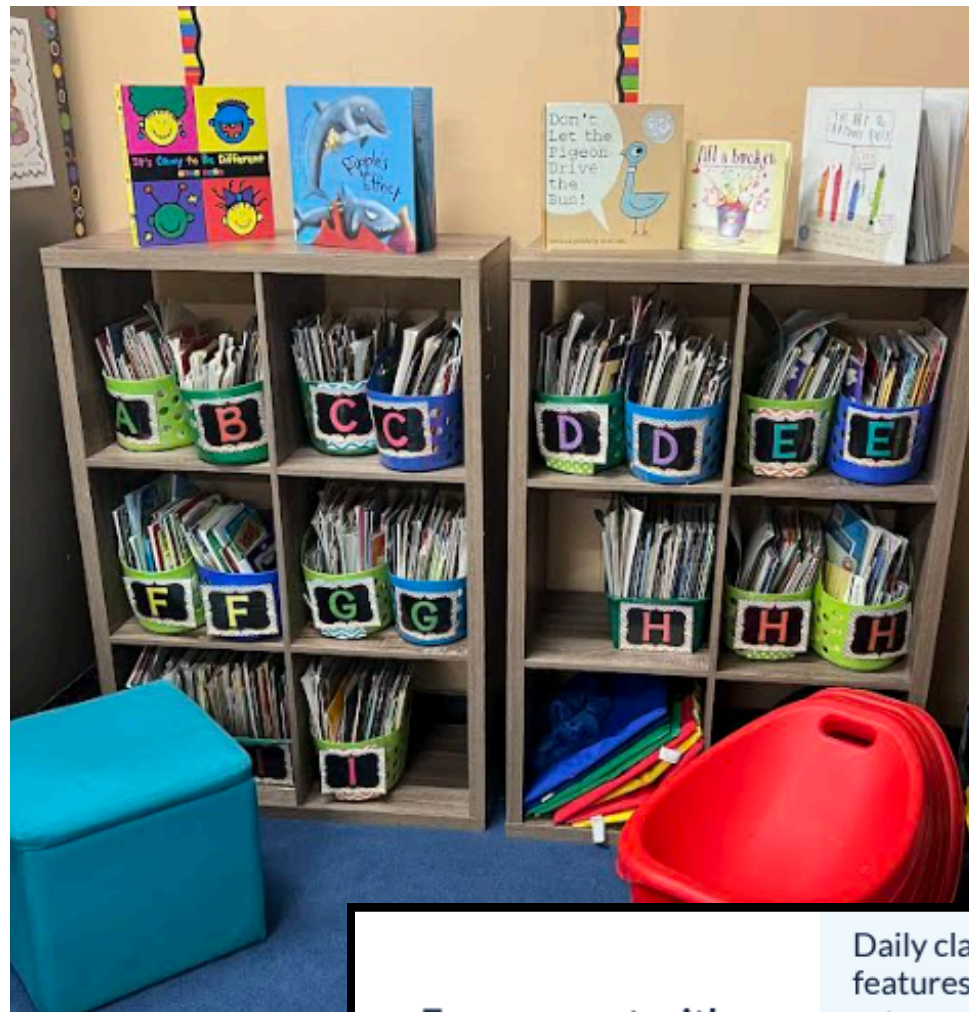**Comprehension:** Thinking Maps, Writing about Reading

High-Impact Instructional Practices
Developing the "Big 6"
Classroom Libraries: From GR Level to High-Interest Text Sets

Before

After

Engagement with a Variety of High Interest, Diverse, and Complex Texts

Daily classroom work features content-rich text sets, organized around the unit theme—and that span genres, affirm and broaden perspectives, and develop inclusive community.

Learners cultivate their critical thinking, perspective taking, and social-emotional skills while building the "Big 6."

- Units with text sets organized around the engaging, content-rich themes and that promote multiple perspectives and/or stances on any given issue or topic.

- Talk and learning routines to support an inclusive learning environment.

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Decodable Text: Now What?

Leadership Action Step #4: Implement Assessment Systems for Identifying Students Progress and Needs

PA ⓘ ↕	PH ⓘ ↕	HFW ↕	VOC ↕	COMP ↕	LIT ↕	INFO ↕
Early 1	Grade 2	Max Score	Mid 1	Mid 1	Mid 1	Mid 1
Late 1	Grade 2	Max Score	Mid 1	Grade K	Early 1	Grade K
Mid 1	Early 1	Max Score	Grade K	Mid 1	Late 1	Mid 1
Mid 1	Mid 1	Max Score	Grade K	Early 1	Mid 1	Grade K
Early 1	Mid 1	Grade 2	Grade K	Grade K	Grade K	Grade K

Show Comp: Overall ✅ ⓘ

	Entrance Level	Reading Level	Accuracy	Fluency	Comprehension	Entrance Level	Reading Level	Accuracy	Fluency	Comprehension	Entrance Level	Reading Level	Accuracy	Fluency	Comprehension	Entrance Level	Reading Level	Accuracy	Fluency	Com
B	B					B	F	95	2	5/6	B	H	93	2	6/6					
B	B					B	F	95	2	6/6	B	H	95	2	6/6					
L	J					J	N	98	3	5/9	J	P	98	3	7/9					
P	M					M	N	98	3	7/9	N	P	95	3	6/9					

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Benchmark Assessment System 1

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Assessment Sequence for Students in 1st Grade

	Sept	Oct	Nov	Jan	March	June	Mastered
Alphabet Skills/ Letter Sounds							
Letter Identification (Any unknown)							/54
Sound Correspondence (Any unknown)							/26
Phonological Awareness							
Heggerty (Below Benchmark)							/5
High-Frequency Words							
75 HFW (If not mastered)							/75
100 HFW (If Mastered 75)							/100
200 HFW (If Mastered 100)							/200
Decoding Skills							
Phonic Decoding Assessment CVC A, I O (If not mastered)							/8
Phonic Decoding Assessment CVC AIOUE							/12
Phonic Decoding Assessment Digraphs							/12
Phonic Decoding Assessment Blends							/11
Phonic Decoding Assessment Silent e Words							/12
Phonic Decoding Assessment Inflectional Endings							/10
Phonic Decoding Assessment Special Vowels							/12
Encoding Assessment/ Running Record							
Words Their Way							/52
F& P Benchmark Assessment							/J

Universal Benchmark Screener ELA K-2

- Letter/Sound Identification
- Concepts About Print
- Phonological Awareness
- High Frequency Words
- Decoding
- Encoding

Improve Tracking Systems for Identifying Students Progress and Needs

Structural Shifts: Literacy Block

Grade K: ELA Schedule: 10 Day Cycle of Lessons

1 Bends: 10 Days
5 Reading/Writing Lessons
1 Word Love Bend

	Vocabulary (5-10 minutes) Or Read Aloud (15 minutes)	Phonics & Heggerty (40 minutes)	Phonics Centers/ iReady & Small Groups (20-30 minutes)	Reading (20-30 minutes)	Independent Reading Independent Writing & iReady (10-15 minutes)	Writing (20-30 minutes)
Day 1	Word Love: Day 1	UFLI Concept 1	Phonics Centers/ (Small Groups)		Independent Reading	New Lesson
Day 2	Read Aloud	UFLI Concept 1		New Lesson	Independent Writing	
Day 3	Word Love: Day 2	UFLI Concept 2	Phonics Centers (Small Groups)		Independent Reading	New Lesson
Day 4	Read Aloud	UFLI Concept 2		New Lesson	Independent Writing	
Day 5	Word Love: Day 3	Assessment		New Lesson	Independent Writing	
Day 6	Read Aloud	UFLI Concept 1	Phonics Centers (Small Groups)		Independent Reading	New Lesson
Day 7	Word Love: Day 4	UFLI Concept 1		New Lesson	Independent Writing	
Day 8	Read Aloud	UFLI Concept 2	Phonics Centers (Small Groups)		Independent Reading	New Lesson:
Day 9	Word Love: Day 5	UFLI Concept 2		New Lesson	Independent Writing	
Day 10	Read Aloud	Assessment	Phonics Centers (Small Groups)		Independent Reading	New Lesson

Structural Shifts: Elementary Master Schedule

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Kindergarten Sample Schedule 2024 - 2025

Period	Time		Day 1 - Science		Day 2 - Social Studies		Day 3 - Science		Day 4 - Social Studies		Day 5 - Science
Professional Period	8:40 - 8:50										
	8:50-9:00										
	9:00-9:10	30 min	Professional Period	30 min	Professional Period	30 min	Professional Period	30 min	Professional Period	30 min	Professional Period
HR	9:11 - 9:20		HR - Breakfast		HR - Breakfast		HR - Breakfast		HR - Breakfast		HR - Breakfast
Announcements	9:20		Morning Announcements		Morning Announcements		Morning Announcements		Morning Announcements		Morning Announcements
	9:20-9:30	20 min	Read Aloud/	20 min	Read Aloud/	20 min	Read Aloud/		Independent R/W		Math
	9:30		Word Love		Word Love		Word Love		Independent R/W		Math
W.I.N.	9:40 - 10:00	20 min	W.I.N.	20 min	W.I.N.	20 min	W.I.N.	20 min	W.I.N.	20 min	W.I.N.
Special	10:03 - 10:51	45 min	Special	45 min	Special	45 min	Special	45 min	Special	45 min	Special
	10:55- 11:05		Phonics		Social Studies		Math		Phonics		Math
	11:05-11:15	40 min	Phonics	40 min	Social Studies	40 min	Math	40 min	Phonics	40 min	Math
	11:15-11:25		Phonics		Social Studies		Math		Phonics		Math
	11:25-11:35		Independent R/W		Math		Math		Word Love		Math
Lunch	11:39 - 12:24	45 min	Lunch	45 min	Lunch	45 min	Lunch	45 min	Lunch	45 min	Lunch
	12:27-12:37		Independent R/W		Math		Math		Read Aloud/		Phonics
	12:37-12:47		Reading/Writing Wkshp		Math		Math		Reading/Writing Wkshp		Phonics
	12:47 -12:57	45 min	Reading/Writing Wkshp	45 min	Math	45 min	Science	45 min	Reading/Writing Wkshp	45 min	Phonics
	12:57 -1:07		Reading/Writing Wkshp		Math		Science		Reading/Writing Wkshp		Read Aloud/
	1:07-1:12		Reading/Writing Wkshp		Math		Science		Reading/Writing Wkshp		Word Love
Lighthouse	1:15 - 2:00	45 min	Lighthouse Time	45 min	Lighthouse Time	45 min	Lighthouse Time	45 min	Lighthouse Time	45 min	Lighthouse Time
	2:03-2:13		Math		Phonics		Phonics		Math		Science
	2:13-2:23		Math		Phonics		Phonics		Math		Science
	2:23-2:33		Math		Phonics		Phonics		Math		Science
	2:33-2:43	60 min	Math	60 min	Reading/Writing Wkshp	60 min	Reading/Writing Wkshp	60 min	Math	60 min	Reading/Writing Wkshp
	2:43-2:53		Math		Reading/Writing Wkshp		Reading/Writing Wkshp		Math		Reading/Writing Wkshp
	2:53-3:03		Math		Reading/Writing Wkshp		Reading/Writing Wkshp		Math		Reading/Writing Wkshp
	3:03-3:13		Science		Reading/Writing Wkshp		Reading/Writing Wkshp		Social Studies		Reading/Writing Wkshp
	3:13-3:23	30 min	Science	30 min	Independent R/W	30 min	Independent R/W	30 min	Social Studies	30 min	Independent R/W
	3:23-3:33		Science		Independent R/W		Independent R/W		Social Studies		Independent R/W

Leadership Action Step#3:
Cultivate the Conditions for Adult Learning and Collaborative Planning and Action

Kindergarten

2024-2025

Table of Contents

Meeting Norms
- **Take an Inquiry Stance**
- **Assume Positive Intentions**
- **Ground Statements in Evidence**
- **Bring Charged Chromebooks to Meetings**

High-Impact Instructional Practices Impact on the "Big 6"

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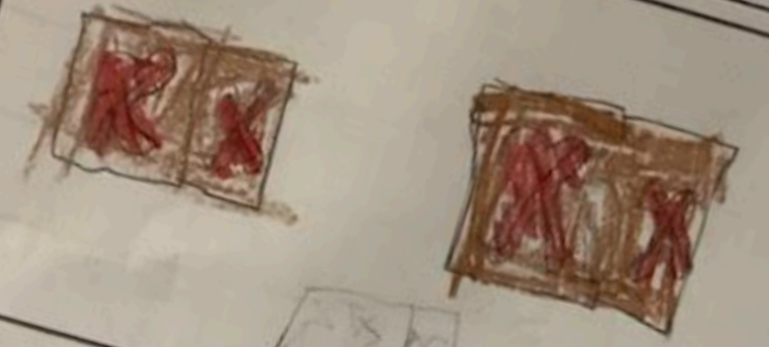
Vocabulary

	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change
SSS 22-23	7	15	+8	10	18	+8	57	56	-1	25	10	-15
SSS 23-24	8	19	+11	5	26	+21	62	47	-15	25	7	-18
Change			+3			+13			-14			-3

	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change
TAS 22-23	12	25	+13	12	25	+13	56	42	-14	21	9	-12
TAS 23-24	6	29	+23	15	28	+13	57	36	-21	21	7	-14
Change			+10			0			–7			-7

Vocabulary

All About X box

Samtimes I go on my X box I am so eager to go on it its a fun game to play I can play games difrint

I can use

Dear Readers
I think that octopas stew is the coolest book in the world! My favrite part is when the octopus got so massive that it coldn't fit in the pot any more! Ram

Me
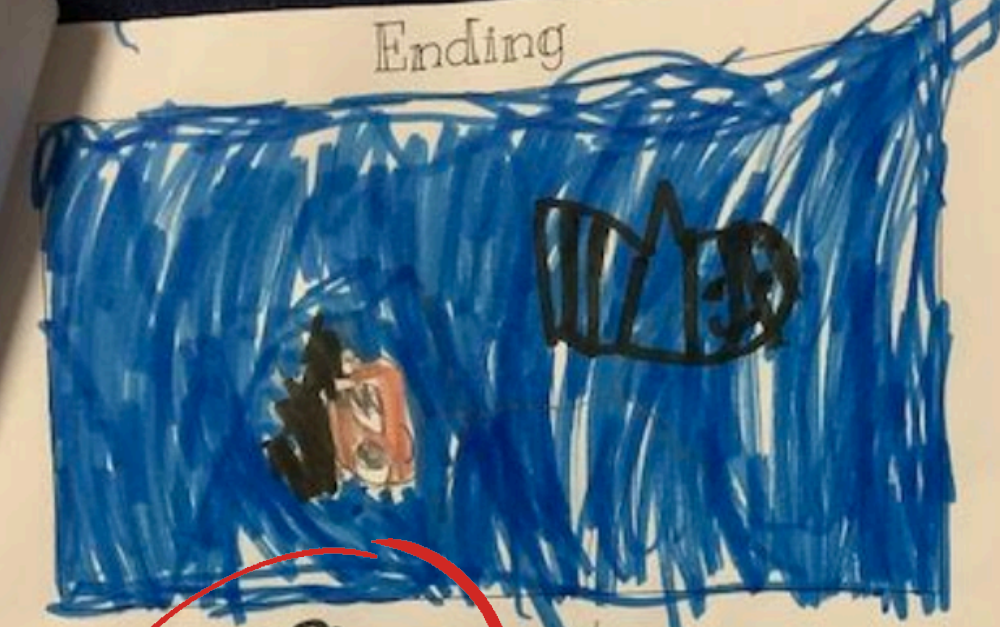
I spilt my Brothers water my brother Was disappointed

Ending

explore the ocean do you like to explore the ocean?

First Grade
Writing Exemplars

High-Impact Instructional Practices Impact on the "Big 6"

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Phonics

	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change
SSS 22-23	4	24	+20	6	17	+11	73	53	-20	17	6	-11
SSS 23-24	1	31	+30	5	20	+15	79	49	-30	15	0	-15
Change			+10			+4			-10			-4

	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change
TAS 22-23	7	39	+12	17	18	-1	63	39	-24	14	3	11
TAS 23-24	13	45	+32	17	16	-1	57	34	-23	12	5	7
Change			+20			0			+1			-4

Phonics

High-Impact Instructional Practices Impact on the "Big 6"

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Phonological Awareness

	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change
SSS 22-23	42	46	+4	1	15	+14	38	35	-3	19	4	-15
SSS 23-24	42	49	+7	2	21	+18	41	28	-13	15	2	-13
			+3			+4			-10			-2

	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change	Fall	Winter	Change
TAS 22-23	53	57	+4	6	18	+12	24	19	-4	18	7	-11
TAS 23-24	48	54	+6	5	17	+12	32	25	-7	15	4	-11
			+2			0			-3			0

Phonological Awareness

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K-2 iReady Data Spring Comparison (Fall-Winter)

Phonological Awareness 22	17	2	68	12	0
Phonological Awareness 23	38	8	50	5	0
Change	21	6	-18	-7	0
Phonics 22	4	6	73	17	0
Phonics 23	24	17	53	6	0
Change	20	11	-20	-11	0
High Frequency Words 22	30	30	15	25	0
High Frequency Words 23	40	10	42	8	0
Change	10	-20	27	-17	0
Vocabulary 22	5	5	74	16	0
Vocabulary 23	10	15	65	10	0
Change	5	10	-9	-6	0
Overall Comp: 22	6	7	72	15	0
Overall Comp: 23	11	11	70	7	0
Change	5	4	-2	-8	0
Literature Comp 22	11	7	66	16	0
Literature Comp 23	13	22	58	8	0
Change	2	15	-8	-8	0
Informational Text Comp 22	8	10	45	38	0
Informational Text Comp 23	14	13	64	10	0
	6	3	19	-28	0

Phonological Awareness 23	8	5	79	9	
Phonological Awareness 24	42	14	42	2	
Change	33	10	-38	-7	
Phonics 23	1	5	79	15	0
Phonics 24	31	20	49	0	0
Change	30	15	-30	-15	
High Frequency Words 23	9	5	59	28	0
High Frequency Words 24	46	10	37	7	0
Change	35	5	-22	-21	0
Vocabulary 23	8	3	74	16	0
Vocabulary 24	13	27	51	8	0
Change	5	24	-23	-8	0
Overall Comp:	3	18	75	5	0
Overall Comp:	12	16	68	4	0
Change	9	-2	-8	-1	0
Literature Comp 23	8	13	73	8	0
Literature Comp 24	14	18	64	4	0
Change	6	5	-9	-4	0
Informational Text Comp 23	8	9	76	8	0
Informational Text Comp 24	15	13	69	2	0
	7	4	-7	-6	0

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K-2 iReady Data Spring Comparison (Fall-Spring)

Reading Fall 2022 vs Winter2023	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Overall ELA 1st Grade 22	7	10	73	10	0
Overall ELA 1stGrade 23	30	21	41	8	0
Change	23	11	32	-2	0
Phonological Awareness 22	27	14	47	12	0
Phonological Awareness 23	54	10	28	8	0
Change	27	-4	-19	-4	0
Phonics 22	7	17	63	14	0
Phonics 23	39	18	39	3	0
Change	32	1	-26	-11	0
High Frequency Words 22	9	4	61	27	0
High Frequency Words 23	65	5	26	7	0
Change	38	5	-30	-20	0
Vocabulary 22	4	17	61	18	0
Vocabulary 23	18	26	48	8	0
Change	8	19	25	-10	0
Overall Comp: 22	12	7	71	10	0
Overall Comp: 23	31	18	41	10	0
Change	19	11	30	0	0
Literature Comp 22	12	8	69	10	0
Literature Comp 23	26	20	48	7	0
Change	14	12	-21	-3	0
Informational Text Comp 22	14	12	59	15	0
Informational Text Comp 23	31	18	41	10	0
Change	17	6	18	-5	0

Reading Fall 2023 vs Winter2024	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Overall ELA 1st Grade 23	11	11	69	9	0
Overall ELA 1stGrade 24	14	12	59	15	0
Change	3	1	-10	6	0
Phonological Awareness 23	21	9	59	11	
Phonological Awareness 24	45	7	44	4	0
Change	24	-2	-15	-7	0
Phonics 23	13	17	57	12	0
Phonics 24	45	16	34	5	0
Change	32	-1	-23	-7	0
High Frequency Words 23	33	8	44	15	0
High Frequency Words 24	66	6	23	5	0
Change	33	-2	-21	-10	0
Vocabulary 23	8	16	64	12	0
Vocabulary 24	33	20	41	6	0
Change	25	-4	-23	-6	0
Overall Comp 23	11	16	61	12	0
Overall Comp 24	27	23	45	5	0
Change	16	7	16	7	0
Literature Comp 23	17	19	52	12	0
Literature Comp 24	38	13	39	10	0
Change	21	-6	-13	-2	0
Informational Text Comp 23	15	15	52	19	0
Informational Text Comp 24	30	15	50	5	0
Change		15			-14

i-Ready

High-Impact Instructional Practices Developing the "Big 6"

Oral Language

Language

THE "BIG 6" SKILLS AND COMPETENCIES

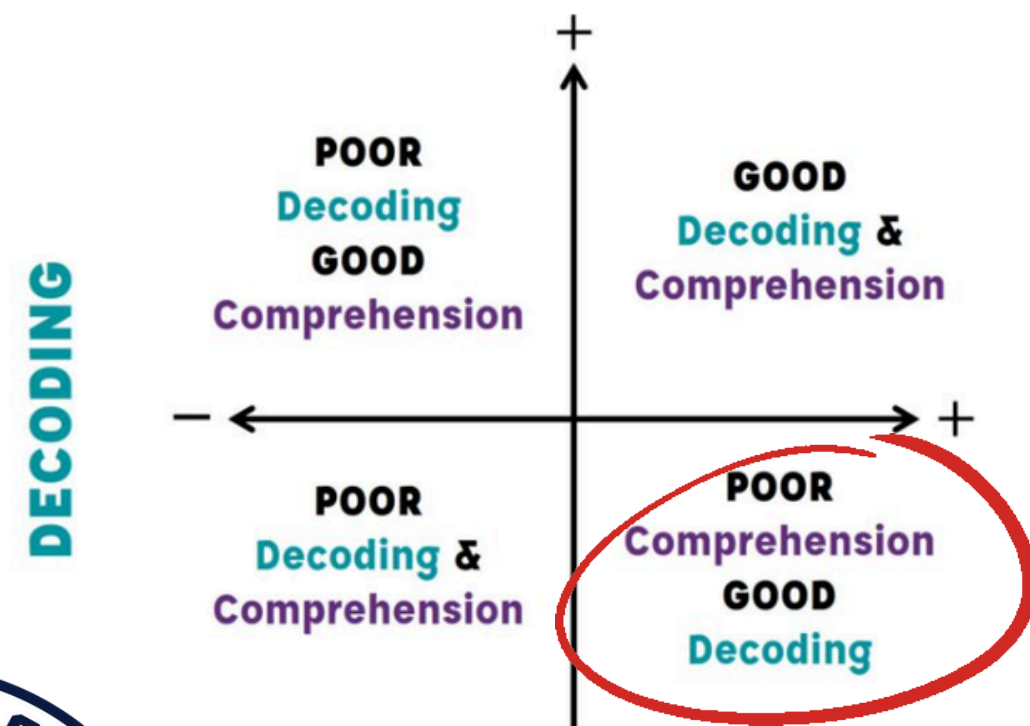Vocabulary

Phonological Awareness

Fluency

Phonics

Comprehension

Leadership Action Step #1: Understand the Science of Reading

Oral Language

Includes speaking and listening, providing the foundation for written language

Vocabulary

A student's internal dictionary, it is comprised of words and their meanings

Phonological Awareness

An awareness of speech sounds whereas phonemic awareness is the ability to identify and manipulate sounds

Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate

Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds

Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts

Leadership Action Step #1:
Understand the Science of Reading

3-6 ELA Curriculum

EASTPORT SOUTH MANOR

Leadership Action Step #2: Understanding and Relationship Between the Science of Reading and Key Instructional Frameworks

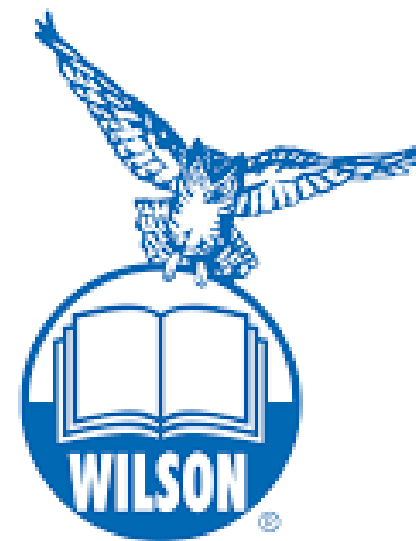| Reading to Learn (Grasping Main Ideas and Text Structures) Bend 1: Determining importance in Expository Texts	Reading Unit
Nonfiction readers get ready to read by revving up their minds. Before they even start reading they preview their text, identify the parts, and think about how the book might go. They ask themselves, "What is this text about?" "What are its parts, and how do the parts fit	Building a Reading Life (with series books)
	Reading to Learn
Nonfiction readers prepare to read by previewing the book, identifying the parts and thinking about how the book might go as you read.	Mystery
	Character Studies
Nonfiction readers pause along to summarize important information by using box and bullets to help them remember what they read.	Genre Review
Nonfiction readers take in more by organizing bits of information into categories using "box and bullets."	
	*Research Clubs
Nonfiction readers become experts by teaching others what they know. They do this by talking about the main ideas and supporting details and using an explaining voice and gestures to point out illustrations.	

High-Impact Practices (See Briefs 4, 5, 6) Developing the "Big 6" + Writing	Sample Writing Tasks + Products
Collaborative and Culminating Projects, Performances, and Celebrations	Planning documents, scripts, lines and dialogue, schedules, research organizers, signs and posters, self-reflections, writing for a specific purpose and audience
Text-Based Discussions and Writing Opportunities	Graphic organizers, engagement in multiple stages of the writing process, written responses to text-based discussion prompts and questions, book reports, author review, theme analysis, topic-based research work
Engagement with a Variety of High-Interest, Diverse, and Complex Texts	
Phonological Awareness, Phonics, Spelling, and Word Study Skill-Building	Phonics and morphological work and games, opportunities for spelling practices and quizzes, interactive word walls, text annotation that identifies text features, explicit instruction in syntax and grammar
Fostering Understanding of Print Conventions, Features, and Functions	

Tier 2 & Tier 3 ELA Resources

Leadership Action Step #2: Understanding and Relationship Between the Science of Reading and Key Instructional Frameworks
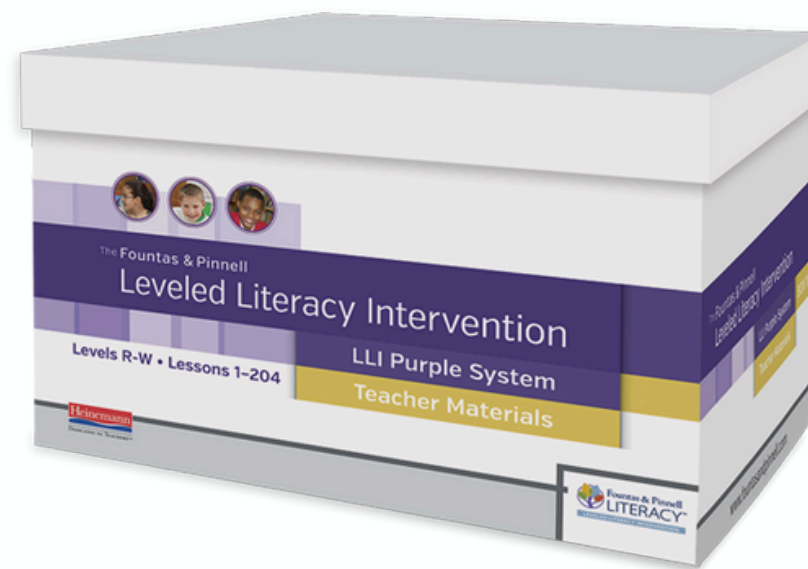
Oral Language

Vocabulary

THE "BIG 6" SKILLS AND COMPETENCIES

Phonological Awareness

Fluency

Comprehension

Phonics

Tier 2 & Tier 3 ELA Shifts

Leadership Action Step #2: Understanding and Relationship Between the Science of Reading and Key Instructional Frameworks

EASTPORT SOUTH MANOR

New Paltz
STATE UNIVERSITY OF NEW YORK
SCHOOL OF EDUCATION
MICROCREDENTIAL
Science of Reading Fundamentals

UFLI FOUNDATIONS
An Explicit and Systematic Phonics Program

Teacher Manual
SECOND EDITION
WORD CONNECTIONS
A Multisyllabic Word Reading Program
© 2023 Toste Team
The University of Texas at Austin
www.jessicatoste.com
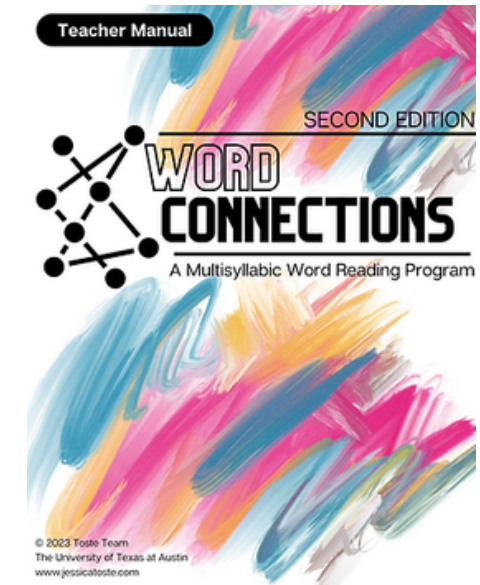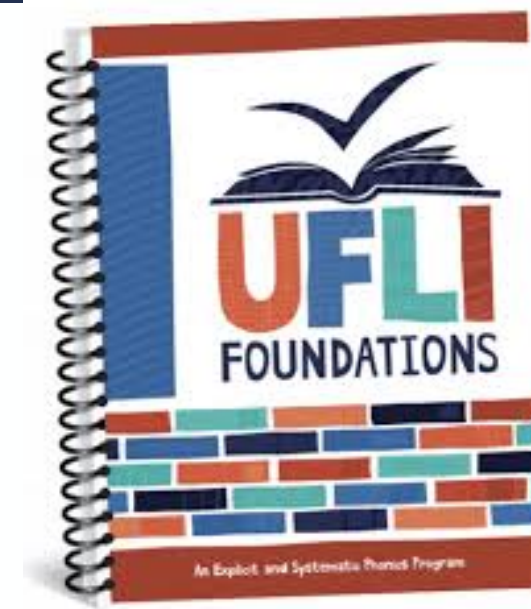
Oral Language

Vocabulary

THE "BIG 6" SKILLS AND COMPETENCIES

Phonological Awareness

Fluency

Comprehension

Phonics

2022-2024 CURRICULUM SHIFTS K-2

Magnetic Reading: Building Knowledge with a Variety of High Interest, Diverse,and Complex Texts
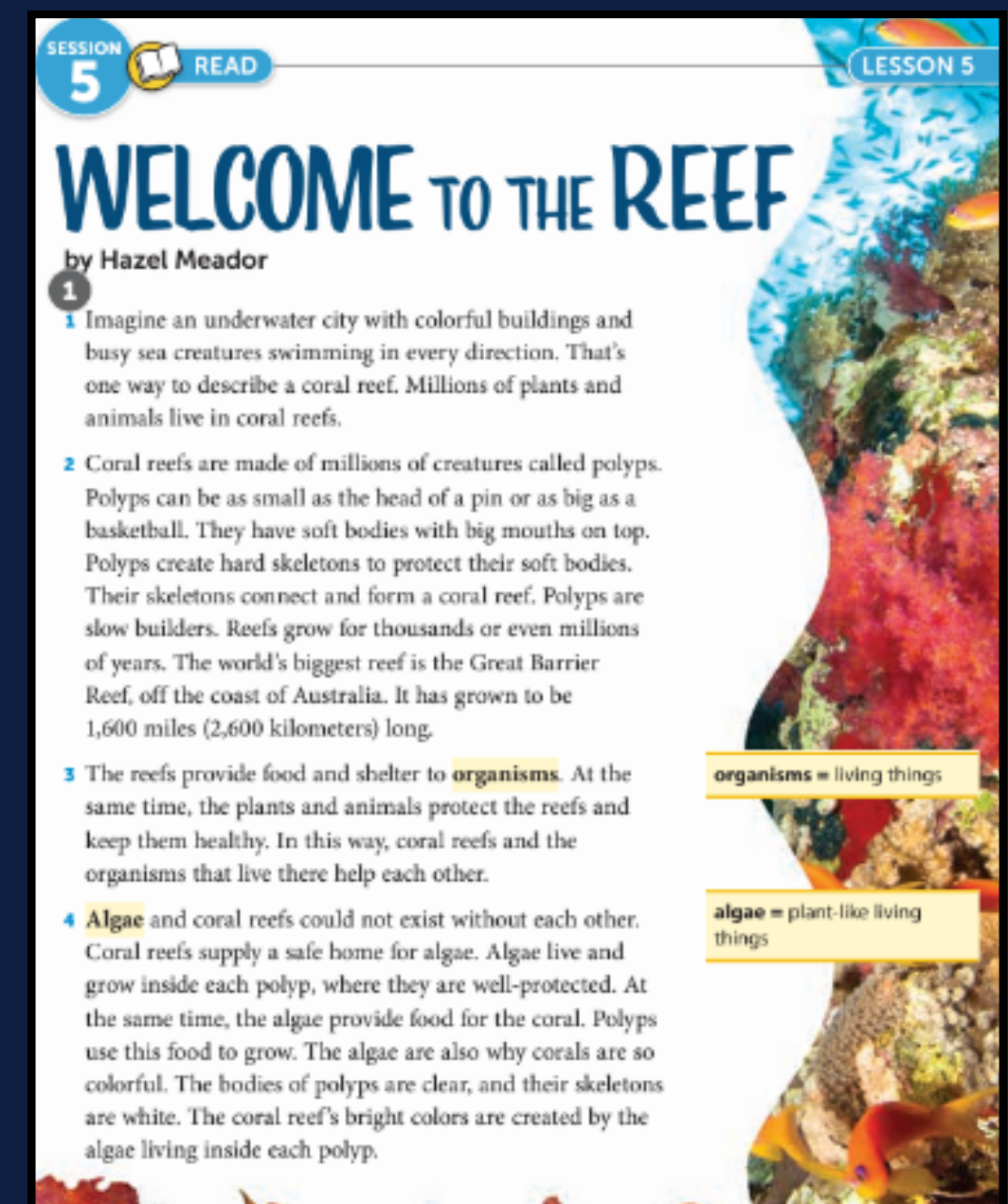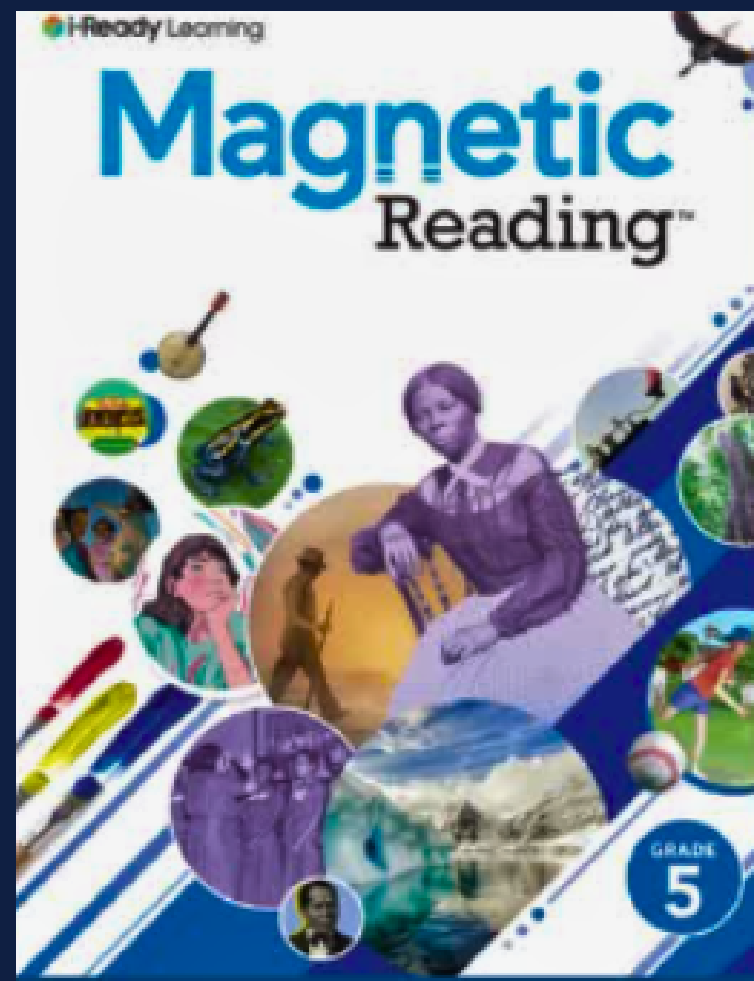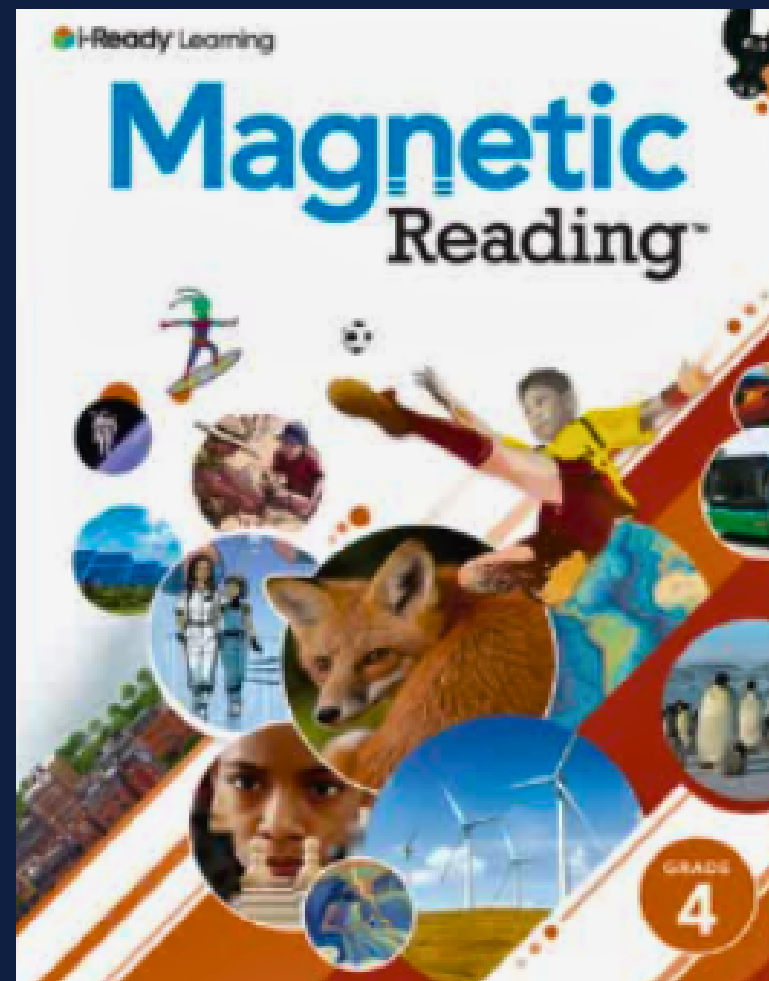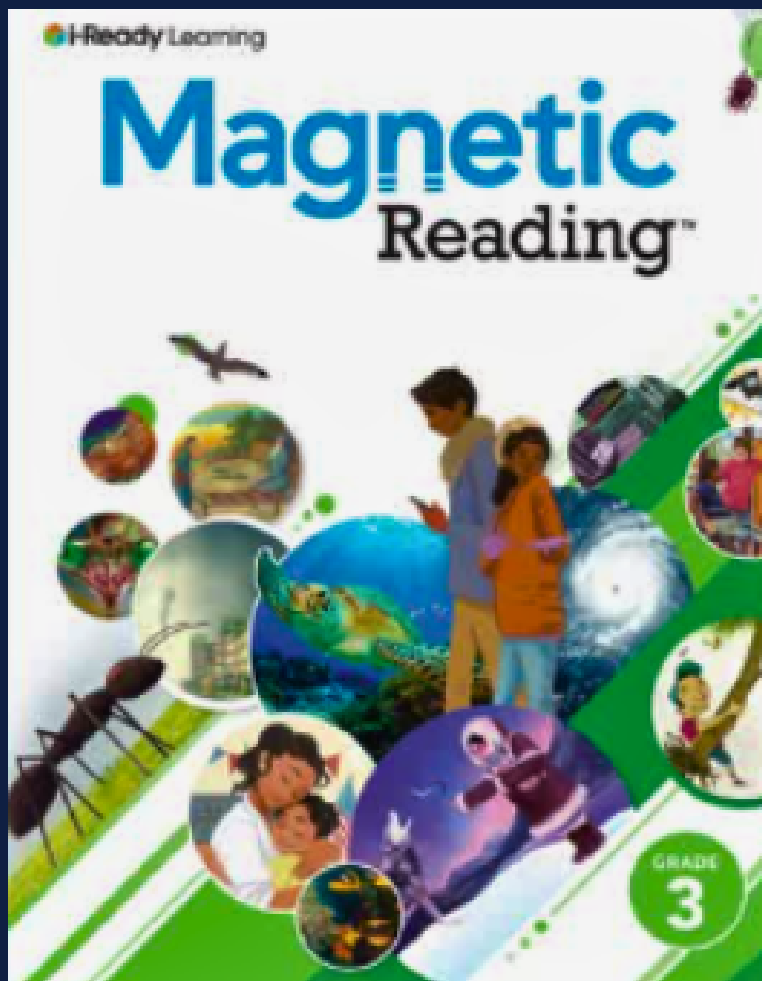
ENGAGEMENT WITH A VARIETY OF HIGH INTEREST, DIVERSE, AND COMPLEX TEXTS

Goal: Intellectual Inquiry into Big Ideas, Rich Content, High-Utility Vocabulary, and Diversity of Perspectives

Promotes: BIG 6 + textual analysis + interpretation • knowledge building • reasoning + synthesizing

SESSION 5 — READ — LESSON 5

WELCOME TO THE REEF
by Hazel Meador

1 Imagine an underwater city with colorful buildings and busy sea creatures swimming in every direction. That's one way to describe a coral reef. Millions of plants and animals live in coral reefs.

2 Coral reefs are made of millions of creatures called polyps. Polyps can be as small as the head of a pin or as big as a basketball. They have soft bodies with big mouths on top. Polyps create hard skeletons to protect their soft bodies. Their skeletons connect and form a coral reef. Polyps are slow builders. Reefs grow for thousands or even millions of years. The world's biggest reef is the Great Barrier Reef, off the coast of Australia. It has grown to be 1,600 miles (2,600 kilometers) long.

3 The reefs provide food and shelter to **organisms**. At the same time, the plants and animals protect the reefs and keep them healthy. In this way, coral reefs and the organisms that live there help each other.

4 **Algae** and coral reefs could not exist without each other. Coral reefs supply a safe home for algae. Algae live and grow inside each polyp, where they are well-protected. At the same time, the algae provide food for the coral. Polyps use this food to grow. The algae are also why corals are so colorful. The bodies of polyps are clear, and their skeletons are white. The coral reef's bright colors are created by the algae living inside each polyp.

organisms = living things

algae = plant-like living things

Structural Shifts: Literacy Block

				Word Love or Grammar/ 5 Day cycle of lessons Read Aloud: 5 Days Phonics/Word Work: 6 Days		
	Vocabulary /Grammar	**Read Aloud**	**Word Work/ Phonics**	**Reading**	**Independent/ Writing & Small Groups**	**Writing**
Day 1 Date		Read Aloud (15 min) Book Chapter	Phonics/Word Work Lesson (20 min) Topic	Session 1 (30 min) Fill in Lesson	Independent Reading or Writing (20 min)	
Day 2 Date	Word Love/Grammar Fill in Words or Topic	Read Aloud (15 min) Book Chapter	Phonics/Word Work Lesson (20 min) Topic			New Lesson: 10 min Teaching Point:
Day 3 Date	Word Love/ Grammar Fill in Words or Topic		Phonics/Word Work Lesson (20 min) Topic	Session 2 (35 min) Fill in Lesson	Independent Reading or Writing (20 min)	
Day 4 Date	Word Love/ Grammar Fill in Words or Topic	Read Aloud (15 min) Book Chapter	Phonics/Word Work Lesson (20 min) Topic			New Lesson: 10 min Teaching Point:
Day 5 Date		Read Aloud (20min) Book Chapter	Phonics/Word Work Lesson (20 min) Topic	Session 3 (25 min) Fill in Lesson	Independent Reading or Writing (20 min)	
Day 6 Date	Word Love/ Grammar Fill in Words or Topic	Read Aloud (15 min) Book Chapter	Phonics/Word Work Lesson (20min) Or Independent Reading/Writing		Independent Reading /Writing (20 min) Or Phonics/Word Work Lesson	New Lesson: 10 min Teaching Point:
Day 7 Date	Word Love/ Grammar Fill in Words or Topic			Session 4 (35 minutes) Fill in Lesson		New Lesson: 10 min Teaching Point:
Day 8 Date				Session 5 (40 min) Fill in Lesson		Reading Session 6 (45 min) Fill in Lesson

Date: Fill in Date
Unit_: Title

STRUCTURAL PD SHIFTS
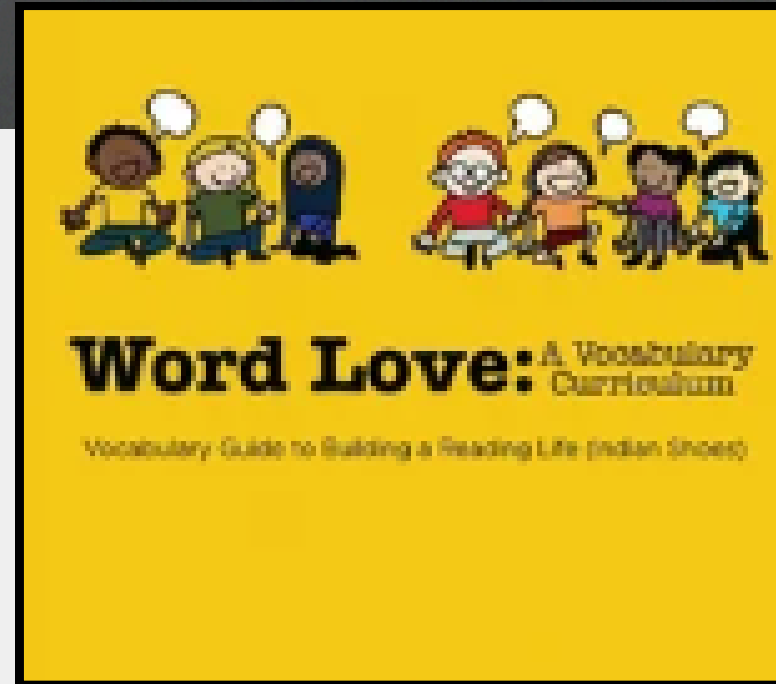
Professional Development: Mike Ochs

Strategic Planing: District-Wide PD/ Goal Oriented

Goals: Vocabulary, Assessment, Grammar

Shift from PD to Coaching Model

Leadership Action Step #4:
Implement Assessment Systems for Identifying Students Progress and Needs

	F&P Benchmark
Student 1	G
Student 2	I
Student 3	F
Student 4	J
Student 5	I
Student 6	D
Student 7	M
Student 8	G
Student 9	H
Student 10	J
Student 11	H
Student 12	I

Shift from F&P Levels to Fluency Assessments

Fluency

BENCHMARK ASSESSMENT SCORING SHEET
Passage Reading Fluency
GRADE 1

Introduction: You will read a two-page story about a pond in different seasons.

A Year at a Pond

word count

It is spring. The pond is full of life. Grass grows. — 11
Bugs hum and birds sing. Frogs hop. Ducks sit — 20
on the grass. A fox comes out of its home. — 30

It is summer. The pond is busy. The grass is tall. — 41
The water is warm. Frogs lay eggs. Baby ducks — 50
hide in the grass. Mom calls them to the water. — 60
The fox finds food. — 64

It is fall. The pond is quiet. The grass is brown. — 75
The bugs are gone. The baby frogs are grown. — 84

Recording Form Part One: Oral Reading *(continued)*

Our New Neighbors • Level J

Sources of Information Used

Page	Text				E	SC	E			SC		
							M	S	V	M	S	V

"I don't know," he said. "The barn
is big enough for horses, but I
haven't seen any."

Subtotal

Fountas & Pinnell Benchmark Assessment System 1, Third Edition

3

TIME TO SAY GOODBYE

Shift in Assessment: Additional Standards Assessments

Read	Assessment Score	Skill Score	1	2A	2B	3A	3B	4
	60%	61%	50%	65%	75%	45%	20%	15%

Drag a word from below to each box to complete the summary of the story.

Grade 6

Assessment Themes and Summaries: Gr...

● ● ● Key

Students Completed/Assigned: **20/20**   Students Unassigned: **0**

Skill Summary   1 Skill Assigned

Standards	Skill	Performance Distribution	Avg Score	Resources
6R2-2 ⓘ	Themes and Summaries: Grade 6	[green/yellow/red bar]	60%	📄 PDF

Assessment Summary

60% Average Assessment Score

10 Proficient

8 Progressing

2 Beginning

●		◐	○	●	●	◐	●
● 71%	71%	◐	●	●	○	●	◐
● 70%	70%	●	●	●	○	◐	◐

3 his be like th of his droug

1 2 3 4

Finish Later ❚❚ Submit

Shift in Practice: Skill Based Small Groups

EASTPORT SOUTH MANOR

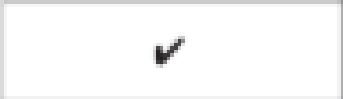## Focus Lesson Pacing

FOCUS LESSON PACING		Daily Timing
SESSION 1	SCAFFOLD READING	• Notice and Wonder (5 minutes) • Essential Concepts (5 minutes) • Read (15 minutes) • Discuss the Text (5 minutes)
SESSION 2	PRACTICE THE FOCUS STANDARD • Formative Assessment ✓	• Reread/Think (20 minutes) • Talk (10 minutes) • Write (5 minutes)
SESSION 3	SCAFFOLD READING	• Read (20 minutes) • Discuss the Text (5 minutes)
SESSION 4	PRACTICE THE FOCUS STANDARD • Formative Assessment ✓	• Reread/Think (20 minutes) • Talk (10 minutes) • Write (5 minutes)
SESSION 5	INDEPENDENT READING AND PRACTICE • Formative Assessment ✓	• Read (20 minutes) • Reread/Think (10 minutes) • Write (10 minutes)
SESSION 6	RESPOND TO THE FOCUS QUESTION	• Reread/Think (20 minutes) • Talk (15 minutes) • Write (10 minutes)

UNIT 2 — OCEAN SURVIVAL | LEARNING PROGRESSION

Which skills are students building on?	Unit 2 Skills	Which skills are students preparing for?
Find the Main Topic — Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**Recount Key Details** — Recount the key details and explain how they support the main idea. (Lesson 5: Habitats of the Ocean; Connect It: Reefs at Risk)	**Summarize a Text** — Summarize the text. (Lesson 8: Young Inventors: Connect It: From Idea to Invention)
Find the Main Topic — Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**Determine Main Idea** — Determine the main idea of a text; recount the key details and explain how they support the main idea. (Lesson 6: Survival Skills; Connect It: Reefs at Risk)	**Determine Main Idea and Key Details** — Determine the main idea of a text and explain how it is supported by key details. (Lesson 7: Problem Solvers; Connect It: From Idea to Invention)
Describe Connections Between Events, Ideas, and Steps — Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Connect Events/Ideas or Steps in a Process** — Describe the relationship between a series of scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (Lesson 7: Group Survival; Connect It: Reefs at Risk)	**Analyze a Historical Text** — Explain events, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. (Lesson 5: World-Changing Inventions; Connect It: From Idea to Invention)
Identify Author's Purpose — Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Determine Point of View** — Distinguish their own point of view from that of the author of a text. (Lesson 8: Protecting the Ocean; Connect It: Reefs at Risk)	**Compare Accounts** — Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (Lesson 11: Exploring Extremes; Connect It: Exploring Space)

1 — Choose a Level of Support

SCAFFOLD A Topic & Main Idea: What's the Difference? *Recommended for students 2+ grade levels below*	MISCONCEPTIONS AND SKILL GAPS	SCAFFOLD B Distinguishing Between Paragraph and Text Main Ideas *Recommended for students 1 grade level below*
✔	Students are not yet able to discriminate between the topic of a text and the main idea of a text.	
	Students are not yet able to discriminate between an overarching main idea and a paragraph level main idea.	✔
	Students have difficulty connecting key details in a text.	✔

2 — Meet the Texts

Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

TEXT A *Unlikely Animal Friends*		TEXT B *A Clingy Relationship*
• The text assumes an understanding of crocodiles as carnivores who eat birds in order to recognize how plovers and crocodiles have an unusual relationship	KNOWLEDGE DEMANDS	• The text assumes basic knowledge of predator and prey relationships • The text relies on an understanding of hitchhiking and knowledge of how suction cups work to recognize how a remora moves through the water, attached to a shark
Lexical Demands • Vocabulary: bonds, screeches, attract • Friendship is described using multiple terms: buddies, team, pals	LANGUAGE DEMANDS	Lexical Demands • Vocabulary: predator, nurturing, prey Syntax Demands • Many complex sentences with a prepositional phrase at the beginning of the sentence

Improve Tracking Systems for Identifying Students Progress and Needs

THANK YOU