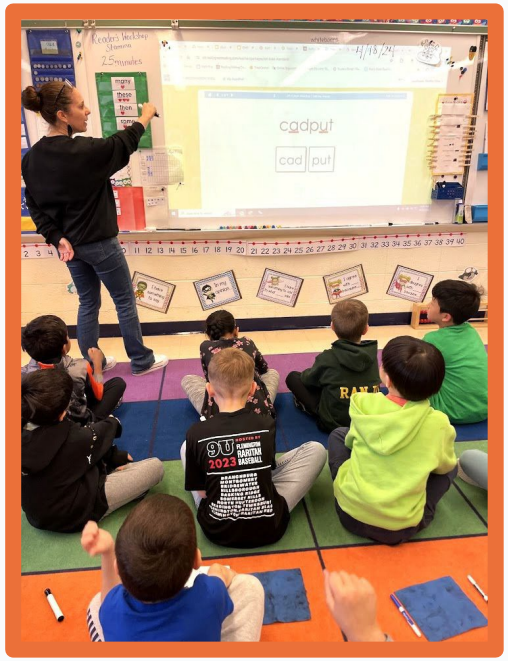




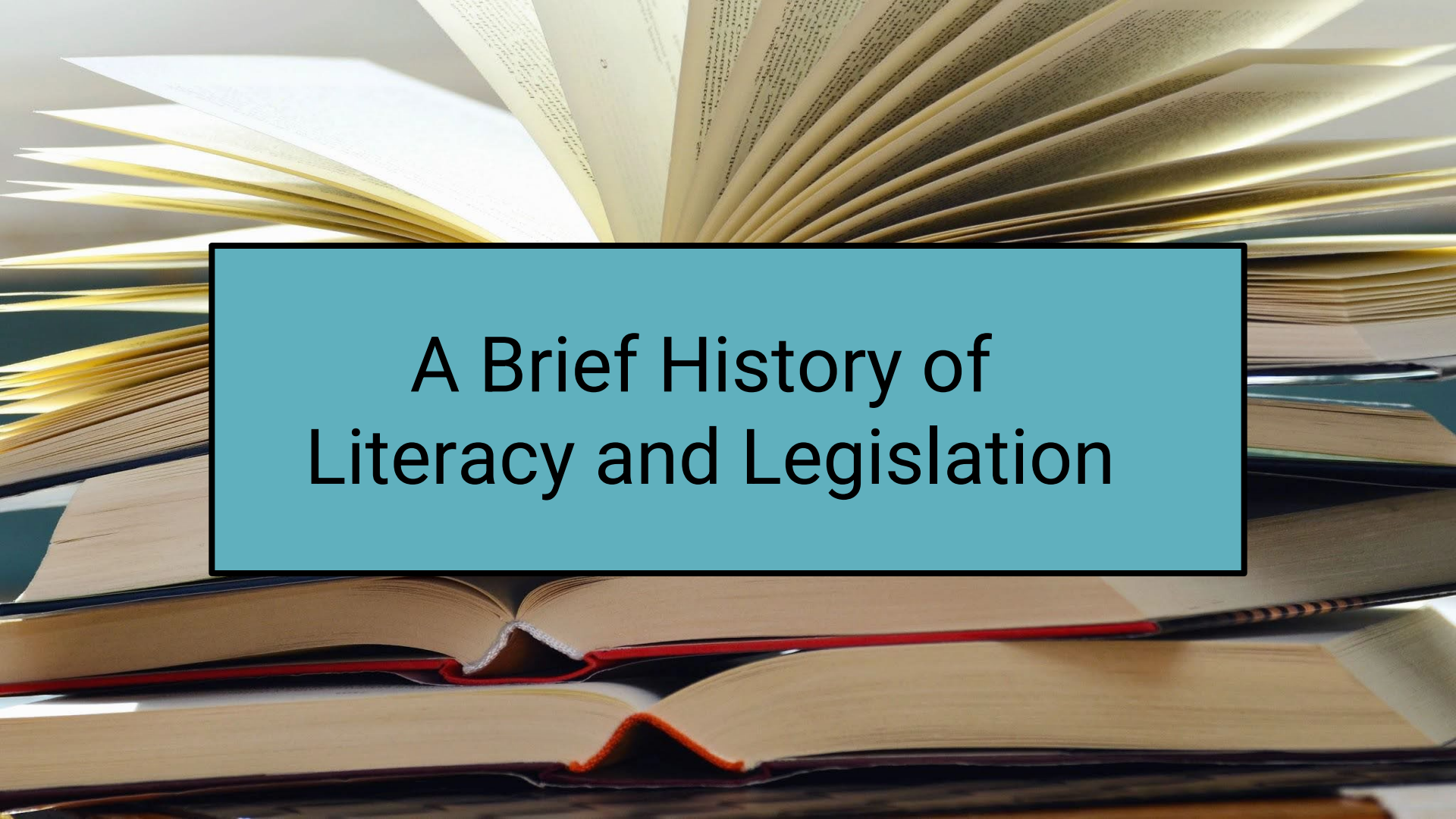



# MTSD Early Literacy

## A Responsive Literacy Model

**Ms. Fiona Borland**
Director of Curriculum, Instruction and Staff Development

**Dr. Amy Monaco**
K-4 Supervisor of Language Arts and Social Studies



# A Brief History of Literacy and Legislation

# The History of Literacy Instruction

## 1930s-1960s

**Look-Say/Whole World Era**

*Whole-word recognition, or "look-say," dominated by the "Dick and Jane" series. Reading was viewed as a visual activity, often neglecting phonics.*

## 1960s-1970s

**The Great Debate**

*Jeanne Chall published Learning to Read: The Great Debate (1967), validating the need for direct, systematic phonics instruction. Widespread adoption of "basal" programs, combining phonics and comprehension in structured, leveled readers.*

## 1980-1990s

**Whole Language vs Phonics (The Reading Wars)**

*Whole Language advocates pushed for natural language acquisition through immersive literature, downplaying direct skills instruction. Intense public and academic debate regarding whether to teach through decoding (phonics) or meaning-based whole language.*

## 2000s-Present

**Balanced Literacy and The Science of Reading**

*The National Reading Panel (2000) and No Child Left Behind (2001) pushed for scientifically researched methods. A strong movement toward the "Science of Reading"—a comprehensive, evidence-based approach requiring explicit phonics, phonemic awareness, and vocabulary instruction.*

## Impactful Legislation

ESEA, 1965

IDEA, 1999

NCLB, 2001

Race to the Top, 2009

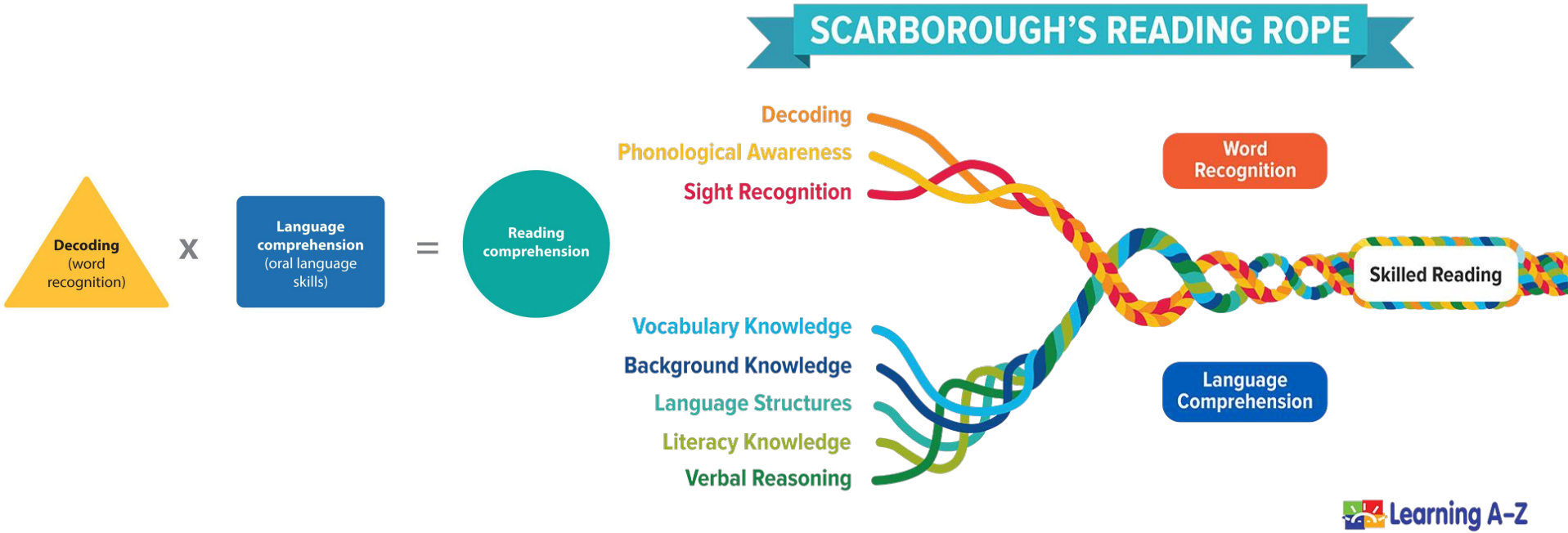
ESSA, 2015

# **The Simple View of Reading** (1986)




Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6–10.

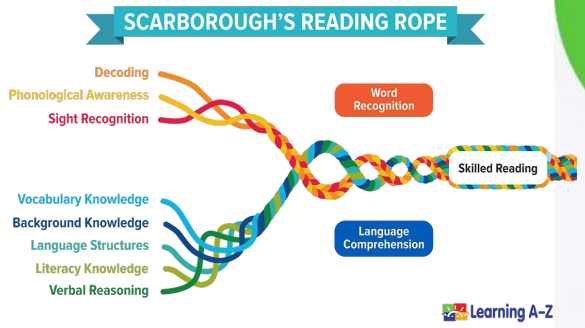
# Scarborough's Reading Rope (2001)

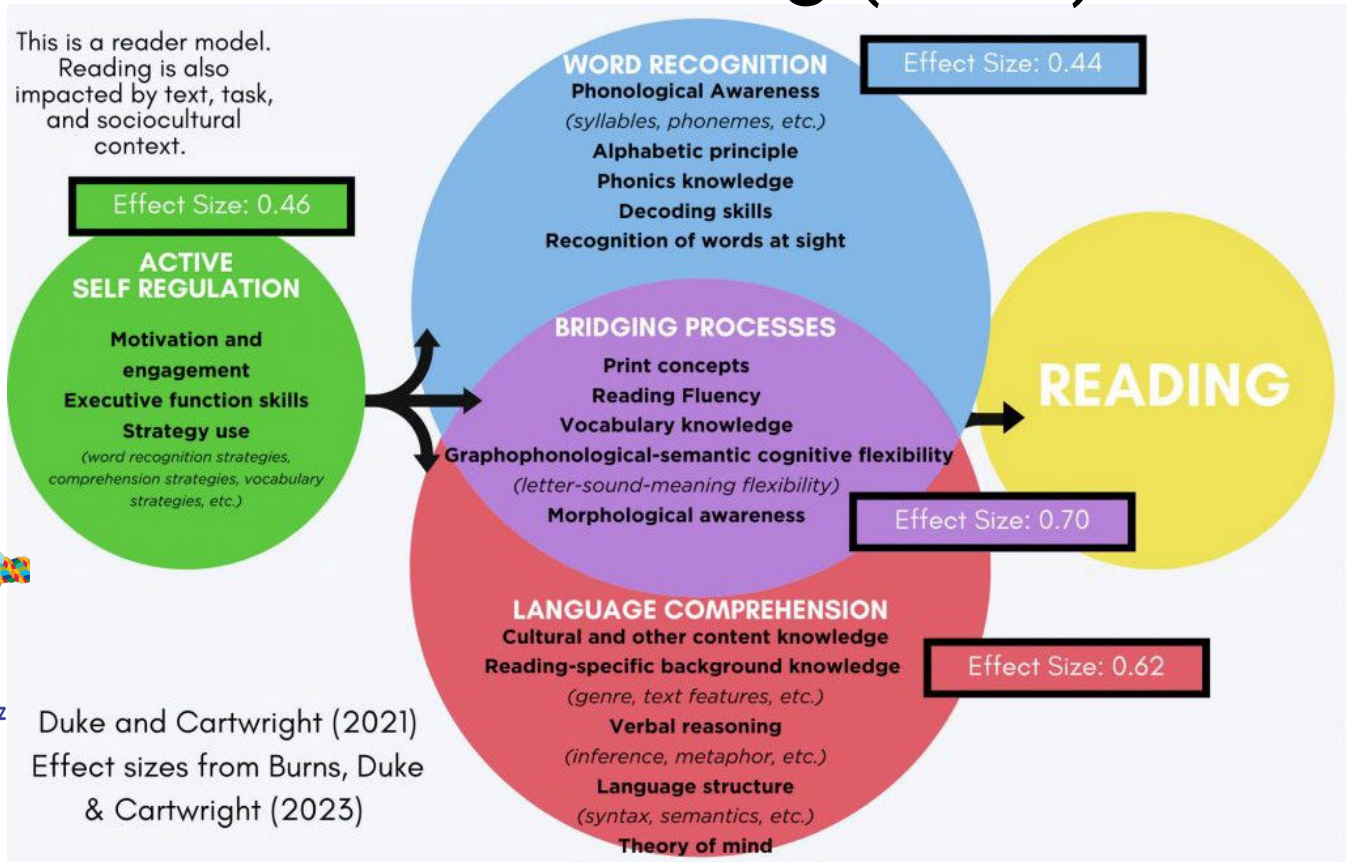



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp.97–110). New York, NY: Guilford Press.

# The Active View of Reading (2021)




Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. Reading Research Quarterly, 56. https://doi-org.proxymu.wrlc.org/10.1002/rrq.411

# NJTSS - Early Reading

NEW JERSEY TIERED SYSTEM OF SUPPORTS NJTSS EARLY READING

## EFFECTIVE INSTRUCTION

Research conducted for decades across multiple disciplines has contributed greatly to an understanding of how children learn to read. It has built an understanding of why some students experience reading difficulties and the support necessary to effectively address reading concerns. This research has resulted in strong scientific consensus about the importance of appropriately sequenced instruction targeting the acquisition of skills and strategies corresponding to what are often referenced as the big five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

NEW JERSEY TIERED SYSTEM OF SUPPORTS NJTSS EARLY READING

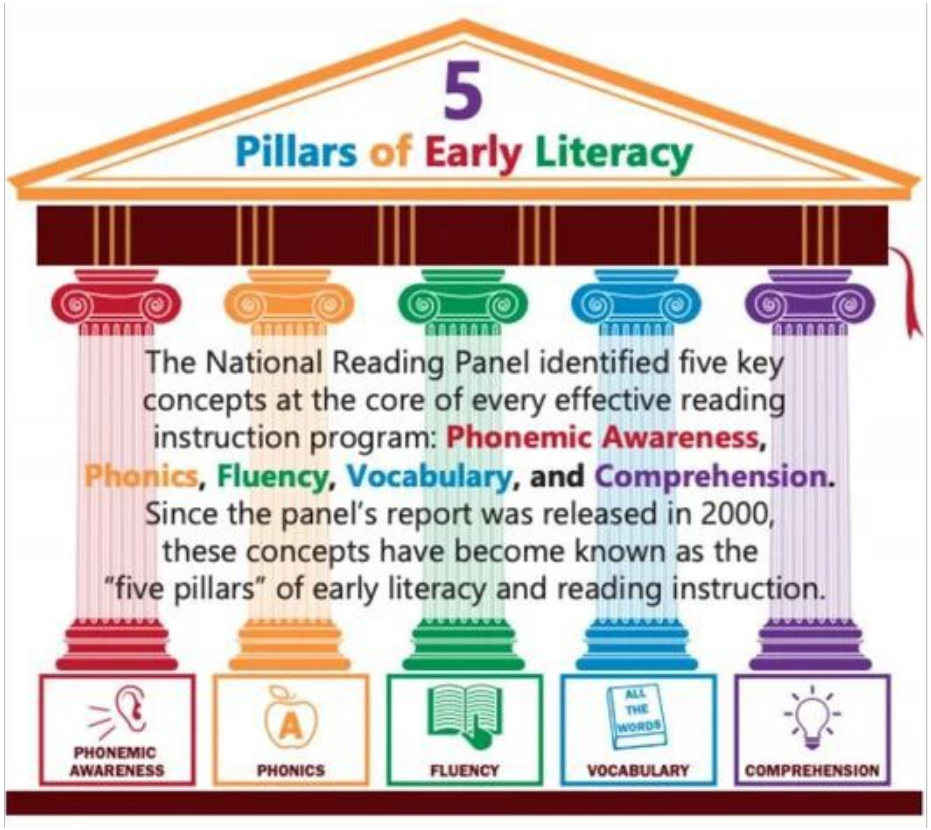
## ESSENTIAL ASSESSMENTS

Data from universal screening, diagnostic, and progress monitoring assessments maintain an important role in informing regular decision-making to support students in acquiring early reading skills. The aim is to identify students' intervention needs early, provide instructional supports, and close skill-gaps before they become long-term concerns.

# NJTSS - Early Reading

NEW JERSEY TIERED SYSTEM OF SUPPORTS NJTSS EARLY READING

EFFECTIVE INSTRUCTION




National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). National Institute of Child Health and Human Development, National Institutes of Health.

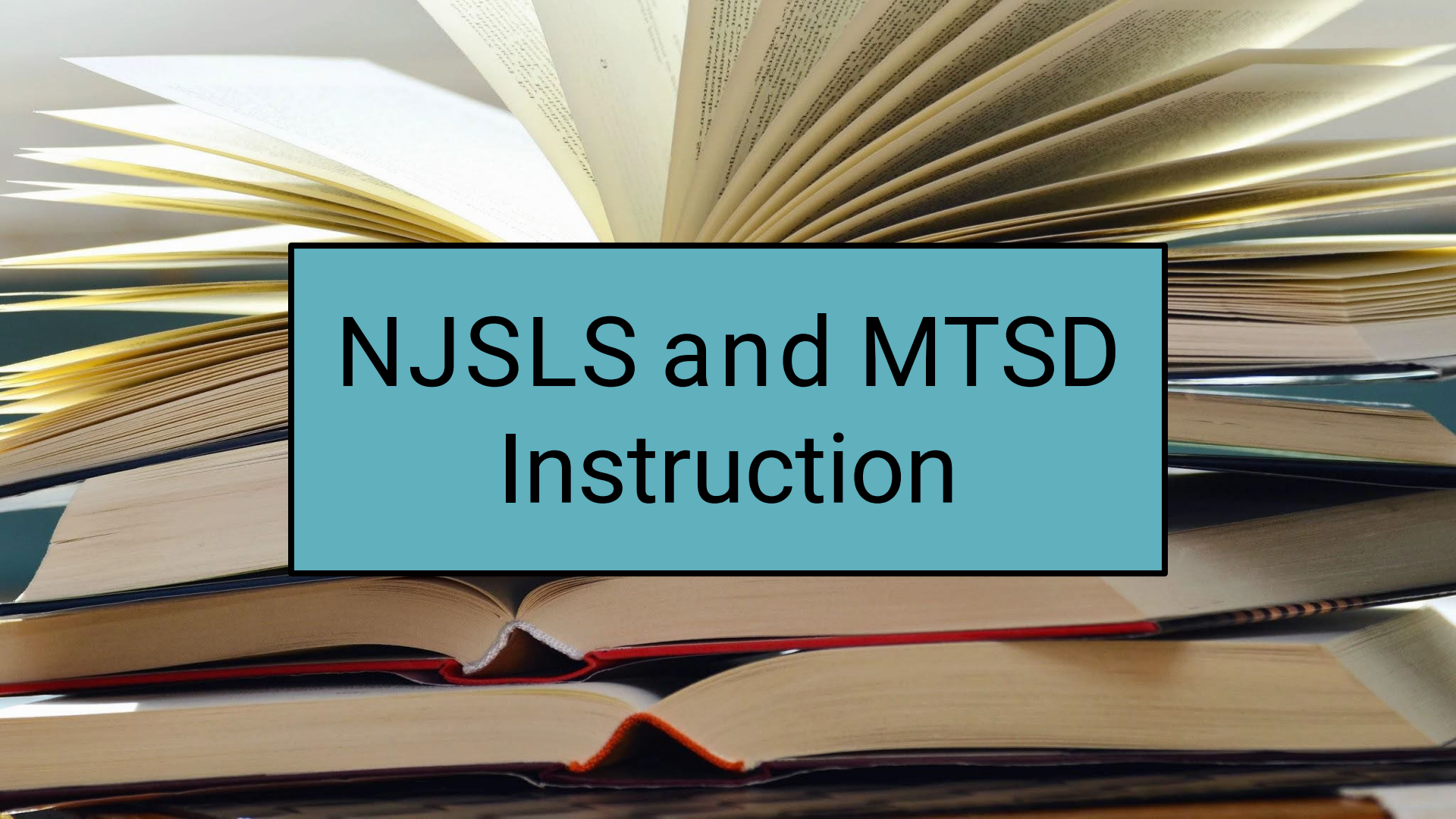
NEW JERSEY TIERED SYSTEM OF SUPPORTS NJTSS EARLY READING

ESSENTIAL ASSESSMENTS

# NJTSS - Early Reading

| Grade | Letter Naming Fluency | Phonetic Awareness | Phonics and Decoding | Oral Reading Fluency | Comprehension |
|---|---|---|---|---|---|
| K | ✓ | ✓ | ✓ | | |
| 1 | ✓ | ✓ | ✓ | ✓ | |
| 2 | | | ✓ | ✓ | ✓ |
| 3 | | | ✓ | ✓ | ✓ |
| 4+ | | | | ✓ | ✓ |

Universal Literacy Screening, N.J.S.A. 18A:6-146 (2024).



# NJSLS and MTSD Instruction


2023 NJ SLS ELA
Speaking and Listening
Reading
Literary Text
Info. Text
Language
Reading F.S.
Writing
Writing F.S.

# Sample Grade 1 Reading Standards

## Foundational Skills (NJSLS)

### L.RF.1.2: Phonological Awareness

Demonstrate mastery of spoken words, syllables, and sounds (phonemes).

*"Every syllable must have a vowel sound."*

Isolate and pronounce initial, medial, and final sounds in single-syllable words.

### L.RF.1.3: Phonics & Word Analysis

Apply grade-level skills in decoding words.

Decode two-syllable words by breaking them into syllables based on vowel sound patterns.

## Reading Literacy (NJSLS)

- **RL.CR.1.1: Key Details**
  Ask and answer questions about key details in literary texts.
- **RL.CI.1.2: Central Message**
  Determine the central message and retell the sequence of events.
- **RL.TS.1.4: Text Features**
  Explain differences between stories and informational books, recognizing story lines, chronology, and illustrations.

# Grade 2 Reading Unit 3

| Lesson | Text/ Resources | Learning Intention | Standards | Criteria for Success |
|---|---|---|---|---|
| 1 | *Studying Characters and Their Stories Heinemann* | We are learning to think about what caused characters to change and what they might have learned. | RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. | Students will discuss a familiar read aloud and what caused the characters to change and what they might have learned |
| 2 | *Studying Characters and Their Stories Heinemann* | We are learning to think about what the problem or trouble that the character faced and how they solved the problem | RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. I | Students will discuss a familiar read aloud. Students will identify the problem and how the character solved the problem. |
| 3 | *Studying Characters and Their Stories Heinemann* | We are learning to think about what the character learned in the story. | RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. I | Students will discuss a familiar read aloud and what the character learned in the story. |

NEW JERSEY TIERED SYSTEM OF SUPPORTS NJTSS EARLY READING

EFFECTIVE INSTRUCTION

# NJTSS - Early Reading




**Kindergarten**: Lively Letters, Heggerty
**Grade 1**: Blast by Really Great Reading
**Grades 2 and 3**: HD Word by Really Great Reading
**Intervention**: UFLI Foundations, OG, Read Live

**K-4**: Word Love

**K-4**: Units of Study in Reading
Digital Platforms (Freckle, myOn, RAZ Kids)
Read Alouds
Small Group Resources

- The Reading Strategies Book
- The Writing Strategies Book
- Close Reading of Complex Texts
- Common Lit

# Lively Letters

Kindergarten - 2023-24 Implementation

Lively Letters™ is a research-based and clinically-proven, multi-sensory reading program that turns plain, abstract letters and sounds into lively characters. Created by Nancy Telian, MS, CCC-SLP, forty-seven letters and letter combinations are embedded into colorful pictures that show students what to do with their mouths when making the letter sounds.



# Blast/HD Word by Really Great Reading

*Blast (Grade 1) and HD Word (Grades 2 and 3) explicitly teach phonemic awareness, phonics concepts, and word attack skills. They also focus on reading accurately and fluently, which translates to better comprehension. The lessons are research-based, multisensory and have been found to be highly effective via independent research studies.*

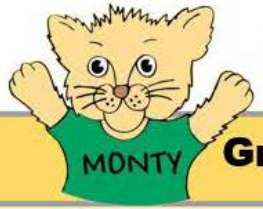
**2024-25: Initial Implementation**
Grades 2, 3 and 4 ALL started with Unit 1

**2025-26: Year 2 of implementation**
Grade 2 started with Unit 1, Grades 2 and 3 started at Unit 15

**2026-27: Year 3 of implementation**
Grade 2 begins with Unit 1, Grade 3 begins with Unit 15, Phase out in Grade 4, Shift to a focus on vocabulary and morphology

RGR
REALLY GREAT READING






# Sample Literacy Block




| Grade 1 | Grade 3 |
| --- | --- |
| **Word Work** (approx. 25 min)<br>Blast by Really Great Reading | **Word Work** (approx. 25 min)<br>HD Word by Really Great Reading |
| **Reading Workshop** (30-40 min)<br>Reading Mini Lesson<br>Independent Reading/Reading Centers practicing and applying phonics<br>Small Groups on Phonics and Foundational Skills | **Reading or Writing Workshop** (45 min)<br>Mini Lesson<br>Independent Reading or Writing Work<br>Book Clubs<br>Small Groups (phonics, fluency or comprehension) |
| **Writing Workshop** (30-40 min)<br>Reading Mini Lesson Independent Writing<br>Small Groups | **LA Flex Time** (45 minutes) Independent Reading or Writing Work Small Groups |
| **Read Aloud** (10-15 min)<br>**Interactive Writing** or **Shared Reading** (10 min) | **Read Aloud** (15 min) |

# The Workshop Instructional Model

| | | |
|---|---|---|
| 10 Minutes | **Mini-Lesson** | **Whole-Class Instruction**<br>Gradual Release of Responsibility Model (I Do, We Do, You Do) |
| 20-30 Minutes | **Independent & Small-Group Work** | **One-on-One and Small-Group Teaching** Observe • Question • Listen • Coach • Demonstrate Formative Assessment<br>*Reading, Writing or Math* |
| 5 Minutes | **Debrief / Share** | **Connect Back to Teaching Point** |

Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. Contemporary Educational Psychology, 8(3), 317-344.
Fisher, D., & Frey, N. (2013). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.). ASCD.

# What is Transfer?





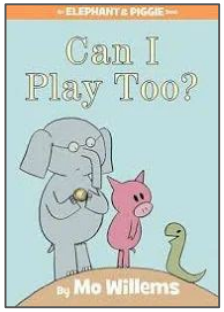


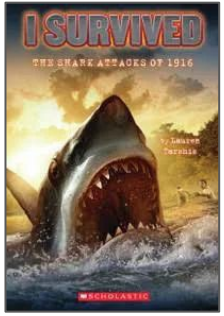






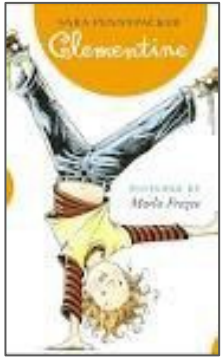


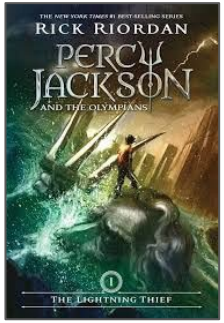



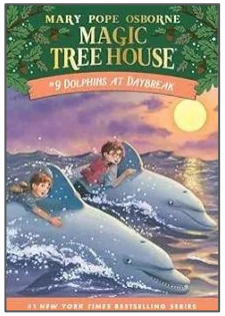





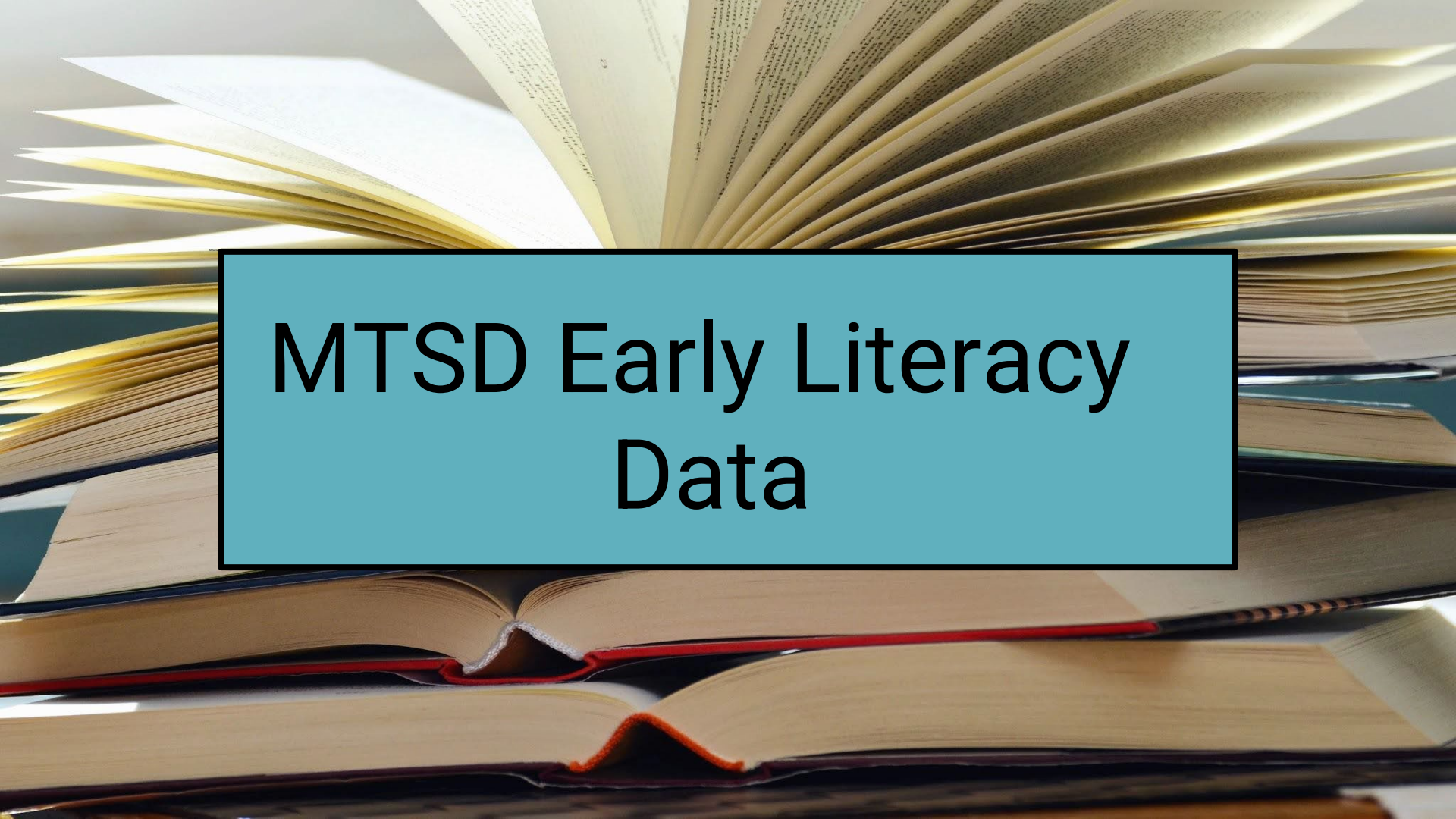








MTSD Early Literacy Data

# Kindergarten Early Literacy Data

| | Phonemic Awareness | | | | Phonics | | | | Oral Language | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rhyming | First Sound Matching | Blending | Deletion | Letter Name ID | Letter Sound | Non Word Reading (Regularly spelled words) | Word Reading (Irregularly Spelled Words) | Expressive Vocabulary | Word Matching | Oral Sentence Comp | Following Directions |
| **BOY** | 78% | 77% | 47% | 68% | 86% | 77% | n/a | n/a | 26% | 72% | 72% | 73% |
| **MOY** | 88% | 83% | 68% | 85% | 100% | 100% | 81% | 67% | 42% | 78% | 85% | 75% |

Percentages reflect the number of students who scored above the 40th percentile for this subtest

# Grade 1 - Fall - Comprehensive Score

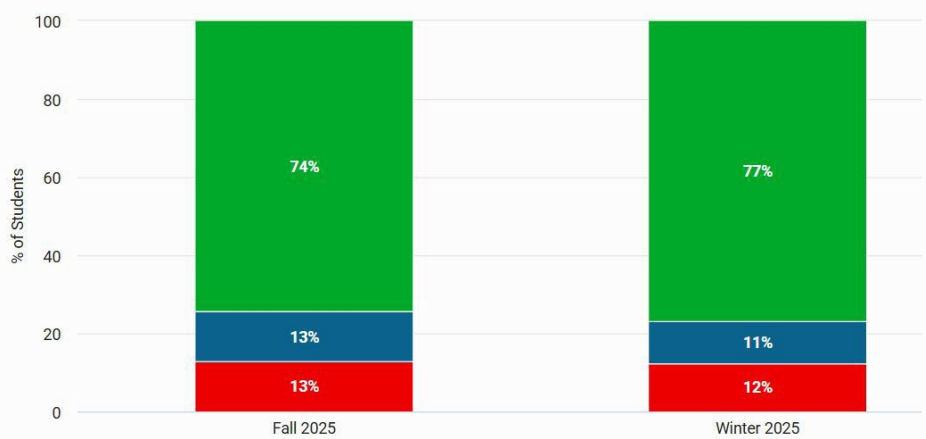
Star Early Literacy is a computer-adaptive assessment instrument designed to measure the early literacy skills of beginning readers. Star Early Literacy assesses proficiency in three broad domains (**Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning**.)

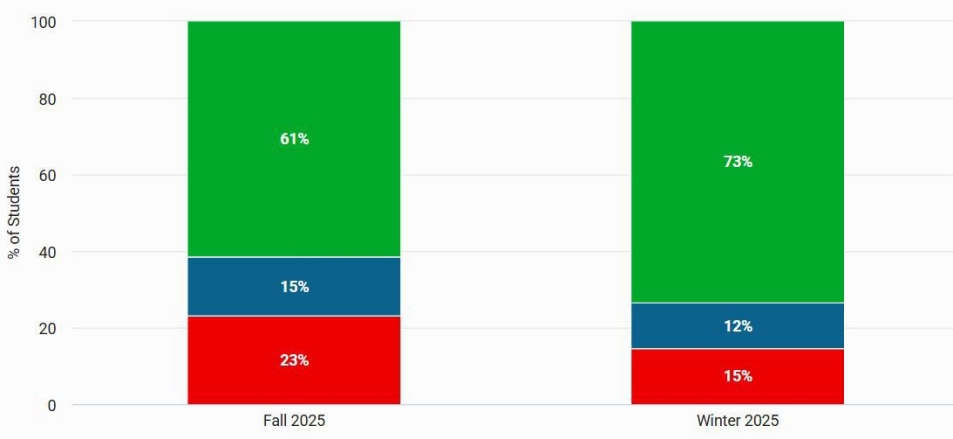
| Categories/Levels | Current Benchmark | | Students | |
|---|---|---|---|---|
| | Scaled Score | Percentile Rank | Number | Percent |
| **At/Above Benchmark** | | | | |
| At/Above Benchmark | At/Above 740 | At/Above 40 PR | 179 | 80% |
| **Category Total** | | | **179** | **80%** |
| **Below Benchmark** | | | | |
| On Watch | Below 740 | At/Below 39 PR | 18 | 8% |
| Intervention | Below 714 | At/Below 24 PR | 19 | 8% |
| Urgent Intervention | Below 660 | At/Below 9 PR | 9 | 4% |
| **Category Total** | | | **46** | **20%** |

# Grade 1- Spring - Comprehensive Score from Star Early Literacy

| Categories/Levels | Current Benchmark | | Students | |
|---|---|---|---|---|
| | Scaled Score | Percentile Rank | Number | Percent |
| **At/Above Benchmark** | | | | |
| At/Above Benchmark | At/Above 827 | At/Above 40 PR | 184 | 83% |
| **Category Total** | | | **184** | **83%** |
| **Below Benchmark** | | | | |
| On Watch | Below 827 | At/Below 39 PR | 20 | 9% |
| Intervention | Below 785 | At/Below 24 PR | 16 | 7% |
| Urgent Intervention | Below 732 | At/Below 9 PR | 3 | 1% |
| **Category Total** | | | **39** | **17%** |

# Grade 1 - Foundational Reading Skills - Star CBM




In **Passage Oral Reading** assessments, students read a grade-appropriate passage aloud to the teacher for one minute. This measure assesses both decoding and comprehension, and is seen as a critical measure of reading fluency. The results of this measure are sensitive to short-term student gains in reading skills and predictive of long-term reading success.

In **Expressive Nonsense Word** assessments, students pronounce three-letter consonant-vowel-consonant (CVC) nonsense words based on the sounds the letters make. (Short vowel sounds are expected.) This is an early measure of the student's decoding skills.

# Grade 2 - Fall - Comprehensive Score

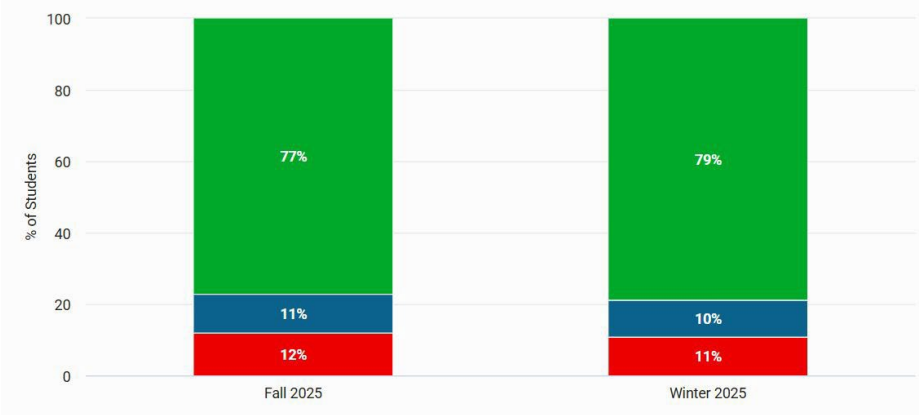
The current version of Star Reading. This is the first version of Star Reading to be designed as a standards-based test; its items are organized into 5 blueprint domains, designed to align to national and state curriculum standards in reading and language arts, including the Common Core State Standards.

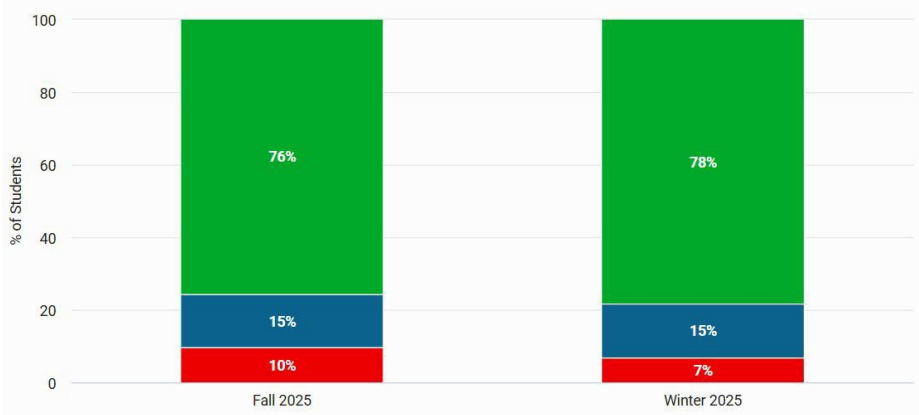
| Categories/Levels | Current Benchmark | Students | |
|---|---|---|---|
| | Scaled Score | Number | Percent |
| **At/Above Benchmark** | | | |
| Level 5 | At/Above 981 | 43 | 22% |
| Level 4 | At/Above 885 | 94 | 49% |
| **Category Total** | | **137** | **71%** |
| **Below Benchmark** | | | |
| Level 3 | Below 885 | 28 | 15% |
| Level 2 | Below 835 | 16 | 8% |
| Level 1 | Below 795 | 12 | 6% |
| **Category Total** | | **56** | **29%** |

# Grade 2 - Spring - Comprehensive Score - Star Reading

| Categories/Levels | Current Benchmark | Students | |
|---|---|---|---|
| | Scaled Score | Number | Percent |
| **At/Above Benchmark** | | | |
| Level 5 | At/Above 1041 | 33 | 17% |
| Level 4 | At/Above 953 | 107 | 56% |
| **Category Total** | | **140** | **74%** |
| **Below Benchmark** | | | |
| Level 3 | Below 953 | 31 | 16% |
| Level 2 | Below 908 | 13 | 7% |
| Level 1 | Below 859 | 6 | 3% |
| **Category Total** | | **50** | **26%** |

# Grade 2 - Foundational Reading Skills - Star CBM

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In **<u>Expressive Nonsense Words</u>** assessments, students pronounce three-letter consonant-vowel-consonant (CVC) nonsense words based on the sounds the letters make. (Short vowel sounds are expected.) This is an early measure of the student's decoding skill.

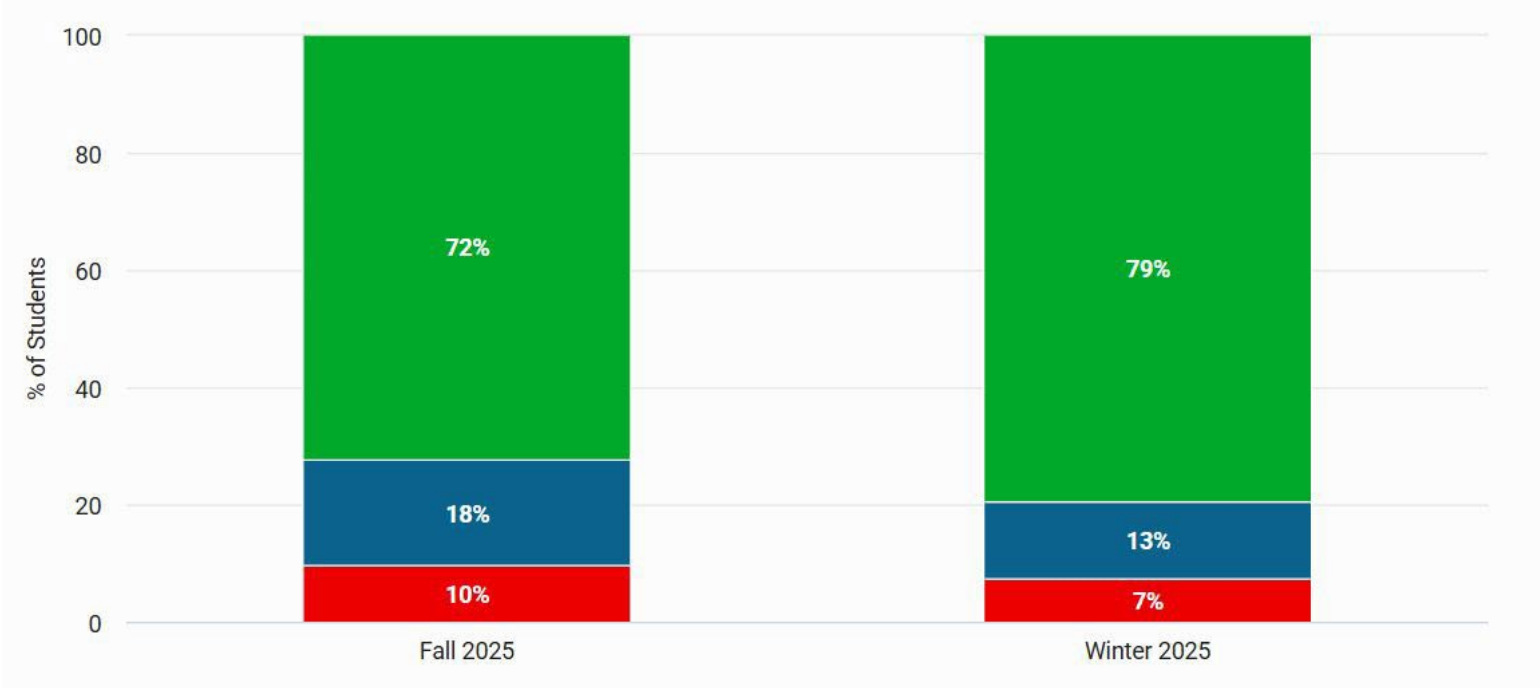
# Grade 3 - Fall Comprehensive Score - Star Reading

| Categories/Levels | Current Benchmark | Students | |
|---|---|---|---|
| | Scaled Score | Number | Percent |
| **At/Above Benchmark** | | | |
| Level 5 | At/Above 1032 | 66 | 24% |
| Level 4 | At/Above 955 | 115 | 42% |
| **Category Total** | | **181** | **66%** |
| **Below Benchmark** | | | |
| Level 3 | Below 955 | 44 | 16% |
| Level 2 | Below 915 | 27 | 10% |
| Level 1 | Below 873 | 23 | 8% |
| **Category Total** | | **94** | **34%** |

# Grade 3 - Spring Comprehensive Score - Star Reading

| Categories/Levels | Current Benchmark | Students | |
|---|---|---|---|
| | Scaled Score | Number | Percent |
| **At/Above Benchmark** | | | |
| Level 5 | At/Above 1079 | 49 | 18% |
| Level 4 | At/Above 1001 | 146 | 55% |
| **Category Total** | | **195** | **73%** |
| **Below Benchmark** | | | |
| Level 3 | Below 1001 | 40 | 15% |
| Level 2 | Below 959 | 19 | 7% |
| Level 1 | Below 915 | 13 | 5% |
| **Category Total** | | **72** | **27%** |

# Grade 3 - Foundational Reading Skills




In **Passage Oral Reading** assessments, students read a grade-appropriate passage aloud to the teacher for one minute. This measure assesses both decoding and comprehension, and is seen as a critical measure of reading fluency. The results of this measure are sensitive to short-term student gains in reading skills and predictive of long-term reading success.

# High Quality Instructional Materials

LEARNING EQUITY & ACADEMIC RECOVERY

*"Research shows that coherent, well-structured literacy programs enhance instructional quality and student achievement. HQIM free teachers from hunting for or creating materials, enabling more time for thoughtful lesson planning and better alignment with state standards and individual student needs. Consistent, research-based instruction through HQIM creates equal learning opportunities for students across classrooms and schools."*

**— NJDOE HQIM Appendices**

## Effective Literacy HQIM Includes:

- Explicit, systematic phonics instruction & decodable texts
- Instruction in phonemic awareness, fluency, & comprehension
- Integration of reading, writing, speaking, & listening
- Culturally and linguistically inclusive content
- Embedded formative assessments

# MTSD Early Literacy

*Scientific research on reading has found that active self-regulation, including but not limited to Executive Function skills, motivation and engagement, and strategy use, impact reading, and can be impacted by instruction. Thus a model for practitioners should include active self regulation, word recognition, language comprehension, and bridging processes.*

-Duke, N. K., & Cartwright, K. B. (2021)

## MTSD Early Literacy Instruction Includes:

- Explicit, systematic phonics instruction & decodable texts
- Instruction in phonemic awareness, fluency, & comprehension
- Integration of reading, writing, speaking, & listening
- Culturally and linguistically inclusive content
- Embedded formative assessments


2023 NJ SLS ELA
Speaking and Listening
Reading
Literary Text
Info. Text
Language
Reading F.S.
Writing
Writing F.S.

# Sample Grade 1 Writing Standards

## Foundational Skills (NJSLS)

**L.WF.1.1.** Demonstrate command of the conventions of writing

**L.WF.1.2.** Encoding/spelling common, regular, single-syllable words

**L.WF.1.3.** Demonstrate command of writing conventions:

- Write sentences with increasing complexity
- Supply "who," "is doing," "what"
- Capitalize first word, days, months, names
- Match punctuation to sentence types

## Writing

**W.AW.1.1.** Write opinion pieces on topics:

- Introduce an opinion
- Support with facts/examples
- Provide a conclusion

**W.NW.1.3.** Write narratives of several sentences based on real or imagined events

**WP.1.4.** Develop and strengthen writing by planning, revising, and editing

# Grade 2 Unit 1 - Writing Foundational Skills Lessons

Bend 3: Writing Foundational Skills Lessons - Katie Woo Has the Flu

| Lesson | Text | Learning Intention | Standards | Criteria for Success |
|---|---|---|---|---|
| 1 | *Katie Woo has the Flu* | I am learning to write a question based on a story illustration. | RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.<br>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | Sentence Exercises- Katie Woo has the Flu Slide 6 |
| 2 | *"Ah-choo!"* | I am learning to correct sentence fragments. | L.W.2.3.A: With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. | Sentence Exercises- Katie Woo has the Flu Slide 7 |
| 3 | *"Ah-choo!"* | I am learning to use conjunctions to write about character. | L.W.1.3.A. Use conjunctions appropriately in sentences (e.g., and but, so, and because).<br><br>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text | Sentence Exercises- Katie Woo has the Flu Slide 8 |
| 4 | *"Ah-choo!"* | I am learning to identify verbs in clauses. | L.WF.2.3.D: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. | Sentence Exercises- Katie Woo has the Flu Slide 9-10 |
| 5 | *"Ah-choo!"* | I am learning to supply adjectives in noun phrases. | L.W.2.3.C: Supply adjectives in noun phrases to make them more precise or engaging. | Sentence Exercises- Katie Woo has the Flu Slide 11-12 |

# Why Do We Use the Workshop Model?

*The workshop model is an instructional framework that shifts the focus of a classroom* ***from teacher-led lectures to student-centered practice.***

Grounded in the **gradual release of responsibility model ("I do, we do, you do")**, students spend the majority of their time **actively working** while the teacher provides **personalized coaching.**

## Student Agency

Promotes active learning, ownership, and independence rather than passive listening.

## Differentiation

Allows teachers to meet with students at their specific readiness level, providing scaffolding or extensions.

## Continuous Assessment

Teachers use conferencing to assess understanding in real-time and provide immediate feedback.

## Versatility

Used in Reading/Writing, Mathematics, and Project-Based Learning to create a predictable structure.

Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. Contemporary Educational Psychology, 8(3), 317-344.
Fisher, D., & Frey, N. (2013). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.). ASCD.