



*Wall Township Public Schools
Curriculum & Instruction*

**WTTPS ELEMENTARY LITERACY
INFORMATION NIGHT**

April 16, 2024

Presented by:

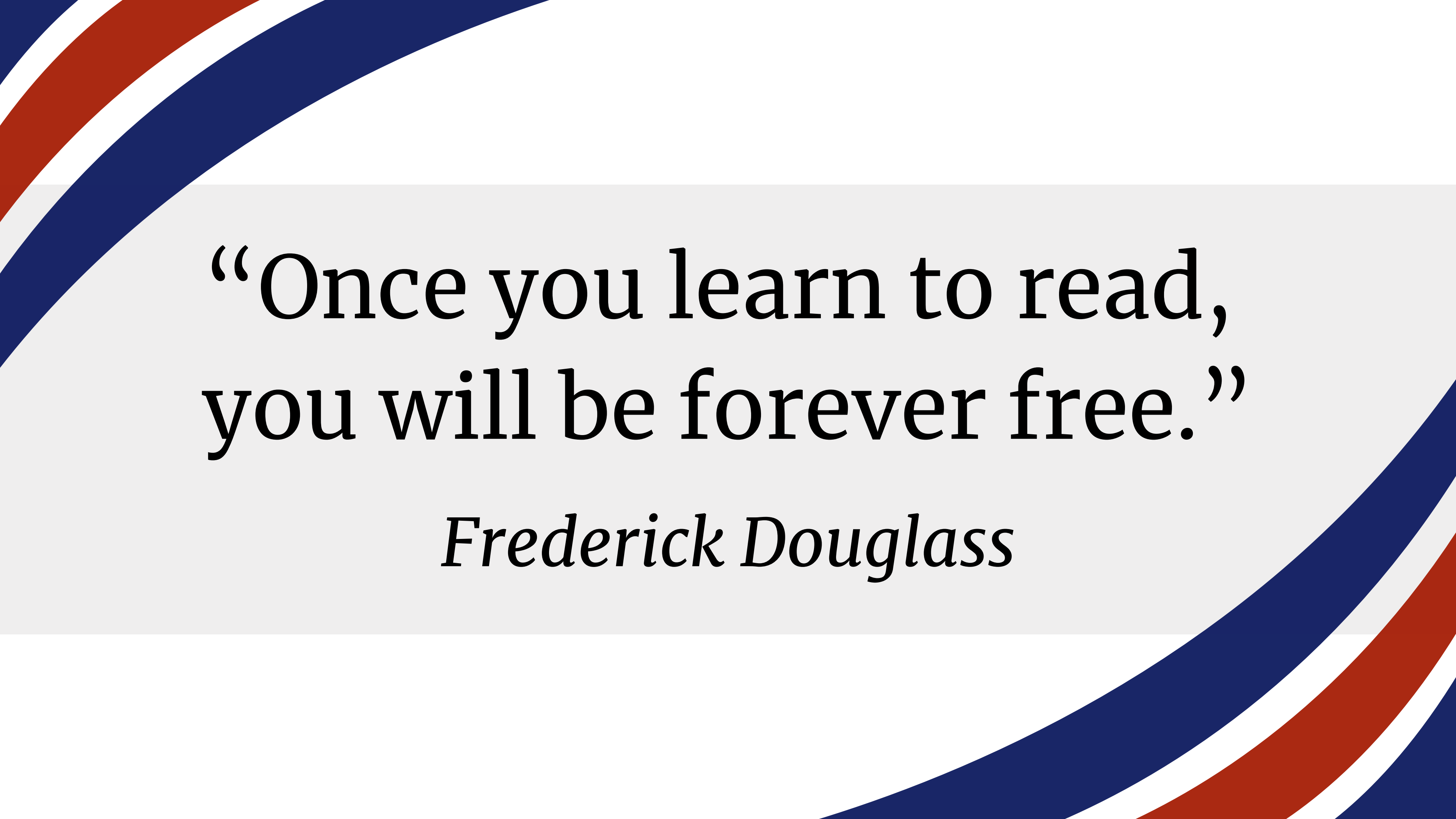
Jennifer McCann, *Assistant Superintendent*

Erin Embon, *Director of Curriculum K-5*

Ashley Thompson, *Teacher/Administrative Intern*

Agenda

- The Science of Reading Research
- Instructional Routines and Resources in the ELA Classroom
- Tiered Intervention and Enrichment
- Supporting your child at home



“Once you learn to read,
you will be forever free.”

Frederick Douglass

The Reading Crisis in America

1. _____ million American adults cannot read at a basic level.
(Prescription directions, stories to children, etc.)
2. _____ % of American teens have no interest in reading for entertainment.
3. _____ % of adults cannot read a book written at an eighth-grade level.
4. _____ % of American HS graduates cannot read a college level textbook independently.
5. _____ % of 3rd grade students did not meet expectations on NJSLA in 2022.
6. _____ % of juvenile offenders read below grade level.
7. _____ % of incarcerated adults can't read.
8. \$ _____ is the average income of people who read at or below basic level.
9. _____ % of 1st graders with a reading difficulty still can't read in grade 4.

pewresearch.org

Multiple Choice

What percentage of students
can learn to read?

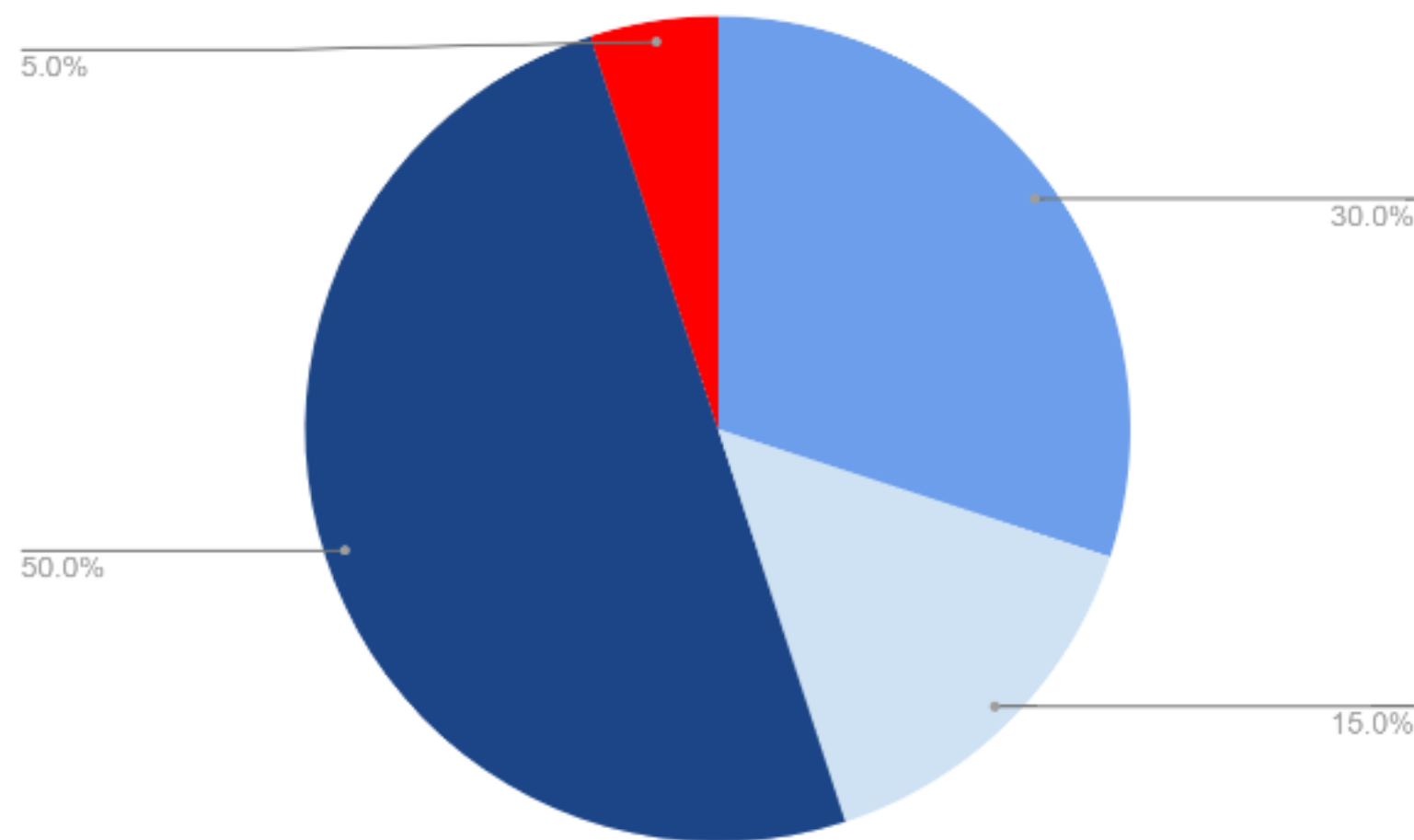
- a. 75%
- b. 85 %
- c. 95%
- d. 100%

The Answer is C! (95%)

95% of students can learn to read when using instructions and programs based on the Science of Reading.

5% Will likely struggle due to cognitive disabilities.

50% Learn with explicit and direct instruction in foundational literacy skills.



30% Can learn with any type of instruction.

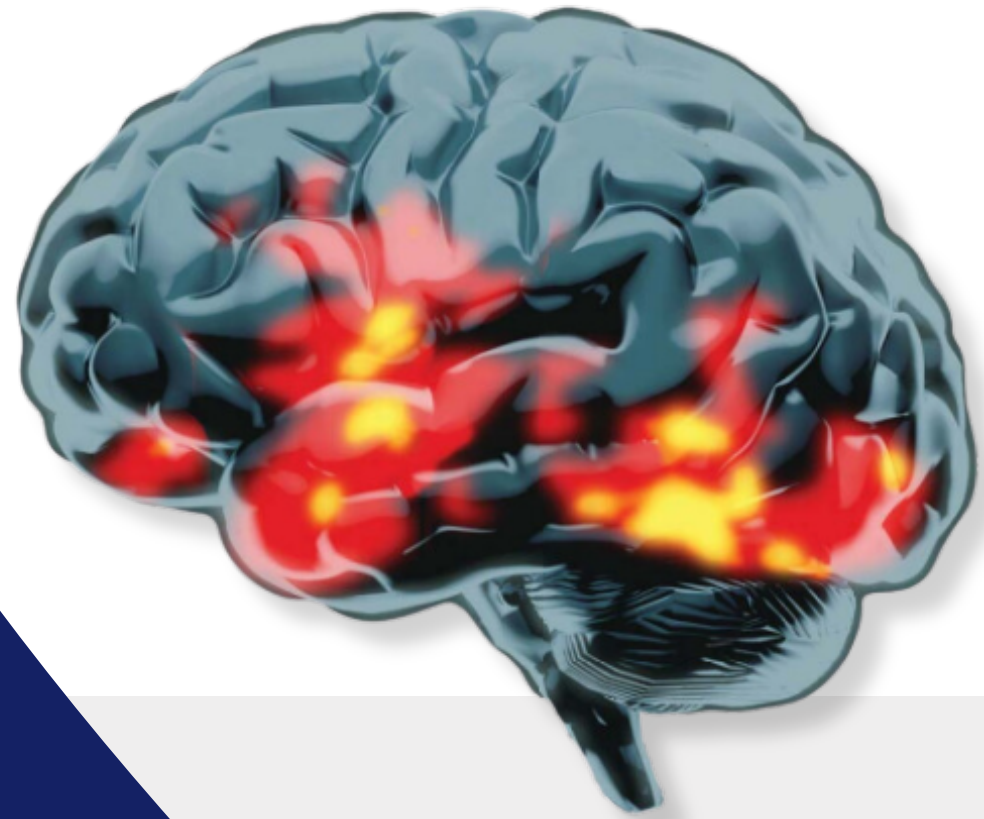
15% With additional time & support.

Moats, 2020

TRUE or FALSE?

All human brains organize
the process of reading in
the same way.

TRUE! The Reading Brain looks the same!

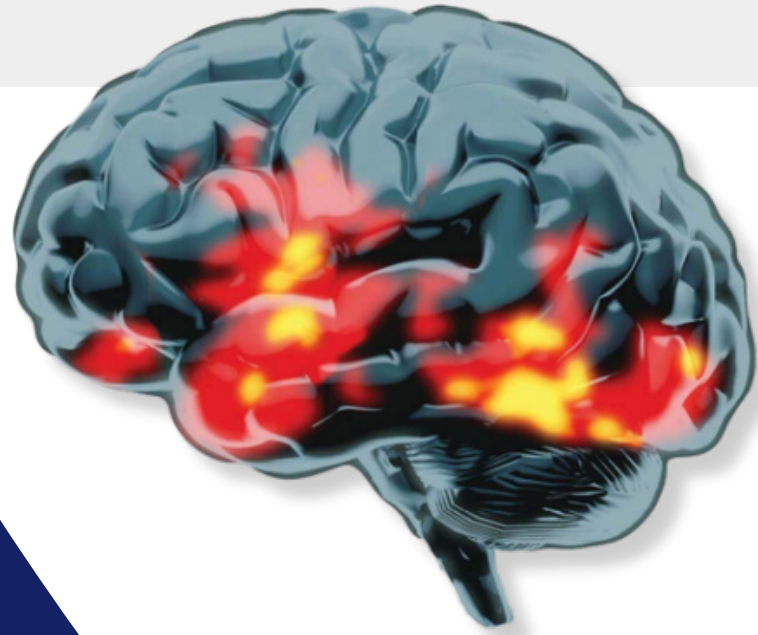


- Reading is not a natural process we are born with, but a learned skill.
- Our brains are wired for speech production, but not reading.
- The brain must translate auditory language into print to read.
- We want to support the building of the neural networks required for reading.

But what about the 30% who can learn with any type of instruction?

There are more commonalities than differences.

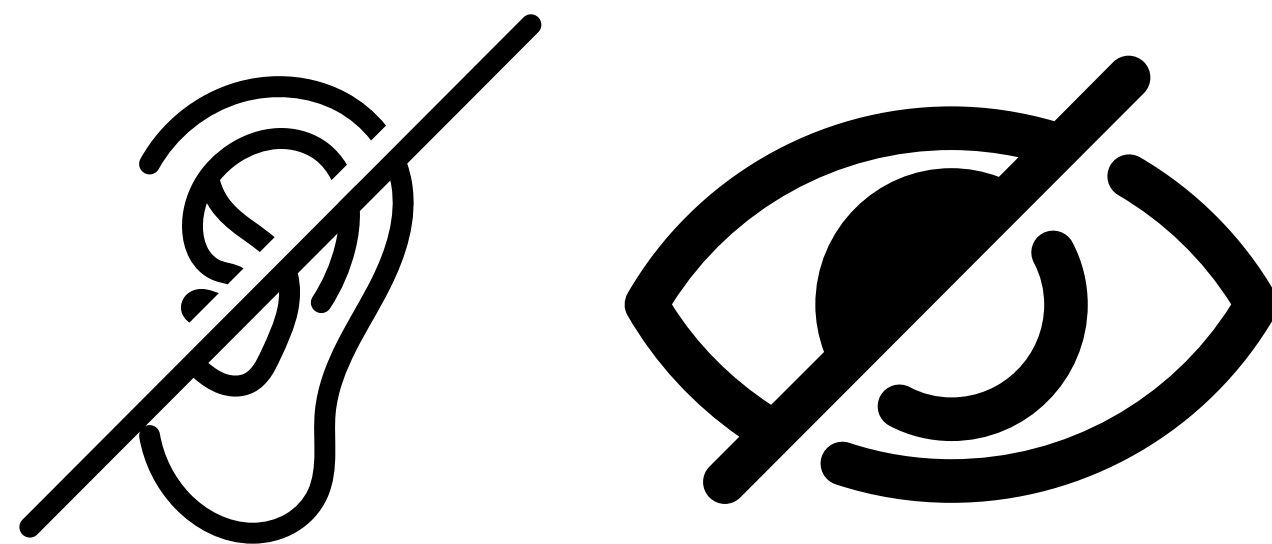
There is one road...



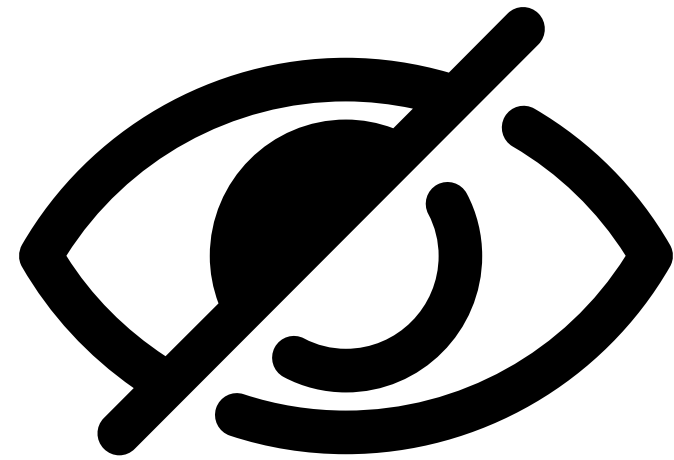
Differentiation - meet the student where they are move at a pace that meets his/her needs. It does not mean find a new way to teach him/her to read.

Which person will learn to read more easily?

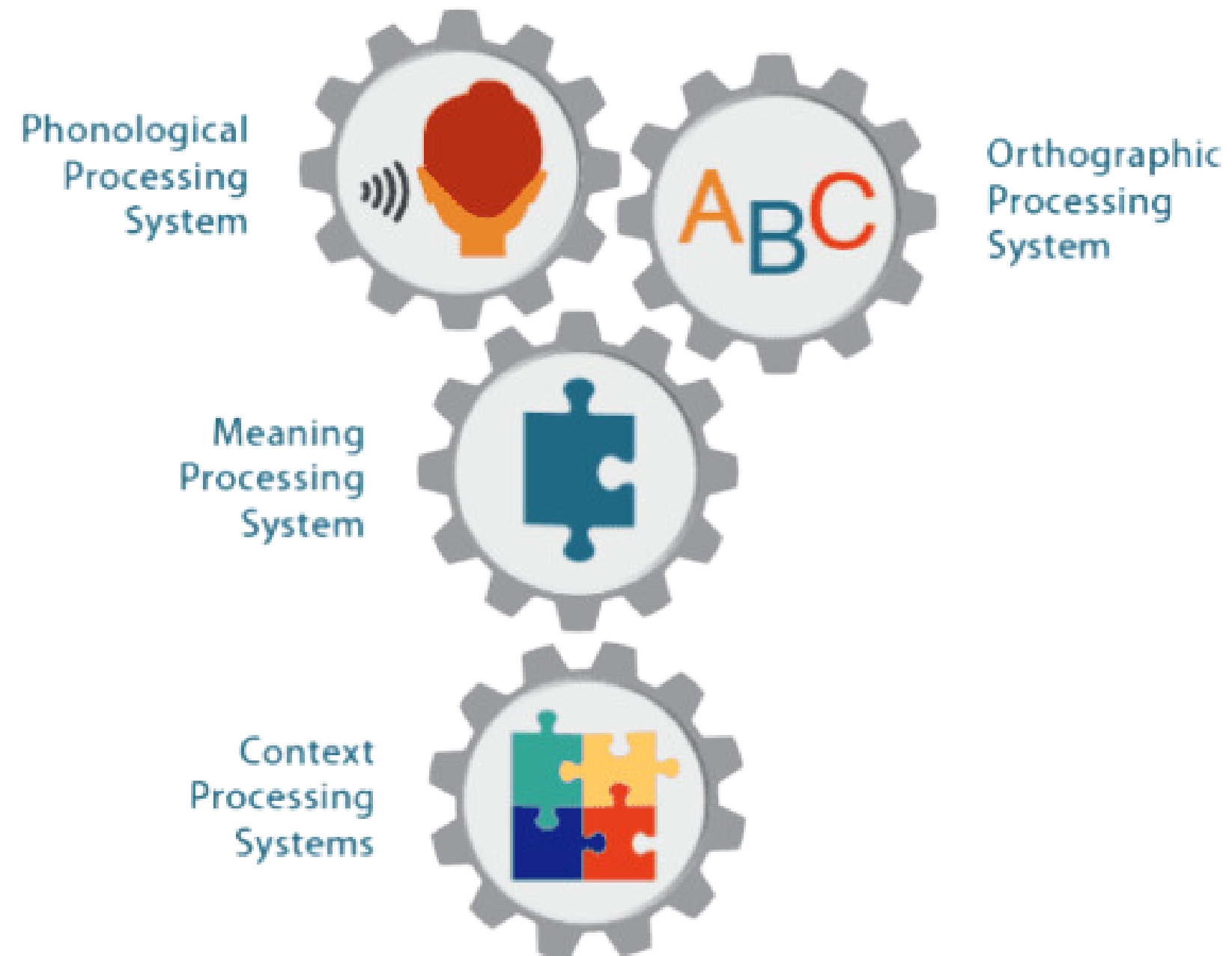
- a. A person who cannot hear
- b. A person who cannot see



Reading Comprehension Begins with LANGUAGE



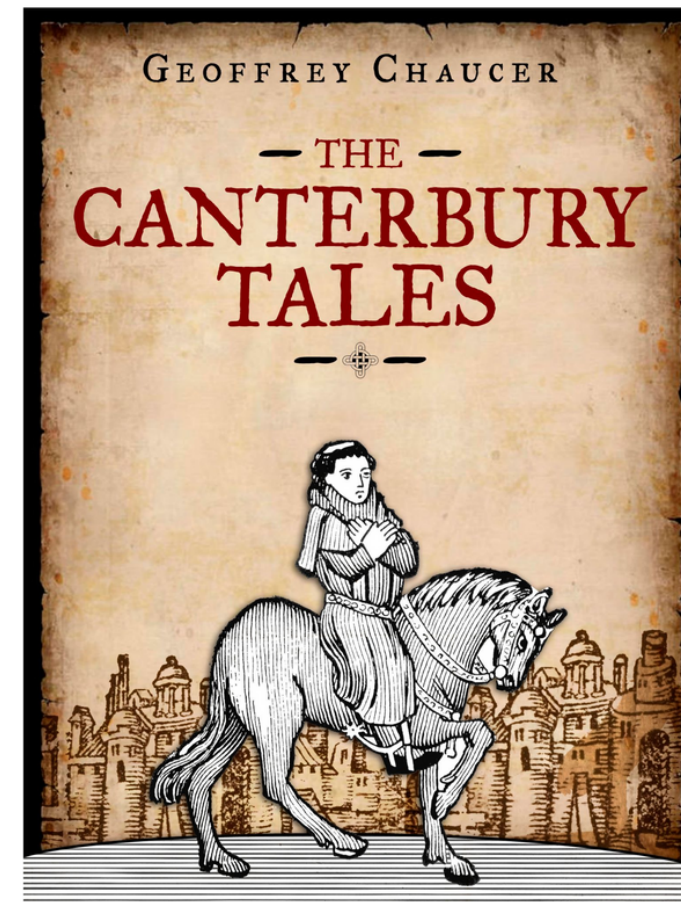
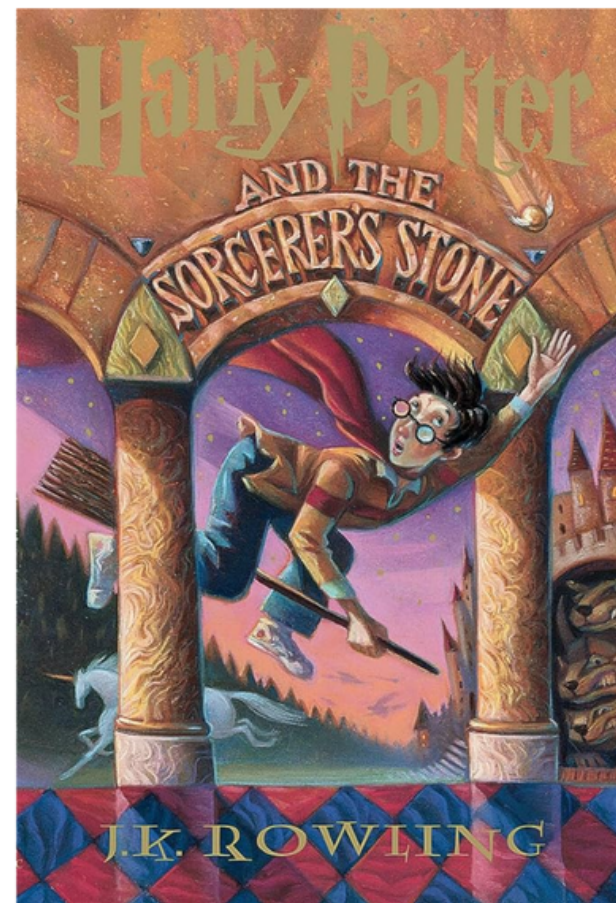
THE FOUR-PART PROCESSING MODEL FOR READING COMPREHENSION



Adapted from Seidenberg and McClellan (1989)

True or False

Immersing children in language and literacy rich environments will make them readers.



FALSE - It's more than the environment

Although a language and literacy rich environment provides a strong foundation, it's not enough to “make” a reader.

Gough & Tunmer, 1986
Scarborough, 2001
Seidenberg, 2018
Moats, 2020
Burkins & Yates, 2021



What does this tell us?

Balanced Literacy -> Structured Literacy

Balanced Literacy -> Structured Literacy in Grades K-2

Explicit, systematic teaching of:

- Phonological awareness
- Word Recognition
- Phonics
- Decoding, Encoding (Spelling)
- Syntax

Exposure to rich vocabulary & content for ALL STUDENTS through:

- Read alouds of complex texts
- Commitment to exposure to interesting words (orally)
 - Hear it, say it, learn it, use it, **map it**
- Intentional content area instruction
 - Social Studies & Science (Semesters)



How do we know this?

What is The Science of Reading?

By definition the Science of Reading is:

- “is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.”
 - a set of facts about reading acquisition and reading instruction.
- based on 50+ years of research in:
 - Neuroscience
 - Cognitive Science
 - Educational Science
 - Linguistics
 - Developmental Psychology

IT IS NOT...

- a particular program
- a philosophy
- a fad, trend, new idea or pendulum swing.
- a political agenda
- a one size fits all approach
- “just phonics”
- new...it’s been around for 50+ years
- only for students with dyslexia

Becoming A Skilled Reader

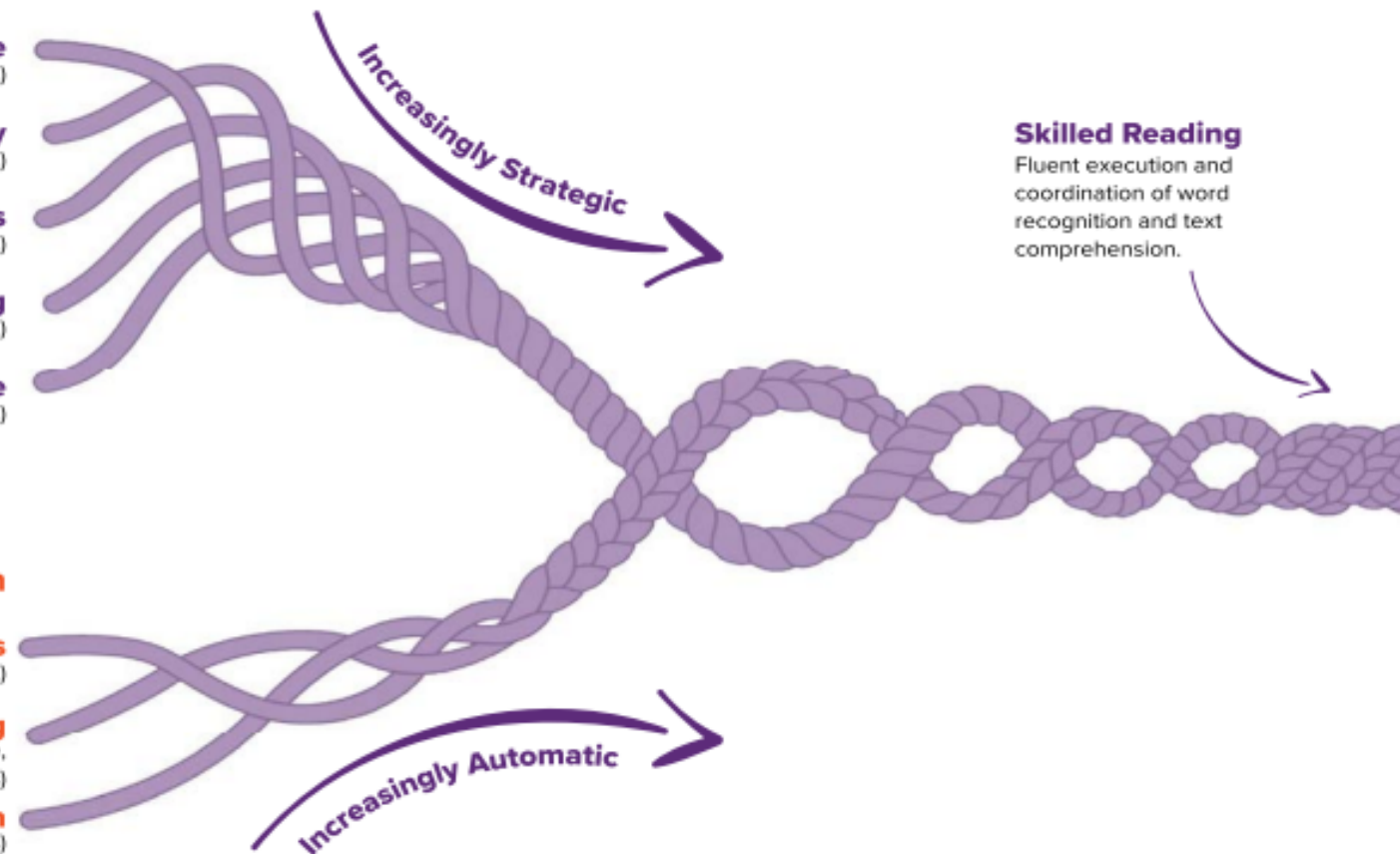


Language Comprehension

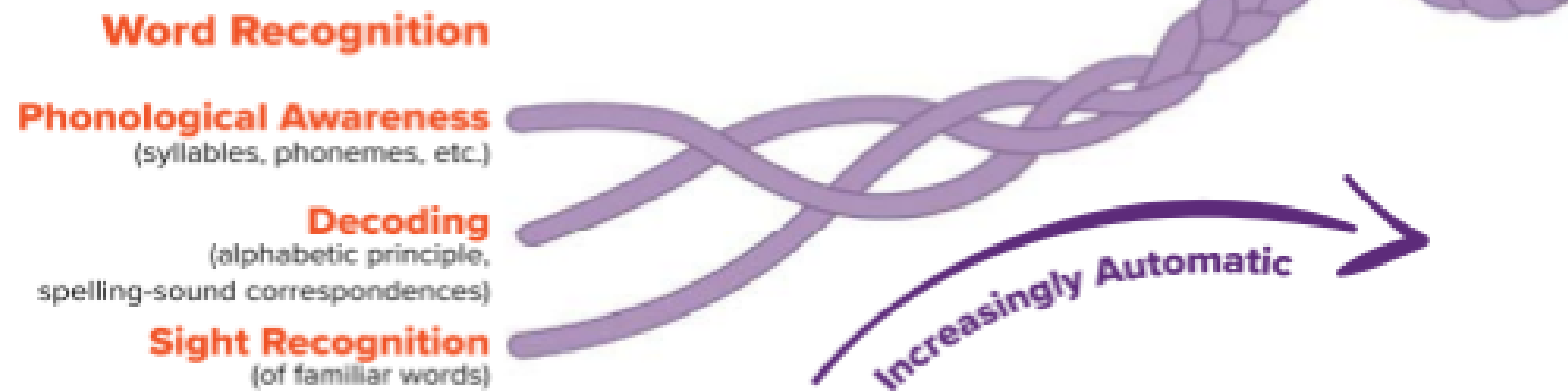
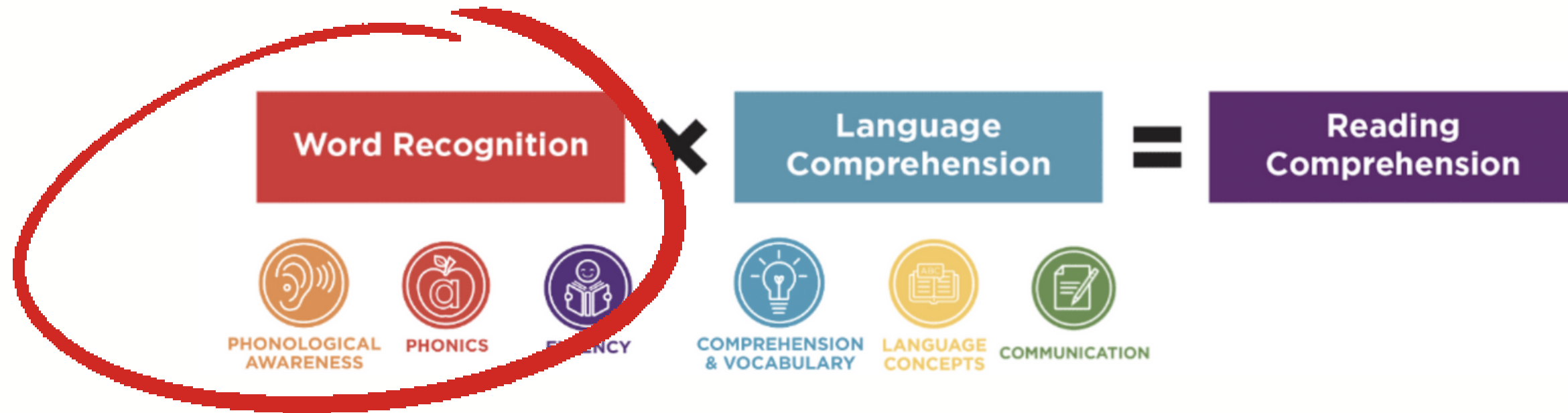
- Background Knowledge**
(facts, concepts, etc.)
- Vocabulary**
(breadth, precision, links, etc.)
- Language Structures**
(syntax, semantics, etc.)
- Verbal Reasoning**
(inference, metaphor, etc.)
- Literacy Knowledge**
(print concepts, genres, etc.)

Word Recognition

- Phonological Awareness**
(syllables, phonemes, etc.)
- Decoding**
(alphabetic principle, spelling-sound correspondences)
- Sight Recognition**
(of familiar words)

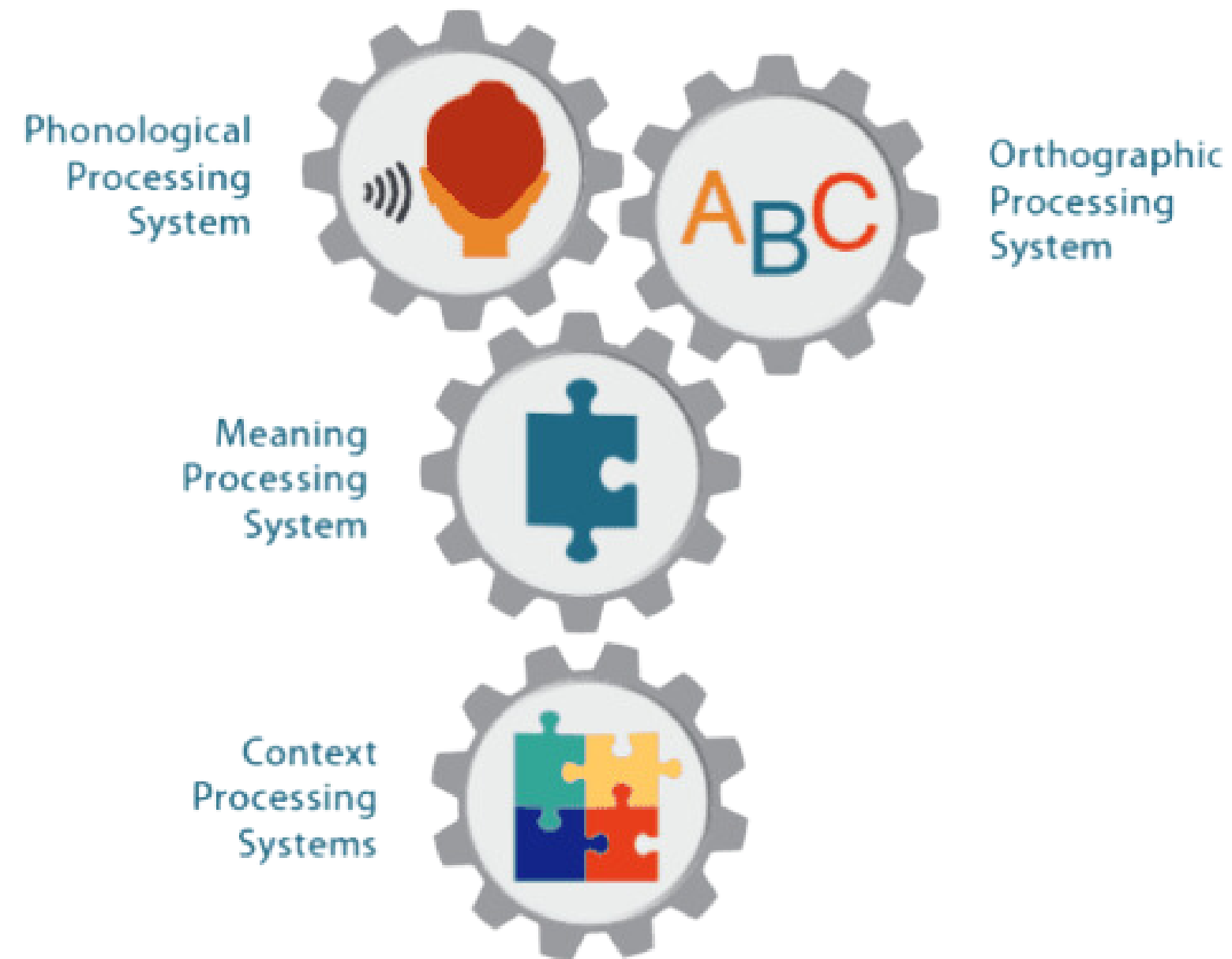


Word Recognition

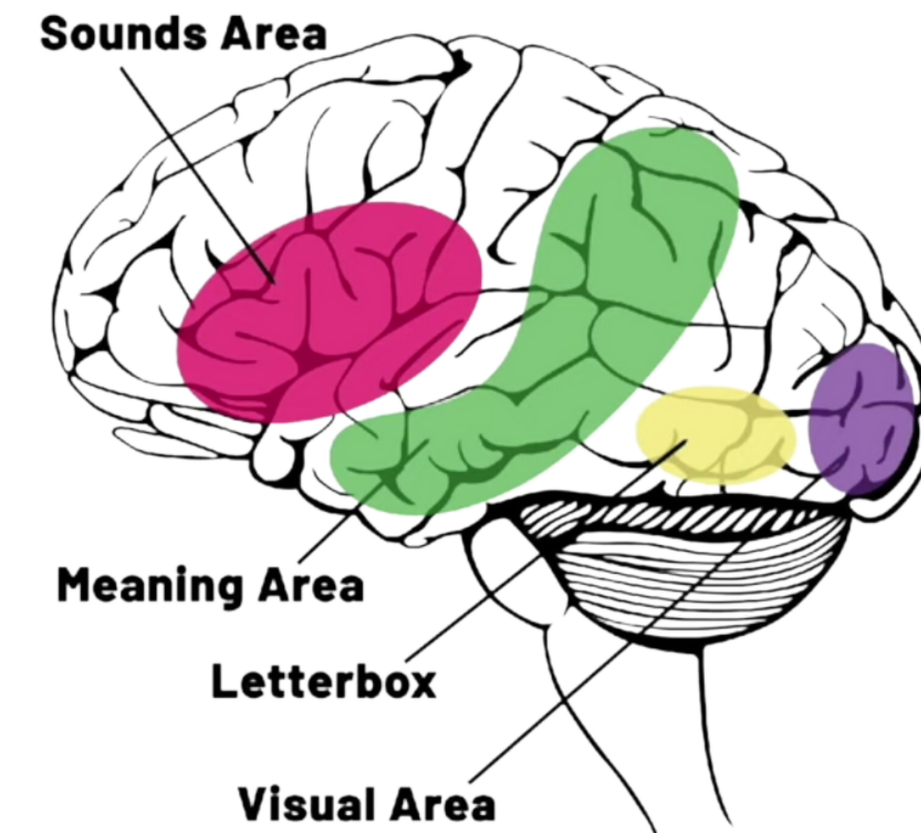
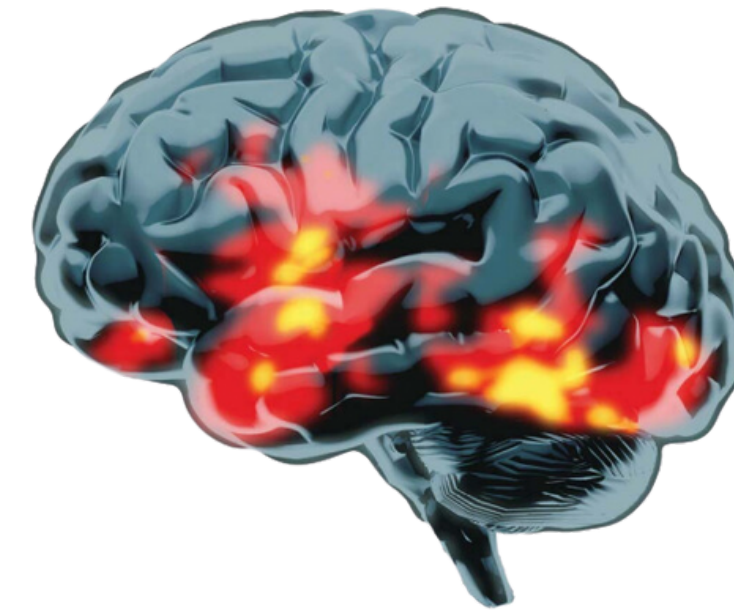


Word Recognition - Automaticity

THE FOUR-PART PROCESSING MODEL FOR READING COMPREHENSION



Adapted from Seidenberg and McClellan (1989)



Language Comprehension



Language Comprehension

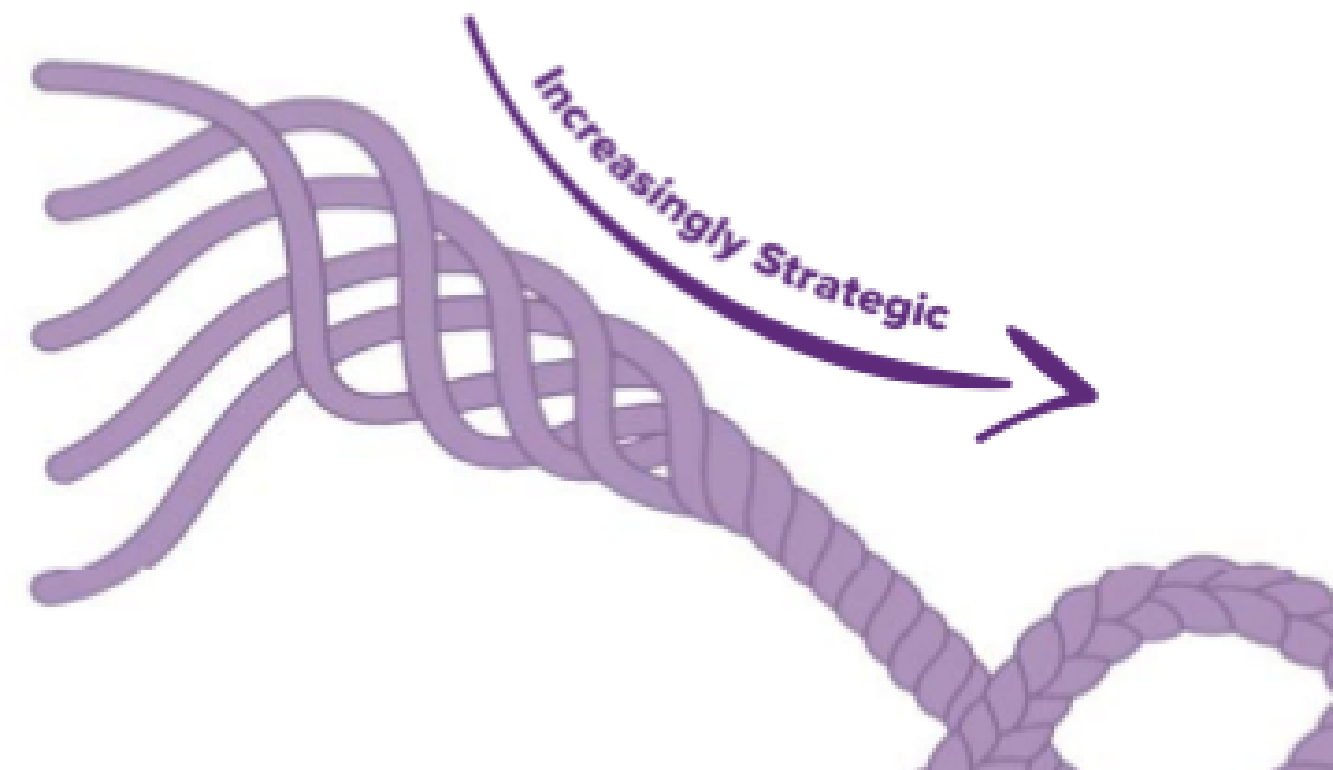
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Vocabulary
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Verbal Reasoning
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Literacy Knowledge
(print concepts, genres, etc.)



What does this mean for ELA?

K-2

Explicit, systematic teaching of:

- Phonological/ Phonemic awareness
- Word Recognition
- Phonics
- Decoding, Encoding (Spelling)
- Syntax
- Exposure to rich vocabulary & content for ALL through:
 - Read alouds of complex texts
 - Commitment to exposure to interesting words (orally)
 - Intentional content area instruction
 - Adoption of iReady ELA Portfolio 23-24

3-5

- Rich complex text for all students in a class.
 - Daily writing - response to text
 - Systematic grammar instruction, aligned to standards and lesson.
 - Unit Vocabulary Lessons
 - Word Study, Spelling, Context & Meaning
 - Weekly Genre Writing Lessons
 - Narrative, Opinion (Argumentative), Informative (Explanatory)
- Intervention Program Updates
- Universal Screeners will change
 - Consistent plan across district
 - Prescribed resources for Tier 2 & Tier 3
 - Adoption of Magnetic Reading Foundations 24-25

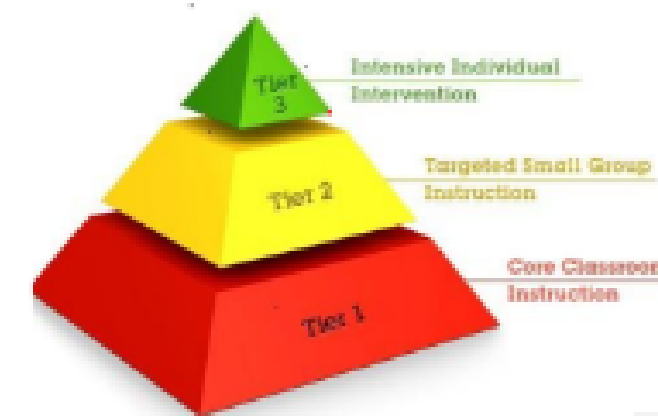
What does it look like in WTPS ?

Resources:

- iReady Language Portfolio K-2
- 3-5 Full implementation 24-25 SY
- Clearly Defined MTSS
 - New Universal Screeners
 - Tiered Intervention
 - District Wide Elementary Intervention Team

Sustained Professional Development:

- The Why - Reading League
- The How - Curriculum Associates
- The What Now - LETRS



Magnetic Reading Foundations - Weekly and Unit Assessments

Whole Class Assessment

- ★ Encoding/Letter Formation
 - Teacher says a sound, word, or sentence and the children write the corresponding letter(s), word, sentence.

Individual Assessment

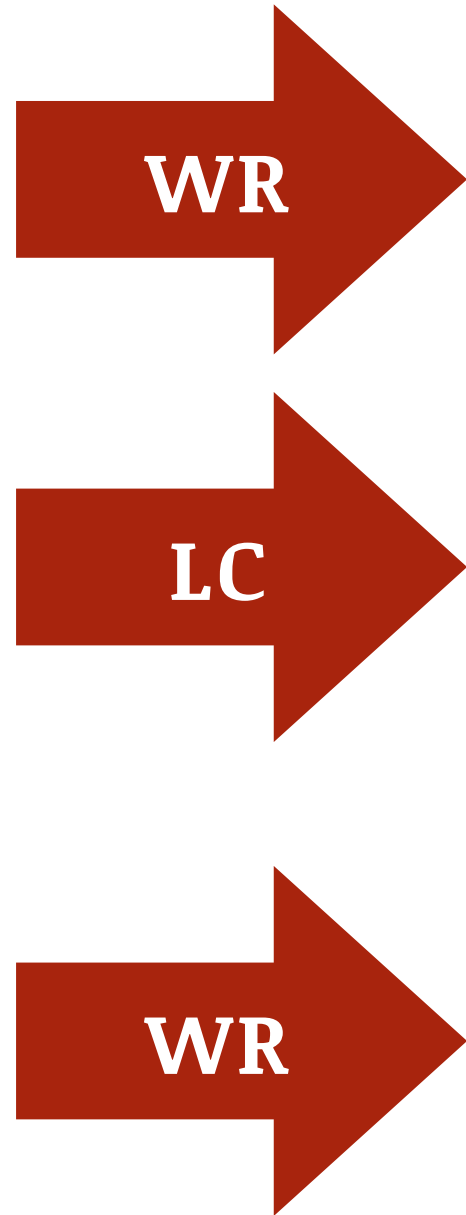
- ★ Decoding/Fluency
 - 1-1
 - 1-2 words/sentences
 - Assessment Tracker

Instructional Next Steps

- ★ Recognize error patterns for assessed skills
- ★ Actionable follow up steps for reteaching
 - Tier 1 Intervention & Progress Monitoring.



Sequencing Guides - A Week in ELA - Grades K-1



		Day 16	Day 17	Day 18	Day 19		Day 20
WHOLE CLASS	45 min.	Magnetic Reading Foundations (MRF)				30 min.	MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE		Week 24, Session 1 (pp. 168–169) Lesson Slides	Week 24, Session 2 (pp. 170–173) Lesson Slides	Week 24, Session 3 (pp. 174–175) Lesson Slides	Week 24, Session 4 (pp. 176–179) Lesson Slides		Week 24, Session 5 Whole Class Weekly Assessment (p. 182)
WHOLE CLASS	15 min.	Ready Reading				30 min.	MRF
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE		Lesson 15, Part 1 (p. 154)	Lesson 15, Part 2 (p. 155)	Lesson 15, Part 3 (p. 156)	Lesson 15, Part 4 (p. 157)		Interactive Tutorials The Sound /ar/ Spelled ar Changing y to i with Endings -es, ed
SMALL GROUP	30 min.	PRIORITIZE MRF Magnetic Reader Instruction				30 min.	MRF Assessment
TARGETED DIFFERENTIATION		Week 24, Session 1 (p. 180)	Week 24, Session 2 (p. 180)	Week 24, Session 3 (p. 180)	Week 24, Session 4 (p. 180)		Week 24, Session 5 Individual Weekly Assessment (pp. 182–184)
		THEN CHOOSE Tools for Instruction					
		<ul style="list-style-type: none"> • Blend Phonemes • Segment Words into Phonemes • Substitute Phonemes • Add Phonemes • Phoneme Manipulation • Irregular High-Frequency Words with Elkonin Boxes • r-Controlled Syllables • Words with r-Controlled Vowels • Use Multiple Strategies to Figure Out Word Meanings 					

Sequencing Guides - A Week in ELA - Grades 3-5

LC
BK, VR, LK

LC
LS, V

LC
BK, LS

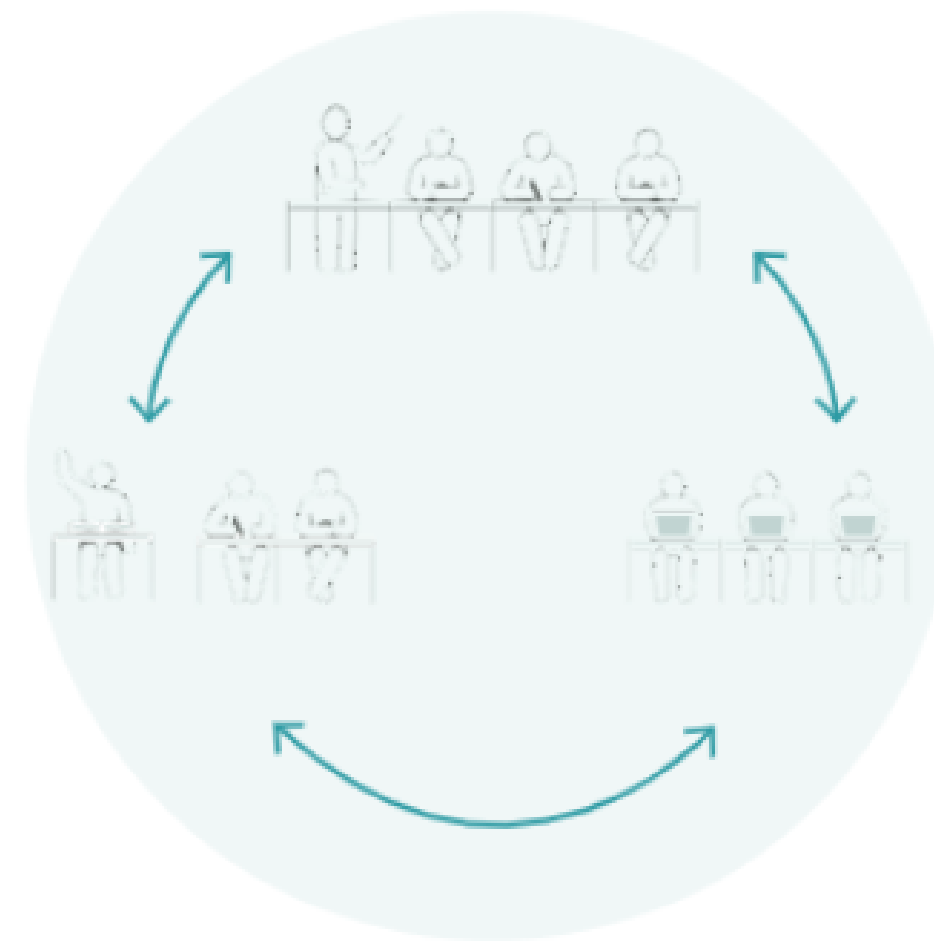
		Day 26	Day 27	Day 28	Day 29	Day 30
WHOLE CLASS COMPREHENSION, VOCABULARY, AND RESPONSE WRITING INSTRUCTION AND PRACTICE	45–60 min.	Magnetic Reading				
		Lesson 8, Session 4 (pp. 143–144) Lesson Slides	Lesson 8, Session 5 (pp. 145–148) Lesson Slides	Lesson 8, Session 6 (p. 149) Lesson Slides	Unit 2 Connect It, Session 1 (pp. 150–151) Lesson Slides	Unit 2 Connect It, Session 2 (pp. 152–155) Lesson Slides
		Ready Writing	Choose a vocabulary activity from Building Knowledge with Vocabulary, Unit 2: • Make Connections • Word Study/Morphology (Prefixes) • Vocabulary Game: Definition Snowballs • Write with Vocabulary Teacher Student	Unit 2, Lesson 8 Spelling Posttest Building Knowledge with Vocabulary, Unit 2: Create an Interactive Word Wall, adding words from Lesson 8 Teacher Student	Building Knowledge with Vocabulary, Unit 2: Build a Unit Glossary (Connect It) Teacher Student	Choose a vocabulary activity from Building Knowledge with Vocabulary, Unit 2: • Make Connections • Word Study/Morphology (Prefixes) • Vocabulary Game: Definition Snowballs • Write with Vocabulary Teacher Student
WHOLE CLASS PROCESS WRITING INSTRUCTION AND PRACTICE	30–45 min.	Ready Writing	Choose from:	Ready Writing	Choose from:	Ready Writing
SMALL GROUP TARGETED DIFFERENTIATION		Lesson 2, Step 8 (pp. 58–59) • Edit	Spelling Instruction or Independent Practice Unit 2, Lesson 8 Spelling List Teacher Student Tools for Scaffolding Comprehension • Connect Important Ideas in a Text • Sequence Ideas to Summarize • Share Key Ideas in a Summary Tools for Instruction • Summarize Informational Text • Main Idea and Supporting Details • Making Connections • Use Words That Connect Ideas • Identify Word Roots	Lesson 2, Publish and Present Writing (p. 59e) • Prepare to Publish • Interact and Collaborate	Spelling Instruction or Independent Practice Unit 2, Connect It Spelling List Teacher Student Tools for Scaffolding Comprehension • Connect Important Ideas in a Text • Sequence Ideas to Summarize • Describe What Happened and Why • Share Key Ideas in a Summary Tools for Instruction • Use Different Strategies to Figure Out Word Meaning • Use Word Parts to Explore Vocabulary • Summarize Informational Text • Text Structure • Use Context to Find Word Meaning	Lesson 2, Publish and Present Writing (p. 59f) • Present • Writing Reflection

Targeted Small Group Instruction

Targeted Small Group Instruction

Teacher Led Small Groups
(based on assessment data)

Center Rotations
(time to practice)



iReady
(individualized
personalized
instruction)



WIN PERIOD (What I Need)

- WIN time is essential support time for students with Tier 1 intervention plans.
- These daily periods of time are utilized to further support the individual child's academic growth in identified skill(s).
- For students who do not need interventions, this time can be devoted to providing additional time for students to master/reinforce or enhance/enrich their skills through personalized, targeted learning goals using district programs focused on grade-level or above grade-level standards.
- Additionally, the inclusion of this period allows students to be pulled for reading intervention services with minimal interruption to core class time.
- During the WIN period, students work in small groups with the teacher to reinforce concepts or to be enriched on skills from a previous or future lesson, utilize technology to support individualized growth plans in a targeted skills.
- ICR Teacher pulls a small group and student do SONDAY, The Sunday System is a skill based, multi-sensory instructional program that is systematic, sequential, cumulative, that aligns with SOR.

Reading Intervention

Based on universal screening data, identified students will receive leveled support to ensure that students are learning to read at or near grade level.

Tier 1: Grade K-5

- During class
- Classroom Teacher
- Academy program invite

Tier 2: Grade 1-5

- Grade 1-2 - Pull-out
- Grade 3-5 - Push in
- 2-3 days per week

Tier 3:

- Grade 2-5, Pull-out, 4-5x per week

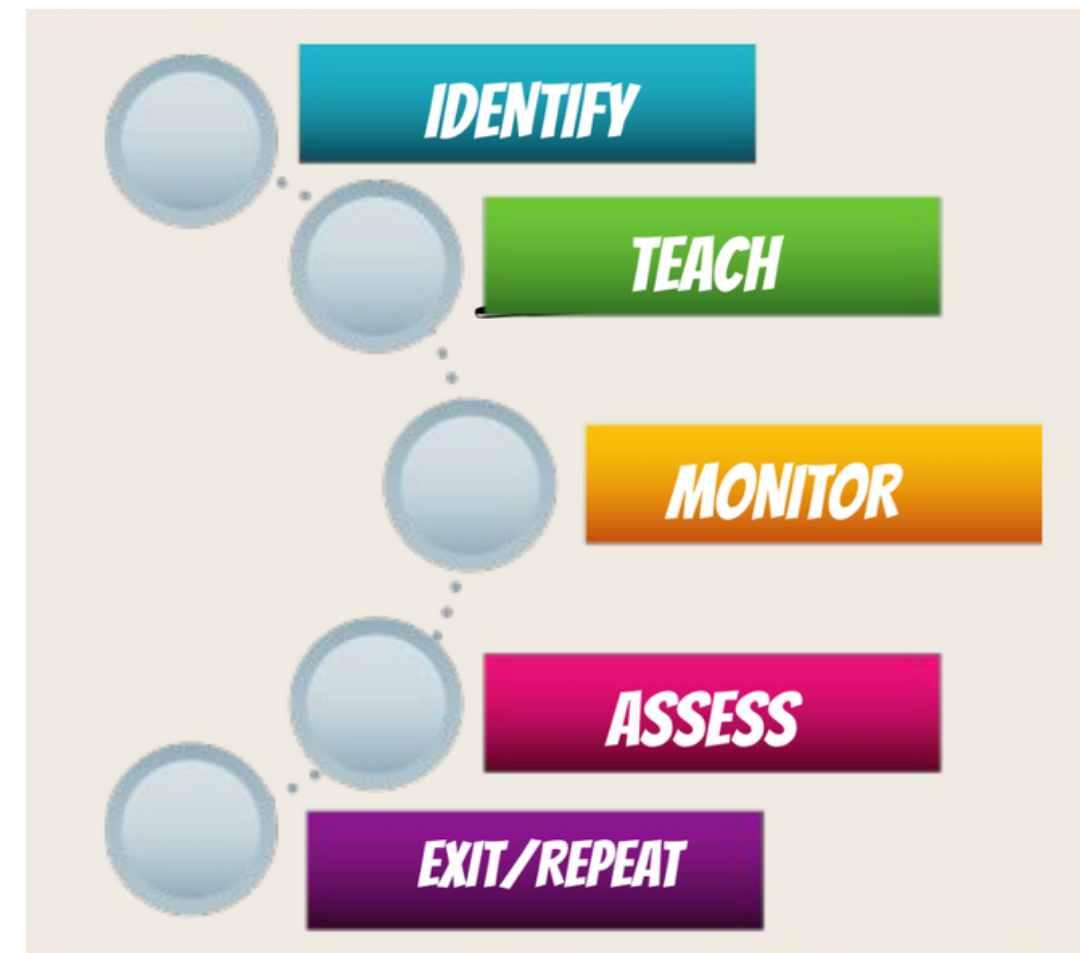


Placement based on Universal Screeners

- DIBELS
- iReady Diagnostic
- NJSLA from prior year)

Enter: September, January

Exit: September, January, June



Is Reading Improving at WTPS?

THE DATA SAYS YES!!

iReady Rdg Beginning to MidYear Growth		
	Moved from below grade level to on or above grade level	
	Students	% of grade
Grade K	89	41%
Grade 1	82	37%
Grade 2	80	33%
Grade 3	34	15%
Grade 4	38	14%
Grade 5	44	19%

iReady Rdg Beginning to MidYear Growth		
Grade	# of students	increased score
Grade 1	224	99%
Grade 2	241	95%
Grade 3	226	93%
Grade 4	272	90%
Grade 5	233	85%

DIBELS Beginning to MidYear Growth				
	Moved out of Red (Red = Intensive Support needed)		Moved to Green or Blue (On or above grade level for fluency)	
	Students	% of grade	Students	% of grade
Grade 1	11	4%	20	11%
Grade 2	13	6%	16	7%
Grade 3	9	4%	21	10%
Grade 4	1	0%	17	6%
Grade 5	3	2%	16	6%
WTPS	37	3%	92	4%

DIBELS Beginning to MidYear Growth		
Grade	# of students	increased score w/out decreasing a level
Grade 1	221	87%
Grade 2	242	93%
Grade 3	226	93%
Grade 4	272	90%
Grade 5	233	85%



Check out our new readers!



Before and After.... Grade 3

Talk about the central message with a partner. Look at your chart. Which of your key details are the same as your partner's? Which ones are different? Tell why the key details in your chart are important. Why did you choose them?

My partner chose the key detail about ____ I agree/disagree because ____

I chose the key detail about ____ because it shows that ____

Write September

Write a paragraph explaining the central message of "King of the Meadow." Use key details from your chart that helped you figure out the central message.

The central message of King of the Meadow is it is important to share and take care of others. In the beginning of the story the king keeps all the sunlight to himself. The flowers become cold and weak. In the middle of the story the king does not let the flowers get any rain. In the end of the story the king gave the other flowers sunlight and water so the weeds started growing. As you can see the king learns to share.

WRITING CHECKLIST

- I included the central message of the story in my response.
- I included the key details that helped me figure out the central message.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

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SESSION 3 PRACTICE

Write March

Describe how the challenges George faces in "Winter in the Rockies" are similar to and different from the challenges in "Summer on the Plains." Explain why the setting of each story is important. Use at least one example from each story in your response.

The challenges George faces in "Winter in the Rockies" and "Summer on the Plains" are both similar and different. The setting of each story is important because there will be different challenges in different areas. For example if one story is in the mountains the challenges will be different if the other story is in the Plains. Another example is if both stories are in the mountains they will both have the same challenges. In "Winter in the Rockies" George has to save Sam from going in the icy river. In "Summer on the Plains" George has to save Sam from a Bison. They are similar because in both George has to save Sam. They are different because George has to save Sam from different things. The challenges George faces in "Winter in the Rockies" and

WRITING CHECKLIST

- I described the challenges in each story.
- I explained how the challenges were similar and different.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

280 UNIT 4 | Changes in the West ©Curriculum Associates, LLC. Copying is not permitted.

How to incorporate SOR research at home?

Read together.

- Let your child try new decoding strategies.
- Play “iSpy” (ex - magic e words, superwords, vowel teams)
- Explain vocabulary words that they don’t know.
- Older students - read the same book and discuss

Use high level vocabulary in your daily interactions.

- Think “Fancy Nancy”
- add example

Strive for 5.

Instead of	Try
Good thinking!	I wonder why...?
Good job!	What else can you tell me...?
You’ve got it!	Tell me more...
Not quite.	Can you tell me why you think that?
That’s right!	Explain why...? Describe what...
Nice work!	What would happen if...?

Questions - What would you like us to address?

1. The Science of Reading and how it will be incorporated into the 4th & 5th grades. Specifically, word study and vocabulary instruction.
2. What interventions are available?
3. How can parents have access to assessments?
4. Writing and Spelling
5. Literacy impact on other subjects.
6. How does writing fit into SoR on K level?
7. Are Kinders reading in small groups, differentiated/leveled?
8. What does a Guided Reading lesson look like in spring of K?
9. Decodable readers, Predictable text, reading for comprehension, etc.

Resources for you

Podcasts:



Science of Reading:
The Podcast



Websites:

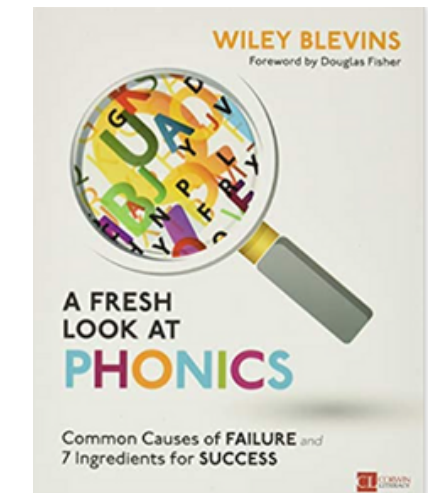
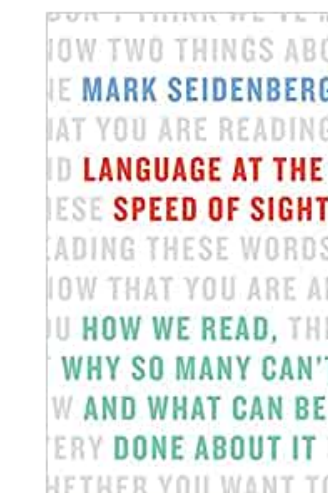
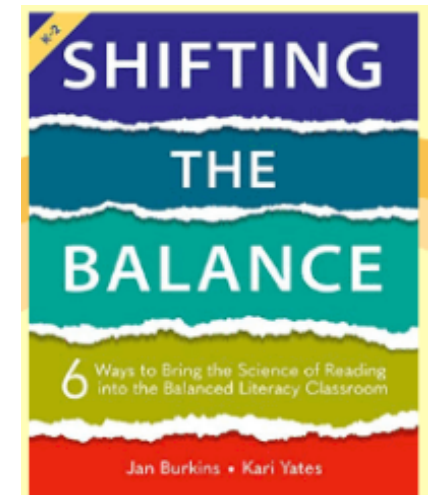
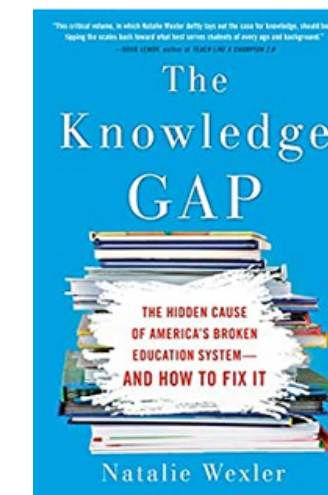
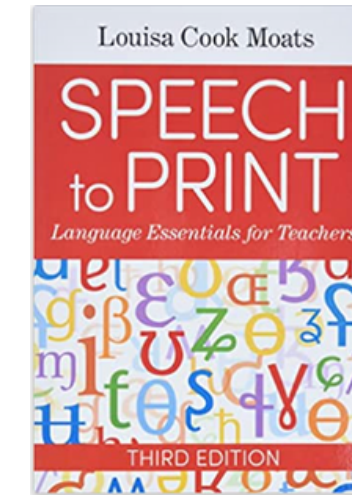
- <https://www.thereadingleague.org/>
- <https://scienceofreading.amplify.com/>

Webinars:

- Science of Reading Webinars
- [The SOR Webinar Series - EDVIEW360](#)
- SOR Reading Series - Waterford.org



Books:





THANK YOU!

#WallTogether