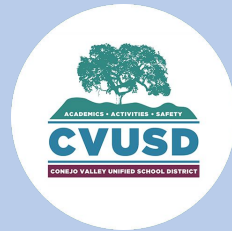




**CVUSD ELEMENTARY**

**READING**  
*and*  
**LITERACY**

February 13, 2024



**READING**  
*is the single most*  
**IMPORTANT** *skill*  
*- the* **FOUNDATION** *-*  
*for all future*  
**LEARNING.**

Zaner Bloser



# OUR RESPONSIBILITIES

- ★ Reading is not natural; it can and must be **taught**.
- ★ Background knowledge is as critical to comprehension skills as decoding skills.
- ★ Foundational skills instruction must be **systematic** and **explicit**, beginning with sounds.
- ★ Instruction must be **engaging**, through multiple modes and senses.
- ★ Science-based reading instruction reduces the need for intervention, and allows children to move forward as capable, confident learners.



Source: Amplify

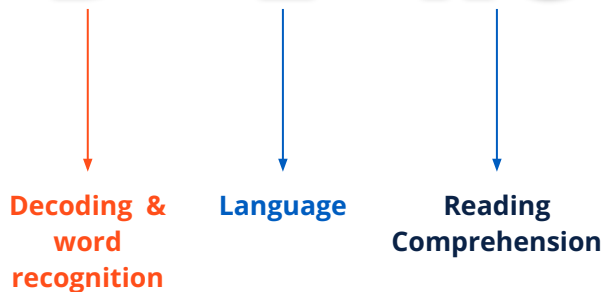




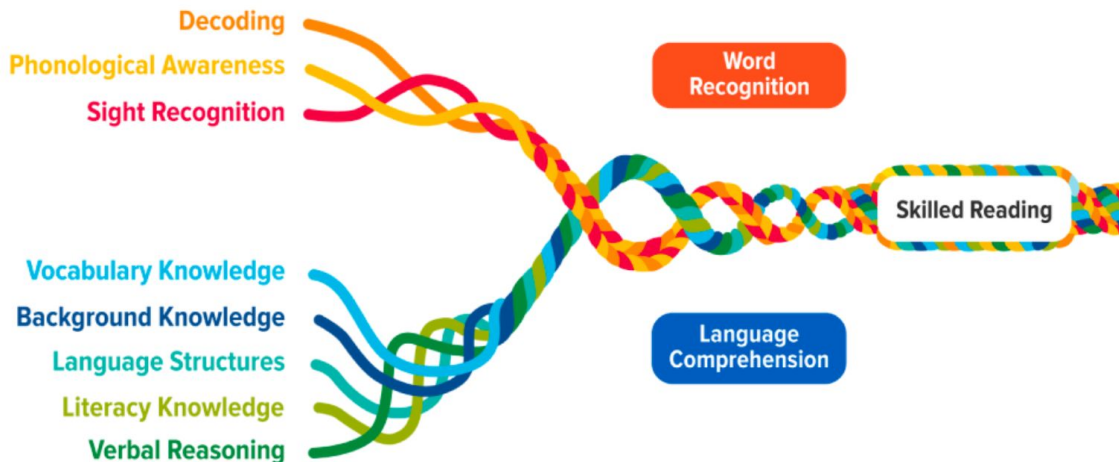
# THE SCIENCE OF READING

## The Simple View of Reading

$$D \times L = RC$$



## SCARBOROUGH'S READING ROPE





# THE SCIENCE OF READING...

is not...

~~a specific program or  
product you can buy~~

~~a one-size-fits  
all approach~~

~~a phonics-only  
approach~~

is...

a collection of research

rooted in developmental & educational  
psychology and cognitive science

based on the “Big 5” pillars  
of literacy

# THE FIVE PILLARS OF READING



**Comprehension**



**Fluency**



**Vocabulary**



**Phonics**



**Phonemic Awareness**





# Explicit Instruction

# Balanced Literacy

A unstructured focus on phonemic awareness instruction

Rote memorization of high-frequency words

Students get better at reading by reading.

Greater focus on the meaning of what is read than the accuracy

**VS**

# Structured Literacy

**\*Science of Reading**

Systematic, sequential instruction in phonemic awareness

HFW are taught through their phonics patterns and even irregular words are taught explicitly

Students get better at reading by learning and practicing the code.

Meaning (language) works hand in hand with accuracy (decoding, word recognition)



# WONDERS CURRICULUM

“Drawing upon decades of literacy research, we built *Wonders* to deliver high-quality literacy instruction backed by the Science of Reading. Our program is underpinned by the findings of preeminent reading researchers - because modern classrooms should be served by proven instructional practices.” - McGraw-Hill

## Foundational Skills

Phonics, Word Study, Spelling

High Frequency Words

Fluency

Decodable Text

## Language Development

Conventions


Vocabulary Acquisition

## Meaning Making

Reading Comprehension

**WEEK 1**

**Student Outcomes**



**Meaning Making**

- Cite relevant evidence from text
- Describe character, setting, plot, character
- Visualize

RL.3.1, RL.3.3, RL.3.7

**Effective Expression**

**Write to Sources**

- Draw evidence from literature
- Write narrative texts
- Conduct short research on Aesop's fables

**Writing Process**

- Prewrite a Friendly Letter


**Speaking and Listening**

- Engage in collaborative discussions about storytime
- Paraphrase portions of "Three Pigs, a Wolf, and a Book" and presentations on storytime
- Present information on storytime

SL.3.6, SL.3.1d, SL.3.2, SL.3.3, W.3.3b, W.3.8, W.3.10, W.4.9a

**Content Knowledge**

- Tell how variations among individuals of the same species may provide advantages.



NGSS 3-LS4-2

**Language Development**

**Conventions**

- Distinguish sentences and sentence fragments

**Vocabulary Acquisition**

- Acquire and use academic vocabulary
- achieve concentrate educated improved inspired
- concentrate educated improved satisfied
- Demonstrate understanding of synonyms

L.3.1i, L.3.4a, L.3.4d, L.3.6

**Foundational Skills**

**Phonics/Word Study**

- Short vowels a, i
- Word families

**Spelling Words**

clip	clump	hand	stamp
snack	rack	grabs	glad
bill	miss	click	pink
sick	grin	lift	

**Fluency**

- Expression

RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c



# Phonemic Awareness


The ability to hear, identify, and manipulate the individual units of sound

## Kindergarten

**MINILESSON**  
5 Mins

### Phonemic Awareness

#### Phoneme Isolation



**1 Model** Display the **Photo Card** for *insect*. Listen for the sound at the beginning of this word: *insect*. Say the sound with me: /iii/. Insect has /i/ at the beginning. Say it, is, in and have children repeat. Emphasize phoneme /i/.

**2 Guided Practice/Practice** Display and name each **Photo Card**: *inch, inchworm, invitation*. Say each picture name with me. Tell me the sound at the beginning of the word. Guide practice with the first word.




Photo Cards

**MINILESSON**  
5 Mins

### Phonemic Awareness

#### Phoneme Blending

**1 Model** Place markers on the Response Board to represent sounds. Show children how to orally blend phonemes. *I'm going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word.* Place a marker for each sound you say: /s/ /i/ /t/. The word has three sounds: /s/ /i/ /t/. Listen as I blend these sounds to form a word: /sssiiit/, sit. The word is sit.

**2 Guided Practice/Practice** Let's do some together. Using your own boards, place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say the word. Do the first three with children.

tip	nine	like	pin	lick
time	bin	bite	live	

## Grade 2

## Blend Words with Short *a* and *i*

**1 Model** Display Word-Building Cards *t, a, p*. Model how to blend the sounds. *This is the letter t. It stands for /t/. This is the letter a. It stands for /a/. The letter p stands for /p/. Listen as I blend these sounds together: /taap/. Say it with me.* Repeat with the word *kid*. Continue by modeling the words *rap, sip, bag, and bin*.

**2 Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds, for example, /kaaat/. The word is *cat*. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

cat	kid	can	his	big
map	pad	lid	rib	cab
did	fin	had	tab	pass
hip	win	did	rat	pan

It is a fat cat.

Max is big like Tim.

Pam can mix in a big pan.

[Also online](#)

Phonics Practice

## Grade 1

## Blend Words with Long *a*

**1 Model** Display Word-Building Cards *r, a, i, n*. Model how to blend the sounds. *This is the letter r. It stands for /r/. Together the letters a and i stand for /ai/. This is the letter n. It stands for /n/. Listen as I blend these sounds together: /rrraään/. Say it with me.* Continue by modeling the words *stray, great, vein, and they*.

**2 Guided Practice/Practice** Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds, for example /ssnnnääälll/. The word is *snail*. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

snail	may	trains	hey	hay	great
weigh	bay	ways	gain	steak	prey
paid	stray	weights	braid	raid	play
shame	shred	thrive	graph	strain	spray

He paid the bill that came in the mail.

The strange dog ate the steak.

We weigh the grain and then pay the man.

[Also online](#)

Phonics Practice

## Grade 2

## Phonics/Fluency



### r-Controlled Vowels

#### OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Rate: 82-102 WCPM

#### 1 Explain

Display the *Shirt Sound-Spelling Card* and discuss the spellings *er, ir, ur, and ear*. Explain that when a vowel is followed by *r*, the *r* changes the vowel's sound. Point to each spelling on the card and provide a sample word for each, such as *her, firm, and burn*. Tell students that the *ear* spelling is also an *r*-controlled vowel. Provide the sample word *earn* and point out the *ear* spelling.

#### 2 Model

Write *her, firm, burn, and earn* on the board. Underline the *r*-controlled vowel spelling in each word and model blending the words. Run your finger under each word as you sound it out.

## Grade 3



# Phonics

The relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language



# Vocabulary

Refers to words we need to know to communicate with others, Closely connected to comprehension, the understanding of words and word meanings

## Oral Vocabulary Words

Tell children that you will share some words that they can use as they discuss folktales. Use the Define/Example/Ask routine to introduce the oral vocabulary words **hero** and **tale**.



Visual Vocabulary Cards

### Oral Vocabulary Routine

**Define:** The **hero** of a story is a main character who is brave and good.

**Example:** The hero saves Little Red Riding Hood from the big, bad wolf.

**Ask:** Who is the hero of your favorite tale?

**Define:** A **tale** is a story about exciting imaginary events.

**Example:** At story time, the teacher told a tale about a princess and a frog.

**Ask:** What is your favorite tale?




## Grade 1

## Grade 3

Words to Know

### Vocabulary

Use the picture and the sentence to talk with a partner about each word.

	<b>entertainment</b> Grandpa and Devon think playing chess is great <b>entertainment</b> . What do you like to do for entertainment?
	<b>humorous</b> Evan couldn't stop laughing at Nick's <b>humorous</b> story. Tell a humorous story to a partner.
	<b>ridiculous</b> Jess wore a <b>ridiculous</b> clown nose and made his friends giggle. What is another word for ridiculous?
	<b>slithered</b> The long, thin snake <b>slithered</b> across the floor. Move your hands to show what slithered looks like.

### Poetry Words

<b>narrative poem</b> My favorite <b>narrative poem</b> tells about Paul Revere's ride. What story would you tell in a narrative poem?	<b>rhyme</b> The words moon and spoon <b>rhyme</b> because they end in the same sound. Name another word that rhymes with moon and spoon.
<b>rhythm</b> Ben's poem has a <b>rhythm</b> that sounds like a drumbeat. Why might a poet include rhythm in a poem?	<b>stanza</b> Each <b>stanza</b> in Maggie's poem has five lines. Write a poem with two stanzas.

**Your Turn**

Pick three words. Then write three questions for your partner to answer.

Go Digital! Use the online visual glossary.

460



## Build Fluency: Word Automaticity

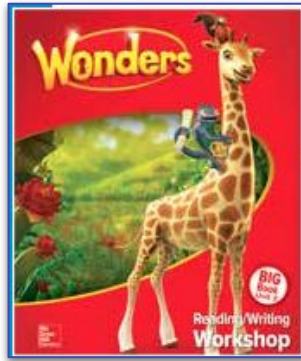
Have children read the following sentences aloud together at the same pace. Repeat several times.

Can you see any ducks from the bridge?

I am happy, so I smile a lot.

Once upon a time five mice ran a race.

### Grade 1



## Fluent Reading Checklist

- ★ Read smoothly and pronounce words correctly
- ★ Read sentences in chunks and phrases
- ★ Emphasize important words
- ★ Pause at commas and periods
- ★ Change your voice to show a question or to show strong feeling at an exclamation point
- ★ Read dialogue the way someone might speak



# Fluency

The ability to read as well as we speak, and to make sense of the text without having to stop and decode each word; reading with accuracy, appropriate rate, and prosody (expression)

Student fluency is measured in correct words per minute on a grade level passage.



# Comprehension

Constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows

**Comprehension Skill**

## Compare and Contrast

When authors compare, they show how two things are alike. When authors contrast, they tell how the things are different. Authors use signal words, such as *both*, *alike*, *same*, or *different*, to compare and contrast.

**Find Text Evidence**  
How are the Monarch butterfly and Western Pygmy Blue butterfly alike and different? I will reread "Butterflies Big and Small" and look for signal words.

**Your Turn**  
Reread "Butterflies Big and Small." Find details that tell how Monarch butterflies and Western Pygmy Blue butterflies are alike and different. Write them in the graphic organizer. What signal words helped you?

*Go Digital!*  
Use the interactive graphic organizer.

## Grade 3

## Comprehension Strategies

Visualize

Ask & Answer Questions

Make Predictions

Reread

**CCSS Comprehension Strategy**

## Reread

When you read a story for the first time, you may find that some details, descriptions, or events are confusing. As you read "A Fresh Idea," you can stop and reread difficult parts of the story to make sure you understand them.

**Find Text Evidence**  
You may not be sure how Mali got her idea to grow a garden of her own, with Mr. Taylor's help. Reread the fourth paragraph on page 23 of "A Fresh Idea."

**Your Turn**  
Why does Mali decide to sell her tomatoes? Reread page 25. Remember to use the strategy Reread.

## Grade 5



## Comprehension Skills

Character, Sequence, Cause and Effect, Main Idea and Details, Theme, Point of View, Compare and Contrast, Problem and Solution, etc.



# MULTILINGUAL LEARNERS

## Designated ELD

Instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards (CDE)

## Integrated ELD

ELD standards are used in tandem with the state-adopted academic content standards (CDE)

### Sound-Spelling Cards

**Transfer Support**

**Articulation Support**

### Sound Transfers

This chart indicates areas in which a positive or approximate transfer of sounds occurs for English learners from their native languages into English. It also shows sounds that students can produce even when there is no equivalent in the native language.

IPA	Sound Transfers	Spanish	Cantonese	Vietnamese
<b>Consonants</b>				
b	/b/ as in bat	✓		•
k	/k/ as in cat, kitten, peck	✓	✓	•
d	/d/ as in dog	✓	•	•
f	/f/ as in farm	✓	✓	✓
g	/g/ as in girl	✓	•	
h	/h/ as in ham	✓	✓	✓
dʒ	/j/ as in jet, page, ledge			



### ENGLISH LANGUAGE LEARNERS SCAFFOLD

#### Beginning

**Use Sentence Frames** Use sentence frames to help children identify the topic of their job description sheet. For example: *I talked with \_\_\_ for my project. His/Her job is \_\_\_. Part of the job is to \_\_\_.* Allow children ample time to respond.

#### Intermediate

**Discuss** Guide children to focus on the most important details about their projects. Ask: *What does your family member do for a job? What does he or she do at work?* Elicit more details to support children's answers.

#### Advanced/High

**Describe** Prompt children to describe their job description sheet. Elicit information and explanations about why it helps to know about what a family member does to help the family. Encourage them to think about how the person's job helps the community and the family. Elaborate on children's answers.

# ASSESSMENT

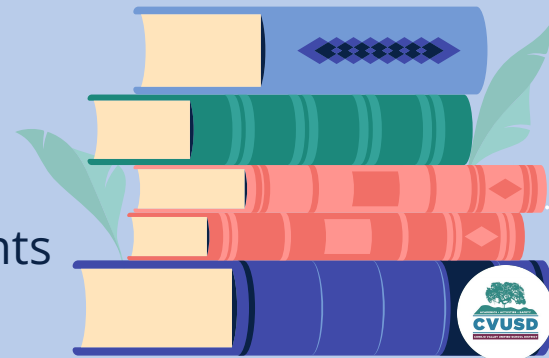
## TK-2

Standards-based assessments that measure the components of reading

## 3-5

Weekly skills tests, benchmark exams, trimester assessments & SBAC

- ★ Using assessments to pinpoint students' exact spot on the "staircase"
- ★ Assessments in TK-2 tell us what skills students need
- ★ TK-2 report cards and assessments align with the Science of Reading
- ★ Gr. 3-5 transition to reading to learn, with some students continuing to need intervention in foundational skills.





# Data Snapshot

Grade 2 - ELA Tri 1				
	2020-2021	2021-2022	2022-23	2023-24
Phonics		83%	84%	85%
Reads Accurately	73%	77%	80%	76%
Reads Fluently	66%	71%	73%	72%
HFW	84%	83%	89%	88%
<b>Overall (All ELA)</b>	<b>75%</b>	<b>79%</b>	<b>81%</b>	<b>80%</b>



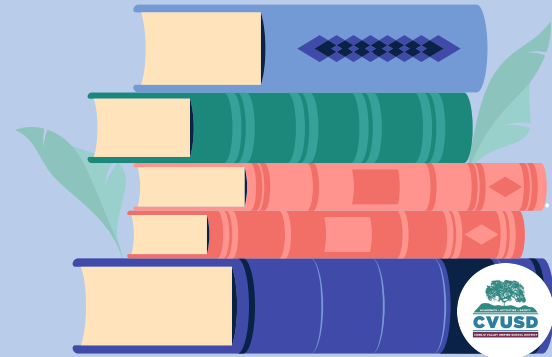
# Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(IDA 2002)

According to the International Dyslexia Association:

- **Dyslexia affects approximately 15-20% of the population.**
- **It is estimated that boys are more likely to be diagnosed with dyslexia than girls.**



# Dyslexia

Although it is common to say that someone either has or does not have dyslexia, it is important to realize that dyslexia exists on a continuum that ranges from a student being mildly affected to being severely impaired. Symptoms that are known to be indicative of dyslexia include the following characteristics:

- Inability to sound out new words
- Limited sight word vocabulary
- Listening comprehension exceed reading comprehension
- Inadequate response to effective instruction and intervention



# CVUSD Dyslexia Screening

Orally Blends Sounds to Make Words				
win-dow	pen-cil	n-est	f-an	m-e

LETTER SOUNDS				
SOUNDS				
m	s	p	t	n
c	f	d	h	r

KINDERGARTEN NAMING LETTERS				
UPPERCASE LETTERS				
M	A	S	P	T
I	N	C	O	D

## ★ Phonemic Awareness:

Blending and Segmenting Assessments

## ★ Letter Naming:

Letter Sheets (Out of Order)

## ★ Sound-Symbol Correspondence:


Sound Fluency Assessment

## ★ Single Word Decoding:

Reads One Syllable Words

## ★ Rapid Naming:

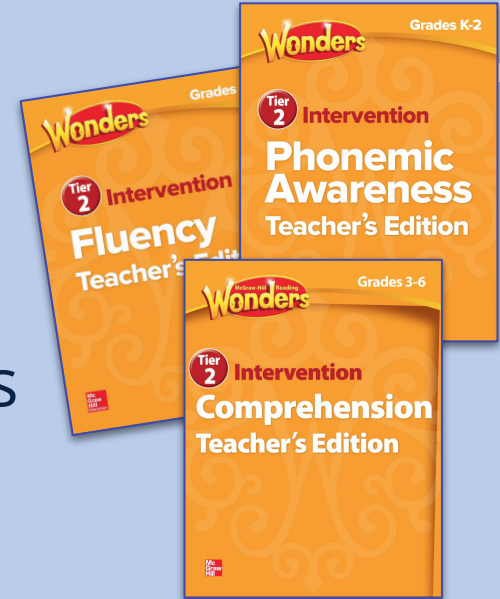
CRLP Kindergarten Rapid Naming Assessment

KINDERGARTEN RAPID NAMING ASSESSMENT	
Assessment Sheet	
<i>"Before administering assessment, please make sure that this Assessment Sheet is printed on a quality color printer."</i>	
1. Show student only this section of this paper and say: <b>"Here are some colors. Start here [point] and tell me as many colors as you can. When you finish the first row [sweep finger across first row], continue here [point to second row]. If you don't know the name of a color, I will tell you. Now put your finger on the first color. Ready, begin."</b> Do not ask students to point to a specific color. This is a <b>color naming</b> assessment.	
2. Start your stopwatch for 30 seconds. Check off (✓) each color they know, and put a slash (/) through colors named incorrectly. Put a bracket ([]) after the last color named in 30 seconds.	
3. Record number of colors named correctly in 30 seconds on Student Score sheet.	
	

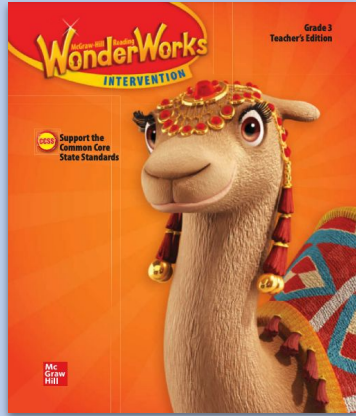
# INTERVENTION

★ Small groups focused on specific areas as identified by assessments

★ Software support designed from the Science of Reading

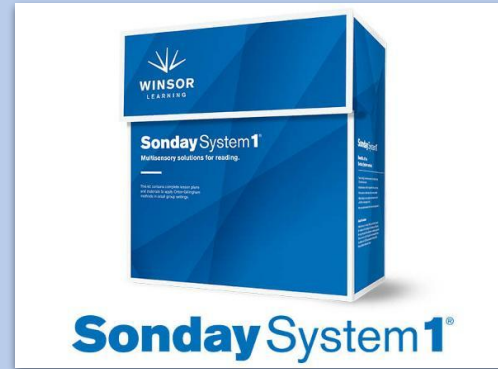


# SPECIALIZED ACADEMIC INSTRUCTION



## WonderWorks

Helps ensure student access to the same content, skills, strategies, and knowledge building as the core program by offering instructional on-ramps and acceleration



## Sonders

Uses a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy in small-group settings

# OUR CURRENT FOCUS



## Daily Integration

- Use Wonders materials with fidelity including all Science of Reading components



## Formative Assessment

- ★ Assess certain skills for individual students more frequently
- ★ Incorporate assessment results into instruction and intervention



## Small Group Instruction

- ▲ Use assessment data to keep groups flexible
- ▲ Meet with below grade level groups more frequently, even if for shorter periods of time
- ▲ Reimagine center activities to target the “Big 5”



# Going Forward

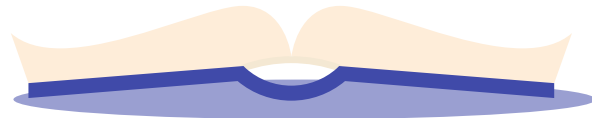
Expand SOR Committee meetings for ongoing input

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Professional Learning related to Science of Reading TK-5

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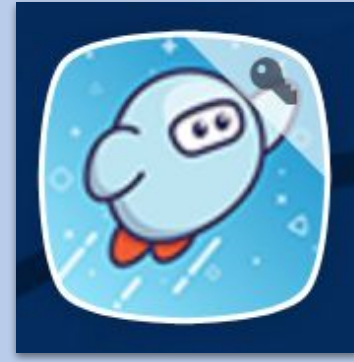
Intervention materials and training related to Science of Reading for Academic Specialists





# Class Link

Resources for Parents



# What can parents do to support literacy?

**Read to and  
with your  
student every  
day**



Bedtime

Running errands  
around town

Everyday items

**Make  
connections  
for reading  
comprehension**



Bring books  
everywhere

Read books about  
things you do

Reread books

**Play  
with  
sounds**



Substitution  
games

Rhyming games

Sing/Play  
rhyming songs

**Create a  
culture of  
reading**



Print-rich home

Library

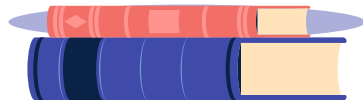
Read yourself

Make reading  
spaces

Delivering on the  
**PROMISE** of **EDUCATION**  
starts with the mastery of the  
most **FUNDAMENTAL**  
foundational skill -  
the **ABILITY** to **READ.**

Laura Stewart

The Science of Reading - Evidence for a New Era of Reading Instruction



# Questions?

