

The Science of Reading (SoR):

What is SoR, and what actions have we taken to prioritize effective literacy practices within EHPS?

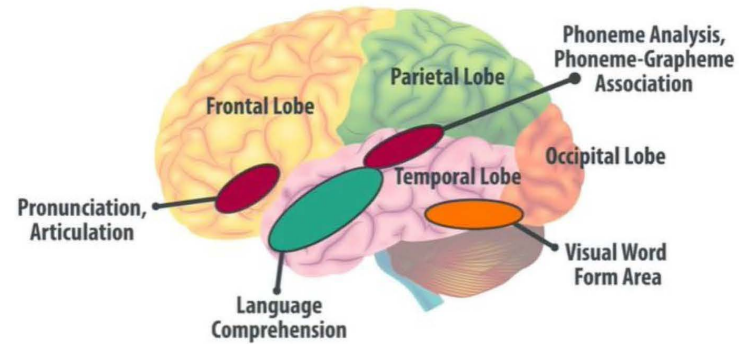
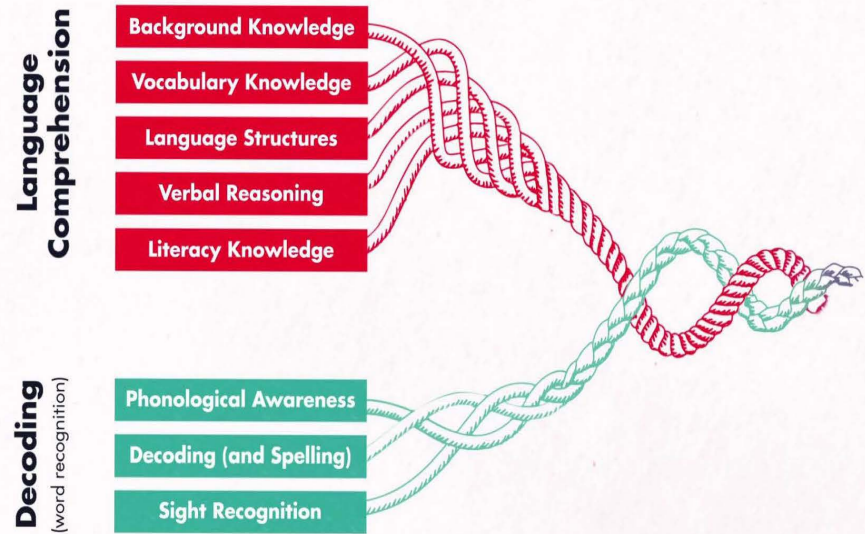


Figure 1.6 The Reading Brain (Dehaene, 2013; adapted by permission of Dr. Stanislas Dehaene) Figure also on page 27 of the LETRS manual.



VISION

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MISSION

To deliver a high quality
learning experience for
Every Child, Every Day

CORE BELIEFS



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SoR Priority Actions and Project Alignment

Project: Implement Common Instructional Practices Aligned with the Science of Reading, PreK-Grade 5, for Literacy Success and Achievement

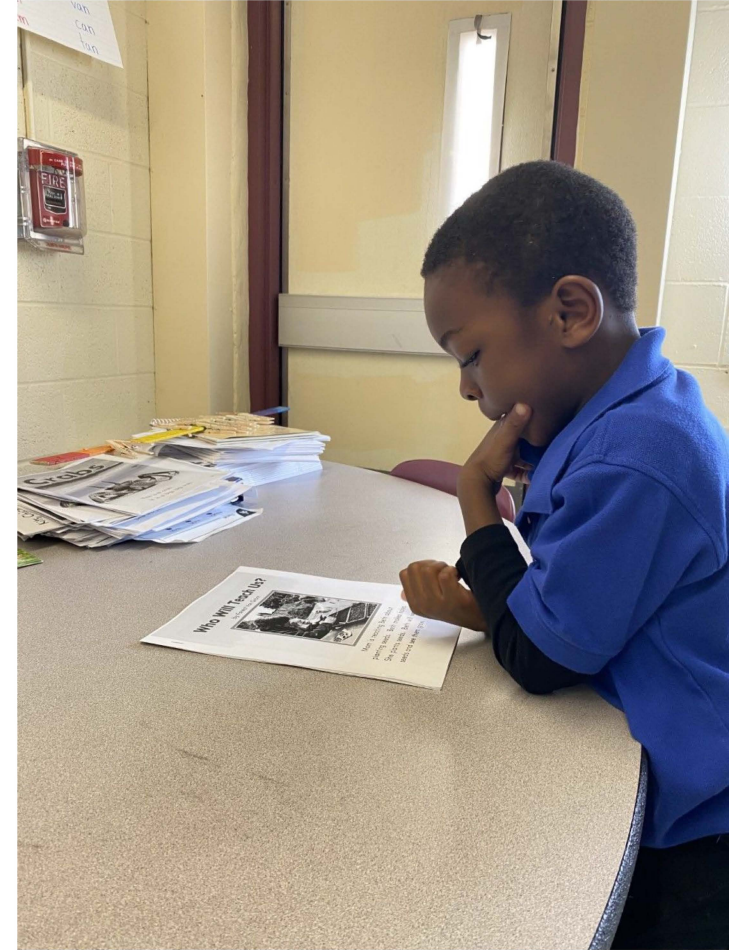
Priority Alignment: Accelerate Academic Achievement for Every Child

Project Description: EHPS will focus on aligning all literacy instructional practices to the Science of Reading (SoR) in PreK-Grade 5 to ensure that all readers are skilled, fluent, and strategic as readers and writers. This efficacy of literacy skills makes success in all content areas possible. Aligning instruction, intervention, and meaningful practice based on priority literacy skills and a framework for acquisition of reading skills is central to the work of building the whole reader. Through comprehensive Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning, we will increase the ability for educators to follow science-aligned reading practices, as well as targeted data analysis and planning to improve student outcomes in literacy. LETRS training and systems will allow instructional coaches and acceleration specialists to directly impact student and teacher learning with effective reading instruction aligned with the SoR.



What is the Science of Reading?

The Science of Reading (SoR) is a vast, interdisciplinary body of scientifically-based (*aligned, representative, peer-reviewed*) research about reading and literacy acquisition. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform ***how proficient reading and writing develop; why some have difficulty; and how we can most effectively teach, assess and improve student outcomes through prevention of - and intervention for - reading difficulties.***



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SoR Research and Practice Is Informed By:

Cognitive Psychology
Communication Sciences
Developmental Psychology
Education
Special Education
Implementation Science
Linguistics
Neuroscience
School Psychology



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Most Importantly, SoR Is NOT:

- ✘ an ideology or philosophy
- ✘ a fad, trend, new idea, or pendulum swing
- ✘ a political agenda
- ✘ a one-size-fits-all approach
- ✘ a program of instruction
- ✘ a single, specific component of instruction, such as phonics
- ✘ an opinion, or based on likes/dislikes
- ✘ a knowledge base that can be covered in 1 or 2 sessions

At the Center of SoR

The Reading Rope



(Scarborough, 2001)

Both language comprehension and word recognition contain specific skills that are definable, measurable, and somewhat independent—yet influence one another in the development of proficient readers.

At the Center of SoR

The Simple View of Reading



Reading comprehension is the product of word recognition and language comprehension.

Word Recognition	x	Language Comprehension	=	Reading Comprehension	Skill Level
0	x	1	=	0	Unskilled Reader
1	x	0	=	0	Unskilled Reader
.5	x	1	=	.5	Unskilled Reader
.5	x	.5	=	.25	Unskilled Reader
1	x	1	=	1	Skilled Reader

Why Is There So Much SoR Attention?

Why now?

- Stagnant local and national reading data
- More emphasis on WHY students struggle to read
- Educational reporting
- Pandemic response to “seeing” reading practices
- Increasing data for students struggling with basic foundational reading skills
- Legislation across the country around Dyslexia screening and Right to Read
- Advocacy and parent groups nationally focused on why students struggle



What Does This Mean for Reading Instruction?

Curriculum, Assessment, and Instruction need to move :

away from -

- Leveled-literacy text focus
- 3- Cueing prompts and strategies as primary instruction
- Practices and application that move students away from text and reward guessing

and move toward -

- Structured literacy practices that build strong foundational skills
- Explicit and systematic instruction with the alphabetic principle and decoding strategies
- Increased, intentional use of text to build language and knowledge
- Systems that follow reader needs and plan for them
- Consistent Reading and Writing Connection

Some Examples

Instructional Practices Aligned With the Science of Reading: Word Recognition

SoR-Aligned:

- Phonemic awareness and letter instruction: Instruction in the identification of phonemes in spoken words and how they link to letters.
- Explicit and systematic instruction in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes).
- Connected text reading to build reading accuracy automaticity, fluency, and comprehension.

NOT SoR-Aligned:

- Emphasis on larger units of speech (syllables, rhyme, onset-rime) rather than individual phonemes.
- Implicit and incidental instruction in word reading, visual memorization of whole words, guessing from context, and picture cues (no systematic phonics)
- Emphasis on speed or only words per minute above WpM and accuracy when reading texts (practiced with reading of patterned texts or sustained silent reading for all students).

Some Examples

Instructional Practices Aligned With the Science of Reading: Language Comprehension

SoR-Aligned:

- Read-alouds from a variety of complex texts to build knowledge and vocabulary.
- Robust conversations to develop students' academic language (e.g., narrative and inferential language).
- Explicit instruction in grammatical structures and academic vocabulary within the context of other reading activities.
- Connection with reading and writing tasks.
- Variety of text types for instructional purposes

NOT SoR-Aligned:

- Read-alouds from leveled texts that students will be reading so that text is not sufficiently complex and language rich.
- A lack of explicit instruction of phonics/morphology, memorization of isolated words and definitions out of context, and a lack of strategic and intentional instruction.
- Implicit instruction of grammatical structures.
- Student texts are leveled and primary access to text are "just right" books.

How Is This Work Represented in EH?

Our priority actions and SoR-alignment work steps started in the 2018-2019 school year and continue to present day and beyond.

Considerations along the way have been:

- District systems analysis and alignment
- Curriculum crosswalk and alignment
- Adherence to CSDE mandates and guidance (programs/assessment)
- No interruption/disruption of instruction
- Teacher time for understanding, preparation, context, and overview
- Leadership training (then implementation)
- Teacher training plan (then implementation)
- Curriculum, assessment, and instructional supports
- Questions and feedback to inform additional steps
- Understanding and caution that SoR is subject to fads/trends/extremes

Alignment Steps 2018-19 and 2019-20

<p>Target Data Measures</p> <p>Selecting and establishing skill targets based on SoR for K-5 in DIBELS Assessments.</p> <p>Baseline skill needs for all students by looking at priority measures for each grade to start a cycle of improvement.</p>	<p>Advanced Decoding in 3-5</p> <p>Professional Development and focus for upper grades with decoding. This support continues through to present and is now called Structured Literacy. Aligned instructional supports are also provided.</p>	<p>PA/Phonics K-2 Refresh</p> <p>Identified missed instructional opportunities and aligned all grades for scheduling of consistent, systematic instruction. All schools now have dedicated PA and Foundations/SL blocks</p>
<p>Prioritize: Skills over "Levels"</p> <p>Change from leveled groups/Guided Reading and limited growth to skill focus and targeted small group instruction. Work to balance text options for students to reduce the "leveled" and "just right" texts.</p>	<p>Diagnostic Assessment Support</p> <p>Introduced options for diagnostics to go with DIBELS measures in order to plan effective instruction.</p> <p>Intervention instruction alignment with diagnostics to meet needs.</p> <p>(CORE, QPS, PAST).</p>	<p>Distance Learning Decisions</p> <p>Initial pandemic response to focus on foundational skills and SoR-aligned standards during distance learning plans. Support materials and priority resources all centered around foundational standards.</p>

Alignment Steps 2020-21 and 2021-22

<p>Pandemic RLE/IPL Instruction</p> <p>All reading and writing curriculum was examined to align with priority foundational skills (K-2) and building and expanding reading/writing skills (3-5). Grammar Units were added for explicit instruction.</p>	<p>Updated to DIBELS 8 & Unit Updates</p> <p>Transition to DIBELS 8 assessment (better instructional connections) and adjusted pacing and content in all Schoolwide Units. PreK also aligned with PreK Foundations and Heggerty PA materials.</p>	<p>Progress Monitoring System</p> <p>Established system and protocols for progress monitoring using DIBELS 8 measures across all grade levels in order to respond to student data and promote aligned instructional practices</p>
<p>Professional Learning with SoR</p> <p>Updated professional learning sessions with Foundations, Heggerty, and Structured Literacy in K-5 in order to support planning and instructional actions that align with SoR and respond to student data.</p>	<p>Diagnostic Assessment Support</p> <p>Introduced options for diagnostics to go with DIBELS measures in order to plan effective instruction. Intervention instruction alignment with diagnostics to meet needs. (CORE, QPS, PAST).</p>	<p>CSDE Updates and Information</p> <p>Keeping up with legislation and mandates as an impact on needs/actions for EHPS. Planning targeted PD options as well as ensuring all curriculum and assessment pieces are SoR-aligned.</p>

Alignment Steps 2022-2023

<p>LETRS Cohort 1 20 educators from all eight elementary buildings are receiving targeted training. LETRS = Language Essentials for Teachers of Reading and Spelling. This is a highly effective, sought after PD program right her in EH! 40 more for Cohort 2 next year.</p>	<p>Strategic Literacy Plan Year 2 Our primary organizing and explanation document started last year as the first plan. Supports and aligned actions have grown and evolved into our year 2 Strategic Literacy Plan. SLP Year 1 / SLP Year 2</p>	<p>Prioritized SoR Shifts Established seven core shifts in practice for PreK-5 that will support and enhance reading science practices as well and respond to student data and contribute to continued growth and achievement.</p>
<p>Fully Established PM System- all schools All with schools are aligned under one system that conducts reading benchmark assessments, diagnostic assessments, and aligned progress monitoring protocols to build successful readers in all grades.</p>	<p>Comprehensive SoR Support Materials Initial Science of Reading instructional and professional learning materials were assembled and shared with all staff in order to promote, expose, and expand EH literacy practices and get ready for SoR PD.</p>	<p>CSDE Updates and Timelines Keeping up with legislation and mandates as an impact on needs/actions for EHPS. Aligning our curriculum, assessment and instructional materials with CSDE mandates and identifying needs.</p>

Outcomes...

Is it Working? Some Examples...



#1

Common Reading Language

Instructional Focus, DIBELS 8 measures and outcomes, CORE, Heggerty, TSG, progress monitoring

#2

Reading Outcomes

EHPS was at the top of all Alliance districts with capping learning loss across pandemic timeline.

#3

Foundational Skills

We have reached the highest level of foundational skill growth/achievement EVER.

Impact and Actions at the State and District Level

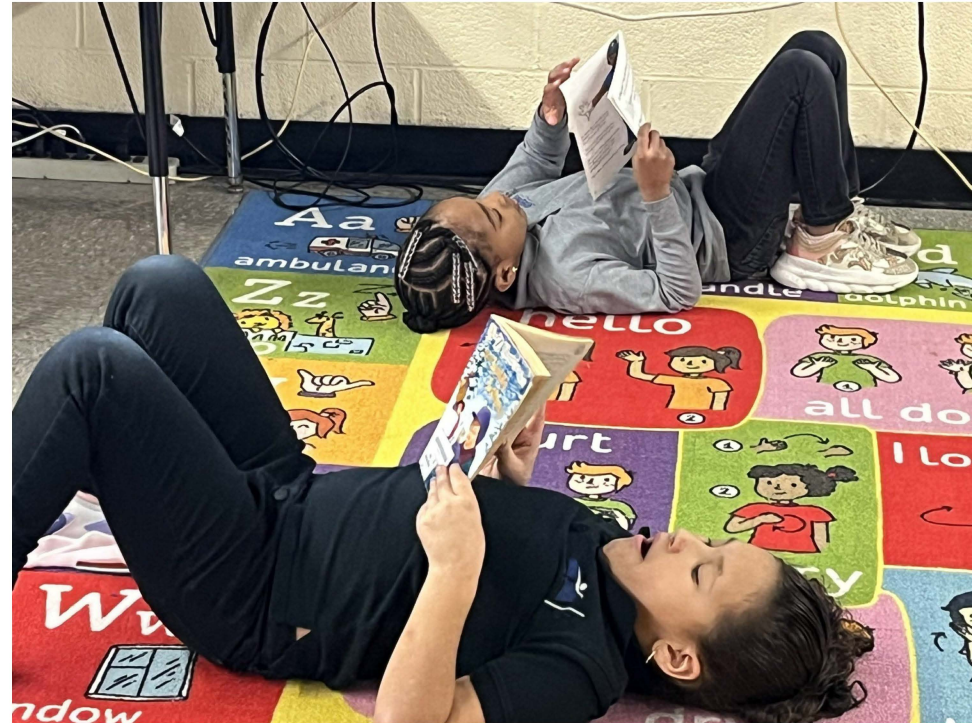


Every Connecticut student has the right to read at or above grade level by the end of third grade.

- CT Right to Read Legislation: programs and assessments
- East Hartford's core reading program (and supplemental core)
- CSDE Waiver process - EHPS status and plan
- Ongoing teacher professional learning
- Ongoing data analysis and action planning for student achievement and acceleration

Next Steps...

- Continue to respond and react to student data for maximum growth
- Continue to follow CSDE approved curriculum guidelines and mandates
- Identify material needs for SoR work, such as decodable text, intervention programs and phonics support materials
- Plan comprehensive teacher PD and support



Questions/Discussion

