

Literacy Program Update

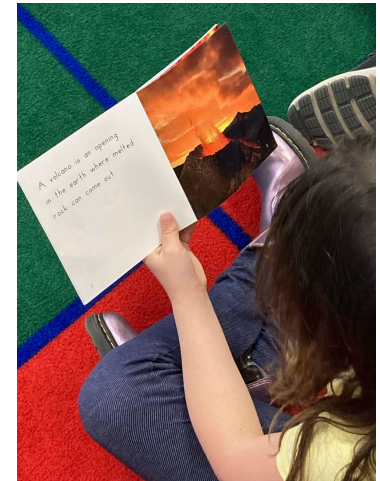
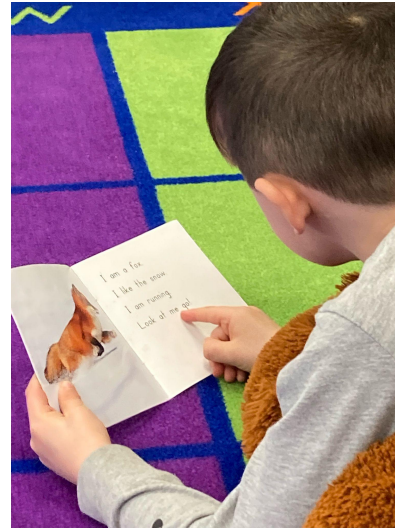
Presentation to the Marlborough Board of Education
April 28, 2022



At MES, we are deeply committed to providing quality reading instruction to all students.

We have embraced opportunities to learn about the Science of Reading, reflect upon our practices, and make instructional shifts to align with research.

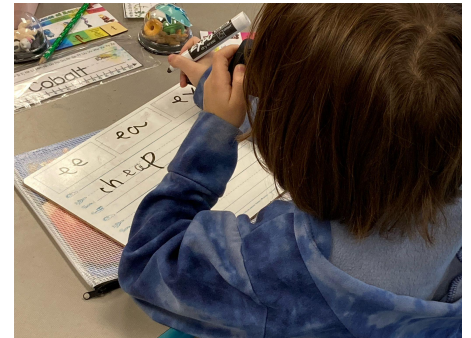
Our practices include explicit and systematic instruction with the goal that all students will become proficient readers.



Components of Reading Instruction Across K-3

Explicit and Systematic Phonics Instruction

We adopted the Foundations program in grades K-2 (grade 3 implementation in 2022-23) to teach systematic phonics which provides teachers with lessons on a continuum gradually increasing in complexity. This ensures that every student will have the opportunity to practice and master foundational skills, which leads to strong reading comprehension.



Components of Reading Instruction Across K-3

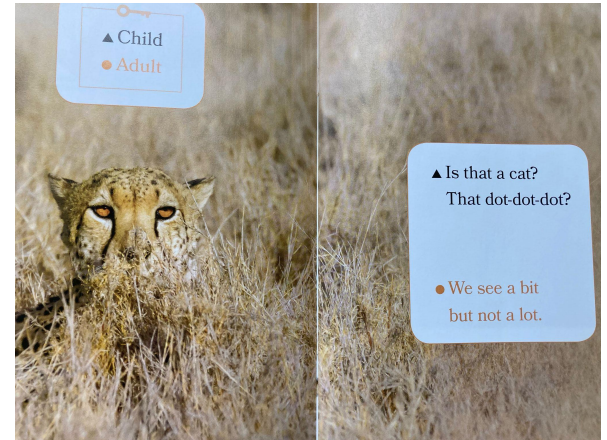
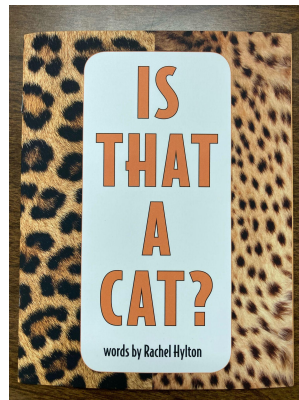
Phonemic Awareness

This is the ability to hear, isolate and manipulate the sounds of spoken language. These skills will be taught systematically, through Heggerty Phonemic Awareness resources in grades K & 1 in whole and small group settings beginning in 2022-23.

Components of Reading Instruction Across K-3

Decodable Texts

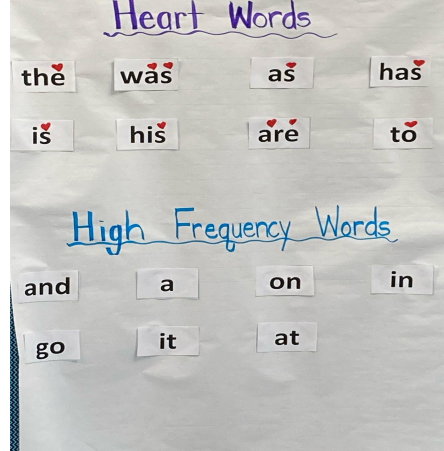
Students in K-2 are now working with decodable texts which include words that students can sound out (read) according to the skills they have learned through Foundations. Decodable texts provide the reinforcement that students need in order to apply and practice learned phonics skills.



Components of Reading Instruction Across K-3

High Frequency Words (HFW)

High Frequency Words have been referred to as *sight words*, *flash words* and *trick words* and are often learned by memorization. However, research says that learning whole words by memorization is not the most effective strategy. Instead, integrating HFW into phonics lessons allows students to make sense of the spelling patterns for these words. Most HFW have parts that can be decoded, like the word *cat*. You can hear all the letters in the word. When teaching irregularly spelled HFW, teachers will call these words “Heart Words” because some part(s) of the word will have to be “learned by heart”. For example: *Said*. In this word, the first and last sound match the letter, but students need to learn that in this word **ai** makes the short e sound.



Components of Reading Instruction Across K-3

Knowledge and Vocabulary Building

Research indicates that building knowledge and vocabulary contributes significantly to reading comprehension and should be taught beginning in the early grades. Students have many opportunities for this type of learning through reading authentic texts during Reading, Social Studies and Science. These texts are often read aloud, followed by rich classroom discussions, enabling students to develop more complex vocabularies.



MES Reading Model K-3

Reading Components		Approximate Minutes Per Day By Grade			
Name	Definition	Kindergarten	Grade 1	Grade 2	Grade 3
Phonemic Awareness	Short, explicit instruction in phonological awareness skills using Heggerty	15 <i>Beginning in 2022-23</i>	15 <i>Beginning in 2022-23</i>	As needed	As needed
Phonics	Systematic and explicit instruction on the relationship between phonemes and graphemes using Foundations. Handwriting will be addressed with this time.	30	30	30	30 <i>Beginning in 2022-23</i>
Differentiated Small Group/ Structured Literacy Instruction	Explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Including: -oral language practice -orthographic mapping -reading decodable and authentic texts -conventional writing practice	30	30	40	45
Read Aloud	Picture and chapter books 2-3 levels above grade level will be shared with students. Fluent reading (smooth reading and prosody) will be modeled. Students will develop their listening comprehension skills, build their vocabularies, and gain knowledge through classroom discussions.	15	15	15	15

How You Can Help At Home

Your child may be bringing home different types of books:

Decodable texts: Short passages or books that include words that students can sound out and provide practice on learned phonics skills.

Familiar texts: Short poems, passages and books that students may be able to read by themselves, but also might need a little help.

Student choice books: Just for fun books are so important as we want students to be exposed to a variety of genres. These books may be too hard, too easy or just right. This is a great book to read just for fun! Students can look at the pictures to tell the story or enjoy reading this book to you.



How You Can Help At Home

Decoding:

When your child is reading and gets stuck on a tricky word, use the following prompts:

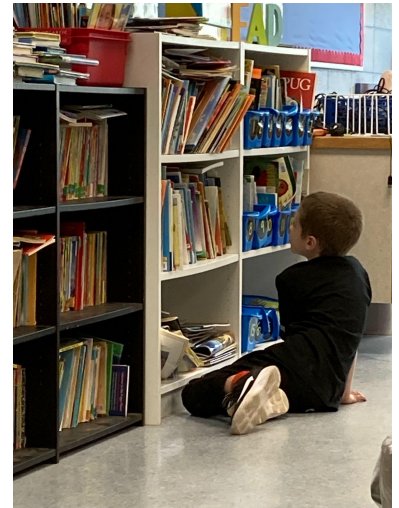
- ❖ Look through the whole word, left to right
- ❖ Use a finger to segment the words into sounds or syllables
- ❖ Sound it out/tap it out, then blend it
- ❖ Reread and make sure it makes sense
- ❖ If it is a word that your child cannot sound out, you can tell them the word

Fluency:

- ❖ Have your child read and reread familiar books to practice reading smoothly.
- ❖ After decoding a tricky word, go back and reread it so it sounds smooth, just like talking.

Comprehension:

- ❖ Reading aloud to your child at all ages will help to improve their vocabulary and comprehension skills.
- ❖ Engage in conversations about the topic or text before, during, and after reading.



Early Literacy Team: 2020 - 2021 Action Items

1. Early Literacy Team, based on data review, identified need to embed different explicit instruction in phonics and phonemic awareness.
2. Early Literacy Team reviews:
 - a. Review current practices and outcomes (ie. Lively Letters)
 - b. Review current research
 - c. Research curricula options
3. Early Literacy Team selects: Foundations
 - a. Plan purchasing / professional development
 - b. Implementation K - 2 (2021 - 2022)
 - c. Implementation 3rd (2022 - 2023)



MES Literacy Committee 2021 - 2022

Mission: To research, define and explicitly outline literacy programming for Marlborough Elementary School.

Action Steps:

1. Create Committee (completed fall 2021)
2. Outline current instructional practices (completed 2021)
3. Analyze school wide data (on-going)
4. Research / identify instructional practices and resources to align to the Science of Reading and to address student learning needs (underway)
5. Plan implementation of new curriculum resources and instructional practices for grades K-3 (underway and ongoing)
6. Adjust assessment strategies to align to the skills associated with the Science of Reading (underway with additional shifts to take place in 2022-23)
7. Review and reflect on data (on-going)

Our goal is, through our explicit, systematic instruction and our strong home-school connection, to foster the love of reading for every child.

