

Curriculum Conversation: PK-5 Science of Reading (SOR)



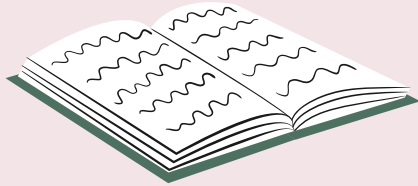
Watch Stafford SOR!

December 2023

Objectives:



- 1** Define the Science of Reading
- 2** Understand why the Science of Reading is important to support student learning
- 3** Review Stafford's journey into the Science of Reading
- 4** Discuss Amplify CKLA Reading Pilot





What does 34% represent?

- A. The percentage of students diagnosed with dyslexia
- B. The percentage of Grade 3 students who do not read on grade-level
- C. The percentage of students who prefer math over reading



What does the number 1,000,000 represent?

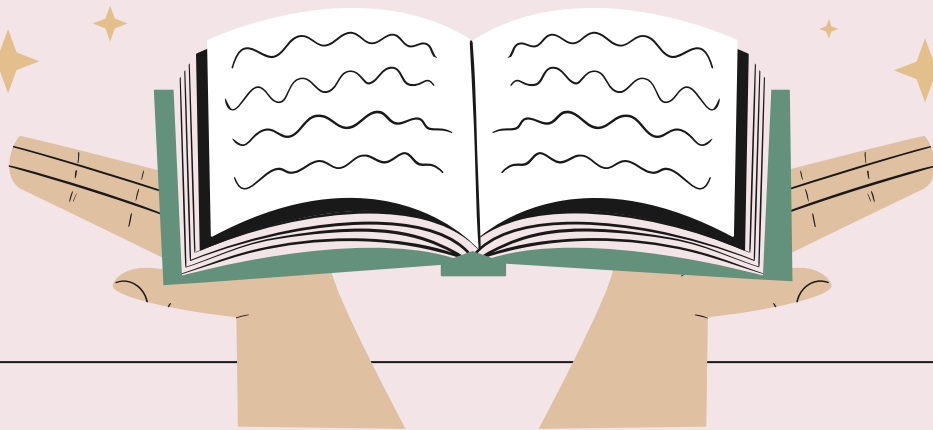
- A. The intervention minutes needed to support a student reading below grade-level
- B. The average number of pages students read by Grade 5
- C. The number of words advantaged students come to school with that disadvantaged students lack



What is the Science of Reading?



The **Science of Reading** is a vast, interdisciplinary body of **scientifically-based research** about reading and issues related to reading and writing.



What is the Science of Reading?



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 to improve student outcomes.



What the Science of Reading 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



Why is the Science of Reading important?

Based on Science

Teaching the correspondence between letters and sounds is the fastest way to acquire reading and comprehension

Focused on ALL students

30-40% of students need the explicit instruction that is part of the Science of Reading



The image features five white, classical-style pillars standing on a white base against a purple background with faint, repeating letters. Each pillar has a central vertical band containing text. From left to right, the pillars are labeled: PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY, and COMPREHENSION. The text is written in a blue, sans-serif font and is oriented vertically.

PHONEMIC AWARENESS

PHONICS

FLUENCY

VOCABULARY

COMPREHENSION

Five Pillars of Reading

The Right to Read Legislation



In June 2021, Connecticut passed the “Right to Read” legislation in Public Act No. 21-2. This legislation is focused on ensuring that every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.



The Right to Read Legislation



To achieve this goal, the Connecticut State Department of Education reviewed and approved specific reading models or programs aligned to the Science of Reading which must be implemented by all public school districts in Grades K-3 by July 1, 2025.



Stafford's Journey



2018-2019

Implementation of
Foundations (K-3) &
Sadlier Vocabulary
(4-5)

2021

Implementation of
Geodes Decodable Text
(K-2)

June 2021

Right to Read
legislation passed

Spring 2022

Teacher Book Club:
Shifting the Balance

2022-2023

- CSDE Masterclass (District Literacy Leadership Team)
- Reading Taskforce
- Kick-Off for SOR Professional Learning
- K-5 Literacy Scan
- Heggerty Phonemic Awareness PK-1

- Extended Support Masterclass
- Reading Taskforce
- Revised Literacy Assessments
- Implementation of mCLASS
- Pilot of Amplify

2023-2024

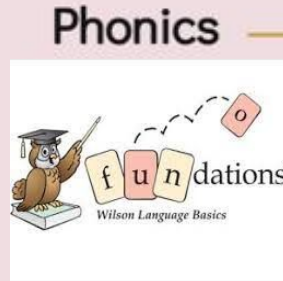


Where we are now...

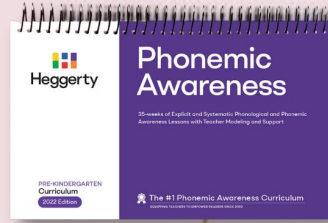


Lucy Calkins
Reading & Writing
Workshop

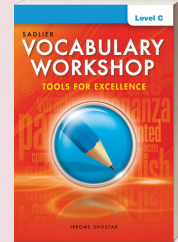
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Phonemic Awareness



Vocabulary



Our next steps...

Beginning in January 2024, some classrooms at WSS and SES will be piloting Amplify Core Knowledge Language Arts (Amplify CKLA), a nationally recognized reading program aligned to the Science of Reading.

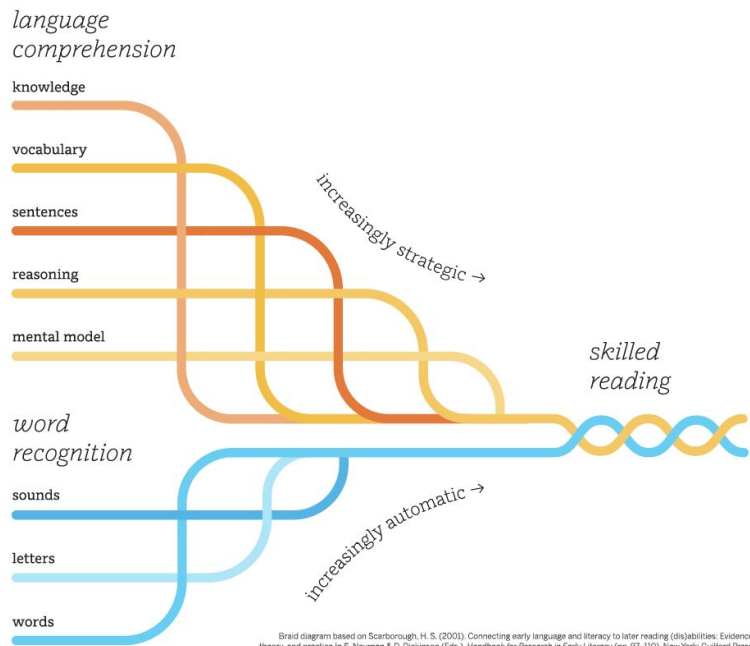


What is Amplify CKLA?

- Comprehensive early literacy program (PK-5) grounded in the Science of Reading
- Sequences deep content knowledge with research-based foundational skills
- Recognized by the Knowledge Matters Campaign for excellence in intentionally building knowledge
- Rated all green on EdReports



What is Amplify CKLA?



Braid diagram based on 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. 97-130). New York: Guilford Press.

- Explicit, systematic foundational skills instruction
 - Research-based Scope & Sequence with Print Concepts, Phonological Awareness, Phonics and Word Recognition and Grammar
- Knowledge-building sequence
 - Content-specific, cumulative



Amplify CKLA Literacy Block

K-2	3	4-5
120 Minutes	120 Minutes	90 Minutes
60 Minutes = Knowledge Block 60 Minutes = Skills Block	Integrated Block Knowledge and Skills Combined	Integrated Block of Knowledge and Skills Combined
Knowledge Block Content knowledge through Read Aloud Reading, Language/Vocabulary, Writing, Speaking, & Listening	Knowledge and Foundational Skills combined with increasingly complex texts, close reading, and writing	Knowledge and Foundational Skills combined with increasingly complex texts, close reading, and writing
Skills Block Foundational Skills and Reading	Supplemental Quests: Gr. 3 - The Viking Quest	Supplemental Quests: Gr. 4 - The Contraption Gr. 5 - The Robot



The Importance of Knowledge-Building & Connections from Year to Year

PreK



- All About Me
- Families and Communities
- Plants
- Animals
- Habitats
- Classic Tales
- Important People in American History

Kindergarten



- Nursery Rhymes and Fables
- The Five Senses
- Stories
- Plants
- Farms
- Native Americans
- Kings and Queens
- Seasons and Weather
- Columbus and the Pilgrims
- Colonial Towns and Townspeople
- Taking Care of the Earth
- Presidents and American Symbols

Grade 1



- Fables and Stories
- The Human Body
- Different Lands, Similar Stories
- Early World Civilizations
- Early American Civilizations
- Astronomy
- The History of the Earth
- Animals and Habitats
- Fairy Tales
- A New Nation: American Independence
- Frontier Explorers

Grade 2



- Fairy Tales and Tall Tales
- Early Asian Civilizations
- The Ancient Greek Civilization
- Green Myths
- The War of 1812
- Cycles in Nature
- Westward Expansion
- Insects
- The US Civil War
- The Human Body
- Immigration
- Fighting for a Cause

Grade 3



- Classic Tales: The Wind in the Willows
- Animal Classification
- The Human Body
- The Ancient Roman Civilization
- Light and Sound
- The Viking Age
- Astronomy: Our Solar System and Beyond
- Native Americans: Regions and Cultures
- Early Explorations of North America
- Colonial America
- Ecology

Grade 4



- Personal Narratives
- Empires in the Middle Ages
- Poetry
- Eureka! Student Inventor
- Geology
- Contemporary Fiction
- The American Revolution
- Treasure Island

Grade 5



- Personal Narratives
- Early American Civilizations
- Poetry
- The Adventures of Don Quixote
- The Renaissance
- The Reformation
- A Midsummer Night's Dream
- Native Americans
- Chemical Matter

Decodable Text

Kindergarten and 1st Grade



Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen **see** a cab on the **street**.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

Kit



Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.



The Hot Dog

Mom had a hot dog.

She left the hot dog on a shelf in the den.

The hot dog sent up a smell.

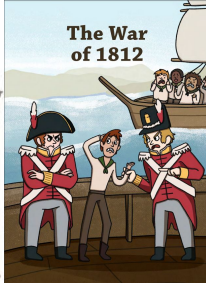
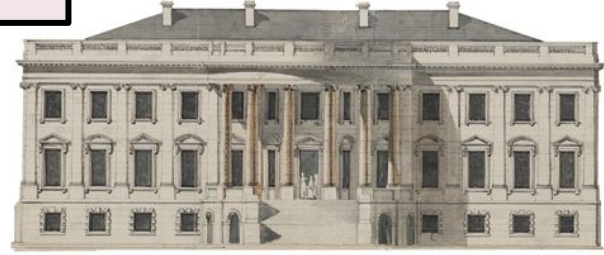
The smell drifted and drifted.

The cat bandit sat on the deck, wishing he had a snack.

Then the hot dog smell hit him.

Such a smell!

Sniff, sniff, sniff!



The President's House was a special house that had been constructed for the president. (Today it is called the White House.) It was only about ten years old at the time. It was home to President Madison and his wife, Dolley.

President Madison was aware that there was going to be a big battle outside the city. He planned to go **support the troops**. He ordered some soldiers to protect Mrs. Madison and the President's House. Then he jumped on his horse and rode off.

The battle outside the city did not go well. The U.S. Army was beaten.

People quickly found out about the **defeat**. The army had lost! The British were coming! People in the city **panicked**. They grabbed their things and ran away. The roads were jammed with people and carts.

Chapter
1 Introduction:
Meet
Rattenborough



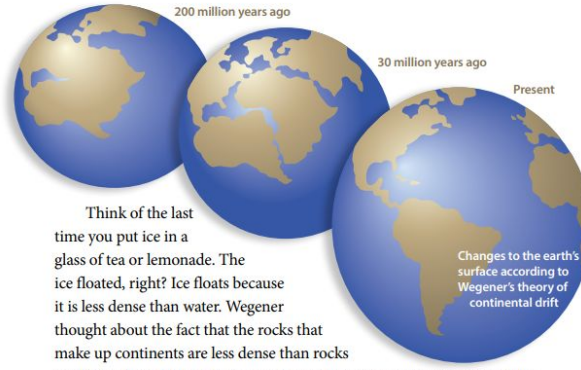
Greetings! Rattenborough, the famous explorer and animal expert here! Remember me? I taught you all about animals and **habitats** when you were just little kids in first grade. I've been busy since then traveling around the world. But, I'm back now to teach you everything I've learned about animals during my travels.

First, let's take a quick look at what you learned in first grade. Do you remember what a **habitat** is? A **habitat** is the place where animals and plants live. We learned that there are different **habitats** all over the world with different kinds of animals and plants living there.

We visited a desert **habitat** where it was very hot and dry. It hardly ever rains in a desert so the plants and animals that live there have to be able to get by with very little water. I bet you remember that cactus plants live in the desert, along with snakes and lizards.

Grade 3

Animal Classification



Think of the last time you put ice in a glass of tea or lemonade. The ice floated, right? Ice floats because it is less dense than water. Wegener thought about the fact that the rocks that make up continents are less dense than rocks on the seafloor. "What if continents were like enormous pieces of ice?" he wondered. "Could they float over the denser rocks of the ocean bottom and move around?"

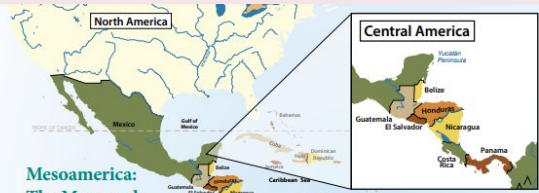
In 1915, Wegener published a book titled *The Origins of Continents and Oceans*. In it, he presented his **hypothesis** about how the earth's continents had moved over time. He called the process **continental drift**.

Wegener proposed that millions of years ago, Earth had one huge landmass. He described it as a supercontinent and named it Pangaea, from the Greek word *pangaea*, meaning "all the Earth." At some point, Pangaea broke up, and the pieces—the continents—very slowly **drifted** away from each other. As the continents moved, mountain ranges pulled apart. Rock formations split. New oceans filled in the widening gaps between the landmasses. Groups of plants and animals that had once lived together were separated. As continents drifted, their climates changed. Antarctica's climate, for example, grew so cold that the continent's plants and animals died. Only their fossils remained, buried under snow and ice.

9

Grade 4

Geology



Mesoamerica:
The Maya and
the Aztec

Mesoamerica, or Middle America, was home to the Maya and the Aztec civilizations. This region lies north of the Equator in an area called the tropics. It includes a portion of present-day Mexico in North America and parts of Central America. It occupies much of the **isthmus** that joins the continents of North and South America. The present Central American countries of Guatemala, Belize, Honduras, El Salvador, Nicaragua, and northern Costa Rica are all part of Mesoamerica. Mesoamerica has very **diverse** landscapes, including dry coastal deserts and wet inland rainforests.

The Yucatán Peninsula is surrounded by water on three sides. It lies between the Gulf of Mexico and the Caribbean Sea, and was home to many Maya. Warm, humid rainforests cover the southern part of the peninsula. Its **lush** vegetation supports animals as varied as jaguars, snakes, bats, monkeys, toucans, and quetzal birds. The northern part of the Yucatán is drier and has no rivers, only lakes and swamps. The Yucatán's thousands of deep **cenotes** supply fresh water to the area—water needed in order for settlements to develop. Maya **descendants** are still there, living alongside the ruins of the ancient civilization.

4

Grade 5

Early American Civilizations

Amplify CKLA Caregiver Hub

<https://amplify.com/caregiver-hub/amplify-ckla/>





Questions?

