

Science of Reading

Where are we now?

NADCO Collegial Circle - May 8, 2025

Essential Questions

- What are the key principles of SOR that our schools/districts have embraced?
- What systems need to be in place for SOR to impact on student performance and achievement?
- What does SOR look like at the upper elementary (curriculum and instruction)?
- What role does professional development continue to play in making shifts?

What the Science of Reading **is**...

- A vast, **interdisciplinary** body of scientifically-based research about reading and literacy
- Based on research conducted **over the last five decades** across the world
- Derived from thousands of studies conducted in multiple languages
- A preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

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

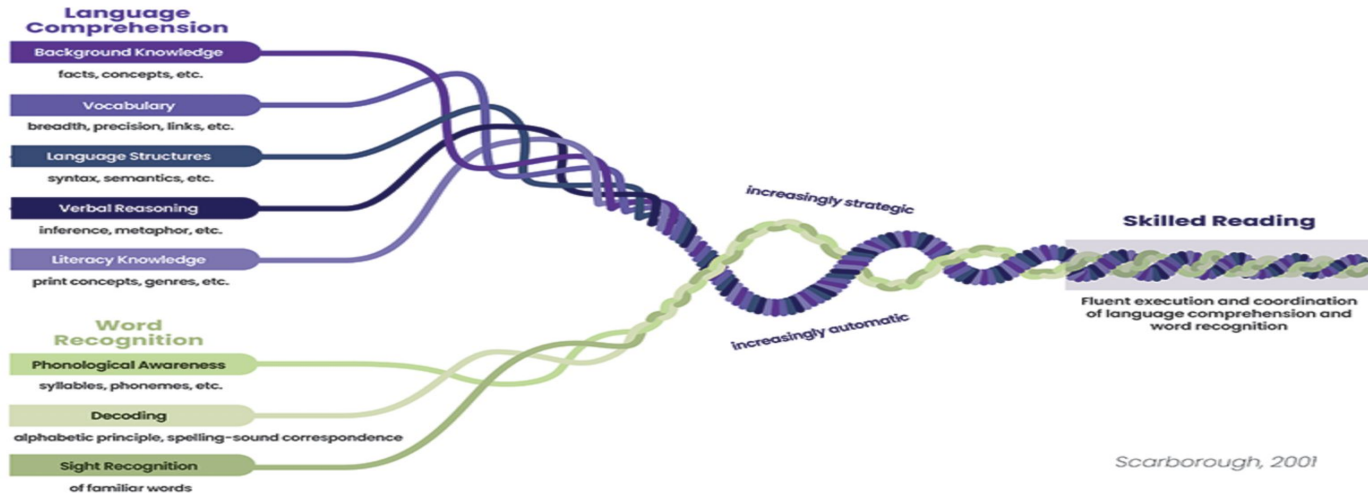
<https://www.thereadingleague.org/what-is-the-science-of-reading/>

SOR 101

Simple view of reading

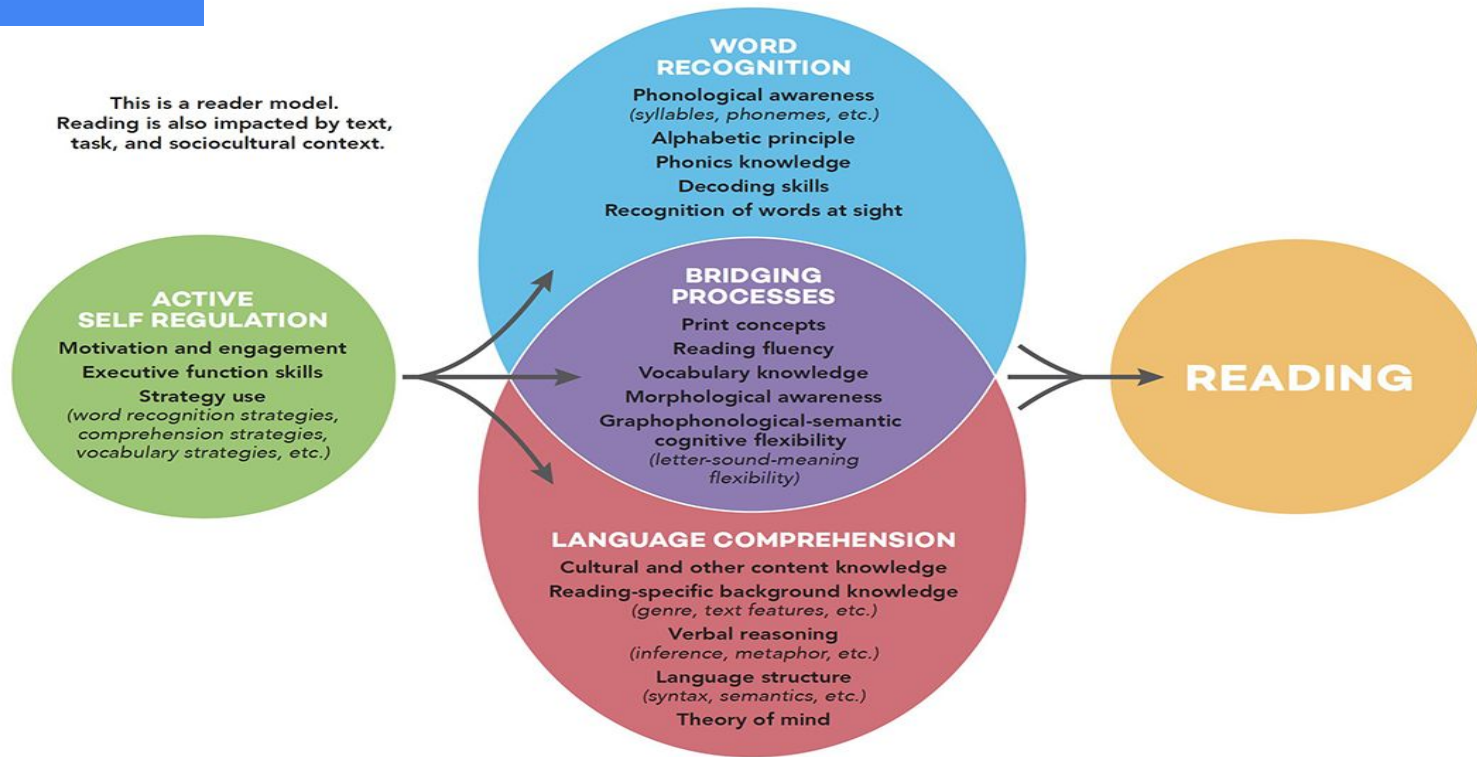


Gough and Tunmer, 1986



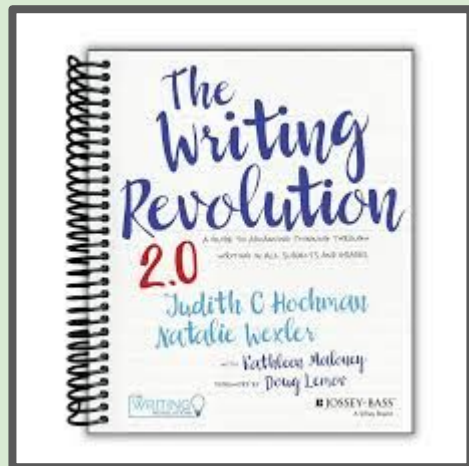
Scarborough, 2001

ACTIVE VIEW OF READING



Writing Rope

Joan Sedita



SKILLED WRITING

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding



So Much More...

CONNECTING THE DOTS



Curriculum Matters

Farmingdale's Vision for Improvement



Dufour's five essential elements of successful school-improvement efforts to increase student learning (DuFour, 2016)

From PLCs & Curriculum to Data Systems & MTSS

All teachers must work on a collaborative team. No one works in isolation.

Teachers implement a guaranteed and viable curriculum - a curriculum that aligns to priority standards or the essential knowledge & skills on a unit-by-unit basis (Marzano, 2003).

Teams monitor student learning in an ongoing assessment process that includes team-developed common formative assessments.

Teams use the results of common assessments to improve individual practice, build team capacity to achieve goals, & intervene in or extend student learning.

The school provides a system of teacher, team, and schoolwide interventions and extensions.

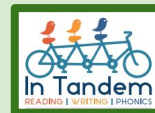
Farmingdale - Tier 1

Tier 1 Curriculum Development/Professional learning:

- **Curriculum Shared Drive** (All K-12 Teacher Created Curriculum housed)
 - Literacy Scope Aligned - Reading, Word Study, Writing, Geodes, Foundations, Heggerty
- Long term commitment to **Instructional Coaching - Learning Walks**
- **Foundations** Fidelity
- Pilots in utilizing **Geodes** - Now full implementation K-2
- **The Reading League** Professional Development for Admin/Instructional Coaches (23-24)
- The Reading League Conference and ELA National Conference (NTCE)
- **ELA Curriculum Review Committee**
- Data Focused **Professional Learning Communities** weekly meetings (K-12)
- **Program specific training**
 - Foundations, Geodes, Heggerty, Morpheme Magic, & In Tandem
- **iReady Domain Specific Analysis** (ie. Vocabulary development)

Tier 1 Shifts in Curriculum & Instruction:

- **Geodes, Heggerty, Foundations** (K-2) and **Geodes** (Gr 3 in 25-26)
- **In Tandem Structured Literacy Small Group Instruction** (K-2)
- **Classroom Library Decodables**
 - Wilson, Daffodil Hill Press, Pioneer Valley -Storybook, Flyleaf, Benchmark
- **UFLI** in grades 3-5
- Foundations/Fluency benchmarks/iReady Literacy assessments
- **Morpheme for Littles** (2-3) and **Morpheme Magic** (4-8)



Farmingdale - Tier 2 & 3

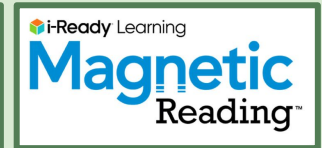
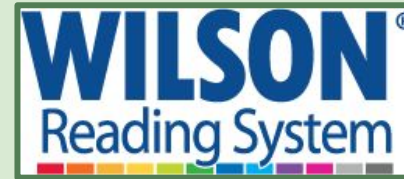


Tier 2 & 3 Curriculum Development/Professional learning- Training

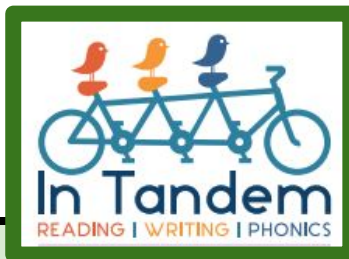
- **Lexia LETRS** for K-12 Reading Specialists/Sp Ed Learning Consultants
- **Lexia LETRS** for Admin for K-12 Administrators and Instructional Coaches
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- **ELA Curriculum Review Committee**
- Data Focused Professional Learning Communities - Grade Level specific
- Program specific training
 - Wilson Academy, Lexia Core 5, Lexia Power Up, Magnetic Reading

Tier 2 & 3 Shifts in Curriculum & Instruction:

- Foundations **Double Dose**, Heggerty, In Tandem (K-2)
- **Lexia Core 5** (Grades 2-5) and **Lexia Power Up** (Grades 6-12)
- **Magnetic Reading** (HS/MS SpEd Self-Contained)
- **Morpheme Magic** (MS)
- **Wilson Reading** (Grades 2 - MS)



'Why' and 'What' is In-Tandem?



In-Tandem: POWER OF PARTNERSHIP

- **Systematic phonics** along side **differentiated instruction for small group**
- 5 day lesson pairs with **decodable book** with a **fiction** or **non fiction text**
 - **Targeted instruction in phonemic awareness, phonics, reading, writing, vocabulary, comprehension and fluency.**
- Our Tier 1 will still include Foundations, Geodes & Heggerty for whole class
- In Tandem will support small group in the classroom (5 day lesson over 2 weeks)
 - **Tier 2 & 3 Reading Interventionists will work with classroom teacher to ensure 5 day lesson will be completed in 1 week and support consistency of learning target**

Testimonials:

- *"We've been using In Tandem for a few years and we are seeing a huge difference in our scores! We now have students who are testing out of needing phonics and phonemic awareness lessons as an intervention. From day to day, we are seeing the follow through is evident from the reading intervention classroom to the classroom! We love In Tandem."*
–**Dr. Jennifer DeHayes - Woodward Parkway Elementary, Farmingdale, NY**
- *The children are transferring phonics skills with such automaticity that they were not doing in September.*
–**Shayna Tabick- Woodward Parkway Elementary, Farmingdale, NY**
- **Webinar:** [Closing the Gaps in Phonics with In Tandem](#)

Coaching Collaborative

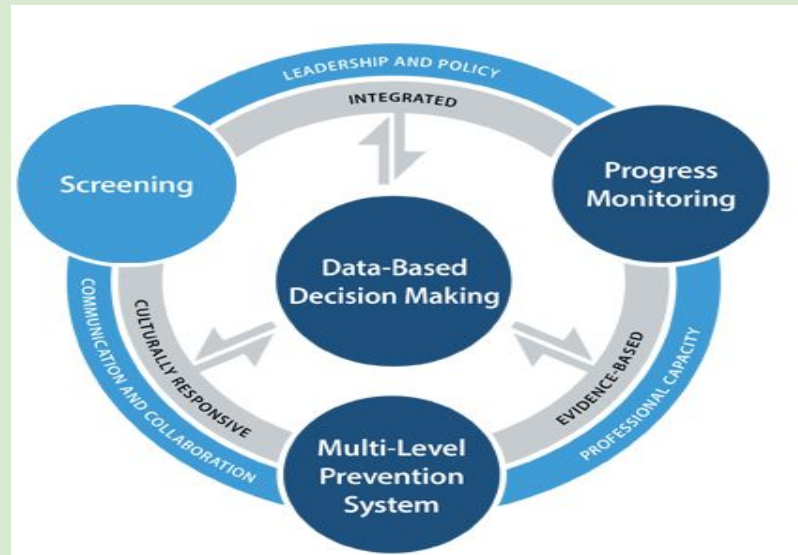


Friday, May 30, 2025
10:30 - 2:30
Lunch Provided

Howitt Middle School
50 Van Cott Avenue
Farmingdale

Data at the Center

Problem Solving and Decision Making



<https://mtss4success.org/>

Data at the Center

WHY	Challenges	Solutions
<u>Essential Component of MTSS</u> Strengthens and Supports Decision Making Leads to additional or deeper questions Trends and Patterns	Data Integration Team Protocols and Process with Data Navigation and Ease Lack or confusion with data decision rules	MTSS Plan - Supports team roles and responsibilities and decision making <u>Massapequa MTSS Plan</u> Data Dashboards - <u>Frontline Analytics</u> , Powerschool, Infinite Campus Curriculum Planner, <u>Branching Minds</u> , <u>LinkIt</u> , <u>Panorama</u> Data Training

Professional Development

*Building Knowledge, Understanding
and Capacity*

Professional Development - Why and How

Understanding the Why - Literacy Shifts Forums

The Reading Wars

Embedded through literacy coaches: Literacy Briefs Unpack, SOR Unpack, including best practices in current programs

Outside organizations: [Institute for Multi Sensory Education](#) (IMSE), [The Reading League](#), [International Dyslexia Association](#), [Max Scholar](#), [Lexia LETRS](#), [Literacy Strategies Consulting](#) (Jennifer Serravallo), [Mossflower](#) (Lucy Calkins) [In Tandem](#)
Pioneer Valley