

"READING IS A PASSPORT  
TO COUNTLESS ADVENTURES."  
- MARY POPE OSBORNE



# SPS Literacy

A brief update for School Committee  
*October 25, 2023*

# Thank you.

## Meet our Reading Specialist team.

Vanessa Colleran



Floral & Paton

Maureen Henry



Coolidge

Heather Mistretta



Beal & Spring

Susan Direnzo



Sherwood

# Shifting Practices Together

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly  
Strategic

## Skilled Reading

Fluent execution and  
coordination of word  
recognition and text  
comprehension.

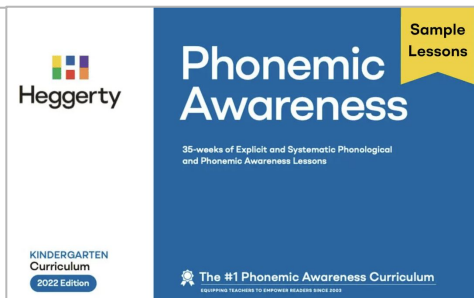
## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly  
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

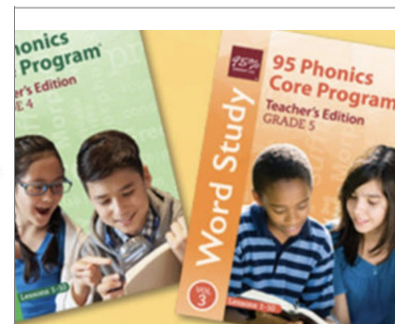
# Programmed for Success



Grade K



Grades K-3

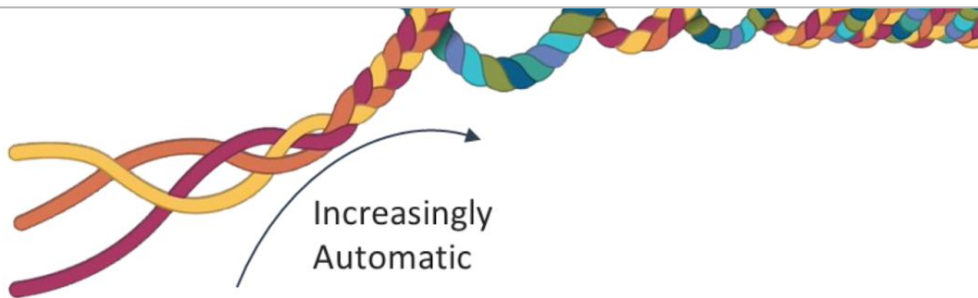


Grades 4 & 5

Gr 6

## Word Recognition

- Phonological Awareness
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# Aligning Support to Student Need

2023-2024

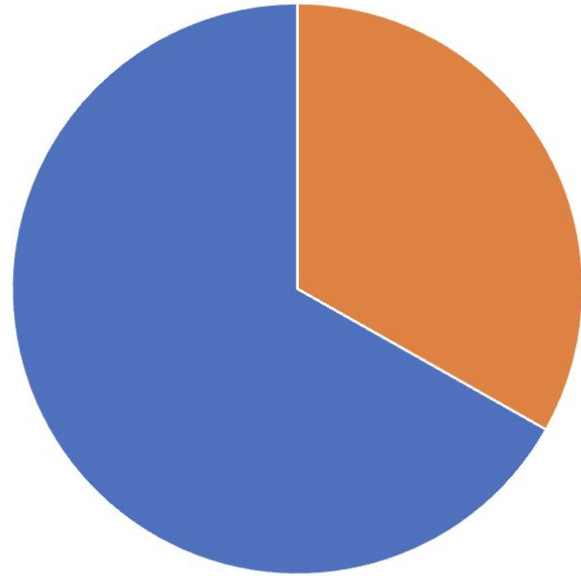
Reading screener

& additional  
diagnostic tools

Curriculum Based Measure (CBM) / 	Assesses	Example
Phoneme Segmentation (Grades K-1)  <div style="border: 1px solid black; padding: 5px; display: inline-block;">cat /k/a/t/</div>	Students' ability to hear and say separate phonemes, or distinct sounds, of CVC words which is important for beginning reading AND writing.	Teacher says the word 'mop,' students should respond by saying each separate sound/m/-/o/-/p/.
Letter sounds (Grades K-1)  I W Q p g C T q g H K t S G c b t f m Z r w b X	Students need to match letter sounds automatically with the letter they are looking at to support reading AND writing.	Teachers show some letters in a mixed-up order. Students need to give the sound automatically each letter makes when the teacher points it.
Expressive nonsense word (Grades 1-3)  _pid_ _lus_ _jul_ _lif_ _miv_ _dov_ _pux_ _goz_	This is an early measure of the student's decoding skill. Nonsense words help us to know if a child is learning to decode (vs. memorizing)	Teacher shows made-up CVC words. Students read each word - sound by sound then blend the sounds together or automatically, which is the goal.
Passage oral reading (Grades 1-4)  THE LIZARD Belo wanted a pet. His mom said, "No pets with fur. The fur makes us sneeze." Belo thought about what kind of pet he could get. He had an idea.	Assesses both decoding, accuracy and fluency, and is seen as a critical measure of reading fluency.	Student reads the story aloud for 1 minute to the teacher.

# Learn & Apply: A Model for Building Capacity

Total Professional Development Hours



■ Fall 2023



## The Big Picture

All educators are actively engaged in shifting their literacy practices, and all students are being supported with high quality curriculum materials.

## Challenges

Change takes time, and time in schools is a precious resource. Supporting this shift will require continued investment in additional resources.

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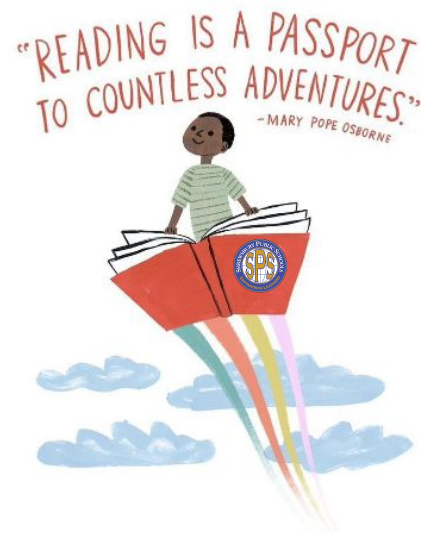
*We aspire to empower students by providing structured, standards-based literacy experiences that are engaging, relevant and responsive to their identities. Our shared commitment is to ensure equitable access to the curriculum and to foster curiosity, lifelong enjoyment of reading and writing and a growth mindset so that students experience academic success and apply their skills to understand and impact the world around them.*

*We will do this by providing evidence-based literacy instruction that is explicit, systematic and aligned across grades PreK-6. We will use a comprehensive assessment system to analyze and respond to students' literacy needs, ensuring that all students enjoy the supports and opportunities our district has to offer.*

*We will provide teachers with the tools, professional development and materials to implement all components of literacy instruction so that they can confidently and effectively support the diverse range of students in our community.*

*In this way we will ensure that everyone has the resources and knowledge to effectively contribute to their community.*

# A Shared Vision





Questions?

