

ALIGNMENT OF MATERIALS TO THE SCIENCE OF READING

LITERACY ACHIEVEMENT AND
READING SUCCESS



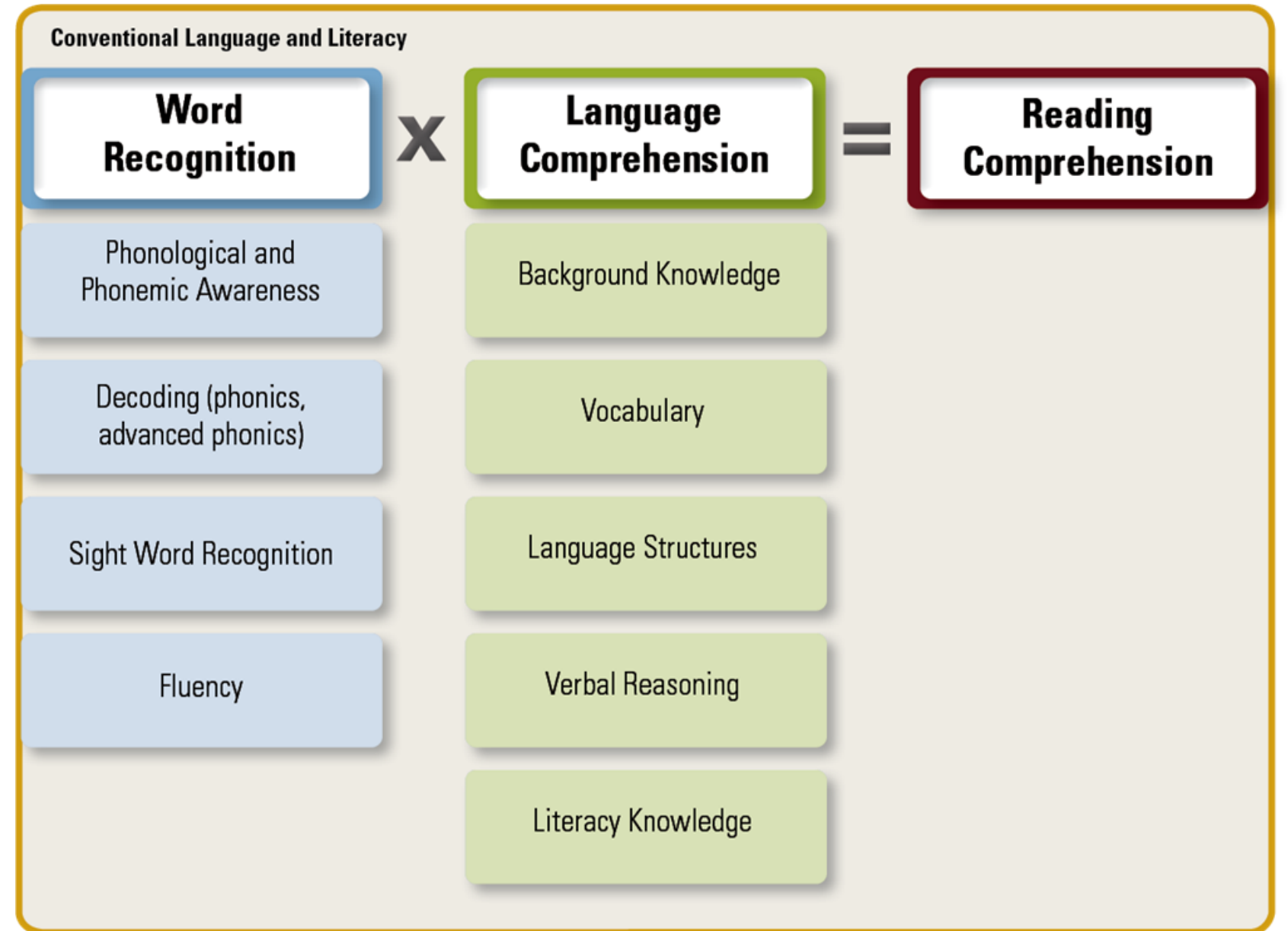
OBJECTIVES

- Define essential literacy components
- Discuss practices within each component which are aligned to the science of reading
- Define principles of learning science to support literacy instruction




K-5 LITERACY MATERIALS ALIGNED TO READING SCIENCE

- Analyze student data to determine strengths or areas of need in each component.
- Conduct an audit of current materials.



CHANGING EMPHASIS

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing 	

Section 2: Essential Early Literacy Skills

(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)



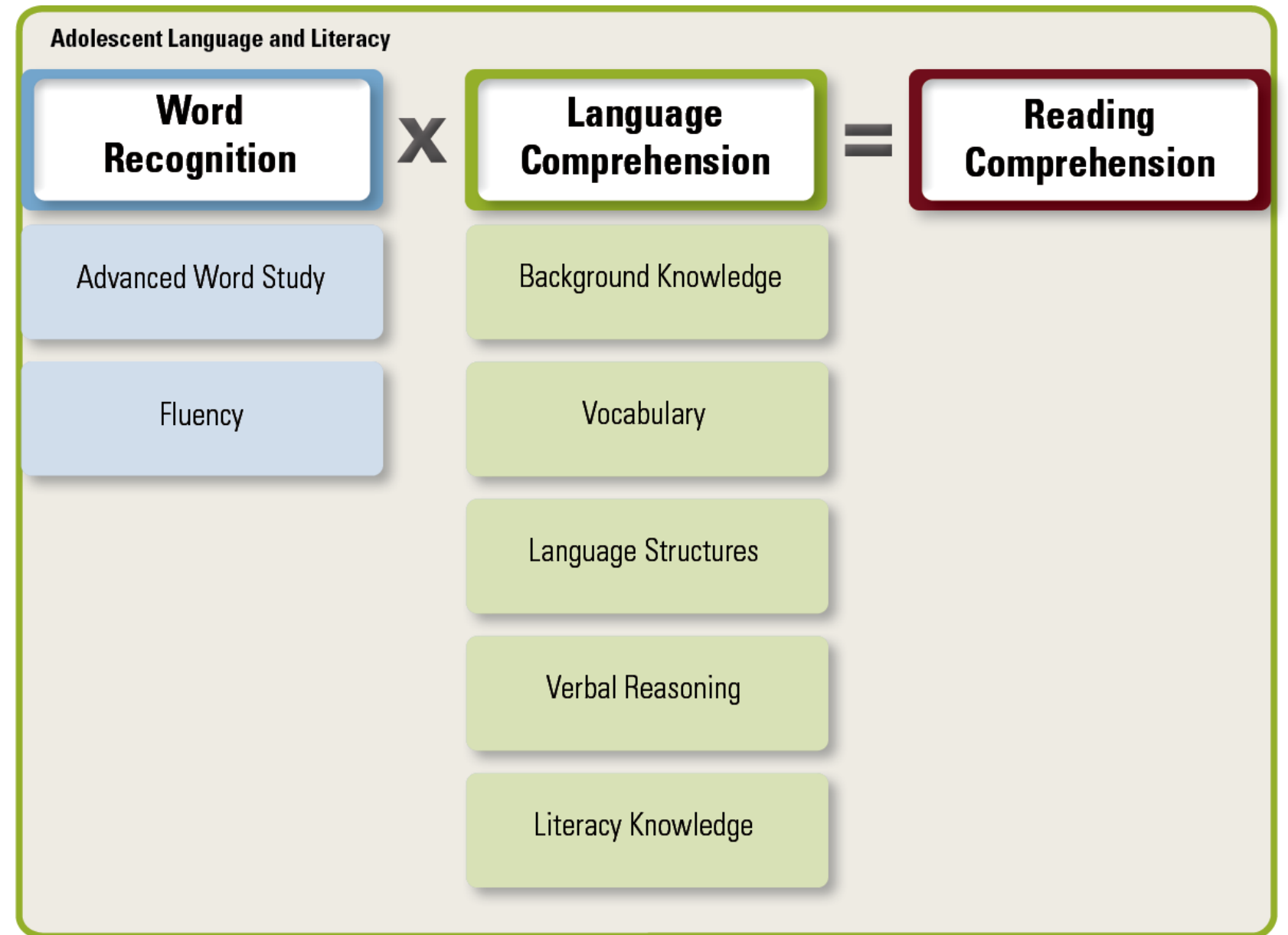
K-5 IMPLEMENTATION GUIDE

Skill Area	Explicit Literacy Practices	Non-Explicit Literacy Practices
Phonological Awareness	<ul style="list-style-type: none"> • Emphasis on the sounds in spoken language distinct from and prior to phonics instruction • Phoneme awareness used as the starting point for print 	<ul style="list-style-type: none"> • Letters used as the starting point for print • Reading treated as a visual skill • Confusion of phonemic awareness and phonics
Phonics and Spelling	<ul style="list-style-type: none"> • Intentional instruction in letter-sound combinations • Sequenced from easier to harder for reading and spelling • Application of word reading in print 	<ul style="list-style-type: none"> • Taught whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families) • Mini lessons responding to student errors
Vocabulary and Oral Language	<ul style="list-style-type: none"> • Oral language as the reference point for print • Books used for reading aloud are more challenging than those students read independently • Scripted teacher dialogue 	<ul style="list-style-type: none"> • Modeling reading aloud from the leveled books students will read • Non-directive questioning and discussion
Reading Fluency	<ul style="list-style-type: none"> • Young students read text that is controlled to include only those phonics patterns that have been explicitly taught • Fluency building only after accuracy • High degree of teacher-student interaction with immediate corrective feedback 	<ul style="list-style-type: none"> • Use of leveled or predictable texts that are not controlled for decoding difficulty • Error response focuses on picture cues or the use of context to determine words • High degree of independent silent reading • Miscue analysis
Reading Comprehension	<ul style="list-style-type: none"> • Background knowledge, text structure, and strategies overtly modeled and practiced in a planned progression 	<ul style="list-style-type: none"> • Emphasis on teacher modeling (think aloud) • Activities such as choral reading, shared reading and guided reading; Student book choice



6-12 LITERACY MATERIALS ALIGNED TO READING SCIENCE

- Analyze student data to determine strengths or areas of need in each component.
- Conduct an audit of current materials.



6-12 IMPLEMENTATION GUIDE

Skill Area	Explicit Literacy Practices	Non-Explicit Literacy Practices
Phonics and Advanced Word Study	<ul style="list-style-type: none"> • Intentional instruction in letter-sound combinations and connection between sound and print • Sequenced from easier to harder for reading and spelling • Application of word reading in print • Attention to word origin and morphology 	<ul style="list-style-type: none"> • Taught whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families) • Focus on utilizing context to determine meaning of multisyllabic words • Mini lessons responding to student errors
Vocabulary and Oral Language	<ul style="list-style-type: none"> • Oral language as the reference point for print • Books used for reading aloud are more challenging than those students read independently • Scripted teacher dialogue 	<ul style="list-style-type: none"> • Modeling reading aloud from the leveled books students will read • Non-directive questioning and discussion
Text Reading Fluency	<ul style="list-style-type: none"> • Young students read text that is controlled to include only those phonics patterns that have been explicitly taught • Fluency building only after accuracy • High degree of teacher-student interaction with immediate corrective feedback 	<ul style="list-style-type: none"> • Use of leveled or predictable texts that are not controlled for decoding difficulty • Error response focuses on picture cues or the use of context to determine words • High degree of independent silent reading • Miscue analysis
Reading Comprehension	<ul style="list-style-type: none"> • Background knowledge, text structure, and strategies overtly modeled and practiced in a planned progression 	<ul style="list-style-type: none"> • Emphasis on teacher modeling (think aloud) • Activities such as choral reading, shared reading and guided reading • Student book choice

WRITING

Program includes explicit instruction in **transcription** skills

- Handwriting (K-3)
- Spelling (connected to phonics)
- Conventions
- Keyboarding (2nd +)

Program includes explicit instruction in **translation** skills

- Grammar
- Sentence structure
- Writing processes
- Text structure
- Connected to texts students are reading



KEY FACTORS OF MATERIALS ALIGNED TO READING SCIENCE

Principles of Learning Science in Support of Literacy

- Explicit
- Systematic
- Cumulative



KEY FACTORS OF MATERIALS ALIGNED TO READING SCIENCE

Additional Considerations

- Includes remediation and enrichment supports
- Includes supports for English learners and learners with more complex needs
- Includes culturally responsive practices



CONTINUE YOUR LEARNING

- [Literacy Academy on Demand K-5](#)
- [Literacy Academy on Demand 6-12](#)

