



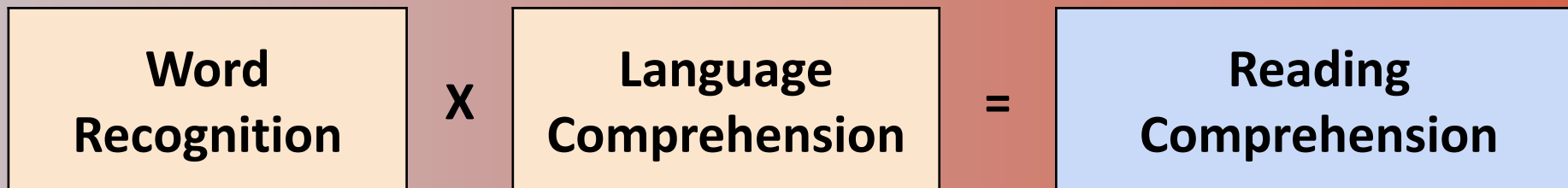
GCSC | Academic Update

November 14, 2023

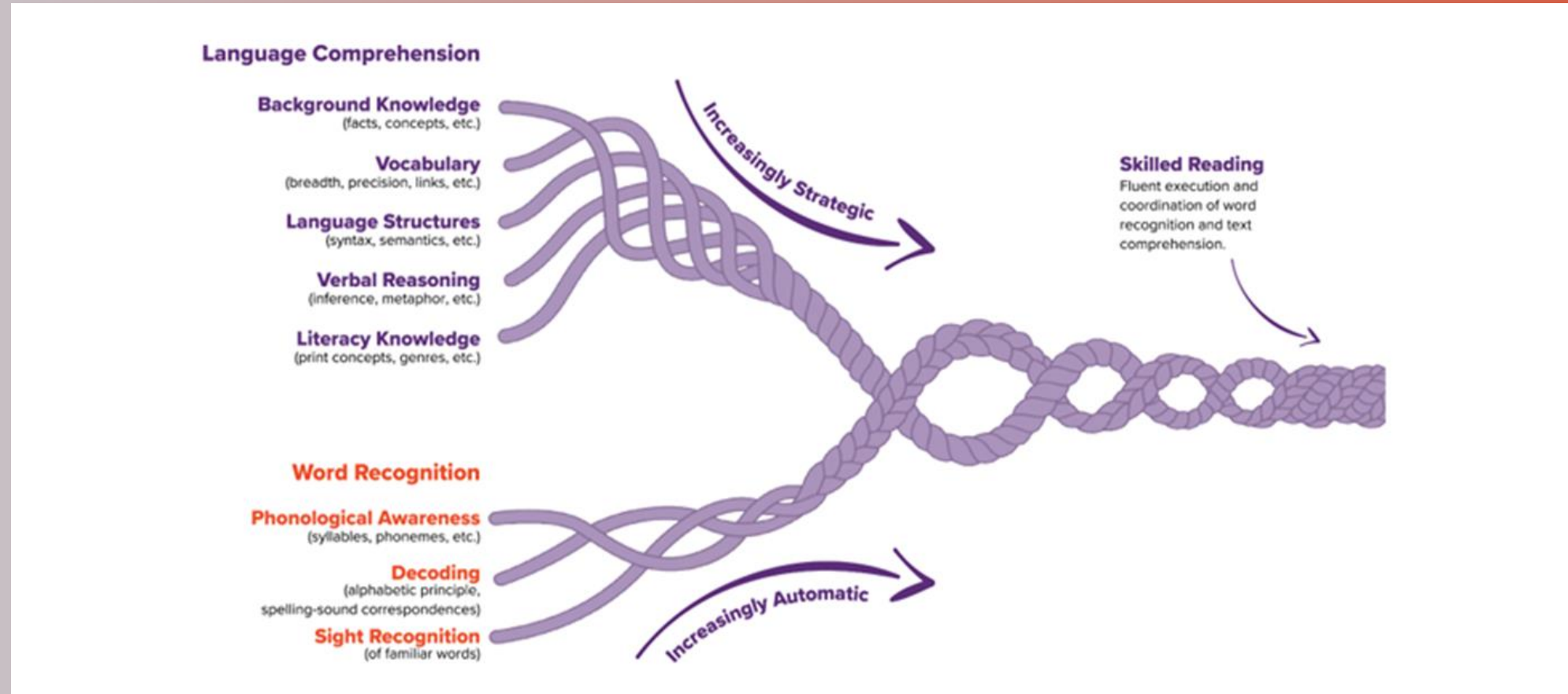
What is the Science of Reading?



*More than **60%** of American fourth graders are not proficient readers. Research shows that for about **35%** of students, learning to read will be easy. For **40-50%** of students, schools need to provide code-based, explicit, systematic, and sequential instruction. And for **10-15%** of students, learning to read will require many repetitions of that explicit code-based explicit instruction. Significant research has been conducted to understand how children learn to read, and the result of that research is what we now call the Science of Reading.*



What is the Science of Reading?



The Science of Reading

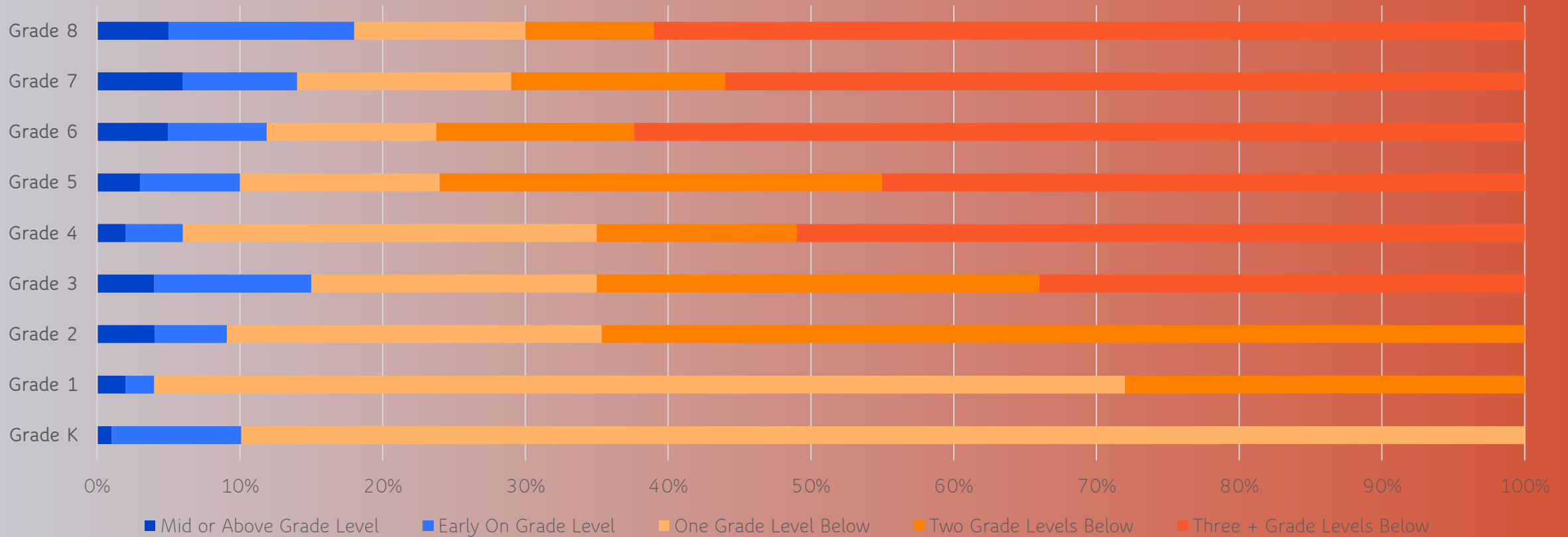


Word Recognition		Language Comprehension		Reading Comprehension
Can the reader decode the word? Yes = 1 No = 0	X	Does the reader know the word in oral language? Yes = 1 No = 0	=	Both domains must be in place for reading comprehension to occur
1	X	1	=	1
0	X	1	=	0
1	X	0	=	0

Fall 2023 i-Ready Reading



Reading Overall Placement by Grade



How are we supporting students?



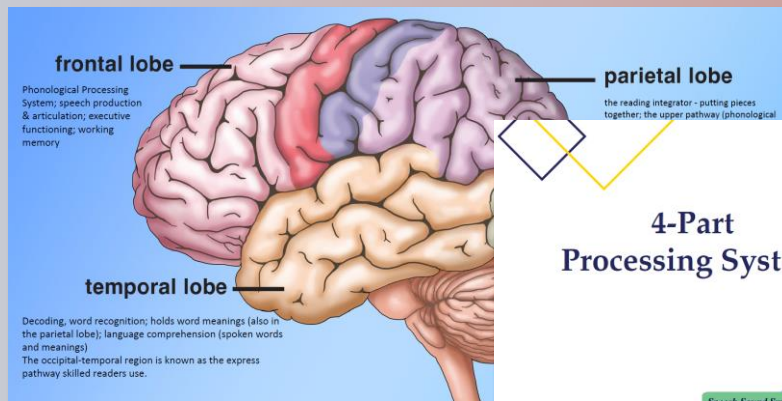
- Teacher professional development to increase teacher capacity and knowledge
- Digital programs that provide an individualized pathway for students
- Pull-out intervention lessons that use hands-on learning to reinforce science of reading
- High-impact tutoring for 3rd grade to provide additional practice toward mastery
- “Roaring to Read” family and community events

Teacher Professional Development

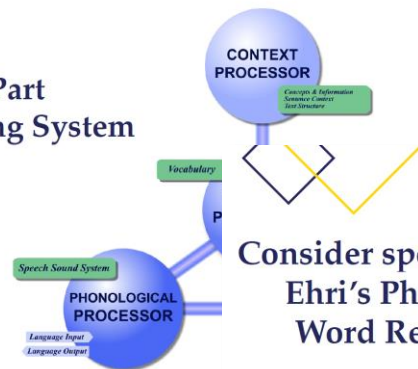


District professional development days have been used to provide professional development on:

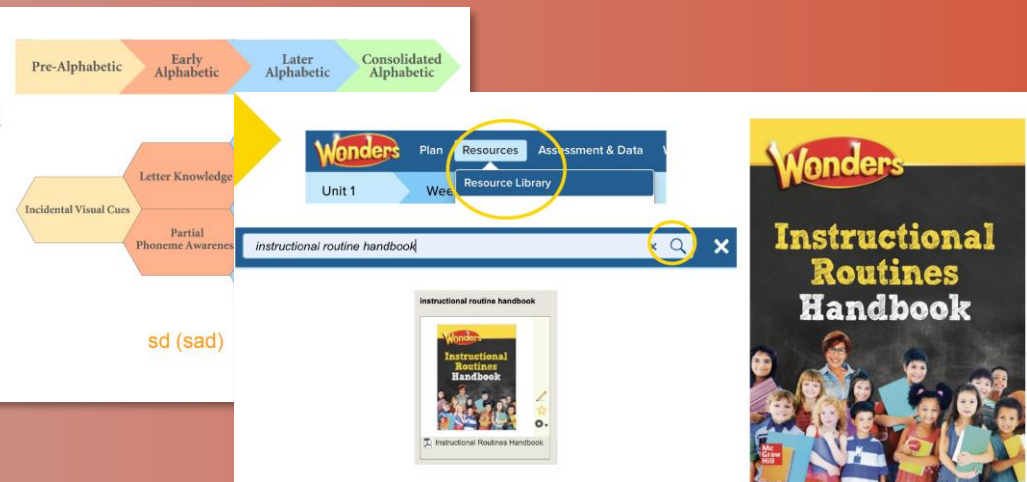
- The brain science behind language acquisition
- Strategies to support students at each phase of language development
- How to leverage Wonders and Heggerty curriculum to design SOR-aligned lessons



4-Part Processing System



Consider spelling and Ehri's Phases of Word Reading



Digital programs that provide individualized pathways



Pull out intervention lessons



- Retired teachers provide pull-out interventions
- Small groups of students engage with a teacher for 30-minute lessons
- Interventionists work at all 5 Elementary Schools for 15 hours/week each



High-Impact Tutoring



"Tutoring is one of the most effective ways to increase achievement for students from lower income students" – Annenberg Institute

Design Principles of High-Impact Tutoring	
Frequency At least 3x per week	Relationships Utilizing a consistent tutor throughout the program
Group Size No more than 4 students per tutor	Curriculum Leveraging high-quality instructional materials
Personnel Tutors receive adequate training and ongoing support	Scheduling Tutoring is provided during the school day
Focus Reading support for students in early grades and math-focused tutoring for older students	Delivery Mode Emerging evidence suggests virtual tutoring can be effective
Measurement Ongoing informal assessment	Prioritization Focus on lower-performing students

Community Literacy Initiative: Roar for Reading!



- First event Thursday, November 16th at Glen Park Academy!
- Themed book lists for every month (November's them: Gratitude)
- Monthly events for students, families, and community members
- Free and low-cost books for families
- Parent education nights focused on the Science of Reading

