

THE SCIENCE OF READING

AT PS 11

Parent Meeting

October 24, 2023

Jamie Torcicollo, M.S. CCC-SLP
Sixth Borough Speech, LLC

AGENDA

- What is the Science of Reading?
- Why are we adopting the SoR?
- What does phonics look like at school?
- What can you do to incorporate the science of reading at home?
- How to use the home-practice sheets
- Additional Resources
- Question and Answer

What is the “Science of Reading?”

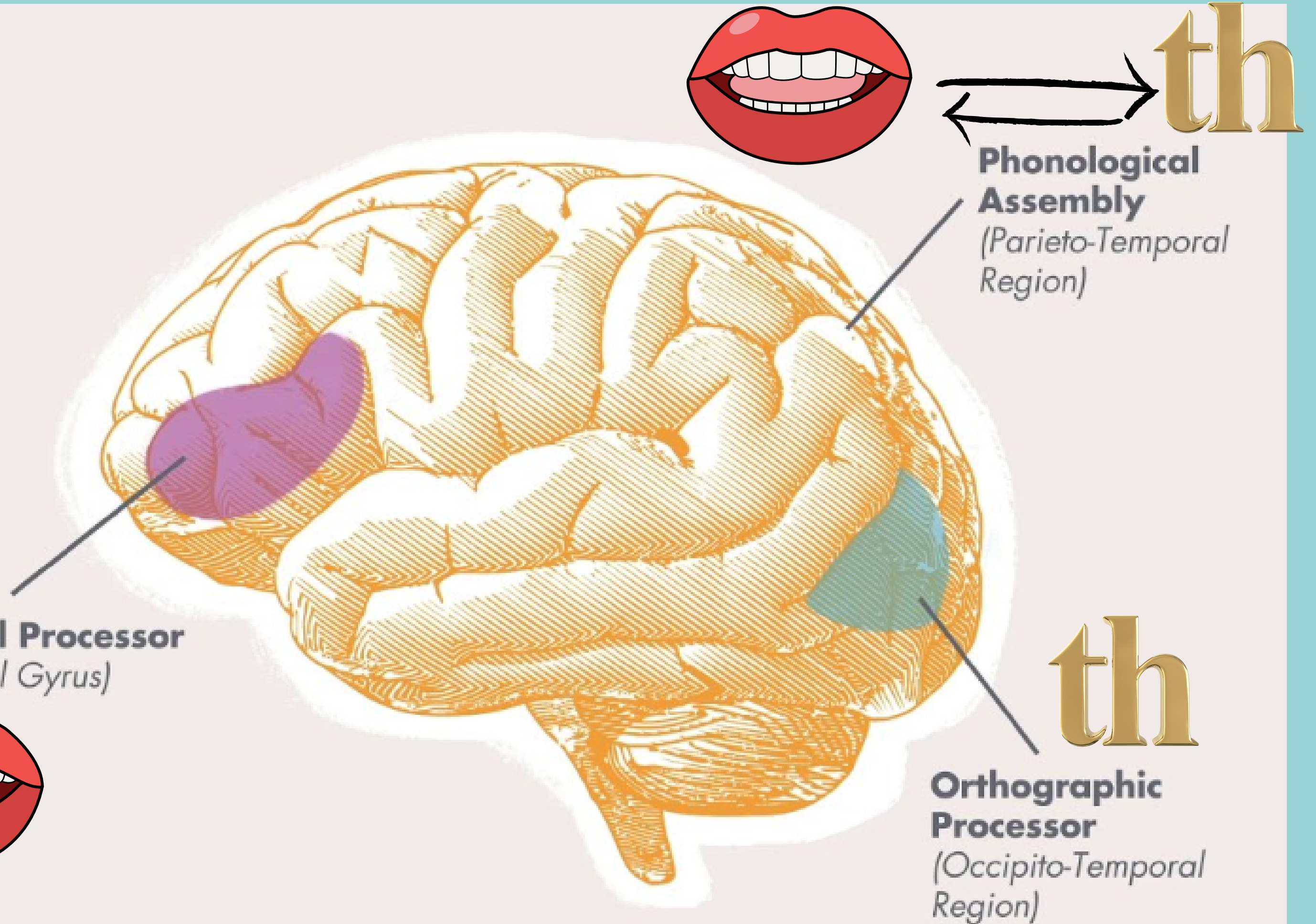
The body of work referred to as the “science of reading” is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction.

It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don’t learn, and what kind of instruction is most likely to work the best for the most students.

- Dr. Luisa Moats, a nationally recognized authority on how children learn to read and why some fail to learn

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The Reading Brain



Phonological Processor
(Inferior Frontal Gyrus)

Phonological Assembly
(Parieto-Temporal Region)

Orthographic Processor
(Occipito-Temporal Region)



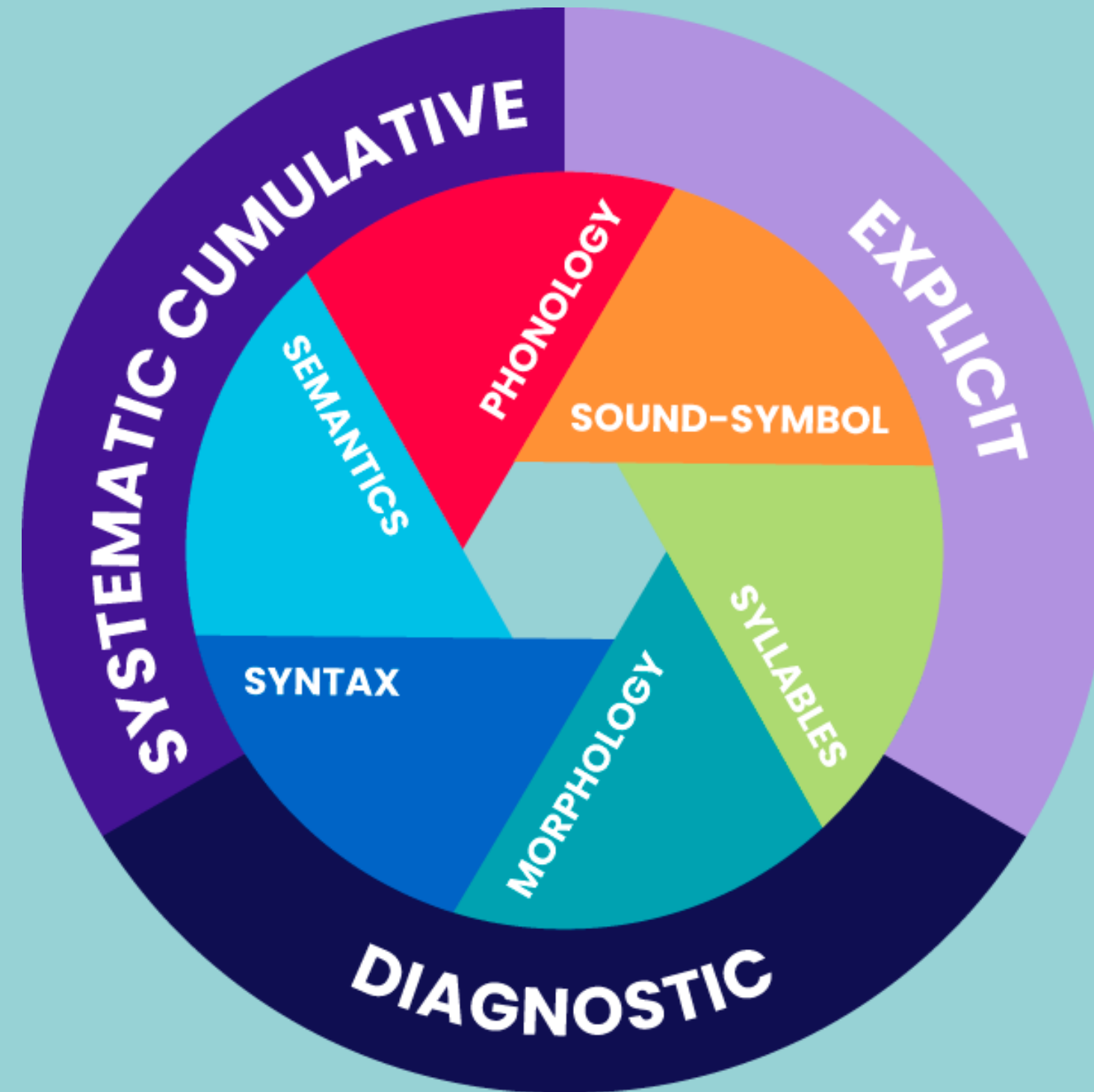
Left Hemisphere

Image from Zaner-Blosner

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Structured Literacy:

a science backed approach to literacy instruction



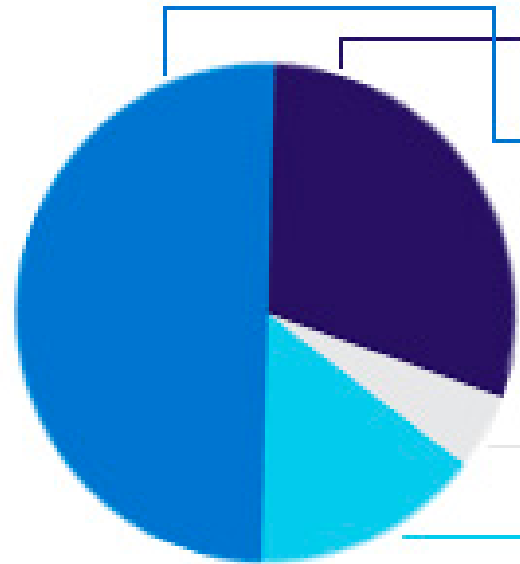
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Sixth Borough Speech, LLC

Images from

<https://www.lexialearning.com/blog/the-science-of-reading-vs-balanced-literacy>

95%

of students can learn to read when using instruction and programs based on the science of reading



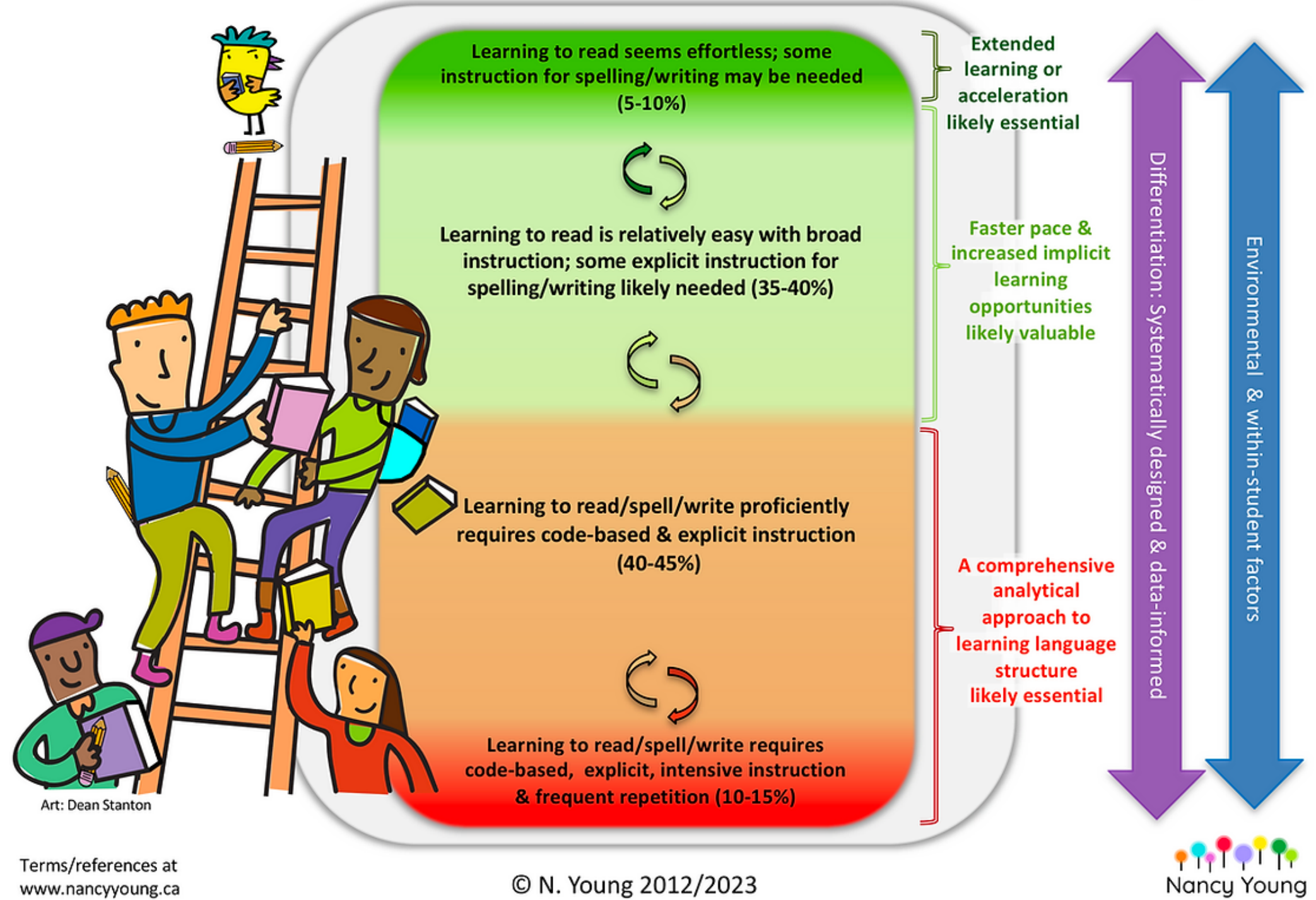
30% With any instruction

50% With explicit and direct instruction in foundational skills

15% With additional time and support

5% Will likely continue to struggle due to cognitive disabilities

The Ladder of Reading & Writing



What is involved in learning to read?



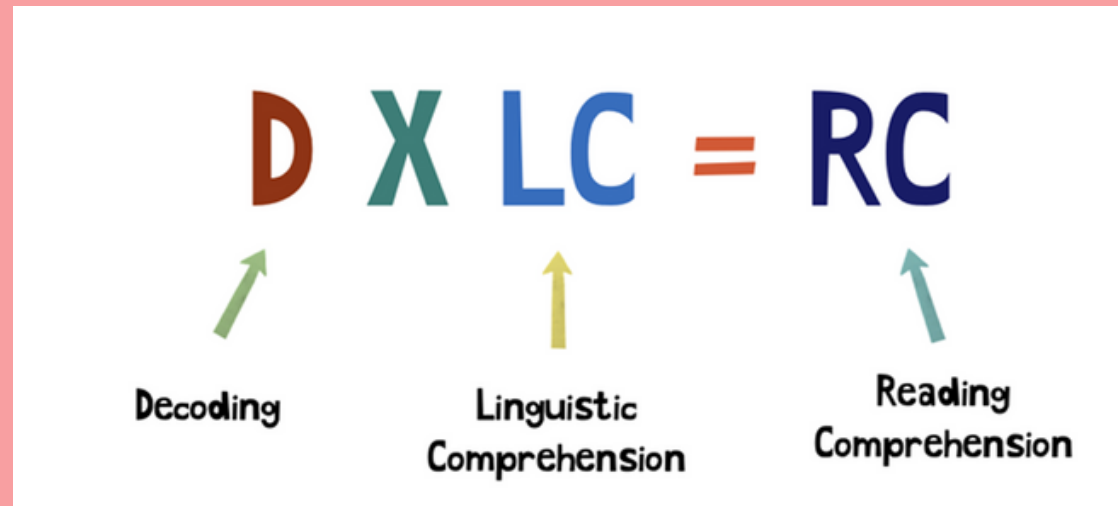
Image and Text
from UFLI Website



Developed for teachers, by teachers, with teachers

What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.



Is UFLI Foundations research-based? Is UFLI Foundations evidence-based?

UFLI Foundations is research-based. This means it was developed to align with what decades of reading research has shown to be effective. We incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words.

UFLI Foundations is also evidence-based. Before releasing the program, we spent two full years developing and piloting each component. We observed lessons, and we got feedback from teachers who were using the program. Most importantly, we assessed student progress, and we found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

K

Suggested Plan

Image from
UFLI Website

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /ī/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ō/
13. d /d/
14. c /k/
15. u /ū/
16. g /g/
17. b /b/
18. e /ĕ/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCe

54. a_e /ā/
55. i_e /ī/
56. o_e /ō/
57. VCe Review 1, e_e /ĕ/
58. u_e /ū/, /yū/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /ī/
74. y /ĕ/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /ā/
85. ee, ea, ey /ĕ/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

Other Vowel Teams

89. oo, u /oo/
90. oo /ū/
91. ew, ui, ue /ū/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
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Diphthongs

95. oi, oy /oi/
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97. Vowel Teams & Diphthongs Review

Silent Letters

98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
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Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2



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Image from UFLI Website

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126. -able, -ible
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WHAT DOES EACH LESSON LOOK LIKE?

Suggested Pacing of UFLI Foundations Lesson Implementation				
Monday	Tuesday	Wednesday	Thursday	Friday
Concept 1 Day 1	Concept 1 Day 2	Concept 2 Day 1	Concept 2 Day 2	Review Assessment

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Image from
UFLI Website




Lesson Number	Lesson Focus	Number of times /i/ is practiced
8	i /i/	41
9	n /n/	59
10	CVC	64
11	am/an	25
12	o /o/	14
13	d /d/	42
14	c /k/	17
15	u /u/	26
16	g /g/	21
17	b /b/	31
Total across 10 lessons:		338



Weekly Reading and Spelling Home Practice Guide

This school year, your child's teacher will be using the UFLI Foundations program for reading and spelling instruction. Your child will be learning **new concepts** (sounds and letter patterns) to build their skills in **reading and spelling words**. The UFLI Foundations program includes Home Practice sheets to help families support their child's learning at home. This is a guide for how to use these UFLI Foundations Home Practice sheets.

New Concept and Sample Words	The Home Practice sheet will have the new concept listed at the top with a list of sample words for each concept. Instead of having your child memorize these words, use them to help your child practice applying what they have learned about letters and sounds. To read words , your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dish). To spell words , your child should break the word into sounds and write the letter or letter combination for each sound.
sh	
shop shin dish lash crush	

Word Work Chains	When children practice building and changing words using word work chains , they are strengthening their reading and spelling skills. You can guide your child's practice by asking them to spell or read a new word. The Sample Word Work Chain Script shows how to alternate reading and spelling practice. <i>Resources for Word Work:</i>
1. shin → ship → shop → shot 2. rash → dash → dish → wish	
Sample Word Work Chain Script	
shin → ship → shop → shot 1. Make the word shin . [spelling] 2. Change the n to p . What word is this? [reading] 3. Change ship to shop . [spelling] 4. Change the p to t . What word is this? [reading]	  

New Irregular Words	Your child will also learn to read and spell irregular words . These words have a tricky part, and that part needs to be learned "by heart." The rest of the word can be sounded out. An asterisk* next to a word indicates that the word is temporarily irregular. This just means your child hasn't yet learned all the letter-sound connections in the word.
said, we*	

Sentences	It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). Have your child practice both reading and spelling the sentences provided.
1. We go to the shop. 2. She said to pick up the trash.	



Home Practice

New Concept and Sample Words
ch
chip chum much lunch pinch check

New Irregular Words
talk, walk ♥ ♥

Word Work Chains
1. chop → chip → chin → chick 2. inch → pinch → punch → lunch
Sample Word Work Chain Script
chop → chip → chin → chick 1. Make the word chop . [spelling] 2. Change the o to i . What word is this? [reading] 3. Change chip to chin . [spelling] 4. Change the n to ck . What word is this? [reading]

Sentences
1. We chat at lunch. 2. That was such a fun walk!



Home Practice

New Concept and Sample Words
ch
chip chum much lunch pinch check

New Irregular Words
talk, walk ♥ ♥

Word Work Chains
1. chop → chip → chin → chick 2. inch → pinch → punch → lunch
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Sentences
1. We chat at lunch. 2. That was such a fun walk!



New Concept and Sample Words



ch

chip
chum
much
lunch
pinch
check

When Reading:

Encourage your child to say each sound within the word, rather than memorize the list.

When Spelling:

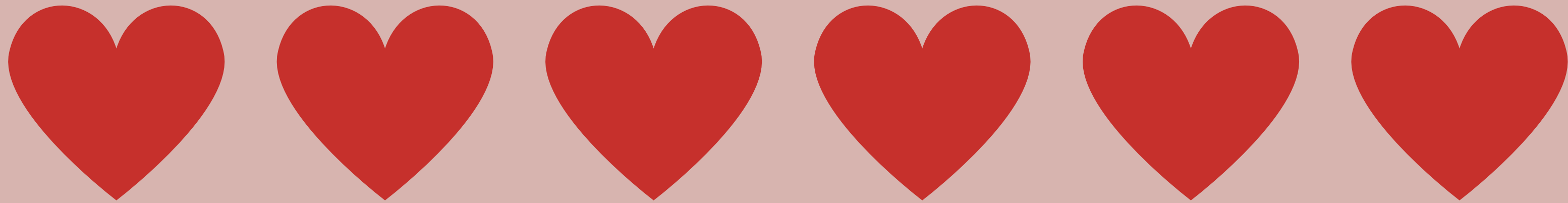
Help your child to say each sound in the word. They may draw boxes or lines for each sound they hear.

L

u

n

ch



walk



talk



New Irregular Words

talk, walk
♥ ♥

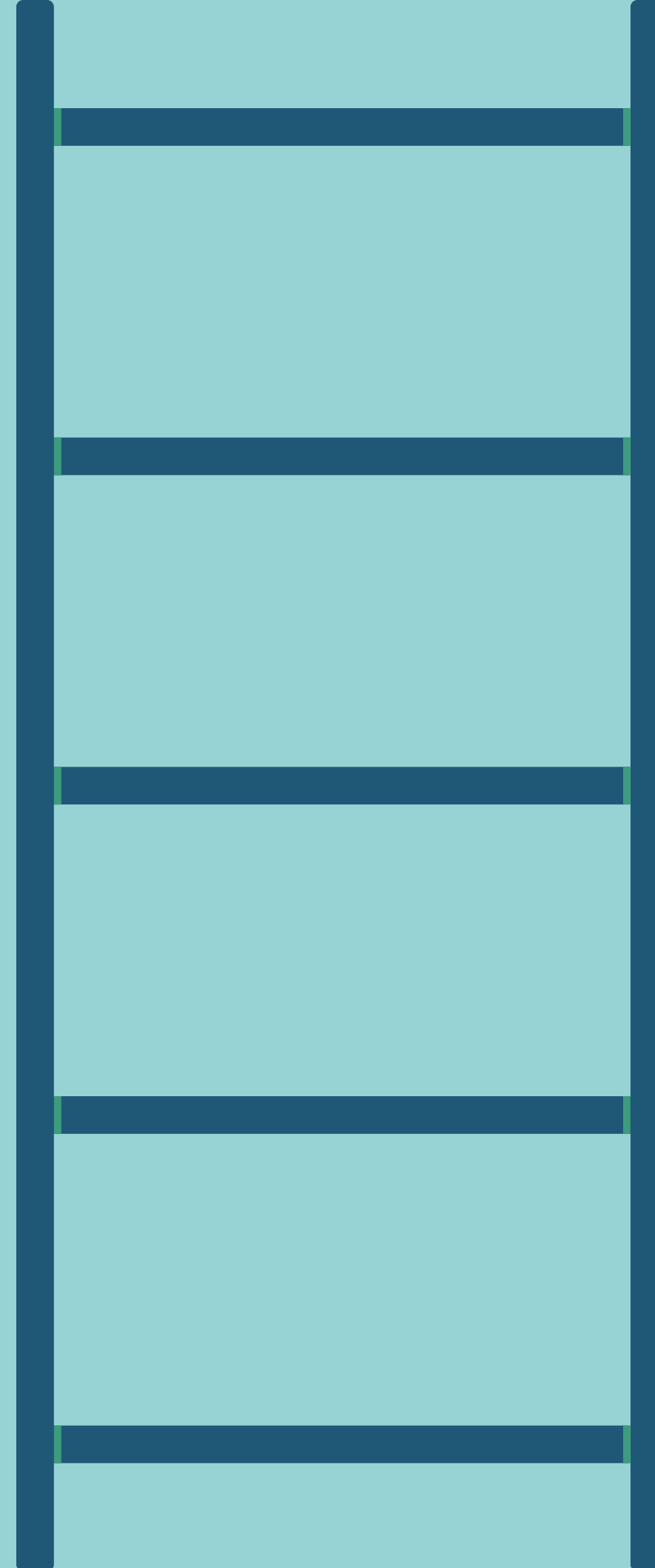
Word Work Chains

1. chop → chip → chin → chick
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Sample Word Work Chain Script

chop → chip → chin → chick

1. Make the word **chop**. [spelling]
2. Change the **o** to **i**. What word is this? [reading]
3. Change **chip** to **chin**. [spelling]
4. Change the **n** to **ck**. What word is this? [reading]



Sentences

1. We chat at lunch.
2. That was such a fun walk!



Capitalization
Understanding
Punctuation
Spelling

Handwriting practice lines consisting of two sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. A red brushstroke is drawn across the first set of lines.


The Lodge


Illustrate the story here:

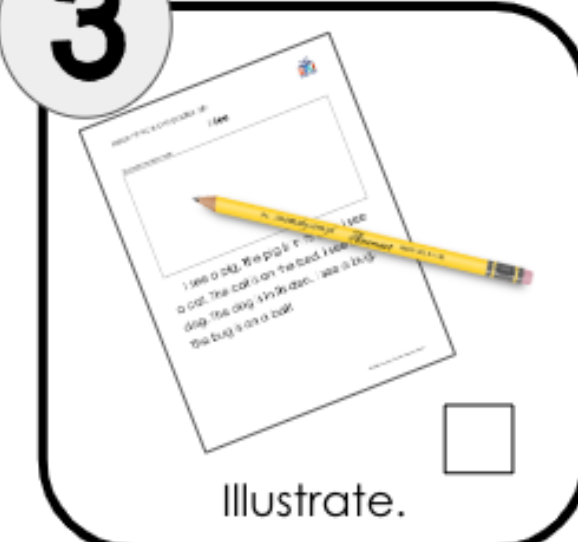
Calvin has a lodge at the edge of the glen. The lodge has a fridge and a TV. To get to the lodge, you must go on a bridge then pass the ridge by the lake. You can see many animals move from place to place by the lake.

Calvin loves the lodge. He pledges he will not move from it because his children come to visit him there. Calvin and his children have lots of fun at the lodge. They make music and sing songs by the fire. Sometimes they even jump into the lake and swim with the animals. The lodge is a hidden gem.

Literacy Work Checklist

1

 Highlight.


2

 Read 3 times.

3

 Illustrate.

1
 I see a cat.

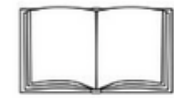
2
 I see a cat.

Echo
Read



Choral
Read


Look at the dog.



Pete went to the park.

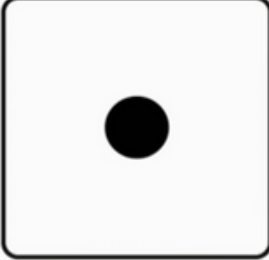
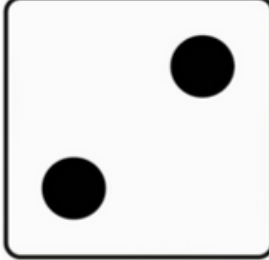
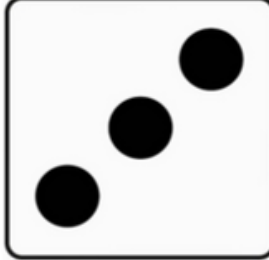
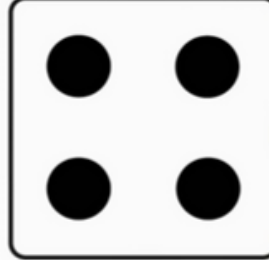
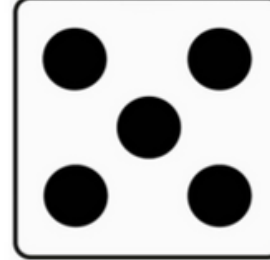
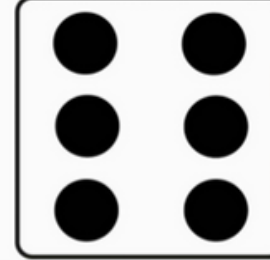
He met his friend, Mike.

Take Turns
With Pages
or Sections



Roll and Read

Lesson 70: dge /j/

					
dodge	ledge	fridge	lodge	bridge	judge
pledge	badge	smudge	hedge	sludge	fudge
edge	trudge	nudge	wedge	grudge	badge
bridge	lodge	edge	budge	hedge	ridge



Tips for supporting readers at home



<https://shorturl.at/oqBGM>



PHONOLOGICAL AWARENESS GAMES & ACTIVITIES

As children learn to read, developing their phonological awareness skills is crucial. Working on these skills can be accomplished with fun and engaging games!

- Play I Spy with Rhyming words or Initial sounds (I spy something that rhymes with 'bun' (sun), or I spy something that starts with the /t/ sound)
- Read rhyming books and repeat nursery rhymes
- Jump or clap out the syllables in words (bask+et+ball)
- Play guess the 'secret word.' Think of a word and break it down into its syllables (easier) or sounds (harder) and have your child guess the word (i.e. if the secret word was dog you can say "guess this word: d+o+g)
- Send your child on a sound scavenger hunt and have them identify and draw pictures of things around the house or city that start with certain sounds (i.e. find something that starts with the letter P)
- Say Silly Tongue Twisters
- Go Syllable Shopping- take your child grocery shopping and give them lists of things you need broken down by syllable (i.e. egg+plant, ba+nan+a, wat+ter, etc.
- Have your child 'talk like a robot' and segment the sounds within a word

READING TO YOUR CHILD

For students learning to read, they may at times find it stressful or frustrating. Try spending time just reading to your child, rather than always having them read to you. When you read to your child it helps to build their comprehension, fluency and vocabulary skills!

EXPANDING VOCABULARY

When reading with your child, if a new word comes up, pause and talk about what it means. See if there are any prefixes attached to the word to help them determine the meaning. Talk about synonyms and antonyms of that word. Use the word in a sentence and have them try using it too.

Listening to Your Child Read

Handling Errors

Use these prompts:

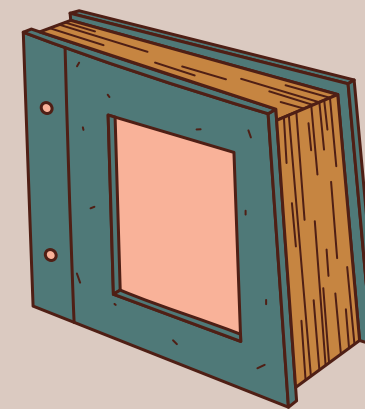
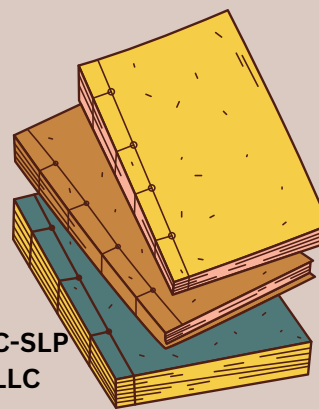
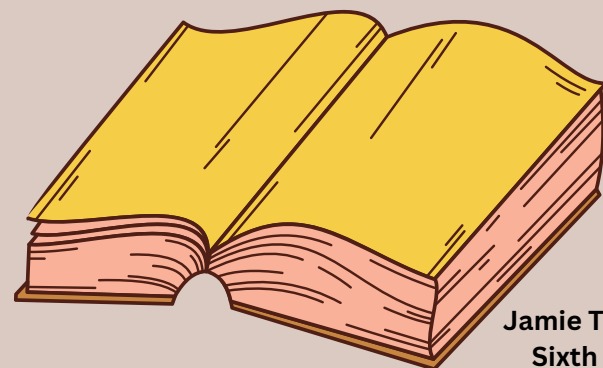
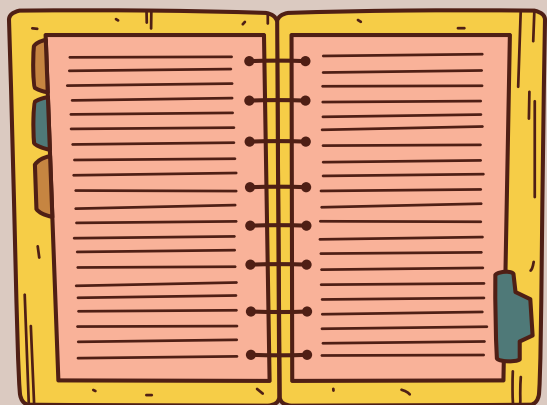
1. Look at **all** of the letters
2. Tap out each sound. What does it say?

If they don't know the sounds, tell them the sounds /c/ /a/ /t/ , what does that say?

*Try to use connected phonation, holding the sounds out for them.

General Reading Tips

1. Encourage looking at the words, NOT the pictures
2. Remind them to say each sound in the word.
3. After a difficult word is decoded, have them go back to the beginning of the sentence and read it again. This will help to promote fluency.
4. Never encourage guessing or looking at the picture for help.

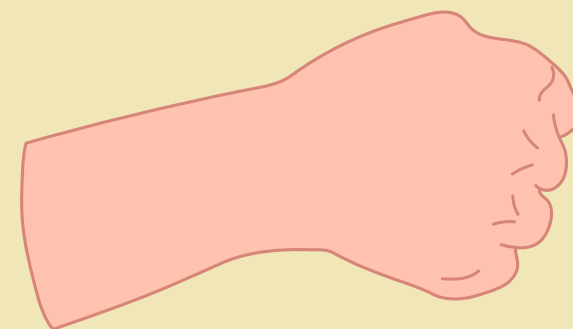
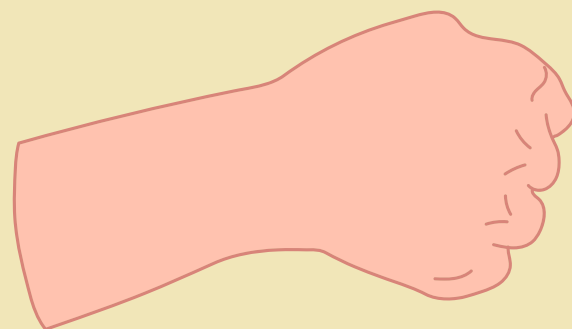




When children practice building and changing words, they are strengthening their word reading and spelling skills.



To spell words, children can use the “Pound and Sound” strategy. First, children pound a fist to represent the word (e.g., fish). Then, they use their fingers to tap out each of the individual sounds in the word (e.g., f-i-sh) to spell the word.



Downloading Extra UFLI Materials

<https://ufl.edu/education/ufl.edu/foundations/toolbox/>

University of Florida
UFLI Literacy Institute

Resources ▾ Programs ▾ About ▾ Contact [Make a Gift](#)

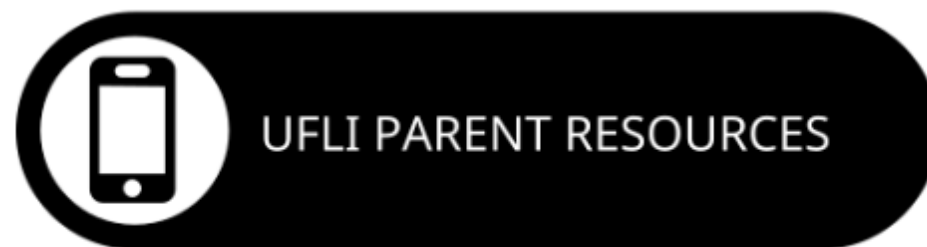
- Lessons 1-34: Alphabet
- Lessons 35-41: Alphabet Review & Longer Words
- Lessons 42-53: Digraphs
- Lessons 54-62: VCe
- Lessons 63-68: Reading Longer Words
- Lessons 69-76: Ending Spelling Patterns
- Lessons 77-83: R-Controlled Vowels
- Lessons 84-88: Long Vowel Teams
- Lessons 89-94: Other Vowel Teams
- Lessons 95-98: Diphthongs and Silent Letters

Ending Spelling Patterns Unit Resources (Lessons 69-76)

The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students' skills for reading with words that contain these specific spelling patterns.

Lesson	Concept	Slide Deck	Decodable Passages	Home Practice Activities	Additional Activities
69	tch /ch/	69 PowerPoint 69 Google Slides	69 Decodable Passage	69 Home Practice	69 Roll and Read
70	dge /j/	70 PowerPoint 70 Google Slides	70 Decodable Passage	70 Home Practice	70 Roll and Read
71	tch, dge Review	71 PowerPoint 71 Google Slides	71 Decodable Passage	71 Home Practice	71 Roll and Read
72	Long VCC: -ild, - old, -ind, -olt, -ost	72 PowerPoint 72 Google Slides	72 Decodable Passage	72 Home Practice	72 Roll and Read
73	y /ī/	73 PowerPoint 73 Google Slides	73 Decodable Passage	73 Home Practice	73 Roll and Read

EXTRA RESOURCES



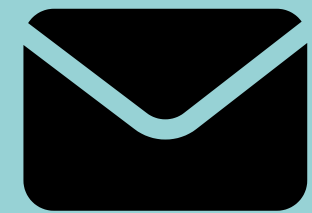
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Q & A



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