



Session 10:
**Setting Your Classroom Up for
Success with the Science of
Reading**

Teacher Professional Development Series



Science of Reading Implementation Office Hours



Beginning this Friday, the LDOE Literacy Division will hold Science of Reading Implementation Office Hours from 10:30-11:00 a.m.

Link: <https://ldoe.zoom.us/j/96153652200>

Password: literacy

During this time, you can ask questions about how to implement science of reading practices in your classroom.

Recap

In our last session, we spent time...

- explaining how vocabulary is an essential part of reading comprehension
- sharing ideas for how you can build your students' vocabulary so that they can engage more deeply with complex texts.



Today's Objective

By the end of this session, participants will be able to:

- ★ describe how they can set their classrooms up for success with the science of reading.
- ★ describe the role of sound walls, classroom libraries, and small group plans.
- ★ identify activities for what students who are working independently can do to remain meaningfully engaged.



Setting up your Classroom



As you begin to prepare your classrooms for the upcoming school year, it's important to reflect on how you will organize your room to support the principles of the science of reading.

A great place to start is by reviewing our [Effective Literacy Implementation for Teachers](#) document.

This document includes information on best practices for [implementing foundational skills](#) grounded in the science of reading.

Classroom Environment

*Building a classroom environment that supports the science of reading is best done collaboratively with your students.

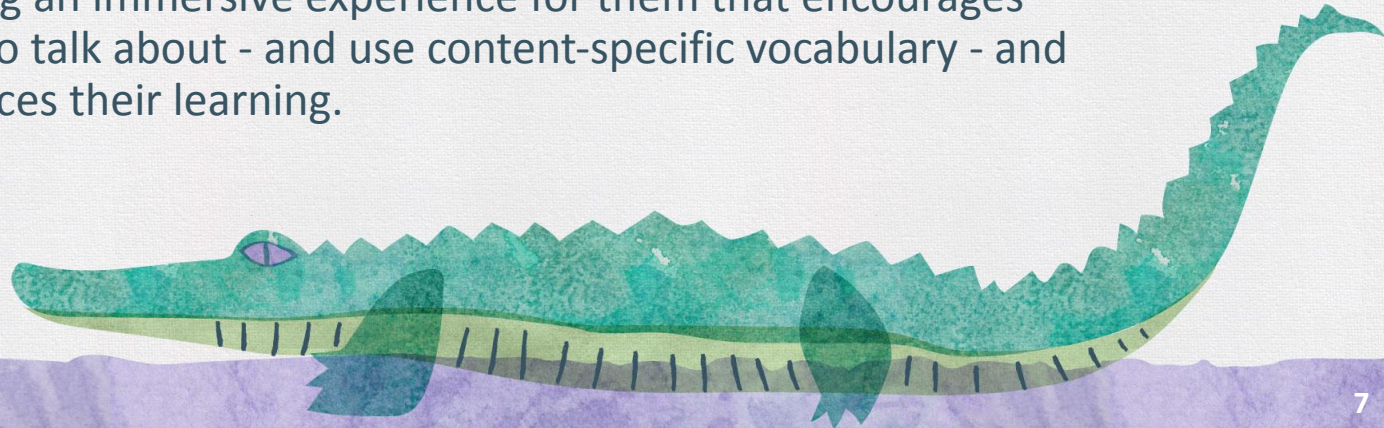
*Consider leaving it “undone” until the students arrive, and then create resources (anchor charts, sound walls, classroom libraries) with your students.

*This will ensure that your classroom becomes a true learning laboratory - a place where students are active participants in the learning.



Classroom Environment

- As you develop or review your scope and sequence and unit plans for the year, consider how you will modify your classroom environment to reflect new learning.
- When you are thinking about units that you may be teaching to build background knowledge with your students, consider creating an immersive experience for them that encourages them to talk about - and use content-specific vocabulary - and reinforces their learning.



Classroom Environment

*Consider how you will organize your physical space so that resources are visible and accessible to students. Remember - if students aren't using the resources, why are they up?



Classroom Libraries

- Build your library with books that range from below to above level.
- Students choose which books they want to read from classroom libraries.
- Encourage reluctant readers by providing books on interesting and engaging topics.
- Have conversations with students about what they are reading.
- Classroom libraries should be inviting and comfortable.



Sound Walls

- A sound wall is an integral part of a science of reading aligned classroom.
- Ideally, a sound wall is built *with* your students as new sound spellings are introduced.
- Instead of focusing on “letters,” sound walls instead focus on the phoneme/grapheme correspondences.
- A sound wall will display all of the different phonemes and the different spellings for those phonemes.
- Often, images of kids’ mouths articulating the phoneme accompany the phonemes as an additional support for students.



Sound Walls



- A sound wall is organized by the ways in which the sounds are articulated by students.
- Often, teachers will display a vowel wall and a consonant wall.
- A vowel wall will typically be displayed in the shape of a valley.
 - Serves as a visual representation of the opening and closing of the mouth that is associated with the articulation of vowel sounds.
- Consonant sounds are organized by what the tongue and mouth are doing (stops, nasals, fricatives, affricates, glides, liquids, and two sounds).

Sound Walls

STOPS

/p/ /b/ /t/ /d/ /k/ /g/
 p b t d k g
 _ck
 ch j m n ng
 _ck ing _n

AFFRICATES

/ch/ /j/ /m/ /n/ /ng/
 ch j m n ng
 _ck ing _n

NASALS

/m/ /n/ /ng/

FRICATIVES

/s/ /z/ /th/ /th/ /sh/ /zh/ /f/ /v/ /h/
 s z th th sh zh f v h
 _s _s _th _th _sh _s _ve _h_

GLIDES

/y/ /wh/ /w/ /r/ /l/

LIQUIDS

/l/ /x/ /k/ /s/ /qu/

2 SOUNDS

/x/ /k/ /s/ /qu/

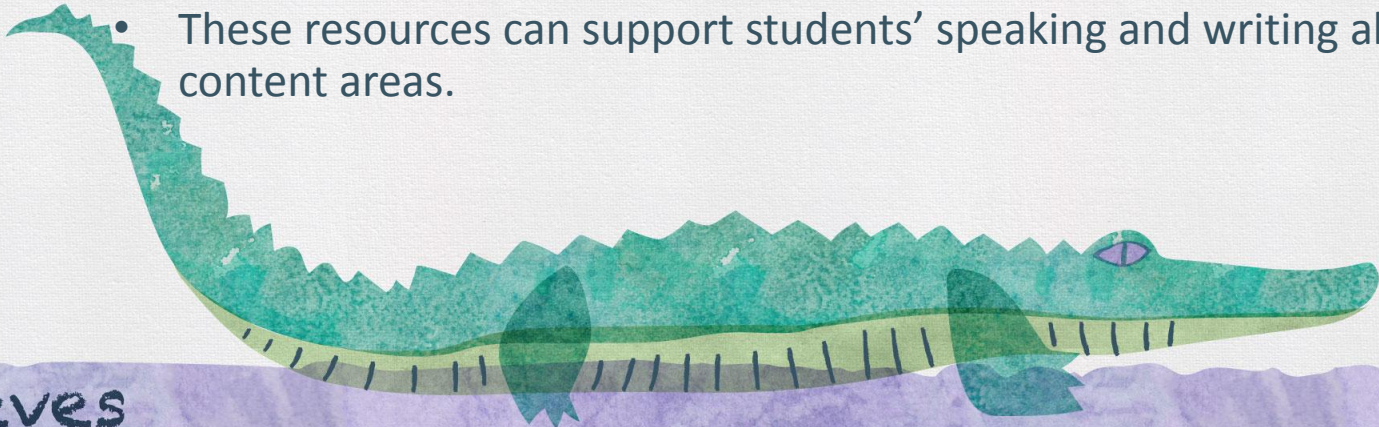
VOWEL VALLEY

ALL VOWEL SOUNDS ARE VOICED
 e /ə/ a /e/ i /i/ o /o/ u /u/ au /au/ oo /oo/ ou /ou/

er /er/ er /er/ ur /ur/ ur /ur/ ur /ur/ ar /ar/ ar /ar/ or /or/ or /or/

Background Knowledge

- As you enter into a new unit of learning, consider removing resources from previous units that do not support current learning.
- Use wall space to display anchor charts that support the learning and can serve as resources (vocabulary, ideas) that support student mastery of the content.
- These resources can support students' speaking and writing about content areas.



Background Knowledge

- For classroom libraries, have many books that are related to the content focus for the unit you are currently teaching - this will support students in making connections and build enthusiasm for the content.
- Regularly collaborate with your school librarian in this work! Let them know the focus areas of your units - they can order texts to support your work. They may also be able to support you with other media sources that enhance your efforts.



Tracking Learning

- Probably the most essential part of a science of reading aligned classroom is having a system for tracking student learning as it relates to the principles of the science of reading.
- Regular formative assessment opportunities should be embedded into each lesson, and you should have a system that allows you to quickly diagnose where gaps in student learning are.
- Zero in on key elements of skilled reading, and use this information to develop a clear understanding of where the student is in terms of their progression to proficient reading.



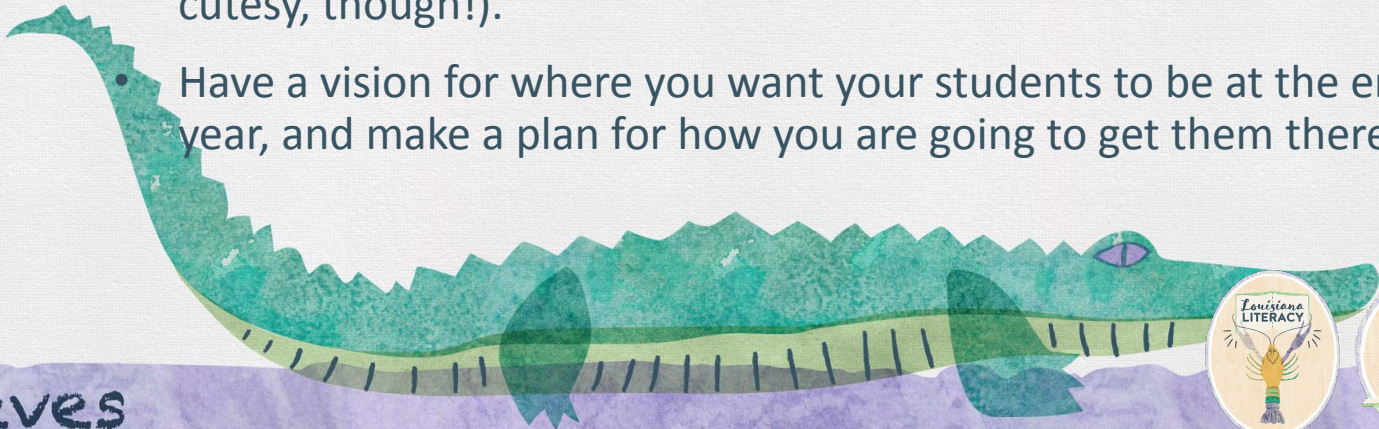
Tracking Learning

- Think through Scarborough's Reading Rope and determine if you are making strategic efforts to track information for each of these strands and threads.
- Reflect on which Louisiana Student Standards align with each thread of the rope.
- Use assessments that are provided by your curriculum, but definitely have a clear sense for what these assessments are measuring.
- It's ok to fill in gaps. If there is information you want or need, figure out the best way to get that information.



Final Thoughts

- It is so important to set your classroom up for success with the science of reading - it's not just about the physical space - it's the system of learning that you set up. The space is just one aspect of that system.
- Establish your physical space collaboratively with your students. Focus less on the cutesy and more on the content (it's ok if the content is cutesy, though!).
- Have a vision for where you want your students to be at the end of that year, and make a plan for how you are going to get them there.



Engage!

What is something you will do differently to set up your classroom for success with the science of reading this year?





Questions or Suggestions?

Contact Us:

LouisianaLiteracy@la.gov

Sarah.Stohlman@la.gov