“Five Pillars” of Reading Instruction (from the “science of reading” research)

**Phonemic Awareness**
- The ability to hear that a spoken word is made up of a series of discrete sounds.
- Helps with:
  - Printed word recognition
  - Identifying and using sounds
  - Helps with spelling

**Phonics & Word Study**
- Making letter-sound correspondence; recognizing that specific sounds belong to specific letters and letter patterns.
- Helps with:
  - Decoding words
  - Increasing fluency and accuracy
  - Improving reading comprehension

**Comprehension**
- Understanding the meaning of what one reads.
- Helps with:
  - Success in academic and personal learning
  - Reading to learn

**Vocabulary**
- Understanding words and their meanings.
- Helps with:
  - Increasing comprehension
  - Improving the ability to read and write with fluency
  - Increases ability to “read to learn”

**Fluency**
- The ability to effortlessly and correctly read, speak, and write, and includes reading with consistent speed, accuracy, and the use of proper expression.
- Helps with:
  - Focusing on understanding the text instead of focused on how to read the text.
Components & Instructional Strategies of a Literacy Program

Components of Literacy

Reading
- Guided Reading
- Shared Reading
- Independent Reading
- Modeled Read Aloud
- Modeled Think Aloud

Writing
- Modeled Writing
- Shared Writing
- Guided Writing
- Independent Writing

Listening and Speaking
- Supported
- Independent Practice
- Modeled

Assessment
- Formative
- Summative

Word Study
- Phonemic Awareness
- Word Structure Analysis
- Grammar
- Vocabulary Instruction
- Sight Word Recognition
- Spelling
- Phonics
# Byram Hills Literacy Curriculum

<table>
<thead>
<tr>
<th>Program</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wonders (2020)</strong></td>
<td>- <em>Wonders</em> is an evidence-based K–5 ELA program.</td>
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<td></td>
<td>- <em>Wonders</em> draws upon decades of literacy research, and is aligned with the “Science of Reading” literature.</td>
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<td></td>
<td>- Includes explicit instruction in alphabetic knowledge, letter-sound relationships, phonemic awareness, phonics, directionality and function, and structures and features of text.</td>
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<tr>
<td><strong>Wilson’s Fundations</strong></td>
<td>- <em>Fundations</em> is a multisensory phonics, spelling, and handwriting program.</td>
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<tr>
<td></td>
<td>- Provides direct instruction in: Letter formation phonological and phonemic awareness; sound mastery; phonics, word study, vocabulary; fluency; comprehension strategies; and written composition (spelling and handwriting)</td>
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<tr>
<td><strong>WonderWorks</strong></td>
<td>- <em>WonderWorks</em> focuses on strategies for intervention with the content of the <em>Wonders</em> core program.</td>
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<tr>
<td><strong>Wilson Reading System</strong></td>
<td>- The <em>Wilson Reading System</em> is a highly structured literacy program based on phonological-coding research and Orton-Gillingham principles.</td>
</tr>
</tbody>
</table>
### PROGRESS MONITORING

<table>
<thead>
<tr>
<th>i-Reading Diagnostic Assessment</th>
<th>An adaptive reading diagnostic assessment administered three times per year. Students receive additional individualized instruction based upon their scores.</th>
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<tbody>
<tr>
<td>Informal Reading Inventory (IRI)</td>
<td>An individually-administered diagnostic tool that assesses a student's reading comprehension and reading accuracy.</td>
</tr>
<tr>
<td>Local Assessments</td>
<td>Various in-class assessments utilized by teachers.</td>
</tr>
</tbody>
</table>

### INTERVENTIONS

<table>
<thead>
<tr>
<th>Preventing Academic Failure (PAF)</th>
<th>A comprehensive, structured language program, used as an intervention, for teaching reading, spelling, and handwriting. Uses multisensory techniques based upon the Orton-Gillingham principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F&amp;P Leveled Literacy Intervention (LLI)</td>
<td>An intensive, small-group, supplementary literacy intervention for students who are not achieving grade-level expectations in reading and writing.</td>
</tr>
<tr>
<td>Wilson’s Fundations</td>
<td>Used as an intervention for students in grades 2 and 3</td>
</tr>
</tbody>
</table>

**Multi Tiered Systems of Support (MTSS) Plan** outlines our procedures for academic and behavioral supports when students are not making progress toward the grade level learning standards.
Byram Hills ranked #1 in Putnam, Rockland, and Westchester counties on the English Regents exams (2019)

82% of Byram Hills graduates (2021) were accepted into the top 11% of colleges in the country (Tier 1 and Tier 2)
Creating the Leaders of the Next Generation