



Science of Reading

Table of Contents

Phonological Awareness 3

Phonics 5

Word Recognition and Spelling 7

Oral Language Vocabulary 9

Listening and Reading Comprehension 11

Intersection of Reading and Writing 13

Oral Reading Fluency 15

Introduction

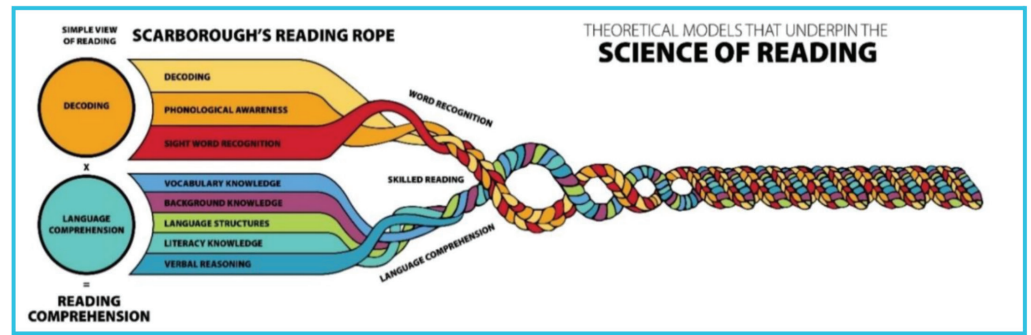
Classworks offers one platform to support MTSS or RTI in your district. Identify struggling students, meet their individual needs with evidence-based interventions, and monitor progress throughout the year.

Classworks K-3 reading interventions are listed as a validated resource on The National Center on Intensive Intervention (NCII) Academic Interventions Tools Chart. This makes it a perfect solution for early intervention programs.

The program is designed to act as intervention or specially designed instruction for students receiving Science of Reading-based core instruction. Classworks individualizes learning for each student based on their specific deficits in order to close gaps and accelerate learning. This guide explains how each component of Classworks aligns with Scarborough's Reading Rope. It shows how the Classworks Screener, progress monitoring assessments, and intervention instruction support the theoretical models that underpin the Science of reading.

Phonological Awareness

Phonological awareness is the ability to recognize and manipulate the sounds that make up spoken language. It's a foundational skill for learning to read, building blocks that help you understand how words work.

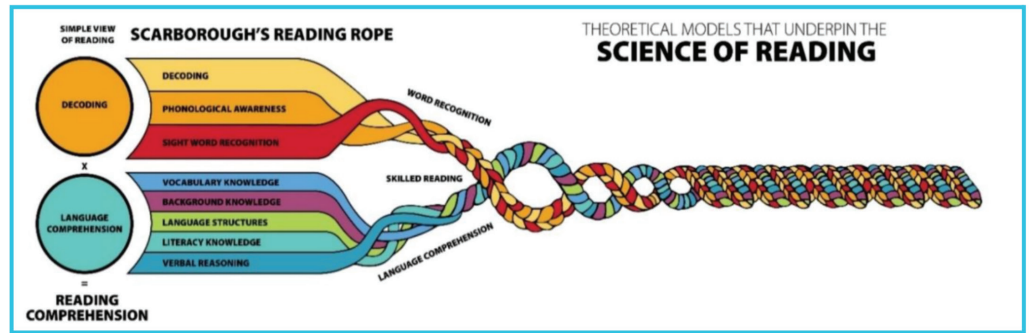


- **Sounds, not letters:** Phonological awareness focuses on the sounds we hear, not the written letters we see.
- **Key components of phonological awareness:**
 - **Rhyming:** Recognizing words that sound alike at the end, like “cat” and “hat”.
 - **Syllables:** Identifying the individual units of sound that make up a word, like “clap” (one syllable) and “banana” (three syllables).
 - **Onset and rime:**
 - Onset: The first sound(s) in a syllable, like the “b” in “bat”.
 - Rime: The remaining sounds in a syllable, like “at” in “bat”.
 - **Phonemes:** The smallest unit of sound in a language that can change the meaning of a word. For example, the difference between “p” and “b” in “pan” and “ban”.
 - **Blending:** Combining individual sounds together to form a word, like saying “b” “a” “t” to make “bat”.
 - **Segmenting:** Breaking a word down into its individual sounds, like saying “b” “a” “t” when you hear “bat”.

Resource	Content
Universal Screener	Classworks Reading Universal Screeners administered in kindergarten through 3rd grade measure each child's performance with phonological awareness skills. Progress with Early Literacy Indicators including Phonemic Awareness is documented and shared with parents and educators.
Progress Monitoring	Classworks Progress Monitoring of the Word Analysis Domain in first through third grade includes questions that measure each child's understanding of phonemes, phoneme blending, and segmenting.
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Skills are organized systematically along the Classworks Learning Progression. Specific phonological awareness skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Recognizing Words that Rhyme • Blending • Recognizing Words with Common Onsets and Rimes • Identifying syllables in words
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with Phonemic Awareness skills.</p> <ul style="list-style-type: none"> • Early Literacy Blending - Consonant Blends • Early Literacy Onset & Rime - Decoding Single Syllable Words • Early Literacy Phonological Memory - Manipulating Phonemes0. <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Phonics

Phonics focuses on the relationships between the sounds we hear (phonemes) and the written symbols (letters or letter combinations) that represent those sounds.



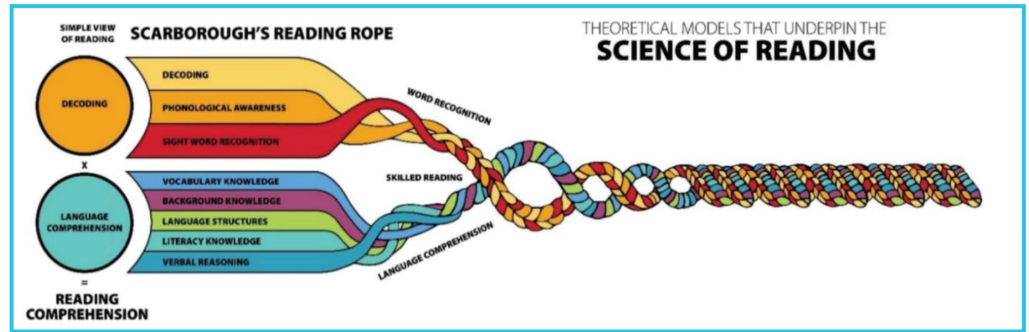
Key Components of Phonics:

- **Phonemes:** The smallest unit of sound in a language that can change the meaning of a word. Think of them as the building blocks of spoken language. (e.g., "p" in "pan" and "b" in "ban")
- **Graphemes:** The written symbols that represent those sounds. These can be single letters (like "p" or "b") or letter combinations (like "sh" or "igh").
- **Sound-Symbol Relationships:**
 - Short vowel sounds: "a" in "cat," "e" in "bed," "i" in "pig," "o" in "dog," "u" in "sun"
 - Consonant sounds: "b" in "ball," "f" in "fish," "m" in "man," "s" in "sip"
 - Blends: "sh" in "ship," "tr" in "train"
 - Digraphs: "ch" in "chip," "th" in "thin"
- **Blending:** Combining individual sounds together to form a word (e.g., saying "b" "a" "t" to make "bat").
- **Segmenting:** Breaking a word down into its individual sounds (e.g., saying "b" "a" "t" when you hear "bat").
- **Manipulating Sounds:** Adding, deleting, or substituting sounds in words to create new words (e.g., changing "cat" to "sat" by substituting the "c" sound with "s").

Resource	Content
Universal Screener	Classworks Reading Universal Screeners administered in kindergarten through 3rd grade measure each child's performance with phonics skills. Progress with Early Literacy Indicators including phonics is documented and shared with parents and educators.
Progress Monitoring	Classworks Progress Monitoring of the Word Analysis Domain in first through third grade includes questions that measure each child's understanding of graphemes, phonetics, letter identification, and letter sound correspondence.
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Skills are organized systematically along the Classworks Learning Progression. Specific phonics skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Initial and Final Consonants and Consonant Blends • Short and Long Vowel Sounds • Digraphs and Blends • Silent Letters kn, wr, gh, mb
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with phonics skills.</p> <ul style="list-style-type: none"> • Early Literacy Alphabetic Knowledge - Letter-sound knowledge • Early Literacy Blending - Consonant Blends • Early Literacy Blending - Vowel Digraphs <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Word Recognition and Spelling

Word Recognition is the ability to identify written words quickly and accurately. Spelling is the ability to represent spoken words using written letters according to the rules of the writing system.



Key Components of Word Recognition

- **Phonics:** Decoding unfamiliar words by understanding sound-symbol relationships.
- **Sight Word Recognition:** Recognizing high-frequency words instantly without sounding them out.

The science of reading views word recognition as a combination of both phonics and sight word recognition. This view emphasizes the importance of a balanced approach using both methods for efficient and smooth reading.

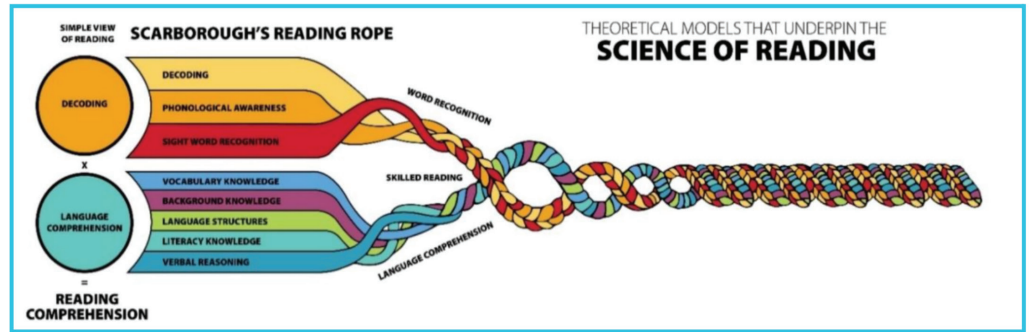
Key Components of Spelling

- **Encoding:** Is the process of translating spoken words into written words. It involves using phonemic awareness and phonics skills to spell words correctly.
 - For example, a child who understands that the short "a" sound is often spelled with "a" can encode the spoken word "cat" as "cat" in writing.
- **Orthographic Knowledge:** Is the knowledge of the spelling system, including:
- **Letter-sound relationships:** Understanding the various ways sounds can be represented with letters
 - (e.g., the sound "k" can be spelled with "c," "k," or "ck").
- **Morphemes:** Recognizing meaningful units of words like prefixes, suffixes, and root words. Knowing these patterns can aid in spelling more complex words.

Resource	Content
Universal Screener	Classworks Reading Universal Screeners administered in kindergarten through 3rd grade measure each child's performance with word recognition and spelling skills. Progress with Early Literacy Indicators including these is documented and shared with parents and educators.
Progress Monitoring	Classworks Progress Monitoring of the Word Analysis Domain in first through third grade includes questions that measure each child's understanding of orthographic knowledge, encoding, prefixes suffixes, and root words.
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Skills are organized systematically along the Classworks Learning Progression. Specific word recognition and spelling skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Understanding Suffixes • Understanding Prefixes • Spelling Suffixes • Rules of Spelling
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with word recognition skills.</p> <ul style="list-style-type: none"> • Early Literacy Word Recognition Fluency - Grapheme Pairs - Phonics • Early Literacy Word Recognition Fluency - Structural Analysis - Affixes <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Oral Language Vocabulary

Vocabulary is the ability to recognize and understand the meaning of oral and written words. A strong vocabulary impacts listening comprehension and reading comprehension.



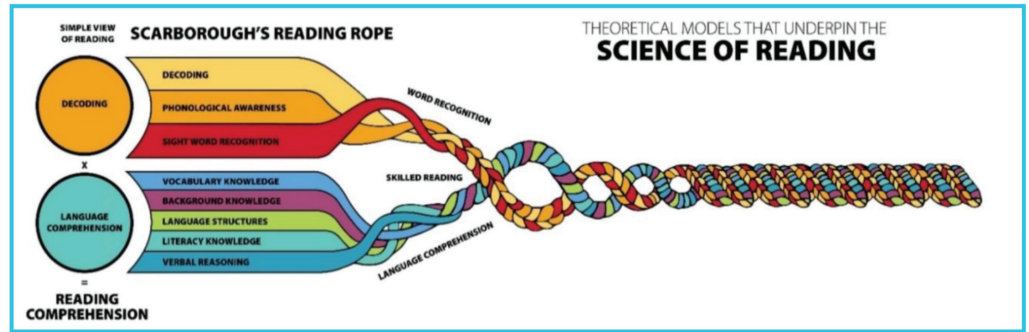
Key Components of Oral Language Vocabulary

- **Receptive Vocabulary:** These are the words a person understands when they hear them spoken by others.
- **Expressive Vocabulary:** These are the words a person can actively use in speaking.
- **Academic Vocabulary:** These are the specific words and phrases encountered in different subject areas like science, history, or literature. They are often more complex and abstract than everyday vocabulary and play a crucial role in comprehending academic texts.

Resource	Content
Universal Screener	<p>Classworks Reading Universal Screeners administered in kindergarten through 3rd grade measure each child's performance with vocabulary development skills. Progress with Early Literacy Indicators including these is documented and shared with parents and educators.</p>
Progress Monitoring	<p>Classworks Progress Monitoring of the Word Analysis Domain in first through third grade includes questions that measure each child's understanding of semantics, word structure, academic vocabulary, and word relationships.</p>
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Skills are organized systematically along the Classworks Learning Progression. Specific word recognition and spelling skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Classifying Words: Colors, Days of the Week, Shapes, etc., • Synonyms and Antonyms • Describing Words • Homophones
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with vocabulary development skills.</p> <ul style="list-style-type: none"> • Early Literacy Oral Vocabulary - In Context - Word Relationships • Early Literacy Oral Vocabulary - Structure and Meaning <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Listening and Reading Comprehension

The science of reading acknowledges the connection between listening and reading comprehension. Comprehension is the outcome of skilled reading where all the components of the Simple View of Reading and Scarborough's Reading Rope come together.



Key Components of Listening Comprehension

- Strong listening comprehension skills can provide a solid foundation for developing reading comprehension.
- Children who are accustomed to understanding spoken language are better prepared to tackle the complexities of written language.
- Reading aloud to children and engaging them in discussions about the story activates prior knowledge, builds vocabulary, and strengthens listening comprehension. This sets the stage for understanding written text.

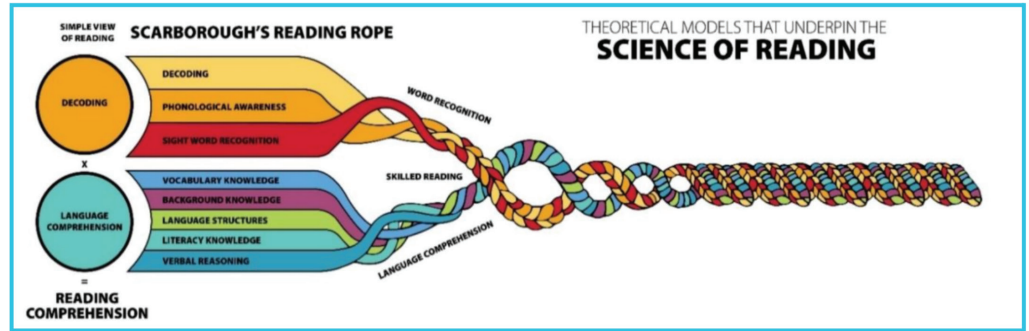
Key Components of Reading Comprehension

- Reading comprehension refers to the ability to understand the meaning of written text. It's a complex process that goes beyond simply decoding words.
- A reading comprehension deficit is often rooted in either a decoding deficit a language comprehension deficit or both.
- To achieve grade-level comprehension, a student benefits most from interventions in the subskills of these two domains. Many struggling students have difficulty with both domains. Interventions should begin with the lowest deficit area.

Resource	Content
Universal Screener	Classworks Reading Universal Screeners administered in kindergarten through 3rd grade measure each child's performance with basic text comprehension skills. Progress with Early Literacy Indicators including these is documented and shared with parents and educators.
Progress Monitoring	Classworks Progress Monitoring of the Reading Domain in first through third grade includes questions that measure each child's understanding of basic text comprehension, literary elements, main ideas, themes, and summarization.
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Skills are organized systematically along the Classworks Learning Progression. Specific text comprehension skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Beginning, Middle, and End of a Story • Introducing Setting • Story Maps • Introducing Main Idea
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with vocabulary development skills.</p> <ul style="list-style-type: none"> • Early Literacy Basic Text Comprehension - Gain Meaning from Text Structure • Early Literacy Basic Text Comprehension - Use Tools/Charts to Analyze Meaning of Text <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Intersection of Reading and Writing

Science of Reading research recognizes the relationship between reading and writing. Successful application of strategies related to semantics and syntax are crucial to reading comprehension, and the writing process.



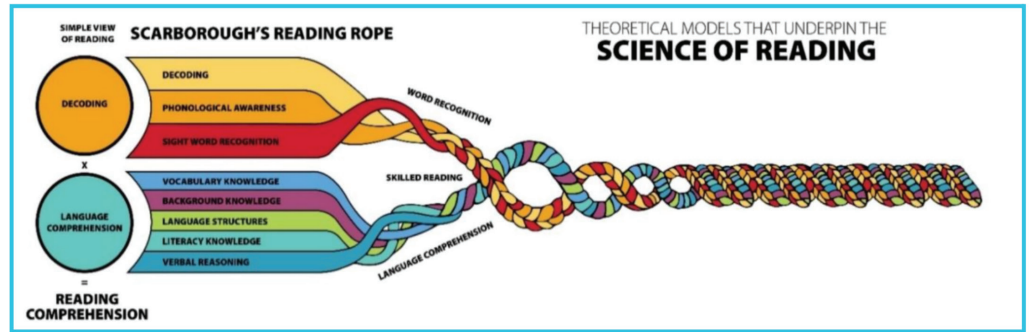
Key Components of the Intersection of Reading and Writing

- **Semantics:** Refers to the meaning of words and sentences. It involves understanding the relationship between words and the concepts they represent.
- **Syntax:** Refers to the grammatical structure of a sentence, including word order, punctuation, and how words function together.
- Understanding semantics and syntax allows readers to grasp the nuances of language, identify implied meanings, and follow the logical flow of ideas within a text.
- Recognizing the difference between a singular and plural noun through syntax (subject-verb agreement) is crucial for interpreting the meaning of a sentence.
- Readers analyze the way words are used together (syntax) and interpret the intended meaning (semantics) to form their own opinions and develop critical thinking skills.

Resource	Content
Universal Screener	Classworks Reading Universal Screeners administered in kindergarten through 3rd grade measure each child's performance with structure and meaning of text skills. Progress with Early Literacy Indicators including these is documented and shared with parents and educators.
Progress Monitoring	Classworks Progress Monitoring of the Reading and Grammar Usage and Mechanics Domains in first through third grade includes questions that measure each child's understanding of sentence structure, paraphrase and summarize texts, and correct spelling and usage.
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Skills are organized systematically along the Classworks Learning Progression. Specific text comprehension skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Sentences • Author's Purpose • Writing a Summary • Writing a Description
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with comprehension skills.</p> <ul style="list-style-type: none"> • Early Literacy Semantics - Meaning of Sentences • Early Literacy Semantics - Relationship of Words in a Sentence <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Oral Reading Fluency

Oral reading fluency is reading with accuracy, at a reasonable rate, and with appropriate expression. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they can focus on the meaning of the text.



Key Components of Oral Reading Fluency

- **Rate:** The Hasbrouck-Tindal oral reading fluency chart is a research-backed resource that breaks down reading rate targets by grade level, season, and percentile. This is especially helpful for educators to provide fluency checks for students.
- **Accuracy:** Reading words correctly with minimal errors. This relies heavily on strong decoding skills developed through phonics instruction.
- **Prosody:** Variations in pitch, volume, and phrasing to convey the meaning and emotions within the text. Imagine reading a sad story in a monotone voice – it wouldn't be very impactful!

Resource	Content
Universal Screener	Oral reading fluency is measured using separate printed reading passages.
Progress Monitoring	Classworks Progress Monitoring of oral reading fluency in first through third grade includes the timed reading of leveled parallel passages that measure each child's progress with accuracy, rate, and prosody.
Individualized Learning	<p>Individual student performance on each screener identifies which skills are included as part of each student's Individualized Learning. Each unit includes explicit instruction, guided practice, and formative assessments. Fluency is modeled through text-to-speech features. Skills are organized systematically along the Classworks Learning Progression. Specific fluency skill units include instruction focusing on:</p> <ul style="list-style-type: none"> • Learning about Reading Strategies • Poetry
Early Literacy Mini Assignments	<p>Early Literacy Mini Assignments are a resource teachers utilize to further support students who struggle to make growth with oral fluency skills.</p> <ul style="list-style-type: none"> • Early Literacy Word Identification - Automatically Identify Words <p>Each of these assignments focuses on a specific early literacy skill at a specific grade level and includes direct instruction, application or practice activities, and a formative assessment.</p>

Conclusion

This guide has explored how Classworks aligns with the Science of Reading principles embodied in Scarborough's Reading Rope. Classworks functions as a comprehensive intervention for students receiving core reading instruction based on this scientific approach.

The Classworks Reading Universal Screeners pinpoint areas for reading growth, while progress monitoring assessments measure ongoing development. Individualized Learning Paths address the specific areas of need. Targeted instruction strengthens foundational literacy areas like phonological awareness, phonics, word recognition and spelling, vocabulary, and reading comprehension.

Ultimately, Classworks empowers educators to deliver effective, data-driven interventions that put struggling students on the path to reading success. We help students develop the strong reading skills necessary for academic achievement across the curriculum.



About Classworks

Classworks leverages technology and evidence-based learning practices to transform how school districts support students' academic, social-emotional, and behavioral needs. Our comprehensive MTSS and Special Education solution includes academic screeners, math and reading individualized interventions, progress monitoring, social-emotional and behavioral resources, and powerful data visualizations.

Classworks is endorsed by the Council of Administrators of Special Education (CASE). Classworks assessments and progress monitoring probes are validated by the National Center of Intensive Intervention (NCII).

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