



**RIVERSIDE COUNTY  
OFFICE OF EDUCATION**  
EDWIN GOMEZ, Ed.D. | County Superintendent of Schools

IN SUPPORT OF

**LITERACY 5<sup>TH</sup>  
BY GRADE**  
*Initiative*

**Equity &  
Inclusive  
Practices**  
*Initiative*



# PK-6 LITERACY ROADMAP



## A Message From Our County Superintendent



Historically, teaching students to read has long been considered an essential milestone in the education of young children. Educators and parents alike can testify to how the process of learning to read can be different for every child—even students from within the same family or exposed to the same methods.

What may have “worked” to unlock student understanding for one child, sometimes seemed powerless with others children. The road to literacy for each child, at times, seemed mysterious for parents and teachers.

Over the years, researchers have studied the learning process, examined teaching methodologies, identified key drivers, and developed widely-accepted systematic processes that lead to improved literacy for young scholars.

But, like any best practice, access to those tools, and educators who are trained to deploy them, is essential. In other words, a student’s pathway to literacy should not remain a mystery simply because the adults in their world may not be aware of what research has shown to “work”.

That is the reason behind this publication that has been assembled through the partnership of literacy leaders from the Riverside County Office of Education (RCOE), and multiple school districts throughout Riverside County: The implementation of a common roadmap to improving how teaching is taught, and how reading is learned.

As you read through this publication and take advantage of the resources, you’ll find how the interplay of various factors at different ages are affected by drivers like collaboration, assessments, leadership, and even family and communities.

Thank you to the educators who have invested their expertise into this content for the benefit of our students, and as an advancement of RCOE’s Equity and Inclusive Practices and Literacy by 5th Grade Initiatives.

Sincerely,

A handwritten signature in black ink that reads "Edwin Gomez". The signature is fluid and cursive.

Edwin Gomez, Ed.D.  
Riverside County Superintendent of Schools



Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

## Riverside County Board of Education

Kim J. Cousins | Ray "Coach" Curtis | Bruce N. Dennis | Barbara Hale  
Corey A. Jackson, MSW | Ben Johnson II | Elizabeth F. Romero

The RCOE District Literacy Network (DLN) was formed and charged with working together to improve literacy in Riverside County by determining reasons for inequities and disparities in the area of literacy and creating proactive actions we can take. The network (DLN) researched key areas of focus to identify leverage points for sustainable change. The group established literacy change ideas, drivers, research-based practices, and a literacy continuum based on Scarborough's Reading Rope that represents the development of literacy skills over time. The PK-6 Literacy Roadmap was designed to support districts with messaging and grounding theoretical frameworks into action and implementation.

## DRIVERS

### First Best Instruction

Aims to give all students the best opportunity to learn standards-based, grade-level content and skills the first time they receive instruction.

### Leadership

A coaching approach which builds effective performance of adults, sustains high engagement among all stakeholders, and develops professional and personal capacity.

### Assessment Practices and Intervention

A blend of assessments such as formative and summative assessments, diagnostic and universal screeners designed to assess student learning.

### Collaboration

Represents a systematic process in which educators work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, their team, and their school.

### Culture and Climate

Represents the way people behave within a system based on beliefs and values, and the way people feel in the environment based on how the community behaves.

### Family and Community

Deliberate engagement with families and community which builds and sustains partnerships with parents, families, and community members as shared decision-makers to promote wellness, cohesion, and successful student outcomes.



# PK-6 LITERACY ROADMAP

Adapted from Scarborough's Reading Rope

## LANGUAGE COMPREHENSION

## WORD RECOGNITION

		PRIMARY LANGUAGE DEVELOPMENT (L1)				LITERACY							
		Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade				
LANGUAGE COMPREHENSION	<b>BACKGROUND KNOWLEDGE</b> facts, concepts, etc.	Teach students how to independently activate prior knowledge, make connections, and organize information. Develop students' knowledge around a broad range of topics utilizing rich, complex text sets and media, research and inquiry, and interaction across all content areas.											
	<b>VOCABULARY</b> breadth, precision, links, etc.	Gain conceptual understanding of word relationships by sorting and categorizing words.											
		Identify real-life connections between words and their use.											
		Determine or clarify the meaning of unknown and multiple-meaning words using sentence-level context and meaningful word parts.											
		Demonstrate understanding of figurative language and word relationships. Use context (e.g., definitions, examples, restatements) and Greek & Latin affixes & roots to determine word meaning. Focus on cause and effect (5th) & meaning of paragraphs (6th).											
		Better understand word meaning through word relationships (e.g., synonyms, antonyms).											
	<b>LANGUAGE STRUCTURES</b> syntax, semantics, etc.	Understand and use language to communicate with others effectively.		Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.						
		Establish students' knowledge of simple syntax and language structures when reading, speaking, and writing with guidance and support.		Establish students' knowledge of simple syntax and language structures when reading, speaking, and writing with increasing independence.		Students independently demonstrate and understand more complex syntax and language structures when reading, speaking, and writing.		Students independently use complex syntax and language structures when reading academic text, speaking, presenting, and writing.		Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	<b>VERBAL REASONING</b> inferences, metaphor, etc.	Answer questions to demonstrate understanding of a text.		Ask and answer questions to demonstrate understanding of a text (with prompting and support for K).				Refer explicitly to the text as the basis of answers and when drawing inferences.					
		Determine main topic (K-2) and main idea (3-6)/central message, theme (grades 4-6) and supporting details, make predictions, draw conclusions (with prompting and support for K).											
Discern most important ideas to summarize the text.													
Identify and explain the author's reasons and evidence to support particular points in the text (with prompting and support for K).													
<b>LITERACY KNOWLEDGE</b> print concepts, genres, etc.	Organization of basic features of print: • Print to spoken word recognition. • Print tracking (l-r, t-b, page-page). • Print spacing. • Match upper/lowercase letter names to print.		Organization of basic features of print: • Print to spoken word recognition, tracking, and spacing. • Match upper/lowercase letter names to print. • Identify the front cover, back cover, and title page of a book. • Recognize common types of texts.		Know and use various text structures and text features. Know the difference between a story and informational text.		Know and use various text features to locate information. Describe the overall structure of a story.		Use text features to locate information. Refer to parts of stories, dramas, and poems.		Describe the overall text structure. Explain major differences between poems, drama, and prose, and refer to the structural elements.	Compare and contrast text structure. Explain the overall structure of a story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	<b>PHONOLOGICAL AWARENESS</b> syllables phonemes, etc.	Sound/word comparison, rhyming, blend & segment (as needed), sentences, syllables, onset-time.											
Blend & segment: individual phonemes.				Blend & segment phonemes as needed.									
				Phoneme deletion, addition, substitution (manipulation).		Phoneme deletion, addition, substitution (manipulation) as needed.							
<b>DECODING</b> alphabetic principle, spelling-sound correspondence.	Letter sounds, short vowels.												
	Long vowels, VC & CVC words, irregular/HFW words, consonant blends, digraphs, silent e, vowel in each syllable inflectional endings.												
					Vowel teams, r-controlled, two-syllable words.		PK-2 skills reinforced.						
							Multisyllable words, prefixes and suffixes, all syllable types.						
	Morphology, accurately read unfamiliar multisyllabic words in/out of context.												
<b>SIGHT RECOGNITION</b> of familiar words.	Letter, sounds.		Letter, sounds, & words Decodable texts (late kinder) 95-100% accuracy.		Decodable texts 95-100% accurate. 90% accuracy. 23-47 WCPM.		Decodable texts 95-100% accurate. >95% accuracy. 52-87 WCPM.		96-97% accuracy. 70-100 WCPM.		97-98% accuracy. 90-115 WCPM.	98-99% accuracy. 111-130 WCPM.	98-99% accuracy. 107-120 WCPM.
									Morphology, accurately read unfamiliar multisyllabic words in/out of context.		Irregular syllables.		

## Change Ideas

Systematically devote ongoing research and instructional professional development for educators to ensure implementation and to improve student outcomes.

Districts will provide training for administrators and teachers on the *shifts* of the science of reading, evidence-based routines, and formative assessments.

### Research-Based Practices

- Multi-Tiered Systems of Support (MTSS)
- Universal Design for Learning (UDL)
- Structured Literacy
- Differentiated Instruction
- Instructional Routines
- Teacher Clarity
- Student Feedback
- Formative Assessments
- Culturally Responsive and Sustaining Pedagogy
- Integrated and Designated ELD
- Learning Acceleration

*\*Not an exhaustive list.*



## Resources, Citations, QR Codes



THE BARKSDALE READING  
INSTITUTE



RCOE INSTRUCTIONAL SERVICES  
VIDEO RESOURCES



CALIFORNIA DYSLEXIA INITIATIVE



MARZANO'S HIGH YIELD  
STRATEGIES



CALIFORNIA ELA/ELD FRAMEWORK



NANCY YOUNG: LADDER OF  
READING



CALIFORNIA STATE LITERACY PLAN



RCOE LITERACY BY 5TH GRADE  
INITIATIVE



CISC ELA/ELD PHONOLOGICAL AND  
PHONEMIC AWARENESS (2021)



REALLY GREAT READING: TOOLS  
FOR STRUGGLING READERS



ENGLISH LEARNER ROADMAP



RESOURCE GUIDE TO THE  
FOUNDATIONAL SKILLS



FIDELITY INTEGRITY ASSESSMENT -  
SWIFT



SCARBOROUGH'S READING ROPE



FOOTSTEPS2BRILLIANCE



SIMPLE VIEW OF READING



HATTIE AND MARZANO  
CROSSWALK OF HIGH YIELD  
INSTRUCTIONAL STRATEGIES



STREET DATA

# ACKNOWLEDGEMENTS

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Special thanks to the following districts for their initial and ongoing support of this work.

## DISTRICT LITERACY NETWORK

■ BANNING USD

■ BEAUMONT USD

■ CORONA-NORCO USD

■ DESERT SANDS USD

■ HEMET USD

■ MENIFEE UNION SD

■ PALM SPRINGS USD

■ ROMOLAND SD

■ SAN JACINTO USD

■ VAL VERDE USD

