SCOE
Sacramento County Office of Education
EDUCATION EMPOWERS

SACRAMENTO COUNTY
READS
Rights. Equity. Access. Diversity. Success.

Initiative Overview

Sacramento County READS is a countywide initiative aimed at improving literacy outcomes for all Sacramento County learners.
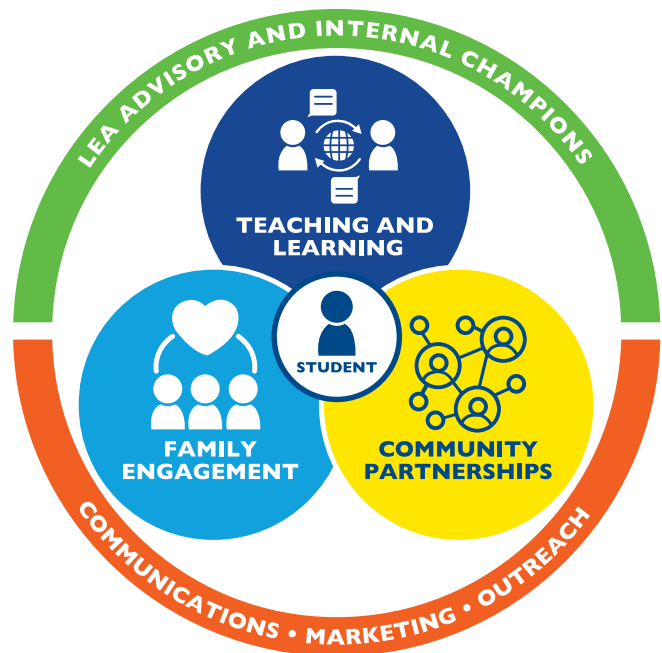
MISSION

Sacramento County invests in the development and implementation of collaborative systems of teaching and learning, partnerships, programs, and support services—grounded in the science of reading—that promote reading and literacy success for all learners within our community.
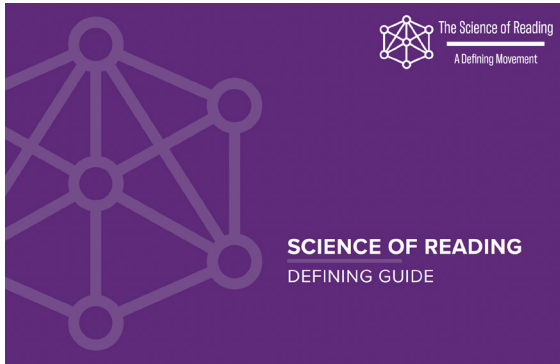
VISION

All learners in Sacramento County will meet yearly age- and grade-appropriate reading and literacy milestones to become proficient readers, thus allowing them to access post-secondary opportunities, employment, and fully participate in their community and our democracy.

CONCEPTUAL FRAMEWORK

LEA ADVISORY AND INTERNAL CHAMPIONS

TEACHING AND LEARNING

STUDENT

FAMILY ENGAGEMENT

COMMUNITY PARTNERSHIPS

COMMUNICATIONS • MARKETING • OUTREACH

GOALS

⭐ Build a sense of urgency to **support a countywide campaign** focused on improved literacy outcomes.

⭐ Create connections between **community leaders and organizations** to support literacy within local contexts and countywide.

⭐ **Engage families** in opportunities and experiences that promote literacy.

⭐ Convene LEA teams in a **community of practice** to develop knowledge and skills, build capacity, and create coherent systems that support improved literacy outcomes.

⭐ **Share best practices** and resources.

GROUNDED IN THE SCIENCE OF READING

The Science of Reading
A Defining Movement

SCIENCE OF READING
DEFINING GUIDE

The Simple View of Reading

WR × **LC** = **RC**

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

The Reading Rope

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)
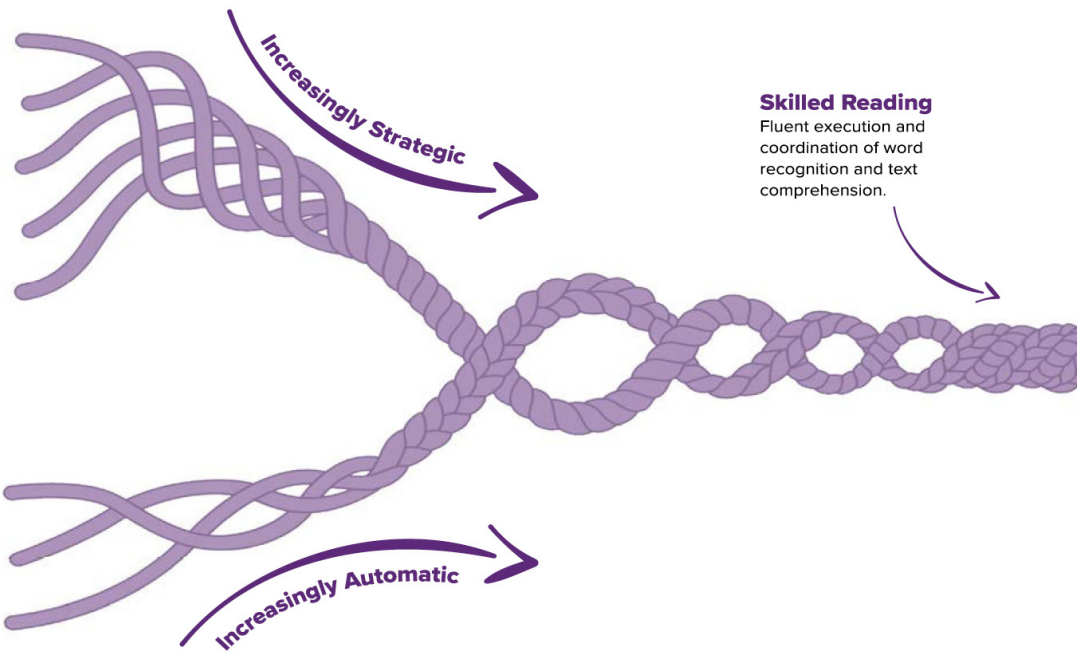
Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

Increasingly Strategic

Skilled Reading
Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)

Increasingly Automatic

The Reading Rope (Scarborough, 2001)

More detailed information for the frameworks can be found in the Science of Reading Defining Guide at
https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/

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Updated 03.28.24