



Secondary District English Language Arts Committee Proposal
Request for Final Approval
November 14, 2019

(Initially Presented to the School Board October 10, 2019)

Curiosity Thrives Here

Policy # R 1.2: Curriculum

It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.



CURRICULUM FRAMEWORK

Administrative Process and Procedures

- Year 1: Study & Evaluate
- Year 2: Evaluate & Recommendation
- Year 3: Implementation
- Years 4 & 5: Monitor & Evaluate

Curriculum Review Process

Our "WHY"

Overview of SAPS Curriculum Review Process & Steps

Overview of Elementary Literacy Framework

Current Reality & Data Analysis

Desired Results & Anchored Research

Portrait of a Graduate

ELA Reading Standards articulation

Understanding by Design Framework for curriculum unit design
(programmatic understandings, priority standards, course understandings,
Essential Learning Outcomes ELOs, Learning Targets/Teaching Points,
differentiation strategies, assessments)

Secondary District ELA Committee

OMS	SMS	SAHS/ALC	District
Amy Cook Jackie Collins Jessie Fredrickson Meagan Sinks Rachel Hovland	Andrea Vizenor Jennifer Walls Liz Tomten Traci Cox Rachel Fugate	Andrea Schueler Corey Quick Dennis Ryan Jessica Booker Katie Barre Laura Hammond Laux Paul Wieland Rachel Steil Rob Bach Mary Leadem Ticiu	Rachel Larson Karen Latterell Caitlyn Willis

Thank You

Middle School Recommendation

Units of Study for Teaching Reading and Writing

6	Maintaining a Reading Life	Personal Narrative	A Deep Study of Character	Literary Essay	Tapping the Power of Nonfiction	Research-Based Informative Writing	TBD
7	Maintaining a Reading Life	Investigating Characterization Through Author Study	Reading Argument	Art of Argumentation Writing	Poetry	Historical Fiction Book Clubs	Historical Fiction Writing
8	Maintaining a Reading Life	Literary Nonfiction	Investigative Journalism	Dystopian Book Clubs	Literary Essay: Craft and Theme	Essential Research Skills	Position Paper

Reading and Writing Workshop

- Students read and write daily.
- Students learn in a skill-focused, mentorship model.
- Allows students to transfer learning to many texts.
- Materials and instruction are easily personalized and differentiated.

Word Study (TBD due to budget)

Curriculum should . . .

- Build on elementary program
- Teach strategies and word relationships.
- Help students understand how language works.

High School Recommendation

Uses Workshop Instructional Model

- Allows students to transition gently from middle school experience into a modified workshop model.
- Gradual release of responsibility woven throughout lessons and units.
- Blends direct instruction with autonomy and choice.

Fosters Engaged Readers and Critical Thinkers

- Student choice library supports transfer
- Embedded close reading strategies lead to deeper analysis of texts.
- Interactive texts develop annotation skills.

Develops Writing & Speaking Techniques

- Mentor texts model what effective writing looks like.
- Lessons incorporate producing and publishing with technology
- Explicit speaking and listening tasks support student growth for success in post-secondary options.



E-12 Literacy Framework

PreK

K-1

2-5

Middle School

High School

Letterland

Letterland

Words Their
Way

*TBD

Houghton
Mifflin
Harcourt

F&P Shared
Reading

UoS Reading
Workshop*

UoS Reading
Workshop

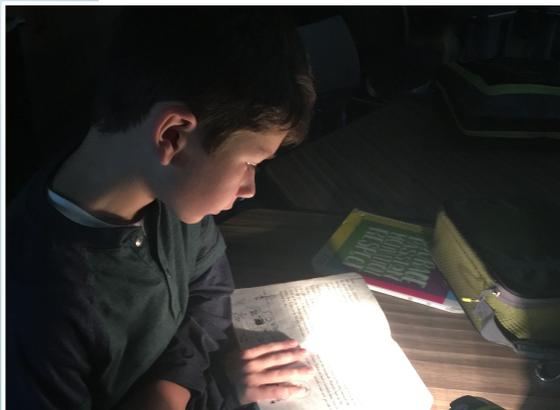
UoS Reading
Workshop

Into Literature

UoS Writing
Workshop

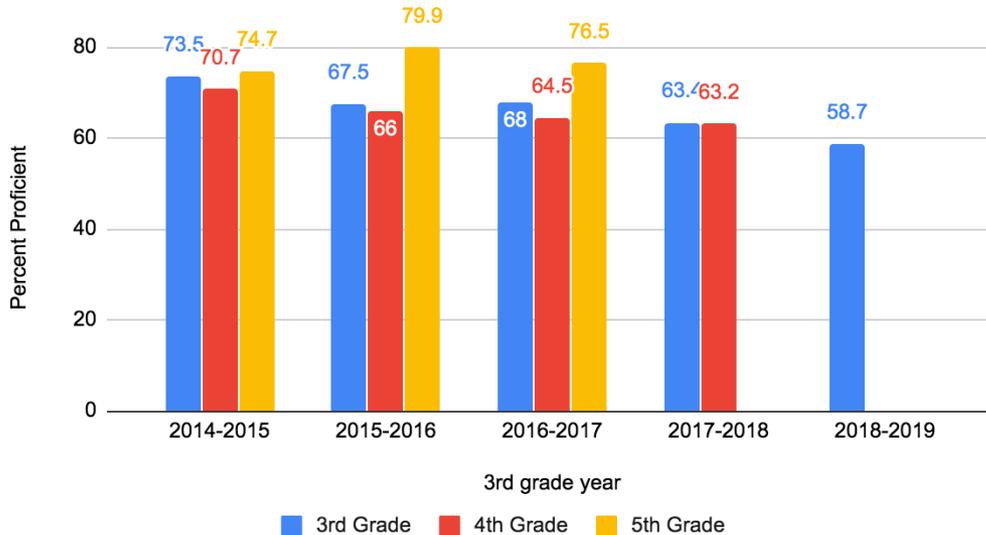
UoS Writing
Workshop

UoS Writing
Workshop

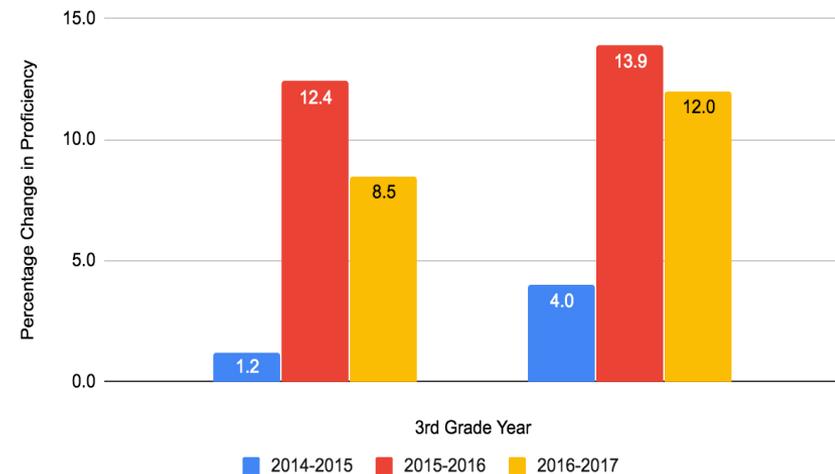


Elementary MCA Reading Proficiency Cohort Trend Data

Cohort Proficiency Rate in 3rd, 4th, and 5th Grades

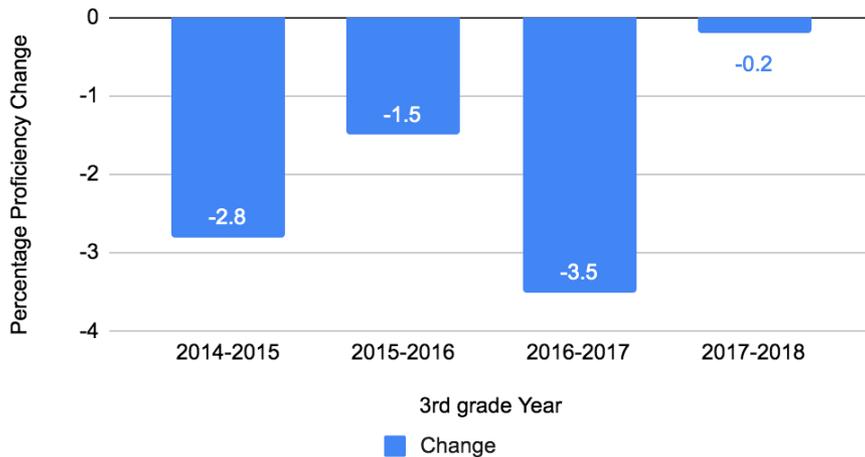


Cohort Trend Percentage Proficiency Change from 3rd to 5th grade: Net Change vs. Change including Deficit Recovery

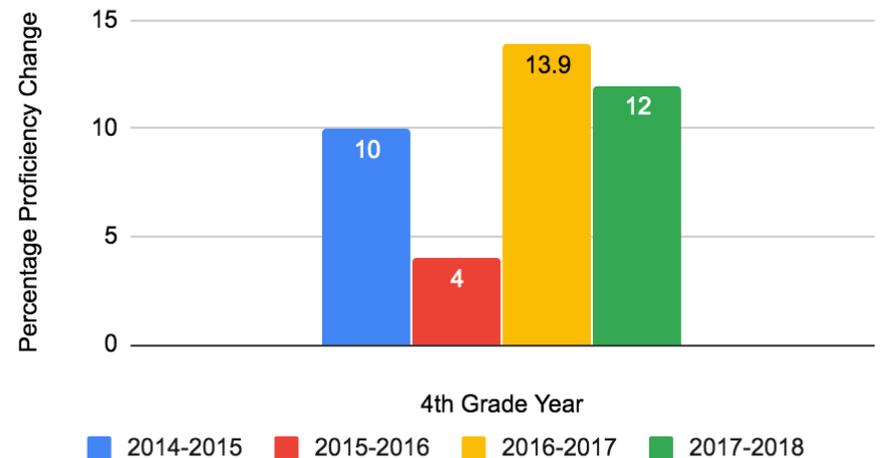


Cohort Percentage MCA Reading Proficiency Change 3rd-4th and 4th-5th

Cohort Proficiency Change 3rd-4th grade



Cohort Proficiency Change 4th-5th grade



FastBridge Cohort Trend Data

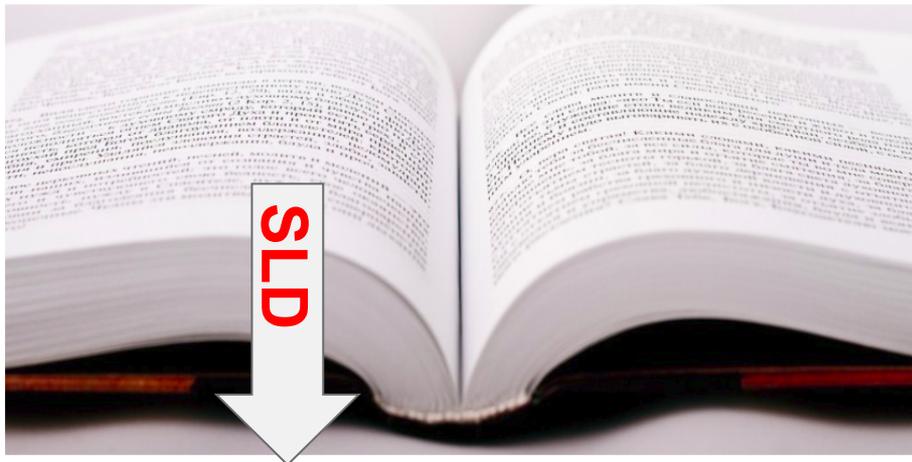
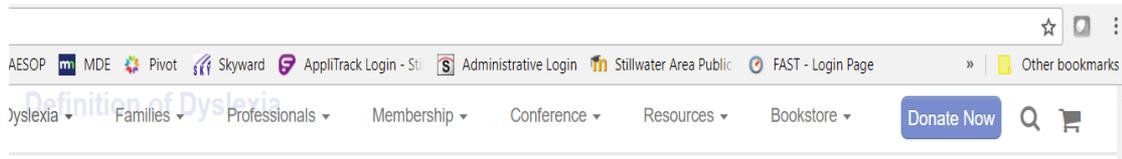
“Low Risk- at or above grade level”

Students Scoring in Low Risk and College Pathway Categories in Winter FastBridge aReading

	15-16	16-17	17-18*	18-19**	* Approximately 30% of students at each grade level received reading instruction via Units of Study during beta implementation year. **Year 1 of full UoS implementation
2nd	73%	72%	76%		
3rd		75%	77%	78%	
4th			81%	79%	
5th				80%	

Students Scoring in Low Risk and College Pathway Categories in Spring FastBridge aReading

			17-18*	18-19**
2nd			76.8	71
3rd			80	77.4
4th			77	74.2
5th			72	77.2
6th			81	77.4



"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

Adopted by the IDA Board of Directors, Nov. 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: [Definition Consensus Project](#).

“up to 15-20% of the population as a whole may have symptoms of dyslexia”



Five Components of Reading

1. **Phonemic Awareness:** Phonemic awareness as defined by National Reading Panel (NPR) as the ability to hear, identify and manipulate individual sounds in spoken words.
2. **Phonics:** Phonics is the relationship between letters of written language and the individual sounds of the spoken language.
3. **Fluency:** Fluency is defined as reading text with speed, accuracy, and proper expression.
4. **Vocabulary:** Stored information about the meanings and pronunciation of words, prefixes, and suffixes needed for communication.
5. **Comprehension:** Readers can read the words and understand what they are reading.

STILLWATER SUPPORT OF STUDENTS WITH DYSLEXIA (ATTRIBUTES OF OR DIAGNOSIS)



Previously Implemented

- PRESS (Path to Reading Excellence in School Site, U of M)
- FastBridge diagnostics and assessments
- Learning Supports Teams
- Orton-Gillingham trained Interventionists
- Dyslexia Checklist, screening for Interventionists/MTSS teams
- Consultation with field professionals/experts

2019-2020 Additional Implementation

- Dyslexia Professional Development for teachers, January & April 2020
- Purchase of Wilson *Foundations* for Tier III support (see slide 28)

On-Going

- Letterland & Words Their Way
- Benchmark Assessment System
- Leveled Libraries (“stretch & strength” books)
- PRESS (Path to Reading Excellence in School Site, U of M)
- FastBridge diagnostics and assessments
- Learning Supports Teams
- Orton-Gillingham trained Interventionists
- Consultation with field professionals/experts

Dyslexia Professional Development 2019-2020



PK-12 Teachers and Support Staff

● *University of Minnesota Department of Pediatric Neuropsychology*

- Introduction to a variety of learning differences, including dyslexia
- Examination of case studies
- Strategies to support students with learning differences

● *LETRS PD (opt in)*

Language Essentials for Teachers of Reading and Spelling

- Self-paced learning modules
- Cohort learning and support meetings

Elementary Intervention

● *Ongoing Orton-Gillingham professional development*

- Level I for new interventionists
- Level II for those who have already completed level I
- Encourage certification

● *Wilson Reading System*

- Purchase
- Provide PD and coaching support from Wilson

Curriculum Supporting Dyslexia



Special Education

Sonday

Lindamood Bell Visualizing and Verbalizing

Tier III

Orton-Gillingham

Leveled Literacy Intervention (LLI)

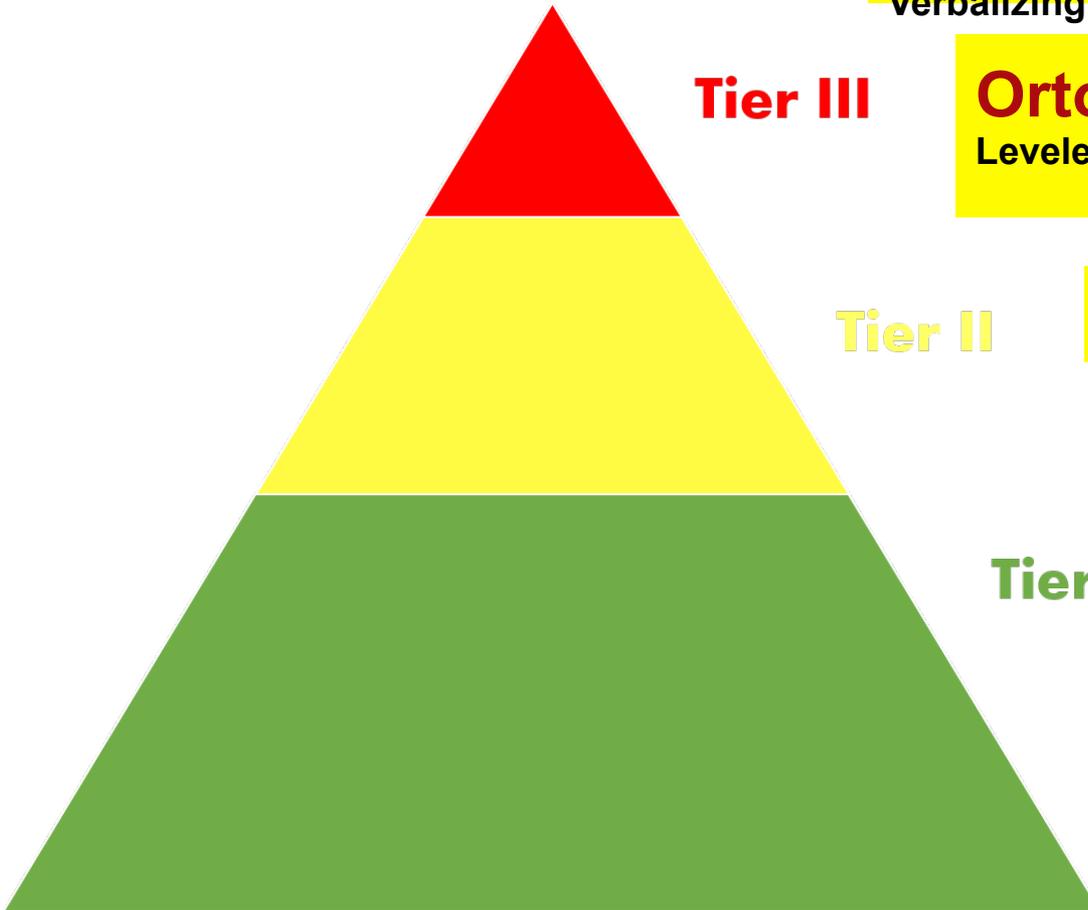
Tier II

PRESS

Tier I

**Letterland +
Words Their Way**

Units of Study in Reading
Units of Study in Writing



Ongoing Foundational Skill Development

Stillwater's Curriculum With Structured Literacy Components

Letterland, Words Their Way, PRESS, Orton-Gillingham, Souday	Phonology/Phonemic Awareness
Words Their Way (lexical semantics), Units of Study for Teaching Reading (conceptual semantics)	Semantics/Word Study
Letterland, Words Their Way, PRESS, Orton-Gillingham, Souday	Sound-Symbol/Phonics
Letterland, Units of Study for Teaching Reading, PRESS	Reading Fluency
Units of Study in Teaching Reading	Comprehension Strategies

Ongoing Foundational Skill Development

Stillwater's Curriculum With Structured Literacy Components

Units of Study for Teaching Reading, Letterland, Words Their Way	High Frequency Word Study
Units of Study in Teaching Reading (syntax acquisition) In development (syntax application)	Syntax
Letterland, Words Their way, PRESS, Orton-Gillingham, Sonday	Syllables
Words Their Way, Units of Study in Teaching Reading	Morphology/Word Study/ Vocabulary
Letterland	Handwriting
Letterland, Words Their Way	Spelling

International Dyslexia Association & Structured Literacy



Donate Now

Dyslexia ▾

Families ▾

Professionals ▾

Membership ▾

Conference ▾

Resources ▾

Bookstore ▾



New Term to Unify Us and Sell What We Do

Structured Literacy: A New Term to Unify Us and Sell What We Do

By: Hal Malchow

At its July 1st meeting, the IDA Board of Directors made a landmark decision designed to help market our approach to reading instruction. The board chose a name that would encompass all approaches to reading instruction that conform to IDA's Knowledge and Practice Standards. That name is "Structured Literacy."

Today, our successful approach to reading instruction goes by many names: Orton Gillingham, Multi-Sensory, Explicit Phonics. In many schools and districts, our approach is referred to by the name of the organization training teachers. So in Houston, it may be known as "Neuhaus." In New York or Los Angeles, it may be referred to as "Wilson."

A Name: First Step in Building a Brand

The term "Structured Literacy" is not designed to replace Orton Gillingham, Multi-Sensory or other terms in common use. It is an umbrella term designed to describe all of the programs that teach reading in essentially the same way.

If we want school districts to adopt our approach, we need a name that brings together our successes. We need one name that refers to the many programs that teach reading in the same way. A name is the first and essential step to building a brand.

In making this decision, the IDA Board considered input from many sources. To begin the process, we reached out to 300 professional members and asked them to suggest names. Based upon that input, we prepared a list of ten names and asked more than 700 professionals to select the three they most preferred. After that input, we chose the three names that had the most support and polled both parents and teachers. Taking all of that input into consideration, we conducted a long discussion of the

“Today, our successful approach to reading instruction goes by many names: Orton Gillingham, Multi-Sensory, Explicit Phonics.”

“The term “Structured Literacy” is not designed to replace Orton Gillingham, Multi-Sensory or other terms in common use. It is an umbrella term designed to describe all of the programs that teach reading in essentially the same way.

<https://dyslexiaida.org/structured-literacy/>

2010 Minnesota Academic Standards-English Language Arts K-12

The standards are organized into three main sections

Standards for
English Language Arts &
Literacy in History/
Social Studies, Science
and Technical Subjects
GRADES K-5

Standards for
English Language Arts
GRADES 6-12

Standards for
Literacy in History/
Social Studies, Science
and Technical Subjects
GRADES 6-12

Each section is divided into strands

Reading

Reading

Reading

Writing

Writing

Writing

Speaking,
Viewing, Listening
& Media Literacy

Speaking,
Viewing, Listening
& Media Literacy

Language

Language

Each strand features learning progressions that are anchored in college and career readiness standards



Supporting Research

Alvermann, D. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34(2).

Applebee, A., Langer, J., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40(3), 685–730.

Beecher, M., & Sweeny, S. (2008). Closing the achievement gap with curriculum enrichment and differentiation: One school's story. *Journal of Advanced Academics*, 19(3), 502–530.

Berkeley, S., Mastropieri, M.A., Scuggs, T.E., (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities*, 44(1), 18-32.

Berninger, V., Abbott, R., Abbott, S., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35(1), 39–56.

Brozo, W., & Flynt, E. (2008). Motivating students to read in the content classroom: Six evidence-based principles. *The Reading Teacher*, 62(2), 172–174.

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association.

Corden, R. (2007). Developing reading-writing connections: The impact of explicit instruction of literary devices on the quality of children's narrative writing. *Journal of Research in Childhood Education*, 21(3), 269–289.

Cowen, C.D., (2016). What is Structured Literacy? A primer on effective reading instruction. (2016). Retrieved online: <https://dyslexiaida.org/what-is-structured-literacy/>

Recommendation & Proposal

Cost Per Student	TOTAL PACKAGE- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
	Curriculum	Budget	Professional Development	Budget
	Houghton Mifflin Harcourt Into Literature	\$255,000	On-site training & substitutes	\$21,500/\$23,500=\$45,000
\$93	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$5,000/\$25,000=\$30,000
\$4	Classroom books, novels, materials	\$144,000	Teacher planning, writing, etc	\$20,000
\$30	Total	\$407,000	Total	\$95,000
Cost Per Student	2019-2020 ACTUAL DUE TO BUDGET CUTS- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
	Curriculum	Budget	Professional Development	Budget
	Houghton Mifflin Harcourt Into Literature	\$55,000	On-site training & substitutes	\$8,820/\$4,200=\$13,020
\$20	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$3,000/\$9,800=\$12,800
\$4	Classroom books, novels, materials	\$72,000	Teacher planning, writing, etc	\$0
\$15	Total	\$135,000	Total	\$25,820
\$39	<i>Difference from Total Package</i>	\$272,000	<i>Difference from Total Package</i>	\$69,180
Over 10 years the cost would be \$3.90 per student	<i>*Writing has been postponed</i>			

Thank you!





Curiosity Thrives
Here



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Curiosity Thrives Here

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CURRICULUM FRAMEWORK

Administrative Process and Procedures

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- Year 3: Implementation
- Years 4 & 5: Monitor & Evaluate

Stillwater Area Public Schools **Philosophy of Literacy** **Instruction**



Literacy development is a critical component of instruction in Stillwater Area Public Schools. Every staff member is committed to building and sustaining a **district-wide culture** in which **high-quality, research-based reading instruction** for each student is our most important priority. The instruction is delivered in a **balanced literacy framework**, and embeds the 21st Century skills of **collaboration, communication, critical thinking, and creativity**, all with the goal of developing independent and lifelong literacy learners.

(From the Read Well by Third Grade Plan)

*Updated 2017

Curriculum Review Process

Our "WHY"

Overview of SAPS Curriculum Review Process & Steps

Overview of Elementary Literacy Framework

Current Reality & Data Analysis

Desired Results & Anchored Research

Portrait of a Graduate

ELA Reading Standards articulation

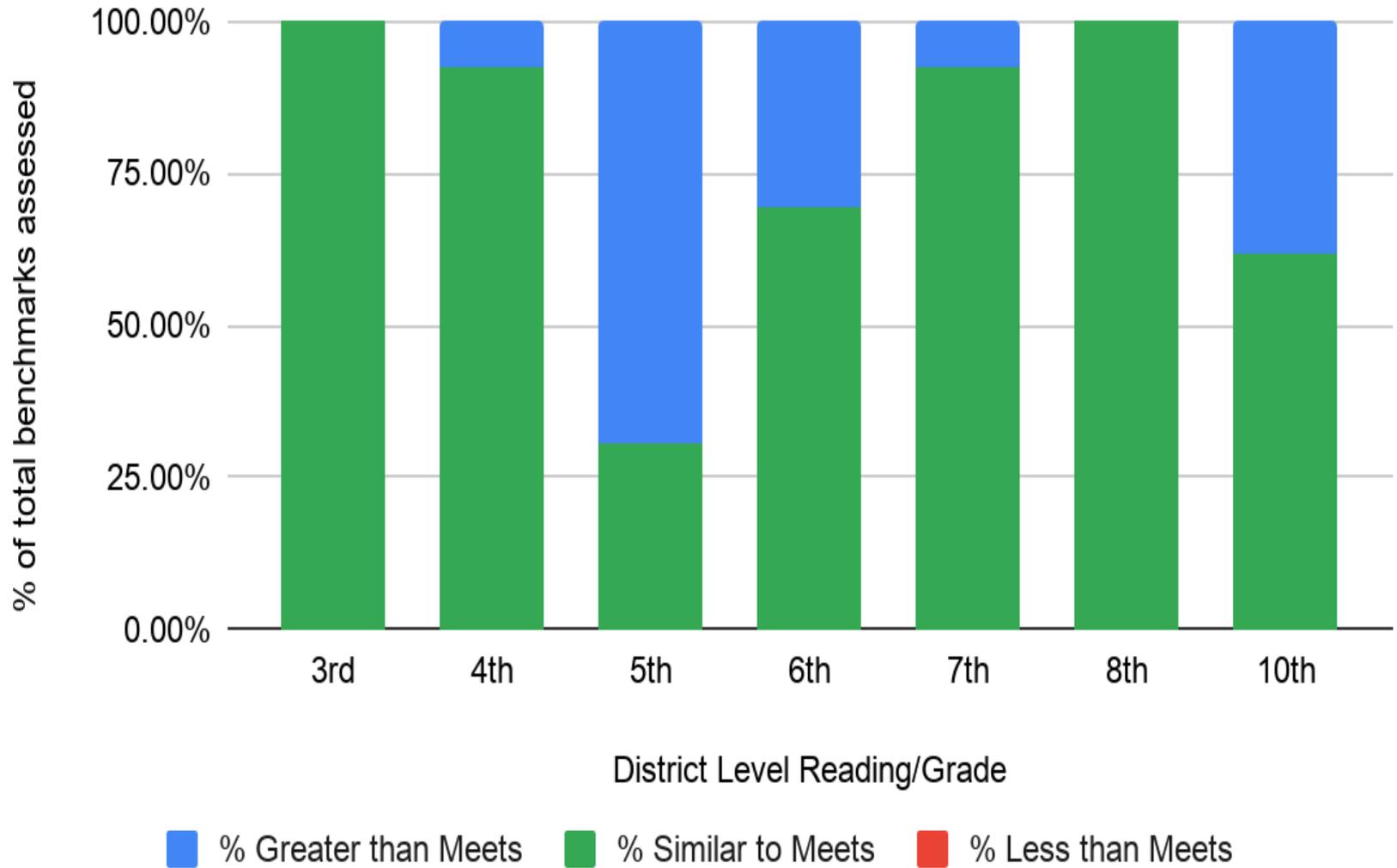
Understanding by Design Framework for curriculum unit design
(programmatic understandings, priority standards, course understandings,
Essential Learning Outcomes ELOs, Learning Targets/Teaching Points,
differentiation strategies, assessments)

Current Reality & Desired Results

- more engaged, empowered learners across all learning/student levels
- meaningful assessments to meet needs
- leveled resources with skill focus
- skill & strategy focused curriculum, less on content
- comprehensive delivery of appropriate levels of rigor for each student
- consistency with grading, assessment
- flexible, meaningful course selection, choice-based electives
- matching text levels to reader levels
- high-interest texts/books/materials
- purpose of homework, frequency
- students first!
- harness expertise amongst colleagues
- manageable system (time) for providing feedback
- transition from elementary to middle school to high school



District Reading Benchmark Performance by Grade





South Wash

- Workshop model in Middle School, investigating Words Their Way
- High School--novel based in some, textbook based in some

White Bear Lake

- Middle School--Units of Study
- High School--Novel based

Wayzata

- 6th -7th HMH *Collections* + UoS Writing
- 8th Perfection Learning *Literature and Thought* + UoS Writing
- 9th - 12th Many individual texts

New Prague

- HMH *Into Literature*

Reading data



Anchored Research

- Fisher, D., Frey, N., Hattie, J., & Thayre, M. (2017). *Teaching literacy in the visible learning classroom 6-12*. Thousand Oaks, CA: Corwin Publishing.
- Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Portsmouth, NH: Heinemann.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Portland, ME: Stenhouse Publishers.
- Hawley Turner, K. & Hicks, T. (2012). *Argument in the real world: Teaching adolescents to read and write digital texts*. Portsmouth, NH: Heinemann.
- Hill Campbell, K. (2007). *Less is more: Teaching literature with short texts--grades 6-12*. Portland, ME: Stenhouse Publishers.
- Newkirk, T. (2017). *Embarrassment and the emotional underlife of learning*. Portsmouth, NH: Heinemann.
- Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Roberts, K. (2018). *A novel approach: Whole-class novels, student-centered teaching, and choice*. Portsmouth, NH: Heinemann.
- Styslinger, M. E. (2017). *Workshopping the canon*. Urbana, IL: National Council of Teachers of English.
- Zwiers, J. & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understanding*. Portland, ME: Stenhouse Publishers.



Balanced Literacy Approach

READING WRITING LISTENING SPEAKING VIEWING PRESENTING	
READ ALOUD/MODELED READING	WRITE ALOUD/MODELED WRITING
SHARED READING	SHARED WRITING
INTERACTIVE READING	INTERACTIVE WRITING
GUIDED READING	GUIDED WRITING
INDEPENDENT READING	INDEPENDENT WRITING

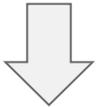
Benchmark Assessment System 2017-18



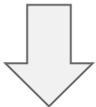
Literacy Continuum: Reading Levels 2017-18



PRESS 2017-18



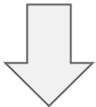
Letterland for PreK and K



Lucy Calkins Units of Study for Reading 2018-19



Words Their Way 2018-19



Lucy Calkins Units of Study for Writing. 2019-20

**Slow &
Scaffolded
*Professional
Development*
2017-2020**



PK-5 Literacy Investment 2017-2020

Resources	Expense
Benchmark Assessment System	9,000
Letterland	13,000
Words Their Way	70,000
Classroom Libraries	410,000
Reading- Units of Study	35,000
Writing- Units of Study	35,000
Professional Development	88,000
Total Investment	660,000





Minnesota Statute 120B.12

READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3.

(1) dyslexia, using screening tools such as those recommended by the department's dyslexia and literacy specialist; or

(2) convergence insufficiency disorder.

(b) A student identified under this subdivision must be provided with alternate instruction under section

[125A.56, subdivision 1.](#)



Balanced Literacy Framework	Structured Literacy
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday	Phonology
Words Their Way (lexical semantics), Units of Study for Teaching Reading (conceptual semantics)	Semantics
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday	Sound-Symbol
Units of Study in Teaching Reading (syntax acquisition) In development (syntax application)	Syntax
Letterland, Words Their way, PRESS, Orton-Gillingham, Sonday	Syllables
Words Their Way, Units of Study in Teaching Reading	Morphology

Dyslexia Assessment Recommendations from MDE



Phonemic Awareness

Skill	Recommended Year and Season	Stillwater Assessment Plan
Initial Sound Fluency	K (F, W)	FastBridge K (F, W); Tier II PRESS as indicated by student need
Phoneme Blending	K (W, S)	Not currently required but available for K and 1 in FastBridge; Tier II PRESS as indicated by student need
Word Segmentation	K (W, S) 1 (F, W)	FastBridge K (W, S) 1 (F, W, S) Tier II PRESS as indicated by student need

Dyslexia Assessment Recommendations from MDE



Decoding

Skill	Recommended Year and Season	Stillwater Assessment Plan
Letter-Sound Fluency	K (W, S)	FastBridge K (F, W, S); Tier II PRESS as indicated by student need
Nonsense Words	K (W, S) 1 (F, W, S) 2 (F)	FastBridge K (W, S) 1 (F, W, S) 2 not currently screening; Tier II PRESS as indicated by student need
Oral Reading Fluency (ORF)	1 (F, W, S) 3 (F, W, S)	FastBridge 1 (F, W, S) 2 (F, W, S) 3-5 (F, W, S <40th percentile); Tier II PRESS as indicated by student need

Dyslexia Assessment Recommendations from MDE



Encoding

Skill	Recommended Year and Season	Stillwater Assessment Plan
Spelling Inventory	1 (F, W, S) 3 (F, W, S)	Bear Spelling Inventory (from Words Their Way)-- There is a need for updated materials and district-wide training. This is a component of our current literacy implementation.

Dyslexia Assessment Recommendations from MDE

Orthographic Memory and Recall



Skill	Recommended Year and Season	Stillwater Assessment Plan
Rapid Automatic Naming	K (F, W)	Assessed as appropriate in Special Education
Letter Name Fluency	K (F, W)	K (F)
Letter-Sound Fluency	K (W, S) 1 (F, W)	FastBridge K (F, W, S) Not assessed in grade 1; Tier II PRESS as indicated by student need
Onset Sounds	K (W, S) 1 (F, W)	FastBridge K (F, W) Not assessed in grade 1; Tier II PRESS as indicated by student need
High Frequency/Sight Words	K (S) 1 (F, W, S) 2 (F, W, S)	K (S) 1 (F, W, S) 2 not formally assessed; will be a component of new literacy implementation



Stillwater Area Public Schools

Dyslexia Checklist

Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Students who are presenting with indicators of dyslexia will need more explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with word sounds and word recognition to make progress meeting proficiency. Use this checklist as a tool to help determine a student's individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data.

Instructionally Meaningful Observations and Interview Data	Rarely	Sometimes	Often
Phonemic Awareness			
1. Mishears letters or sounds.			
2. Difficulty with rhyming.			
3. Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.			
Decoding			
1. Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.			
2. Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt) skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly).			
3. Decodes a word on one page but not on next; one day it is there, next it is not.			
4. Relies on contextual clues to read, guesses at words based on the first few letters.			
5. Accuracy of decoding improves but rate remains persistently lower than benchmark.			



- [Learning Forward Minnesota](#) (formerly Minnesota Staff Development Council)
- [Learning Forward](#) (formerly NSDC - National Staff Development Council)

- [ASCD - Association for Supervision and Curriculum Development](#)
- [Minnesota ASCD- MN Association for Supervision & Curriculum Development](#)
- [CCSSO](#) - Council of Chief State School Officers/INTASC Standards Interstate New Teacher Assessment and Support Consortium (INTASC)
- [IRA International Reading Association](#)
- [Minnesota Department of Education](#)
- [National Council of Teachers of English](#)
- [Phi Delta Kappa International, The Professional Association in Education](#)
- [American Federation of Teachers](#)
- [CIERA: Center for the Improvement of Early Reading Achievement](#)
- [FREE: Federal Resources for Educational Excellence](#) - Teaching & Learning Resources
- [IRA International Reading Association](#)
- [Knowledge Loom: Early Literacy in the Spotlight](#)
- [Minnesota Department of Education](#)
- [MRA Minnesota Reading Association](#)
- [NAEP - National Center for Education Statistics - U.S. Department of Education](#)
- [NBPTS - National Board for Professional Teaching Standards](#)
- [NCATE - Standards National Council for Accreditation of Teacher Education](#)
- [NCLB - No Child Left Behind – Edgov U.S. Department of Education](#)
- [National Research Center on English Learning & Achievement](#)
- [Northwest Regional Educational Laboratory: Literacy and Language Development](#)