

Welcome!

Elementary ELA Instructional Materials Review and Adoption Committee

Feb 8, 2023
4:00-6:00 PM
Mohave District Annex

Approval of Committee Meeting Minutes

Curriculum Committee Meeting Minutes

Draft MINUTES OF

PreK - 5 English Language Arts (ELA) Curriculum Adoption Committee
SCOTTSDALE UNIFIED SCHOOL DISTRICT NO. 48
Mohave District Annex (MDA) 8500 E. Jackrabbit Rd., Scottsdale AZ 85258

Date: Wednesday, February 1, 2023 Time: 4:00 - 6:00 PM

Call to Order

Meeting was called to order at 4:06 PM by Diane Murphy.

Attendance

Present: Julie Ballard, Jennifer Bethke, Candy Bloch, Mahlaima Boemark, Remi Braca, Sheena Byerley, Tyler Cary, Amanda Chilcher, Pat Bollofello, Lindsey Denny, Kim Dodds Keran, Alston Ellis, Jennifer Fox, Liz Gardemann, Briana Gillette, Beth Greene, Emma Goetz, Nicole Hamilton, Colleen Harrison, Kaia Hart, Christopher Hodo, Katie Honeycutt, Samantha Janka, Sarah Prado, Dede Johnston, Keri Katz, Cherie Kujawa, Magdalin Leonardo, Mickaela Leopold, Amber Lindsey, Patty Malley, Brianna Maxwell, Diane Murphy, Brianna Reed, Kendall Regan, Cathay Skinner, Lori Soble, Linda Tardie, Raquel Thomas, Meghan Tipton, Jesse Torres, Nicole Viderman, Michelle Woulfe.

Absent: Christine Bonow, Sarah Dorn, Shelley Pappas, Kate Russo, Sarah Yaron

Information/Discussion and Possible Action Items

1. Welcome and Introductions

Diane Murphy, PreK - 5 ELA Coach

- Talked about the folder and the agenda that was handed out to each committee member.
- Introductions of all committee members were completed.

2. Purpose and Outcomes

Diane Murphy, PreK - 5 ELA Coach

- The committee's goals were connected to the District's Strategic Plan; Goal #1, Academic Excellence, and Goal #5, Optimized Resources.
- The committee's purpose is to review, evaluate, and recommend quality and appropriate textbooks and instructional resources for approval by the district Governing Board.
- The committee's outcomes will be: learning about current best practices in literacy instruction; learning about Arizona laws and standards; analyzing literacy data; developing a rubric criteria to be used to review, evaluate textbooks and

Agenda for Wednesday, February 8, 2023

- 1. Welcome and Roll Call**
- 2. Approval of Committee Meeting Meetings (Action Item)**
- 3. Review of Committee Agenda, Purpose, Norms, and Expectations**
- 4. Arizona K-5 ELA Standards**
- 5. Science of Reading Research**
- 6. Evidence-based Literacy Research**
- 7. Future Meetings**



Committee Members

Classroom Teachers:

Sarah Johnson
Magdalin Leonardo
Liz Gardemann
Jennifer Bethke
Raquel Thomas
Alison Ellis
Lindsey Denny
Brianna Maxwell
Jennifer Fox
Cherie Kujawa
Beth Green
Nicole Hamilton
Cathy Skinner
Remi Braca

Patty Malley
Meghan Tipton
Kendall Regan
Sheena Byerley
Briana Reed
Amber Lindsey
Nicole Viderman
Katie Honeycutt
Amanda Chilcher
Pat Collofello
Candy Bloch
Lori Soble
Samantha Janka
Colleen Harrison

Specialist:

Kerri Katz - SPED
Jesse Torres - SPED
Kaia Hart - ELD
Linda Tardie - Reading Specialist
Mickaela Leopold - Reading Specialist
Michelle Woulfe - Reading Specialist

PreK:

Emma Goetz
Shelley Pappas
Christine Bonow

Administrators:

Julie Ballard
Chris Hodo

Parents/Community:

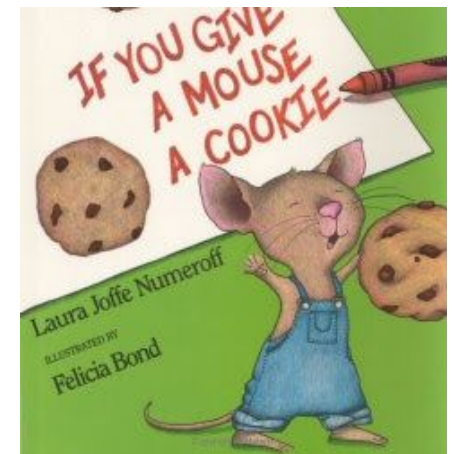
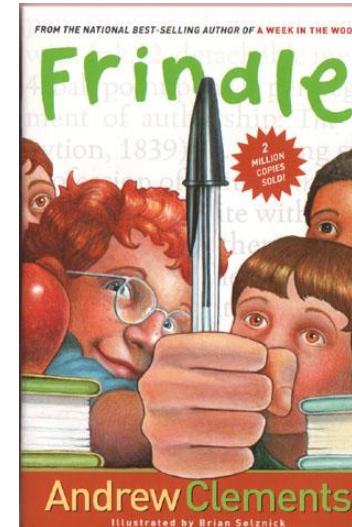
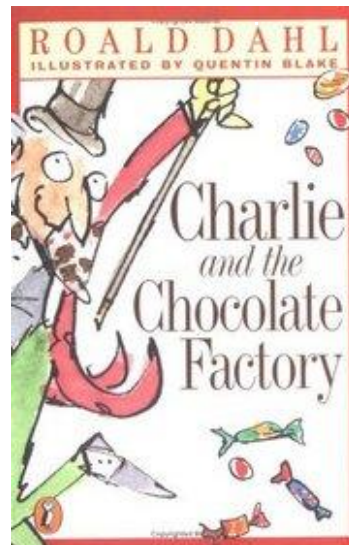
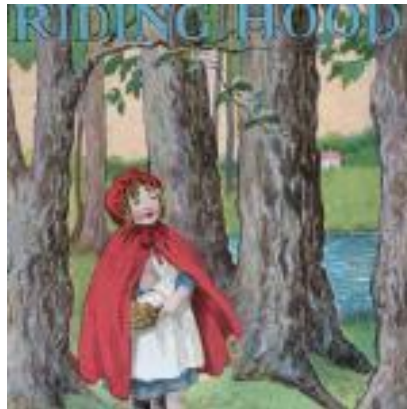
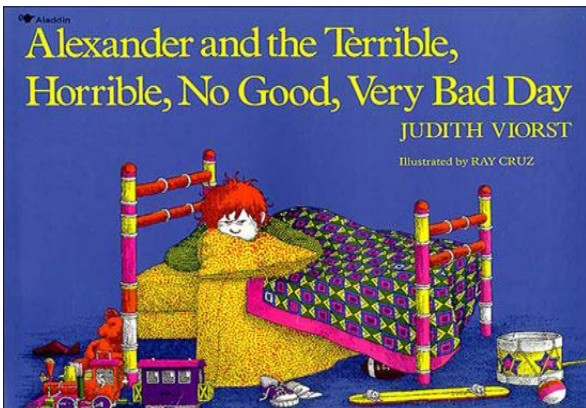
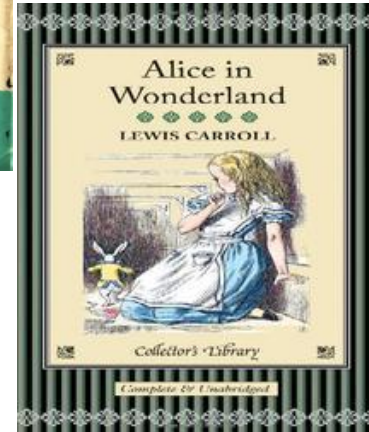
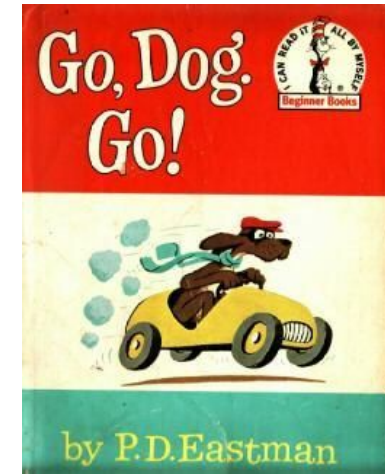
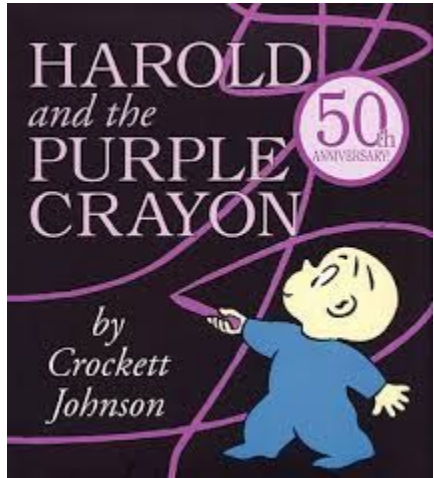
Briana Gillette
Kate Russo
Sarah Yaron
Mahaima Boemark
Sarah Dorn

District facilitators and support:

Diane Murphy
Dr. Kim Dodds Keran
Dede Johnston
Tyler Carey

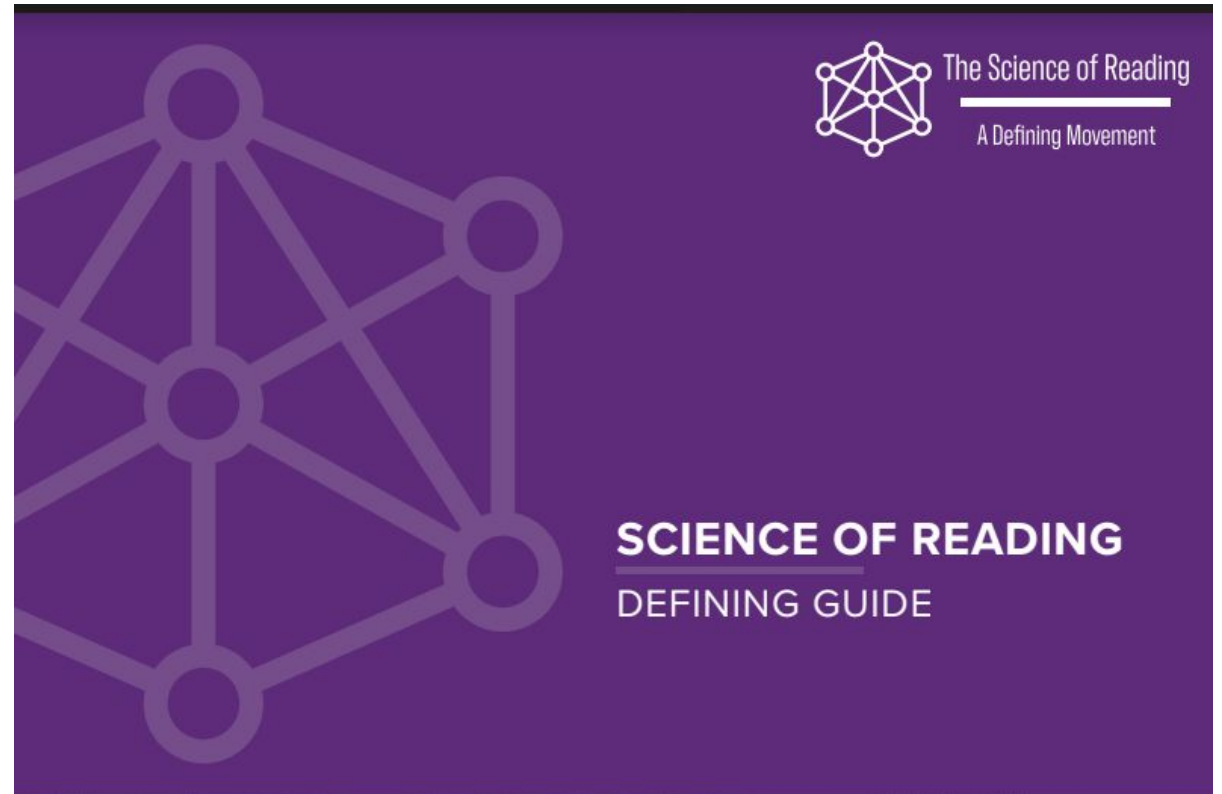
Introductions

- 1) Name
- 2) School
- 3) What literary character do you most identify with and why?



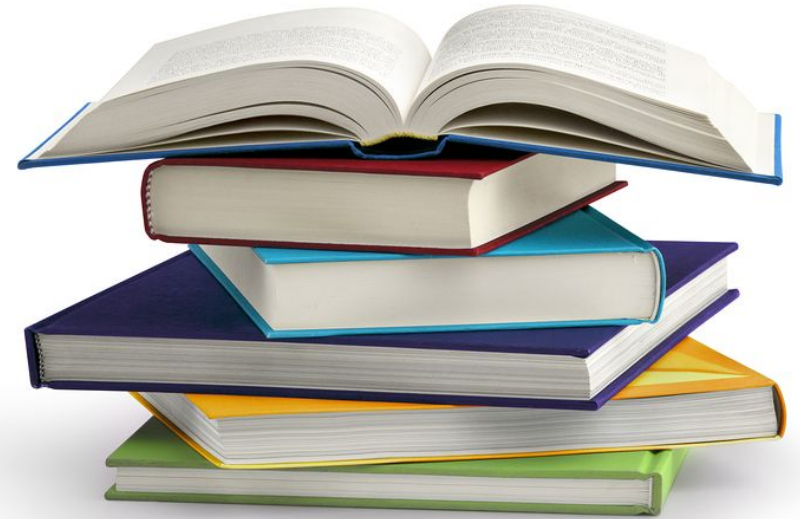
Discussion of “Homework” Article

- What were some of the “ah-ha” moments from the article?
- What questions do you have based on the article?
- What new insights did the gleam?
- What are you already doing - and how is that going?



Purpose

The purpose of the elementary English Language Arts (ELA) instructional materials textbook adoption committee is to review, evaluate, and recommend quality and appropriate textbooks and instructional resources for approval by the district Governing Board.



Committee Norms

We will be...

- be fully present.
- listen to understand and ask questions for clarification.
- be open to new ideas.
- invite and welcome the contributions of every member.
- be mindful of the of how often and how long you speak.
- support the group's recommendation after consensus is reached.
- questions and challenges are welcomed. Question and challenge the idea, not the person.



Consensus Decision Making

- Consensus decision making is a **group decision making process** that seeks consent of all participants where **everyone's opinions are heard and understood.**
- It is an **acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual.**



Consensus is...

- consenting to a proposal because **group members choose to cooperate** with the direction of the **group** rather than **insist on their personal preference**.
- ***“Is this proposal something you can live with?”***
While group members may be willing to go along with a proposal, **they do not actually need to favor it above another choice**.
- to ***“consent”*** means that even if group members disagree, **there is still overall consent to move forward** in order to settle the issue.



Clarifying Decision-Making Process

Defining Consensus

Defours et al - Definition of Consensus:

All points of view have been heard.

The will of the group is evident even to those who most oppose it.



Arizona ELA Standards

Please review the ELA standards for K-5.

ELA Standards



What do you want a SUSD child to know and be able to do?

Reading Standards for Literature	
Key Ideas and Details	
2.L.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.L.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.L.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.L.4	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
2.L.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.L.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
2.L.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.L.8	2.L.8 (Not applicable to literature)
2.L.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
2.L.10	"By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2."
Reading Standards for Informational Text	
Key Ideas and Details	
2.I.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.I.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.I.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
2.I.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.I.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.I.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.I.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.W.1	Describe how reasons support specific points the author makes in a text.
2.W.2	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
2.W.3	"By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two."
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
2.W.4	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
2.W.5	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.W.6	b. Know spelling-sound correspondences for additional common vowel teams.
2.W.7	c. Identify and apply all six syllable types to decode appropriate grade-level text.
2.W.8	d. Decode words with common prefixes and suffixes.
2.W.9	e. Identify words with inconsistent but common spelling-sound correspondences.
2.W.10	f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
2.W.11	Read with sufficient accuracy and fluency to support comprehension.
2.W.12	a. Read on-level text with purpose and understanding.
2.W.13	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.W.14	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
Text Types and Purposes	
2.W.15	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.16	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.17	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing	
2.W.18	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
2.W.19	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.20	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
2.W.21	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.W.22	Recall information from experiences or gather information from provided sources to answer a question.
2.W.23	2.W.9 (Begins in grade 4)

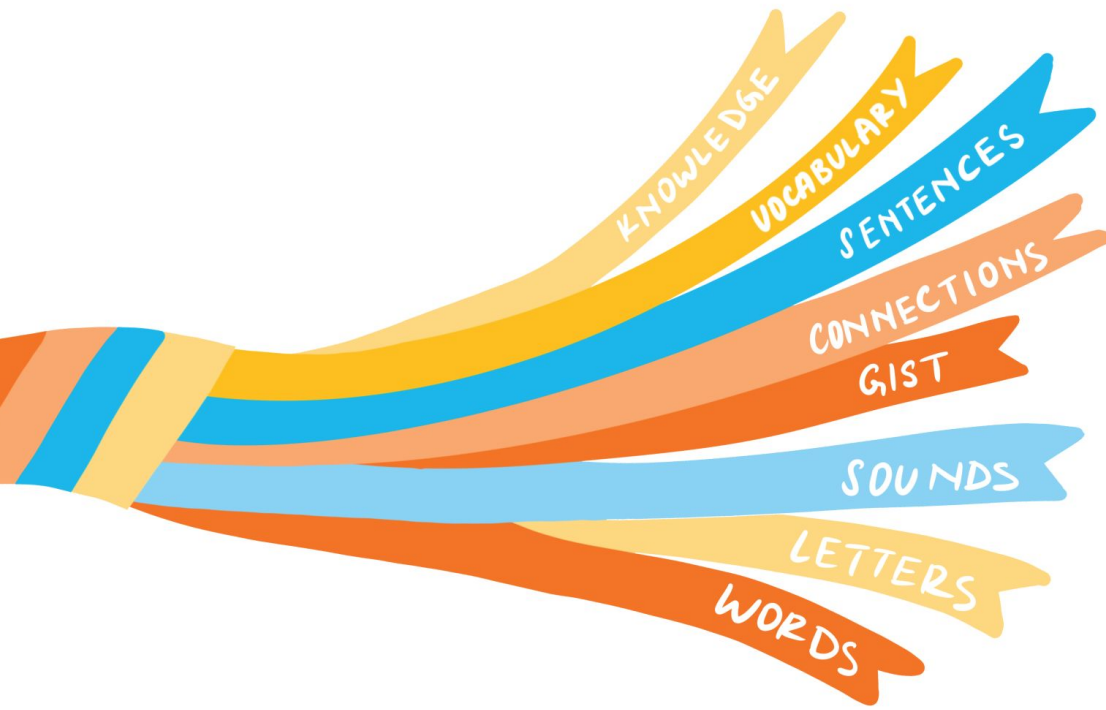
Range of Writing	
2.W.10	(Begins in grade 3)
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
2.W.24	Demonstrate and apply handwriting skills.
2.W.25	a. Write legibly in manuscript using correct letter formation.
2.W.26	b. Transcribe ideas in manuscript with automaticity and proper spacing.
2.W.27	Demonstrate and apply sound-letter concepts.
2.W.28	a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
2.W.29	1. Consonants: /s/ = s, ss, ce, ci, cy; /t/ = t, ff, ph; /k/ = c, k, ck
2.W.30	2. Vowels: /o/ = o, o, a, oa (long o); /ai/ = a, e, ai, ay (long a)
Spelling	
2.W.31	Know and apply phonics and word analysis skills when encoding words.
2.W.32	a. Spell on-level, regular, single-syllable words that include:
2.W.33	1. Position-based patterns (e.g., -ch, -tch, k, -ck, -ge, -dge).
2.W.34	2. Complex consonant blends (e.g., scr, str, squ).
2.W.35	3. Less common vowel teams for long vowels (e.g., ow, oo, ou, ou, ue).
2.W.36	4. Vowel-r combinations (e.g., turn, star, third, four, for).
2.W.37	5. Contractions (e.g., well, I'm, they've, don't).
2.W.38	6. Homophones (e.g., bear, bare, past, passed).
2.W.39	7. Plurals and possessives (e.g., its, it's).
2.W.40	b. With prompting and support, spell two- and three-syllable words that:
2.W.41	1. Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
2.W.42	2. Include familiar compound words (e.g., houseboat, yellowtail).
2.W.43	3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
2.W.44	c. With prompting and support, spell words with suffixes that require:
2.W.45	1. Consonant doubling (e.g., running, slipped).
2.W.46	2. Dropping silent e (e.g., smiled, paving).
2.W.47	3. Changing y to i (e.g., cried, babies).
2.W.48	d. Spell grade-level appropriate words in English, as found in a research-based list ("See guidelines under Word Lists in the ELA Glossary), including:
2.W.49	1. Irregular words (e.g., against, many, enough, does).
2.W.50	2. Pattern-based words (e.g., which, kind, have).
Speaking and Listening Standards	
Comprehension and Collaboration	
2.S.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.S.2	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2.S.3	b. Build on others' talk in conversations by linking their comments to the remarks of others.
2.S.4	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.S.5	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.S.6	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
2.S.7	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.S.8	Create audio recordings of stories or poems, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.W.10	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of Standard English	
2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2.L.2	a. Use collective nouns (e.g., group).
2.L.3	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2.L.4	c. Use reflexive pronouns (e.g., myself, ourselves).
2.L.5	d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).
2.L.6	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.7	f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
2.L.8	g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
2.L.9	h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
2.L.10	i. With assistance, link sentences into a simple, cohesive paragraph that contains a main idea, supporting details, and a conclusion.
2.L.11	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
2.L.12	a. Capitalize holidays, product names, and geographic names.
2.L.13	b. Use commas in greetings and closings of letters.
2.L.14	c. Use an apostrophe to form contractions and frequently occurring possessives.
2.L.15	d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2.L.16	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
2.L.17	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.L.18	a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
2.L.19	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2.L.20	a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/tellable).
2.L.21	b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
2.L.22	c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
2.L.23	d. Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.24	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.25	Demonstrate understanding of word relationships and nuances in word meanings.
2.L.26	a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.27	b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.L.28	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).



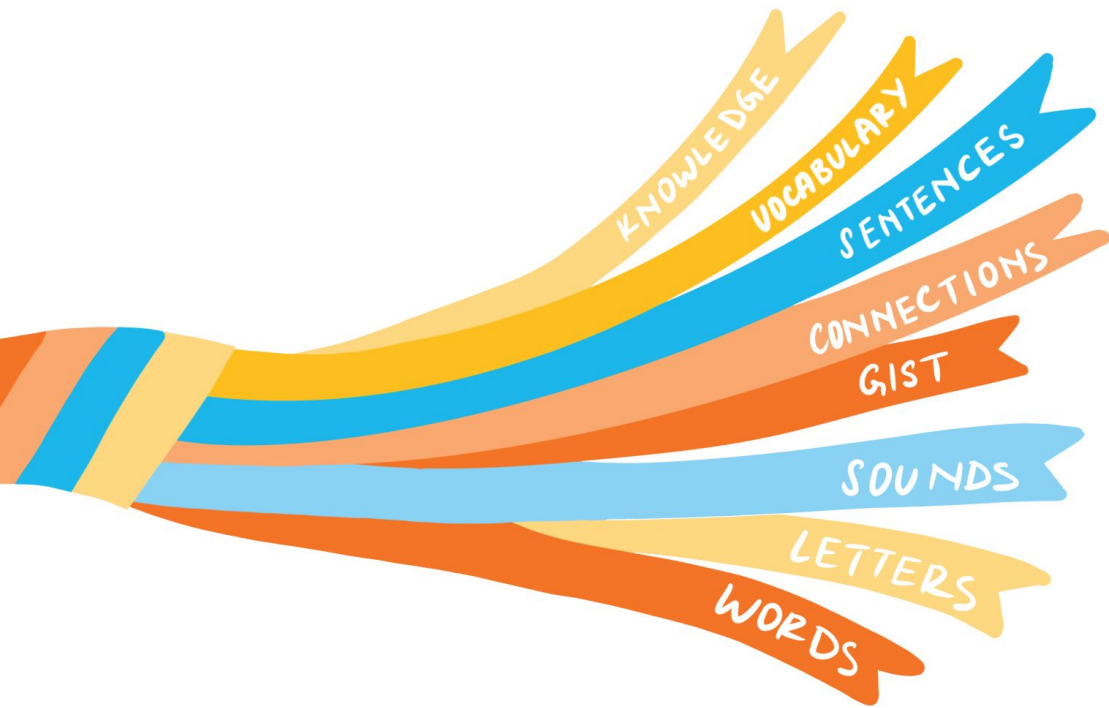
AZ 2nd Grade 2016 ELA Standards

Science of Reading



The Science of Reading (SOR) is the emerging consensus from many related disciplines and based on **thousands of studies** around the world. The research shows **how students learn** to read and **what works** when they don't learn, and **what instruction** is most likely to work for most students.

Science of Reading



The Science of Reading (SOR) has shown that reading is **NOT** natural and needs to be **explicitly** taught in a **systematic** way for students to become fluent readers.

So...What's the Problem?

Most reading instruction fails to align with science.

60%

of elementary teachers have never been trained in strategies for teaching the "big 5".

95%

of early elementary classrooms spend insufficient time providing direct instruction on all English phonemes.

80%

of early elementary teachers encourage students to use pictures or context clues to identify unfamiliar words.

"The methods commonly used to teach children to read are inconsistent with basic facts about human cognition and development and therefore make learning to read more difficult than it should be".

-Mark Seidenberg, Cognitive Neuroscientist and author of *Language at the Speed of Sight*



PDX READING SPECIALIST

Virtually Every Student Can Learn To Read

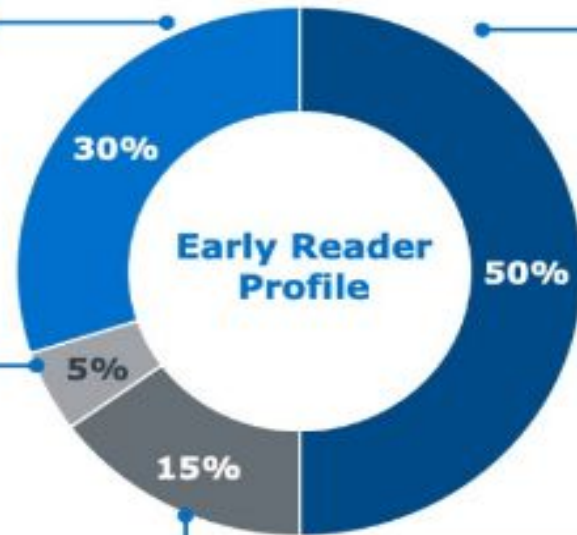
Almost All Students Have the Cognitive Capacity to Read

Distribution of Early Readers' Cognitive Ability, According to the National Institutes of Health

1 Capable of Learning Regardless of Environment

These students will learn how to read, regardless of instructional quality

1



2

2 Able to Learn With High Quality Tier 1 Instruction

Half of students will learn to read from explicit and direct instruction in foundational skills

3

3 Require Additional Time and Support

Minimal share of students will eventually enter tier 1 with additional attention and support

4

4 Struggle with Severe Cognitive Impairments

Small subset of students have severe cognitive disabilities and will likely struggle to read throughout their schooling



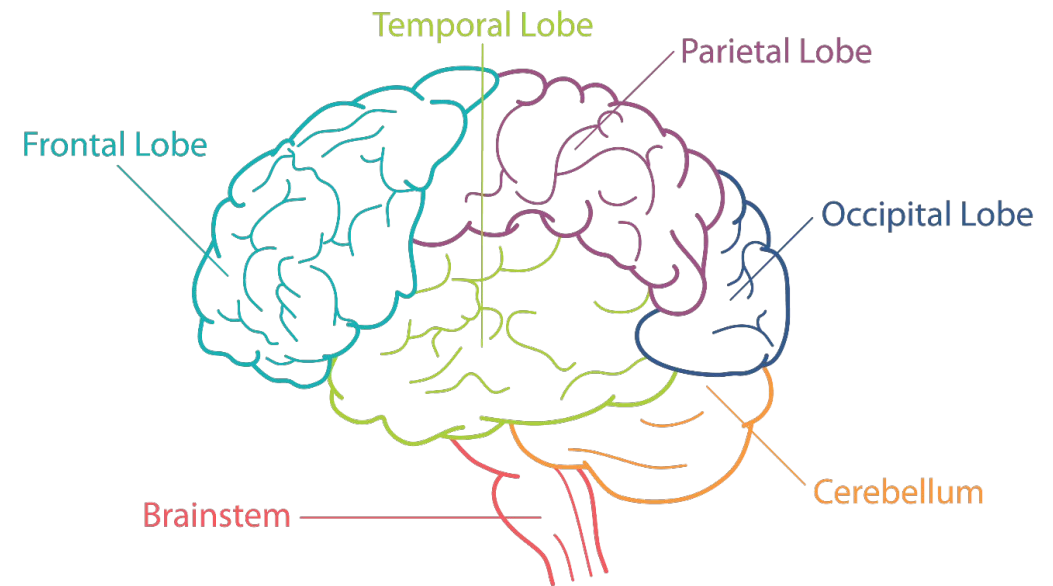
95%

Of elementary students, regardless of background, are cognitively capable of learning to read when they receive sufficient direct instruction on the foundational skills of reading

Neuroscience - the Brain

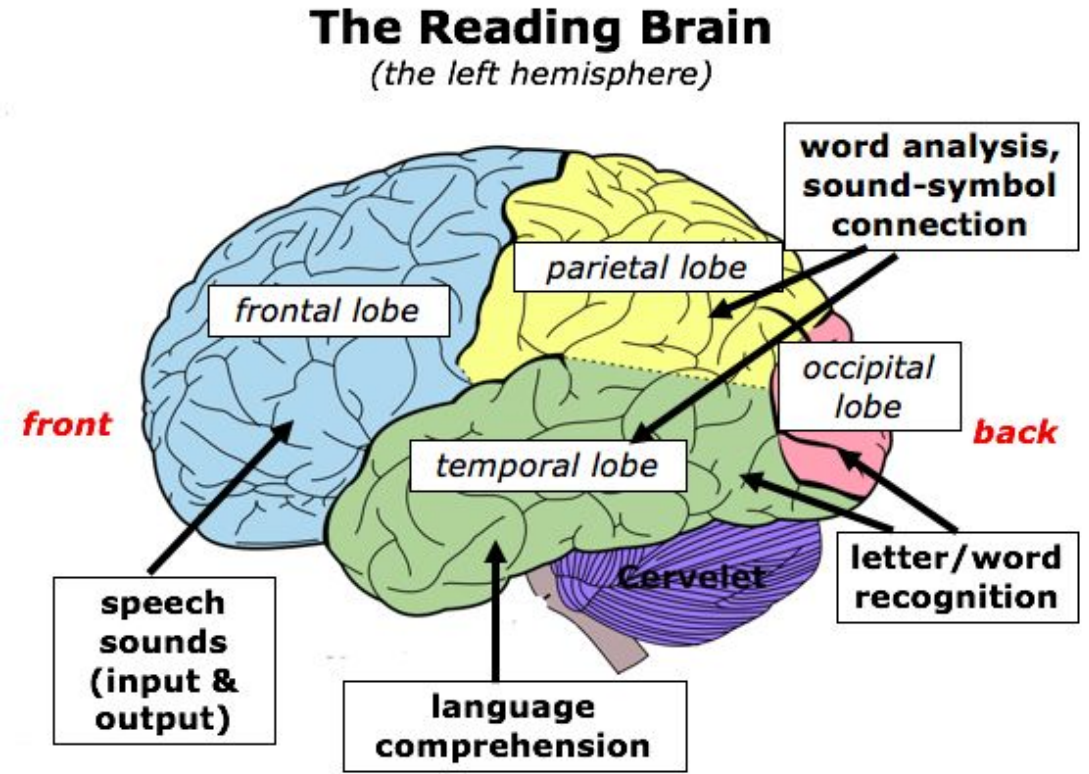
Our brain is wired for speaking and listening, but not reading and writing.

97% of human existence existed with no reading or writing.



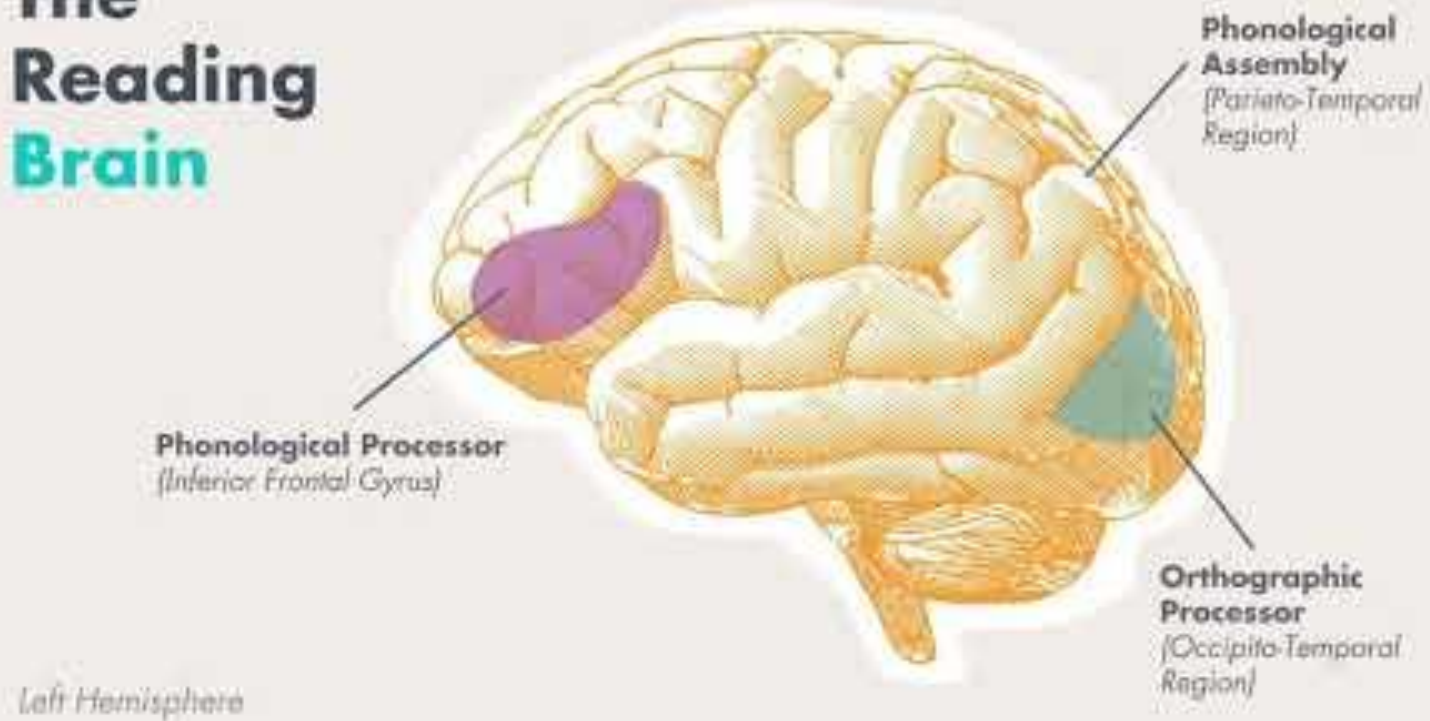
The Brain

Reading occurs on the left side of the brain including orthographic processor (*recognizes letters and words*), and phonological processor (*recognizes sounds*), and the phonological assembly region (*connect speech to print*).



Struggling readers do not use the phonological assembly region on the left side of the brain. They are using other parts of their brain which is not efficient.

The Reading Brain



Science of Reading Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Science of Reading: Simple View of Reading

$$D \times LC = RC$$

Decoding

Language
Comprehension

Reading
Comprehension

Science of Reading

Reading Comprehension is a Product of Decoding and Language Comprehension.

When decoding or language comprehension are weak...Reading comprehension will be weak.

$$D \times LC = RC$$

Science of Reading: Scarborough's Reading Rope

We can't assume a student who struggles with reading comprehension needs work on comprehension.

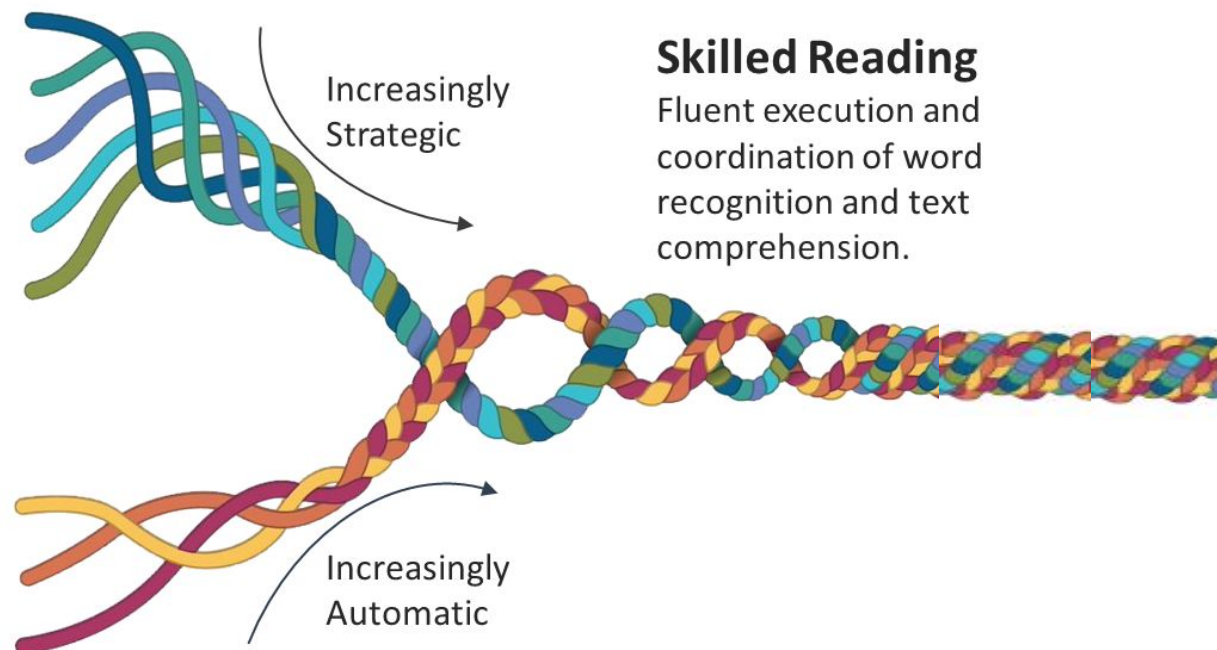
The student may need help on one or more of the strands in the rope.

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

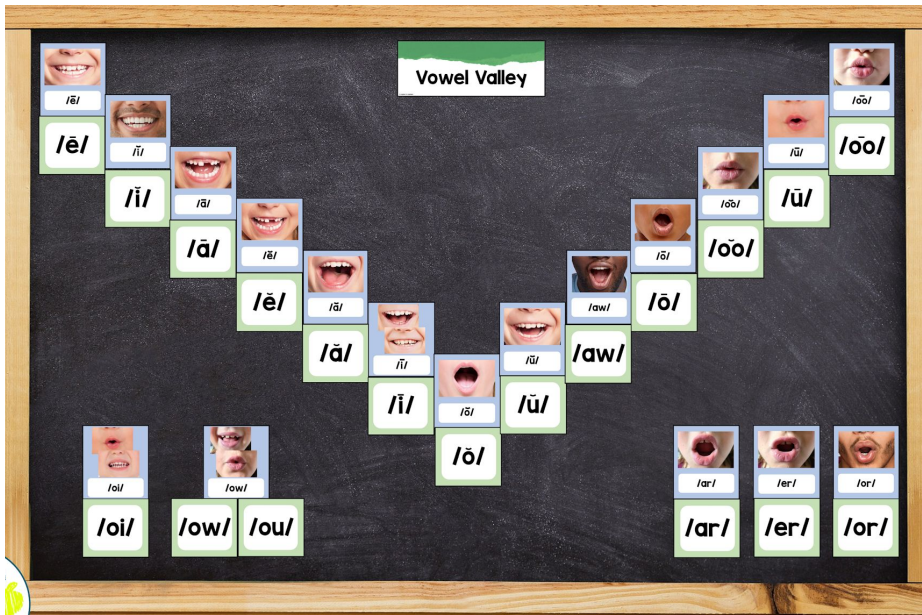
Science of Reading

Supported by Science of Reading	NOT Supported by Science of Reading
Teaching phonological awareness to advanced level and automaticity	Teaching phonemic awareness at a basic level
Bottom up approach teaching phonemes, then graphemes to create words before moving to meaning	Top down approach starting with the whole word and meaning relying on cueing systems instead of individual sounds/letters
Small groups focused on skill deficits	Small groups based on reading level
Teaching decoding using PA, letter-sound proficiency, syllable types, syllable divisions	Teaching using three cueing system
Reading is code-based	Reading is meaning-based
Practice reading skills using decodable books	Practice reading with leveled texts
Reading is taught explicitly and directly	Reading is best acquired through immersion
Diagnostic assessment (PAST, decoding, etc) given to determine skill needs	DRA, miscue analysis given to determine reading level
Sound wall with all 44 sounds	Word wall with 26 letters
High frequency word instruction using analysis of sounds rather than memorization	High frequency word instruction using visual methods and memorization (ie. flashcards)
Orthographic mapping	No orthographic mapping
Explicit teaching of spelling	Teaching spelling by sight -, rainbow spelling, flashcards, repeated writing, etc.
Diagnostic assessment to know skill level	Assessments determine reading level
Assessment drives instruction	Leveled texts drive instruction

What SOR practices are occurring now that we should continue?

What practices are occurring now that we should NOT continue?

Sound Wall & Vowel Valley



A Sound Wall and Vowel Valley match **speech to print**.

They support students in learning high frequency words and learning to read unfamiliar words.

When students listen for the phonemes in a word, they can use a sound wall to identify the the **different ways to spell the sounds.**

Orthographic Mapping: cat



/k/

/a/

/t/



c

a

t

Orthographic Mapping

Orthographic Mapping is storing words in long term memory as a unique letter string which can be read effortlessly and instantly.

The reading brain does **NOT** store words as visual images.

Our visual cortex can only hold **2,000** sight-sound symbols, but there are over **1,000,000** words and most humans store between **30,000-70,000** words/word parts in the brain.

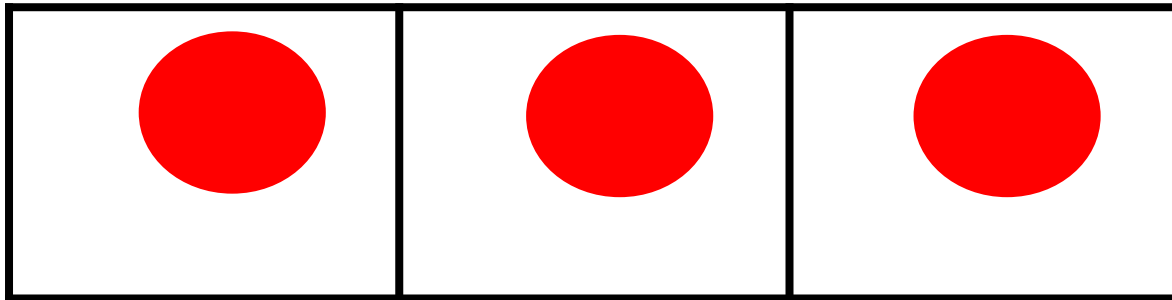


Orthographic Mapping

/b/ /o/ /t/

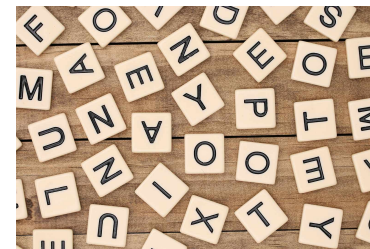


tap



map

b oa t

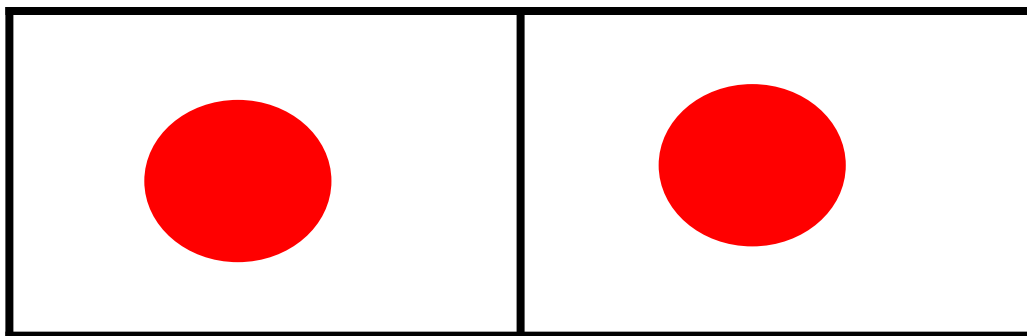


graph

8

Orthographic Mapping

/eigh/ /t/



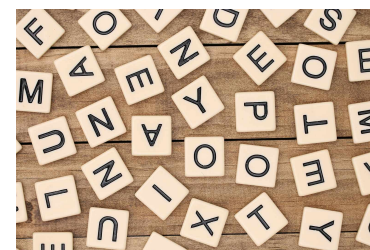
eigh t



tap



map



graph

Orthographic Mapping

Consolidated Alphabetics: phonology, morphology, orthography

/un/ /pre/ /dict/ /able/



tap



map

un pre dict able



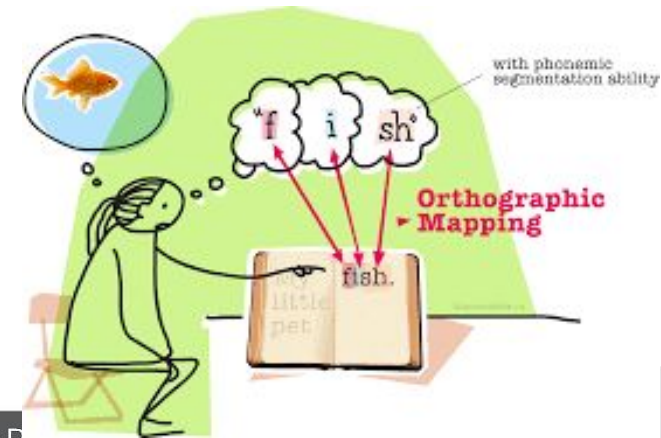
graph

Orthographic Mapping

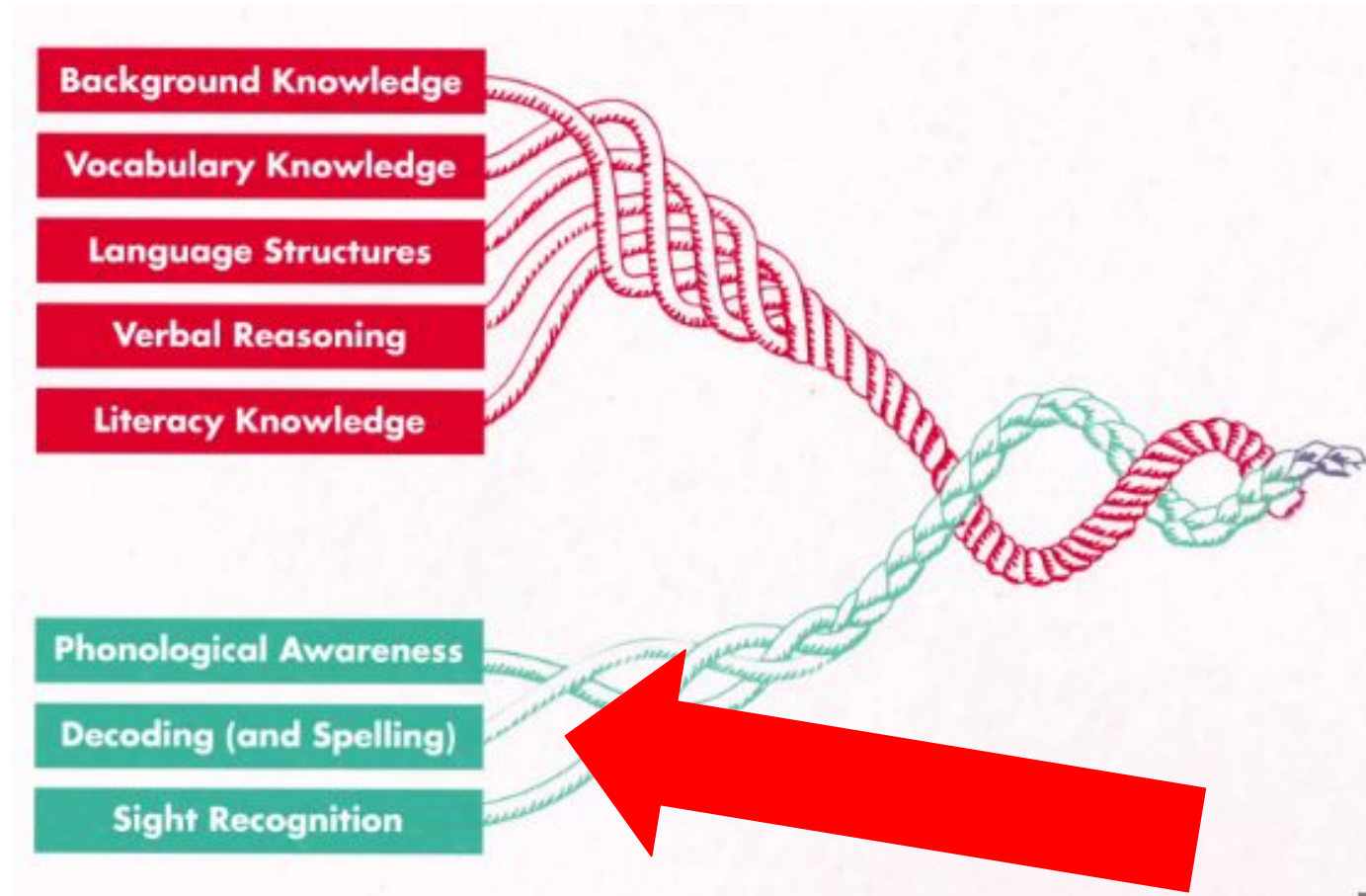
Do **NOT** send Sight Words home as flashcards. Explicitly teach sight words.

Do 6-Syllable Rules

Do Spelling



Teach foundational skills using phonemic awareness, letter-sound, syllable types, syllable divisions



Explicit,
directed
instruction in
foundational
skills

Phonemic Awareness

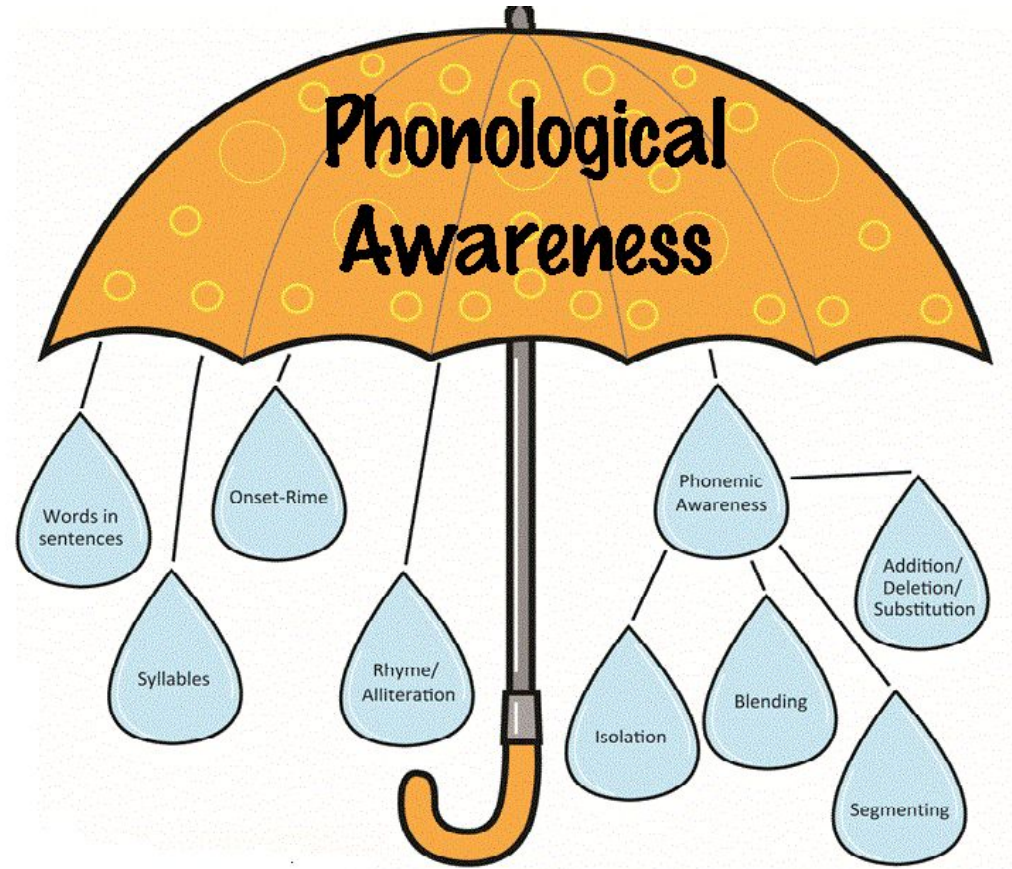
The most common causes of difficulties in accurate and fluent word recognition involves difficulty in phonological knowledge and skills.

Phoneme awareness is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge and socioeconomic status.

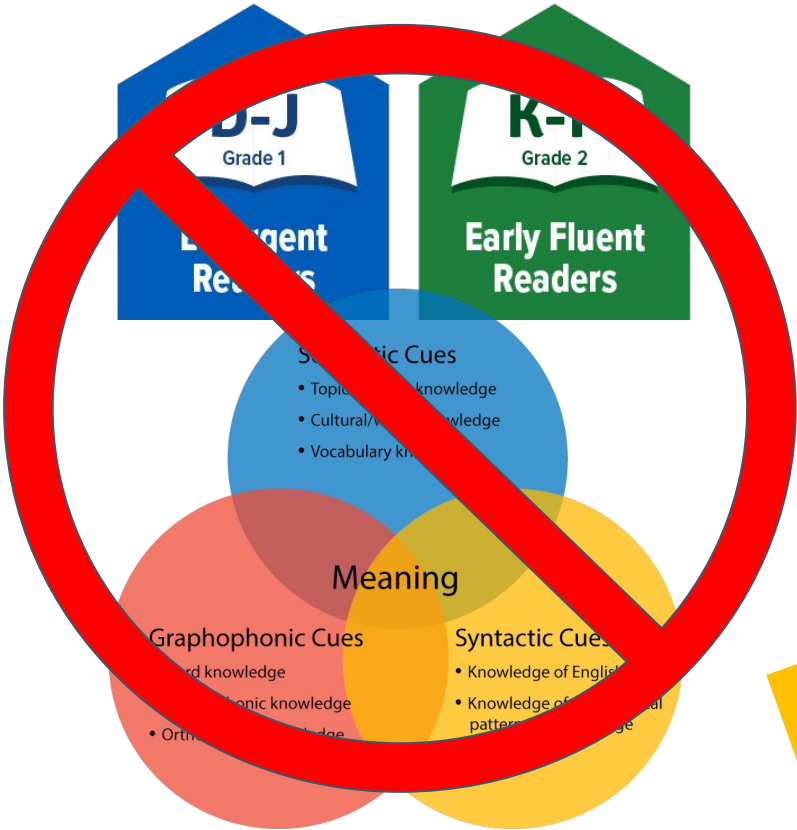
Phonemic Awareness

Phonemic awareness is the **#1** deficiency in dyslexic and struggling readers.

Rapid Automatic Naming (RAN) is the **#2** biggest issue for dyslexic and struggling readers.



Small group based on skill deficits



0.2: Phonemic Awareness & Phonics INTENSE	Onset-Rime Sequence - Substitution & Deletion	earlyReading English - Nonsense Words
1.1: Phonemic Awareness & Phonics	Word Mix-up	CBMreading
1.2: Phonics & Fluency INTENSE	Listening Passage Preview with Phrase Drill	CBMreading
2.2: Phonics & Fluency	Repeated Reading with Partner	CBMreading
3.1: Phonics & Fluency	Repeated Reading with Partner	CBMreading
3.3: Vocabulary & Comprehension	Word Cards	CBMreading + CBMcomp

Decodable Texts



Students learning to read
(struggling readers) need
practice reading texts based
on the phonics SKILL taught.



**Dandelion Readers
Vowel Spellings,
Level 1**



Introduction of 1 vowel team for 12
different vowel sounds:
ai, ee, oa, ur, ea, ow, b'oo't, igh, l'oo'k,
aw, oi, ar

**Dandelion Readers
Vowel Spelling
Series**



Reading words with Vowel Spellings. A-
e, e-e, i-e, o-e and u-e

Dragon Eggs Series



Consolidation of 6/7 alternative vowel
teams for 11 different vowel sounds:
/ae/, /eel/, /oe/, /er/, /ow/ & /oi/, /ool/,
/igh/, /awl/, /air/ and /ar/

Explicitly teach Spelling

- English has **26** letters that make **44** sounds and over **1,100** different ways to spelling those sounds!
- Students need to learn spelling pattern generalizations and common spelling rules.

Explicitly teach Spelling

long /a/									
long /e/									
long /i/									

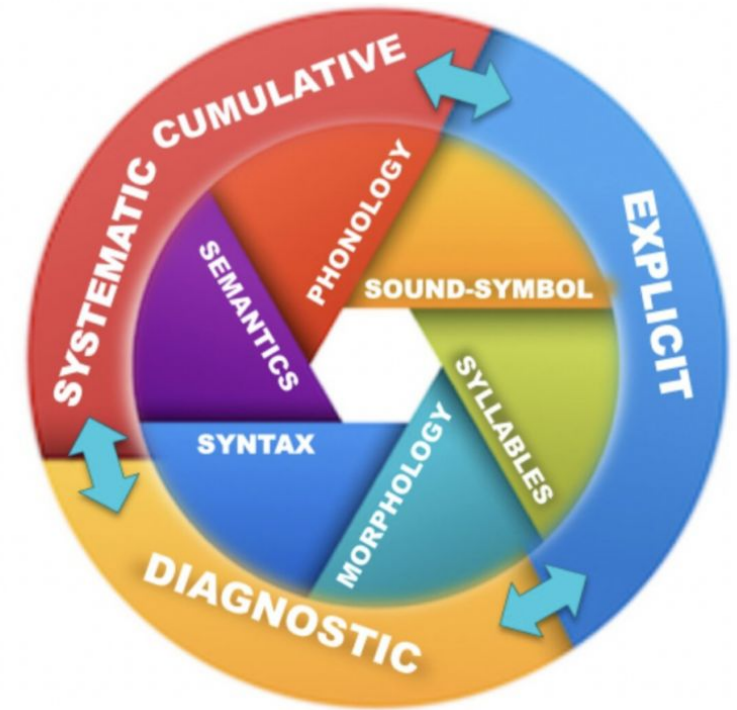
Explicitly teach Spelling

long /a/	a	a_e	ai	ay	ea	ei	ey	eigh	
long /e/	e	ee	ea	y	ie	e_e	ey	i_e	ei
long /i/	i_e	i	y	ie	igh	y_e			

Structured Literacy

- Structured literacy emphasizes highly **explicit** and **systematic** teaching of all important components of literacy.
- Components include **foundational skills** (*decoding, spelling*) and **higher-level literacy skills** (*reading comprehension, written expression*).
- Structured Literacy also emphasizes **phonemic awareness**, and the ability to **manipulate** those sounds.

View the page, [Typical vs. Structured Literacy](#)



Priorities for a ELA Curriculum

1. Based on the Science of Reading Research what should our ELA curriculum include, and what are 'red flags'?

1. Prioritize your list.



Priority List from Feb 1

- Writing - meaningful, systematic, vertically aligned
- Decodable readers
- Vocabulary - common/academic
- Phonemic Awareness - explicit, solid, comprehensive
- Science of Reading
- Explicit phonics
- Engaging, high interest, rich, meaningful quality topics
- Differentiation (leveled, ELL, gifted)
- Teacher guide, user friendly
- Big 5
- Spiraling (back to skills)
- Handwriting
- Technology, online digital materials and resources
- 50/50 fiction/nonfiction
- Spelling - solid, connects to decodable texts and phonics patterns
- Diversity, culturally rich, inclusive
- Grammar curriculum
- Aligns to FastBridge
- Thematic learning/cross curricular in multiple subjects

Literacy Research Jigsaw

Everyone read page 1



Reader A: Reading, Structured Literacy

Reader B: Phonemic Awareness, Phonics, Vocabulary, Morphology

Reader C: Fluency, Decodable Texts

Reader D: Close Reading, Information, Literacy, Comprehension

Reader E: Writing, Spelling

Reader F: Handwriting, Grammar, Keyboarding

Purpose: To share key insights about the research for your areas with your group.

Priorities for ELA Curriculum

Based on the Literacy Research Jigsaw activity, what should our ELA curriculum include for each of the priority areas?



Future Meetings

Monday, February 13, 2023

4:00 - 6:00

Mohave District Annex

Focus: Literacy Data

- Tuesday, February 21
- Tuesday, February 28
- Wednesday, March 8



Homework

[ESSA Tiers of Evidence](#)