

Welcome!

Elementary ELA Instructional Materials Review and Adoption Committee

Feb 21, 2023

4:00-6:00 PM

Mohave District Annex

Approval of Committee Meeting Minutes

Curriculum Committee Meeting Minutes



Scottsdale *Unified* School District

Engaging all students in world-class, future-focused learning

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: Monday, February 13, 2023 Time: 4:00 - 6:00 PM

Call to Order

Meeting was called to order at 4:04 PM by Diane Murphy

Attendance

Present: Julie Ballard, Candy Bloch, Mahlaima Boemark, Sheena Byerley, Amanda Chilcher, Pat Collofello, Lindsey Denny, Kim Dodds Keran, Alison Ellis, Liz Gardemann, Briana Gillette, Emma Goetz, Nicole Hamilton, Colleen Harrison, Kaia Hart, Christopher Hodo, Dede Johnston, Cherie Kujawa, Magdalin Leonardo, Mickaela Leopold, Amber Lindsey, Brianna Maxwell, Diane Murphy, Briana Reed, Kendall Regan, Cathy Skinner, Lori Soble, Linda Tardie, Raquel Thomas, Meghan Tipton, Jesse Torres, Nichole Viderman, Michelle Woulfe.

Absent: Jennifer Bethke, Christine Bonow, Remi Braca, Tyler Cary, Sarah Dorn, Jennifer Fox, Beth Greene, Katie Honeycutt, Samantha Janka, Keri Katz, Patty Malley, Shelley Pappas, Sarah Prada, Kate Russo, Sarah Yaron.

Information/Discussion and Possible Action

1. Roll Call and Welcome

Diane Murphy, PreK - 5 ELA Coach

- Committee members were asked to introduce themselves at the table by sharing - *What Teacher made the biggest difference in your life?*

2. Review and Approval of Meeting Minutes From February 8, 2023

Diane Murphy, PreK - 5 ELA Coach

- A motion was made by Diane Murphy and seconded by Emma Goetz to approve the minutes from February 8, 2023 as written. Minutes approved.

3. Review Committee Agenda, Purpose, Norms, and Expectations

Diane Murphy, PreK - 5 ELA Coach

- A review of the committee's purpose and norms was discussed.
- Consensus Decision Making reviewed. It is an acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual..

Agenda for Tuesday, February 21, 2023

1. Roll Call and Welcome
2. Approval of Committee Meeting Meeting from 2/8/23 (Action Item)
3. Review of Committee Agenda, Purpose, Norms, and Expectations
4. Arizona K-5 ELA Standards
5. Review of SUSD Literacy Data
6. ADE and other organizations recommendations for ELA resources
7. Future Meetings



Committee Members

Classroom Teachers:

Sarah Prado
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

District facilitators and support:

Diane Murphy
Dr. Kim Dodds Keran
Dede Johnston
Tyler Carey

Introductions

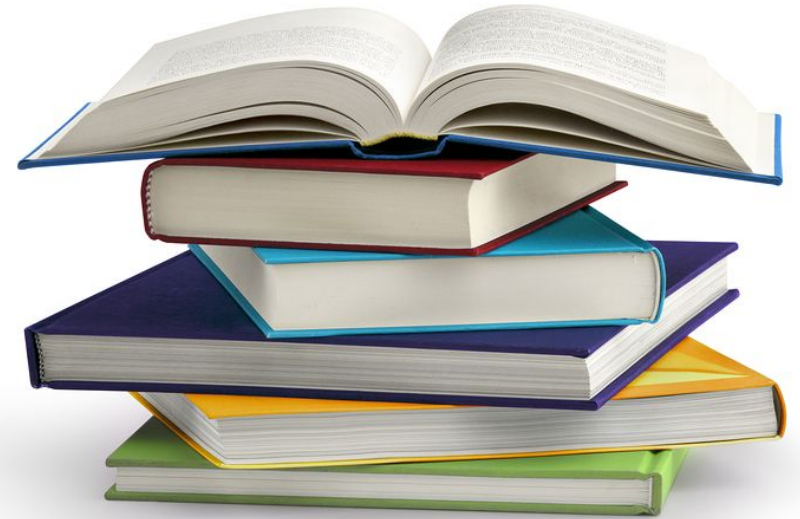


Which presidential quote resonates with you?
Share the quote and why you picked it.

- *If your actions inspire others to dream more, learn more, do more and become more, you are a leader.* John Adams
- *I can not live without books.* Thomas Jefferson
- *I am a slow walker, but I never walk backwards.* Abraham Lincoln
- *Do what you can, with what you have, where you are.* Theodore Roosevelt
- *If you're walking down the right path and you're willing to keep walking, eventually you'll make progress.* Barack Obama

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 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 how often and how long you speak.
- support the group's recommendation after consensus is reached.
- question and challenge the idea, not the person.



Consensus Decision Making

- It is an acceptable resolution; one that can be supported, even if it is not the “first choice” or “favorite” of each individual.
- *“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.



Which standards are most important for our students to use in the future?

- Information security analysis
- Home Health aides
- Entrepreneur

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	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.

Arizona's English Language Arts Standards – 2 nd Grade	
Range of Reading and Level of Text Complexity	
2.R.10	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.RF.1	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
2.RF.2	Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.RF.3	Know spelling-sound correspondences for additional common vowel teams.
2.RF.4	Identify and apply all six syllable types to decode appropriate grade-level text.
2.RF.5	Decode words with common prefixes and suffixes.
2.RF.6	Identify words with inconsistent but common spelling-sound correspondences.
2.RF.7	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
2.RF.8	Read with sufficient accuracy and fluency to support comprehension.
2.RF.9	Read on-level text orally with purpose and understanding.
2.RF.10	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.RF.11	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
Text Types and Purposes	
2.W.1	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.2	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.3	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.4	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.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.6	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.7	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.8	Recall information from experiences or gather information from provided sources to answer a question.
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.WF.1	Demonstrate and apply handwriting skills.
2.WF.2	Transcribe ideas in manuscript with automaticity and proper spacing.
2.WF.3	Demonstrate and apply sound-letter concepts.
2.WF.4	Write the most common graphemes (letters or letter groups) for each phoneme. For example:
2.WF.5	1. Consonants: /s/ = s, ss, ce, ci, cy; /t/ = f, ff, ph; /k/ = c, k, ck
2.WF.6	2. Vowels: /o/ = o, o, oa, ow (long o); /a/ = a, e, ai, ay, eigh (long a)
Spelling	
2.WF.7	Know and apply phonics and word analysis skills when encoding words.
2.WF.8	1. Spell on-level, regular, single-syllable words that include:
2.WF.9	1. Position-based patterns (e.g., ch, -tch, k, -ck, -ge, -dge).
2.WF.10	2. Complex consonant blends (e.g., scr, str, squ).
2.WF.11	3. Less common vowel teams for long vowels (e.g., ow, oo, ou, ue).
2.WF.12	4. Vowel-r combinations (e.g., turn, star, third, four, for).
2.WF.13	5. Contractions (e.g., well, I'm, they've, don't).
2.WF.14	6. Homophones (e.g., bear, bare, past, passed).
2.WF.15	7. Plurals and possessives (e.g., its, it's).
2.WF.16	b. With prompting and support, spell two- and three-syllable words that:
2.WF.17	1. Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
2.WF.18	2. Include familiar compound words (e.g., houseboat, yellowtail).
2.WF.19	3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
2.WF.20	c. With prompting and support, spell words with suffixes that require:
2.WF.21	1. Consonant doubling (e.g., running, slipped).
2.WF.22	2. Dropping silent e (e.g., smiled, paving).
2.WF.23	3. Changing y to i (e.g., cried, babies).
2.WF.24	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.WF.25	1. Irregular words (e.g., against, many, enough, does).
2.WF.26	2. Pattern-based words (e.g., which, kind, have).
Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.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.SL.3	b. Build on others' talk in conversations by linking their comments to the remarks of others.
2.SL.4	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.5	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.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.SL.7	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.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.

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.
Knowledge of Language	
2.L.11	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.L.12	a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
2.L.13	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.14	a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/tell).
2.L.15	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.16	c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmaker).
2.L.17	d. Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.18	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.19	Demonstrate understanding of word relationships and nuances in word meanings.
2.L.20	a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.21	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.22	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 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.

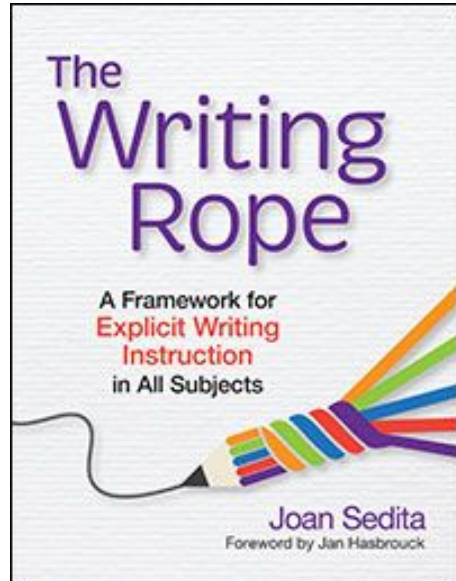
Word Recognition

- 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.

Writing Rope



Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

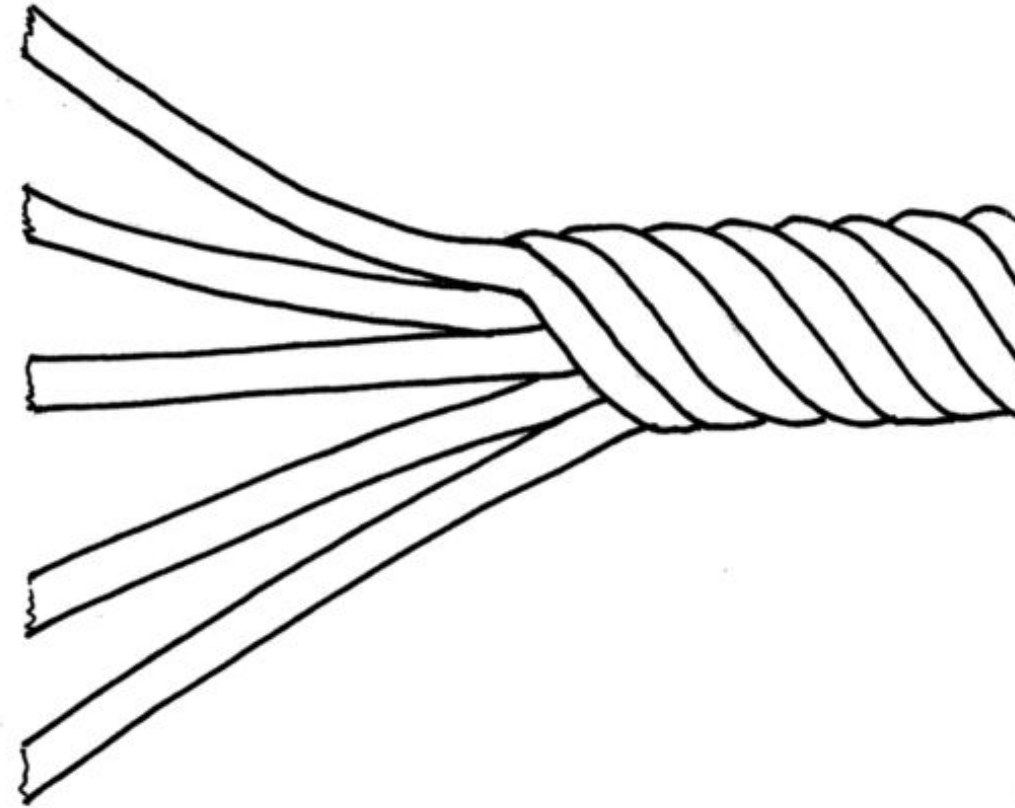
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription

- Spelling
- Handwriting, keyboarding



Opinion Essay Writing Guide (Grades 3–5)

Purpose, Focus, and Organization	Evidence and Elaboration
The response is fully sustained and consistently focused within the purpose, audience, and task, and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained opinion with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following: - Relevant evidence integrated smoothly and thoroughly with references to sources - Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility
Conventions	
The response demonstrates an adequate command of basic conventions. The response may include the following: - Some minor errors in usage, but no patterns of errors - Adequate use of punctuation, capitalization, sentence formation, and spelling	

Informative-Explanatory Essay Writing Guide (Grades 3–5)

Purpose, Focus, and Organization	Evidence and Elaboration
The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: - Strongly maintained controlling idea with little or no loosely related material - Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas - Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: - Relevant evidence integrated smoothly and thoroughly with references to sources - Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text - Clear and effective expression of ideas, using precise language - Academic and domain-specific vocabulary clearly appropriate for the audience and purpose - Varied sentence structure, demonstrating language facility
Conventions	
The response demonstrates an adequate command of basic conventions. The response may include the following: - Some minor errors in usage, but no patterns of errors - Adequate use of punctuation, capitalization, sentence formation, and spelling	

Writing Resources



Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Permitting students to write collaboratively with peers
- Setting goals for student writing
- Allowing students to use a word processor
- Teaching sentence combining skills
- Using the process writing approach
- Having students participate in inquiry activities for writing
- Involving students in prewriting activities
- Providing models of good writing

ADE Recommended Minutes

Standards-Based Teaching and Learning

RECOMMENDED MINUTES OF INSTRUCTION FOR ELEMENTARY SCHOOLS

	Primary Grades (1-3)		Upper Elementary (4-6)	
	Daily	Weekly	Daily	Weekly
Developmental Reading	90 Min.	450 min.	60 min.	300 min.
Language Arts	60 min.	300 min.	60 min.	300 min.
Mathematics	60 min.	300 min.	60 min.	300 min.
Social Studies	30 min.	150 min.	40 min.	200 min.
Science	30 min.	150 min.	40 min.	200 min.
Physical Education	*30 min.	120 min.	*30 min.	120 min.
Art	**15 min.	60 min.	**15 min.	60 min.
Music	**15 min.	60 min.	**15 min.	60 min.
Health	** <u>15 min.</u>	<u>60 min.</u>	<u>15 min.</u>	<u>60 min.</u>
Total	345 min.	1650 min.	335 min.	1600 min.

ADE Recommended Minutes 90-minute Reading Block

Standards-Based Teaching and Learning

RECOMMENDED MINUTES OF INSTRUCTION FOR ELEMENTARY SCHOOLS

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Music	**15 min.	60 min.	**15 min.	60 min.
Health	**15 min.	60 min.	15 min.	60 min.
Total	345 min.	1650 min.	335 min.	1600 min.

90 Minute Reading Block

Research shows that ALL students need at least 90 minutes of uninterrupted reading instruction each day to become strong readers, and that this instruction must be systematic, explicit, scaffolded, and differentiated across the classroom.

Teachers should be teaching reading to all students using the Comprehensive Core Reading Program that is on the level of the majority of children in the class. An initial lesson from the Core Reading Program is usually 30-40 minutes each day of the required 90 minute uninterrupted reading block.

For the remainder of the block, the teacher should differentiate instruction focusing on the needs of students using the Comprehensive Core Reading Program or Supplemental Reading Program. This differentiated instruction may be on grade level with special attention to the needs of each student.

In addition to the 90-plus minutes, the classroom teacher, special education teacher, or reading resource teacher should provide immediate intensive intervention to children in need (as determined by a diagnostic assessment).

Expectations of the reading block

Scientifically based reading instruction includes explicit and systematic instruction in the following areas:

- Oral language
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Differentiated reading instruction

Differentiated reading instruction is:

- Teacher-led
- Individual or small group
- Matching instruction to diverse needs
- Flexible

Characteristics of differentiated small groups

- Students grouped based on reading assessment data
- Texts from a variety of sources, including numerous leveled books
- Decoding and comprehension focus
- Systematic word study
- Vocabulary
- Writing

Priorities for ELA Curriculum



Priorities
Phonemic Awareness taught explicitly and systematic
Decodable books and texts
Encoding skills (spelling) follow a progression
Explicit instruction in morphology
Systematic and explicit lesson structures for both PA and phonics
Focus on reading fluency (rate and prosody)
Focus on decoding words using orthographic mapping
Small groups based on skills
Sight words/high frequency words are explicitly taught and practiced
Explicit instruction on sound-letter
Focus on handwriting is balanced with computer work
Structured Literacy approach (SOR)
Phonemic Awareness K-5

Big Ideas from Research

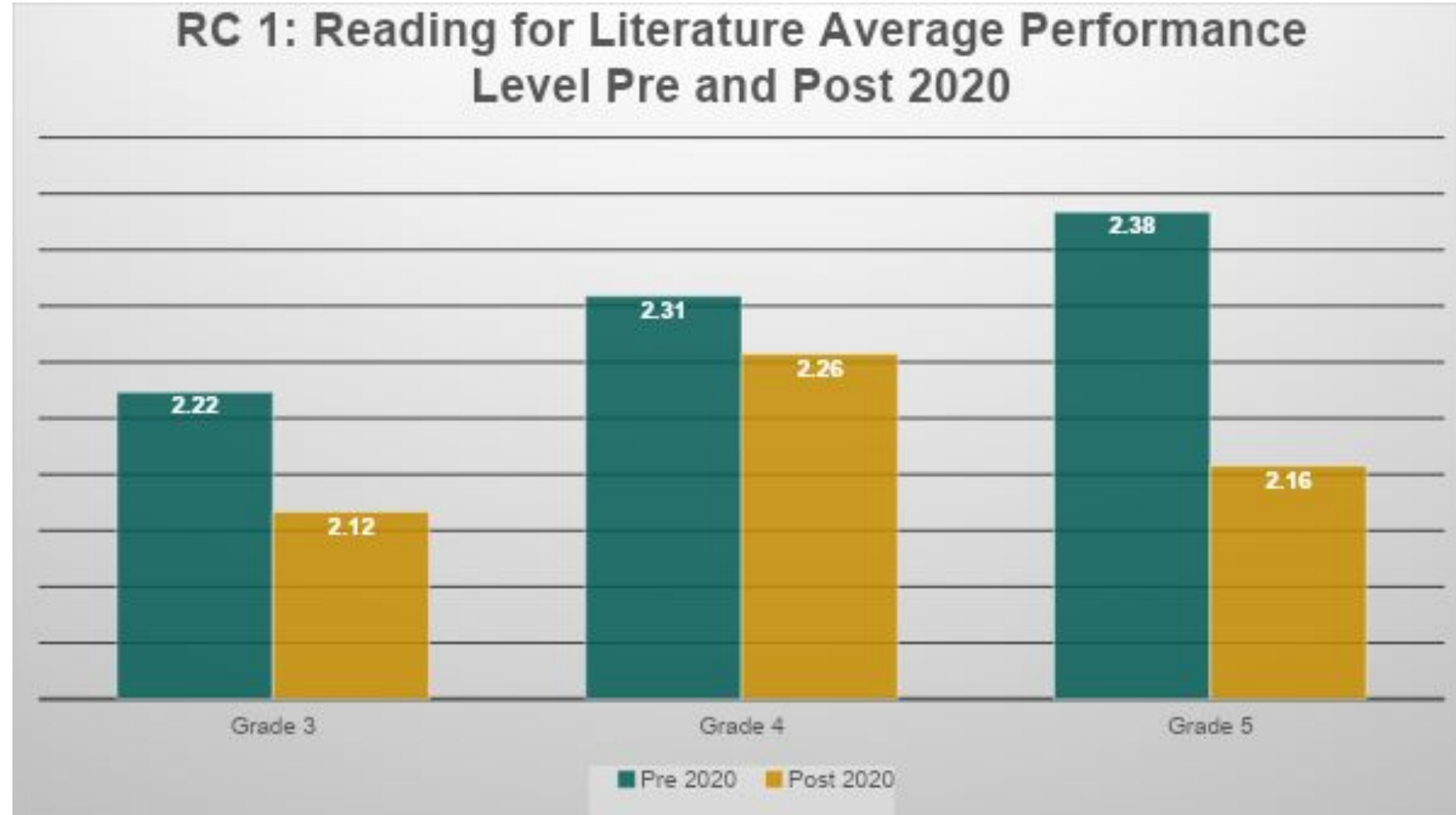
- Explicit, systematic, engaging. cumulative, diagnostic, and multisensory
- Connected, rigorous program with explicit lesson plans
- Strong K-3 skills
- Connected text is critical
- Includes: phonology, orthography, syntax, morphology, semantic
- Orthographic instruction
- Tier 2 words explicitly taught
- Rate and accuracy + prosody = Fluency
- Important for kids to build mastery of PH
- Must focus on richer texts.
- More opportunities for examining texts.
- Quality mentor texts - which will positively influence their writing.
- Focus on themes.
- Books and literature as works of art.
- Writing process must be taught in a systematic way, building on each other.
- Start with critical skills and graduate up to provide enrichment and differentiation.
- Explicit handwriting instruction
- Writing scope and sequence
- Teach writing daily and in an integrated way.
- Grammar needs to be incorporated into writing instruction.

What did the Data show us?

- Increase reading stamina in literature reading.
- Equal attention to informational and literature instruction.
- How to better help our students when it comes to literature.
- Maintain informational and writing conventions.
- Literature - maybe teach more inference.
- Stamina - need time to sit and focus when looking at reading literature.
- More literature exposure.
- More balance between informational and literature based texts.
- Research based curriculum for Tier 2 and 3.
- Need for an all-inclusive program.
- We need a balanced approach to teaching reading. How can we improve our literature scores on AASA?



Data



Guidelines for Adoptions



CURRICULUM EVALUATION GUIDELINES

Use these guidelines to evaluate how well a curriculum aligns with the findings from the science of reading.

K-5 English Language Arts (ELA) Important Preliminary Statements

Unlike learning to speak and understand language, learning to read and write is <u>not naturally acquired</u> . However, the vast majority of students can learn to read and write when provided with effective instruction. These guidelines have been developed to assist educators and decision-makers in selecting curricula and instructional materials that support maximally effective instruction.
The foundation of effective instruction in word recognition is built upon explicitly and systematically teaching how letters represent the sounds within spoken words, how letters are used to sound out printed words, and how to read words accurately, automatically, and fluently so that comprehension takes place and reading development can proceed beyond the basic level.
Reading ability must develop so that students can comprehend at increasing levels of sophistication—the whole point of reading. Thus, curricula must not emphasize foundational word recognition skills to the exclusion or near-exclusion of language development (e.g., vocabulary, syntax, discourse) and the building of background knowledge. Curricula should emphasize developing these key aspects of language comprehension orally, at first, while foundational reading skills are being developed, then continue to develop these elements through reading once students are able to read fluently.
As is true of all complex human behaviors, some students will require additional instruction in building foundational skills while <u>others will require much less</u> . Almost all will require some. Instruction should be adjusted based on proper assessment, providing more intensive skills instruction to those whose scores indicate they are exhibiting difficulties in developing foundational skills.
If 85% of students are not achieving proficiency in foundational skills with a Tier 1 curriculum as measured with a reliable and valid curriculum based measure, the first assumption should be that something vital is lacking in the program or its implementation, not the students.

Structured Literacy

INSTRUCTIONAL MATERIAL REVIEW RUBRIC

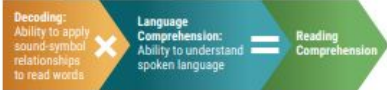


The supplemental instructional materials on the [adopted list](#) provides Local Education Agencies (LEAs) with information on supplemental materials for Structured Literacy. Unlike comprehensive core materials, which are reviewed by New Mexico educators for quality and alignment to standards, supplemental materials are not reviewed. The list reflects all materials that were submitted by publishers in response to the state Request for Applications (RFA).

In English Language Arts (ELA), NMPED conducts reviews of comprehensive instructional materials submitted for core designation to identify programs that adequately address grade level standards in all strands of ELA: reading, writing, speaking and listening, and language development. Supplemental materials, which are not reviewed by NMPED, attend to one or more (but not all) of these literacy strands. In this case, supplemental materials are designed to provide support in Structured Literacy instruction.

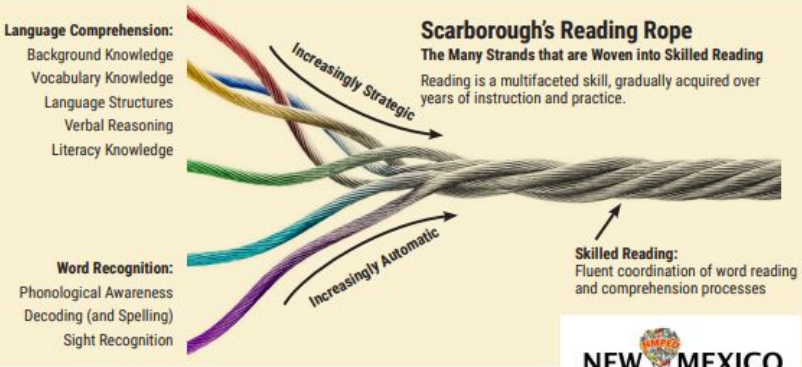
Per SB398, each school district and charter school is required to provide timely, appropriate, systematic, scientific, evidence-based interventions for students displaying characteristics of dyslexia. While some comprehensive programs include

The Simple View of Reading



Structured Literacy components, supplements may be required for intervention or when core materials do not adequately address Structured Literacy. The supplemental instructional materials on the adopted list have not been reviewed for quality and alignment, so school districts/charter schools should conduct their own review to ensure they meet local needs. NMPED is providing LEAs this tool that can be used to evaluate the supplemental instructional materials for components of Structured Literacy.

This Structured Literacy Instructional Material Review Rubric is indebted to The Reading League's Curriculum Evaluation Tool published August 2020. It uses as its foundation two representations of the cognitive development of reading skills: The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Reading Rope (Scarborough, 2001).



Proposed Criteria

Arizona state Requirements	Content and Instructional Concepts	Educator and Student Support Usability
● ARS 15-704 ● Science of Reading ● Structured Literacy	● Foundational Skills ● Text Selection, Range, and Quality ● Writing ● Instructional Context ● Assessment Tools	● Alignment to standards ● Differentiation ● Design ● Supports

Proposed Criteria



Revise and Edit

Arizona state Requirements	Content and Instructional Concepts	Educator and Student Support Usability
● ARS 15-704 ● Science of Reading ● Structured Literacy	● Foundational Skills ● Text Selection, Range, and Quality ● Writing ● Instructional Context ● Assessment Tools	● Alignment to standards ● Differentiation ● Design ● Supports

- Does the criteria include the important priorities we have identified?
- Does the criteria make sense?
- Are there ways to subgroup the criteria?

Future Meetings

Tuesday, February 28, 2023

4:00 - 6:00

Mohave District Annex

Focus: Creating criteria and rubric

- Wednesday, March 8



Homework:

Review Reading League and
Structured Literacy Rubrics

[ESSA Tiers of Evidence](#)