



Grades K-2

CURRICULUM NIGHT

ELA Breakout Session

6:50 pm - 7:25 pm



Kate Alix Barone, K-5 Literacy Staff Developer
kalix@pelhamschools.org

Suzanne Short, K-12 Director of Humanities
sshort@pelhamschools.org



TABLE OF CONTENTS

1. Growth & Discovery!
2. Learning Environment
3. Home Support



1. Growth & Discovery

“The principal goal of education is to create individuals who are capable of doing new things, not simply of repeating what other generations have done.”

~Jean Piaget



The Simple View of Reading (Gough & Tunmer, 1986)

Learning to read involves:

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the ability to hear and manipulate the different sounds in words
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Language Comprehension

- Inferencing
- Background knowledge
- Text structure
- Vocabulary



Reading Comprehension

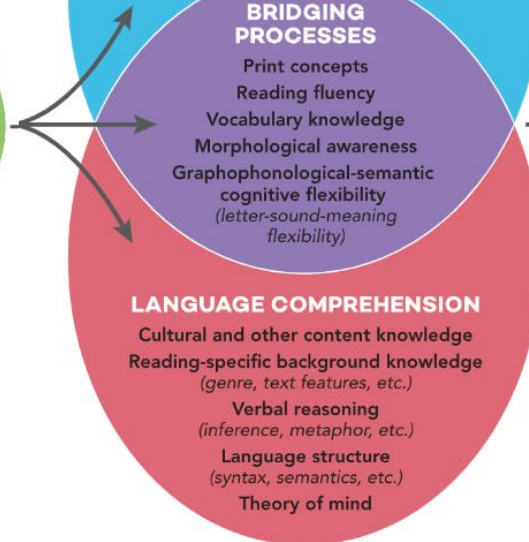
Pelham's curriculum is grounded in research

The Active View of Reading Model

(Duke & Cartwright, 2021)



This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.



The Writing Rope (Sedita, 2019)

Critical Thinking

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

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

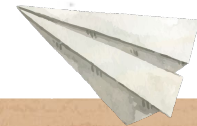
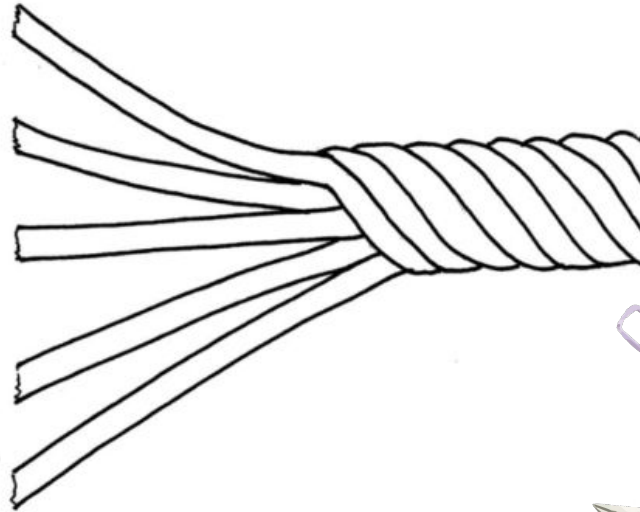
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- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

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

Transcription

- Spelling
- Handwriting, keyboarding



2. Learning Environment

- ❖ Morning Meeting
- ❖ Reading Workshop
- ❖ Writing Workshop
- ❖ Word Study
- ❖ Read Aloud

"Teachers need to know where students are and where they need to go. This is the essence of data-informed decision making. When teachers understand the impact of their teaching, they can make adjustments to ensure every student succeeds."

~John Hattie





by Jan Burkins and Kari Yates

duplicatory
 aquaphor
 philanthropy

ability
celebrate
vitamin

blazing
sunshine
return

bloom
blue
spoil

corn
arch
hurt

rain
play
seam

bake
fine
rope

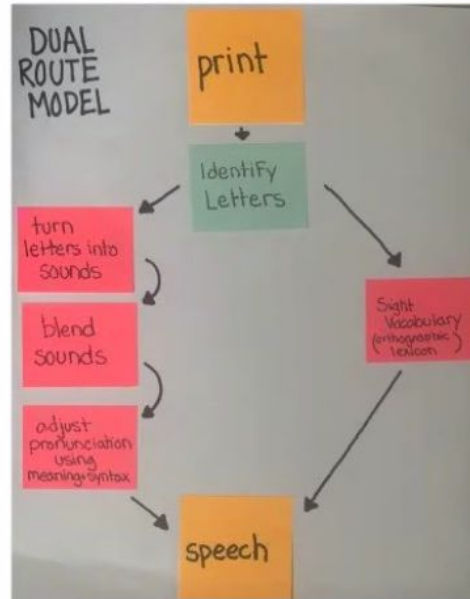
fish
track
chop

cat
ten
mop

Personalized Learning



Orthographic Mapping and the Brain



A K-2 Writing Process

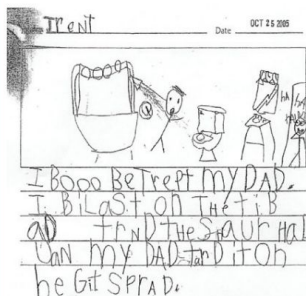


Emergent-Early Letter Name



- Concepts Sorts
- Rhyming Pairs
- Beginning consonants
- Blends and Digraphs
- Short-Vowel Word Families

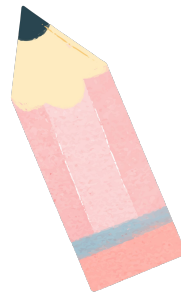
Letter Name *



- B, BD, BAD for bed
- S, SHP, SEP for ship
- L, LP, LOP for lump
- U for you
- BAKR for baker
- DADT for daddy
- GRUM for drum

- Beginning Consonants
- Blends and Digraphs
- Same Vowel Word Families
- Mixed Vowel Word Families
- Affricates
- Short Vowels
- Preconsonantal Nasal

Developmental Spelling Stages



Within Word Pattern

In summer I like to
eat ice cream. I love
ice cream. It's
my favorite. Ice cream
makes me happy!
It is yummy too!

- SNAIK for snake
- FELE for feel
- FLOTE for float
- BRIET for bright
- SPOLE for spoil
- CHUED for chewed

- Long Vowels (CVCe)
- Other Common Long-Vowel
- Patterns
- r-Influenced Vowel Patterns
- Diphthongs and Vowel Digraphs
- Complex Consonant Clusters
- Homophones

Syllables and Affixes*

My favorite holiday is
Christmas. Well sort of.
My family celebrates Jululul.
Jul is a Christmas in
Northern Europe. My dad's family
is from Northern Europe. Jul is
a holiday when I sing
and leave carrots, cinnamon
rice porridge and cookies
at the door. No Sant Nick
for me. His name is Tommy.
It means Santa in Swedish.
I go to bazars in
Marland and get decorations,
sausage, and clothing. Once I
got my face painted with
a Jul Tommy. Jul is celebrated
on the same day as Christmas.
My Grandma is a Christian so
she does not celebrate Jul.
I get a ton of presents
from her and my uncle.
Sometimes my dad, my aunt
told me there is no such

- SHOPING for shopping
- KEPER for keeper
- SELLER for cellar
- AMAZZING for amazing
- PERRAIDING for parading

- Compound Words
- Inflected Endings
- Open and Closed Syllables
- Accented Syllables
- Unaccented Syllables
- Prefixes and Suffixes

Developmental Spelling Stages

Derivational Relations

- OPPISITION for opposition
- TERADACTIL for pterodactyl
- PROHABITION for prohibition
- EXHILERATE for exhilarate

- Prefixes and Suffixes
- Greek and Latin Roots
- Assimilated Prefixes



Dear Mrs. Spinelli, January 29, 2002

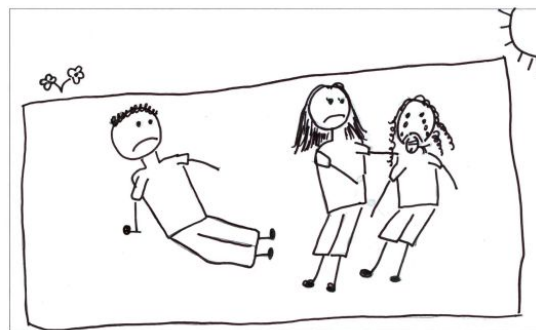
I have just completed part two
and wanted to know something.
Why did Maxine die? Maxine
has had four families. At the
end of the book, will he have
had three more? Maxine has had
an awful life. She had to deal
with death, suicide, raising this
eleven year old and honestly ever
really had an advice or a family.
Max had four. I know Max of
ten and eleven year old kids haven't
ever had more than one family or
any advice. Why does Maxine run?
I have a million other things he
could do like shopping, writing, or
even roller dancing, lucky running?
Is it because you want us to get
the impression that his running
away from the truth? Will you
ever have a family for more than
a couple of months? Why did
you write about a dad to whom
all this change is happening to?
Why did you want Maxine
to be allergic to paint? Will
Maxine ever see the beach
again? Will Amanda ever run
into Maxine again? What about
Hester and Leeth? Did they continue
destroying the house? What will
happen?

Learning Progression for Narrative Writing

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
Beginning	The student made a sketch or two that showed who was there and/or what happened.	The student made a sketch, told, and wrote words that showed who was there and what happened at the beginning. ↓	The student wrote a beginning to the story. In the beginning, the student helped readers know who was in the story, where they were, and what they did.	In the beginning, the student helped readers know who was in the story, where they were, and what they did first. The student included details to help readers picture what people did or said. ↓	The student wrote a beginning in which he or she helped readers know the main character(s)/ narrator. The student showed the main character(s) doing or saying something that sets up the situation or problem that becomes the story. The student showed where the story takes place.



I WAS BRASH IN MY
text



My mom rushed over.
"Are you ok?" She asked.
"No!" I was crying hard.
I was misurabul.

3. Home Support



A SK QUESTIONS
B UILD VOCABULARY
C ONNECT TO KIDS' WORLDS

- ❖ Create a Routine & Space
- ❖ Encourage Reading & Writing
- ❖ Have conversations about words
- ❖ Ask Open-ended Questions
- ❖ Foster curiosity
- ❖ Model Learning/Share own experiences
- ❖ Encourage Independence
- ❖ Promote Good Learning Habits
- ❖ Communicate with Teacher(s)



Orthographic Mapping in Reading

DECODING

comb
Graphemes

/k/ /ɒ/ /m/ /b/
/k/ /ɒ/ /m/

Letter-sound knowledge
(applying phonics rules)

Phoneme blending

(comb)
Phonemes
Meaning

ORTHOGRAPHIC FLUENCY

comb
Graphemes

Automatic letter-sound knowledge
Proficient phonemic awareness

With explicit
systematic
instruction
and adequate
practice

(comb)
Phonemes
Meaning

Stored as sight word in
long-term
memory into
mental lexicon

.EBOOK scie.
run colorfus exa.
students
summer room
SCHOOL CO
KIDS

Orthographic Mapping in Spelling

ENCODING

(comb)
Meaning
Phonemes

/k/ /ɒ/ /m/
c o mb
Letter-sound knowledge
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Phoneme
segmentation

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Meaning
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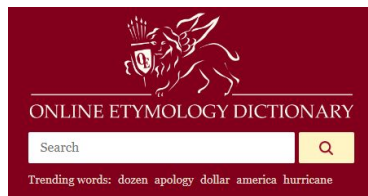
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<https://www.etymonline.com/search?q=comb>

-mb word origins

numb: Middle English
comb: Old English/Germanic
dumb: Old English/Germanic
jamb: Middle English/French
thumb: Old English
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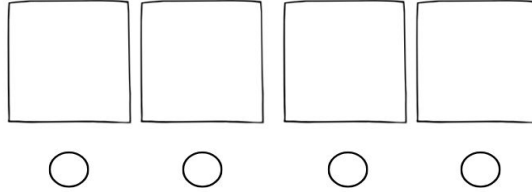
"This work is so important! When we hear words they are made up of sounds.
When we blend those sounds together - it helps us read,
and when we chop them up - it helps us spell!" ~Marjorie Bottari



Sound Boxes

Each box represents a single sound

(4 sounds/phonemes)



t	r	ou	t			trout
a	b	ou	t			about
s	n	ou	t	s		snouts
p	ou	ch				pouch
s	ou	n	d			sound

Each box represents a single syllable



ELA Parent Resources



**THANK
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Grades 3-5

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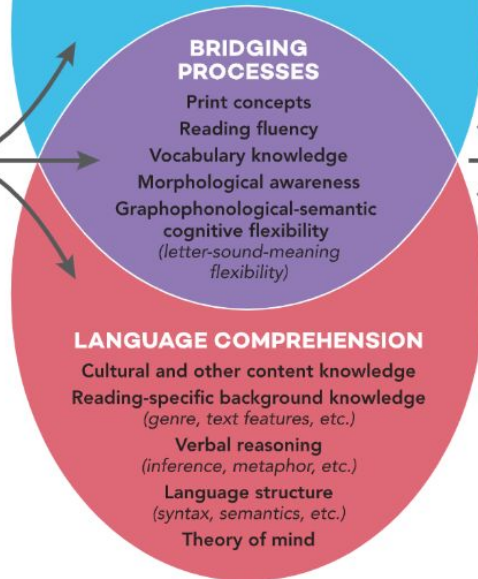
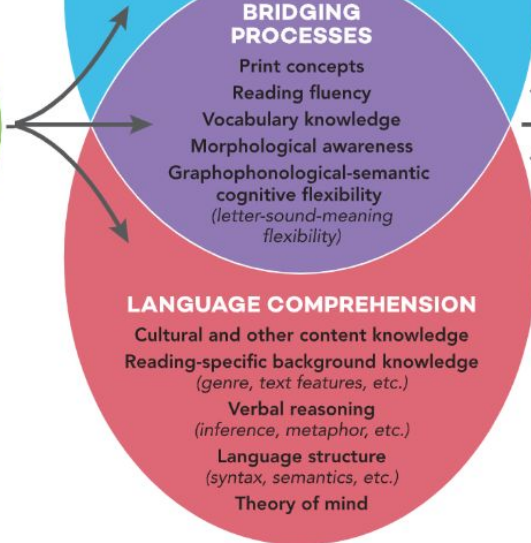
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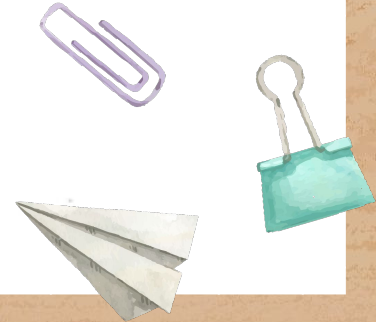
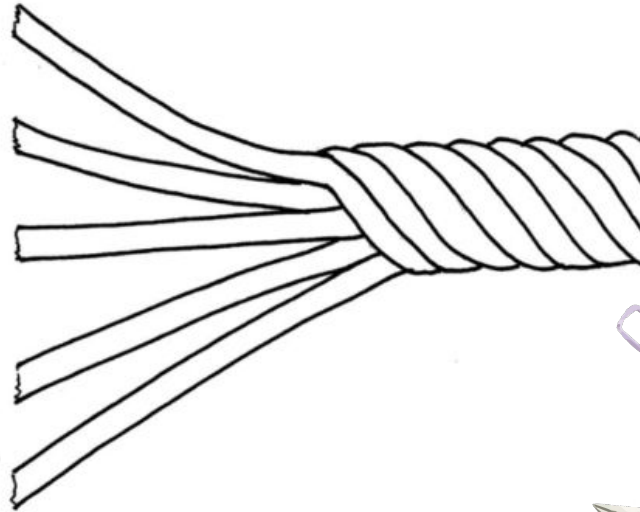
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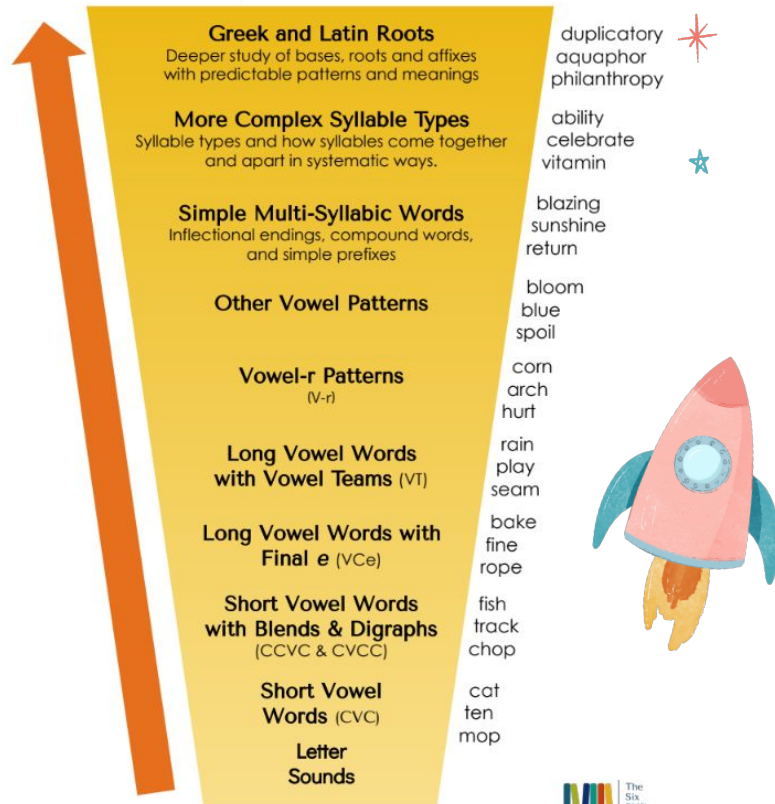
Data Collection

Spelling (Encoding)	Phonic Decoding
Silent Reading Fluency	Vocabulary
Running Records -Oral Reading Fluency	Running Records -Comprehension
Formative	Summative



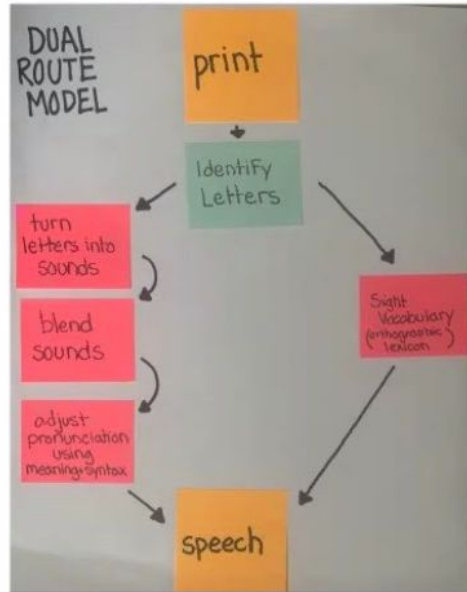
Sample Phonics Skills Progression

by Jan Burkins and Kari Yates



Personalized Learning

Orthographic Mapping and the Brain



The Writing Process



Learning Progression for Narrative Writing

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Beginning	In the beginning, the student helped readers know who was in the story, where they were, and what they did first. The student included details to help readers picture what people did or said.	The student wrote a beginning in which he or she helped readers know the main character(s)/narrator. The student showed the main character(s) doing or saying something that set up the situation or problem that became the story. The student showed the setting of the story.	The student showed the character(s)/narrator doing or saying something that set up the situation or problem. The student brought the characters to life. The student helped readers begin to picture the setting.	The student showed the character(s)/narrator doing or saying something that set up the situation or problem. The student brought the characters to life. The student brought readers into the setting by showing what happened and where.	The student wrote a beginning that set the story in motion. The student engaged the reader by introducing the character(s)/narrator and developing the setting.



My mom rushed over.
 "Are you ok?" She asked.
 "No!" I was crying hard.
 I was misurabul.

Orli 1

Overlooking New York

"AAA H!" I screamed and squeezed my mom tight.

"The boat's not gonna tip over, Orli," My friend Alice said ~~not~~ quite calmly.

"But it feels like it!"

Two people walked over to us. "Should we get off? It seems dangerous." One of them said nervously.

"No, I think it's ok - whoah!" The boat rocked violently. But I was not getting off now.

OH. MY. GOD. It's giant! "WOW!" was all I could say. We put all our bags in lockers and walked in. Stairs. We started to walk up - slowly, slowly.

"Will the stairs ever end?"

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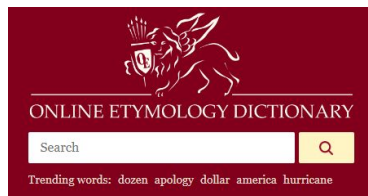
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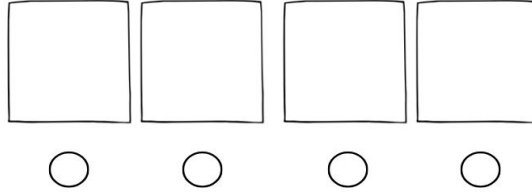
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