

# Elementary Reading Intervention Resources for Cross-Categorical ELL Resource Settings Board of Education Proposal

June 6, 2022



Presenters:

Dr. Josh Carpenter- Assistant Superintendent of Teaching and Learning

Dr. Leatrice Satterwhite- Director of Specialized Student Services

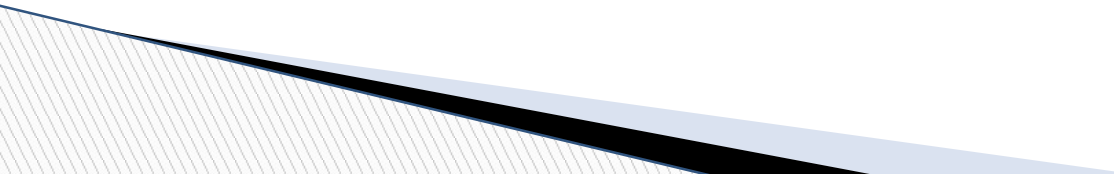
Alicia Fabianczyk- Assistant Director of Specialized Student Services



# Resource Evaluation and Adoption Committee

Committee Member/Assignment	School
Betty Martinez (Cross Categorical English Language Learner Teacher) Brooke McGrath (Specialized Student Services Teacher Leader) Emma DeSantti, (Cross Categorical English Language Learner Teacher) Gregorio Posada, (Cross Categorical English Language Learner Teacher/Diagnostician) Sandra Flor Vazquez (Assistant Principal) Yamil Javariz (Special Education Administrator) Yesenia Dimas (CC ELL Teacher) Alicia Fabianczyk (Assistant Director of Specialized Student Services)	Lowrie ESC Otter Creek/Highland Glenbrook/Hilltop Glenbrook ESC Harriet Gifford/Lincoln ESC

# Adoption Committee Meetings and Process

- The Call to Committee was initiated on March 16, 2021, as stated in the Superintendent's Weekly Message.
  - Meetings were scheduled, initially in the spring and throughout this school year.
  - The committee members reviewed multiple resources, had an opportunity to meet with various consultants, tried sample resources, and additionally worked on the internal guidance document.
  - The committee voted on resources via anonymous Google survey, with results reviewed each time with the group.
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# Purpose

This proposal is seeking approval of new reading intervention resources in Spanish to support specialized instruction in elementary K-6 cross-categorical ELL resource special education settings. The proposal is intended for reading resources utilized in resource settings vs. classroom settings.

Additionally, the resources considered are authentic and culturally and linguistically responsive.



# Rationale

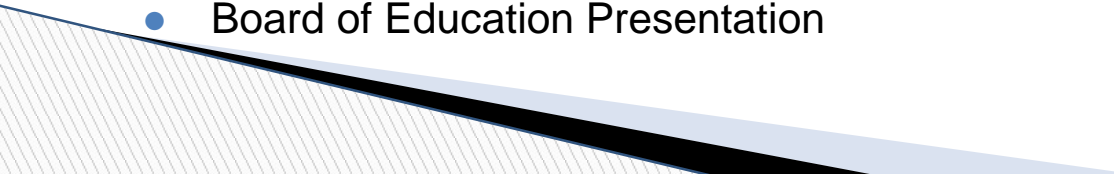
- Currently, elementary K-6 special education cross-categorical ELL resource teachers have access to Estrellita and Camino a La Lectura reading interventions. Estrellita methodology addresses K-1 basic reading skills while Camino a La Lectura has been utilized across grades K-6 and is being discontinued from print, necessitating a call to committee to identify new resources.
- As the resource will no longer be available, specialized and systematic direct instruction K-6 resources are needed to target reading fluency and comprehension skills and replace the outdated materials. The resources must also include progress monitoring tools to consistently evaluate student growth on individualized IEP goals.
- Specialized resources are intended to be utilized for specialized reading instruction for K-6 students with IEP goals in the area of reading.
- The adoption of new resources will ensure that we are addressing “Student Achievement” and “Effective and Engaged Staff” goals of the U-46 Strategic Plan.



# Alignment to the U-46 Strategic Plan



# Resource Adoption Process

- Call to Committee, Review, and Selection of Resources
  - Development of Reading Comprehension Guiding Documents for ELL itinerants
  - Professional Development Team Feedback
  - Instructional Cabinet Feedback
  - Instructional Council Steering/Instructional Council Committee Feedback
  - Professional Development Committee Feedback
  - Special Education Committee Feedback
  - Board of Education Presentation
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# Learning Outcomes

- Students receiving special education services in grades K-6 in an elementary cross-categorical ELL settings will have an opportunity and access to structured specialized resources focused on the development of decoding skills, fluency skills, and reading comprehension skills.
- The resources complement the implementation of integrated curriculum and provide a balance of fiction and nonfiction leveled readers along with written expression opportunities to target writing goals.
- The committee also chose progress monitoring tools for ongoing assessment of students' skills to plan data-driven instruction and monitor progress on IEP goals.
- The committee has developed a series of reading comprehension guidance documents; listing best practices, teaching strategies, ESL tips, and student engagement activities for students with disabilities. The guidance also embeds U-46 Rising structures of academic teaming opportunities while providing specialized resource services. Having and practicing aligned structures across school environments will allow for increased student engagement and agency.

[Reading Comprehension Guidance Documents](#)

# Resource Implementation

- The resources selected by the committee consist of the Estrellita Lunita program, Lecturas Cortas Short Reads, and Literacy Pro to be used for progress monitoring and supplementary leveled reading.

## Lunita Program



New 2020 Program!



SCHOLASTIC  
Literacy Pro®



All resources are intended for teacher/student engagement rather than an online intervention approach.

# Resource Implementation (continued)

- **The Estrellita Lunita** program utilizes the same pattern students became familiar with in Estrellita; however, it provides the additional syllable blends covering another 48% of words in Spanish. These blends, combined with Estrellita, provide for a total of 99% of words in Spanish.
- Special education students who have been identified with significant reading deficits, require a systematic and consistent approach to reading. This resource serves as an extension of Estrellita methodology to target the syllable blends and allow for structured practice and mastery of syllables.
- Lunita resources come in kits which include teacher materials, student workbooks, and an annual online access for teachers. The materials include data collection sheets for monitoring of skills based on syllable progression, which means progress monitoring is embedded into the program to allow for data-driven practice and decision making.

# Lunita Resource (continued)

Digital teacher access comes from Lunita kit codes and includes teacher guides and worksheet samples.

There is no student digital portal at this time and the goal is for students to receive direct and scaffolded, specialized instruction from resource teachers.

## SEQUENCE AND TIMELINE

The Estrella Lunita sequence and timeline is intended to provide a pacing guide for your whole group instruction. The daily time allocation presented is also a very important component of the program and ensures that each classroom conducts small group differentiated instruction. These small groups allow for differentiated instruction to meet the needs of the individual students and accommodate those students that are ahead or behind the whole group pacing timeline. As the class progresses throughout the year, the goal is to have approximately 80% of your class on track with the pacing guide with the other 20% in need of additional instruction or intervention.

### Daily Time Allocation

It is suggested that you spend 30 - 40 minutes of instruction for the Estrella block. This would be 5 - 10 minutes of whole group instruction, followed by 20+ minutes in small groups concluding with a final 5 minutes in whole group activities.



30 min or less

Student Booklet #1:  
A jugar por el mar

### Day #4 Palabras

Skill	Examples of Text
Que/qui, que/qui	<ul style="list-style-type: none"><li>que/qui = que, aquí, queja</li><li>que/qui = perseguimos, Junction</li></ul>
Singular words ending in "z" change to "ces" in the plural form	<ul style="list-style-type: none"><li>pez/peces</li><li>feliz/felices</li></ul>
Synonyms	<ul style="list-style-type: none"><li>ocultar/ocultar</li><li>buscar/hallar</li><li>ocultar/esconder</li><li>feliz/contento</li></ul>
Verbs with reflexive pronouns	<ul style="list-style-type: none"><li>se ven, se oculta, se queja, se asoman, se ven, se van, ocúltase, buscase, me halla, ocúltame, alzárense, perseguimos</li></ul>

### Day #7 Oraciones

Skill	Examples of Text
Dialogue, hyphens used in Spanish instead of quotation marks	<ul style="list-style-type: none"><li>¡Vamos a jugar a perseguimos!- dice don Delfín.</li><li>Aquí no me halla- comenta don Tiburón.</li><li>¡Qué difícil- suspira don Delfín.</li><li>¡Te halla!- dice contento.</li><li>Es mi turno para ocultarme- dice don Delfín.</li><li>No deben alzarlos!- se queja don Tiburón</li><li>Haremos lo justo- aseguran los peces listerías.</li></ul>
Formation of possessives in Spanish	<ul style="list-style-type: none"><li>El calor del sol = the sun's heat</li><li>La luz del sol = the sun's light</li><li>El fondo del mar = the ocean's floor</li></ul>

## Explicit and Authentic

The Lunita program provides explicit skill development in vocabulary, comprehension and fluency while incorporating all of the different learning modalities. The Teachers Guide provides structure for classroom management but the added flexibility to implement the program with other materials in mind. The word bank was developed utilizing native Spanish materials from Mexico and each of the stories were written in Spanish and not translations. All of the student materials include graphics and images to make the materials accessible for non-native speakers and to promote biliteracy. Lunita is intended to pair up with any core curriculum program and provides the focus on the core reading skills that will ensure students remain at grade level or above.

# Resource Implementation (continued)

- **Lecturas Cortas** is a guided reading program in Spanish consisting of Short Read cards leveled A-Z with alignment to F and P levels. Short reads have a combination of fiction and non-fiction texts and there are ten Short Reads at each level with six cards for each, and teacher guide included in each level.
- Short Read cards are culturally-relevant, authentic, not-translated stories, and they visually look more intermediate (so that A level materials, for example, do not look like kinder level materials). They are intended for small group 20-30 minute lessons, which is a great fit for resource model.
- There is a writing prompt at the end of each story or article. The lesson plan shows explicit and the step-by-step implementation process. Scholastics will also provide a digital version of Lecturas Cortas at no additional cost.



## Resource Implementation (continued)

- **Literacy Pro** is an online platform, which provides access to additional leveled readers but also allows for progress monitoring of reading comprehension skills per comprehension strategy. Literacy Pro generates a report which includes the performance on each comprehension strategy with percentages of correct responses.
- The proposed reading interventions and progress monitoring tools will allow for a balanced specialized programming for K-6 special education resource students.

## Teacher and Administrator Software

## Home Screen

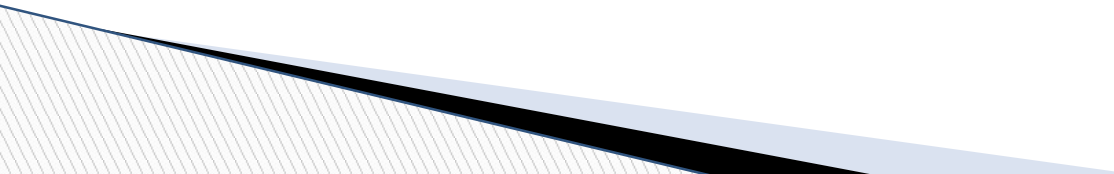




# Committee Recommendations

While the resources presented meet the criteria of specialized instructional resources in Spanish to target various reading skills across grades K-6 within the ELL resource settings, there were additional resources reviewed by the committee which were not recommended for consideration:

miVision and MiEnfoque Intervencion were closely reviewed by the committee. The resources were not selected due to the cultural irrelevance and direct translations from English.



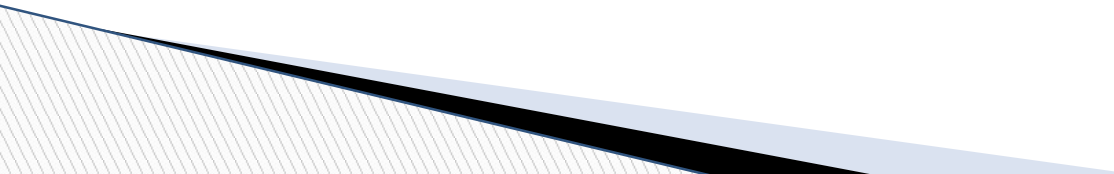
# Resource Cost

Resources	# of Years of Access	Quantity Needed	Item Cost	Total Cost
Lunita	Kits include workbooks and classroom sets for multi-year usage, only license renewal is annual	22	\$699.00	\$15,378.00
Lunita Shipping and Handling			\$1,176.73	\$1,176.73
Lunita Professional Development	Annual-includes On-Site PD and virtual sessions	1 On-Site, 5 virtual, 2 Q&A Sessions	\$3,200.00	\$3,200.00
Lecturas Cortas	Unlimited-no student consumables or licenses, digital access is included	22	\$4,530.00	\$99,660.00
Shipping and Handling			\$8,969.00	\$4,983.00
Literacy Pro	Annual licensing	450 student licenses		\$6,525.00
Lecturas Cortas and Literacy Pro Professional Development	2022-2023	2 in-person days, 2 virtual coaching sessions	\$7,996.00	\$7,996.00
<b>Total Cost:</b>				<b>\$138,918.73</b>

# Professional Development

- Professional Development Getting Started sessions will be scheduled for the elementary DCD at the beginning of the 2022-2023 school year. The PPD date can also be identified as this affects a smaller group of teachers/itinerants.
  - Scholastics would combine their Professional Learning on all of the resources including the progress monitoring platform.
  - Lunita would be a half-day Professional Development also at the beginning of the school year.
  - Reading Comprehension Guidance overview would be scheduled as a department forum.
- Follow up and customized coaching sessions would be scheduled for early November. A Getting Started session for late hires would also be provided if needed and internal Professional Development with the committee support would be scheduled for the January DCD and the Kane County PPD as half-day sessions.

# Professional Development

- Teacher leader support on the implementation would be ongoing and based on teacher needs.
  - Professional development sessions would be recorded to create asynchronous options available throughout the school year.
  - Cross Categorical ELL Itinerants have regular department meetings where additional topics and needs are discussed and planned as a group. This has been an ongoing practice for this department.
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# Evaluation of Change

- Evaluate resource implementation using student growth in F and P levels as well as the report data from Literacy Pro.
  - Survey staff on the effectiveness of Professional Development and future needs.
  - Gather feedback from the internal professional learning on reading comprehension guidance with support from the committee/teacher leader.
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