ALL ABOUT EL EDUCATION

Family Night

9/25/25



EL Education

Interacting on Tonight's Zoom Webinar



1. Questions?

- Use the "Q & A" Feature on the function bar at the bottom of your screen
- We will either answer the question via text or respond verbally throughout the presentation

2. Remember - we are on a journey together

- Year one of implementation is just the start of really great things

3. More to come

- Communicate with your teacher
- Communicate with our literary coaches - Randi Fogel, Erin Pawlaczyk, Michelle Berman
- Parent-Teacher Conferences
- Winter/Early Spring Webinar

4. Panelist Introductions

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The Survey Says...



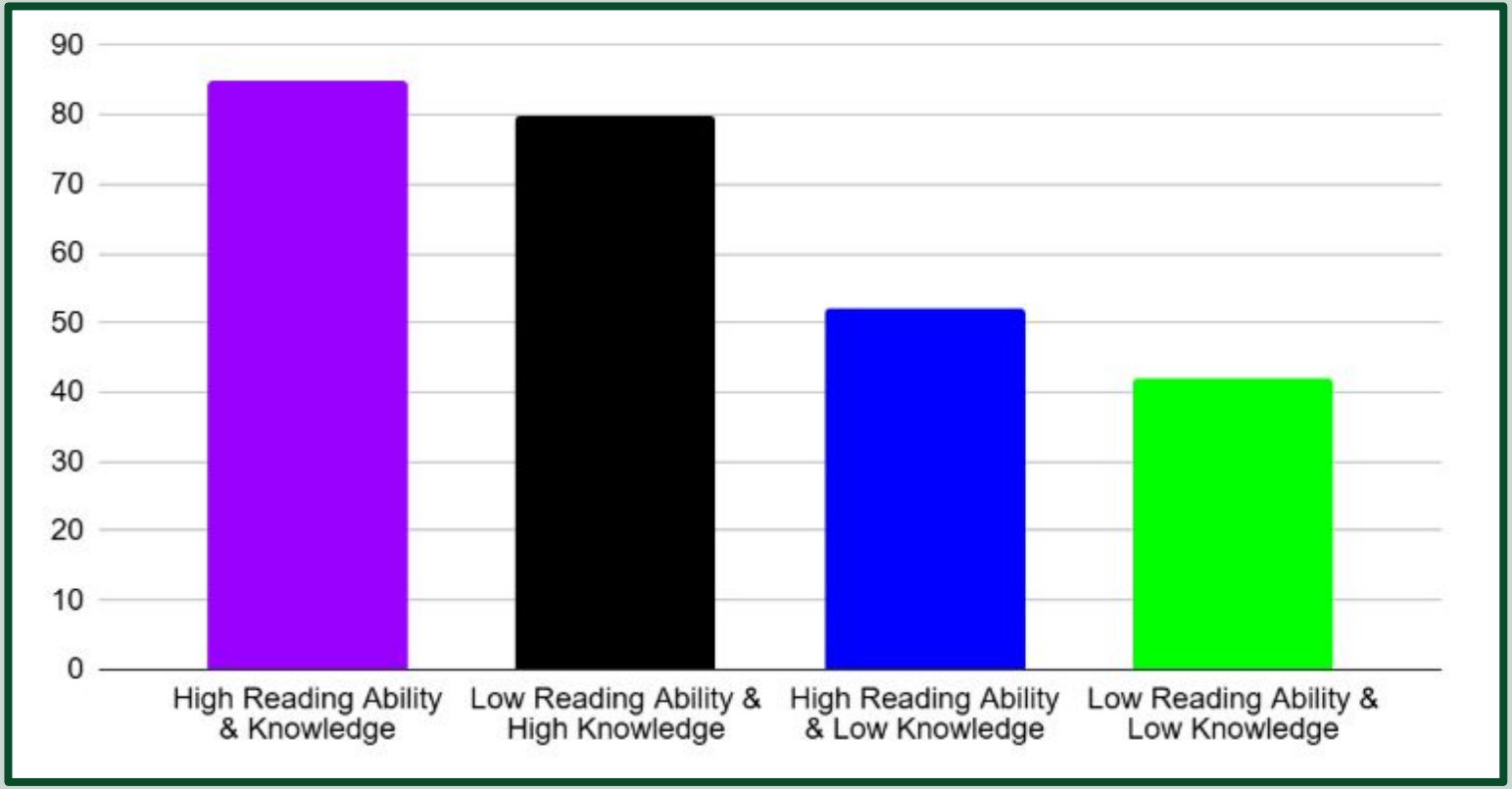
Researchers once gave young readers a reading passage about baseball. This was called "The Baseball Study."

There were four types of readers:

A. High reading ability with low knowledge of baseball
B. Low reading ability and low knowledge of baseball
C. High reading ability with high knowledge of baseball
D. Low reading ability with high knowledge of baseball

In the poll, rank order the students in terms of how well they did on answering questions about the text.

The Results...


90
80
70
60
50
40
30
20
10
0
High Reading Ability & Knowledge
Low Reading Ability & High Knowledge
High Reading Ability & Low Knowledge
Low Reading Ability & Low Knowledge

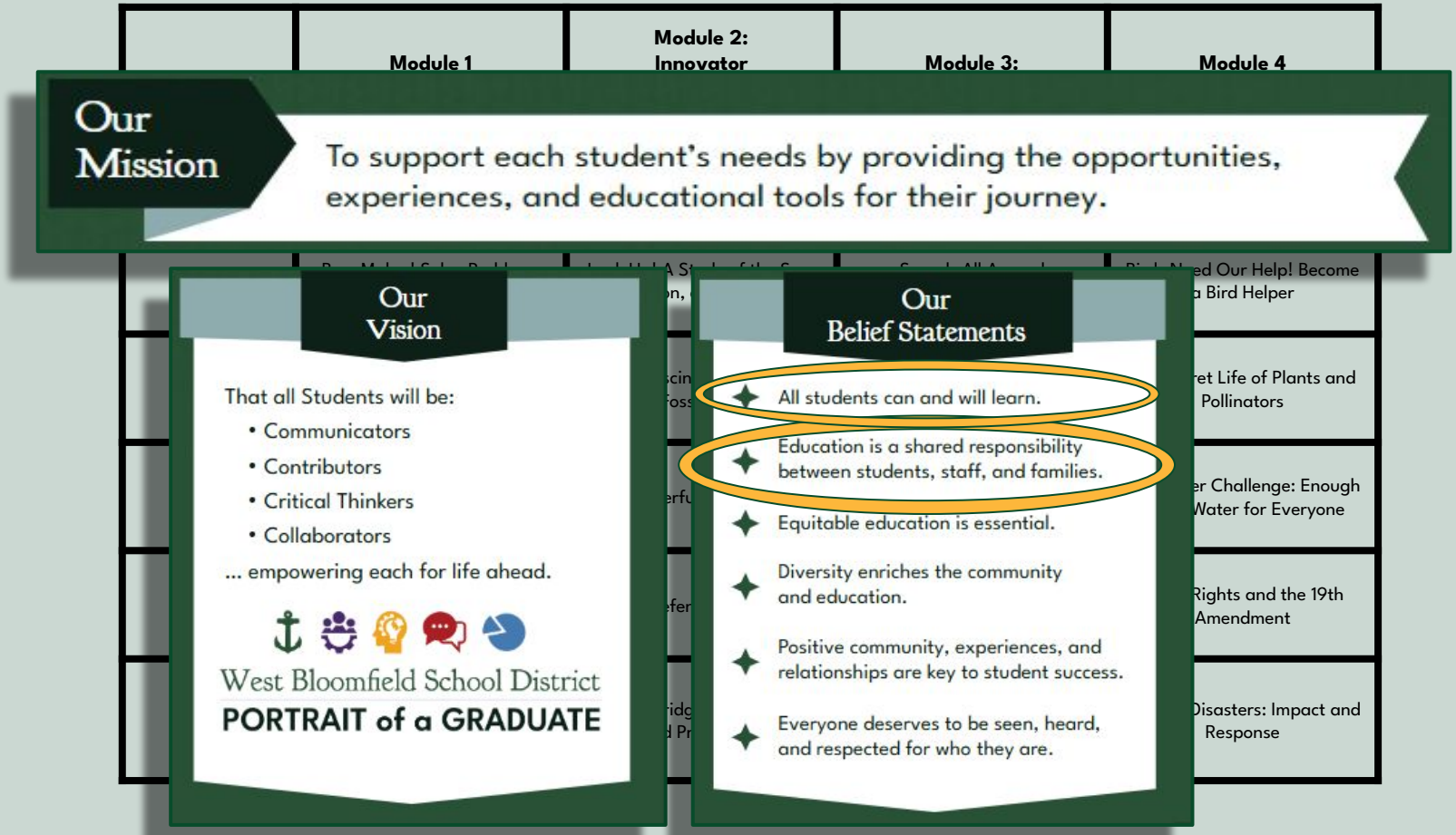
Why a Knowledge Building Curriculum?

Key Benefits for Students:

- Improved Reading Comprehension
- Deeper Content Knowledge
- Enhanced Literacy Skills
- Increased Motivation
- Academic Success



EL Education will Unlock New Worlds of Discovery & Open Doors for Literacy Success



Tonight's Agenda

1. How to Grow Multi-Dimensional Readers Based on Research

2. The EL Education Approach to Literacy

3. The Home-School Connection

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Who is reading at grade level?

Child A

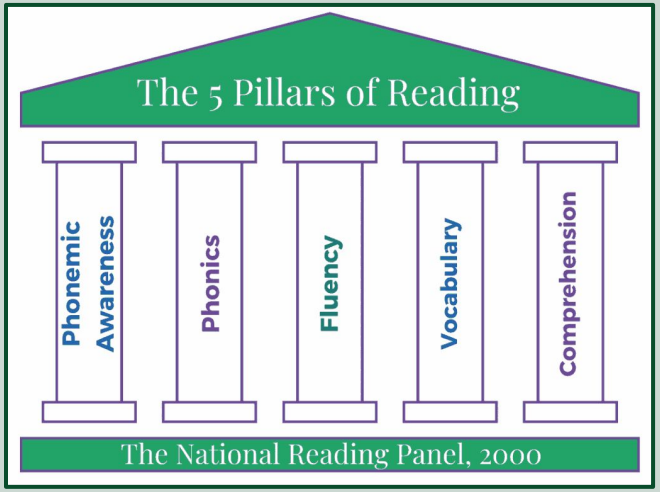
- High accuracy and decoding skills
- Low comprehension
- Reads fluently
- High phonemic awareness skills
- Average Vocabulary knowledge

Child B

- Low decoding skills
- High listening comprehension
- High vocabulary knowledge
- Reads choppy/word by word
- Average phonemic Awareness

Child C

- High accuracy and decoding skills
- Above average comprehension
- Reads fluently
- Average vocabulary knowledge
- Strong phonemic awareness



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Is my Child Reading at Grade Level????

What Does "Reading at Grade Level" Mean?

To read at grade level means your child can read and understand books and materials that are expected for their age and school grade, being able to demonstrate success with the five pillars. As educators we focus on five key areas — called the Five Pillars of Reading.

1. Phonemic Awareness – Hearing and working with individual sounds in spoken words (for example, noticing that *cat* and *cap* start with the same sound).

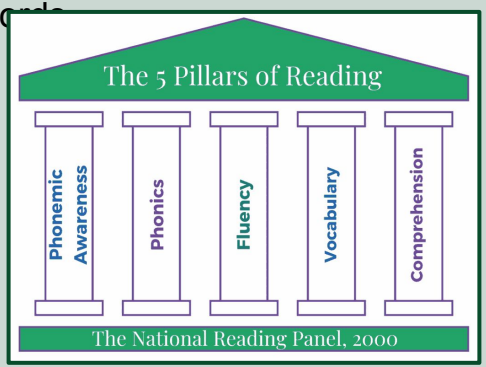
2. Phonics – Connecting sounds to letters and patterns so children can read and spell words.

3. Fluency – Reading smoothly with expression, not word by word.

4. Vocabulary – Knowing and using new words in conversation and writing.

5. Comprehension – The ability to understand, think, and talk about what is being read.

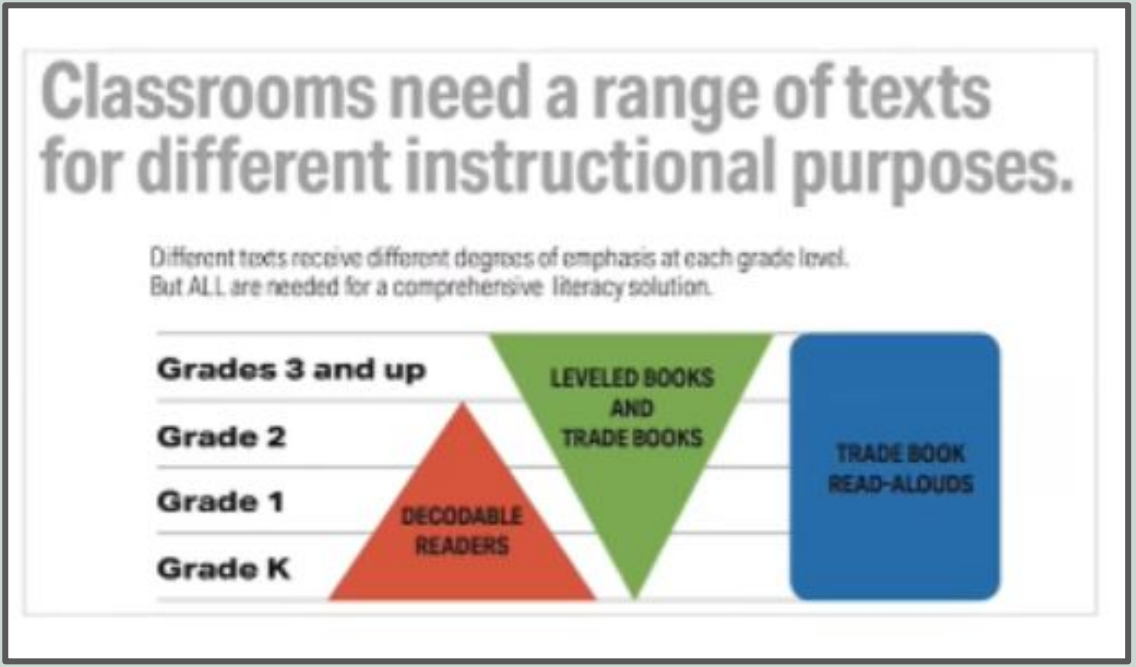
This is the ultimate goal of reading!

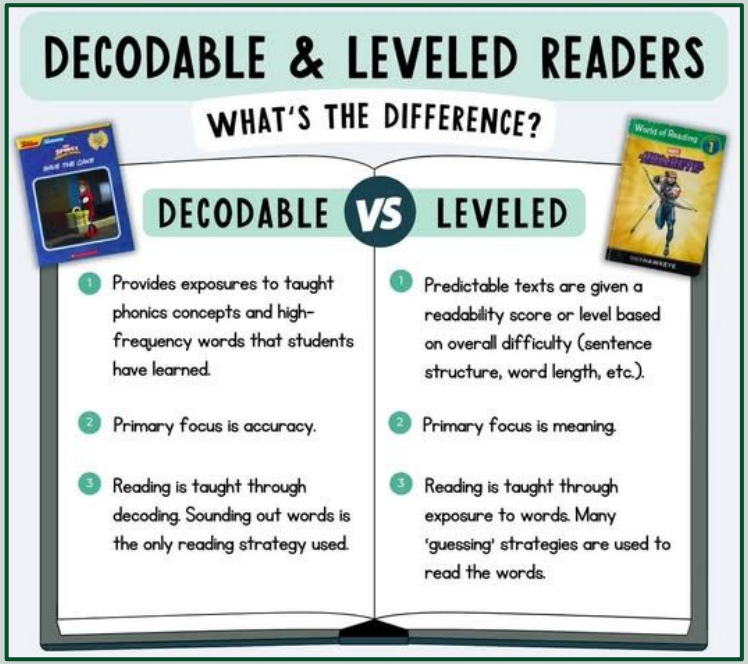


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Decodable vs. Leveled Texts

How do different types of texts support my reader?





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EL Education - Elementary Literacy

★ This is a knowledge building curriculum that supports science and social studies concepts to deepen student understanding through **reading**, **writing**, and **speaking/listening**.

Module Lesson (1 hour)

★ Explicit whole group reading & writing lessons taught through Knowledge Building curriculum

★ 4 Modules; 3 units per module

- Unit 1 - Knowledge Building through reading
- Unit 2 - Knowledge Building & Writing
- Unit 3 - Writing and Performance Assessment

Differentiation (1 hour)

★ K-2: Skills Block: new skill, fluency, spelling, interactive writing, cycle assessment

Differentiation (1 hour)

★ 3-5 ALL Block: strategically designed mini-lessons for groups to support and extend understanding of module lessons (fluency, grammar, word study, analyzing complex texts)

Reading & Building Background Knowledge → Extended Reading & Research → Extended Writing & Authentic Performance Tasks

MODULE ASSESSMENTS

- ★ At the end of each Unit, there is an assessment.
- ★ In grades 3-5 there is also a Mid-Unit Assessment
- ★ These assessments could consist of, but are not limited to:
  - Multiple Choice
  - Sorting
  - Short Answer
  - Fluency reading/recording
  - Writing
  - Small Group Discussions
- ★ Students will have the opportunity to practice and view all skills and standards that will be assessed before the assessment.
- ★ Speaking and Listening standards are an important part, too!
- ★ Mastery is not always expected, as we revisit these concepts/standards later in the year.
- ★ These assessments will come home when applicable

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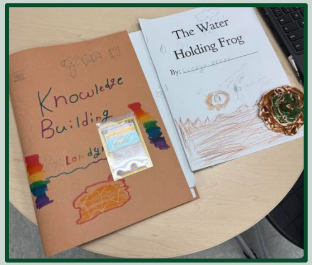
MODULE PERFORMANCE TASKS

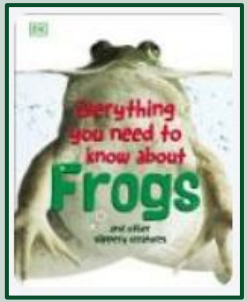
- ★ Each module culminates with an activity where students synthesize their content and literacy knowledge across all 3 units.
- ★ Performance tasks are an authentic, often collaborative, and creative task designed for students to demonstrate their understanding and application of skills and concepts
- ★ There is always a real-world connection.











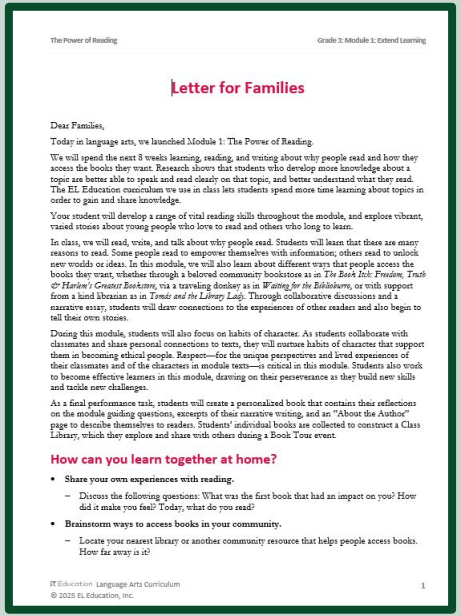


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Family Communication for Module Lessons

Module Family letters will come home 4 times a year at the start of the Module.
You will find....

- An overview of the module and what the concluding Performance Task will be.
- How you can learn together at home
- What students will Learn in Class: Guiding Questions



The Power of Reading — Grade 3: Module 1: Extend Learning

Letter for Families

Dear Families,

Today in language arts, we launched Module 1: The Power of Reading.

We will spend the next 8 weeks learning, reading, and writing about why people read and how they access the books they want. Research shows that students who develop more knowledge about a topic are better able to speak and read clearly on that topic, and better understand what they read. The EL Education curriculum we use in class lets students spend more time learning about topics in order to gain and share knowledge.

Your student will develop a range of vital reading skills throughout the module, and explore vibrant, varied stories about young people who love to read and others who long to learn.

In class, we will read, write, and talk about why people read. Students will learn that there are many reasons to read. Some people read to empower themselves with information; others read to unlock new worlds or ideas. In this module, we will also learn about different ways that people access the books they want, whether through a beloved community bookstore as in *The Book Itch: Freedom, Truth & Harlem's Greatest Bookstore*, via a traveling donkey as in *Waiting for the Biblioburro*, or with support from a kind librarian as in *Tomás and the Library Lady*. Through collaborative discussions and a narrative essay, students will draw connections to the experiences of other readers and also begin to tell their own stories.

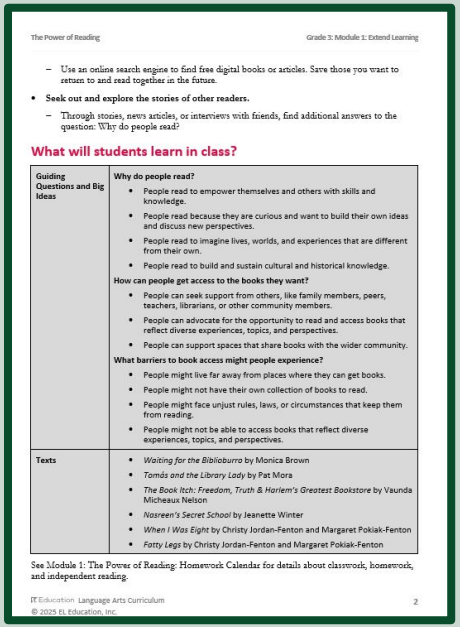
During this module, students will also focus on habits of character. As students collaborate with classmates and share personal connections to texts, they will nurture habits of character that support them in becoming ethical people. Respect—for the unique perspectives and lived experiences of their classmates and of the characters in module texts—is critical in this module. Students also work to become effective learners in this module, drawing on their perseverance as they build new skills and tackle new challenges.

As a final performance task, students will create a personalized book that contains their reflections on the module guiding questions, excerpts of their narrative writing, and an "About the Author" page to describe themselves to readers. Students' individual books are collected to construct a Class Library, which they explore and share with others during a Book Tour event.

How can you learn together at home?

- **Share your own experiences with reading.**
  - Discuss the following questions: What was the first book that had an impact on you? How did it make you feel? Today, what do you read?
- **Brainstorm ways to access books in your community.**
  - Locate your nearest library or another community resource that helps people access books. How far away is it?

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  - Use an online search engine to find free digital books or articles. Save those you want to return to and read together in the future.
- **Seek out and explore the stories of other readers.**
  - Through stories, news articles, or interviews with friends, find additional answers to the question: Why do people read?

What will students learn in class?

Guiding Questions and Big Ideas	**Why do people read?** • People read to empower themselves and others with skills and knowledge. • People read because they are curious and want to build their own ideas and discuss new perspectives. • People read to imagine lives, worlds, and experiences that are different from their own. • People read to build and sustain cultural and historical knowledge. **How can people get access to the books they want?** • People can seek support from others, like family members, peers, teachers, librarians, or other community members. • People can advocate for the opportunity to read and access books that reflect diverse experiences, topics, and perspectives. • People can support spaces that share books with the wider community. **What barriers to book access might people experience?** • People might live far away from places where they can get books. • People might not have their own collection of books to read. • People might face unjust rules, laws, or circumstances that keep them from reading. • People might not be able to access books that reflect diverse experiences, topics, and perspectives.
Texts	• *Waiting for the Biblioburro* by Monica Brown • *Tomás and the Library Lady* by Pat Mora • *The Book Itch: Freedom, Truth & Harlem's Greatest Bookstore* by Vaunda Micheaux Nelson • *Nasreen's Secret School* by Jeanette Winter • *When I Was Eight* by Christy Jordan-Fenton and Margaret Pokiak-Fenton • *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak-Fenton

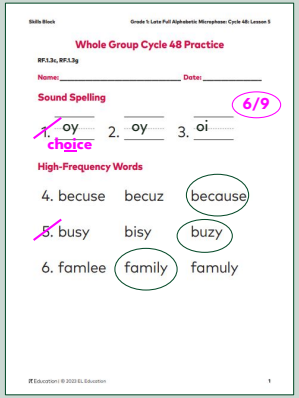
See Module 1: The Power of Reading: Homework Calendar for details about classwork, homework, and independent reading.

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K-2 SKILLS BLOCK Whole Group

- ★ Skills Block (1 hour) is the EL Education version of Phonics
- ★ Each “cycle” is 5 days long:
  - **Day 1:** Introduce new skill, poem launch
  - **Day 2:** Fluency
  - **Day 3:** Spelling to Compliment Reading
  - **Day 4:** Interactive Writing/Editing
  - **Day 5:** Cycle Assessment- Will be sent home
- ★ 3-4 New High Frequency words (Snap Words) that they should be able to read and write


Skills Block — Grade 1: Late Full Alphabetic Microphase: Cycle 4b: Lesson 5

Whole Group Cycle 4B Practice

RF.1.3c, RF.1.3g

Name: _____ Date: _____

Sound Spelling — 6/9

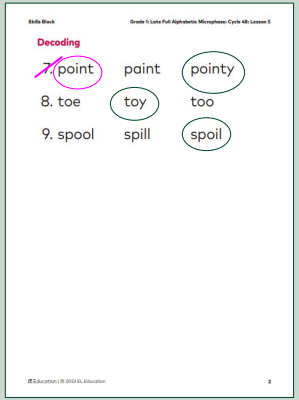
1. oy choice 2. oy 3. oi

High-Frequency Words

4. becuse becuz because

5. busy bisy buzy

6. famlee family famuly


Skills Block — Grade 1: Late Full Alphabetic Microphase: Cycle 4b: Lesson 5

Decoding

7. point paint pointy

8. toe toy too

9. spool spill spoil



K-2 Skills Block Small Group

Students are placed into a small group cycle based on benchmark assessments. These benchmark assessment occur 3 times per year and help track student progress towards grade level foundational standards.

1. Letter and Sound ID
2. Encoding / Spelling
3. Decoding
4. Fluency
5. Phonemic/Phonological Awareness

Grade-Level Cycle Expectations for Benchmark Assessments

Benchmark assessments in Skills Block are primarily used to inform initial small groups for differentiated instruction, and they can be used to track students' progress toward grade-level Reading Foundational standards. The microphase and cycle expectations that align with grade-level standards are shown here:

	Beginning of Year	Middle of Year	End of Year
Grade 1 Expectations	Cycle 26 (Late Partial Alphabetic)	Cycle 39 (Middle Full Alphabetic)	Cycle 50 (Late Full Alphabetic)

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K-2 Skills Block Small Group

- Weekly Small Group Cycles: Students are placed into a small group cycle based on benchmark assessments.
- Decodable books are used for each cycle
- Family Letters will be sent home as your student moves through the Microphases explaining the skills that will be taught.

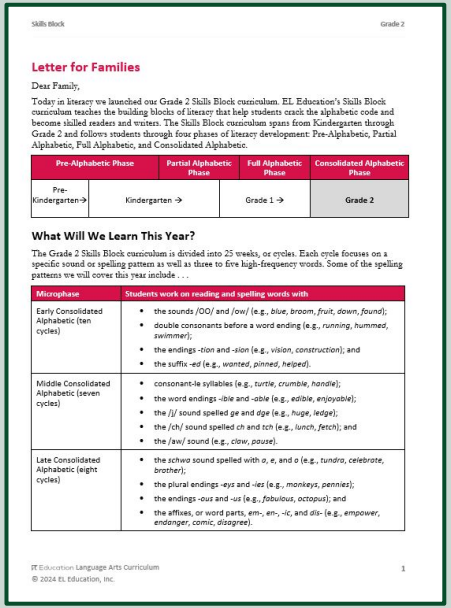


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Family Communication for Skills Block

A Family letter will come home at the beginning of the year. This will explain the content that will be covered in your students specific grade level for whole group instruction.

Additional Family letters will go home addressing what your child will be learning in their small group. New letters will go home as your child moves through the micro-phases in small group.



Skills Block Grade 2

Letter for Families

Dear Family,

Today in literacy we launched our Grade 2 Skills Block curriculum. EL Education's Skills Block curriculum teaches the building blocks of literacy that help students crack the alphabetic code and become skilled readers and writers. The Skills Block curriculum spans from Kindergarten through Grade 2 and follows students through four phases of literacy development: Pre-Alphabetic, Partial Alphabetic, Full Alphabetic, and Consolidated Alphabetic.

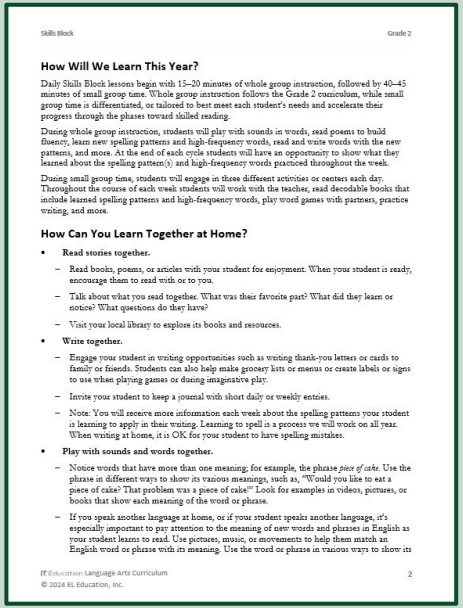
Pre-Alphabetic Phase		Partial Alphabetic Phase	Full Alphabetic Phase	Consolidated Alphabetic Phase
Pre-Kindergarten →	Kindergarten →		Grade 1 →	Grade 2

What Will We Learn This Year?

The Grade 2 Skills Block curriculum is divided into 25 weeks, or cycles. Each cycle focuses on a specific sound or spelling pattern as well as three to five high-frequency words. Some of the spelling patterns we will cover this year include . . .

Microphase	Students work on reading and spelling words with
Early Consolidated Alphabetic (ten cycles)	• the sounds /OO/ and /ow/ (e.g., *blue, broom, fruit, down, found*); • double consonants before a word ending (e.g., *running, hummed, swimmer*); • the endings *-tion* and *-sion* (e.g., *vision, construction*); and • the suffix *-ed* (e.g., *wanted, pinned, helped*).
Middle Consolidated Alphabetic (seven cycles)	• consonant-le syllables (e.g., *turtle, crumble, handle*); • the word endings *-ible* and *-able* (e.g., *edible, enjoyable*); • the /j/ sound spelled *ge* and *dge* (e.g., *huge, ledge*); • the /ch/ sound spelled *ch* and *tch* (e.g., *lunch, fetch*); and • the /aw/ sound (e.g., *claw, pause*).
Late Consolidated Alphabetic (eight cycles)	• the *schwa* sound spelled with *a, e,* and *o* (e.g., *tundra, celebrate, brother*); • the plural endings *-eys* and *-ies* (e.g., *monkeys, pennies*); • the endings *-ous* and *-us* (e.g., *fabulous, octopus*); and • the affixes, or word parts, *em-, en-, -ic,* and *dis-* (e.g., *empower, endanger, comic, disagree*).

IT Education Language Arts Curriculum 1
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Skills Block Grade 2

How Will We Learn This Year?

Daily Skills Block lessons begin with 15–20 minutes of whole group instruction, followed by 40–45 minutes of small group time. Whole group instruction follows the Grade 2 curriculum, while small group time is differentiated, or tailored to best meet each student's needs and accelerate their progress through the phases toward skilled reading.

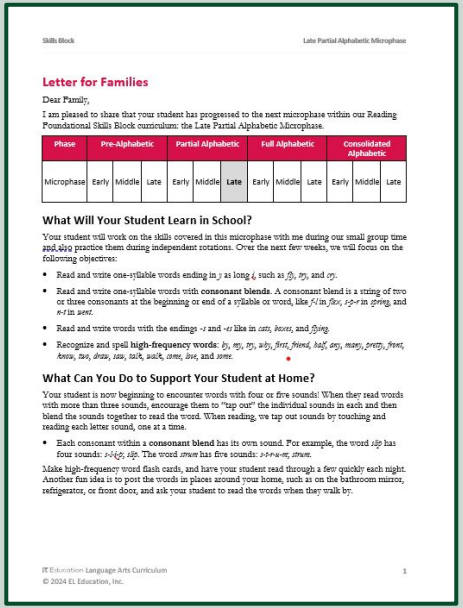
During whole group instruction, students will play with sounds in words, read poems to build fluency, learn new spelling patterns and high-frequency words, read and write words with the new patterns, and more. At the end of each cycle students will have an opportunity to show what they learned about the spelling pattern(s) and high-frequency words practiced throughout the week.

During small group time, students will engage in three different activities or centers each day. Throughout the course of each week students will work with the teacher, read decodable books that include learned spelling patterns and high-frequency words, play word games with partners, practice writing, and more.

How Can You Learn Together at Home?

- **Read stories together.**
  - Read books, poems, or articles with your student for enjoyment. When your student is ready, encourage them to read with or to you.
  - Talk about what you read together. What was their favorite part? What did they learn or notice? What questions do they have?
  - Visit your local library to explore its books and resources.
- **Write together.**
  - Engage your student in writing opportunities such as writing thank-you letters or cards to family or friends. Students can also help make grocery lists or menus or create labels or signs to use when playing games or during imaginative play.
  - Invite your student to keep a journal with short daily or weekly entries.
  - Note: You will receive more information each week about the spelling patterns your student is learning to apply in their writing. Learning to spell is a process we will work on all year. When writing at home, it is OK for your student to have spelling mistakes.
- **Play with sounds and words together.**
  - Notice words that have more than one meaning; for example, the phrase *piece of cake*. Use the phrase in different ways to show its various meanings, such as, "Would you like to eat a piece of cake? That problem was a piece of cake!" Look for examples in videos, pictures, or books that show each meaning of the word or phrase.
  - If you speak another language at home, or if your student speaks another language, it's especially important to pay attention to the meaning of new words and phrases in English as your student learns to read. Use pictures, music, or movements to help them match an English word or phrase with its meaning. Use the word or phrase in various ways to show its

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Skills Block Late Partial Alphabetic Microphase

Letter for Families

Dear Family,

I am pleased to share that your student has progressed to the next microphase within our Reading Foundational Skills Block curriculum: the Late Partial Alphabetic Microphase.

Phase	Pre-Alphabetic			Partial Alphabetic			Full Alphabetic			Consolidated Alphabetic		
Microphase	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late

What Will Your Student Learn in School?

Your student will work on the skills covered in this microphase with me during our small group time and also practice them during independent rotations. Over the next few weeks, we will focus on the following objectives:

- Read and write one-syllable words ending in *y* as long *ī*, such as *fly, try,* and *cry*.
- Read and write one-syllable words with **consonant blends**. A consonant blend is a string of two or three consonants at the beginning or end of a syllable or word, like *fl*-in *flat*, *sp*-*r*-in *spring*, and *n*-*t*-in *sent*.
- Read and write words with the endings *-s* and *-es* like in *cats, boxes,* and *flying*.
- Recognize and spell **high-frequency words**: *by, my, try, why, first, friend, half, any, many, pretty, front, know, two, draw, cats, talk, walk, were, live,* and *were*.

What Can You Do to Support Your Student at Home?

Your student is now beginning to encounter words with four or five sounds! When they read words with more than three sounds, encourage them to "tap out" the individual sounds in each and then blend the sounds together to read the word. When reading, we tap out sounds by touching and reading each letter sound, one at a time.

- Each consonant within a **consonant blend** has its own sound. For example, the word *slip* has four sounds: */s*-*l*-*i*-*p*/. The word *straw* has five sounds: */s*-*t*-*r*-*o*-*w*/, *straw*.

Make high-frequency word flash cards, and have your student read through a few quickly each night. Another fun idea is to post the words in places around your home, such as on the bathroom mirror, refrigerator, or front door, and ask your student to read the words when they walk by.

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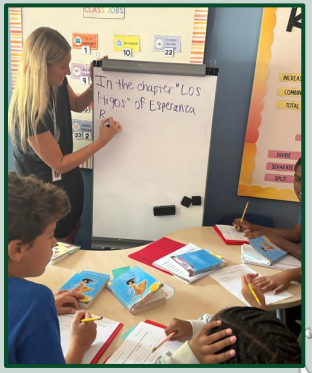
ALL BLOCK



ALL Block has 4 main components:

- ★ Reading & Speaking Fluency
- ★ Additional Work with Complex Text
- ★ Grammar, Usage, and Mechanics
- ★ Word Study and Vocabulary

The ALL Block mini lessons connect to the content of the Module Lessons



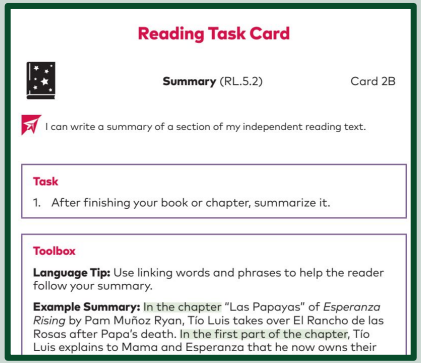
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ALL BLOCK

Each day in ALL Block, students complete 3 activity rotations:

- ★ **Accountable Independent Reading:** time dedicated to independent reading
- ★ **Task Cards:** independent work that provides additional practice with reading, writing, and language skills from the previous unit of the Module Lessons
- ★ **Small Group Mini Lessons:** teacher-guided work in differentiated small groups that deepens learning from the Module Lessons





Reading Task Card

Summary (RL.5.2) Card 2B

I can write a summary of a section of my independent reading text.

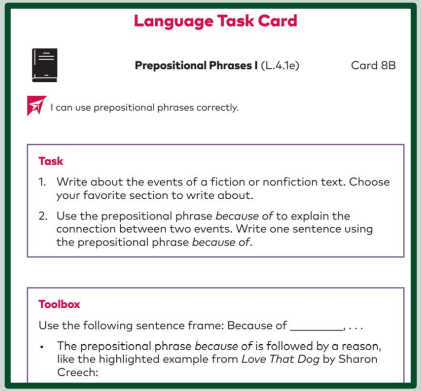
Task

1. After finishing your book or chapter, summarize it.

Toolbox

Language Tip: Use linking words and phrases to help the reader follow your summary.

Example Summary: In the chapter "Las Papayas" of *Esperanza Rising* by Pam Muñoz Ryan, Tío Luis takes over El Rancho de las Rosas after Papa's death. In the first part of the chapter, Tío Luis explains to Mama and Esperanza that he now owns their



Language Task Card

Prepositional Phrases I (L.4.1e) Card 8B

I can use prepositional phrases correctly.

Task

1. Write about the events of a fiction or nonfiction text. Choose your favorite section to write about.
2. Use the prepositional phrase *because of* to explain the connection between two events. Write one sentence using the prepositional phrase *because of*.

Toolbox

Use the following sentence frame: Because of _____, . . .

- The prepositional phrase *because of* is followed by a reason, like the highlighted example from *Love That Dog* by Sharon Creech:

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What happens if my student needs additional support in literacy on a specific skill?

- Additional Support provided by classroom teacher during Skills Block and ALL Block
- Small Group Instruction
- IRIP (Individualized Reading Improvement Plan)
- Reading Intervention Support
- IXL Individual Pathways



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How Can Families Help with Reading at Home



Read together every day – Even 15–20 minutes makes a big difference.

Talk about books – Ask questions like:
“What happened first, next, last?”
“Why do you think the character did that?”
“What was your favorite part?”



Practice sounds and words – Play rhyming games, clap out syllables, or practice sounding out words.

Build vocabulary – Use new words in conversation and point them out in books or signs.

Encourage independent reading – Let your child choose “just right” books and reread favorites.

Review Assessments- Talk to your student about assessments that are sent home and celebrate successes and practice skills that may not be secure yet.

IXL- Teacher recommended learning path

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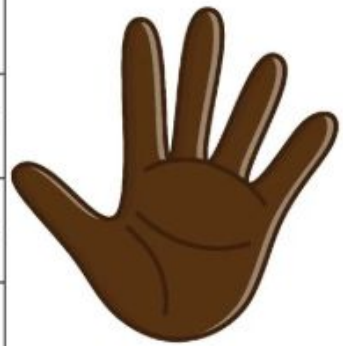
How do I Help My Child Choose a "Just Right Book?"



5 FINGER RULE
FOR READING

1. Choose a book that you want to read.
2. Open the book up to any page and begin reading.
3. Put one finger up for every word you do not know or cannot pronounce.
4. Use the guide below to decide if the book is the just-right choice for you!

0-1	Too easy
2-3	Just right
3-4	Challenge
5+	Too hard





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At Home Reading

What kinds of books will my child be reading?



Decodable Text



Leveled Text



Chapter Books



Picture Books



Coming Soon.....

Digital Access to Decodable Cycle Readers

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Launch.....







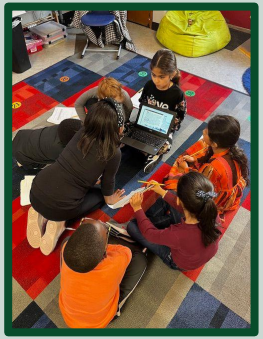




Change
is going to be hard,
but
that doesn't mean
it isn't worth it!









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