

STUDENT
ACHIEVEMENT
PARTNERS

High Quality Aligned Curriculums

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Goals Part One

To provide you with:

- A strong sense of the *essential* elements of a high-quality aligned Core ELA program based on research.
- Why past programs have failed.

What We've Been Doing For Over a Quarter of a Century

One Week's Work in a First Grade Basal

- Writing lessons on sentences that inform.
- Essential question – what kind of plants and animals would you find in the ocean connected to writing – formed basis of much discussion.
- Close reading of anchor text – complex.
- Additional informational text related to anchor text read by all essentially close reading.
- Phonics lessons and work with decodables.
- Writing lessons on revising and proofreading.
- Grammar lessons on proper nouns and possessives.
- Daily vocabulary instruction with word cards.
- Leveled readers (not phonetic) with students grouped by ability.

One week's work in first grade basal, **CONTINUED!**

- “Vocabulary Reader” – another leveled text all students read.
- Listening centers and writing centers about half phonetic.
- Daily independent reading.
- Media literacy lessons.
- Research skill lessons.
- Lessons on author's purpose.
- Daily proofreading practice.
- Lessons on comparing texts.
- Lessons on classifying and categorizing words.
- Read aloud connected to anchor text and topic.
- Listening comprehension lessons focusing on character traits, story structure and themes.

Balanced Literacy

- Mini-lesson on text structure comprehension strategies, standards, genre or any other construct of text.
- Students look for focused construct in their leveled readers.
- Foundational skills taught predominantly in context as needed with leveled readers.

What's Makes a High-Quality ELA Curriculum?

- *Research-based* foundational skills: Structured Phonics
- Close reading of quality, complex text *including read alouds in K-2*
- Academic language
- Volume of reading (on conceptually related topics) to grow knowledge and vocabulary
- Volume of (evidence-based) writing
- Fit to district and school

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Research Supporting Structured Phonics is *Overwhelming*

- Successful foundational skills programs require strong structured phonics program
 - <https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>
 - www.scotland.gov.uk/library5/education/ins17
- Evaluating the NYC Core Knowledge Early Literacy Pilot: Year 3 Report
 - http://www.coreknowledge.org/mimik/mimik_uploads/documents/712/CK%20Early%20Literacy%20Pilot%203%2012%2012.pdf
- Why a Structured Phonics Program is Effective
 - <https://achievethecore.org/aligned/wp-content/uploads/2017/03/Why-a-Structured-Phonics-Program-is-Effective.pdf>
- Walpole and McKenna (2017)
- IES will no longer review phonics programs

Data on Foundational Skills

A study of over 10,000 students grades K-9 in 8 low income school districts found that 20-90% of students in each school could not read with enough accuracy and at an appropriate rate to come even close to comprehending texts in the CC band for complexity.

In some of these schools nearly a quarter of third grade students were reading at *primer levels*.

More

- “A longitudinal investigation of direct and indirect links between reading skills in kindergarten and reading comprehension in tenth grade.”
Christopher T. Stanley, Yaacov Petscher, Hugh Catts
Published online: September 6, 2017
- “A PATH Analytic Model Linking Foundational Skills to Third-Grade State Reading Achievement. Paige et al (In Press)”

Structured Phonics

- Begins with sequence of phonological awareness
- Clear **required sequence** of phonics patterns including letter recognition, letter sounds, letter/sound patterns, morphology
- Direct explicit instruction in each of the above components
- Frequent and regular assessment followed by differentiation
- Reading, writing/spelling integrated – read it write it

Structured Phonics

- Phonics patterns taught **in context and out of context.**
- Words containing taught phonics patterns in decodable or mostly decodable texts. **Though does not have to be limited to only these.**
- **Abundant** materials for students who need more work and students who need **far more work** including materials that can be done **independently.**
- **30 - 60 minutes a day** depending on differentiation needs.

The lack of structured phonics effects all students, but low income students more.

Students from Less Educated Families

- Dependence on inference
- “School Talk”
- Experiences with text
- Vocabulary
- Knowledge
- Attendance and lateness

But what if it just does?

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Close Reading

- Depth of vocabulary.
- The Progression of Reading Comprehension
 - https://achievethecore.org/content/upload/liben_pearson_progression_of_comprehension_research_e1a.pdf
- Supports provide all students the opportunity to work with text in the band.

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How Important are Words?

- Nearly a century of research (Whipple 1925, NAEP 2012).
- Feature of complex text that likely causes greatest difficulty (Nelson et al 2012).
- Vocabulary assessed in grade 1 predicts 30% of grade 11 comprehension (Cunningham & Stanovich 1997).

The Achievement Gap at Work

Below Level: Shelter, splattered, fixed, rescue

On Level: Journal, tremors, traction, interval, volunteered, retrieve

Above level: Generation, abandoned, languished, terrified, warble, galvanized, debris, hoisted, shuddered

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Importance of Knowledge

- Similar history of research (Kintsch 1998, most of John Guthrie's work, Adams 2009, Cervetti and Hiebert 2015).
- Recht and Leslie, 1988 – Baseball study
- Makes sense as knowledge of words and knowledge of the world go together.

It turns out the best way by far to **grow vocabulary** is to **grow knowledge**.

Why Conceptually Coherent

- Landauer and Dumais (1997)
- Cervetti, Wright and Hwang (2016)

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Comprehension Strategies

- Willingham Work
<https://www.aft.org/sites/default/files/periodicals/CogSci.pdf>
- Beck and McKeown (2009)
- No Spitting

Instructional Materials

Today's Goals

- Deep understanding of high quality aligned curriculum that have come out since the standards.
- Understanding similarities and differences of these programs.
- Getting a sense of what program would match up with what type of schools or districts.

The Programs

EL Education K–8

Great Minds Wit and Wisdom K–8

American Reading Company (ARC) K–12

Core Knowledge Language Arts (CKLA) K–5

Bookworms K–5

Why These Programs

- Research based foundational skills program including fluency and texts students read with words containing the phonics patterns and words taught as wholes in the scope and sequence.
- Series of conceptually coherent texts on topics to maximize vocabulary and knowledge growth.
- Volume of reading connected to topics being studied.

Focus

- What drives the curriculum
- Volume of reading
- Multicultural
- Strengths
- Weaknesses and how they can be compensated for
- Obstacles to implementation
- Connections to research
- Fit to schools and districts
- More in-depth analysis will come in writing over the course of the year

Core Knowledge Language Arts Skills

Component K-2 60 Minutes

- Available from Amplify or online from Engage NY.
- Weekly phonics assessments through dictation and also every 3 to 4 weeks.
- Decodable readers like no others.
- Assessment and Remediation Guide.

Core Knowledge Language Arts Listening and Learning

K-2 60 Minutes

- Not your mother's read aloud.
- Topics: Mesopotamia, Egypt, States of Matter, Civil War, Aztecs, European Kings, Explorers, Native Americans, Geography, Traditional Tales...
- All text specific questions.
- Last 15-20 minutes addresses synthesizing activities with writing, dramatization, small group discussions.

Core Knowledge Language Arts 3–5

50–70 Minutes

- Topics continued from K-2 this program is coherent within and across grades.
- Very much the same types of texts as K-2 but students read themselves
- Text specific questions.
- Similar synthesizing activities as K-2: writing, dramatizations, small group work, research

What I've Seen and Heard

- Response to topics
- Difficulty of read aloud 60 minutes a day
- Phonics assessment
- Schools that like it *really* love it
- Can infuse culture of school
- Difficulty with 3–5 readers

CKLA

- What drives the curriculum
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Questions?
Sharing?

American Reading Company K-12 Core Program

but we're only dealing with K-8

- Foundational Skills Toolkit (FSTK)
- Independent Reading Level Assessment (IRLA)
- Research Labs
- Independent Reading (on Steroids)

Sample Topics

First Lab is Always Literacy Lab

- Marine Life
- Space Exploration
- Sports and Society
- Bugs
- Weather
- Animal Adaptations
- American Revolution
- Science Fiction
- Mystery
- Make your own

What I've Seen and Heard

- Response to phonics.
- Individual assessment in middle school difficult for many teachers.
- Learning curve for IRLA conferencing especially in older grades.
- Difficult to get your head around in the beginning.
- Kids and teachers love it.

American Reading Company

- What drives the curriculum
- Volume of reading multicultural
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- Weaknesses and how they can be compensated for
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Questions?
Sharing?

EL Education K–5 Revised

- History of EL and why the revision.
- How to get it.
- Three hours in K–2 at least 2 hours in 3–5.
- Topics more science than social studies.
- Social activist flavor, executive functioning, character education.

Some Topics

- Tools
- Schools
- Human Rights
- Birds
- Frogs
- Toys
- Water
- American Revolution
- Rain Forest
- Jackie Robinson

EL Education K–2 Revised

- Three components: Structured Phonics, Modules, Labs – an hour each.
- Structured Phonics
- Modules
- Labs
- Taken together, 60 minutes a day of read aloud.

EL Education 3–5 Revised

- Modules – much the same as K–2
- Additional Language and Literacy Block (ALL Block)
 - Syntax
 - Accountable independent reading
 - More work with complex text
 - Deep dive into vocabulary and syntax
 - GUM and fluency
 - Support for ELLS and others
- Flex days

What I've Seen and Heard

- Extremely difficult to learn and to implement. Some lessons are 17 pages.
- Initial resistance to phonics turns into it's opposite most of the time.
- Some absolutely love it; some won't do it.
- Synthesizing lessons into PPTs.

EL Education K-5

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Questions?
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Wit and Wisdom K-8

- History of the program.
- Also 4 modules a year.
- Integrates art through close reading of relevant famous works.
- Deep dives into syntax, vocabulary, GUM, integrated throughout.
- Has some executive functioning, but *far less* than EL.
- Repeats a few excellent organizing principles throughout.
- Extraordinary Core Texts.

Wit and Wisdom Foundational Skills

- Partnered with “Foundations” and using their scope and sequence.
- “The Readables”
- Assessments

Some Topics

- Weather
- Books and Libraries
- Dust Bowl
- Cinderella around the world
- Western Expansion
- Civil Rights
- Farm to table

Wit and Wisdom Close Reading

Content Stage	Content Framing Question	Description of Student Thinking and Actions
<u>W</u> onder	What do I notice and wonder about this text?	Students read the text with curiosity and attention and ask key questions about what they read.
<u>O</u> rganize	What is happening in this text?	Students organize their thinking on what the text is about, demonstrating their literal comprehension of a text.
<u>R</u> eveal	What does a deeper exploration of [text-specific element] reveal about the text?	Students go deeper into the text, explore the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text.
<u>D</u> istill	What is the essential meaning of this text?	Students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work.
<u>K</u> now	How does this text build my knowledge of [specific topic]?	Students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world of knowledge and articulate the transferrable knowledge and skills they have acquired during the course of studying a text.

Wit and Wisdom Skills

Craft Stage	Craft Question	Description of Student Thinking and Action
<u>Examine</u>	Why is [specific skill] important?	Students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own.
<u>Experiment</u>	How does [specific skill] work?	Students practice and hone the target writing or speaking skill in a scaffolded task.
<u>Execute</u>	How do I use [specific skill] in [specific task]?	Students employ the skill in their own text-based writing.
<u>Excel</u>	How do I improve my use of [specific skill]?	Students revise and revisit their speaking or writing, cultivating mastery of the target skill.

Putting Them Together

Grade 3, Module 2

Lesson	Content Framing Question	Craft Question
19	<u>Wonder</u> What do I notice and wonder about <i>One Giant Leap</i> ?	<u>Examine</u> Why is it important to support an opinion with reasons?
20	<u>Organize</u> What is happening in <i>One Giant Leap</i> ?	<u>Experiment</u> How do supporting reasons work in opinion writing?
21	<u>Reveal</u> What does a deeper exploration of figurative language reveal in <i>One Giant Leap</i> ?	<u>Execute</u> How do I use supporting reasons in an opinion paragraph?

Wit and Wisdom Some More

- Independent reading
- Module Zero
- Helpful distinction between knowledge of the world, knowledge of ideas, knowledge of skills.

*“Japan is a country 8000 miles from Canada”.
“Immigrants are often homesick when they get to
their new country”. “Dialog is the exact words a
person says”.*

What I've Seen and Heard

- Kids and teachers love it.
- Definite learning curve but doable .
- Synthesizing with PPTs.
- Texts are hard.

Wit and Wisdom

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Bookworms K-5

- History of the program
- Where you get it
- I have not seen it in schools yet
- The studies

Bookworms

1. Bookworms has initial *published* evidence of promise. Walpole, S., McKenna, M. C., Amendum, S., Pasquarella, A., & Strong, J. Z. (2017). The promise of a literacy reform effort in the upper elementary grades. *Elementary School Journal*, 118, 258-280.
2. **Bookworms was the full curriculum in the largest-growth PARCC district in MD last year.**
3. **Bookworms was the full curriculum in the largest-growth SBAC district in DE last year.**

Bookworms

Shared Reading	ELA	Differentiation
45 Minutes	45 Minutes	45 Minutes
<ul style="list-style-type: none"> Grade-level word study and vocabulary instruction Repeated readings of intact children’s trade books (narrative and information) Text-structure instruction Text-based discussion 	<ul style="list-style-type: none"> Interactive read alouds of intact children’s trade books (narrative and information to build vocabulary and comprehension) Standards-aligned grammar instruction through sentence composing Genre-based writing strategy instruction 	<ul style="list-style-type: none"> Time for written responses to shared reading and wide self-selected reading Skills-based direct instruction in foundational skills, or extension of curriculum through addition teacher-selected reading

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Assessment

- American Reading Company
- CKLA
- Bookworms
- Wit and Wisdom
- EL Education

Professional Development

- American Reading Company
- Core Knowledge Language Arts
- EL Education
- Wit and Wisdom
- Bookworms

A note on equity and social and emotional learning.

Thoughts on High School.

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Thank you!