RIDE's ELA/Literacy Re-Opening Guidance Webinar

RIDE Literacy Team

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Outcomes

Understand Specific Instructional Considerations for SY 2020-2021

Identify RIDE Literacy Supports

Highlight Recommendations for K-12 and K-3





Specific Literacy Considerations: K-12

The Common Core ELA State Standards are designed to promote vertical alignment across grade level. Therefore, given this intentional design, instruction should focus on current grade-level work.

High-Quality ELA Curriculum Materials should drive both in-person and remote instruction.

Students should be given multiple opportunities throughout a week to read, discuss, and write about grade-level text.



Additional Specific Considerations for K-3

Paramount that students receive systematic, cumulative, and explicit instruction in Structured Literacy.

Prioritize accelerating foundational reading skills that focus on decoding (phonological awareness, phonics, encoding).



Literacy Supports

Tools:

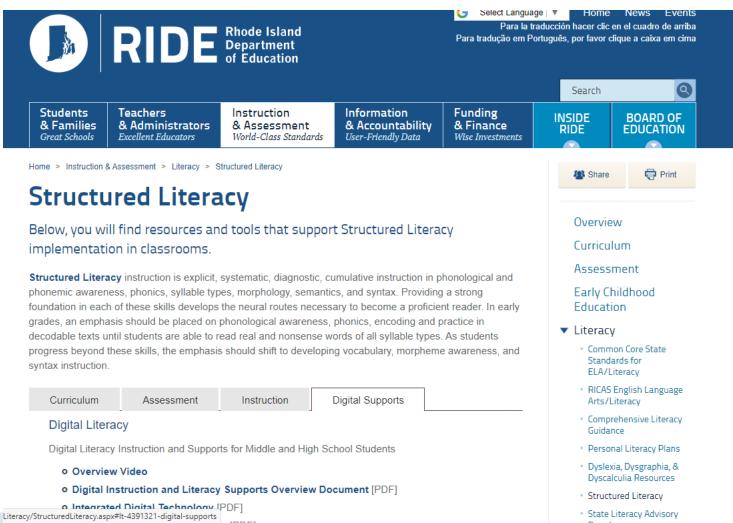
- ELA/Literacy Reentry Guidance
- Curriculum Materials Review: <u>Foundational Reading Skills Audit</u>
- Early Literacy Skills Student Checklist

Events:

- Natalie Wexler <u>Honors Colloquium</u>
- <u>AIM Webinar</u>: Using Formal and Informal Assessment Data for Diagnostic, Prescriptive Literacy Instruction
- <u>Digital Literacy</u>, Dawn August
- Dr. Holly Lane, <u>UFLI Webinar</u>: Introduction to the UFLI Virtual Teaching Hub



RIDE's Structured Literacy Webpage





The Simple View of Reading

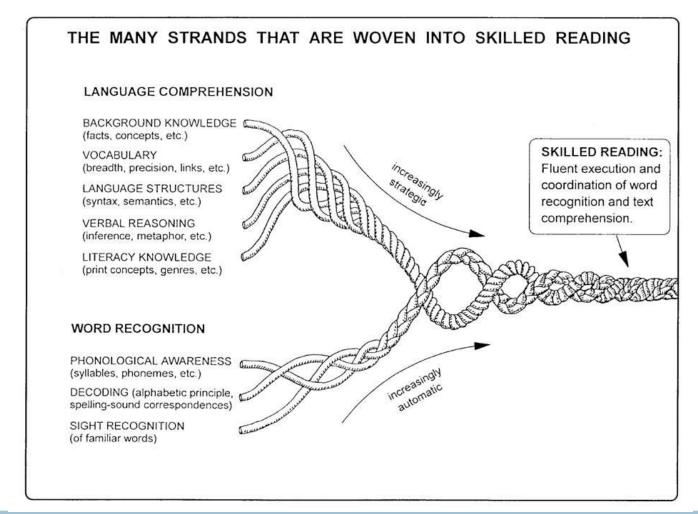
Decoding (Word Recognition)

X

Language Comprehension

ReadingComprehension

Breaking them down further...





The top section includes components to support the development of decoding and word recognition

The grey section includes areas that support language comprehension that have already been evaluated thoroughly by EdReports

K – 2 Curriculum Materials Review: Foundational Skills for Reading

This tool is intended to be used with curricula that have been rated green in all three gate-ways by Edibloaris. The gool is to identify strengths and weaknesses of foundational mating shifts within Tier I curriculum and help LEAs determine If additional instructional moterials will be needed.

weaknesses of foundational reading skills within Tier I curriculum and help LEAs determine If additional instructional materials will be needed.			
	Components	o Support Decoding and Word Recogni	tion
	Hyonological awareness activities for larger	Property avareness, the avareness of single	Advanced phoneme reorigidation skills are
	units of words are present. Activities are	speech sounds (phonemes), is practiced.	gracticed. Activities are done orally and
	done orally, without the presence of letters	Authorities are done orally and without the	without the presence of letters, and is dude
	and include apportunities for students to:	greener of letters, and include apportunities for students to:	apportunities for students to: Delete individual phonemes in words
Phonological	 Identify optables, onsets, and rimes is isolation 	D identify phonemes in isolation	Subditute individual phonemes in
Awareness	 Itlend syllables or anset/vine pairs 	 Itlend phone eves to create words 	words
	to create words	 Segment words into individual 	
	 degreent cyliables within a word degreent onsets from rimes within 	phonemes	
	wants		
	Phonics skills are taught in a logical	Syllable types are taught from simple to	High frequency words are taught by attending
	progression: D beginning with consonants and	complex: Closed callables (CVC)	to cound-letter associations Degularly spelled high frequency words.
	shart yeards	Opes, vised-consonatte, r-controlled	are taught within the scope and
Phonics	 Second sounds for one one arms are 	and vived team cyliables (not	sequesce of the phonics instruction
	Tanglet after students have	necessarily in this order)	 Honetically irregular high frequency
	automaticed their first counds Ourrice land includes teaching	Concornant le cyllables Distribute la cyllables	words are taught by identifying the regularly spelled part and the
	count-symbol associations from	2 12723301 0,00001	irregularly spelled part is the focus of
	simple to complex		instruction
	 Students are taught the variety of 	☐ Spelling rules and generalizations are	 Viorphalogy is used to explain common
Incoding	ways in which the 66 speech counds of finglish can be written with	explicitly taught (e.g., rules when adding a sufficto a base word)	spelling patterns
	graphemes (e.g., single letters,		
	digraphic, trigraphic)		
Decodable Tests	 becoulable tests are controlled to contain would in which the cound-symbol correspondence have been explicitly tought becoulable tests included are aligned with the corricators's content 		
	Revenue instruction begins by applying phonemic awareness and phonics drifts to first build word-reading automaticity and accuracy		
Huency	before reusing to rate and proceedy		
Assessment	Assessment D. Weekly informal phosics accessments include decoding both real and possible words in isolation D. Assessments are designed to be used in a diagnostic-prescriptive masser.		
Components to Support Language Comprehension			
Vocabulary	Visterials include explicit instruction of common morphemes including:		
	□ freduces		
	D back D bafface		
Vistorials include explicit instruction in:			
Syntax	D Clause		
	D destece itrusture D Calvedre Nes		
	Cohesive Ties		
		Language Comprehension with Eviden	ce Provided by EdReports
Component	Additional Components to Support Evidence	from EdReports	Curriculum Rating
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K-2 Curriculum Materials Review: Foundational Reading Skills Tool

The bottom section includes components to support the development of language comprehension

Decoding:

- Phonological Awareness
- Phonics
- Encoding
- Practice Texts
- Assessments

Language Comprehension:

- Vocabulary
- Morphology
- Background Knowledge
- Syntax
- Grammar

For more information on this tool, please view this presentation.



Recommendation #1: Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.

K-12 Focus: Recommendation #1

Prioritize and accelerate language comprehension.

- Integrate vocabulary instruction within and across content areas.
- Provide multiple opportunities for oral read-alouds of expository texts to build background and topical knowledge.
- Teach increasingly complex sentence structure and prioritize grammar to further comprehension by using strategies outlined within High-Quality Curriculum, or strategies such at The Hochman Method.



K-12 Focus: Recommendation #1 (continued)

Student Achievement **Partners** recommends prioritizing the following **14 CCR** standards:

- Reading Foundational RF.4
- Language L.4, L.5, L.6
- Reading Informational RI.1, RI.4, RI.9, RI.10
- Reading Literary RL.1, RL.4, RL.10
- Speaking and Listening SL.1
- Writing W.8, W.9



K- 3 Foundational Skills: Recommendation #1

Prioritize foundational reading skills with focus on decoding.

- Student Achievement Partners recommends 40 to 60 minutes daily should be dedicated to strong systematic, cumulative, explicit instruction in phonological awareness, phonics, encoding, and regular, repeated practice with decodable texts.
- Prioritize opportunities for students to practice early literacy skills.



Digital supports for nimble shifting from inperson to online

- Prioritize opportunities for students to practice early literacy skills.
 - Use online learning platform such as <u>Lexia, Amplify Reading, Foundations Learning</u>
 System.



Amplify Reading





How do we teach these critical components virtually?



Virtual Teaching Resource Hub



Recommendation #2: Plan your approach to identifying students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.



K-12 Focus: Recommendation #2

Probe for missing background knowledge before beginning a unit.

- Purpose: leverage students' background knowledge as they access complex texts on similar topics
- Key: must be informal and brief



K-3 Foundational Skills: Recommendation #2

Prioritize data for all students during first weeks of school.

- Gather relevant diagnostic data
 - letter knowledge,
 - phonological and phonemic awareness,
 - encoding,
 - rapid naming, and
 - decoding real and pseudowords in isolation

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K-3 Foundational Skills: Recommendation #2 (continued)

Prioritize data for all students during first weeks of school.

- Analyze student data to inform instruction
 - Flowchart provided by The AIM Institute or
 - <u>Decision flow chart</u> created by RIDE Literacy Ambassadors



Recommendation #3:

Adapt your scope, sequence/pacing guidance for each subject area, and grade level to reflect where teachers might need to provide acceleration support.



K-12 Focus: Recommendation #3

Implement Student
Achievement Partners
Guidance, organized by
grade band: K-1, 2-3, 45, 6-8, 9-12

- Review scope and sequences for current year instruction only.
- Do not recommend adapting scope and sequences to accommodate previous year or grade instruction.

Prioritize content using the 14 CCR standards

• CCSS RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9.



K-12 Focus: Recommendation #3 (continued)

Create a consistent pacing guide to execute all "must do", many "should do", and some "aspire to do" lessons by the designated end date for the unit.

- Collaborate with grade level team to classify lessons as "must do," "should do," and "aspire to do" for a unit of study.
- The "must do," lessons will be the lessons aligned the 14 CCR standards recommended for prioritization.



K-3 Foundational Skills: Recommendation #3

Prioritize foundational reading skills with focus on decoding.

 Any weaknesses identified in letter knowledge, phonological and phonemic awareness, encoding, rapid naming, and/or decoding should become prioritized areas of instruction and remediation.



Recommendation #4:

Monitor your students' progress on gradeappropriate assignments and adjust your supports for teachers and leaders based on student results.



K-12 Focus: Recommendation #4

Collect formative data during daily lessons to inform both whole-class and skill-based small-group instruction.

- Multilingual Learner/English Learner Guidance
- Formative Assessment of Multilingual Learners
- Guidance for Supporting
 Differently-Abled Students



K-12 Focus: Recommendation #4 (continued)

Consider motivation, engagement, and data when determining supports for students.

Consider assistive <u>technology supports</u> to create and maintain a Universal Design for Learning that removes any barriers to knowledge. For literacy, this includes considering digital supports.

Highlight for Secondary Students:

<u>Integrated Digital Literacy</u> <u>Embed Supports to Customize Text</u>

<u>Increasing Interest and Motivation</u> <u>Transform Understanding</u>



K-3 Foundational Skills: Recommendation #4

Collect <u>formative</u> data during daily lessons to inform both wholeclass and skill-based small-group instruction in phonological awareness, phonics, and decoding accuracy

If your high-quality curriculum materials do not include formative assessments, students' ability to decode and encode new words based on grade-level appropriate phonics instruction can be tracked using checklists.



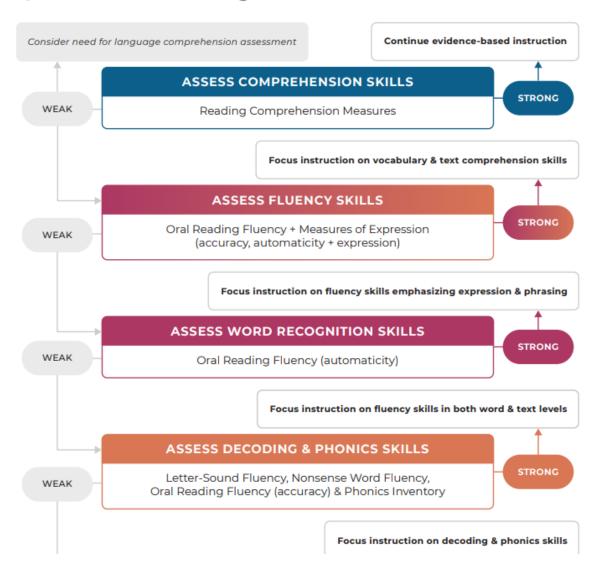
Decision-Making Tool

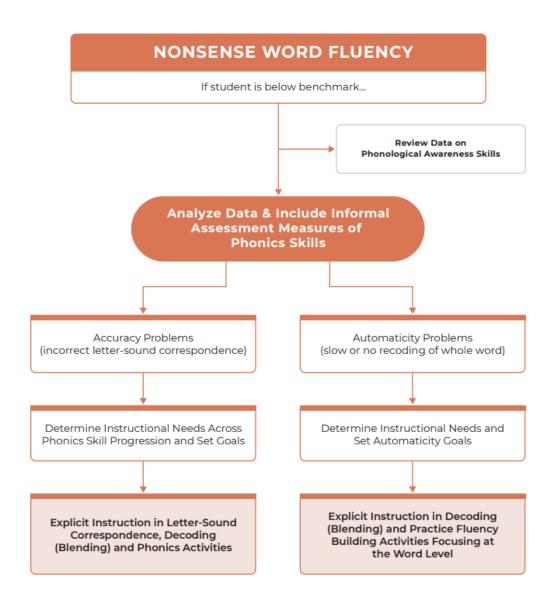
AIM Institute Webinar: Using Formal and Informal Assessment Data for Diagnostic, Prescriptive Literacy Instruction

Tool provides quick guide for reading assessment



Quick Guide For Reading Assessment





Decision-making tools to assist in understanding common profiles

Grouping students based on areas of instructional need

Differentiating instructional practices to ensure that students continuously improve their reading skills.

Looking Ahead - Literacy

K - 12

- Instruction focused on grade-level work, with High-Quality Curriculum driving both in-person, hybrid and distance learning
 - Focus: 14 College and Career Readiness Anchor Standards
- Students need multiple opportunities each week to read, discuss and write about grade-level text

AND for K-3

- Prioritize explicit, systematic and cumulative instruction for accelerating students' foundational reading skills
 - Focus on decoding (phonological awareness, phonics, encoding).



Continued Learning:

RIDE's Re-entry Guidance Documents

RIDE's Structured Literacy webpage:

- Instructional Supports
- Digital Supports
- Assessment
- Curriculum



Thank you...

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