



The ELA Program - Grades K-2

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*“Once you learn to read,
you will be forever free.”*

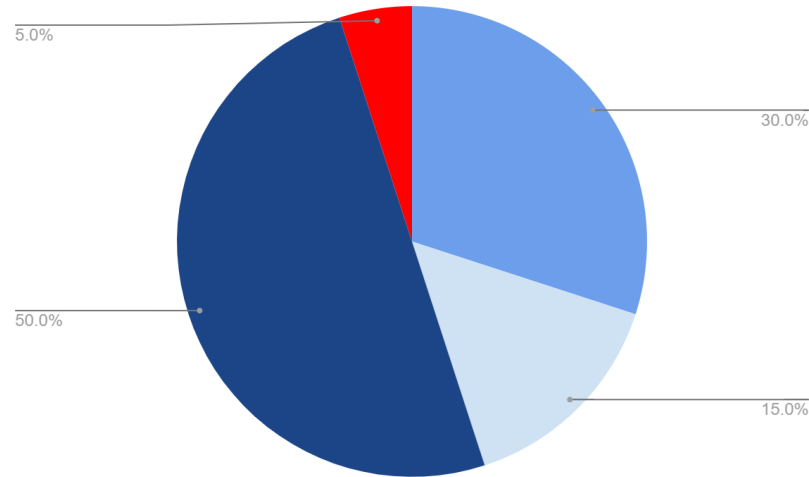
Frederick Douglass



95% of students can learn to read when using instructions and programs based on the Science of Reading.

5% Will likely struggle due to cognitive disabilities.

50% Learn with explicit and direct instruction in foundational literacy skills.



30% Can learn with any type of instruction.

15% With additional time & support.



The Reading Crisis in America

- 130 million American adults cannot read at a basic level. (Rx, stories to children, etc.)
- 88% of 1st graders with a reading difficulty still can't read in grade 4.
- 80% of American teens have no interest in reading for entertainment.
- 54% of adults cannot read a book written at an eighth-grade level.
- 51% of American HS graduates cannot read a college level textbook independently.
- 42% of 3rd grade students did not meet expectations on NJSLA in 2022.
- 85% of juvenile offenders read below grade level.
- 70% of incarcerated adults can't read.
- \$25,000 is the average income of people who read at or below basic level.

[pewresearch.org](https://www.pewresearch.org)



What is The Science of Reading?

By definition:

“is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.”

Basically, it’s a set of facts about how we learn how to read and how we should teach reading.

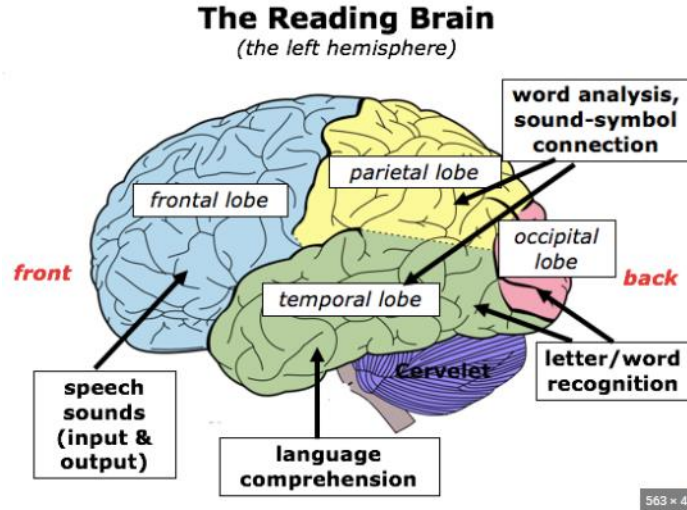
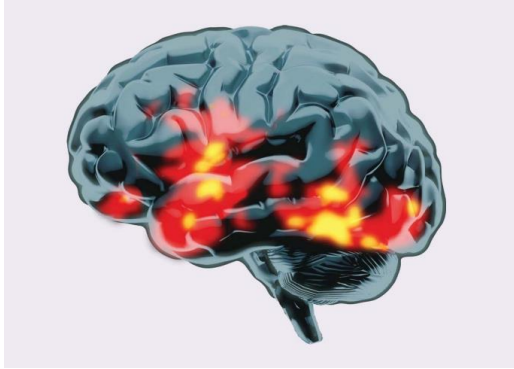
- based on 50+ years of research in:
 - Neuroscience
 - Cognitive Science
 - Educational Science
 - Linguistics
 - Developmental Psychology

IT IS NOT...

- a particular program
- a philosophy
- a fad, trend, new idea or pendulum swing.
- a political agenda
- a one size fits all approach
- “just phonics”
- new...it’s been around for 50+ years
- only for students with dyslexia



The Literate Brain



Brain Research - build neural networks for automaticity

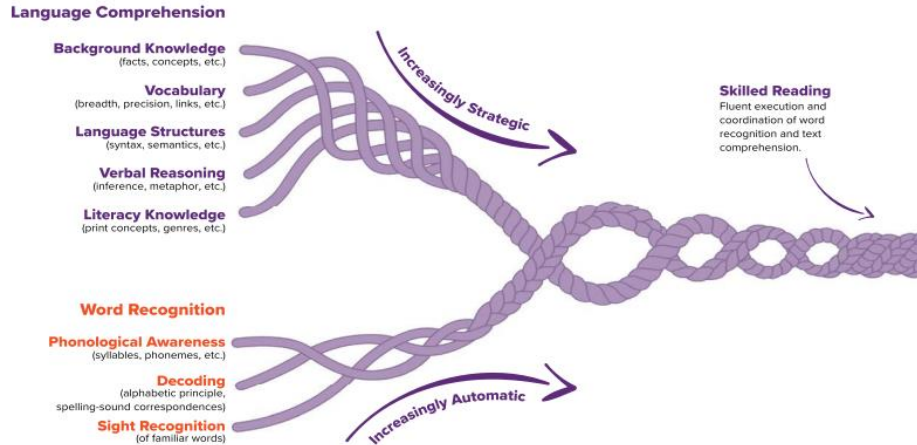


The Simple View of Reading -> Scarborough's Rope

$$WR \times LC = RC$$

$$WR \times 0 = 0$$

$$0 \times LC = 0$$



The Reading Rope (Scarborough, 2001)



Balanced Literacy -> Structured Literacy in Grades K-2

Explicit, systematic teaching of:

- Phonological awareness
- Word Recognition
- Phonics
- Decoding, Encoding (Spelling)
- Syntax

Exposure to rich vocabulary & content for ALL STUDENTS through:

- Read alouds of complex texts
- Commitment to exposure to interesting words (orally)
 - Hear it, say it, learn it, use it, **map it**
- Intentional content area instruction
 - Social Studies & Science (Semesters)



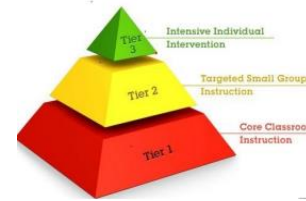
What does it look like?

Resources:

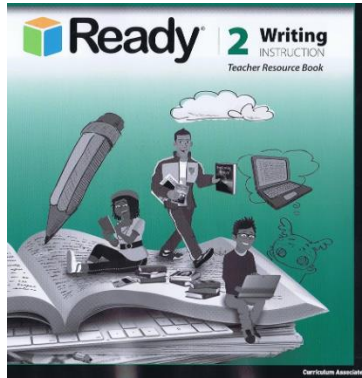
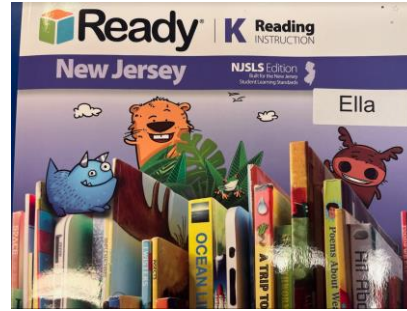
- iReady Language Portfolio K-2
- Opportunities for 3-5 “Pilot”
- Clearly Defined MTSS
 - New Universal Screeners
 - Tiered Intervention
 - District Wide Elementary Intervention Te

Sustained Professional Development:

- The Why - Reading League
- The How - Curriculum Associates
- The What Now - LETRS



The iReady Language Portfolio - Grades K-2



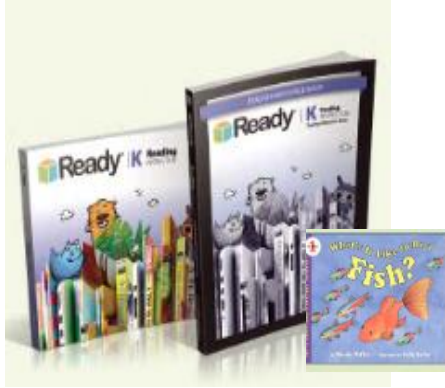
Magnetic Reading Foundations



- Explicit, systematic instruction
- Weekly & Unit assessments tied to instruction -> data informed next steps
 - Reteach, more practice, move ahead
- Foundational Reading & Writing Skills
 - Phonological Awareness
 - Concepts of Print
 - Phonics
 - High-Frequency Words
 - Word Analysis
 - Letter Formation
 - Fluency
- Extension - Writing in Response to Text



Ready Reading NJ



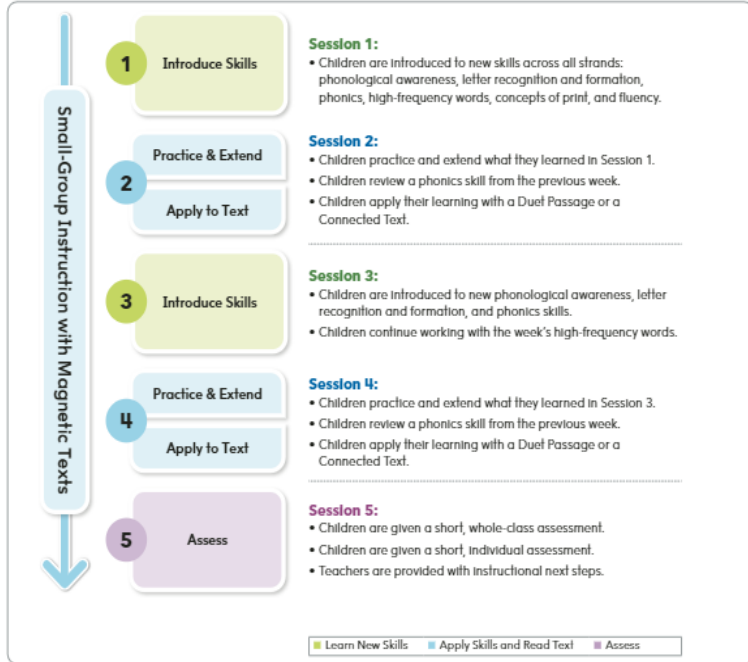
- Read Aloud Lessons (**Listen/Read**)
 - Critical Vocabulary
 - Comprehension Skills
- Focus Lessons (**Think**)
 - Target Specific NJ ELA Standards
 - Literature & Informational Text
- Shared Writing & Language Skills Practice (**Talk**)
 - Modeled writing
 - Exposure to genres & the writing process that will be employed later
 - Intentional Language & Writing Conventions Practice reinforced authentically
- Emergent Writing Practice (**Write**)
 - Developmentally appropriate practice to generate ideas and communicate through writing
 - Drawing and labeling progresses to writing words and sentences

Sequencing Guides - A Week in ELA - Grades K-1

		Day 16	Day 17	Day 18	Day 19		Day 20
WHOLE CLASS		Magnetic Reading Foundations (MRF)					MRF Assessment
FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	45 min.	Week 24, Session 1 (pp. 168–169) Lesson Slides	Week 24, Session 2 (pp. 170–173) Lesson Slides	Week 24, Session 3 (pp. 174–175) Lesson Slides	Week 24, Session 4 (pp. 176–179) Lesson Slides	30 min.	Week 24, Session 5 Whole Class Weekly Assessment (p. 182)
WHOLE CLASS		Ready Reading					MRF
COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	15 min.	Lesson 15, Part 1 (p. 154)	Lesson 15, Part 2 (p. 155)	Lesson 15, Part 3 (p. 156)	Lesson 15, Part 4 (p. 157)	30 min.	Interactive Tutorials The Sound /ar/ Spelled ar Changing y to i with Endings -es, ed
SMALL GROUP		PRIORITIZE MRF Magnetic Reader Instruction					MRF Assessment
TARGETED DIFFERENTIATION		Week 24, Session 1 (p. 180)	Week 24, Session 2 (p. 180)	Week 24, Session 3 (p. 180)	Week 24, Session 4 (p. 180)		Week 24, Session 5 Individual Weekly Assessment (pp. 182–184)
	30 min.	THEN CHOOSE Tools for Instruction				30 min.	
		<ul style="list-style-type: none"> • Blend Phonemes • Segment Words into Phonemes • Substitute Phonemes • Add Phonemes • Phoneme Manipulation • Irregular High-Frequency Words with Elkonin Boxes • r-Controlled Syllables • Words with r-Controlled Vowels • Use Multiple Strategies to Figure Out Word Meanings 					



A Week of Magnetic Reading Foundation Sessions - Grades K-1



- **Listen Up!** includes the daily phonological awareness instruction and practice.
- **Learn Letters!** includes letter instruction, letter formation scaffolded word building, and high-frequency words.
- **Read Together!** includes concepts of print, alphabet books, and decoding with the teacher.



Magnetic Reading Foundations - Weekly and Unit Assessments

Whole Class Assessment

- ★ Encoding/Letter Formation
 - Teacher says a sound, word, or sentence and the children write the corresponding letter(s), word, sentence.

Individual Assessment

- ★ Decoding/Fluency
 - 1-1
 - 1-2 words/sentences
 - Assessment Tracker

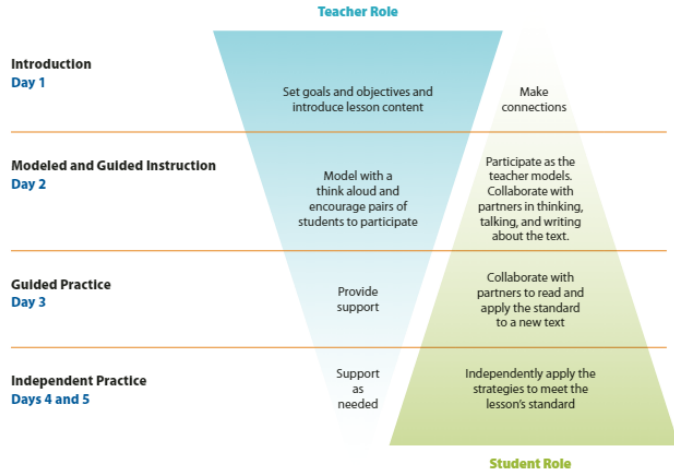
Instructional Next Steps

- ★ Recognize error patterns for assessed skills
- ★ Actionable follow up steps for reteaching
 - Tier 1 Intervention & Progress Monitoring.

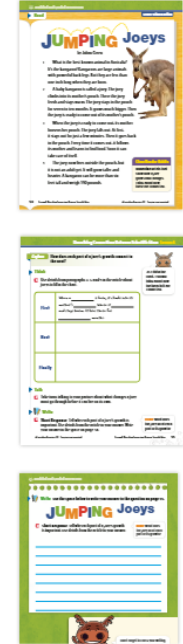
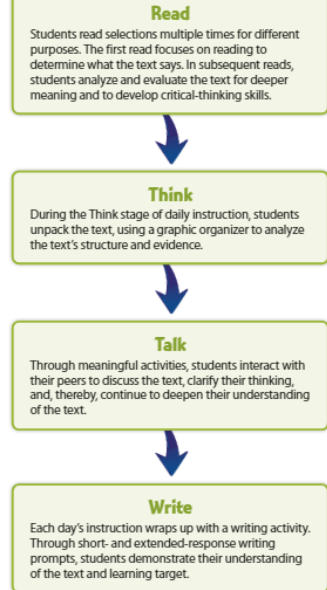


A Week of Ready Reading Sessions

Week-long Gradual Release of Responsibility



The Read, Think, Talk, Write Model for Daily Instruction

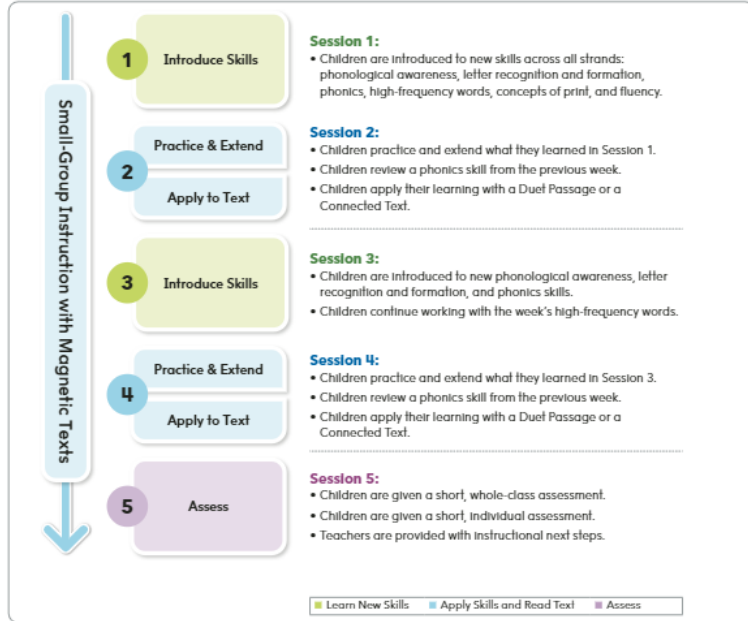


A Week of ELA in Grade 2

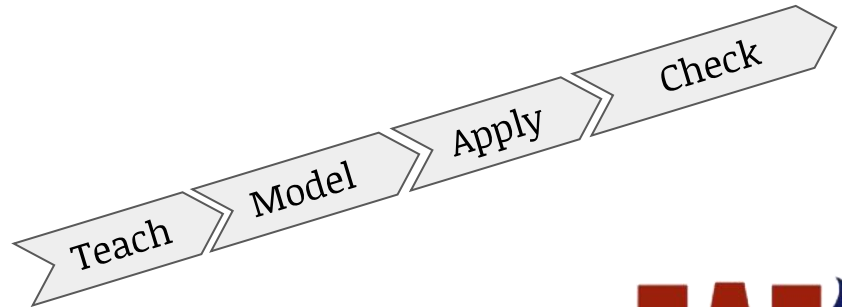
	Day 26	Day 27	Day 28	Day 29	Day 30
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE 30 min.	Magnetic Reading Foundations (MRF)				MRF Assessment
	Week 15, Session 1 (pp. 290–291) Lesson Slides	Week 15, Session 2 (pp. 292–295) Lesson Slides	Week 15, Session 3 (pp. 296–297) Lesson Slides	Week 15, Session 4 (pp. 298–301) Lesson Slides	Week 15, Cumulative Review (pp. 310–311) Week 15, Session 5 Whole Class Unit Assessment (p. 304)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE 30 min.	Ready Reading			Ready Writing	Ready Writing
	Lesson 13, Day 3 (pp. 206–207, 209)	Lesson 13, Day 4 (pp. 210–215)	Lesson 13, Day 5 (pp. 210–215) Language Handbook: Lesson 5 <i>Reflexive Pronouns</i> (pp. 408–409)	Lesson 3, Steps 6 and 7 (pp. 82–87)	Lesson 3, Step 8 (pp. 88–89)
SMALL GROUP TARGETED DIFFERENTIATION 30 min.	PRIORITIZE Magnetic Reader Instruction				MRF Assessment
	Week 15, Session 1 (p. 302)	Week 15, Session 2 (p. 302)	Week 15, Session 3 (p. 302)	Week 15, Session 4 (p. 302)	Week 15, Session 5 Individual Unit Assessment (pp. 304–305)
	THEN CHOOSE Tools for Instruction or Fluency Instruction				
	<ul style="list-style-type: none"> • Words with r-Controlled Vowels • Irregular High-Frequency Words with Elkonin Boxes • Understand Base Words • Determine Author's Purpose • Fluency Implementation Guide • Fluency Skill: Phrasing 				



A Week of Magnetic Reading Foundation Sessions - Grades 2

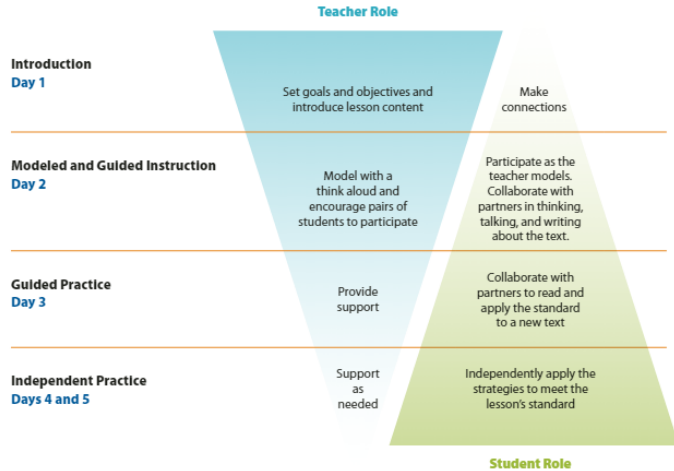


- **Build Words!** includes the daily phonics, high-frequency words, and word analysis instruction and practice.
- **Let's Read!** is the daily opportunity to apply skills to text.

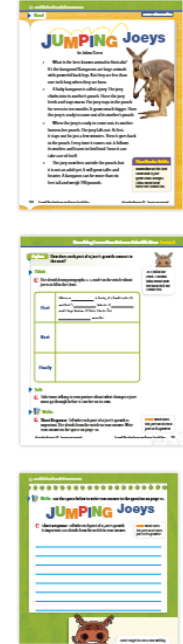
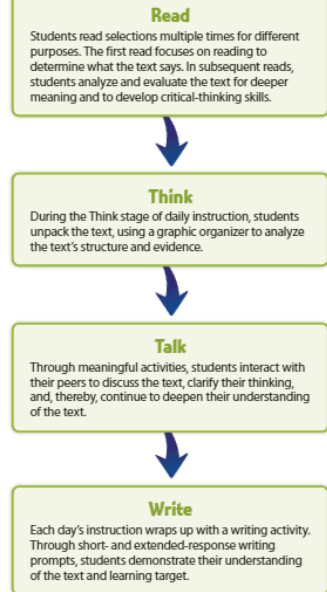


A Week of Ready Reading Sessions

Week-long Gradual Release of Responsibility



The Read, Think, Talk, Write Model for Daily Instruction



A Week of Ready Writing Sessions



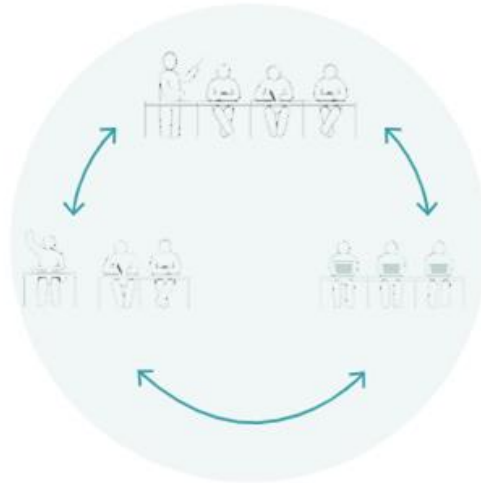
- 8 Step Lesson Sequence
 - Learn
 - Unpack
 - Read & Gather Evidence
 - Plan
 - Draft
 - Revise
 - Edit
 - Publish & Share
- Engages students in 3 types of writing
 - Opinion
 - Narrative
 - Informative
- Specific Instruction on Conventions of Language
 - Grammar
 - Spelling
 - Punctuation



Targeted Small Group Instruction

Teacher Led Small Groups
(based on assessment data)

Center Rotations
(time to practice)

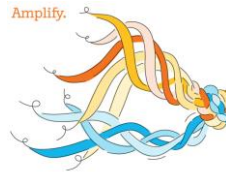


iReady
(individualized
personalized
instruction)



Want to learn more?

Podcasts:



Science of Reading:
The Podcast



Books:

