

The ELA Program - Grades K-2 September 19, 2023

Jennifer McCann Assistant Superintendent Erin Embon Director of Curriculum K-5

"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.

50.0%

30% Can learn with any type of instruction.

30.0%

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



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."

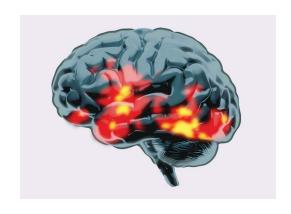
Basically, it's a set of facts about how we learn how to read and how we should teach reading.

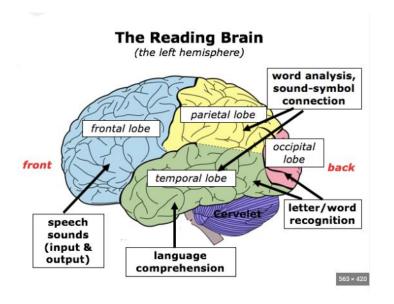
- based on 50+ years of research in:
 - Neuroscience
 - Cognitive Science
 - Educational Science
 - Linguistics
 - Developmental Psychology

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

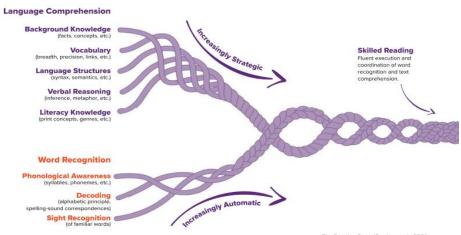


The Simple View of Reading -> Scarborough's Rope

 $WR \times LC = RC$

 $WR \times 0 = 0$

 $0 \times LC = 0$



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







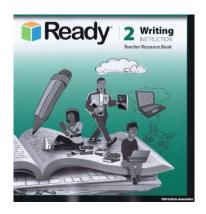






The iReady Language Portfolio - Grades K-2











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





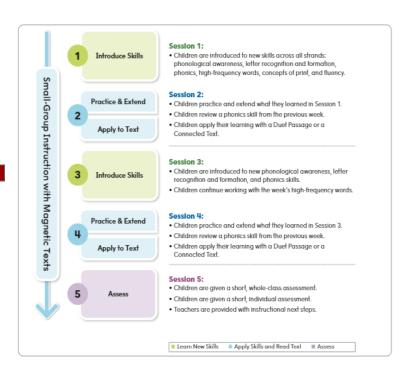
- Read Aloud Lessons (Listen/Read)
 - Critical Vocabulary
 - Comprehension Skills
- Focus Lessons (Think)
 - Target Specific NJ ELA Standards
 - Literature & Informational Text
- Shared Writing & Language Skills Practice (Talk)
 - Modeled writing
 - Exposure to genres & the writing process that will 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 Foun	dations (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 Magne	etic 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)
		THEN CHOOSE Tools for Instruction					(pp. 102–104)
	30 min.	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				30 min.	



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
 - o **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 Teacher Role Introduction Day 1 Set goals and objectives and Make introduce lesson content connections Participate as the Modeled and Guided Instruction Model with a teacher models. Day 2 think aloud and Collaborate with encourage pairs of partners in thinking, students to participate talking, and writing about the text. Collaborate with **Guided Practice** Provide partners to read and support apply the standard to a new text Support Independently apply the Independent Practice strategies to meet the Days 4 and 5 needed lesson's standard

Student Role

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

Read

Students read selections multiple times for different purposes. The first read focuses on reading to determine what the text says. In subsequent reads, students analyze and evaluate the text for deeper meaning and to develop critical-thinking skills.



Think

During the Think stage of daily instruction, students unpack the text, using a graphic organizer to analyze the text's structure and evidence.



Talk

Through meaningful activities, students interact with their peers to discuss the text, clarify their thinking, and, thereby, continue to deepen their understanding of the text.



Write

Each day's instruction wraps up with a writing activity. Through short- and extended-response writing prompts, students demonstrate their understanding of the text and learning target.



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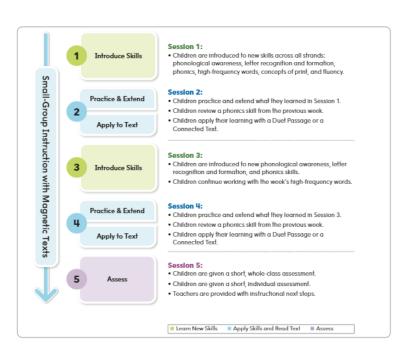


A Week of ELA in Grade 2

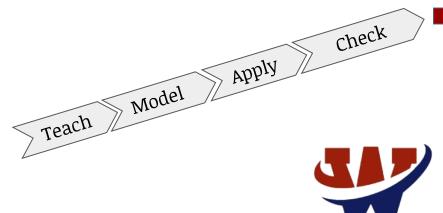
		Day 26	Day 27	Day 28	Day 29		Day 30
WHOLE CLASS FOUNDATIONAL SKILLS INSTRUCTION AND PRACTICE	30 min.	Magnetic Reading Foundations (MRF)					MRF Assessment
		Week 15, Session 1 (pp. 290–291)	Week 15, Session 2 (pp. 292–295)	Week 15, Session 3 (pp. 296–297)	Week 15, Session 4 (pp. 298–301)	20 min.	Week 15, Cumulative Review (pp. 310–311)
		<u>Lesson Slides</u>	<u>Lesson Slides</u>	<u>Lesson Slides</u>	<u>Lesson Slides</u>		Week 15, Session 5 Whole Class Unit Assessment (p. 304)
WHOLE CLASS COMPREHENSION, VOCABULARY, AND WRITING INSTRUCTION AND PRACTICE	30	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)	Lesson 3, Steps 6 and 7 (pp. 82–87)	40 min.	Lesson 3, Step 8 (pp. 88–89)
				Language Handbook: Lesson 5 <i>Reflexive</i> <i>Pronouns</i> (pp. 408–409)			
SMALL GROUP		PRIORITIZE Magnetic Reader Instruction					MRF Assessment
TARGETED DIFFERENTIATION	30 min.	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
		THEN CHOOSE Tools for Instruction or Fluency Instruction					(pp. 304–305)
		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			20 min.		



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 Teacher Role Introduction Day 1 Set goals and objectives and Make introduce lesson content connections Participate as the Modeled and Guided Instruction Model with a teacher models. Day 2 think aloud and Collaborate with encourage pairs of partners in thinking, students to participate talking, and writing about the text. Collaborate with **Guided Practice** Provide partners to read and support apply the standard to a new text Support Independently apply the Independent Practice strategies to meet the Days 4 and 5 needed lesson's standard

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A Week of Ready Writing Sessions



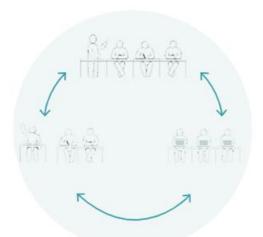
- 8 Step Lesson Sequence
 - Learn
 - Unpack
 - Read & Gather Evidence
 - o Plan
 - **Draft**
 - Revise
 - o Edit
 - Publish & Share
- Engages students in 3 types of writing
 - Opinion
 - Narrative
 - Informative
- Specific Instruction on Conventions of Language
 - Grammar
 - Spelling
 - Punctuation



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:

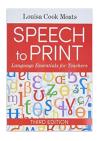




Science of Reading: The Podcast



Books:



Know

Better, Do Better

TEACHING THE FOUNDATIONS SO EVERY CHILD CAN READ

David Liben & Meredith Liber

