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: Foundational Reading Skills Audit
• Early Literacy Skills Student Checklist

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

Below, you will find resources and tools that support Structured Literacy implementation in classrooms.

Structured Literacy instruction is explicit, systematic, diagnostic, cumulative instruction in phonological and phonemic awareness, phonics, syllable types, morphology, semantics, and syntax. Providing a strong foundation in each of these skills develops the neural routes necessary to become a proficient reader. In early grades, an emphasis should be placed on phonological awareness, phonics, encoding and practice in decodeable texts until students are able to read real and nonsense words of all syllable types. As students progress beyond these skills, the emphasis should shift to developing vocabulary, morpheme awareness, and syntax instruction.

Digital Literacy

Digital Literacy Instruction and Supports for Middle and High School Students

- Overview Video
- Digital Instruction and Literacy Supports Overview Document [PDF]
- Integrated Digital Technology [PDF]
The Simple View of Reading

Decoding (Word Recognition) \times Language Comprehension = Reading Comprehension

SVR, Gough and Tunmer, 1986
Breaking them down further...

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION
- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.
The top section includes components to support the development of decoding and word recognition.

The bottom section includes components to support the development of language comprehension that have already been evaluated thoroughly by EdReports.
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 as The Hochman Method.
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 in-person to online

• Prioritize opportunities for students to practice early literacy skills.
  • Use online learning platform such as Lexia, Amplify Reading, Foundations Learning System.
How do we teach these critical components virtually?
Recommendation #2:
Plan your approach to identifying students’ unfinished learning in that prerequisite content knowledge and those prerequisite skills.
• 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

DIBELS ® 8th Edition
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
  - Decision flow chart 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, 4-5, 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)

- 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.

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.
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 grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.
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 technology supports 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:
- Integrated Digital Literacy
- Embed Supports to Customize Text
- Increasing Interest and Motivation
- Transform Understanding
Collect formative data during daily lessons to inform both whole-class 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
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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