

RIDE's ELA/Literacy Re-Opening Guidance Webinar

RIDE Literacy Team

Office of Instruction, Assessment and Curriculum

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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](#)

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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



RIDE's Structured Literacy Webpage

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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 decodable 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.

Curriculum Assessment Instruction **Digital Supports**

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]

Literacy/StructuredLiteracy.aspx#lt-4391321-digital-supports

Share Print

Overview

Curriculum

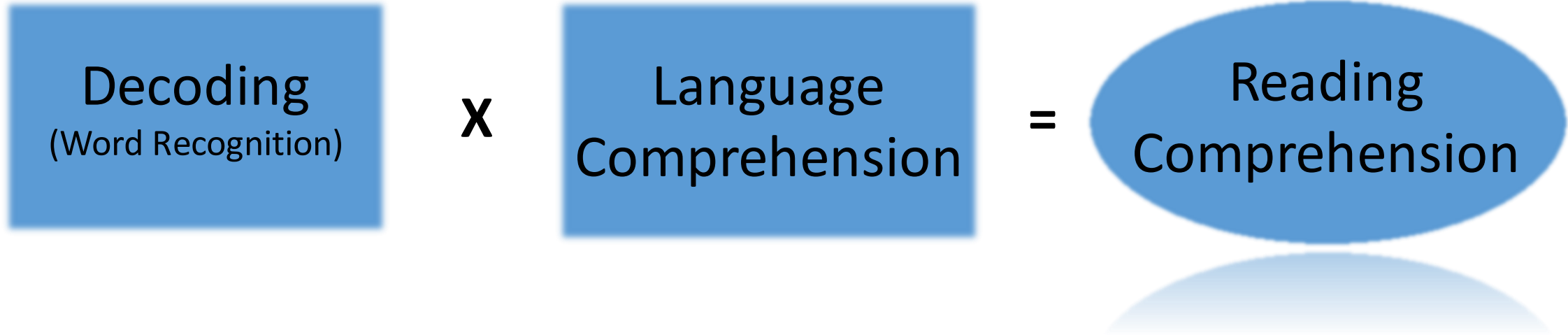
Assessment

Early Childhood Education

▼ Literacy

- Common Core State Standards for ELA/Literacy
- RICAS English Language Arts/Literacy
- Comprehensive Literacy Guidance
- Personal Literacy Plans
- Dyslexia, Dysgraphia, & Dyscalculia Resources
- Structured Literacy
- State Literacy Advisory

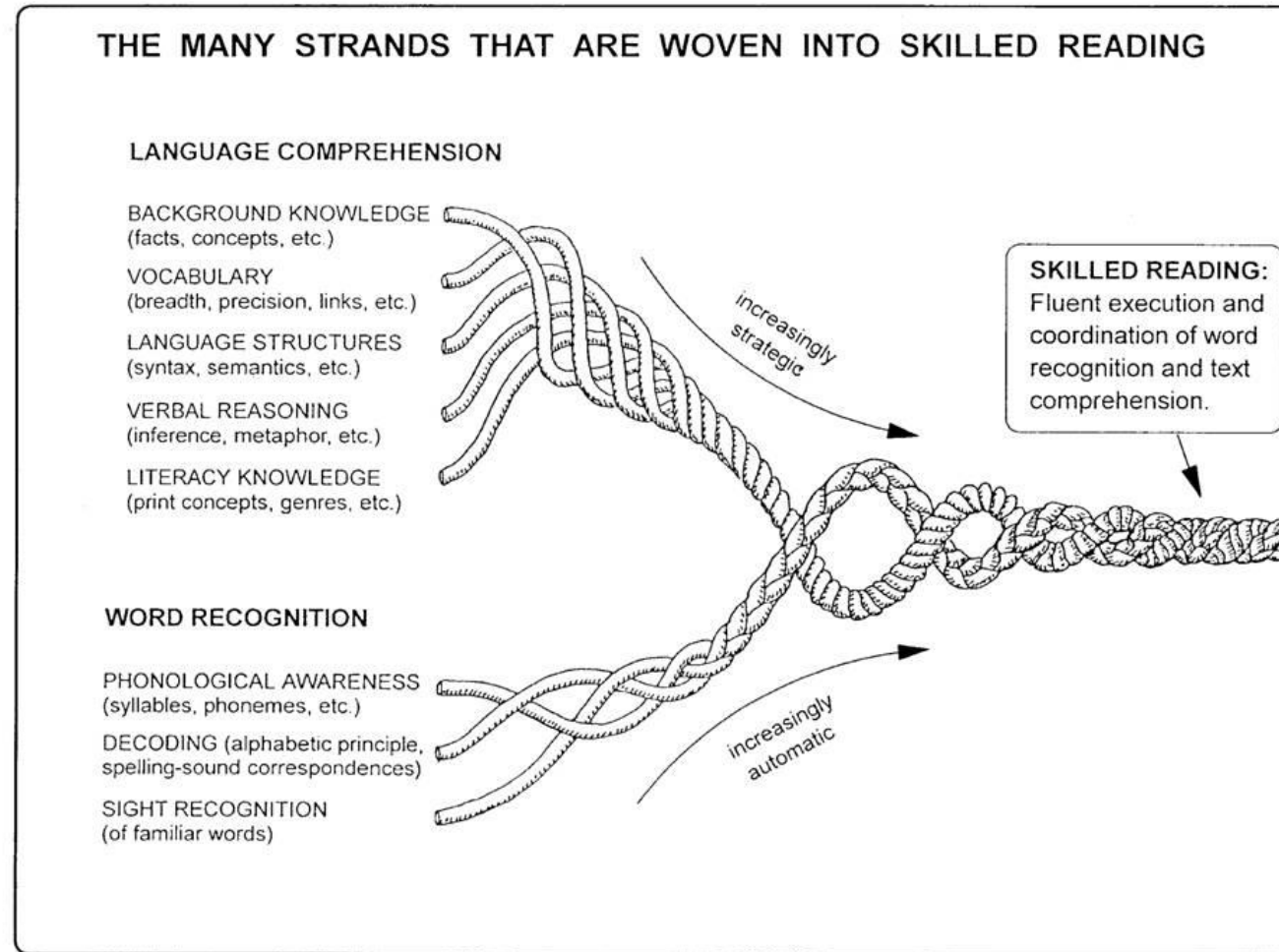
The Simple View of Reading



SVR, Gough and Tunmer, 1986



Breaking them down further...



K-2 Curriculum Materials Review: Foundational Skills for Reading

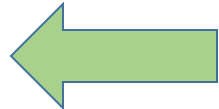
This tool is intended to be used with curricula that have been rolled green in all three gate-ways by EdReports. The goal is to identify strengths and weaknesses of foundational reading skills within Tier 1 curriculum and help LEAs determine if additional instructional materials will be needed.



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

Components to Support Decoding and Word Recognition			
Phonological Awareness	Phonological awareness activities for larger units of words are present. Activities are done orally, without the presence of letters, and include opportunities for students to: <ul style="list-style-type: none"> Identify syllables, onsets, and rimes in isolation Blend syllables or onset/rime pairs to create words Segment syllables within a word Segment onsets from rimes within words 	Phonemic awareness, the awareness of single speech sounds (phonemes), is practiced. Activities are done orally and without the presence of letters, and include opportunities for students to: <ul style="list-style-type: none"> Identify phonemes in isolation Blend phonemes to create words Segment words into individual phonemes 	Advanced phoneme manipulation skills are practiced. Activities are done orally and without the presence of letters, and include opportunities for students to: <ul style="list-style-type: none"> Delete individual phonemes in words Substitute individual phonemes in words
Phonics	Phonics skills are taught in a logical progression: <ul style="list-style-type: none"> Beginning with consonants and short vowels Second sound (r) consonants are taught after students have mastered their first sounds Curriculum includes teaching sound-sound associations from simple to complex 	Syllable types are taught from simple to complex: <ul style="list-style-type: none"> Closed syllables (CVC) Open, vowel-consonant-e, r-controlled and vowel team syllables (not necessarily in this order) Consonant-le syllables Inflectional syllables 	High frequency words are taught by attending to sound-letter associations: <ul style="list-style-type: none"> Regularly spelled high frequency words are taught within the scope and sequence of the phonics instruction Irregularly spelled high frequency words are taught by identifying the irregularly spelled part and the irregularly spelled part is the focus of instruction
Encoding	Students are taught the variety of ways in which the 26 speech sounds of English can be written with graphemes (e.g., single letters, digraphs, trigraphs)	Spelling rules and generalizations are explicitly taught (e.g., rules when adding a suffix to a base word)	Morphology is used to explain common spelling patterns
Decodable Texts	Decodable texts are controlled to contain words in which the sound-symbol correspondences have been explicitly taught		
Fluency	Decodable texts are aligned with the curriculum's content		
Assessment	Fluency instruction begins by applying phonemic awareness and phonics skills to first build word-reading automaticity and accuracy before moving to rate and prosody		
Assessment	Weekly informal phonics assessments include decoding both real and pseudo-words in isolation		
Assessment	Assessments are designed to be used in a diagnostic-prescriptive manner		

K-2 Curriculum Materials Review: Foundational Reading Skills Tool



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

Components to Support Language Comprehension				
Vocabulary	Materials include explicit instruction of common morphemes including: <ul style="list-style-type: none"> Prefixes Roots Suffixes 			
Syntax	Materials include explicit instruction in: <ul style="list-style-type: none"> Clauses Sentence Structure Conjunctive Use 			
Additional Components to Support Language Comprehension with Evidence Provided by EdReports				
Component	Evidence from EdReports	Curriculum Rating		
Vocabulary	Indicator 20. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 20a. Texts are organized around a topic or topic to build students' knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 20b. Materials include a cumulative, year-long plan for students to interact and build key academic vocabulary words in and across texts.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
Background Knowledge	Indicator 21. Materials contain writing tasks and instruction which support students in building and communicating substantive understanding of topics and texts.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 22. Anchor texts (including read aloud texts in K-2 and shared reading texts in grade 2) used to build knowledge and vocabulary are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 23. Texts are organized around a topic or topic to build students' knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
Grammar	Indicator 24. Materials include a progression of focused shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 25. Materials include explicit instruction of the grammar and conventions (language standards) for the grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
Syntax	Indicator 26. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
Complex Texts	Indicator 27. Materials reflect the distribution of text types and genres required by the standards at each grade level.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 28. Texts (including read aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what students can read independently.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 29. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (diverse modes and series of texts should be at a variety of complexity levels).	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red
	Indicator 30. Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.	<input type="checkbox"/> Green	<input type="checkbox"/> Change	<input type="checkbox"/> Red



The grey section includes areas that support 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.



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 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](#).



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

DIBELS® 8th Edition



RIDE Rhode Island
Department
of Education

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)

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 grade-appropriate 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 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



K-3 Foundational Skills: Recommendation #4

Collect formative data during daily lessons to inform both whole-class and skill-based small-group instruction in phonological awareness, phonics, and decoding accuracy

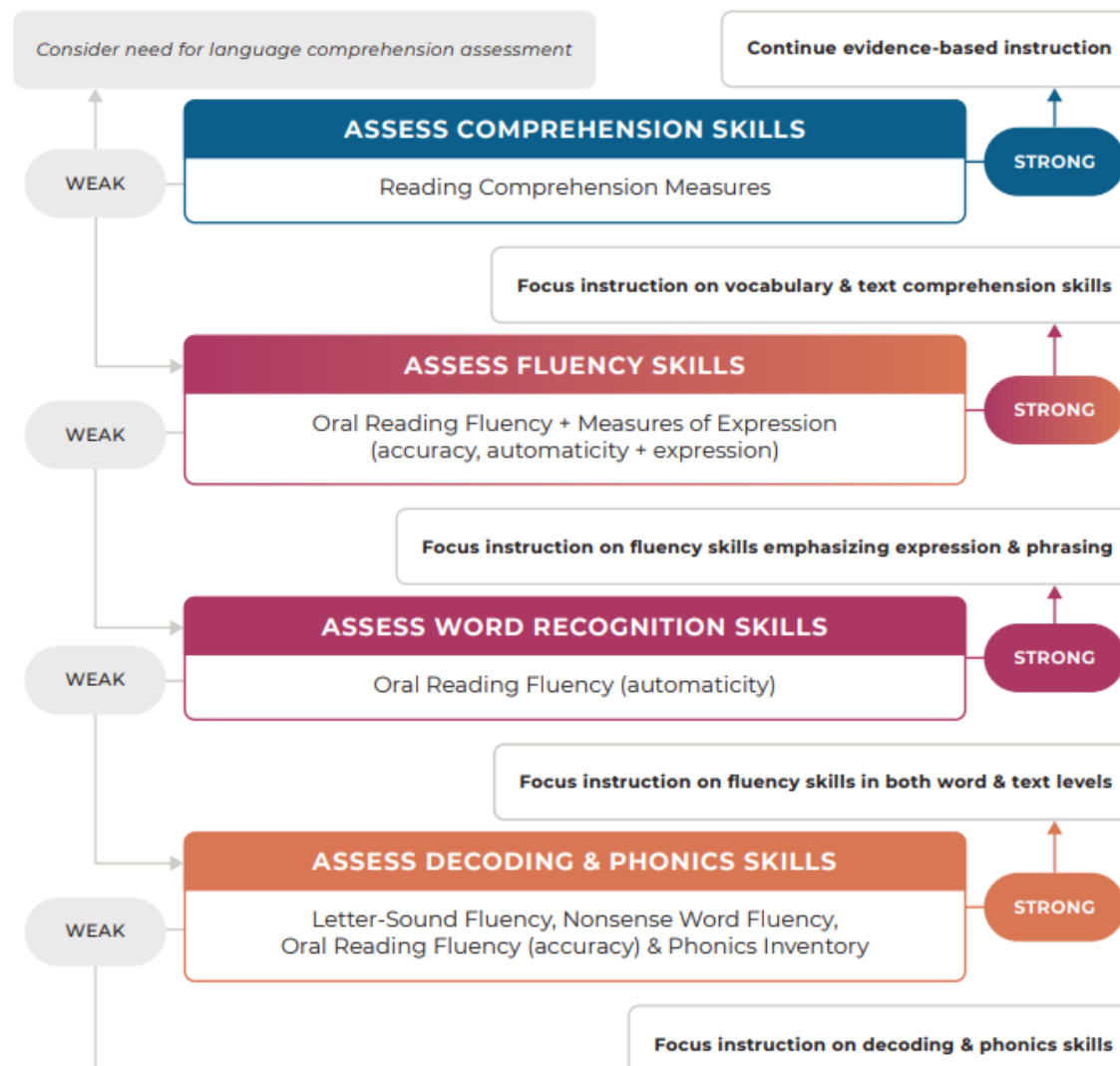
If your high-quality curriculum materials do not include formative assessments, students' ability to decode and encode new words based on grade-level appropriate phonics instruction can be tracked using checklists.

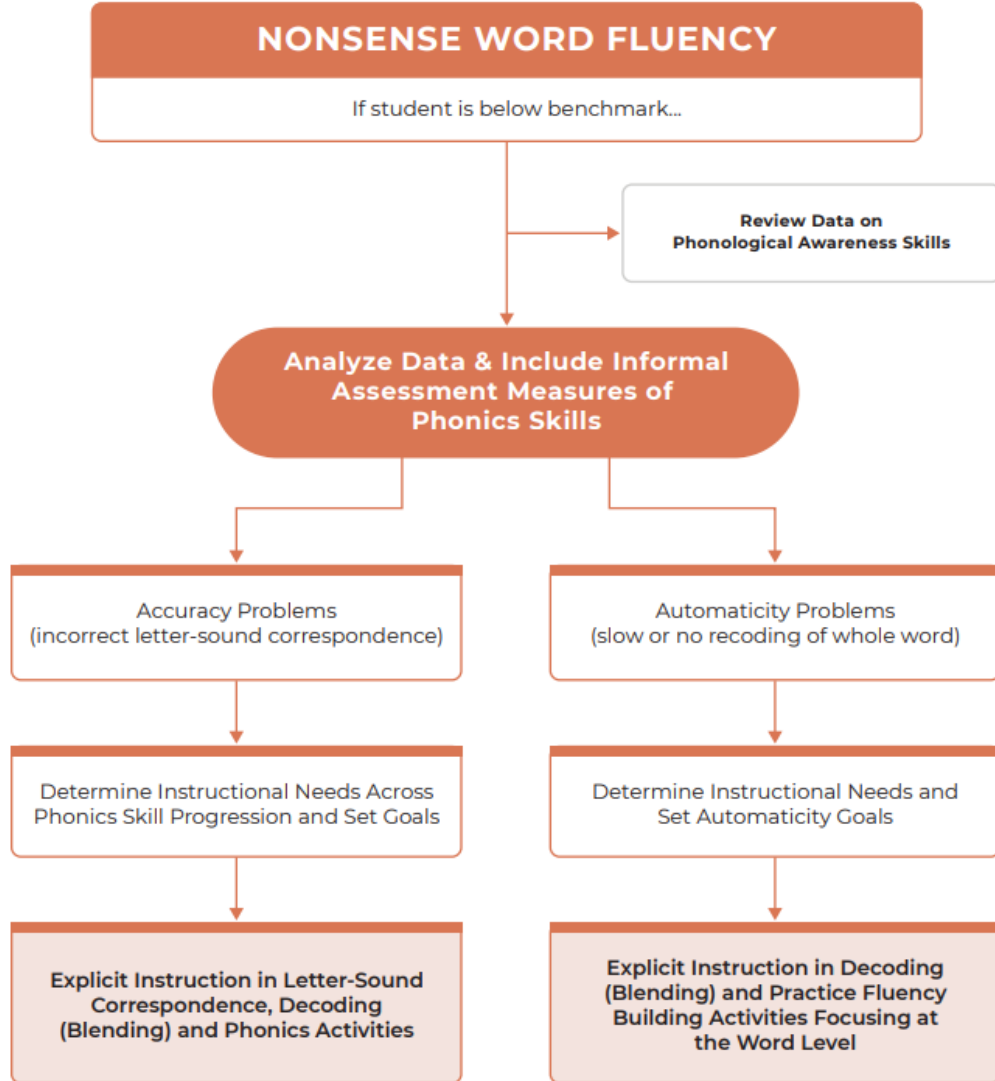


Decision-Making Tool

AIM Institute [Webinar](#): Using Formal and Informal Assessment Data for Diagnostic, Prescriptive Literacy Instruction
Tool provides quick guide for reading assessment

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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