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SUGGESTED

**INSTRUCTIONAL**

**PLANNING GUIDE**

*for the Mississippi College- and Career-Readiness Standards*

**q Literacy/English   
Language Arts**

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| **Grades K-1** |

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**INTRODUCTION**

The unprecedented, nationwide school closures in the spring of 2020 due to the COVID-19 pandemic have created a shift in how districts plan for school re-entry. Instead of the traditional brick-and-mortar planning, administrators are now identifying models that will support a variety of instructional delivery scenarios as they plan for school reopening. The traditional methods of planning and delivery are nearly impossible to implement as a stand-alone model; instead, innovative educators are developing and identifying strategies and resources to support a variety of distance learning scenarios as part of their plans. When using new models of delivery, it is important to recognize that the traditional approach to remediation—providing work better suited for earlier grades—may be insufficient. Instead, the conventional approach to remediation will likely compound the problem educators are trying to correct. According to a 2018 study, *The Opportunity Myth[[1]](#footnote-2)*,, the approach of “meeting students where they are”, while often well-intended, only widens the achievement gap. Instead of remediation, teachers and administrators are encouraged to look toward acceleration methods to support student growth and close the gaps.

**PURPOSE**

This document is intended to provide guidance to schools and districts as they develop instructional plans to address unfinished learning. It includes recommendations to assist educators as they diagnose learning loss and create an instructional plan to put every student on track to mastering grade-level standards. In addition, this guide is intended to compliment resources released by various organizations, including Student Achievement Partners (SAP), EdReports, The New Teacher Project (TNTP), and the Council of Chief State School Officers, that also address the challenges of prioritizing instruction, addressing unfinished learning, and meeting the social-emotional and mental health needs of students.

**Recommendations for Addressing Unfinished Learning and Acceleration in ELA/Literacy**

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| **RECOMMENDATION 1 u** | **Focus on foundational skills instruction** | |
| One of the most important jobs of an early-grade teacher is to support students as they unlock the code to the written language. A body of research supports the fact that systematic, explicit foundational skills instruction is crucial for students as they are learning to read and write. Students’ ability to read is a critical predictor of educational and lifelong success.  The MS CCRS includes the **Reading Standards: Foundational Skills  (K–5).** These standards foster students’ understanding and working knowledge of the concepts of print, the alphabetic principle, and other basic conventions of the English writing system. The Foundational Skills do not represent an endpoint—they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers who comprehend texts across a range of types and disciplines (MS CCSS, 2010).  **Using Decodable Readers in K-1**  Foundational skills instruction should provide frequent opportunities for students to practice newly acquired phonological awareness and phonics skills through the use of decodable readers or text. [Decodable Readers](https://achievethecore.org/aligned/supporting-youngest-readers-teaching-skills-reading/)*[[2]](#footnote-3)* are designed to give students repeated practice with new sound and spelling patterns in the context of meaningful and phonetically controlled text. This repetition is important for all early readers, but even more critical for English Language Learners, who often need additional support to master the code of English. | | **FOUNDATIONAL SKILLS OF READING**   * **Print Concepts and Letter Sound Recognition:** Print concepts include the features of print and organization of print. The most important early print concept is letter recognition, which should begin immediately in Kindergarten. Additionally, students should begin learning basic skills such as page-by- page reading and following words from left to right and top to bottom. They should begin noticing that words are separated by spaces and that these spaces are the same size. * **Phonological Awareness:** A broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. * **Phonics and Word Recognition:** The learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. * **Fluency:** Fluency consists of three things: rate, accuracy, and expression. Expression, or prosody, includes timing, phrasing, emphasis, and intonation. Fluency is built through word recognition, one word at a time. Teaching systematic phonological awareness and phonics, and applying these skills to text, allows students to build automaticity in word reading. |

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| **RECOMMENDATION 2 u** | **Prioritize grade-level content and learning through the use of  High-Quality Instructional Materials (HQIM)** | |
| In grades K–3, learning to read—the foundational standards, and the sequence of skills they point to—reign supreme. In parallel, however, there should be a focus on building students’ knowledge and vocabulary through a rich dose of read-alouds, and by grade 2, be supplemented with texts students read themselves. Young students can comprehend texts much more complex than they can read themselves. Read-alouds with complex texts are an essential way for K-2 students to grow knowledge and vocabulary. | | **#MATERIALSMATTER**  When teachers don’t have access to great  materials, *they spend valuable time[[3]](#footnote-4)* searching for them online or create content themselves. A *2017 RAND analysis[[4]](#footnote-5)* found that 96 percent of teachers use Google and 75 percent of teachers use Pinterest to find lessons and materials. These materials are mostly unvetted and of *varying quality[[5]](#footnote-6)*. Inconsistent access to aligned materials impacts student learning in schools across the country, but particularly *hits schools that have a higher proportion of low income and students of color the most[[6]](#footnote-7)*, perpetuating inequities and opportunity gaps. |

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| **RECOMMENDATION 3 u** | **Plan your approach to diagnosing students’ unfinished learning** | |
| **Universal Screeners**  Universal screeners are valid and reliable data collection tools and processes used to assess students’ current level of performance in relation to grade- level benchmarks, identifying students who need intervention and those who do not. Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.  **Diagnostic Assessments**  Diagnostic Assessments are used to assess specific skills or components of reading such as phonemic awareness, phonics skills, and fluency. The results of diagnostic assessments inform instruction and intervention. Diagnostic assessments can be formal standardized tests of children’s component reading and language abilities or informal measures such as criterion-referenced tests and informal reading inventories. Not all children need this kind of in-depth reading assessment, which is most important for struggling and at-risk readers.  Suggested Diagnostic Assessments   * *DIBELS:* <https://dibels.uoregon.edu/> * *Phonological Awareness Skills Test (PAST*): <https://www.thepasttest.com/> * *Really Great Reading’s Complimentary Assessment*s: <https://www.reallygreatreading.com/diagnostics> | | **APPROVED LIST OF  READING SCREENERS**  State statute requires that the Mississippi Department of Education shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3. (Mississippi Code § 37-23-16; Mississippi Code § 37-177-5) The Mississippi Department of Education, in collaboration with Mississippi Reading Panel, has established an [approved list of reading screeners](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OSA/Universal%20Screener%20and%20Diagnostic%20Assessment/screener-guidance-april-2018-04-18_20180419134804_279631.pdf)[[7]](#footnote-8) to be used by local school districts in grades K-3. The following universal screeners are approved for use in Mississippi schools:   * FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) (Grades K-12) * iReady® (Grades K-12) * Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10) * STAR Reading (Grades 1-12) |
| Schools and districts should prioritize gathering information about students’ unfinished learning by using assessments from high-quality adopted materials as often as possible. Designing assessments is truly challenging, so using the assessments provided by the high-quality instructional materials you have adopted is the best way to diagnose gaps that students might have in their learning. | | |

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| **RECOMMENDATION 4 u** | **Promote Social, Emotional, and Academic (SEAD) Development** |
| As we narrow the focus and recommit to what matters most academically, research also tells us that four learning mindsets are particularly important in supporting students’ academic development. Learning mindsets focus on students’ sense of 1) belonging and safety, 2) efficacy, 3) value for effort and growth, and 4) engagement in work that is relevant and culturally responsive (Aspen Institute, 2019).  Within classrooms, within schools, attention must be given to restoring relationships and building a sense of community, so students feel safe, fully engage and work hard. As educators, we need to help students know that we believe they can succeed and that their ability and competence will grow with their effort. And more than ever, students need to see value and relevance in what they are learning to their lives and their very beings. Investing in students' social-emotional development is done by the entire system of adults in schools. This investment is key to promoting engagement in—not a substitute for—teaching academic content; it represents a change in how academic content is taught. There is a stunning opportunity to curate high-quality instructional materials aligned to healing and resilience for next year. Efforts should be made to facilitate Social Emotional Academic Development (SEAD) even in remote learning environments, using synchronous and asynchronous approaches and the capabilities afforded by remote learning technologies. | |

**Recommended Instructional Content and Practices in ELA/Literacy (K-1)***Adopted from Student Achievement Partners: ELA/Literacy Considerations 2020-2021*

**Keep the “Simple View of Reading” in View**

The two most important components of reading are the ability to decode the written word and the ability to comprehend the language of the text. The Simple View of Reading (SVR), emphasizes that proficient readers have well-developed skills in both domains (Gough and Tunmer, 1986). Word recognition, or the fast retrieval of decoded word form, is essential for the development of reading comprehension (Moats, Tolman, 2019). Language comprehension, the other domain which reading depends, refers to listening comprehension or the linguistic processes involved in comprehension of oral language (Moats, Tolman, 2019).

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**Focus on Standards That Represent the Major Work of ELA/Literacy Instruction**

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| * Teaching Students to Read * Keeping Text at the Center * Building Knowledge Across Content Areas |  |
| In the early grades, the younger students read or listen to a range of content-rich texts, the more they will learn. That learning will yield accelerating returns from then on, which is one of many reasons teaching students how to read by grade 2 is so crucial and should frequently be enveloped in plenty of conversation and be as active as possible. As students learn more within and across grades, they will have greater access to more and richer texts. | | | |

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| **Grades K-1** |

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| **Teach Students to Read** |

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| **PRIORITY u Systematic, Explicit Foundational Skills with Practice** |
| **K-1 STANDARDS Reading Foundational** |
| **Print Concepts: RF.1** Demonstrate understanding of the organization and basic features of print.  **Phonological Awareness: RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  **Phonics and Word Recognition: RF.3** Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** |
| * Utilize a systematic scope and sequence of [foundational skills lessons](https://achievethecore.org/category/1206/ela-literacy-foundational-skills)*[[8]](#footnote-9)* that follows a carefully designed progression. * Focus time and attention on phonological awareness starting in early Kindergarten through grade 2. (**Appendix A**) * Increases emphasis on phonics in early/mid-Kindergarten through grade 3. (**Appendix B**) * Instructional time should include: * Explicit teacher modeling of new content * Opportunities for student practice of targeted skill(s) through speaking, reading and writing and/or listening * Reading of decodable text (sentences or text containing previously taught sound/spelling patterns and high frequency words) that students read and reread for automaticity/accuracy (**Appendix C**) * Identify Reading Foundational Standards sub-skills repeated across grade levels to plan for instruction for students at different levels of skill acquisition.   **Resource**: *Suggested Progression of Sub-skills to Achieve Reading Foundational Standards:* [https://www.readingrockets.org/sites/default/files/Building the Foundation.pdf](https://www.readingrockets.org/sites/default/files/Building%20the%20Foundation.pdf) |

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| **PRIORITY u Fluency Practice with/Grade-Appropriate Text** |
| **K-1 STANDARDS Reading Foundational** |
| **RF. 4**  Read emergent-reader texts with purpose and understanding. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** |
| * Model and support fluent reading by reading with students (echo reading and choral reading) and listening to students as appropriate throughout daily reading instruction. * Focus on decoding grade-appropriate texts with accuracy and automaticity. * Incorporate regular, repeated reading practice (e.g., 10–20 minutes daily) with decodable texts to support accuracy and automaticity with taught sound and spelling patterns. * Ensure students have time to discuss the meaning of the text and address text-based vocabulary as needed, even when improving fluency is the focus.   **Resource**: *Four classroom strategies that can help build fluent readers* <https://achievethecore.org/aligned/building-reading-fluency/> |

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| **PRIORITY u Modify Instruction Based on Student Progress (Formative Assessments)** |
| **K-1 STANDARDS** |
| **Print Concepts: RF.1** Demonstrate understanding of the organization and basic features of print.  **Phonological Awareness: RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  **Phonics and Word Recognition: RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.  **Fluency: RF.4** Read emergent-reader texts with purpose and understanding. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** |
| * Administer brief diagnostic assessments at the beginning of the year and at periodic checkpoints throughout the school year: **Prioritize letter inventory, phonological awareness, and grade-level-appropriate sound and spelling patterns for each student.** * Collect formative data during daily lessons (e.g., checklists, sampling dictation responses, monitoring of student work); respond to data and adjust instruction accordingly. Ensure frequent opportunities to formatively assess:   + - * + **students’ phonological awareness, connecting to phonics as appropriate.**         + **students’ ability to decode and encode new words based on grade-level-appropriate phonics instruction.** * Support students’ decoding and fluency development through additional small group or individual support; opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; modified student practice or scaffolds. |

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| **Keep Text at the Center** *of Reading, Writing, Speaking, Listening and Language Comprehension* |

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| **PRIORITY u Regular Close Reading of Complex, Anchor Texts through Read-Alouds** | | | | |
| **K-1 STANDARDS** | | | | |
| **KINDERGARTEN** | | | **FIRST GRADE** | |
| **RL.K.10** Actively engage in group reading activities with purpose and understanding. | | | **RL.1.10** With prompting and support, read prose, and poetry of appropriate text complexity for grade 1. | |
| **RI. K.10** Actively engage in group reading activities with purpose and understanding. | | | **RI.1.10** With prompting and support, read informational text appropriately complex for grade 1. | |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** | | | | |
| * Focus all students on the same rich, read-aloud anchor texts (as defined by the chart below) multiple times a week. * Organize units around conceptually- related topics (and content-rich themes for literary texts) that build knowledge through anchor texts and volume of reading. * Provide and adjust instructional scaffolds so every student can engage with the anchor texts, rather than restrict students to texts at their prescribed independent reading level. Scaffolds could include building knowledge about the topic of the text under study, providing access to texts read aloud, etc. | | | | |
|  | **Grade Level** | **Lexile Range\*** | | *\*For all grade bands also consider qualitative features (such as levels of meaning, structure, language, and knowledge demands) as well as readers and tasks.* |
|  | **K – 1** | Texts for read-aloud should be in the 2-3 band (or higher) | |
|  | **2-3** | 420-820: Texts for read-aloud only should be in the 4-5 band (or higher) | |

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| **PRIORITY u Sequence of Text-Specific Questions and Tasks to Support Read-Alouds** |
| **K-1 STANDARDS** |
| |  |  | | --- | --- | | **KINDERGARTEN** | **FIRST GRADE** | | **R.K.1** With prompting and support, ask and answer questions about key details in a text. | **R.1.1**  Ask and answer questions about key details in a text. |   ***Additional Guidance for K-1 Reading Standards should be identified through the use of a high-quality, standards-aligned curriculum.*** |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** |
| * Provide sequences of questions that engage students deeply with the anchor text read aloud to build understanding. * Create text-based tasks that take varied forms (e.g., drawing, discussion, writing, dramatic play, speaking). |

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| **PRIORITY u Systematic Work with Text-Based Vocabulary and Syntax** | |
| **K-1 STANDARDS Vocabulary and Syntax Important to Comprehension or Expression** | |
| ***Additional Guidance for K-1 Reading and Language Standards should be identified through the use of a high-quality, standards-aligned curriculum.*** | |
| **KINDERGARTEN** | **FIRST GRADE** |
| **RL. K.4** Ask and answer questions about unknown words in a text. | **RL.1.4** **Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** |
| **RI.K.4** With prompting and support, ask and answer questions about key details in a text. | **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | **L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content, **choosing flexibly from an array of strategies.** |
| **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. | **L.1.5** With guidance and support from adults, **demonstrate understanding** word relationships and nuances in word meanings. |
| **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, **including using frequently occurring conjunctions to signal simple relationships.** |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** | |
| * Use text-based questions/tasks to focus on academic and domain-specific words that merit more attention (e.g., critical for understanding the text, parts of large word families). Do this rather than memorizing text-agnostic word lists. * Provide supplemental practice on text-based vocabulary through games, exercises, and focus on word parts and their morphology. * Encourage the use of the targeted words from the anchor text throughout discussions and writing assignments. * Regularly—and daily if possible—choose one complex and compelling sentence from the anchor text to deconstruct and reconstruct with students. | |

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| **PRIORITY u Frequent Evidence-Based Discussions About Anchor Texts** | |
| **K-1 STANDARDS Conversations and Collaborations Centered on Evidence** | |
| **KINDERGARTEN** | **FIRST GRADE** |
| **SL.K.1** Participate in collaborative conversations with diverse partners about Kindergarten topics and text with peers and adults in small and larger groups. | **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** | |
| * Design collaborative, small-group, or partner discussions about anchor texts—daily if possible—for students to process and extend their learning:   + Make strategic use of peer partnerships to promote as much productive talk as possible.   + Ask students to reflect on each other’s thinking using evidence, as well as considering and challenging others’ perspectives. | |
| Step in (and out) of discussions to keep students focused and encourage them to construct longer and deeper responses. | |

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| **PRIORITY u Regular Evidence-Based Writing About Anchor Texts** | |
| **K-1 STANDARDS Research to Build and Present Knowledge** | |
| ***Additional Guidance for K-1 Writing Standards should be identified through the use of a high-quality, standards-aligned curriculum.*** | |
| **KINDERGARTEN** | **FIRST GRADE** |
| **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** | |
| * Connect writing to what students are reading (or listening to) to deepen comprehension, check for understanding, and ensure all students have equal access to the topic on which they are writing. * Include writing tasks connected to the literary texts students are reading that target perspective-taking and exploring the emotions and motivations of characters as an on-ramp to self-exploration and reflection. * Support students to make use of knowledge gained from the anchor text in their writing without requiring direct text evidence. | |
| Within these writing opportunities, address and support students’ ability to demonstrate command of writing and conventions, including use of capitalization, punctuation, and spelling. | |

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| **Build Knowledge** *Through Reading, Writing, and Speaking about Topics Across Content Areas* |

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| **PRIORITY u Regular Reading of Multiple Texts and Media on a Range of Conceptually Related Topics** | |
| **K-1 STANDARDS Research to Build and Present Knowledge** | |
| ***Additional Guidance for K-1 Writing Standards should be identified through the use of a high-quality, standards-aligned curriculum.*** | |
| **KINDERGARTEN** | **FIRST GRADE** |
| **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** | |
| * Choose content-rich informational texts that are topically connected to the anchor texts to build students’ knowledge about the topic and maximize their breadth of exposure to academic vocabulary. * Literary: 50% * Informational: 50% * Offer students texts that span a range of complexity levels so they can read the texts independently, with peers, or with modest support. This should include a balance of literature and informational texts across ELA, science, history, and the arts. | |
| Consider focusing on organized units around topics that build knowledge through anchor texts and volume of reading instead of isolated skill-paced calendars. | |

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| **PRIORITY u Regular Research Discussion and Writing About Topics** | |
| **K-1 STANDARDS** | |
| ***Additional Guidance for K-1 Reading and Language Standards should be identified through the use of a high-quality, standards-aligned curriculum.*** | |
| **KINDERGARTEN** | **FIRST GRADE** |
| **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic. | **RI.1.9** Identify basic similarities in and differences between two texts on the same topic. |
| **SL.K.1** Participate in collaborative conversations with diverse partners about Kindergarten topics and text with peers and adults in small and larger groups. | **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1topics and text with peers and adults in small and larger groups. |
| **RECOMMENDED INSTRUCTIONAL PRACTICES** | |
| * Regularly ask students to participate in shared research tasks where they explore multiple texts and resources (e.g., illustrations, video clips, maps) to build knowledge on a topic. * Ask students to integrate what they have just listened to with what they have listened to previously to build a more coherent understanding of a topic. * Design collaborative, small-group, or partner discussions on topics for students to process and extend their learning. | |

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| **PRIORITY u Social, Emotional, and Academic (SEAD) Development** |
| **SAMPLE ACTIONS** |
| * Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community. * Ensure that the richness and complexity of grade-level text is regularly available to every student, and no student is denied such access through the exclusive practice of assigning leveled or alternative texts. * Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments. * Create space and opportunity for students to identify and explore their own interests and fascinations. * Develop and strengthen writing in response to feedback from others. * Anchor topical knowledge building in collaborative opportunities for students to conduct research while practicing cooperation, communication, innovation, reflection, self-regulation, and empathy. |

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| **Use Remaining Standards** *to Support the Major Work of ELA/Literacy Instruction* |
| **PRIORITY u Intentionally Include All Supporting Standards** |
| **INSTRUCTIONAL PRACTICES** |
| * Using high-quality, standards-aligned curriculum, plan instruction that intentionally includes supporting standards—represented by the more than two dozen remaining standards in each grade level—to engage students more fully in the Major Work of the Grade. The supporting standards can be incorporated into instruction in service of the major 14 standards. Promote independent reading, read-alouds and other options for students to choose topically connected texts. (These can be driven by student interest, topic of anchor text, and course content. * For instance, in close reading lessons, supporting standards can help generate an effective sequence of text-specific questions that target central ideas, text structure, author’s purpose, and the like, to guide students in exploring and extracting the key ideas of texts. * Likewise, when devising writing assignments, the supporting standards can help guide the qualities of explanations or arguments that students should be reaching for in one grade or another. |

**KINDERGARTEN THROUGH GRADE 1 APPENDICES & RESOURCES**

**APPENDIX A:** Levels of Phonological Awareness and Phonological Awareness Activities

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| **Typical Age** | **Phonological or Phonemic Skill** | **Sample Tasks** |
| **EARLY PHONOLOGICAL AWARENESS** | | |
| **4** | Responsiveness to rhyme and alliteration during word play | Enjoying and reciting learned rhyming words or alliteration phrases in familiar storybooks or nursery rhymes |
| **5** | Rhyme recognition, odd word out; production of learned rhymes or recognition of changes that don’t belong  Clapping, counting syllables  Matching words with the same first sound | Which two words rhyme? *Stair, steel, chair*  Hickory dickory dock, the mouse went up the \_\_\_\_\_\_\_\_\_?  *Truck (1), airplane (2), boat (1), automobile (4)*  Do *Mary* and *Martha* start with the same sound? Yes or no? |
| **BASIC PHONEMIC AWARENESS** | | |
| **5.5** | Distinguishing and remembering separate phonemes in a series  Blending onset and rime  Segmenting and pronouncing the initial sound of a word | Showing sequences of single phonemes with colored blocks, such as /s/, /s/, /f/, or /z/, /sh/, /z/  What word? *Th – umb, qu – een, h – alf, d – amp*  Say the first sound in shoelace (/sh/), sock (/s/), funnel (/f/). |

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| **6** | Syllable deletion  Deleting part of a compound  Onset-rime blending, beginning phoneme blending  Phoneme segmentation, simple syllables with 2-3 phonemes (no blends) | Say *parsnip*. Saw it again but don’t say *par*.  Say *cowboy*. Say it again but don’t say *cow*.  /sh/ - op (*shop*)  /kw/ - ēn (*queen*)  /b/ - āth (*bathe*)  /b/ - /ā/ - /t/ (*bait*)  Say each sound in the word as you move a chip for each sound: /sh/ - /ē/, /m/-/ă/-/n/, /l/-/ĕ/-/g/. |
| **6.5** | Phoneme segmentation up to 3-4 phonemes, including blends  Phoneme substitution to build new words – simple syllables with no blends  Extracting and pronouncing beginning, final, and medial phonemes from one-syllable words | Say the separate phonemes while you tap the sounds:  /b/ /ā/ -- /ck/ (*back*)  /ch/ -- /ē/ -- /z/ (*cheese*)  /k/--/l/--/ou/--/d/ (*cloud*)  Change the /j/ in cage to /n/. Change the /ā/ in cane to /ō/.  Say the last sound in *milk*.  Say the last sounds in *rope*. |
| **ADVANCED PHONEMIC AWARENESS** | | |
| **7** | Sound deletion, initial and final position  Sound substitution, initial position, including blends | Say *meat*. Say it again without the /m/.  Say *safe*. Say it again without the /f/.  Listen. What sound have I changed?  *Shrink, shrank; square, squire* |
| **8** | Sound deletion, initial position, including blends | Say *prank*. Now say it again without the /p/. |
| **9** | Sound deletion, medial and final blend position  Phoneme reversal  Phoneme chaining | Say *snail*. Say it again without /n/.  Say *smoke*. Say it again without /m/.  Say *fork*. Say it again without the /k/.  Say *safe*. Say the last sound first and the first sound last. (*face*)  Say *slack*. Say the last sound first and the first sound last. (*class*)  In a series of words that change only one sound at a time, use colored blocks to show addition, deletion, substitution, and resequencing of sounds from one word to the next. |

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**APPENDIX B:** LETRSâ General Phonics Routine

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| --- | --- | --- |
| **Component of Lesson** | **Instructional Routines and Techniques** | **Approx. Time** |
| **State Goal and Purpose** | State concept focus and expectations for outcomes (“Today we will study…”) | 1 min. |
| **Practice Phonological Awareness** | Warm-up exercises, listening to and manipulating sounds in spoken words | 3 min. |
| **Review Previous Lesson** | Fluency drills; rereading familiar text; checking retention of learned words or concepts | 3 min. |
| **Introduce New Concept** | Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern | 3-5 min. |
| **Provided Guided Practice** | Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences | 5 min. |
| **Practice Dictation** | Dictation of sounds, words, and sentences | 8 min. |
| **Connect to Word Meaning** | With phonics vocabulary, construct multiple-meaning web; locate words that have similar meanings or that go together; find the odd one out in a set of words; use two vocabulary words in a sentence, etc. | 5 min. |
| **Read Text** | Read decodable text with a high proportion of words that have been taught for accuracy and fluency | 8 min. |

LETRSâ Scope and Sequence for Word Study, Reading, and Spelling

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| **Consistent Phoneme-Grapheme Correspondences** | | | |
| **GRAPHEME TYPES** | **READING** | **SPELLING** | **EXAMPLES** |
| Predictable consonants: *m, s, t, l; p, f, c (/k/), n; b, r, j, k; v, g (/g/), w, d; h, y, z, x* | **K** | **K** | him, napkin |
| Predictable short vowels: */* ă */, /* ĭ */, /* ŏ */, /* ŭ */, /* ĕ*/* spelled with *a, i, o, u, e* | **K** | **K-1** | wet, picnic |
| Long vowel sounds associated with single letters *a, e, i, o, u*; open syllables in one-syllable words | **K** | **K-1** | me, he, we, be, so, no, hi |
| Consonant digraphs: *sh, ch, wh, th, ng* | **K-1** | **1** | chin, fish, then |
| Two-consonant blends: *qu, st, sm, sn, -st, -ft, -lp, sr, sl cr, cl, tr, dr,* etc. | **1** | **1-2** | dragon, slaps |
| Three-consonant blends and blends with digraphs: *squ, str, scr, thr, shr* | **2** | **2-3** | strong, scrape |
| **Variable, More Challenging Phoneme-Grapheme Correspondences** | | | |
| **GRAPHEME TYPES** | **READING** | **SPELLING** | **EXAMPLES** |
| Single consonants: /s/ = *c,* *s;* /z/ = *s, z; /k/ = k, c, -ck* after a short vowel; /g/ = *j, g* | **1** | **1-2** | result, cent, rock |

|  |  |  |  |
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| Hard and soft *c* and *g* alternation, across a larger body of words | **1** | **2-3** | carry, center; girl, gentle |
| Final consonant blends with nasals; *nt, nd, mp, nk* | **1** | **2-3** | sink, sank, sunk; dump, tent |
| VCe long vowel pattern in single-syllable words | **1** | **1** | wage, theme, fine, doze, cute/rude |
| Vowel teams for long vowel sounds, most common: *ee, ea; ai, ay; oa, ow, oe; igh* | **1** | **2** | seek, meat, snow, boat, toe, stay mail, fight |
| Vowel-r combinations, single syllables: *er, ar, or, ir, ur* | **1** | **2** | port, bird, turn, her |
| Digraphs *ph (/f/), gh* (/f/), *ch* (/k/ and /sh/) | **2** | **2-3** | phone, cough, school, machine |
| Trigraphs *-tch (/ch/),* -dge (*/j/*) | **2** | **2-3** | switch, judge |
| Other vowel-r combinations: *are, air, our, ore, ear, eer, ure,* etc. | **2** | **2-3** | hare, hair; for, four; bear, heart |
| Dipthongs and vowels /aw/ and /oo/: *oi, oy; ou, ow; au, aw; oo, u* | **1-2** | **2-3** | toil, boyfriend, bout, tower, audio, claws, took, put |
| All jobs of *y* (as consonant /y/; as / ī / on ends of one-syllable words like cry; as / ē / on ends of multisyllabic words like *baby*; as / ī / in a few words like gym, myth) | **1** | **2** | yellow, try, candy, gym |
| Silent letter combinations, Anglo-Saxon words | **2** | **3** | knew, calm, comb, ghost, write |
| The *-ild, -ost, -olt, -ind* pattern | **2** | **2** | wild, most, cold, find |
| Irregular spellings of high-frequency words | **K-3** | **K-3** | they, enough, of, been, were, said, there |
| **Six Syllable Types and Oddities in Multisyllabic Words** | | | |
| **SYLLABLE TYPES** | **READING** | **SPELLING** | **EXAMPLES** |
| Closed: short vowel ending with consonant | **1** | **2** | sister, Sep-tember |
| Open: long vowel, no consonant ending | **1** | **2** | robot, behind, music |
| Vowel-consonant-e (VCe), long vowel sound | **2** | **2** | compete, suppose |
| Vowel teams: long, short, and dipthong vowels | **2** | **3** | Meatloaf, neighbor, Toyland |
| Consonant-le (Cle), final syllables | **2-3** | **3** | eagle, stubble |
| Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC | **2-3** | **3** | com - mit – ment, e – vent, ev – er – y, po – et |
| Oddities and schwa | **3** | **3+** | active, atomic, nation |
| **Orthographic Rules and Generalizations** | | | |
| **RULE/PRINCIPLE** | **READING** | **SPELLING** | **EXAMPLES** |
| No word ends in *v* or *j* | **1** | **2-3** | have, love, move; wage, huge, ridge, dodge |
| Floss rule (*f, l, s* doubling) | **1** | **1** | stuff, well, miss, jazz |
| Consonant doubling rule for suffix addition | **1** | **2-3** | beginning |
| Drop silent *e* for suffix addition | **1** | **2-3** | scared, likable |

|  |  |  |  |
| --- | --- | --- | --- |
| Change *y* to *i* for suffix addition | **1** | **2-3** | studying, cried, candied |
| **Other Aspects of Orthography** | | | |
| Homophones | **2** | **2-3** | to, two, too |
| Contractions with *am, is, has, not* | **1** | **2** | I’m, he’s, she’s, isn’t, don’t |
| Contractions with *have, would, will* | **2** | **3** | I’ve, he’d, they’ll |
| Possessives and plurals | **1-3** | **1-3+** | house’s, houses, houses’; it’s, its; hers, theirs |
| **Basic Morphology (Anglo-Saxon and Latin)** | | | |
| **MORPHEME CONSTRUCTION** | **READING** | **SPELLING** | **EXAMPLES** |
| Compounds | **1** | **2** | sunshine, breakfast, fifty-one |
| Inflectional suffixes; inflectional suffix on single-syllable base words with no spelling change *(e.g., helps, helps, helped, helping)* | **1** | **1-2** | Walks, walking, walked; wanted, dogs, wishes; redder, reddest |
| Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change | **1-2** | **2-3** | caring, loved, cries |
| Irregular past tense and plurals | **1-3** | **1-3** | ran, wet, bent, left, sold; wolf, wolves; shelf, shelves |
| Common prefixes | **1** | **2** | un-, dis-, in-, re-, pre-, mis-, non-, ex- |
| Less common prefixes | **2** | **3+** | fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post- |
| Common derivational suffixes | **2** | **2-3** | -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en |
| Common Latin roots | **3** | **3+** | port, form, ject, spect, dict, ten, fer |

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**APPENDIX C:** Guiding Decodable Text Reading Procedure

|  |  |
| --- | --- |
| **In this procedure, it’s important to prepare students for text reading before they read the text. Once they do begin text reading, keep interest high by using a variety of techniques as students read and reread the text.** | |
| **MATERIALS: COPY OF A DECODABLE TEXT FOR EACH STUDENT.** | |
| **1** | Review the words, phrases, and sentences that students will read in the story. Use a sound-blending technique if students need the practice but encourage reading whole words as units. Discuss any word meanings the students may not know. |
| **2** | Preview the text by browsing its pictures and subject matter predicting what the story line might be and reviewing any other unfamiliar words. |
| **3** | Briefly discuss what students already know about the topic or what experiences they might have had with the topic. |
| **4** | Vary approaches to text reading. Promote techniques such as reading aloud with the teacher, partner reading, or individuals taking turns as others follow with “eyes on text” or whisper reading. Several readings of the same text, using different text-reading procedures, help consolidate word recognition and support comprehension. |
| **5** | When students have read the text two or more times, pair students, assign them roles of “Reader” and “Coach,” and ask the Reader to retell the story to the Coach. Then, reverse the roles so that each student has an opportunity to retell. |

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Decodable Text Reading: Transfer to Text Process

|  |  |
| --- | --- |
| **With this process, summarized in the table below, the four steps below are used repeatedly over the course of a week. Students read three different passages containing the targeted sound-symbol relationship, with support gradually reduced between the first and second passage readings. At the end of the week, the process culminates with students reading only a clean copy of the third passage.** | |
| **MATERIALS: THREE DIFFERENT DECODABLE TEXTS WITH TWO COPIES FOR EACH STUDENT; HIGHLIGHTERS** | |
| **1** | Guide students to highlight the targeted pattern words in the text. |
| **2** | Have students read only the highlighted words so that they practice the words in isolation before reading whole sentences. |
| **3** | Have students read the whole passage using their highlighted copy. |
| **4** | Give students a clean copy of the text (with no highlighting) and have them read the whole passage. |

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Sample Transfer to Text Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | **PASSAGE 1** | | **PASSAGE 2** | | **PASSAGE 3** |
| **Highlight Skill Words** | **x** |  | **x** |  |  |
| **Read Highlighted Words** | **x** |  |  |  |  |
| **Read Passage with Highlighted Words** | **x** | **x** | **x** |  |  |
| **Read Clean  Copy of Passage** |  | **x** |  | **x** | **x** |

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