



Foundational Skills Curriculum Committee Meeting

Bellingham Public Schools

2/22/21

Number of Reviewers Recommending Continued Review of Each Program Screened

Unanimous No	Heavy No	Tilting No	Split	Tilting Yes	Heavy Yes	Unanimous Yes
W.O.R.D- 0/6	Learn Zillion (1/6)	Superkids (2/6)	Orton Gillingham (2/4)	Fountas and Pinell (4/6)	Foundations (5/6)	Reach Into Phonics (4/4)
F.I.R.S.T. (Ooca Island)- 0/6	IRLA (1/5)	Units of Study for Phonics (2/5)		Open Court (3/5)		
Reading Mastery (0/6)	Words Their Way (1/5)	Blevins (2/5)		95% Phonics (3/5)		
Language for Learning (0/4)	Foundations (1/4)	CKLA (2/5)				
Rime Magic (0/4)						
Being a Reader (0/5)						

Fundations

heavy yes- (5/6)

Strengths	Concerns
Clear systematic approach Explicit phonics teaching and dictation	Not DAP Doesn't address enough foundational skills

Wilson Fundations (2012)

Published By: Wilson Language Training | Date Published: 2019/11/13 | EdReports Review Tool v1 | [View These Reports](#)

Fundations Wilson Language Training Grades K-2	GRADE LEVEL	STANDARDS AND RESEARCH- BASED PRACTICES	IMPLEMENTATION, SUPPORT MATERIALS & ASSESSMENT	ALIGNMENT RATING
	Kindergarten	38/58	35/50	Partially Meets Expectations
	First Grade	40/60	34/52	Partially Meets Expectations
	Second Grade	26/40	31/44	Partially Meets Expectations

Fountas and Pinell

tilting yes (4/6)

Strengths	Concerns
<p>Focuses in on phonics Aligns well with almost all of our stated criteria</p>	<p>Don't see enough of the science of reading and a good sequential base Not systematic</p>

The Fountas & Pinnell Phonics, Spelling, and Word Study System (2019)

Published By: Heinemann | Date Published: 2019/11/13 | EdReports Review Tool v1 | [View These Reports](#)

GRADE LEVEL	STANDARDS AND RESEARCH-BASED PRACTICES	IMPLEMENTATION, SUPPORT MATERIALS & ASSESSMENT	ALIGNMENT RATING
Kindergarten	39/58	31/50	Partially Meets Expectations
First Grade	33/60	31/52	Partially Meets Expectations
Second Grade	20/40	27/44	Partially Meets Expectations

Open Court

Tilting yes (3/5)

Strengths	Concerns
<p>May check the boxes for the required elements. Has the vast majority of what we are looking for. Address all of the components, includes take home decodables</p> <p>This program provides phonemic awareness, concepts of print, alphabetical principal, and fluency. It includes decodable text with guidance.</p>	<p>May check the boxes for the required elements. quality of the decodables</p> <p>Some components are missing. No clear scope and sequence.</p>

95% Phonics

tilting yes (3/5)

From the rationales, specific to criteria:

Strengths	concerns
<p>Meets most of our criteria I like how systematic and explicit the lessons are The lesson also seem to cover reading, phonological awareness, high frequency words, decoding and much more.</p>	<p>Too many key components missing Don't think there is enough application of these concepts- and I'm concerned about the DAP</p>

CLKA

tilting no (2/5)

GRADE LEVEL	STANDARDS AND RESEARCH-BASED PRACTICES	IMPLEMENTATION, SUPPORT MATERIALS & ASSESSMENT	ALIGNMENT RATING
Kindergarten	50/58	47/50	Meets Expectations
First Grade	56/60	48/52	Meets Expectations
Second Grade	34/40	43/44	Meets Expectations

Strengths	concerns
Decodable text	



Instructional Materials Evaluation Tool for Alignment in ELA Grades K-2 (IMET)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS CRITERIA (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	Materials follow sequence of foundational skills instruction with less emphasis on letter names and more on phonemes & phonemic awareness. There are 150 lessons that begin with objectives focused on special sounds, spellings, tricky words, and/or concepts that the students are expected to learn.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	Grade K offers 12 themes (i.e., domains) that provide multiple practice opportunities.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	Stories are handled through a read-aloud anthology. Students read aloud orally, after prompting from the teacher.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound-symbol relationships of English.</p>	Yes	Materials provide regular practice in spelling with emphasis placed on phonemes, rather than individual letters through the use of a workbook.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Materials provide grade-level appropriate practice in spelling. Students are taught to read by blending. Multiple cueing strategies, pictures as a primary resource in decoding and part-word cueing are not used.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards. Phonics instruction begins with sounds. Big books provide exact replicas of student readers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS CRITERIA (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	<p>1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals.</p>	Yes	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use

Learn Zillion

tilting no (1/6)

Strengths	concerns
A lot of good components Balancing systematic and explicit instruction with inquiry and student discovery. Songs, rhymes and silliness-joyful	Feels dry- not DAP No multisensory approach

Title: EL Education

Grade: K-2

Publisher: LearnZillion

Copyright: 2019

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

IRLA

tilting no (1/5)

Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS:</p> <p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>The scope and sequence of the Foundational Skills Toolkit for Kindergarten moves through 4 steps. The Yellow groups move from Making Sense to Concept of Word to Initial Consonants. This is the pre-reading stage. The first Green group focuses on the first 60 high-frequency or power words. On page 12 of the Yellow and 1 Green documents, a chart showing the progression of standards taught is displayed. The Yellow Group has three zones. 1Y is Making Sense (F.K.1d, F.K.4), 2Y is Concept of Word (F.K.1a, F.K.1c), 3Y is Using Initial Consonant Sounds (F.K.2d, F.K.3a, F.K.1b). Zone 1G meets the following standards: F.K.1b, F.K.3c, and F.1.3g.</p> <p>These zones are taught in a small group setting and do not have to be taught in order. The Independent Reading Level Assessment (IRLA) is used to assess students to place them in the proper group based on their instructional needs.</p>
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p>	<p>Yes</p>	<p>The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. For example, in 1G, the guided reading text "I</p>

Strengths	concerns
<p>Mostly DAP</p> <p>Meets many requirements of screener</p>	

Orton-Gillingham

split (2/4)

Strengths	concerns
<p>Some of the elements are particularly strong.</p> <p>manipulate phonemes and provides systematic phonics instructions in an engaging format. The instruction is explicit.</p>	<p>Lacks in some areas</p> <p>Lacking decodable texts</p>

Super Kids

tilting no (2/6 recommend)

Strengths	concerns
Decodable texts and the black and white copies are good. Systematic approach is good.	Workbook use doesn't feel like DAP.

Units of Study in Phonics

tilting no (2/5 recommend)

Strengths	concerns
Many of the critical elements are present but not all	Lack of handwriting, decodable texts, dictation Not explicitly taught Not direct enough No scope and sequence of phonological awareness Lack of scope and sequence, not sequential


Blevins

tilting no (2/5)

Strengths	concerns
Decodable text Checks majority of the boxes	Not DAP Not joyful Wonder about connection of decodable texts to phonics



Set a direction

- If there are 3-6: we can proceed with presentations from publishers.
 - If there are 7 or more: Do we need to do a second screening? If so, do we continue expedited and do another chunk each or do them all each?
 - If not yet sure, do we want to review the reports on Learn Zillion, IRLA and CKLA? (IMET and Ed Reports)
- 

Elevator speech

