



Foundational Skills Curriculum Committee Meeting

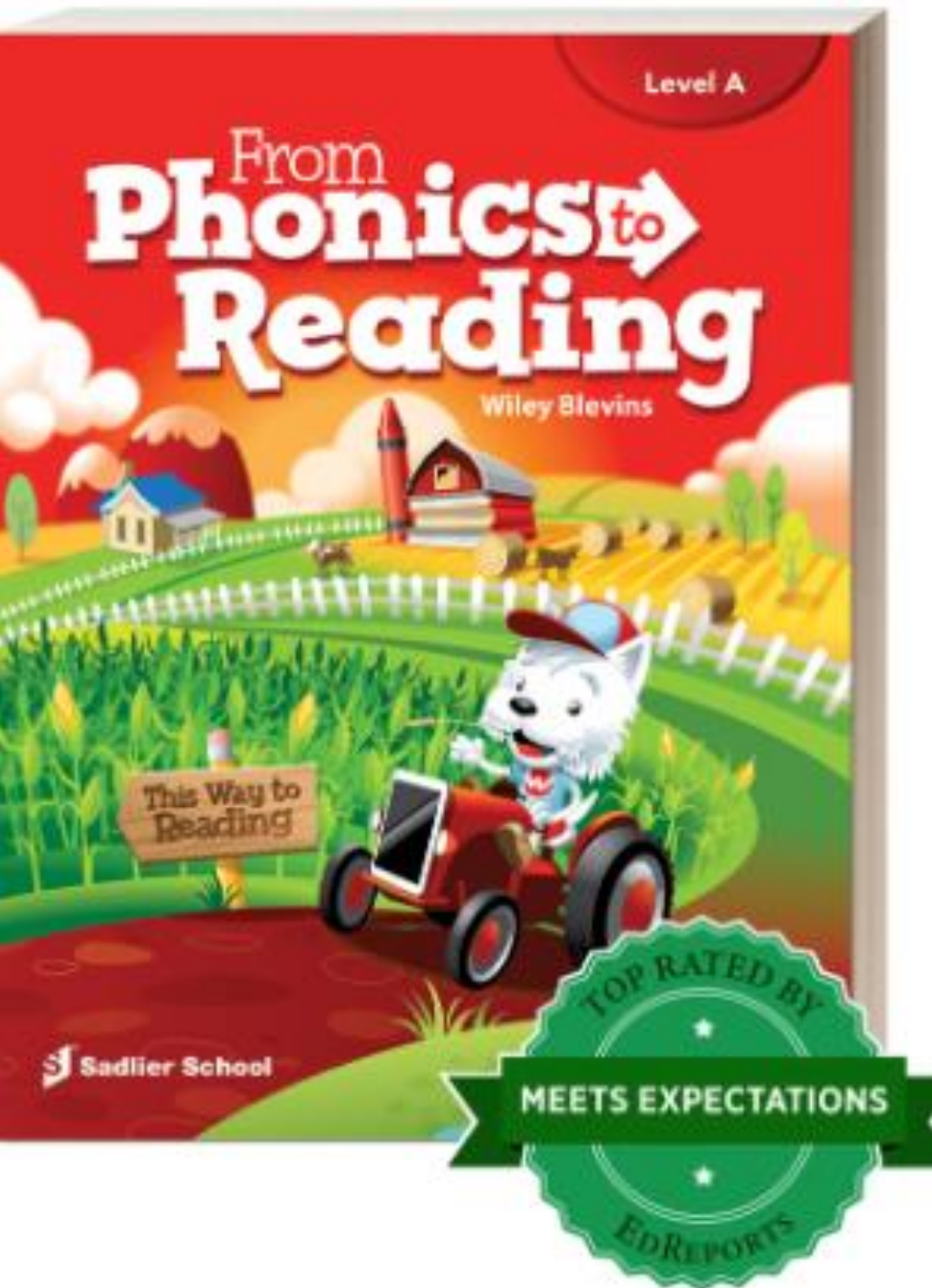
Wednesday, April 28, 2021, 2:15-5:15

Whole group Zoom meeting with LIVE breakout rooms!

Kindergarten: at Northern Heights	1st grade: at Northern Heights	2nd grade: at District office
<ul style="list-style-type: none">• Nina• Analisa• Steph S.• Megan• Kyla• Sarah R.	<ul style="list-style-type: none">• Charisse• Pam• Melissa• Sara B.• Julie J.• Julie O.	<ul style="list-style-type: none">• Stephanie• Sharece• Jenny• Quinn• Sarah S.• Jennifer

YOU CAN'T SEE
THE OTHER SIDE OF THE MOUNTAIN
WHEN YOU'RE STANDING IN THE
VALLEY.

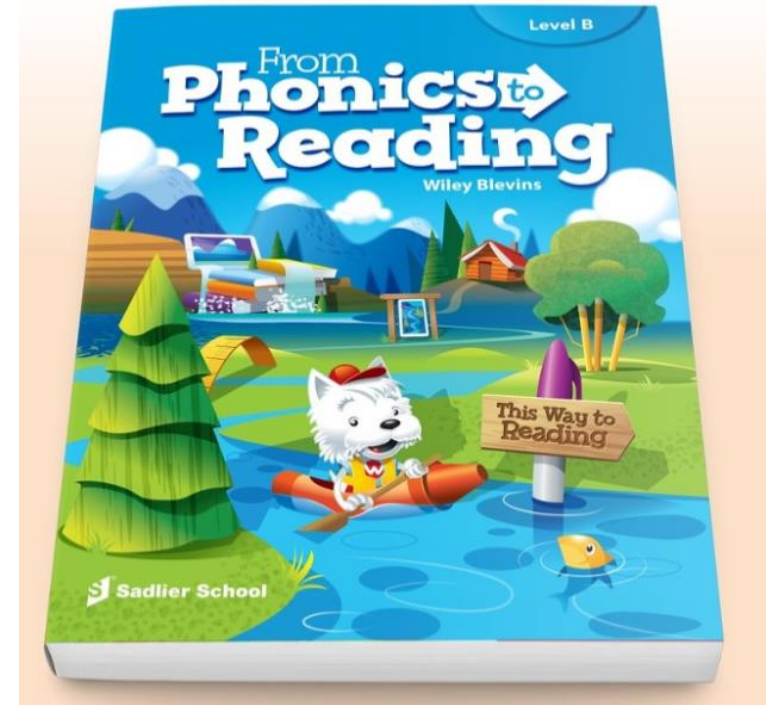
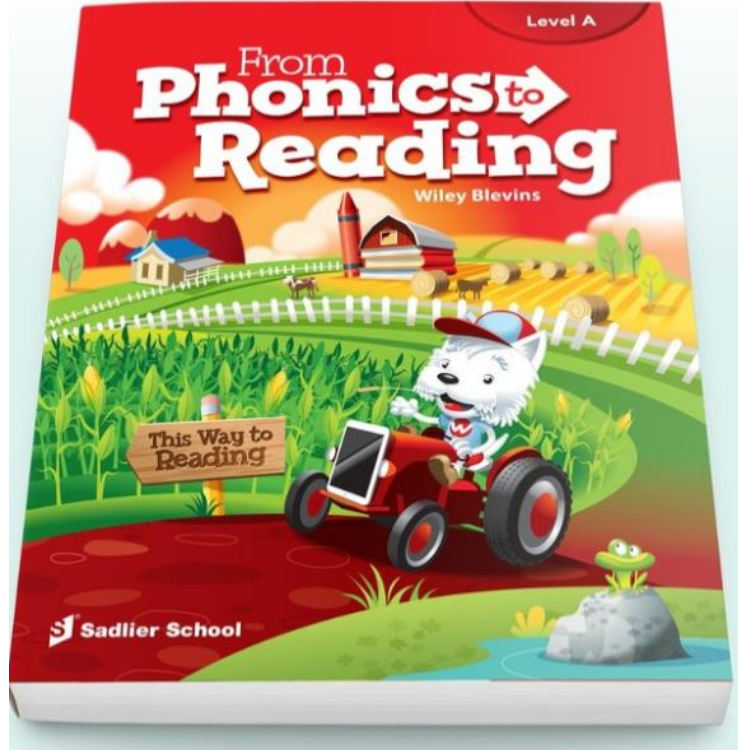




Today's agenda:

- **Deep Dive into From Phonics to Reading**
- **Deep dive with rubric**
 - live break out rooms by grade level
 - Whole group sharing
- **Whole group discussion and wrap Up**
- **Calendaring-** what's coming up

Assume positive intent • Keep students and teachers as our focus. • Share our needs. • Balance advocacy and inquiry • Discuss surface tensions. • Be here, be you, belong, be brave. • Lean on research to build understanding. • Enough processing time for all but stay on track. • Start and break on time. • Be mindful of agenda and be flexible. • Bring own snacks. • Have coffee and tea available. • Be gracious and trust others are being professional regarding tech use. • Everyone has a voice, be aware of airtime. • Be hard on an idea but gentle on people. • Be mindful of start time, end time, and breaks.



Log in to access the online teacher edition:
<https://www.sadlierconnect.com/@1114044>

Username- jwilkinson
Password-BSD2021

From Phonics to Reading



All Components | Teacher Edition | Expand | Collapse

Level A

Overview

Professional Development

Instructional Guides

ABC Express

Hop, Skip, Jump

Unit 1

Lesson 1

Lesson 2


































Lesson 3

Lesson 4

Lesson 5

Unit 2

Overview

 Overview			
 Title Page		  	
 Copyright		  	
 From the Author		  	
 Program Overview		  	
 Scope and Sequence		  	
 Implementing <i>From Phonics to Reading</i>		  	
 Assessing Phonics Instruction		  	
 Intervention		  	

Preview




Scope and Sequence

Grade level deep dive:

- Rubric- questions 1.1-1.15 on pages 8-9

January 2017




Tools

Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5


Barbara R. Foorman
Kevin G. Smith
Marisa L. Kosanovich
Florida State University

Overview

This rubric is a tool for evaluating reading/language arts instructional materials for grades K–5. Based on rigorous research, the rubric can be used by state-, district-, and school-level practitioners and by university faculty who review instructional materials. The rubric is organized by content area for grades K–2 and for grades 3–5. Each content area (for example, writing) includes a list of criteria for evidence-based practice that the instructional materials are expected to include. Each criterion is aligned to recommendations from six What Works Clearinghouse practice guides, and a 1–5 scale is used to rate how well the criteria were met. Guidance for when and how to use the rubric—including facilitator responsibilities, professional learning for reviewers, and ways to use the ratings—is also provided.



NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Services
U.S. Department of Education



SOUTHEAST
Regional Educational Laboratory
at Florida State University

Rubric: Grades K–2 content

Directions for reviewers using this rubric
Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.

	1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	

1. Foundational reading skills

1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development [RTI practice guide].

	1	2	3	4	5
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Support your rating:

Print concepts

1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words [FR practice guide, Rec. 2, #1].

	1	2	3	4	5
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Support your rating:

Phonological awareness

1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime) [FR practice guide, Rec. 2, #1].

	1	2	3	4	5
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Support your rating:

Phonemic awareness

1.4. Phonemic awareness instruction follows a developmental progression—for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters [FR practice guide, Rec. 2, #1].

	1	2	3	4	5
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Support your rating:

1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled [FR practice guide, Rec. 2, #1].

	1	2	3	4	5
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Support your rating:



Whole group wrap up

Does our grade level team recommend we continue to review From Phonics to Reading?

Check in on process- how did this feel?

Wed, 4/28	Committee meeting 2:15-5:15	Deep Dive into From Phonics to Reading
5/3	Committee meeting 3:00-4:30	Set the stage for staff review; decodable texts
Wed, 5/5	K-2 Cross District Collaboration 1:30-3:00	Fundations and From Phonics to Reading-staff review
5/10	Committee meeting 3:00-4:30	Bias screening—practice and on both programs
5/10- 5/16	Public feedback	Paper and online survey/materials set up
5/17	Committee meeting 3:00-4:30	Process feedback from community and staff
5/24	Committee meeting 3:00-4:30	Complete IMC form-- recommendation
June?	IMC meeting, 4-5	Schedule School Board presentation