



# Foundational Skills Curriculum Committee Meeting

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**Wednesday, April 19, 2021, 3:00-5:00**

Whole group Zoom meeting

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

# In the chat

- 3- things that made you smile this weekend
- 2 things that you are looking forward to before June 18
- 1 thing that brought you joy today

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.

# Agenda

**Today's objective:** Determine if we are going to move Foundations forward and if we are going to consider other programs.

- Foundations feedback and next steps
- Other programs feedback and next steps
- Calendaring

# CKLA feedback

I know that I could not support a recommendation for CKLA. My equity lens is super focused and I don't feel that a program that is working on a surface level for E, D, I is aligned to our Promise. The second reason I could not support CKLA is the decodable texts content.

I'm ALL THE WAY done dating CKLA. I can confidently take that off the table after reviewing Foundations this morning.

I feel like CKLA is the best program we've seen so far and comes VERY close to meeting our needs, but there are enough committee members with strong feelings against it that I worry districtwide support would be undermined. I think the concerns about it could have been addressed, but I get the sense that that ship has sailed so I'm OK letting it go if that's what the group decides. It's a shame, though, because teachers at my school are using it and seeing the benefits to students.

For me CKLA is a no go. The line was drawn with the time commitment. In addition the decodable books were bad, soooo bad.

CKLA: detailed teacher manual that supports the science of reading-when I read the manual, I feel that I understand "why" I'm teaching the activity and it's easy to understand how to be explicit in my teaching (example: the tricky words activities that tell you exactly what the tricky part of the word is), activities could be done without the workbook, strong ratings by EdReports

I can say I wouldn't feel comfortable recommending CKLA right now.

# Poll #1:

Are you willing to put CKLA in front of our community and teachers for feedback:

- Yes
- No

# Feedback about Foundations

It felt exciting to dig into a curriculum that seemed to meet our needs a bit better today. After we get answers to the questions we proposed (and if we like the answers 😊), I would personally feel comfortable recommending Foundations. I think that it meets our rubrics and is very teacher friendly.

Yes-- I would feel confident making a recommendation.

I was a tough critic this morning but was pleasantly surprised....I would support putting Foundations in front of teachers for feedback

Foundations has good potential, but it will require a patchwork of resources (i.e., phonological awareness supplementation, decodable readers). I worry about how wordy its verbal pathways are for letter formation. Much of the program revolves around those but if teachers have a hard time remembering them, they won't be used.

For me Foundations is a go. The materials/ teacher guide are teacher friendly. The time commitment is possible, especially with the structure. What does need to be supplemented seems to be easy to supplement. I do wonder about the cost of the geodes- There has to be a cheaper option. I also looked at the web site. It appears that there is real time answers that can be provided for teachers, as well as training that can take place online.

Not yet, although it seems that Foundations would be a viable option and I would be fairly comfortable with this decision (although I am HIGHLY concerned about the cost of Geodes, which would greatly alter the viability of this program if we cannot fund the decodable purchase).

I would recommend Foundations, I really think it is manageable and doable, and the Geodes are great. The fact that we could teach it to fidelity without chopping up or adapting ( as we would with CLKA) makes it much stronger. Foundations with the Geodes meets the needs that we are looking for.

Foundations: shorter lesson times (but this would be lengthened if we also purchased the GEODES), the consumables are student driven and serve as a tool instead of feeling like a worksheet, when we evaluated it with the rubric, we felt that it was very strong in many of the areas (for second grade)-maybe even stronger than the EdReports rating, the components could be separated easily and some of the lesson activities could be done as students are lining up or coming to morning meeting, etc. It feels more “doable”.

I feel at this point I have enough information to move one of these programs forward. I was super happy with what I saw today in Foundations,

I was encouraged with our deep dive with Foundations but would truly need to spend time reading the Geodes decodables.

I didn't spend enough time with Foundations to speak to that.

## Poll #2:

Are you willing to put Foundations in front of our community and teachers for feedback:

- Yes
- No

# Feedback about looking at the other programs

I don't mind pausing and looking at other programs, but I sure hope we can give teachers something before August. I feel a sense of urgency to revamp how we teach children to read. Our third, fourth, and fifth grade colleagues are frustrated that they can't dig deep into content and inquiry because they are teaching their students the foundational skills that should have been taught in primary. Each year, children are leaving primary classrooms without sequential, systematic instruction in how the English code works. What they are getting are some bad habits, like relying on pictures to guess words and skipping over words they haven't learned to decode. (That's not a criticism of our teachers. I used to teach those habits too. Our current curriculum literally encourages it.) Above all, though, I do want us to get this right.

Yes, I did not look at either of these programs and believe they are worth looking at. I also think we will be better consumers of the information now that we have done some deep dives and know what we are looking for now. Yes, I would like to look at some additional programs that were not on the table initially - can we have input here?

I would also be interested in screening other curricula you mentioned and have also heard about Learning without Tears that I'm curious about.

We could continue to look if in fact there are things we haven't seen yet. I don't feel the need to go back to things we eliminated—but I would preview the Blevins program for sure.

My preference, honestly, would be to do a deep dive into all three that you've mentioned. I know time is hard to come by. But I feel like we need to see them in depth for comparison.

It might be worthwhile to look at another program if it was, like Foundations, a stand alone program, that only took 30 minutes to teach. In this way we would have a more “apples to apples” program to compare Foundations to. I would not recommend looking at another program if it meant that it would need to be parsed down, (as we would have to do with CLKA), or if it was something that was so embedded into a comprehension reading program that would make it feel ‘disembodied’ by using on its own.

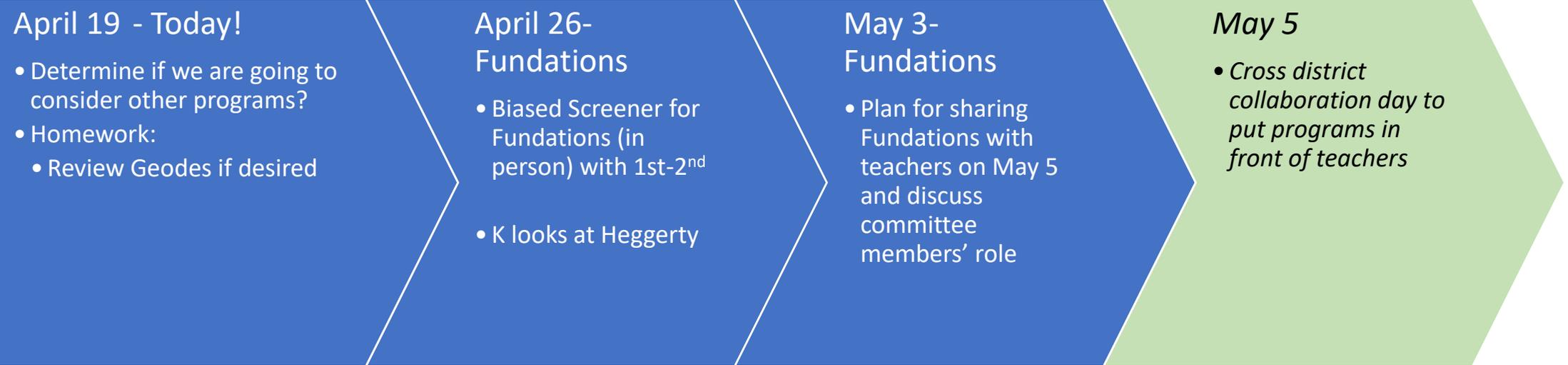
I want to look at I am a Reader, IRLA (or whatever that one is called) and the new Blevins curriculum.

If the team felt strongly about looking at IRLA and Being a Reader I would happily engage in that. I have also read some of Blevins work and I know that he is highly thought of in the phonics world. I would definitely be interested in diving into these curriculums if other team members thought it would be beneficial. Maybe we can all take a mini dive into these curriculums and see if we want to move one of them forward?

Yes, I believe we continue to looking. I would love to do a deep dive with these three suggested programs. I think this work needs to continue being intentional and not rushed. I believe that we are following a process that supports finding the best 2-3 programs to have our customers/teachers look closely to see if \_\_\_ curriculum could best support the work of foundational competency of our earliest learners.

I would argue wholeheartedly YES to reviewing From Phonics to Reading. I very much trust the work of Wiley Blevins and have used many of his resources as both a teacher and a pre-service teacher educator. A quick perusal online looks quite promising. I’m less clear about the other two programs, although I don’t see many downsides to expanding the search to those as well at this point. This decision will have lasting effects on both our students and on teachers’ professional knowledge, so I would prefer to be extra cautious and thorough by adding all three programs to the review.

# Calendaring:



## Poll #3:

I recommend we review from Phonics to Reading to determine if it could be a semi-finalist. I support that we go through the process of screening it, reading the EdReports, doing a publisher presentation and a deep dive.

- Yes!
- Ok
- No



# Elevator speech