



LAUNCH NEBRASKA

Summer Learning and Beyond

Unfinished Learning in ELA

May 26, 2020



Welcome and Thank You!

- Last Thursday's webinar, *Frameworks and Support Using Zearn Math*, is posted including slides, tools, and templates.
 - Webinar and slides archived at:
<https://www.launchne.com/professional-learning-and-resources/>
- Continue the conversation!

#launchnebraska
@NDE_TLA
@schoolkitgroup

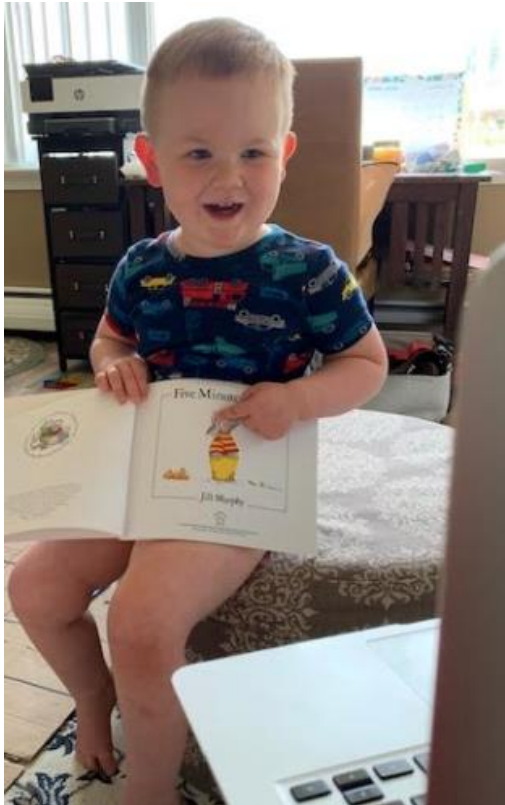
Summer Learning and Beyond: Professional Learning Series

- A webinar series designed to provide **clear, actionable information** for school districts/school systems.
- Aligned with **Continuity of Learning** Plans.
- Our first focus is preparing for **summer learning**.
- Later, we'll focus on preparing for the **coming school year**.

Our partner: SchoolKit



Meet Julia



- Director of Literacy at SchoolKit
- Former teacher and curriculum developer
- Based in Philadelphia, PA
- Aspiring home chef and chronic “just one more bedtime story?” pushover



Session Norms:

- Use the Q & A feature if you have questions about technology or logistics
- Go to “View Options” to exit full screen to access the links in your web browser.
- Recorded session and this PPT deck will be available at www.launchne.com.



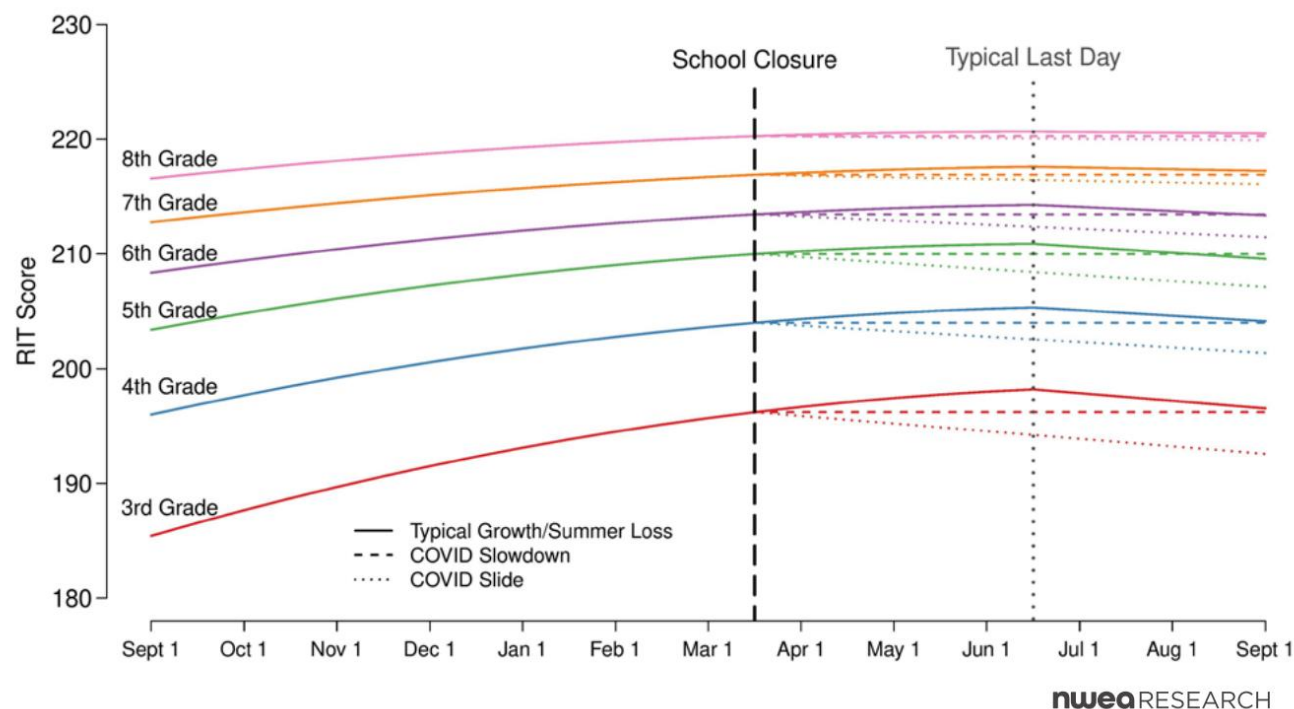
Chat Feature

- Use “Chat” when prompted to respond
- During whole group shares → “Chat All Panelists”



The Potential Impact in ELA

Figure 2. Reading forecast



A predicted learning loss of at least 30%



Three Guiding Principles

When Planning for Teachers' and Students' Return to School:

1. Put people first
2. Integrate, don't remediate
3. Keep it simple (and focused)



Session Focus:

This session will explore evidence-based practices that **address unfinished learning in literacy**, guided by a clear vision for literacy instruction, the Nebraska ELA Instructional Shifts, and high-quality instructional materials.



You'll remember from the Math webinar...

GRADE 3 MISSED LEARNING TRACKER						
Missed Learning	Missed Major Work	Missed Supporting Work	Missed Additional Work	Number of Missed Lessons	Where to Address Missed Learning within Grade 4	Adjusted Pacing
M5- Topic D (L17-18), Topic E Equivalent Fractions, Topic F Comparing Fractions	MA 3.1.1.d MA 3.1.1.e MA 3.1.1.f MA 3.1.1.i			13		
M6- Collecting & Displaying Data		MA 3.4.1.a-c MA 3.2.2.a MA 3.2.1.a		9		
M7- Geometry & Measurement Word Problems	MA 3.1.3.c MA 3.1.4.a		MA 3.2.5.a	18		



In ELA, the Approach is Different

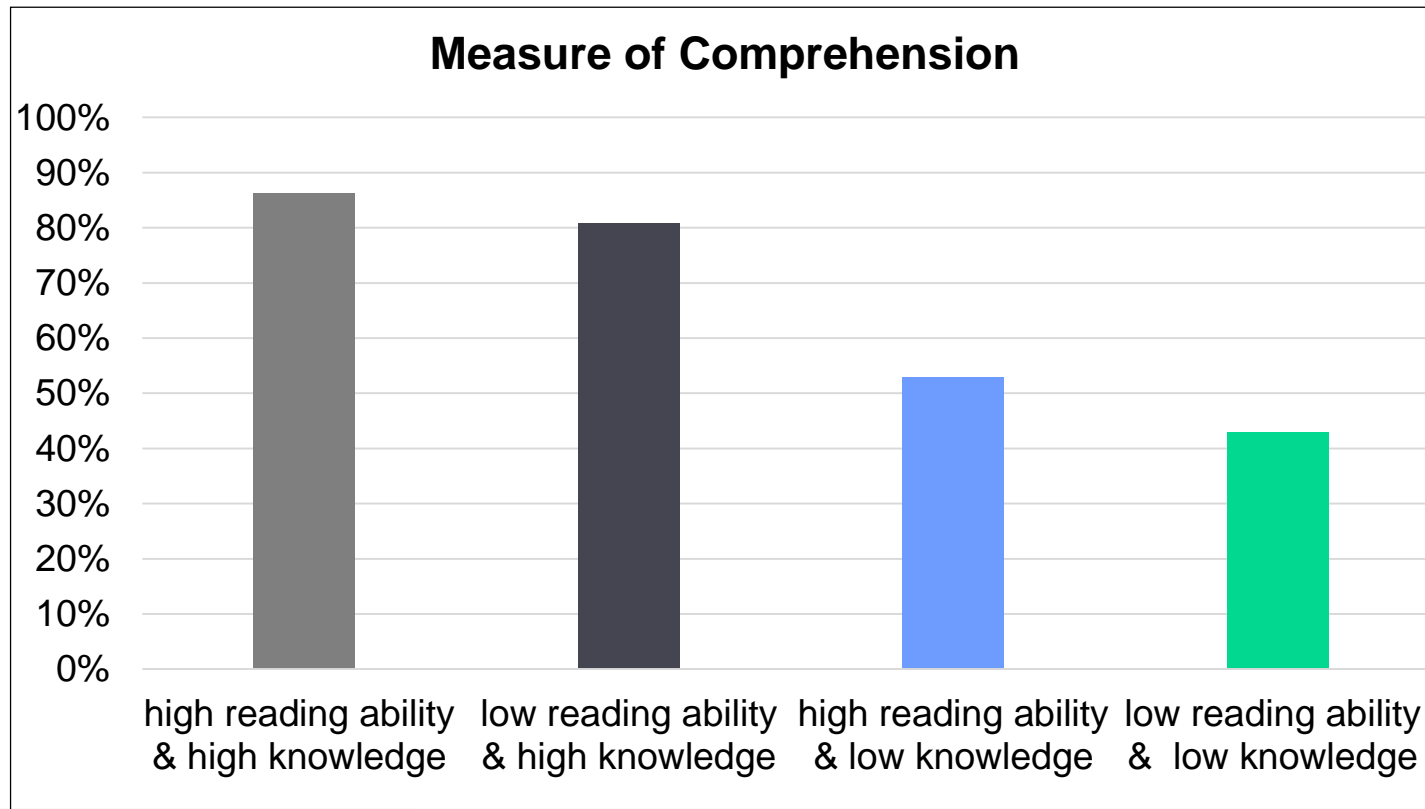
Instead of: “What **standards** did my students miss this spring?”

Ask: “What **knowledge and supports** do my students need most in order to access this text?”



The Importance of Knowledge

The Baseball Study (Recht & Leslie, 1988)



Knowledge has a much greater impact on comprehension than generalized “reading ability”.



Our Essential Question

How do we address unfinished learning in literacy in an **equitable** and **shifts-aligned** way?

Let's dig in!



Nebraska's ELA Instructional Shifts

English Language Arts

Adopted September 5, 2014

Instruction allows students to...	Key Instructional Shifts
Develop foundational reading skills in literary and informational text	Students must acquire a strong grounding in the elements of both literary and informational texts if they are to meet the demands of college and career. Supporting students in navigating a variety of complex, grade-level texts is essential to literacy development and success in a number of content areas and disciplines. Students should have opportunities to build their background knowledge through instructional supports and practices that include analysis and reflection.
Find and use text evidence to support analysis and reflection in reading, writing, and discussion tasks	The revised standards emphasize a suite of skills associated with drawing upon textual evidence to formulate arguments, support claims, and generate deeper understandings of content. The standards call upon students to both construct and answer literal and inferential questions that are based on substantive evidence from text, as well as analyze the nuances of print and digital texts.
Conduct and publish research using multiple credible sources	While the revised standards reflect a broad range of writing tasks and modes, they bring renewed focus to specialized research skills. Specifically, young writers are called upon to integrate multiple sources of information into their writing, evaluate the credibility and trustworthiness of such, and learn how to properly cite textual evidence and other print and digital sources. Effective writing practice in this domain creates a space for explicit instruction around the guidelines for appropriate and ethical uses of information. Effective practice also underscores the specialized skills associated with writing for various purposes and audiences across disciplines such as Mathematics, Social Studies, and Sciences.



An Equitable and Shifts-Aligned Approach

When Addressing Unfinished Learning in ELA:

- Identify and address potential gaps in knowledge (vs. isolating standards/skills for re-teaching)
- Plan to “stay the course” with high-quality instructional materials and grade-level content



A Note About Foundational Skills (K-3)

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Progression of Skills

We must provide **targeted** and **systematic** foundational skills instruction to all students who need it.



Session Agenda:

Topic	Length
Getting Started	10 minutes
Addressing Unfinished Learning in ELA: The Importance of Grade-Level, Complex Texts	30 minutes
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Next Steps & Looking Ahead	5 minutes



Why is this so important?

“The clearest differentiator in reading between students who are college^[L]_[SEP]ready and students who are not is the ability to comprehend complex texts.”

We must provide **ALL** students authentic practice reading complex texts with appropriate teacher support.



Let's imagine...

In the ELA grade-level meeting, you preserve the 4th-
 During a grade-level meeting, you preserve the 4th-
 While reviewing a Common Core standard, it is not
 more than one working position of an online
 is possible in most of the other applications,
 students are in the other applications,
 articles like in the past, which were not able to
 the online database. Therefore, they should
 access virtual lessons in the spring and plan for the
 reading specialist to pull these students from ELA once a
 structure and content paragraphs.



Common Pitfalls: Teachers

- Spending the beginning of the year teaching **isolated skills and standards** that students missed (and focusing on skills in class)
- **Replacing** or **adjusting** complex texts in a high quality curriculum (e.g. changing vocabulary or simplifying sentence structure)
- Revisiting or teaching **units from earlier grades**



Common Pitfalls: Leaders

- **Making assumptions** about students who unresponsive or underperformed during virtual learning in the 19-20 SY
- **Pulling students who struggle out** of ELA instruction to focus on “remediations”
- Assigning some students to **online literacy intervention programs** instead of core instruction



What makes this approach problematic?

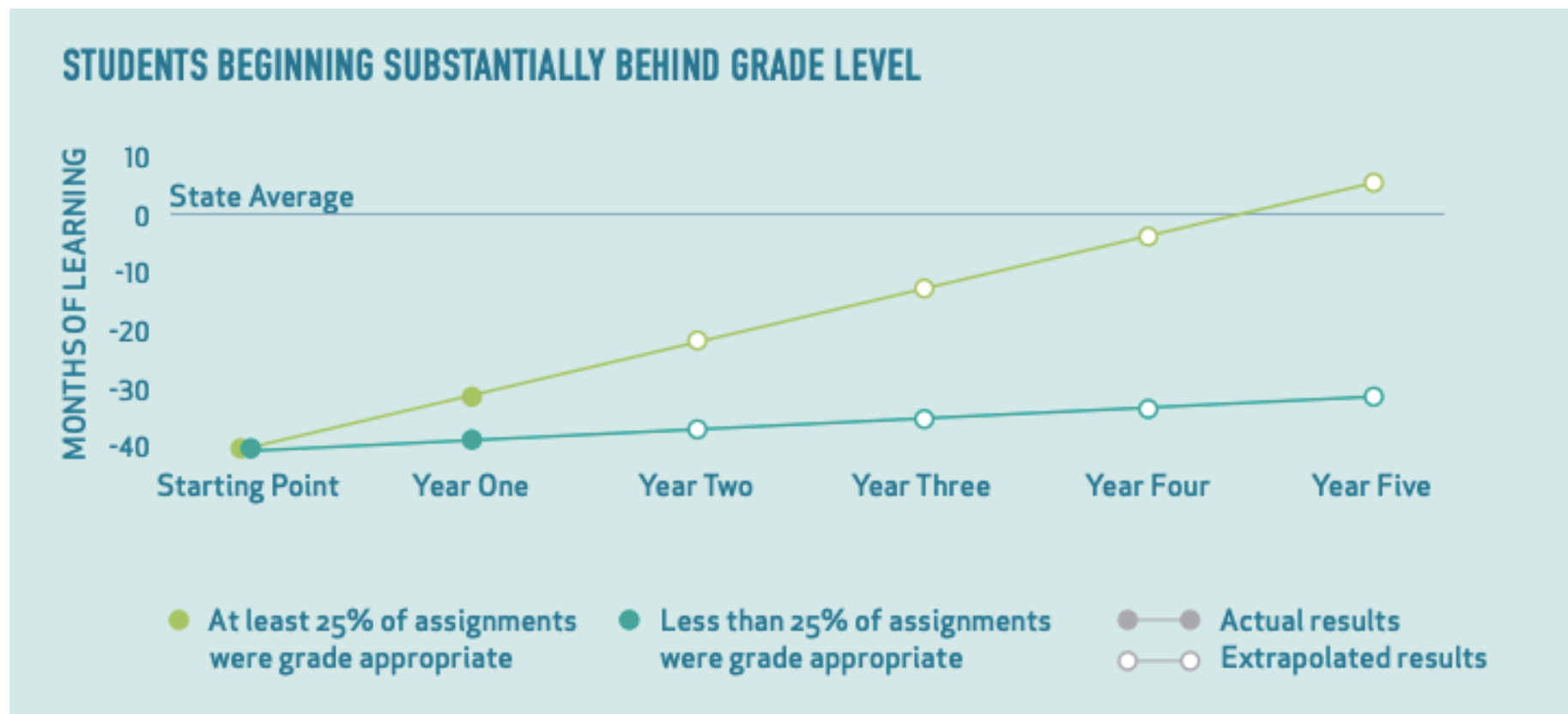
“The types of texts that teachers use with their students is an issue of **equity**: Teachers must provide a text diet rich with difficult texts to adolescents, **including those who may struggle when reading them**, to ensure equitable literacy instruction for all.”

“Struggle is Not a Bad Word” (Lupo, Strong, & Smith 2018)

(Hiebert, 2017; Tatum, 1999)



Impact on Students Over Time



The Opportunity Myth (TNTP 2019)



You may be wondering...



What should we
do instead?

Ensure that ALL students have
consistent access to grade-level
instruction rooted in complex texts.

What does this look like?



Addressing UL in ELA: Vision of Success

- Read the "**Vision of Success**" Case Study
- **As you read, reflect:** How did teachers ensure that all students had access to the complex, grade-level anchor text?

<https://tinyurl.com/ELAScenarioNDE>



Let's hear from you!



How did teachers ensure that all students had access to the complex, grade-level anchor text?

Chat your reflections!



Putting the Research Into Action: Leaders

High-quality instructional materials matter.



Putting the Research into Action: Leaders

- **If you have HQ Instructional Materials: *Stay the course!***
 - ELA Teachers should start teaching Unit 1 of at-grade-level content in the fall.
- **If you have *not yet* adopted HQ Instructional Materials:**
 - **Long Term:** Start thinking about curriculum adoption as part of your long-term strategy for school improvement
 - **Short Term:** Monitor and evaluate the instructional materials your teachers are using, and point them in the direction of high-quality resources

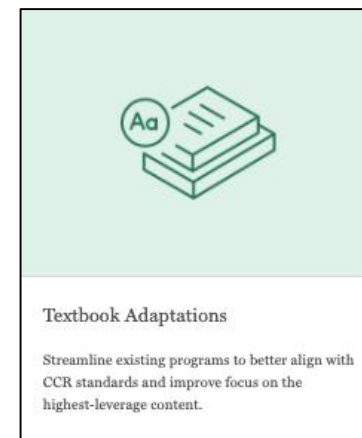


Resource Spotlight

Instructional Materials Evaluation & Adoption



Teacher Resources from Student Achievement Partners



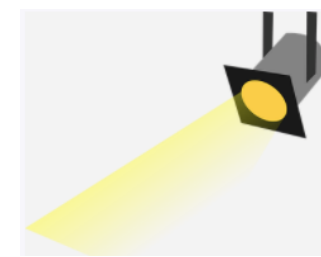
Putting the Research Into Action: Teachers

Teachers must adjust the level of *support* they provide, NOT the complexity level of the text itself.

- Build **knowledge** through reading
- Provide **vocabulary** support
- Support students with **fluency**
- Ask scaffolded **text-dependent questions**



Resource Spotlight



ACHIEVE THE CORE

Supporting All Learners with Complex Text

Before Reading

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Provide a student-friendly glossary of key vocabulary (may include words &/or illustrations)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Annotate text with a defined purpose for reading it (what they will learn from the reading)
- Number lines whenever possible to support students in referencing evidence from the text

During Initial Reading

- Make sure students experience (hear/read) the entire selection uninterrupted (except for supplying brief definitions essential for understanding). This gives students a sense of the whole text and supports comprehension and motivation
- Teacher conducts a read-aloud with students following along to help build fluency (grades 2 +)
- Note- if reading aloud, students should have ample opportunities to follow along while listening and revisit the text independently*
- Provide summaries of sections to help students build comprehension more quickly
- Have students annotate the text for key ideas while reading and/or model annotation for students
- Allow students time to discuss/write about the text following the first read:
 - using sentence starters or prompts as needed (Example: I wonder, I heard, I think)
 - by jotting or discussing the "gist" or "big idea" of the text as a whole
 - by working with partners to ensure all students are participating

During Subsequent Readings

- Ask a series of pre-planned, scaffolded text-dependent questions that build comprehension of the central idea of the text
- Chunk the text. Provide text-dependent questions by chunk, to be answered before moving to the next portion of the text

Student Achievement Partners:

“Supporting All Learners with Complex Text”



Putting the Research into Action: Teachers

Avoid Making Assumptions

- Utilize classroom **formative assessment data** to identify needs and determine appropriate scaffolds and supports
- Group students **flexibly** and change groupings frequently as needs evolve



In Summary: Key Actions

DO...



- **Stay the course** with high-quality ELA Instructional Materials (start with Unit 1 at grade level).
- **Scaffold to the texts and tasks;** do not change or replace them.
- **Ensure all students** are given consistent access to unedited complex texts (with supports) and HQIM



In Summary: Common Pitfalls

DON'T...

- Spend the beginning of the year teaching **isolated skills and standards** that students missed
- **Replace** or **adjust** complex texts in a high quality curriculum (e.g. changing vocabulary or simplifying sentence structure)
- Revisit or teach **units from earlier grades**



In a moment...



Consider your school/district and role. How might you **apply this learning** in your context?

But first...let's find out who's joining us today!



Let's Take a Poll!

What is your role?

- State-level Leader
- ESU Leader
- School-based Leader
- Instructional Coach
- Interventionist
- Teacher
- Other



Pause and Reflect



Consider your school/district and role. How might you apply this learning in your context?

Chat your reflections!



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The “Big Five”

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension



Foundational Skills are Critically Important

“Students who fail to **decode** with automaticity will fail to read with **fluency**, and students who fail to read with fluency will fail to **comprehend** the rich complex text needed to succeed in college, work and life.”

(“Why a Structured Phonics Program is Effective” Liben 2017)



NE Foundational Reading Standards

The NE ELA Standards account for students learning the foundations of reading.



Kindergarten



LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

- LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).
- LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).
- LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
- LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
- LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
- LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

- LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
- LA 0.1.2.b Segment spoken sentences into words.
- LA 0.1.2.c Identify and produce oral rhymes.
- LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.

- LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
- LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
- LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

- LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
- LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

How and why is the approach different?



A **progression** of skills that *must* be taught systematically



Addressing UL: Foundational Skills

How can we intervene to support students with foundational skills unfinished learning?

1. **Use diagnostic assessments** to identify missed learning
2. **Address gaps** by teaching missed foundational skills in the sequence to all students who need them



Why does assessment matter?

We cannot make assumptions about students' decoding abilities when they come back to school.

We MUST find out where they are on that developmental trajectory.



Types and Purposes of Assessments

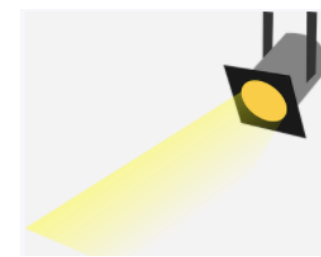
1. Screening

2. Diagnostic

3. Progress Monitoring



Resource Spotlight



Approved Assessments

2020-2021	2019-2020	
Amplify Education, Inc.		
mCLASS DiBELS 8th Edition	K, 1, 2, 3	mdronne@amplify.com
Center on Teaching and Learning, University of Oregon		
DiBELS 8th Edition	K, 1, 2, 3	mwarman@uoregon.edu
DiBELS 6th Edition	K, 1, 2, 3	
DiBELS Next	K, 1, 2, 3	
Curriculum Associates, Inc.		
i-Ready Diagnostic	K, 1, 2, 3	DWelton@cainc.com
Dynamic Measurement Group (DMG)		
Acadience Reading K-6 (also published as DiBELS Next)	K, 1, 2, 3	mdronne@amplify.com
FastBridge Learning		
FAST CBMReading	1, 2, 3	help@fastbridge.org
FAST aReading	K, 1, 2, 3	
FAST earlyReading	K, 1	
Houghton Mifflin Harcourt Publishing Company (HMH)		
Reading Inventory	K, 1, 2, 3	cassandra.carnevale@hnhco.com
Literably, Inc.		
Literably	K, 1, 2, 3	tyler@literably.com
NCS Pearson, Inc.		
DRA2	K, 1, 2, 3	amy.searcy1@pearson.com
aimswwebPlus	K, 1, 2, 3	



Addressing UL: Foundational Skills

How can we intervene to support students with foundational skills unfinished learning?

1. Prioritize **diagnostic assessments** to identify missed learning
2. **Address gaps** by teaching missed foundational skills in the sequence to all students who need them



How might you approach this?

Teaching Missed Units from Last Year

- High-Quality Foundational Skills curriculum in K-2
- Diagnostic assessments indicate many or most students have gaps that align with missed units during school closures

Using Intervention Strategically

- Diagnostic assessments indicate students are at various points along the progression for FS
- Time exists in schedule for literacy intervention (*outside* of core instruction)



Individualized Reading Improvement Plan



An Individualized Reading Improvement Plan (IRIP) describes the **targeted systems of supports** and supplemental reading interventions a students will receive to **accelerate literacy development**.



In Summary: Key Leader Actions

Make Foundational Skills a Priority

- **Create and Protect Time**
 - For teacher planning *and* Skills instruction
- **Determine a plan for Assessment**
 - Select and administer approved assessments
 - Support teachers in analyzing and responding to data
- **Create IRIPs for students who require them**

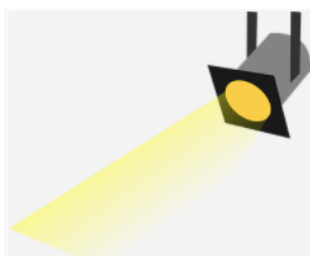


Supporting Foundational Skills UL

Key Point: We *must* provide
targeted and **systematic**
foundational skills instruction to
students who need it.



Resource Spotlight



Read-At-Home Plan for Student Success



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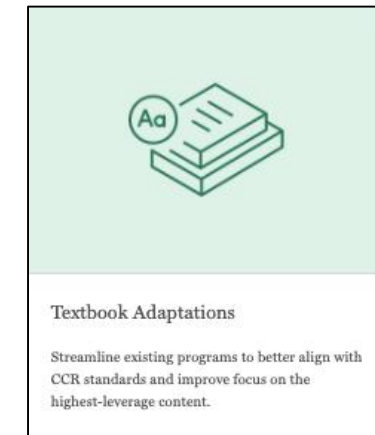
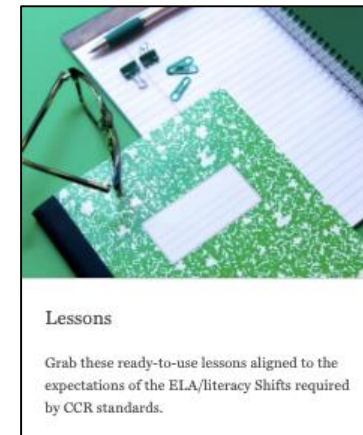
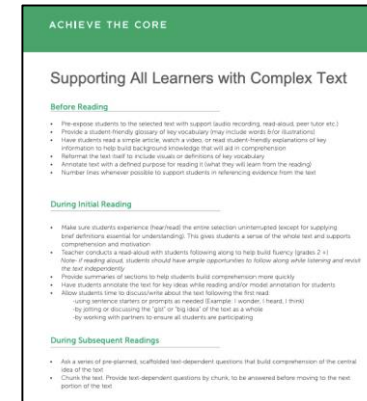


Feedback Survey

<https://tinyurl.com/NDE4Survey>



Unfinished Learning Resource Recap



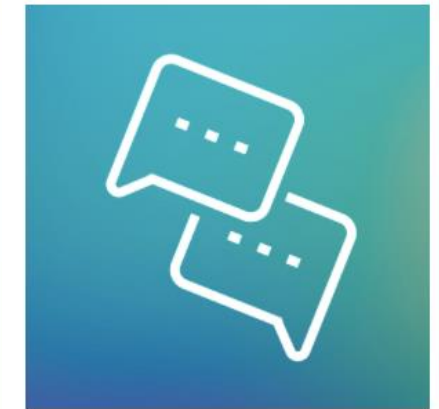
Coming Soon!

- Available from Student Achievement Partners (next week):
 - Grade-level specific, essential content for literacy and mathematics.
(www.achievethecore.org)
- Nebraska-specific academic guidance (mid/late June):
 - Core content and considerations for assessment, instructional materials, and professional learning
 - Will be available on Launch Nebraska.



Upcoming Professional Learning:

- Thursday (4:30 p.m. CST):
 - Summer Learning for Literacy
- Archived Sessions available at
 - <https://www.launchne.com/professional-learning-and-resources/>



<https://tinyurl.com/NDE4Survey>

THANK YOU

