

Reading Curriculum & Professional Development

Webinar #3 Curriculum and Assessment

NDCC 15.1-21-12.1 (HB 1388)



NORTH
Dakota Be Legendary.
Public Instruction | Regional Education
Associations



North Dakota Science of Reading

NDDPI and NDREAs are working together to unify messaging around reading curriculum and professional development under the title “North Dakota Science of Reading”



Webinar Series

Date	Time	Focus Area
Wednesday, April 6, 2022 <ul style="list-style-type: none">RecordingSlides	10:00 a.m. - 11:30 a.m. (central)	<ul style="list-style-type: none">Overview of the lawReporting elementsSupports for professional development selection
Tuesday, April 19, 2022 <ul style="list-style-type: none">RecordingSlides	12:00 p.m. - 1:30 p.m. (central)	<ul style="list-style-type: none">Review the lawReporting process
Thursday, April 28, 2022	1:00 p.m. - 2:30 p.m. (central)	<ul style="list-style-type: none">Review the lawReviewing local curriculum and assessment

All webinars will be recorded and available on the NDDPI website.

What does the law require?

Professional Development

- Training for K-3 principals and teachers

Curriculum

- Utilize scientifically-based instructional materials and approaches

Assessment

- Processes, including assessments and resources, to diagnose, monitor, and inform reading instruction that meets each child's unique needs

Reporting Item #1 Professional Development NDCC 15.1-21-12.1

Who?

Each K-3 teacher and each K-3 principal

What?

Shall attend professional developments that includes:

- Scientifically based, evidence based, and research based reading instruction
- Systematic direct instruction
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary, and
- Comprehension

Reporting Item #2 Curriculum NDCC 15.1-21-12.1

Beginning July 1, 2022, each school district and nonpublic school shall ensure the portion of its curriculum which is related to reading:

- a. Is scientifically based, evidence based, and research based;
- b. Focuses on:
 - (1) Phonemic awareness;
 - (2) Phonics;
 - (3) Fluency;
 - (4) Vocabulary; and
 - (5) Comprehension; and
- c. Uses systematic direct instruction for students in kindergarten through grade three to ensure all students obtain necessary early reading skills.

Reporting Item #2
Curriculum
(Continued)
NDCC 15.1-21-12.1

4. To be approved by the superintendent of public instruction, each public and nonpublic school shall certify to the superintendent of public instruction that the district or school:

a. Ensures the placement of highly effective teachers in kindergarten through grade three;

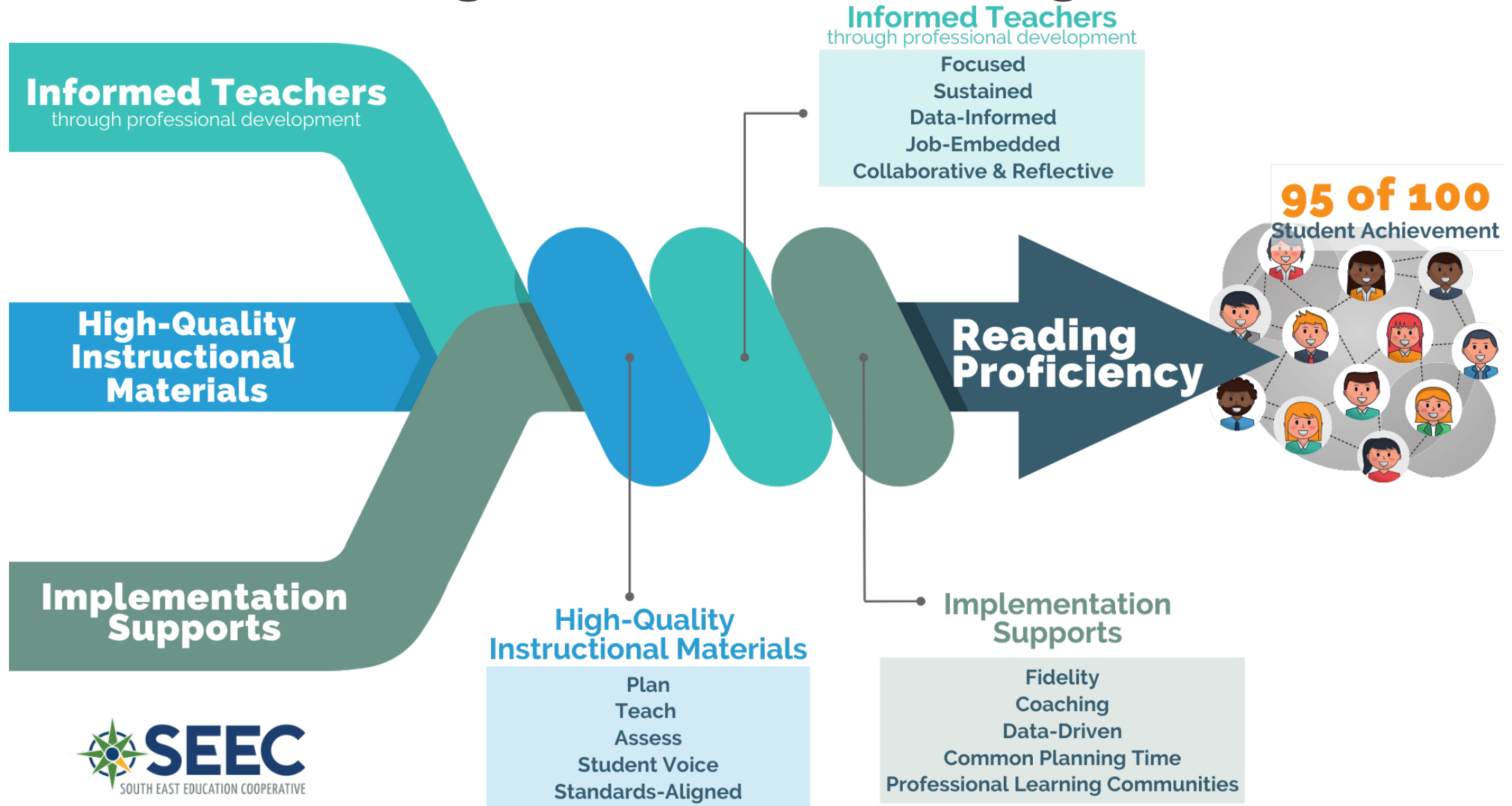
b. Has integrated reading instruments used to diagnose reading development and comprehension; and

c. Has integrated evidence-based resources to support reading development and comprehension.

The Curriculum report will request details for K-3

Core Instruction	The universal instructional materials selected by the district for grade level instruction in reading. This is the primary instruction that all students receive.
Supplemental Instruction	Additional resources used to fill gaps that exist in the core instructional curriculum. These materials are generally supporting all students with the core instruction. (Examples: an additional vocabulary program or a phonemic awareness program to supplement a weakness in the systematic core curriculum).
Intervention Instruction	Curricular materials used to address tier two and tier three intervention of reading instruction for students not meeting grade level benchmarks.

Reviewing Curriculum for Alignment



Reviewing Curriculum

North Dakota Science of Reading

Curriculum Materials Considerations for ND Schools

Science of Reading in the Context of North Dakota PK-12 Education

This document was created in partnership between the Central Regional Education Association (CREA) and the South East Education Cooperative (SEEC) for the purpose of supporting North Dakota schools interested in selecting ELA curriculum ND state standards and the Science of Reading (SOR). It emerged in response to requests from ND school districts to align instructional materials and practices with the SOR.

ND Science of Reading Leadership Team

Through this collaborative process, the ND SOR Leadership Team has been established to support the implementation of evidence-based instructional materials and practices in ND so that every student can become a skilled and confident reader.

North Dakota School Improvement Framework: North Dakota Multi-Tier System of Supports

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunity for academic, social, emotional, and behavioral success in school. NDMTSS focuses on providing high-quality instruction and supports for all students.

Phonological awareness

The skills of reading begin with an understanding of sounds in words, and many students experiencing reading difficulties do not have a phonological foundation.

What to ask:

- ☐ Are there frequent opportunities for students to engage in sound and word play?
- ☐ Is the instruction "sounds first" so that oral practice with sounds precedes practice with letters?

What to avoid:

- A "letter of the day" approach
- Instruction that starts with letters first



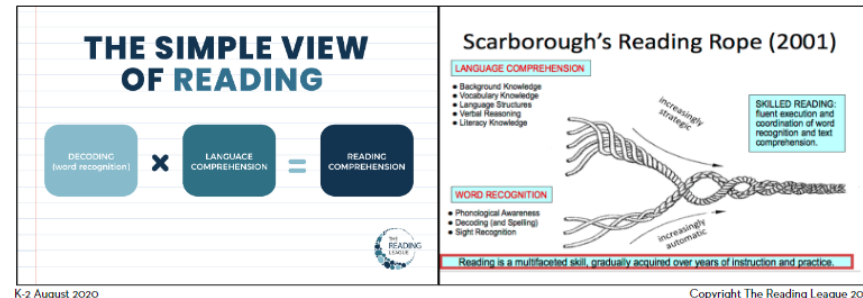
CURRICULUM EVALUATION TOOL

This curriculum evaluation tool features components that align with the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001). Word Recognition and Language Comprehension are broken down into subcomponents and writing and spelling as well as assessment are included.

Green Flags indicate instructional practices that are aligned with the science of reading.
Red Flags indicate instructional practices that are not aligned with the science of reading.

If the curriculum you are evaluating features a particular Red Flag, place an X in the adjacent red box. If many/most of the red boxes are checked for a particular component, it is likely that the program is not aligned with the Science of Reading. Keep searching!

NOTES: This tool is to be considered a "living document" meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. We thank those who contributed to its content.



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WORD RECOGNITION		
Phonological and Phoneme Awareness		
Green Flags	Red Flags	Red flag present
Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) as well as the phoneme level.	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as 'tr' are kept intact rather than having students notice their individual sounds).	
Instruction includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal).	Phoneme awareness instruction does not include more advanced manipulation tasks.	
Advanced phoneme proficiency instruction is evident beyond K-1; students are both accurate and automatic with these skills.	Phoneme awareness instruction discontinues after K-1.	
Phonemic awareness is taught directly, explicitly, and systematically.	Phonemic awareness is taught implicitly and briefly.	
When phoneme awareness is taught, awareness of individual phonemes is established prior to introduction of corresponding graphemes.	When phoneme awareness is taught, phonemes are immediately connected to graphemes (printed letters).	
All levels of phonological and phoneme awareness are assessed and monitored regularly.	Phonological and phoneme awareness are not assessed and monitored regularly.	
GLOSSARY		
Phonological awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.		
Phoneme awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that		

Reporting Item #3
Assessment
NDCC 15.1-21-12.1

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The Assessment report will request details for K-3 Instruments meeting the following purposes

Screen	Quickly and efficiently measures overall ability or critical skills of all students at specific times of the year. Beginning of year (BOY), and middle of year (MOY) to identify possible intervention and instructional needs.
Diagnose	Comprehensive assessment to develop a targeted approach to instruction for individual students.
Progress Monitor	Frequent and routine measurement of progress toward a specific goal embedded in instruction.

Questions?

