



# **Update on Literacy Framework**

**Kirsten Zazo, Asst. Superintendent of Educational Services**  
**Nancy Lai, Coordinator of Language and Literacy**

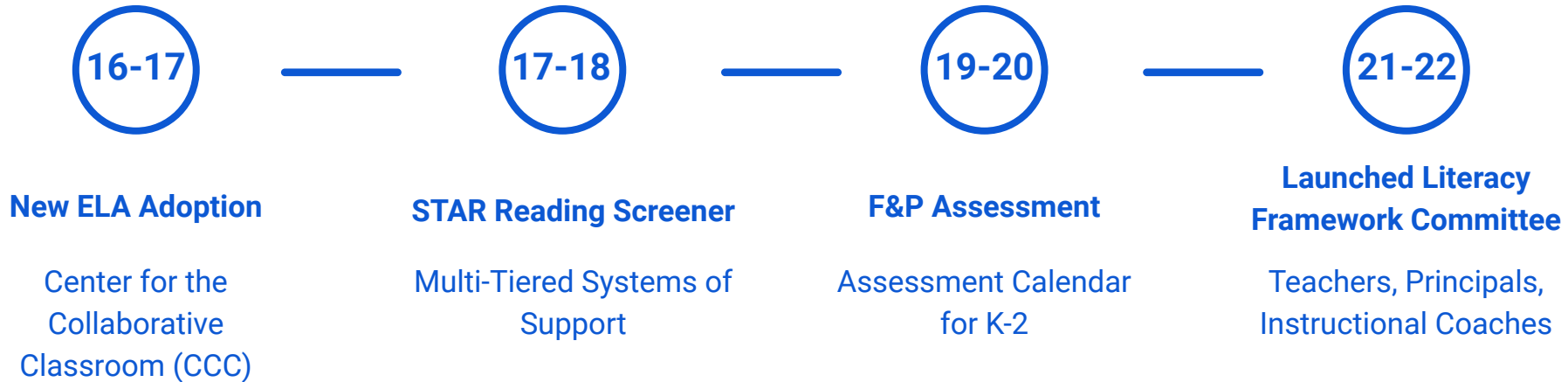
January 24, 2023

# Reading Instruction: An AUSD History

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## Prior to 16-17:

- Houghton Mifflin & Zoo-Phonics: pre-Common Core (>15 years)
- F&P assessment to monitor progress & identify intervention (2003 or earlier)



# AUSD School Board & Teacher Union

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1. Teachers, principals, and coaches are contributing members on the Literacy Framework Committee
2. Broaden opportunities for feedback: all teachers & principals
3. Family engagement, with specific attention to gathering input from families with Black/African American students, English Learner students, and students with IEPs

# Literacy Approach: Framework

Word Recognition & Fluency				Academic Language		Skills & Conventions		Reading Comprehension					Writing Craft & Process				
Concepts of Print	Phonological Awareness	Phonics	Sight Words & Automaticity	Background (Topic) Knowledge	Vocabulary	Grammar Usage	Spelling	Self-monitoring	(Re) Organizing Text	Analyzing Craft & Structure	Evaluating Content	Text-based Evidence	Author & Genre Study	Verifying Task & Purpose	Writing Process	Building & Presenting Knowledge	Communicating Ideas

# **Literacy Approach: Framework, *cont...***

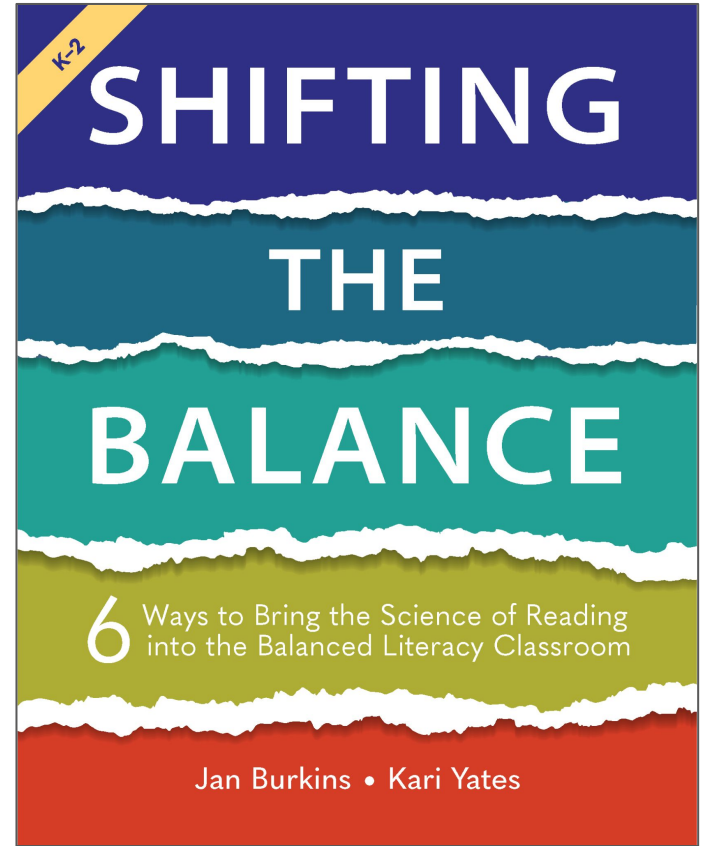
**Our goal: A literacy framework that codifies the following for each of the literacy pillars:**

1. definition
2. importance/purpose
3. assessments: screeners, diagnostics, benchmark, formative, summative (**contextualized**)
4. research-based instructional strategies
5. alignment with current adopted and supplemental materials (**contextualized**)

# **Literacy Approach: Framework, *cont...***

- CA Comprehensive State Literacy Plan
- ELA/ELD Framework
  - Resource Guide to the Foundational Skills of the CA Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects
- Common Core State Standards

# Practical Application



# Literacy Approach: Materials

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We are anticipating **longer-term implications** based on the development of our Framework.

- New K-5 ELA adoption based on an evaluation of whether our current materials are aligned to our Literacy Framework, as well as the California ELA/ELD Framework.



# Literacy Approach: Materials, *cont...*

**Making  
Meaning ,  
IBD**

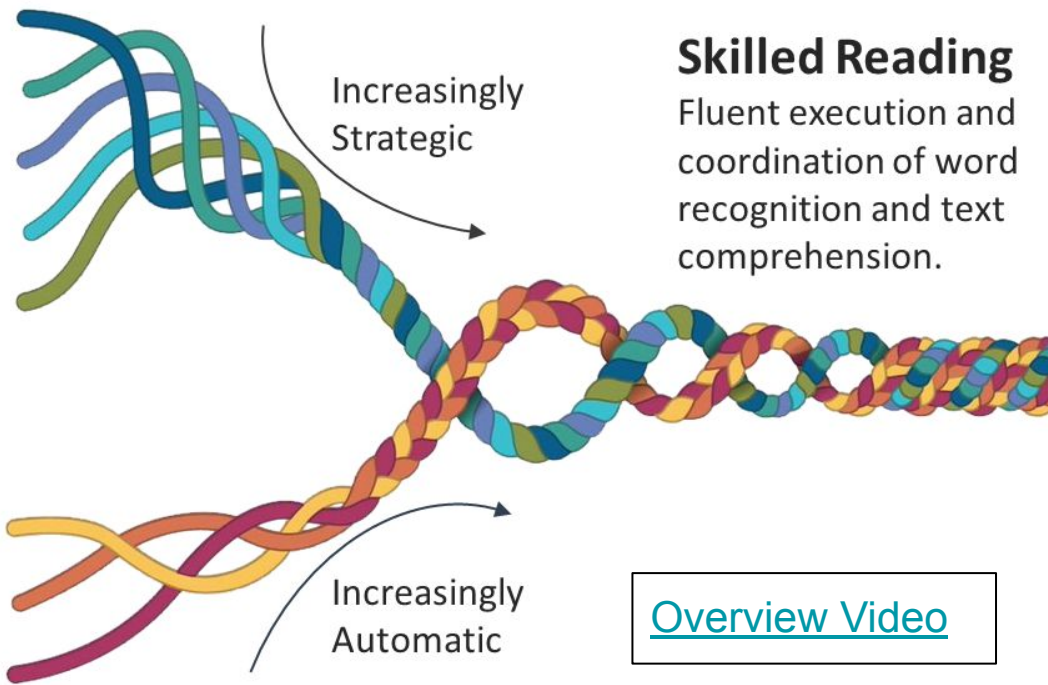
**Being a  
Reader, and  
when  
needed, OG,  
SIPPS, and  
Lexia  
Reading**

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



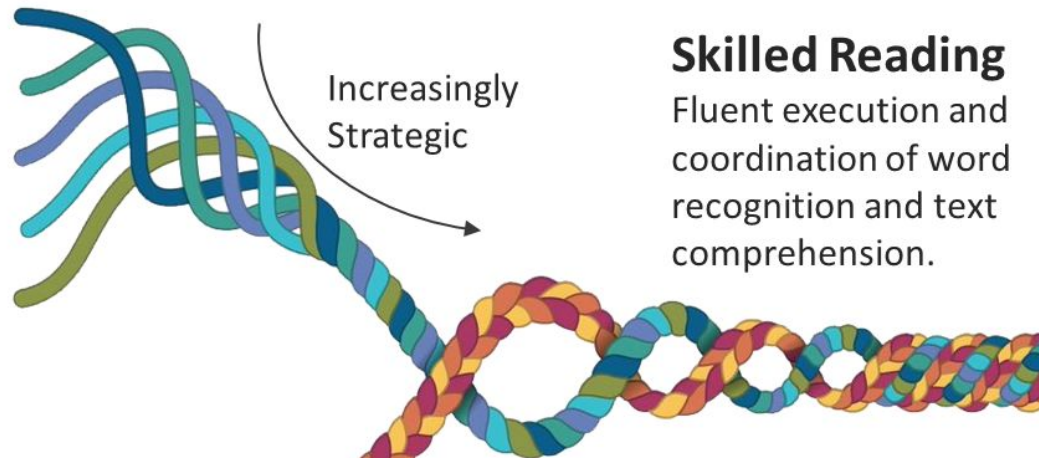
[Overview Video](#)

# Literacy Approach: Assessments

**STAR  
Reading,  
F&P,  
SBAC  
ELA,  
(ELPAC)**

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



**Skilled Reading**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

**TK & K,  
CCC Small  
Group  
Placement,  
SIPPS**

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



[Overview Video](#)

S Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and

# Additional Investments

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- **Orton-Gillingham** intensive training (5 days) and materials for Mild/Moderate education specialists for >decade
  - Multi-sensory, multi-modal method that includes both whole group and small group instruction
  - Within the last three years:
    - Trainings & refreshers for site-based teacher teams, instructional coaches, and Mild/Moderate Ed.Spec.
  - \$138,000 on just adult learning; \$7,000 for materials
  - Broader vision for OG is being explored

# Universal Screening & Monitoring for Dyslexia

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## Systematically identifying students at an early age

- *STAR Reading and Math screening and Kindergarten and Curriculum Based Assessments (“Small Group Placement”: letter recognition, letter sounds, high frequency words), students would be referred thru COST*

## Universal screening and curriculum-based progress monitoring

- *Universal Dyslexia Screening (SB237) did not pass. We were hoping for state guidance on which screeners to consider.*
  - *Washington state has approved STAR Reading and CBM*
  - *To ensure student and teacher success, and prevent unnecessary transitions, we are planning to add CBM into our STAR package to make ensure we have a dyslexia screener.*

# Family Engagement

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- Engagement and feedback from our English Learner, Black/African-American, Latinx, and Special Education families that match each group's representation in our district.
- The two most frequent questions parents ask are “How can I help my child at home?” and “What do I do if my child needs additional support?”
  - In addition to report cards and benchmark assessments, we're drafting our AUSD Literacy Milestones (“by Winter break”)
  - Robust COST process, supported by the “Intervention Lead” role
    - Initial communications
    - Ongoing: pre & post assessments, and tightening expectation for communication

# Biggest Need: Teacher Time to Learn & Reflect



Moral imperative,  
the purpose,  
framework,  
pedagogy

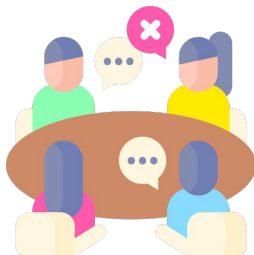


ILT focus, school-based goals,  
progress monitoring thru  
Learning Walks, ongoing focus  
during staff meetings or PD

“... teachers typically need substantial professional development in a given area (close to 50 hours) to improve their skills and their students’ learning, most professional development opportunities in the U.S. are much shorter.” ([Linda-Darling Hammond](#))



101 training,  
materials



Ongoing  
PLCs



1:1 Coaching  
(includes  
modeling  
lessons,  
debrief, etc.)

# Update on Literacy Framework

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## Board Discussion