

# Literacy in Amphitheater

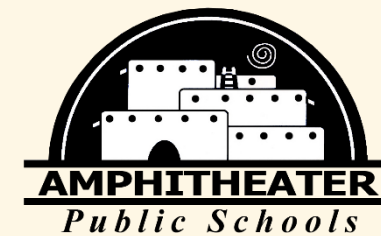
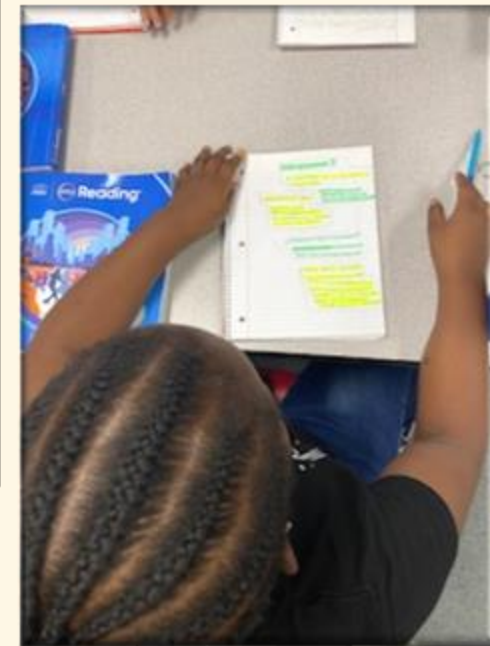
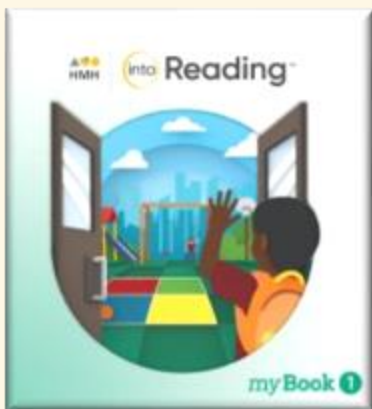


Tassi Call, Associate Superintendent for Elementary Education  
Matt Munger, Associate Superintendent for Secondary Education



# Elementary

- Tier 1 Instruction
  - Core Language Arts curriculum K-5
    - Supplemental curriculum K-1





# Elementary

- ELA Framework



Amphitheater Public Schools  
Grades K - 2 ELA Framework

|   |  |   |
|---|--|---|
| Whole Group Instruction<br>30 min                                     | Foundations (Grades K-1)<br>Intro Reading Foundational Skills (2nd Grade*)<br>(Phonemic Awareness, Phonics, High Frequency Words, and Letter Formation)  |   |
| Whole Group Instruction<br>20-30 min                                  | Intro to Reading Vocabulary and Reading Workshop Lessons<br>Shared Reading<br>(Building Knowledge, Story Structure and Language)   |   |
| Targeted Instruction<br>Two Groups<br>2 x 15 min                      | <ul style="list-style-type: none"><li>Reinforce Foundational Skills<ul style="list-style-type: none"><li>Read Decodable Text, Make Minutes Count</li><li>English Learner Support</li><li>Aligned Foundational Skills and Word Study Studio Lesson</li></ul></li><li>Push In or Pull Out Intervention Support</li></ul>                                     |   |
| Independent and Collaborative Practice<br>(occurs during Small Group) | Students choose one of the following for application of <i>Comprehension, Vocabulary, and Foundational Skills</i> : <ul style="list-style-type: none"><li>Independent and Partner Reading</li><li>Decodable Text</li><li>Letter and Word Work</li><li>Response Journal/Printable Reading Log</li><li>Reinforcing and Enrichment Literacy Centers</li></ul> | Required <ul style="list-style-type: none"><li>Amira, Waterford or iReady: 15-30 minutes per day</li><li>Amira: min 30 min/week for students receiving intervention</li></ul> |
| Wrap-Up<br>5 min  | Share Time <ul style="list-style-type: none"><li>At the end of the Reading Workshop, review the anchor charts and have students reflect on their learning by sharing how they applied their learning during independent reading and work time.</li></ul>   |   |
| Writing Workshop<br>30 min  | <ul style="list-style-type: none"><li>Intro Reading Writing or Grammar Mini-lesson (direct instruction)</li><li>Independent Writing Time/ Writing Conferences</li><li>Students share sections or entire writing pieces based on the mini lesson</li></ul>  |   |

Amphitheater Public Schools  
Grades 3-5 ELA Framework

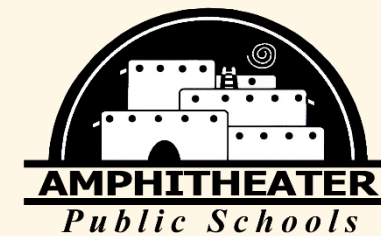
|  |  |   |
|--|--|---|
| Whole Group Instruction<br>30-40 min                                   | Intro Reading Vocabulary and Reading Workshop Lessons<br><i>Includes Module Launch, Building Knowledge and Language</i>  |   |
| Small Group and Individualized Instruction<br>Two Groups<br>2 x 15 min | <ul style="list-style-type: none"><li>Reinforce Reading Skills and Strategies<ul style="list-style-type: none"><li>Scaffold and Extend</li><li>English Learner Support</li><li>Tabletop Mini-lessons</li></ul></li><li>Guided Reading</li><li>Intervention Support</li></ul>                           |   |
| Independent and Collaborative Practice<br>(occurs during Small Group)  | Students choose one of the following for application of <i>Comprehension and Vocabulary Skills</i> : <ul style="list-style-type: none"><li>Independent Reading</li><li>Reader's Notebook</li><li>Inquiry and Research Project</li></ul>  | Required <ul style="list-style-type: none"><li>iReady: 15-30 minutes per day</li><li>Amira: 30 min/week for 3rd grade students receiving intervention</li></ul> |
| Whole Group Instruction<br>15-30 min                                   | Intro Reading Foundation Skills Lessons (designated days)<br>(Concepts of Print, Phonological Awareness, Phonics, Fluency)<br>OR<br>Communication (designated days)<br>(Listening comprehension, Speaking and Listening, Project Research)   |   |
| Wrap-Up<br>5 min   | Share Time <ul style="list-style-type: none"><li>At the end of the Reading Workshop, review the anchor chart and have children reflect on their learning by sharing how they applied their learning during independent reading and work time.</li></ul>  |   |
| Writing Workshop<br>30-45 min  | <ul style="list-style-type: none"><li>Intro Reading Writing or Grammar mini-lesson (direct instruction)</li><li>Independent Writing Time/ Writing Conferences</li><li>Share parts or entire writing pieces based on the mini lesson/progress</li><li>Integrate Writable lessons and practice</li></ul> |   |





# Elementary

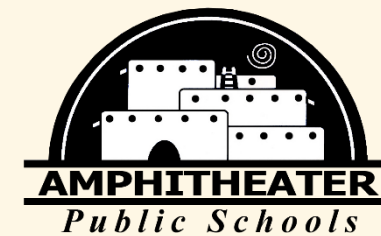
- Targeted Reading Instruction
  - Small group instruction





# Elementary

- Tier 3 Instruction
- Professional learning







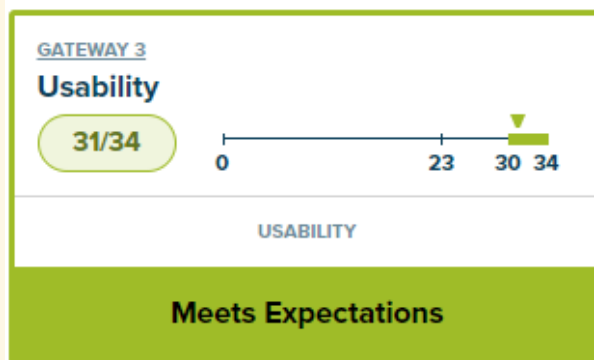
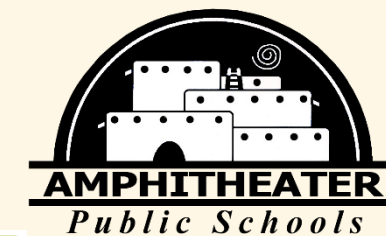
# Secondary



- Tier 1 Instruction
  - Core Language Arts curriculum 6-12
  - HMH
    - Developing Secondary Scope & Sequence Guides
  - Common Formative Assessments

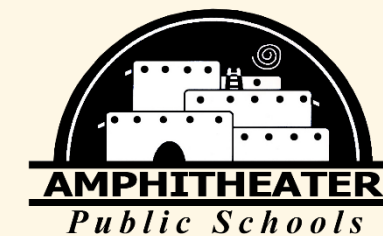


# Secondary





# Secondary

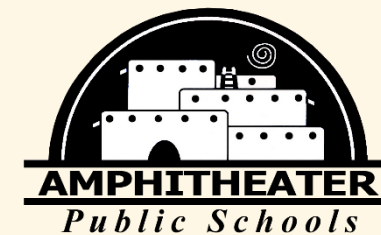






# Secondary

- REACH Courses



## REACH Honors English 9

### FILM STUDY TEMPLATES

Save the Cat!  
Heroic Elements  
Scene Analysis: Anatomy of a Scene  
3 ACT Structure  
Literary Elements in Film  
Snapshot Film Analysis

|   |  |
|---|--|
|   | <p>One of my favorite quotes from <i>Keeper of the Lost Cities</i> has to be</p> <p>"I would rather be punished for making the right decision than live with the guilt of making the wrong one for the rest of my life."</p> <p>-Sophie Foster, <i>Keeper of the Lost Cities</i></p> |
| <p>Another story that changed my life was the <i>Hunger Games</i> by Suzzane Collins. I read this book near the end of seventh grade, and watched the movie sometime in eighth grade. Watching the movie helped me understand and picture the characters better. The book <i>Hunger Games</i> also was the first young adult (YA) book I read. I have read lots of YA books since then, a</p> |  |



# Secondary



- REACH Courses
  - Middle Schools
    - Humanities  
(Grades 6th, 7th and 8th)
  - High Schools
    - **NEW** REACH Honors English 9th and 10th
    - Honors Seminar (11th)
    - Honors Capstone (12th)

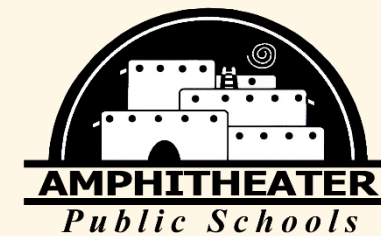
REACH 9th and 10th





# Secondary

- Tier 3 Instruction
  - Aligned to HMH resources
  - Integrated support using Wilson Reading System's *WRS* resources

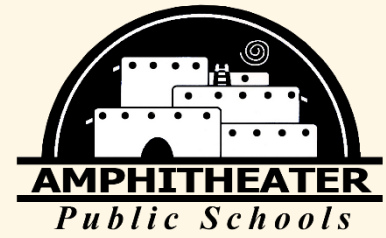






# Secondary

- Professional Learning Opportunities
  - SEI District Course
  - Quarterly Department Leader Collaboration
  - District Wednesdays





# Shift to Science of Reading



Elizabeth Jacome, Director of Curriculum and Assessment

- Why?
- Tier 1 Instruction
- Tier 2 Instruction
- Tier 3 Instruction
- Video
- Dyslexia Training Designee (DTD)
- Professional learning
- LETRS



## Language Comprehension

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

Increasingly  
Strategic

## Skilled Reading

Fluent execution and  
coordination of word  
recognition and text  
comprehension.

## Word Recognition

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

Increasingly  
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

## The Simple View of Reading

Word  
Recognition



Language  
Comprehension



Reading  
Comprehension





# Fundations

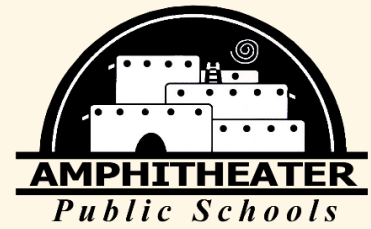
## Wilson Language Basics



### STUDENT FOCUS:

**Tier 1:** All K-1st grade students  
(2nd grade SY23-24)

**Tier 2:** Struggling or at-risk readers



### LESSON LENGTH:

**Tier 1:** 30 minutes

**Tier 2:** +30 minutes

### GROUP SIZE:

**Tier 1:** Whole group

**Tier 2:** Small group

### EMPHASIS:

- Phonemic awareness
- Phonics/word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling



# Wilson Just Words



## STUDENT FOCUS:

**Tier 2:** Students who have mild to moderate needs in their decoding and spelling proficiency, grades 4-12.

## LESSON LENGTH:

**Tier 2:** up to 45 minutes

## GROUP SIZE:

**Tier 2:** Small group

## EMPHASIS:

- Decoding
- Spelling
- Word study
- Combined with other literature-rich instruction



# Wilson Reading System



Video

## STUDENT FOCUS:

**Tier 3:** Students who have word-level deficits and require multisensory language instruction, grades 2-12.

## LESSON LENGTH:

**Tier 3:** 2 (90 min) lessons/week

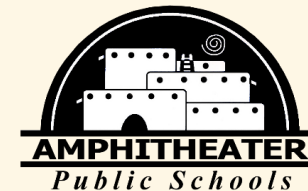
## EMPHASIS:

- Word structure
- Word recognition and spelling
- Vocabulary
- Sentence-level text reading
- Listening comprehension
- Reading comprehension
- Narrative and informational text structures
- Organization of information for oral or written expression
- Proofreading skills
- Self-monitoring for word recognition accuracy and fluency





# Building Capacity



- **Wilson** Train the Trainer/Demo Site
- Professional learning: Initial launch and ongoing support
- Dyslexia Training Designee (DTD)
- LETRS



# Assessment and Data



Jason Weaver, Program Evaluation and Data Analyst

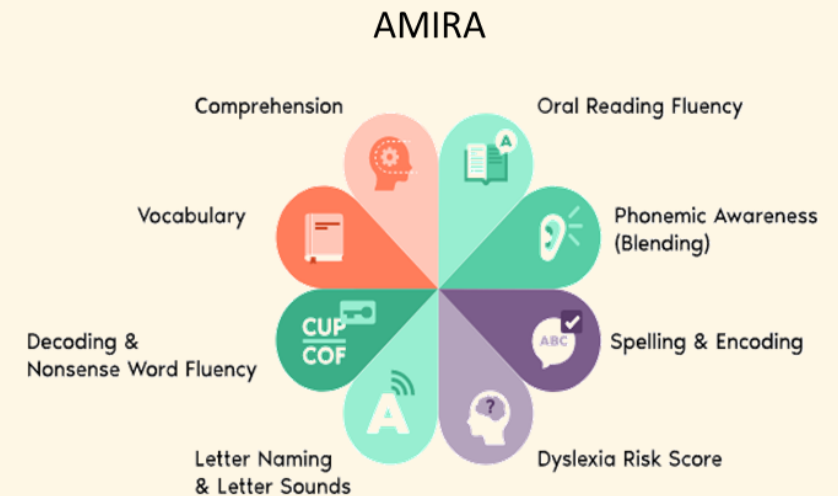
## WHAT DOES STATE AND BENCHMARK ASSESSMENT LOOK LIKE IN AMPHI?

### State Assessments

- AASA Grades 3-8
- ACT Aspire Grade 9 (*2022 year 1 of administration*)
- ACT Grade 11 (*2022 year 1 of administration*)

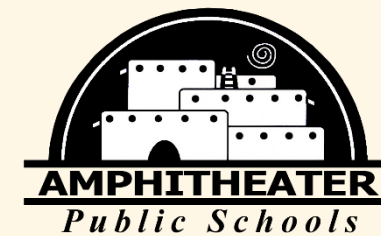
### Benchmark Assessments

- AMIRA: Grades K-3
- NWEA MAP: Grades 2-10
  - Measures Performance & Growth



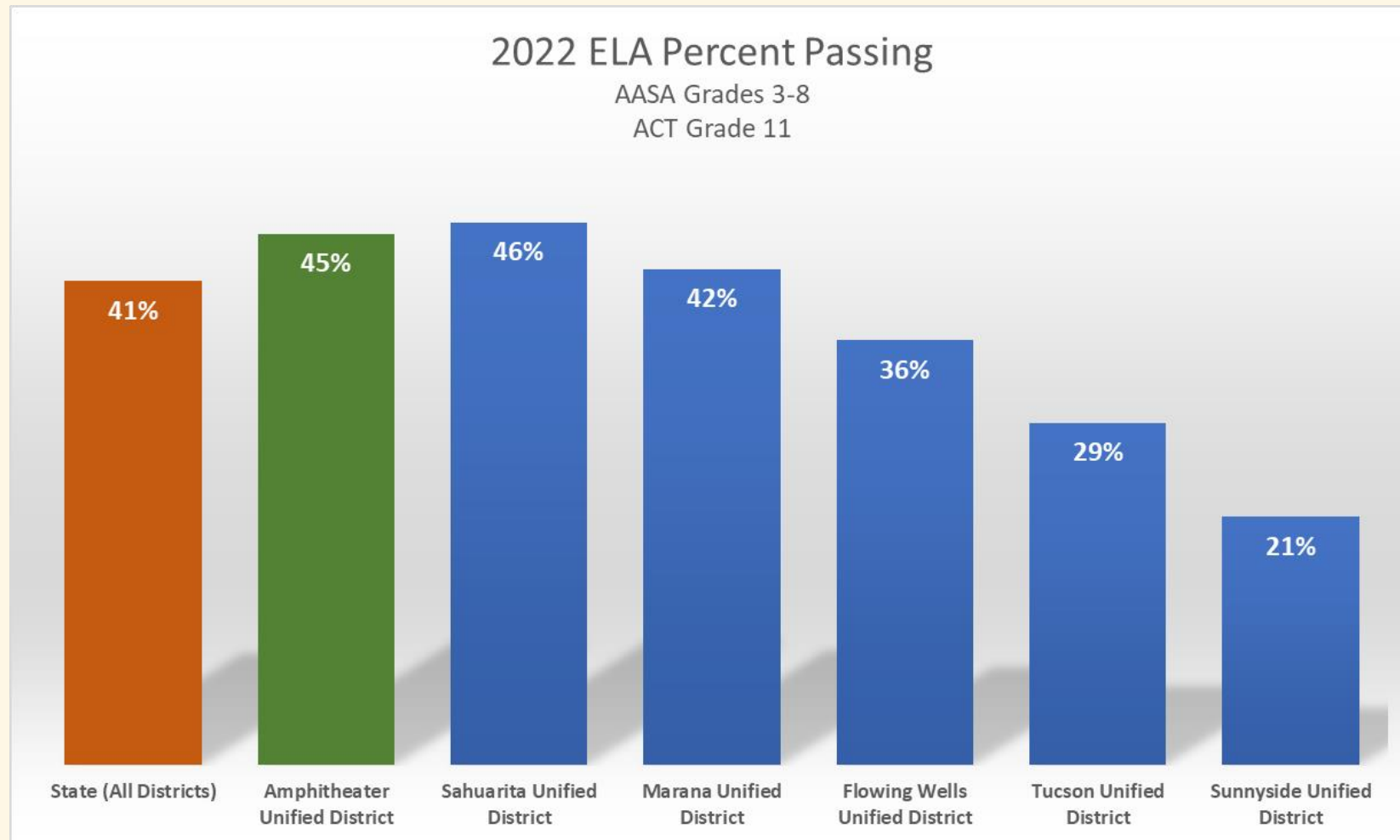


# State Achievement Data



Spring 2022 English Language Arts

- AMPHI performed Above State Averages in ELA.
- Performed at or above all other comparable neighboring districts



\*Data from ADE public data release on 9/2/2022

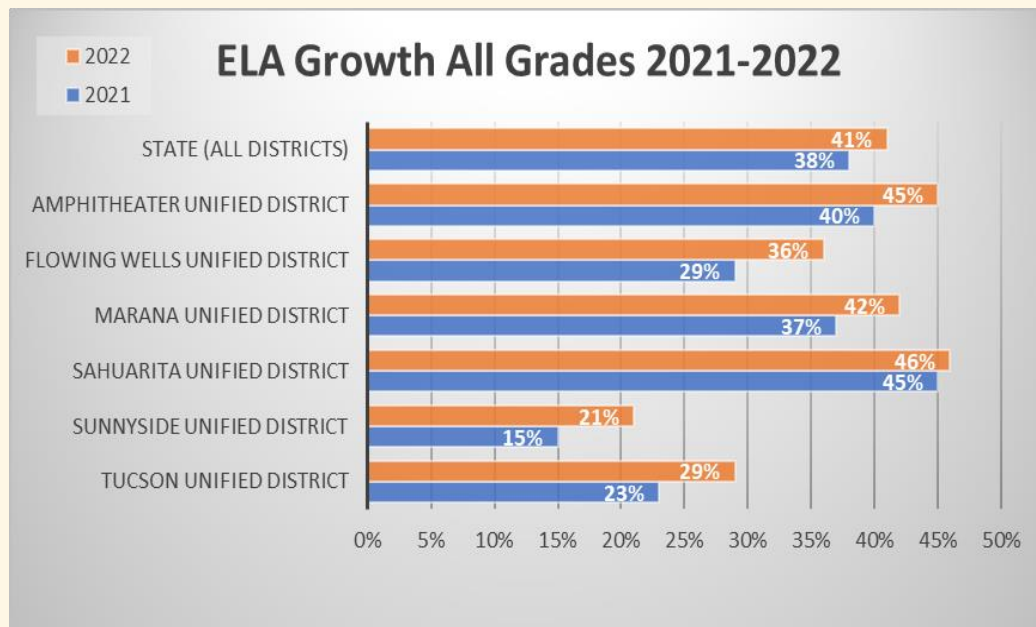




# State Achievement Data

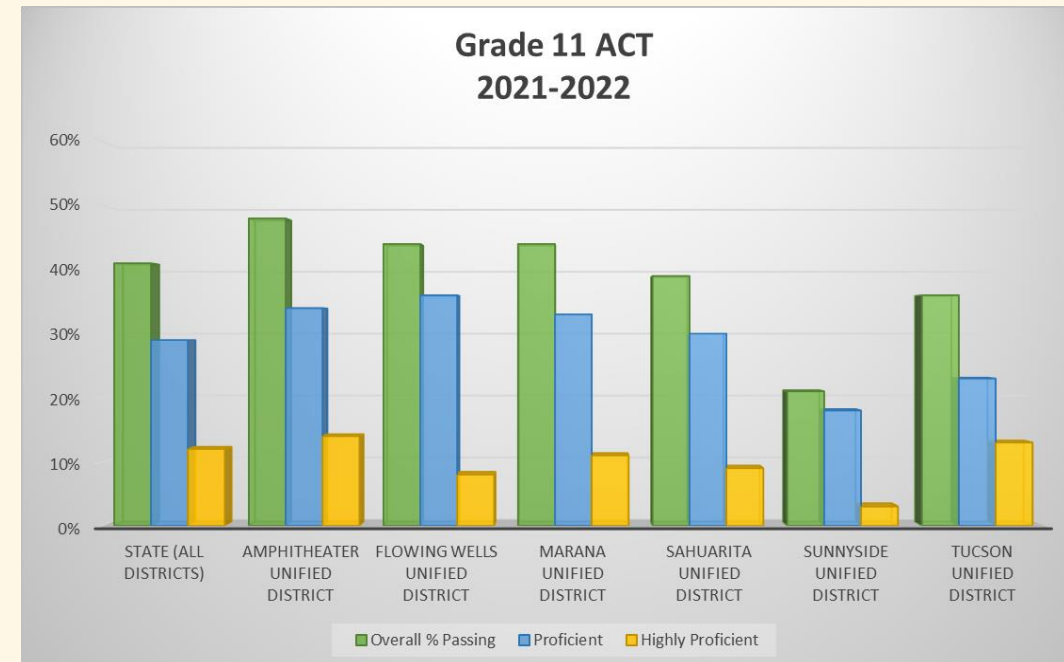


## Spring 2022 English Language Arts



English Language Arts Proficiency grew 5% in Amphitheater, compared to 3% for the rest of Arizona

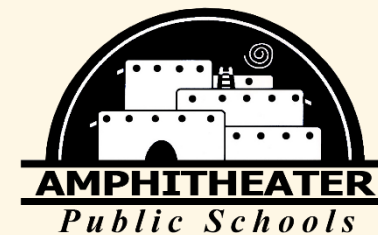
ACT scores of overall Proficient and Highly Proficient students were higher than State and neighboring districts



\*Data from ADE public data release on 9/2/2022

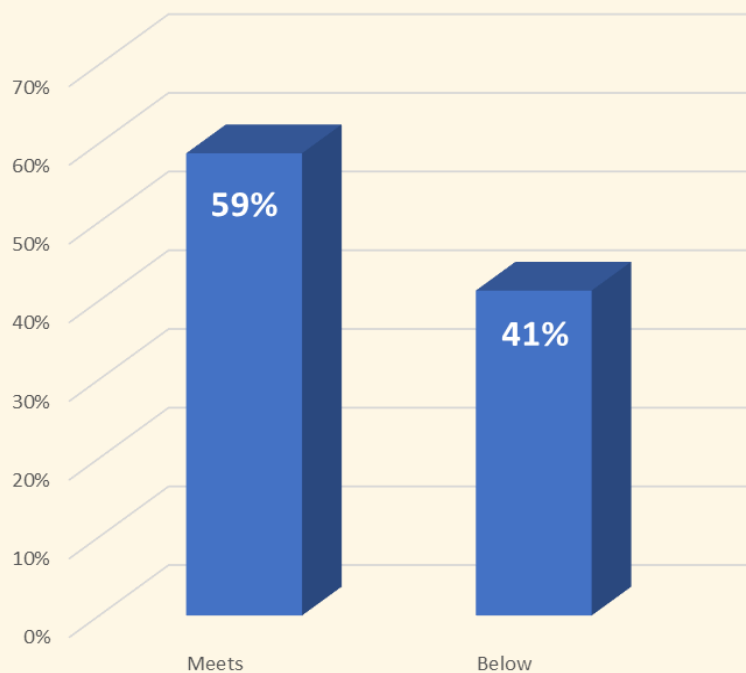


# Benchmark Achievement Data: NWEA MAP

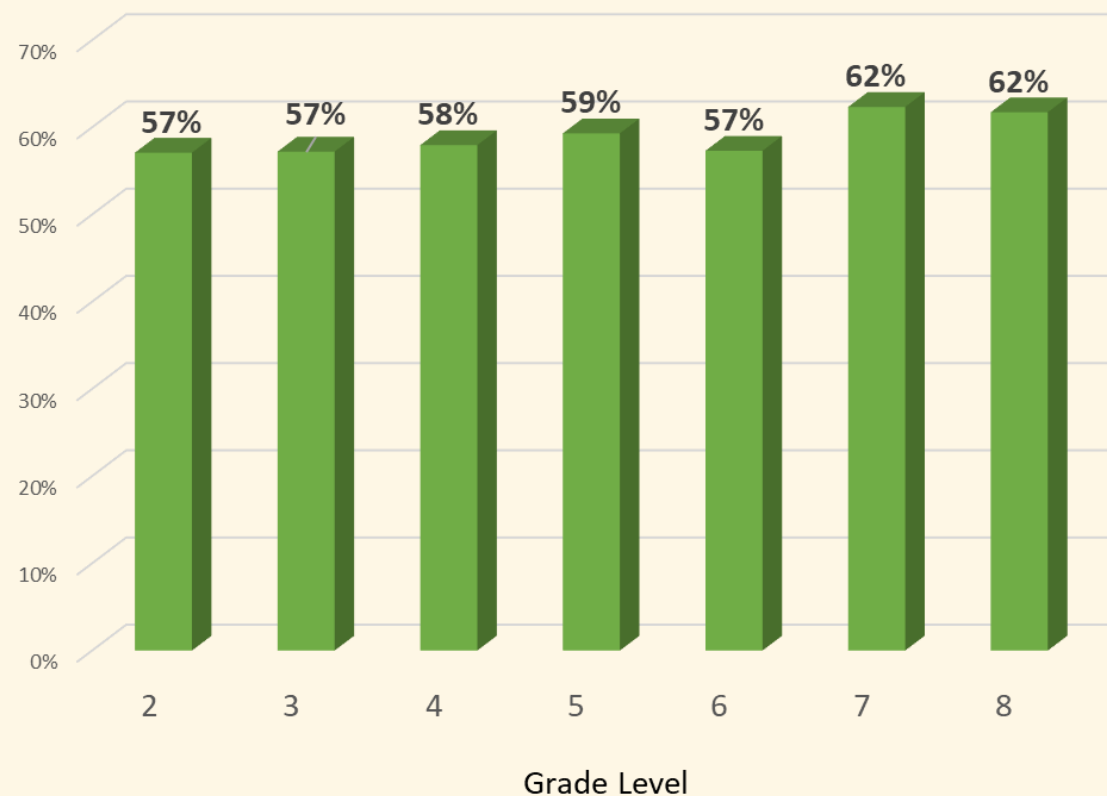


Spring 2022 English Language Arts

NWEA MAP Percent  
Average/Below Avg.  
English Language Arts Spring 2022

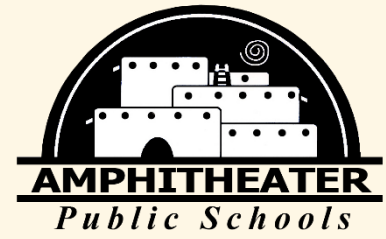


NWEA MAP Proficiency by Grade  
English Language Arts  
Spring 2022





# Next steps



- Data Work with Jason Weaver and NWEA
- Scope and Sequence
  - Elementary
  - Secondary
- Elementary Report Card



# Questions?

