



Bacich Reading Showcase

Kindergarten
First Grade
Second Grade



Bacich English Language Arts Goals for 23-24

- Develop a roadmap for a common, structured literacy curriculum for Bacich by grade level.
- Use structured literacy practices in K-2 classrooms.
- Evaluate DIBELS mClass as an assessment replacement for Fountas & Pinnell Benchmark Assessment System.



+ **Bacich English Language Arts Goals for 23-24**

- Implement usage of decodable texts in K-2 classrooms and make it available for 3-4 students as needed.
- Develop and implement word study/morphology lessons for 3rd and 4th grade students.



Assessments



Using Research & Evidence Based Assessments

- 01** 1-2 grades, so far, using the CORE Phonics Survey
- 02** MAP Growth for measuring comprehension of informative and narrative texts and, vocabulary,
- 03** 3rd and 4th grades soon to have CORE Phonics Survey administered to them



CORE Phonics Survey

Part E

sip mat let bun hog

rut fit bat hot set

nop sut dit pem fap

Part F

stop trap quit spell plan

silk fast sank lump held

nask dilt qued cang dran

Part H

harm dirt form fern surf

worn pert bark turn bird

nerm sirt gorf murd carn

Part I

tape key toe paid feet

leap boat tie ray blow

loe hine beap faim soat

English Language Arts Roadmap: Phonics Scope and Sequence

Kindergarten

Alphabet Order:

1. Short a
2. M /m/
3. S /s/
4. T /t/
5. VC & CVC
6. P /p/
7. F /f/
8. Short i
9. N /n/
10. CVC practice with short a and short i
11. Nasalized A (am, an)
12. Short o

First Grade:

Start with:

35. Short A review including nasalized A
36. Short I Review
37. Short O Review
39. Short U Review
40. Short E Review
41. Short Vowels Review (all)

Digraphs:

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. Ck /k/
45. Sh /sh/

Second Grade

Alphabet Review & Longer Words (CVC, CCVC, CVCC, CCVCC, & CCCVC)

38. Short A, I, O Review
41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
49. Digraphs Review 1
53. Digraphs Review 2 (included CCCVC)

VCe

57. VCe Review 1, e_e (long E)
59. VCe Review 2 (all vowels)
62. VCe Review 3, VCe Exceptions








Reading Longer Words

63. cc

ELA Roadmap

Detailed Core5 Scope and Sequence

UFLI K-2 Phonics Scope and Sequence

Grade	Phonics 	Phonological Awareness 	Automaticity and Fluency 	Structural Analysis 	Vocabulary 	Comprehension 	Writing Standard 
TK	Upper and Lower Case Letters (visual matching)	Rhyming	Automaticity with Foundational Concepts	_____	Categorize pictures with common attributes	<ul style="list-style-type: none"> • Listening Comprehension • Picturing • Print Concepts 	Drawing/dictating/writing an opinion, informative text, narrative
K	<ul style="list-style-type: none"> •Alphabetizing •Letter-Sound Correspondence •Letter Names Phonics Scope & Sequence	Blending & Segmenting Syllables & Sounds <ul style="list-style-type: none"> • Beginning Sounds • Ending Sounds • Short & Long Vowel Sounds •Manipulating Sounds 	<ul style="list-style-type: none"> • Automaticity with Foundational Concepts • High-Frequency Sight Words • Read emergent-reader texts with purpose and understanding 	_____	<ul style="list-style-type: none"> • Vocabulary Concepts • Advanced Adjectives 	Listening Comprehension <ul style="list-style-type: none"> • Picturing • Comprehension Strategies with Narrative & Informational Text 	<ul style="list-style-type: none"> •Drawing/dictating/writing an opinion piece about a topic or name of a book and state a preference; , •Drawing/dictating/writing an informative/explanatory text and supply some information about the topic; •Drawing/dictating/writing a narrative/loosely connected events in order they occurred and provide a reaction to what happened
1st	<ul style="list-style-type: none"> • Short & Long 	<ul style="list-style-type: none"> •Manipulating 	<ul style="list-style-type: none"> • Automaticity with 		<ul style="list-style-type: none"> •Categorizing 	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Write opinion pieces





Continued Steps

01

Continued
Professional
Development
based on Science
of Reading

02

Continued use of
piloted curricula
and how to use
the curricula
already in
classrooms

03

Piloting another
research and
evidence based
assessment tool,
Dibels mClass

