



Elementary ELA Frequently Asked Questions

This will be a working document. We will add questions and answers as they become available. If you have additional questions that are not answered in this document, please contact the Elementary ELA Coordinators:

Charisse Austin, cwarren5854@columbus.k12.oh.us

Amber Bernal, abernal8121@columbus.k12.oh.us

Pam McCray, pmccray@columbus.k12.oh.us

Into Reading and Literacy Block

- **What is the primary technology resource: HMH or i-Ready?**
 - Both: i-Ready will be used as the District Diagnostic and Progress Monitoring tool, as well as provide personalized learning paths for intervention and extension lessons.
 - HMH will provide core instruction digital resources that support and align to the instructional materials used in the classroom.
- **Will the district roster the students or will the teachers have to?**
 - Students will be rostered through Infinite Campus and Clever.
- **Will the modules in the program be taught in order?**
 - Yes. The district Curriculum Guides and Quarterly Planning Grids are closely aligned with the HMH Scope and Sequence. These documents are available in the [Digital Resource Binder](#).
- **Is there a routine and procedure resource to help teachers get started?**
 - The CCS Curriculum Guides and Quarterly Grids are available in the [Digital Resource Binder](#).
 - Into Reading Activation training videos, as well as August 25th PD videos are also available in the [Digital Resource Binder](#) in the Into Reading section.
 - The Into Reading GPS (Guiding Principles and Strategies) book provides additional information, explanations, and supports for planning and implementation of the Into Reading resources.
- **Will we be able to embed lessons into google classroom for assignments?**
 - Teachers may choose to assign lessons from Ed into Google classroom. This will provide a link for students that will take them to the correct lesson in their personal Ed accounts.

- **What types of assessments are included in the program?**

- There are several different types of assessments.
 - Selection assessments include 5 questions that students take after the first read of a text. They are used to determine how the students are comprehending the text.
 - The Weekly Assessments consist of 15 questions that are technology enhanced and constructed responses and test students' understanding of the skills taught.
 - The Module assessments evaluate the students on the skills taught over the course of the entire module across all strands.

(HMH Into Reading: Professional Learning Guide p. 113)

- **Are the Rigby leveled readers different per grade level? Are the materials for small groups provided to us?**

- Materials lists for each grade level are included in the [Google Resource folder](#)
- Each grade level will share one set of Rigby Readers. More information about the levels for each grade can be found in the Digital Resource Binder,

- **What would define “generative vocabulary?”**

- Generative Vocabulary instruction provides students with the tools they need to make critical morphological and semantic connections among words, enabling them to build vocabulary networks from words they already know or are learning. Students learn vocabulary strategies and structural analysis skills that support their independent word acquisition. Then they apply these skills and strategies to their own speaking and writing as they actively build their vocabulary knowledge.

(HMH Into Reading: Professional Learning Guide p. 49)

- **Will we be doing Developmental Writing Collection/Writing Portfolios?**

- *Into Reading* is a comprehensive resource which includes explicit writing instruction. Teachers will follow the writing lessons provided in the *Into Reading* resource and will not be asked to collect writing samples as part of the Developmental Writing Collection. The standards aligned writing rubrics will still be available to support and guide writing instruction.

- **Meeting the needs of above level learners**

- Teachers may evaluate the DOK level and cognitive demand of the lesson activity and assign activities that are at a higher DOK level to provide extension for students who are successful with the grade-level lessons.

- Teachers have access to materials that are above grade level.
- **Will we be able to print out the student's annotated notes?**
 - Yes, the teacher can print all of the student's notes or the teacher can just click one box to print those notes for a classroom discussion.
- **How do I get in 150 minutes of ELA instruction and intervention if I departmentalize for ELA?**
 - The ELA Framework has been updated and provides information and guidance on a daily schedule that teachers can reference.
 - Teachers will need to work with their building administrator and team to determine areas of the content that can be integrated.
- **It would be nice to have the letters translated into all of the different languages we have in our district. Will that be available?**
 - We have requested that the family letters be translated to the remaining "big 5" languages in our district. The ESL department is working on this.

English as a Second Language

- **Will ESL teachers have access to digital copies for all of the grades?**
 - All teachers will have full digital access to all grade levels.
 - ESL teachers who do not have students rostered to them in Infinite Campus will need to be added as Section Staff in Infinite Campus. The building scheduler - typically the Secretary - can assist with this.

Foundations

- **What are the expectations for using both Foundations and Into Reading resources? How do they align?**
 - Foundations is the core curriculum resource for K-1 explicit phonics instruction. (2nd grade will implement Foundations for the 2021-2022 school year.)
 - Teachers will supplement the Foundations lessons with Into Reading foundational skills lessons/resources as they see gaps in student learning, instruction that is necessary for the Reading Workshop portion of the literacy block, or additional areas of need.
- **What are the expectations for ESL teachers and Foundations - will they also have training and materials?**
 - ESL Department has purchased multi-level kits that can be used for Tier 2 intervention in support of and in alignment with the Tier 1 core instruction students will receive from classroom teachers.

Intervention and Spec Ed

- **How can we support Tier 2 and Tier 3 students in our classrooms?**
 - The CCS Core Framework and MTSS Decision Tree documents will support teachers in making informed decisions for students not responding to Tier 1 instruction, and in providing the differentiation, modifications, and accommodations necessary for students to be successful with grade level, Tier 1 core instruction.
 - Research shows that students are more likely to close the achievement gap when they are provided with complex texts and challenging instruction. The following articles support this:
 - <https://shanahanonliteracy.com/upload/publications/234/pdf/IJA-21.pdf>
 - <https://shanahanonliteracy.com/blog/the-instructional-level-concept-revisited-teaching-with-complex-text>
 - <http://exclusive.multibriefs.com/content/a-teachers-dilemma-instructional-level-vs.-grade-level/education>
- **Will intervention be provided by the classroom teacher or intervention specialists?**
 - Both - classroom teachers should provide differentiation and scaffolded support during core instruction, and Tier 2 and Tier 3 supports during the intervention block.
 - Intervention Specialists will provide intervention based on the IEP of the students they support.
- **Will Special Ed teachers get teacher copies for all of the grade levels they teach?**
 - Teacher resources and materials will be provided to full time Classroom teachers of record that provide core, Tier 1 instructional support.
 - Teachers with multiple grade levels will receive one grade level set of teacher resources, with digital access to other grade levels. Students will receive materials aligned with their grade level.
 - Teachers that provide Tier 2 and Tier 3 support will have digital access to the materials.
- **Will Intervention Specialists have classroom access to rosters or caseload access?**
 - Teachers that do not have students rostered to them in Infinite Campus will need to be added as Section Staff for digital access to online resources and roster. The building scheduler - typically the Secretary - can assist with this.

Professional Development

- **Additional PD Opportunities**

- ½ day sessions during the District PD days: August, October, February
- 2 Days of job-embedded coaching in your building with an HMH Literacy Specialist
- Additional webinars are available on the Teacher's Corner on the Ed Your Friend in Learning platform within the Professional Learning tab.

Leveled Literacy Intervention

- **What resources are available for LLI tutors (Primary Literacy Specialists) to utilize with students for instruction?**

- Primary Literacy Specialists will continue to work with students in small groups just as they have previously done in the past, and can utilize the Rigby Leveled Readers to instruct students at their reading level. This would be in addition to the grade level instruction that the students will receive from the classroom teacher each day. The Rigby Leveled Readers are one of the components included in the newly adopted HMH Into Reading resources and are available online within the HMH Ed platform. Primary Literacy Specialists would need to touch base with classroom teachers to avoid any potential overlap of texts that students read.

HMH Into Reading Resources

- ***Training Information: For individuals that were unable to attend the training, the link is provided below so that the training can be viewed at their convenience.***
<https://hmhco.webex.com/recording/service/sites/hmhco/recording/playback/c9967c53261e41959e2b9de681d8a399>
- **Rigby Leveled Readers** can be accessed online via the **HMH Ed platform**. PLS will need to be added as Section Staff in Infinite Campus to have access to the online platforms (HMH Into Reading and i-Ready). The building scheduler - typically the Secretary - can assist with this.
****It is recommended that this is completed as soon as possible to ensure that participants are able to access Ed prior to the upcoming training.***

- The Rigby **Leveled Reader Take and Teach Lessons** provide comprehensive lesson plans, activities, and guidance for small group instruction. Additional Rigby Leveled Reader resources that support assessment and instruction are also available on the HMH Ed online platform:
 - **Leveled Reader Printables: Oral Reading Records (Grades K-2)**
 - **Leveled Reader Quizzes (Grades 1-5)**
 - **Leveled Reader Quiz Answer Key**
- [Rigby Leveled Reader Overview Brochure](#)
- [Rigby Leveled Library Table of Contents](#) provides book titles, genre, F&P reading levels, Lexile Levels, page length, and Take & Teach Instructional Session information for all books in the Rigby Leveled Reader Library for grades K through 6.
- [How to Assign Rigby Leveled Readers from Different Grade Levels](#)
- The **Foundational Skills & Word Study Studio** also located on the [HMH Ed platform](#) provides targeted intervention for students who need practice in the critical areas of print concepts, letter knowledge, phonological awareness, phonemic awareness, phonics and decoding, word recognition, and fluency. Online components include; **Teacher's Guide**, **Blend-It Books**, **Word Cards**, and **Practice Pages**.
 - [Foundational Skills & Word Study Studio Teacher's Guide: Table of Contents and Introduction](#)
 - [Foundational Skills & Word Study Studio Teacher's Guide: Sessions 1-120](#)
 - [Foundational Skills & Word Study Studio Teacher's Guide: Into Reading Alignment Chart](#)

Leveled Literacy Intervention Resources

- Currently the LLI program does not have an online student-facing platform.
- Primary Literacy Specialists that have previously created an online account at the Fountas and Pinnell website can still access the supplemental LLI resources that are available.

- Please review the 5-minute video, “*Remote Learning Resources: Leveled Literacy Intervention*,” released by Fountas and Pinnell, that provides information regarding the LLI program and the resources that are currently available. The video gives an overview of the “*Suggestions to Support Literacy Instruction for Leveled Literacy Intervention Students*” document and walks teachers through how to access the “teacher-only” LLI leveled books online.
 - [Remote Learning Resources: Leveled Literacy Intervention Video](#)
- “*Suggestions to Support Literacy Instruction for Leveled Literacy Intervention Students*,” provides suggested activities that support students’ development in oral language, writing, reading, and phonics/word study. Additionally, Fountas and Pinnell have provided “teacher-only” digital access to the leveled books from the LLI program, to support the suggested activities outlined in the document. Teachers would have to do a “live reading or recording” of each book in order for students to be able to view and utilize them, versus being able to send a copy of the books electronically to the students.
 - [Suggestions to Support Literacy Instruction for Leveled Literacy Intervention Students](#)
- Blank Running Record Forms for Progress Monitoring
 - [Levels A-K](#)
 - [Levels L-Z](#)
- The LLI Blog website provides updates and information regarding the LLI program. This page also details the General Permission Guidelines for utilizing the digital version of the leveled books that teachers have been granted access to, so please review the guidelines carefully.
 - [LLI Blog](#)