Call for Submissions

Date   October 26, 2023

Reference Number   2023-10

The Department of Education (Programs and Services) is conducting a call for submissions to identify learning resources that may be useful to support the following courses:

Courses: Foundational Reading Skills - English Language Arts K-2

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the ***Resource Submission Procedures*** in order to be eligible for inclusion in the environmental scan.

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All submissions must be received by:

4:00 PM (Newfoundland Standard Time) November 15, 2023

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<u>Resource Submission Procedures</u>

1. Review *Appendix 1* and *Appendix 2* of this document. Vendors will confirm that the resource submitted aligns the requirements and course description provided.

2. Complete all sections of the *Resource Summary Form*.

3. Email the Resource Summary Form to:

   To: toddwoodland@gov.nl.ca

   Subject: **Resource Submission – Reference Number 2023-10**

4. Ship **<u>five physical copies</u>** of each grade level resource to:

   Learning Resources Distribution Centre
   Building 909, Pleasantville
   St. John's, NL
   A1A 1R1

   Clearly label the package(s):

   Resource Submission - Reference Number 2023-10

   Digital resources will be considered; however, at least one physical copy of each grade level of the submitted resource(s), if available, should be shipped to the above mailing address by the submission deadline.

5. If additional information is required, send an email request to

   Todd Woodland

   Manager
   Division of Programs and Services
   Department of Education
   toddwoodland@gov.nl.ca

Appendix 1: Resource Requirements

Requirements

- Evidence-based English Language Arts Foundational Reading Skills teacher resources that:
    - align with the draft Kindergarten to grade 2 Indicators for Reading and Viewing
    - align with current and diverse approaches to the teaching and learning of language arts
    - are engaging, current and developmentally appropriate
    - are appropriate for diverse learners
    - encompass the principles of UDL (Universal Design for Learning).
    - include suggestions for remediation and additional challenge
- Comprehensive teacher resources, which may include
    - Scope and sequence for phonological awareness, phonics, fluency (and perhaps vocabulary and comprehension)
    - work on word recognition language/reading comprehension even if those two components of reading may be created as separate resources
    - work on language/reading comprehension
    - accompanying decodable texts (and perhaps connected texts)
    - assessment examples/samples (formative and/or summative)
    - adaptations/modifications for inclusion, diversity, equity, and accessibility
    - suggestions for cross-curricular connections
    - built in professional learning
    - suggestions for manipulatives, games, and activities.
- Student resources must be in an accessible format that is compatible with assistive technology. A digital pdf version of successful titles, if available, will be requested for alternate format materials (AFM) purposes.
- Resources should highlight a diversity of representations such as, but not limited to, ability, race, gender, and ethnicity

Appendix 2: Draft Program Indicators

Draft Reading and Viewing Foundational Skill Indicators K-2 and Look-fors

Phonological Awareness

Kindergarten

- Segment words in a sentence
- Segment compound words
- Identify rhyming words
- Produce rhyming words
- Segment spoken multisyllabic words
- Delete a syllable in a multisyllabic word (including compound words)
- Segment words into onset and rime
- Identify words that start with the same initial sound
- Produce a word starting with a given sound (e.g., "Tell me a word that starts with /b/")
- Produce the first sound in a given word (e.g., "Tell me what sound the word 'bat' starts with")
- Identify some words with the same final consonant

Grade 1

- Blend two to four sounds orally to make a word
- Segment one-syllable words into separate sounds
- Identify final sounds
- Produce a word ending with the same final sound
- Identify medial sounds
- Locate a sound within a word (e.g., initial, medial, and final)
- Produce a new word when asked to delete a sound
- Produce a new word when asked to add a sound
- Substitute initial, medial, and final sounds in words with two to four sounds

Grade 2

- Orally blend four or more sounds to make a word
- Substitute initial, medial, and final sounds in words four or more sounds

Phonics

Kindergarten

- Identify own name
- Name all letters in a given word
- Match upper-case and lower-case letters
- Order alphabet in sequence
- Blend some initial consonants with common word families
- Attempt to sound out new words

- Decode some single syllable words. For example, consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)

Grade 1

- Decode and read single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), consonant-vowel words (to, me, etc.), consonant-consonant-vowel-consonant words (flat, stop, trap, etc.), and consonant-vowel-consonant-consonant words (back, pond, sick, etc.)
- Read words with:
  - all long vowels with marker 'e' (bite, cube, robe, etc.)
  - two letter initial and final consonant blends and digraphs (that, chat, moth, etc.)
- Read some multisyllabic words accurately
- Use sound/symbol knowledge (word structures, familiar onset and rimes, word chunks, etc.) to decode and write new words
- Use knowledge of affixes to decode new words (un-, re-, -s, -es, -er, -ed, -ing, etc.)
- Use sound/symbol knowledge to decode and write high-frequency words varying in spelling regularity

Grade 2

- Represent sounds in various ways when spelling words (a-e, ai, ei, ay)
- Use sound/symbol knowledge (word structures, familiar onset and rimes, word chunks, etc.) to decode and write new words
- Use knowledge of affixes to decode new words (un-, re-, -s, -es, -er, -est, -ed, -en, -ing, etc.)
- Use sound/symbol knowledge to decode and write high-frequency words varying in spelling regularity
- Read words with:
  - vowel diphthongs (ow, ou, etc.)
  - r-influenced vowels (ar, er, ir, or, etc.)
  - three-letter blends (scr, thr, spl, etc.)
  - other sounds for "y" (yard, my, silly, gym, etc.)
  - -le syllable types (handle, puzzle, middle, etc.)
- Use knowledge of syllables when reading multisyllabic word
- Read a variety of high frequency words

Fluency

Kindergarten

- Demonstrate automatic naming of all letters
- Demonstrate automatic recall of most letter sounds
- Begin to automatically read some single syllable words. For example, consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)

- Begin to read with expression decodable text with single syllable words: (For example, consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)
- Begin to automatically read some high frequency words

Grade 1

- Automatically read single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), consonant-vowel words (to, me, etc.), consonant-consonant-vowel-consonant words (flat, stop, trap, etc.), and consonant-vowel-consonant-consonant words (back, pond, sick, etc.)
- Read decodable text with expression, including: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), consonant-vowel words (to, me, etc.), consonant-consonant-vowel-consonant words (flat, stop, trap, etc.), and consonant-vowel-consonant-consonant words (back, pond, sick, etc.)
- Read high frequency words in decodable text
- Repeat and use frequently occurring affixes with voice variation (un-, -ed, -less, etc.)
- Respond to internal and end punctuation when reading aloud

Grade 2

- Read affixes with voice variation (un-, re-, -less, -ed, -er, etc.)
- Respond to internal and end punctuation when reading aloud with appropriate expression
- Automatically read a variety of words when reading, including high-frequency words varying in spelling regularity
- Read familiar passages fluently with appropriate phrasing and expression to convey a sense of text to audience

Vocabulary

Kindergarten

- Use Tier One (common) words in interactions (run, dog, house, etc.)
- Begin to use Tier Two (all-purpose) words in interactions (decide, positive, community, etc.)
- Use describing words
- Describe word relationships (synonyms and opposites, etc.)
- Use kinship vocabulary (brother, sister, sibling, mother, father, grandparent, Elder, etc.)
- Use story vocabulary (Once upon a time, etc.)
- Provide appropriate vocabulary to complete a phrase/sentence
- Sort common objects into categories
- Explain different meanings between similar verbs (stomp vs. march, etc.)
- Ask about word meanings
- Identify new meanings for familiar words
- Use vocabulary of feelings (happy, great, sad, frustrated, etc.)

Grade 1

- Connect prior knowledge of words and word meanings to new words
- Define familiar words by category and by one or more key attributes (animals that have fur: rabbit, cat, raccoon, etc.)
- Use words for sequencing and spatial concepts (first, second, third, on top, under, beside, etc.)
- Use language to explain similarities and differences between objects
- Use prefixes and suffixes with root words to change meaning (zip/unzip, use/reuse, tall/taller/tallest)
- Use Tier Two (all-purpose) words in interactions (decide, positive, community, etc.)
- Use some Tier Three (curriculum/content specific) words and more abstract vocabulary (environment, respect, physical activity, etc.)
- Classify information into subcategories (winter sports: hockey, skiing, snowshoeing, etc.; summer sports: track & field, baseball, soccer, etc.)

Grade 2

Connect prior knowledge of words and word meanings to new words and themes

- Classify information into subcategories (winter sports: hockey, skiing, snowshoeing, etc.; summer sports: track & field, baseball, soccer, etc.)
- Replace Tier One (common) words with more precise Tier Two (all-purpose) words and Tier Three (curriculum/content specific) words (school > education, guess > estimate, etc.)
- Use literary techniques, such as similes, to enhance and enrich meaning
- Use known root words as a clue to understand the meaning of a new word (zoology, unicycle, etc.)

Comprehension

Kindergarten

- Describe prior knowledge and connections to text imagery
- Connect prior knowledge of words and word meanings to make predictions and discuss what will happen next
- Discuss predictions about a text based on cover art, imagery, or other information
- Connect information and events to personal experiences
- Retell one or two events in familiar stores, orally
- Predict a plausible next event in a story
- Retell the main event of a story, orally or through other forms of representation
- Make inferences about a main character
- Retell sequence of events from beginning, middle, and end
- Elaborate on a main topic using a retell or illustrations, providing a few simple details

Grade 1

When being read to:

- Make simple inferences about a main character's actions/feelings using concrete examples from text, when prompted
- Recognize that a character's actions/motives may be related to the conflict
- Retell main idea of a story and the events and provide some general details

When being read to AND/OR reading independently:

- Use knowledge of affixes (un-, re-, -s, -es, -ed, -ing, etc.) to aid meaning
- Make personal connections and relate prior knowledge to text
- Elaborate on prior knowledge connections
- Make obvious comparisons and conclusions from one story to another story
- Ask questions to better understand text
- Make predictions to support comprehension
- Begin to identify specific facts found in one place in the text

When reading independently:

- Self-monitor for understanding by re-reading, reading around, or slowing down
- Retell orally the main events of a story and main idea from non-fiction texts

Grade 2

- Explain prior knowledge connections
- Use knowledge of affixes (un-, re-, dis-, -s, -es, -ed, -ing, -er, -est, -en, etc.) to aid meaning
- Use knowledge of root/base words to aid meaning (dis-organiz-ed, un-wrap, re-act, etc.)
- Identify specific facts found in one place in the text
- Make comparisons from one text to another and draw conclusions ("In another story, when Majid was late for school, their mom called a taxi. Maybe Ali's Grandma will call a taxi to get them to the doctor on time.")
- Make predictions to support comprehension
- Use context to support comprehension
- Make inferences about a character's actions or feelings and story events, providing some general contextual details ("I think Majid was disappointed that they were going to be late for school. I could tell when they said, 'Oh no Mama, today is going to be awful.")
- Answer what if, how, and why questions
- Self-monitor for understanding by re-reading, reading on, or slowing down
- Begin to describe reading comprehension processes (re-reading, reading around, looking for context clues, slowing down, etc.)

Spelling/Encoding

Kindergarten

Apply basic spelling **conventions** when **creating** written works.

- Use letters to represent sounds
- Match some letters to sounds in spoken language
- Use abbreviated letter-sound mapping (often omitting consonants and vowels)
- Use some phoneme segmentation during invented spelling
- Attempt to spell and represent single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)
- Begin to spell out loud and finger spell to determine sounds in a word
- Represent some of the sounds in a word ("hc" for "hockey" and "mtk" for monster truck, etc.)
- Begin to use short vowels in writing

Grade 1

- Show awareness of predominant sounds with invented spelling/finger spelling
- Use invented spelling or groups of words to represent a thought, idea, or to explain an illustration
- Spell and represent single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)
- Use some affixes in spelling (un-, re-, -s, -es, -ed, -ing, etc.)
- Identify and apply knowledge of open and closed syllable types in spelling/writing (sit, cat, hop, to me, so, etc.)
- Spell words in parts/chunks of letter patterns
- Use vowels in invented spelling
- Demonstrate clear correspondence between number of letters in spelling and number of sounds in word (e.g., no additional letters or sounds not represented in spelling)
- Begin to use irregular spellings and high frequency words in writing/representing
- Use knowledge of some syllable types to spell/write unknown words, including:
  - vowel digraphs (ea, ee, ie, etc.)
  - marker-e (can/e, tub/e, pin/e, etc.)
  - r-influenced vowels (ar, er, ir, or, etc.)
- three-letter blends (scr, thr, spl, etc.)

Grade 2

Apply appropriate spelling **conventions** when **creating** written works.

- Spell, write, and represent words with:
  - vowel digraphs (ea, ee, ie, etc.)
  - vowel diphthongs (ow, ou, etc.)

- o r-influenced vowels (ar, er, ir, or, etc.)
  - o three-letter blends (scr, thr, spl, etc.)
  - o other sounds for "y" (yard, my, silly, gym, etc.)
  - o -le syllable types (handle, puzzle, middle, etc.)
  - o affixes (dis-, un-, re-, -s, -es, -er, -est, -ed, -en, -ing, etc.)
- Use knowledge of phonics patterns and syllable types to spell unknown multisyllabic words
- Spell a variety of high frequency words (regular and irregular spellings)

- Use grade level conventional spelling (Tier Two vocabulary, Tier Three curriculum specific vocabulary, etc.)