

MINUTES

K-8 ELA Curriculum Adoption Committee

Phoenix Elementary School District #1
1817 N. 7th Street
Phoenix, AZ 85006

Date: October 04, 2023

Time 4:00 - 6:00 PM

Call to Order

4:05 pm – Sarah Galetti, Director of Curriculum and Instruction called the meeting to order

Attendance

- Zariffe Magana, Esther Wysong, Joseph Fuentes, Valentine Hernandez, Betty-Ann Townsend, Heidi McKnight, Ana SanMarchi, Dr. Brant Lloyd, Caitlin Fagan, Diana Segovia, Erin MacFarland, Dominique Waters, Karen Merkle, Erin Freriks, Lauren Freitas, Dr. June Zillich, Dr. Sarah Galetti
- *Absent: Dr. Deborah Gonzalez, Shiloh Fulton, Emily Mason, Jilian Hutchison, Sara Sims, Michael Covarrubias, Sarah Irizarry, Mary Lou Gonzales, Ashley King*

1. Welcome / Introductions

Sarah Galetti, Director of Curriculum and Instruction

- Review agenda
- Brief review of 7 Norms of Collaboration and Collective Commitments, Goal of Committee, Consensus Decision Making and Proposed Timeline

2. Review and Approval of Meeting Minutes from September 27th

Sarah Galetti, Director of Curriculum and Instruction

- Time was provided for the Committee to review minutes from September 27th.
- A motion was made to approve the minutes and was seconded.
- Motion was passed to approve by all members in attendance.

3. The Science of Reading

Caitlin Fagan, Reading Assessment Support Specialist

- Presentation and discussion of why having an understanding of the science of reading is important in evaluation of ELA curriculum and origin of the body of research.
- Presentation of the 'Big 5' in Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension
- Watched a brief clip from the on the science of reading from the University of Florida Literacy Institute.

- Presentation/discussion regarding reading foundations and the components that lead to reading comprehension (word recognition + language comprehension).
- Presentation/discussion of Scarborough's Rope, also known as the Reading Rope, 2001.
- Presentation on reading and the brain functions that are involved.
- The "Phonology Umbrella" was presented to support understanding of phonics vs. phonemic awareness vs. phonological awareness.
- Structured literacy was discussed and the evidence-based elements (semantics, phonology, sound-symbol, syllables, morphology, syntax) and evidence-based teaching principles (diagnostic, systematic & cumulative, and explicit).
Connections were made between teaching and learning and also to the 'Big 5' to support understanding that all need to be addressed for fluent reading.
- An instructional strategy was given as an example, "Heard Words"
- Move On When Reading legislation was revisited and referenced.
- Science of reading was discussed and clarified through discussion.
- The Reading League has a tool available to support the review of resources as it relates to the science of reading aligned practices to curriculum materials.

4. **Depth of Knowledge**

Sarah Galetti, Director of Curriculum and Instruction

- Presented Norman Webb's Depth of Knowledge - a tool educators can use to analyze the cognitive demand of standards, curricular activities, and assessment tasks.
- Brief presentation of Bloom's Revised Taxonomy and Depth of Knowledge to support understanding of the relationship between both teaching and learning.
- Bloom's Revised Taxonomy was reviewed.
- Dr. Norman Webb's Depth of Knowledge (DOK) levels were explored, and emphasis was made that it is about depth and complexity rather than difficulty.
- A brief overview of the four DOK levels was provided.
- Dr. Karen Hess is a researcher who created a tool to support understanding of the intersection between Bloom's Revised Taxonomy and Webb's Depth of Knowledge. The tool was shared and briefly discussed to support understanding.

5. **Text Complexity**

Sarah Galetti, Director of Curriculum and Instruction

- The three dimensions of text complexity, as outlined in the Arizona Standards, was presented and each was briefly discussed: Qualitative, Quantitative, Reading and Task
- A 3-Part Model for Measuring Text Complexity was provided:
 - Qualitative Dimensions (meaning, purpose, structure, clarity, knowledge demands; best measured by attentive readers)
 - Quantitative Dimensions (word length, word frequency, sentence length, text cohesion; often measured digitally)

- Reader and Task Considerations (variables specific to particular readers such as motivation, experiences, knowledge or variables specific to assigned tasks or questions posed; often measured in school contexts by teachers employing knowledge of students and the subject).
- Dr. Karen Hess created a tool to support educators in determining text complexity for literary and informational texts, taking into consideration the three dimensions.

6. Discussion: Identifying Priorities

Sarah Galetti, Director of Curriculum and Instruction

- Time was provided for groups to synthesize and engage in discussion around the following question: Based on what we have learned and read about thus far, what do we feel is important when considering potential ELA curricular materials for K-8?
- Groups used chart paper to record thoughts around both teacher/instructional priorities and student/learning priorities.
- Groups considered topics discussed and presented thus far to include standards, curriculum, instruction, assessment, laws, equity, science of reading, depth of knowledge and text complexity.

7. Wrap Up and Future Meetings

Sarah Galetti, Director of Curriculum and Instruction

- Dr. Lloyd will provide information about ELA Data needs and trends at the next meeting on October 18th.
- Sarah Irizarry and Mary Lou Gonzales will provide information on ELD considerations and needs at the next meeting on October 18th.
- Committee will be prepared to continue discussion of priorities considering all topics discussed to date, including those presented at the next meeting.
- Next meeting is October 18, 2023 from 4:00 - 6:00

8. Adjournment: 6:02 PM

- Dated this day, October 04, 2023