

# Curriculum

By being curriculum agnostic, A2i is able to adapt many of the structures and best practices within a set of materials to complement and support the instructional recommendations provided by A2i. Learning Ovation has successfully leveraged seven different evidence-based curricula to achieve population-level reading outcome improvement.

Ultimately, the goal of our potential partnership is to ensure students get the instruction that will benefit them most, both through high quality content and activities delivered in a meaningful way as well as in a format that ensures that the differentiation proven by the research supporting A2i is successfully implemented.

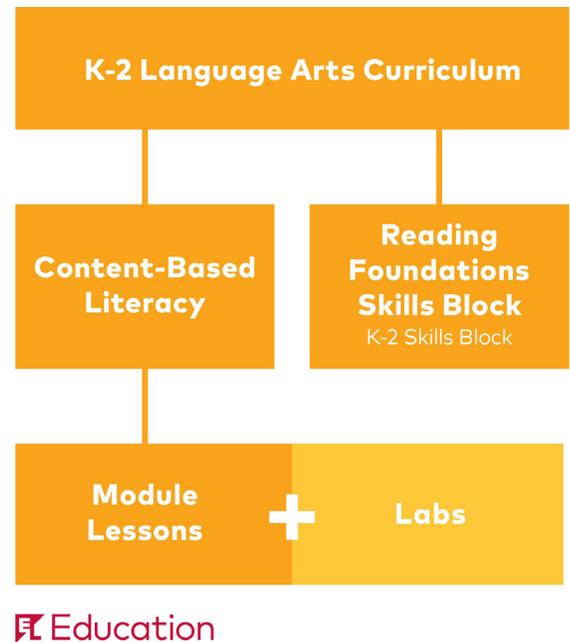
## EL Education

### Identifying the Key Components:

EL Education K-3 Language Arts Curriculum can be divided into three main sections:

1. Content-Based Literacy via Module Lessons
2. Reading Foundations Skills Block
3. Labs

The content-based literacy **module lessons** focus on oral language, listening, and conversational skills as well as language comprehension activities supported by text. The focus of a majority of these activities would be considered **'meaning-focused'** in the A2i instructional recommendations. The **labs** build on the module content while also allowing students to participate more heavily (promoting child managed time) that is also primarily meaning-focused



The **reading foundations skills block** builds upon Dr. Ehri's theory related to reading development, as students gain skills in phonemic awareness and phonics, grapheme-phoneme correspondences, and build up automaticity in decoding and encoding. Lessons in this area primarily correspond with the **code-focused** recommendations within A2i. Alignment to the microphases within the EL skills block can be achieved via the lesson menu in A2i.

Through indexing, the grade equivalency scores generated by the A2i Letters2Meaning assessment can be aligned to the EL specific microphases and by association the lessons appropriate to meet that students' needs.

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Relevant A2i Research Related Findings	Recommendations Based on A2i Research
<p>Small group instruction is 4-10x more effective vs. whole group instruction, especially for code-focused work. (<a href="#">Source 1</a>, <a href="#">Source 2</a>)</p>	<p>Additional flexibility in the amount of time teachers spend in whole group instruction may help support meeting individual students' needs. Work Time in the Content-based Literacy Modules and Work Time in the Skills Block may be good places to begin exploring this recommendation.</p>
<p>Differentiation that takes "instructional duration" into account is an approach that is proven to improve student outcomes. (<a href="#">Source 1</a>, <a href="#">Source 2</a>, <a href="#">Source 3</a>, <a href="#">Source 4</a>, <a href="#">Source 5</a>)</p>	<p>Building on the EL foundation, adjustments to the amount of time students spend in particular activities would further the level of differentiation possible. Beginning with the "Differentiated Small Group Instruction &amp; Rotations" time during the Skills Block would be a great place to begin implementing the A2i recommended instructional minutes for code-focused instruction.</p>
<p>Student groups should be fluid, and update as students make academic growth as well as develop self-regulation skills. (<a href="#">Source 1</a>, <a href="#">Source 2</a>, <a href="#">Source 3</a>)</p>	<p>While it's critical to identify which students have similar needs for teacher planning purposes, it's also important to ensure that students' instructional needs are met as they make growth. In combination with the assessments tied to the EL microphases, the A2i data would ensure that students are receiving the correct amounts and types of instruction each month.</p>
<p>Student vocabulary, decoding, and comprehension skills play a role in how much time they need to spend in each type of reading instruction. (<a href="#">Source 1</a>, <a href="#">Source 2</a>)</p>	<p>Understanding a student's ability in phonics and decoding skills is important, but also runs the risk of telling an incomplete story. For example, a student could have trouble identifying specific letter sounds because they are an ELL or because they have an auditory processing deficit. While the score on an individual skill inventory may be equivalent for these two students, they would not have the same ELA profile on the A2i assessments because they combine data on decoding, comprehension, and vocabulary to determine the ideal instructional plan for a student's full literacy profile.</p>
<p>Students' rate of growth in literacy can actually decrease if they spend too much time in code-focused work. (<a href="#">Source 1</a>)</p>	<p>As the National Reading Panel revealed, systematic phonics instruction is a critical component of early literacy instruction. However, the A2i research reveals that there can be "too much of a good thing," wherein students who do not need as much time in code-focused instruction actually have a reduction in their growth rates when they receive additional instruction in this area.</p>

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## Additional connections between A2i and EL

- A majority of Ehri’s work is focused on understanding how early literacy skills develop. While this is critically important, and truly cutting-edge when Ehri was conducting these studies, there was not a significant emphasis on how her findings translated to best practice for actually teaching these skills. Both of these areas of research (the “what” and the “how”) are critically important, but it is just as important to understand this distinction. Holistically, Ehri’s body of work forms a solid foundation for supporting why systematic phonics instruction should be most effective, but leaves the “how to actually apply this concept in the classroom” question somewhat open. This is exactly where A2i excels, creating a great opportunity to improve fidelity and effectiveness of both programs when used in unison.
- Another important detail to note, throughout her research Ehri states that the phases making-up her theory are not discrete stages (that are only followed as a series of distinct steps). Instead, she emphasizes that they are more ‘fuzzy’, with a student transitioning between them based on the specific words, context, level of development, and many other factors. She also states that the mastery of one stage is not a prerequisite for students moving on to the next phase. In a summative sense, it’s more of a shift that occurs and students get a deeper understanding of letters, letter sounds, and written language. This explanation fits with A2i really well; our recommendations systematize instruction to a certain point, but also allow for flexibility within those recommendations.

## Strength of EL Education in K-3

### EL Education K-5 Language Arts (2017)

Published By: Open Up Resources | Date Published: 2018/03/06 | *EdReports Review Tool v1* | [View These Reports](#)

 GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Kindergarten	57/58	30/32	Meets Expectations	33/34
First Grade	57/58	30/32	Meets Expectations	33/34
Second Grade	57/58	32/32	Meets Expectations	33/34

Image Source: <https://www.edreports.org/reports/overview/el-education-k-5-language-arts-2017>

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