

Default Report

Elementary Phase 1 Curriculum Adoption - Foundational Reading Skills Parent Survey

What is most important to you in your child's elementary reading education?

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More emphasis on phonics, less on educated guessing (AKA Calkins).

A curriculum that is effective and considers the needs of the individual students.

Knowing how to sound out letters and blends to learn unknown words.

Have a joy of reading while learning

The teachers should find different ways to inspire different students to read, instead of requiring them to read or giving rewards or using reading logs. It's most important that the teachers help the kids find their true passion for reading, not merely meeting some curriculum requirements.

Being able to read fluently and confidently

Word attack skills

That my children gain confidence as they learn to read.

that it is research based (scholarly research from unbiased sources)

Leveraging multiple ways to teach something. Many kids learn in different ways/methods, one size does not fit all.

That books appropriate for their age are provided to them but they should not be exposed to political agendas. They are children and should not have to worry about impeachment, open borders, healthcare, LGBT, etc.. Let them be children.

That he can read and write.

Emphasis in reading, writing and spelling by adopting the reading program used successfully in the Pennsylvania School Districts.

Relevance, authenticity, and joy. I want my daughter to be engaged in real reading at school, activities that will help set her up for a lifetime as an enthusiastic and voracious reader. I want her activities to closely mirror the types of reading activities that adults do. I want her to be able to see the connections between what she does in class, what she does at home, and what she sees the adults in her lives doing at home.

Comprehension of material along with having a positive experience with reading (not being too overwhelmed/frustrated). Positive reinforcement.

An increased emphasis on spelling and grammar.

As a grade 3 student, grammar becomes more important for my child to understanding in reading. In many times, new words and grammar are the blocks in his reading. What's more, it's also important that he could learn how to write by learning from the materials he reads.

That they can read fluently and enjoy reading books

That she is able to learn while also enjoying the act of reading and retains a positive attitude and appreciation for reading for leisure and learning.

Outcome: Know how to read fluently for learning in a variety of modes including eye and ear reading, infographics

with charts and data, books, evaluating news articles for bias, with a strong foundation of second words.

To have a love of reading in a way that is meaningful to my student.

The need to be identify which level they are reading at beginning of school year and provide books that will challenge them.

Till be able to read fluently.

One neurotypical kid plus many dyslexic in family. I've had to use a homeschool O-G program for all the dyslexic kids because school instruction is useless to them and intervention is way too late. But, I'm certified to teach secondary English. Not all parents are equipped to make up for gaps in school.

Learn at own pace and focus on skills vs levels.

That the love of reading is instilled in her learning.

Direct instruction on phonics. Multi sensory practice. Listening, speaking, and writing sounds.

It's important to introduce variety of topics to the students. The kids tend to select comics for reading most of the time. It's will be great the teachers can encourage the students to focus more on other types of books even it's for casual reading.

Support emphasis on phonics. I haven't seen any focus on correct spelling in elementary school

Right now? Spelling. I think the current curriculum is great at teaching reading, but the "we're not worried about it right now" attitude towards spelling means that my third grader not only has horrible spelling, but also does not care and tells me that "spelling doesn't matter."

Learning to comprehend what she is reading.

For my child to progress and be able to comprehend what they are reading.

To provide help to children with decoding, phonics and fluency. Instead it's on parents to research and get their child the necessary teachings and help. It should not be this way as kids learn differently and more emphasis needs to be in school regards to how to decoding, phonics and fluency. Also, teachers should be trained to identify which students need deeper focus on decoding, phonics and fluency and that's not there today

That he enjoys reading. I want him to have independent free book choice reading daily. For the first time ever, he has complained about reading because of the busy work that accompanies it. Please provide time to simply read.

My child reads and writes well, but this is only partially due to the ISD curriculum. We did a lot of work outside of school to fill in the gaps. More focus is needed at school in phonemic awareness and spelling rules (by this I mean all of the rules, which may require additional teacher training, since most of us adults were not taught the rules in our own schools.) Additionally, current research shows that a major contributor to the ability to comprehend is the child's background knowledge. With this in mind, students should be reading and learning more factual information, to provide them with the background knowledge needed to tackle complex texts.

To form a solid basis for learning and succeeding in reading curriculum in middle school.

It would be helpful to know what areas need to be worked on so that we can put emphasis these areas at home.

My kids are great readers but I would love to see more emphasis on handwriting. It does not get enough attention, and it shows.

That they have firm phonetic awareness, grammar/rules and exceptions, and understand roots of words for future decoding of sound and meaning.

ability to understand root words

That they learn that they are not stupid just because they are not reading as well as others.

That my child knows how to spell and that my child enjoys reading.

They learn to love reading.

That they learn to read and write well

Fiction and non-fiction reading training should be 50/50.

Ability to read fluently and understand how to decode words, spell correctly and write descriptive stories.

That they are taught strong foundational skills.

enjoying reading and reading well enough that he can follow directions on his class work

I would like to see methods that are proven successful for all learners used in every classroom across the district. Current curriculum is not supporting the needs of struggling learners. There needs to be more phonemic awareness and phonics built into instruction.

Developing a solid reading framework

use of data based curriculum

Children need to read books that are entertaining so they can learn to love to read. When children have to read a book they have no interest then reading is a chore and not loved.

More focus on reading books and writing.

Reading and writing and analytical skills

Reading ever changing and more complex material that is adequate to the grade level and covers topics that kids at each age should be able to understand and reflect on, not perpetual Stic Dog and Wimpy kid. Teachers should encourage thinking and reading outside on "trendy" books and provide opportunities to read different books, ex. book reports and projects.

That my child can read for a variety of purposes and feels that reading is an acceptable mode for gaining new information.

First and foremost that he learn to read. That he make progress throughout a school year. That his teacher's are trained in the science of reading and how to teach in the way he needs. Evidence based and supported curriculum.

Exposure to a variety of types of reading materials and subjects and to be given plenty of opportunity to read what gives them the most pleasure

Develop a love for reading.

My child does receive adequate support. He is significantly behind and it was not addressed in kindergarten or 1st grade. I would like him to learn more tools to continue to develop his skills. Reading was nearly completely ignored in kindergarten and then an assumed skill in 1st.

That the curriculum supports a love of reading instead of killing the joy of reading. I love the curriculum you use now as it supports a love of reading and does not drill and kill.

Comprehension

To find the joy in reading, unlocking the ability to break down complex words, and lastly comprehension.

Decoding

Comprehension

That my child has a basis for understanding the rules of the english language, so when there are no pictures to help, he can use the rules to sound out unknown words. And the teachers need to trained to support struggling readers, right now they are left to flounder. We should be looking at multi-sensory methods to help all kids succeed.

That the schools and teachers take the time to really ensure kids can read fluently, understand new words, learn phonics and spelling.

Phonic awareness. Ability to decode, and early intervention for those struggling to read as these deficits mount as the years pass.

Early diagnosis and intervention for children with dyslexia, or other reading based language differences. Teachers were constantly saying, "she'll catch up" when the reality was they had no idea.

Teachers trained in current evidence-based practices

More support for dyslexic kids that struggle with reading

I expect my child's elementary reading education to be provided by a teacher who has received robust and thorough teacher training on dyslexia. The approach should rely on the most current scientific understanding of how children learn to read and write and should use methods that are multisensory, explicit, systematic, cumulative and evidence-based.

First, I want my child to learn to read fluently and at least at grade level. Next, I want her to work on basic conferencing skills, not just "right there " questions.

██████████ has inspired my child to learn - no curriculum can replace the need for a skillful teacher who can inspire and connect with learners.

Access to a diverse and updated classroom library, common core aligned curriculum is important but significant and ongoing PD for teachers is imperative, and a scope and sequence for explicit phonics and grammar instruction.

Supporting the child's needs wherever they are in the learning process.

A love of reading.

Opportunity to read in small groups at instructional level; independent read just right books; workshop reading and writing model - stop the worksheets for writing - do mini lessons and writing, editing, sharing... Direct instruction for phonics, phonemic awareness....fluency. Not worksheets.

That they are encouraged and taught in such a way as they develop a love of reading, even if they initially struggle, and that they understand that they have partners in the school dedicated to helping them overcome challenges.

A balanced approach that covers reading, writing, speaking, and listening.

You should have an all inclusive reading program. What you have now is pieced together. Too many different programs, they aren't cohesive. You don't spend nearly enough time teaching phonics. When I taught I was mandated by law in the state I taught to teach reading much (much) longer than you do. Very very dissatisfied with the curriculum in this district.

Phonics

It's important that they have easy access to content that is appropriate for their reading level and that will challenge them to get to the next level.

For far too long, phonics awareness seems to have been backburnered. Spelling and phonics seem to take a backseat to other activities. My child went through much of 2nd grade with a teacher who didn't touch upon phonics or spelling at all. It was only when a new teacher came in midpoint in the year that they began this work, and that was in Feb or so.

That they develop a love of reading and understanding of literacy as a way to make the world a better place.

I am quite surprised that an entire hour is dedicated to reading (i.e. students reading their own book of choice). I'm hoping a lesson of some sort is taught to provide students with reading strategies to use and THEN they are given 30 or so minutes to read on their own in the classroom.

Time spent reading

Enjoyment of reading, and fluency for comprehension.

That they enjoy it and progress at an age appropriate pace. I don't want a child that can read but hates it because all the joy has been taken out of it.

Q10 - What is most important to you in your child's reading as it relates to phonemic awareness, decoding, fluency and spelling/word work?

What is most important to you in your child's reading as it relates to phonemic awareness, decoding, fluency and spelling/word work?

Likely needs more emphasis on spelling at lower grades since that has some synergy with reading/phonics.

They develop the tools they need to be successful and build confidence.

Decoding and spelling word work

The current reading requirements are extremely onerous for children and prevents them from properly learning phonics, spelling and writing. Giving more time to improve reading and enabling children to focus on these logical skills will help significantly. Currently ISD only prioritizes on reading levels (A-Z) rushing children's growth. This is an extremely bad approach to build good reading skills!!!

All of it!

I have no idea what's being done in the classroom. There was not much communication about this.

English isn't an easy language to read. Spending time making sure these concepts are sticking is high importance

being able to confidently sound out long and complicated words

It is important that my children learn as many skills as they can to help decode words and increase their spelling and reading fluency.

again, research based is the most important.

confidence

Systematic, sequential, explicit, multi-sensory that is evidence based and proven to be effective. (Not just based on research but EVIDENCE based). Well trained, well informed K-2 teachers LAP teachers and principals in the science of how children learn to read and dyslexia.

Revamp reading instructions by implementing ideas from Orton-Gillingham method developed for students with dyslexia. ISD and the entire U.S. public school system must change to the science-backed reading used in Pennsylvania.

Because these are not exactly the most joyful parts of reading, I want to be sure that she is not asked to spend more time on this than is necessary. I realize these are necessary components of a balanced reading program, but I want my daughter assessed frequently and to be engaged in phonics activities that are just right and just in time, so that she can get back to reading to learn and reading to enjoy.

See above

See above.

All of the above

Understanding the meaning of articles and learning the method of writing is most important for me in my child's reading.

That they understand how to sound out words they don't know and that they learn how to spell. I feel that spelling is not emphasized enough currently.

That she has enough opportunities to practice spelling and decoding words so that she can start to form the habits that are required to learn words that are often tough with English and do not follow standards.

Know the letter sounds, blends, rules of the letter combinations. Learn through songs, stories, and more focus on handwriting to match the sounds.

That my child knows phonemes, blends, and is able to be flexible with sounds to decode new words independently.

Room for improvement in everything mentioned above.

See above for reading. Recent research stresses O-G plus root word work such as Caesar's English or similar, plus phonemic awareness in spelling similar to All About Spelling.

Decidable books to compliment direct instruction

Rhyming, learning nursery rhymes

Not relying on pictures or guessing.

Using orton gillingham for all children.

Enough time to learn phonics, sounding out words, reading out loud, how to break a part larger words to words they see. MemoriZation.

They are equally important. In fact, the kids are pretty good with phonemic awareness and decoding with the current curriculum. However, I notice it's not as focused as it used to be for spelling. The kids could read, but not able to spell correctly.

Phonics is proven to give kids a better understanding of sounding out words and reading at grade level faster than memorizing sight words

Learning how to decode new words and phrases in order to read independently

Spelling and word work to build the foundations for progressing further

That they aren't left behind like so many are

The most important thing is to catch the student struggling young and then give the child as much help as they need to learn to decode and early reading phonics. Fluency and then spelling comes next. What's lacking is early identification and intervention with children struggling in these areas. These kids are falling through the cracks and in a gray area. There is no school support, unless the child has another diagnosis like adhd or autism to get resources. This leaves out many kids who should have had early intervention.

That instruction in phonics and word work is based on the texts he is reading. Certainly pleased that this grade no longer does weekly spelling tests.

It is important that students learn that almost every English word follows real spelling rules. They do not need to guess by looking at pictures. They can learn to decode if they are given all of the rules. For example, they should not be looking at the picture to decide if the given word is "couch," "sofa," or "chair." They should be looking at the word to see that it says "couch" because it has a hard c (not soft, since the c is not followed by an e, i, or y), and then an "ow" sound (since "ou" makes its own sound, and does not follow the not-really-true "two-vowels-go-walking" rule), and then a "ch" sound.

There has not been enough emphasis in this area in my opinion. We've opted for extra tutoring in this area outside of school.

No Fountas and Penelle or Lucy Calkins!! Would like to see teachers trained in how to teach Phonemic Awareness and a systematic sequential phonics program. Older grades need to work on multisyllabic decoding along with prefixes and suffixes. Greek and Latin root words.

That it happens in the right order. My Kindergartener is already Expected to write words before she has properly mastered writing individual letters the correct way. I'd like to see this change.

More practice spelling would be helpful.

That they do not get discouraged, because they struggle.

That my child be able to read at or above grade level and that she does so proficiently.

Being able to adjust for learning differences. And more active one on one focus

Spelling and understanding of the word meaning

Ability to read and decode well enough to take tests and do assignments at the required level for their grade. My daughter doesn't read that well so she is a slow test taker and sometimes skips the words and assumes what it says to get an answer down.

at grade level success

That they have strong foundation from the start and that they have access to a multi-sensory curriculum in order to learn these skills.

This needs to be a top priority in classrooms throughout elementary school until a student has mastered the skills. Researched based methods such as orton gillingham would benefit all learners.

Ability to decode and spell at/above grade level

I hate to say memorization for spelling BUT my daughter had constant spelling tests (now in 6th grade) while my 3rd grader has had few spelling tests. My 3rd grader can barely spell or sound out words. My 6th grader had to memorize words in grades 1-5 and is able to sound out based on decoding techniques.

That she remains at least at grade level in reading and comprehension and doesn't get left behind as skills work increases

Going over sight words, spell checks, making sense of the words and sentences.

Being able to apply the words and spelling to writing and reading other subjects (I.e math word problems)

My kids are bilingual and they may decode and understand words/language differently. Bilingual kids should be approached differently regardless of them passing ELPA tests.

It is important that my child gain the skills necessary to read fluently and spell accurately.

That it be explicitly taught. That it be sequentially and systematically presented. That it be reviewed and mastered before moving on. That it is multi-modal (hear, see, speak, tactile).

That she is continued to be challenged even if meet grade standards

Not sure. My child doesn't struggle with these so I can't really say.

He struggles with how to sound out words and focuses on individual letters. Increased decoding activities would help.

As a parent and speech therapist, I have seen the negative long term impact on kids who have not received adequate phonological and phonetic awareness training in the early grades. I work with many ISD 4-7th graders who are struggling with spelling & acquisition of higher level vocabulary that depend on knowledge of spelling rules & word structure knowledge. It's frustrating as a therapist that many of my academically age appropriate 5th, 6th & 7th graders are stumped with 2nd grade level syllable work because they've never been taught to hear the syllables or break them down. It really impacts higher level vocabulary and speech.

Ability to decode new/challenging words

That they learn it in context and through poems, rhymes, songs, etc. and not word lists, decodable text, or memorization.

There is zero focus in spelling and we teach phonemic awareness too late.

Decoding and spelling

Spelling and word work

Letter patterns, sounding out work with each sound.

Decoding

I would love to see this be added to the curriculum. If this is taught currently, there is not enough emphasis. It is important to teach spelling, writing, handwriting and oral language, to help all of our kids.

Strong foundational skills & if a student has significant struggles or deficits that the district address those issues using research based methods. The current reading club/LAP program is no help to children with reading disabilities & just wastes years of time to get to an evaluation for SLD. And even THEN after that the ISD still fails in providing FAPE to these kiddos.

The schools need to teach more phonics and spelling, breaking words into syllables, etc.

My child is dyslexic and it is proven you need an Orton Gillingham approach curriculum to help them learn to read. Quite honestly, I have no hope in the public education system in being to implement it in schools.

Multisensory evidence based curriculum that is cumulative, explicit and systematic with a strong emphasis on phonology through syllables. Oral language, writing and spelling to aid students with dyslexia. Wired for reading implemented in K would aid all students and improve Phonic awareness that is currently lacking.

Wired for Reading was great for our daughter. We spent thousands outside of ISD to supplement and help our child learn. Please train the teachers in different methods that are proven and provide equal access to all children.

Evidence-based practice that is multi-sensory, explicit and systematic. Specific instruction geared toward teaching students with dyslexia is important. Please increase and improve teacher training in this area!

I expect my child to be taught using evidence-based methods that are multisensory, explicit, systematic, and cumulative. He/she should be taught phonology, sound-symbol association, syllable instruction, morphology, syntax and semantics. It's also important to include oral language, spelling, writing and handwriting instruction for students, especially those with dyslexia. They're all connected.

Phonemic awareness and phonics are the most important to me. It needs to be engaging so she will pay attention.

██████ teaches a wide variety of skills and my son has started to use them all.

Right now the reading workshop is not enough. Students need to be writing about their reading. There needs to be a curriculum that addresses word work and grammar.

There has been little to no spelling instruction and it is evident in my child's writing.

Not worksheets Some opportunity to read decodable books Whole and small group work - use of manipulatives Work in context - not isolated.

Spelling! Spelling! They can't spell anything!

Spelling rules.

Not sure what you are asking? Too much emphasis is placed on fluency. Being a fluent reader is not reading super fast. That's what general Ed teachers think.

Strong, research based phonics program.

The teacher must know how to teach reading skills. No look at the context and guess away. Structured multi-sensory instruction K-12

I'd like to see charts and word work done around letter blends. It seems that basic letter sounds are covered well but not a lot of work is done around recognizing the rules. I vividly recall as an elementary student learning things like "i before e except after c" and those types of rules. I can't say I've ever seen ISD cover things like that and I've had students in the district for 7 1/2 years.

That they are able to use strategies and patterns and understandings of how words work and apply to decoding and determining the meaning of unknown words.

I want my student to be able to spell words correctly. I am not a big fan of letting students just spell it out as it sounds. That works for the first go around but then I strongly believe an adult needs to tell them how to correctly spell a word. I know that students pick up on how to spell words just by reading. The whole invented spelling concept creates bad spellers. Would love to see weekly spelling assessments again of say 10 words. We encourage our students to memorize their math facts. We need to do the same with spelling again.

Understanding the basic rules

More emphasis on spelling of common words and phonemic awareness, as well as english grammar rules for non traditional spellings.

Age sensitive material for each grade level so these skills are not 'over-looked' when the children become too old for the younger instruction books. Just giving a 5th grader a list of age appropriate words to use does not make up for gaps in phonological knowledge and spelling rules.

Fluency and decoding seem most important to their understanding and enjoyment of what they are reading.

Q11 - What else would you like us to know as we begin this adoption process?

What else would you like us to know as we begin this adoption process?

Thank you for the emphasis on research-based approaches. I think that will lead away from all the Calkins-y stuff. I wonder if you'll have trouble with teacher buy-in. Research-based PD may be a good emphasis.

Children's unique development rates need to be considered. You cannot expect a diverse group of individuals to develop at the same rate and a one size fits all approach to learning to be effective.

I want to understand how reading level requirements are set and why? The whole curriculum for first graders is focused on reading and completely ignores how the world around us is evolving making other subjects also important to begin at an early age like coding, robotics and more emphasis on science which can help with increasing the curiosity of children at this critical age.

have better interventions for children with dyslexia

I am a school psychologist in another school district, and am thrilled with how reading is taught in kindergarten. The pace and resources used at Newcastle Elementary are just right for kindergarten.

look at ways to teach kids that are neurodiverse. Foundational ways such as the slingerland method, something that works for kids with disabilities, might work even better more broadly applied.

ISD needs teachers to be trained.

My daughter's teacher has been supplementing the adopted curriculum (which she teaches faithfully) with Jan Richardson, and I've been impressed. I hope that the committee will consider Jan Richardson in developing the materials. You are appreciated!! Thank you!!

See above.

I worry about both my kids comprehension skills including inferencing. So much of their reading is done independently in class I'm not sure how much monitoring takes place with regard to making sure they are understanding what they are reading and can infer. Although my third grader can read now I never really felt there was much phonemic awareness incorporated into his learning during kindergarten first and even second grade.

I hope the kids could get more homework. And it's also important that the teaching material includes teacher book so that the teacher could adapt to new material. I will have concern if changing teaching material it may take more work to teachers to adapt to them.

My child learns best when she is motivated by her own innate creativity and curiosity. I hope that any new curriculum introduces new skills while also keeping reading and writing fun for her so she continues to have a positive outlook.

Both my children have received reading instruction outside of the school system in order to learn how to read. Reading rotations did not work well for my children. I expect my kids to learn how to decode words based on letter sounds and not guess based on pictures or context.

Ongoing formative assessment within a K-12 reading continuum is very important for teaching primary students as well as all students to increase their decoding and fluency ability. Also, reading curriculum needs to be clearly aligned to standards in a way that shows teachers and students a clear progression of reading foundational skills so teachers can target specific gaps and build on student skill strengths.

My child comes from a school where I felt her phonics were worked on more. She's lost some grasp on it this year.

Enough time should be spent on spelling, grammar and punctuation. Also storytelling needs to have more time assigned.

ISD really has a gap in serving the high percentage of kids who need reading support, particularly in Title I or SPED populations.

Phonics program can't be created by each teacher from the F and P teacher book, that is a waste of time. Use songs!

Adopting the right reading curriculum is really important. My kid was in a private school for pre-k and K. They are using AR reading which is really good, and established a great foundation for all the kids. When my kids is

transferred to public school since 1st grade, we didn't see any improvement in his reading skills, understanding and phonics. I would say at the end of 1st grade, his reading skill is even worse than a year before then. Luckily we have a great second grade teacher who is working hard to encourage students read in class and at home, so I can see improvement this couple months. I feel the current reading/writing curriculum is not good enough at all. Please bring something like AR reading which is approved good and popular used in private schools.

Keep reading hands on, engaging, and relatable for all different types of students.

Structured literacy works for all children

Our children are suffering educationally.

Kids just need more time to practice.

It's often notice the reading and writing skills don't match. The kids could have high reading level, but not so with writing. I would like to see more practices of writings, so the kids can develop equally on both reading and writing.

Support change to improve the process for future kids

Please put more of an emphasis on spelling!

Would love any extra materials to help supplement my child's learning

If you plan on doing this with all other subjects

This needs to be more broadly and more frequently communicated. What grades will be helped and how is it rolling out? Thanks!

Please don't drive this decision based on doing well on the SBAC. I hope that the curriculum decisions will not pigeon hole teachers into a rigid curriculum, but provide strong tools for enhancing and differentiating instruction.

Thank you for asking for parent input and continuing to improve the curriculum.

No balanced literacy. Balanced literacy is for English speaking typical kids with a good vocabulary. Structured literacy is a must in order to teach ALL kids to read.

More focus on handwriting, starting in Kindergarten please.

Clear communication on implementation or best practices is helpful so parents can follow suit.

I am dyslexic, diagnosed in 3rd grade in 1987. It was obvious to teachers because I was really smart and capable, but could not keep up with the class in reading while accelerating in math. I recognize the same difficulties I had in my child, and know that only with combined "audio/visual" learning techniques will they learn to thrive in an environment that is extremely VISUALLY oriented, while being visually dyslexic. Sunset needs a "LEARNING DIFFERENCES" department to help those kids with different learning styles that they are NOT alone and NOT stupid.

As a parent I would expect the district to keep current on educational research and new ways of teaching reading, spell and the like.

Possible to adopt McGraw-Hill's reading materials

Emphasis on phonetics, rules for letter patterns and guidance on how to read versus just quiet alone time to read on their own

why do we have limited resources that children not reading at grade level are not able to be helped in our reading club programs

What is the plan to address dyslexia identification?

Please look at more comprehensive curriculums that encompass all necessary parts of reading: phonemic awareness, phonics, comprehension, fluency, and vocabulary. Current curriculum is lacking in many of these areas.

Comprehension along with reading and spelling is important at all grade levels

I applaud the district for inviting parent input, and I have a great amount of trust in your process - please don't betray that trust! ☹

Teacher's have to spend an awful lot of time in disciplining the 2 or 3 kids in class and the whole class suffers regularly because of these kids. Need more frustrations less pull out groups and simpler stuff to handle the frustration of 2 -3 kids that cannot keep up.

I would love to see more unified approach towards reading across districts/states. Kids in WA and kids in DC, for example, should be somewhat on the same level when it comes to reading.

I have a child entering kindergarten in the next 2 years and would like to see a strong emphasis on building foundational skills for reading.

Principal and teacher training on the science of how children learn to read with emphasis on dispelling myths and misinformation about dyslexia. Uniformity across District in student services and opportunities. Consider the equity issues related to reading and dyslexia. As parents we are grading you on how well you teach the bottom 50% of students. The top 40% will learn despite your curriculum choice and teaching methods.

N/A

The program will need to link from grade to grade and have flexibility for children who need extra support.

Please please please adopt a curriculum that emphasizes phonological awareness from the beginning. It is the foundation for everything else. Kids do not learn these skills naturally through osmosis, especially kids who have any type of speech or language delay however mild.

Please keep the curriculum balanced and have everyone on your adoption committee read the book Readicide. Your literacy curriculum is why we moved to this district instead of the others because it was balanced and not heavy in phonemic awareness, phonics, decoding, etc. I'd be really sad to see kids move away from what you have now.

Our district has nothing to help children that are dyslexic! 1 in 6 children is dyslexic and it is impossible to qualify for special education services in reading in this district. So if you have money and can pay outside tutors your child has a shot, if not your child is sunk. And the new math program is all word problems when they hit 3rd grade so being behind in reading is now effectively causing them to fail math too.

Think about the different needs of all of the students. There are a number that need different help than a standard program so that they can succeed here too.

It's been rough, my kids are not equipped for the other subjects because of their struggle with reading.

Should be based on standards, not just standards aligned. Should be culturally relevant and responsive. Should have differentiation paths. No one size fits all. Teachers also need autonomy to use professional judgment.

There is a huge disparity between student services/experiences/opportunities depending on who is at the school to help the kids who struggle and those people are not adequately trained. There are equity issues related to reading especially when it comes to dyslexia, we are leaving these kids behind.

Please provide real time for quality teacher training & teacher help. For example, The state of TEXAS has a similar law & 10 years ago!!!! they put a "dyslexia" teacher 'coach' in every school. It's too intense for our LRC teachers to tackle on their own, ygg G ey are dealing with mostly ASD & behaviors & canceling most LD sessions at our school (which is against the law) . Also, the para's will need so much training & supervision. If the district can afford to an extra PBSES coach in every school (and little results are shown on behavior data measures☹) then the district better be able to support those kids they identify through the new state mandated dyslexia screener!!! They are well behaved, intelligent, eager learners who you've failed to educate for years. And there are proven, affordable & accessible methods that are easy to use in public schools, shame on ISD, no more excuses. It's time now!

My kids have been in the ISD for 5 years now. The school and teachers rush through and/or ignore phonics, reading, spelling. There is not enough focus or classroom support for this critical foundation skill. I feel the school relies on parents seeking outside assistance from Kumon, Sylvan, etc.

Better teacher training that includes knowledge of Dyslexia and other language based disorders. Uniform methodology across all schools and classrooms. Early identification of struggling readers and evaluation to provide equity to services for all children.

Use a variety of methods that are multisensory... not all students learn the same way!

Please consider creating a dyslexia committee! There are so many students who struggle and there are proven methods to help them learn.

A large percentage of our struggling readers have dyslexia and require special instruction in order to learn to read. This curriculum adoption should include robust and thorough teacher training on dyslexia for all general education, special education and LAP teachers. It should strive to deliver uniformity in services offered to students with dyslexia throughout the district (i.e. same materials available, proven methods being used, similar access to adequately trained teachers). It should strive to improve consistency between ISD expectations/goals and the student reality in our classrooms, especially for those with dyslexia. The curriculum adopted should be evidence-based. The Yale Center for Dyslexia and Creativity states, "Early evidence-based intervention is essential to transformative remediation. Evidence-based intervention refers to intervention that has proven to be effective when compared to other interventions in a randomized clinical trial. Consensus-based interventions, no matter how experienced are the proponents of the intervention nor the strength of the belief in the interventions, do not qualify as evidence-based."

Make sure you adopt a well balanced program with plenty of phonics. It is easy to supplement whole language and enrichment reading, but teachers need a strong phonics program that they can rely on to help them teach young people to read.

Some of the best sources of cohesive curriculum planning are already in our schools every day (██████████).

Updating an old curriculum that is not common core aligned is so important right now, but resources need to be given to teachers now to address the compliance gap of having no common core aligned curriculum. The writing curriculum needs to be looked at too. If it isn't updated, then training needs to be given. My child is a very high reader, but her spelling, grammar, and writing skills are low due to the open workshop model where teachers do not have time and training to intensively confer with students. More attention needs to be paid to balanced literacy.

Parents can't help their kids unless they know/understand where their kid is in the process, where they need to be, and the teaching strategies being deployed at school

I am a former teacher who used Words Their Way in my last district. It is not an effective resource. Students did not transfer their spelling to their everyday writing.

Keep open mind to what is best for students

Spelling!

Timeline of the adoption, names of resources being used or considered.

Ask yourself what states in the US have the strongest reading curriculums (hint it's not Washington) and use their curriculums

Multi- sensory curriculum is needed. Teacher training for phonic programs are needed.

Seek experts and outside advice for instruction. Are literacy experts current in knowledge and teachers coached?

Books need to be much higher interest. The F&P books for reading assessments are AWFUL. I know it's a purchased program but I have a friend who is a reading specialist in another state that also uses F&P. She indicated to me that there are a lot of choices for each reading level and that certain ones are super boring. Some kids are great at doing what they need to do in order to fall in line at school. Others, like my child, will despise reading if forced to read some terribly boring book. High interest books are greatly needed. There also needs to be a way to assess a student's reading level with books that don't have photos. My student is fantastic at pulling out what he thinks a story is based on context (photos and words he knows) but doesn't often have the same success with those words in isolation. This is a large gap that needs to be addressed early on. Screening for dyslexia needs to happen as early as K and 1st grade. Waiting until grades 3/4 to catch some of these problems sets students up for a lifetime of struggles in school. By that point, many have struggled so much that they've already been taught to hate school. Outside of the reading curriculum, I think we need to look at allowing for more movement in classrooms and a general change in structure so that students can learn more organically. It is really hard for many young students to sit still or even to work through rotations. Educators do a great job trying to engage them and with doing the jobs they are asked to do. I just think that the more we can allow kids to be kids, and to stop pushing them SO hard so

early, the better the long term outcomes will be.

Look for something that is engaging, relevant, puts word study in context of reading (not nonsense words or decodables), offers pathways for differentiation, and is not too time-consuming for teachers to implement. Not worksheet-based.

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Consider many children are put off reading and literature because while they do not have a recognised learning dis