Elementary Literacy

Learning Session
March 29, 2018
Learning Session Purpose:

- Gain an understanding of the process which led to the plan presented to you
- Review the research behind our elementary literacy curriculum
- Review basic components of literacy instruction within Multi-Tiered Systems of Support (MTSS)
- We will understand the intersectionality between balanced literacy and structured literacy in Stillwater Schools’ elementary literacy curriculum
- We will recognize how underlying components of our MTSS system identify and support students with attributes of dyslexia.

Previous Information Shared:

- January 18, 2018 Presentation: Elementary Literacy Curriculum Adoption
- Dyslexia Research handout
- June 8, 2017 Read Well By Third Grade Plan
World’s Best Workforce Plan

All children are ready for school.

All third-graders can read at grade level.

All racial and economic achievement gaps between students are closed.

All students are ready for career and college.

All students graduate from high school.
Policy # R 1.2: Curriculum

Policy Title: Curriculum
Policy Level: R 1.2
Date Approved: 12-13-01
Revised and Approved 05-22-08

It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.

STILLWATER AREA PUBLIC SCHOOLS CURRICULUM FRAMEWORK

Administrative Process and Procedures

- Year 1 (2016 - 2017) Study & Evaluate
- Year 2 (2017 - 2018) Evaluate & Recommendation
- Year 3 (2018 - 2019) Implementation
- Years 4 & 5 (2019 - 2021) Monitor & Evaluate
General Process for Curricular Review, Research, Recommendation

STILLWATER AREA PUBLIC SCHOOLS CURRICULUM FRAMEWORK

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- Year 2 (2017 - 2018) Evaluate & Recommendation
- Year 3 (2018 - 2019) Implementation
- Years 4 & 5 (2019 - 2021) Monitor & Evaluate

STUDY
EVALUATE
RECOMMEND BEST PRACTICES
DETERMINE PHILOSOPHY, FRAMEWORK, INSTRUCTION
SELECT MATERIALS & RESOURCES
# District Literacy Committee Members

## Afton-Lakeland
- Kim Schneider
- Christi Wallace
- Bobbi Jo Stadsvold
- Kristin Loer
- Margaret Kirkwold

## Andersen
- Kari Larkey
- Jill Kostynick
- Carrie Carroll
- Kim Nelson

## Brookview
- Connie O’Donnell
- Patti Kostyk
- Kari Pidde
- Amy McCaffrey
- Laura Martin
- Molly Hesselroth
- Deb Rindo

## Lake Elmo
- Darla Simonet
- Robyn Splittstoesser
- Ben Halley

## Lily Lake
- Gina Flynn
- Melody Schumacher
- Nancy Anderson
- Lee Ann Fosse
- Val Corman

## Rutherford
- Molly O’Shea
- Joey Appert
- Natasha Thorager
- Dani Johnson

## Stonebridge
- Rosa Csulits
- Annie Johnson

## Administration
- Karen Latterell
- Rachel Larson
- Mark Drommerhausen
- Stacey Benz

*Administrative approval*

*Curriculum Advisory Council approval*
Literacy development is a critical component of instruction in Stillwater Area Public Schools. Every staff member is committed to building and sustaining a district-wide culture in which high-quality, research-based reading instruction for each student is our most important priority. The instruction is delivered in a balanced literacy framework, and embeds the 21st Century skills of collaboration, communication, critical thinking, and creativity, all with the goal of developing independent and lifelong literacy learners.

*Updated 2017

(From the June 8, 2017 approved Read Well by Third Grade Plan)
FOCUS

- Establish a clear, shared understanding of best-practice in literacy instruction.

- Define what that looks like in Stillwater (scope and sequence + instructional framework + rubrics).

- Determine needs to enable implementation.

- Implement, revise, and refine.

MEETINGS

- Ten meetings spanning February through June

- Learned together using Fountas & Pinnell *Literacy Continuum*, professional journal articles in the field, and personal experiences
Research Snapshot


New York State Initiative on Emergent Bilinguals - http://www.nysieb.ws.gc.cuny.edu/1. This resource describes ways that ELLs are supported in workshop (see pages 55, 77, 115).


Professional & Research Organizations

American Federation of Teachers
Association for Supervision and Curriculum Development
Center for Improvement of Early Reading Achievement
Florida Center for Reading Research
International Dyslexia Association
International Literacy Association
Minnesota Department of Education
National Council of Teachers of English
Phi Delta Kappa International
Learning Forward
Melbourne Education Research Institute (Dr. John Hattie)
National Center for Education Statistics/U.S. Department of Education
National Board for Professional Teaching Standards
National Research Center on English Learning & Achievement
Northwest Regional Educational Laboratory
Solution Tree
The Yale Center for Dyslexia & Creativity
*What Works Clearinghouse

Experimental Education Journal of Literacy Research (aka Journal of Reading Behavior)* Journal of
Research and Development in Education Journal of Special Education* Learning Disabilities: Research and
Practice* Learning Disability Quarterly* Peabody Journal of Education Phi Delta Kappa Reading Research
Quarterly* Review of Research in Education School Effectiveness and School Improvement Scientific
Studies of Reading* Social Psychology of Education Sociology of Education Teachers College Record Urban
Education)
Process & Timeline

January 2017
All elementary staff communication & request for interested teachers to serve on District Literacy Committee

February - June 2017
District Literacy Committee researched, studied, planned and developed curricular and instructional framework/resources

July 2017
District Literacy Committee voted on selection of curricular and instructional framework/resources, Administrative review and approval

September & October 2017
Staff meetings explaining DLC selection and process

October 2017- March 2018
All staff received professional development days related to The Literacy Continuum, workshop instructional model, PRESS intervention, Benchmark Assessment System

January 2018
Curriculum Advisory Council approval, School board presentation

July - August 2018
Units of Study- Reading professional development and training
High-Yield Strategies & Research

+ Expert, explicit instruction

+ Books they find interesting!

+ Time to read!
Committee Lens Vetting & Final Recommendation

General
1. Includes preschool resources through 5th grade (with vertical alignment)
2. Provides high-quality, on-site PD opportunities
3. Provides high-quality, online PD opportunities

Student-Focused
1. Includes a number of student texts.
2. Includes rich & authentic texts
3. Student materials are well-constructed
4. Age appropriate
5. Culturally appropriate and includes diverse perspectives

Teacher Materials
1. Includes materials for interactive read-alouds, shared reading, book clubs, guided reading, and independent reading
2. Supports teachers without limiting creativity or instructional decision making
3. Provides an easy-to-follow standards-alignment document to ensure priority standards are being met across the year.
4. Includes adequate teacher support for teaching authentic, purposeful writing

Best Practice
1. Aligns to standards
2. Allows for differentiation
3. Balances reading, writing, listening, word study, speaking
4. Incorporates gradual release of responsibility
5. Balances skill development and interaction with rich and authentic text
6. Allows teachers the flexibility to respond to students’ needs (flexible pacing and instructional choice)
7. Provides possibility of pairing to grade-level content-area topics
8. Includes authentic, purposeful writing with vertical alignment

Technology Tools
1. Includes technology tools for students
2. Includes technology tools for teachers

Reviewed Curriculum
Benchmark Advance
Fountas & Pinnell Literacy
Lucy Calkins Units of Study

Selected Curriculum
Lucy Calkins Units of Study
Curricula Reviewed

Core/Literature-Based Language Arts Program

Structured Foundational Skills Program
Final Recommendation & District Decision

General
Provides high-quality, *on-site* PD opportunities
Provides high-quality, written materials for PD opportunities

Best Practice, High Quality Instruction
Aligns to standards
Allows for differentiation
Balances reading, writing, listening, speaking
Incorporates gradual release of responsibility
Balances skill development and interaction with rich and authentic text
Allows teachers the flexibility to respond to students’ needs
Provides possibility of pairing to grade-level content-area topics
Includes authentic, purposeful writing with vertical alignment

Student-Focused
Includes a number of student texts.
Includes rich & authentic texts
Culturally appropriate and Includes diverse perspectives

Teacher Materials
Includes materials for independent reading and independent practice
Supports teachers without limiting creativity or instructional decision making
Provides an easy-to-follow standards-alignment document to ensure priority standards are being met across the year.
Includes adequate teacher support for teaching authentic, purposeful writing
Benchmark Assessment System  2017-18

Literacy Continuum: Reading Levels  2017-18

PRESS  2017-18

Letterland for PreK and K

Lucy Calkins Units of Study for Reading  2018-19

Words Their Way  2018-19

Lucy Calkins Units of Study for Writing. 2019-20

Slow & Scaffolded & Supported

Professional Development 2017-2020
**District Curriculum Review Cycle & Budgeting**

**LEARNING & INNOVATION DEPARTMENT CURRICULUM & PROFESSIONAL DEVELOPMENT BUDGETS**

- Long-term planning for core and specialist departments
- Budget projections, considerations related to cycle
- Intentional use of resources

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<td>execute</td>
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## PK-5 Literacy Investment 2017-2020

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<th>Resources</th>
<th>Expense</th>
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<td>Benchmark Assessment System</td>
<td>9,000</td>
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<tr>
<td>Letterland</td>
<td>13,000</td>
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<tr>
<td>Words Their Way</td>
<td>70,000</td>
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<tr>
<td>Classroom Libraries (Books)</td>
<td>410,000</td>
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<tr>
<td>Reading- Units of Study</td>
<td>35,000</td>
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<tr>
<td>Writing- Units of Study</td>
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<td>Professional Development</td>
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<td>Total Investment</td>
<td>660,000</td>
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World’s Best Workforce Plan
All children are ready for school.

All third-graders can read at grade level.

All racial and economic achievement gaps between students are closed.
Essential Components of Reading Instruction

- Vocabulary
- Phonemic Awareness
- Fluency
- Phonics

Comprehension
# Balanced Literacy Approach

<table>
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<tr>
<th>READING</th>
<th>WRITING</th>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>VIEWING</th>
<th>PRESENTING</th>
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<td>READ ALOUD/MODELED READING</td>
<td>WRITE ALOUD/MODELED WRITING</td>
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<td>INTERACTIVE READING</td>
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<td>INDEPENDENT READING</td>
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**ongoing foundational skill development**
<table>
<thead>
<tr>
<th>Stillwater’s Curriculum</th>
<th>Structured Literacy Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday</td>
<td>Phonology/Phonemic Awareness</td>
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<tr>
<td>Words Their Way (lexical semantics), Units of Study for Teaching Reading (conceptual</td>
<td>Semantics/Word Study</td>
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<td>semantics)</td>
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<tr>
<td>Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday</td>
<td>Sound-Symbol/Phonics</td>
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<tr>
<td>Letterland, Units of Study for Teaching Reading, PRESS</td>
<td>Reading Fluency</td>
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<tr>
<td>Units of Study in Teaching Reading</td>
<td>Comprehension Strategies</td>
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## Ongoing Foundational Skill Development

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<tr>
<td>Units of Study for Teaching Reading, Letterland, Words Their Way</td>
<td>High Frequency Word Study</td>
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<td>Units of Study in Teaching Reading (syntax acquisition) In development (syntax application)</td>
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<td>Letterland, Words Their way, PRESS, Orton-Gillingham, Sonday</td>
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<td>Words Their Way, Units of Study in Teaching Reading</td>
<td>Morphology/Word Study/Vocabulary</td>
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<tr>
<td>Letterland</td>
<td>Handwriting</td>
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<tr>
<td>Letterland, Words Their Way</td>
<td>Spelling</td>
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</table>
Tiers of Academic Instruction

- **Tier IV**: High-quality, core instruction for all students
- **Tier III**: Intensive instruction for few students
- **Tier II**: Supplemental instruction for some students
- **Tier I**: Special Education

Tier IV is at the bottom of the pyramid, indicating it serves the largest number of students. Special Education is at the top, serving the smallest number of students.
Reading Curriculum in the Tiers

Tier I
Letterland + Words Their Way
Units of Study in Reading

Tier II
PRESS

Tier III
Special Education
Orton-Gillingham
Leveled Literacy Intervention (LLI)

Sondag
LMB Visualizing and Verbalizing
MULTI-TIERED SYSTEMS OF SUPPORT:
How we help children experiencing difficulties

Teacher (differentiates instruction)
- small group or individual instruction (PRESS)

Teacher Consults Professional Learning Community and colleagues

Teacher Recommends Student to Learning Supports Team

Learning Supports Team (Principal, School Psychologist, Social Worker, Interventionists/Orton-Gillingham trained, Teachers)
- child may be placed into Tier III intervention
- review data, determine plan of support, connect with parents, collect data, monitor progress
- potential referral for Special Education evaluation
Curriculum Supporting Dyslexia

**Special Education**

**Tier III**
- **Orton-Gillingham**
  - Leveled Literacy Intervention (LLI)

**Tier II**
- **PRESS**

**Tier I**
- **Letterland + Words Their Way**
  - Units of Study in Reading
  - Units of Study in Writing

**Sondy**
- Lindamood Bell Visualizing and Verbalizing
DYSLEXIA IN THE SCHOOLS: THEN & NOW

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
October 23, 2015

MINNESOTA LEGISLATURE & DEPARTMENT OF EDUCATION
2017 Minn. Stat. § 120B.12

October 23, 2015

Dear Colleague:

Ensuring a high-quality education for children with specific learning disabilities is a critical responsibility for all of us. I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities

MINNESOTA LEGISLATURE & DEPARTMENT OF EDUCATION
2017 Minn. Stat. § 120B.12

2017 Minnesota Statutes

120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3.

Subdivision 1. Literacy goal. The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section 122A.06, subdivision 4.

Subd. 2. Identification; report. (a) Each school district shall identify before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students’ areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1. The district also must annually report to the commissioner by July 1 a summary of the district’s efforts to screen and identify students with:

(1) dyslexia, using screening tools such as those recommended by the department's dyslexia and literacy specialist; or
Subd. 2. **Identification; report.**

The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1. The district also must annually report to the commissioner by July 1 a summary of the district's efforts to screen and identify students with:

(1) dyslexia, using screening tools such as those recommended by the department's dyslexia and literacy specialist; or

(2) convergence insufficiency disorder.

(b) A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.
It is important to emphasize that **systematic phonics instruction should be integrated with other reading instruction** to create a balanced reading program. Phonics instruction is never a total reading program. In 1st grade, teachers can provide controlled vocabulary texts that allow students to practice decoding, and they can also read quality literature to students to build a sense of story and to develop vocabulary and comprehension. **Phonics should not become the dominant component in a reading program, neither in the amount of time devoted to it nor in the significance attached.** It is important to evaluate children’s reading competence in many ways, not only by their phonics skills but also by their interest in books and their ability to understand information that is read to them. **By emphasizing all of the processes that contribute to growth in reading, teachers will have the best chance of making every child a reader.**

(National Reading Panel Report, 112)
Meetings & Collaboration with Stillwater Parents Advocating for Dyslexia Supports

August 30, 2016

January 25, 2017

February 21, 2017  (Parents, Administrators, Teachers attend Dyslexia Day (Minnesota Capitol)

May 3, 2017

November 9, 2017  Crosswalk Between Curriculum and Dyslexia Research:  An interactive approach to teaching literacy

February 16, 2018

*All interventionist teachers trained in Orton-Gillingham, March 2017

*Summer Success Program (Orton-Gillingham specific)
OUR PLANS OF SUPPORT FOR DYSLEXIA: PAST, PRESENT, FUTURE

PAST
- Needed a medical diagnosis to qualify for dyslexia services in Special Education
- Didn’t have a classroom teacher who delivered scientifically-based research intervention (SRBI) until 2015-16 (PRESS)
- Didn’t have all interventionists trained in Orton-Gillingham
- Didn’t have on-going, just-in-time diagnostic assessment feedback (PRESS & FastBridge)

PRESENT
- PRESS (Path to Reading Excellence in School Site, U of M)
- FastBridge diagnostics and assessments
- Learning Supports Teams
- Orton-Gillingham trained Interventionists
- Consultation with MDE, educational professionals
- MDE Revising Local Literacy Plans to Include “Efforts to Identify Students with Dyslexia”, “Navigating the School System When a Child is Struggling with Reading or Dyslexia”
OUR PLANS OF SUPPORT FOR DYSLEXIA: NOW & MOVING FORWARD

PRESENT (repeated)
-PRESS (Path to Reading Excellence in School Site, U of M)
-FastBridge diagnostics and assessments
-Learning Supports Teams
-Orton-Gillingham trained Interventionists
-Consultation with MDE, educational professionals
-MDE Revising Local Literacy Plans to Include “Efforts to Identify Students with Dyslexia”, “Navigating the School System When a Child is Struggling with Reading or Dyslexia”

FUTURE - NEXT YEAR
-Dyslexia Professional Development for all teachers
-Dyslexia Checklist, screening
-Letterland & Words Their Way
-Benchmark Assessment System
-Leveled Libraries (“just right” books)
-Continued… -PRESS (Path to Reading Excellence in School Site, U of M)
-FastBridge diagnostics and assessments
-Learning Supports Teams
-Orton-Gillingham trained Interventionists
-Consultation with MDE, educational professionals
Stillwater Dyslexia Pre-assessment Screener & Checklist (MDE) 2017

Stillwater Area Public Schools
Dyslexia Checklist

Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Students who are presenting with indicators of dyslexia will need more explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with word sounds and word recognition to make progress meeting proficiency. Use this checklist as a tool to help determine a student’s individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data.

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<thead>
<tr>
<th>Instructionally Meaningful Observations and Interview Data</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
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<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
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<tr>
<td>1. Mishears letters or sounds.</td>
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<td>2. Difficulty with rhyming.</td>
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<td>3. Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.</td>
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<td><strong>Decoding</strong></td>
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<td>1. Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.</td>
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<tr>
<td>2. Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt) skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly).</td>
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<td>3. Decodes a word on one page but not on next; one day it is there, next it is not.</td>
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<td>4. Relies on contextual clues to read, guesses at words based on the first few letters.</td>
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<td>5. Accuracy of decoding improves but rate remains persistently lower than benchmark.</td>
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Minnesota Department of Education. (2017). “Revising Local Literacy Plans to include ‘Efforts to identify students with dyslexia.’”
Today, our successful approach to reading instruction goes by many names: Orton Gillingham, Multi-Sensory, Explicit Phonics.

A Name: First Step in Building a Brand

The term “Structured Literacy” is not designed to replace Orton Gillingham, Multi-Sensory or other terms in common use. It is an umbrella term designed to describe all of the programs that teach reading in essentially the same way.

https://dyslexiaida.org/structured-literacy/
Wilson Language Training
Although Fundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.
## District Comparisons

<table>
<thead>
<tr>
<th>Stillwater</th>
<th>Edina</th>
<th>Wayzata</th>
<th>Mahtomedhi</th>
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**Balanced Literacy** with Structured Literacy Support
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