Happy
FALL
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Welcome!

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Introductions

Role of the Committee

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Curriculum Updates

Jennifer Farthing,
Director of Curriculum

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10th Grade Honors English

Elizabeth Teeter,
English Teacher

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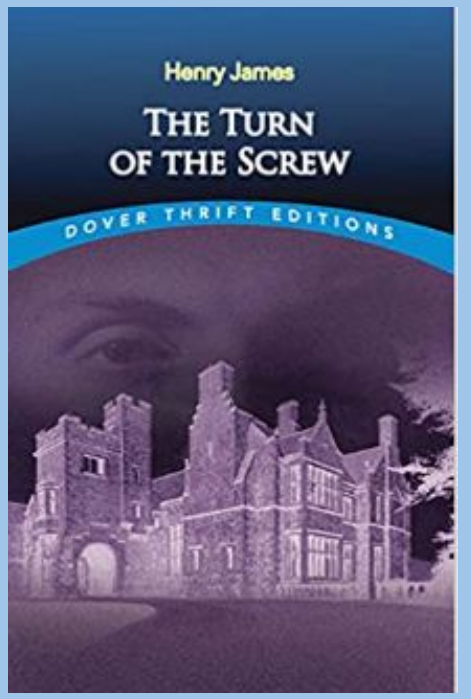
The Turn of the Screw by Henry James

Intended Audience: English 10 Honors



Summary and educational significance: In *The Turn of the Screw*, Henry James presents a story that seems as factual as the recorded ghost sightings that were a major influence for this novel. However, upon further investigation, the reader may begin to wonder about the narrator's reliability. Considering the setting in which the story is told, the narrator's own confessions, and pieces of the unconscious' affect, the governess can be identified as an **unreliable narrator**. This selection will also introduce students to gothic elements (an atmosphere of mystery and suspense, the presence of supernatural figures, events as well as image of woman in distress) that they will need to be familiar with for Honors 11 and AP Lit.

Purpose of teaching the work and how it will be used:

- Will be used in a mini-unit based on the gothic elements used and created by American authors (someone other than Poe!).
- Varied sentence structure, imagery, symbolism, and voice (unreliable narrator)
- Themes explored: Innocence being corrupted by knowledge, the importance of friendly relationships, motherhood and protection, and the breakdown of mental sanity.

****Listed on AP College Board approved list**

Structured Literacy

Jennifer Farthing,
Director of Curriculum

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Structured Literacy

The Twinsburg City School District is making a shift from Balanced Literacy to Structured Literacy.

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EQUITY

HOW MANY CHILDREN LEARN TO READ?

The 2019 NAEP Reading Scores show us that in a class of 28:

- 35%, or 9.8 students, are reading proficiently or better
- 65%, or 18.2 students, can not read proficiently

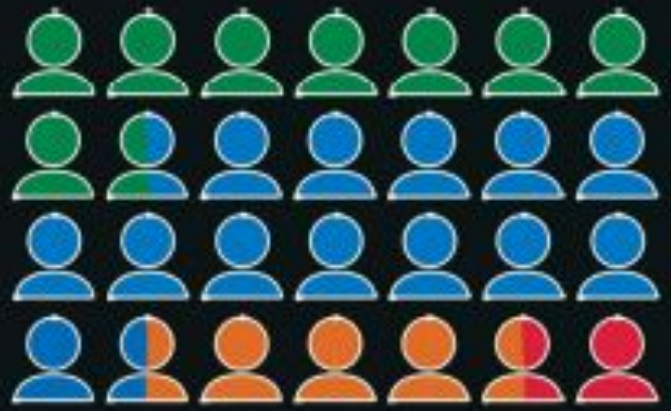
HOW MANY CAN LEARN TO READ?

Decades of research from multiple fields demonstrates that:

- 95%, or 26.6 students, regardless of background, can learn to read proficiently (or better) with explicit, systematic, and sequential instruction in foundational skills (Structured Literacy)

HOW DO CHILDREN LEARN TO READ?

The National Institute of Health indicates that in a class of 28:



- 30%, or 8.4 students, learn regardless of the method
- 50%, or 14 students, learn with explicit, systematic, and sequential instruction in foundational skills (Structured Literacy)
- 15%, or 4.2 students, require Structured Literacy and additional time and instruction
- 5%, or 1.4 students, with severe cognitive disabilities will struggle to become proficient

Source:
NAEP http://nces.ed.gov/nationsreportcard/reading
AFT https://www.aft.org/ae/summer2020/moats
Education Advisory Board (EAB) District Leadership Forum. (2019). Narrowing the Third-Grade Reading Gap: Embracing the Science of Reading. https://tinyurl.com/DLFResearch

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Balanced Literacy

- Whole and Small Group Instruction
- Guided reading in small groups by instructional level
- “Authentic” Literature
- Strategies taught on Teacher Observation
- Three Cueing System
- Phonics taught in a mini-lesson or word study.

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The Science of Reading

Structured Literacy

Evidence

Application

The terms Science of Reading and Structured Literacy are not one in the same...

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Structured Literacy is not just about adding Phonics!

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Structured Literacy

- **Explicit instruction** - clear, direct teaching
- **Systematic** - follows a plan, methodical, routine
- **Cumulative** - each skill is built upon the previous skill
- **Sequential instruction** - begins with basic concepts and progresses to more difficult concepts and elements, scope and sequence

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Elements of Structured Literacy

- Phonology
- Sound-Symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics

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Structured literacy

Explicit teaching of systematic word identification and decoding strategies

Evidence-based elements

+

Evidence-based teaching principles

=

Effective reading instruction

Source: © 2016 Cowen for International Dyslexia Association
https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq

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The Simple View of Reading

Decoding

Ability to apply sound-symbol relationships to read words

X

Language Comprehension

Ability to understand spoken language

=

Reading Comprehension

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

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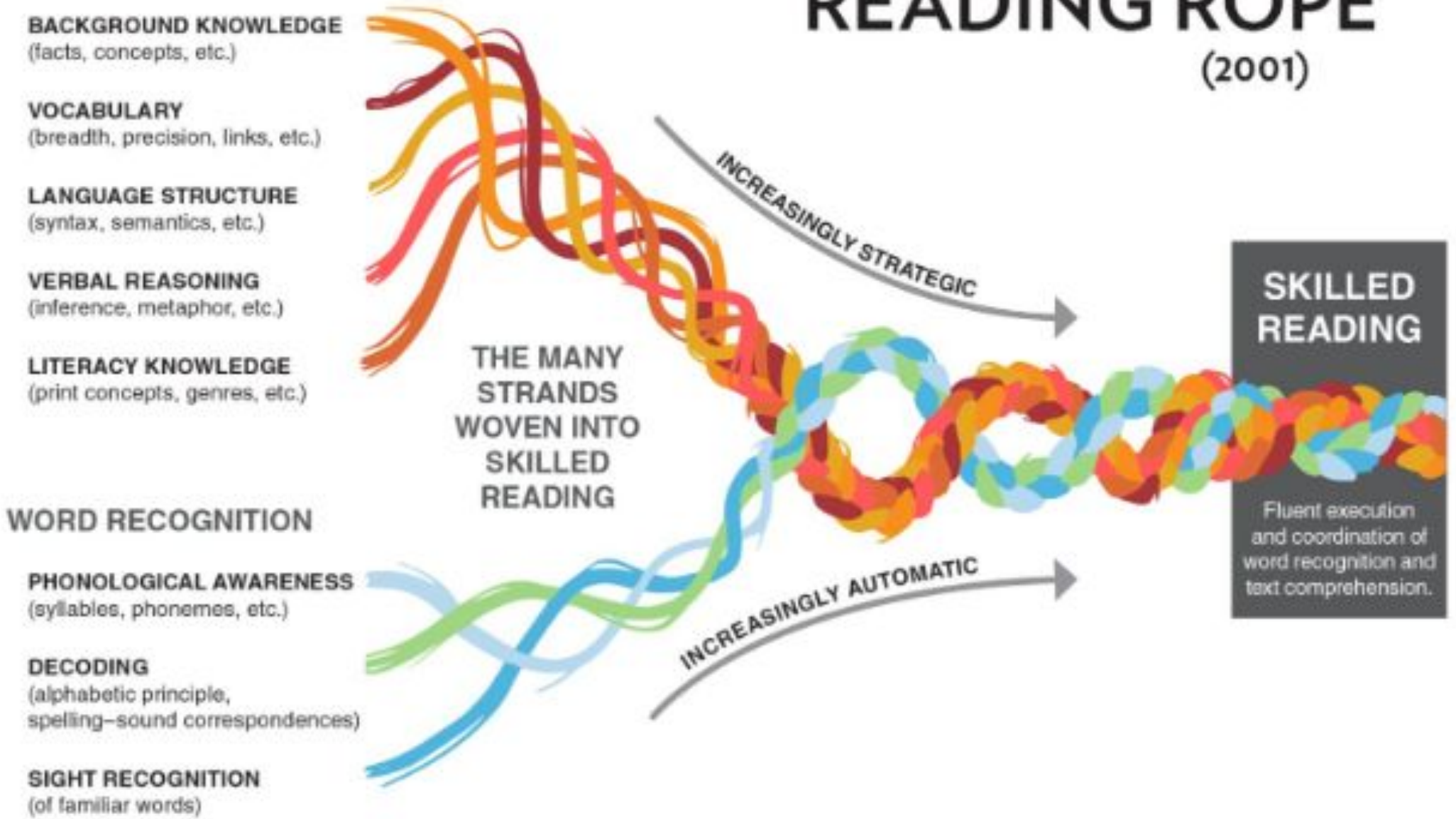
SCARBOROUGH'S READING ROPE (2001)



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ORTHOGRAPHIC MAPPING

Areas of the brain used for reading based on neuroimaging

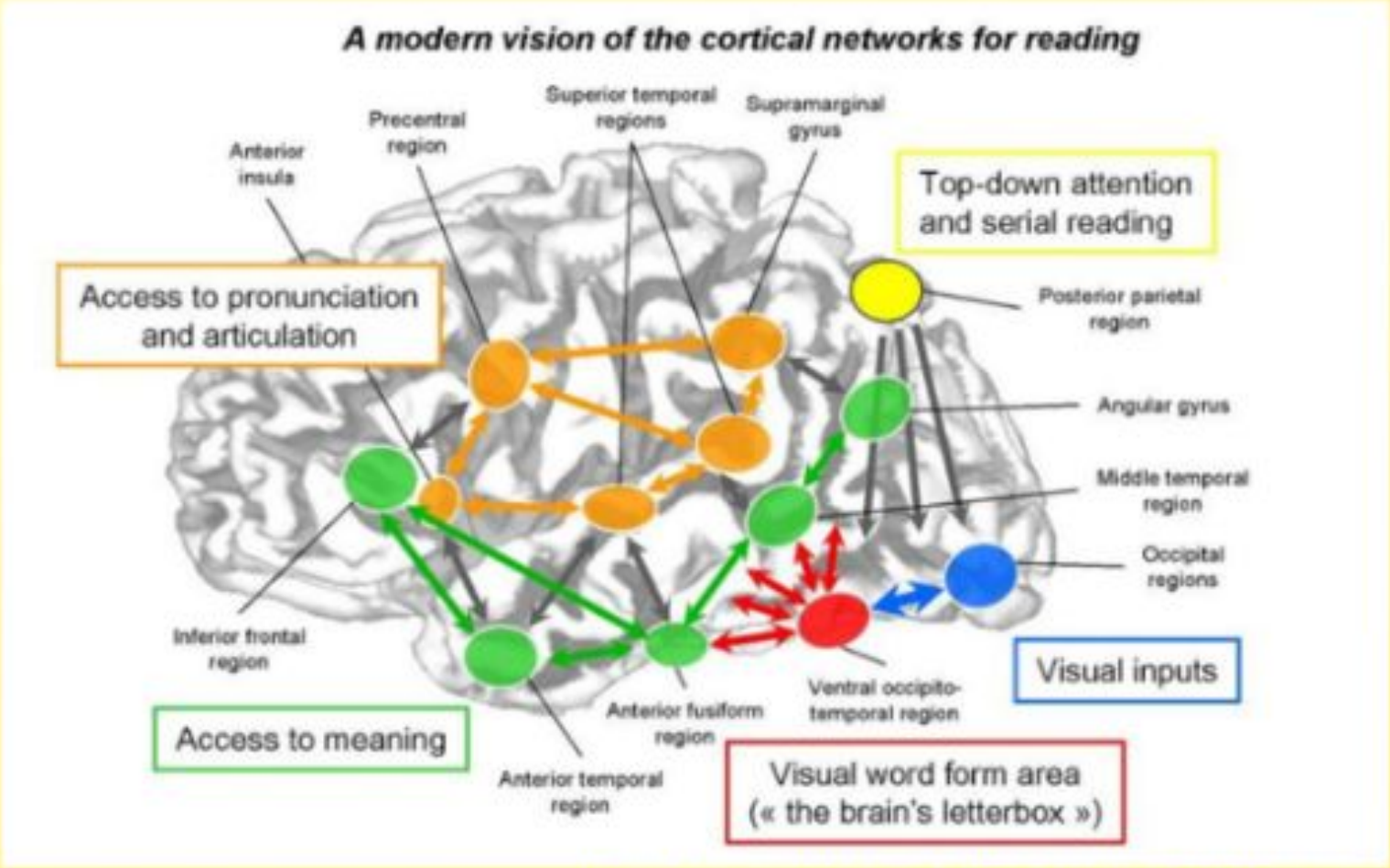

Image courtesey of Dr. Stanislas Dehaene

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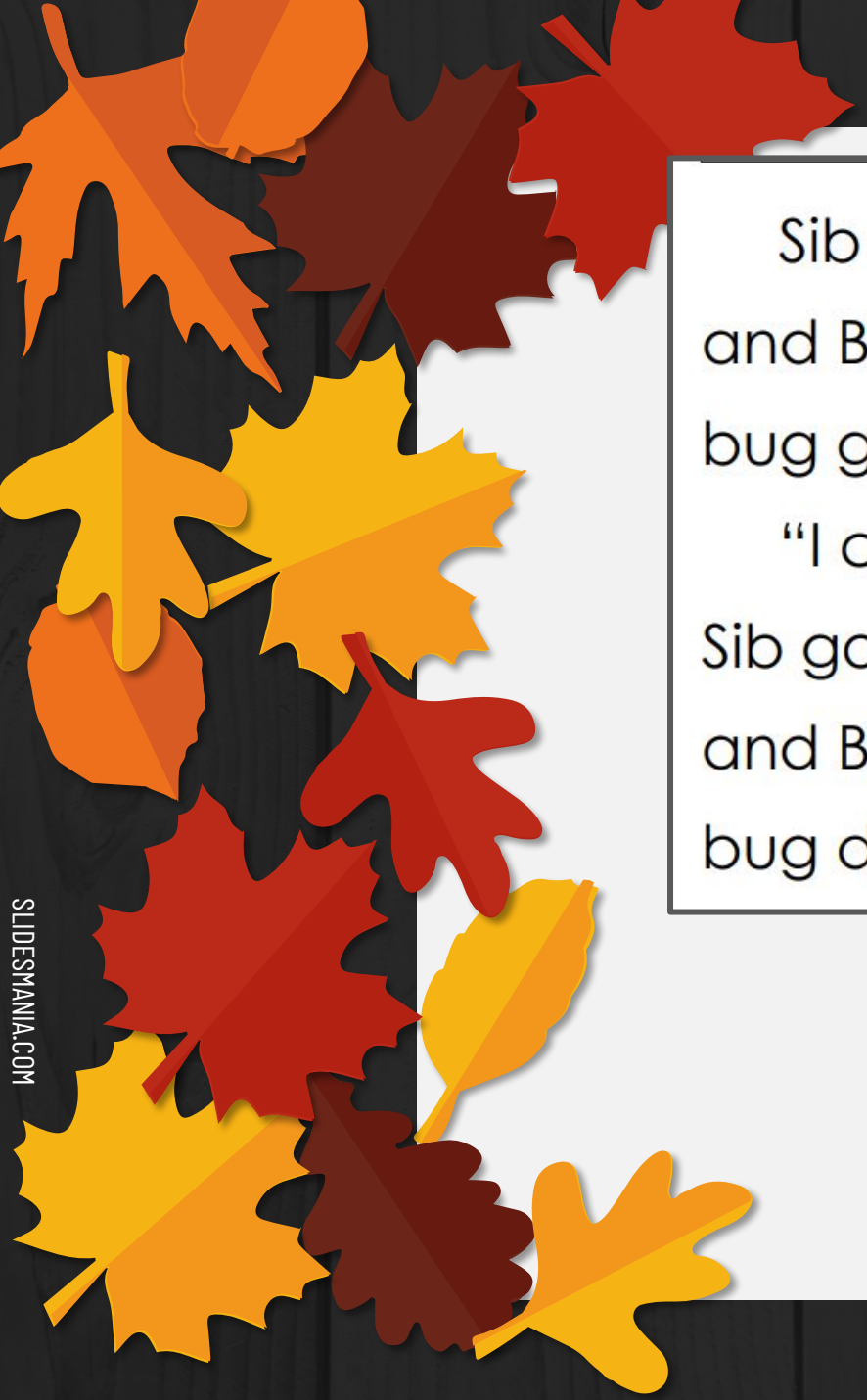

Sib got on the bus. Bob, Gab, and Bim got on the bus. A big bad bug got on the bus.

"I can not sit on the bus," said Sib Sib got up. Bob got up. Gab got up and Bim got up. But the big bad bug did not.

b

New Concept and Sample Words
b
bat bug bus sob tub cab

Word Work Chains
1. bit → but → bug → big 2. sob → cob → cab → tab
Sample Word Work Chain Script
bit → but → bug → big 1. Make the word **bit**. [spelling] 2. Change the **i** to **u**. What word is this? [reading] 3. Change **but** to **bug**. [spelling] 4. Change the **u** to **i**. What word is this? [reading]

Sentences
1. I got the bag. 2. The bat is big.

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Questions ?

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Thank YOU!

Next Meeting:
January 23, 2023

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