

Phonics Shed (PreK-2) and Spelling Shed (K-5) Curriculum Logic Model

Resources/Inputs

- **Phonics Shed** (PreK-2) and **Spelling Shed** (K-5) are standalone curricula which work together to support students' phonics and writing outcomes through the bi-directional relationship between learning reading and learning spelling
- These curricula are phased and sequenced in a way that front loads phonics and breaks down the basic components of reading and spelling, and continually re-exposes students to basics through its spiralized structure
- Lessons provide explicit instruction for scaffolded skills and strategies for students to use in sound/word recognition, as well as morphology and word origins
- Uses immersive stories that center developmentally friendly characters to engage students, as well as gamification and customizable competition and profile/avatar curation as rewards
- Lessons are aligned with student materials that are offered both off and online: (e)books, letter tiles, flash cards, games, and more
- Designed with pre-built or flexible planning weeks, content weeks, and assessment weeks for ease of teacher use, and progress monitoring tools to guide instruction

Activities

- Teachers follow the **Phonics Shed** and **Spelling Shed** curricula to deliver explicit Tier I instruction on reading and writing structures and activities
- Teachers customize (Tier I) instruction and identify students who need more support based on diagnostic assessments
- Students participate through **Phonics Shed** and **Spelling Shed** activities
- Teachers deliver lessons through stories, songs, characters, games, and movement
- Teachers can use **Phonics Shed** and **Spelling Shed** together, individually, or as a supplement to other curricula

Context:

- State Education Agencies (SEAs) and Local Education Agencies (LEAs) rely on ESSA tiers of evidence to select evidence-based curricula
- Teachers and administrators' knowledge of the science of reading continues to develop
- Access to technology at school and home in today's flexible education climate
- **Spelling Shed** interacts with and supports activities and engagement in **Phonics Shed** during their overlap in K-2, after which **Spelling Shed** continues to build on foundations from **Phonics Shed** through 5th Grade

Outputs

- Students engaging in **Spelling Shed** activities return to, build on, and apply foundations developed from **Phonics Shed** instruction
- Students are consistently exposed to the key concepts and skills needed to read and write; Students can identify morphemes and use that knowledge to decode and understand unfamiliar words
- Students are engaged in learning to read and write
- Student who are struggling to learn to read and write receive the support they need
- Students internalized the patterns and generalizations and can read and spell fluently

Outcomes

- PreK-5 students meet grade level benchmarks on internal diagnostics of phonemic awareness, phonological awareness, letter identification, decoding, word understanding, spelling, and writing
- PreK-5 students meet grade level standards on standardized tests of phonemic awareness, phonological awareness (phonics), letter identification, decoding, word understanding (under phonics outcomes), spelling, and writing skills
- PreK-5 students show growth in phonemic awareness, phonological awareness (phonics), letter identification, decoding, word understanding (under phonics outcomes), spelling, and writing skills

EdShed



Phonics Shed

Spelling Shed

Theory of Action:

- Direct, explicit, and systematic early (K-2) reading instruction, vocabulary, letter and sound recognition, phonemic awareness and understanding, oral reading fluency, and frequency practice builds students' fundamental reading skills, which leads to comprehension and long-term literacy skill development
- Learning through narrative and multi-sensory activities allows students to make connections across lessons, be engaged in the material, and be motivated to develop their reading skills.
- Classroom-wide implementation supports foundational skill development but can be adjusted to meet group or individual needs with stations or specific activities to support struggling students.
- The bi-directional relationship between learning reading and learning spelling is supported by student participation in both **Phonics Shed** and **Spelling Shed**