

# 2026 ELA Curriculum Selection

April 2026

# Public Act 146

## What is PA 146?

Public Act 146 is Michigan's new K–12 literacy and dyslexia law (a revision of the 'Read by Grade Three' law), designed to **improve early literacy instruction and literacy outcomes for all students**, including students with characteristics of dyslexia.

# Instructional Methods and Curriculum Resources Must NOT Include

a. Prompting pupils to guess unknown words using pictures and illustrations.

b. Skipping over an unknown word or words to use the meaning of the passage to recognize the unknown word or words.

“She rode the **horse** down the trail.” Unknown word “**horse**.” Student may skip it and say **pony** instead. This makes sense, but is not correct.

c. Identifying only the first sound of an unknown word and then being prompted to guess the word using the word's initial sound and the meaning of the text surrounding the word.

“We walked down the **trail**.” Looking at only the first few letters: “We walked down the **track**.”

d. Memorizing a word in its written form.

e. Using predictable text and leveled text to provide initial word recognition instruction and practice in reading new learned letter-sound correspondences.

*I see the cat.  
I see the hat.  
I see the bat.*

- Repeating the pattern “I see the...”
- Looking at the picture to guess the last word
- Memorizing the sentence structure

\*\* Use **decodable texts** aligned to the phonics skill  
“The cat sat on the mat.”

## Section 35m Tier 1 Early Literacy Materials and Series (PK-5)

Rankings Order	Materials/Series Name	Consensus Scoring Document	
1	Amplify CKLA, 3rd Edition (2025)	<a href="#">Amplify CKLA Consensus Scoring Document</a>	98%
2	Really Great Reading: Countdown (2023); Blast Foundations (2023); & HD Word (2023)	<a href="#">Really Great Reading Consensus Scoring Document</a>	90%
3	95 Phonics Core Program, First Edition	<a href="#">95 Phonics Consensus Scoring Document</a>	89%
4	IMSE Orton-Gillingham Plus (OG+), 2025	<a href="#">OG+ Consensus Scoring Document</a>	86%
5	Imagine Learning EL Education Edition 1 (2019)	<a href="#">Imagine Learning EL Consensus Scoring Document</a>	85%
5	Wit & Wisdom (K-5 Core ELA program) and Geodes (K-3 Decodable Texts)	<a href="#">Wit &amp; Wisdom and Geodes Consensus Scoring Document</a>	85%
6	HMH Into Reading, 2025	<a href="#">HMH Into Reading Consensus Scoring Document</a>	84%
6	Story Champs 2.0 (2018)	<a href="#">Story Champs 2.0 Consensus Scoring Document</a>	84%
7	UFLI Foundations, 1st Edition	<a href="#">UFLI Foundations Consensus Scoring Document</a>	83%
7	Magnetic Reading Foundations, 2023	<a href="#">Magnetic Reading Foundations Consensus Scoring Document</a>	83%
8	Collaborative Literacy, 3rd Edition	<a href="#">Collaborative Literacy Consensus Scoring Document</a>	83%

# Science of Reading

The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.



## Scarborough's Reading Rope

### Language Comprehension

Background Knowledge  
Vocabulary knowledge  
Language Structures  
Verbal Reasoning  
Literacy Knowledge

### Word Recognition

Phonological Awareness  
Decoding (and Spelling)  
Sight Recognition



# Step 1: Thought Exchange Survey

- How do you feel about your current ELA curriculum EL Education?
- How well does EL Education Curriculum aligns with State ELA standards?
- What is the most important consideration you have when choosing a new ELA Curriculum?
- What is your biggest concern with the current ELA curriculum?
- Does EL Education support diverse learners?
- What are you most looking for in a new ELA curriculum?
- Which feature is most critical to your instruction?

# Thought Exchange Results

## Summary

The survey results indicate a strong dissatisfaction with the current ELA curriculum, EL Education.

- 81% finding it difficult to follow.
- 90% advocate for changing to a new curriculum
- 68% highlighting the need for clear pacing and easy-to-use lesson structures
- 54% explicit phonics and foundational skills
- 47% Concerns about student engagement
- 22% alignment with grade-level standards
- 65% said assessments are seen as aligning with standards
  - However, there is a desire for more useful formative assessment tools.
- 11% support for diverse learners is inadequate, particularly for students below grade level
- 8% those with IEPs and 504 plans

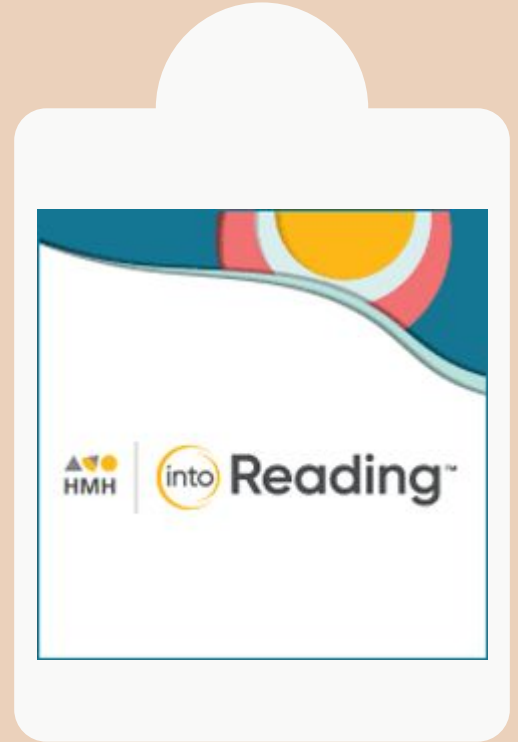
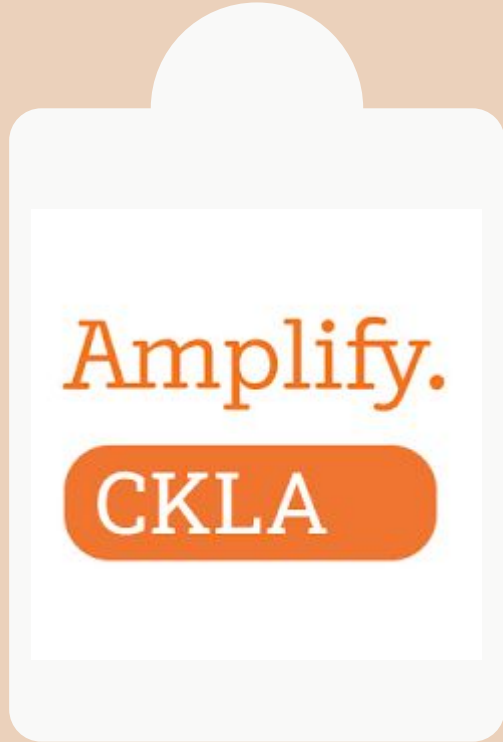
Overall, there is a strong sentiment towards adopting a new curriculum that better meets the needs of diverse learners and aligns with state standards.

# Thought Exchange Results

## Areas to investigate

- **Student Engagement:** With 47% of educators citing student engagement as a major concern, further investigation is needed to understand the specific aspects of the curriculum that fail to engage students and how these can be improved.
- **Support for Diverse Learners:** The low percentages of support for students below grade level (11%) and those with IEPs and 504 plans (8%) indicate a need for further exploration into how the curriculum can be adapted to better meet the needs of diverse learners.
- **Alignment with Standards:** With only 38% agreeing that the curriculum aligns with state standards, there is a need to investigate the discrepancies and how the curriculum can be better aligned to ensure it meets educational requirements.

# THREE CURRICULUM OPTIONS



# What did we do?

Teachers were invited on two different occasions to explore the three curricular options and provide feedback

**PLEASE JOIN US**  
**K-5 ELA CURRICULUM**  
**EXPLORATION**

- ✦ We are gathering to thoughtfully examine new curriculum options
- ✦ Our goal is to determine how well each aligns with our instructional priorities
- ✦ Your insight and professional expertise are critical to this decision-making process
- ✦ This session provides time to review resources, ask questions, and offer feedback

**Curriculums for Exploration**

- ✓ Amplify CKLA
- ✓ Great Minds Wit & Wisdom
- ✓ HMH Into Reading

**Important Dates**

- ✦ March 4, 2026  
4:00 - 5:30 PM
- ✦ March 11, 2026  
4:00 - 5:30 PM

**SPSD PD Center**  
1925 S. Outer Drive

**QUESTIONS?**

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# ELA Curriculum Task Force Team

- Peggy Connors, Instructional Coach
- Monica Mccoury, Instructional Coach
- Jonelle Lull, Kindergarten
- Kelli Schiebner, Kindergarten
- Kimberly Lincoln, Kindergarten
- Molly Borges, Kindergarten
- Christine Dine, 1st Grade
- Shannon Fredenburg, 1st Grade
- Monica Terry, 1st Grade
- Stacey Urbani, 1st Grade
- Theresa Smith, 2nd Grade
- Stacey Corrigan, 2nd Grade
- Eunice Jamerson, 2nd Grade
- Michelle Watters, 2nd Grade
- Rollin Carter, 3rd Grade
- Halima Harper, 4th Grade
- Katie Condon, 4th Grade
- Samantha Rossell, 4th Grade
- Michelle Carpenter, 5th Grade
- Tangela Owens, 5th Grade
- Staci Rosales, IB Coordinator

Dr. Tran

# Survey - 4 Categories

## Knowledge Building & Writing

- Knowledge Building
- Writing Frequency
- Reading-Writing Connection
- Explicit Writing Instruction

## Implementation

- Time Requirements
- Preparation & Materials
- Professional Learning Needs
- Teacher Learning Curve
- Engagement & Joy

# Survey - 4 Categories

## Instructional Design & Usability

- Lesson Clarity
- Success Criteria
- Instructional Flow
- Teacher Decision-Making
- Routines & Consistency

## Differentiation & Assessment

- Supports for Struggling & Advanced Students
- Language Supports
- Formative Assessment
- Summative Assessment

# Task Force Team Survey Results

	<b>Knowledge Building &amp; Writing</b>	<b>Implementation</b>	<b>Instructional Design &amp; Usability</b>	<b>Differentiation &amp; Assessment</b>
<b>CKLA</b>	92%	77%	89%	86%
<b>Wit &amp; Wisdom</b>	50%	35%	37%	48%
<b>Into Reading</b>	79%	79%	87%	75%

**Kindergarten Teacher**

I like the look of the curriculum. Seems more engaging and less busy than HMH.



**2nd grade Teacher**

This looks more engaging for students. I think the decodable readers are age and level appropriate.

**Amplify**CKLA

**3rd grade Teacher**

I love the integration between science and ELA.

Final Choice

**Kindergarten Teacher**

I like this choice the best for kindergarten.

# Program structure

## Students grow from week to week...

Grade  
**1**



### Charting the World: Geography

Students deepen their geography knowledge, advance their map skills, and compare global locales and landforms to their own neighborhood.



### A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.



### Adventure Stories: Tales from the Edge

Students learn about real-world explorers and inventors, become familiar with gathering information for research, and discover the value of perseverance and teamwork.

Atlas

Community

Habitat

Territory

Altitude

Glacier

## ...and year to year

Grade  
**1**



### A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.

Atlas

Community

Grade  
**3**



### Fur, Fins, and Feathers: Animal Classification

Students explore the science of classification and develop critical scientific skills by identifying characteristics of organisms and objects and presenting evidence-based claims.

Characteristic

Aquatic

Grade  
**5**



### The Deep Blue World: Oceans

Students dive into the diversity of life in oceans, consider characteristics of ocean environments that support ecosystems, and collaboratively create and share their findings.

Ecosystem

Symbiotic

\* Thought Exchange

# Foundational Skills by Year

	Print concepts					Phonological awareness					Phonics and word recognition							
	Basic features of print	Directionality	Letter recognition	Features of a sentence	Rhyming words	Blending	Phoneme substitution	Segmentation	Initial/medial/final sounds	Consonants	Long and short vowels	R-Controlled vowels	Digraphs	Diphthongs	High-frequency words	Spelling alternatives	Decoding single-syllable words	Decoding two-syllable words
Kindergarten	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 2									•	•	•	•	•	•	•	•	•	•
Grade 3													•	•	•	•	•	•
Grade 4																		
Grade 5																		

	Grammar																					
	Decoding multisyllable words	Inflectional endings	Prefixes and suffixes	Derivational and latin suffixes	Root words	Irregularly spelled words	Homonyms	Synonyms/antonyms	Multiple-meaning words	Singular/plural nouns	Proper nouns	Pronouns	Verbs	Irregular verbs	Verb: To be/ to have	Verb tense	Subject and predicate	Adjectives	Adverbs	Contractions	Capitalization/punctuation	
Kindergarten						•			•	•	•	•									•	
Grade 1		•			•	•	•		•	•	•	•			•		•			•	•	
Grade 2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



Star Light, Star Bright:  
Nursery Rhymes and Fables

See, Hear, Smell, Taste, Touch:  
The Five Senses

Underdogs and Heroes: Stories

See How They Grow: Plants

Moo, Cluck, Oink: Farms

Deep Roots: Introduction to  
Native American Cultures

All Around the World: Geography

Royal Tales: Monarchs

or

National Icons: Presidents  
and American Symbols

Our Planet: Taking Care of the Earth

or

Rain and Rainbows: Seasons and Weather

Shaped by Nature: Art and the World Around Us

The Moral of the Story: Fables and Tales

From Nose to Toes: How Your Body Works

Common Threads: Different Lands,  
Similar Stories

Reach for the Stars: Astronomy

Charting the World: Geography

A World of Homes: Animals and Habitats

A New Nation: American Independence

Once Upon a Time: Fairy Tales

or

Our Planet: The History of the Earth

From Babylon to the Nile:  
Early World Civilizations

or

Early Americas: Maya, Aztec, and Inca

Adventure Stories: Tales from the Edge

Fortunes and Feats:  
Fairy Tales and Tall Tales

The Birthplace of Democracy:  
Ancient Greece

Legends and Heroes: Greek Myths

Our Planet: Cycles in Nature

Butterflies, Bees, and Beetles: Insects

A House Divided: The American Civil War

Sounds and Stanzas: Poetry

Making a Difference: Creating Change

or

Journeys to America: Imm

Building Blocks: All About I  
or

Early Asian Civilizations: In

Taking Flight: The Age of A

## \* Thought Exchange

	Kinder		Grade 1		Grade 2	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1	Introducing Building Blocks	Prerequisite Writing Skills	Introducing Building Blocks	Writing Skills	Introducing Building Blocks	Writing Skills
2	Opinion	Prerequisite Writing Skills	Narrative	Writing Skills	Opinion	Narrative
3	Narrative	Letter & Word Formation Skills	Narrative	Narrative	Narrative	Narrative
4	Informative	Letter, Word, Writing Skills	Opinion	Informative	Informative	Opinion
5	Opinion	Letter, Word, & Phrase Writing Skills	Opinion	Opinion	Opinion	Narrative
6	Informative	Word, Phrase & Sentence Writing Skills	Informative	Narrative	Informative	Informative
7	Informative	Word, Phrase & Sentence Writing Skills	Informative	Informative	Poetry	
8	Narrative	Sentence Writing Skills	Informative		Narrative	
9	Informative	Sentence Writing Skills	Opinion		Informative	
10	Research Unit	Sentence Writing Skills	Research Unit		Research Unit	

\* Building Blocks are the routines of writing to express ideas at the sentence level (oral or written) and are built-in across all units



- Timeless Tales: Classic Stories
- Fur, Fins, and Feathers: Animal Classification
- Rhythm and Rhyme: Poetry
- Rise and Fall: Ancient Rome
- Our Solar System and Beyond: Astronomy
- Regions and Cultures: Native Americans

- Novel Study: Charlotte's Web or Novel Study: Stella Díaz Has Something to Say
- Systems and Senses: The Human Body or From Glow to Echo: Light and Sound
- From Blues to Bebop: All That Jazz

- My Story, My Voice: Personal Narratives
- Knights and Castles: Europe's Middle Ages
- Meaning and Metaphor: Poetry
- Eureka! Student Inventor
- Our Planet: Geology
- Road to Independence: The American Revolution

- Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler or Novel Study: The Season of Styx Malone
- Adventure on the High Seas: Treasure Island or Crafting Stories: A World of Tales
- Inspiration and Ingenuity: American Innovation

- In My Own Words: Personal Narratives
- Early Americas: Maya, Aztec, and Inca
- Visions in Verse: Poetry
- A Knight's Tale: Don Quixote
- The Deep Blue World: Oceans
- Cultures and Histories: Native Americans

- Novel Study: The Phantom Tollbooth or Novel Study: Through the F Night's Dream
- Arts and Culture: Building Up the

*\* Thought Exchange*

	Grade 3	Grade 4	Grade 5
1	Opinion	Narrative	Narrative
2	Informative	Informative	Informative
3	Poetry	Poetry	Poetry
4	Opinion	Opinion	Opinion
5	Informative	Informative	Informative
6	Narrative	Informative	Opinion
7	Narrative	Narrative	Narrative
8	Informative	Narrative	Informative or Narrative
9	Research Unit	Research Unit	Research Unit

## Amplify CKLA Strand

Assessment type	Grades K–2 Skills	Grades K–2 Knowledge	Grades 3–5 Integrated
Checks for Understanding	✓	✓	✓
Daily formative assessments	✓	✓	✓
Spelling assessments	✓		✓
Writing assessments	✓	✓	✓
Summative end-of-unit assessments	✓	✓	✓
Student Performance Assessments (Benchmarks)	✓		✓

# Embedded Supports

## \* Thought Exchange

### Additional Support: Skills

Each K–2 Skills lesson includes 30 minutes of optional targeted practice tied directly to the day's objectives.

**Lesson 3: Foundational Skills Remediation**  
**Additional Support**

**WIGGLE CARDS**

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Act like you are baking a cake.
2. Make a face.
3. Act like you are skating.
4. Start waving.

**MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/**

**Roll, Flip, Read**

- Create a set of cards for each student (**Activity Page TR 3.1**). Write a



### Universal Access

Use the Advance Preparation notes in the Teacher Guide to plan ahead and ensure all students can access and engage in each lesson.

#### Universal Access

- During the Introducing the Read-Aloud section, display the Image Cards from the *Native Americans* Domain to remind students of previously learned information.
- You may wish to play audio recordings of bomba and salsa music and/or show a video of salsa dancing.
- Gather real examples of different types of maps, such as tourist maps, weather maps, road maps, nautical maps, and climate maps and display them in the classroom throughout the domain.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

### Differentiation

Built-in support and challenge prompts help you meet students where they are during the lesson—whether they need extra help or a push further.

**Lesson 2: Introduction to the Sun and Space**  
**Application**

Before students will make observations about the sky and record them in a journal.

**Roll, Flip, Read**

- Students will make observations about the sky and record them in a journal.
- Students will make observations about the sky and record them in a journal.

**D Differentiation**

**Support**

- Students who have difficulty categorizing their images, have them refer to the T-Chart for Atmosphere/Outer Space.

**Challenge**

- Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

#### D Differentiation

##### Support

If students have difficulty categorizing their images, have them refer to the T-Chart for Atmosphere/Outer Space.

##### Challenge

Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

### Multilingual/English learner scaffolds

Every lesson features embedded supports that help multilingual/English learners (ML/ELs) fully engage with instruction—from close reading to opinion writing to presenting ideas. Supports are offered at multiple levels and include anchor charts, graphic organizers, and Spanish cognates to strengthen connections.

MULTILINGUAL/ENGLISH LEARNERS	
ML/EL Writing	Writing a Topic Sentence
<b>Entering/Emerging</b>	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
<b>Transitioning/Expanding</b>	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed _____."
<b>Bridging</b>	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

# Standards Alignment

\* *Thought Exchange*

## A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

Kindergarten	
Common Core State Standards for English Language Arts	3rd Edition Core Knowledge Language Arts
<b>Literature</b>	
Key Ideas and Details	
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<p><b>Skills TG:</b>  <b>U6:</b> Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16  <b>U7:</b> Lessons 9, 10, 11, 13, 14, 16  <b>U8:</b> Lessons 1, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19  <b>U9:</b> Lessons 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23  <b>U10:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29</p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 4A, 4B, 6B, 9A, 9B  <b>D6:</b> Lesson 5  <b>D8 (Monarchs):</b> Lesson 4  <b>D10:</b> Lessons 2, 10</p>
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 1B, 3B, 8B, 9A  <b>D4:</b> Lessons 4, 7  <b>D8 (Monarchs):</b> Lessons 3, 7, 8</p>
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<p><b>Skills TG:</b>  <b>U6:</b> Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16  <b>U8:</b> Lesson 1  <b>U9:</b> Lessons 2, 10</p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 7A, 7B, 8A, 9A, 9B, 10, 11, 12</p>

Standards are addressed multiple times throughout knowledge domains and/or skills units.

\*partial Kindergarten example

# Core (CKLA) and Power Hour Integration

**Standards Based Instruction  
grounded on the Science of  
Reading for each Grade Level**

**3rd Grade Student Receives 3rd  
Grade Common Core State  
Standards Instruction for ELA.**

**Power Hour-Standards Based Intervention and  
Enrichment for All students in blocks of K-2 and 3-5.**

**Intentional Focused Instruction at the Current Level  
of the Student.**

**3rd Grade can be receiving support at a 2nd grade  
level of the Power Standard or a 4th Grade student  
can be receiving focused instruction and learning  
at the 5th grade level of the Power Standard.**

**K-2 Groups can have up to 9 different levels and  
3-5 can have up to 12 levels with Intentional  
Standards based Instruction with a Specilization  
to hit all Know Understands, and Dos of the  
standards. The hope is to Grow students Quickly!**

**Thank you**  
**Any Questions?**

**Ms. Karp**  
**Mrs. Connors**  
**Mrs. Mccoury**