

The Structures in Structured Literacy



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Learning Intentions

Explore high leverage actions to best support structured literacy initiatives in your system

Identify the KESA structures best suited to move your system forward

Identify strengths and anticipate challenges- to collaborate to “win”.



It started with a birthday party...



What is the Amazing Race?

- ❖ Strive to reach an incredible destination
- ❖ Interact with another person and “locals”
- ❖ Navigate difficulties and press through the unexpected- or failures
- ❖ Perform physical and mental challenges
- ❖ Prevail in a task using a limited budget
- ❖ Strategically use support when necessary



Rules of the Game



The Players (The Cast)

Collaborative Partner/s

Individual Skill

Experience

The advance team and support crew

The Goal

The Environment: Understand the Context- where you are and where you are going

Anticipate that there will be detours and challenges

Understand the challenge and gather resources that will help you be successful

More context...



Travel between destinations includes commercial and chartered airplanes, boats, trains, taxis, buses, and rented vehicles provided by the show, or the teams may simply travel by foot.

The teams are often encouraged and sometimes required to engage locals to help in any manner to decipher clues and complete tasks. Tasks are typically designed to highlight the local culture of the country they are in.



It ended with a birthday party...
And grandpa in the lake, confusion,
frustration and an injury—but in the end,
he turned 10!

So, what was the difference?

It wasn't a lack of desire for a great outcome.

It wasn't team members who didn't care for and support one another.

It wasn't a lack of effort.

- ❖ Strong Leadership
- ❖ Careful Planning and Organization
- ❖ Recognition of Talent/Ability
- ❖ Adequate Resources
- ❖ Communication of Goal/ Direction
- ❖ Clear Implementation Guidance
- ❖ Support Team



Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment System

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instruction and materials in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Lead Indicators

(Actions that support implementation of the Fundamentals)

Emphasis on allocating time, personnel, and/or financial resources to support implementation of the 4 Fundamentals.

Classroom Observation

Processes for classroom observation, data collection, and feedback are used to optimize conditions for learning. This could include informal observation and/or formal evaluation models.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with the 4 Fundamentals to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with the 4 Fundamentals to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.



What if your amazing destination is structured literacy?

- ❖ Structured literacy is a worthy destination
- ❖ Interact meaningfully with others
- ❖ You WILL navigate through challenges
- ❖ It will take both physical and mental stamina
- ❖ You will need to operate within budgets
- ❖ When needed, there is support

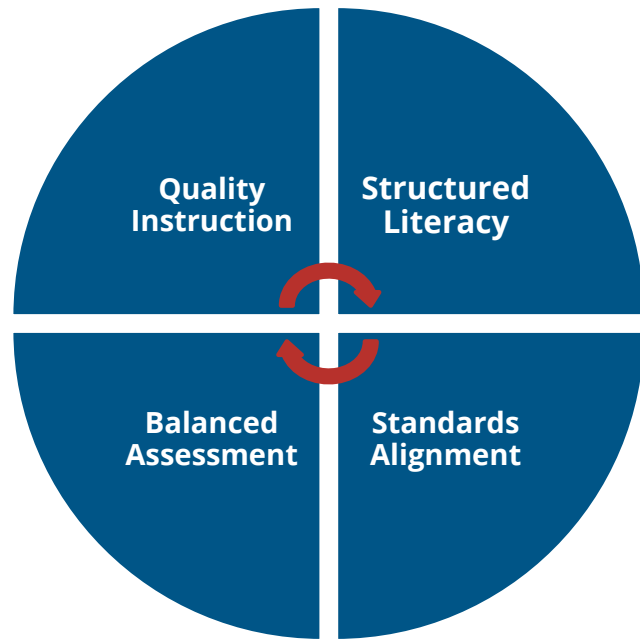


Who are your collaborative partners and what experience do they bring?

What KSDE supports have you used to put you at an advantage?

What is your context- resources, funding, individual expertise?

What detours and challenges do you anticipate?



Structured Literacy



The Players (The Cast)

Collaborative Partner/s

Individual Skill

Experience

The advance team and support crew

The Goal

The Environment: Understand the Context- where are you now... and where you are going

Anticipate that there will be detours and challenges

Know the structures and gather resources that will help you be successful

Show up for the race! What is the goal?



What can guide you in the right direction?

Set your GPS/ unfold that map to see where you are and use the **structures** as the road signs.



Vision for Quality Literacy Instruction

Statewide Vision for High Quality Instruction

K-2 English Language Arts Vision

3-12 English Language Arts Vision

KANSAS STATE DEPARTMENT OF EDUCATION

VISION FOR QUALITY INSTRUCTION

K-2 English Language Arts



Introduction

The Kansas State Department of Education supports and encourages systemic efforts to improve early literacy, working to ensure that ALL Kansas learners become successful readers and writers. Learners should be equipped and empowered to read, comprehend, and analyze grade-level appropriate, complex texts independently and proficiently by the end of third grade. Through enriching literacy experiences across K-12, Kansas learners will see themselves as readers and writers who persevere in the face of challenging work and who are empowered to express themselves through language purposefully and creatively.

To that end, Kansas' youngest learners should have consistent access to strong structured literacy instruction aligned to the Kansas Curricular Standards for English Language Arts. Structured literacy is an evidence-based approach to teaching all students across PK-12 to read and write through instruction that is explicit, sequential, cumulative, multimodal, data-driven, interactive, and scaffolded. A structured literacy approach in the early grades (K-2) develops both students' foundational skills (i.e. decoding, spelling) and their meaning-making skills (i.e. comprehension, written expression).

All Kansas learners deserve K-2 ELA instruction characterized by:

- **Foundational Skills:** Students develop early reading skills such as phonological awareness, phonics, decoding, and fluency through a comprehensive instructional approach that includes:
 - **Standards-Aligned Tasks and Materials:** Reflects foundational skills appropriate for the grade level and time of year; and follows a systematic scope and sequence, with visible connections to previously taught skills.





Resource Allocation: Leg 1



Structured Literacy: Resource Allocation



- ❖ How far on the journey are you in adopting and implementing high quality instructional materials aligned with our Kansas standards and aligned with structured literacy?
 - ❖ How is that evidenced by your budget?
 - ❖ How is that evidenced by the time expended/ paid to fully implement?
 - ❖ How have you prioritized money for knowledge building?

There is NO time or money to waste- it is THE AMAZING RACE!

Instructional Materials Selection Guidance





Classroom Observation: Leg 2



Structured Literacy: Classroom Observation



After you have that incredible HQIM and have expended money to build the knowledge and skills of your educator workforce...how do you know any of it shows up in classroom practice?

You intentionally LOOK for it with high expectations for implementation with integrity.

KSDE Observation/ Coaching Tools

Observational Tools

K-2 English Language Arts
Foundational Observation

K-2 English Language Arts
Knowledge Building
Observation

3-12 ELA English
Language Arts Tool

Share feedback on this draft tool here: [KSDE Quality Instruction Resource Help](#)

KANSAS STATE DEPARTMENT OF EDUCATION

K-2 FOUNDATIONAL SKILLS OBSERVATION TOOL



ELA Observation Tools

This is one of three observation tools to support K-12 literacy instruction:

K-2 Foundational Skills	K-2 ELA (Knowledge)	3-12 ELA
Can be used to observe instruction specific to foundational skills, including instruction on print concepts, phonological awareness, phonics, and fluency. Though the tool is labeled for K-2, it may also be used to foundational skills blocks in later elementary grades.	Can be used to observe ELA instruction in grades K-2 that is <i>not</i> specific to foundational skills. Often, this is referred to as the "knowledge block", where students read, talk about, and write about grade-appropriate texts that build knowledge.	Can be used to observe any ELA instruction in grades 3-12 where students read, talk about, and write about grade-appropriate texts that build knowledge.

If you have an observation tool...how is it similar? How is it different? How is it used?



Focus upon:



- ❖ Consistency and Coaching
- ❖ What is the teacher doing? How are materials being used?
- ❖ What are the students doing?
- ❖ What does engagement look like?
- ❖ What is the depth of the educational experience/ rigor?
- ❖ How and when is feedback provided?





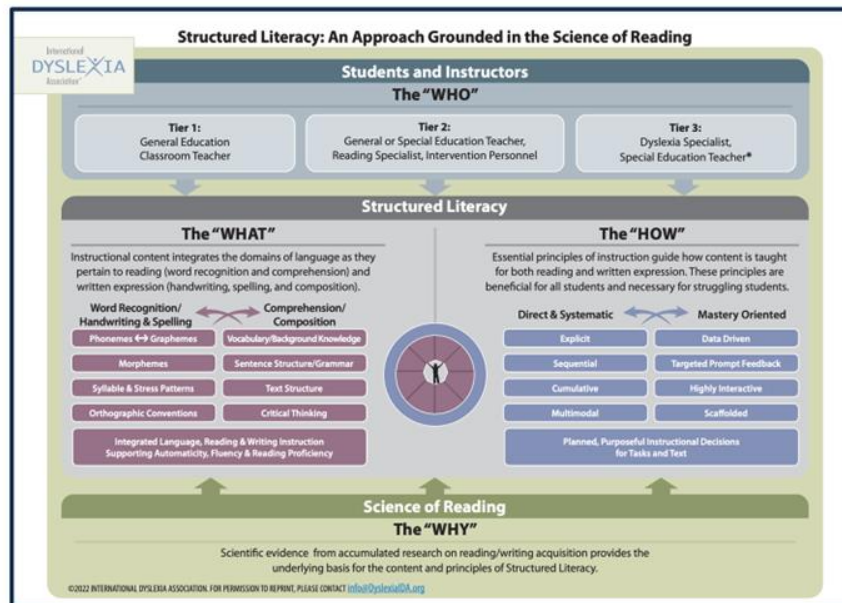
Professional Learning: Leg 3



Structured Literacy - Elements & Principles

Elements (What):

- Phonemes-Graphemes (Phonology & Orthography)
- Syllable & Stress Patterns (Phonology)
- Morphemes (Morphology)
- Vocabulary (Morphology, Semantics)
- Sentence Structure (Syntax/Semantics & Orthography)
- Text Structure (Semantics & Orthography)



Principles (How):

- Explicit
- Systematic
- Cumulative
- Interactive
- Prompt Feedback
- Data Driven

<https://dyslexiaida.org/infographics/>



“If you fail to plan, you plan to fail”



What needs to you have?

Who needs what, and why?

How is there accountability for the time and resources spent on professional learning?

Do you have coherence?



Structured Literacy: Professional Learning



- ❖ KESA Compliance: Initial Dyslexia Modules (5 modules)
 - KSDE provides materials and system provides
 - Designed to be facilitated
 - Verification of training kept and reported by system

- ❖ KESA Compliance: Annual Structured Literacy/ Dyslexia
 - System can determine based in educator need
 - Available for any, required by some
 - Verification of training kept and reported by system

Educators who are licensed and/ or endorsed elementary (PK-6); early childhood unified; high incidence special education K-12; ELA 5-12; reading specialist; school psychologists

Seal of Literacy: July 1, 2028



- Elementary Reading/English Language Arts teacher.
- Elementary History Government and Social Studies teacher.
- Elementary Special Education teacher.
- Elementary School Psychologist.
- Elementary Reading Specialist.
- Elementary Administrator.



As it pertains to licensure, elementary indicates grades PreK-6. When elementary is referenced grades PreK-6 are implied. Educators who have completed this requirement will receive an embossed Seal of Literacy on their State Board of Education issued license.





Professional Collaboration: Leg 4



Structured Literacy: Professional Collaboration



Looking at resource allocation of time...do you prioritize in a way to leverage professional collaboration for success?

Does your schedule allow the right people in the right place for effective collaboration?

What outcomes do you want from building or district PLCs?
What is your structure, leadership, accountability and expectation of outcomes of the collaboration?





Tiered System of Supports: Leg 5



Structured Literacy: Tiered Systems of Support



Strengthen coherence by doing an audit of all the materials, including both Tier 1, and intervention materials, in your building/ system.

Review the expertise and professional learning of those who are providing leveled intervention for students.

How might you utilize classwide interventions? School wide routines?

What is the student experience like during a day of instruction?

2026-2027



For the 2026-2027 academic year:

1. Screening data will be received via the Kansas Education Data System (**KEDS**) platform only. Systems will not be able to upload screener data to the previously used KIDS system.
2. Screening data will be reported for **expanded grade levels**. Data will be reported for students in grades PK/4yr, K, 1,2,3,4,5,6,7,8 (see additional information below regarding PK and grade 9+)
3. Screener **composite scores will be used** for reporting, rather than subskill scores this year
4. **Three values will be reported:**
 - a. At or Above Benchmark,
 - b. Below Benchmark/ Some Risk,
 - c. Well Below Benchmark/ High Risk

HB 2485



2027-2028

- Use of selected **single statewide** universal screener (PK-8) +9* with expanded guidance for the KSDE Alternate Screener
- Development of Kansas Individualized Literacy Plan (**KILP**) for **K-3 high risk** students **in collaboration with families** (fall) for students **who do not have an IEP with reading goals. KSDE will provide the template.**
 - Minimum of 90 minutes of targeted and tiered interventions weekly
 - 1-1 instruction
 - Small group instruction
 - Tutoring
 - Summer school program

HB 2485



"Beginning in school year 2029-2030, each school district shall employ, either through direct employment, shared cooperative agreement or by contract, a licensed reading specialist for each elementary school of the school district"

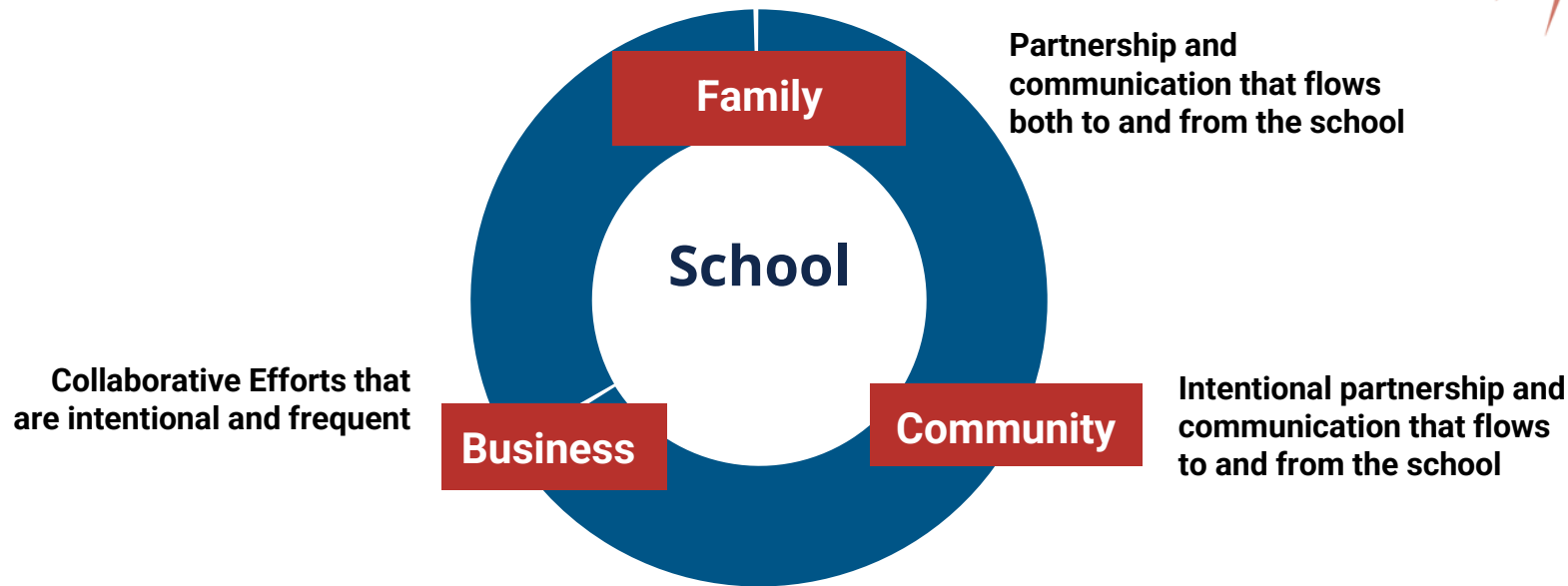




Family, Community and Business Partnerships: Leg 6



Structured Literacy: Family, Community and Business Partnership



Opportunities for Communication



2026-2027- this upcoming year



- ❖ Approved universal screeners
- ❖ Expanded reporting, grade levels **PK-8+9***
- ❖ **Expanded levels of reporting** (high risk, some risk, at benchmark)*
- ❖ Reported in **fall** using **composite score** via **KEDS***
- ❖ SoR aligned curriculum/ **NO 3 cueing***
- ❖ Communicate with all caregivers (ECCR Act requirements/ 3rd grade)

The Kansas Individualized Literacy Plan (2027-2028)



Developed in partnership
with parents

Differentiated Support

K-3 students who are at high risk
who do NOT already have an IEP
with reading as the goal

Based on screening data from fall
determined through the
statewide universal screener

Students will receive additional
diagnostic assessment to inform
an intervention

Students will receive 90 minutes
of intervention per week

1-1, small group, after school/
summer



Structured Literacy: Amazing Race Edition



In your system...

Who do you have on your team with specific expertise/ leadership skills and what have you done to prepare to win?

What additional supports do you have in place- or do you intend to leverage?

In your system..

Are you headed in the right direction- what additional training or preparation is needed for your journey?

What challenges and detours do you anticipate?

How will the structures position you as a winner?

So, JOIN in the AMAZING Race...

What one action can you commit to?

Who will you have on your team?

NO team will be eliminated

NO team will win the million dollars

However, **you will change lives.**



Your “Support Crew”: The KSDE Literacy Team



Jeri Powers
Sam Cool
Taylor Fegan
Mary Larkin
DeAnna Frost
Laurie Curtis
Amy Bybee
Hailey Hawkinson
Casey Peine
Melissa Brunner
Katie Orr



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Identify the KESA structures best suited to move your system forward

Identify strengths and anticipate challenges- to collaborate to “win”.

What is your next Amazing Race Moment?



[Link to Padlet](#)

Password is:
KSDE2026



Listserv or newsletter?

Laurie.Curtis@ksde.gov



- [Kansas Dyslexia Handbook](#)
- [KSDE Dyslexia Page](#)
- [KSDE Structured Literacy Page](#)



Questions?



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