



MES SCIP Update: K-3 Reading Program

Presentation to the Marlborough BOE
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- We believe that the essence of early intervention is to apply sound instructional methods and resources in the core/Tier 1 program to all of our youngest learners, with intentionality and urgency, to **build their foundation as readers--learning to read and reading to learn.**

MES SCIP Goal Area 1: Literacy

Goals For PreK-3 Students

- All PreK-3 students will have access to systematic, explicit, and engaging foundational reading instruction so that each student makes growth towards becoming a proficient reader on the road to leading a literate life as measured by grade level standards.
- All students will effectively read, write, speak and listen. Each student will make at least one year of growth per their individual growth target and 80% or more of all students in each grade level will meet grade level expectations.

Literacy Program Development Goal

- By July 1, 2023*, MES will implement a CSDE-approved or aligned reading curriculum model or program for grades Prek-3.
- The curriculum/program will be evidence- and research-based and focused upon student **competency in oral language, phonemic awareness, phonics, letter name fluency and word recognition automaticity, vocabulary, reading fluency and comprehension.**
- The MES program shall be comprehensive, standards-based, sequential, and aligned to the instructional shifts associated with the Science of Reading.

What We Are Seeking To Provide In Our K-3 Literacy Program

- With high confidence in the efficacy of programmatic improvements we have already implemented, (*Foundations* for phonics, the use of decodable texts, and *Heggerty* for phonemic awareness), **we are now working to identify a program which builds students' knowledge, comprehension, vocabulary and writing.**
- We have narrowed our **piloting** process to two programs; **Open Up Resources EL** and **Bookworms**.
 - It is possible that we may pilot one additional program this year.

MES Program Look-Fors

- - provides explicit instruction grounded in **authentic texts** (fiction and non-fiction) aligned to grade level standards all the while engaging children in the **joy of reading**.
- - structures **vocabulary instruction** to build explicit connections between words as well as instructing the critical features and functions of words and word parts, which contributes to building knowledge and comprehension.
- - explicitly **builds comprehension** by activating background knowledge, posing questions, making inferences, summarizing, and visualizing.
- - provides **opportunities for daily writing** in the genres of narrative, informational, and persuasive writing through a developmentally appropriate progression.
- - meaningfully **embeds speaking and listening skills** through a variety of formats (including interactive read-alouds, turn-and-talk, partner reading).

CT Right to Read Legislation

- Public Act No. 21-2 required the CSDE to approve at least five reading curricula/programs that must be implemented by all public-school districts effective the 2023–24* school year.
- As announced to school districts by the CSDE on September 29, 2022, these K–3 programs were approved for use by Connecticut districts:
- ARC Core (K-3), (2017), American Reading Company
- Core Knowledge Language Arts (CKLA), 2017, Amplify Education
- EL Education (Imagine Learning) or EL Education (Open Up Resources)
- Wonders (McGraw Hill Education)
- myView Literacy (Savvas Learning Company)

CSDE To Expand Program Options

- Fewer than 15 districts across the state currently use any of the approved programs, and districts are concerned the interpretation of the legislation was too narrow and restrictive.
- The CSDE and legislators have now heard from concerned educators and will give districts more options to demonstrate how their program/elements meet the objectives of the legislation, beyond the very short approved list through a waiver process.
- *Open Up Resources EL* is approved and does not require the submission of a waiver. *Bookworms* is not on the approved list, however we believe that in conjunction with *Fundations*, decodable texts, and *Heggerty*, we would have the comprehensive approach as required by the CSDE.

We Have Also Updated Our Reading Assessment Plan

- Our updated plan includes the AIMSWEB+ platform (CSDE approved) and assessments embedded in *Foundations*, *Heggerty*, and daily reading lessons.
- We employ assessments to effectively gauge student progress (strengths and needs), inform instruction, and support growth and proficiency for each student.

Further Updates Pending

- We will return to the Board with updates regarding the program/elements for which we will be seeking CSDE approval.
- We are hopeful that deadlines will be extended by the state to give us the time we need to make thoughtful decisions.
 - P.S. We are ahead of the curve in our process, yet need more time to experience programs in real-time to feel confident in a program adoption.