



# K-8 ELA CURRICULUM SELECTION & IMPLEMENTATION PLAN

School Committee  
June 13, 2023



# Agenda

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- Highlight the alignment to the Strategic Plan and K-12 Literacy Review
- Illustrate the focus on Tier I instruction
- Review the draft model for literacy/ELA
- Outline the steps for materials adoption



## MISSION

The Public Schools of Brookline's mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

## VISION

Brookline provides every student with an extraordinary education, through enriching learning experiences and supportive community, so that they may develop to their fullest potential.



# Core Values

## JOY IN LEARNING

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students and seek to instill a lifelong joy in learning through a rich curriculum that will allow students to find and succeed at what they love, and flourish in their lives.

## EXCELLENCE IN TEACHING

Passionate, knowledgeable, skillful teachers are the core strength of our schools. Our educators provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.

# Alignment to Strategic Plan and Literacy Review

Strategic Plan

Strategic Plan  
and Literacy  
Review  
Recommendation

<b>District Strategic Objective:</b> Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices				
<b>Strategic Objective:</b> PSB will select evidence-based materials and provide professional learning opportunities to offer effective tier 1 instruction to teach all literacy components in each grade level				
ACTIONS				
Desired Outcomes	Strategic Initiatives Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth
All students in grades K-2 will receive literacy instruction using HQIM, that is research and evidence-based	Train all staff delivering Tier 1 instructional programs in how to effectively use instructional materials in collaboration with the publisher.			
	Use Evidence-based materials in Tier 1 instruction to teach all components of literacy as applicable and follow the curriculum/program scope and sequence in each grade level			
	Build shared understanding with all staff for what constitutes fidelity of implementation in Tier 1 instruction and the methods, processes, and personnel for monitoring it			
	Differentiate Tier 1 Small Group Instruction based on formal and informal data to meet student literacy needs in each grade level			
	Analyze data to determine what evidence-based intervention programs and materials in Tier 2 and Tier 3 are needed.			
A common, consistent teacher/administrator knowledge base regarding literacy	Create a professional learning calendar for the school year with clear goals and outcomes that support a continuous learning cycle.			
	Create and share with staff a clear set of			

Action Steps



# Literacy Review Recommendations

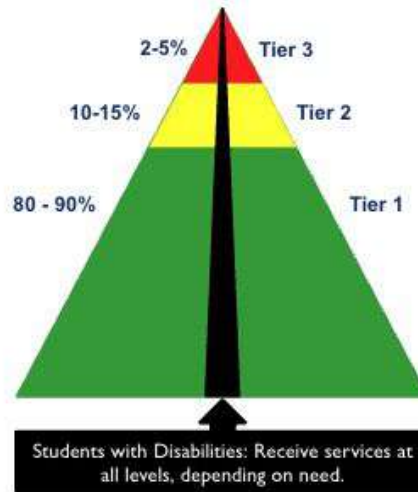
## Tiered Instruction

Develop and refine the District MTSS model that includes clearly defining curriculums for Tiers 1, 2, and 3 including training of these programs and supports.

Supplemental Support for Some

Intensified Student Support

Universal Support for All Students



Up to 5% of Students

Up to 15% of Students

80% of Students

# Literacy Review Recommendations

## Tiered Instruction

Develop and refine the District MTSS model that includes clearly defining curriculums for Tiers 1, 2, and 3 including training of these programs and supports.

### Brookline Literacy Vision

Brookline teachers foster an understanding of and appreciation for the literate habits that empower all students on their path towards college, career, and leadership in our community. Students understand that reading, writing, and discussion are conduits to learning about content, identities, cultures, and people. Through reading, writing, speaking, and listening, literacy classrooms cultivate critical thinking, independence and the tools students need to have a voice in our world.

Brookline Literacy Values	Brookline Literacy Guiding Principles
Our students are close and critical readers. They understand that reading is a tool that positions them to pursue information, better understand multiple perspectives, and deconstruct the relationship between language and power.	<b>Focus on Meaning</b> In every lesson, teachers and students prioritize uncovering the deepest meaning of the text. Reading strategies and skills are developed in tandem with the pursuit of meaning, not in isolation.
	<b>Foundational Skills</b> Teachers provide students with a strong foundation in reading skills. Phonological and phonemic awareness are the building blocks of reading fluency. The ability to read fluently allows readers to focus on comprehension.
	<b>Complex and Relevant Texts</b> Teachers (and students) choose rich, complex, and culturally relevant texts across genres that speak to the diversity of the human experience and connect to the lives of the students. Texts spark inquiry and discussion about the students' role as actors for equity. Teachers build world knowledge intentionally in every class to deepen scholar understanding of current and relevant topics across the curriculum.
	<b>Critical and Close Reading</b> Teachers and students engage in thoughtful, critical analysis of texts, focusing on significant details or patterns in order to develop understanding of the text form, craft and meaning.
	<b>Joy and Love of Reading</b> Teachers foster a deep appreciation for reading and guide students to discover themselves as readers. Teachers model their own passion for the discipline and work to establish a reading culture in their classroom. Teachers ensure that students have daily independent reading time. Teachers create a classroom environment that responds with the joy of reading through displaying, talking about, and providing students with access



# Literacy Review Recommendations

## Tiered Instruction

Facilitate a comprehensive core program review process that engages all staff in the process utilizing a review tool that creates a common lens for reviewers.





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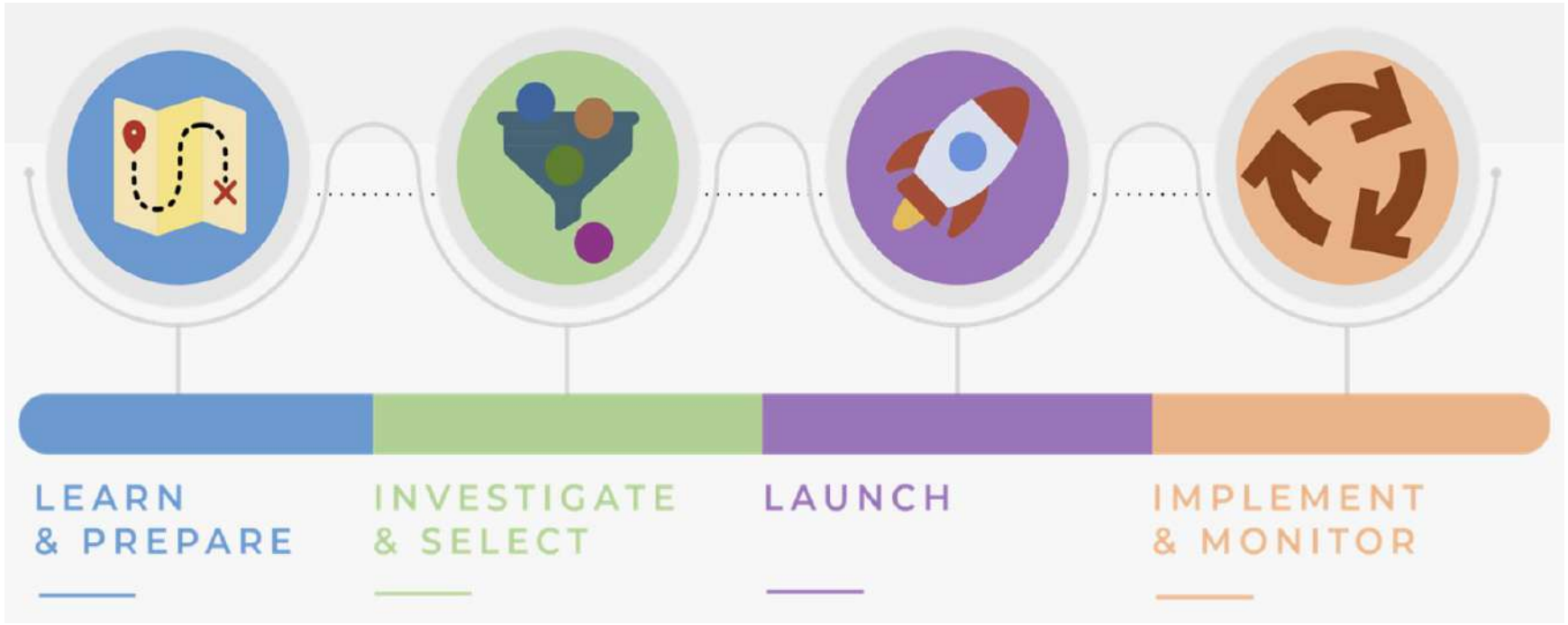
### High Quality Instructional Materials:

- Coherent sequence of lessons aligned to grade level standards
- Research based strategies
- Engaging content
- Relevant to the student population

Curricular materials can make a real **difference**. Providing teachers with access to higher-quality, better-aligned curricular materials can prompt improvement in student outcomes:

- Comparable to over half a year of additional learning (Kane et al., 2016)
- About 1.5 times the difference between an average teacher and one at the 75th percentile (Chingos & Whitehurst, 2012)
- Greater than the difference between a new teacher and one with three years of experience (Kane, 2016)

# Implement MA Process



# Mass Literacy: The 4 Instructional Shifts

**SHIFT #1:** Provide explicit, systematic instruction in foundational skills to every child.

**SHIFT #2:** Build comprehension by engaging all students in discussion of complex, knowledge-rich text sets.

**SHIFT #3:** Use small group reading time to target foundational skills, or to develop comprehension using complex text.

**SHIFT #4:** Provide time on all components of the core literacy block, every day, to develop all aspects of literacy.



Simple View  
of Reading

Scarborough's  
Reading Rope

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

**Language  
Comprehension**

**X**

**Word  
Recognition**

Phonological Awareness

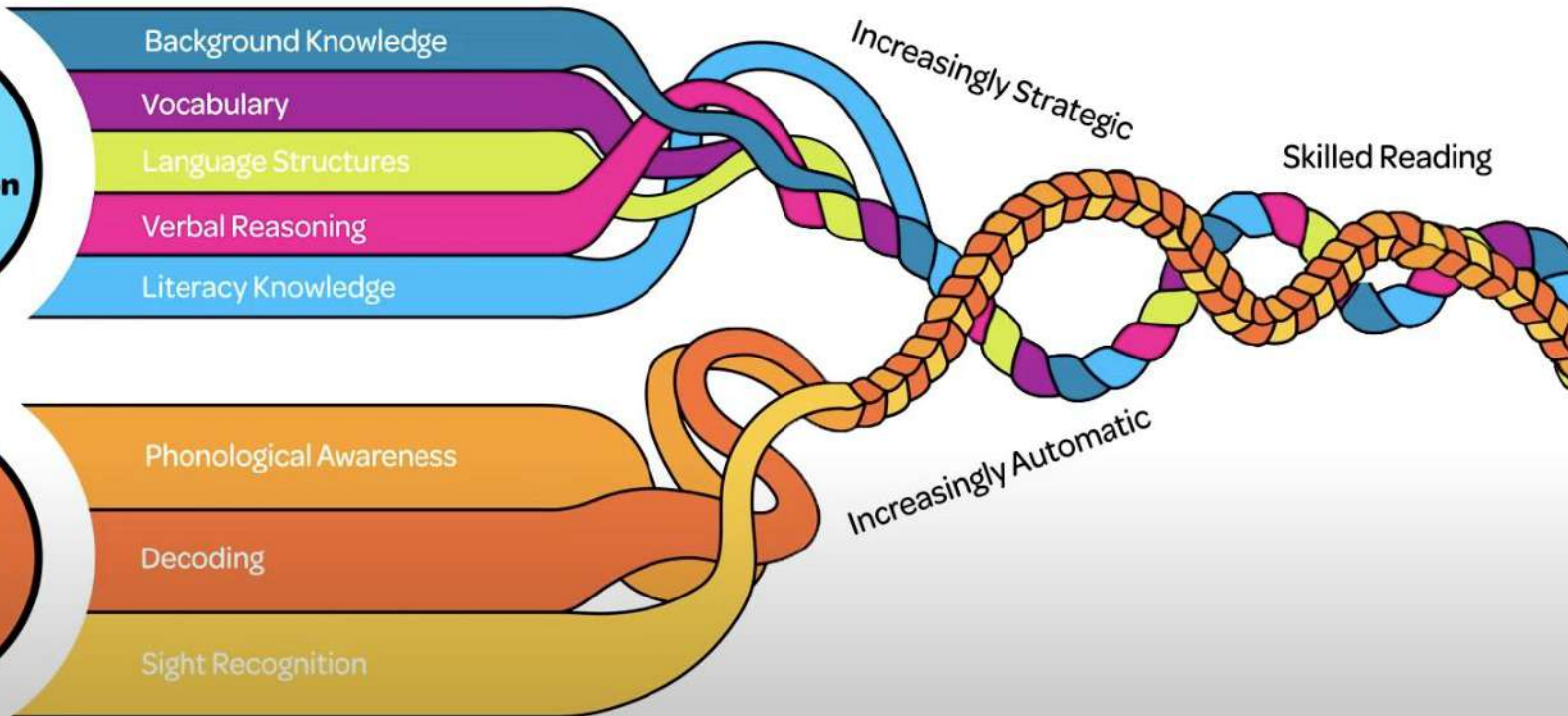
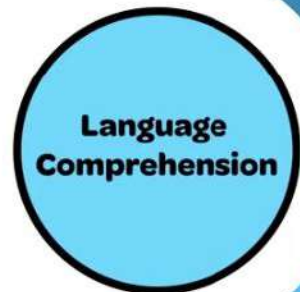
Decoding

Sight Recognition

*Increasingly Strategic*

*Increasingly Automatic*

Skilled Reading





# GOALS for SY 23-24

## **Begin the ELA Selection Process:**

- ★ Develop an instructional vision and establish district priorities to guide our work.
- ★ Literacy Team members will explore the HQIM curriculum that MEETS expectations on CURATE and EdReports and narrow them down to 3 options.
- ★ Communicate frequently to inform PSB educators and other stakeholders of the K-8 ELA Curriculum Selection & Implementation Plan.



1. DESE identifies materials that have been reviewed by edreports as partially or fully aligned to college and career ready standards
2. These materials are then reviewed through the CURATE process



The CURATE rubric is divided into 2 domains for grades K-12.

- STANDARDS ALIGNMENT CRITERIA
  - Text quality and organization
  - Foundational skills (K-5 ONLY)
  - Classroom task and instruction
- CLASSROOM APPLICATION
  - Accessibility for students
  - Usability for teachers
  - Impact on learning

## CRITERIA for ELA Curriculum

### ORGANIZATION OF MATERIALS

Materials used by the EDUCATORS are user-friendly, clear, and well-organized.	Strongly Agree	Somewhat Agree	Disagree
Materials are available online and are easy to navigate.	Strongly Agree	Somewhat Agree	Disagree
Materials used by the STUDENTS are user-friendly.	Strongly Agree	Somewhat Agree	Disagree
Materials are available to differentiate for STUDENTS who may be working below grade level.	Strongly Agree	Somewhat Agree	Disagree
Materials are available to differentiate for STUDENTS who may be working above grade level.	Strongly Agree	Somewhat Agree	Disagree
The OVERALL organization of the curriculum materials works best for...	Teachers ONLY	BOTH	Students ONLY
The curriculum materials work best for GRADES... K-2	3-5	6-8	ALL (K-8)

### ACADEMIC FEATURES

How much TIME is needed in order to incorporate all of the components of the program?

TEXTS	Students engage with a wide variety of texts that are grade level appropriate.	Strongly Agree	Somewhat Agree	Disagree
	Texts include representation and value various cultures, identities, and perspectives.	Strongly Agree	Somewhat Agree	Disagree
	If not, could we add in supplemental texts?	YES	NO	
	Modules adequately build background knowledge in science and social studies.	Strongly Agree	Somewhat Agree	Disagree
WRITING	How many days per week are students writing?	2-3	3-4	4-5
	How long are the writing blocks?			





	Are students given choice on writing topics or are they pre-determined by the curriculum?	Student Choice	Combination	Pre-determined
	Materials include explicit instruction in narrative writing.	Strongly Agree	Somewhat Agree	Disagree
	Materials include explicit instruction in informational writing.	Strongly Agree	Somewhat Agree	Disagree
	Materials include explicit instruction in persuasive writing.	Strongly Agree	Somewhat Agree	Disagree
FOUNDATIONAL SKILLS & WORD STUDY	Materials include explicit, systematic instruction in phonemic awareness. If YES, in what grades and how is the instruction delivered?	Strongly Agree	Somewhat Agree	Disagree
	Materials include explicit, systematic phonics instruction. If YES, in what grades and how is the instruction delivered?	Strongly Agree	Somewhat Agree	Disagree
	Materials include aligned, cohesive vocabulary and grammar instruction.	Strongly Agree	Somewhat Agree	Disagree
<b>PROFESSIONAL DEVELOPMENT</b>				
How long does it take to get trained in one module? The entire program?				
How long does it take to get trained on the entire program?				
The vendor provides a "train the trainer" option and offers ongoing support.				
<b>ASSESSMENT</b>				
Materials include informal and formal assessments that help teachers measure learning and adjust instruction/interventions.		Strongly Agree	Somewhat Agree	Disagree
<b>ADDITIONAL COMMENTS</b>				
Areas of Strength				
Areas of Weakness				
What other surrounding districts are using the curriculum?				

# EXPLORING the ELA Curriculum Options

We looked at the following programs based on reviews from CURATE and EdReports.

- ARC Core
- EL Education
- Fishtank ELA
- Into Reading & Into Literature
- myView & myPerspectives
- Wit & Wisdom
- Wonders & StudySync

# PSB's 3 ELA Curriculum Options

The team **unanimously** chose the following 3 options to move forward:



# GOALS for SY24-25: September- November

## Continue & Complete the ELA Selection Process:

- ★ Actively involve and collaborate with stakeholders through the K-5 ELA Curriculum Team and the 6-8 ELA Team meetings to review the 3 curriculum options.
- ★ Engage each school by creating opportunities to view the 3 ELA curriculum options.
- ★ Present OTL with the recommendations based on the feedback from the K-5 ELA Curriculum Team and the 6-8 ELA Team.
- ★ Present the identified ELA curriculum to the School Committee.



# GOALS for SY 24-25: November- June

## Begin the Implementation Process:

- ★ Recruit and identify the K-2 educators to launch the program in each K-8 school.
- ★ Provide ongoing PD to K-2 educators and literacy specialists to support implementation of the new ELA Curriculum beginning in January 2025.
- ★ Identify an implementation process for the 6-8 ELA Team.

# GOALS for SY 25-26

## Continue the Implementation Process:

- ★ ALL K-2 classroom teachers will implement and engage in ongoing PD to support the new ELA curriculum adoption.
- ★ Recruit and identify educators in grades 3-5 to launch the program in each K-8 school.
- ★ Provide ongoing PD to educators in grades 3-5 and literacy specialists to support implementation of the new ELA Curriculum.



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# Questions?