Elementary ELA Curriculum Review

A Presentation to the SPS School Committee

December 19, 2022

Agenda

- Description of a literate person

- Our vision

- Terms to understand

- Background on the science of reading

- The 4 Shifts: Laying the groundwork for professional development

- SPS Implementation Plan

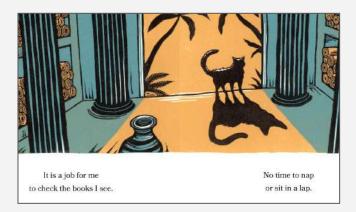# Literate Persons in the 21st Century (DESE)

Students who meet the standards readily undertake the close, attentive reading that is at the heart of **understanding and enjoying complex works of literature**. They habitually perform the critical reading necessary to **navigate the staggering amount of information** available today both in print and digitally. They actively seek the wide, deep, and thoughtful **engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews**. They reflexively demonstrate the **cogent reasoning and use of evidence** that is essential to both private deliberation and responsible citizenship in a democratic republic. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any **creative and purposeful expression in language**.

SPS Vision Statement for Literacy Instruction

Sudbury Public Schools is committed to providing a rigorous and engaging curriculum in English Language Arts according to the Massachusetts Curriculum Framework. As a district we strive to offer many opportunities for students to grow as readers and writers in a community of learners, and to instill a lifelong appreciation of literature.

Controlled Texts

vs.

Complex Texts

- Decodable Readers (phonics)
- Leveled Readers
  (vocabulary & comprehension)

- "Authentic literature"
- Knowledge-based
  (experience and/or content)
- Rich language & vocabulary

It is a job for me
to check the books I see.

No time to nap
or sit in a lap.

American
Shorthair

Cats here, cats there,
Cats and kittens, everywhere,
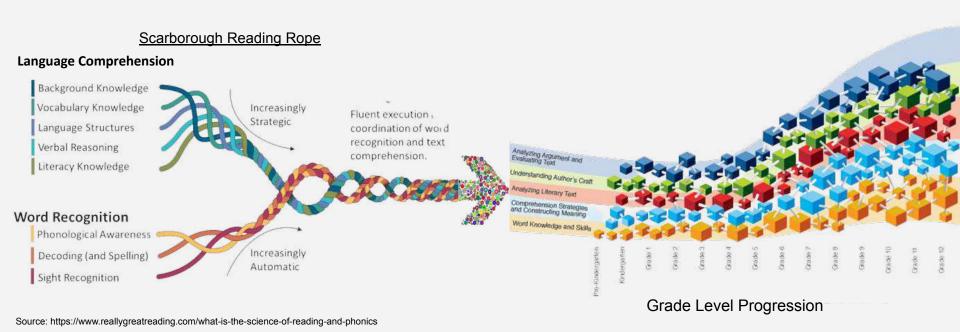Hundreds of cats,
Thousand of cats,
Millions and billions and trillions of cats.

What is the Science of Reading?

The science of reading is a body of research that incorporates insights and **research** from disciplines that include developmental psychology, educational psychology, cognitive science, and cognitive neuroscience… In short, the science of reading has demonstrated the **methods that best help children learn** to read, from the earliest steps in spoken language to being able to successfully decode unfamiliar words.

Scarborough Reading Rope

Grade Level Progression

The 4 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.

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

Misconceptions:	What We Know:
Reading develops naturally.	Reading is not an innate ability.
Only some students need phonics.	Systematic instruction is more effective "essential for some, helpful for all, harmful to none".
Good readers use meaning, visual, and semantic clues to figure out words ("Cueing System"). This is the philosophy of Fountas & Pinnell.	Good readers use decoding strategies to "get the word off the page"; cueing refines reading (ie. verb tense [read, read], advanced vocabulary, etc).
Students learn to read during independent reading time.	Independent reading does not develop fluency until students can decode with high accuracy.
Decodable texts harm reading motivation or comprehension.	There is no evidence of this; students move beyond decodable texts once accuracy is achieved.

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

Misconceptions:	What We Know:
Some words can't be decoded & must be memorized.	Irregular words (said) and high-frequency words (the) should still be taught using sound-spelling correspondence, not memorized as wholes.
Spelling words should be thematically related.	Spelling and decoding instruction should be integrated - Fundations does this.
Students need a lot of direct instruction in fluency.	Decoding skills lead to storage & recognition ("orthographic mapping process") which builds automaticity, which leads to fluency.

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

Misconceptions:	What We Know:
Comprehension instruction is about the strategy we're practicing, not the particular text we're reading.	Focus is not strategy instruction, but for the students to understand the text and build knowledge.
Choosing books with diverse characters and authors makes literacy instruction culturally responsive.	Representative texts foster cultural competence and act as "mirrors" and windows", but students should have opportunities to critique ideas and experiences represented in the text and build socio-political awareness. This contributes to the advancement of equity.

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

Misconceptions:

What We Know:

Misconceptions:	What We Know:
We "teach the reader, not the text". Teaching comprehension strategies leads to reading comprehension.	Comprehension strategies are a means to an end. They are not comprehension itself, but a tool to understand the text. Students benefit most from strategy instruction (self-monitoring, inferring, visualizing, etc.) when are able to read meaningful texts with accuracy and fluency.
Students should work on comprehension in texts at their "instructional level".	Children can understand more language orally which they cannot read on their own - yet. For this reason, students should not be restricted to certain (leveled) texts. They can handle more complex language, information, and ideas than these texts offer. Comprehension work calls for complex, language-rich text, read aloud and discussed with teachers and classmates.

Leveled texts are appropriate for practice with foundational reading skills.

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

Misconceptions:	What we Know:
Reading with leveled text is the best use of small group time.	When the focus is development of language and comprehension, grade-level complex text is the best choice to build students' knowledge. Leveled texts could be for independent reading practice.
Leveling assessments (ex. BAS) provide the best data to inform instruction.	Universal screeners (K-3 ~ DIBELS) identify or predict reading difficulties. Leveling assessment are subjective in nature, therefore do not provide a clear picture of what skills students have or need. They do not accurately identify or predict risk.
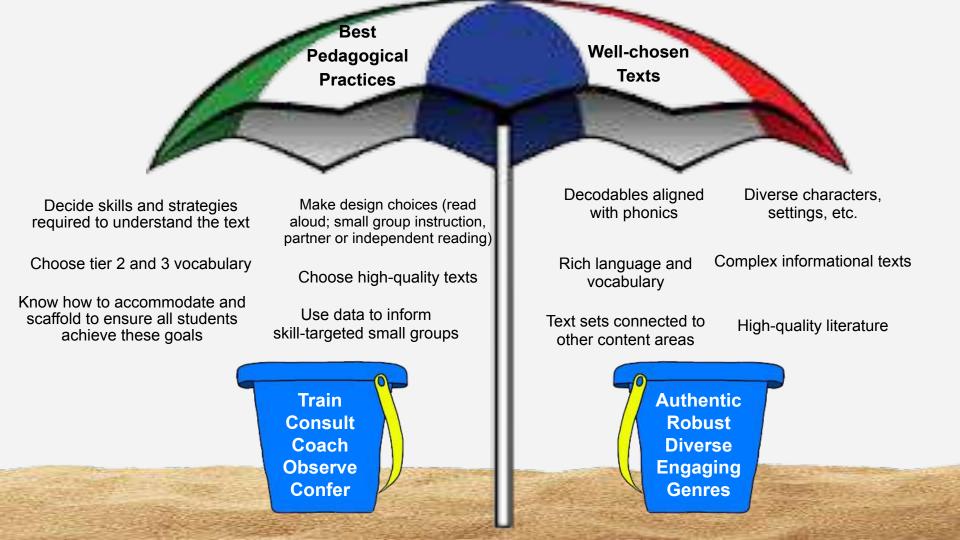
Shift #4: Provide time on all components of the core literacy block, every day, to develop all aspects of literacy.

Misconceptions:	What we Know:
In grades K-3, phonics needs to be the focus.	Students need daily instruction in foundational skills, as well as daily access to rich, complex texts and explicit instruction in writing. Oral language is the bedrock for these components and differentiated instruction happens throughout all three.
There is a specific number of minutes that should be scheduled for the literacy block.	The core literacy block may require 90-120 minutes (or more) per day, depending on the materials as well as the needs of the class. All students receive equitable access to grade-level instruction (Tier 1) and differentiated, small group instruction (Tier 2).

Best Pedagogical Practices

Well-chosen Texts

Decide skills and strategies required to understand the text

Choose tier 2 and 3 vocabulary

Know how to accommodate and scaffold to ensure all students achieve these goals

Make design choices (read aloud; small group instruction, partner or independent reading)

Choose high-quality texts

Use data to inform skill-targeted small groups

Decodables aligned with phonics

Rich language and vocabulary

Text sets connected to other content areas

Diverse characters, settings, etc.

Complex informational texts

High-quality literature

Train Consult Coach Observe Confer

Authentic Robust Diverse Engaging Genres

Year One: 2022-2023 → Focus on Phonics

Strategic Actions

Dyslexia Working Group: Consultations

Commence ELASC
- Reviewed MA Literacy Guide & ELA Survey Data
- Researched outside PD Facilitator(s) for next year
- Established SPS Criteria for HQIM

Professional Development: Literacy Team

ELA Framework K-5
- 39 people selected as top 3 priority
- Will be conducted at faculty meetings

Decodable Readers K-2 Jan. 11

Phonological Awareness (Appleseeds) K & 1 on March 29

Implement Data Meeting Protocol, Data Decision Tree, & Tier 2 planning template

Submit DESE Grant for HQIM: Dec. Rdrs., PD, Personnel

Purchased Geodes classroom sets K-2 & Flyleaf kits 1 per bldg.

Early Indicators of Success

PD selection and budgetary needs are recommended

Teachers able to articulate ELA Framework and apply it to instructional decisions

Students decoding skills improve, as measured by DIBELS

Resources Needed

Framework and Literacy Team

Resources Needed:

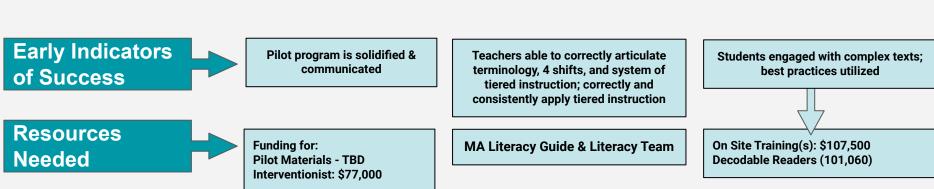|	Professional Development	Professional Materials	Instructional Resources
fy24 $308,000	On-site Training ($107,500)* Summer Work ($4,800)*	Implementation Guides ($17,640)*	Interventionist ($77,000) Decodable Readers ($101,060)
fy25	Implementation Coaching ($116,100)* Substitute Coverage ($12,535)*	Pilot Resources	Text Sets Pilot Materials
fy26		Curriculum Resources (TBD)	Text Sets

*HQIM Grant Request

Roll-Out Detail

Year Two: 2023-2024 **Focus on PD**

Strategic Actions

Investigate Materials for Pilot

Design evaluative rubric using ELASC Criteria & DESE recommendations

Select 2 Resources

Decide personnel & timeline; outreach

Professional Development: Literacy Team

Common Understandings & Terminology

The 4 Shifts: MA Literacy Guide

Tiered Instruction

Professional Development: Outside Facilitator(s)

Refining and Redefining Practices

Choosing and using Complex Texts

Best Practices for Teaching Vocabulary & Language Skills

Early Indicators of Success

Pilot program is solidified & communicated

Teachers able to correctly articulate terminology, 4 shifts, and system of tiered instruction; correctly and consistently apply tiered instruction

Students engaged with complex texts; best practices utilized

Resources Needed

Funding for:
Pilot Materials - TBD
Interventionist: $77,000

MA Literacy Guide & Literacy Team

On Site Training(s): $107,500
Decodable Readers (101,060)

Strategic Actions

Continue PD by Outside Facilitator

Outside Facilitator(s)
Best Practices and /or Pilot Resources

Literacy Team
Craft of Writing

Pilot Program(s)

-Consultations
-Coaching
-Meetings
-Observations
-Evaluations (Rubric)

Gather student performance data

Decide Roll-out Plan

Evaluator Training

-Look-fors
-Culturally-responsive practice
-Observation & Feedback Tool

Early Indicators of Success

Teachers implement best instructional practices

Teachers use rubric and student data to provide fair analysis of programs & make recommendations

Student data shows increased proficiency and indicates equity

Resources Needed

On-Site Coaching: $116,100

Funding for new materials according to roll-out plan TBD

Literacy Team

Year Four: 2025-2026   Focus on Implementation

Strategic Actions

New Curriculum Roll-out

Trained District Personnel

- Training
- Coaching
- Meetings
- Observations
- Consultations

Collect Student Data

Assess Needs (holes, deficiencies, etc.)

Develop Action Plan to Address Needs

Report Card Items (ELASC)

Review and Revise

Early Indicators of Success

Teachers exhibit fidelity & implement best instructional practices

Students increase literacy skills as measured by DIBELS, TMP, MCAS, etc.

Resources Needed

New Materials (according to roll-out plan): TBD

Literacy Team

Report Cards