

Final K-5 Literacy Program Selection

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Objectives



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- Review the selection process
- Present selection data
- Identify the final selection
- Anatomy of a module
- Provide a lesson example
- Comments/questions

Program Review Highlights



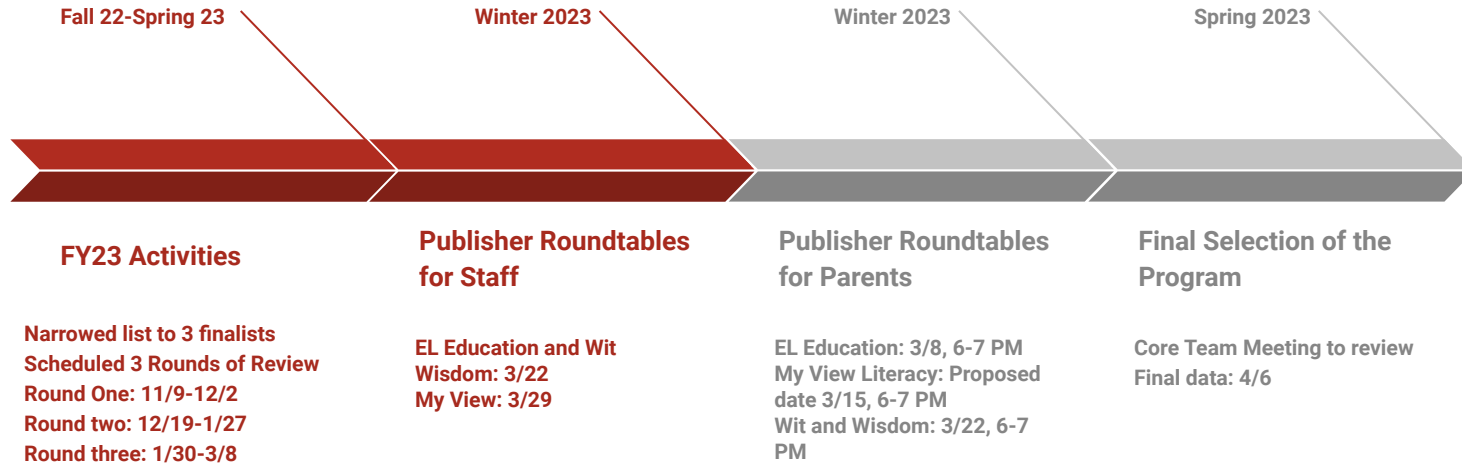
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- Twelve month process
- Established a district core literacy team
- Partnered with The Hill for Literacy
- Data selection process that included K-5 staff, community members and families
- Family and staff publisher roundtable discussions
- District team analysis
- Visits to other school districts to observe the implementation of each program

Program Review Timeline



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Resource: [Arlington Literacy Program Activity Timeline](#)

Review Tool



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FCRR + Achieve the Core + Ed Reports/RIDE Tools

Guidelines for Reviewing a Reading Program



Phonemic Awareness

Phonics

Culturally Responsive & Sustaining Ed

Fluency

Vocabulary

Professional Development

Motivation + Engagement

Listening & Speaking

Instructional Design

Comprehension

Assessment

Writing

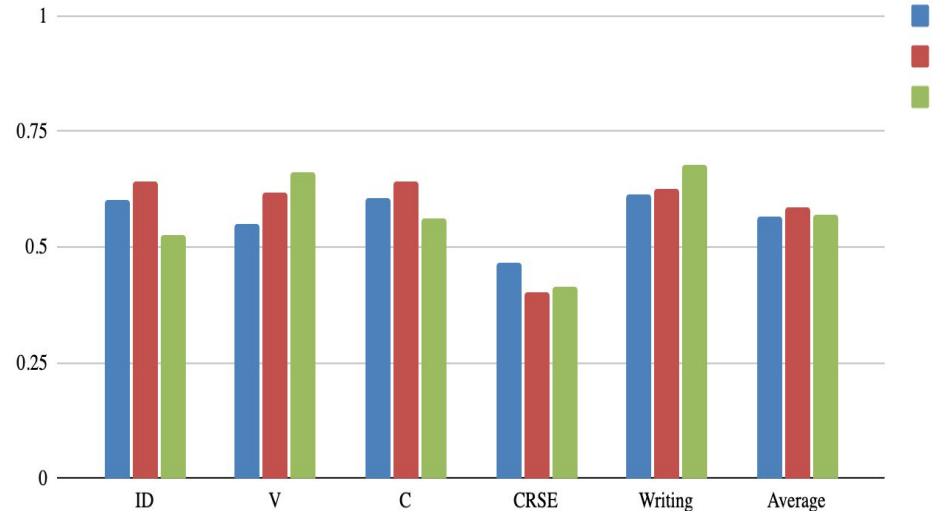
Data Collection Results



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Elementary Schools Overall Totals			
Section	EL Education	My View Literacy	Wit and Wisdom
ID	60%	64%	53%
V	55%	62%	66%
C	61%	64%	56%
CRSE	47%	40%	41%
Writing	61%	63%	68%
Average	57%	59%	57%

Arlington - Elementary Schools
Reading Program Evaluation - SY 22-23

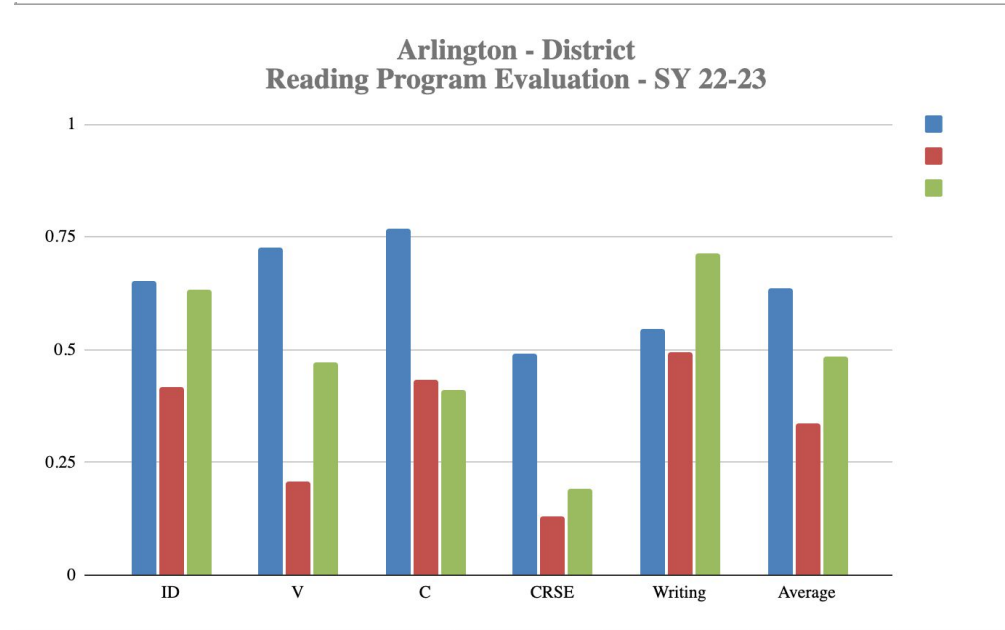


Data Collection Results



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District Overall Totals			
Section	EL Education	My View Literacy	Wit and Wisdom
ID	65%	42%	63%
V	73%	21%	47%
C	77%	43%	41%
CRSE	49%	13%	19%
Writing	55%	49%	71%
Average	64%	34%	48%



Final Selection



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- **EL Education** published by Imagine Learning
 - Key Attributes of the program:
 - **Knowledge building** through thematic units
 - Access to **complex texts** for all
 - Robust **vocabulary** instruction
 - Accountable **talk**
 - **Higher-level questioning**
 - **Integrated** writing instruction
 - Explicit instruction in **morphology** and **grammar**
 - Purposeful, meaningful, **project-based learning**

K-2 Modules



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- **3 Components:**
 - Module Lessons:
 - Focus on teaching and assessing **reading comprehension, writing, listening, speaking and language**
 - Skills Block:
 - Explicit instruction of **foundational reading skills**
 - Continue use of **Foundations, Heggerty and Decodable texts**
 - Labs:
 - Incorporates **project based learning** that reinforces the **content knowledge, literacy skills, oral language, and habits of character** taught in the module lesson
 - Provides time for teachers to monitor how students are progressing towards learning the **standards**

K-2 Module Progression



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- **Module 1:** Building Literacy in a Collaborative Classroom
- **Module 2:** Learning Through Science and Stories
- **Module 3:** Growing as Researchers
- **Module 4:** Contributing to the community

K-2 Module Topics



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Grade	Module 1	Module 2	Module 3	Module 4
K	Toys and Play	Weather Wonders	Trees are Alive	Enjoying and Appreciating Trees
1	Tools and Work	The Sun, Moon, and Stars	Birds' Amazing Bodies	Caring for Birds
2	Schools and Community	Fossils Tell of Earth's Changes	The Secret World of Pollination	Providing for Pollinators



3-5 Modules

- **2 Components**
 - Module Lessons:
 - Focus on teaching and assessing **reading comprehension, writing, listening and speaking and language**
 - **Additional Language and Literacy (ALL) Block :**
 - Provides time for independent reading, individual and small group work to reinforce **reading comprehension skills, practice oral language, and vocabulary development**

3-5 Module Topics



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Grade	Module 1	Module 2	Module 3	Module 4
3	Overcoming Learning Challenges Near and Far	Adaptations and the Wide World of Frogs	Exploring Literary Classics	Water Around the World
4	Poetry, Poets, and Becoming Writers	Animal Defense Mechanisms	The American Revolution	Responding to Inequality: Ratifying the 19 th Amendment
5	Stories of Human Rights	Biodiversity in the Rain Forest	Athlete Leaders of Social Change	The Impact of Natural Disasters



3-5 Module Progression

- **Module 1:** Becoming a close reader and writing to learn
- **Module 2:** Researching to build knowledge and teach others
- **Module 3:** Considering perspectives and supporting opinions
- **Module 4:** Gathering evidence and speaking to others

Anatomy of a Module



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- Each Module is broken down into 3 units:
- **Length of modules:**
 - 8-9 weeks
 - K-2 Module 1 is shorter to allow for the teacher to establish classroom routines and build relationships with students)
- Each module begins with a story and guiding questions and big ideas
- **Highlights of each module:**
 - Habits of character
 - Oral language
 - Goal setting and reflection
 - Rich complex texts, close reading, volume of reading
 - Culminating performance task
 - Formative and summative assessments
 - Writing for understanding
 - Explicit EL instruction
- Standards-based assessments, one per unit (K-2), two per unit (3-5)

Anatomy of a Module



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- **K-2 Unit-level assessments assess students in a variety of formats:**
 - Speaking and listening (discussion or oral presentation) □
 - Drawing and dictation
 - Cut and paste or sorting (students can cut and paste or sort visuals to indicate understanding)
 - Selected response (multiple choice questions)
 - Short constructed response (short answer questions)
 - Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K-2 opinion, informative, and narrative writing rubrics)
 - Scaffolded writing (involving planning, drafting, and revision)
 - Checklists: Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.

Sample Module, Unit and Lesson



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- **3-5 Unit level assessments include:**
 - Reading assessments based on the requirements of the standards, our own expertise, and common formats of high-stakes tests
 - Writing assessment based on the K-5 writing rubrics EL Education has developed
 - Speaking and listening assessments (discussion, presentations, and performances), as well as opportunities to informally assess speaking and listening skills using checklists
 - Language standards are bundled with reading, writing, or speaking standards
 - Each module also includes a culminating performance task. This is not a formal assessment (since it is always scaffolded), yet the performance task still offers rich data for teachers about students' mastery toward standards:
 - Heavily scaffolded, with models, critique, and revision
 - Often collaborative



Kdg Sample Lesson

- Module 2 Topic: **Weather Wonders**
- Module 2, Unit 1: **Learning through Science and Story: Weather Wonders**
- Lesson 1: **Lesson 1: Speaking and Listening: Who Are Meteorologists?**
 - Learning Target: I can participate in a discussion with my classmates about weather and meteorologists
 - Guiding Questions: **“What is weather?”; “How can I be prepared for any type of weather?”**
 - Read Aloud: “Curious Sofia”
 - Review and Learn new protocols for participating in a peer discussion:
 - Module One protocols: Back-to-Back and Face-to-Face protocol
 - Picture Tea Party and Interactive Class Weather Journal
 - Building Knowledge:
 - Watch a 2-3 min video about meteorologists



Kdg Sample Lesson

- **Vocabulary Development:**
 - Introduce students to the weather word wall:
 - Feature words for this lesson: (Visual picture cards accompany the word)
 - Weather
 - Meteorologist
 - Assessment:
 - Complete a weather journal
- Refer to the recommended text and other resource list to identify additional texts that students can access to read
- Closing

Next Steps

- Work with representatives from Imagine Learning to purchase materials
- Create a district level team to develop an implementation plan
 - Plan professional learning for administrators, coaches, curriculum specialists, and teachers
 - Review our daily instructional schedule
 - Directors of science and social studies are creating curriculum maps that align with the module lessons

District Core Team



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- **Andrew Ahmadi:** Peirce Principal
- **Jacque Aureli:** K-5 Literacy Coach
- **Chelsea Benli:** SLC-D Teacher at Peirce
- **Carla Bruzzese:** K-12 ELL Director
- **Lauren D'Intino:** 5th Grade Teacher at Thompson
- **Hannah Dingman:** ELL Teacher at Hardy
- **Alison Elmer:** Assist Superintendent of Student Services (Co-chair)
- **Beth Flynn:** Lead Reading Teacher
- **Dr. Michael Hanna:** Stratton Principal
- **Dr. Sam Hoyo:** K-12 Director of Science
- **Daniela Hurley:** 1st Grade Teacher at Peirce
- **Jennifer Lauchlan:** Library/Media Specialist
- **Colleen Lloyd:** Kdg Teacher at Peirce
- **Emily Macrae:** 1st Grade Teacher at Brackett
- **Dr. Ally Magalhaes:** K-5 Literacy Coach
- **Ashley McMahon:** Reading Teacher at Stratton
- **Shannon O'Brien:** K-5 Literacy Coach
- **Deb Perry:** K-12 ELA/English Director (Co-chair)

District Core Team



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- **Elizabeth Pond:** Special Education Teacher at Dallin
- **Crystal Power:** K-5 Social Studies Coach
- **Janice Powers:** Special Education Teacher at Dallin
- **Cali Russo:** 3rd Grade Teacher at Brackett
- **Tricia Stodden:** K-5 Literacy Coach
- **Emily Veader:** Lead K-5 Math Coach
- **Justine Viveiros:** 2nd Grade Teacher at Bishop
- **Stephanie Zerchykov:** Brackett Principal

Resources



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- **EL Education:**
 - **Login:** <https://region8.ilclassroom.com/>
 - **Username:** arlingtonps@example.com
 - **Password:** teacher
 - Here are the resources to review for EL Education:
 - [Imagine Learning EL Education homepage.](#)
 - [Imagine Learning EL Education K-8 Overview documen](#)
 - [Imagine Learning EL Education K-2 Curriculum Materials](#)
 - [Imagine Learning EL Education 3-5 Curriculum Materials](#)
 - [Imagine Learning EL Education Grades K-5 EdReport Review](#)
 - **EL Education**: link to the publisher roundtable discussion for families
 - **Program Review Tool**
 - **Article: What is the Science of Reading?**

Comments/Questions



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