

DISTRICT 90 LITERACY COMMITTEE UPDATE

Committee of the Whole Meeting

October 3, 2023

PRESENTATION OVERVIEW

Introduction of D90 Literacy Committee Members

Process for Literature Review

Previous Framing of Evidence-Based Practices

The Five Components of Effective Literacy
Instruction

D90 Materials Supporting Literacy Component
Instruction

Materials Selection Process

Materials Review: Essential Questions

Next Immediate Steps

Literacy Committee Members

Committee Member	Grade Level/Responsibility	School
Cheryl Allaire	EL Teacher	Roosevelt
Lauren Baiocchi	Grade 3 Teacher	Lincoln
Amy Balu	Grade 4 Teacher	Willard
Gail Barrett	Grade 5 Teacher	Roosevelt
Lili Becerril	Grade 2 Teacher	Willard
Tammy Brenneman	Kindergarten Teacher	Willard
Andrea Costin	Grade 3 Teacher	Willard
Julie Daly	Grade 8 Teacher	Roosevelt
Jasmine Davis	Grade 4 Teacher	Willard
Julie Fleisch	Literacy Coach	Roosevelt
Kathleen Fleming	Instructional Specialist	Willard
Jerri Gapastione	Grade 5 Teacher	Roosevelt
Barb Garvey	Kindergarten Teacher	Willard
Christine Gerges	Assistant Principal	Lincoln/Willard
Melissa Graves	Grade 6 Teacher	Roosevelt
Dana Gunderson	Special Education	Roosevelt
Alison Hawley	Assistant Superintendent of Instruction	District Office

Literacy Committee Members

Committee Member	Grade Level/Responsibility	School
Sarah Huska	Grade 2 Teacher	Willard
Margaret Jesse	Reading Specialist	Roosevelt
Debbie Lubeck	Director of Student Services	District Office
Cynthia Mares	Reading Specialist	Lincoln
Alison McKenna	Grade 3 Teacher	Lincoln
Lana Momani	Grade 7 Teacher	Roosevelt
Diana Neilson	Grade 1 Teacher	Lincoln
Joy O'Reilly	Instructional Specialist	Lincoln
Colleen Pariso	Grade 8 Teacher	Roosevelt
Mike Schlachter	Reading Specialist	Roosevelt
Susie Scott	Grade 4 Teacher	Lincoln
Louisa Starr	Grade 7 & 8 Teacher	Roosevelt
Tina Steketee	Assistant Principal	Roosevelt
Kathy Strachowski	Reading Specialist	Willard
Kate Szostak	Grade 3 Teacher	Willard
Katie Till	Grade 2 Teacher	Willard
Ginger Timchak	Grade 1 Teacher	Lincoln

LITERATURE REVIEW PROCESS

- Source studies from peer-reviewed publications, vetted think-tanks, education commissions, or State Departments of Education
- Utilize sub-committee structure to review research:
 - Group 1 – Phonological awareness, phonics, fluency
 - Group 2 – Comprehension, vocabulary, and instructional components
 - Group 3 – Content area and disciplinary literacy, EL students, and reading difficulties
 - Group 4 – Digital literacies, writing, and language
- Publication dates range from 2002 - 2022
- Develop spreadsheet of reviewed research with live links and high-level summaries accessible to Board of Education and River Forest community



PREVIOUS FRAMING OF EVIDENCE-BASED INSTRUCTIONAL PRACTICES

- Teach reading for authentic meaning-making literacy experiences for pleasure to be informed, and to perform a task
- Use high-quality literature
- Integrate a comprehensive word/study phonics program into reading and writing instruction
- Use multiple texts that link and expand concepts
- Balance teacher- and student-led discussions

Source: "What is Evidence-Based Reading Instruction?" A Position Statement of the International Reading Association (May 2002)



PREVIOUS FRAMING OF EVIDENCE-BASED INSTRUCTIONAL PRACTICES (CONTINUED)

- Build whole-class community that emphasizes important concepts and builds background knowledge
- Work with students in small groups while other students read and write about what they have read
- Give students plenty of time to read in class
- Give students direct instruction in decoding and comprehension strategies that support independent reading, balance guided and direct instruction, and independent learning
- Use a variety of assessment techniques to inform instruction

Source: "What is Evidence-Based Reading Instruction?" A Position Statement of the International Reading Association (May 2002)

THE FIVE
COMPONENTS OF
EFFECTIVE LITERACY
INSTRUCTION

Phonemic Awareness

Phonics

Fluency

Vocabulary/Word Study

Text Comprehension

D90 Materials Supporting Literacy Component Instruction

Literacy Component	Instructional Resource
Phonemic Awareness	Heggerty Phonemic Awareness: The Skills They Need to Help Them Succeed! (K-3)
Phonics	Fundations (Kindergarten) Fountas & Pinnell Phonics, Spelling, and Word Study (1-5)
Vocabulary/Word Study	Fountas & Pinnell Phonics Spelling and Word Study (1-5) Grammar Keepers (5-6) Patterns of Power (5-8)
Comprehension	Units of Study for Teaching Reading

MATERIALS IDENTIFICATION PROCESS



REVIEW OF *ED REPORTS* AND
WHAT WORKS CLEARING HOUSE



GARNER INFORMATION
RELATED TO MATERIALS USED
IN COMPARABLE DISTRICTS



CONSIDER KNOWLEDGE-
BASED PROGRAMS AND
LITERATURE-BASED PROGRAMS

MATERIALS REVIEW: ESSENTIAL QUESTIONS



Does this program or instructional approach provide systemic and explicit instruction in the particular strategies that have been proven to relate to high rates of achievement in reading for our population of students?



Does the program or instructional approach provide flexibility for use with the range of learners in the various classrooms? Are there assessment tools that assist teachers in identifying individual learning needs? Are there a variety of strategies and activities that are consistent with diverse learning needs?



Does the program or instructional approach provide a collection of high-quality literacy materials that are diverse in level of difficulty, genre, topic, and cultural representation to meet the needs and interests of the children with whom it will be used?



IMMEDIATE NEXT STEPS

Complete literature review

Administer and review middle school reading survey

Continue to solicit sample materials from vendors

Review list of materials used in comparable districts

QUESTIONS?