

Literacy Committee Update



January 9, 2018

Literacy Committee Members

Participant	School	Role
Jerri Gapastione	Willard	Kindergarten
Kathryn Stasys	Lincoln	Kindergarten
Aimee Conrad	Willard	Grade 1
Kendra Meyers	Lincoln	Grade 1
Jackie Mitchell	Willard	Grade 2
Kate Szostak	Willard	Grade 3
Kim Briggs	Lincoln	Grade 3
Shana Joyce	Willard	Grade 4
Gail Gattis	Lincoln	Grade 4
Lynn Voss	Lincoln	Special Education
Kathy Strachowski	Willard	Reading Specialist

Literacy Committee Members (cont.)

Participant	School	Role
Margaret Cuisinier	Roosevelt	Grade 5
Kathryn Locigno	Roosevelt	Grade 6
Louisa Starr	Roosevelt	Grade 7 & 8
Renee Epstein	Roosevelt	Grade 8
Jennifer Ankerberg	Roosevelt	Instructional Specialist
Kathleen Fleming	Willard	Instructional Specialist
Pam Moriarty	Lincoln	Instructional Specialist
Molly Creeley	Roosevelt	Reading Specialist
Larry Garstki	Roosevelt	Principal
Casey Godfrey	Lincoln	Principal
Alison Hawley	District Office	Curriculum Director

2017-18 Literacy Committee Goals

- Develop K-8 overarching student goals
- Deepen the understanding of best practices that contribute to rigorous literacy programs
- Create a D90 Vision for Balanced Literacy
- Review instructional materials for reading
- Provide the Board with recommendation for additional resources
- Strengthen collaborations by examining the interconnectedness of the work within and across schools

Draft K-8 Overarching Literacy Goals

Students will be able to.....

- communicate clearly with purpose and intention across genre
- read strategically and think critically about text
- become flexible thinkers who gather evidence to support, refute, or re-evaluate ideas based on new information
- see themselves as life-long readers and writers

K-4 Draft Writing Frameworks

- Initiated as 2017 summer work project for K-4 Writing Committee
- Developed utilizing the Understanding by Design* curriculum framework template
- Articulates grade level standards and student outcomes for narrative, opinion, and information writing
- Enhances visibility of learning goals
- Provides consistency and alignment across grade levels
- Facilitates horizontal and vertical articulation

*Source: The Understanding by Design Guide to Creating High-Quality Units by Grant Wiggins and Jay McTighe

Stage 1 Desired Results

<p>Writing Standards (Bold indicates major emphasis) W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.b: Develop the topic with facts, definitions, and details. W.3.2.c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W.3.7: Conduct short research projects that build knowledge about a topic. W.3.8: Recall information from experiences</p>	Transfer	
	<p><i>Students will be able to independently use their learning to</i> write a logically organized and developed information piece.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> writers examine a topic and convey ideas and information clearly in an information piece writers group related information in paragraphs and chapters writers develop a topic using facts, definitions, and details 	<p>Essential Questions</p> <ul style="list-style-type: none"> How do writers plan a logically organized information piece? How do writers develop an information piece using a variety of strategies?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> they can prepare to write by teaching their peers about a topic different structures, such as box and bullets, cause and effect, problem and solution, pros and cons, and compare and contrast can be used in information writing mentor texts can be used to find elaboration, introduction, and conclusion strategies to use in one's 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> making plans for a logical sequence of ideas for the whole information piece as well as each chapter or section for the piece choosing the best plan for a logical sequence of ideas for the whole information piece as well as each chapter or section for the piece Using transition words to connect sections and/or chapters

Classroom Library Analysis Project Goals

- Develop intentionally inclusive classroom environments for all students in D90
- Provide a diverse selection of books to support student needs and interests
- Facilitate student engagement, ownership, and independence
- Implement on-going process to evaluate current and future reading materials that promote equity and inclusiveness

Next Steps

- Draft D90 K-8 Balanced Literacy statement
- Implement process to evaluate classroom libraries
- Seek Board approval for additional literacy resources, if necessary
- Continue drafting Understanding by Design writing frameworks for Grade 5-8

Q & A

