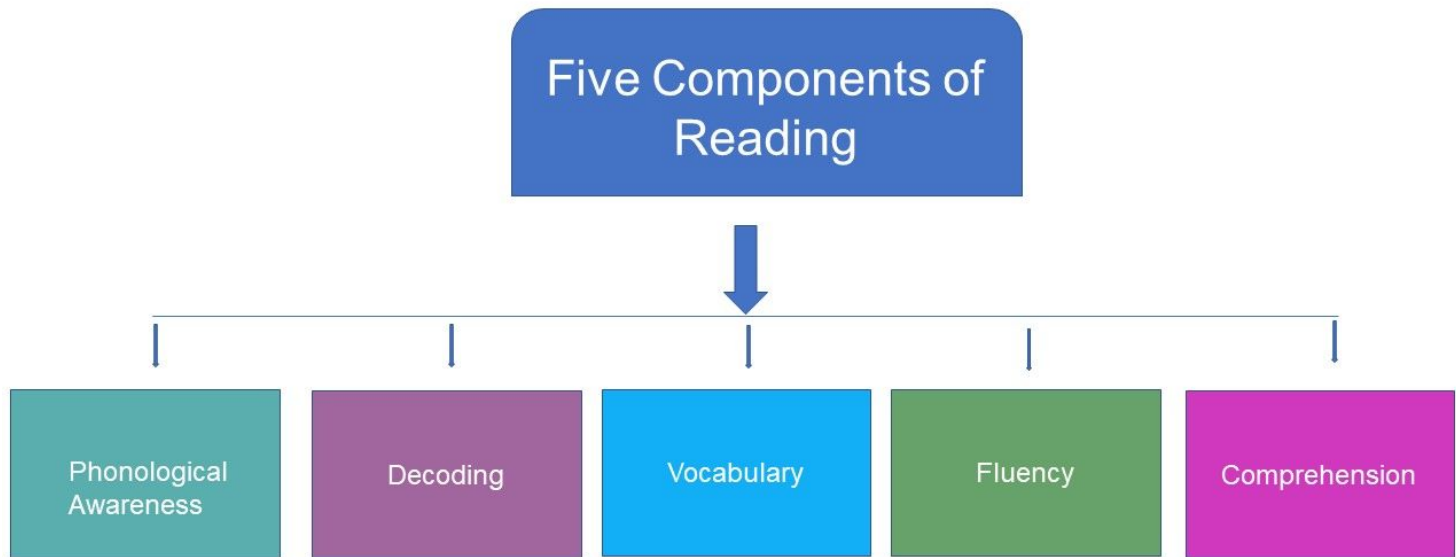


K-5 Literacy Resource Review

New Fairfield Public Schools
Spring, 2024



Critical Components of Literacy



Literacy Resources in NFPS

Key Literacy Skills	Instructional Program or Resource
Phonological Awareness	K-2 Foundations(2019), K-1 Heggerty (2022)
Phonics / Decoding	K-2 Foundations (2019), 3-5 Spelling Connections (2019)
Vocabulary	K-5 Teacher College Units of Study (2011)
Fluency	K-2 Foundations(2019)
Comprehension	K-5 Teacher College Units of Study (2011)

Guiding Principles of Literacy Instruction

Beyond any single program or resource, we commit to literacy instruction that ensures:

- **explicit, systematic instruction** across all strands of literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension);
- **opportunities for deliberate practice** with real texts through fluency routines and partner and independent reading;
- the development of oral language and written language through **discussion** and **critical thinking** about text in support of deep comprehension;
- opportunities for **targeted small group, differentiated instruction** that is responsive to the needs of each reader.



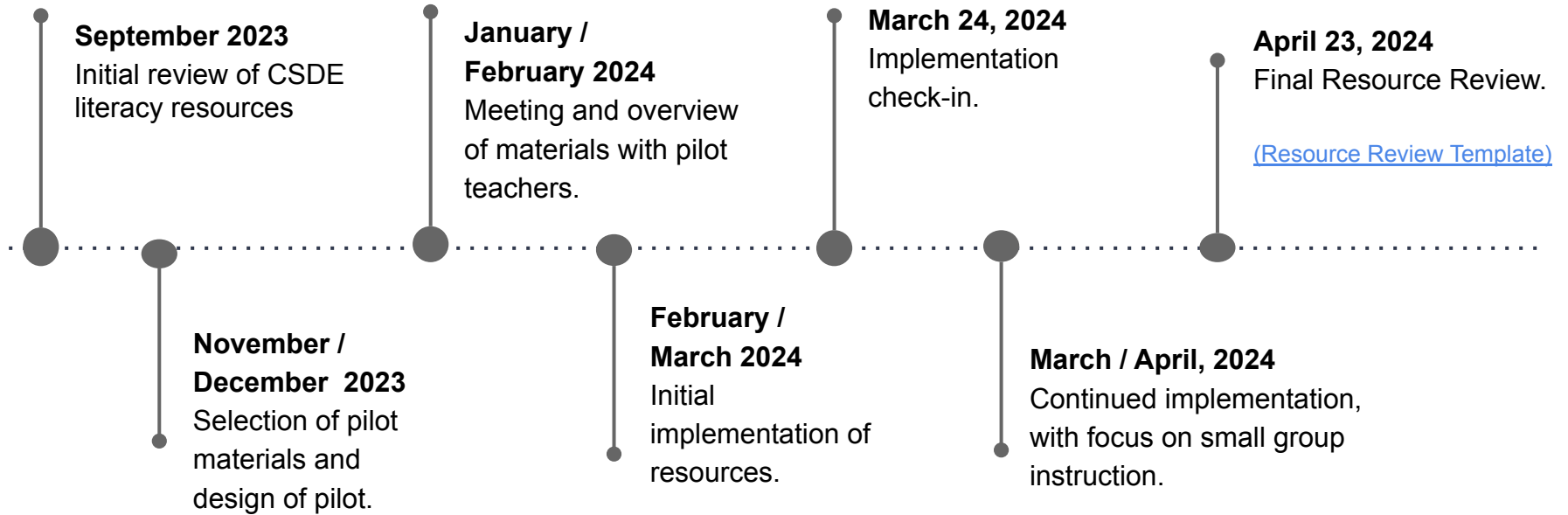
Literacy Study & Pilot: Winter/Spring 2024

Program / Resource	Overarching Evaluative Considerations	Literacy Component
<i>Great Minds:</i> Wit and Wisdom	Does the resource support explicit, systematic, sequential and cumulative instruction of fluency, vocabulary and comprehension?	<input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency
<i>Open-Up Resources:</i> Bookworms		
<i>Teachers College:</i> Units of Study (current resource)	How does the resource work together with our existing programs to support a comprehensive literacy curriculum?	

Literacy Study Questions

- How does the resource allow for high-quality, **daily differentiation of foundational, comprehension and vocabulary** skills to meet the diverse needs **of all students working at, above or below grade level**?
- How does the resource provide for structured discussions that address grade level **Speaking and Listening Standards**?
- How does the resource provide for explicit instruction and practice to address grade level **Language Standards**?
- How does the resource include a range of **authentic writing and explicit instruction** of grade level **Writing Standards**?
- How does the resource provide for **explicit instruction in grade level Comprehension and Word Recognition (vocabulary) Standards / skills**?
- How does the resource represent diverse cultures, identities, backgrounds and perspectives that are representative of the New Fairfield community as well as a broader understanding of communities and citizens beyond New Fairfield?













Timeline



Literacy Resource Review

Criteria	Description
Content Standards	<ul style="list-style-type: none">• The extent to which the resource aligns with Literacy Content Standards (Reading, Writing, Language, and Speaking and Listening)
Program Components	<ul style="list-style-type: none">• The extent to which the resource provides explicit instruction and materials in support of fluency, vocabulary, and comprehension, as well as critical thinking, discourse, and a balance of literary and informational texts.
Instruction	<ul style="list-style-type: none">• The extent to which the resource and embedded routines promotes student engagement, small group instruction, differentiation, and entry points for all students (including ML students).
Implementation	<ul style="list-style-type: none">• The extent to which the resources are feasible for implementation in terms of preparation, pacing, and available materials.

Findings

	TC Units of Study (Current)	Wit & Wisdom	Bookworms
Content Standards			
Program Components			
Instruction			
Implementation			

Key:



Fully met criteria



Partially met criteria



Did not meet criteria

Teacher Feedback

“The students were very engaged during each lesson. This program provided an entry point for students of all levels. The students expanded their vocabulary, writing skills and reading stamina.”



“The students are so engaged in book discussions, the book topics and the partner work . . . All students are able to share their thoughts about the books. It allows for verbal discussions and verbal responses for comprehension questions. Students also learn to provide written responses to questions about the chapters.”



“...Students carried their discussions and interests beyond just reading and writing times. The discussions that the students had with each other and with me encouraged higher level thinking ... I saw a huge improvement in my students' fluency, vocabulary, comprehension, and overall excitement and joy for reading and writing.”



Next Steps

Professional Learning

- Bookworms Launch Training, May 24th (PM, 2 hours)
- Initial Implementation Training (August, 2024, full day)
- On-site school-based follow-up (2 days): TBD
- Ongoing monthly leadership training

Implementation

- Bookworms, K-5, 2024-2025
- Professional learning, monitor, review, refine

Curriculum Design & Development

- K-5 ELA curriculum design ... and K-12 ELA curriculum mapping
- Assessment development (aligned to NFPS *Vision of the Learner*)