

In Love with Literacy: **UPDATE**

*Oak Park D97's
Respect-the-Practitioners Approach
to Early Literacy*

Oak Park Elementary School District 97

Board of Education Meeting

May 14, 2024



What's the big idea?

In Love with Literacy **UPDATE**

Oak Park D97's Respect-the-Practitioners Approach to Early Literacy

01

What was the outcome of District 97's review of K-5 ELA resources?

02

What are the next steps to prepare for the pilot of selected resources?

Meet the K-5 ELA Curriculum Committee!

ELA Curriculum Committee Members *Brooks Feeder Schools*

Erica Childress - Hatch
Jennifer Jones - Hatch
Jackie DiNatale - Hatch
Hannah Gallup - Hatch
Andy Righeimer - Hatch
Ruth Barker - Lincoln
Catina Burries - Lincoln
Rachel Wheatley - Lincoln
Courtney Tyler - Lincoln
Laura Meglan - Lincoln
Juan Carlos Domecq - Lincoln
Don Shanahan - Lincoln

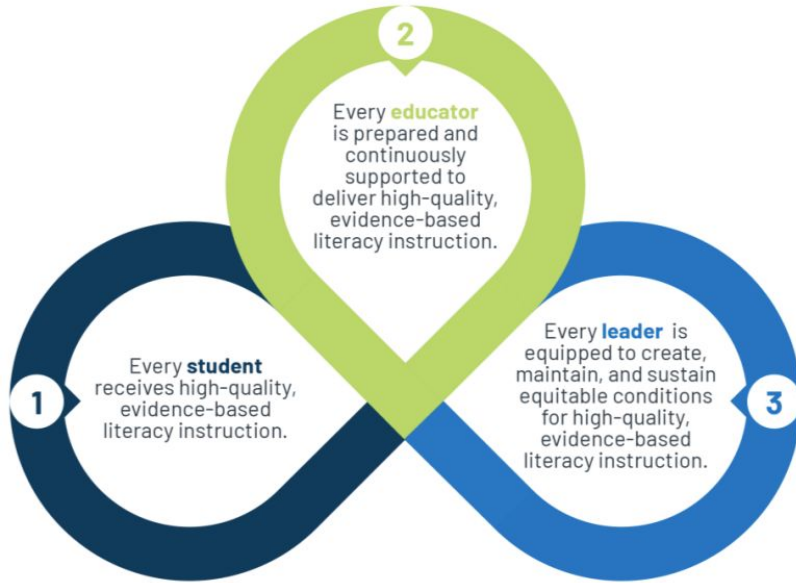
Ellen Corcoran - Holmes
Katie Keuler - Holmes
Taylor Kula - Whittier
Caroline Baker - Whittier
Meghan Dorka - Whittier/Irving
Rebecca Torres - EC Whittier

ELA Curriculum Committee Members *Julian Feeder Schools*

Megan Chambers - Beye
Mandy vonBokern - Beye
Sarah Adduci - Beye
Jessica Milburn - Beye
Jane Sheth - Beye
Betsy Parkinson - Irving
Kara Sakellaris - Irving
Fran Sbarbaro - Irving
Shehara Brinson - Irving
Annie Planek - Irving
Julia Stenger - Irving
Lori Pelling - Irving

Bianca Taylor - Longfellow
Sheila Schrems - Longfellow
Katie Egnor - PKP Longfellow
John Bagley - Mann
Jen Buckley - Mann
Michelle Bolis - Mann
Karolyn Miller - Mann

3 Key Goals



7 Components of Literacy



D97 K-5 ELA Mission Statement

Elementary students in D97 will engage in hands-on, student centered, learning experiences that are authentic, meaningful, and extend beyond the classroom.

Our students will become reflective communicators, readers, and writers through standards-aligned curriculum and instruction that includes: phonemic awareness, phonics, vocabulary, grammar, fluency, oracy, comprehension, and writing.

Students will be immersed in diverse texts that allow them to see themselves as well as the perspectives of others.

01

**What was the
outcome of District
97's review of K-5
ELA resources?**



3 Stage Process: K-5 ELA Resource Selection

Stage 1

Stage 2

Stage 3

Identify Resources to Review

Select Resources to Pilot

Conduct Pilot and
Gather Data

3 Stage Process: K–5 ELA Resource Selection

Stage 2: Select Resources to Pilot

- Conducted vendor presentations for 6 resources
- Explored resources & demo accounts provided by each vendor
- Rated each resource utilizing the ISBE Curriculum Evaluation Tool (CET)
- Utilized a decision-making protocol to select 3 resources to pilot

Curriculum Evaluation Tool

The ISBE Standards and Instruction Department developed this tool for statewide implementation in school year 2021-22.
Please contact ILTeachTalkLearn@isbe.net with questions or comments.

Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.

Curriculum Name			
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A. Curriculum

Curriculum Components	Yes	No	Evidence
A.1. Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	
A.2. Curriculum clearly denotes the learning standards that are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	
A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	<input type="checkbox"/>	<input type="checkbox"/>	
A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.	<input type="checkbox"/>	<input type="checkbox"/>	
A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).	<input type="checkbox"/>	<input type="checkbox"/>	
A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	<input type="checkbox"/>	<input type="checkbox"/>	[Use this space to identify examples of differentiation offered]
A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	

ELA Curriculum Committee Meeting

April 11, 2024

1) Review District 97 Stakeholder Feedback

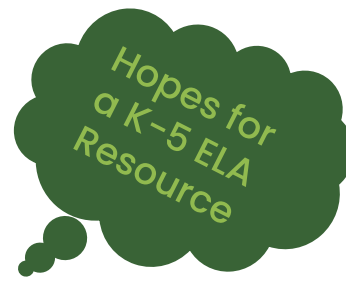
- Grade Level Teams
- Building Leadership Teams
- K-5 Families

2) Engage in a K-5 ELA Resource Showcase & Reflection Gallery Walk

3) Evaluate K-5 ELA Comprehensive Resources to Pilot

- American Reading Company Core
- HMH Into Reading
- Amplify Core Knowledge Language Arts (CKLA)
- Great Minds Wit & Wisdom and 95 Percent Group one95
- SAVVAS myView/miVision Literacy

District 97 Stakeholder Feedback



Staff

- Comprehensive, systematic, and hands-on
- Explicit grammar, vocabulary, and phonics instruction
- Cohesive resources aligned to standards and reporting of student progress
- Differentiation and enrichment support

Families

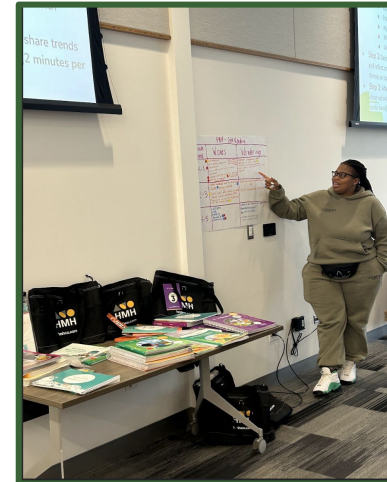
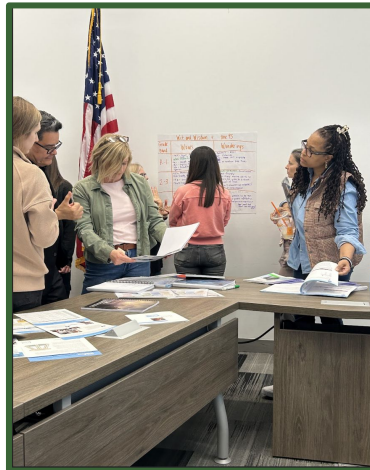
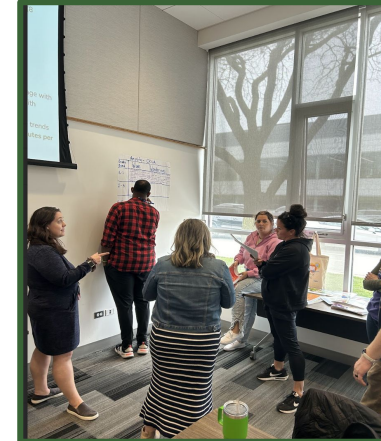
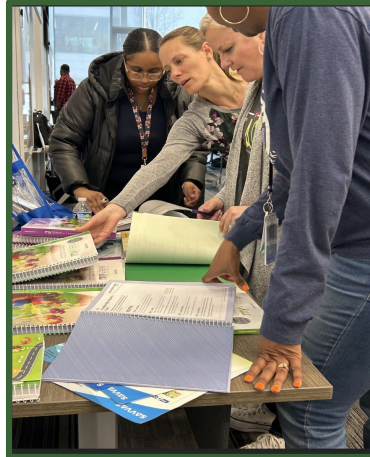
- Discontinue the use of Lucy Calkins Reading and Writing Units of Study
- Evidence based, structured literacy curricular resource
- Resources to support students at home
- Consistent experience for students across schools and grades
- Curriculum agnostic training based on evidence-based practices

K-5 ELA Resource Showcase & Reflection Gallery Walk

Step 1: Grade bands rotated through 5 stations to review resources and complete the *Wows & Wonders* anchor chart

Step 2: Grade bands engaged in a gallery walk of the *Wows & Wonders* anchor charts and used dots to affirm concepts

Step 3: A grade band representative highlighted themes that emerged from each *Wows & Wonders* anchor chart during a whole group discussion to promote collective teacher efficacy



Panel Discussion

How did the gallery walk experience contribute to your understanding of the resources and promote collective teacher efficacy?

Evaluate K-5 ELA Comprehensive Resources to Pilot

- **Criteria:**

- D97 K-5 ELA Mission Statement
- IL Learning Standards for English Language Arts
- 7 Components of Literacy
- Instructional Approach
- Assessment
- Culturally Responsive
- Differentiation and Accessibility

- **Sources:**

- Vendor Survey Responses
- Vendor Presentations & Comprehensive Evaluation Tool (CET) Ratings
- Independent Exploration & Grade Band Gallery Walk

- **Evaluation:**

- Rate each resource on a scale of 1 to 5 based on the 7 criterion

American
Reading
Company
Core

HMH
Into Reading
&
Ariba Lectura

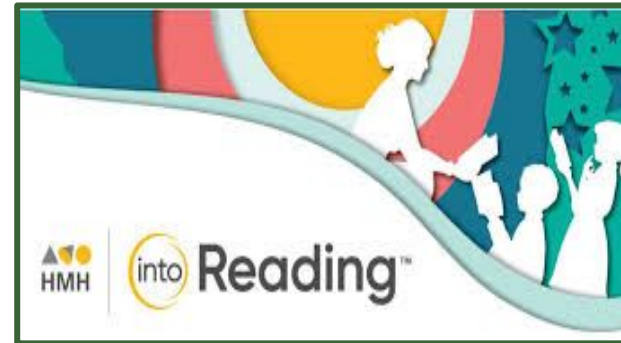
Amplify
Core
Knowledge
Language
Arts (CKLA)
&
Caminos

Great Minds
Wit &
Wisdom
&
95 Percent
Group one95

SAVVAS
myView
&
miVision
Literacy

K-5 ELA Pilot Resources for SY24-25

Beye - Hatch - Irving - Whittier



Panel Discussion

What components of
HMH Into Reading/Ariba Lectura
Amplify CKLA/Caminos
myView/miVision

**are you most excited about and looking
forward to implementing during the pilot next
year?**

02

What are the next steps to prepare for the pilot of selected resources?



K-5 ELA Pilot Next Steps

SEPT-OCT	NOV-JAN	NOV-JAN	NOV-JAN	FEB-MARCH	MARCH-APRIL
Establish Committee & Pilot Schools	Engage D97 Staff & Families	Develop a Mission Statement	Prepare Committee for Resource Review	Conduct the Resource Review	Prepare for the Pilot
<u>K-5 ELA Curriculum Committee:</u> -30+ members -8 elementary schools <u>Pilot Schools:</u> -Hatch, Whittier, Beye, & Irving	<u>District 97 Staff Feedback:</u> -Grade level survey -Listening sessions <u>District 97 Family Feedback:</u> -Family survey	K-5 ELA Curriculum Committee creates a mission statement that incorporates our purpose, core values, & hopes for K-5 ELA curriculum and instruction	-Current research -Illinois Learning Standards for ELA -Literacy framework -Evaluation tools	-Vendor presentations -Select (2-3) K-5 programs to pilot during SY25	-Order pilot materials -Schedule pilot training -Prepare committee & pilot schools
Completed	Completed	Completed	Completed	Completed	In Progress

- Conduct an information session for all ELA Resource Pilot Schools on May 1
- Identify units to pilot based on K-5 ELA Scope and Sequence
- Order K-5 ELA pilot teacher and student materials
- Schedule professional learning sessions for each K-5 ELA pilot resource

Questions from the Board of Education

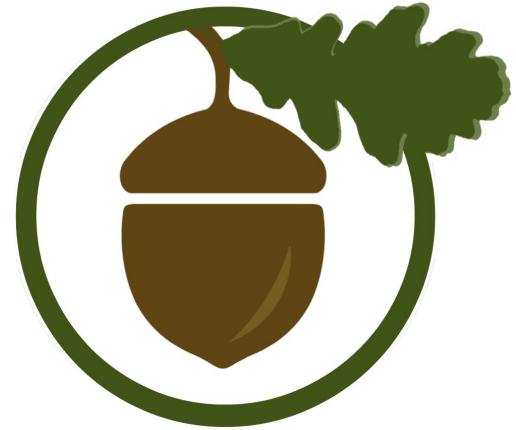


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to Early Literacy*

Oak Park Elementary School District 97

Board of Education Meeting
March 19, 2024



What's the big idea?

Meet the Team!

Patrick Robinson

Assistant Superintendent for Elementary Schools

Dr. Tawanda Lawrence

Senior Director of Teaching and Learning

Jennifer Logan

Curriculum Coordinator (Pre-K-5)

“Coming together is a beginning; keeping together is progress; working together is success.”

– Edward Everett Hale



In Love with Literacy **UPDATE**

Oak Park D97's Respect-the-Practitioners Approach to Early Literacy

**Illinois
Comprehensive
Literacy Plan
2024**

01

02

Where are we now?

**Where are we
going?**

03

04

**Questions from the
Board**

Illinois' Guiding Values for Literacy

Every learner is capable and has the right to equitable access to high-quality, inclusive, differentiated, and evidence-based literacy instruction.

Every learner deserves schools that nurture their unique assets and interests, honoring their complexity within the context of their communities.

Every learner has the right to develop literacy in two or more languages to prepare for success in our global world.

Every learner has the right to be empowered through agency to self-advocate within supportive learning environments.

Every learner has the right to reliable and valid assessments that accurately measure their literacy skills.

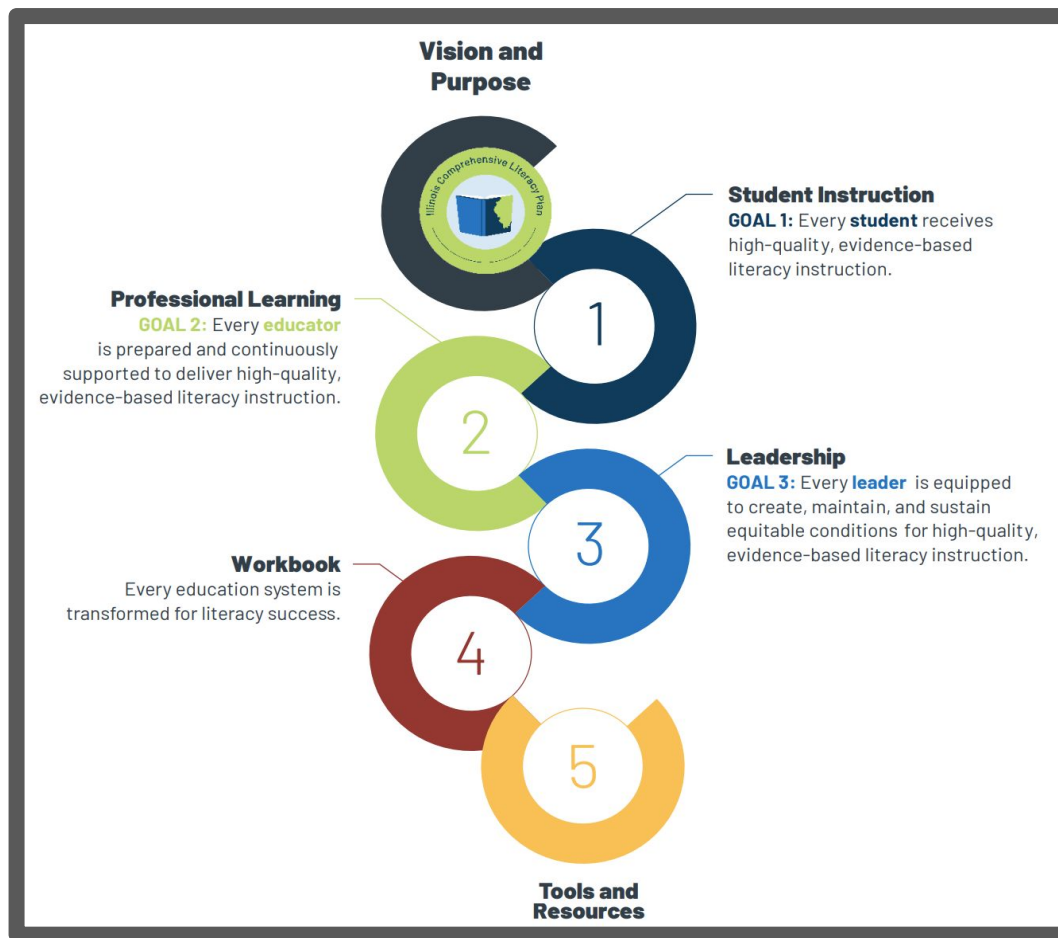
Equitable Literacy Education

01

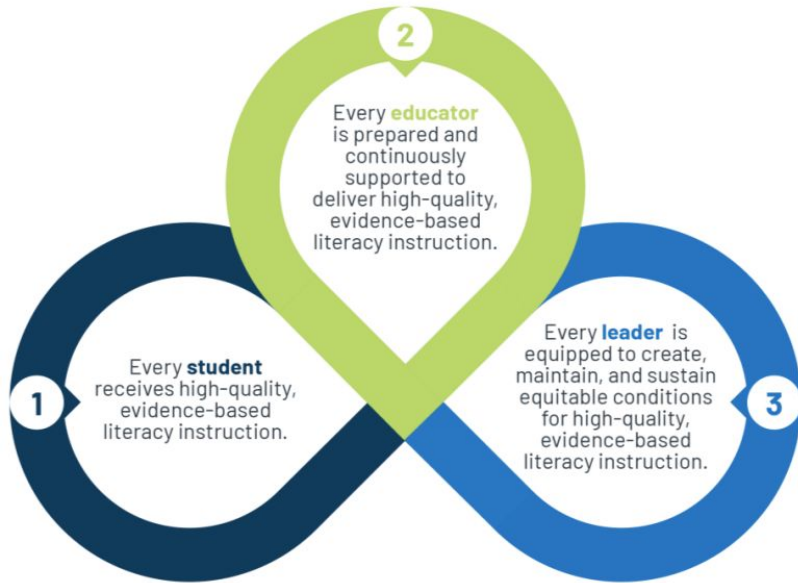
IL
Comprehensive
Literacy Plan
2024



Overview



3 Key Goals



7 Components of Literacy



02

**Where are we
now?**



Board Policy 7:12 Ensuring Racial and Educational Equity



A: Equitable Access

"D97 shall provide every student with equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed."



C: Eliminating Disproportionality

"District 97 will eliminate disproportionality in discipline, especially by race/ethnicity and gender, and support students' social, emotional, and cultural needs. The District shall achieve this through measures such as a district-wide emphasis on social-emotional learning and supports and culturally responsive teaching pedagogy."



F: Professional Development

"Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation."



H: Recognizing and Valuing Diversity

"The District shall incorporate teaching and learning materials and assessments that are intentionally designed to reduce bias and are geared toward the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member."


UDL & D97's Approach to Literacy Instruction

Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

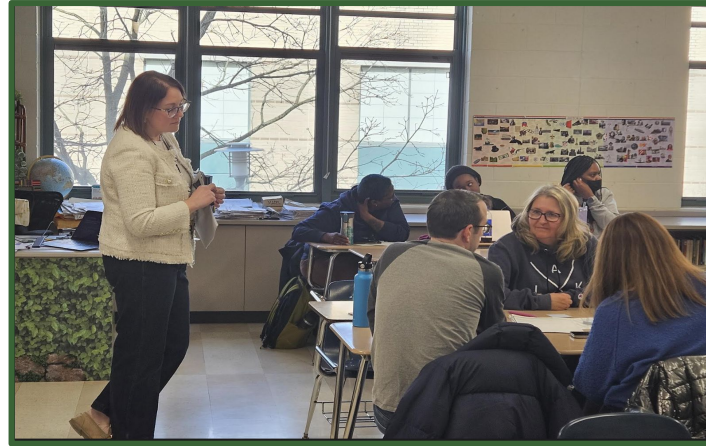
- ❖ Provide the opportunity for all students to access, participate in, and progress in the English language arts core curriculum by reducing barriers to instruction
- ❖ Incorporate multiple means of engagement, representation, and expression to create inclusive learning environments where all students develop a strong foundation in literacy while fostering a lifelong love for reading and learning
- ❖ Ensure that every student has access to appropriate resources, strategies, and scaffolding, enabling them to progress in their literacy development

D97 Beliefs about Literacy IN ACTION

EC-5th Grade Teachers participate in Literacy Choice Sessions on Institute Day 3/19

We expect

all students to demonstrate competency in the foundational skills of reading and recognize that instruction and collective teacher efficacy are primary and resources are secondary



We invest

in ongoing professional learning opportunities to expand teachers' knowledge of evidence-based instructional practices for supporting emergent readers

D97 Beliefs about Literacy IN ACTION

K-5 ELA Committee engage in Vendor Presentations of Resources

We value

the expertise of practitioners
closest to student experience
so we engage them in the
national debate around
literacy instruction



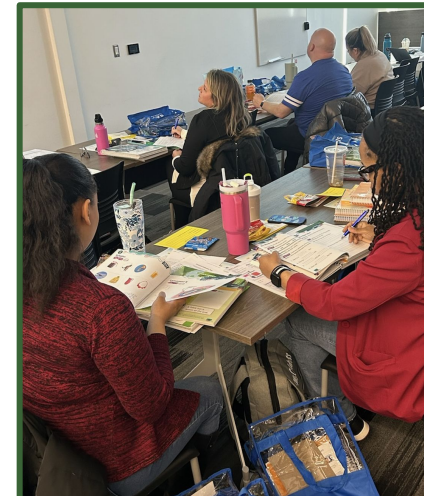
We recognize

that strong adult practices in
core instruction which support
students in our focal cohort will
result in positive outcomes for
all students



We design

school improvement logic models which
engage teacher leaders and early literacy
teachers in identifying resources and
professional learning opportunities to inform
future curricular review decisions



K-5 ELA Resource Review Timeline

SEPT-OCT	NOV-JAN	NOV-JAN	NOV-JAN	FEB-MARCH	MARCH-APRIL
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Completed	Completed	Completed	Completed	In Progress	Not Yet Started

3 Stage Process: K-5 ELA Resource Selection

Stage 1

Stage 2

Stage 3

Identify Resources to Review

Select Resources to Pilot

Conduct Pilot and
Gather Data

3 Stage Process: K-5 ELA Resource Selection

Stage 1: Identify Resources to Review

- Gather ELA resource recommendations from various stakeholders and school districts
- Provide a survey of questions to all vendors (standard & current research alignment, instructional approach, assessment, culturally responsiveness, evidence-based, technology integration, & professional learning)
- Utilize EdReports to identify resources that *Meet Expectations*
- Score vendor survey responses & identify 5-6 vendors to present to the committee

3000 myView Literacy
 Publisher: Sevens Learning Company | SUBJECT: ELA | GRADES: K-5 | REPORT RELEASE: 4/14/2020
 ALIGNMENT (GATEWAY 1 & 2): Meets | USABILITY (GATEWAY 4): Meets
 KEY AREAS OF INTEREST: Foundational Skills (80/84), Building Knowledge (174/192)
 QUICK GLANCE: Grade Level Alignment, Science of Reading

3006 Wit & Wisdom
 Publisher: Great Minds | SUBJECT: ELA | GRADES: K-2 | REPORT RELEASE: 9/27/2020
 ALIGNMENT (GATEWAY 1 & 2): Meets | USABILITY (GATEWAY 4): Meets
 KEY AREAS OF INTEREST: Foundational Skills (NC), Building Knowledge (90/96)
 QUICK GLANCE: Grade Level Alignment, Science of Reading

EQiUP Rubric for Lessons & Units: ELA/Literacy Grades K-2

Grade:	Literacy Lesson/Unit Title:	Overall Rating:	
I. Alignment to the Depth of the CCS	II. New Skills in the CCS	III. Instructional Supports	
<p>The lesson/unit aligns with the letter and spirit of the CCS.</p> <ul style="list-style-type: none"> Targets a set of K-2 ELA/Literacy CCS for teaching and learning. Includes a clear and explicit purpose for instruction. Selects quality texts that align with the requirements outlined in the standards, presents characteristics similar to CCS's 4 exemplars (Appendix B), and are of sufficient scope for the stated purpose. Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. Aligns or Exceeds Expectations Emphasizes the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high-frequency sight words, and phonics). Includes specific fluency-building techniques supported by research (e.g., monitored practice reading, shared reading, repeated reading with text, following along in the text when teacher or other fluent reader is reading aloud, short-timed practice that is slightly challenging to the reader). Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. Builds students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. 	<p>The lesson/unit addresses key shifts in the CCS:</p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading texts (orally including read aloud) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). Academic Vocabulary: Focuses on explicitly building students' academic, disciplinary and concepts of syntax throughout instruction. Spelling and Grammar: Explicit Grade-Level Reading: Includes a progression of texts as students learn to read (e.g., additional phonics patterns are introduced, increasing sentence lengths). Provides text-centered independent grade-level reading. Balance of Texts: Focuses instruction equally on literary and informational texts as stipulated in the CCS (5-7) and indicated by instructional time (may be more applicable across a year or several units). Balance of Writing: Includes prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. 	<p>The lesson/unit is responsive to student learning needs:</p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample student responses, sections that build teacher understanding of the why and how of the material). Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. Provides substantial materials to support students who need more time and attention to achieve automatically with decoding, phonemic awareness, fluency and/or vocabulary acquisition. Focuses on students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at or high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. Integrates appropriate, extensive and early implemented supports for students who are ELL, have disabilities and/or read or write below grade level. Provides extensions and/or more advanced text for students who read or write above grade level. Aligns or Exceeds Expectations Includes a progression of learning where concepts, knowledge and skills advance and deepen over time (may be more applicable across the year or several units). Gradually removes supports, allowing students to demonstrate their independent capacities (may be more applicable across the year or several units). Provides for authentic learning, application of literacy skills and/or student-directed inquiry. Indicates how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>The assessment/evaluation process whether students are developing foundational skills:</p> <ul style="list-style-type: none"> Explicitly, observable evidence of the progress to which a student can independently demonstrate foundational skills and targeted grade level literacy skills (e.g., reading, writing, speaking and listening and/or language). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. Aligns or Exceeds Expectations Use varied modes of assessment, including a range of oral, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	

The EQiUP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQiUP rubric is current as of 06-26-13. View Creative Commons Attribution 3.0 Unported License at <http://creativecommons.org/licenses/by/3.0/>. Acknowledges may vary or add. If modified, please attribute to QUP and to ERG.

3 Stage Process: K-5 ELA Resource Selection

Stage 2: Select Resources to Pilot

- Conduct vendor presentations for 5-6 resources
- Explore resources & demo accounts provided by each vendor
- Rate each resource utilizing the ISBE Curriculum Evaluation Tool (CET)
- Utilize a decision-making protocol to select 2-3 resources to pilot

Curriculum Evaluation Tool

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Intended use of the Curriculum Evaluation Tool

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Curriculum Name			
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A. Curriculum

Curriculum Components	Yes	No	Evidence
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A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	<input type="checkbox"/>	<input type="checkbox"/>	
A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.	<input type="checkbox"/>	<input type="checkbox"/>	
A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).	<input type="checkbox"/>	<input type="checkbox"/>	
A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	<input type="checkbox"/>	<input type="checkbox"/>	[Use this space to identify examples of differentiation offered]
A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	

3 Stage Process: K-5 ELA Resource Selection

Stage 3: Conduct Pilot and Gather Data

- Conduct pilot of 2-3 resources at the selected pilot schools
- Gather feedback from teachers, students, & families
- Analyze pre/post assessment data
- Rate each resource utilizing evaluation tools (EQulP Rubric, The Reading League Curriculum Evaluation Guide, Culturally Responsive Curriculum Scorecard, & ISBE rubric - released 7/24)
- Utilize a research-based framework to determine resources to recommend for adoption

Representation		Very Satisfied (0)	Satisfied (1)	Unsatisfied (2)	Not Satisfied (3)	Average Score (if you are not sure, use a 2)
Diversity of Characters	1. The curriculum features visually diverse characters, and the characters of color do not all look alike.					
	2. There are references to different ethnic and cultural traditions, languages, religions, names and clothing.					
	3. Diverse ethnicities and nationalities are portrayed - not all Asian families are Chinese, not all Latin families are Mexican, etc.					
	4. Diverse family structures (e.g. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.					
	5. Differently-abled characters or characters with disabilities are represented.					
	6. Characters of color are main characters and not just sidekicks.					
	7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.					
	8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.					
	9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.					
	10. Social situations and problems are not seen as individual problems but are situated within a societal context.					
	11. Characters of diverse cultural backgrounds					

WORD RECOGNITION		Red Flag
Phonological and Phoneme Awareness		
Red Flag: Practices Not Aligned with the Science of Reading		
17	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /h/ are kept intact rather than having students notice their individual sounds).	✓
18	Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.	
19	Phoneme awareness is not taught as a foundational reading skill.	
20	Phonological and phoneme awareness are not assessed and monitored.	
Practices Aligned with the Science of Reading		
21	Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).	
22	Phoneme awareness is taught directly, explicitly, and systematically.	
23	Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)	
24	Instructional focus on attending students to all phonemes in words (e.g., first, final, medial, phonemes in blends).	

EQulP Rubric for Lessons & Units: ELA/Literacy Grades K-2		Overall Rating
Grade:	Literacy Lesson/Unit Title:	Assess
I. Alignment to the Depth of the CCSS	II. Key Skills in the CCSS	III. Instructional Supports
<p>The lesson/unit aligns with the letter and spirit of the CCSS.</p> <ul style="list-style-type: none"> Targets a set of 2-3 ELA/Literacy CCSS for reading and writing. Includes a clear and explicit purpose for instruction. Selects quality texts that align with the requirements outlined in the standards, presents characteristics unique to CCSS-2 exemplars, and are of sufficient scope for the lesson/unit. Provides opportunities for students to present ideas and information through writing and/or drawing and speaking responses. <p>ELA/Literacy Grade Band:</p> <ul style="list-style-type: none"> Emphasizes the explicit, systematic development of foundational literacy skills (concept of print, phonological awareness, the alphabetic principle, high frequency sight words, and fluency). Regularly includes explicit fluency-building interventions supported by research (e.g., monitored partner reading, choral reading, repeated readings with fluency, modeling of the task when teacher and/or team models reading aloud, brief leveled practice that is tightly choreographed to the reading). Integrates reading, writing, speaking and listening skills that students apply and practice in advancing literacy skills. Builds students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and/or questions that build knowledge within a topic. 	<p>The lesson/unit addresses key skills in the CCSS:</p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading texts more complex and includes regular opportunities for students to read and answer text-dependent questions. Text-Based Evidence: Facilitates rich text-based discussions and writing through explicit, thought-provoking questions about common texts (including non-fiction texts, when applicable, illustrations, audio/visuals and other media). Academic Vocabulary: Focuses on explicitly teaching student academic vocabulary and concepts of grammar throughout instruction. <p>Grade-Level Reading:</p> <ul style="list-style-type: none"> Includes a progression of texts as students learn to read, including diverse genres, genres, and genres. Includes explicit, systematic, scaffolded, and supported independent practice reading. Makers of Text: Focuses instruction explicitly on how and what informational texts are published in the CCSS (e.g., leveled materials) by providing time (only) for more applicable across a year or several units. Makers of Writing: Includes presentation and guided writing opportunities for students that balance communicating thinking and assessing questions with self-reflection and explanation. 	<p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and ways to individualize and use for teachers (e.g., oral directions, sample public domain responses, sections that build teacher understanding of the why and how of the responses). Provides targeted instruction to multiple students such as general or system, writing strategies, discussion roles and aspects of foundational reading. Provides targeted instruction to support students who need more time and attention to achieve automatically with decoding, phonemic awareness, fluency and/or vocabulary acquisition. Provides of students (including emerging and beginning readers) with extensive opportunities to engage with grade-level texts and read aloud that are at a high level of complexity including appropriate scaffolding so that students directly experience the complexity of text. Focuses on actions of rich texts (including read alouds) that present the greatest challenge, provide discussion questions and other supports to provide student engagement, understanding and progress toward independence. Integrates appropriate, extensive and early differentiated supports for students who are EL, low-achievers and/or need to write below grade level. Provides extensive and/or more advanced text for students who read or write above grade level. <p>Assess (Student Outcomes)</p> <ul style="list-style-type: none"> Includes a progression of measuring when, knowledge and skills advance and deepen over time (may be more applicable across the year or several units). Includes a measure of progress, allowing students to demonstrate their independent capabilities (may be more applicable across the year or several units). Provides for authentic learning, application of literacy skills and/or student-directed inquiry. Includes the measures are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units). Uses technology and media to deepen learning and draw attention to evidence and text as appropriate.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

The EQulP rubric is derived from the 7th Grade Rubric and the collaborative development process led by Melissa Burrows, New York, and Blake Adams and Jacklynne Byrd. This version of the EQulP rubric is licensed under the CC BY 4.0 license. ©2018. All rights reserved. EQulP is a trademark of the Center for Curriculum Implementation. All other trademarks are the property of their respective owners. EQulP and its logo are trademarks of the Center for Curriculum Implementation. All other trademarks are the property of their respective owners.

Literacy Considerations for K-5 Multilingual Learners

- ❖ **K-5 ELA Resource Review** is guided by the Illinois Comprehensive Literacy Plan 2024 that includes specific Multilingual considerations for each of the 7 Literacy Components
- ❖ **Institute Day Choice Sessions** are geared towards teachers who support Spanish Immersion and Multilingual Learners
- ❖ **K-5 ELA Curriculum Committee** is comprised of representatives from all 8 elementary schools, including Spanish Immersion teachers
- ❖ **Evaluation tools** used to review K-5 ELA resources focus on providing appropriate accommodations and/or modifications to support active participation in learning. Some examples include:
 - Opportunities are identified for building background knowledge in a students' home language whenever possible
 - Supports (descriptions, pictures, or gestures) are used to teach or confirm the meaning of decoded word(s)
 - Instruction in English language development (ELD) and acquisition is included to support vocabulary, reading comprehension, and continued reading and writing development
 - Culturally responsive teaching strategies and student texts

03

**Where are we
going?**



Transforming K-5 Literacy Practices in D97

SY25
K-5 Standard-Aligned and Evidence-Based
Practices Across All Elementary Schools

D97 Belief about Literacy: We expect all students to demonstrate competency in the foundational skills of reading and recognize that instruction and collective teacher efficacy are primary and resources are secondary

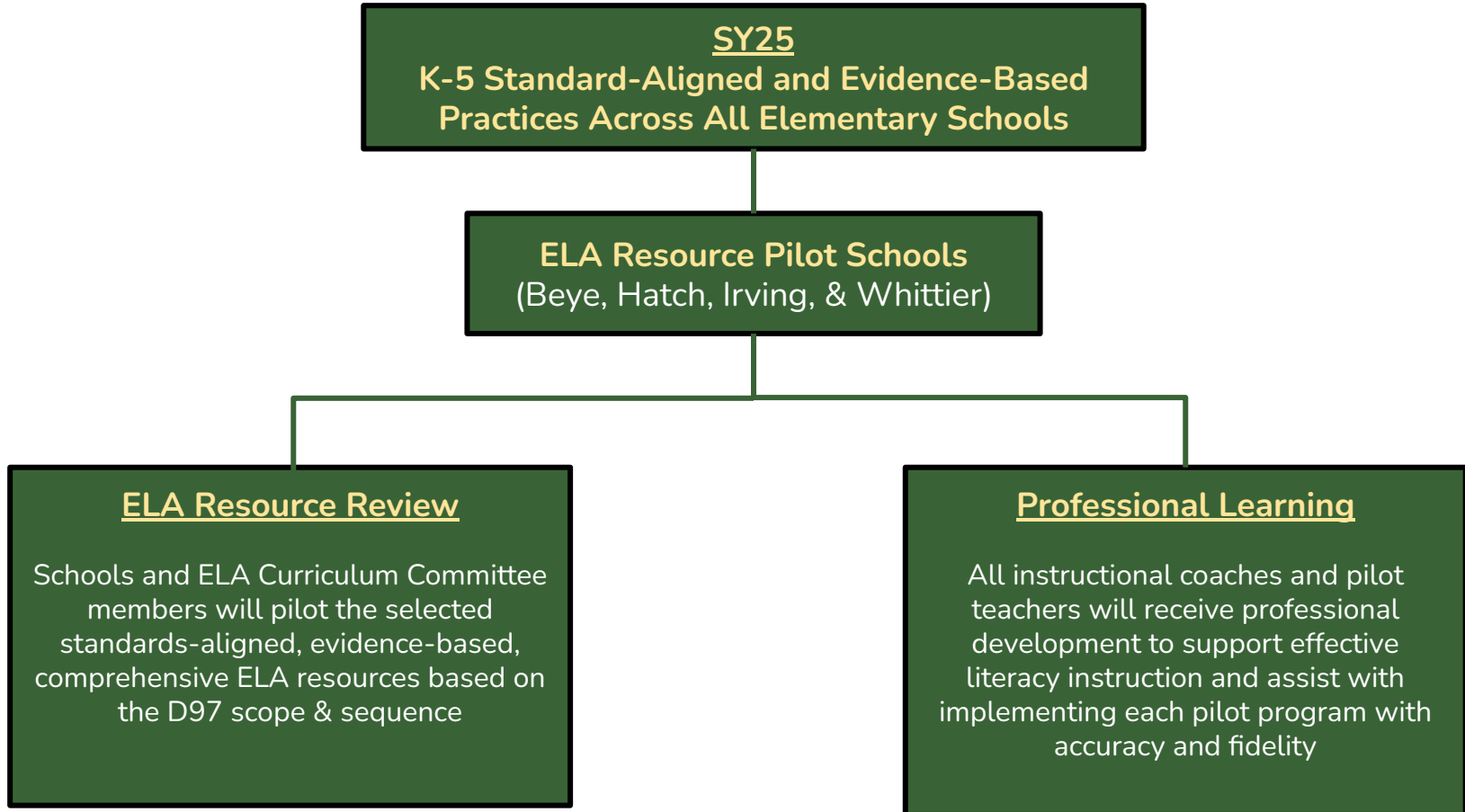
ELA Resource Pilot Schools

Beye
Hatch
Irving
Whittier

Foundational Literacy Schools

Holmes
Lincoln
Longfellow
Mann

Transforming K-5 Literacy Practices in D97



Transforming K-5 Literacy Practices in D97

SY25
K-5 Standard-Aligned and Evidence-Based
Practices Across All Elementary Schools

Foundational Literacy Schools
(Holmes, Lincoln, Longfellow, & Mann)

Bucket #1

Design and implement a K-2 phonics scope and sequence to increase students' foundational skills

Bucket #2

Implement supplemental resources to support early literacy instruction in grades K-2

Bucket #3

Provide data-driven professional learning grounded in the 7 Components of Literacy and current research on evidence-based literacy instruction

Our Next Steps

- ❖ **Present** the K-5 ELA resources selected to pilot during SY24-25 during the April Board of Education meeting
- ❖ **Introduce** the K-2 phonics scope and sequence to increase students' foundational skills
- ❖ **Design** professional learning to support the 7 Components of Literacy and current research on evidence-based literacy instruction
- ❖ **Support** schools with building a shared understanding of the Illinois Comprehensive Literacy Plan to support high-quality, evidence-based literacy instruction

A Picture is Worth a Thousand Words



04

Questions from the Board



In Love with Literacy: *Oak Park D97's Respect-the-Practitioners Approach to Early Literacy*

**Oak Park Elementary School District 97
Board of Education Meeting
Committee of the Whole
September 24, 2023**

Patrick Robinson

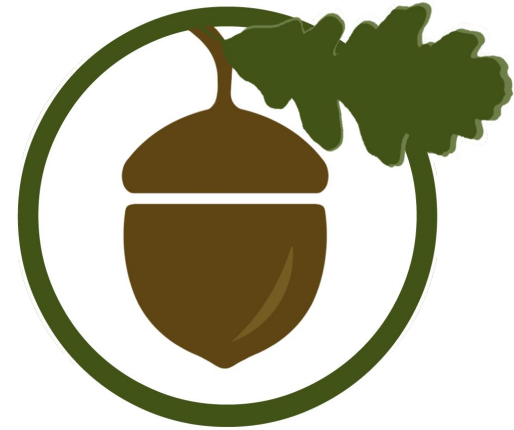
Assistant Superintendent for Elementary Schools

Dr. Tawanda Lawrence

Senior Director of Teaching and Learning

Jennifer Logan

Curriculum Coordinator (Pre-K-5)



“When I think of all the books still left for me to read, I am certain of further happiness.”

– Jules Renard



Early Literacy in Oak Park District 97

Our Beliefs

01

02

**Where have we
been?**

**Where are we
going?**

03

04

**Questions from the
Board**

01

Our Beliefs



We value

the expertise of practitioners closest to student experience so we engage them in the national debate around literacy instruction

**Oak Park
District 97
Beliefs
about
Literacy**

The National Debate

EARLY EDUCATION

Sold a story: How teaching kids to read went so wrong

A new podcast from APM Reports investigates how an idea about reading instruction proliferated in classrooms even though it was proven wrong by scientists decades ago

by EMILY HANFORD October 30, 2022

Twitter Facebook YouTube Instagram Pinterest More

ascd Resources Events Services Membership

May 1, 2023 • 3 min • Vol. 80 • No. 8

NEWSWORTHY

Fighting for the Right to Read

Anthony Reborg

Facebook LinkedIn Twitter

MENU SEARCH EducationWeek SIGN IN SUBSCRIBE

SPECIAL REPORT

LEADERSHIP POLICY & POLITICS TEACHING & LEARNING TECHNOLOGY OPINION JOBS MARKET BRIEF

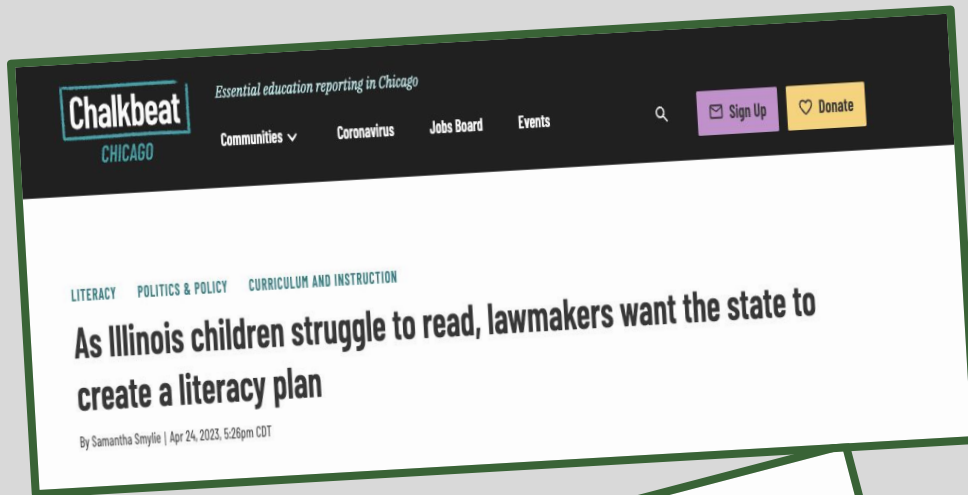
READING & LITERACY REPORTED ESSAY

To Move Past the Reading Wars, We Must Understand Where They Started

The fundamental divide about what reading is and how to study it

By Sarah Schwartz — August 31, 2023 14 min read

New Curricular Adoptions Across the Country



Chalkbeat CHICAGO
Essential education reporting in Chicago

Communities ▾ Coronavirus Jobs Board Events

LITERACY POLITICS & POLICY CURRICULUM AND INSTRUCTION

As Illinois children struggle to read, lawmakers want the state to create a literacy plan

By Samantha Smylie | Apr 24, 2023, 5:26pm CDT

This screenshot shows the top portion of a Chalkbeat Chicago article. The header includes the Chalkbeat logo, the tagline 'Essential education reporting in Chicago', and navigation links for 'Communities', 'Coronavirus', 'Jobs Board', and 'Events'. There are also 'Sign Up' and 'Donate' buttons. Below the header, the article is categorized under 'LITERACY', 'POLITICS & POLICY', and 'CURRICULUM AND INSTRUCTION'. The main headline reads 'As Illinois children struggle to read, lawmakers want the state to create a literacy plan', and the byline is 'By Samantha Smylie | Apr 24, 2023, 5:26pm CDT'.

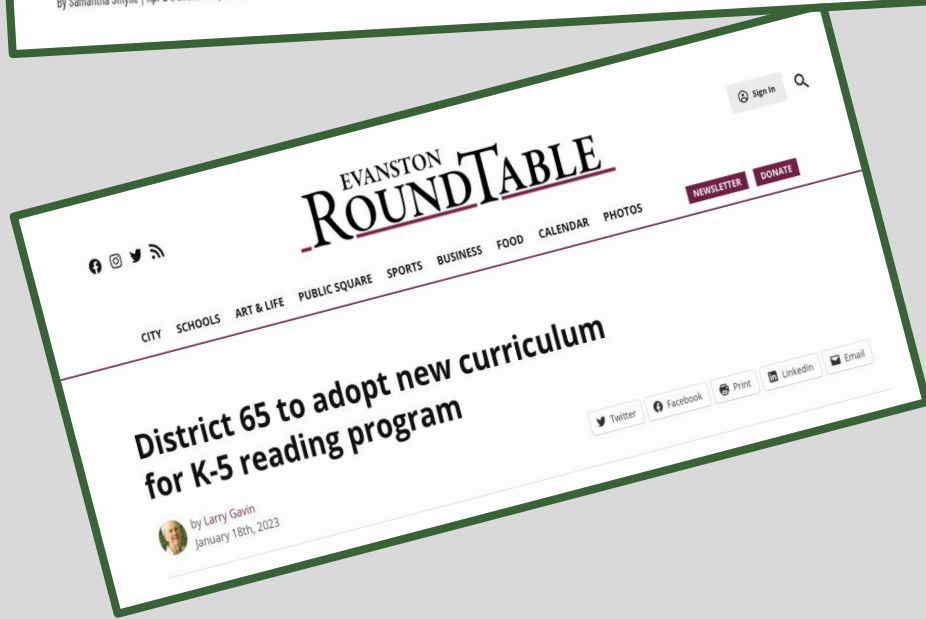


The New York Times

New York Is Forcing Schools to Change How They Teach Children to Read

Half of children in grades three to eight fail reading tests. The city's schools chancellor, who has faulted the current approach, will begin rolling out new curriculums next year.

This screenshot shows the top portion of a New York Times article. The masthead is 'The New York Times'. The headline is 'New York Is Forcing Schools to Change How They Teach Children to Read'. The sub-headline reads: 'Half of children in grades three to eight fail reading tests. The city's schools chancellor, who has faulted the current approach, will begin rolling out new curriculums next year.'



EVANSTON
ROUNDTABLE

CITY SCHOOLS ART & LIFE PUBLIC SQUARE SPORTS BUSINESS FOOD CALENDAR PHOTOS

District 65 to adopt new curriculum for K-5 reading program

by Larry Gavin
January 18th, 2023

This screenshot shows the top portion of an Evanston RoundTable article. The masthead is 'EVANSTON ROUNDTABLE'. Below it is a navigation menu with links for 'CITY', 'SCHOOLS', 'ART & LIFE', 'PUBLIC SQUARE', 'SPORTS', 'BUSINESS', 'FOOD', 'CALENDAR', and 'PHOTOS'. There are also 'NEWSLETTER' and 'DONATE' buttons. The main headline is 'District 65 to adopt new curriculum for K-5 reading program'. The byline is 'by Larry Gavin January 18th, 2023'. Social sharing icons for Twitter, Facebook, Print, LinkedIn, and Email are visible at the bottom.



MARKETPLACE
Search For & Place Classifieds

milwaukee journal sentinel

[News] Sports Packers Business Suburbs Advertise Obituaries eNewspaper Legals

Cudahy Schools' shift to a new reading curriculum looks like it's paying off

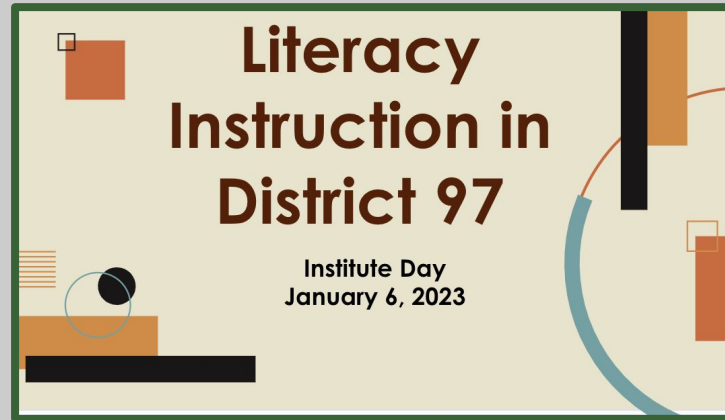
Alan J. Borsuk Special to the Journal Sentinel
Published 6:03 a.m. CT May 1, 2023

This screenshot shows the top portion of a Milwaukee Journal Sentinel article. The masthead is 'milwaukee journal sentinel'. Below it is a navigation menu with links for 'News', 'Sports', 'Packers', 'Business', 'Suburbs', 'Advertise', 'Obituaries', 'eNewspaper', and 'Legals'. There is also a 'MARKETPLACE' section with the text 'Search For & Place Classifieds'. The main headline is 'Cudahy Schools' shift to a new reading curriculum looks like it's paying off'. The byline is 'Alan J. Borsuk Special to the Journal Sentinel' and the publication date is 'Published 6:03 a.m. CT May 1, 2023'. Social sharing icons for Facebook, X, and Email are visible at the bottom.

“More phonemic resources would be super helpful for both small group and whole group instruction.”

“I have implemented many hands on activities to promote daily phonics instruction. If I continue to do this I feel the children will continue to progress in this area!”

“We break our students into groups according to data. Each group is taught explicitly to their needs.”



“I’m teaching structured phonics lessons during small group. At this point I have targeted students who have the highest need. I would like to have access to more decodable texts. I would also LOVE to have LETRS training.”

“I need a better understanding of how to teach phonemic awareness and a resource to look towards that will help students succeed.”

“Using other supplementary items such as the use of Foundations, Heggerty has really strengthened my students’ phonics and phonemic awareness skills. Also doing hands-on centers and activities with words and letters.”






“I need to supplement Units of Study quite a bit. Students need explicit instruction in encoding and decoding which UOS doesn’t address as much. I supplement with lessons that focus on sight words and sight word review. Also, I supplement quite a bit with building background knowledge and vocabulary.”

We expect

all students to demonstrate competency in the foundational skills of reading and recognize that instruction and collective teacher efficacy are primary and resources are secondary

**Oak Park
District 97
Beliefs
about
Literacy**

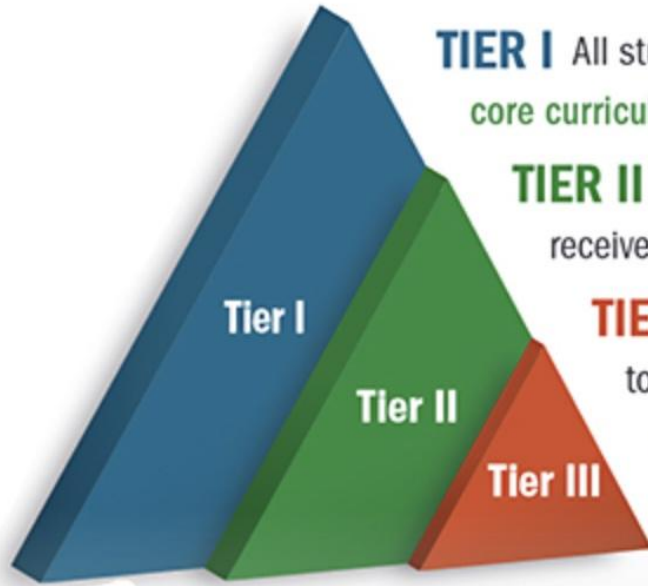
D97 Reading Foundational Skills, Resources & Instructional Strategies

 Daily Time Allotment	Reading Foundational Skill Standard	D97 Curricular Resource/Instructional Strategies
 30-45 minutes	<ul style="list-style-type: none">• RF.1 - Print Concepts	<ul style="list-style-type: none">• Reading Units of Study• Shared Reading
 10-15 Minutes	<ul style="list-style-type: none">• RF.2 - Phonological Awareness	<ul style="list-style-type: none">• Heggerty Phonemic Awareness
 20-30 minutes	<ul style="list-style-type: none">• RF.3 - Phonics & Word Recognition	<ul style="list-style-type: none">• Phonics Units of Study• Words Their Way
 45 minutes	<ul style="list-style-type: none">• RF.4 - Fluency	<ul style="list-style-type: none">• Reading Units of Study• 1:1 conferencing• Small Group Instruction

We recognize

We recognize that strong adult practices in core instruction which support students in our focal cohort will result in positive outcomes for all students

**Oak Park
District 97
Beliefs
about
Literacy**



TIER I All students receive instruction on the core curriculum.

TIER II Students who are below grade level receive additional instruction in small groups.

TIER III Students who are unresponsive to Tiers I and II also receive individualized instruction.

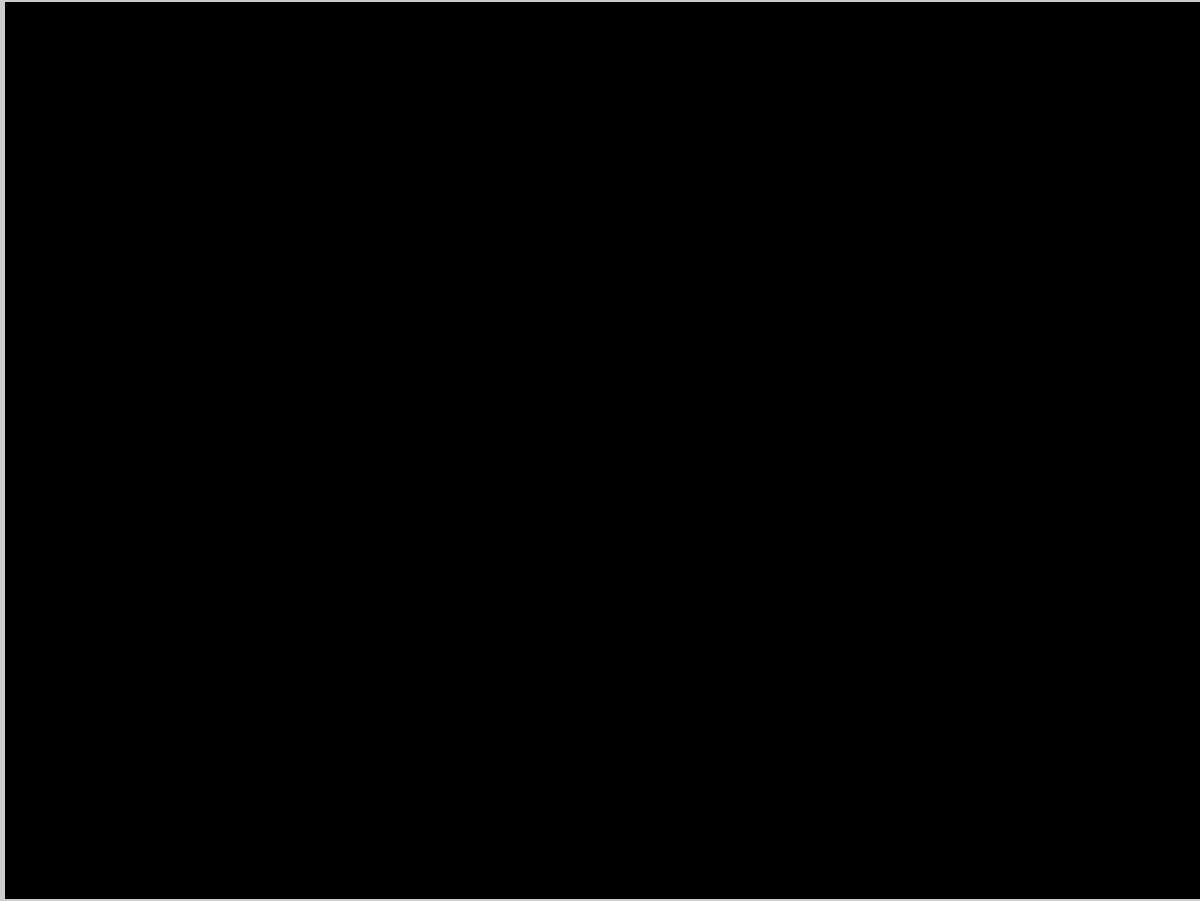
RTI frameworks have three tiers of support.

Source: https://ies.ed.gov/ncee/edlabs/pdf/RELMW_1460RTI.pdf.

We invest

in ongoing professional learning opportunities to expand teachers' knowledge of evidence-based instructional practices for supporting emergent readers

**Oak Park
District 97
Beliefs
about
Literacy**



We design

school improvement logic models which engage teacher leaders and early literacy teachers in identifying resources and professional learning opportunities to inform future curricular review decisions

**Oak Park
District 97
Beliefs
about
Literacy**



Opportunity Statement: [What are you doing to **change adult practices in core instruction** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?]

Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcome
(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)

This Opportunity Statement should be completed and tailored to your school/teams.

These yellow (process) columns will be completed by your team(s)

[This will be given to you]

[This will be given to you]

[This will be given to you]

School Area

Engage professionals who know the standards and know their students in an authentic logic model school improvement process.

***We value the voices of early literacy teachers in decision-making**



Opportunity Statement: What are you doing to **change adult practices in core instruction** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?

Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
1) Collaborative Team Meetings 2) Essential Standards 3) MTSS and Title 1 interventionists 4) High quality and engaging Tier 1 instruction. -supplemental phonics resource -sight words -Heggerty -diverse texts -developmentally appropriate supplemental writing resources 5) Project based Learning 6) Professional Development for highly effective instructional strategies 7) iReady	<p>Creating an agenda to analyze data trackers of focal cohorts' progress towards meeting essential standards</p> <ul style="list-style-type: none"> Data protocols to analyze CFAs & iReady diagnostic progress in order to discuss & make next step action plans Phonics <p>Effectively utilize school staff to pre-teach, reteach, & celebrate skills needed to successfully meet essential standards.</p> <p>Classroom & student goal setting to monitor essential standards</p> <p>Celebrate progress towards mastery of goals</p> <p>Collaboration of teacher teams and instructional coach to incorporate PBL & research based instructional practices (staff meetings, weekly update, coaching collaboration meetings)</p> <p>Utilize iReady assessments & lesson plans to determine learning needs for upcoming grade level content</p>	<p>Collaborative meeting agendas with notes & next steps.</p> <p>Updated data trackers.</p> <p>Unit plans that include pre teaching, reteaching, and extension activities in response to data analysis.</p> <p>Individual & class goal setting evidence.</p> <p>Formal & informal celebrations recognizing students meeting and exceeding goals.</p> <p>Students meeting or exceeding projected growth in iReady.</p>	<p>Teachers are able to name and understand the priority ELA Learning Standards.</p> <p>Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important.</p> <p>Families of students in the focal cohort understand the grade-level ELA priority standards for which we expect mastery.</p>	<p>Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards.</p> <p>Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, <i>and one out-of-school format*</i></p> <p>Families and teachers of students in the focal cohort collaborate to develop school-home partnerships in utilizing resources and priority learning</p>	<p>65% proficient in ELA, as measured by iReady</p>

02

**Where have
we been?**



Our Journey

Adopted K-5 ELA Resources

SY16-17 adopted Lucy Calkins Units of Study to establish common written curriculum and instructional materials district-wide

Implemented Tier 1 Supplemental Resources & PD

Established a Word Study Committee to select supplemental resources to strengthen students' foundational skills (*Heggerty Phonemic Awareness, Phonics Units of Study, & Words Their Way*)

1

2

3

4

Discovered Gaps in Foundational Skills

Identified gaps in students' reading foundational skills (phonological & phonemic awareness and phonics)

Engaged in Universal Design for Learning

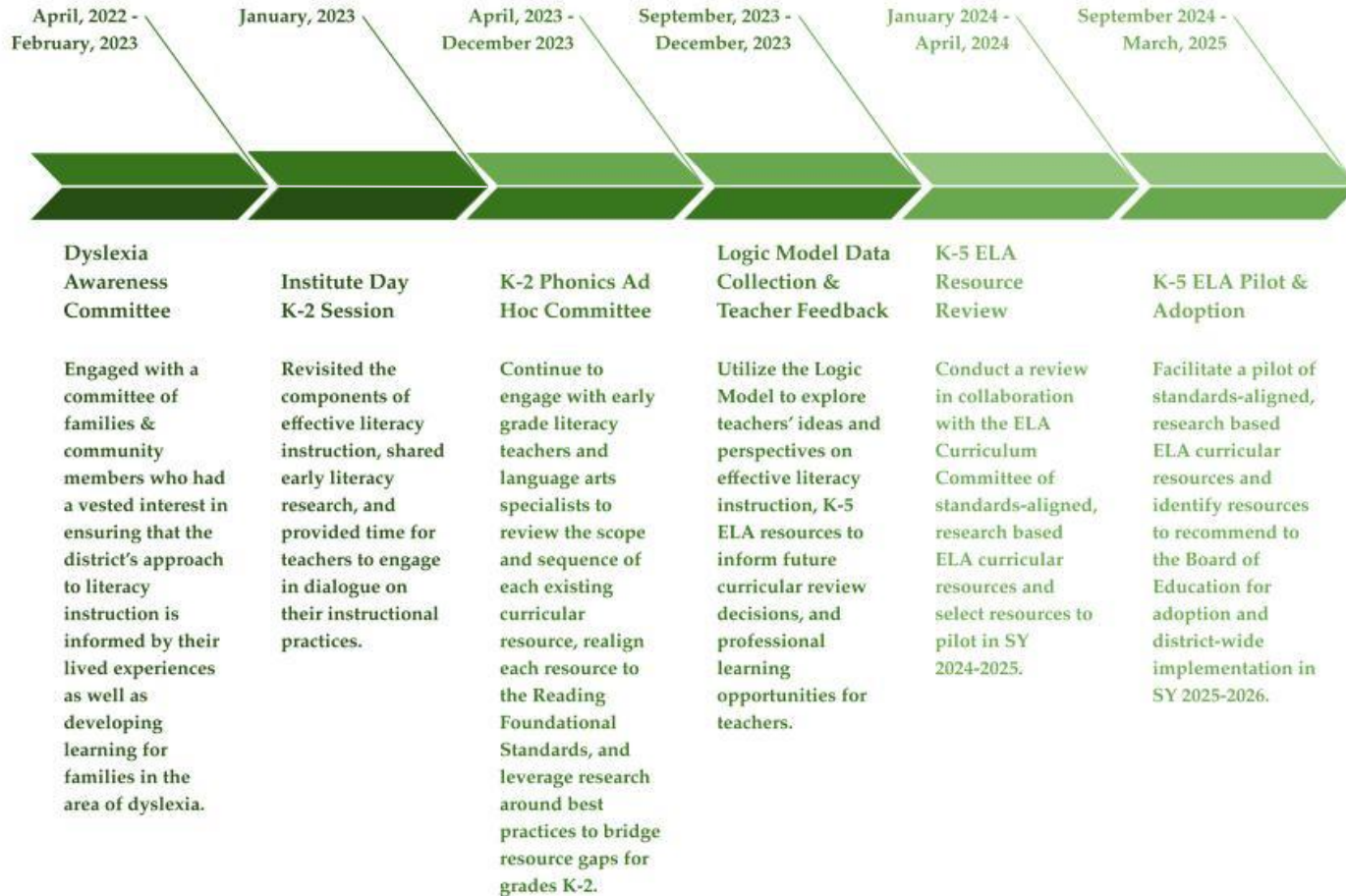
Created a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided a variety of options when demonstrating their learning

03

**Where are
we going?**



Timeline



04

Questions from the Board



The background is a vibrant green color. It features several white circular outlines of varying sizes, some of which are partially cut off by the edges of the frame. There is also a solid dark green circular shape in the upper right corner.

**Thank
You!**