

LITERACY INSTRUCTION IN DISTRICT 90

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PRESENTATION OVERVIEW

- Illinois adoption of the Common Core State Standards for English Language Arts (2010)
- Implication of new standards and alignment of curriculum materials
- District 90 Literacy Committee adoptions (2018)
- Current English language arts curriculum materials (K-8)
- Current reading intervention materials (K-8)
- Reading achievement in District 90

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS (2010)

- Established expectations for what all students should know and be able to do at each grade level
- Emphasize depth over breadth
- Build upon key knowledge as students advance
- Promote student-driven learning and the application of knowledge in real world situations
- Prepare students for the challenges of college and career

Source: <https://www.isbe.net/Pages/Standards-Courses.aspx>



RATIONALE FOR LITERACY MATERIALS ADOPTION (2018)

- Align teaching and learning to the Common Core State Standards introduced in 2010
- Identify research-based materials that support the increased rigor of the standards
- Ensure that learning progressions build across grades (horizontally) and from grade to grade (vertically)
- Alignment of student assessment and learning outcomes
- Align professional learning to support teacher collaboration



D90 LITERACY COMMITTEE OVERARCHING CONSIDERATIONS FOR MATERIALS VETTING (2018)

- Social aspect of learning is key to growth and achievement
- Student collaboration and discussion must be embedded
- Reading-writing connection is present
- Pedagogical alignment with writing instruction
- Authentic reading opportunities for students
- Incorporation of student voice and choice
- Clear level of intellectual demand

D90 LITERACY
COMMITTEE:
K-8
OVERARCHING
STUDENT
GOALS FOR
LITERACY
INSTRUCTION

Students will...

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



FOUNDATIONAL LITERACY SKILLS (K-2)

- Print Concepts
- Phonological Awareness
- Phonics (decoding) and Word Recognition
- Fluency

D90 Literacy Committee Recommendations: Spring 2018

Language Arts Component	Program(s) in Place	Committee Recommendation
Phonemic Awareness	<i>Heggerty: The Skills They Need To Help Them Succeed!</i> Adopted: pre-2013	Update newly revised edition of Heggerty (K-4)
Phonic/Word Study	<i>Jolly Phonics, SLANT, Words Their Way, Journeys, Harcourt Mifflin Spelling & Vocabulary</i>	Continue vetting process 2018-2019 school year to identify unified program materials (K-8)
Reading Workshop	None	Adopt <i>Units of Study for Teaching Reading</i> for workshop component only to teach comprehension strategies (K-5) Await publication of 6-8 units
Classroom Libraries	Volume of classroom library offerings were variable across classrooms and grade levels	Update classroom libraries to reflect genre and reading volume demands of the CCSS (K-8)

**Current District 90 Foundational Classroom Resources:
English Language Arts**

Literacy Component	Resource	Source
Phonemic Awareness	<i>Heggerty Phonemic Awareness: The Skills They Need to Help Them Succeed!</i> (K-2)	Literacy Resources, LLC
Phonics	Foundations (K) Phonics, Word Study, and Spelling System (1-5) Decodable Books (K-1)	Wilson Language Training Fountas & Pinnell
Word Study /Vocabulary & Grammar	Wordly Wise (6-8) Grammar Keepers (5-6) Patterns of Power (5-8)	Educators Publishing Service Corwin Stenhouse Publishing
Handwriting	Handwriting Without Tears	Learning Without Tears
Reading Workshop	Units of Study for Teaching Reading (K-8)	Columbia University (NY) Teachers College Reading and Writing Project
Writing Workshop	Units of Study for Teaching Writing (K-8)	Columbia University (NY) Teachers College Reading and Writing Project
Read Aloud, Book Clubs, Independent Reading	Classroom Library Collections: fiction, non-fiction, picture books, poetry (K-8)	Various Authors

PHONEMIC AWARENESS INSTRUCTION (K-2)

HEGGERTY: THE SKILLS THAT THEY NEED TO HELP THEM SUCCEED!

Core curricular program for K-2 (implemented prior to 2013)

Focuses on five levels of phonemic awareness

- Identification of phonemes
- Blending of phonemes
- Segmentation of phonemes
- Deletion and addition of phonemes
- Manipulation of phonemes

Provides explicit and systematic instruction in a 35 week program

All K-2 classroom teachers were re-trained in Fall 2018

PHONICS INSTRUCTION IN KINDERGARTEN WILSON LITERACY TRAINING: *FUNDATIONS*

Structured Literacy
approach to
foundational skills

Provides instruction
in multi-sensory
phonics,
handwriting, and
spelling

Supports explicit
and systematic 30
minute daily lessons

PHONICS
INSTRUCTION IN
GRADES 1-5:
FOUNTAS & PINNELL
*PHONICS, WORD
STUDY,
AND SPELLING
SYSTEM*

- Letter-Sound Recognition
- Spelling Patterns
- High-Frequency Words
- Word Meaning/Vocabulary
- Word Structure
- Word-Solving Actions



DECODABLE BOOKS (K-1)

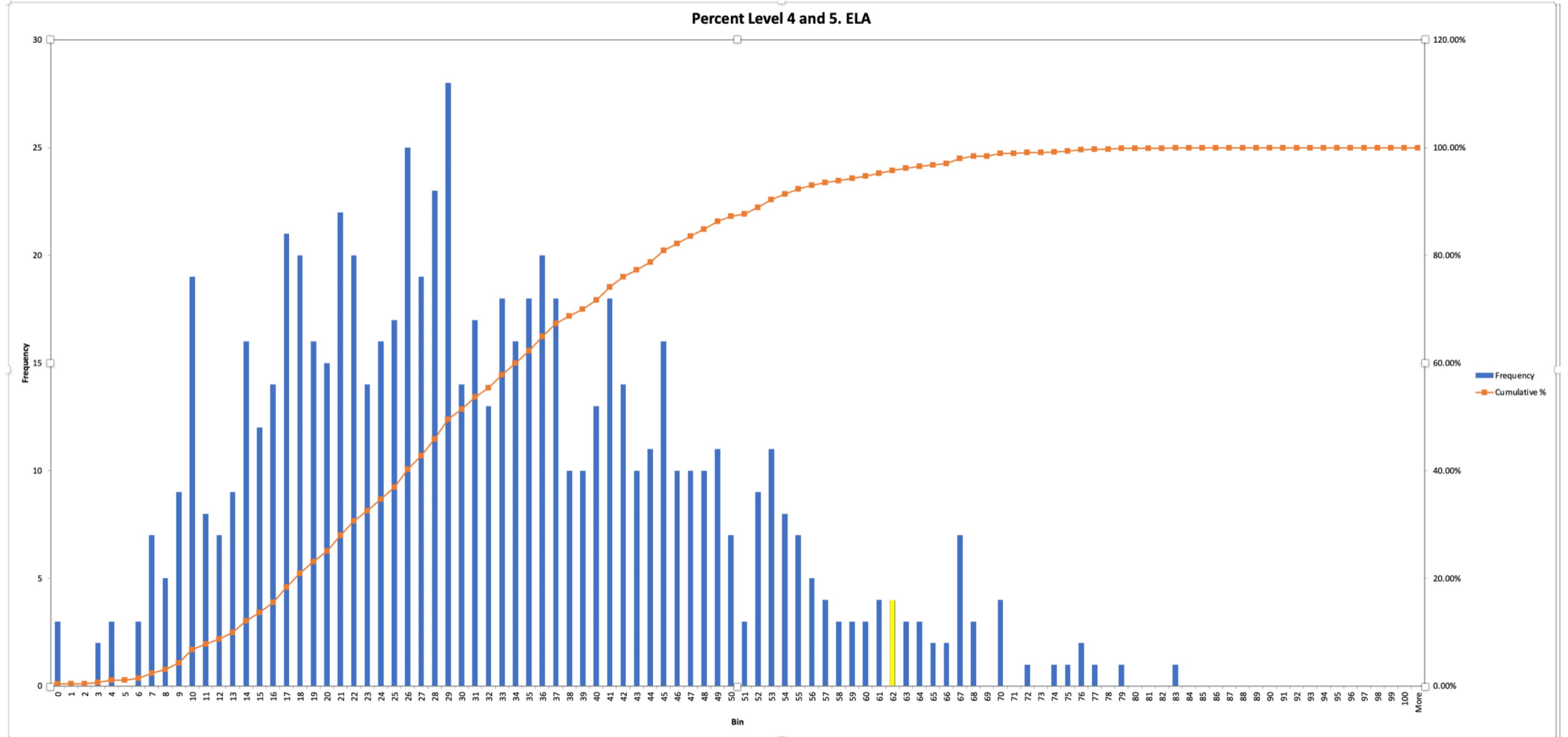
- Developed for beginning readers to practice decoding skills in context
- Supports specific letter-sound correspondence (grapheme-phoneme)
- Builds reading fluency and comprehension

READING SUPPORT: INTERVENTION RESOURCES



- Foundations (K-1, Tier II phonics)
- Heggerty – Bridge the Gap: Intervention Lessons (3-4, phonemic awareness)
- Learning A to Z (K-2, fluency)
- Six Minute Solution (2-8, fluency)
- Fountas and Pinnell: Leveled Literacy Intervention (2-8, phonics, phonemic awareness, comprehension, writing)
- Wilson Reading System (2-8, Tier III phonics)
- Words Their Way (5-8)
- Flocabulary (5-8)
- Lexia Core 5 (5-8)

Illinois Assessment of Readiness Distribution of School Districts: Combined Meets and Exceeds English Language Arts 2022



District 90

District 90 is in the top 4.8% of school Illinois Districts meeting or exceeding in English language arts

MEASURES OF ACADEMIC PROGRESS (MAP) ASSESSMENT: READING



Fall 2022 benchmark achievement data consistent with pre-pandemic achievement



Fall 2022 reading achievement in grades 4, 5, 7, and 8 ranges from the 94th – 96th percentile nationally



Achievement data appears to be rebounding post-pandemic

SUPPORTING THE DEVELOPMENT OF LIFE-LONG READERS AND WRITERS TO:



Empower student sense of agency



Write with power and purpose



Understand audience



Craft a cohesive narrative



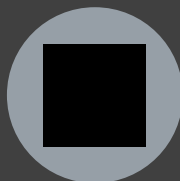
Write with flexibility and fluidity



Critically consume text



Develop deep understand of craft and genre



Exercise voice and choice

QUESTIONS?

