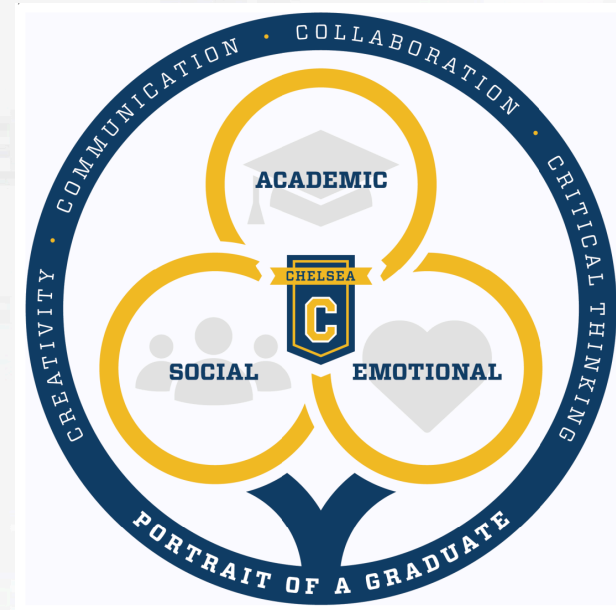


South Meadows'  
ELA  
Curriculum Review



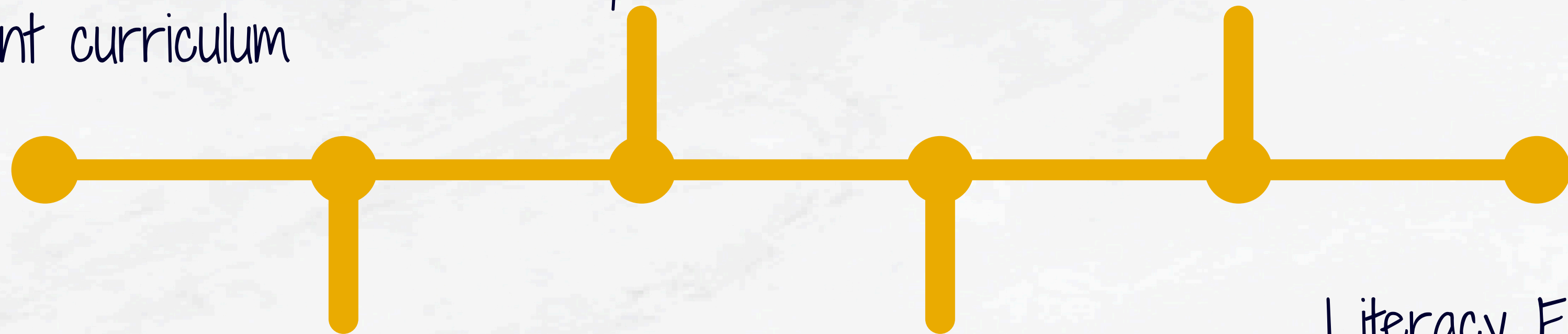
SEPTEMBER 2023 - FEBRUARY 2025

# ELA Review Timeline

Literacy Essentials  
evaluation with  
current curriculum

Presentations  
from Curriculum  
Companies

Eight week  
pilot in fall '24



Researched  
literacy  
programs

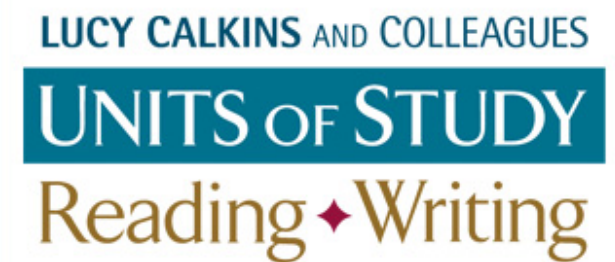
Ranking and pilot  
decisions made

Literacy Essentials  
evaluation, feedback  
& recommendation

# Literacy Essentials Teachers' Evaluation of Current Curriculum Resources



Current Curriculum  
Strengths



**Essential Practice 1:** Deliberate, research-informed efforts to foster motivation and engagement within and across lessons

**Essential Practice 5:** (Grades 4-5): Discussion of the ideas in texts and how to construct text meaning across texts and disciplines

**Essential Practice 9:** Ongoing observation of children's language and literacy development that informs small group and individual instruction

# Literacy Essentials Teachers' Evaluation of Current Curriculum Resources



## Curricular Needs



**Essential Practice 3:** Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to (i.e., differentiated by) children's observed and assessed needs in specific aspects of literacy, including both writing and reading development (and therefore not by perceived general "ability" or "level")

**Essential Practice 4:** Activities that build reading fluency and stamina with increasingly complex text

**Essential Practice 5:** (Grades K-3): Explicit instruction in letter-sound and sound-letter relationships

**Essential Practice 7:** Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge

**Essential Practice 8:** Abundant and diverse reading material

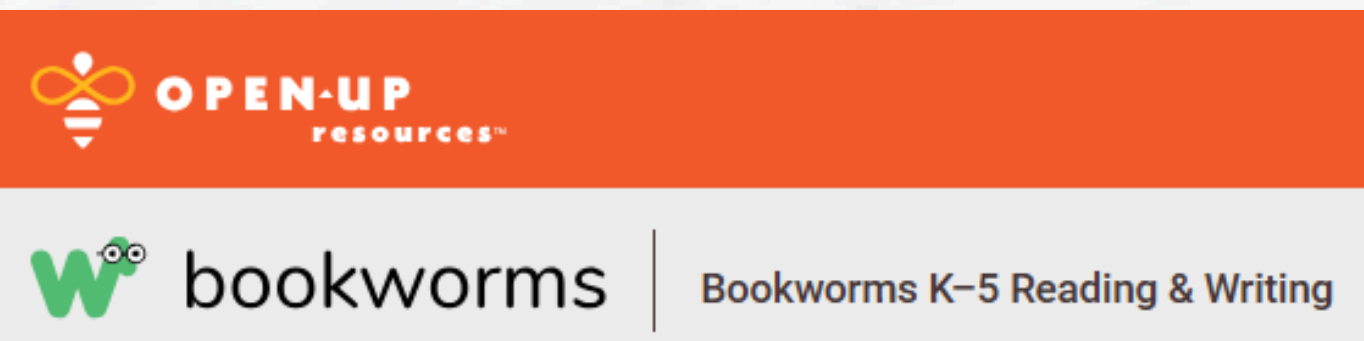
# Research, Ranking, and Decisions for Pilot Programs

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1



2



 Education

Amplify CKLA

# Literary Essentials Evaluation and Pilot Teacher Feedback



November 1st



## Evaluation Highlights

- Engagement, choice, individualized instruction ~**Essential 1,3,9**
- Tasks build comprehension and background knowledge ~**Essentials 2,3,7**
- Discussion protocols and collaboration in partnerships ~**Essential 1** (K-3) **Essential 5** (4-5)
- Diverse reading material ~**Essential 2,8**(K-3) & **Essential 8** (4-5)
- Grammar and spelling strategies embedded in writing ~**Essential 6**
- Word processing lessons ~**Essential 6**
- Writing across genres and writing process ~**Essential 6**
- Embedded SEL/POG ~**Essentials 2,7,8**
- Vocabulary-morphology-roots ~ **Essentials 2,5** (K-3) **Essential 7** (4-5)
- Complex polysyllabic phonics instruction and syllable types- word recognition ~ **Essentials 5** (K-3) **Essentials 4, 7** (4-5)
- Aligns with LETRS learning/current best practices/SOR ~**all Essentials embedded**

# Being a Reader

## Instructional Strands

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Decoding and Word Recognition



Language Comprehension



Reading Comprehension



Writing and Spelling



# Being a Writer

## Key Elements

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Teaching Foundational Writing Skills



Teaching Writing Knowledge and a Writing Process Approach



Fostering Collaboration and Providing Feedback



Using Digital Writing Tools

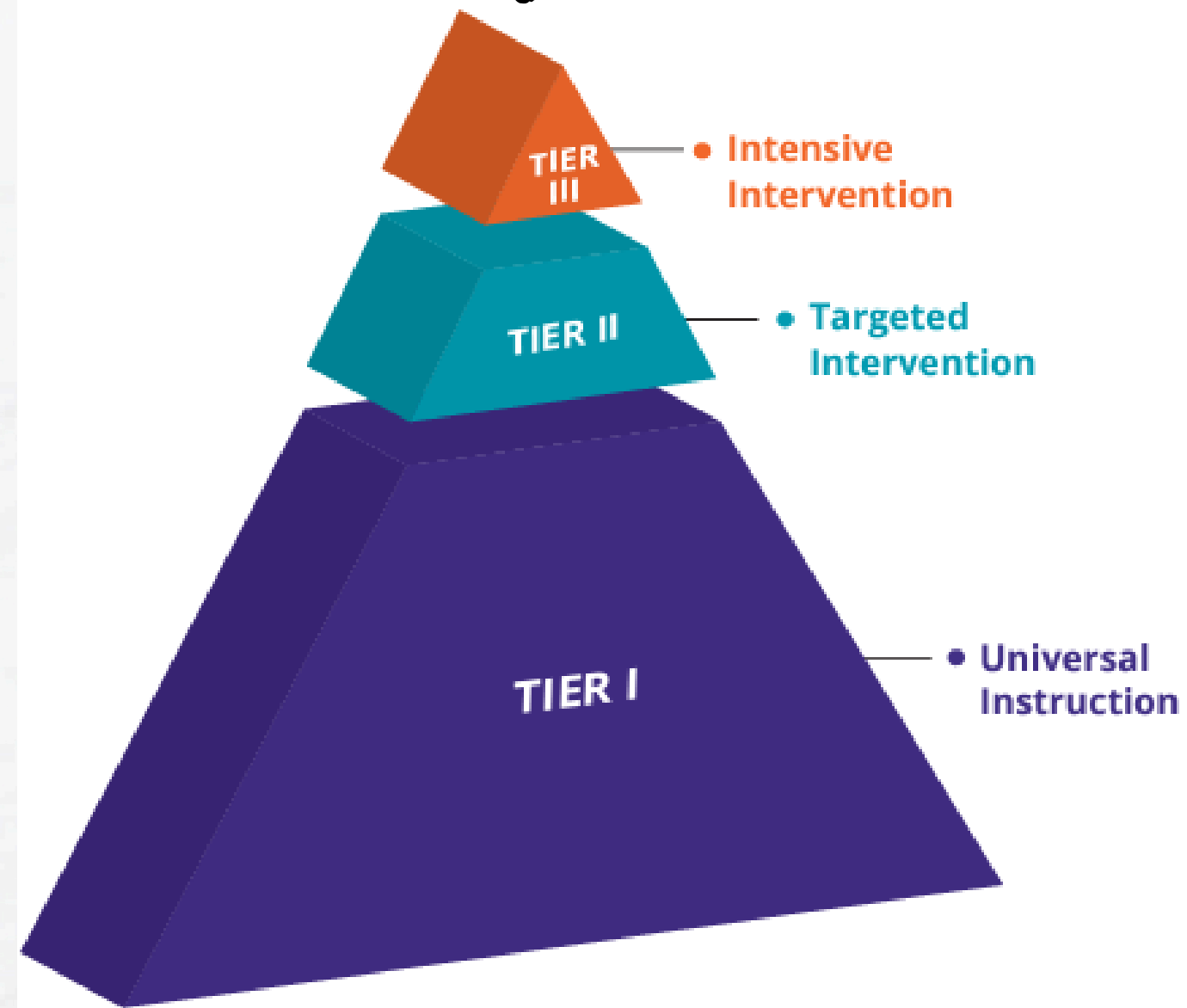


Promoting Reading-Writing Connections





# Multi-Tiered Systems of Support



# Collaborative Literacy



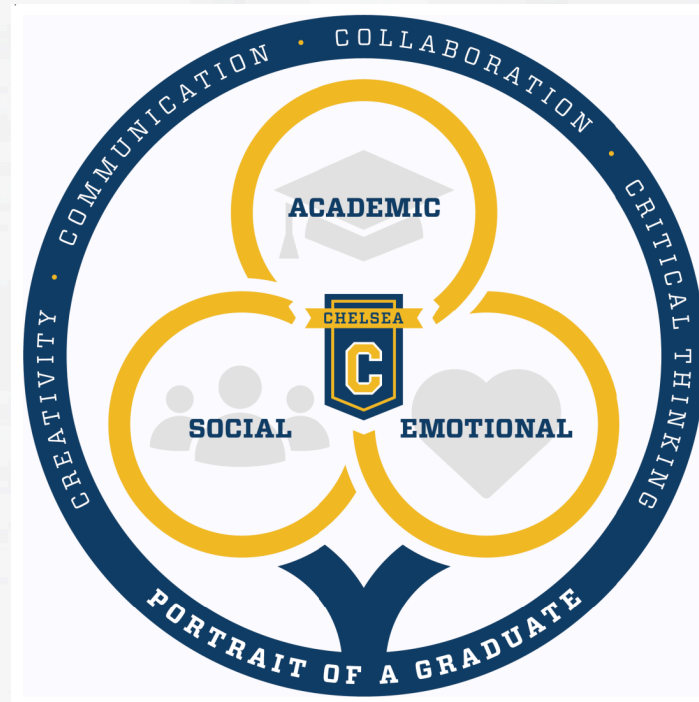
## South Meadows' Recommendation



- Aligns with Michigan's Literacy Essentials and Science of Reading/Learning
- Embeds social learning, community building, and POG durable skills
- Provides for explicit instruction in word recognition
- Provides for explicit instruction in vocabulary and comprehension
- Builds background knowledge with diverse authors and literature
- Provides explicit writing instruction to hear, discuss, and analyze mentor texts, and incorporate elements of author's craft, genre, and organization
- Includes grammar and conventions writing instruction and practice
- Utilizes a reading intervention companion program aligned to evidence-based practices that support the elements of LETRS training

# Goals

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Objectives and Measurements

# Goal 1

## Improve Vocabulary, Language Structures, and Word Recognition

### **Objective:**

Ensure students demonstrate measurable growth in vocabulary acquisition, understanding of language structures, and word recognition through explicit, research-based instruction.

### **Measurement:**

- ★ Use Acadience Reading assessments to track growth in oral reading fluency and decoding skills.
- ★ Compare NWEA MAP Growth Reading data for vocabulary and language usage subdomains from baseline to end-of-year benchmarks.
- ★ Collect staff surveys on the effectiveness of instructional strategies for explicit teaching in vocabulary, syntax, and word recognition.

# Goal 2

## Increase Access to and Engagement with Diverse Text Sets

### **Objective:**

Provide students with a range of culturally responsive and inclusive texts to enhance reading comprehension, empathy, and global awareness.

### **Measurement:**

- ★ Perform an audit of classroom libraries and texts to ensure alignment with diversity, equity, and inclusion goals.
- ★ Track the percentage of texts representing various cultures, perspectives, and identities when purchasing new texts.
- ★ Collect student and staff surveys on the effectiveness of culturally responsive and inclusive texts.

# Goal 3

Integrate the CSD's Portrait of a Graduate's Social Branch (Social-Emotional Learning) into Literacy Instruction

## **Objective:**

Strengthen students' social-emotional skills through integrated literacy activities that align with the Portrait of a Graduate's durable skills.

## **Measurement:**

- ★ Administer student perception surveys to gauge how literacy lessons support the Portrait of a Graduate durable skills.
- ★ Utilize rubrics to evaluate Portrait of a Graduate durable skill(s).

# Student Surveys

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- I like that we do partner work.
- I loved learning about etymology.
- I like how you are explaining what the word means.
- I like that we can pick what we write.
- I like syllable breaks, it helps!
- I really liked learning the etymology of the words in word study!
- I liked the etymology in word study because it was really fun learning new words and the meaning behind them.
- I LOOOOOOOOOOOOOOOOOVVVVVVVVVVVVVVVVVVVEEEEEEEEEEEEEEE  
ALL THE NEW PROGRAMS!!!

# Collaborative Literacy

## Key Elements

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Relationships and Social Skill Development



Culturally and Linguistically Responsive Approaches



Attending to the Needs of Individual Students



Connecting Prior Knowledge and New Learning

