



**EAST AURORA**  
SCHOOL DISTRICT 131

# Curriculum Board Presentation

## Illinois Literacy Plan Update

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# Illinois Literacy Plan Over Time

01/2022

## Right to Read (SB3900/HB5032) is filed.

- Required ISBE to development curriculum criteria with evidence-based instruction.
- New teacher candidates have training on explicit and systematic instruction.
- New teacher candidates have new reading foundations content tests for licensure.

2022-2023

## Negotiations over Concerns

- Literacy reform needed to use research on biliteracy development, not just findings from English-only studies on monolingual English-speaking students.
- Cultural and linguistically responsive literacy instruction

10/25/2022

## Literacy Stakeholder Engagement Meeting

- Essential components & instructional practices in literacy
- Special populations and ensuring that the literacy needs of students with unique assets are met
- Essential aspects of implementation to support literacy development of all students

2/10/2023

## Literacy and Justice for All Act (SB2245)

- Changes to teacher preparation
- Changes to teacher licensure and content area tests
- Changes to instruction & interventions
- Professional learning & coaching discussion

**January 2024:** Illinois Literacy Plan  
is finalized



## **Important for East Aurora 131 School District -Dual Language Programming**

“English-only or monolingual approaches to literacy instruction for Multilingual learners (MLs) is not considered to be in alignment with evidence-based instructional approaches. As research has continued to evolve, findings indicate that some skills can be more effectively secured by learners when taught bilingually or in their current primary language. Evidence shows that in these interactions, MLs are able to apply what they are learning in their current primary language to English language learning.”

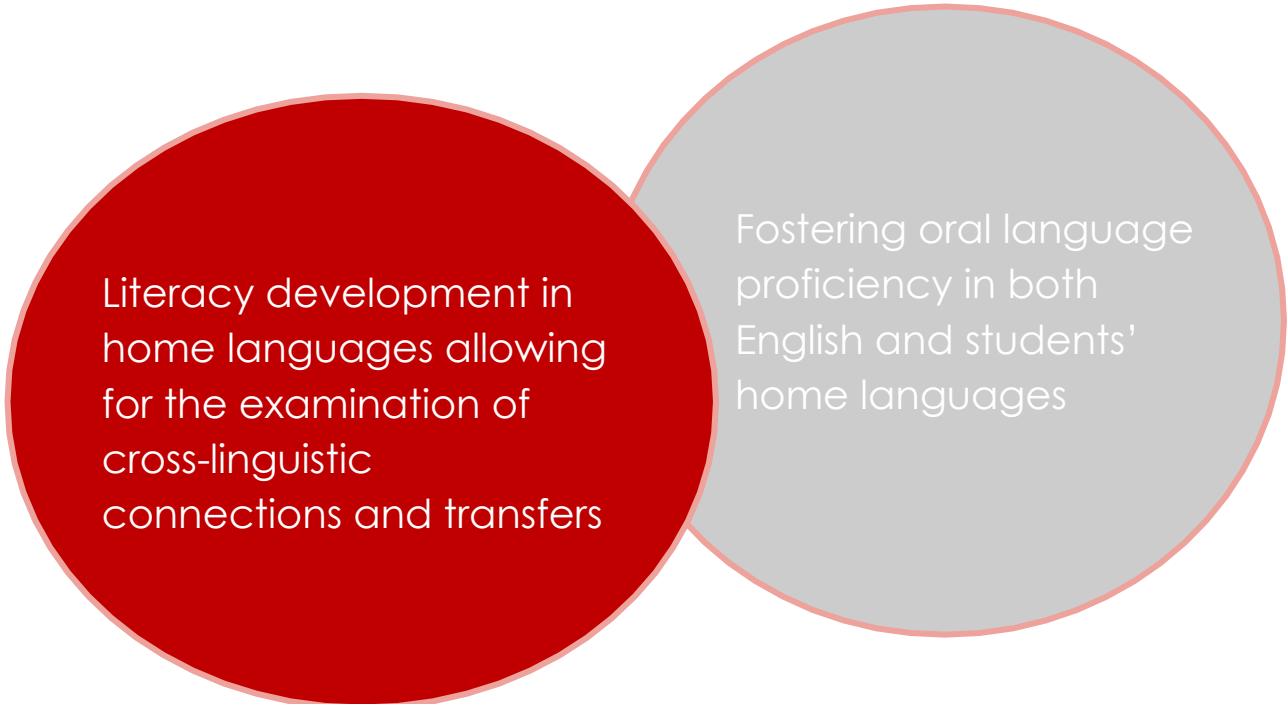
***-Illinois Literacy Plan, pp. 24-25***



## Framework for Effective Evidence-Based Literacy Instruction: Multilingual Learner Considerations

- Utilized the research from the National Literacy Panel for Language Minority Children and Youth (2006)
- State standards include English Language Development, Spanish language development & Spanish language arts.
- Use of the term “comprehensive literacy,” with the understanding that foundational instructional practices of phonics, phonemic awareness, and fluency **are not enough** for multilingual learners.
- Oral language development, vocabulary, reading comprehension, and writing in English and students’ native languages are critical components of a comprehensive literacy approach.

## Two Critical Components for Multilingual Learners from NLP Study Findings:



Literacy development in home languages allowing for the examination of cross-linguistic connections and transfers

Fostering oral language proficiency in both English and students' home languages

# Illinois Literacy Plan Sections



# Effective Evidence-Based Literacy Instruction

7 Literacy  
Components

Oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, & writing

MTSS

A proactive comprehensive approach to provide targeted assistance to students who require additional support in instruction and intervention in a timely manner.

Assessment

Universal screening, benchmarking, diagnostic assessments, progress monitoring, formative & summative assessments

Intervention

Systematic, structured literacy programs that emphasize the foundational skills of reading, vocabulary, and comprehension.



# Sample of Core Instructional Practices for Oracy Development

Core Instructional Practices			
Instructional Practice Aligned with Evidence	Grade Level(s)	Illinois Learning Standards for ELA and Illinois Early Learning and Development Standards (IELDS)	Instructional Practice Not Aligned with Evidence
Foster structured discussions to develop oral language skills.	PreK-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.1, CCRA.SL.3	Provide limited verbal discourse opportunities.
Engage students in spoken language activities to expand vocabulary, construct sentences, and improve grammar proficiency.	PreK-12	Pre-K: IELDS: Goal 2, Goal 3 K-12: RL.K-5.10, SL.K-5.2	Emphasize rote memorization of vocabulary and grammar without meaningful spoken interaction.
Utilize read-alouds and storytelling to enhance expressive language and comprehension.	PreK-5	Pre-K: IELDS: Goal 1 K-12: CCRA.L.3, CCRA.L.6	Conduct passive read-alouds without interactive elements like discussion or relating to experiences.
Promote oral planning and discussion before writing to organize thoughts and develop language skills.	1st-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.4	Allow writing without prior oral discussion or planning, leading to disorganization.
Encourage providing and receiving feedback on oral presentations or discussions to refine speaking and listening abilities.	K-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.3	Focus solely on presentation content, neglecting oral communication feedback.
Implement debates, drama, and presentations for both formal and informal communication.	3rd-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.4	Incorporate scripted performances and rehearsed speeches for students without emphasizing opportunities for spontaneous and unstructured communication.
Utilize digital tools like podcasts and video blogs to enhance modern communication skills.	1st-12	K-12: CCRA.SL.5	Introduce digital tools like podcasts and video blogs without providing guidance or structure for their use, leading to passive consumption of media without active engagement or skill development in modern communication.



## MTSS



## MTSS Framework

- Universal Screener
- Triangulating data points
- Identifying groups of students
- Flexible grouping
- Regular progress monitoring

## Student Learning & Assessment

<b>Recommendation from Illinois Literacy Plan</b>	<b>Name of Assessment (K-8)</b>	<b>Frequency/Other Notes</b>
Universal Screening	MAP	Should be available in student's first language
Benchmarking	End-of-Unit Assessments in ReadyGEN & Biliteracy Pathways/My Perspectives	Monitoring student progress towards core instruction beginning, middle and end of year
Diagnostic assessment	F&P	Used to determine skill gaps and areas of deficit (reading behaviors)
Progress monitoring	Running records from F&P	Every two weeks with predefined goals for that student (reading behaviors)
State Assessment	IAR	Given in the Spring



## Next Steps for Implementation of Professional Learning

- On or after September 1st, 2024, the State will offer evidence-based training opportunities in teaching reading.
- **Focus:** systematic & explicit instruction in the areas of phonemic awareness, decoding (phonics), encoding (spelling), vocabulary development, oral language development, reading fluency, and reading comprehension
- Development of a microcredential or a series of microcredentials affixed to the professional educator's license (PEL).

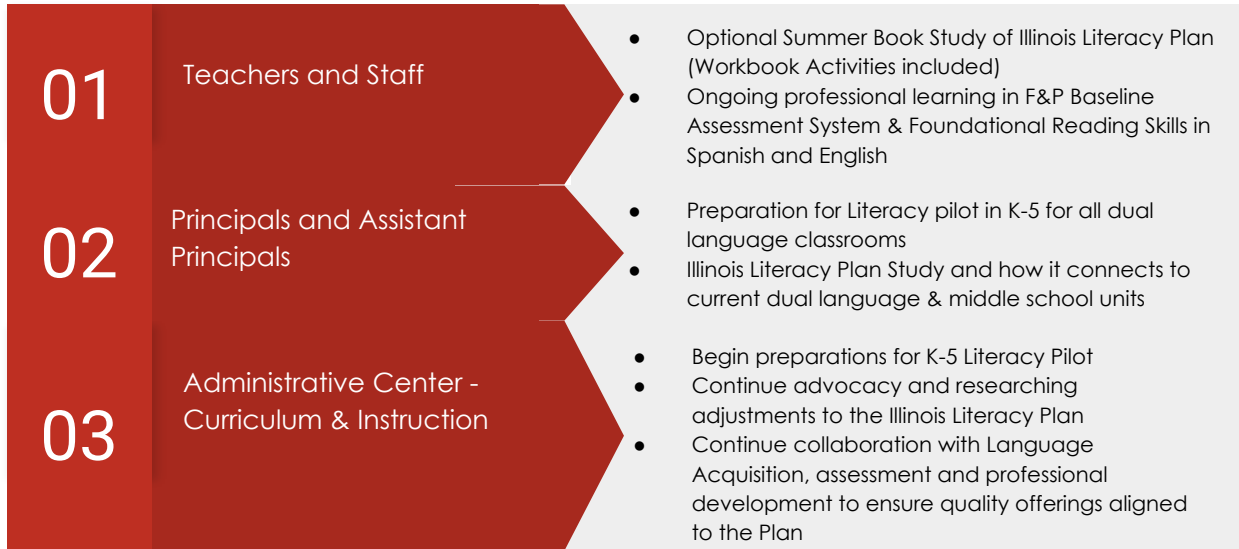
## East Aurora & Dual Language Instruction

“Public Act 103-0362 amends the State Board of Education Article of the School Code and provides that the State Board of Education shall deliver a report to the General Assembly on how to incentivize **dual language instruction** in schools. The Act specifies that the report also shall include (i) expanding dual language programs and instruction; (ii) developing a strategic plan for scaling dual language programs; (iii) possible public-private partnerships to expand dual language programs; (iv) potential funding mechanisms and models, including how to leverage the use of existing state and federal resources and how to sustain funding for dual language programs; (v) how to build the supply of qualified teachers for dual language programs, including potential partnerships with private or nonprofit teacher preparation or development programs and college teacher preparation programs, potential alternative certification routes, exchange programs with other countries, and financial incentives; and (vi) standards for measuring student progress in dual language programs.”

*-Illinois Literacy Plan, p 176*



## East Aurora & Implementation of Illinois Literacy Plan



## Illinois Literacy Plan Key Research & Documents

1. [Illinois Literacy Plan 2024](#)
2. [National Literacy Panel on Language Minority Children and Youth \(2006\).](#)
3. [Senate Bill 2245 - Literacy & Justice for All Act](#)
4. [ISBE Literacy Stakeholder Engagement Meeting Themes](#)

