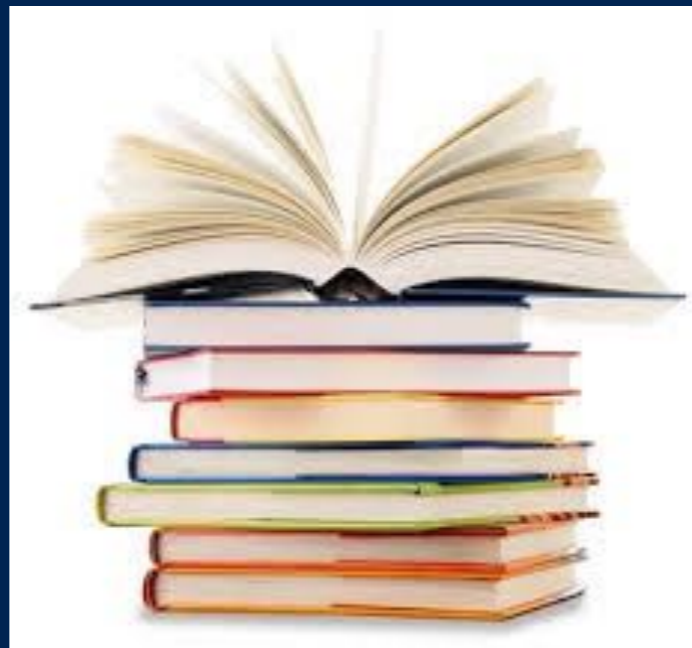


# Literacy Committee K-6 Materials Recommendation



May 1, 2018

# Literacy Committee Participants

Participant	School	Grade Level/Position
Jerri Gapastione	Willard	Kindergarten
Aimee Conrad	Willard	First
Jackie Mitchell	Willard	Second
Kate Szostak	Willard	Third
Shana Joyce	Willard	Fourth
Kathy Strachowski	Willard	Reading Specialist
Kathleen Fleming	Willard	Instructional Specialist
Kathryn Stasys	Lincoln	Kindergarten
Maggie Klusak	Lincoln	First
Kendra Meyers	Lincoln	First
Kim Briggs	Lincoln	Third
Gail Gattis	Lincoln	Fourth
Lynn Voss	Lincoln	Special Education
Pam Moriarty	Lincoln	Instructional Specialist
Casey Godfrey	Lincoln	Principal
Margaret Cuisner	Roosevelt	Fifth
Kathryn Locigno	Roosevelt	Sixth
Louisa Starr	Roosevelt	Seventh & Eighth
Renee Epstein	Roosevelt	Eighth
Molly Creely	Roosevelt	Reading Specialist
Jennifer Ankerberg	Roosevelt	Instructional Specialist
Larry Garstki	Roosevelt	Principal
Alison Hawley	District Office	Curriculum & Instruction

# 2017-18 Literacy Committee Goals

<b>Goal</b>	<b>Status</b>
<b>Develop K-8 overarching student goals</b>	<b>Complete</b>
<b>Deepen the understanding of best practices that contribute to rigorous literacy programs</b>	<b>Ongoing</b>
<b>Draft D90 Vision for Balanced Literacy</b>	<b>Complete</b>
<b>Review instructional materials for reading and provide recommendations</b>	<b>Complete/Ongoing</b>
<b>Strengthen collaborations by examining the interconnectedness of the work within and across schools</b>	<b>Ongoing</b>
<b>Development of classroom libraries</b>	<b>Ongoing</b>

# Goals for Vetting Resources

- Identify resources that align with best practices instruction
- Align materials with D90 Vision for Balanced Literacy
- Select resources that reflect coherent student progression of Illinois Learning Standards for English language arts
- Ensure learning progressions build across grades (horizontally) and from grade to grade (vertically)

# Overarching Considerations for Resource Vetting

- 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

# Materials Vetting Process

- All committee members reviewed best practice research for literacy instruction K-8
- All committee members utilized research to develop overarching K-8 goals and D90 Vision for Balanced Literacy
- Vetting sub-committee utilized rubric developed by California County Superintendents to guide vetting discussion and develop of recommendations

# Components of Balanced Literacy

- Reading workshop
- Small group instruction / guided reading
- Independent reading
- Phonological awareness
- Phonics
- Word study
- Grammar and conventions

# Materials Reviewed by Sub-Committee

- *Journeys Reading Program*, Houghton Mifflin Harcourt
- *Fountas and Pinnell Classroom* - Heinemann, Irene Fountas and Gay Su Pinnell
- *Units of Study for Reading* - Teachers College Reading and Writing Project, Lucy Calkins



# Resource Strengths

Journeys	Fountas & Pinnell Classroom	Units of Study for Reading
<ul style="list-style-type: none"><li>• A variety of people and places are represented</li><li>• All inclusive kit</li><li>• Provides a balance of genres</li><li>• Some of the texts are engaging</li><li>• Many texts align well with Illinois Learning Standards</li><li>• Contains some work on fluency</li><li>• Irene Fountas leveled the readers</li><li>• Clearly articulated scope and sequence</li></ul>	<ul style="list-style-type: none"><li>• <b>Aligned to Illinois Learning Standards</b></li><li>• <b>Use of Big Books</b></li><li>• <b>Instruction is explicit</b></li><li>• <b>Leveled phonics included in guided reading</b></li><li>• <b>Good story selection for independent and shared reading</b></li><li>• <b>Provides complete package for literacy instruction</b></li><li>• <b>Daily opportunity for independent reading</b></li><li>• <b>Guided reading leveled with appropriate books</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Foundational belief that students have ideas and opinions worth sharing</b></li><li>• <b>Contains student voice and choice</b></li><li>• <b>Honors the range of readers in the classroom</b></li><li>• <b>Strong connection to the Units of Study for Writing</b></li><li>• <b>Student collaboration incorporated throughout</b></li><li>• <b>Reading-writing connection is present</b></li><li>• <b>Tightly aligned to standards</b></li><li>• <b>Vertical increase of rigor provides cohesive learning</b></li><li>• <b>Small group lessons can be heterogenous</b></li><li>• <b>Contains authentic tasks</b></li><li>• <b>Authentic reading workshop</b></li><li>• <b>Speaking and listening embedded</b></li></ul>

# Resource Weaknesses

Journeys	Fountas & Pinnell Classroom	Units of Study for Reading
<ul style="list-style-type: none"><li>• No evidence of voice and choice in text selection</li><li>• Lacks authentic texts</li><li>• Does not provide time for students to read over extended periods to build stamina</li><li>• Fluency practice is absent</li><li>• Poor evidence of critical thinking</li><li>• Limited opportunities for student collaboration</li><li>• Text complexity not appropriate for range of readers</li><li>• Does not promote student ownership through decision-making</li><li>• Not set up for workshop model</li><li>• Vocabulary and grammar not in context</li><li>• Reader's Notebook is not an authentic Reader's Notebook</li><li>• Very teacher directed</li><li>• Lack of student observation, discovery, and inquiry</li></ul>	<ul style="list-style-type: none"><li>• Guided reading books are not authentic and can reduce student engagement</li><li>• Element of student talk and collaboration is missing</li><li>• Lack of inquiry and discovery</li><li>• Equity embedded in the resource is unclear</li><li>• Word study appears to be absent</li><li>• While it is a complete package, it is overwhelming</li><li>• Lacks student voice in the selection of topics or text</li><li>• Lack of student ownership through self-reflection and decision-making</li><li>• No partner reading</li></ul>	<ul style="list-style-type: none"><li>• Sessions written in narrative form</li><li>• Units require thorough reading, planning, and preparation</li><li>• Need to add component work - phonics, word work, guided reading</li></ul>

# Based on the Review of Resources, the Literacy Committee Recommends D90 Adopt the Units of Study for Teaching Reading (K-6)

- Kindergarten will look different from grades 1-6 due to half-day program
- Teachers College Reading and Writing Project (TCRWP) will continue to provide professional development
- Phonics, word study, spelling, and grammar are NOT changing for next year.

# Literacy Committee Timeline

Elements of Balanced Literacy	Instructional Resources	Review Status
Reading Workshop	Units of Study for Teaching Reading (K-6)	Complete
Small Group Instruction/ Guided Reading	<ul style="list-style-type: none"> <li>• K-8 Literacy Continuum</li> <li>• Guided Reading (2nd Ed.)</li> </ul>	Complete
Independent Reading	TCRWP Leveled Classroom Libraries	Ongoing
Phonological Awareness	Phonemic Awareness: The Skills They Need to Help Them Succeed	Complete
Phonics	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Phonics</li> <li>• Teachers College Phonics</li> <li>• Jolly Phonics</li> </ul>	Fall 2018
Word Study	<ul style="list-style-type: none"> <li>• Words Their Way</li> <li>• Fountas &amp; Pinnell</li> </ul>	Fall 2018
Grammar	<ul style="list-style-type: none"> <li>• The Power of Grammar</li> <li>• Teaching Grammar Through Mentor Texts</li> <li>• Other sources to be identified</li> </ul>	2018-19 begin development of K-8 continuum of skills

# Classroom Library Update

- Development of classroom libraries to continue Summer 2018
- Leveling and inventory work is in process
- Appropriateness of classroom library materials is under ongoing review
- Grade levels have identified additional resource needs to meet the range of all readers
- Resources intentionally selected to support Units of Study for Teaching Reading

# Next Steps

- Literacy Committee will develop tiered implementation plan at the May meeting
- Instructional specialists will collaborate with grade levels to determine resource needs
- Summer work to support unit planning
- Professional development will continue with Teachers College Reading and Writing Project
- Classroom library supplementation will continue this summer, expanding to Grade 6
- Grade 7 & 8 materials vetting to begin next Fall

Q & A