

LITERACY CURRICULUM REVIEW PLAN 2023-2024

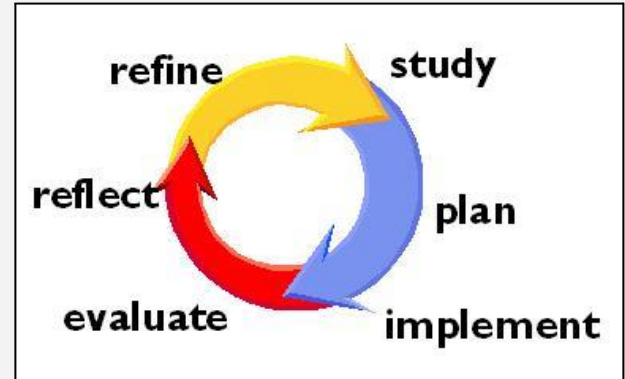
Literacy Curriculum, Instruction & Assessment Goals

We will review our literacy curricular, instructional, and assessment practices, building upon previous work conducted over the past several years and using the knowledge and experience of our K-5 faculty and expert consultants.

We will engage in a continuous improvement process to reflect upon current practices, consider research and best practices in reading and writing, revise/refine current practices and curriculum as necessary, and study and evaluate new curriculum, instruction, and assessments as appropriate.

Overall, the purpose of the literacy review plan is to be certain every student becomes an expert reader and writer, and that every student experiences the joy of reading, writing, and learning.

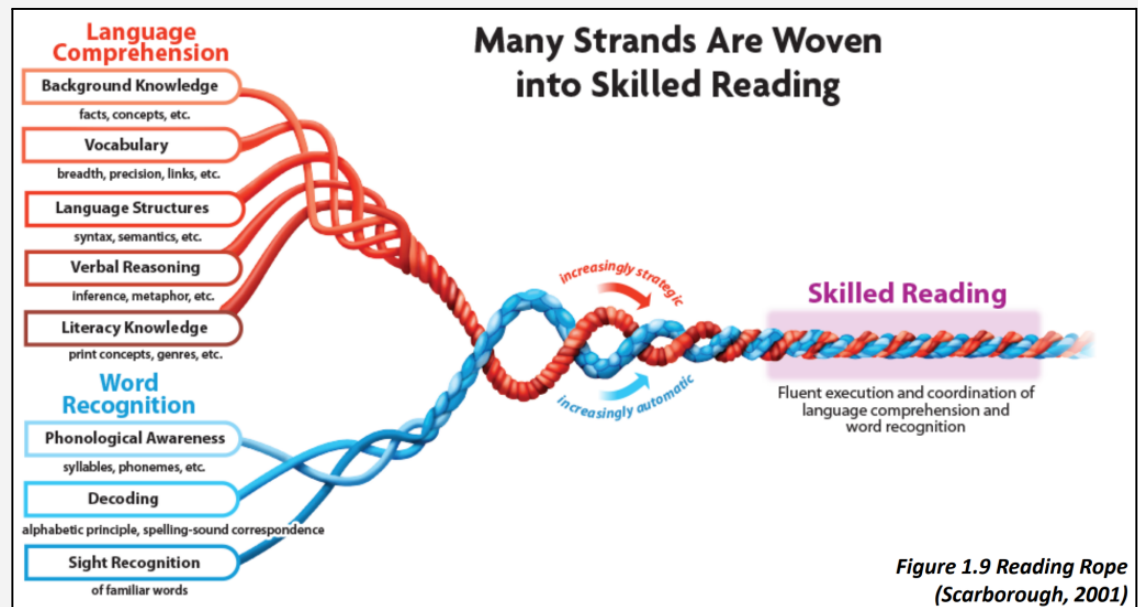
To achieve these goals, the specific areas of focus, the processes, and the outcomes are described below and will be reviewed annually.



The Scarborough's Reading Rope

Literacy researcher Hollis Scarborough developed a visual metaphor, known as the reading rope (2001), to show the relationship between the complex components of reading. The strands of the reading rope are intertwined and occur simultaneously to produce skilled readers.

While this is one of many research-based frameworks, we will align the literacy goals with the strands of the reading rope.



GRADE	AREA OF FOCUS / RATIONALE	PROCESS	INTENDED OUTCOMES
K-5	<p>Assessment Audit <i>Evaluating student learning in the various components of literacy is essential to supporting continued academic growth. We will review the current assessment system for alignment within and across grades and the value of the assessments.</i></p>	<p><u>Sept-Nov</u>: The ELA reps will lead an audit of assessments with grade-level teams.</p> <p><u>Dec-Jan</u>: Discuss the results of the audit during advisory meetings.</p> <p><u>Feb-May</u>: Reflect on areas for revision, refinement, and changes based on the collected information.</p>	<ul style="list-style-type: none"> • A comprehensive assessment audit. • A plan for revising the assessment system in literacy K-5, which may include evaluating new assessments or pilot projects. • Identify curricular and instructional shifts as a result of the assessment audit, where appropriate.
	<p>MTSS Plan <i>We revised the RTI plan in 2019 to align with the MTSS framework. We will continue to study the best practices in a support system for students in the academic areas.</i></p>	<p><u>Summer</u>: Convene a K-5 MTSS Design Team to study MTSS and plan the scope of work for the year.</p> <p><u>Fall</u>: Convene a 6-12 MTSS Design Team to study MTSS and plan the scope of work for the year.</p> <p><u>Sept-June</u>: Continue to meet regularly to follow the Design Team plans.</p>	<ul style="list-style-type: none"> • A framework for implementing a multi-tiered system of support. • Identify assessments used to evaluate student learning of the various literacy components. • Specific entry and exit criteria for the various tiers of support. • Consider assessment cut scores where appropriate. • A plan for the following year's work.
	<p>Special Education Scope & Sequence and Training <i>In 2022-2023, special education teachers trained in the Orton-Gillingham (OG) methodology, which includes explicit multi-sensory strategies. These strategies are utilized in our existing programs, such as Foundations, PAF, and Wilson Reading, all of which our teachers have received extensive training in. We will reflect upon the curriculum and refine alignment with OG methods where appropriate.</i></p>	<p>Continue to implement Orton-Gillingham methodologies and explicit multi-sensory strategies and reflect upon the alignment to existing programs and instructional strategies.</p>	<ul style="list-style-type: none"> • A scope and sequence aligned to the Orton-Gillingham methodology.

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	<p>Communicate Literacy Curriculum <i>The more that parents know and understand the literacy curriculum, the better they can support their children at home. The curricular programs and curricular topics will be identified and communicated via the District website.</i></p>	<p><u>Summer</u>: Review curriculum scope and sequence. Organize curricular content for posting on the website.</p>	<ul style="list-style-type: none"> • An elementary curriculum webpage linked to the District website.
<p>Coman Hill</p>	<p>Parent Partnership <i>Continue to communicate with parents about the literacy curriculum, student expectations, and ways that students learn to read and write.</i></p>	<p>Develop ways to involve parents, such as, through principles coffees or special evening events.</p>	<ul style="list-style-type: none"> • Specific events designed to involve parents in understanding the literacy curriculum and the strategies used to produce skilled readers.
	<p>Research-Based Instructional Practices <i>Recognizing that students will be at varying developmental levels and that teachers continue to adapt to meet students' needs, there is a wide body of research on instructional practices that support strong reading skills. We will study the research as a framework to reflect upon and explore instructional strategies.</i></p>	<p>Reflect upon the research in literacy curriculum and instruction.</p> <p>Explore areas of practice and reflect on the impact on student learning.</p> <p><u>Dec</u>: Book read and discussion with faculty.</p> <p><u>Spring</u>: Book read and discussion</p>	<ul style="list-style-type: none"> • Agreed upon research-based instructional strategies that show impact on student learning. (This may result in the need to evaluate other aspects of the literacy program, such as texts, curriculum, etc.)
	<p>Review Foundations Implementation <i>Fundaitons is the explicit and systematic core phonics curriculum. Consistency within and across grade levels is important for progression in the K-3 scope and sequence.</i></p>	<p><u>Sept-Dec</u>: Continue to implement <i>Foundations</i> scope and sequence and use in all classrooms K-3.</p> <p>Consider the next steps and needs.</p>	<ul style="list-style-type: none"> • Consistent implementation of Foundations within grades and aligned to the scope and sequence K-3.

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K	<p>Phonological and Phonemic Awareness <i>Phoneme awareness and other phonological skills are predictors of reading development. Many factors have impacted students' phonemic skills, and intervention has been needed in recent years. As a result, we will study explicit and systematic instruction in phonological and phonemic awareness to support the existing phonics curriculum.</i></p>	<p><u>Summer</u>: Review programs and explore one program deeply.</p> <p><u>Sept</u>: Review <i>Heggerty</i> program with all K teachers and possibly pilot it.</p> <p><u>Oct-May</u>: Implement <i>Heggerty</i> pilot and evaluate its impact on student phonological and phonemic awareness.</p> <p><u>June</u>: Consider the impact of <i>Heggerty</i> on <i>Foundations</i> curriculum.</p> <p><u>Sept-June</u>: Use <i>Heggerty</i> as Tier II and Tier III intervention and evaluate its impact.</p>	<p>Student improvement in their phonological and phonemic awareness skills as well as related skills, such as phonics and writing.</p> <p>Evidence of impact includes:</p> <ul style="list-style-type: none"> ● i-Ready scores ● Additional assessment data ● Number of students being recommended for intervention in phonemic awareness ● Teacher observational data
	<p>Kindergarten Academic Support Program <i>The research indicates that early intervention of reading skills is most effective for long-term reading success when it occurs before grade 1. To this end, we will provide early and intensive support for identified students in kindergarten through the kindergarten academic support program.</i></p>	<p><u>Summer</u>: Study Tier II and Tier III intervention strategies, and develop an intervention plan for kindergarten students, in collaboration with the Kindergarten teachers. Collaborate with the MTSS Design Team to study MTSS processes and assessments.</p> <p><u>Sept-Nov</u>: Participate in the assessment audit (see above area of focus under "K-5.")</p> <p><u>Sept-June</u>: Implement specific, targeted student interventions as determined by various assessment data.</p>	<p>Student improvement in specific basic reading and writing skills by the end of kindergarten.</p> <p>Evidence of impact includes:</p> <ul style="list-style-type: none"> ● i-Ready scores ● Additional assessment data ● Number of students being recommended for intervention in phonemic awareness ● Reading specialists' observational data ● Feedback from classroom teachers ● Reduced students needing support in grade 1 over time.
	<p>Wonders Curriculum Review <i>Feedback from teachers, researchers, and consultants indicate that the Wonders</i></p>	<ul style="list-style-type: none"> ● Evaluate the alignment of the scope and sequence K-5 within and across grades. 	<ul style="list-style-type: none"> ● A review of the scope and sequence of the <i>Wonders</i> program and an analysis of its impact on students.

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	<p><i>curriculum is “congested.” To this end, we will study the scope and sequence and suggest changes to benefit student learning.</i></p>	<ul style="list-style-type: none"> Identify gaps between the curriculum (as noted in the scope and sequence and <i>Wonders</i> curriculum) and the NYS learning standards. Identify areas in the literacy curriculum where the science and social studies standards overlap. 	<ul style="list-style-type: none"> Recommendations for areas to revise the kindergarten curriculum with respect to <i>Wonders</i> and the state standards. A framework for a strong kindergarten curriculum.
1	<p>Small Group Differentiated Instruction <i>There is a role for both whole class and small group literacy instruction. We utilize small-group differentiated instruction to meet the various needs of students. We will continue to study the most effective ways to instruct students in small groups based on their individual needs.</i></p>	<ul style="list-style-type: none"> Continue to study the most effective ways to instruct students in small groups based on their individual needs. Explore various ways to group students and methods for instruction. Reflect on practices with colleagues. 	<ul style="list-style-type: none"> Common strategies for small group differentiated instruction. Improvement in student learning as a result of small group instruction. Evidence includes: <ul style="list-style-type: none"> i-Ready scores Additional assessment data Feedback from teachers Reduced students needing support in grade 1 over time
1 & 2	<p>Access to Texts <i>A strong literacy curriculum includes student access to a variety of texts. We will continue to reflect upon our existing texts and add additional texts as needed to meet the needs of a range of learners.</i></p>	<p>Continue to review and evaluate current texts and determine areas for additional needs.</p>	<ul style="list-style-type: none"> Continued access to a variety of high-quality grade-level texts to meet the range of student needs.
2	<p>Fluency <i>Fluency is not an end in itself, but instead, a gateway to comprehension by freeing up cognitive resources to understand what is being read. We will study the three components of reading fluency instruction -- accuracy, speed, and prosody -- to develop student fluency.</i></p>	<ul style="list-style-type: none"> Continue to study fluency and the best practices for instruction and assessing fluency. Continue to explore practices and reflect upon them with colleagues. 	<ul style="list-style-type: none"> Strategies for teaching and supporting student growth in fluency. Increase in student fluency as measured on fluency assessments.

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Wampus	<p>Parent Partnership <i>Continue to communicate with parents about the literacy curriculum, student expectations, and ways that students learn to read and write.</i></p>	<p>Develop ways to involve parents, such as, through principles coffees or special evening events.</p>	<ul style="list-style-type: none"> • Specific events designed to involve parents in understanding the literacy curriculum and the strategies used to produce skilled readers.
	<p>Research-Based Instructional Practices <i>Recognizing that students will be at varying development levels and that teachers must adapt to meet students' needs, there is a wide body of research on instructional practices that support strong reading skills. We will study the research as a framework to reflect upon and explore instructional strategies.</i></p>	<p>Reflect upon the research in literacy curriculum and instruction.</p> <p>Explore areas of practice and reflect on the impact on student learning.</p>	<ul style="list-style-type: none"> • Agreed upon research-based instructional strategies to use.
	<p>Writing Curriculum <i>Writing is a complex skill that requires a range of skills (such as strong vocabulary, text structure, grammar, understanding of genre, word knowledge, etc.)</i></p>	<p>Study the current writing curriculum and consider areas of strength and improvement.</p> <p>Study writing curricula.</p>	<ul style="list-style-type: none"> • A plan for revising the Wampus writing curriculum.
3	<p>Wonders Curriculum Review <i>Feedback from teachers indicates the Wonders curriculum is "congested." Additionally, the phonics content in Wonders is replaced with Foundations. To this end, we will study the scope and sequence and suggest changes to benefit student learning.</i></p>	<p><u>Fall</u>: Review the scope and sequence in <i>Wonders</i> compared to the pacing calendar. Also, review <i>Foundations</i> curriculum scope and sequence.</p> <p>Consider instructional needs in <i>Foundations</i>, such as vocabulary and grammar. Define areas for study each year with grade level. Revise pacing as needed.</p>	<ul style="list-style-type: none"> • Revised scope and sequence. • Use of research-based instructional strategies in vocabulary.
	<p>Read Alouds</p>	<p><u>Fall</u>: Study the research of read alouds</p>	<ul style="list-style-type: none"> • A collection of read aloud

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4	<p><i>Read alouds are a powerful instructional strategy to expose students to rich vocabulary and content while also supporting a reading community of learners. We will study the use of read alouds to enhance vocabulary and content knowledge, and build a reading community.</i></p>	<p>and discuss the impact on student learning.</p> <p>Explore various approaches in the classroom and reflect on the effectiveness on student learning and motivation in reading.</p>	<p>strategies and texts.</p>
4 & 5	<p>Word Study Curriculum: Grammar, Spelling, and Vocabulary <i>As students master the skills of word recognition and develop a strong foundation in language structure, spelling, and vocabulary, they are ready for more complex study of words to build language comprehension. We will review and revise the word study curriculum for grades 4 & 5.</i></p>	<ol style="list-style-type: none"> 1. Review the <i>Foundations</i> scope and sequence. 2. Review the current word study curriculum (local and <i>Wonders</i>.) 3. Determine areas for revision and expansion, such as vocabulary, linguistics, etc. 	<ul style="list-style-type: none"> ● An explicit and systematic curriculum for word study. ● Common research-based instructional strategies aligned to the word study curriculum.
5	<p>Content-Rich Curriculum <i>Student reading comprehension is improved by utilizing comprehension strategies and providing a wide variety of content. We will study ways to integrate content from many disciplines into the literacy curriculum.</i></p>	<p><u>Sept-Dec</u>: Pilot a content-rich, hands-on science curriculum.</p> <p><u>Jan-March</u>: Reflect upon the science pilot curriculum.</p> <p>Study ways to integrate more science and other topics into the literacy curriculum.</p>	<ul style="list-style-type: none"> ● A recommendation for a K-5 science program. ● Strategies and recommended texts to integrate content into the literacy curriculum.

Draft Topics of Future Study and Review

GRADE	AREA OF FOCUS / RATIONALE	PROCESS	INTENDED OUTCOMES
	<i>Study the Use of the Wonders Program</i>		
	<i>Writing Curriculum K-5</i>		
	<i>Continue to Study the Use of Multi-Sensory Approach</i>		
	<i>Study the Use of Linguistics, which includes language development, vocabulary, grammar, morphology, syntax, phonetics, semantics.</i>		
	<i>Study Dyslexia</i>		
	<i>Continue to Explore Ways to Communicate the District Curriculum to Parents</i>		Updated grade level curriculum maps.
	<i>Continue to Study Small group Differentiated Instruction</i>		