

BYRAM HILLS

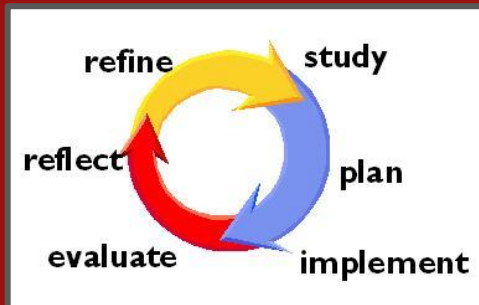
CENTRAL SCHOOL DISTRICT



Site-Based Team Meeting

February 9, 2023

Dr. Tim Kaltenecker



AGENDA

1. **Welcome & Introductions**
2. **Overview**
 - a. What does the research say about explicit and systematic phonics instruction?
 - b. What does the research say about read alouds?
3. **Examples**
 - a. Foundations - overview of curriculum and instruction
 - b. Read Alouds - experience this instructional strategy
4. **Q & A with Expert Consultants**
5. **Summary of Our Literacy Initiatives**



Welcome & Introductions

1. Site-Based Team Members

2. Faculty Presenters

- a. Ms. Kathryn Meaney
- b. Ms. Elana Levy
- c. Ms. Melanie Berkson
- d. Ms. Peggy McInerney

3. Expert Consultants

- a. Dr. Katherine Stahl
- b. Dr. Molly Ness



Character Education Principles

The District adopted a set of core values with respect to character education over 20 years ago through surveys of parents, teachers, and students. Those principles are:

Respectful Dialogue
Respect for Self and Others
Service and Kindness



Curriculum Review Cycle - Continuous Improvement

PHASE 1 Study & Plan	PHASE 2 Implement	PHASE 3 Evaluate & Reflect	PHASE 4 Revise & Refine
<ul style="list-style-type: none"> Review achievement data, current curriculum materials, and appropriate standards. Research best practices. Study available curriculum materials. Select new materials and plan implementation process. Plan pilot. 	<ul style="list-style-type: none"> Provide training and additional professional learning as need to support teachers. Monitor implementation process and revise as necessary. Collect evidence of student learning and impact of curriculum. Revise and refine in “real time.” 	<ul style="list-style-type: none"> Evaluate and reflect upon success of implementation. Evaluate and reflect upon student learning and achievement. <p><i>(Evidence includes: observations, surveys, interviews, student work samples, student formative and summative data achievement)</i></p>	<p><i>Based upon results of Phase 3, consider:</i></p> <ul style="list-style-type: none"> Adjustments to training and professional learning Revisions to curriculum scope and sequence Additional materials Adjustment to implementation timeline

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

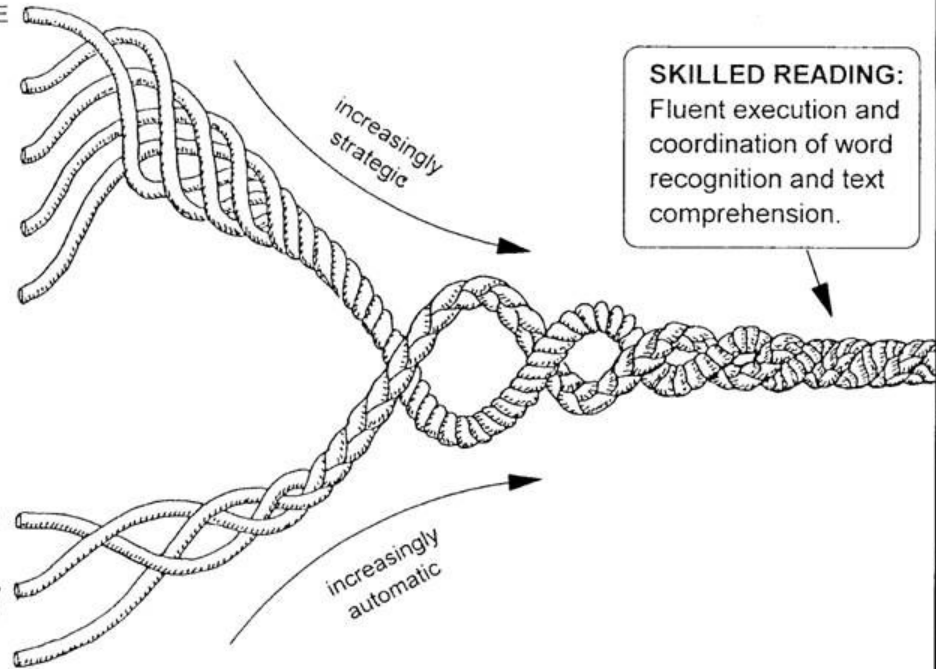
increasingly
strategic

increasingly
automatic

SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.

Dr. Hollis Scarborough
invented the concept of the
Reading Rope in the early
1990s to help show the
various skills children need to
master to become proficient
readers.



Word Recognition

The Development of Word Recognition

Consultant: Dr. Kay Stahl

Transformation to a Research-Driven Word Recognition Approach

- **A high-quality phonics program is necessary but not sufficient.**
- No single program is a silver bullet that is going to increase reading achievement, especially comprehension-based tests in grades 3 and beyond.
- Implementation Points to Consider
 - Teacher training incorporates reading development
 - Time allocation
 - Transfer and coaching in authentic reading/writing activities
 - Differentiation

The Bottom Line on Word Recognition Stages

<u>Stage/ WR Stage</u>	Primary Skills to Master	Texts That Support WR Goals
Emergent	Phonological Awareness (rhymes, sound isolation) Letters –name, sound, form Simple, Common HF Words	Nursery Rhymes, Songs Emphasize 1-1 matching Repeated exposures Caption books, predictable books
<u>Novice Readers:</u> <i>Letter-name Stage</i>	Blending, Segmenting Sounds Single letter analysis, Short Vowels	Decodable Texts, Controlled Vocabulary Texts
<u>Novice – Transitional:</u> <i>Within Word Stage</i>	Long Vowel Patterns, Complex Vowels, Chunking Multi-syllabic words	Book Series (e.g. <u>Frog & Toad</u> , <u>Henry & Mudge</u> , <u>Julian, Ivy & Bean</u> , <u>Keena Ford</u>), Informational Texts
<u>Transitional:</u> <i>Syllable Juncture Stage</i>	Nuances of multisyllabic words (e.g., Schwa, inflected endings)	Novels, Disciplinary Content, Hypertext
<u>Post-Transitional:</u> <i>Derivation Stage</i>	Affixes and Latin/Greek Derivations	Novels, Disciplinary Content, Hypertext

Essential Components of Phonics Instruction and Student Practice

Competency	Activities/Student Practice
Hear	Phonological awareness activities and Picture Sorts
Read	Word Sorts (Closed and Open), Word Hunts, Word Lists (including nonsense words) Decodable Texts
Write	Spelling activities, Blind Sorts, Dictation Tasks
Automaticity	Speed drills (clocks or competitive card games)
Transfer	Distributed Practice Games, R&W Connected Text

Assess to Identify WR Stages of Students

- Omnibus tools in reading and writing are needed
- Words Their Way Spelling Inventory (2X/year) – Primary (K-1), Elementary (2-4), Upper (5-6)
- Phonological Awareness (Not just segmentation)
- Program screener that identifies mastery, in-process, frustration
- PPT –Timed Slide Show of Dolch or Fry High Frequency Word List
- Students performing above or below the Foundations grade level curriculum require additional classroom differentiation (stations) or small group instruction with a specialist

Language Comprehension

Consultant: Dr. Molly Ness

The Benefits of Read Alouds (www.readaloud.org)

Early Literacy Skill Development

Brain development

Background knowledge & vocabulary

Socioemotional Benefits (Bonding, empathy, love of reading)

Improved Behavior & Focus

Early signs of physiological benefits



PETE'S FATHER CAN'T HELP NOTICING
HOW MISERABLE HIS SON IS.

Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.



Why Read Aloud?

Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

Bonding

Is there anything better than sharing a good book with a child in your lap?

Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension.

Reading aloud is invaluable for building literacy skills.

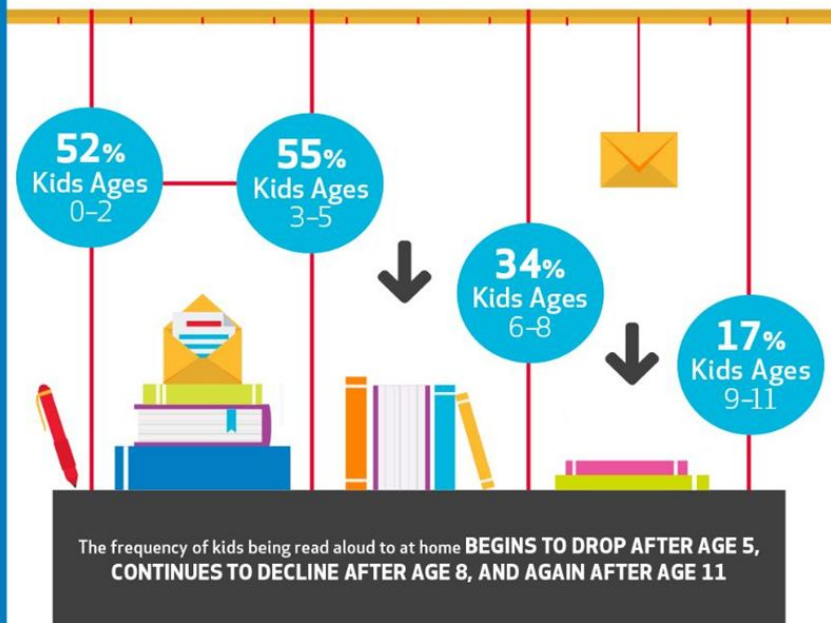
Using Read Alouds to Build Comprehension

- Read aloud informational text
- Don't shy away from repeated readings.
- Use print-referencing during read alouds.
- Think aloud as you read!



Reading Aloud at Home:

The Decline at Nine



The Kids & Family Reading Report™: Fifth Edition

Results from a nationally representative survey of 2,558 parents and children including 506 parents of children ages 0-5; 1,026 parents of children ages 6-17, plus one child age 6-17 from the same household, conducted August 29, 2014 through September 10, 2014, and managed by YouGov See the full methodology at scholastic.com/readingreport.



open a world of possible

scholastic.com/readingreport



BREAKOUT SESSIONS

Fundations

20
minute
rotation

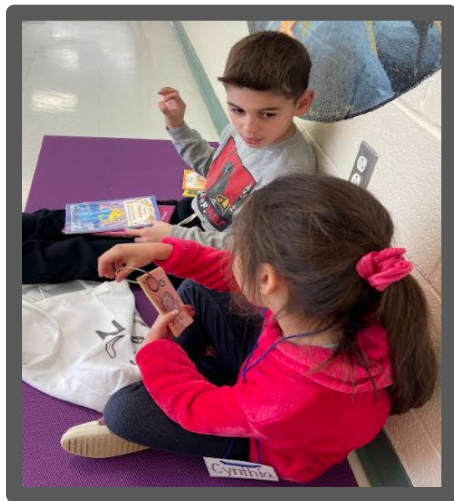
Read Alouds



I Think... **I Notice...** **I Wonder...**



Reading Buddies



Literacy Study Update

- We have held three study group meetings to date:
 - Emergent readers
 - Novice readers
 - Transitional readers
 - Next meetings on March 15 and April 17
- Held two public meetings to date (available on website):
 - Principal's Coffee, Nov. 29, 2022
 - Board of Education conversation, Dec. 6, 2022
- **Public session:** February 9 at 4:00 PM at the high school:
 - Discuss two instructional strategies in reading
 - Q&A with our expert consultants

Visit the literacy study webpage:

<https://www.byramhills.org/academics/district-initiatives/literacy-study-group>

Scan me



Orton-Gillingham Training

All special education teachers K-5 (22 faculty) participated in extensive training this fall through a graduate level course.

- *Multisensory Structured Literacy Instruction 1* (30-hour graduate-level course) via the Rose Institute.
- Will offer the graduate course: *Multisensory Structured Literacy Instruction part 2* this spring and also in the summer of 2023.
- Offering advanced certification coursework and the practicum in 2023-2024. Includes two additional graduate level course and mentor support throughout the year.
- Began developing a comprehensive scope & sequence.

YEAR	AREA OF FOCUS / RATIONALE	PROCESS	INTENDED OUTCOMES
2021-2022	Wonders Curriculum Scope and Sequence <i>We adopted and implemented the Wonders literacy curriculum in September 2020 due to the pandemic. After two years, we are reflecting upon its use and alignment with our local curriculum.</i>	<ol style="list-style-type: none"> Each grade level will review their implementation and update their scope and sequence for 2021-2022. Implement revised scope & sequence. Integrate the phonics units where needed, based on <i>Foundations</i> and needs of students. 	<ul style="list-style-type: none"> A Wonders scope and sequence by grade level. Consistent implementation across grade levels. Use of word study to fill in gaps from Foundations based on student needs and literature used in Wonders.
	Foundations <i>We have implemented Foundations since 2009. Coming out of the pandemic, we want to review the scope and sequence and time spent on Foundations across classrooms, and train new teachers in using Foundations.</i>	<ol style="list-style-type: none"> Each grade level will outline review and outline their <i>Foundations</i> scope and sequence. Train all new teachers in <i>Foundations</i> and any current teachers who want re-training. Reflect upon <i>Foundations</i> versus the Wonders word study curriculum. 	<ul style="list-style-type: none"> A phonics scope and sequence by grade level. Consistent implementation of Foundations and additional word study within grade levels. Next steps for advanced word study in grades 4 and 5.
	Special Education Literacy Curriculum <i>Coming out of the pandemic, we want to evaluate the curriculum in our courses that include students with disabilities, and update as necessary.</i>	<ol style="list-style-type: none"> Review the Wonderworks curriculum. Consider the other programs implemented in special class (PAF and Wilson) Plan the next steps. 	<ul style="list-style-type: none"> A plan for revising and refining the K-5 special education curriculum. A plan for training teachers in Orton-Gillingham next year.
	New Teacher Training <i>Continue with the summer training schedule for all new teachers on the various curricular platforms.</i>	<ol style="list-style-type: none"> Schedule weeklong summer training and facilitators. Communicate with new teachers. 	<ul style="list-style-type: none"> All new teachers trained in the curricular programs: <i>Investigations</i>; <i>Wonders</i> and/or <i>Wonderworks</i>; <i>Foundations</i>; BOCES SS/ELA platform; IRI process; and i-Ready.

YEAR	AREA OF FOCUS / RATIONALE	PROCESS	INTENDED OUTCOMES
2022-2023	<p>Literacy Study <i>Before the pandemic, we began to review our K-5 literacy curriculum, and we planned to pick up the work this year. The topic of literacy has been a focus in the literature recently. To make the best decisions for our students, we will deeply study the research on literacy and consider the impact on our curriculum and instructional practices, utilizing two expert consultants. This study will set the groundwork for our curriculum work going forward.</i></p>	<ol style="list-style-type: none"> 1. Convene a literacy study 2. Share literacy study with the greater community on the District website 3. Facilitate five public forums to discuss literacy with the greater community 4. Develop key “takeaways” from the literacy study 5. Engage K-5 faculty in discussions about the literacy study takeaways 	<ul style="list-style-type: none"> • A common understanding of how students learn to read and write based upon the literacy research • A common language for literacy curriculum and instruction based on the research • A document of key takeaways from the literacy study • A plan for reviewing our K-5 assessment system • A plan for engaging the K-5 faculty in the learning from the study
	<p>Orton-Gillingham Training <i>Last year’s reflection on our K-5 literacy curriculum identified a need to develop common research-based strategies for remedial reading instruction in our special education classes. We decided to train all K-5 special education teachers in the Orton-Gillingham method.</i></p>	<ol style="list-style-type: none"> 1. Train all K-5 special education teachers in OG, fall 2023 2. Offer advanced training in OG, spring 2023 3. Offer advanced training in OG, 2023-2024 school year 4. Offer certification program in OG, which includes coursework and mentoring, 2023-2024 school year 5. Create a scope & sequence for OG methods, strategies, and curriculum 6. Develop a plan to integrate OG methodology into classrooms 	<ul style="list-style-type: none"> • A scope and sequence for OG methods used K-5 to support a coherent for remediation in reading instruction • A common understanding and sharing of research-based practices to support interventions in reading

YEAR	AREA OF FOCUS / RATIONALE	PROCESS	INTENDED OUTCOMES
2022-2023	Pilot Literacy Materials <i>During the start of our literacy curriculum review in 2019-2020, we decided to pilot the use of materials to support small group differentiated instruction and read- alouds. We will pick up with that study this year and reflect on the quality of texts to support the range of student learning needs.</i>	<ol style="list-style-type: none"> 1. Develop a plan to pilot the guided reading and read-alouds materials in winter 2023 2. Create criteria for evaluating pilot 3. Implement the pilot 4. Reflect upon the pilot evaluation with the pilot teachers and the ELA advisory group 5. Summarize the evaluation of the pilot with the K-5 faculty 	<ul style="list-style-type: none"> • An understanding of the quality of texts from the program • Conversation with the faculty about the needs for materials for small group differentiated instruction and read-alouds • A plan for next steps based on the evaluation of the pilot
	Assessment Audit <i>The literacy study highlighted the importance of a clearly articulated and aligned assessment system. In collaboration with our consultant, we will begin the process of conducting an audit of assessments used K-5, and continue the review into next year.</i>	<ol style="list-style-type: none"> 1. Review various auditing tools 2. Discuss the audit with the ELA advisory 3. Begin to document the assessments used K-5 with the ELA advisory and the grade level teams 	<ul style="list-style-type: none"> • Identified assessments used K-5 • A plan for next steps for evaluating the assessments and reviewing additional needs during 2023-2024
	Informal Reading Inventory <i>As part of our assessment study, we will study and review the informal reading inventory (IRI) process, including, implementation, data collection, and use of data with students.</i>	<ol style="list-style-type: none"> 1. Review the procedures for implementing IRIs. 2. Observe teacher implementation and collect information. 3. Review and evaluate implementation. 4. Plan next steps. 	<ul style="list-style-type: none"> • An understanding of how IRIs are being implemented and used. • Ways in which to improve continuity in implementation. • An evaluation of the value of using IRIs.

2023 and Beyond



Literacy Curriculum, Instruction & Assessment

Using the information and knowledge studied during the Literacy Study Group meetings, the District will review our literacy curricular, instructional, and assessment practices. We will engage in a continuous improvement process in various aspects of our comprehensive K-5 literacy program over the next several years and continually review and analyze student performance data to inform our decision-making.

