

PUBLIC SCHOOLS of
BROOKLINE



K-5 ELA/Literacy in PSB

January 6, 2022

Overview



- Architecture of ELA/Literacy Program
- Overview of Reading & Writing: Content & Pedagogy
- Materials & Assessment Tools
- Where We Are
- Considering Conversations in the Field



ELA/Literacy Teaching and Learning: Structure and Goals










Architecture of the Program

- **Responsive Literacy Teaching and Learning**
- **Spiraling, Standards-Based ELA/Literacy Curriculum**
- **Multiple Pathways for Literacy Learning**
- **Collaborative Professional Learning and Growth for Educators**










Overview: Content & Pedagogy

Overview of READING

Standards-Aligned Content	Pedagogical Practices	
<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading/ Level of Text Complexity <p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading/ Level of Text Complexity 	WHOLE GROUP	Interactive Read Aloud, Shared Reading
		Reading Mini Lesson/Explicit Instruction
	SMALL GROUP	Strategic Instructional Groups, Guided Reading or Book Clubs
	INDIVIDUAL	Independent Literacy Work (K-2)
		Independent Reading
		Writing About Reading
	WHOLE GROUP	Conferring with Readers
		Group Share
<p style="text-align: center;"> WORD STUDY        </p> <p style="text-align: center;"> Grades K-2: Foundations Grades 3-5: Words Their Way & Review In Progress </p>		

Overview of WRITING

Standards-Aligned Content	Pedagogical Practices		
<p>Text Type and Details</p> <ul style="list-style-type: none"> Opinion pieces Informative/explanatory texts Narratives Range of Reading/ Level of Text Complexity <p>Production and Distribution</p> <ul style="list-style-type: none"> Awareness of structure and organization Use of planning, revising, editing process 	WHOLE GROUP	Interactive Read Aloud, Shared/Interactive Writing	
		Writing Mini Lesson/Explicit Instruction	
	SMALL GROUP	Strategic Instructional Groups/ Guided Writing/ Partnered Writing	
	INDIVIDUAL	Independent Writing	
		Conferring with Writers	
	WHOLE GROUP	Group Share	

WORD STUDY       

Grades K-2: Foundations Grades 3-5: Words Their Way & Review In Progress




Materials & Assessment Tools



Curriculum Materials

- **Foundations (K-2)**
- **Handwriting without Tears (K-3)**
- **Units of Study in Reading (fiction & nonfiction)**
- **Units of Study in Writing (narrative, information, opinion/argument)**
- **Words Their Way (3-8)**



Assessment Materials

- **Kindergarten Assessment**
 - Letter ID/ Letter Sound ID
 - High Frequency Word List
 - Phonological Awareness Tasks
- **Foundations Unit Tests**
- **Words Their Way Spelling Test**
- **Benchmark Assessment System**
- **Running Records**



Where We Are

What We Have Done To Date

- **Outlined consistent teaching & learning experiences across the district through anchored curriculum units**
- **Implemented a pathway for phonics instruction, K-2**
- **Broadened book collections with a focus on culturally responsive texts**

What We Have Done To Date

- **Developed resources**
Built our own videos, slide decks, student tools, teacher tools, etc. to support implementation

Offered well-attended professional learning opportunities across departments and schools
- **Continued expansion of intervention practices**
- **Initiated 3-5 word study review and selection process- building a pilot plan**

Next Steps

- **Explore phonological awareness programs for intervention and/or classroom instruction**
- **Evaluate the role of reading intervention in K, 6-8**
- **Incorporate 3-5 word study findings from review into programming; make connections between Foundations K-2 and what comes next**

Next Steps

- **Consider decodable texts for use in primary settings; provide professional support for their use**
- **Ongoing dialogue with literacy educators about current research and implications for practice**
- **Selection of dyslexia screening instrument (process underway)**



Considering Conversations in the Field

A young child in a red sweater is reading a book to an adult in a classroom. The adult is wearing a white face mask. The background shows a classroom setting with a sink, a counter, and various educational materials. The text "Shared Goals in Current Conversation" is overlaid on the image in white.

Shared Goals in Current Conversation

- **Strengthening reading proficiency and supporting growth for all students**
- **Designing and implementing differentiated instruction to support a wide range of student readers**
- **Providing professional support (pd, coaching, training) for educators to continue to grow practice that reflects evolving field**
- **Deepening our understanding of what is critical to know about reading: basic, applied and translational research**

Useable Takeaways

- **More systematic use of foundational skill assessments to inform practice**
- **Exploring the use of decodable texts**
- **Emphasizing primacy of word reading skills in content units**
- **Seeking more opportunities to integrate vocabulary and content knowledge throughout the school day**
- **Considering the addition of a formal phonemic awareness program in Kindergarten**