

# Curriculum Council *focused on* Literacy

March 14, 2022



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 59

# Curriculum Council Rationale

- Strategic Plan Goal 1
  - Readiness/Achievement/ Proficiency/Growth
  - Curriculum Clarity
  - Aligned Assessment System



# Participants

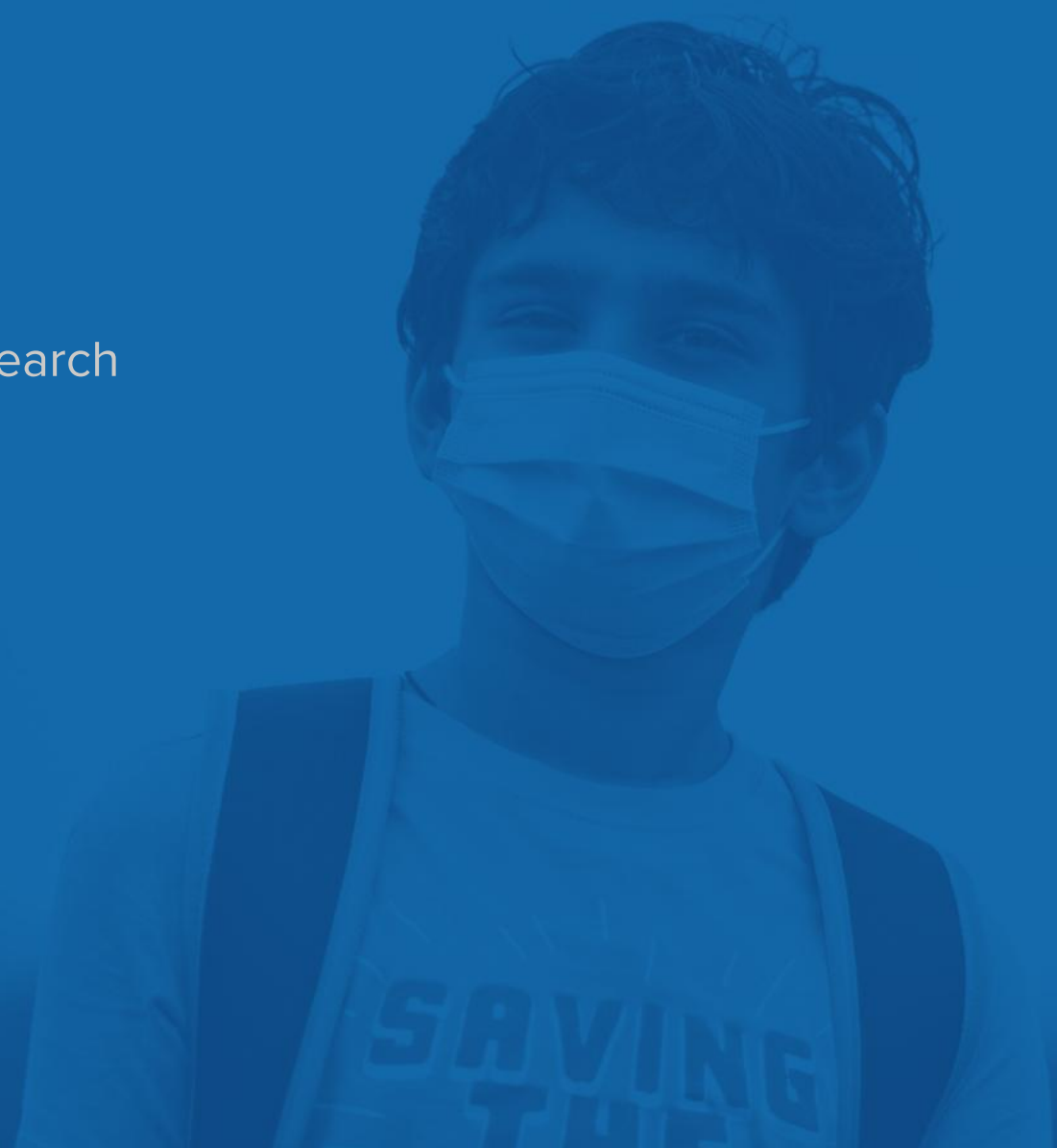
Partnering with the Instruction Department, the Curriculum Council consists of:

- 19 K-8 teachers
- 6 Building administrators
- 4 Instructional Coaches
- 2 Literacy Interventionists
- 2 Special Services Coordinators
- Coordinator of Assessment and MTSS



# Purpose

- Examine best practices from literacy research
- Identify literacy priority standards
- Create district literacy belief statements



# Council Meetings

- 4 meetings → discussing best practices in literacy (October- December)
- 3 meetings → identifying priority standards (January & February)
- 2 meetings → creating literacy belief statements (February)



# Best Practices from Literacy Research

Read, analyzed, and discussed:

- the urgency of ensuring students are proficient readers and writers
- best practices and elements of developing literacy communities in the classroom
- the components that lead to deep comprehension of texts

Participated in “grounding activities” - modeling best practice lessons based on standards





# Priority Standards

Priority standards are a carefully selected subset of the total list of grade level standards that require the greatest emphasis for instruction and assessment.

They represent the assured student competencies that each teacher provides via the districts adopted core curricular resource.

Ainsworth, 2019

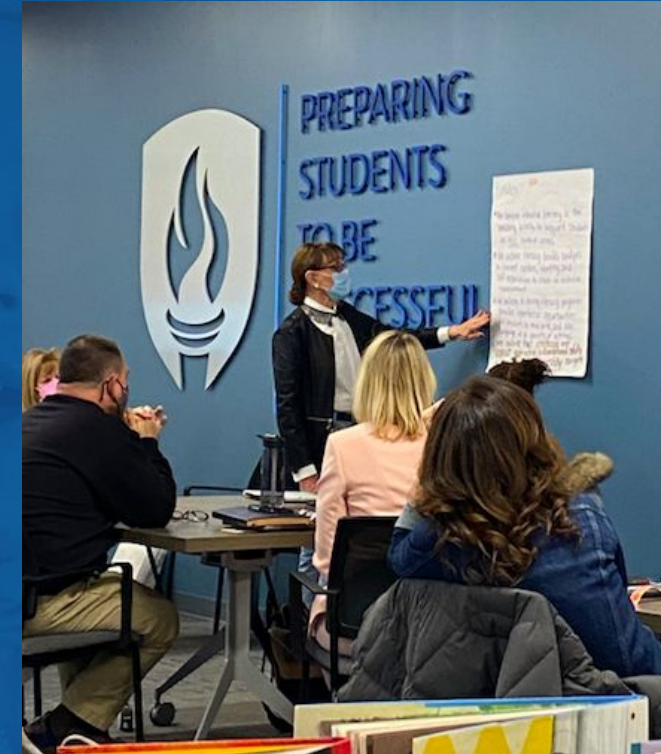


Reading Informational Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Key Ideas and Details			Key Ideas and Details			Key Ideas and Details		
1	With prompting and support, ask and answer question about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text. (Supports 1)	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Supports 3)	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (Supports 5 & 8)	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Supports 9)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (Supports 2 & 9)	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (Supports 8)	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Supports 5)	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Supports 6 & 8)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Supports 9)
	Craft and Structure			Craft and Structure			Craft and Structure		
4	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (Supports 1)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (Supports 1)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (Supports 1)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Supports 1)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Supports 1)
5	Identify the front cover, back cover, and title page of a book.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (Supports 7)	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (Supports 1 & 2)	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (Supports 2)
6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (Supports 5)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (Supports 7)	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text. (Supports 2)	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Supports 6)	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Supports 2)	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.





# Belief Statements



1. We believe literacy is a civil right.
2. We believe **all** students can learn to read, write, listen, speak, view, and think critically when curricular resources are aligned to standards and instructional practices are research-based.
3. We believe literacy instruction provides an intentional balance between explicit teacher-led instruction and student-driven exploration and choice.
4. We believe systematic and explicit instruction in foundational skills is the cornerstone of literacy development.
5. We believe all literacy learning is transferable, occurs within a language-rich environment, and leads to enduring understandings.



6. We believe literacy instruction is most effective when it is culturally and linguistically responsive and engages students in learning.
7. We believe students must have opportunities to see and hear reflections of themselves and others through literature.
8. We believe in assessments that are authentic, ongoing, and consistent throughout the district and that the results should be used to inform instruction, monitor student growth, and evaluate curricular resources.
9. We believe ongoing professional learning and development of educators is critical to achieving student success.
10. We believe that students' literacy lives are enriched by partnerships between their families and the school community.





# Teacher Survey

- Distributed in late November
- Asked for feedback on alignment of learning standards and our current curricular resources
- 165 responses  
(70% of K-8 teachers of literacy)

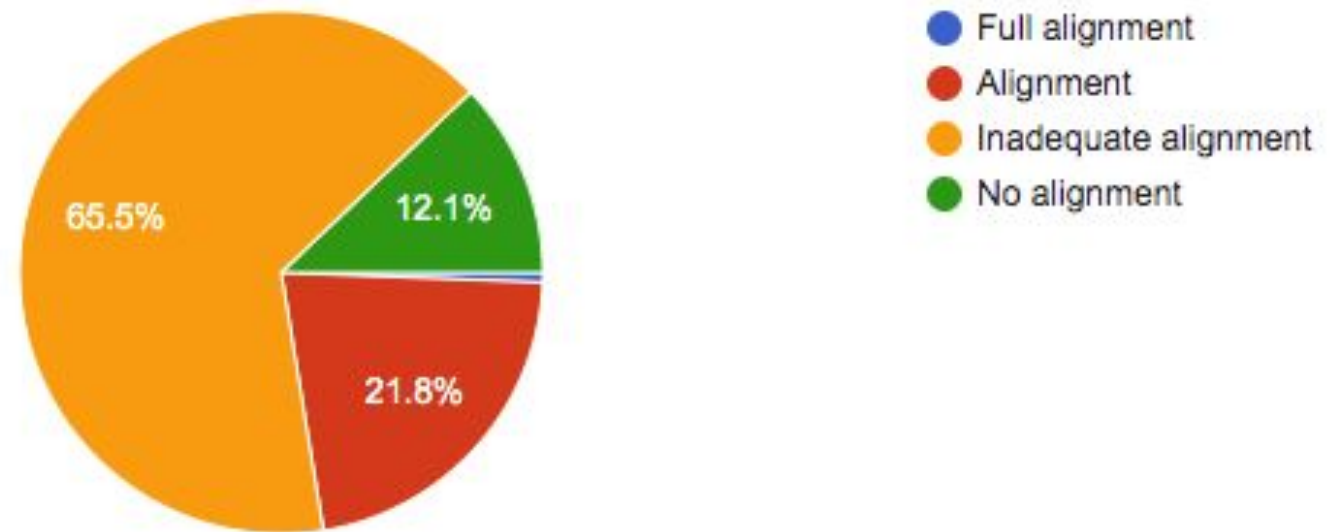




# Teacher Survey

Do you feel there is alignment between the reading learning targets (literature and informational) and the current district reading resources?

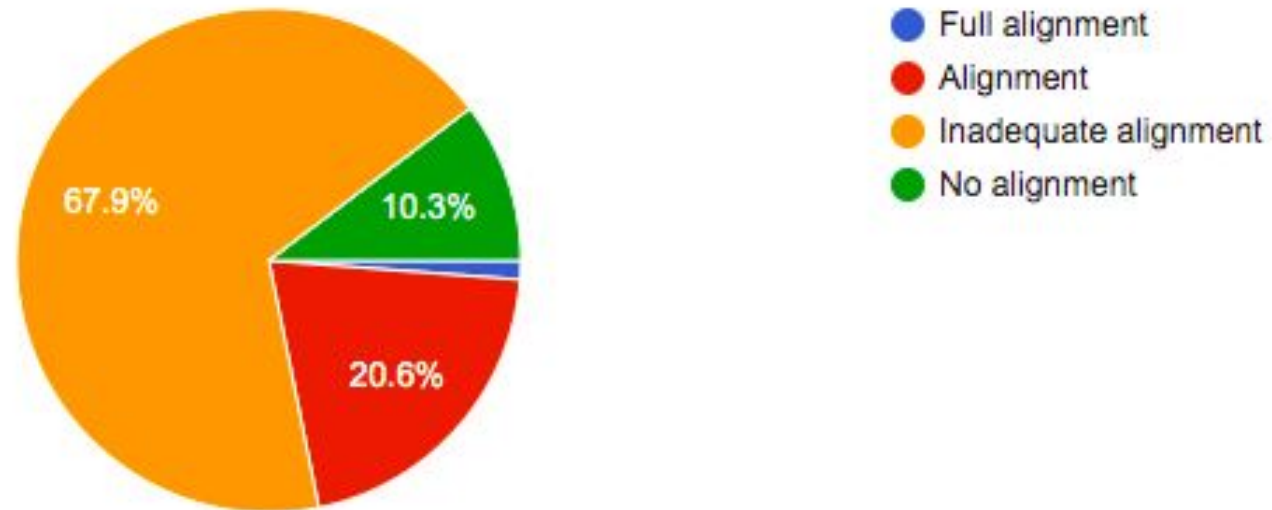
165 responses



# Teacher Survey

Do you feel there is alignment between the writing learning targets (narrative, informative, and opinion/argument) and the current district writing resources?

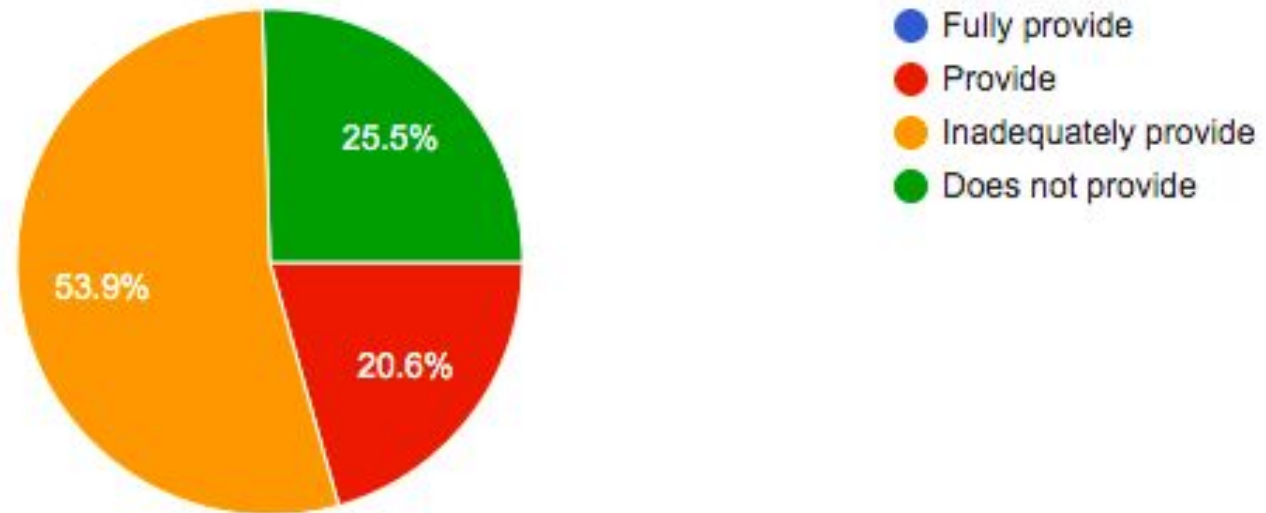
165 responses



# Teacher Survey

Do the current district literacy resources provide teachers with assessment tools to monitor student growth with a learning target?

165 responses



# Administration and Coach Survey

The ideal literacy curricular resource would include:

“Units and lessons that are clearly aligned to all the priority literacy targets. Built-in formative and summative assessments that align to the standardized assessment.”

“Variety of text types, lengths, readabilities. Materials and lesson plans for reteaching students in small groups.”

“Embedded strategies for increased student engagement.”

“A link to content instruction...Reading and writing around real ideas from the world that builds student vocabulary and background knowledge.”





# Timeline Overview

- 6-8 English Language Arts- pilot in progress (*public viewing of materials will begin on April 7th*)
- K-2 Foundational Skills (2022-2023 school year)- exploration of materials in progress
- K-5 English Language Arts- begin curricular review process next school year
- K-8 Dual Language- in progress with DLLT



## In Closing...

Literacy is a bridge from misery to hope. It is a tool for daily life in modern society...For everyone, everywhere, literacy is, along with education in general, a basic human right...Literacy is, finally, the road to human progress and the means through which every man, woman, and child can realize his or her full potential.

Kofi Annan, 1997

