

# Curriculum Updates on Literacy

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■ WHAT  
STARTS HERE ■  
CHANGES EVERYTHING. ■■

# Desired Outcomes

1. Understand how literacy instruction is strategically addressed **PreK-12** to align *WCPSS Focus on Literacy*, the WCPSS Core Beliefs, and the NCDPI ELA Instructional Practices
2. Understand how data informs our ongoing curriculum implementation of Letterland and EL Education
3. Understand how we are supporting teachers *and* instructional leaders to increase student achievement

# Literacy Across All Content Areas

## Capacities of Literate College and Career Ready WCPSS Students

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines. In addition, they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. They demonstrate command of non-English and know when and where to use it. They acquire and use a wide-ranging vocabulary. They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and both print and digital reference material. They make sense of problems and can persevere in solving them.

### They build strong content knowledge.

Students obtain and establish a base of knowledge across a wide range of subject matter by engaging with works of high quality and substance. They become proficient in new areas through research and study and look for and make use of structure. They read purposefully, listen attentively and reason abstractly and quantitatively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking and demonstration. They look for and express regularity in repeated reasoning and modeling of skills.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They recognize nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science) and different application of skills in speaking, writing, reading and listening.

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying. However, they also question an author/speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning. They are skilled at asking questions about inequity and challenging the status quo. They are passionate about constructing their own knowledge.<sup>1</sup>

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener. They construct viable arguments and critique the reasoning of others.

### They use technology and digital media strategically and capably.

Students employ technology and attend to precision to enhance their reading, writing, speaking, listening, and language use. They tailor their online searches to acquire useful information efficiently and integrate what they learn online with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can use appropriate tools strategically.

### They recognize and draw on their own perspective and culture.

Students are aware of and can articulate their own cultural worldview. Students recognize the culture and experiences they bring to learning are a key resource.<sup>2</sup> Students from nondominant cultures are able to translate the regional structure of their knowledge and map them onto the school curriculum. Through this understanding of their own cultural perspective and the perspectives of others, students are able to facilitate their own learning.<sup>3</sup>

### They come to understand other perspectives and cultures.

Students recognize that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening and are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading works of literature and nonfiction and informational texts representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Adapted from: National Governors' Association Center for Best Practices and Council of Chief State School Officers, 2013. Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. National Governors' Association Center for Best Practices, Council of Chief State School Officers, Washington, DC.

<sup>1</sup> Herold, M. L., Nairn, G. W., Sheppard, G. L., Barone, T., & Bell, L. A. 2013. Culturally relevant art education for social justice: A way out of no way. New York: Routledge.

<sup>2</sup> Ladson-Billings, G., 2009. The Dreamkeepers: Successful Teachers of African American Children. Jossey-Bass, San Francisco, CA.

<sup>3</sup> Koskoff, E. Culturally responsive teaching matters. Equity Alliance, ASU.

## WCPSS Literacy Core Belief

Our stakeholders (administrators, teachers, parents and community members) will consistently value & prioritize literacy (speaking, writing, reading and listening) **across the curriculum for ALL students** in order for ALL students to be career and college ready.

**Disciplinary  
Literacy Training**

# Professional Learning for Teachers



# Coherence for Teachers and Administrators in ELA Instruction

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NC DEPARTMENT OF PUBLIC INSTRUCTION

## INSTRUCTIONAL PRACTICES IN THE ELA CLASSROOM

The following practices emerged from the adopted 2017 standards. These practices are inherent to aligned ELA instruction and support standards-based, text-centered teaching and learning.

- 1 Teachers use high-quality, appropriately complex text as the center of instruction. There is a balance of informational and literary texts.
- 2 Teachers integrate the reading, writing, speaking and listening, and language standards effectively.
- 3 Activities and instruction support building academic vocabulary systematically.
- 4 Texts are organized around conceptually-related topics (at a range of complexities) to build students' knowledge and vocabulary.
- 5 Teachers integrate technology and research throughout instruction.
- 6 There are opportunities for students to engage in effective communication as a part of daily practice.
- 7 Students think critically while reading, writing, speaking, and listening to texts.
- 8 Teachers apply formative assessment practices to gauge student mastery and inform instruction.
- 9 Scaffolds are provided as needed so that all students have access to complex texts.
- 10 Examples, lessons, and tasks are authentic and relevant.
- 11 Students return to the text for evidence to support their ideas, inferences, and conclusions.
- 12 Language skills are developed through student writing and supported through mentor texts.



# PreK-12 Professional Learning

## Professional Learning Days 2019-20

- **24** literacy topics based on data collected through classroom observations and teacher input
- **31** teacher leaders selected through an application process to create and/or facilitate some of the sessions

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| <b>High Quality Work</b><br><i>A Discussion with Ron Berger of EL Education</i><br>English Language Arts Teachers, Grades 3-8   | ✓ |   |   |   |   |   |
| <b>Three Dimensions of EL</b><br><i>Knowledge &amp; Skills, Character, High Quality Student Work</i><br>English Language Arts Teachers, Grades 3-8  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Small Group Reading</b><br><i>Success with Small Group &amp; Read Aloud Instruction</i><br>Classroom Teachers, Grades K & 1  |   | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Demystifying Dyslexia</b><br><i>Understanding the Brain-based Origins of Dyslexia &amp; Strategies for Instruction of Students with Dyslexia</i><br>General Ed Teachers, Grades K-12 + School Admins, K-12 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Letterland Kindergarten</b><br><i>Teacher Leader Whole Group &amp; Small Group Training</i><br>General Ed Teachers, Grade K + Elementary ESL Teachers  |   |   |   | ✓ | ✓ | ✓ |
| <b>Letterland: Grade 1</b><br><i>Teacher Leader Whole Group &amp; Small Group Training</i><br>General Ed Teachers, Grade 1 + Elementary ESL Teachers  | ✓ | ✓ | ✓ |   |   |   |
| <b>Effective ELA Practices, Grades K-1</b><br><i>12 Effective Instructional Practices + Foundational Skills</i><br>General Education Teachers, Grades K-1   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>ALL Block</b><br><i>How to leverage ALL Block for continued student growth</i><br>English Language Arts Teachers, Grades 3-5   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Grading &amp; Rubrics</b><br><i>Implementing Assessments in the EL Curriculum</i><br>English Language Arts Teachers, Grades 3-8  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Why Backwards Is Best</b><br><i>Analyzing a Module Using Backwards Design</i><br>English Language Arts Teachers, Grades 2-8  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Curriculum Updates:

Letterland

## 2019-20 School Year

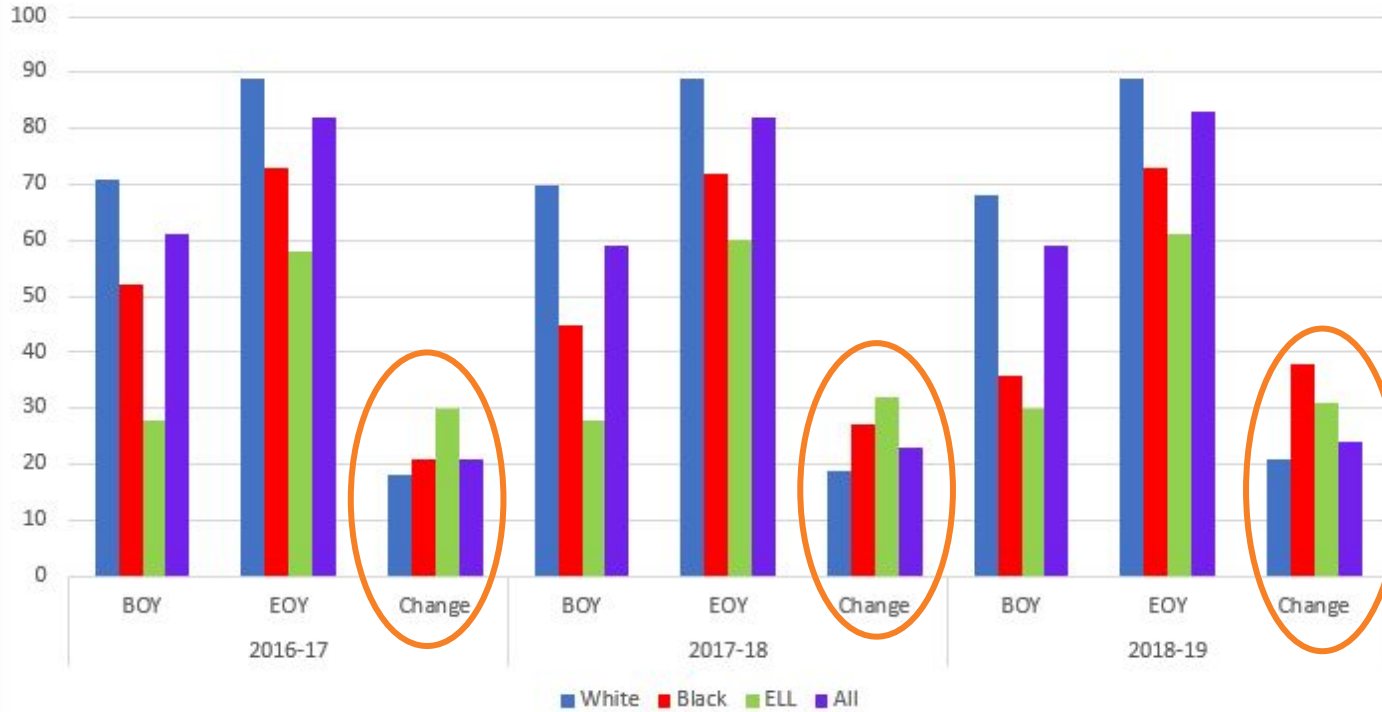
**Year 8 of Implementation:** Kindergarten

**Year 7 of Implementation:** First Grade

**Year 6 of Implementation:** Second Grade

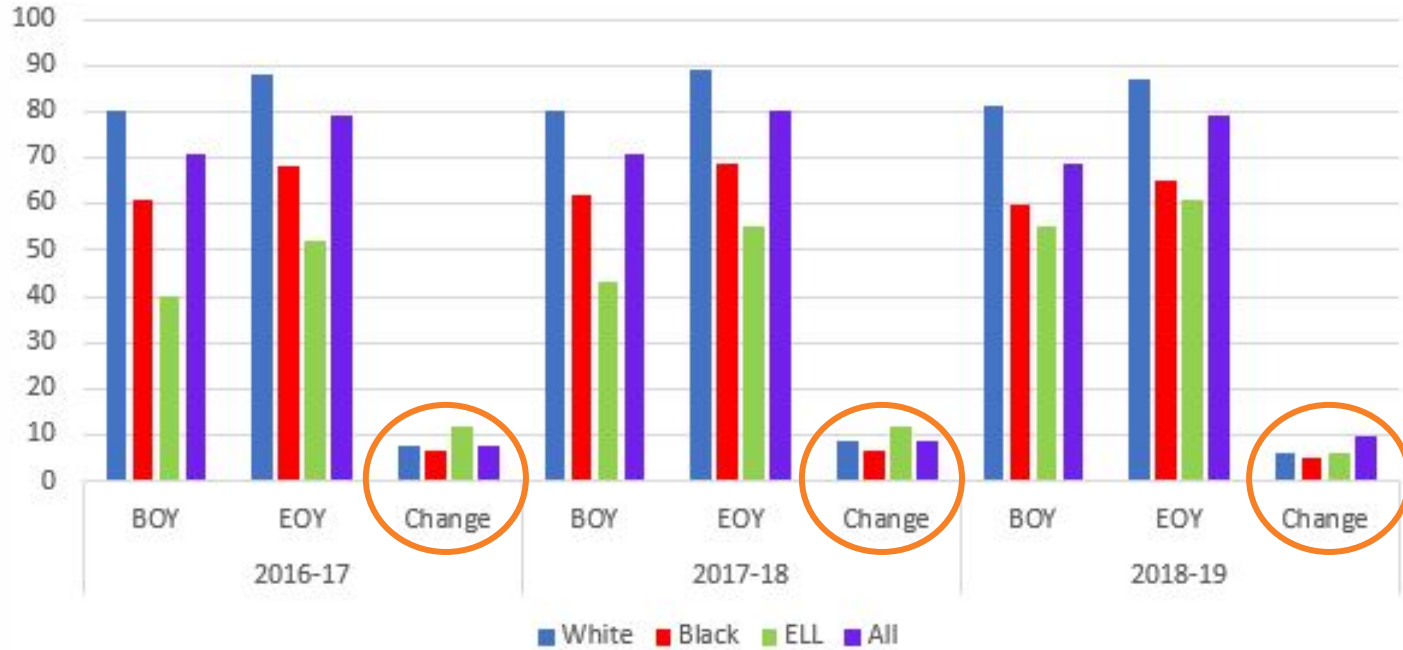
**Year 1 Implementation:** Grade 1 & 2 Whole/Small Group

## Kindergarten mCLASS Composite Change BOY-EOY

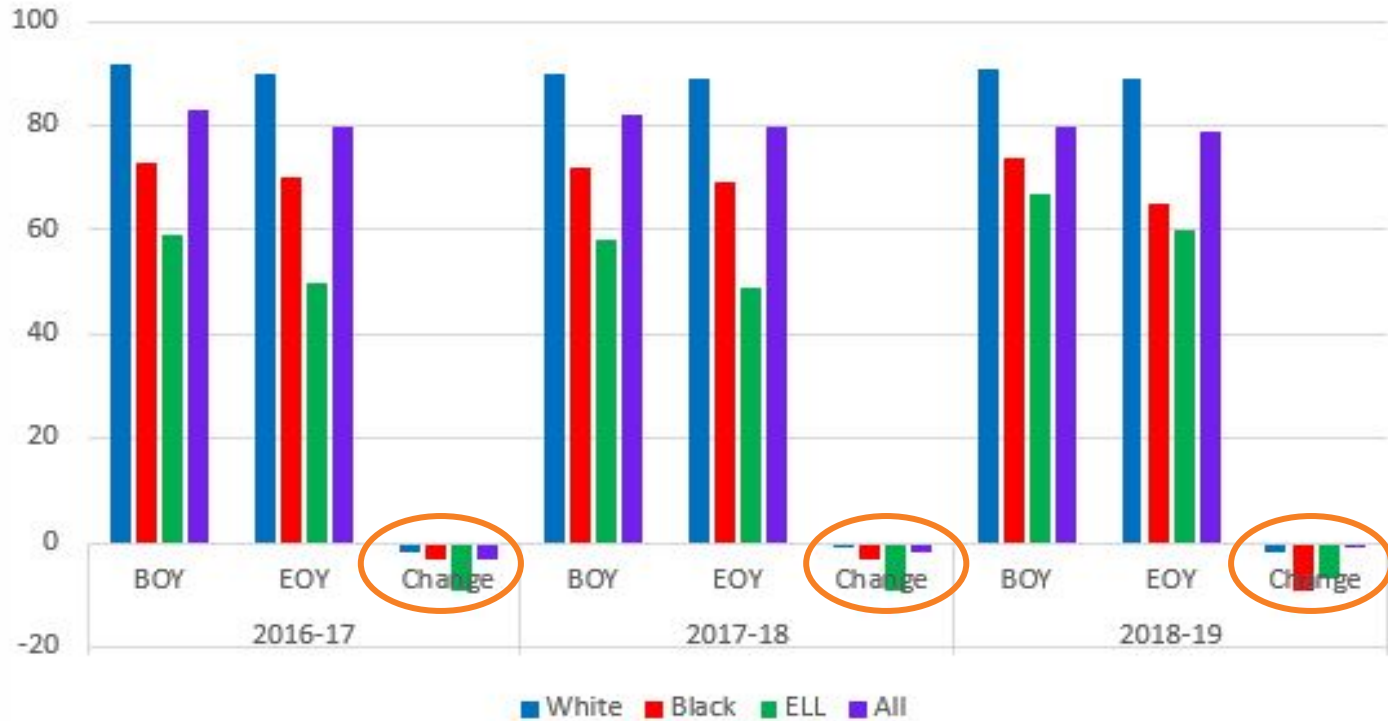


# 1st Grade

## mCLASS Composite Change BOY-EOY



## 2nd Grade mCLASS Composite Change BOY-EOY



# Creating Skilled Readers...

## The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

### LANGUAGE COMPREHENSION

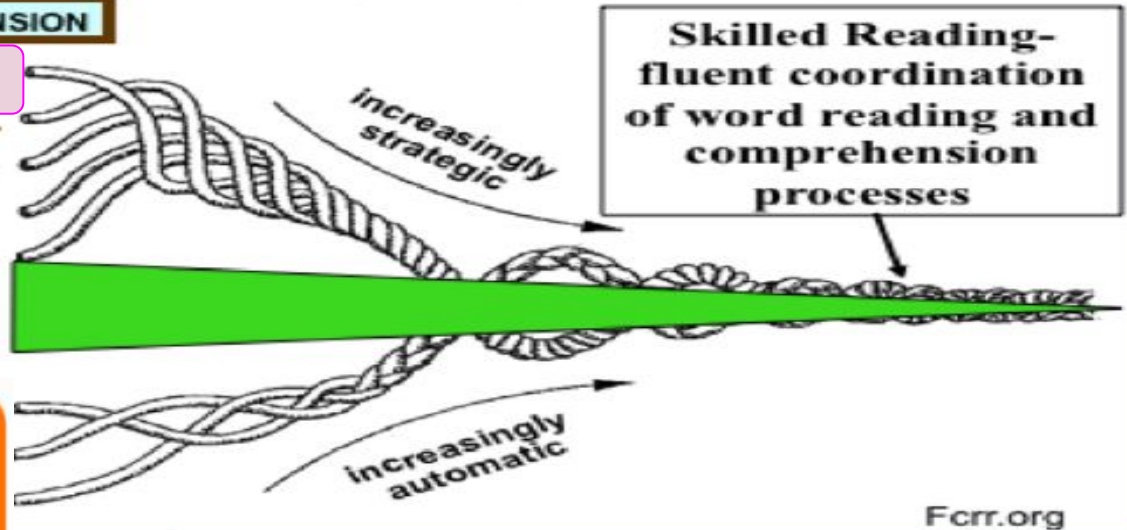
K-1 CMAPP 2.0 Rewrite

2-5  
Education  
Content-Based  
Literacy

### WORD RECOGNITION

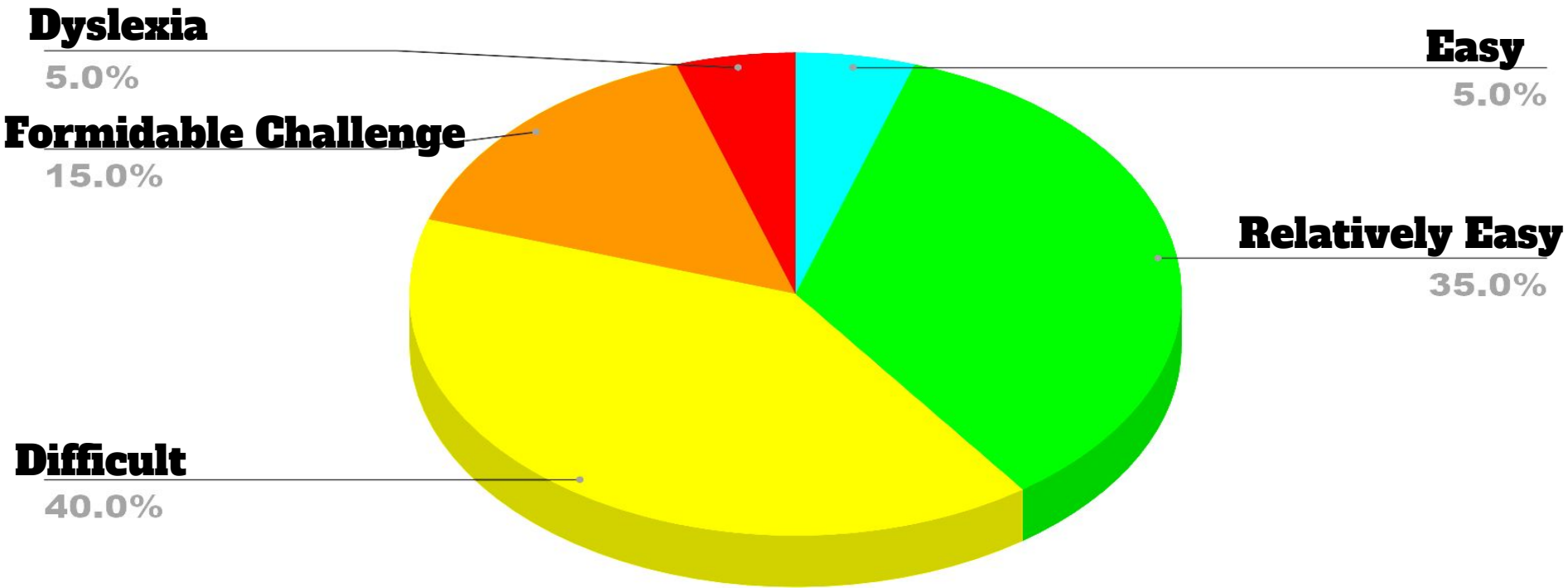


Foundational Skills



skill, gradually acquired over years of instruction and practice.

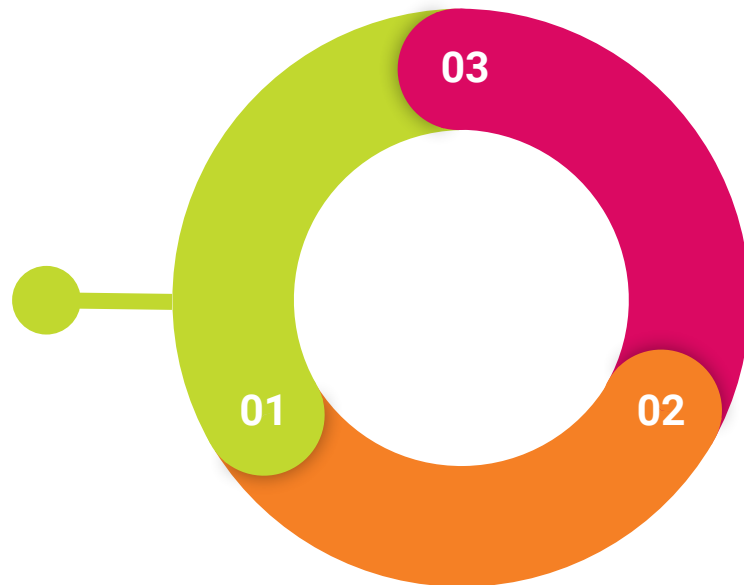
# Journey to Reading



# Importance of Teacher Knowledge & Instruction

## Instructional Time & Materials

Clear guidelines of the time it takes to teach Letterland to fidelity.



# Change in Literacy Block Expectations - 2nd and 1st Grades

## 1st Grade ELA Curriculum

CMAPP ELA Instructional  
Resources: 90 minutes

Foundational Skills:  
60 minutes

**Letterland**  
Child-friendly phonics

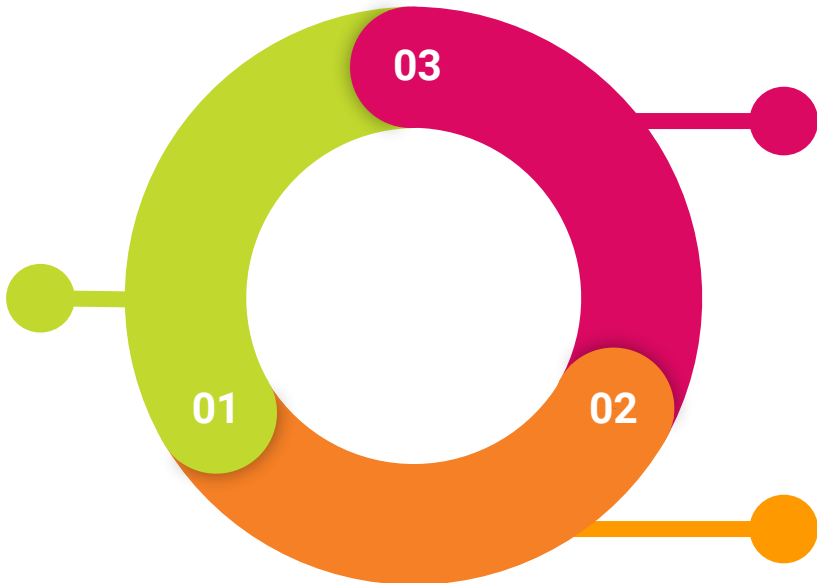
Mini Lessons and Small  
Groups  
mins

Whole  
Group  
mins

Small  
Groups  
mins

# Importance of Teacher Knowledge

**Instructional Time & Materials**  
Clear guidelines of the time it takes to teach Letterland to fidelity.



**Teacher Knowledge of the Science of Reading**  
LETRS training Units 1-4 Word Recognition Strand Units 5-8 Language Comprehension

**Teacher Knowledge of Letterland**  
Additional training for all 2nd, 1st and eventually Kindergarten Teachers

# Why is LETRS needed?

[Link to EdWeek](#)

“Many teachers have said they feel like they were cheated out of learning how to teach reading from their preparation programs.

A common refrain from graduate students...

- *“You've told me everything I learned in undergrad is wrong, and I've been teaching reading the wrong way.”*
- *“Why didn't I learn this in undergrad?”*

**“For many professors...the cognitive research on reading is unfamiliar.”**

# LETRS TRAINING: Scope of Work (Oct 2019-April 2020)

## ***Audience:***

- All Elementary Literacy Coaches
- Special Education Teachers, Instructional Facilitators, Intervention Team Facilitators, Others

## ***Professional Learning Includes:***

- (4) Face-to-Face Training Days
- Online Modules/Assignments/Assessments
- Interactive Exercises

## ***Next Steps:***

- Up to (25) WCPSS trained LETRS facilitators
- 2020-21 expansion of training to classroom teachers

# LETRS and the Science of Reading

Units  
5-8

Units  
1-4

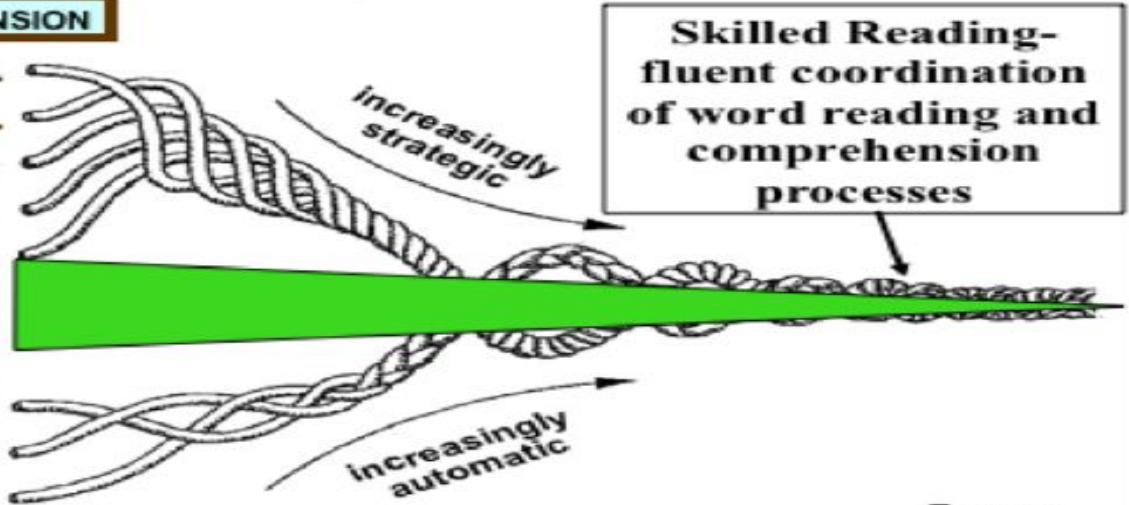
## The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
VOCABULARY KNOWLEDGE  
LANGUAGE STRUCTURES  
VERBAL REASONING  
LITERACY KNOWLEDGE

### WORD RECOGNITION

PHON. AWARENESS  
DECODING (and SPELLING)  
SIGHT RECOGNITION



Fcrr.org

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

## Wake Staff Quotes after LETRS training

“The content of this presentation will absolutely make me a better teacher and coach.”

“The info was helpful and broke down the stages of reading...Working through the practice activities put me back in a place to understand the frustration students feel with reading.”

“Instructor provided examples and understanding of the content and struggles teachers face.”

“Terrific trainer who was empathetic to teachers and that the work we do is hard.”

# Curriculum Updates: Education

## 2019-20 School Year

**Year 3 Implementation:** Grades 3 and 6

**Year 2 Implementation:** Grades 4, 5, 7 and 8

**Year 1 Implementation:** Grade 2

# 3rd Grade BOG to EOG Comparison

|              | <b>BOG to EOG Change in % of Students at or Above GLP</b> |                   |                   |
|--------------|---|-------------------|-------------------|
|              | Year 1<br>2016-17   | Year 2<br>2017-18 | Year 3<br>2018-19 |
| <b>WCPSS</b> | <b>20.2%</b>  | <b>23.8%</b>      | <b>26.3%</b>      |

# EOG Data - Percent Proficient EOG Reading



# EVAAS Data

## Where we were....

| Grade               | 3      | 4      | 5      | 6     | 7      | 8      | Growth Measure over Grades<br>Relative to Growth Standard |
|---------------------|--------|--------|--------|-------|--------|--------|---|
| Growth Standard     | 0.0    | 0.0    | 0.0    | 0.0   | 0.0    | 0.0    |   |
| 2017 Growth Measure | -2.2 R | -0.0 G | -0.1 G | 0.5 B | -0.0 G | -0.3 R | -0.4 R  |
| Standard Error      |        | 0.1    | 0.1    |       | 0.1    | 0.1    | 0.0   |

## Most recent data...

|                     |        |        |       |       |       |       |       |
|---------------------|--------|--------|-------|-------|-------|-------|-------|
| 2019 Growth Measure | -0.6 R | -0.1 G | 0.0 G | 0.6 B | 0.2 G | 0.7 B | 0.1 B |
| Standard Error      | 0.1    | 0.1    | 0.1   | 0.1   | 0.1   | 0.1   | 0.0   |

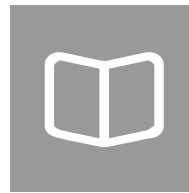
# Building Capacity for Teachers and Instructional Leaders



Ongoing  
Professional  
Learning



PLT  
Support



Teacher  
Support  
Tools



Student  
Online  
Courses



Wednesday  
Walks

# District Level Work



**ELA  
Implementation  
Teams**



**Partnership  
with EL  
Education**



**Model  
Schools**



# EL Education Curriculum has provided opportunities for differentiation and collaboration

- Teachers spend time planning and discussing
- Scaffolds and extensions are explicitly shared
- Collaboration of core content with specialists

## Feedback from teachers:

*“The implementation of ALL block continues to be challenging as it is a shift in previous strategies implemented in Daily 5.”*

*“My students are becoming much more effective writers and are much better at using text evidence to support answers.”*

*“The challenge I have is trying to attend to the individual needs of the students with a rigorous and complex curriculum.”*

*“Many of the assessments require student writing rather than answering only multiple-choice items. Preparing students for writing assessments requires different preparation than standard EOG-type tests.”*

*““The students are becoming more skilled conversationalists as they practice good discussion skills on a regular basis.”*

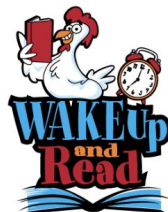
# Feedback from teachers:

*“I am better prepared to teach and have knowledge on what to spend a little more time on, and what will be covered again so I can move on. My analogy is that I have the road map, and I have driven the road, so I am able to drive the road more smoothly and arrive at my destination in better shape.”*



# Join us to look at literacy in action!

- Letterland Day
- WAKE Up and Read
- LETRS Training
- WakeLearns PL Conference Days
- ELA Wednesday Walks



Wednesday  
Walks



**You are invited!**

Literacy in Action Calendar

[bit.ly/WakeLiteracyInAction](https://bit.ly/WakeLiteracyInAction)



# Resource Links

[Capacities of Literate College and Career Ready WCPSS Student](#)

[NCDPI ELA Instructional Practices](#)

[LETRS Information](#)

[Professional Learning Literacy Offerings 2019-20](#)

[EL Education Talking Points](#)

[Note-Taking Tool](#)

# Most Important Points

**1**  
We have created  
an intentional  
PreK-12 Literacy  
Plan

**2** We use  
data to inform  
ongoing  
implementation

**3** We are  
supporting teachers  
*and* instructional  
leaders to increase  
student achievement

# The Voice from our Students

