Mountain View Whisman School District

Elementary & PK/TK ELA Curriculum Adoption Update

November 2, 2023

Alignment to Strategic Plan 2027

Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

Current Literacy Needs

Literacy Needs - What is the Data Telling Us?

i-Ready Diagnostic 3 - May 2023
Needs Analysis by Domain

	On or Above Grade Level	One Grade Level Below	Two or more Grade Levels Below	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension - Literature	Comprehension - Informational Text
Grade K	78%	22%	0%	22%	24%	26%	28%	23%	21%
Grade 1	65%	28%	7%	34%	27%	26%	40%	38%	42%
Grade 2	67%	19%	14%	14%	33%	20%	34%	37%	39%
Grade 3	71%	9%	20%	0%	24%	8%	29%	30%	35%
Grade 4	66%	20%	14%	0%	17%	5%	31%	31%	37%
Grade 5	64%	17%	18%	0%	11%	4%	35%	33%	39%
Grade 6	56%	13%	31%	0%	13%	4%	45%	44%	45%
Grade 7	63%	11%	26%	0%	8%	2%	37%	38%	39%
Grade 8	61%	13%	26%	0%	7%	2%	36%	40%	43%

Literacy Needs - What is the Data Telling Us?

i-Ready Diagnostic 1- August 2023

Needs Analysis by Domain

	On or Above Grade Level	One Grade Level Below	Two or more Grade Levels Below	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension - Literature	Comprehension - Informational Text
Grade K	33%	67%	0%	58%	63%	72%	62%	53%	54%
Grade 1	30%	54%	16%	62%	65%	59%	72%	67%	67%
Grade 2	44%	32%	24%	23%	56%	31%	58%	58%	63%
Grade 3	58%	11%	30%	0%	36%	17%	43%	46%	50%
Grade 4	50%	26%	24%	0%	25%	7%	48%	47%	52%
Grade 5	55%	14%	31%	0%	16%	5%	47%	43%	48%
Grade 6	54%	16%	30%	0%	10%	5%	47%	45%	47%
Grade 7	56%	13%	31%	0%	10%	3%	45%	45%	46%
Grade 8	55%	14%	30%	0%	9%	3%	44%	44%	48%

Literacy Needs

- Phonics is a continued area of need beyond 2nd grade
  - Gaps in foundational skills lead to difficulties with reading comprehension in the upper grades
- Language comprehension continues to be an area of development
  - Skilled reading is a product of strong foundational skills as well as background knowledge, vocabulary, language structure, verbal reasoning, and literary knowledge

Literacy Instruction

Balanced Literacy

- Addresses reading instruction through a variety of means, including a combination of whole language approach and structured reading with no prescribed amount of each
- Typically lacks systematic, explicit instruction of phonemic awareness and phonics
- Uses repeated exposure and context clues to support decoding development
- No structured or sequenced approach
- Proven less effective than structured literacy
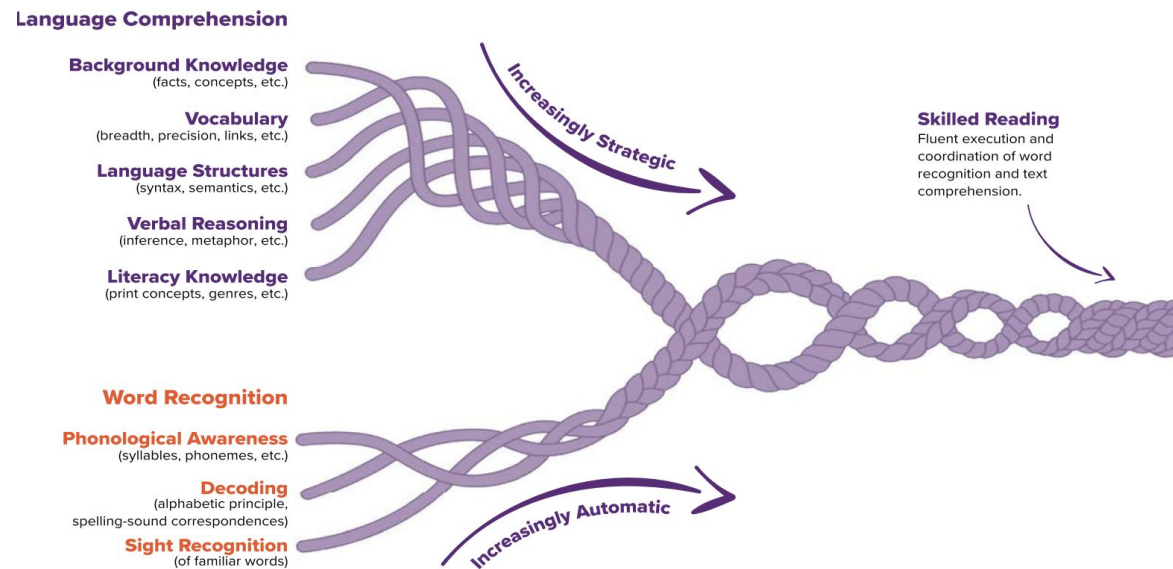
Literacy Instruction

Structured Literacy

- Commonly referred to as Science of Reading
- Requires systematic and explicit teaching of literacy components
- Explicit instruction of phonemic awareness and phonics
- Follows a sequence of instruction
- Proven effective in developing reading and writing skills, inclusive of students with reading difficulties or disabilities

Science of Reading Recap

- Reading must be taught systematically
- Strands are interconnected and mutually supportive
- Skilled readers become increasingly strategic with how they use their language comprehension and increasingly automatic with word recognition

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.)

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

Phonological Awareness (syllables, phonemes, etc.)

Decoding (alphabetic principle, spelling-sound correspondences)

Sight Recognition (of familiar words)

Increasingly Automatic

The Reading Rope (Scarborough, 2001)

Shifting to Structured Literacy

- Current ELA curriculum - Benchmark Advance
  - Balanced Literacy based
    - This approach has been proven to not be effective for all students.
  - Coming to end of our 8-year adoption cycle
- Research has shown that a systematic and explicit approach, structured literacy, is effective in ensuring all students become skilled readers (Cowen, 2016; IDA, 2018; Moats, 2019; Young, 2018)

Elementary K-5 ELA Curriculum Adoption Process

ELA Adoption Committee Development Timeline

August 17, 2023	Invites sent to all K-5 teachers and families to join ELA adoption committee
August 24, 2023	Educational Services Review Team reviewed, shortlisted applications, and sent notifications to teachers and families across grade levels on being selected
September 1, 2023	Committee members confirmed and notified of upcoming meeting

Adoption Committee Members

- Teacher representation from grades across the district
  - 12 classroom teachers
  - ELD TOSA and Reading Intervention Teacher
- Parents representing lower and upper elementary
  - 2 parents
  - K/3rd and 5th grade

Committee Members

Lizzette Hernandez, K	Anne-Flore Ragas, K	Danielle Gorospe, 1st	Anna Orlovic, 1st
Ashley Hinson, 1st	Madison Gallagher, 2nd	Deanna Mai, 3rd	Nwakaego Fletcher-Perry, 4th
Nastassia Harris, 4th	Elizabeth Parry, 5th	Carmen Ohlfs, 5th	Shannon Venell, 5th
Margaret Poor, ELD TOSA	Brittany Thornton, RI TOSA	Jonathan Pettey, Parent	Kate Dodson, Parent

K-5 ELA Curriculum Adoption Work So Far

Adoption Phases

- Phase 1 - Building Common Knowledge
- Phase 2 - Preparation for Pilot
- Phase 3 - Pilots 1 and 2
- Phase 4 - Recommendation

Committee's Work To Date

- Phase 1 - Build Common Knowledge
  - SOR Overview for Committee
  - Dig deeper into instructional shifts
- Phase 2 - Preparation for Pilot
  - Established Parameters for Adoption (e.g. Spanish Language Arts, print and digital, etc.)
  - Established MVWSD Curriculum Must-Haves
  - Rubric Development
    - Round 1 - Must-Haves
    - Round 2 - Content and Pedagogy Rubrics
  - Curriculum rating
    - Round 1 - Rating against MVWSD Must-Haves
    - Round 2 - Rating against Content and Pedagogy

Long List: Ed Reports

- Reviewed the Ed Reports ratings to eliminate curriculum that scored red (does not meet) and yellow (partially meets)
- Ed Reports Gateways measure:
  - Text quality and complexity
  - Alignment to the standards, tasks and questions grounded in evidence
  - Foundational skills development K-2
  - Building knowledge, and coherence.
- Seven curriculum that received green (fully meets) moved on for further review

Medium List: MVWSD's Must Haves

- Curated a rubric to rate "must haves"based on several established, research-based curriculum adoption rubrics
- Must Haves:
    - Equity, Access, and Representation for all students
    - Student Engagement
    - Support for English Learners/ Structured ELD component
    - Assessments
    - Scaffolding, Intervention, and Extension
    - Writing instruction
    - Family/home connection
- The three highest rated curriculum moved on for further review.

Short List: Content & Pedagogy

- Curated a rubric for content and pedagogy based on multiple established, research-based curriculum adoption rubrics
- Content & Pedagogy Areas:
  – Foundational Reading Skills
  – Reading Comprehension - Literary & Informational (and Text Complexity in grades 3-5)
  – Writing Development and Skills
  – Speaking & Listening Development and Skills
  – Language Development and Skills

Curriculum	Ed Reports	Must Haves	Content & Pedagogy
American Reading Company CORE	✅	X	X
Amplify Core Knowledge Language Arts (CKLA)	✅	✅	✅
Benchmark Advance	✅	X	X
Bookworms	X	X	X
Calvert Education Curriculum	X	X	X
Center for the Collaborative Classroom Collaborative Literacy	X	X	X
Expeditionary Learning (EL Education)	✅	X	X
Fishtank Plus ELA	X	X	X
Fountas & Pinnell Classroom	X	X	X
Houghton Mifflin Harcourt Into Reading	✅	✅	X
Lucy Calkins Units of Study	X	X	X
McGraw Hill Wonders	✅	✅	✅
National Geographic Reach for Reading	X	X	X
Savvas MyView Literacy	✅	X	X

Mountain View Whisman School District

Preschool/ Transitional Kindergarten Curriculum Adoption Update

Science of Language and Learning in Early Childhood

- Vocabulary, attention, and general knowledge in 3 & 4 year olds are predictors of 3rd & 4th grade reading comprehension
- Phonological awareness is necessary for word recognition development
- Early childhood learning occurs in an interconnected and recursive manner, integrating skills across developmental domains
- Effective teaching occurs through social responsiveness, social interaction, explicit instruction, and purposeful play

PK and TK Curriculum Adoption

- Integrated curriculum built from the science of language and learning in early childhood
- Appropriate for 3 and 4 year old students
- Follows the continuum of pedagogical strategies for play-based learning
- Builds a strong foundation for Kindergarten
- Adoption process and timeline mirrors K-5 ELA adoption since there is no defined process for Pre-K and TK adoptions
- Pilot curriculum have Pre-K and TK versions:
  - Creative Curriculum from Teaching Strategies
  - Three Cheers for Pre-K from Savvas

PK and TK Adoption Timeline

August-October	Initial review of available integrated curriculum for early childhood using evidence and research based ratings Selection of 2 curriculum for further review and pilot
November	Professional development for PK and TK teachers on the Science of Language and Learning for Early Childhood
Mid December and Mid February	Training on implementation of 2 curriculum
January through April	Pilot 2 curriculum and rate using evidence and research based rubrics
May	Recommendation for selected curriculum

Considerations

Considerations

- Teachers and leaders will need training on science of reading, structured literacy, and background on instructional shifts as a foundation for teaching new curriculum
  - This will require us to:
    - unlearn how we currently teach literacy using balanced literacy
    - be open to learning new things about literacy instruction
- PreK/TK curriculum needs to reflect the needs of 3 and 4 year old students and prepare students for Kindergarten
- There will be pros and cons to all curriculum options, no one option will make everyone happy

Next Steps

Next Steps - PK/TK and K-5

- Getting ready for pilots for both PK/TK and K-5
  - Provide curriculum training for teachers on the committee to pilot
- Implement Phase 3: Pilot 1 & 2
  - January-April 2024
  - 6 weeks per pilot
  - K- 5 Pilot
    - 11 classrooms across the district
    - At least one unit/module
  - PK/TK
    - Finalize pilot classrooms
- Recommendations to BOT Spring 2024

Questions?