



Mountain View  
Whisman  
School District

# Literacy Update

March 20, 2025





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# Alignment

# Alignment to Strategic Plan 2027

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



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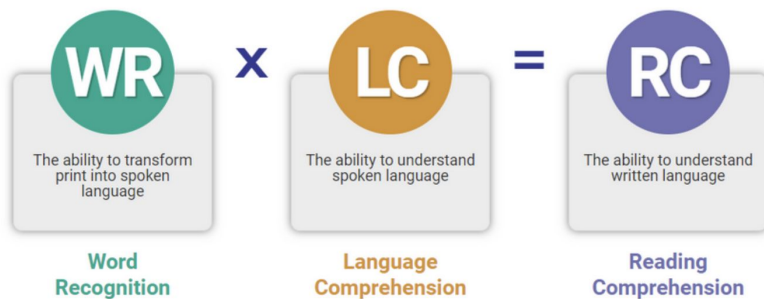
# K-5 English Language Arts Curriculum

# Amplify CKLA and Caminos

- Evidence-based tier one core instruction
  - Rooted in the Science of Reading
  - Structured literacy with heavy emphasis on systematic, explicit word recognition instruction in the early grades and knowledge building in all grade levels
- Increased alignment between core instruction and reading intervention

# Key Instructional Shifts with Amplify CKLA and Caminos

- Systematic, explicit phonics and morphology instruction throughout the grades
- Focus on knowledge-building through teacher read alouds and rigorous, complex student texts



The Simple View of Reading (Gough & Tunmer, 1986)

## Language Comprehension

**Background Knowledge**  
(facts, concepts, etc.)

**Vocabulary**  
(breadth, precision, links, etc.)

**Language Structures**  
(syntax, semantics, etc.)

**Verbal Reasoning**  
(inference, metaphor, etc.)

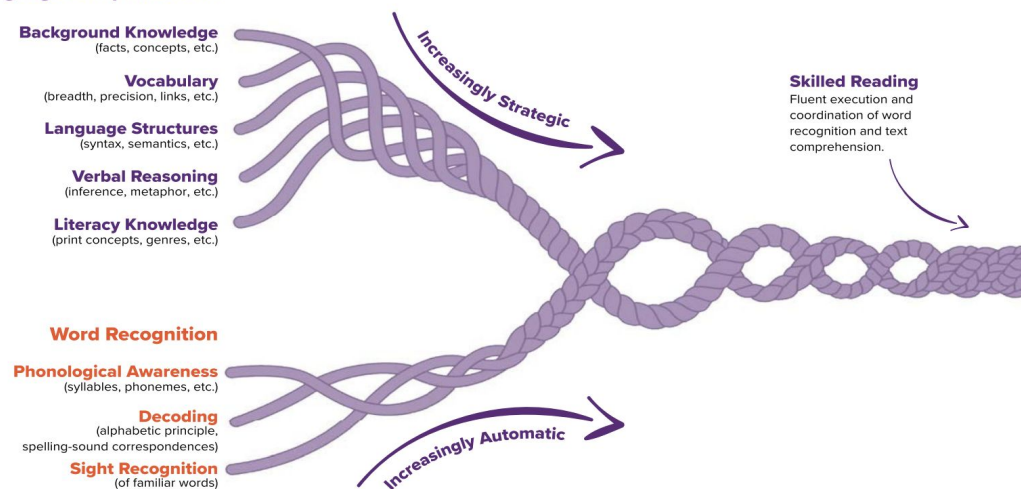
**Literacy Knowledge**  
(print concepts, genres, etc.)

## Word Recognition

**Phonological Awareness**  
(syllables, phonemes, etc.)

**Decoding**  
(alphabetic principle, spelling-sound correspondences)

**Sight Recognition**  
(of familiar words)



The Reading Rope (Scarborough, 2001)

# Implementation

Why?	Spring 2024: Science of Reading Professional Development
What?	August 2024: Curriculum Training
How?	Ongoing: Structured Literacy through Coaching and Literacy PLCs

# Structured Literacy Coaching

- Principal and instructional coach teams attend guided observations of exemplar teachers
  - How they are teaching through the principles of structured literacy
  - How they are planning and delivering their lessons to ensure access to diverse learners
- Coaches utilizing cognitive coaching and “elbow coaching” to develop teachers’ structured literacy practices

# Literacy PLCs

- Peers supporting peers
  - Early adopters (coaches, RI teachers, pilot teachers) lead monthly PLCs to unpack the curriculum and reinforce structured literacy practices

## *Kinder Lit PLC Agenda:*

- *Reviewed articulation of upcoming sounds*
- *Learned pound and tap strategy for encoding*
- *Collaborated on how to introduce partner reading for decodable text*
- *Previewed key vocabulary in upcoming Native Americans unit*

## *5th Grade Lit PLC Agenda:*

- *Practiced short vocabulary interactions*
- *Unpacked the key objectives in the upcoming Midsummer Night's Dream unit*
- *Learned about strategies for summarizing text*
- *Collaborated on backwards planning by reviewing end of unit assessments*

# Feedback about Lit PLCs

*“I like being able to ask questions about how others have scaffolded for their students. I also really appreciate the resources our team leads provided us.”* -5th grade teacher

*“I really enjoy the modeling of lessons and different techniques. It helps me to visualize what these skills/techniques should look like in the classroom and how I can implement them with students.”* -1st grade teacher

# Lit PLC Facilitators

Ashley Hinson

Brittany Thornton

Cathy Patterson

Danielle Slaney

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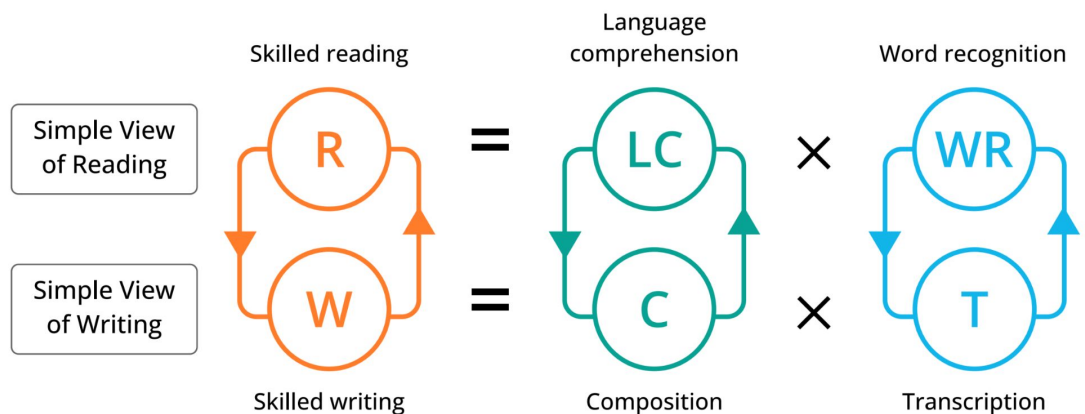


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# Next Steps

# Focus on Writing

- Reading and writing are reciprocal
  - Both are forms of communication and share similar cognitive processes
  - Reading and writing skills develop in parallel and overlap throughout the writing process
- Writing is more difficult
  - Imposes heavy burden on working memory
  - Mediated by memory and executive functioning
- Both are most effectively and efficiently learned through systematic, explicit instruction

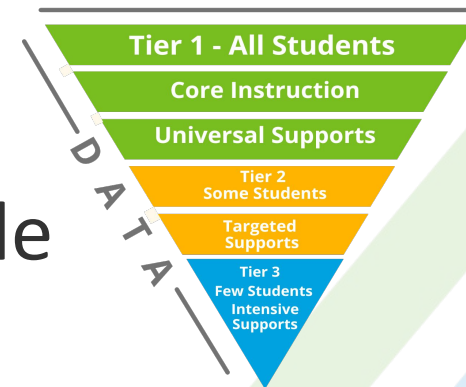


# Implementation

Why?	Spring 2025: Science of Reading <i>and Writing</i> Professional Development
What?	Summer 2025: Lit PLC Team creates explicit writing lessons and activities to supplement CKLA content
How?	August Professional Development Ongoing Coaching and Lit PLCs

# Expanding Reading Intervention

- Continue early literacy team
- Expand the instructional coach's role to include 40% of their time providing small group instruction
  - Targeted reading intervention by trained staff at every site
- Developing a plan to align reading intervention in middle school RTI





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# Considerations

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In order to improve academic outcomes, we must continue to follow a whole child approach:

- Ensure regular school attendance - decrease chronic absenteeism
- Provide social emotional support - curriculum and counseling
- Provide behavior support - alternatives to suspension
- Support families to make sure their basic needs are met
- Provide safe and inclusive learning environments
- Expand learning through after-school programs

# Questions?