



ELA Curriculum Review

Reviewing ELA Across The District



Presenting

Representatives

Alignment to
Science of Reading

Mrs. Trici Broderick-District
Reading Coach

Research Design

Mrs. Courtney Schuh-5th Grade
Wilson

Mental Model

Mr. Chris Zappia-5th Grade
Teacher Covert

Findings &
Reccomendations

Mrs. Jen Pascarella-Principal
Watson Elementary School

Visioning

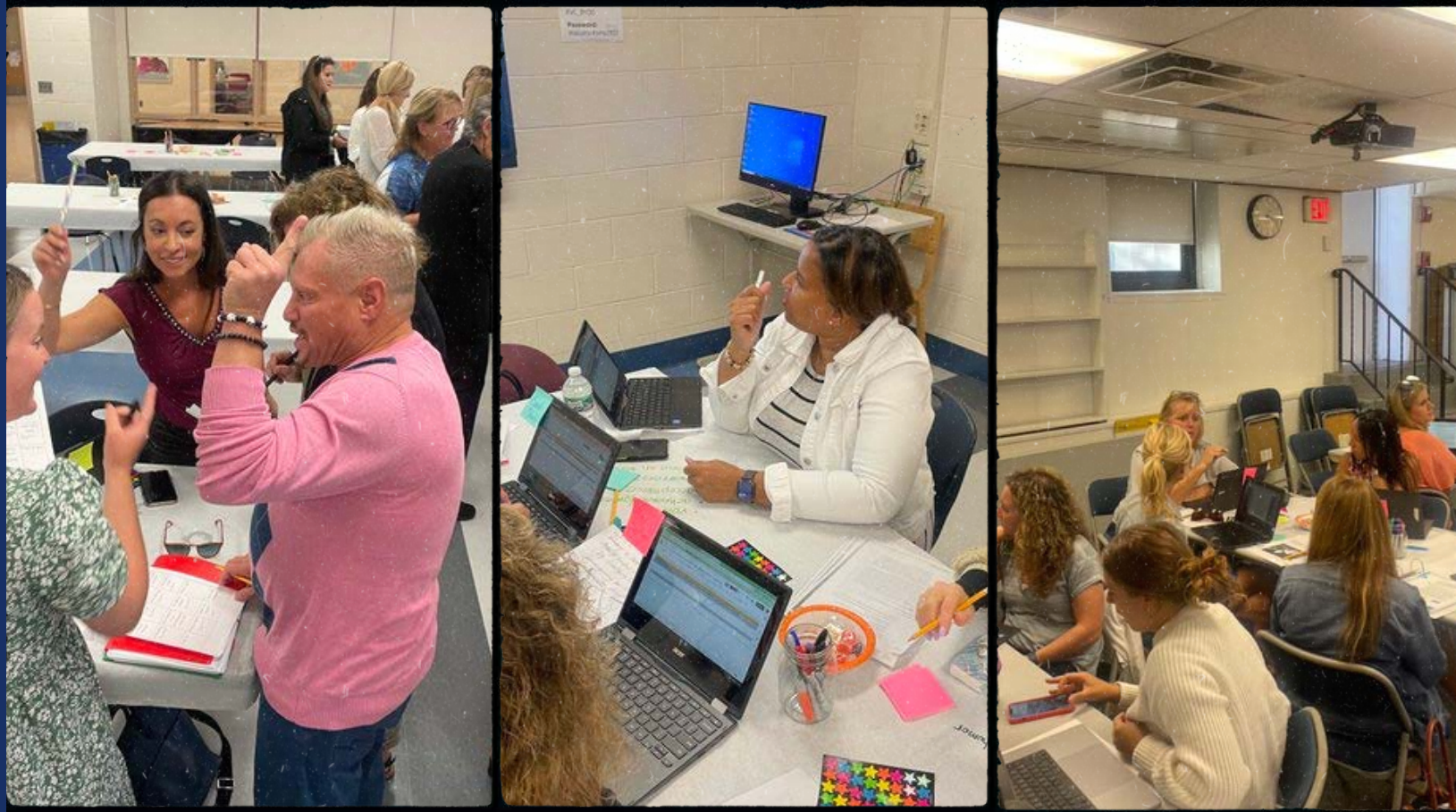
Mrs. Liz Nisler-SSHS Assistant
Principal

Sub Committee
Work

Mr. Chris Zappia-5th Grade Covert
Mr. Keith Eckert-5th Grade Riverside
Mrs. Melissa Rice-5th Grade Watson
Mrs. Margie Mosher-Reading Teacher Watson
Mrs. Chrissy Lyons-Reading Teacher Riverside

BOE Goal

To establish a five-year curriculum review cycle for all district curriculum areas.



3

The review will be a collaborative process

- All Schools
- Teacher Teams
- Stakeholders

2

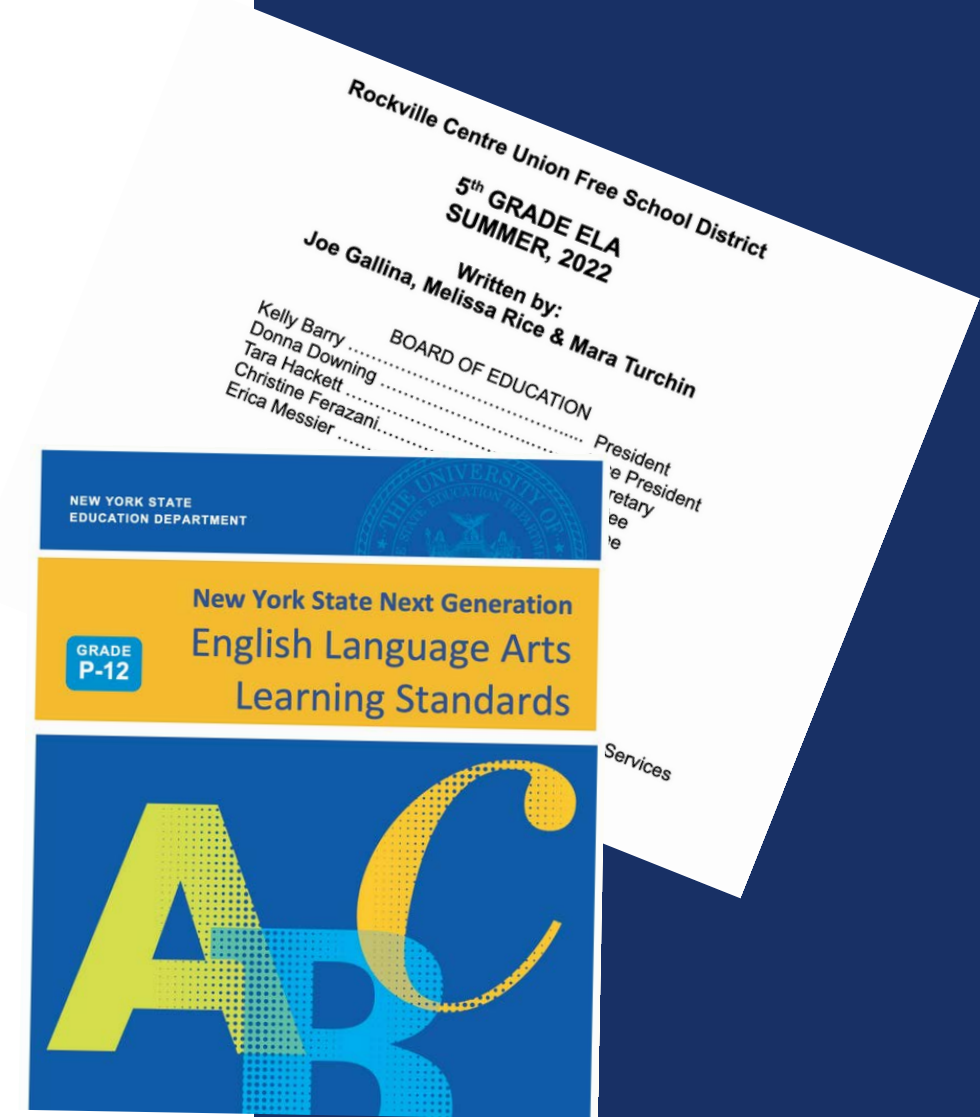
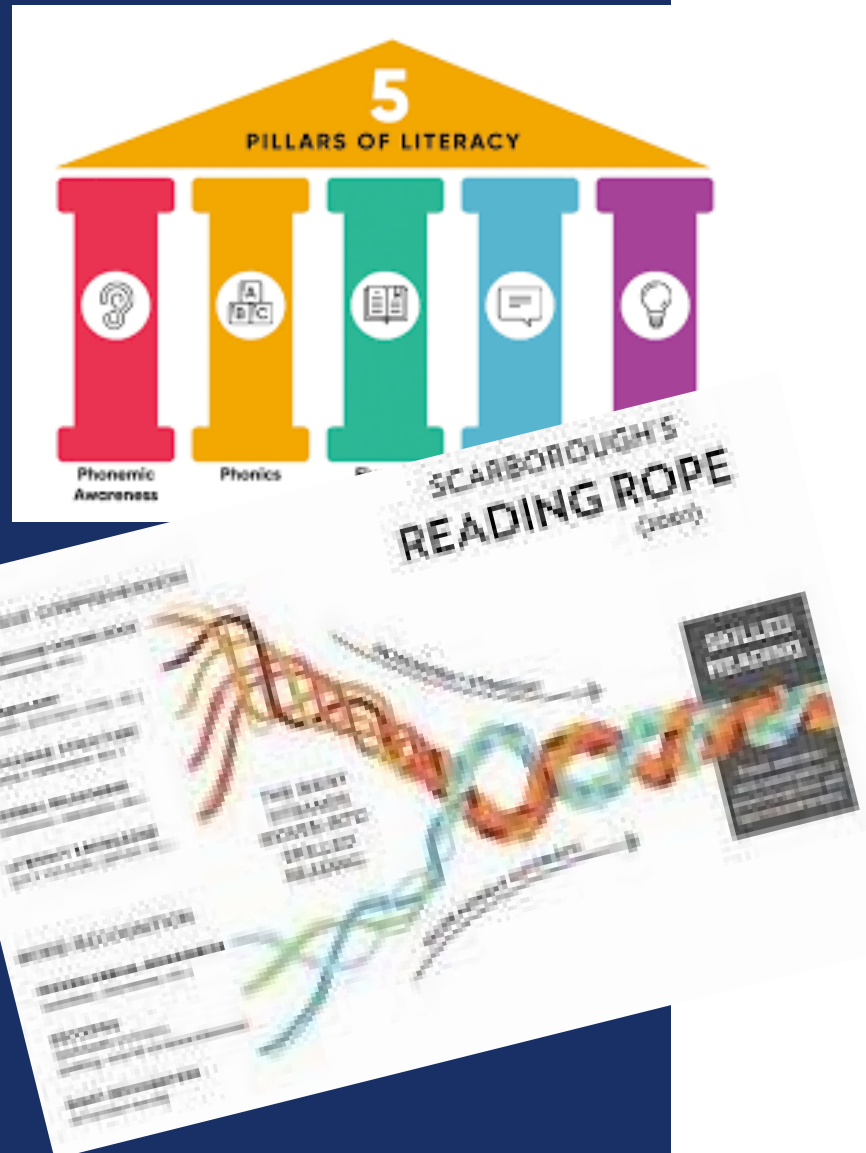
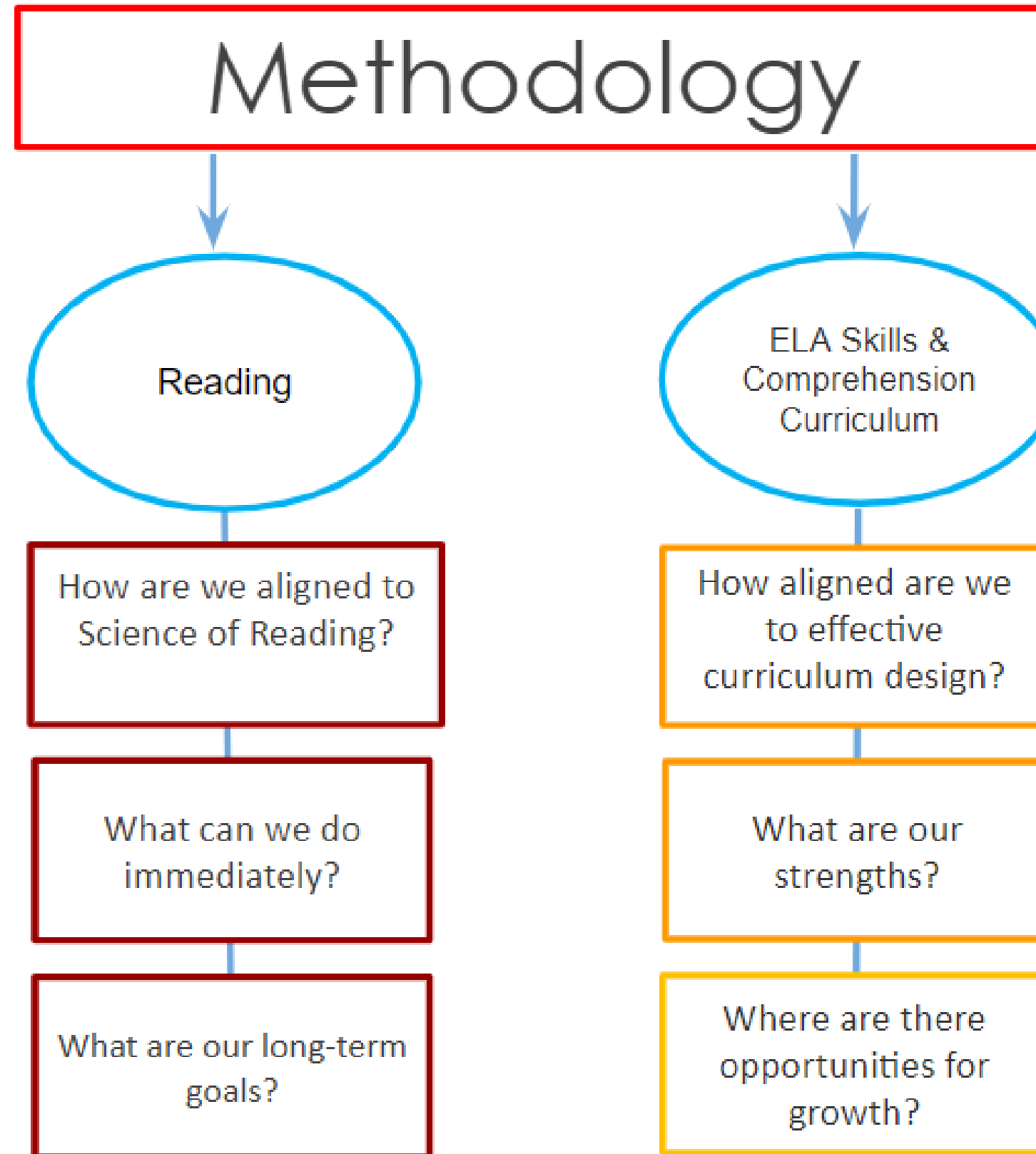
One full year will be designated as a spotlight year for each of the four major subjects

- English Language Arts

1

Each of the four major subject areas will be reviewed every 5 years

Comprehensive & Balanced Approach



Timeline of Review

A Team-Based Approach

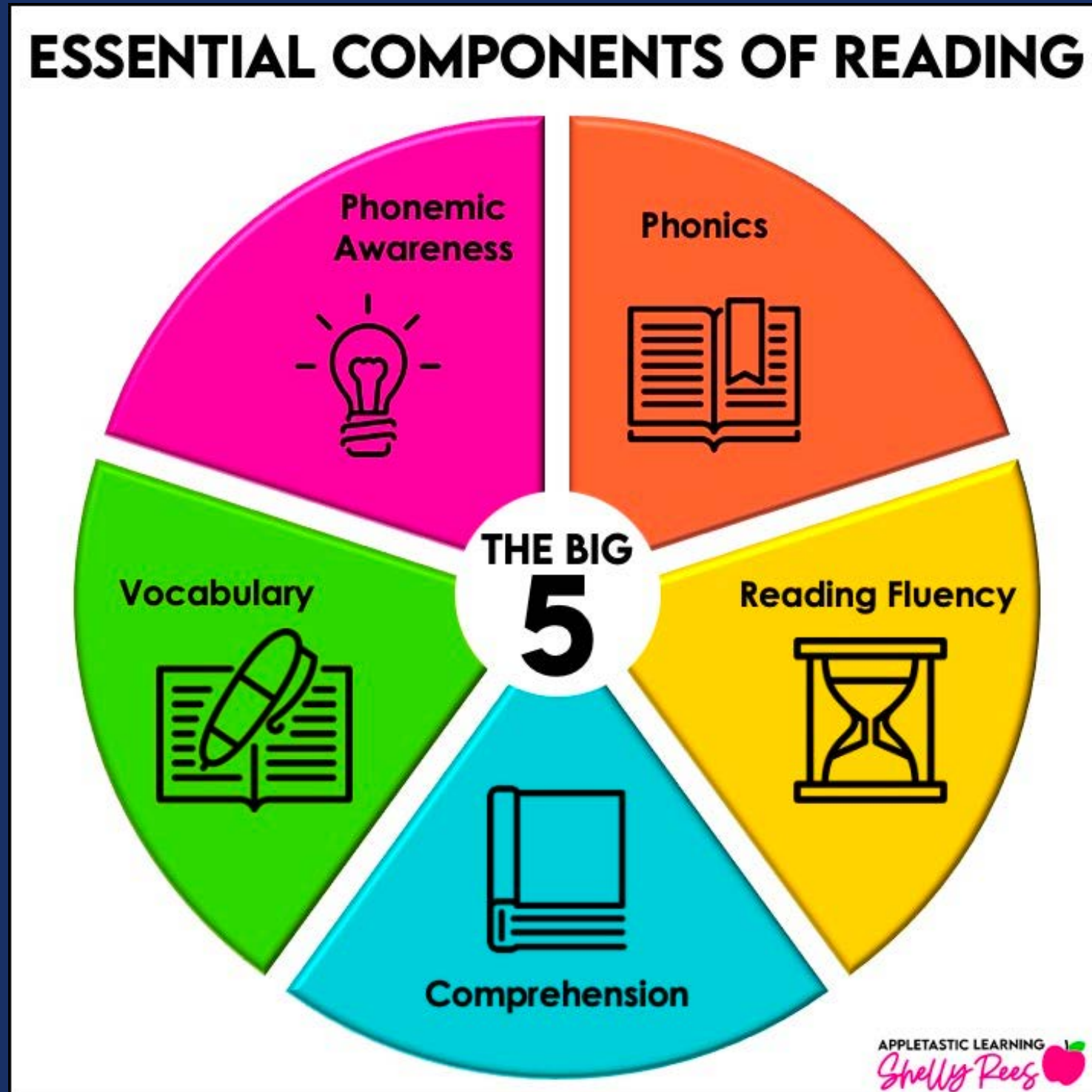


*Classroom observations, walkthroughs, discussions, workshops, and research

Superintendent's Conference Day
How are we aligned?

Immediate Action

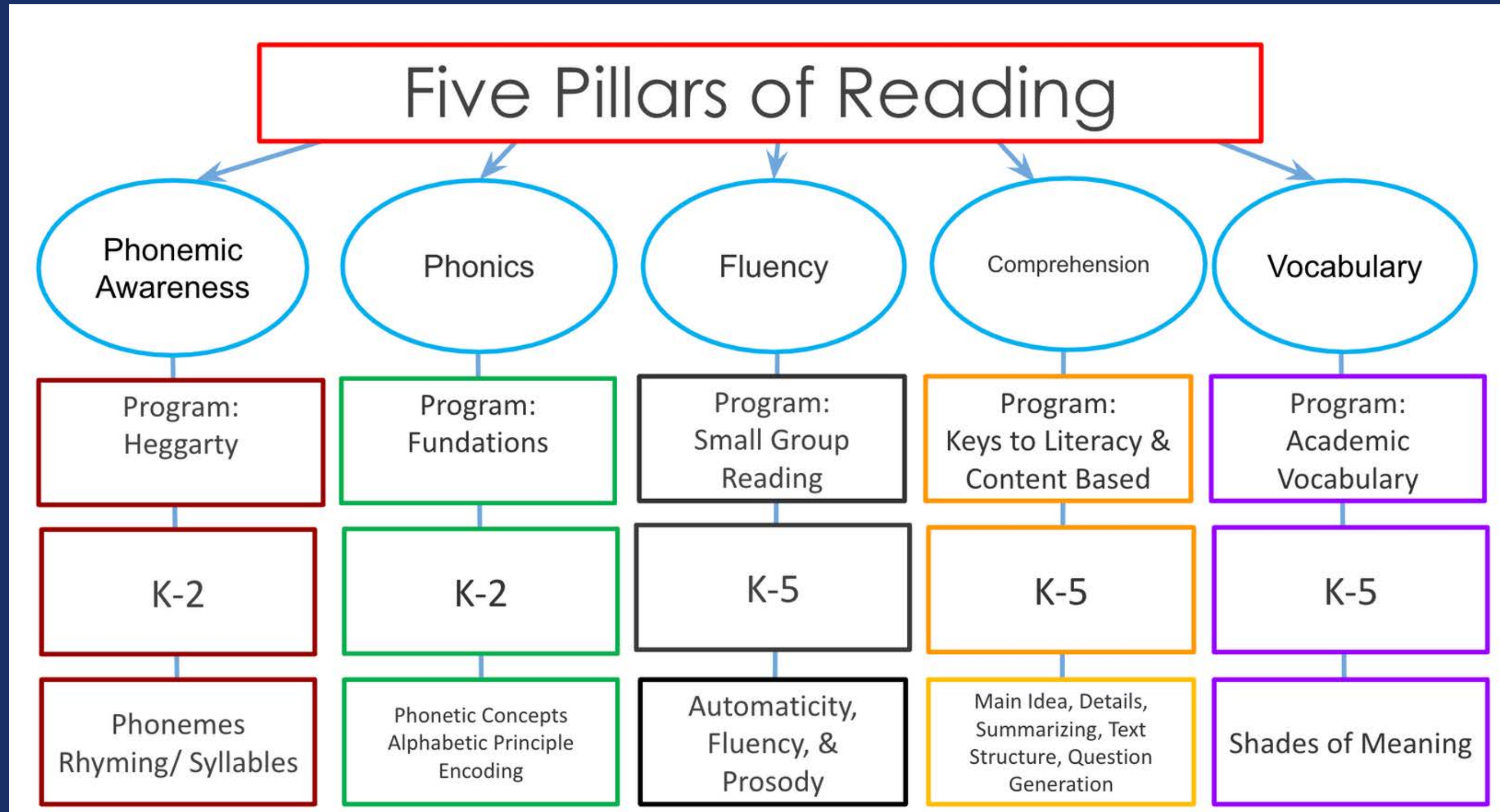
K-5 Alignment to SOR



Superintendent's Conference Day
How are we aligned?

Immediate Action

K-5 Alignment to SOR

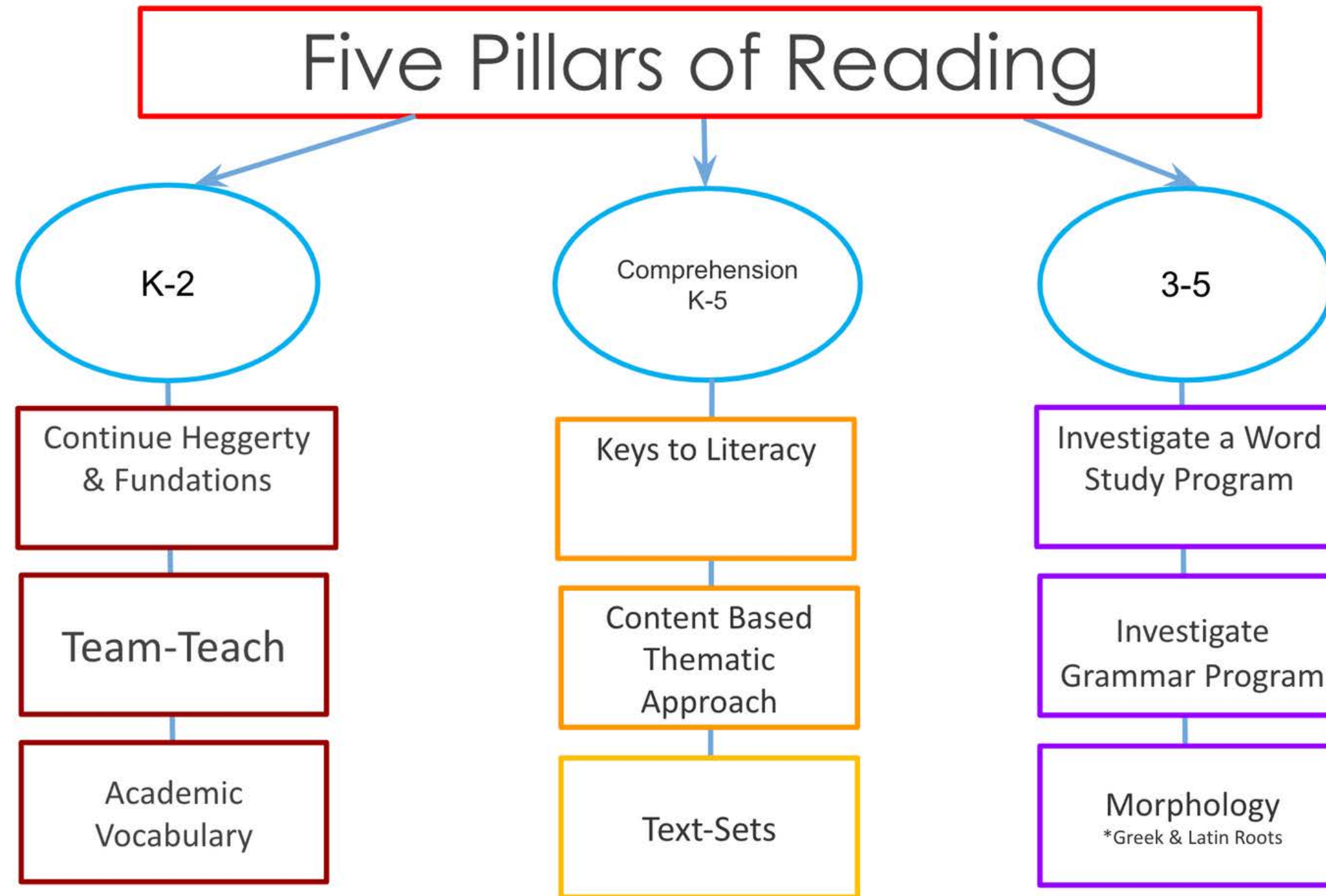


Writing from Reading

Year Long Study:
Where can we grow?

Recommendations

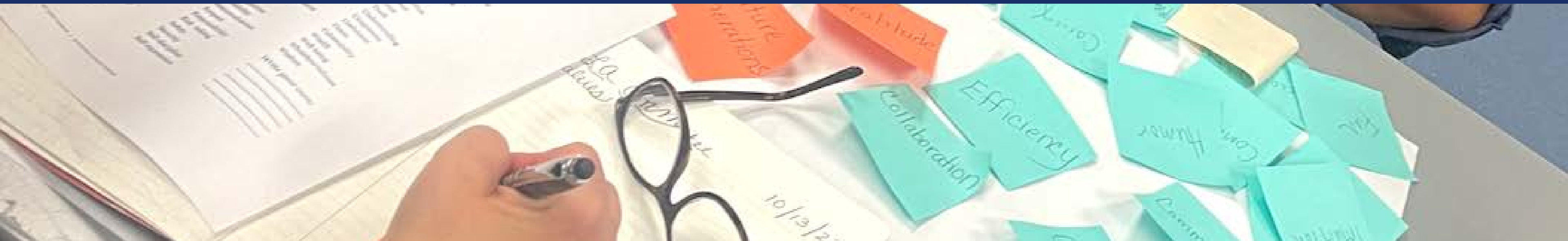
Research Driven



Training, Coaching, and Articulation

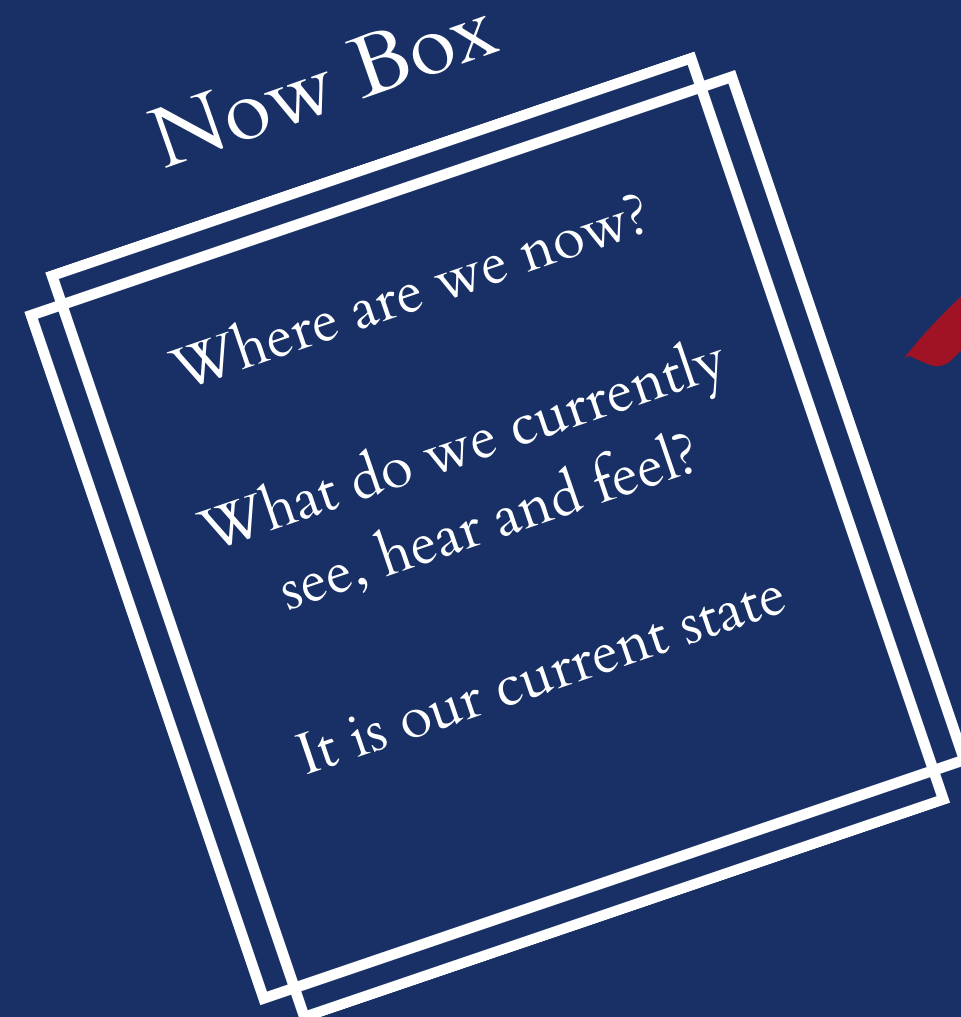
ELA Review Committee

A Team-Based Approach



Game Board of Change

Mental Model or Mind map
Utilized by Highly Successful Organizations



“To what extent does our K-12 ELA curriculum align with our values, mission, and vision for our learners?”

“To what extent does our K-12 ELA curriculum align with the components of an effective curriculum?”

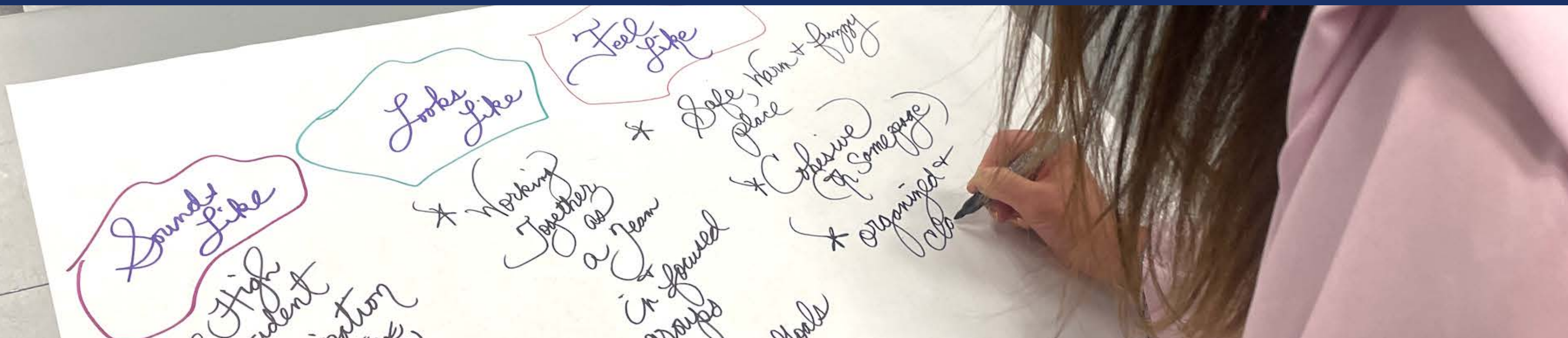
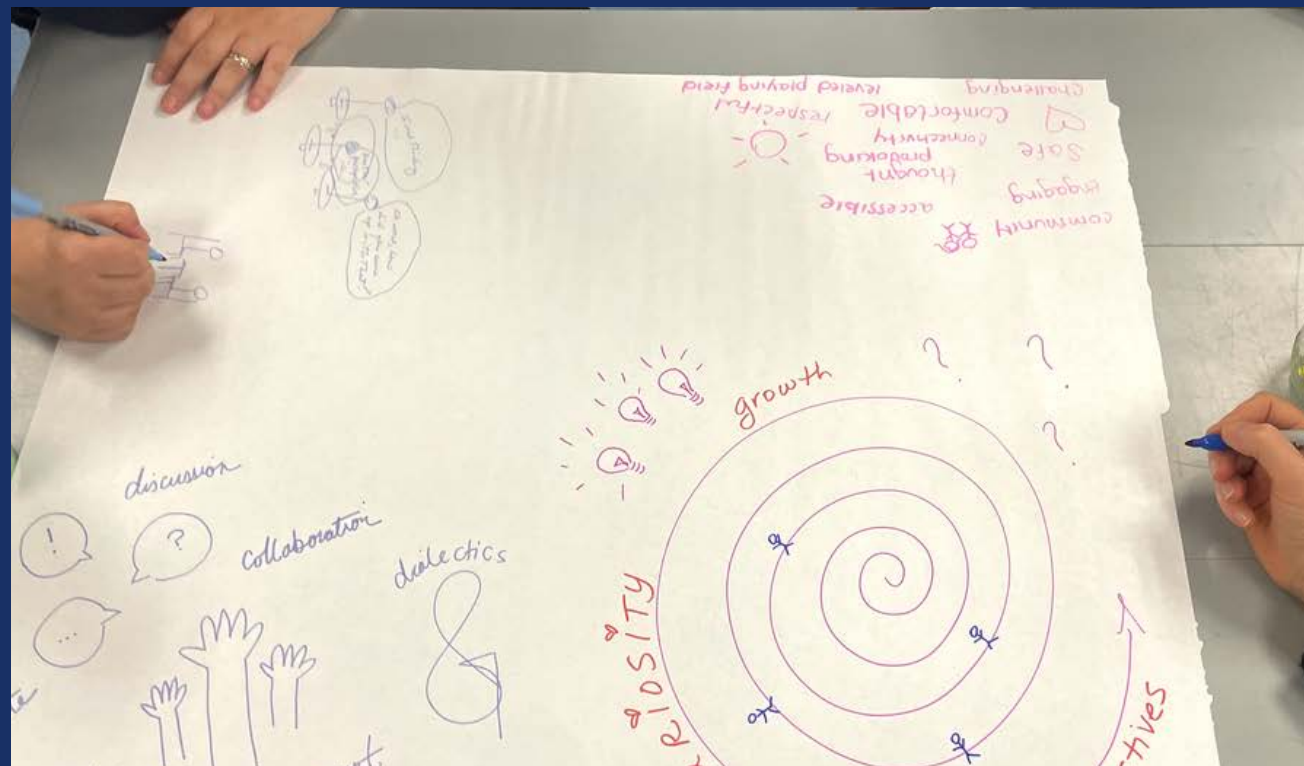
“To what extent are we vertically and horizontally aligned?”

Visioning

Making it Real
What is our common ideal?

Theory into Practice: Step 1a

Administrators, Teachers, Curriculum Committee,
PTA Curriculum Committee



Visioning
Making it Real
Where do we want to be?

Theory into Practice: Step 1b

Administrators, Teachers, Curriculum Committee,
PTA Curriculum Committee



Visualize

Thinking About the End in Mind

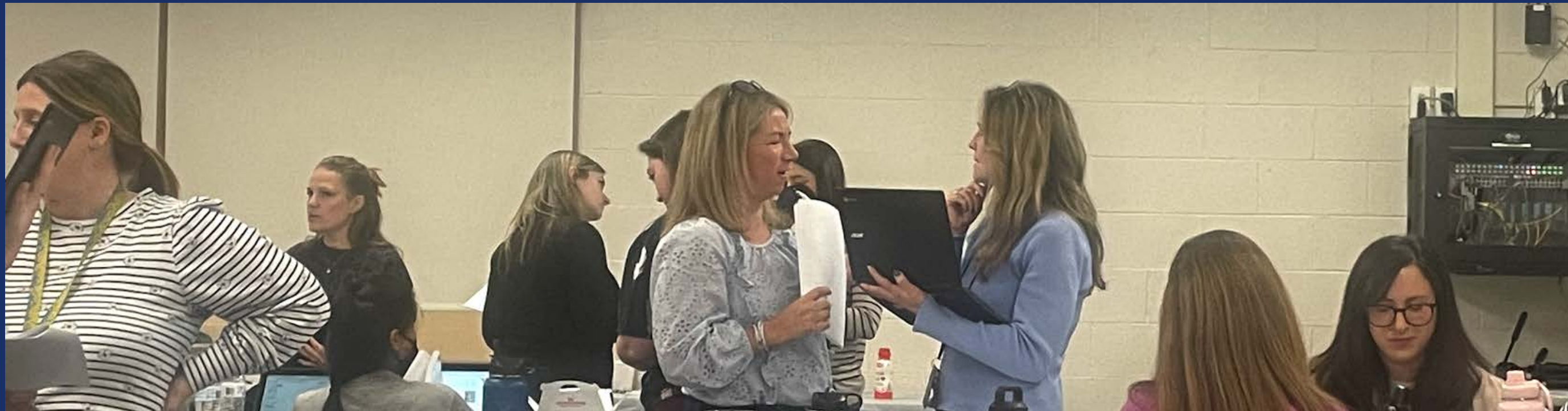


The mission of the Rockville Centre School District is to educate our students to become **independent problem solvers**. It is our goal to **empower** each student to **meet the challenges** of tomorrow's emerging world. The District will provide a safe, nurturing environment in which **individual and civic responsibility** is fostered, **diversity is respected** and all students are **enabled to realize their full potential**.

Reflecting
The Now Box
Where are we now?

Theory into Practice: Step 2

Administrators, Teachers, Curriculum Committee



Questions?

What writing opportunities and assessments being used? - benchmarks ^{developmentally app.} to inform instructional/ logical progression of learning?

Are there rubrics and progressions?

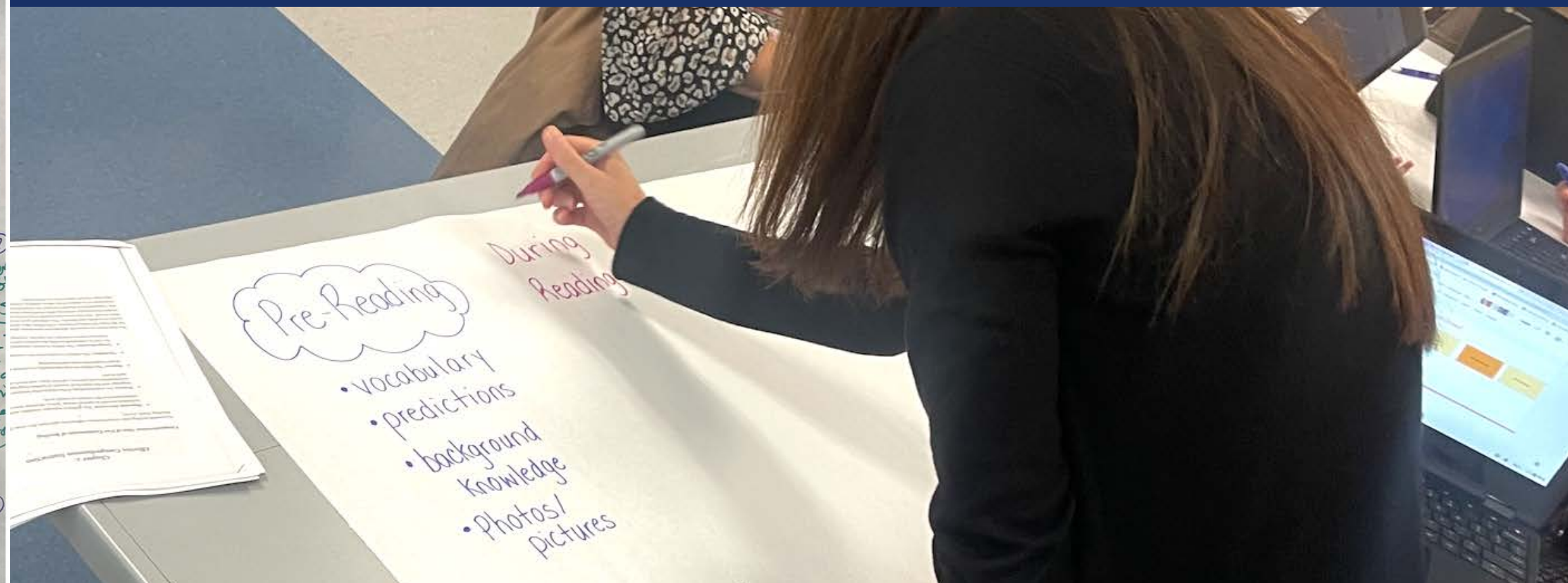
How do we incorporate a common language to streamline systems? (K-12)

How do we ensure every student has been exposed to the same level of instruction, curriculum (topics) across the the district?

⑤ How do we define logical progression of learning?

⑥ Are students experiencing similar patterns in teaching, reading, etc....

⑦ How can the values/ ideas of my be scaled or utilized to support our evaluation and model?



Curricular Analysis
 Force Field Analysis
 To What Extent are We Aligned?



A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

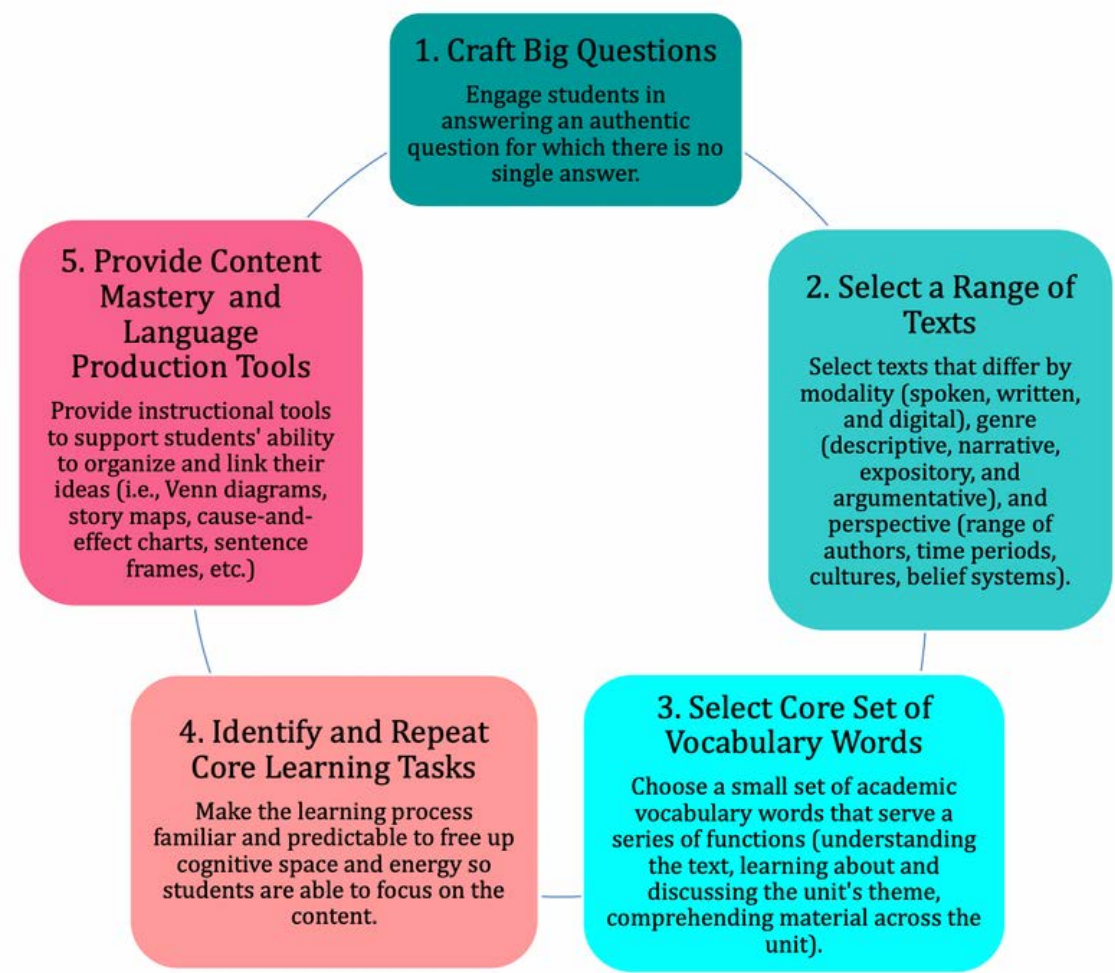
2019



Theory into Practice: Step 3
 Curriculum Committee

Key Components of Instructional Units

Figure 2, from [Brief 7: Spotlight on Instructional Units of Study](#), highlights the importance of organizing lessons within a knowledge-building cycle and provides several key components of an instructional unit. As you develop or review curricular resources, ensure these key components are present.



Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none"> • think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers:</p> <ul style="list-style-type: none"> • think, read, speak, and listen to support writing • write often and widely in a variety of formats, using print and digital resources and tools • write for multiple purposes, including for learning and pleasure • persevere through challenging writing tasks • enrich personal language, background knowledge, and vocabulary through writing and communicating with others • experiment and play with language • analyze mentor texts to enhance writing • strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Curricular Analysis
 To What Extent Are We Aligned?

Unit, Standards & Assessment Summary, Indicators Alignment Analysis for each unit of study in your English Language Arts curriculum.

Rationale

Think about why you are teaching this unit. How does the unit prepare our students to become lifelong readers, writers, learners, and thinkers?

Standards & Assessment Summary

Which Next Generation ELA Standards are taught through this unit? How are they assessed?

	Standards	Assessment
Reading Standard(s)		
Writing Standard(s)		
Speaking & Listening Standard(s)		
Language Standard(s)		

Note: **Standards are in separate rows for planning purposes; however, standards are likely to be integrated throughout the unit. While all standards will be addressed throughout the year, not all standards will be present in one unit.**

Core Elements • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Lessons are developed within an instructional cycle , focusing on a multifaceted topic and including a clear purpose and progression for students.		
Includes inquiry, critical thinking, and/or problem solving.		
Includes opportunities to practice reading, writing, listening, and speaking for multiple purposes (including learning and pleasure) with authentic texts/audiences and real-world contexts.		
Includes opportunities for written, spoken, visual, and/or digital responses, affording time for skills practice in the use of current, digital media .		
Utilizes a variety of assessments, including pre-, self-, formative, and summative. Multiple assessment formats are utilized, including observation and peer/teacher feedback.		

Supporting All Students • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Classroom and instructional practices are research-based, developmentally appropriate, inclusive, and capitalize on linguistic and cultural diversity.		
Classroom and instructional practices are flexible, use scaffolds when appropriate, and promote equal opportunities to learn for all students.		
Technology is used to personalize learning and empower students to take responsibility for their own learning.		
Adequate time and multiple opportunities are provided for students' mastery of learning processes.		
Planned learning environment supports quality interactions and collaboration through flexible grouping and work spaces; encourages utilization of peers as language resources when speaking, reading, and writing.		

Curricular Analysis
 To What Extent Are We Aligned?

Academic Vocabulary • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple formats, methods, and opportunities are utilized to deepen language skills, background knowledge, and academic vocabulary.		
Target words (academic vocabulary) and word-learning strategies are taught to aid in and communicate students' understanding of concepts and text.		
Differences between the conventions of academic English and features of informal written communication, speech, and electronic communication are emphasized.		

Engaging, Content-Rich Texts • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple, content-rich , high-interest , grade-level, accessible texts are utilized.		
Texts feature essential knowledge that students need to answer a 'big' question or idea that guides the unit.		
Text selection process considers culturally responsive and relevant texts; texts are available in students' home languages when available and appropriate.		
Texts represent a variety of formats (e.g., printed material, speech, graphics, visual art, digital representations, video, and/or other visual and audio depictions of ideas, concepts, and experiences).		

Building Written Language • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Writing tasks are appropriately challenging and include a variety of formats.		
Writing is used as a method for consolidating thinking before and after reading (e.g., summarizing or responding by sharing opinions).		
Time is afforded to plan, revise, edit, rewrite, or try a new approach while writing. Writing models/examples are created with and/or analyzed by students.		
An extended written piece is produced to demonstrate understanding of content and language.		
Opportunities to use oral language and discussion to facilitate the writing process are built into the unit.		
Target words , previously taught words, instruction in grammar/mechanics, language structures, and/or strategies for academic language are included in unit.		

Classroom Discussion • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Classroom discussion is used to support reading, writing, and build conversational and academic language.		
Target words and other academic language are utilized during peer-peer and teacher-peer discussion; students are encouraged to experiment with language.		
Unit includes frequent use of discussion formats (small group, jigsaw, etc.) and opportunities to make connections (to self, other texts, ideas, cultures, eras, etc.).		

Research Design
Procedure for Evaluation

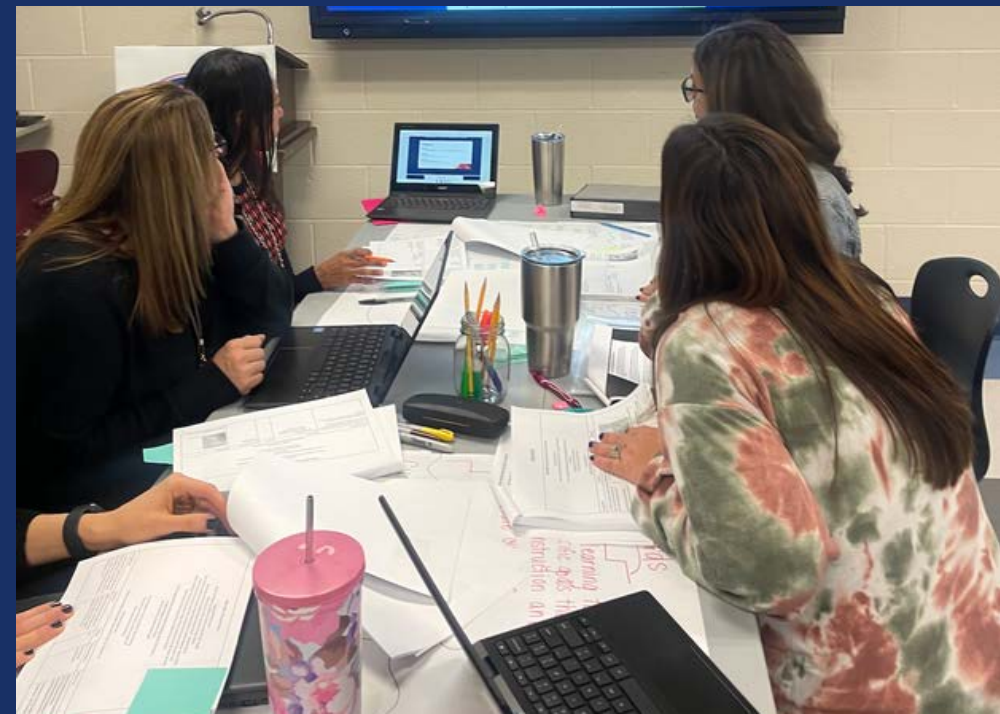
Theory into Practice: Step 3

Curriculum Committee

7 Expert Groups
Representing the Core Indicators

Analyzed
2 Elementary
1 Middle School
2 High School

Recorded
Captured Evidence
Identified Alignment
Asked Questions



Pathways 4
~ Building Written Language ~

① Evidence

• note taking	• annotating	• models
• graphic organizers	• checklists	• guided instruction
• sentence starters	• pair, share	• step by step ✓++
• reteach	• differentiation 😊	

② Alignment Scale ✓ + prevalent Agreed!

③ Recommendations

visuals?
Keep doing what you're doing.
Yes! Fabulous Work!

Is there a bank of graphic organizers, sentence starters?

We liked the structure. Day to Day Plan. Go cycles.

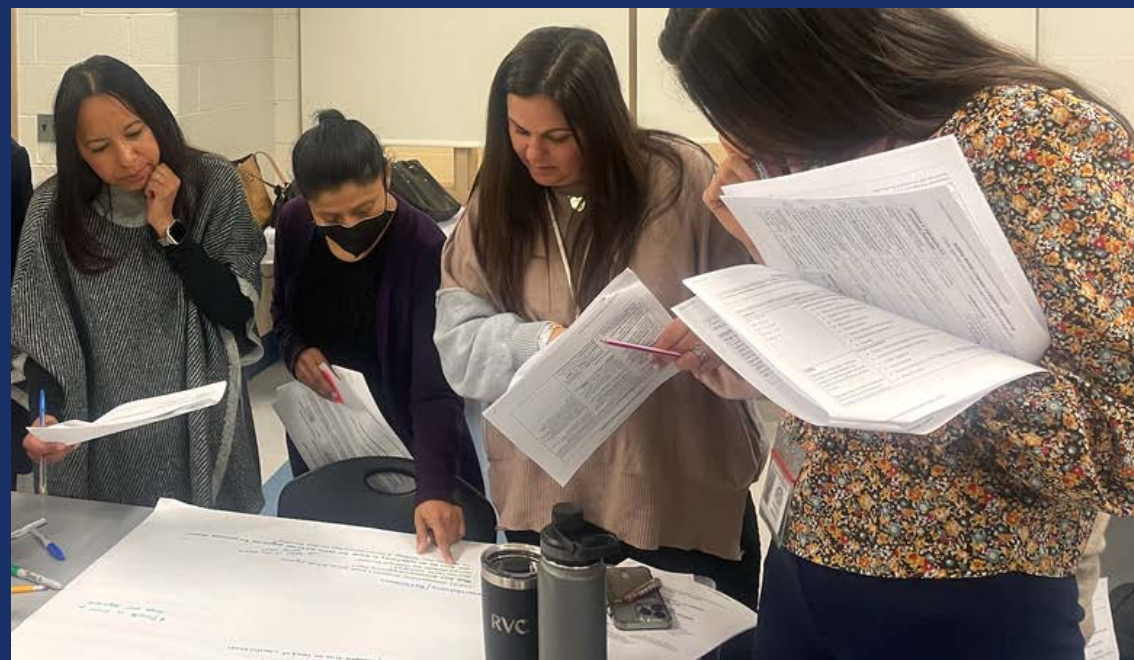
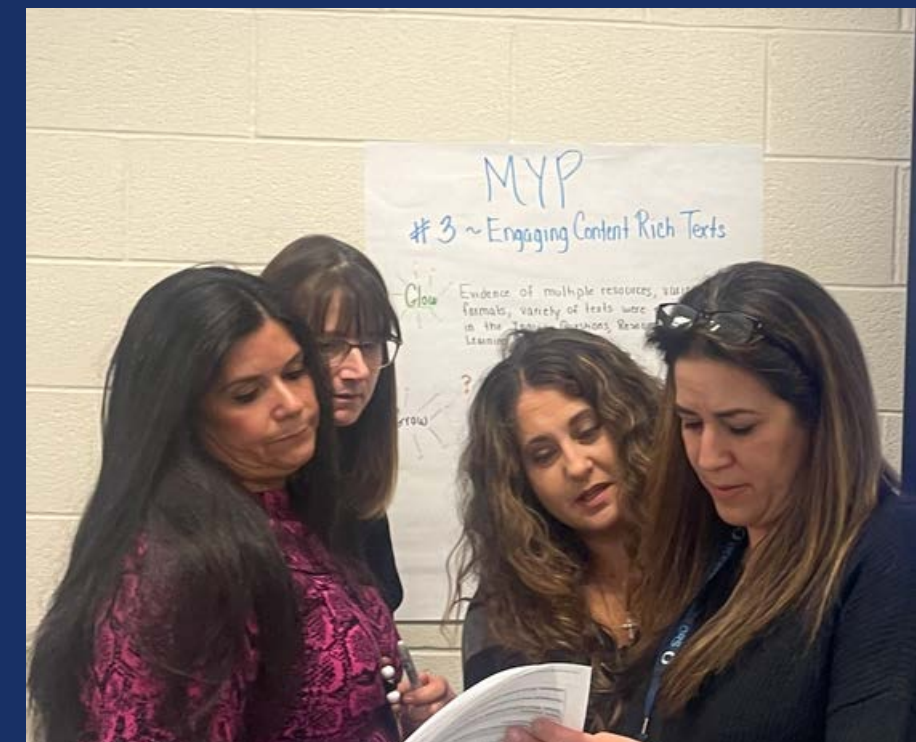
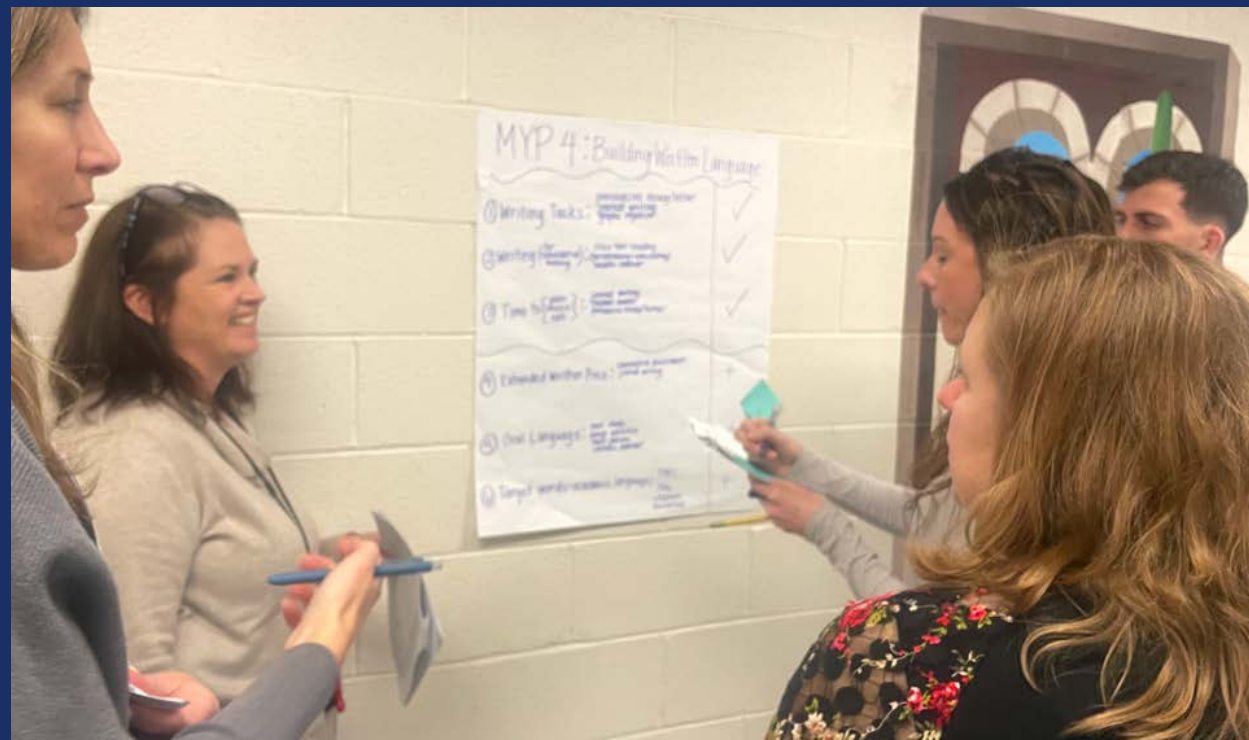
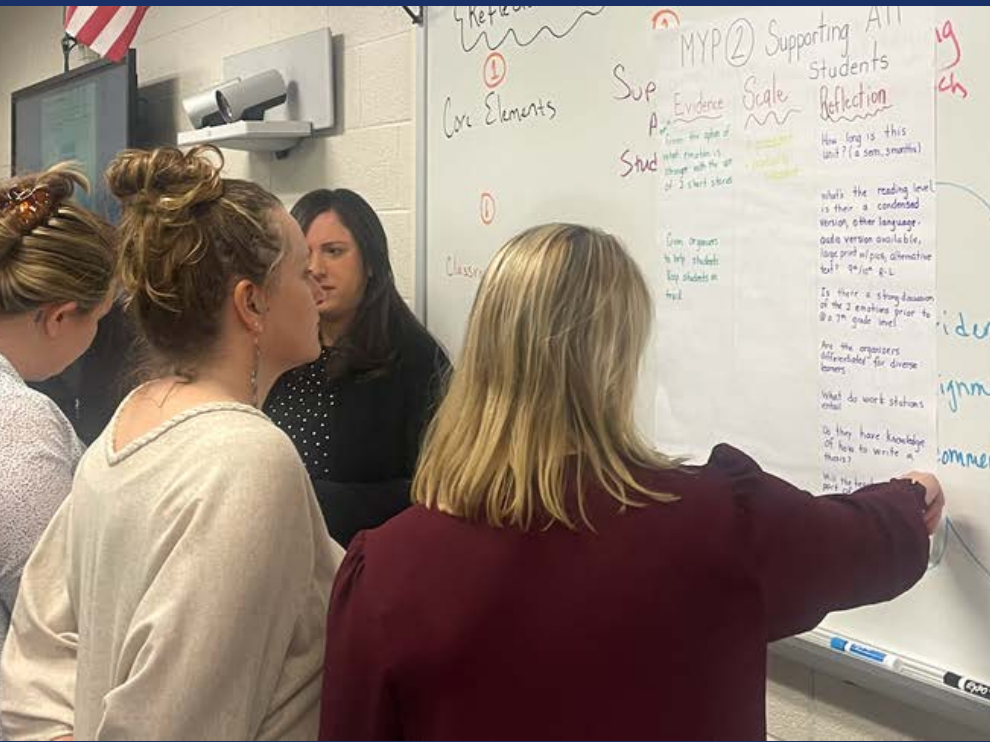
Research Design

Procedure for Evaluation

Chalk Talk
Every Voice

Ask/Answer Questions
Listening
Digging Deeper

Discussions
Clarifications
Justifications
Reccomendations



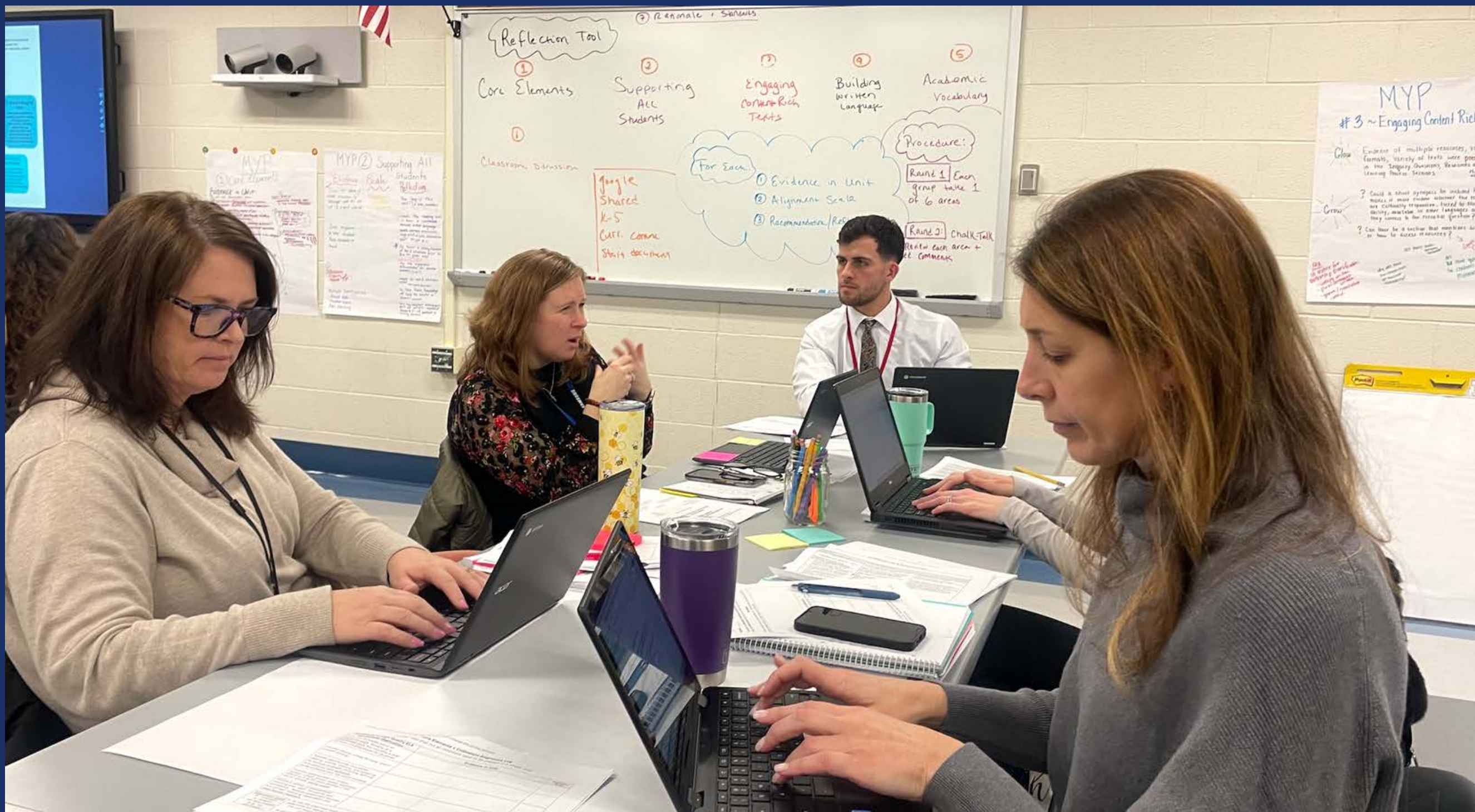
Step 3
Curriculum Committee

Research Design
Procedure for Evaluation

Theory into Practice: Step 3

Curriculum Committee

REFLECTION → *REFLECTION* → *REFLECTION*



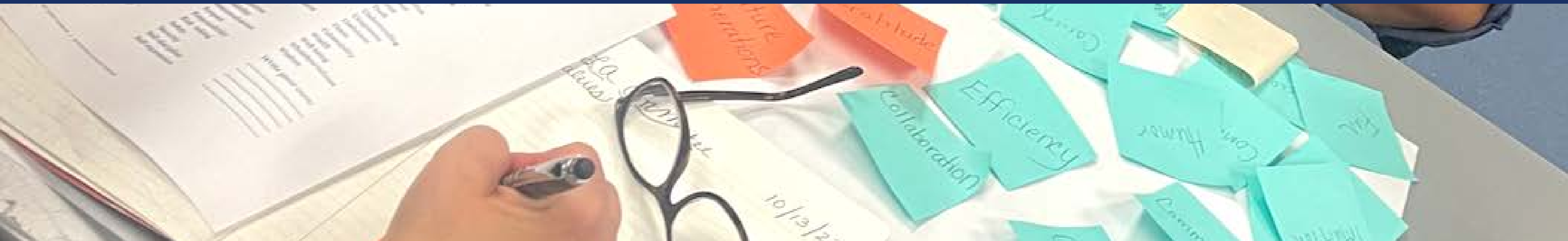
ELA Review Committee

Research Questions

“To what extent does our K-12 ELA curriculum align with our values, mission, and vision for our learners?”

“To what extent does our K-12 ELA curriculum align with the components of an effective curriculum?”

“To what extent are we vertically and horizontally aligned?”



Findings & Recommendations

Curriculum Committee

RVC Curriculum

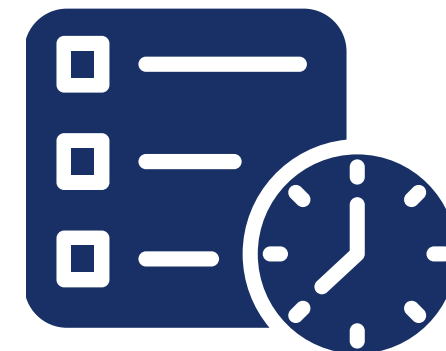
- Indicators from NYS Guide for Aligning Local Curriculum are present K-12
- Grounded in Next Generation English Language Arts (ELA) Learning Standards
- Includes best practices in English Language Arts instruction
- Consensus on Quality Curriculum
- Consensus on Alignment K-12



Tier 1

Accessible

Standards Based
 Scope & Sequence
 Embedded Scaffolds
 Stretch & Support



Assessments

Varied

Performance Based
 Diagnostic
 Formative
 Summative
 Portfolio



Relevance

Student Centered
 Transfer
 Enduring Issue
 Essential Question
 Thematic
 Content-Rich Texts
 Varied Texts



Findings & Recommendations

Curriculum Committee

"**Correlation** of curriculum development between high school and elementary school. Many of us were pleasantly surprised to realize that **successful indicators could be implemented across grades.**"

"District would **benefit from a shared template & common language.**"

"I feel proud of my colleagues and am starting to see the **direct overlap** in how viewing curriculum other than our own **can inform our understanding** and **trigger reflection** on our works and areas of improvement. "

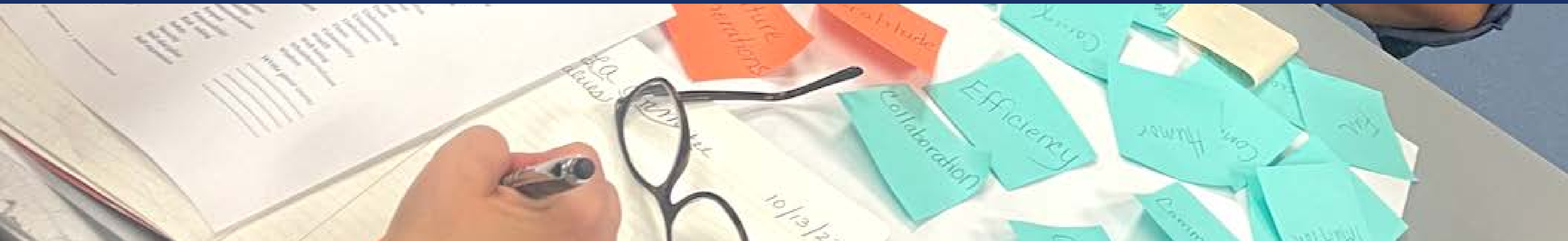
"**Time spent reviewing curriculum** and **speaking with the writers** helps with our understanding of the intention of the unit."

"The importance of making the implicit explicit"

ELA Subcommittees

Grades: 4, 5, & 11

"What would it look like if we were to take the best of our units, the toolkit, and the checklist for designing effective units of study?"



Backward Design

Understanding By Design: Wiggins & McTighe

1

Determine Outcomes

What are the transfer goals?

What do we want each child to know and be able to do by the end of the unit?

2

Determine Acceptable Evidence

How will I know a child reached the desired results?

What will I accept as evidence of student understanding and proficiency?

3

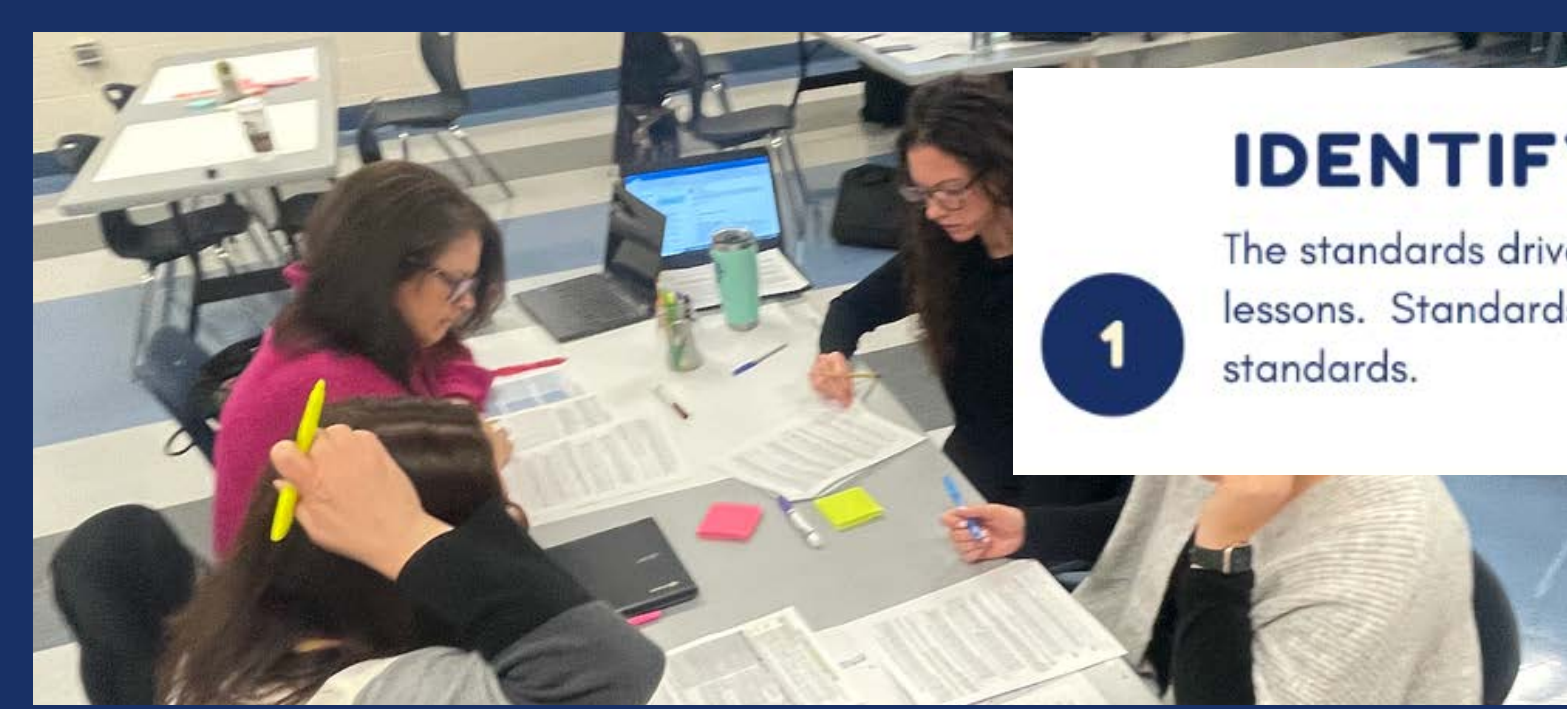
Plan for Learning Experiences

What activities will equip students with the needed knowledge and skills?

What will need to be taught and coached, and how should it best be taught, in light of performance goals?

What materials and resources are best suited to accomplish these goals?

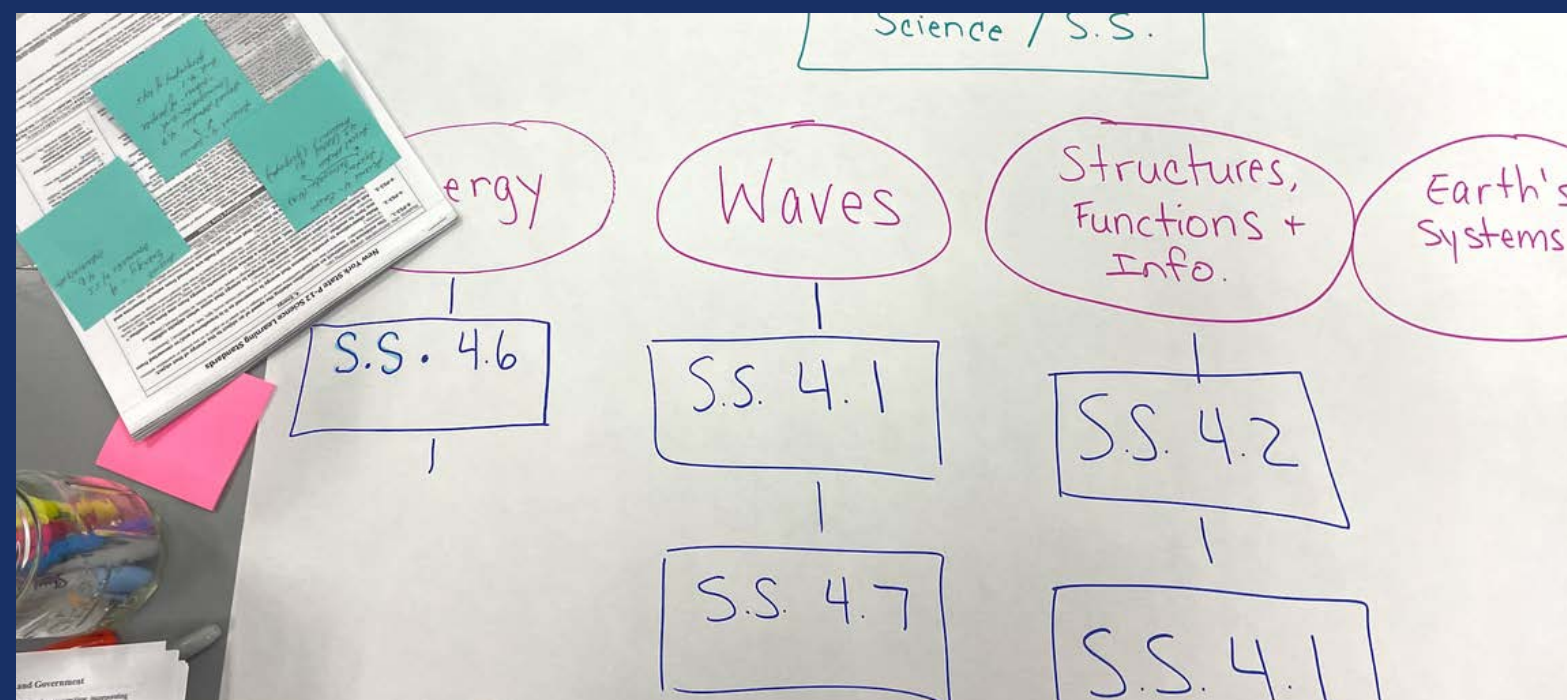
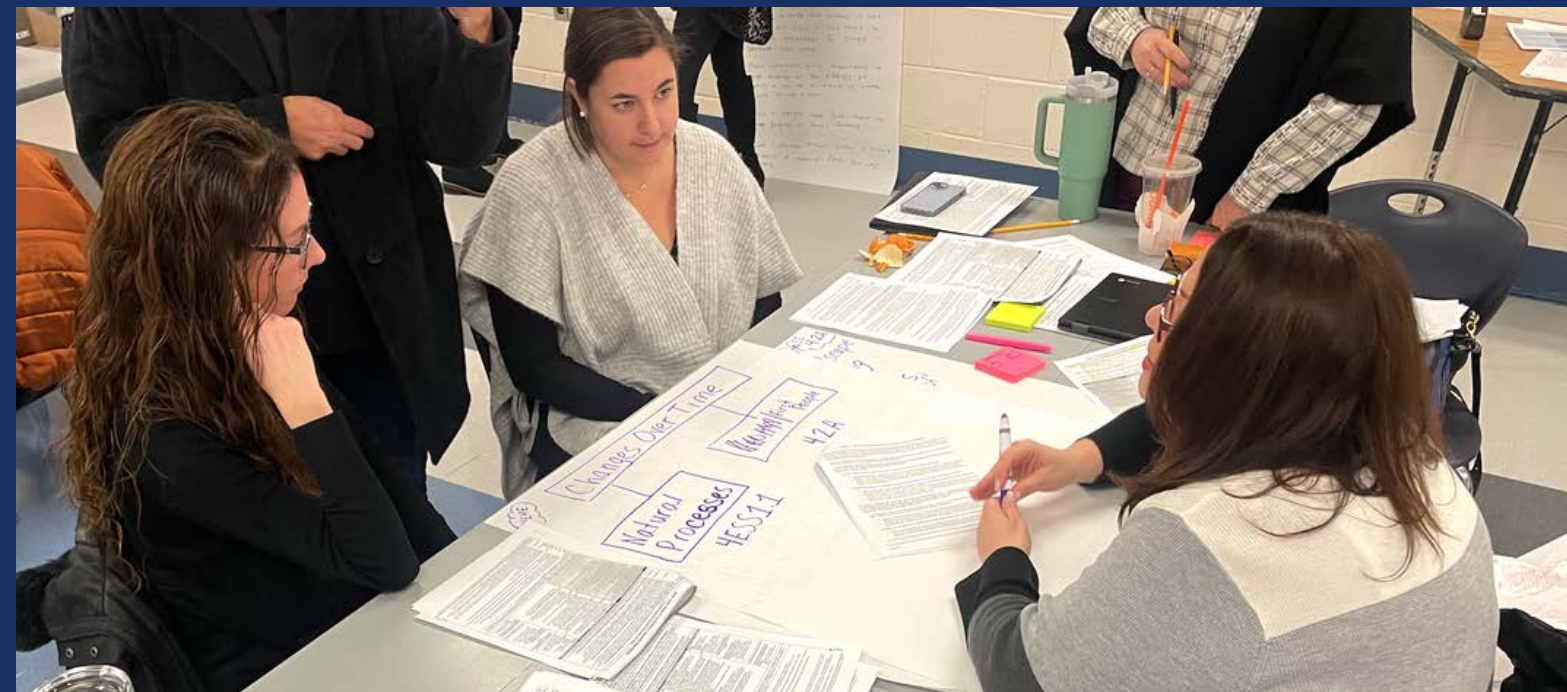
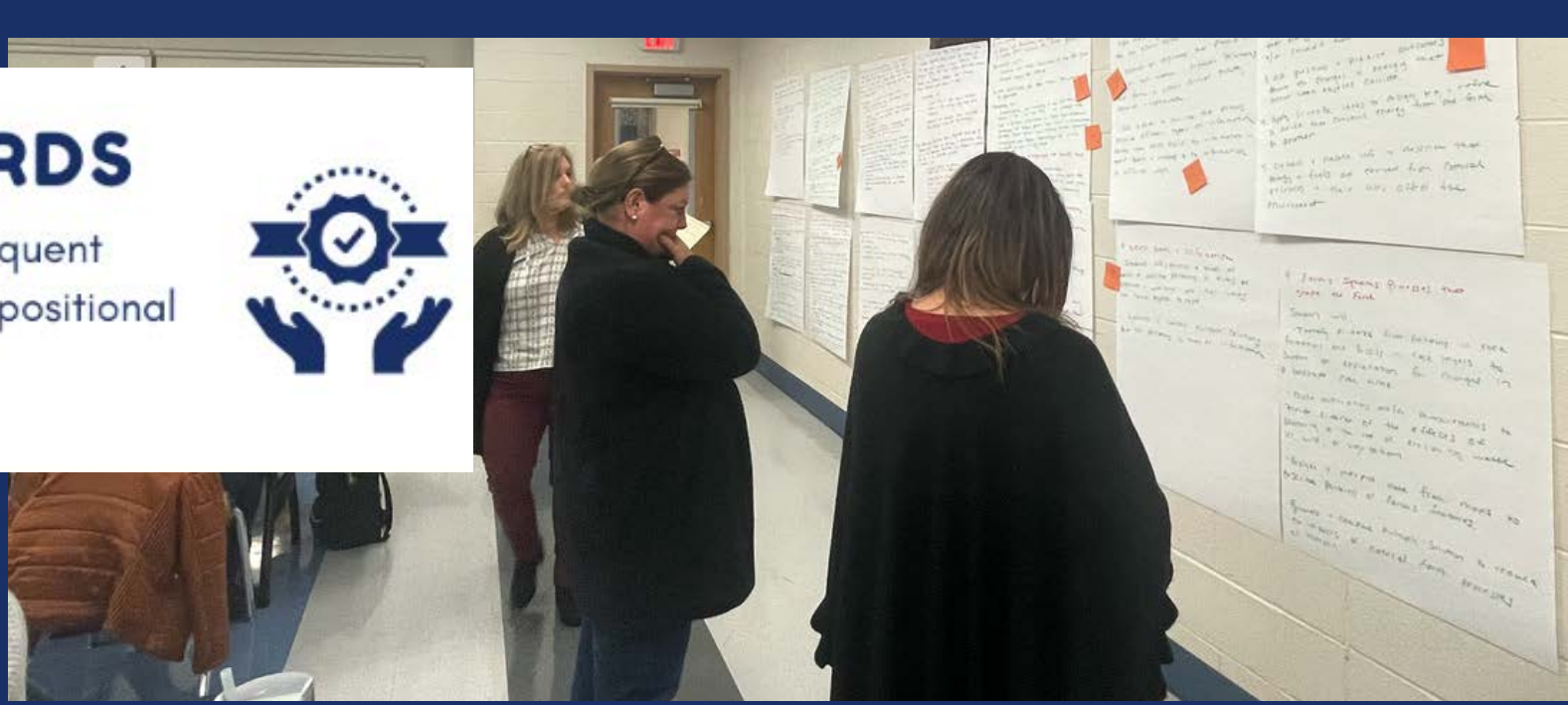
“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and so that the steps you take are always in the right direction.”-Covey



IDENTIFY THE STANDARDS

1

The standards drive the design of the unit and subsequent lessons. Standards include content, process and dispositional standards.



Defining Power!

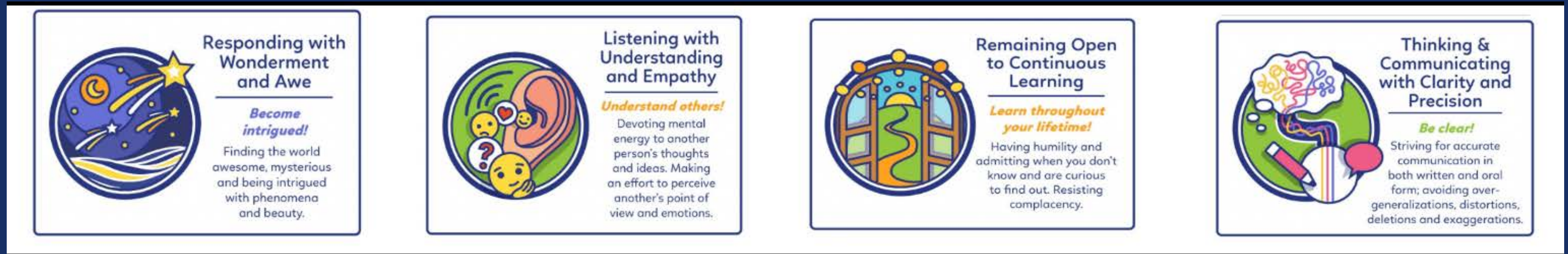
Connections & Interactions

Who do you choose to be and where is your place in the world?

To what extent does where we live affect how we live?	Why are interactions complicated?	How do we make sense of the world?	What defines power?	What is your superpower?
Individual & Group Development	Encounters & experiences and our view of the world	Identifying patterns around us	Systems & Power	Your Power
SS: 5.1 & 5.4a EARLY PEOPLES OF THE AMERICAS: 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: 5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.	SS: 5.3 & 5.4a EUROPEAN EXPLORATION AND ITS EFFECTS: 5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.	SS: 5.4b,c & 5.5 5.4b The Western Hemisphere can be divided into regions. America's proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.	SS: 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.	SS: 5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.
Science: Watery Planet Unit	Science: Web of Life Structure and Properties of Matter	Science: Spaceship Earth	Science: Spaceship Earth	Science: Chemical Magic Earth

Transfer Goals

Habits of Mind



When we draw upon intellectual resources, the results that are produced are more powerful, of higher quality, and of greater significance than if we fail to use those intellectual behaviors.

By Art Costa, Bena Kallick, and Allison Zmuda

There is a growing recognition that mastering subject-area knowledge alone will not be sufficient to prepare students for their futures. Students will need deliberate practice and focused attention to grow their capacity as efficacious thinkers to navigate and thrive in the face of unprecedented change. Habits of Mind are a universal framework for thinking and are as essential now as when we first introduced them 30 years ago. **Habits of Mind are dispositions people use when confronted with problems and situations to which the answers are not immediately apparent.** When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and of greater significance than if we fail to employ those intellectual behaviors.

FRAME THE UNIT

2

Establish a compelling organizing center based on enduring themes, concepts, problems, or phenomena that allow for integration of content areas providing relevance.



CRAFT ESSENTIAL QUESTION

3

The EQ communicates the organizing center to the students and drives the entire unit. Subsequent guiding questions are crafted to connect lessons to the content and EQ.



INDIVIDUAL & GROUP DEVELOPMENT THE CONNECTION BETWEEN PEOPLE & THEIR ENVIRONMENT

To what extent does where we live affect how we live?

Students will consider the question, "How does where we live affect how we live? Our newest fifth graders will explore the earliest inhabitants of the Western Hemisphere, focusing on how they adapted to their new environment. Students will also be introduced to the dynamic characters of Salva Dur and Naya from *A Long Walk to Water*. Students will compare how adaptations happen in all communities and that we all have the power to adapt. Through reading informational, historical, and realistic fiction, students will be exposed to how people adapt to circumstances out of their control (resources, geography, environmental challenges, war, and events) and how these circumstances impact the daily living of their inhabitants. Through the writing piece, *The Me That Nobody Knows*, all students will have the opportunity to be introspective and reflective, developing personal awareness and empathy. This first piece will be the introduction to and launch of the fifth-grade writing workshop. Students will gather, draft, revise, edit, and publish their first piece while harnessing their communication power. Students will dive deeply into print-rich picture books as an introduction to fifth-grade book clubs. Students will examine environments - environments of struggle in South Africa during a time of war and the atmosphere created on September 11, 2001. The close reading and discussion surrounding these picture books will allow students to identify themes, compare and contrast dynamic characters and make inferences. This groundwork will give students the foundation to understand themselves and the world around them before moving into the power of interactions and how encounters can disrupt/influence our view of ourselves and the world around us.

RELEVANCE & RIGOR



LITERACY OUIROMES

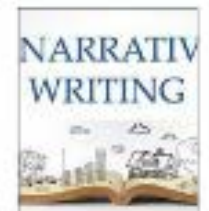
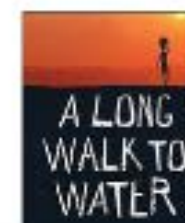
Reading Standards

5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RI)
5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

Writing Standards:

5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal
5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

MAKING MEANING OF MY WORLD



4

CREATE ASSESSMENTS

Assessments include a performance based, diagnostic, summative and formative assessments. There should be a strong correlation between the standards and assessments. The focus is on assessment for learning.



5

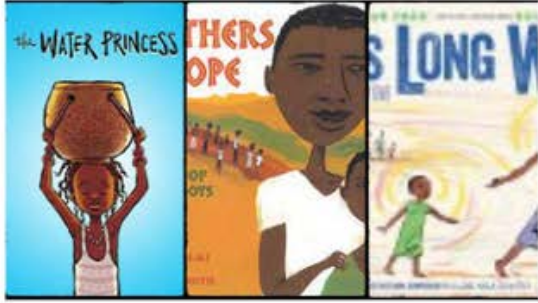
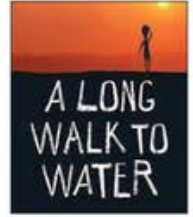
CO-CREATE LEARNING OPPORTUNITIES

Learning opportunities are the activities the students will engage in. They are linked to guiding questions, standards and valued outcomes. Always linking back to the organizing center and EQ. This provides opportunity for explicit instruction.



INDIVIDUAL & GROUP DEVELOPMENT THE CONNECTION BETWEEN PEOPLE & THEIR ENVIRONMENT

Book Clubs



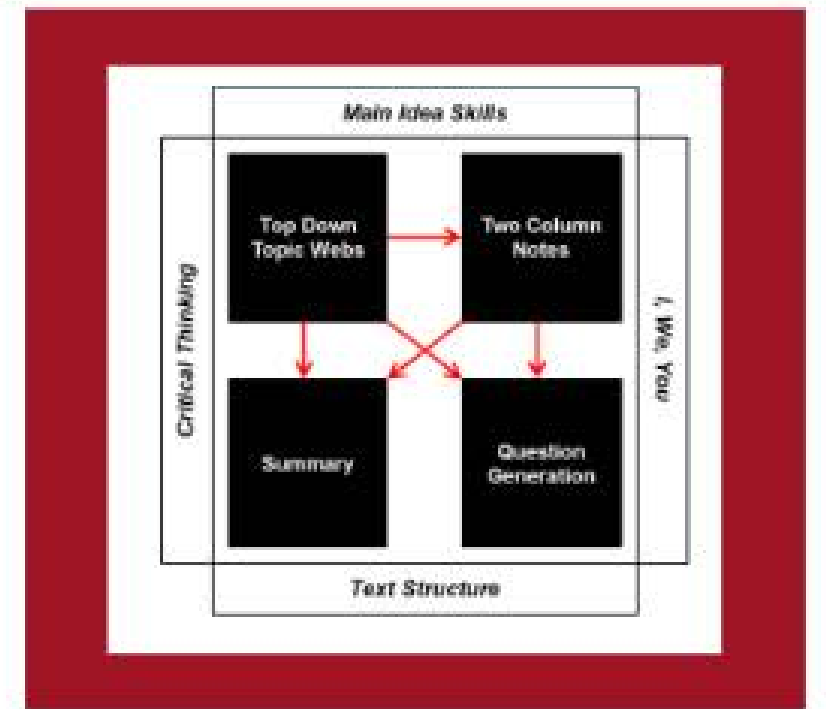
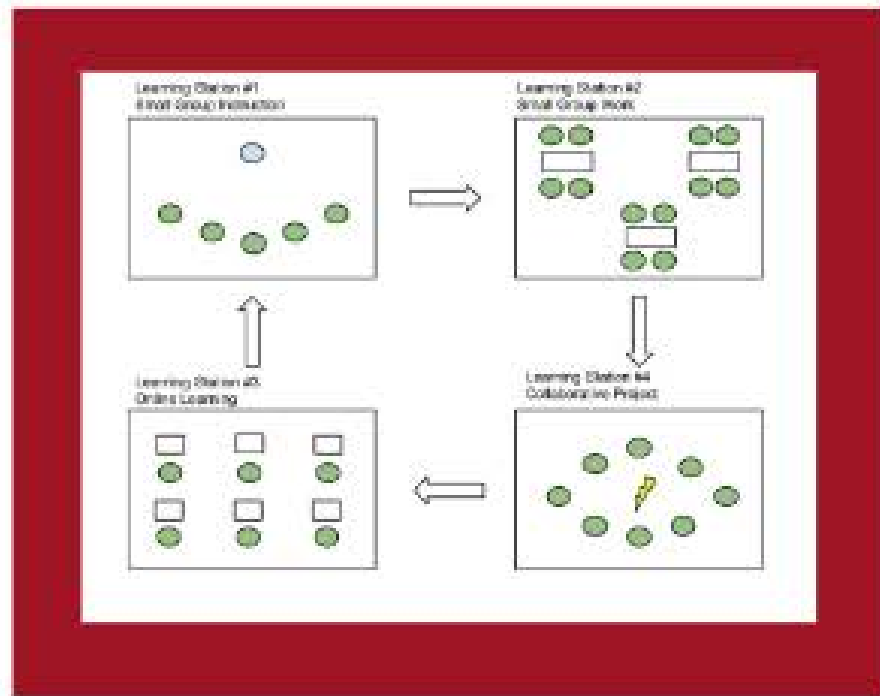
SHARED EXPERIENCES



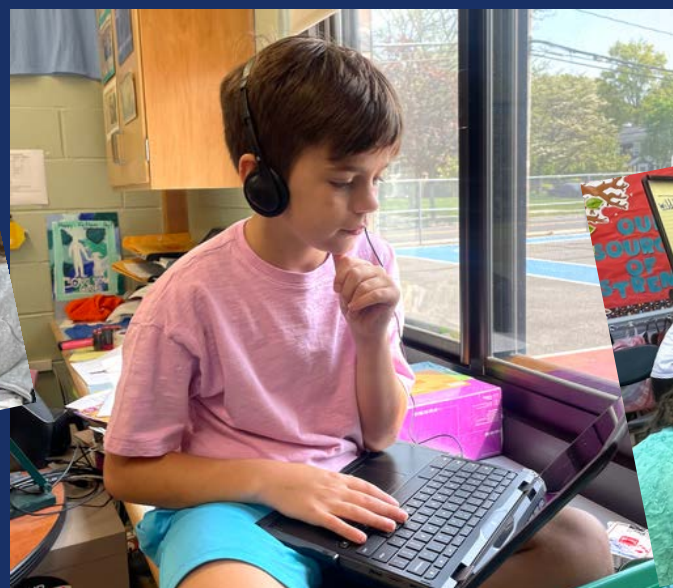
To launch the entire experience, our learners will dig into the narrative piece "The Me That Nobody Knows." The writing process will lead them to publish an authentic narrative digging deep into who they authentically are.

Learners will also create a story or project about life for a person from our study or another culture that explains what life was like for the person. Include how where they lived impacted whom they became, the choices they made, and how they lived.

INSTRUCTIONAL MODEL

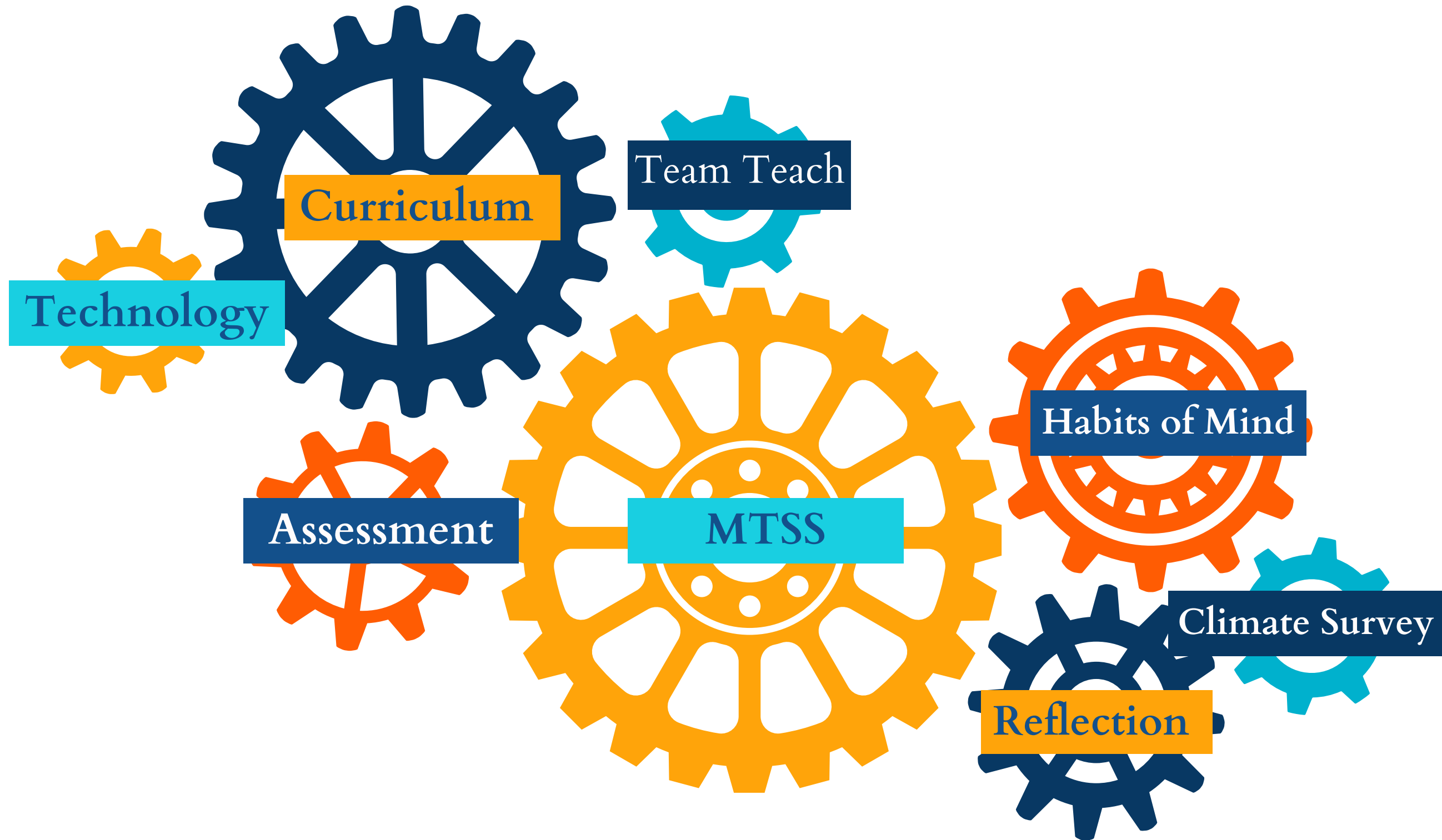


TECHNOLOGY INTEGRATION



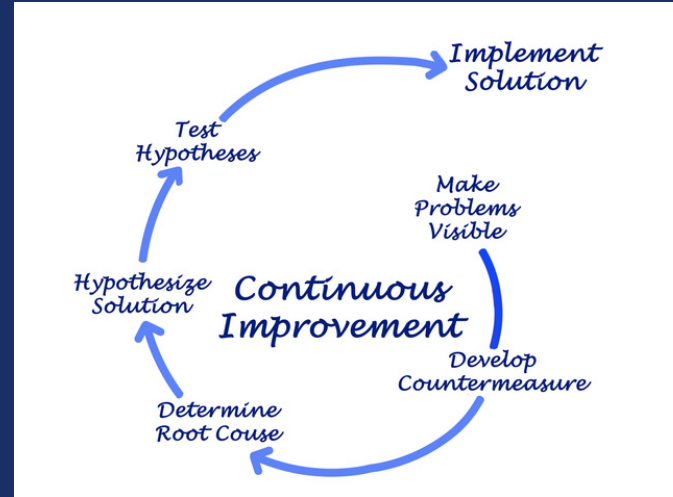
Interplay

Systems & Frameworks



Continued Work

Building Capacity



ELA Curriculum Review

Reviewing ELA Across The District



Glossary of Terms

academic language – key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as general-purpose language used in all academic texts and talk (e.g., words like “however” and “therefore” that connect ideas; phrases like, “some have argued” or “research suggests” that signal the writer’s viewpoint and support argumentation)

advanced literacies – the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences; advanced literacies promote the understanding and use of text for a variety of purposes

authentic – pertaining to the real world with relevance to the learner (e.g., the school board represents an authentic audience for 4th graders writing an argument about cafeteria menus)

consolidating thinking – combining thoughts into a single, more effective, or coherent whole (e.g., summarizing)

content-rich text – text relevant to the unit’s big idea that features background knowledge and academic vocabulary

digital media – audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other electronic forms

extended written piece – a fully developed essay, story, feature article or informational piece, research paper, poem, argument, narrative, or other written piece, guided by the expectations of the genre

high-interest text – text that motivates students to read (**Reminder: When choosing texts to meet the Next Generation Learning Standards, teachers should provide a balance of classic and contemporary literature (both full-length and shorter works). Work should be culturally responsive, relevant to all students, and available in the home language when possible. Texts should reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives.**)

home language – the primary language spoken at a student’s home (Native Language or Mother Tongue)

instructional cycle – a lesson sequence made up of varied core learning tasks that build from one to the next, enabling the study of content-based themes, academic words, and word-learning strategies

language resources – the structures, tools, processes, and people from which students acquire language (e.g., the use of language structures and words found in mentor texts or adopting language peers use successfully in their own text or speech)

multifaceted topic – a concept that can be explored across disciplines and from multiple perspectives

target words – a small set of academic vocabulary that teachers teach within a lesson or unit; target words should help students understand the text, learn and talk about the unit’s theme, and comprehend material across content areas

text – printed material, as well as speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences

word-learning strategies – methods students use to try to figure out the meaning of unfamiliar words they encounter while reading (e.g., breaking words into meaningful parts, using clues in surrounding text, consciously attending to words)