

Literacy Pilot Request

EL Education and Units of Study

Vision Statement

We believe that our literacy instruction and curriculum should engage our learners with **complex, authentic and diverse texts**. We believe the best way students learn to read, write and communicate is to engage in **meaningful close reading, collaborative discussions, self-selected independent reading** and **differentiated support** from the teacher. Finally, instruction should be within **integrated units across disciplines** allowing for the **building of knowledge and academic vocabulary**.

Evaluation Tool

Complex, authentic and diverse texts

Meaningful close reading

Collaborative discussions

Self-selected independent reading

Differentiated support

Integrated units across disciplines

Building of knowledge

Academic vocabulary

Why pilot more?

Currently piloting ARC Core. There are many great aspects of this program BUT, how do we know this is the best for Millburn Elementary students?

- ELA committee does not want to present the BOE with only one option we have considered
- Literacy curriculum is the cornerstone of elementary education and the ELA committee wants to recommend a program that the team can implement with confidence. We want full consideration of options that reflect our vision.

EL Education

Created in partnership with Harvard Graduate School of Education

The EL Education K-5 Language Arts curriculum is:

- **Comprehensive**
- **Standards-based core literacy program**
- **Engages teachers and students through compelling, real world content.**
- **Created by teachers for teachers, our**
- **Highly-acclaimed curriculum draws on EL Education's 25 years of experience in engaging teachers and students in active and meaningful learning.**
- **Meets ELA committee's criteria for workshop framework, authentic and diverse texts with interdisciplinary performance tasks.**

EL Education

EL Education has received the highest reviewed score given to an ELA K-5 curriculum.

EL Education K-5 Language Arts (2017)

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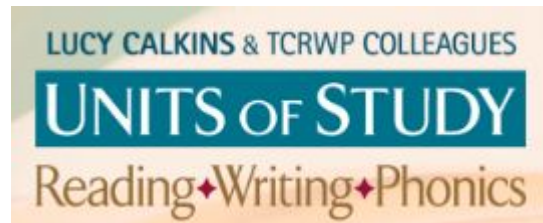
GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Kindergarten	57/58	30/32	Meets Expectations	33/34
First Grade	57/58	30/32	Meets Expectations	33/34
Second Grade	57/58	32/32	Meets Expectations	33/34



GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Third Grade	39/42	28/32	Meets Expectations	33/34
Fourth Grade	39/42	30/32	Meets Expectations	33/34
Fifth Grade	39/42	32/32	Meets Expectations	33/34

Units of Study in Reading

- Also meets ELA committee's criteria for workshop framework, authentic and diverse texts with interdisciplinary performance tasks.
- MES currently uses the Units of Study Writing Program.
- Reading & Writing Units of Study have been designed from the research by Lucy Calkins and Teachers College Reading and Writing Project.



Units of Study in Reading



Units of Study in Reading, Grades K-8

The *Units of Study for Teaching Reading* offer a framework for teaching that:

- ◆ Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened
- ◆ Supports explicit instruction in reading skills and strategies and offers extended time for reading
- ◆ Provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work
- ◆ Gives teachers on-the-job guidance in powerful reading workshop teaching



Cost

EL Education

Materials: Books, printed materials

Estimate = \$2,500

PD: Videos, on-site (\$)

Unit of Study- Reading

Materials: Teacher Books

Total= \$2,084

PD: Free for Jump Start, cost if more is needed

What about the kids in the pilot classrooms?

Literacy and content delivery will still address grade level standards, regardless of resources used.

Modules/Units will be reviewed to assure standards not yet addressed will be covered.

ARC Core 1st Grade Scope & Sequence

	1st Trimester	2nd Trimester	3rd Trimester
Reading	<p>RL.11 & RII.11- Ask and answer questions about key details.</p>	<p>RL.12- Retell stories, including central messages or morals using key details.</p>	<p>MISSING- RII.12- Identify main topic and retell key details.</p>
	<p>RL.12- Retell stories, including central messages or morals using key details.</p>	<p>RL.13- Describe characters, settings, and major events in a story.</p>	<p>RII.13- Describe the connections between two individuals, events, ideas, or pieces of information in a text.</p>
	<p>RL.13- Describe characters, settings, and major events in a story.</p>	<p>RL.14- Compare/contrast the adventures and experiences of characters in stories.</p>	<p>RI.15- Know and use text features (headings, table of contents, etc) to locate key facts or information in a text.</p>
	<p>RL/RI.14- Ask and answer questions to help determine the meaning of words and phrases. Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p>	<p>RI.15- Know and use text features (headings, table of contents, etc) to locate key facts or information in a text. ?????</p>	<p>RII.17- Use illustrations and details in a text to describe its key ideas.</p>
	<p>RL.15- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>		<p>RII.18- Identify the reasons an author gives to support the points in a text</p>
	<p>RL.16- Identify who is telling the story.</p>		<p>RI.19 Identify basic similarities and differences between two texts.</p>
	<p>RII.16- Distinguish between information provided by picture or other illustrations and information provided by words</p>		
Writing	<p>WI.17- Participate in shared research and writing projects.</p>	<p>WI.11- Write opinion pieces in which they introduce the topic or name of book, state an opinion, supply a reason for the opinion, and provide a sense of closure</p>	<p>WI.12- Write informational/explanatory texts which they name the topic, supply some facts on the topic and give closure.</p>
		<p>WI.13- Write narratives in which they recount two or more sequenced events, details what happened and temporal words and</p>	<p>WI.15 ??? WI.16 use digital tools.</p>

When will a decision be made on our next program?

Once the ELA Committee feels a program will meet our needs, a recommendation will be made to the BOE. This could be by the end of the year; it might be next year. Again, we want to be confident in our decision and not rush it.

Special Thanks to our Pilot Teachers

Lisa Anderson

Regina Reynolds

Mary Pursche

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Cathy Coleman

Anne-Marie Maier

Jodi Laughman

Courtney Ward

Angie Richardson

Brigid Tuley

BOE Vote on ELA Pilots

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