



# K-3 Literacy Updates



# HPS Board of Education Goal

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K-3 Literacy: All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three.

# Agenda

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- Science of Reading (SoR): What is it?
- Building Our Cohesive Understanding
- Right to Read Act
- Next Steps



# Science of Reading



## What it IS

### A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.



### Teaching Based on the 5 Big Ideas

**Phonemic Awareness** - The ability to identify and play with individual sounds in spoken words.

**Phonics** - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

**Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

**Vocabulary** - Knowing what words mean and how to say and use them correctly.

**Comprehension** - The ability to understand what you are reading.

### Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.



# Science of Reading Misconceptions



## What it IS NOT

**A program, an intervention, or a product that you can buy.**

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.



**Phonics-based programs that drill phonics skills.**

Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.



**Complete and no more study needs to be done.**

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.



# Hamden's Literacy Program- SoR Shifts

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- Content-Focused Reading Comprehension
  - Multi-genre texts focused on a Science/Social Studies topic
  - Ex: Amazing Animals
- Small Group Targeted Instruction
  - Data-driven targeted reading instruction based on the needs of individual students
- Writers' Workshop
  - Genre based focused on the theme in Reading
  - Ex: Argumentative Essay
- Phonemic Awareness (K-1): Heggerty
  - Identify and manipulate isolated sounds
- Phonics: Foundations
  - Letter/sound relationships
  - Explicit decoding instruction
  - Handwriting/Spelling

# Right to Read Legislation and Hamden's Plan

Headline: By July 1, ~~2023~~ 2025, districts will implement a state approved reading program, continue planning with an extension, or will have been granted a waiver.

Section 1. Effective July 1, 2021 (a) For the school year commencing July 1, 2025, and each school year thereafter, each local and regional board of education shall fully implement a reading curriculum model or program for grades pre-kindergarten to grade three, inclusive, that has been approved by the Center for Literacy Research and Reading Success, pursuant to section 2 of this act.

Hamden Public Schools exercised the extension option, which provided us with an additional year to vet programming

## Update:

- Spring, 2023: Piloted *HMH Into Reading* in grades K-2
- Spring, 2024: Piloting *Wit & Wisdom* in grades K-3



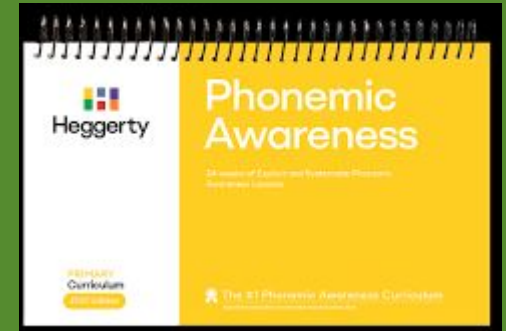
# Hamden's Pilot: 2 schools, 20 classrooms

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# Compendiums of Curriculum Models or Programs



Great Minds- Wit and Wisdom (2016 or 2023) with

- Great Minds - Geodes;
- Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
- Wilson-Fundations (2012)

# Wit & Wisdom Pilot

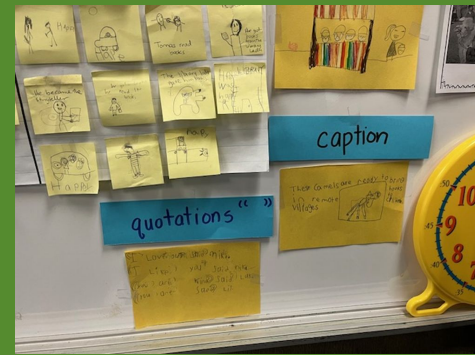
- Dunbar Hill and West Woods: Feb-June
- K-3 in each school, including a lower grades IIC at West Woods
- All materials and PD were provided at no cost to the district
- Each class is on track to complete module 1

## Professional Development

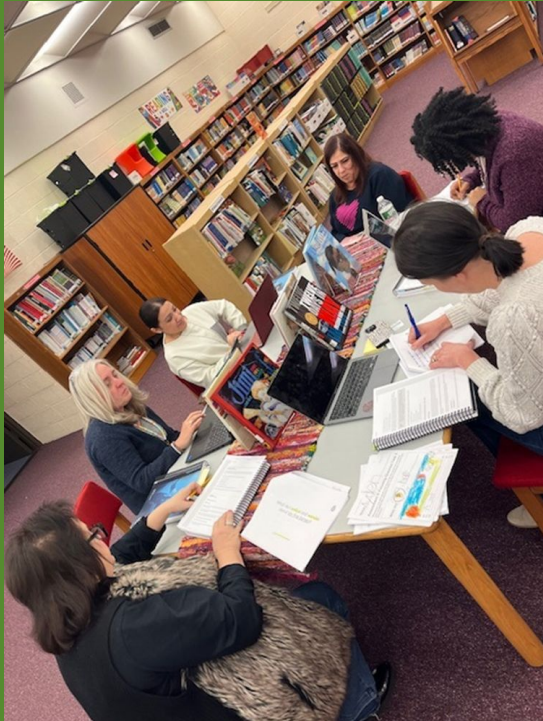
- Pilot teachers, all elementary literacy specialists, pilot principals, Director of ELA and Assistant Superintendent of Elementary participated in in-person and virtual training

## Additional Considerations

- State ARPA Right to Read grant allocations to support the purchase of programs and related professional development (limited funding)
- Director of ELA and Assistant Superintendent visited pilot schools weekly to observe implementation and elicit feedback from teachers, specialists, and principals



# Pilot Professional Learning



11/13: Director of ELA/Assist. Sup visited Sunnyside School, Shelton

1/25: Launch PD with W&W consultants

2/1: Module/Focus Arc Unpacking Collaborative PL

2/5: Start W&W pilot

2/7: Director of ELA and pilot literacy specialists visited Reg. District 17

2/9: Literacy specialists observed at Dunbar

2/15: Learning Walks and Collaborative Planning at West Woods

3/6: Module/Focus Arc Unpacking- Literacy specialists with W&W consultant

3/8: Literacy specialists observed at West Woods

4/4: End of Module Assessment Planning and Learning Walks at Dunbar Collaborative PL

\*On-going planned visits to Dunbar and West Woods

# Wit & Wisdom enhances current programming

Content-Themed Comprehension: Focus on vocabulary, content knowledge, and oral language development (Wit & Wisdom)

Grade	Module 1	Module 2	Module 3	Module 4
K	The Five Senses	Once Upon a Farm	America, Then and Now	The Continents
1	A World of Books	Creature Features	Powerful Forces	Cinderella Stories
2	A Season of Change	The American West	Civil Rights Heroes	Good Eating
3	The Sea	Outer Space	A New Home	Artists Make Art



Content-Aligned Writing  
(Wit & Wisdom)

## Assessment 16A: Focusing Question Task 3

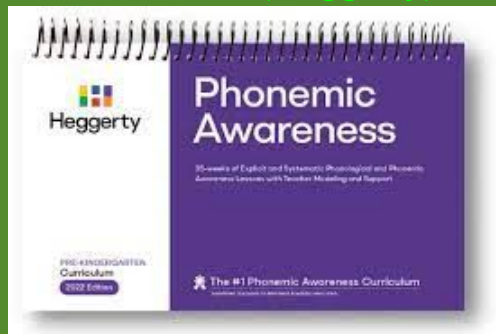
Directions: Use evidence from the photographs in your section of the text, *My Librarian is a Camel* to describe how children borrow books. Write your paragraph in the space below.

Chibren get  
Book by  
using trucks and  
by people and  
by a big truck  
and by wheels and  
by wheelbarrel.

Explicit Phonics Instruction  
(Foundations)















Explicit Phonemic Awareness  
Instruction (Heggerty)



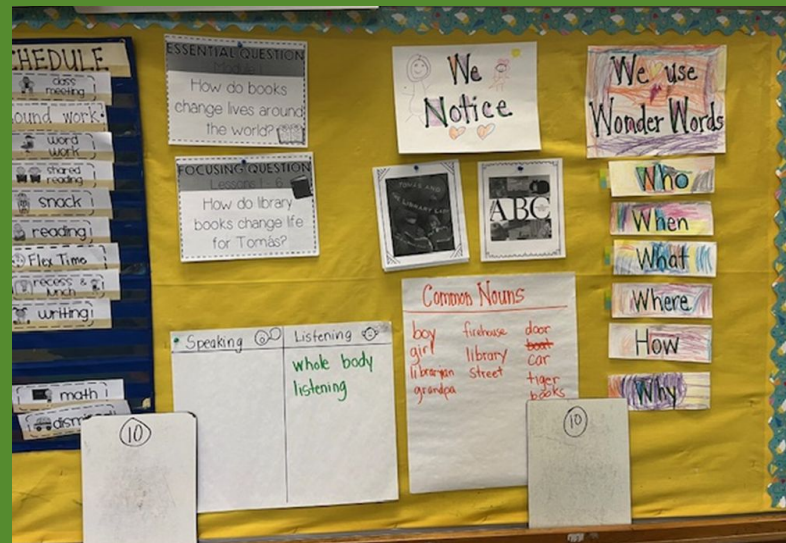
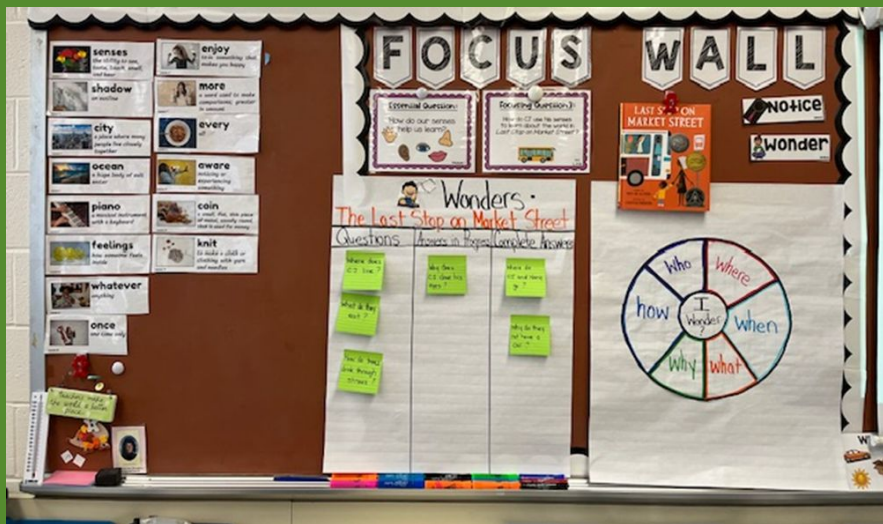
# 1st Grade Sample

## Focusing Question 1: How do library books change life for Tomás?

Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<i>Tomás and the Library Lady</i> , <i>Museum ABC</i>	Wonder  What do I notice and wonder about <i>Tomás and the Library Lady</i> ?		Generate and answer questions about <i>Tomás and the Library Lady</i> , using key details from the text. (RL.1.1  , RL.1.7  )  Identify and generate common nouns. (L.1.1.b  )
2	<i>Tomás and the Library Lady</i> , <i>Museum ABC</i>	Organize  What's happening in <i>Tomás and the Library Lady</i> ?	Examine  Why is it important to use sentence frames in speaking and writing?	Retell <i>Tomás and the Library Lady</i> , including key details about characters. (RL.1.2  )  Ask and answer questions about key vocabulary in <i>Tomás and the Library Lady</i> . (L.1.6  )
3	<i>Tomás and the Library Lady</i> , <i>Museum ABC</i>	Organize  What's happening in <i>Tomás and the Library Lady</i> ?	Experiment  How does using sentence frames in speaking and writing work?	Retell <i>Tomás and the Library Lady</i> , including key details about setting. (RL.1.2  )  Identify and generate common nouns. (L.1.1.b  )
4  FQT-1	<i>Tomás and the Library Lady</i> , <i>Museum ABC</i>	Organize  What's happening in <i>Tomás and the Library Lady</i> ?	Execute  How do I use sentence frames in speaking and writing?	Retell <i>Tomás and the Library Lady</i> , including key details about problem and resolution. (RL.1.2  )  Write a narrative retelling of <i>Tomás and the Library Lady</i> that shows how library books change life for Tomás. (RL.1.2  , RL.1.3  , W.1.3  )



# Focus Walls



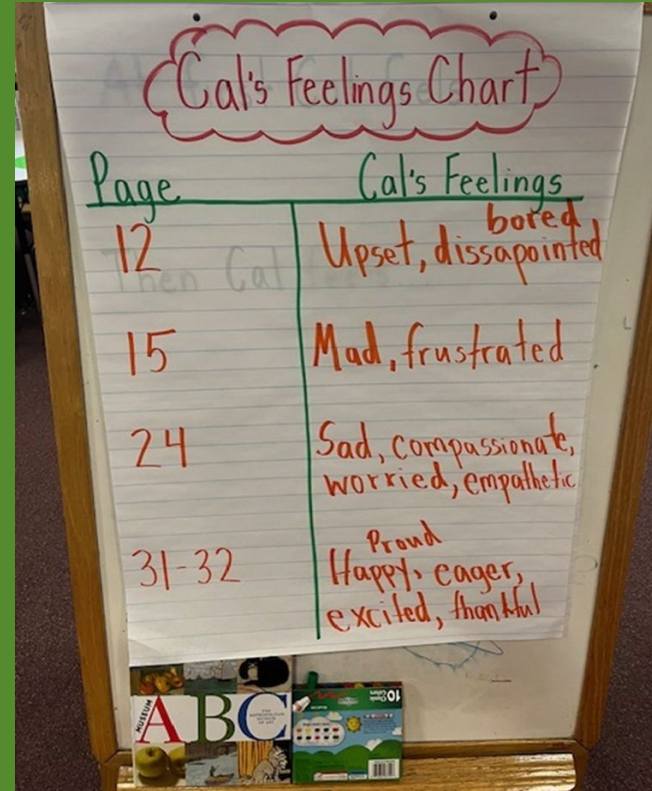
# Using texts for evidence starting in K

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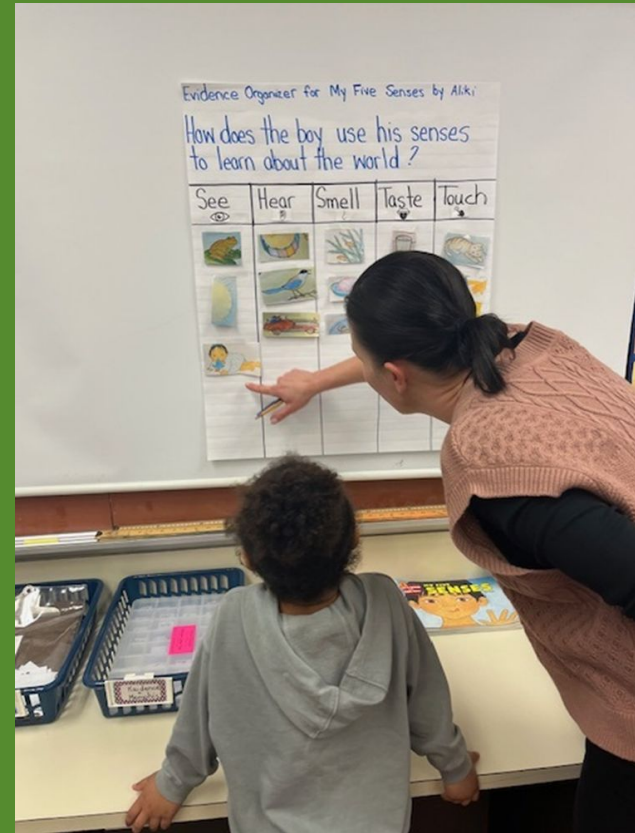
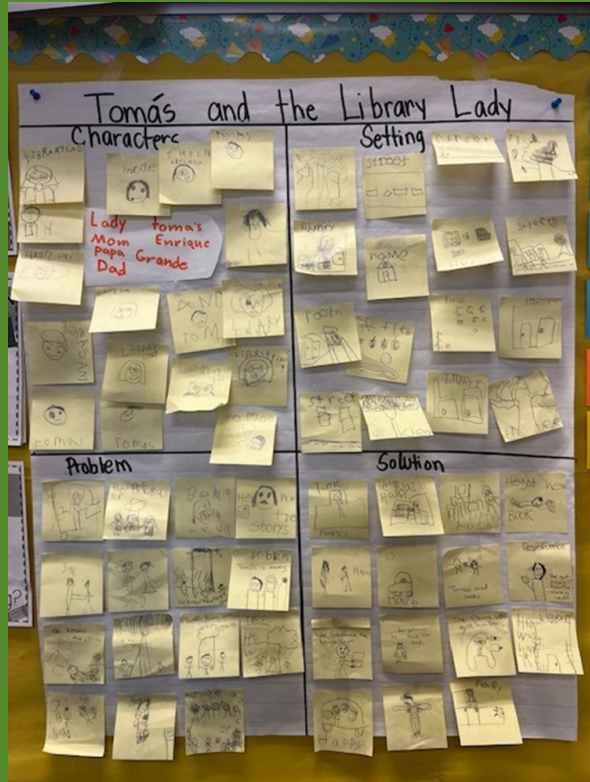


Shift from teacher read aloud to everyone has copies of the text



A hand-drawn chart titled "Cal's Feelings Chart" in a cloud shape. It lists page numbers and corresponding feelings. The chart is written on lined paper and is placed on a wooden surface. Below the chart, there are some small books and a box of tissues.

Page	Cal's Feelings
12	Upset, dissapointed, bored
15	Mad, frustrated
24	Sad, compassionate, worried, empathetic
31-32	Proud, Happy, eager, excited, thankful



# Survey Feedback

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- Kindergarten: My students are very engaged with the Wit and Wisdom lessons. It is amazing to see them talk about Picasso and what they are noticing and wondering in paintings. They also love having the books in their hands. and in books.
- Kindergarten: I think meeting with grade level teachers across the district on a regular basis needs to be considered. Working with WW has been so helpful.
- 1st Grade: I saw some of my students who struggle to decode gain confidence because they were able to access the text presented in this way. They were able to show how they understand, and can infer. It was wonderful to see.
- 1st Grade: I like the curriculum. It was the missing piece in our literacy instruction.
- 2nd Grade: Wit and Wisdom is a great vocabulary tool for students to use for both oral and written language.
- 3rd Grade: They are really enjoying the sea! It has been a pleasure to learn more about the sea with them. The information and books are just great- the students are reading more on their own as well! They are also checking books out from the library about the sea on their own!
- Literacy Specialist: Teachers have asked for it over and over-grammar instruction. Wit & Wisdom addresses it.
- Principal: Wit and Wisdom is a well-integrated program supported by Foundations and Heggerty. It's a win.

# Survey Feedback

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Concerns	Plans to Address
Will there be time for small group instruction built into the schedule?	Yes- We are in the process of working with curriculum directors to ensure that small group time remains in the schedule.
Lessons are primarily whole group	Module 1 is mostly whole group. Observing other modules in other districts, whole group time decreases and time for collaborative groups increases in future modules and across grades.
Lessons are heavy on teacher talk	See above
Time required to plan for lessons	We know new things take time. We will continue to support this planning process through purposeful grade level collaboration meetings.



# Questions & Comments

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