

Chesterfield Township English Language Arts Curriculum 2021-2022



Committee Members

The following committee members have dedicated their time and talents for over a year to develop this curriculum. We are very grateful for their dedication and professionalism!

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Our Process

- Summer of 2020
 - The committee was formed.
 - We researched and reviewed information around the best practices in literacy instruction.
 - Reviewed our current curriculum and discussed strengths and weaknesses based on the research review.
 - We developed the Mission and Vision Statement which served as the foundation for all other work.
 - The team received professional development around Understanding by Design from the consultant from McTighe Associates who has continued to work with us.

Our Process

- School Year 2020-2021
 - The team met one Wednesday afternoon a month with our consultant, who continued to provide professional development and support the steps in the writing process.
 - Completed Stage 1 and developed the framework for the Performance tasks.
 - Reviewed materials, data provided by EdReports, and held review meetings.
 - Chose and ordered materials.
 - Presented the Board of Education monthly updates on progress.

Our Process

- Summer 2021
 - Completed stage 2 and began Stage 3.
 - The committee received professional development around the core materials.
 - Materials were received and distributed.
- Fall 2021
 - Teachers will have professional development around the instruction of our curriculum, Understanding by Design, the Science of Reading, and the core materials during the initial in-service and throughout the year.
 - Teachers will have common planning time and support from the instructional coach to plan instruction.

Our Vision and Mission for Our English Language Arts Instruction

Vision Statement:

Develop the desire to utilize the elements of language in all forms in order to cultivate a self-identity and actively engage in a diverse world.

Mission Statement:

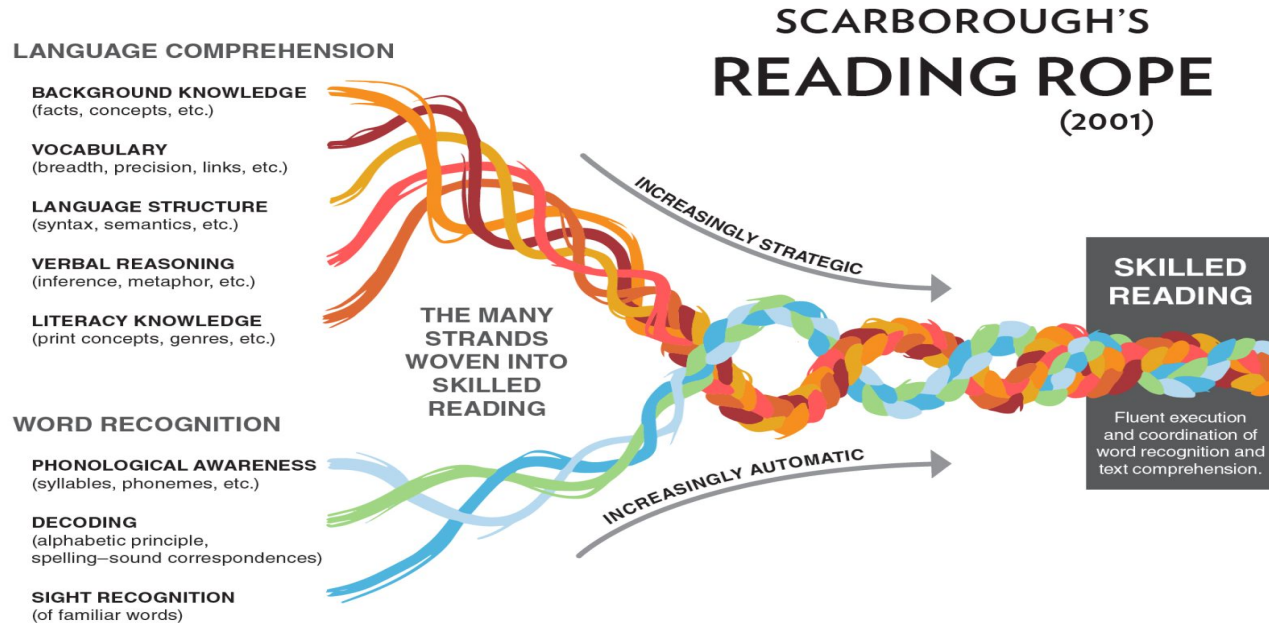
In order to achieve this vision, teachers will implement an ELA/Literacy Curriculum that provides all learners with . . .

Multiple opportunities, in a variety of contexts, to develop the necessary skills and understandings essential to being strong, **literate individuals.**

Values/Collective Commitments

1. We believe a strong literacy curriculum should provide a structured program around the five pillars of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). *Therefore, we will provide students with challenging, rigorous, and developmentally appropriate learning experiences based on best practice and current research regarding literacy.*
2. We believe students should engage in problem-solving and critical thinking in an ever-changing world. *Therefore, we will provide students the structure and opportunities to make educated choices, develop independence, and act respectfully and collaboratively.*
3. We believe students should recognize their role as part of a larger community. *Therefore, we will promote diversity in our curriculum by exposing students to various viewpoints and by teaching and modeling empathy, inclusiveness, and positive interactions for our students and others to follow.*

Science of Reading



Equity

- We sought to ensure that we utilized materials that represented people with diverse backgrounds.
- We included members of the Equity committee in various stages of our process, including Mrs. Graham.
- Teachers will begin making decisions about materials in their classroom libraries through the lens of equity this school year. This will lead us to an audit of our classroom libraries in the next school year.

Understanding by Design

- Developed by Grant Wiggins and Jay McTighe.
- Our consultant, Kim Brandon, is with McTighe Associates.
- Backwards planning ensures that we have a curriculum and instruction that is well aligned.
- Focus on teaching for transfer.
- Performance tasks assess skill transfer.

Reading the Document

Unit Focus - Provides and overview of the work the students will be doing.

Unit Focus

A Study in Connections & Comparisons

In this unit, students will build their inferring skills as they learn to think deeply about the characters in their books.

Students will ask and answer questions about key details in a literary text. They will identify how adventures and experiences of characters in two distinct but similar familiar stories are alike and different.

Long-term Transfer Goals

Transfer Goals - What we ultimately want our students to be able to do. These are common for every unit in every grade level.

Stage 1: Learning Goals

Long-term Transfer Goal(s)

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- T1 Read, comprehend, and analyze complex and diverse texts in order to be successful in an ever-changing world.
- T2 Engage in discourse that fosters respect for a variety of viewpoints, and provides opportunities for justifying beliefs, ideas and information.

Established Goals

The standards taught during the unit. The focus standards are in bold.

Established Goals
<p>Standards</p> <ul style="list-style-type: none">• New Jersey Student Learning Standards<ul style="list-style-type: none">◦ <i>English Language Arts: K-K</i><ul style="list-style-type: none">▪ Key Ideas and Details<ul style="list-style-type: none">▪ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). (RL.K.1)▪ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). (RL.K.2)▪ With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)

Meaning - Understandings

Understanding(s)

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- U1 Asking and answering questions about key details helps us to understand the text, including the characters in our stories, even more.
- U2 Readers compare and contrast familiar characters to understand them better.
- U3 The challenges faced by characters within a text are often a representation of the varied challenges we face in life; readers connect with these characters because they see themselves in the characters (mirrors).
- U4 Readers find connections when reading texts where the characters are different (e.g., culture, beliefs, values); these texts provide readers with a window into the world.

Meaning - Essential Questions

Essential Question(s)

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- Q1 How can asking and answering questions help me understand the text?
- Q2 How can readers become experts about the characters in their books?
- Q3 Why should I read books with characters that are like me? *How does understanding a character help me understand myself?*
- Q4 Why should I read books with characters that are different from me? *What can I learn about myself from characters who are not like me?*

What will students know and be able to?

Acquisition	
Knowledge	Skill(s)
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
K1 Key Terms/Vocabulary Details Questions Character Compare Contrast Similar Different Characteristics Physical Traits Actions Emotions Opinion	S1 I can identify the main character in a story. S2 I can answer questions about the characters and what they do in a story. S3 I can identify how the adventures and experiences of characters in two similar stories are alike and different. S4 I can participate in group reading activities with the purpose of understanding a character or set of characters. S5 I can reread a text to improve fluency and comprehension.

Key Instructional Shifts

- The Skills block will contain more opportunities to practice skills in context.
- Sounds first phonics instruction.
- Increased focus on the utilization of a complex grade level text to teach vocabulary and build background knowledge for all students through Shared Reads.
- Accountable independent reading time will focus on student interest and appropriate book choice rather than a focus on independent reading levels.
- Increased variety of writing opportunities built into the literacy block.

Instructional Times

Grades K-2 - 60 minute Skill Block (Foundational Skills) and 60 minute Knowledge Block

- Foundational Skills, Vocabulary, Building Background Knowledge, Comprehension Strategies, Grammar, Narrative, Informational and Opinion Writing

Grade 3 - 120 minute ELA Block

- Knowledge and Skills integrated - Vocabulary, Building Background Knowledge, Comprehension Strategies
- Grammar, Narrative, Informational and Opinion Writing

Grade 4-6 - 90 minute ELA Block - Knowledge and Skills integrated

- Knowledge and Skills integrated - Vocabulary, Building Background Knowledge, Comprehension Strategies
- Grammar, Narrative, Informational and Opinion Writing

Materials

Core Materials

- Grades K-5 - Amplify CKLA (Core Knowledge Language Arts)
- Grades K-2 - Heggerty (Phonemic Awareness)
- Grade 6 - Amplify ELA

Additional Materials

- EL Education

Why did we choose these materials?

- Amplify CKLA & Amplify ELA receive the highest ratings from EdReports.
 - EdReports.org is an independent nonprofit that reviews educational materials.
- Amplify materials are built on the Science of Reading.
- CKLA has a strong foundational skills component with opportunities to practice skills in context.
- Heggerty provides instruction in the area of phonemic awareness.
- EL Education materials also receive the highest ratings from EdReports.
- Amplify and EL Education materials support our focus on Diversity, Equity, and Inclusion.

Moving Forward

- The curriculum will be posted after board approval.
- The district will hold a parent night early in the school year.
- The board will continue to receive updates on the implementation process.
 - Dates will be identified through collaboration with the Board C&I Subcommittee