



ELA Curriculum Night

An Overview of Our New Curriculum

Tonight's Agenda

- Introduction
- The process and path to the curriculum
- What is Literacy?
- Our ELA program and curriculum in action
- Questions



Our Vision and Mission for English Language Arts

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.**

Our Vision and Mission for English Language Arts

HOW will we “behave” to achieve our Vision?

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.*

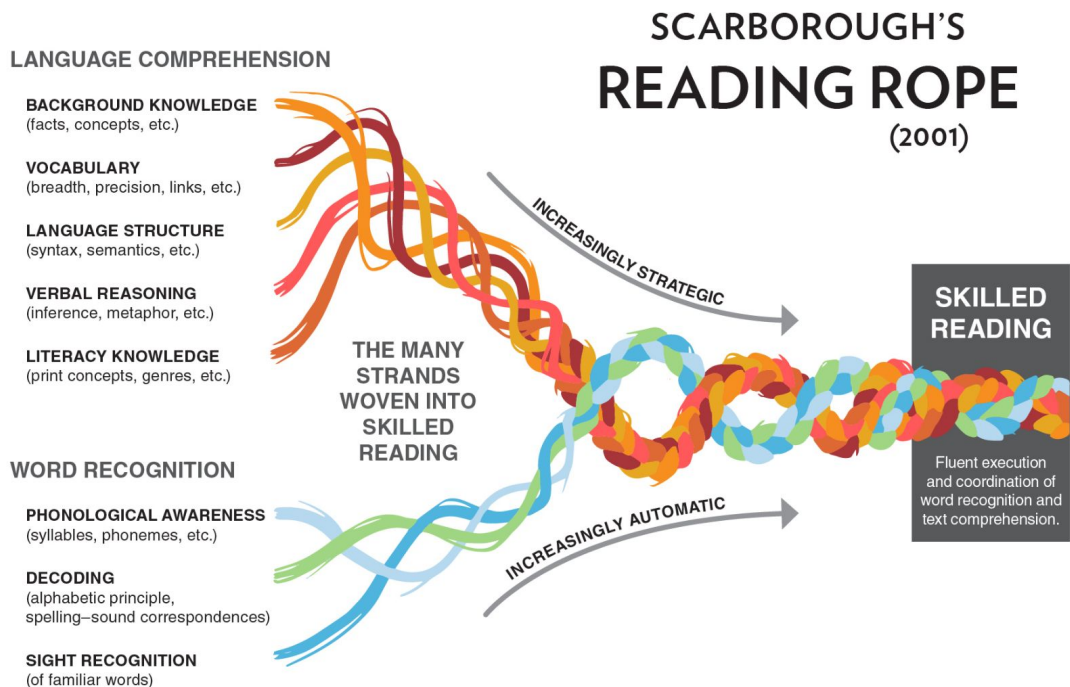
What is Literacy?

The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

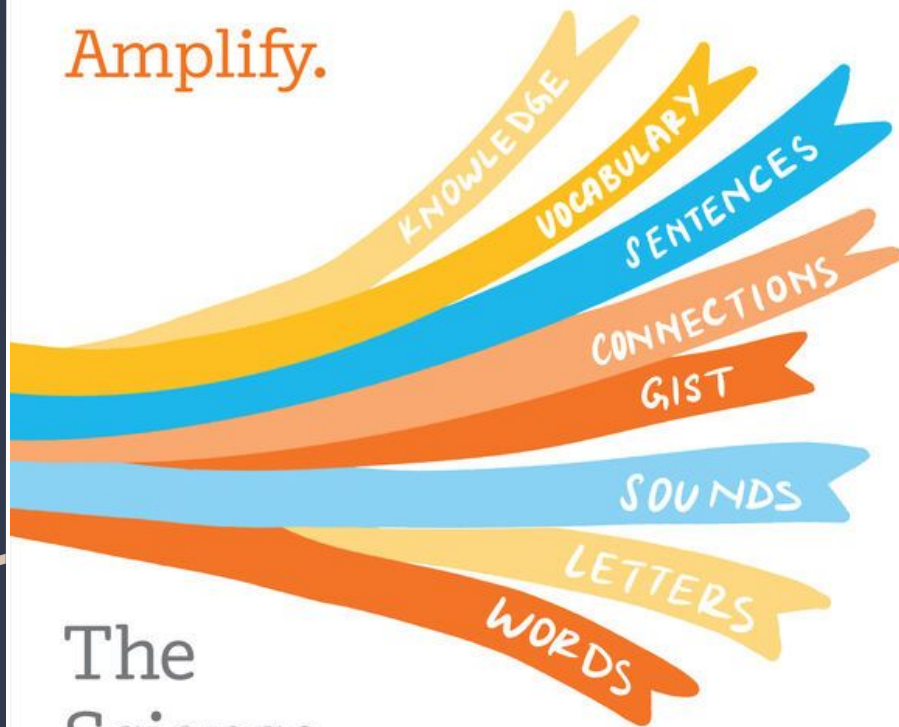
Skilled Reading



The ELA Curriculum

An overview of
classroom instruction

Amplify.



The
Science
of Reading

Grades Kindergarten through Second Grade

The ELA program is designed into two blocks that provide students with an integrated experience to interact with words and texts. Each of the blocks support the skills students need to acquire reading.

Skills Block: Time to build decoding and word-level automaticity

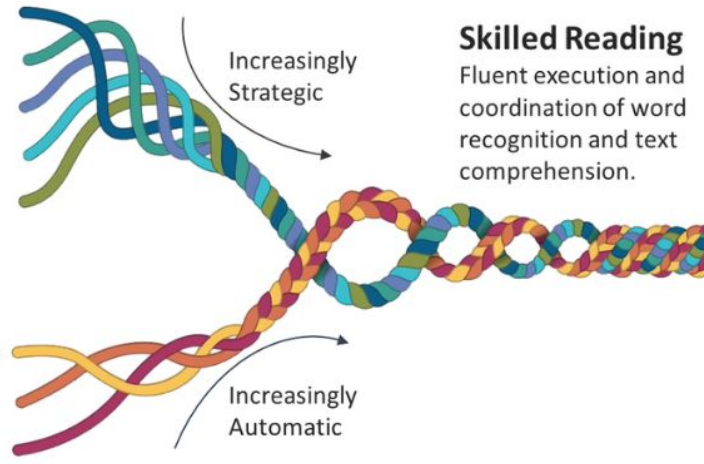
Knowledge Block: Time to build oral language and comprehension skills

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The Skills Block (K-2)

The Skills Block for students in kindergarten through second grade, is organized with instruction, materials, and goals that build decoding and word-level skills. The block also supports the acquisition of the written code of English (spelling, grammar, conventions).

Key Instructional Practices:

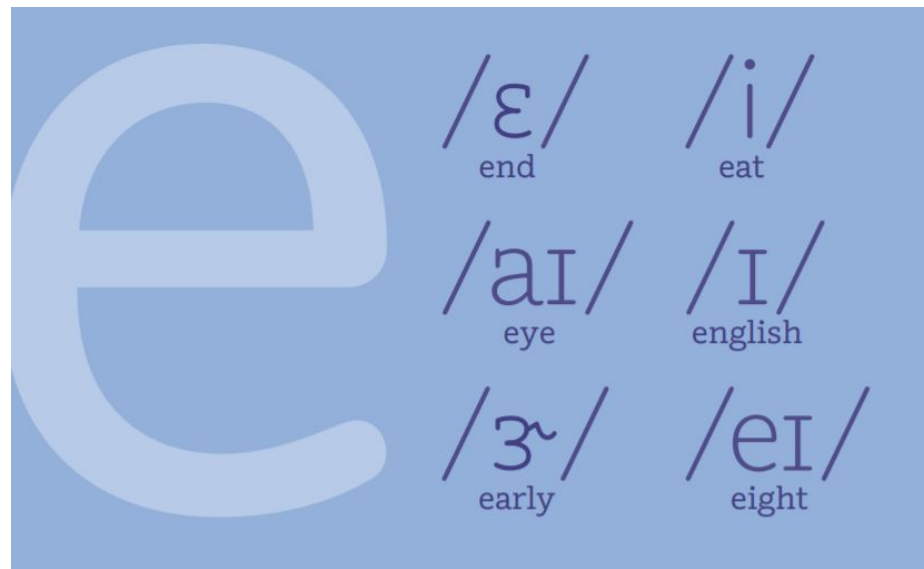
- Instruction is explicit and engaging
- Students are able to manipulate and play with sounds
- Sounds first approach
- Explicit instruction in sound-spelling patterns that include spelling (encoding)
- Practice with decodable texts that match the instruction



Scarborough, H. 2001. Connecting early language and literacy practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.)

An Example

A mystery word begins with the letter e. What sound does the word begin with?



/ɛ/	/i/
end	eat
/aɪ/	/ɪ/
eye	english
/ɜr/	/eɪ/
early	eight

There are (at least) six possibilities. So kids can't just learn that e makes the /ɛ/ sound in *end*—though that's a good start. They have to learn each specific pattern. There are hundreds of them. Finnish has 29.

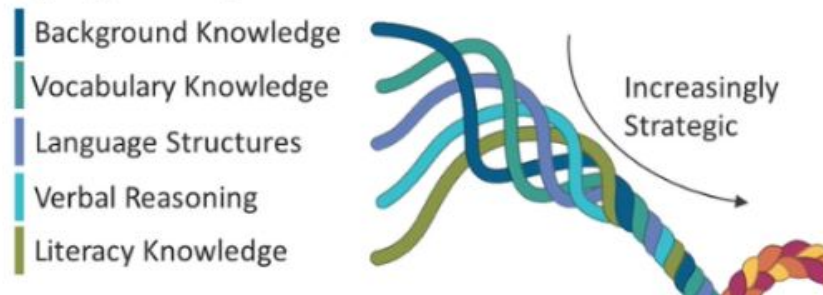
The Knowledge Block (K-2)

The Knowledge Block for students in kindergarten through second grade, is organized with instruction, materials, and goals that build student knowledge and background, emphasizes vocabulary acquisition, and develop comprehension skills both orally and in written form.

Key Instructional Practices:

- Use read-alouds to provide exposure to complex language and texts which support background knowledge and explicit vocabulary instruction
- Provide variety of writing opportunities
- Performance Based Assessments

Language Comprehension

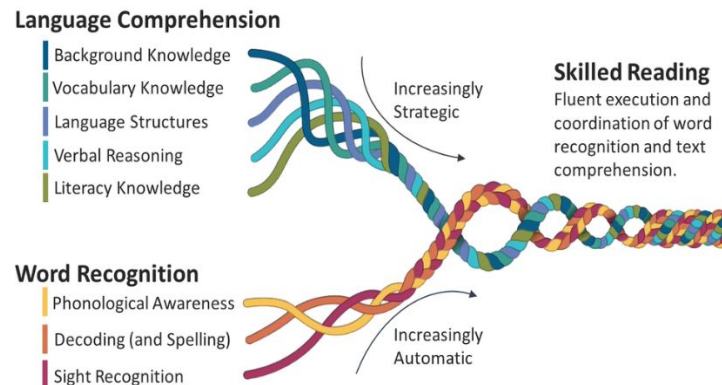


The Language Arts Block (3-6)

The Language Arts Block for students in third grade through sixth grade, is organized with instruction, materials, and goals that continue to build student knowledge and background, emphasizes vocabulary acquisition, and develop comprehension skills both orally and in written form. The content in the Skills Block and Knowledge Block are integrated.

Key Instructional Practices:

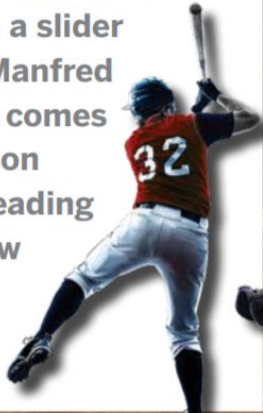
- Instruction in grammar, spelling, and morphology
- Use read-alouds to support language comprehension including literacy knowledge (genres)
- Text-focused discussions
- Increased variety of writing opportunities
- Accountable independent reading time
- Performance Based Assessments



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Some Examples

“Churniak swings and hits a slow bouncing ball toward the shortstop. Haley comes in, fields it, and throws to first, but too late. Churniak is on first with a single, Johnson stayed on third. The next batter is Whitcomb, the Cougars’ left-fielder. The ball is returned to Claresen. He gets the sign and winds up, and throws a slider that Whitcomb hits between Manfred and Roberts for a hit. Dulaney comes in and picks up the ball. Johnson has scored, and Churniak is heading for third. Here comes the throw and Churniak is out. Churniak argues but to no avail.”



Read the passage below and identify the main idea.

The fundamental problem of communication is that of reproducing at one point either exactly or approximately a message selected at another point. Frequently the messages have meaning; that is they refer to or are correlated according to some system with certain physical or conceptual entities. These semantic aspects of communication are irrelevant to the engineering problem. The significant aspect is that the actual message is one selected from a set of possible messages. The system must be designed to operate for each possible selection, not just the one which will actually be chosen since this is unknown at the time of design.

Questions



Resources

Chesterfield Township School District →
Departments → [Instructional Coaches](#)

National PTA Website:

<https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>

Amplify Website for Caregivers:

<https://amplify.com/CKLA-caregivers>

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