

Bedford Central School District
K-5 Parent Literacy Information Session
Bookworms Reading & Writing



January 8, 2025

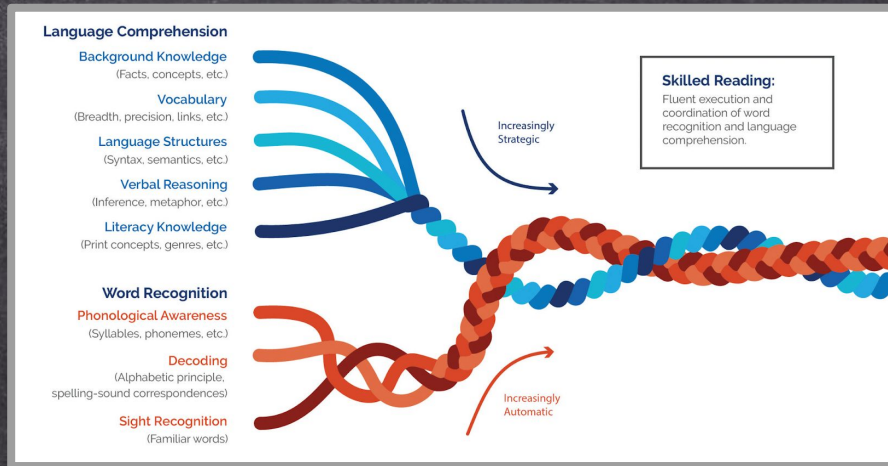


We've been on a 4-year Journey...

	2021-2022	2022-2023	2023-2024	Fall 2024	Spring 2025
Returned to school 5 days/week					
Curriculum Implementation				Bookworms & ARC Core - Year 1	
Literacy PD	LETRS (Language Essentials for Teachers of Reading & Spelling) starting in 2021-22 school year + other Literacy PD				
Tri-States Review: ELA		Jan 2023-April 2023			
Literacy Committee		Committee convened in March 2023; Develop Literacy Handbook; Began curriculum research			
Literacy Handbook		Committee develops Handbook with consistent expectations; final version in June 2024			
Curriculum Research			Curriculum resources researched & vetted; final recommendation presented to CIA 4/29/2024 and then to BOE 5/8/2024		
Literacy Consultants			Haskins Global Literacy Hub, Dr. Molly Ness, Mario Palma, Justin Browning		
Board of Education		1/25/2023-Motion to adopt SOR curriculum; 9/27/2023-Motion revised to June 30, 2024; Adopted new literacy curriculum at 5/8/2024 BOE meeting			

Literacy Curriculum Priorities

1. **START WITH RESEARCH:** Strong core literacy curriculum aligned to research on reading brain
2. **BUILD STRONG FOUNDATION:** Priority given to knowledge building (language comprehension) and foundational skills (word recognition)
3. **APPLY FOUNDATIONAL SKILLS:** Morphology, spelling, grammar and vocabulary extend into upper grades
4. **READING-WRITING CONNECTION:** Strong writing component
5. **PRIORITIZE ACCESS TO HIGH-QUALITY LITERATURE:** Utilize authentic, high-interest texts with wide range of authors, perspectives and topics
6. **SUPPORT FOR ALL STUDENTS:** Layers of support for all students and intentional consideration for students learning in dual-language setting and students with reading difficulties



8 Core Programs

5 Core Programs

2 Core Programs

Curriculum Review

KEY:

Does not meet criteria

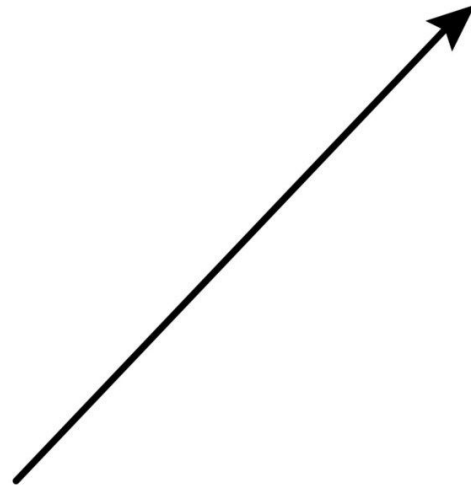
Partially Meets criteria

Meets or Exceeds criteria

	Amplify CKLA	ARC Core (American Reading Company)	Benchmark Advance/ Adelante	Wit & Wisdom (Great Minds)	Bookworms K-5 Reading & Writing
Ed Reports	Met criteria	Met criteria	Met criteria	Met criteria	Partially met
Knowledge Matters Review	Met criteria	Met criteria	Not reviewed	Met criteria	Met criteria
MA Dept.Ed.: Student Accessibility	Partially met	Partially met	Partially met	Met criteria	Not reviewed
MA Dept. Ed.: Teacher Usability	Met criteria	Met criteria	Met criteria	Met criteria	Not reviewed
Curriculum Insight Project	Not reviewed	Not reviewed	Falls short	Not reviewed	Met criteria
Reading League Tool	Met criteria	Met criteria	Partially met	Met criteria	Met criteria
Reading Rope: Language Comp.	Met criteria	Met criteria	Met criteria	Met criteria	Met criteria
Reading Rope: Word Recognition	Met criteria	Met criteria	Concerns	Pair w/ Foundations	Met criteria
Strength of Writing Component	Concerns K-2	Met criteria	Concerns	Met criteria	Met criteria
PD Support from Vendor	Weak support	Strong support	Support evident	Weak support	Strong support
Available in both English & Spanish	Met criteria	Met criteria	Met criteria	Not available	Not available
Researched Peer Review Study	Not reviewed	Not reviewed	Not reviewed	Not reviewed	Met criteria

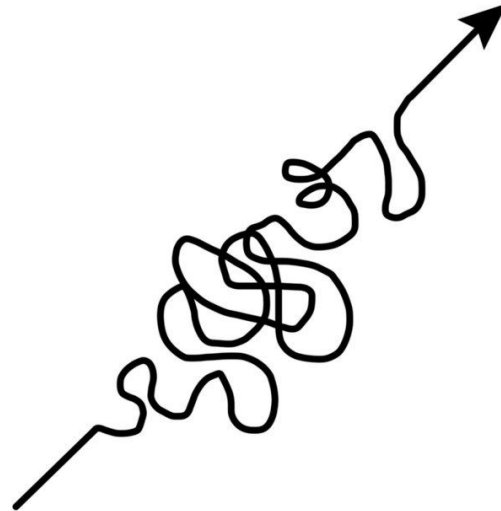
The Change Process

SUCCESS



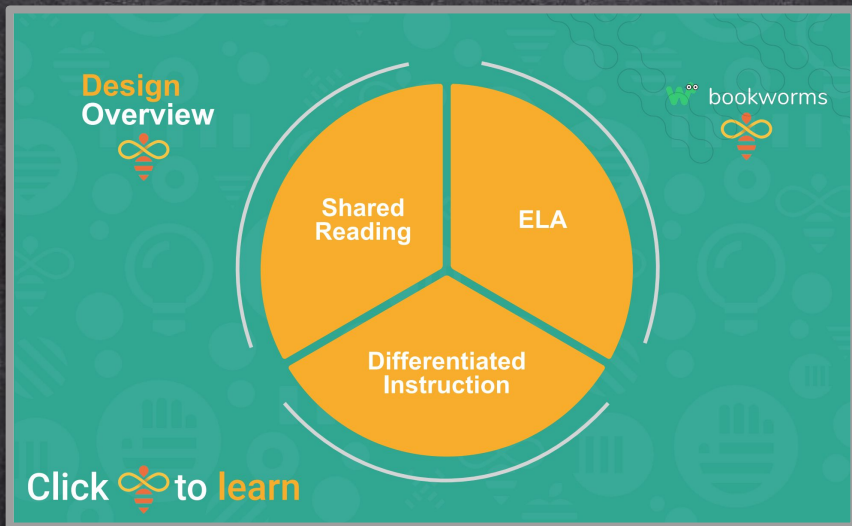
what people think
it looks like

SUCCESS



what it really
looks like

Strengths of Bookworms



Three 45-minute instructional blocks

- **Research-aligned and Evidence Informed**
- Three components:
 - **Shared Reading Block** (Knowledge building, fluency & word study in grade level text)
 - **ELA Block** (Reading-writing connection)
 - **Differentiation Block** (targeted small group phonics instruction)
- Aligns to ALL components of Reading Rope (K-5)
- Embedded writing instruction
- States where Bookworms is being implemented: AZ, CT, GA, MD, NY, OH, VA, WI

What does Shared Reading look like for your child?



Knowledge Matters Campaign:

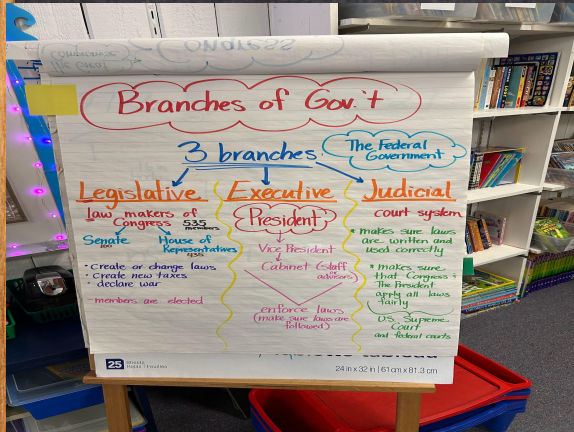
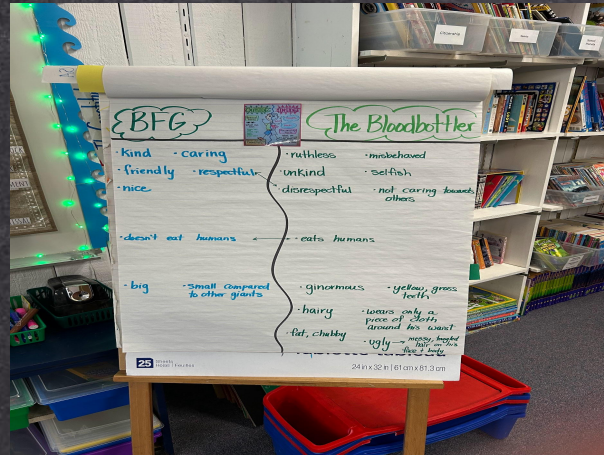
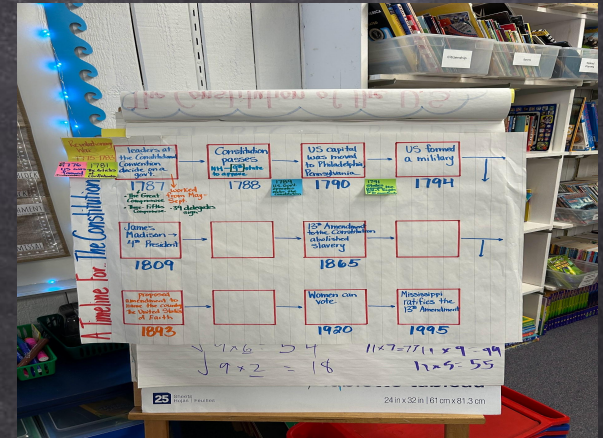
"Bookworms is designed to expose students to a high volume of full-length, deeply engaging trade books to build knowledge and drive literacy instruction. Over the course of elementary school, students will study 265 full-length texts. These grade-level texts are read—by the teacher and through shared reading with peers— multiple times, each time with a different purpose."

Examples of learning in Bookworms

Students learn rich content through their reading

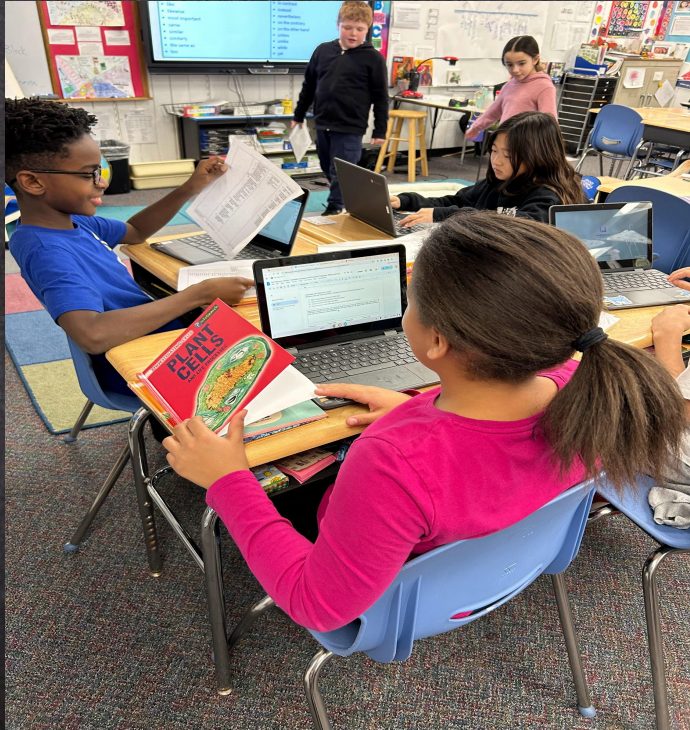
Students learn to compare ideas across texts

Students learn new structures for organizing their thinking.



KNOWLEDGE BUILDING & SKILL BUILDING ACROSS THE UNITS

What does ELA BLOCK look like for your child?



Key Components of English Language Arts block:

- Three routines:
 - Read aloud (above grade level text)
 - Genre-based writing instruction
 - Grammar instruction



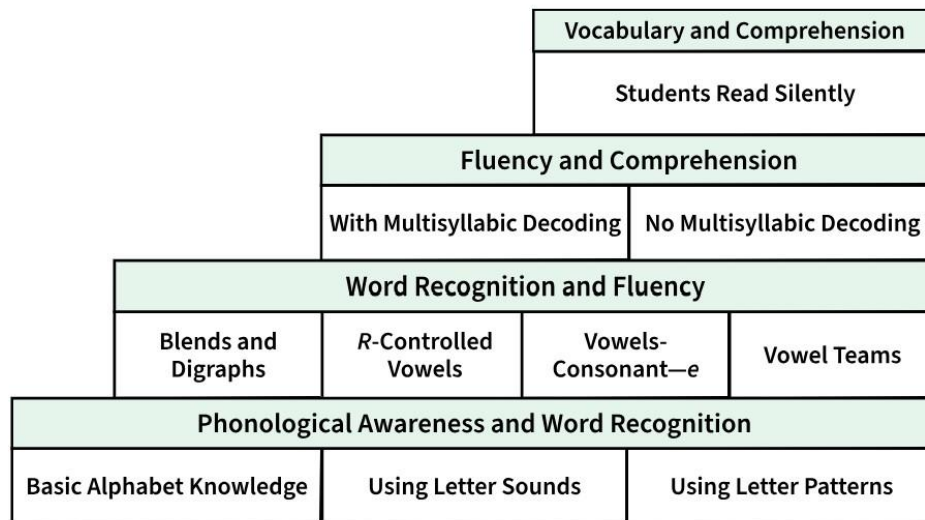
From Bookworms overview:

"In ELA, writing opportunities follow a gradual release of responsibility model over the course of the year. Most writing opportunities connect to texts read aloud in the ELA and Shared Reading Lesson Plans."

What does DI block look like for your child?

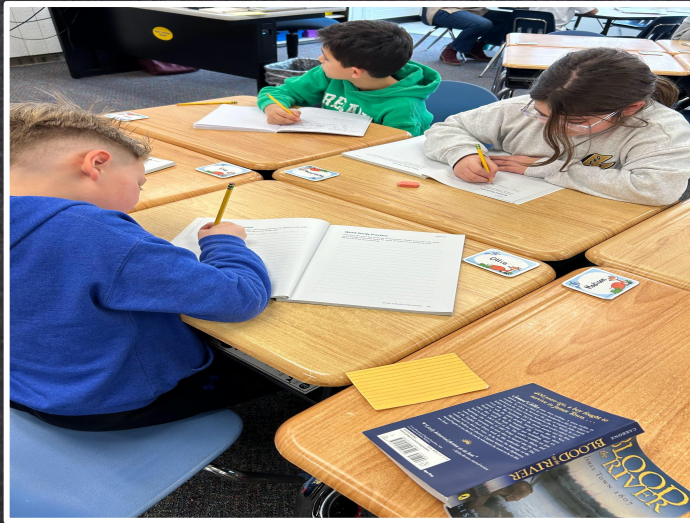
Key Components of Differentiation (DI):

- Three 15-minute rotations
 - Small group phonics instruction w/ teacher
 - Writing assignment in response to Shared Reading
 - Independent reading practice (guided by teacher)
- Targeted instruction based on individual student skill needs

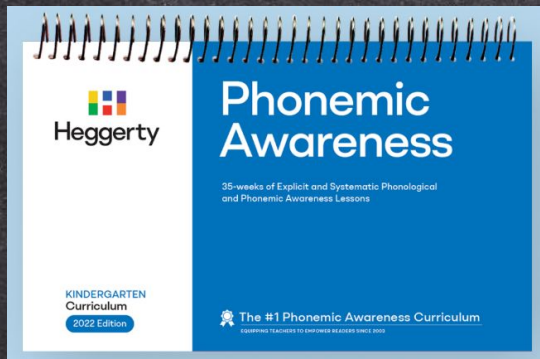


Skills progression in differentiation by assessed needs.

Students build comprehension through daily reading responses



Heggerty - Kindergarten ONLY



Phonemic Awareness Skills	
ISOLATING Sounds: <ul style="list-style-type: none"> What is the 1st sound in <i>cat</i>? (/k/) What is the last sound in <i>cat</i>? (/t/) What is the middle sound in <i>cat</i>? (/ə/) 	DELETING Phonemes: <ul style="list-style-type: none"> Say <i>cat</i>. What word do we get when we take away the /k/? (<i>at</i>) Say <i>frog</i>. Take away the /r/. What is left? (<i>fog</i>)
BLENDING Phonemes: <ul style="list-style-type: none"> Blending onset and rime: s-at = sat Blending individual phonemes: /s/ /a/ /t/ = sat 	SEGMENTING Phonemes: <ul style="list-style-type: none"> Segmenting onset and rime: <i>cat</i> = k - at Segmenting individual phonemes: <i>cat</i> = /k/ /a/ /t/
SUBSTITUTING Phonemes <ul style="list-style-type: none"> Say <i>cat</i>. What word do you get when we change the /k/ to /p/? (<i>pat</i>) Say <i>sled</i>. What word do you get when you change /l/ to /p/? (<i>sped</i>) 	ADDING Phonemes: <ul style="list-style-type: none"> Say <i>at</i>. What word do we get when we add /s/ before <i>at</i>? (<i>sat</i>) Say <i>sick</i>. What word do you get when you add /l/ after /s/? (<i>slick</i>)

Phonemic awareness is the ability to hear and manipulate sounds in words.

- 10 minutes a day
- Fun, interactive and quick paced to hold student interest

NEW! K-2 Phonics Instruction with UFLI

University of Florida Literacy Institute (UFLI) Foundations is an explicit and systematic program that introduces students to the foundational reading skills necessary for proficient reading.

*25 minutes daily, grade level
phonics instruction*

*Wilson Foundations (K-2) is being maintained as phonics
supplemental resource to ARC Core at MKES*



Implementation & Professional Development

Dr. Molly Ness



Researcher and advisor on curriculum selection, K-8 Professional Development in BCSD

Mr. Justin Browning



Science of Reading implementation expert providing onsite PD in literacy instruction

Ms. Abi Gotthelf



BCSD Literacy Coach providing daily guidance, coaching, and oversight of literacy instruction

Ms. Sarah Mandalas



Bookworms consultant providing onsite training in new curriculum

Mr. Mario Palma



Bilingual literacy consultant providing PD for DLBE @ MKES in dual-language literacy instruction

LAYERS OF PROFESSIONAL LEARNING

DAY-TO-DAY SUPPORT:

Coaching Support (Abi Gotthelf & ECs)

- Support teachers in the implementation of curriculum and best practices
- Provide PD on implementation of curriculum and best practices
- ECs: support teachers, at building level, as liaisons between teachers and coaches

MONTHLY SUPPORT:

Implementation Support (Justin Browning & Mario Palma):

- Support Science of Reading, bilingual education, and best instructional practices

QUARTERLY SUPPORT:

Bookworms, ARC Core Trainers:

- Support the roll-out of new curriculum

UFLI Training - 6 hour training for K-2 teachers

SCIENCE OF READING PROFESSIONAL DEVELOPMENT:

- Language Essentials of Reading and Spelling (LETRS)

How to Support Your Child At Home

Fluency, Vocabulary & Comprehension

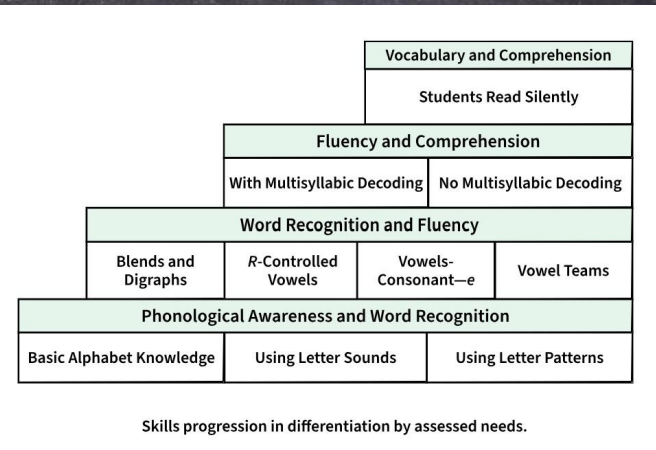
Family reading time and conversation about the books he/she is reading at school or at home or about topics in our world that are interesting to him or her. This builds language, vocabulary and comprehension and helps children see reading and discussion as an integral part of their daily lives.

Word Recognition and Fluency

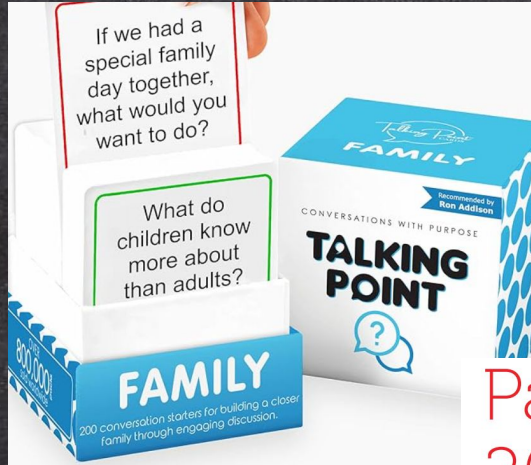
Read aloud to your child. Let the teacher focus on instruction. Make reading books at home an enjoyable experience. This builds background knowledge and allows your child to hear fluent reading.

Phonological Awareness & Word Recognition

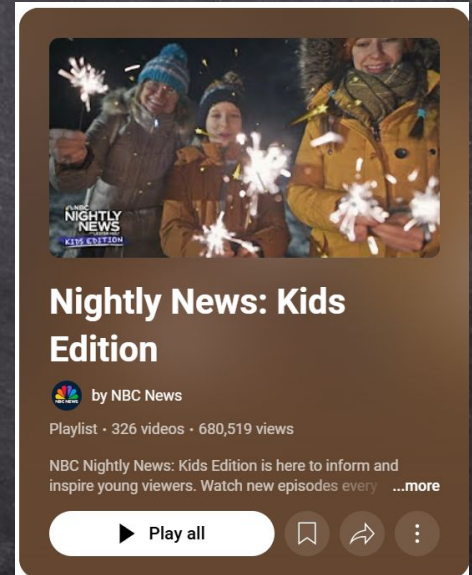
Point out letters outside the home, put magnetic letters on the fridge, sing the ABC song, notice letters in a child's name; point out street signs (letters have meaning)



Fun ways to build conversation



Pam Allyn's
20 Questions to
get Kids Talking
About Books



Thank you!

K -5 Literacy Team:

Amy Fishkin, Assistant Superintendent for Curriculum and Instruction (afishkin4396@bcsdny.org)

Abi Gotthelf, K-8 Literacy Coach (agotthelf5409@bcsdny.org)

Jackie Salcito, BHES Elementary Coordinator

Christina Valentine, BVES Elementary Coordinator

Chris Goodrow, MKES Elementary Coordinator

Erika Volpe, PRES Elementary Coordinator

Denise Connolly, WPES Elementary Coordinator

Kristina Carofano, Elementary Special Education Coordinator

Amy Unger, K-12 MTSS Coordinator

Elementary Principals & K-12 District Directors