

Piedmont K-5 ELA Review

May 2011



Goals for students:

We strive as teachers to create lifelong readers who read for both information and pleasure. Using a balanced literacy approach in which listening, speaking, reading, and writing are integrated throughout the day, students will develop a repertoire of decoding and comprehension strategies to understand and to appreciate both narrative and expository texts. As teachers we use our expertise, our knowledge of best practices and our experience to guide our students to achieve success in literacy. Our ultimate goal is to cultivate engaged, motivated and competent readers who are inspired to learn about themselves and their world through reading.





Launching the process:

All teachers were involved in the curriculum discussion process, information exchange and analysis of strategies.

Evaluation of our current ELA program

- Meeting state standards
- Balance of concepts and skills
- Opportunities for depth and breadth
- Teacher and student resources
- Assessments, including STAR
- Tri-school consistency

Review Process

- K-5 team reviewed instructional materials using criteria developed at prior meetings
- Further articulation meetings and discussion
- Planned – Ongoing review and evaluation and supplementation as needed
- Adjustment in coming years as Common Core Standards are implemented



Balanced Program

- Word Analysis, Fluency and Systematic Vocabulary Development
- Reading Comprehension
- Literary Response and Analysis
- Writing Strategies and Applications
- Exposure to a wide variety of literature
- Intervention/RTI (Response to Intervention)



Essential role of the teacher

The quality of instruction provided by the classroom teacher is the single most important element of a high quality program

- Research-based instructional strategies
- Organize instruction around standards-based goals
- Assessment guides instruction





Differentiated Instruction

- Program provides a spectrum of materials to support our broad range of learners
- Support for teachers in planning for the needs of diverse learners
- Variety of learning strategies, groupings, materials and assessments
 - Leveled Books
 - Classroom Libraries
 - School Libraries
 - Literature selections
 - Guided Reading
 - Accessible texts for all readers
 - Class size reduction and staggered reading
- Pacing and repeated exposure

Classroom Assessment

- Benchmark assessments
- Formative and summative measures
- Oral and written assessments to measure progress
- Authentic assessment of daily reading/written work to guide instruction



Ongoing Assessment of Program

- Based on teacher evaluation of student progress toward standards
- Articulation, reflection, and data collection 08/09 and beyond, including benchmark data and STAR information
- Student Reading Levels
- Benchmarks throughout the year at trimester for report card
- 5th/6th grade articulation - feedback and discussion



Building on our successful program

- Acquire new and innovative resources for reading and writing instruction
- Examine and growing in consistency across all three elementary sites
- Develop leveled classroom libraries
- Increase opportunities for depth and breadth in the K-5 Language Arts program
- Explore a variety of models to differentiate instruction in reading and writing
- Examine assessment tools and strategies
- Continue articulation K-5 and 5-6
- Continue to monitor proficiency with core skills and broaden communication with parents about student progress

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California State English- Language Arts Standards - Goals for students

- Developing lifelong readers and writers and a joy of reading
- Literacy skills needed later in life originate in the early grades through careful development of language arts competence in specific and integrated skills and knowledge



A broad approach to addressing continuous growth

- Professional Development in Writer's Workshop with Brenda Wallace
- K-5 Common Planning Time
- Reading Resource support
- Evaluation of current program to identify areas for growth



Library Program Supports ELA:

- Teacher librarians are information specialists who make sure students can be successful with the appropriate fiction and nonfiction literature
- Continuity with the classroom curriculum in the use of literature and in teaching research
- Collaboration with the classroom teacher to integrate library activities with classroom curriculum



Teacher Librarians: Exposure to a wide variety of literature

- Develops and maintains a library collection suited to the needs of the school community
- Reads and discusses a wide variety of literature
- Readers' advisory – ensures that the right books get into the right hands at the right time
- Focuses on informational materials – how to find, evaluate, and use information
- Generates enthusiasm for reading



Home School Partnership

- Parents are critical to our partnership

