



English Language Arts Pre K-12 Program Review

May 9, 2017

John Chiappetta – ELA Curriculum Leader 6-12

Pam Khairallah – ELA Curriculum Leader PreK-5

Overarching Goal of the ELA Curriculum

*Continuously Improve the Reading and Writing Life
of All Fairfield Students*

Focus Questions

What changes were made in the last curriculum revision?

What was done to implement the curriculum?

What adjustments have been made with the implementation and pacing since the curriculum adoption?

What evidence was collected since the curriculum was adopted to indicate student growth or achievement?

What next steps are being considered?

What's Past is Prologue

~The Tempest

Changes made in the last curriculum revision

Changes Made in the Last Revision:

Alignment of curriculum to Connecticut
Core Standards

Articulation of grammar, usage, and mechanics
scope and sequence

*Suit the action to the word, the
word to the action.*

~Hamlet

Implementing the curriculum

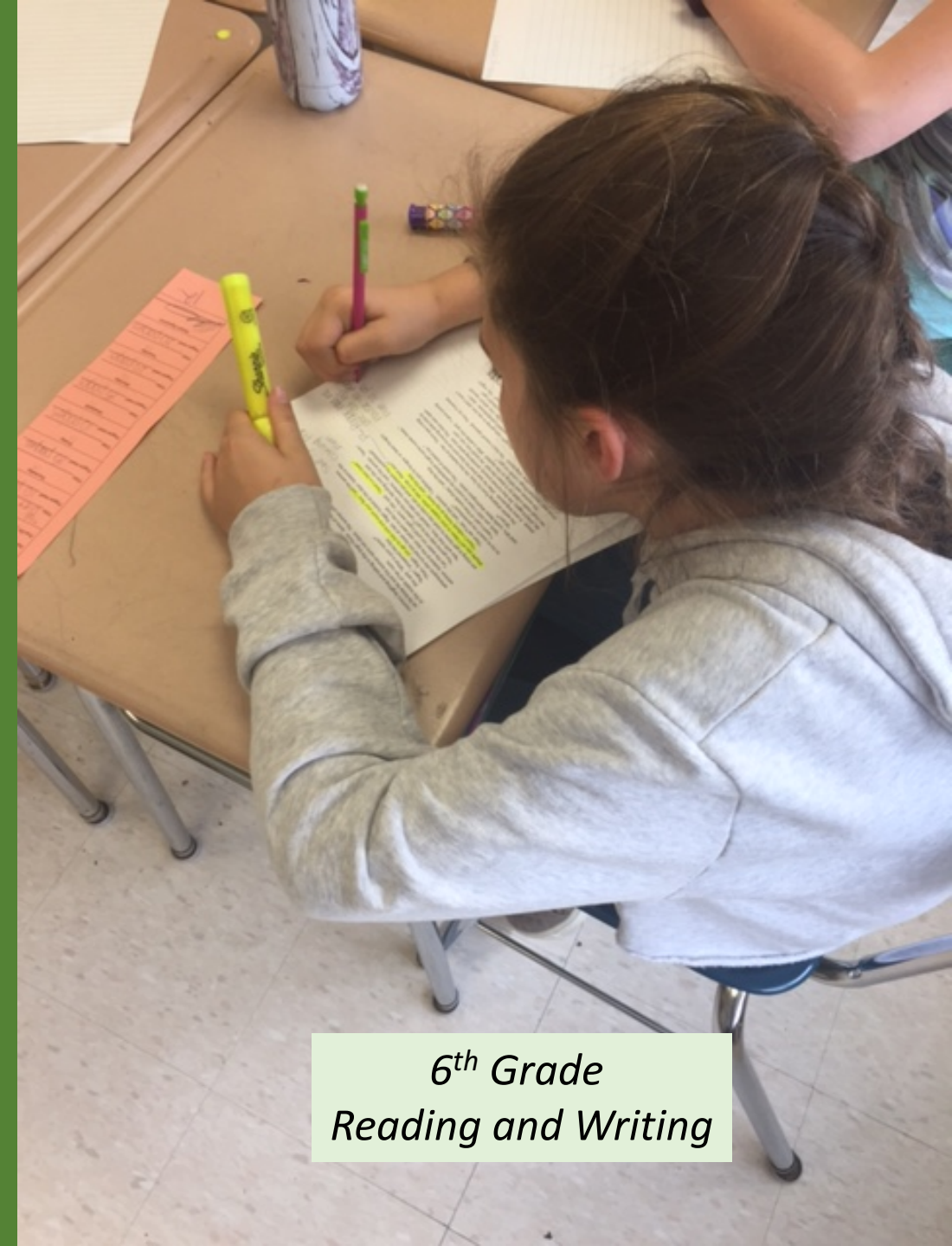
Professional Development

Language Arts Specialists and administrators
supporting and coaching classroom teachers

Use of assessments to modify implementation

Revision of rubrics

Grammar, usage, and mechanics mapping



*6th Grade
Reading and Writing*

... there is method in't
~Hamlet

Adjustments to implementation and pacing

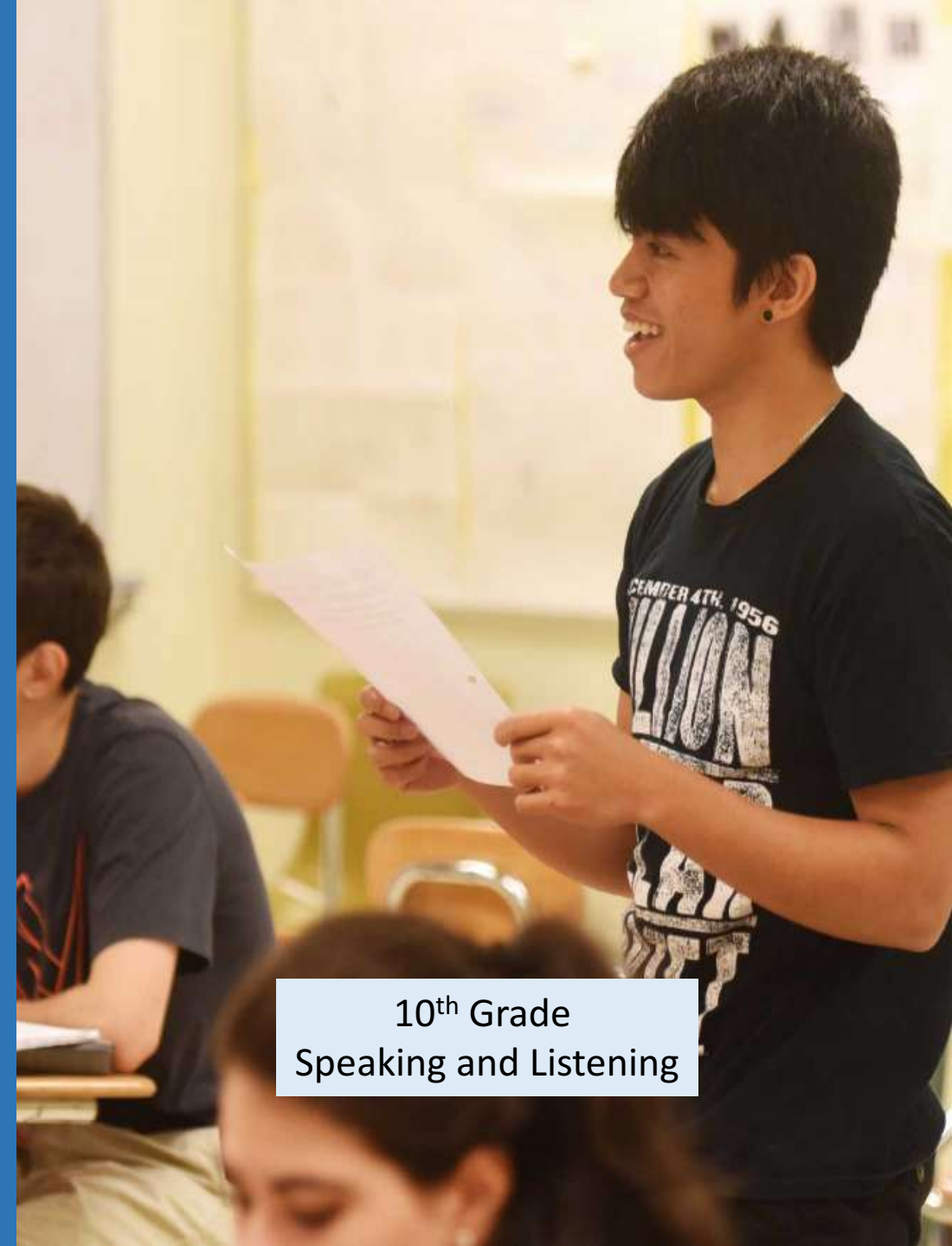
Key Adjustments

Revised implementation based on shifting national assessments

Integrate inquiry to promote application of Language Arts skills across the curriculum

Vertical articulation

Focus on analyzing and critiquing multiple texts



10th Grade
Speaking and Listening

Vertical Articulation of Skill Progressions K-12

Nonfiction Reading
Grammar, Usage, and Mechanics

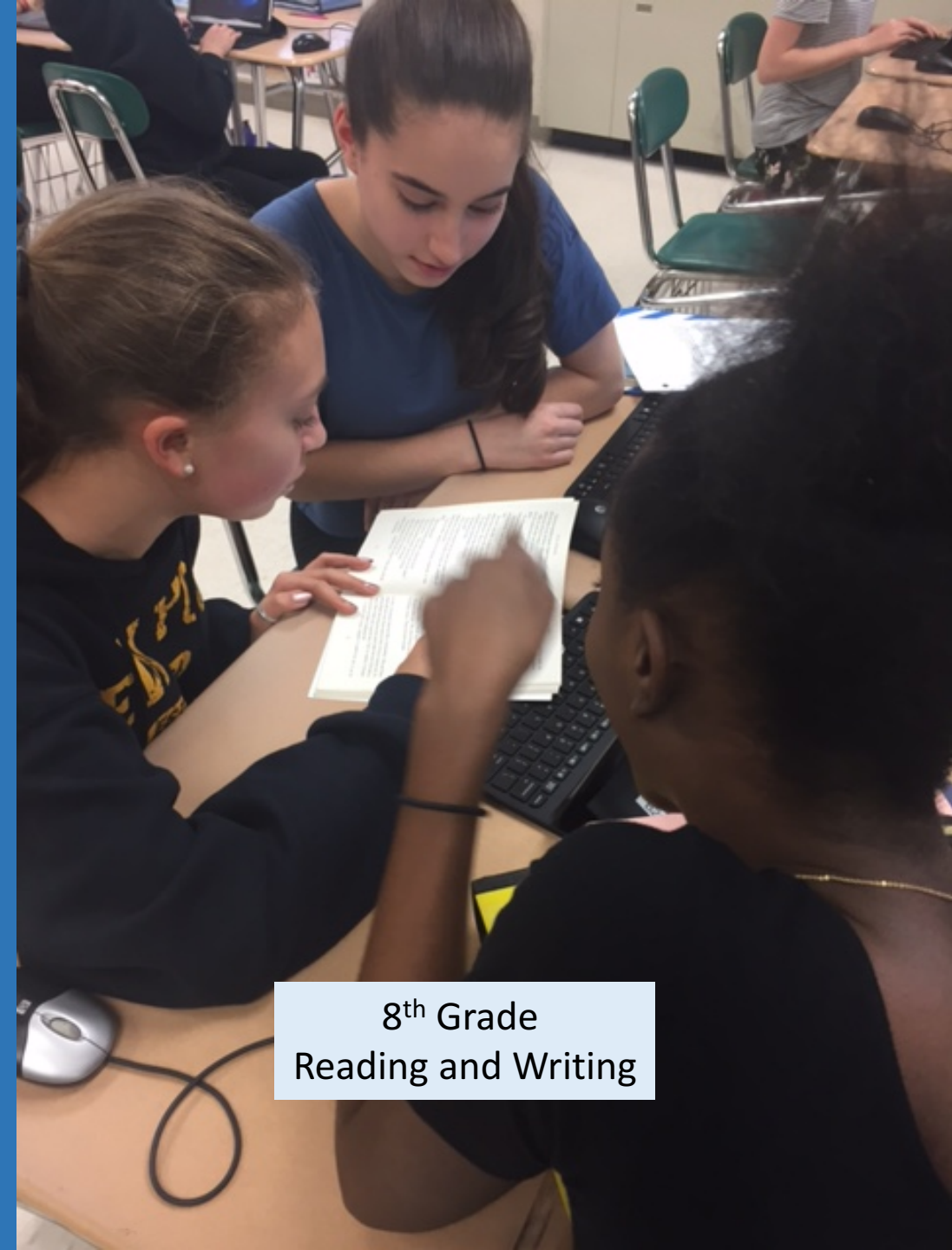
Outcomes for Nonfiction Reading

Developing readers, researchers, and
informational and persuasive Writers

Nonfiction reading across many texts with a
questioning stance

Note taking

Informational and persuasive writing with a
clear audience, purpose, and message



8th Grade
Reading and Writing

Progression of Skills and Strategies

NONFICTION STUDY

Grade 1

Readers **identify and use nonfiction text features** to help them understand the information presented.

Grade 3

As readers learn new information, they **add the new findings onto what they have previously learned** to help them hold onto key parts of the text (synthesizing).

Grade 5

Readers **consider what information is omitted** when reading a complex text in order to consider the point of view of the author.

Progression of Skills and Strategies

NONFICTION STUDY

Grade 6:

Readers **analyze the structures of Informational Texts**: Point of view, perspective, and bias and trace and evaluate the argument and specific claims in a text.

Grade 8:

Readers **delineate and evaluate the argument and specific claims** in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Grade 11:

Readers **analyze and evaluate the effectiveness of the structure** an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Progression of Skills and Strategies

GRAMMAR, USAGE, AND MECHANICS

Grade 1

Writers use commas to separate single words in a series.

Grade 3

Writers use commas in addresses. Writers use commas and quotation marks in dialogue.

Grade 4

Writers use commas before a coordinating conjunction in a compound sentence.

Progression of Skills and Strategies

GRAMMAR, USAGE, AND MECHANICS

Grade 6

Writers use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

Grade 8





Writers use commas with nonrestrictive elements, closing elements, opening elements (includes appositives and participial phrases, dependent /independent phrases and clauses).

Grade 11

Writers apply their knowledge of grammar, usage, and mechanics to different contexts, and make effective choices for meaning or style.

Revisions to Pacing Guides

Grade 2 Language Arts Year at a Glance

Pacing Guide										
1 st Marking Period				2 nd Marking Period				3 rd Marking Period		
Grade 2 Pacing Guide 2016-2017										
	September	October	November	December	January	February	March	April	May	June
FPS Unit	Unit 1	Unit 2	Unit 3		Unit 4		Unit 5		Unit 6	Unit 7
Reading	Launching the Reading Workshop	Character Study (embed T. dePaola)	Non-Fiction		Learning About Life from Characters		Reading Narrative Nonfiction to Read and Wonder		Poetry	Reflection
										
	September	October	November	December	January	February	March	April	May	June
FPS Unit	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5	Unit 6
Writing	Lessons from the Masters		Informational Writing		Writing About Reading: Opinion		Writing Persuasive Reviews		Poetry	Reflection
										

Revisions to Pacing Guides

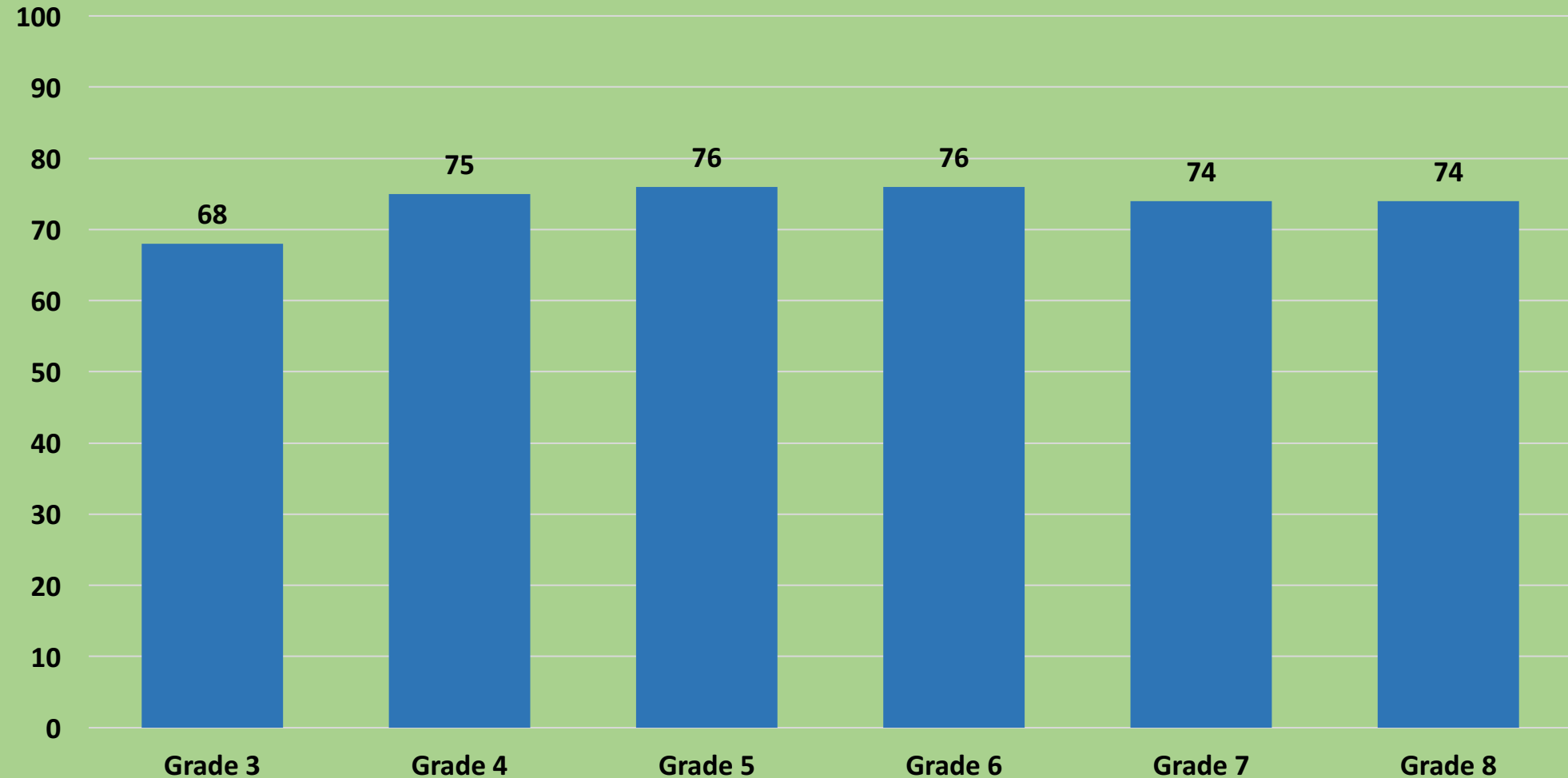
Grade 8 Year at a Glance 2016-2017									
Reading	H di Est n	Reading	Close Reading of Literature	The Art of Narrative	Developing a Critical Lens for the Analysis of Informational Texts	Analyzing Dramatic Texts	Interpreting and Communicating Universal Themes Across Time, Genre and Medium	Reflection	on
			Close Reading: annotating texts to analyze theme and literary devices that help develop deeper meaning, collaborating to deepen understanding	Close reading: Reading like a writer - analyzing the craft and structure of narrative Analyzing how authors develop and pace overall plot (exposition, inciting incident, rising action, climax, falling action, resolution) Analyzing types of conflicts and how conflict relates to theme.	Examine how non-fiction texts relate to fictional themes Finding underlying ideas in non-fiction (Students can apply close reading skills and analysis of non-fiction to book club texts and/or whole-class novel, Night)	Analyzing multiple plot-lines and thematic patterns Developing thematic understandings Analyzing how a text is interpreted for the stage/film.	Reading multimodal texts including fiction, drama, children's literature, music and art Analyzing thematic patterns Literary Analysis of Universal Themes Book clubs / whole class novel	Evaluate contents of literacy folder to determine portfolio entries.	e of der to ne tries
			Gathering ideas for writing from both life and texts. Writing in Response to Close Readings Developing controlling ideas and literary claims	Developing a well-paced narrative	Informational writing/ Reader's Response Relating non-fiction to independent reading Building a controlling idea	Synthesize the similarities and differences between a text and film/dramatic production	Selecting theme/controlling idea for essay that discusses multiple texts. Identifying relevant text support. Seamless integration of quotes and correct citation. Writing introductions and conclusions for essay that explores multiple texts.	Written self-reflection	elf- on
Writing	H di Est n	Writing							

Be sure of it. Give me the ocular proof.
~Othello

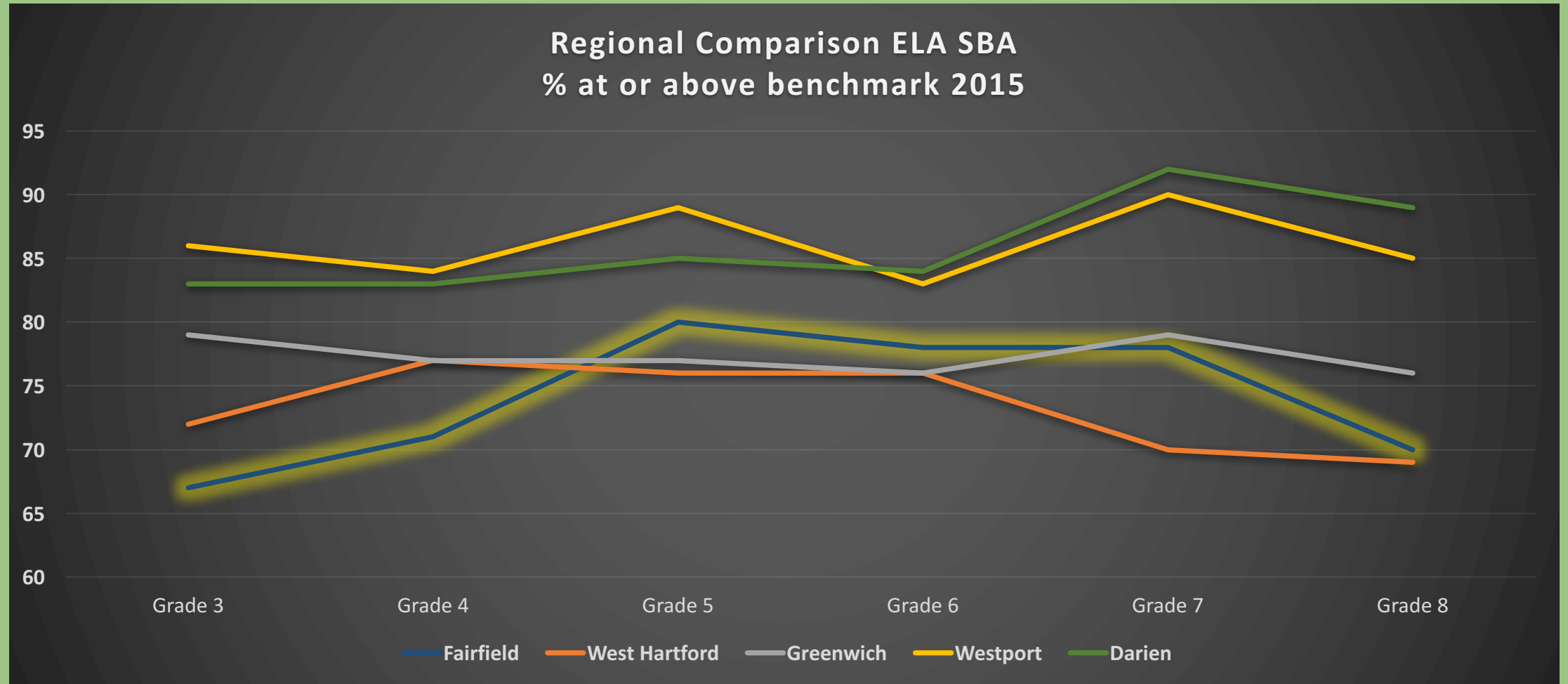
Evidence of student growth and achievement

2016 English Language Arts Smarter Balanced Assessment

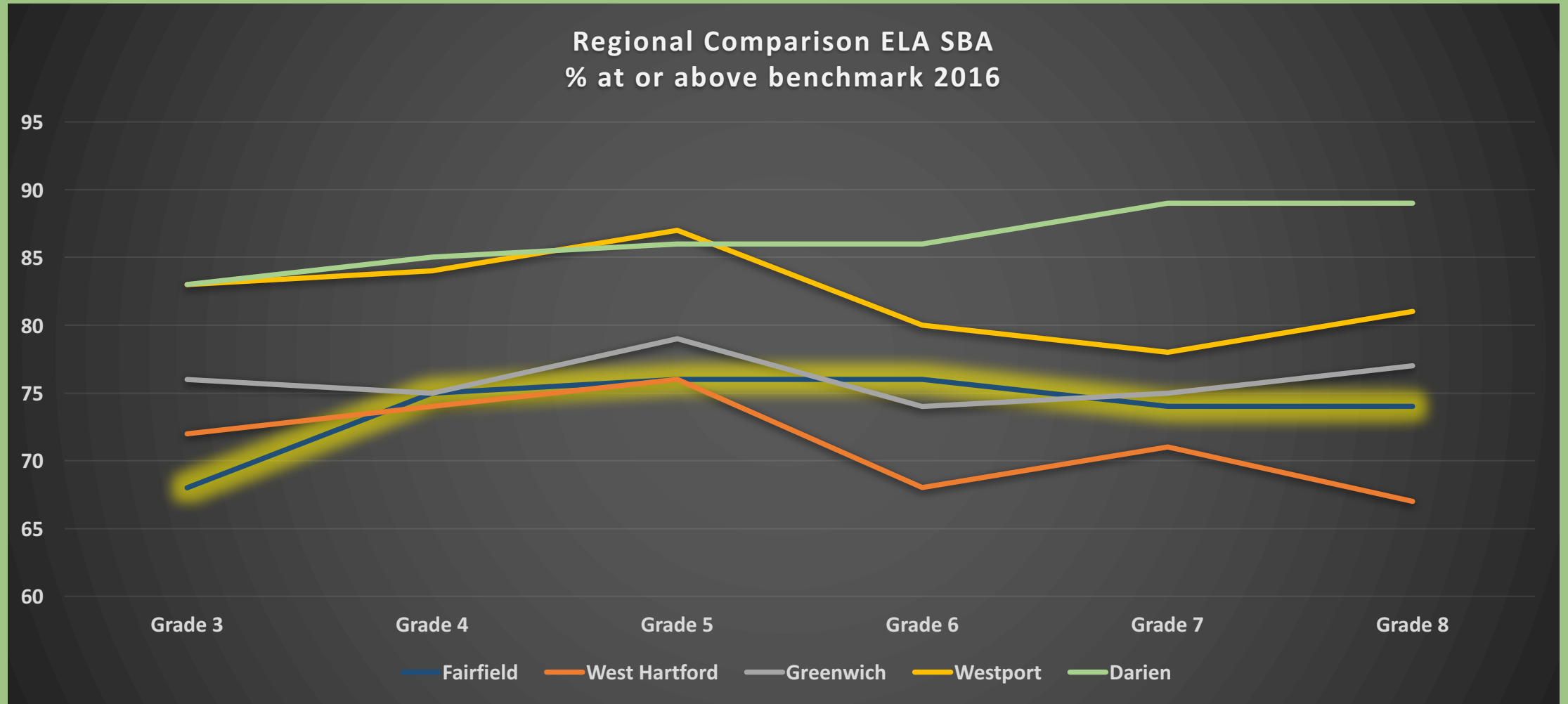
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING GOAL



2015 Regional English Language Arts Smarter Balanced Assessment

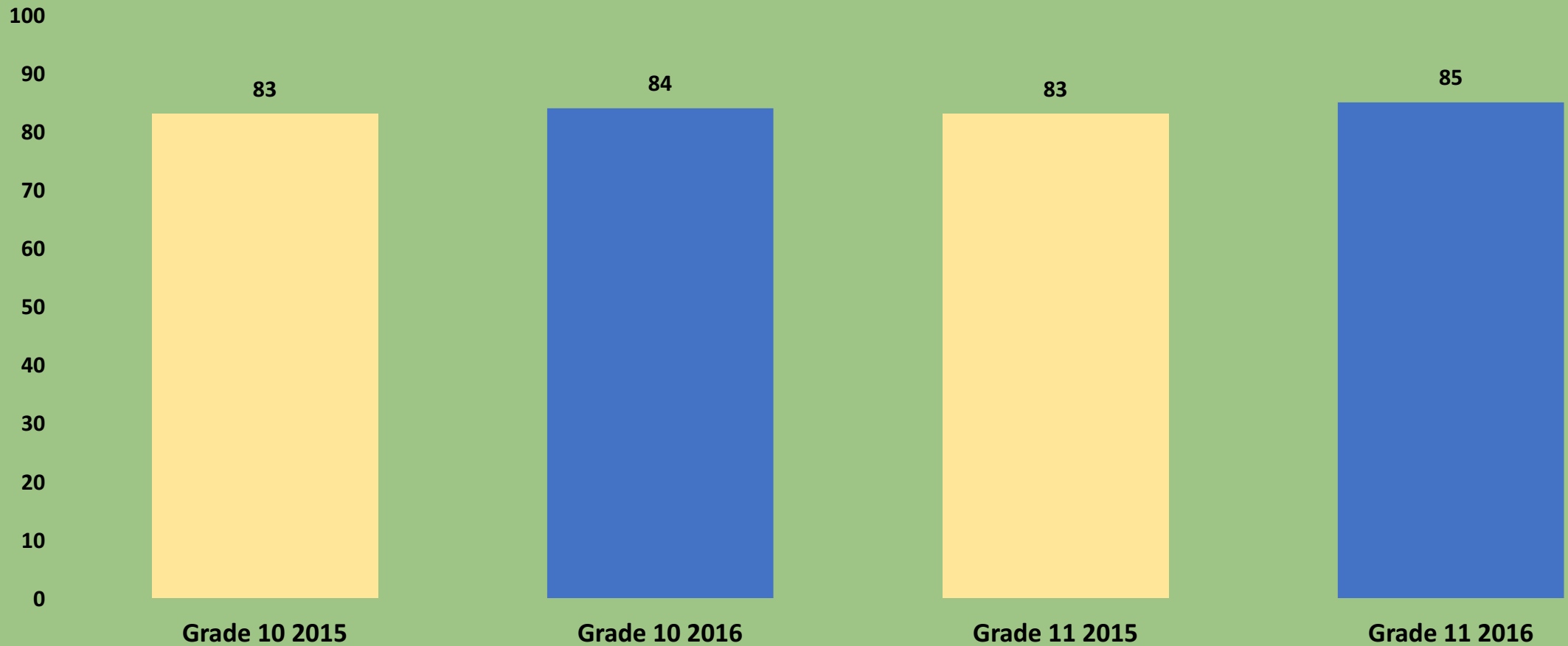


2016 Regional English Language Arts Smarter Balanced Assessment



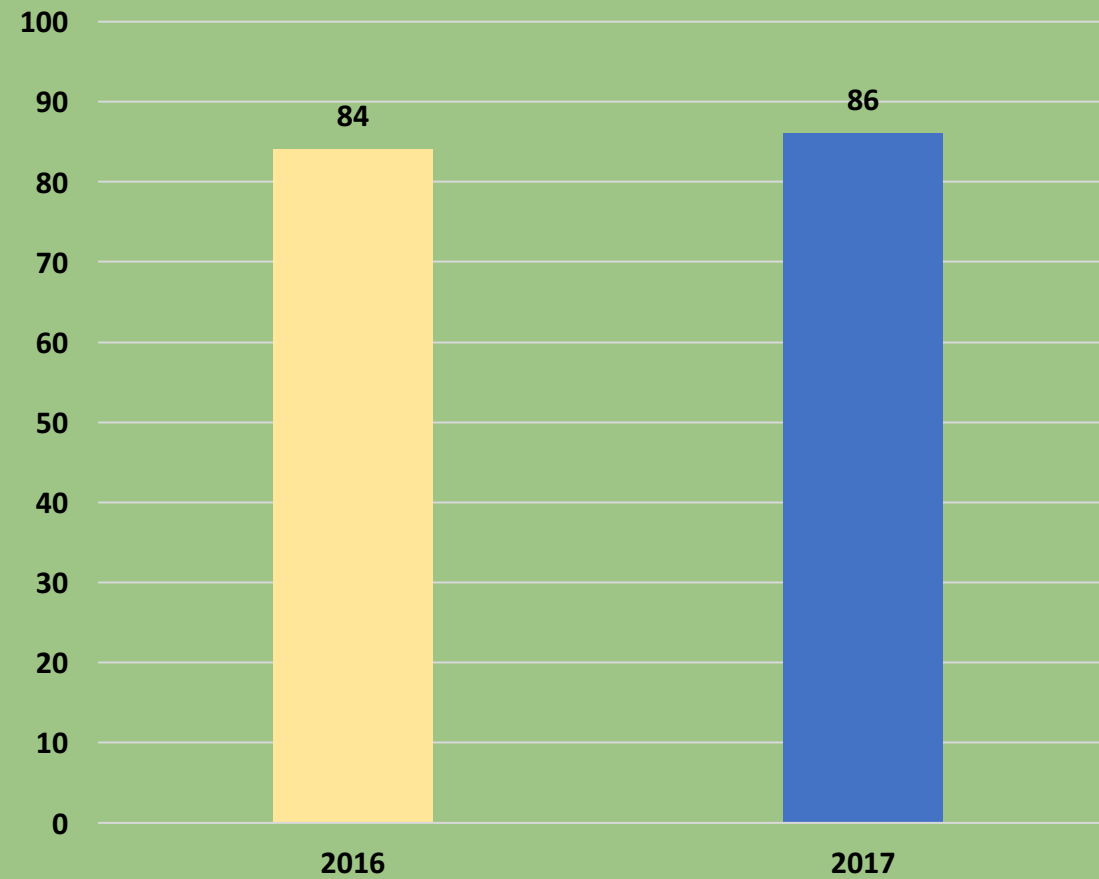
2015-2016 Fairfield PSAT Scores

PERCENT MEETING OR EXCEEDING BENCHMARK



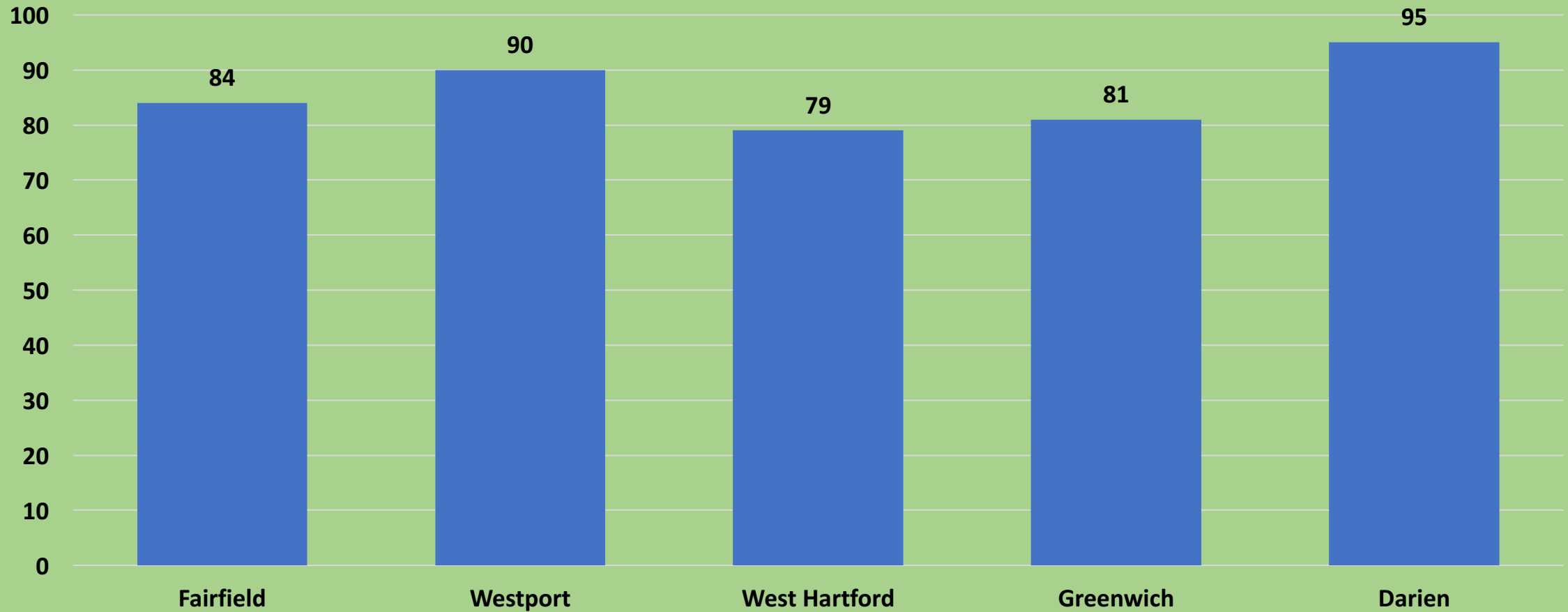
2016 and 2017 Fairfield SAT Scores

PERCENT MEETING OR EXCEEDING BENCHMARK



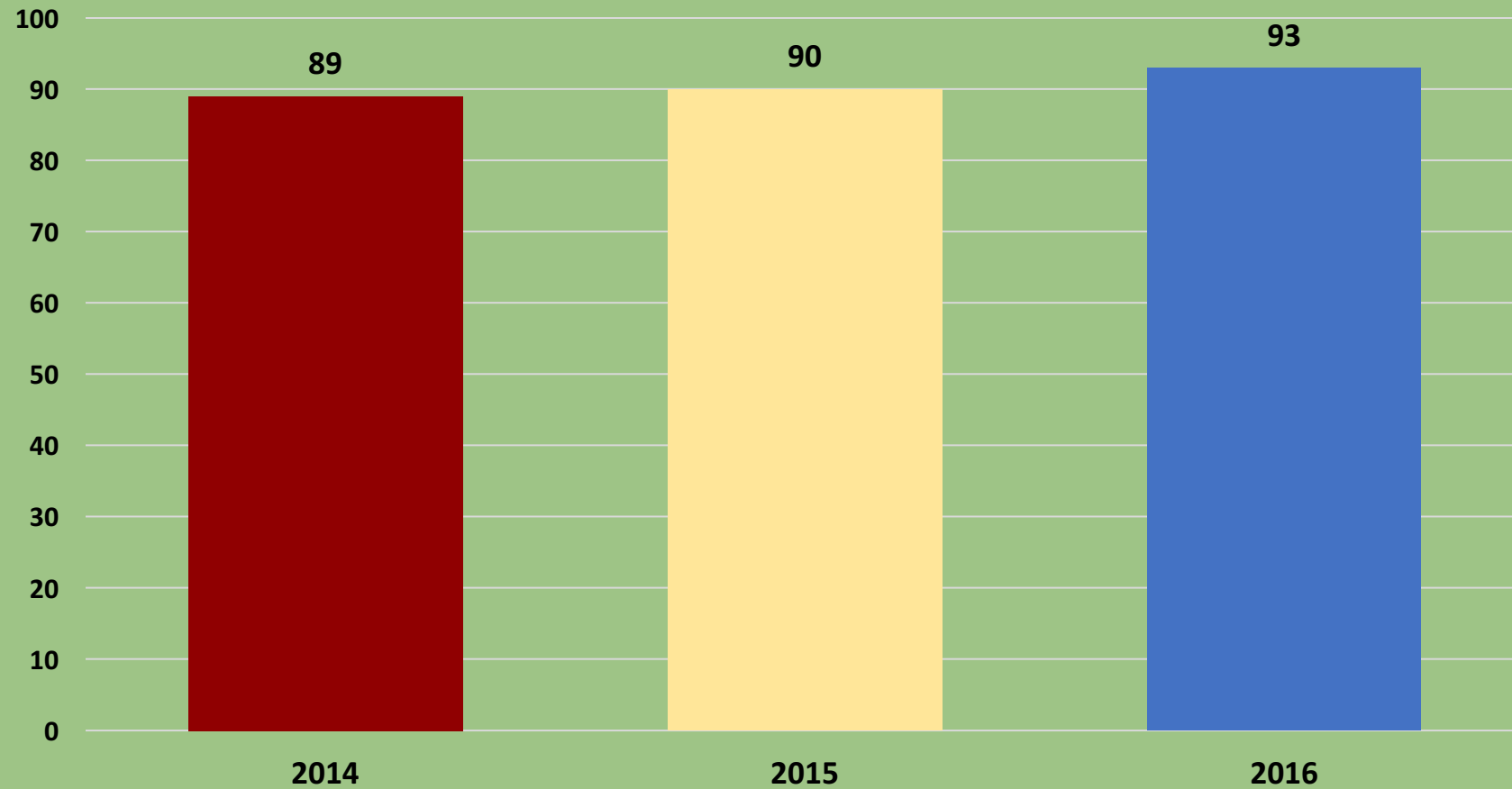
2016 Regional SAT Scores

PERCENT MEETING OR EXCEEDING BENCHMARK



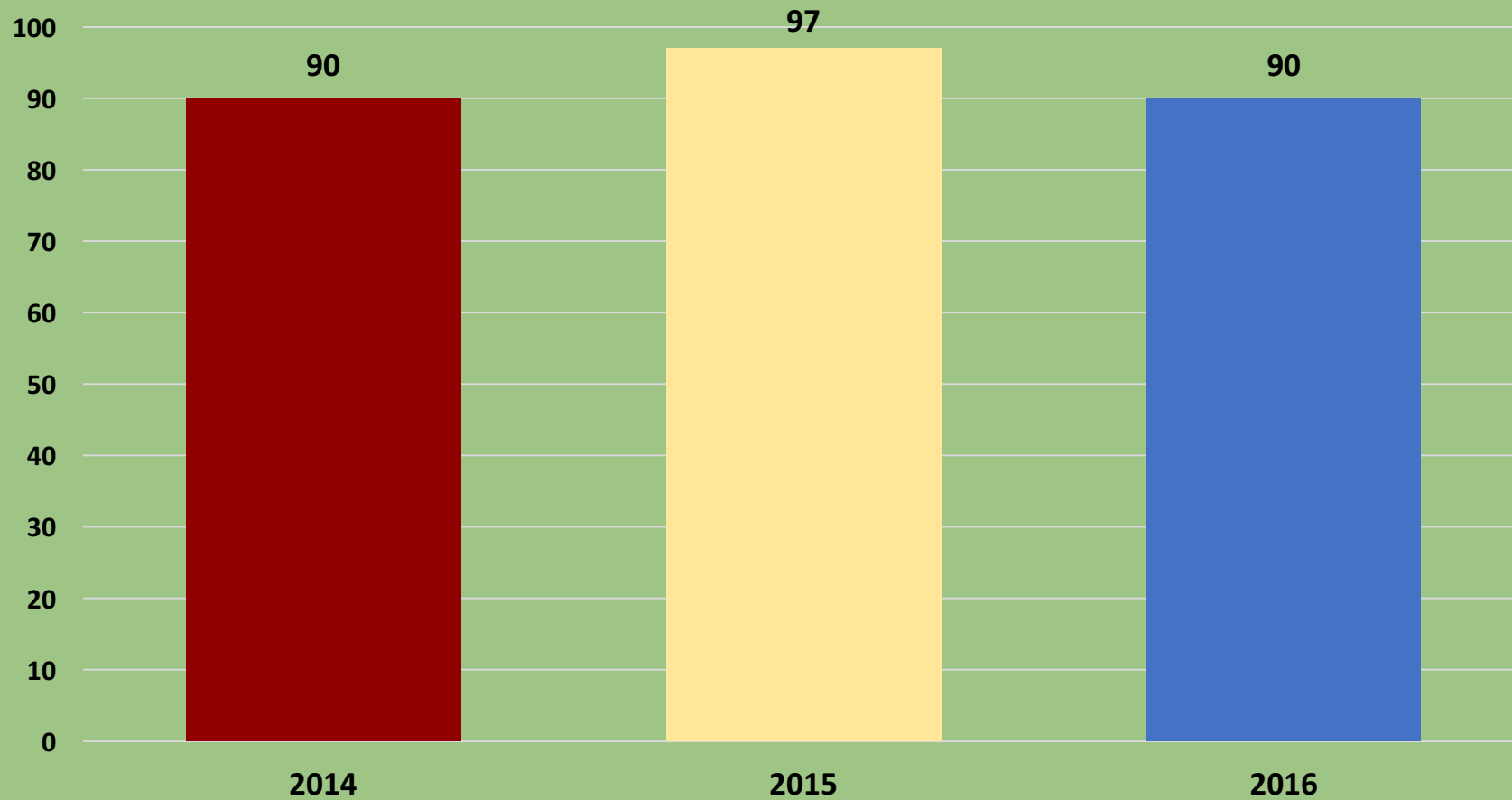
2014-2016 AP Language and Composition Scores

PERCENTAGE SCORING 3 AND ABOVE



2014-2016 AP Literature and Composition Scores

PERCENTAGE SCORING 3 AND ABOVE



Teacher and Administrator Perspectives

Kayla O'Donnell, Grade 1 Holland Hill

Liz McGoey, Principal Stratfield

Maggie Formato, Grade 7 Fairfield Woods

Cait Ruegger, Grade 9 and 11 Fairfield Ludlowe



A Look Inside the English Language Arts Classroom

Strong reasons make strong actions.
~King John

Next Level of Work

Next Steps

Backwards planning and common end of unit performance assessments

Use student work to plan instruction and guide professional development in the areas of: phonics, spelling, word study, and inquiry based instruction

Ensure the progression of skill development Pre K-12

Early intervention process: review and standardization

Implement skill-based portfolios in grades 9-11

Next Steps

Focus on transitions

Create and implement a writing scoring system that measures student growth over time and across disciplines K-12

Collaboration among Language Arts, Library and Media, and Social Studies

Map content and academic vocabulary K-12

Overarching Goal of the ELA Curriculum

*Continuously Improve the Reading and Writing Life
of All Fairfield Students*

A grayscale background image showing a hand holding a pen, poised to write on a notebook. The image is slightly blurred and has a dark, moody tone.

*Good night, good night! Parting is
such sweet sorrow...*

~Romeo and Juliet

Thank you!