

ELA Update: May 2023

Phonics Curriculum Pilot



HES School Improvement Plan

Update academic pathways and curriculum alignment to ensure dynamic and equitable learning for all students.

HES SIP Goal	Action Steps
Increase the amount of and consistent delivery of phonics instruction in kindergarten and first grade.	<ul style="list-style-type: none">• Select a research-based phonics curriculum to pilot in grades K and 1 during the 2022-2023 school year.• Engage teachers in professional development to explore the new curriculum and strategies for instruction.• Use the selected curriculum to instruct students in phonics.• Provide teachers with time to plan and look at student work and data together and with the ELA specialist.• Engage in ongoing reflection about the experience of teaching the piloted curriculum and analysis of student literacy data.• By June 2023, make a recommendation about whether to continue the use of this curriculum next year.

5

PILLARS OF LITERACY



**Phonemic
Awareness**



Phonics



Fluency

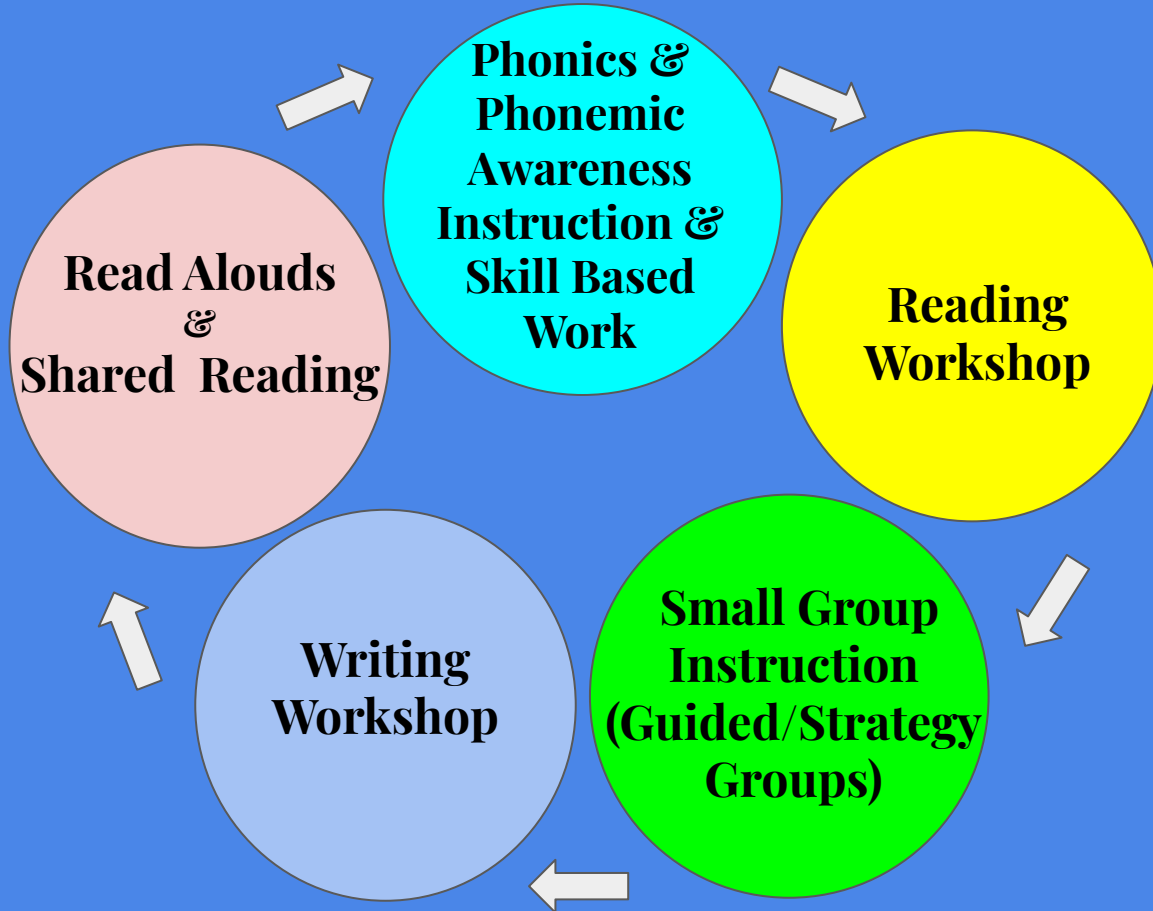


Vocabulary



Comprehension

HES Components of Comprehensive Literacy Program



Phonics & Phonemic Awareness Instruction & Skill Based Work



Direct Instruction & Guided Practice in:

1. Phonological Awareness
2. Phonics (Sound Spelling)/ Blending (Fluency)
3. High Frequency Words (Decodable/Irregular)
4. Read Connected Text (Decodables)/ Print Concepts/Fluency
5. Word Sort/Word Building/Word Study/Dictation

**(Five Part Instructional Plan Each Day)
(30-35 mins.)**



Benefits of this Curriculum

- Clear Scope and Sequence based on Orton–Gillingham
- Explicit and Systematic Approach to Instruction
- Phonemic Awareness and Phonics Materials All in One Place
- Established Daily Routines (5 Daily Instructional Routines)
- High Frequency Words Integrated into Each Week
- Includes Decodable Texts with Weekly Skill and High Frequency Words
- Integrated Word Studies (prefixes, suffixes, compound words, contractions, plurals, Etc.)
- Assessments built in each week
- Vertical Articulation – Consistent Program from K-2)

EdReports

Kindergarten

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GATEWAY 1

Standards and Research-Based Practices

56/58



GATEWAY 2

Implementation, Support Materials & Assessment

46/50



ALIGNMENT

Meets Expectations

1st Grade

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GATEWAY 1

Standards and Research-Based Practices

55/60



GATEWAY 2

Implementation, Support Materials & Assessment

47/52



ALIGNMENT

Meets Expectations

2nd Grade

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GATEWAY 1

Standards and Research-Based Practices

36/40



GATEWAY 2

Implementation, Support Materials & Assessment

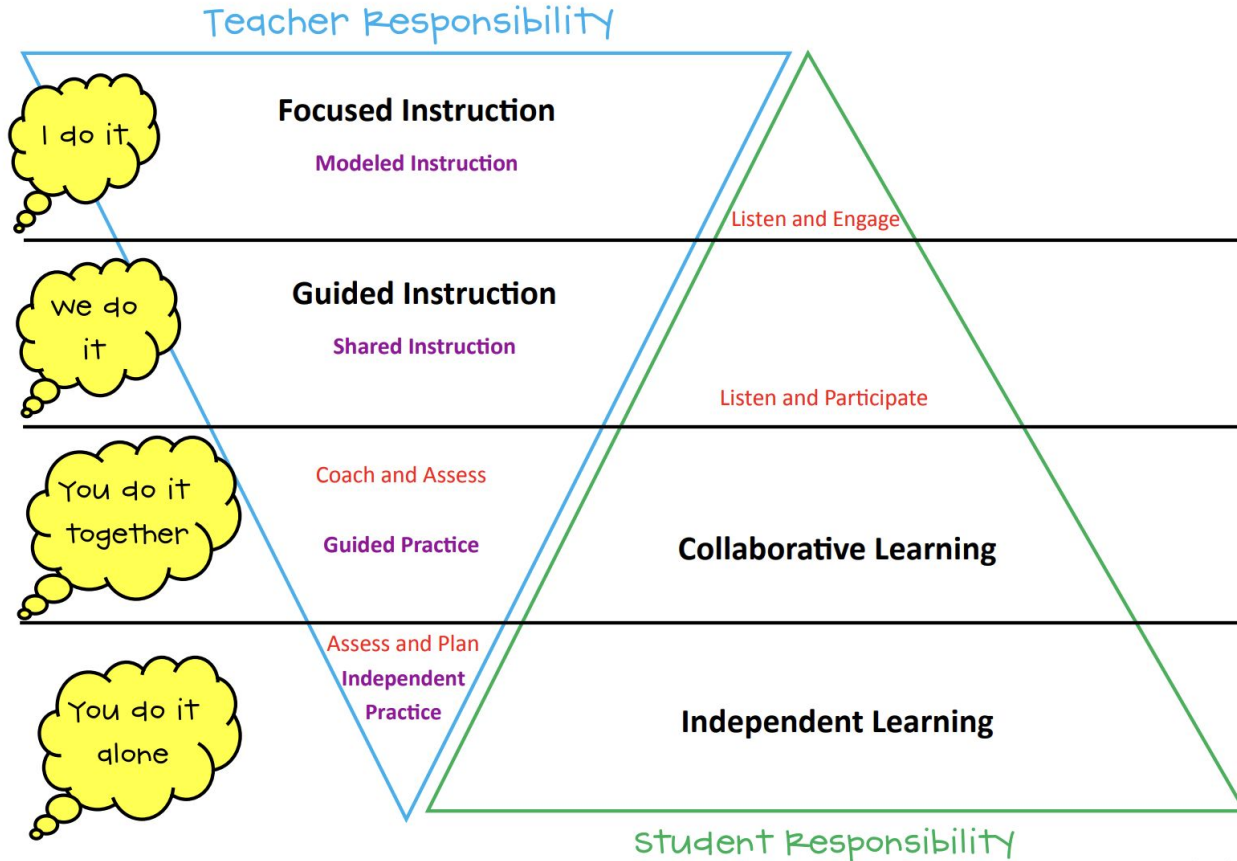
40/44



ALIGNMENT

Meets Expectations

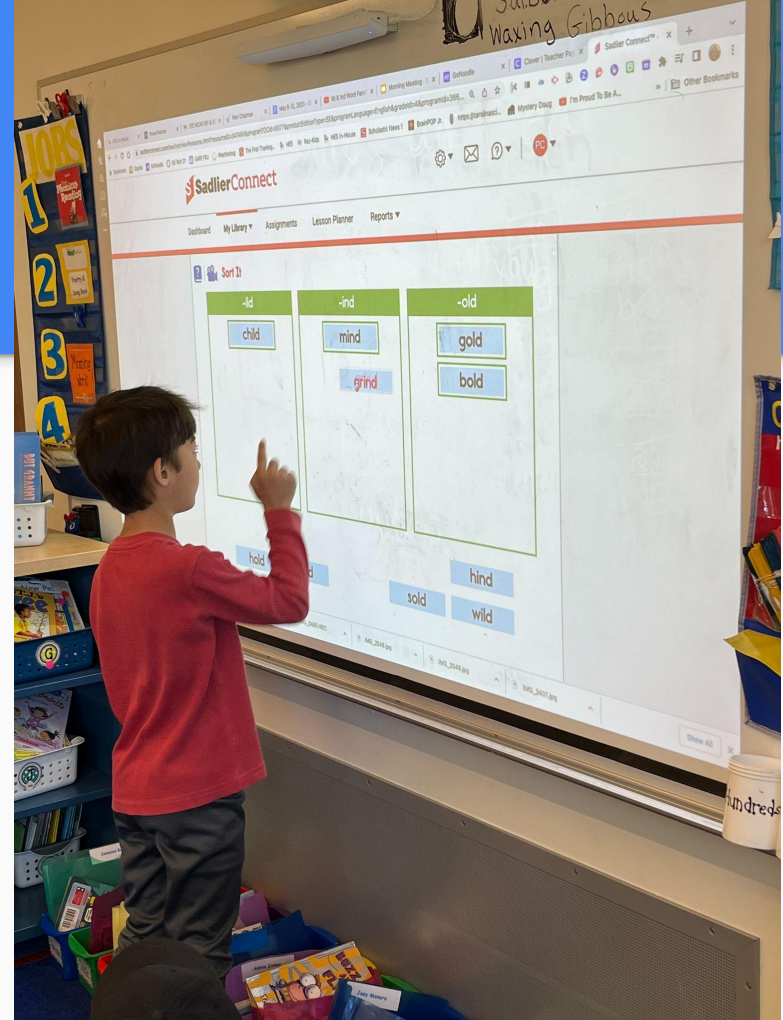
The Gradual Release of Responsibility



What Do the Data Tell Us?

- Universal Screening Data from the mid-year shows beneficial gains in areas of phonemic awareness, letter-sound correspondence, and word blending.
- The gains at the Kindergarten level are the most significant and could be a direct result of the new From Phonics To Reading Program!

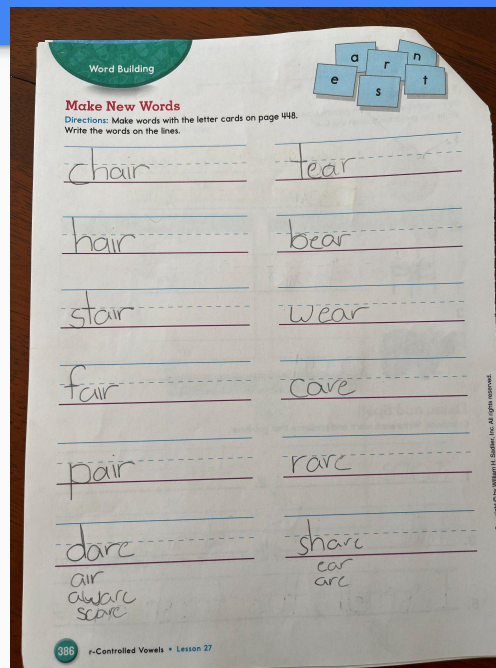
Interactive Words Sort





Word Building

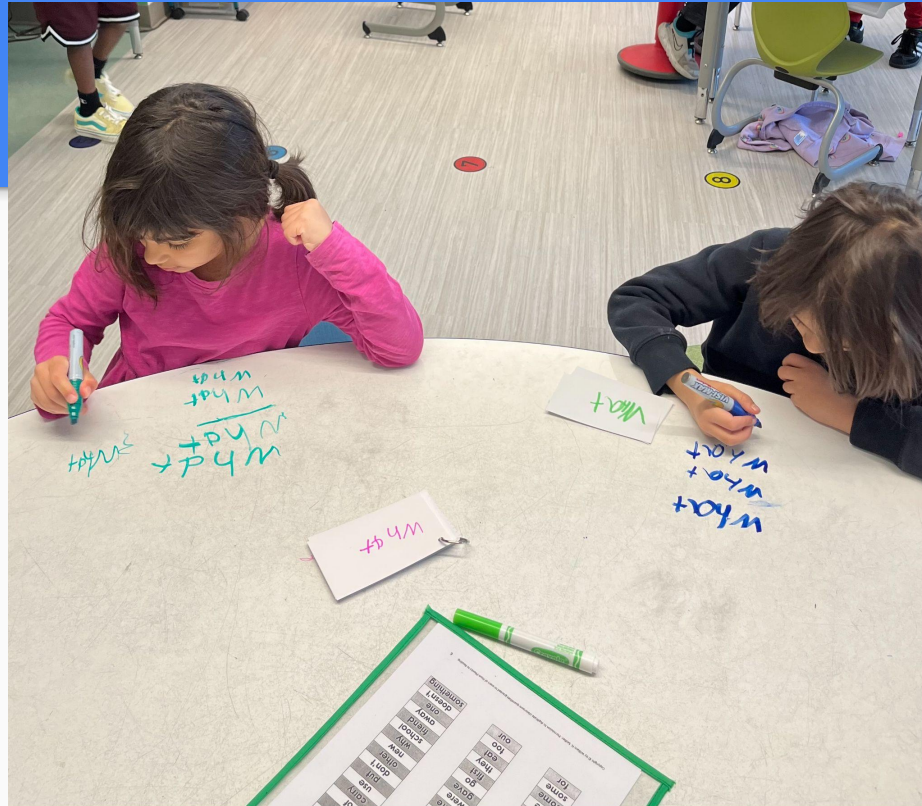
(Sound Spelling/Blending)



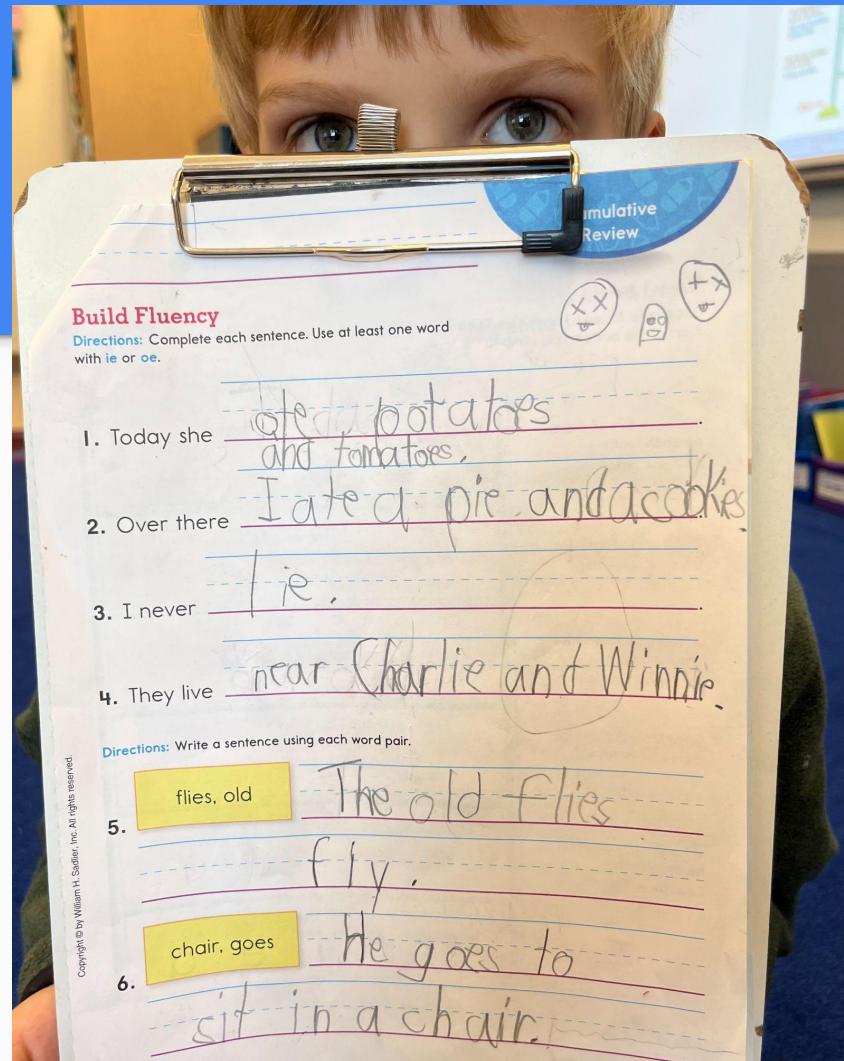
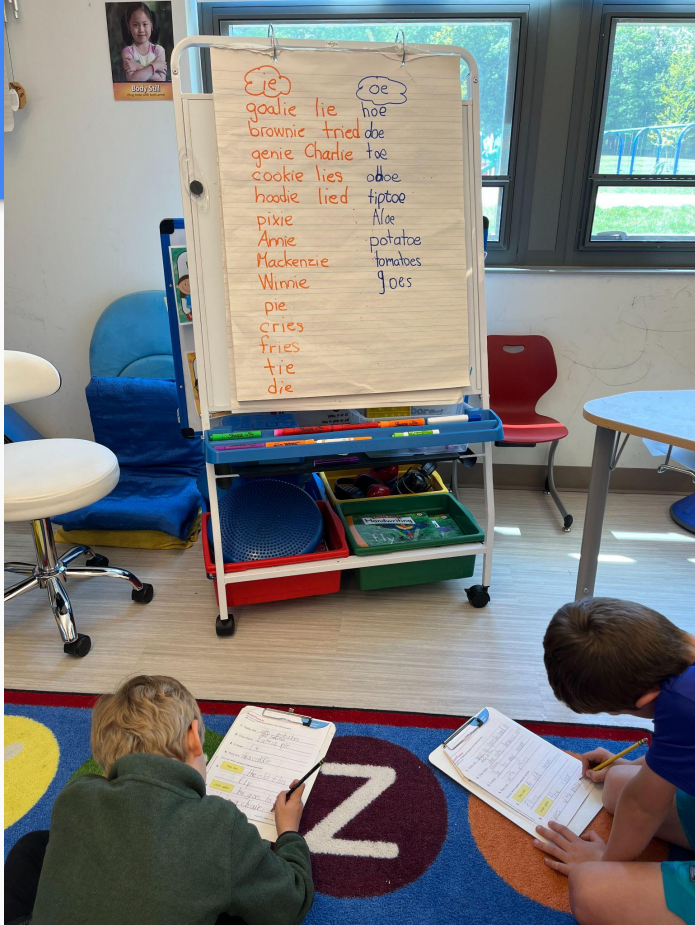
Read Connected Text/Decodables (Print concepts/Fluency)



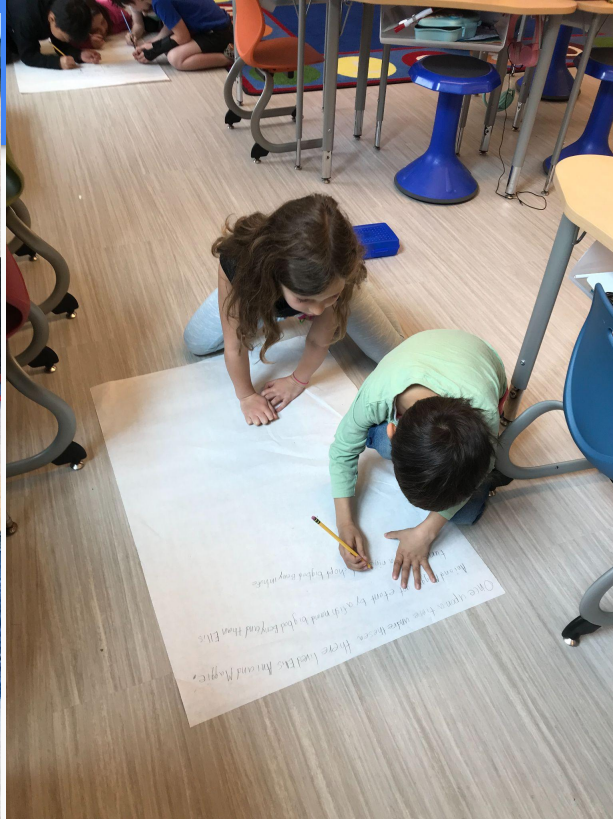
High Frequency Words



Cumulative Review



Write About It (Word Study, Word Building, Encoding)





Next Steps

- More professional development
- Refine daily routines
- Build in more hands-on and interactive activities
- Expand *From Phonics to Reading* into second grade
- Increase resources of decodable books

We have recently been awarded a generous grant from
HST for the purchase of decodable books!



HARVARD SCHOOLS T♦R♦U♦S♦T

Enhancing education at Hildreth Elementary School and the Bromfield School in Harvard, Massachusetts

\$3,729.00

Questions?