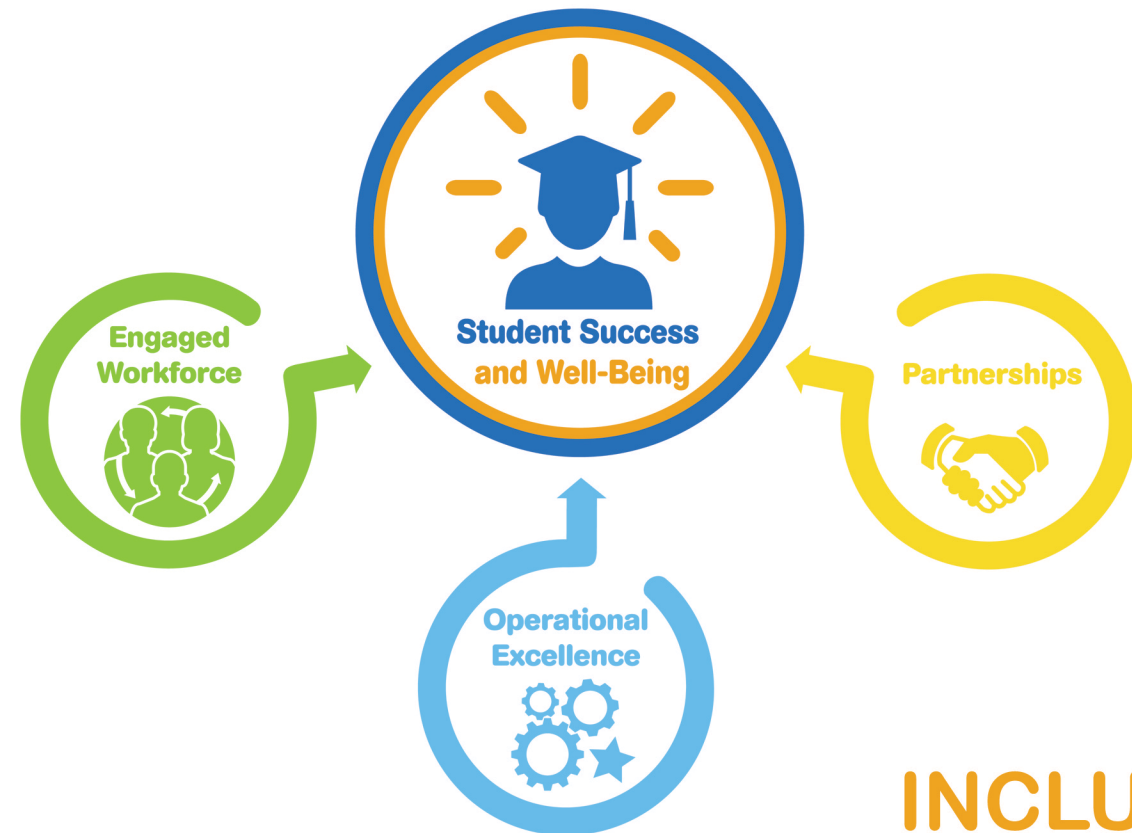


## APS Strategic Plan 2018-2024

# English Language Arts ACTL Presentation

Sarah Cruz, Elementary ELA Supervisor  
Lori Silver, Secondary ELA Supervisor  
December 7, 2022



**INCLUSION \* EXCELLENCE \* INNOVATION**



## Student Success & Well-Being

### Overview of English Language Arts:

- Responses to Data and Instructional Focus
  - New Resources:
    - CKLA (Grades K-5)
    - HMH-Into Lit VA (Grades 6-12)
  - Interventions and Guidance
- Readiness and the Instructional Change Process for staff
- ELA Supporting Schools
- ELA Moving Forward



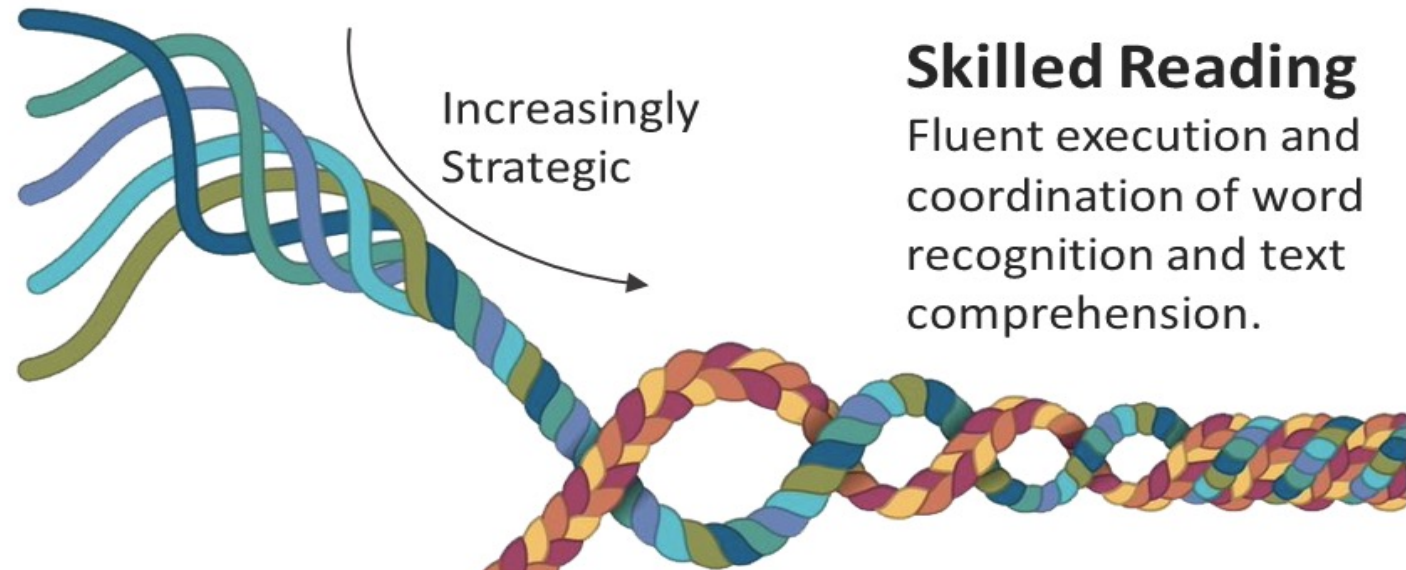
## Student Success & Well-Being

- For Elementary: Previous resources **misaligned** with science of reading
- For Secondary: Absence of cohesive core resources aligned to evidence-based practices for reading, writing, and English Language Arts content.
- Need for **language comprehension** for all learners
- **Opportunity Gaps** in SPED, EL and Students of color
- **ELA Advisory Committee** school board recommendation for new evidence-based resources, for years
- Virginia Literacy Act called for evidence-based curriculum

# Need for Knowledge Based Curriculum

## Language Comprehension

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



## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

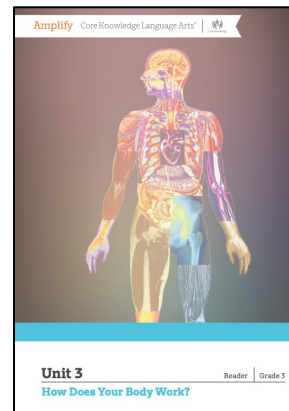
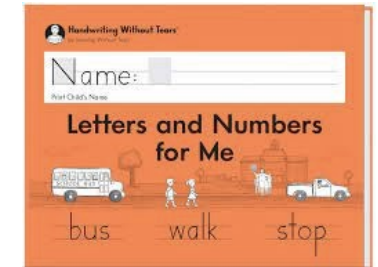
## Word Recognition

- 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.

- Resources for Language Comprehension
  - Core Knowledge Language Arts
- Resources for Word Recognition
  - Core Phonics or Foundations
  - Lexia
- Handwriting without Tears K-1





## Student Success & Well-Being

### AmplifyCKLA

### Welcome!

Grade 2, Domain 4  
Greek Myths

In this unit, students will be introduced to several well-known Greek myths that will help give them insight into ancient Greek culture.

#### What's the story?

Students will be introduced to many well-known mythical characters, including the gods and goddesses that were worshipped in ancient Greece.

#### What will my student learn?

This domain provides an opportunity for students to understand literary allusions and the meaning of common words and expressions. It will also help them understand modern retellings of these ancient stories.

Students will write in a journal, recording important information about the myths they will read. They will use this information to write a summary of one of the myths, which will prepare them to write their own Greek myth.

#### Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. You have been learning that Greek myths are fiction. How do you know they are fiction?  
**Follow up:** What were his special powers? Why was he important to the ancient Greeks?
2. What was Zeus known for?  
**Follow up:** Who has been your favorite? Why? What are they the god/goddess of? How would you describe them?
3. Who were some of the supernatural characters you have been reading about?  
**Follow up:** Who has been your favorite? Why? What are they the god/goddess of? How would you describe them?
4. How would you describe Mount Olympus?  
**Follow up:** Can you draw a picture of what you imagine it to look like? Who did the Greeks believe lived there?

## Second Grade

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

Title: Zeus

He is the king of the gods. One of his brothers is Hades. He has the power of lightning. He also has another brother named Poseidon. His animal is a eagle. He wears olive leaves on his head. He also had very long hair.

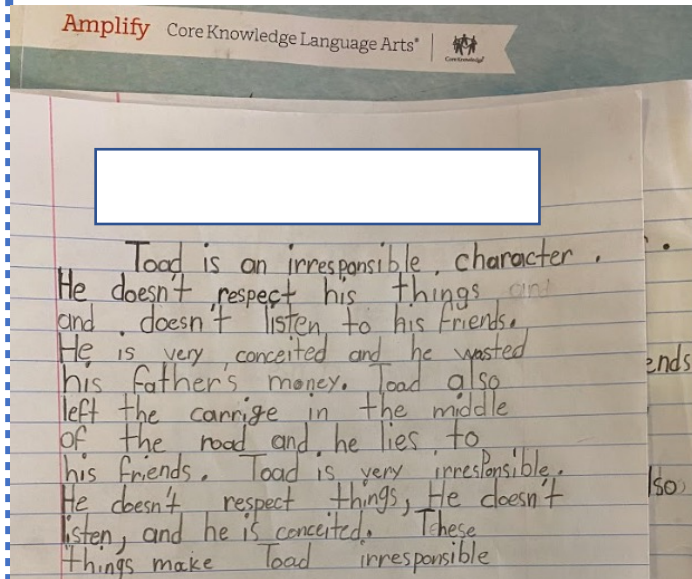
Knowledge 4

- Student work samples

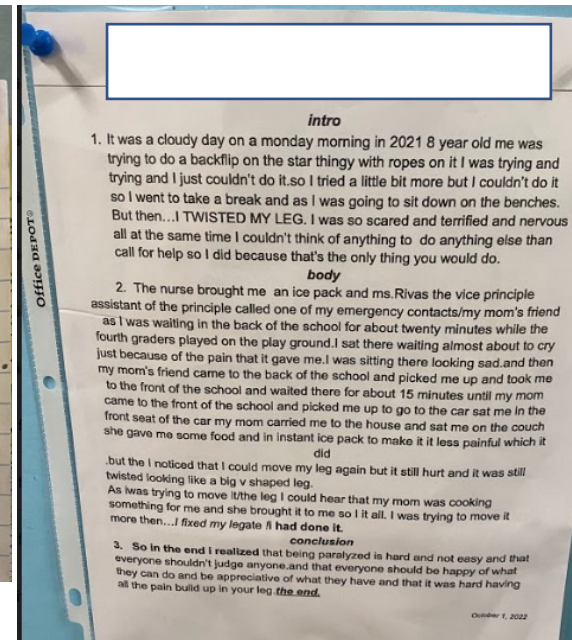


Student Success & Well-Being

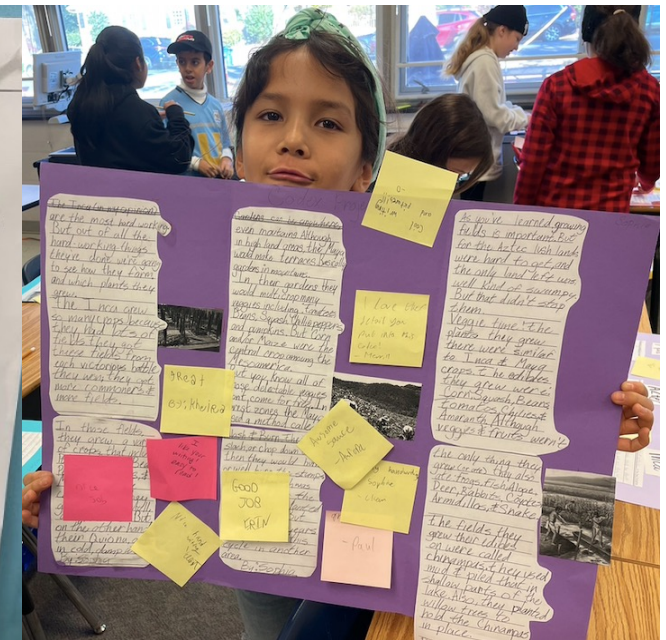
## Third Grade



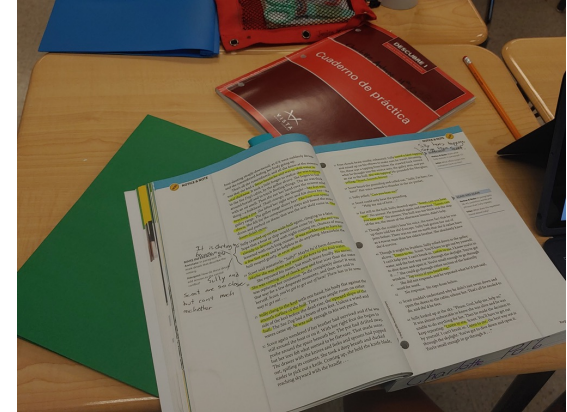
## Fourth Grade



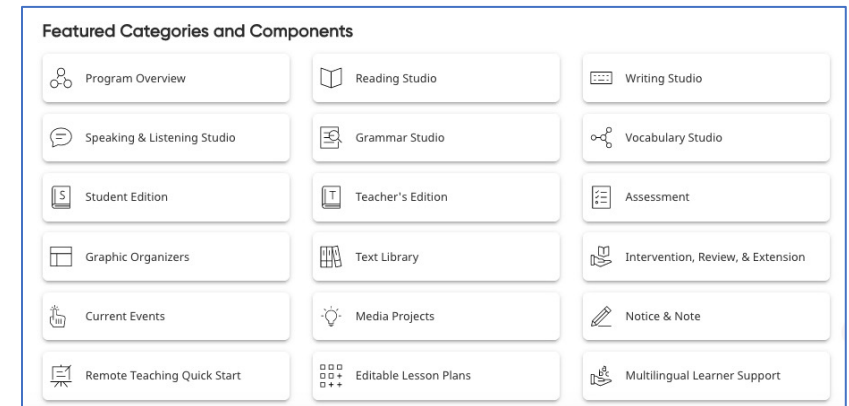
## Fifth Grade



- Aligned to VA Standards of Learning
- Both digital and hard copy access to resources for teachers and students
- Text driven, with diverse authors
- Connections to reading and writing
- Application of critical thinking through lessons and routines
- Scaffolding for multi-lingual learners
  - Resources in multiple languages



## Additional Resource: Lexia PowerUp





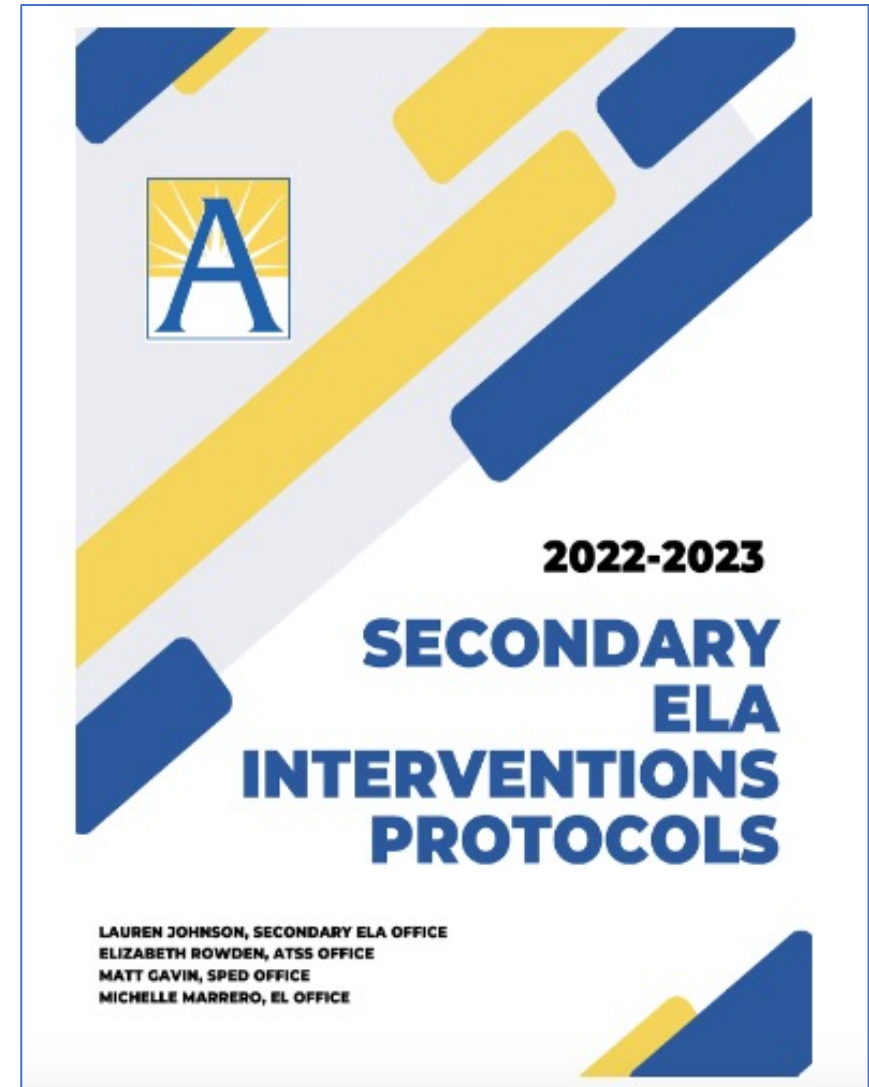
## APS ELA Grade 6 Tiered Instruction Decision Tree

All students should receive high-quality Tier 1 instruction using ELA Core Resources.

**Step 1:** Administer the HMH Growth Measure (HMH-GM) as an ELA readiness assessment.  
**Step 2:** Use data to identify which of the three categories below informs whether or not a student requires an intervention.  
**Step 3:** Determine intervention(s) and how to progress monitor the student's levels of proficiency.

<p><b>Demonstrates Proficiency:</b> Did the student score On Level or Above Level performance band on the HMH-GM?</p>	+	<p>Does the student's historical data indicate previous on or above grade level performance in 5th grade? Does the student's DIBELS Composite EOY score meet or exceed Core or Core + Support? Did the student pass the 5th Grade SOL Reading assessment?</p>	=	<p>Student is on-track for instructional proficiency and standards based assessments are appropriate to progress monitor student.</p>
<p><b>Guidance:</b> The student receives on-going ELA support from English and Reading teachers. Daily instruction is informed by frequent formative assessments. Students are progress monitored using the HMH-Growth Measure and growth in Lexia PowerUp.</p>				
<p><b>Demonstrates Areas of Concerns:</b> Did the student score in the Approaching or Below Level band on the HMH-GM?</p>	+	<p>Does the student's historical data indicate previous on or above grade level performance in 5th grade? Does the student's DIBELS Composite EOY score meet or exceed Core or Core + Support? Did the student pass the 5th Grade SOL Reading assessment?</p>	=	<p>Does the student has enough Tier 1 support for literacy proficiency? Consider three data points on the student for comparative purposes about literacy growth and developmental needs. The student will either require further diagnostic assessments leading to intervention(s) OR the student's needs are met through Tier 1 instruction and course placement.</p>
<p><b>Guidance:</b> Consider if additional diagnostic assessments are needed as an additional data point. Classroom teachers should monitor Tier instruction for 3 weeks alongside student's autoplacement in Lexia PowerUp, and collaborate with MSRTs on student needs and data analysis.</p>				
<p><b>Does Not Demonstrate Proficiency:</b> Did the student perform Far Below band on the HMH-GM?</p>	+	<p>Does the student's historical data indicate previous on or below grade level performance in 5th grade? Did the student receive an intervention in 5th grade? Does student's DIBELS Composite EOY score from 5th grade indicate Intensive or Strategic Support? Did the student fail the 5th Grade SOL Reading Assessment?</p>	=	<p>Students should be administered additional diagnostic assessments to identify strengths and areas of need in Word Analysis/Phonics and Language/Comprehension. Results of diagnostics are used to determine specific interventions.</p>
<p><b>Guidance:</b> ELA Secondary Diagnostic Assessments include: DIBELS (ORF and Maze), Heggerty Phonemic Awareness Assessment Grade 2 &amp; Above, PAST, Phonological Awareness Surveys, Core Phonics Surveys, Decoding Surveys, LETRS Spelling Screener, Developmental Spelling Assessment, QRI. Additional Guidance may be found at: <a href="#">Secondary ELA Intervention Protocols</a>.</p>				
<p><b>Interventions for ELA</b></p>				
<p><b>Lexia PowerUp:</b></p> <ul style="list-style-type: none"> <li>Students will complete the autoplacement in Lexia PowerUp and engage in the platform based upon teacher assigned units.</li> <li>Teachers will monitor students' progress with Foundational levels in Word Study, Grammar, and Comprehension.</li> <li>Aligned lessons and skill builders will be provided to students for additional re-teaching and reinforcement of skills for small group and one-on-one instruction.</li> <li>Students may be placed in Lexia Core5 if determined to be developmentally appropriate.</li> </ul>				
<p><b>Additional Word Analysis/Phonics Interventions:</b> 95 Percent Group Multisyllabic Routine Cards Heggerty Phonemic Awareness Bridge the Gap Equipped for Reading Success Orton-Gillingham (O-G)</p>		<p><b>Additional Language/Comprehension Interventions:</b> 95 Percent Group Comprehension 95 Percent Vocabulary Surge</p>		
<p><b>NOTE:</b> A focus should be on word analysis and phonics to create proficiency in comprehension.</p>				

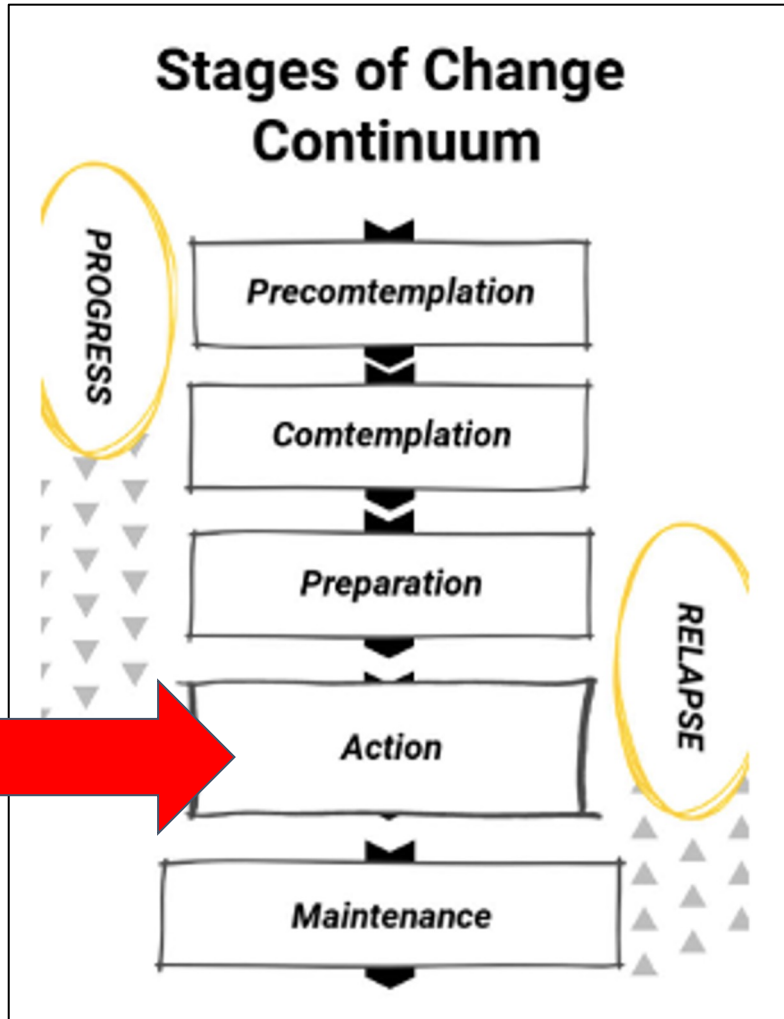
Consideration for Tier 3: Tier 3 interventions are the additional supports and strategies provided to students who require supports in



**2022-2023**

## SECONDARY ELA INTERVENTIONS PROTOCOLS

**LAUREN JOHNSON, SECONDARY ELA OFFICE**  
**ELIZABETH ROWDEN, ATSS OFFICE**  
**MATT GAVIN, SPED OFFICE**  
**MICHELLE MARRERO, EL OFFICE**



- Various readiness levels for change.
- Supporting Collaborative Learning Teams (CLTs) and department meetings at schools and providing school-based training K-12
- Conducting walk-throughs at all secondary schools and programs.
- Dec 7th Professional Learning for Teachers: English Learner scaffolds, Intervention and structured lesson planning



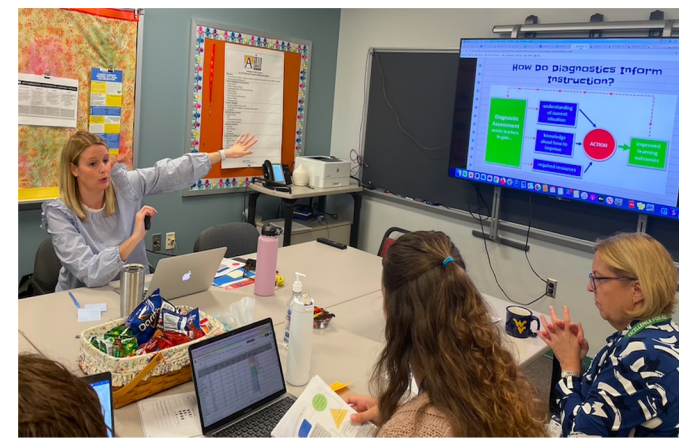
**Student  
Success &  
Well-Being**

- Educators receptive to learning new resource aligned to Science of Reading
- Office of English Learners is highly collaborative with providing EL student access to resources.
- Collaboration with gifted office around resources and course requirements for middle school, added to strategic planning efforts.



## Student Success

- DIBELS Data Analysis CLT facilitated or coached in every elementary school
- Guidance and training for literacy interventions with at risk students
- Demonstration lessons and focused coaching scheduled for November-December for prioritized schools
- Availability and customized support to meet school needs.
- Walkthroughs to inspect what we expect





## Student Success



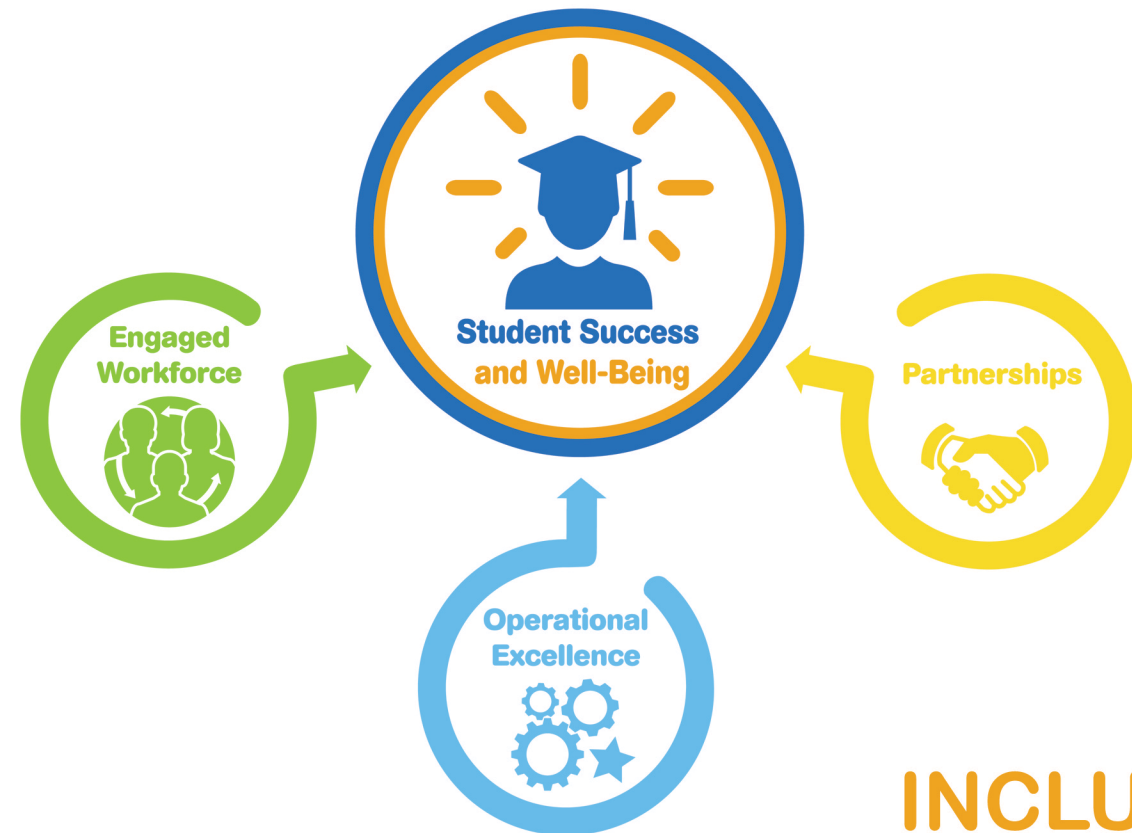
- Communication about guidance and expectations
  - Meetings with secondary leads for feedback and support
  - Group and individual communications with administrators
- Instructional and intervention guidance: Curriculum documents have embedded pedagogy and evidence-based practices
- Professional learning on Tier 1 and Tier 2 intervention resources (95 Percent Group, to match elementary evidence-based practices)
- Supporting school-based CLTs and department meetings in using data to both inform and plan instruction
- Customized support to meet school and program needs
- Walkthroughs to inspect what we expect

- Provide clear instructional cohesiveness and expectations for Pre-K through Grade 12.
  - Continue to align instruction with science of reading and writing and evidence-based practices.
  - Continue to monitor instruction and interventions based upon students' strengths and needs.
  - Facilitate alignment of instructional practices to meet and go beyond expectations of Virginia Standards of Learning.
- Provide supports and guidance for APS educators regarding alignment between curriculum, instruction, assessment and APS resources.
  - Facilitate, plan, and present professional learning opportunities and supports for teachers and administrators regarding literacy instruction.
- Monitor resources for fidelity of implementation, within classrooms, for Tier 1 instruction as well as interventions.

## APS Strategic Plan 2018-2024

# English Language Arts Cabinet Update

Sarah Cruz, Elementary ELA Supervisor  
Lori Silver, Secondary ELA Supervisor  
November 29, 2022



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