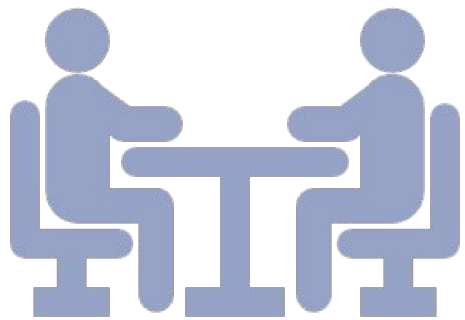


# District 90 Literacy Forum

Committee of the Whole Meeting  
Tuesday, December 5, 2023



# Literacy Forum Meeting Agreements



We agree to:

- Honor time and expertise from all members of the group
- Value all voices and experiences
- Keep an open mind
- Share the floor
- Presume positive intent
- Be mindful of time
- Be comfortable asking questions
- Have patience with one another
- Keep the end goal in mind
- Speak from our own experiences ("I" language)

# D90 Literacy Overview

- Components of effective literacy instruction
- Previous framing of evidence-based practices
- 2024 Illinois Comprehensive Literacy Plan framing of evidence-based practices
- Current D90 instructional materials supporting literacy component instruction
- Literacy Committee roles and responsibilities
- Materials review: essential questions





# Components of Effective Literacy Instruction

**Phonemic Awareness** – The ability to identify and play with individual sounds in spoken words

**Phonics** – Explicit and systematic reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns

**Fluency** – The ability to read words, phrases, and stories correctly, with enough speed and expression

**Vocabulary** – Knowing what words mean and how to say and use them correctly

**Comprehension** – The ability to understand what you are reading

**Oracy** – The development and use of oral communications skills

*Source: 2024 Illinois Comprehensive Literacy Plan (Second draft, October 2023)*



## PREVIOUS FRAMING OF EVIDENCE-BASED INSTRUCTIONAL PRACTICES

- Teach reading for authentic meaning-making literacy experiences for pleasure to be informed, and to perform a task
- Use high-quality literature
- Integrate a comprehensive word/study phonics program into reading and writing instruction
- Use multiple texts that link and expand concepts
- Balance teacher- and student-led discussions

Source: "What is Evidence-Based Reading Instruction?" A Position Statement of the International Reading Association (May 2002)



## PREVIOUS FRAMING OF EVIDENCE-BASED INSTRUCTIONAL PRACTICES (CONTINUED)

- Build whole-class community that emphasizes important concepts and builds background knowledge
- Work with students in small groups while other students read and write about what they have read
- Give students plenty of time to read in class
- Give students direct instruction in decoding and comprehension strategies that support independent reading, balance guided and direct instruction, and independent learning
- Use a variety of assessment techniques to inform instruction

Source: "What is Evidence-Based Reading Instruction?" A Position Statement of the International Reading Association (May 2002)

# 2024 ILLINOIS COMPREHENSIVE LITERACY PLAN: WHAT IS EVIDENCE-BASED INSTRUCTION?



## WHAT IT IS

- **A collection of research to inform instruction**
- **Ever-evolving**
- **Teaching based on the components of literacy**

## WHAT IT IS NOT

- **A program, an intervention, or a product that can be purchased**
- **Phonics-based programs that drill phonics skills**
- **Complete and final**



## CONSIDERATIONS FOR ALL LEARNERS

- **High-quality, diverse, and culturally sustaining materials**
- **Concepts of print**
- **High-volume print access/active engagement with text**
- **Print-immersive, language-rich, and content-rich environment**
- **Flexible, differentiated instruction base on formative assessment**
- **Support for home language and bilingualism**

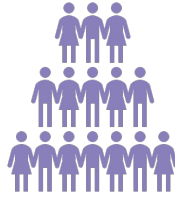
Source: *2024 Illinois Comprehensive Literacy Plan* (Second draft, October 2023)



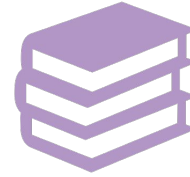
**D90 MATERIALS  
SUPPORTING  
LITERACY  
COMPONENT  
INSTRUCTION**

Phonemic Awareness	Heggerty Phonemic Awareness: The Skills They Need to Help Them Succeed! (K-3)
Phonics	Foundations (Kindergarten) Fountas & Pinnell Phonics, Spelling, and Word Study (1-5)
Vocabulary/Word Study	Fountas & Pinnell Phonics Spelling and Word Study (1-5) Grammar Keepers (5-6) Patterns of Power (5-8)
Comprehension	Units of Study for Teaching Reading (K-8)

# Literacy Committee Role and Responsibilities



Convene a representative committee of K-8 teachers, specialist, coaches, and administrators



Conduct a comprehensive review of education and best practices research



Review the *2024 Illinois Comprehensive Literacy Plan* (expected January 1, 2024)



Identify and vett sample instructional materials with comprehensive rubric



Prepare for and conduct classroom materials pilot



Adopt, implement, and provide professional training for new program

# Materials Review: Essential Questions



Does this program or instructional approach provide systemic and explicit instruction in the particular strategies that have been proven to relate to high rates of achievement in reading for our population of students?



Does the program or instructional approach provide flexibility for use with the range of learners in the various classrooms? Are there assessment tools that assist teachers in identifying individual learning needs? Are there a variety of strategies and activities that are consistent with diverse learning needs?



Does the program or instructional approach provide a collection of high-quality literacy materials that are diverse in level of difficulty, genre, topic, and cultural representation to meet the needs and **interests** of the children with whom it will be used?

# Table Discussion Questions



Introduce yourself – name, relationship to District 90, and something you learned from the presentation.



What are you still hoping to learn about literacy instruction in D90?



What is important to you about literacy instruction for your children?



What do you think the literacy review committee should be considering most deeply during the review process?



How can we communicate/collaborate more effectively with families regarding literacy in District 90?