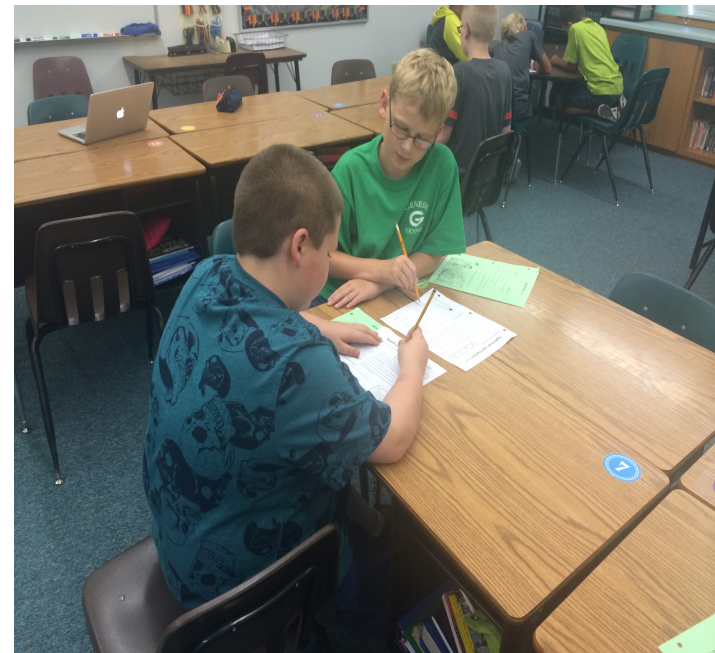
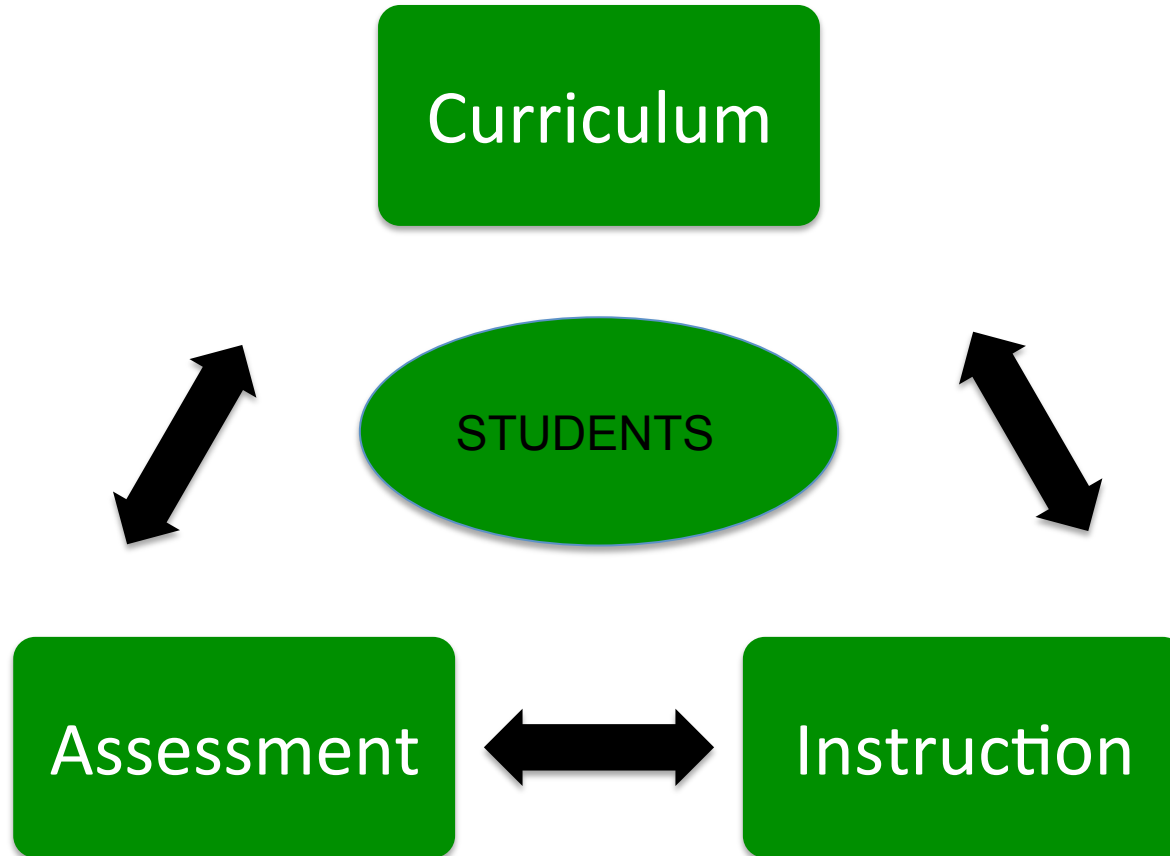




District 228 K-8 Literacy Program





How did we get here?

Journey's and Collections

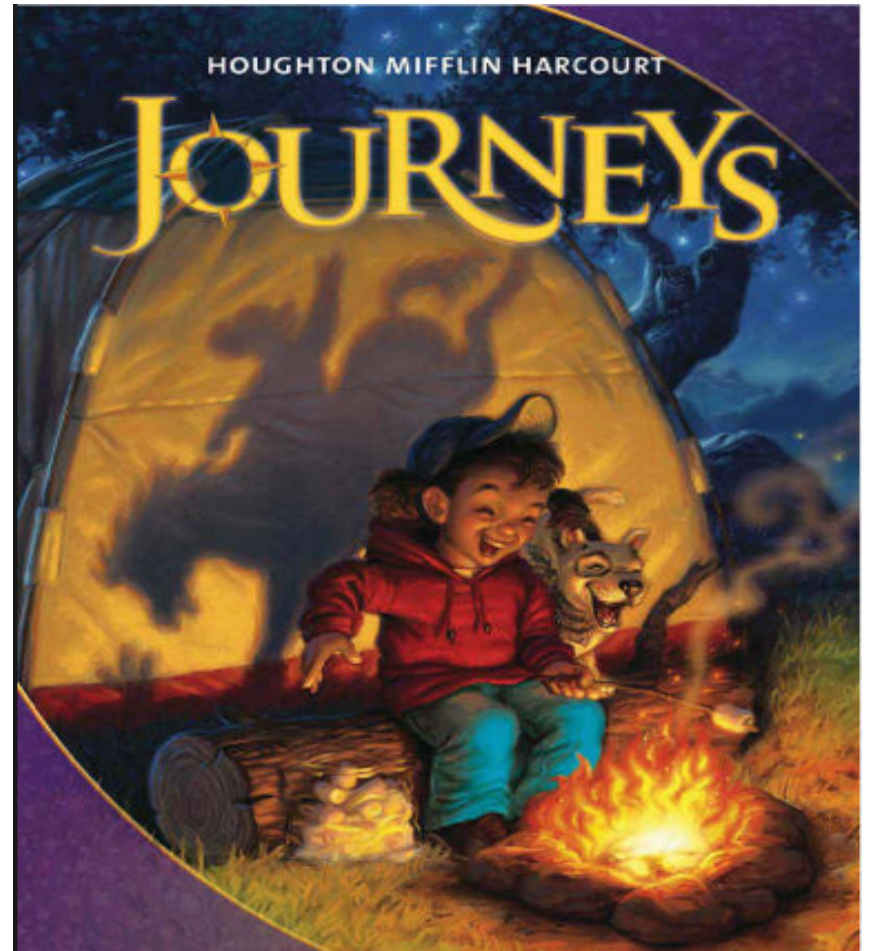
- ATLAS
- Rigor and Consistency
- Resources



History

Journey's (K-5)

- Pilot @ Northside 13-14 School Year
- District Purchase February 2014
- Implementation 14-15 School Year



History



Collections (6-8)

- Pilot Spring 2014
- District Purchase July 2014
- Implementation 14-15 School Year

Curriculum

Highlights:

- Linked to Common Core Standards with Teacher lesson design
- Online Teacher and student planning resources
- Horizontal and vertical articulation
- Online Curriculum Map with unit plans, lessons objectives, skills and assessments (ATLAS)

Introductory Writing (Week 2, 3 Weeks)

ALA: Standards for the 21st Century Learner in Action, ALA: Grade 8, Knowledge Application Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

- Draft the presentation/product following a semantic web or outline and add supporting details from notes.
- Follow and build on revision strategies suggested by teacher or librarian.
- Edit for grammar and language conventions.

- How do writers use their notebooks to generate, gather and record ideas for writing?
- Which strategies do writers use to figure out how to express their stories that matter?
- How do writers improve writing skills?

- Students will establish a writer's notebook and use strategies to gather ideas for generating writing in a meaningful way.
- Students will study the work of other authors, mentor texts and writing drafts to improve writing by applying techniques.
- Students will evaluate and analyze their text through revision.
- Students will confer with others about their writing.
- Students will

- Identify meaningful writing topics.
- Manipulate writing strategies to create drafts.
- Compose short and long writing pieces.
- Distinguish between big topics and focused stories for writing.
- Judge writing skills used by other authors and manipulate these to revise writing.

Geneseo District Kindergarten Journeys K 2014-2015 Collaboration	Geneseo District Grade 1 Journeys 1 2014-2015 Collaboration	Geneseo District Grade 2 Journeys 2 2014-2015 Collaboration	Geneseo District Grade 3 Journeys 3 2014-2015 Collaboration	Geneseo District Grade 4 Journeys 4 2014-2015 Collaboration	Geneseo District Grade 5 Journeys 5 2014-2015 Collaboration
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Unit 1-Reading Literature & Informational Text (Week 5 - Week 9) CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RL.K.1. With prompting and support, ask and answer questions about key details in a text. 2. Determine central ideas or	Unit 1-Reading Literature & Informational Text (Week 3 - Week 8) CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Reading: Literature 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Unit 1 (Week 2 - Week 6) CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Determine central ideas or	Unit 1 (Week 1 - Week 5) CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 3, Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RL.3.1. Ask	Unit 1 (Week 1 - Week 6) CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 4, Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit 1 (Week 1 - Week 6) CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 5, Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing
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Weekly Planner

		DAY 1	DAY 2	DAY 3
Whole Group	Oral Language Listening Comprehension	Teacher Read Aloud "Sideline Support," T12–T13	Turn and Talk, T32	Classroom Collaboration, T35
	Vocabulary Text-Based Comprehension <ul style="list-style-type: none"> Skills and Strategies Craft and Structure Research and Media Literacy	Read  <ul style="list-style-type: none"> Introduce Vocabulary Vocabulary in Context, T14–T15 Read and Comprehend, T16–T17 FIRST READ Think Through the Text Read the Anchor Text: "Because of Winn-Dixie," T18–T29 	Read  <ul style="list-style-type: none"> Dig Deeper: How to Analyze the Text, T30–T31 <ul style="list-style-type: none"> Story Structure Point of View Flashback SECOND READ Analyze the Text Reread the Anchor Text: "Because of Winn-Dixie," T21, T23, T29 Your Turn, T32–T33 	Read  <ul style="list-style-type: none"> Independent Reading <ul style="list-style-type: none"> Reader's Guide: "Because of Winn-Dixie," T34 Self-Selected Reading, T34 Apply Vocabulary Knowledge, T35
	Foundational Skills <ul style="list-style-type: none"> Fluency Decoding 	<ul style="list-style-type: none"> Fluency Model Accuracy and Self-Correction, T12 	<ul style="list-style-type: none"> Fluency Teach Accuracy and Self-Correction, T44 Practice Accuracy and Self-Correction, T27 	<ul style="list-style-type: none"> Fluency Practice Accuracy and Self-Correction, T34 Decoding The VCV Syllable Pattern, T45
Whole Group Language Arts	Spelling Grammar Writing	<ul style="list-style-type: none"> Spelling Short a and Long a: Pretest, T46 Grammar Daily Proofreading Practice, T48 Teach Complete Sentences, T48 Narrative Writing: Descriptive Paragraph Analyze the Model, T52 	<ul style="list-style-type: none"> Spelling Short a and Long a: Word Sort, T46 Grammar Daily Proofreading Practice, T49 Teach Complete Subjects and Predicates, T49 Narrative Writing: Descriptive Paragraph Teach the Focus Trait, T53 	<ul style="list-style-type: none"> Spelling Short a and Long a: Word Families, T47 Grammar Daily Proofreading Practice, T49 Teach Complete Subjects and Predicates, T49 Narrative Writing: Descriptive Paragraph Prewrite, T53
Small Group		Suggestions for Small Groups (See pp. T59–T73.)		Suggestions for Intervention (See pp. S2–S11.)
		RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10, RF.4.4a, RF.4.4b, RF.4.4c, W.4.3d, SL.4.2, L.4.1f, L.4.2a, L.4.2d, L.4.3a, L.4.3b, L.4.4a, L.4.5c, L.4.6	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RF.4.3a, RF.4.4b, RF.4.4c, W.4.1a, W.4.1b, W.4.3d, W.4.9a, W.4.10, SL.4.1a, SL.4.1.d, L.4.1f, L.4.2a, L.4.3b, L.4.3c, W.4.1c	RL.4.1, RL.4.10, RF.4.3a, W.4.3d, W.4.10, SL.4.1c, L.4.1f, L.4.2a, L.4.2d, L.4.3a, L.4.3b, L.4.6

COLLECTION 1 DIGITAL OVERVIEW

mySmartPlanner

eBook

myNotebook

myWriteSmart

fyi

Collection 1 Lessons		Media	Teach and Practice	
Student Edition eBook		Video Links HISTORY	Close Reading and Evidence Tracking	
ANCHOR TEXT	Short Story by Graham Salisbury "The Ravine"	Audio "The Ravine"	Close Read Screencasts <ul style="list-style-type: none"> Modeled Discussion (lines 1–7) Close Read Application PDF (lines 297–308) 	Strategies for Annotation <ul style="list-style-type: none"> Analyze Language Describe Stories: Characters and Setting Using Context Clues
CLOSE READER	Short Story by René Saldaña, Jr. "The Jumping Tree"	Audio "The Jumping Tree"		
	Short Story by Margaret Peterson Haddix "Fine?"	Audio "Fine?"		Strategies for Annotation <ul style="list-style-type: none"> Describe Stories: Plot and Suspense Greek Roots
	Poem by Maya Angelou "Life Doesn't Frighten Me"	Audio "Life Doesn't Frighten Me"		Strategies for Annotation <ul style="list-style-type: none"> Analyze Structure
ANCHOR TEXT	Online Article by kidshealth.org "Fears and Phobias"	Video HISTORY® Fear Audio "Fears and Phobias"	Close Read Screencasts <ul style="list-style-type: none"> Modeled Discussion (lines 107–114) Close Read Application PDF (lines 147–162) 	Strategies for Annotation <ul style="list-style-type: none"> Cite Evidence Prefixes That Mean "Not"
CLOSE READER	Magazine Article by Dana Hudepohl "Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare"	Audio "Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare"		
	Informational Text by Glenn Murphy "In the Spotlight" from <i>Stuff That Scares Your Pants Off!</i>	Audio "In the Spotlight"		Strategies for Annotation <ul style="list-style-type: none"> Determine Central Idea and Details

How do we know our students are learning?

Local Assessments

- Curriculum Based Measurement



Standardized Assessments

- PARCC
- ACT Aspire



District:

DISTRICT 228 GENESEO

Subject:

Reading

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Criterion: **2014 ISAT, PSAE, SPRING ACT AND SPRING DISCOVERY**



Student Growth by School

School	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth	
GENESEO HIGH	169	67%	24%	61%	14%	+ 0.17	
GENESEO MIDDLE	558	71%	15%	70%	15%	- 0.02	
MILLIKIN ELEM	321	81%	14%	69%	18%	- 0.09	
NORTHSIDE ELEM	223	71%	16%	69%	15%	+ 0.01	
SOUTHWEST ELEM	298	69%	18%	67%	15%	+ 0.04	

District:

DISTRICT 228 GENESEO

School:

GENESEO MIDDLE

Subject:

Reading

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**



Student Growth by Grade

Grade	Test	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth	
06	ISAT	167	75%	14%	73%	13%	+ 0.04	
06	Spring Discovery	167	N/A	24%	71%	5%	+ 0.38	
07	ISAT	183	68%	11%	67%	21%	- 0.19	
07	Spring Discovery	183	N/A	11%	69%	20%	- 0.12	
08	ISAT	207	71%	14%	71%	14%	- 0.08	
08	Spring Discovery	207	N/A	13%	70%	18%	- 0.10	
ALL EXPECTED		558	71%	15%	70%	15%	- 0.02	
				16%	68%	16%	0.00	

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

