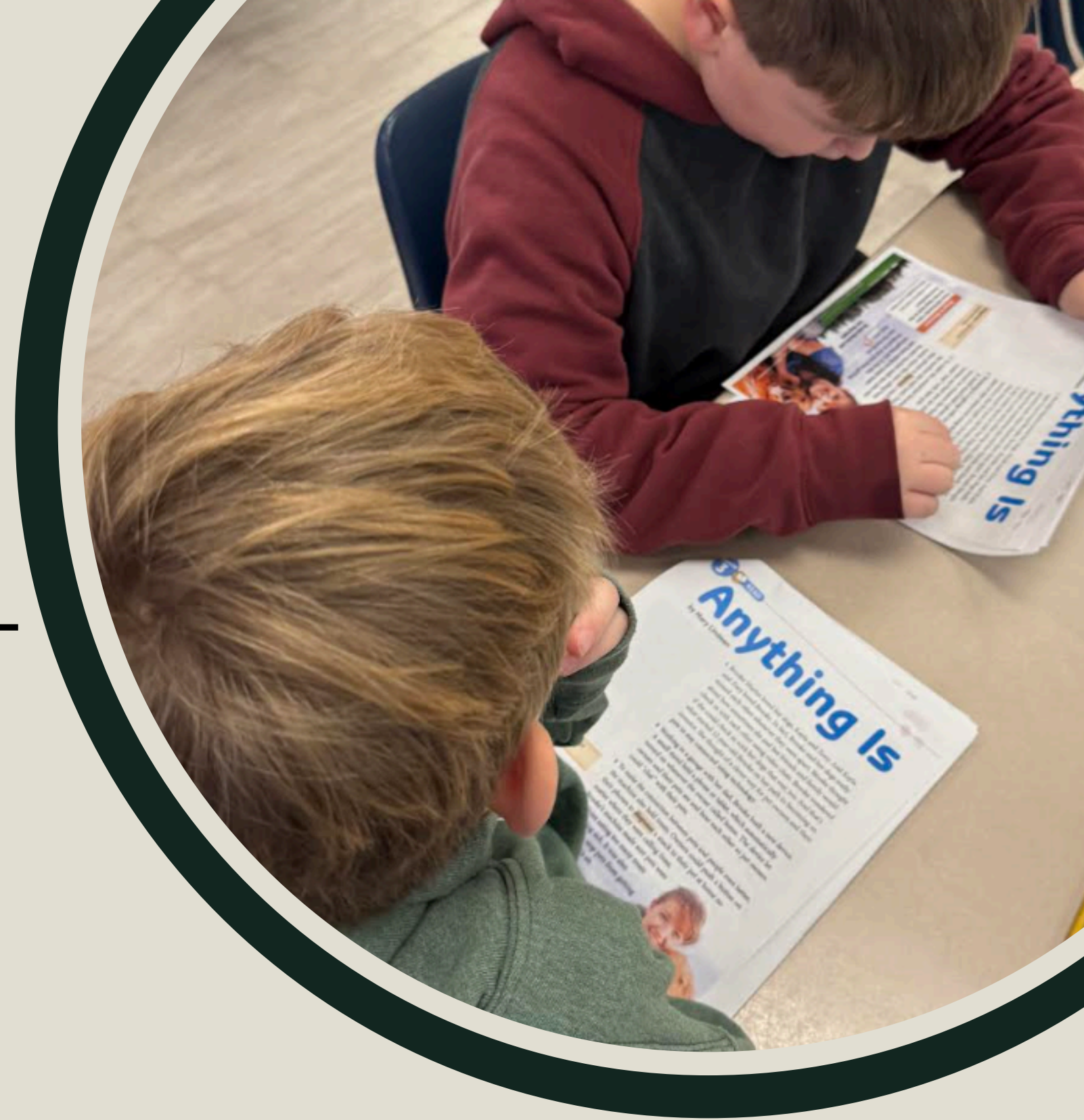


January 9th, 2025

ELEMENTARY

ELA CURRICULUM RESOURCE REPLACEMENT

- What we've been doing...
- Our choice(s)
- The cost
- Next steps



PILOT TEAM UPDATES

OLD BUSINESS RECAP 23/24

NEW BUSINESS 24/25

ELA Curriculum Resource Updates

Team Members:

| Millikin | Northside | Southwest |
|---|---|---|
| Christy Sancken (RI) Teresa Raske (2nd) Kinze Swanson (3rd) Nikki Ruthavilavan (IC) *Jenny Snodgrass (SpEd) | Ashley Morey (IC) Maria Gehl (2nd) Carson Dodge (3rd) Janelle Hickey (5th) | Skyler Schneider (K) Ana Gladfelter (1st) Abby Everett (2nd) Michelle Craig (3rd) Paige Panucci (4th) Ashley Minnaert (4th) Cassandra Smith (5th) |

What we did last year...

- 6 in-person team meetings; 1 virtual meeting.
- Material review of **16** literacy program resources; in depth review of **6** resources.
- Networking with districts and educators implementing programs of interest.
- Research: [Illinois Literacy Plan](#)
- Professional Development: *Illinois Reading Council Conference Springfield, *ROE- Orton Gillingham (Sancken/Schneider), *Leading the Way-Navigating Important Shifts in Literacy

- Monthly Committee Meetings to review progress, challenges, concerns
- 1/2 Day Planning Opportunities for Pilot Teams to develop Curriculum Overviews for planning
- Curriculum Review Rubric used for in depth evaluation of materials
- Feedback and communication with other districts regarding their experience with these resources
- Research for high-quality writing instructional materials
- Pilot expansion to additional teachers using and co-planning with ELA materials

ELA Curriculum Resource Updates

Curriculum Associates i-Ready

What are we piloting this year?

- 1st & 2nd: Magnetic Reading Foundations and Ready Reading
- 3rd-5th: Magnetic Reading- Common Core; 3rd & 5th: Ready Writing
- Exploring additional writing resources.

Why did we select these resources?

- Using feedback from your ELA "needs/wants" survey last year co-created a criteria rubric to use when reviewing resources.
- The team's "why"...

Manageable / doable.

Age and skill appropriate.

Well scaffolded for teachers (resource guides are easy to follow and well organized).

Engaging Texts!

Writing about reading- often!

Opportunities to annotate directly on the text and requires students to support thinking with text evidence!

Ticked the big boxes of what we were looking for (i.e. phonics, writing).

Aligned to IL Standards

IAR alignment; Rigor



The Seven Components of Literacy



| | Birth College & Career Ready | | | | | |
|------------------------|---|--|--|--|--|--|
| ORACY | Begin developing basic oral communication through sounds and responses. | Engage in conversation; express feelings and join class discussions. | Speak clearly, follow directions, and engage in storytelling and role-playing. | Practice structured talk, active listening, and presenting. | Work on complex speech, articulation, and nonverbal cues. | Enhance oracy for academia, real-world, debates, and presenting. |
| CONCEPTS OF PRINT | Children explore board books with pictures and simple words, learning that words and pictures convey meaning from parents and caregivers. | Children grasp book handling, page-turning, and the concept of print conveying meaning, while also beginning to recognize letters. | Learners begin to recognize letters and understand left-to-right and top-to-bottom reading direction. | Students continue to develop print awareness, letter recognition, and the use of text features, such as the table of contents. | Students enhance their proficiency in utilizing various text features for clarity and comprehension. These may include titles, headings, maps, sidebars, bulleted lists, photos, captions, subtitles, page numbers, illustrations, charts, graphs, diagrams, important quotes, keys, sources, special print, glossaries, timelines, or word usage indexes. | |
| PHONOLOGICAL AWARENESS | Explore language sounds through rhymes, songs, and wordplay. | Engage in rhyming, clapping syllables, and identifying beginning sounds. | Develop understanding of phonemes: learn to blend and segment sounds in words. | Apply phonemic awareness by segmenting, isolating, and substituting sounds. | Master complex phonemic tasks, including reading multisyllabic words and phoneme manipulation. | Seek tailored instruction in phonological awareness as needed, informed by assessment. |
| WORD RECOGNITION | Establish phonological and phonemic awareness as foundations for phonics and letter-sound relationships. | Initiate phonics with basic letter-sound relationships, encoding, and decoding. | Expand phonics instruction to more complex letter-sound correspondences. | Advance in phonics, focusing on spelling patterns and word decoding. | Continue to reinforce phonics skills through advanced vocabulary and complex texts, including morpheme study and intricate word analysis in English and World Language courses. | |
| FLUENCY | Develop oral language through repeated exposure in infancy and preschool. | Cultivate early fluency skills, like sound/letter fluency, and enhance it by reading aloud with expression and pacing. | Practice reading fluently with expression and accuracy. | Enhance reading fluency, focusing on more complex texts. | Extend reading fluency to a wide range of academic and literary texts. | |
| VOCABULARY | Acquire vocabulary through exposure to spoken language, texts read aloud, and conversations with caregivers in early childhood. | Build oral and written vocabulary through explicit instruction, exposure to varied texts, and engaging in discussions. | Expand vocabulary by reading challenging texts, studying academic vocabulary, and using context clues for word meanings. | Develop sophisticated vocabulary knowledge by exploring word origins, prefixes, and suffixes. | | |
| COMPREHENSION | Engage with texts by listening and interacting with oral and written language through read-alouds. | Deepen understanding and interaction with texts, focusing on comprehension. | Develop critical reading skills, analyzing texts in-depth. | Perform critical analysis of literature and various texts, enhancing interpretative abilities. | | |
| WRITING | Explore emergent writing through scribbling, drawing, and gradually using letters, invented spelling, and basic grammar. | Integrate reading and writing skills, enhancing both simultaneously. | Develop basic writing skills, focusing on sentence and paragraph structure, and connecting them with reading skills. | Progress to more advanced writing, including argumentative and research writing. | Master advanced writing skills for essays, research papers, and college applications. | |

Please note this document will print best on 18x24" paper
isbe.net/LiteracyPlan



THIS WORK: 3 PARTS!

More than just selecting a resource to replace Journeys---

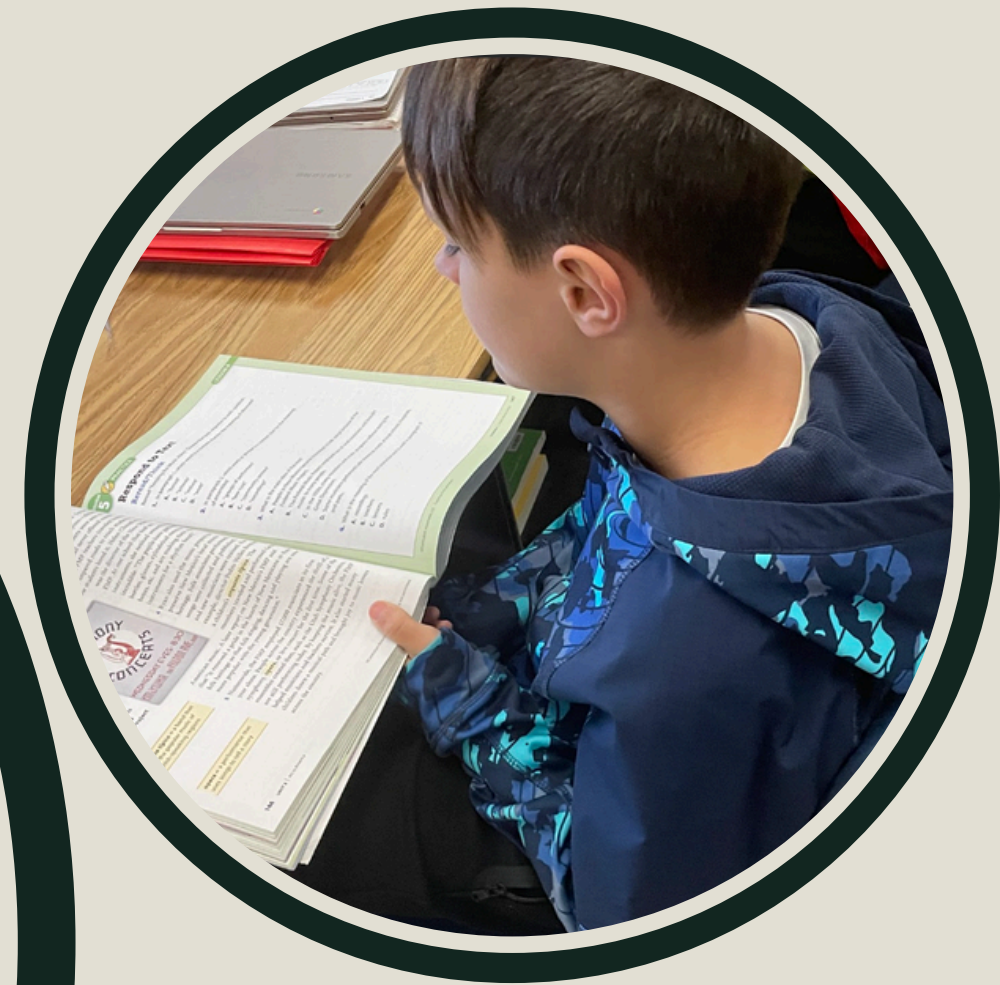
What do we want our students to know and be able to do as readers and writers? **Priority Standards**

What are the best, evidence-based practices and techniques we will use as educators for teaching our readers and writers? **IL Literacy Plan**

What are the high-quality, primary resources we will use to develop these skills in our students? **Curriculum Resources**



LITERACY IN ACTION



WHAT OUR STUDENTS ARE SAYING

“We like the novels because they are more entertaining, but like Magnetic more than Journey’s because the stories are more interesting.”
-4th Grader

“We like being able to write directly in the story because we can connect to what we are writing down.” -4th Grader

“I think it's (Magnetic Reading) better because you actually get to write in it and the questions are in it.”
-5th Grader



OUR CHOICE(S)



MAGNETIC FOUNDATIONS 1ST & 2ND

- Grade-level **foundational skills** instruction (Phonics)
- Perfect, all-green ratings on EdReports
- Explicit, systematic instruction in phonemic awareness, phonics, high-frequency words, and fluency



READY READING 1ST & 2ND

- Reading **comprehension** instruction
- Builds critical-thinking skills



MAGNETIC READING 3RD-5TH

- Reading **comprehension** instruction
- Knowledge-rich learning with engaging grade-level texts
- Scaffolds to support participation in grade-level reading



STUDENT IMPACT



Magnetic Reading Foundations Improves Reading Scores in Grade 2

The Study

- 1,600+ student participants in four states during the 2022-2023 school year
- Analysis compared students in schools using *Magnetic Reading Foundations* and comparison school groups who were similar in their fall Reading achievement.
- Results represent the effect of *Magnetic Reading Foundations* instruction.
- Reviewed and approved by Evidence for ESSA

The Results

- **Students using *Magnetic Reading Foundations* scored nine points higher on their spring Diagnostic** than similar students not using *Magnetic Reading Foundations*.
- In this study's comparison group, nine additional points for every student would have meant **49 more students (i.e., six percent) on grade level.**

MagneticReading Foundations

2022-2023 Study

Magnetic Reading (Grades 3-5) Iowa Research Study: Driving growth for every student with proper supports

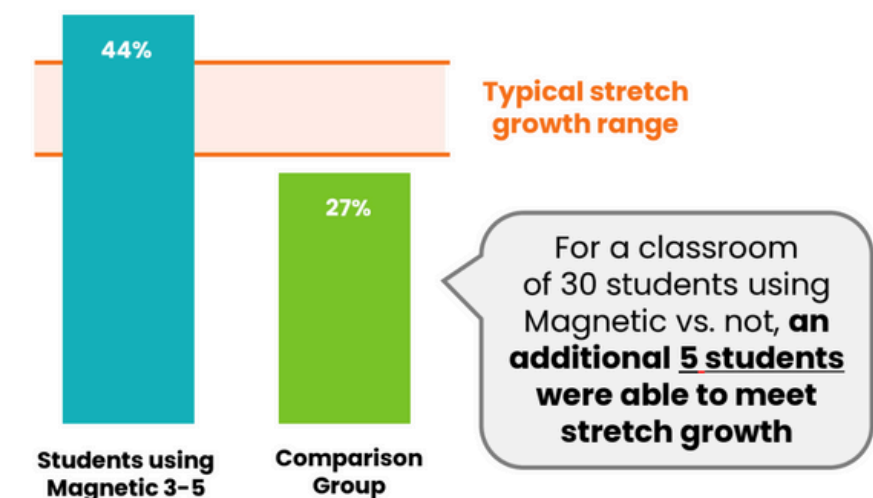
When students use Magnetic Reading they are ...

... More likely to reach or near grade-level

75% of students who placed one grade level below in the Fall were at or above grade level in the Spring (vs. 60% in comparison group)

50% of students who placed 2+ grade levels below in the Fall were one grade level below in the Spring (vs. 33% in comparison group)

... And more likely to meet stretch growth



Magnetic Reading

2021-2022 Study



Teach.Learn.Care

FINANCIALS

New ELA Curriculum Costs- 1 Year:

- Professional Development Cost for April 30, 2025 \$4,600.00
- 1st-5th Grade Total Material Costs and PD 25/26 \$52,647.58

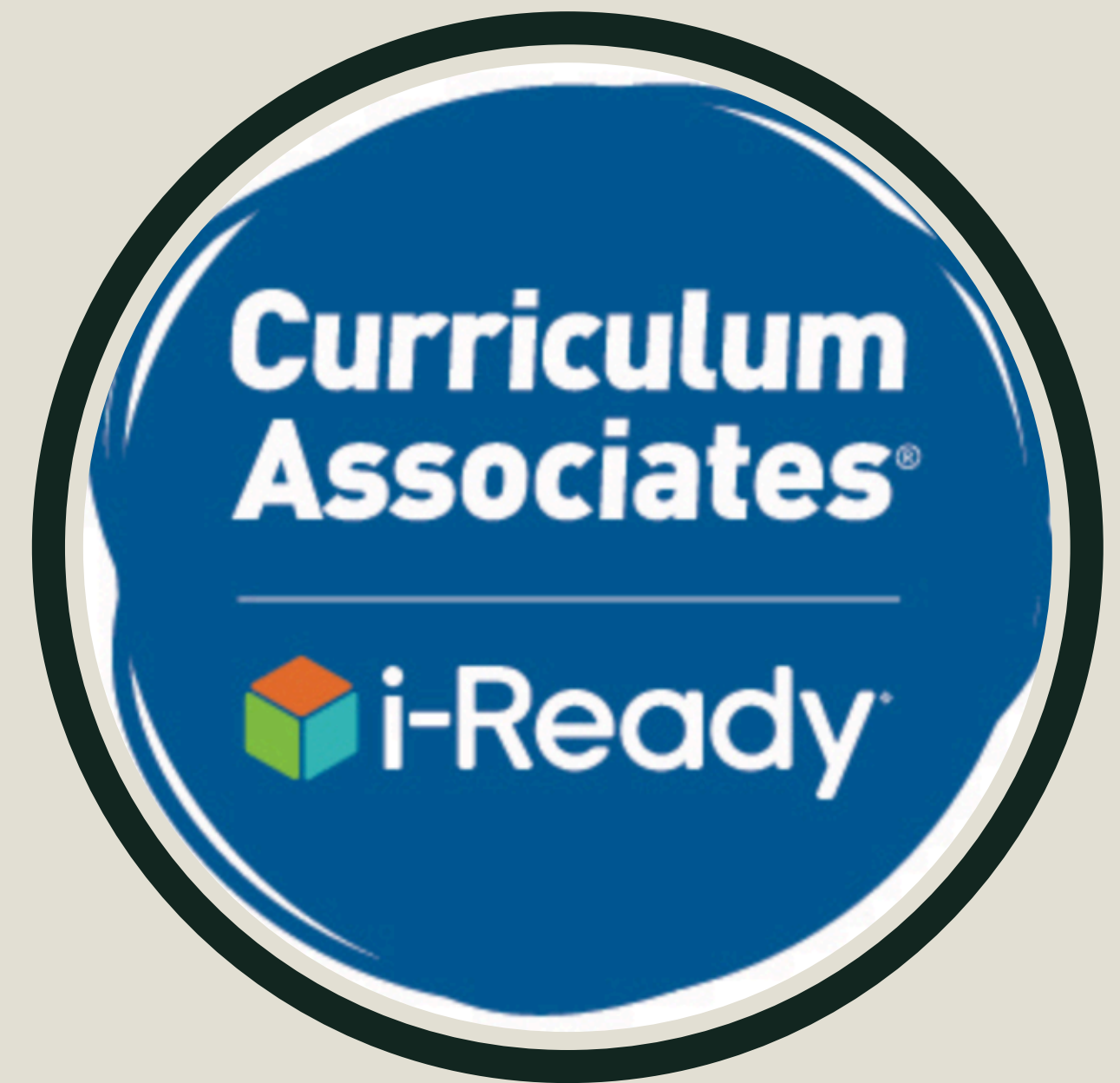
Funding for Year 1 Purchase: Funding for Year 1 and April Professional Development through the **Sherrard Foundation** **\$57,247.58**

Recurring Costs:

- Student Consumables (1st-5th) \$18,937.15
- Teacher Toolbox (Digital Access) \$8,041.00
- Teacher Digital Access (1st-2nd Grade Only) \$1,020.00
- Total Max Recurring (without price increases) \$27,998.15

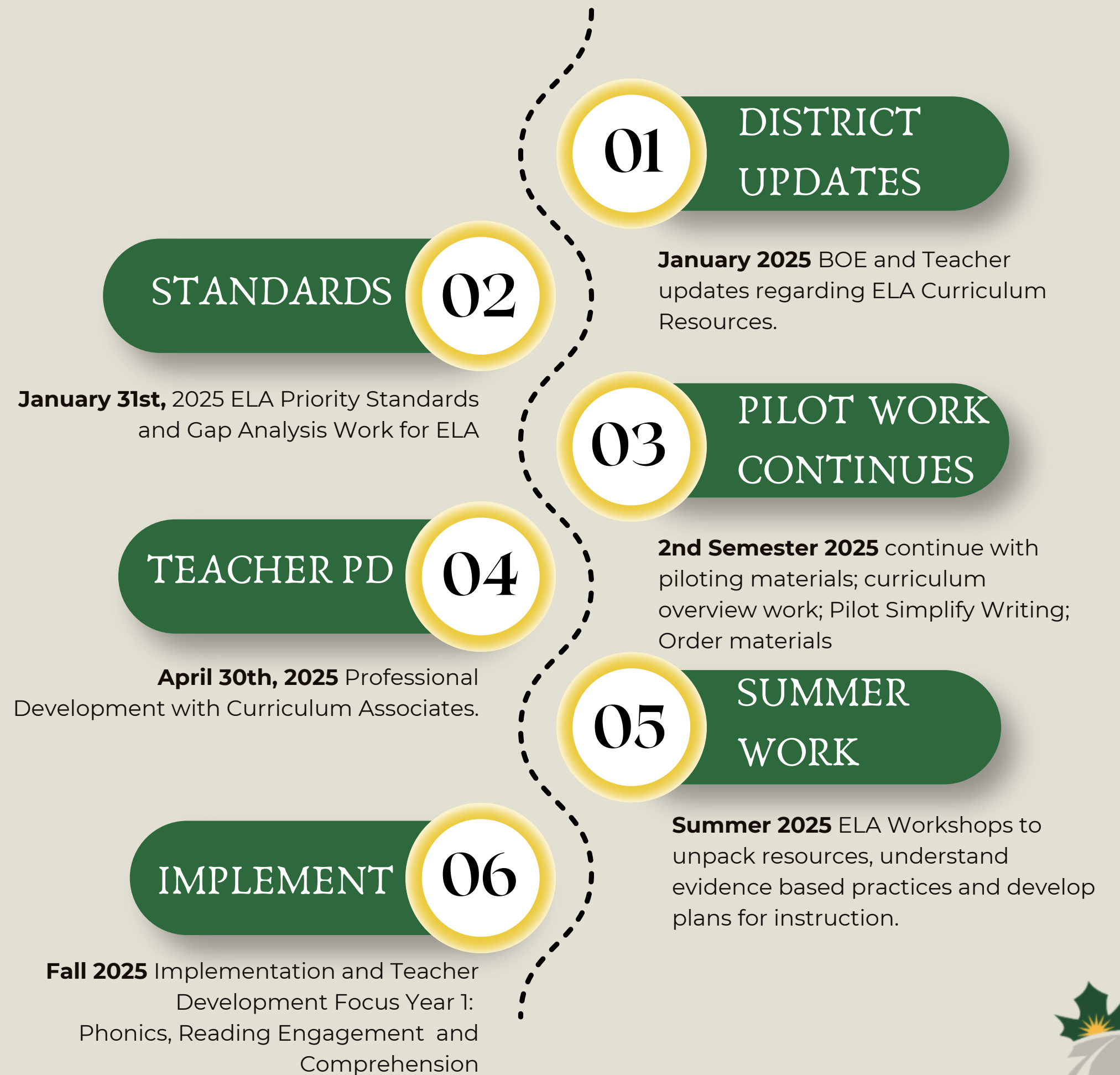
Price Comparison to Current Annual ELA Materials:

- Journey's Consumables Total (1st-4th Only) \$5,393.45
- Think Central (Digital Access) \$20,192.50
- Total Annual Costs \$25,585.95



TIMELINE

What does our work and implementation process look like moving forward?



ELA GOALS

GOAL 1

Gain access to high-quality instructional resources in reading and writing for all elementary teachers and students.

GOAL 2

Develop the understanding and use of evidence-based ELA instructional practices for teachers.

GOAL 3

Align instruction K-5th, using evidence based practices and high quality materials.

GOAL 4

IL Standard 10: Students will read and comprehend complex literary and informational texts independently and proficiently.



Questions?

*Thank you for
your support!*

