West Orange Public Schools

K-5 English Language Arts

Eveny de Mendez

Assistant Superintendent for Curriculum & Instruction

Beatrice Hanratty

K-5 ELA Supervisor

West Orange Board of Education

Brian Rock...**Board President**

Maria Vera...**Board Vice-President**

Eric Stevenson...…..**Board Member**

Dr. Robert Ivker..**Board Member**

Dr. Dia Bryant..**Board Member**
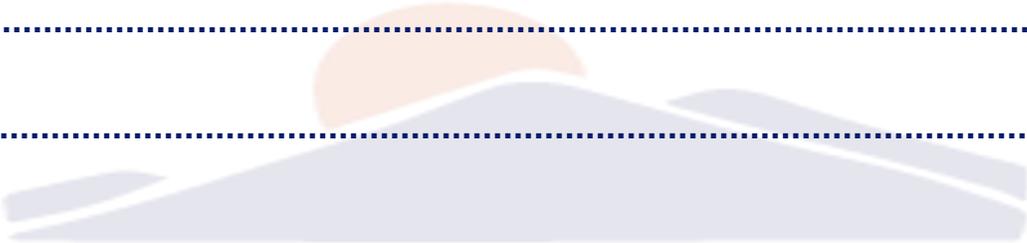
West Orange Central Office Administration

Hayden Moore...Superintendent

Tonya Flowers...…...Business Administrator and Board Secretary

Eveny de Mendez...Assistant Superintendent for Curriculum & Instruction

Beatrice Hanratty...K-5 English Language Arts Supervisor

ELA Committee Members

2023

- Lisa Bellott
- Susan Bohan
- Lisa Brattoli
- Romina Casenta
- CarolAnn Collazo
- Lisa DeMichele
- Lesley Diglio
- Maureen Donohue
- Diana Ferrera
- Michelle Frazee
- Beatrice Hanratty
- Kimya Jackson
- Melissa Jenkins
- Cindy Lombardi
- Tracey McCall
- Kristina Moyet
- Emma Pacifico
- Jennifer Paull
- Felix Plata
- Lisa Rodino
- Stephanie Ross
- Nikole Santucci
- Anna Sopranzetti
- Toni Rodriguez
- Stacie Varanelli
- Robin Zanoni

2024

- Teresita Bradely
- Lisa Bellott
- Joel Castillo
- Eveny de Mendez
- Lisa DeMichele
- Lesley Diglio
- Diana Ferrera
- Tanya Gaborow
- Amanda Goldman
- Wendi Giuliano
- Beatrice Hanratty
- Kimya Jackson
- Miriam Kargbo-Jackson
- Tracey McCall
- Emma Pacifico
- Jennifer Paull
- Felix Plata
- Lisa Rodino
- Stephanie Ross
- Nikole Santucci
- Jennifer Sissman
- Anna Sopranzetti
- Jennifer Tarullo
- Stacie Varanelli
- Fanny Velendia

Curriculum & Instruction

General Education

Principals

Special Education

Reading Specialists

English as a Second Language

Academic Support

K-5 Teachers District-Wide

ELA Committee Purpose (SY 23, 24)

To conduct a formal evaluation of the ELA program, to include its instructional components, materials, assessment, and curriculum that:

Aligns to the revised NJ ELA Standards (2023)

→ through an evidence-based approach to English language literacy

that integrates highly effective strategies for reading instruction

Addresses the Pillars of Reading

→ and is grounded in scientific research literature

Primary Considerations

Revised 2023 ELA Standards

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
A Memo from the New Jersey Department of Education

Date: October 18, 2023

To: Local Educational Agency Leads

Route To: Principals, Assistant Superintendents of Curriculum and Instruction, Supervisors, Instructional Coaches and Teachers

From: Jorden Schiff, Ed.D., Assistant Commissioner
Division of Teaching and Learning Services

Adoption of the Revised New Jersey Student Learning Standards in English Language Arts and Mathematics

The New Jersey Department of Education (NJDOE) is pleased to announce the adoption of the 2023 New Jersey Student Learning Standards (NJSLS) in English language arts (ELA) and mathematics by the New Jersey State Board of Education on October 4, 2023. The process for reviewing and revising the NJSLS began in July 2022 and was informed by teachers, administrators, higher education faculty, and other stakeholders throughout the State. There was representation from rural, urban, and suburban districts as well as non-profit organizations and agencies. The 2023 NJSLS were revised following public input and feedback received through regional testimony sessions, written comments, and feedback submitted through the NJDOE website.

Proficiency of ELA Standards Grades 3-5

NJSLA SPRING 2023 ELA 3-5
DISTRICT STATE COMPARISON

Student Groups	% Met or Exceeded Expectations		
	Grade 3	Grade 4	Grade 5
District	51.9	63.5	70
State	41.9	51.3	53.3
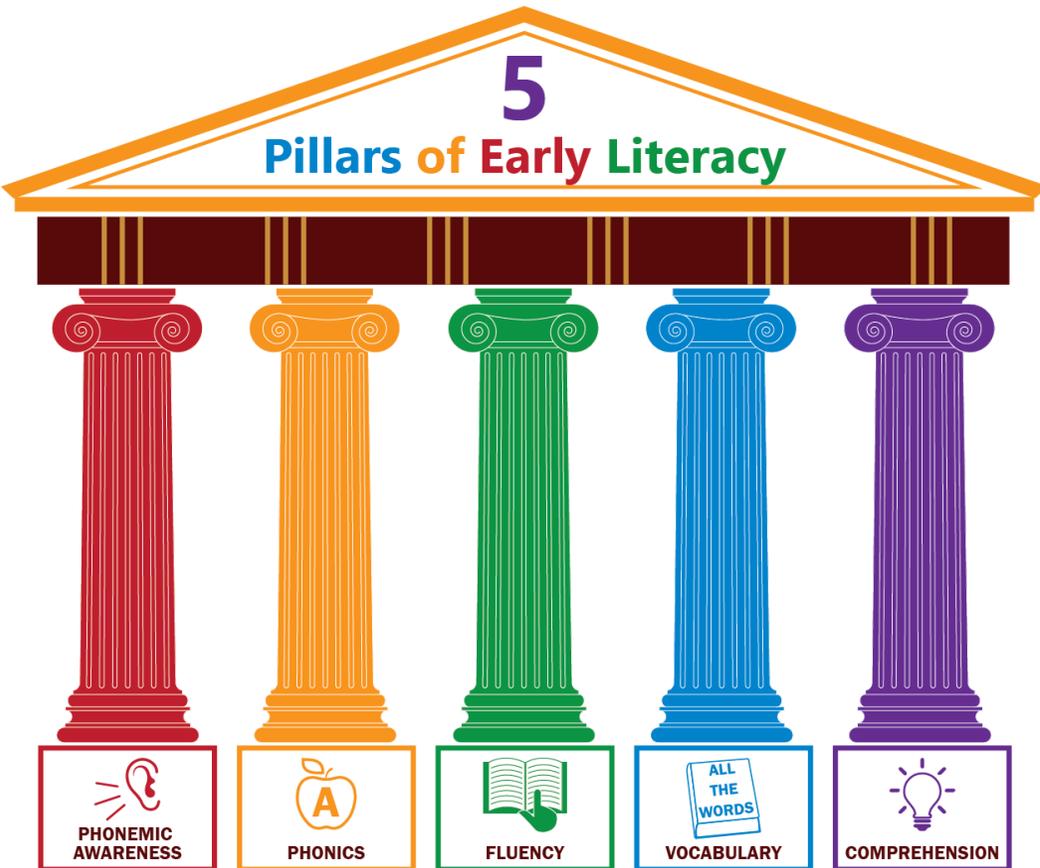
23.3 19.5 15.8

Approached

Primary Considerations
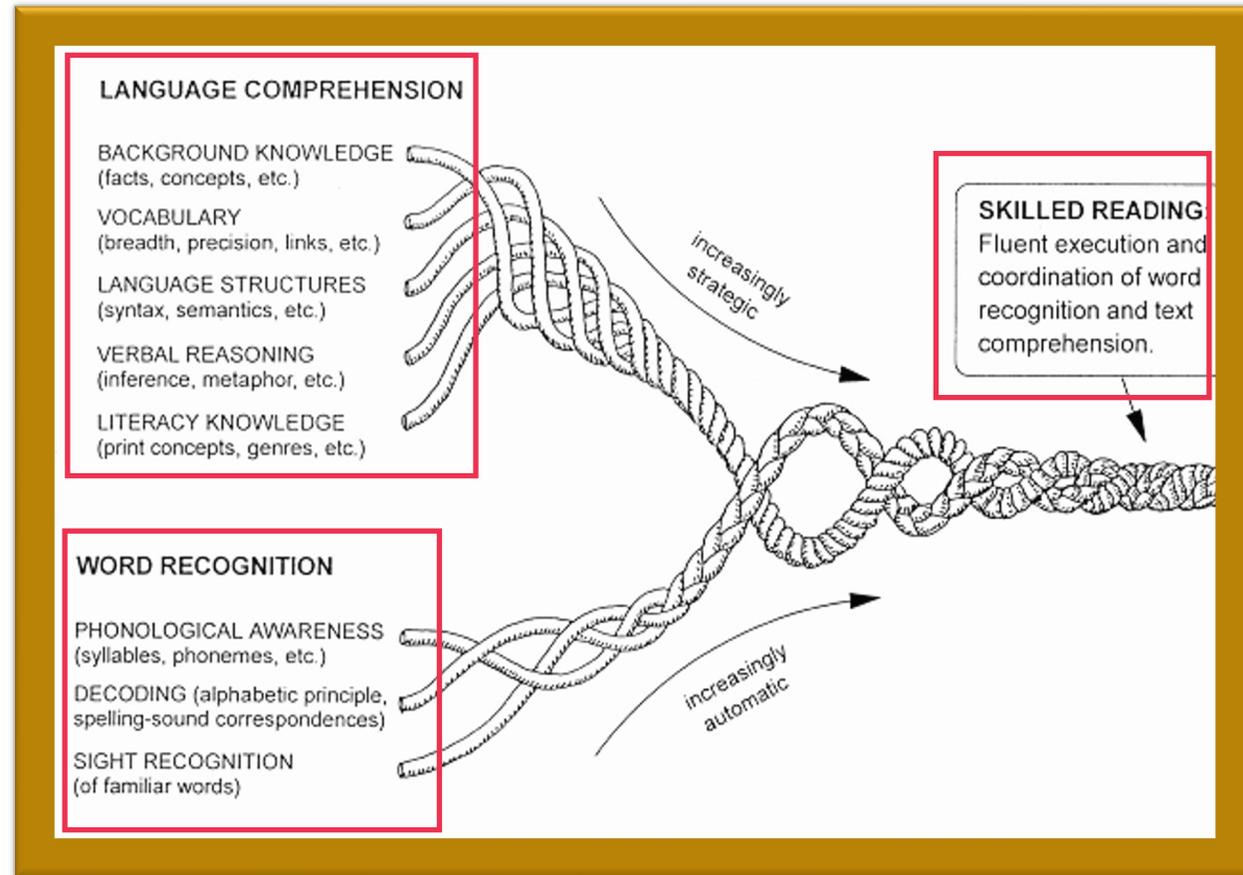
Research: Creating Strong and Purposeful Literacy Learners

Process & Timeline

February - June 2023

- Began ELA Program Review
- Literacy Framework
- Instructional Materials
- Curriculum Review

Fall 2023

- Action Planning
- Determining Lookfors
- Teacher Survey
- Selection of Review Tool (EdReports)
- Review of Instructional Materials

Winter 2024

- Pilots K-5, 1 classroom grade level per school
- Teacher Classroom Visits
- Material Review / Selection
- Recommendation to Board

Spring 2024

- Implementation Plan
- Professional Development
- Curriculum Development Begins*

Summer 2024

- Curriculum Development Continues

IMPLEMENTATION 2024-2025

Instructional Material Review

Review of 13 overall programs

- K-5 Core Comprehensive Programs

- Supplemental Materials

- Other Instructional Materials

- Pilots in every school (K-5)
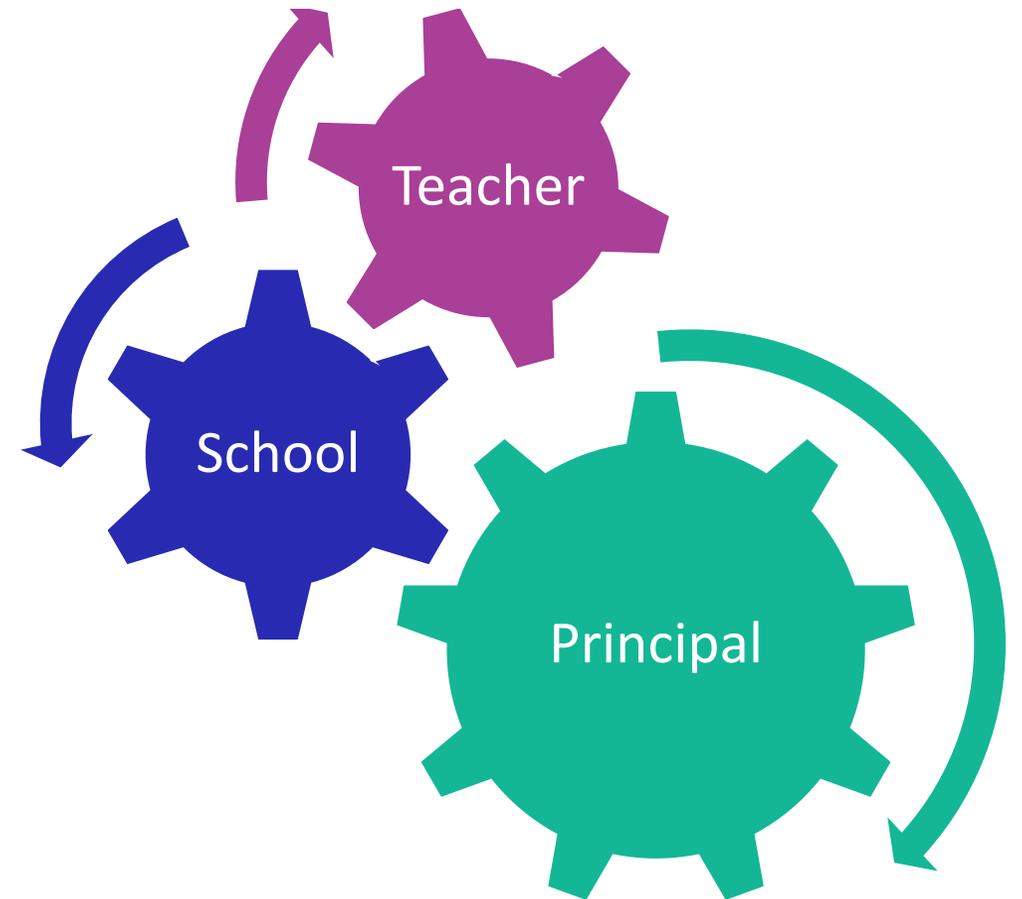
K-5 Teacher Survey Feedback

- ✓ Core program with comprehensive resources
- ✓ Alignment to standards and 5 Pillars of Reading
- ✓ Structured literacy integration
- ✓ Transfer of foundational skills using decodables
- ✓ Excellent plans to encourage small group that correlate to whole classroom instruction
- ✓ Thoughtful and intentional rigor
- ✓ Modules focus on specific topics that allow students to engage in read alouds and activities
- ✓ Strong student engagement
- ✓ Allows students to go deeper into critical thinking
- ✓ User friendly
- ✓ Lesson planning clearly aligned to objectives
- ✓ High exposure to grade level vocabulary
- ✓ High level questions
- ✓ Clear modeling for all students
- ✓ Specific interventions for multi-tiered differentiation and supports

K-5 Core Comprehensive ELA Recommendation

B. CURRICULUM AND INSTRUCTION

3. Upon recommendation of the Superintendent of Schools, approval by the Board of Education for the adoption of K-5 Into Reading by Houghton Mifflin Harcourt for implementation in the 2024-2025 school year.

INTO READING

K-5 Core Comprehensive ELA Recommendation

168 responses

- Into Reading (HMH) — 74.4%
- myView (Savaas) — 20.2%
- Continue with our current ELA instructional program — 5.4%
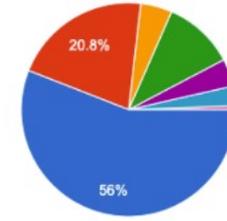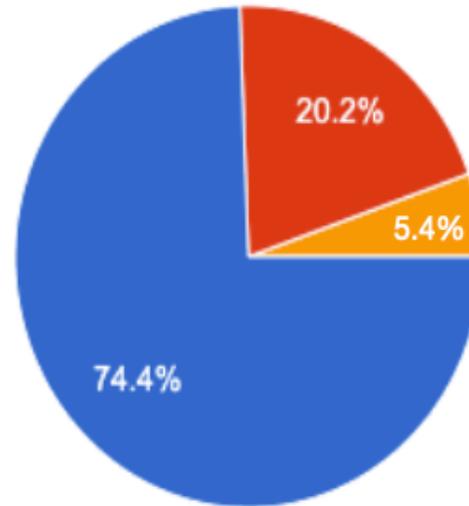
Legend:
- General Education Teacher
- Special Education Teacher
- ESL Teacher
- Academic Support Teacher
- Reading Specialist
- School/District Leader
- Other

(20.8%, 56%)

Comprehensive Research-Based Instruction for ALL Learners

Connected Foundational Skills

Phonological Awareness, Phonics / Decoding, Spelling, Sight Words, and Fluency

- **Direct, Explicit Instruction**
  - Phonics & Decoding
  - Spelling
  - Word Recognition
  - Fluency

- **Systematic, Consistent, Realistically Paced**

- **Cumulative, with concepts building on one another**

K-2 Structured Literacy Component

EVIDENCE-BASED COMPONENTS
(PHONOLOGY, SOUND-SYMBOL, SYLLABLES, MORPHOLOGY, SYNTAX, SEMANTICS)

+
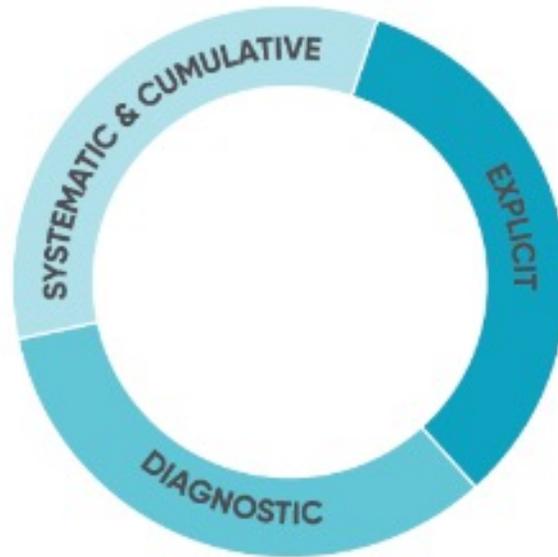
EVIDENCE-BASED TEACHING PRINCIPLES
(SYSTEMATIC & CUMULATIVE, EXPLICIT, DIAGNOSTIC)

=
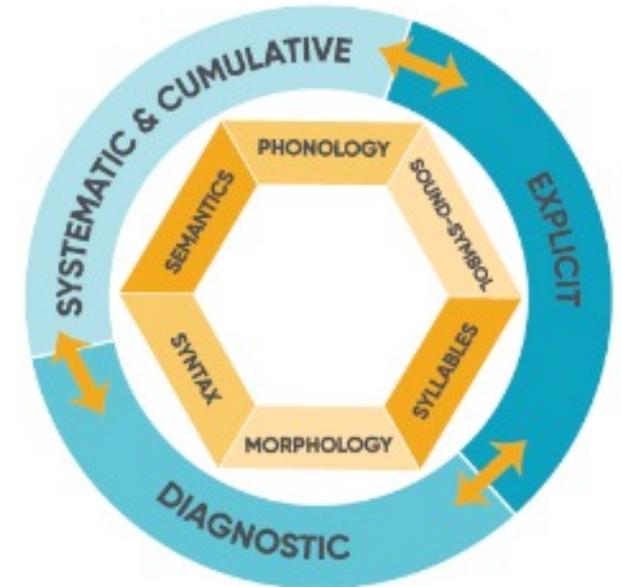
EFFECTIVE READING INSTRUCTION

K-2 Structured Literacy Component Recommendation

ELA Committee

- 🔵 Replace Fundations with the Structured Literacy component included in the core program selected.
- 🔴 Continue with the use of Fundations for the primary instruction of phonics, alongside the core program selected.

17.4%

82.6%

K-5 Faculty

49%

51%
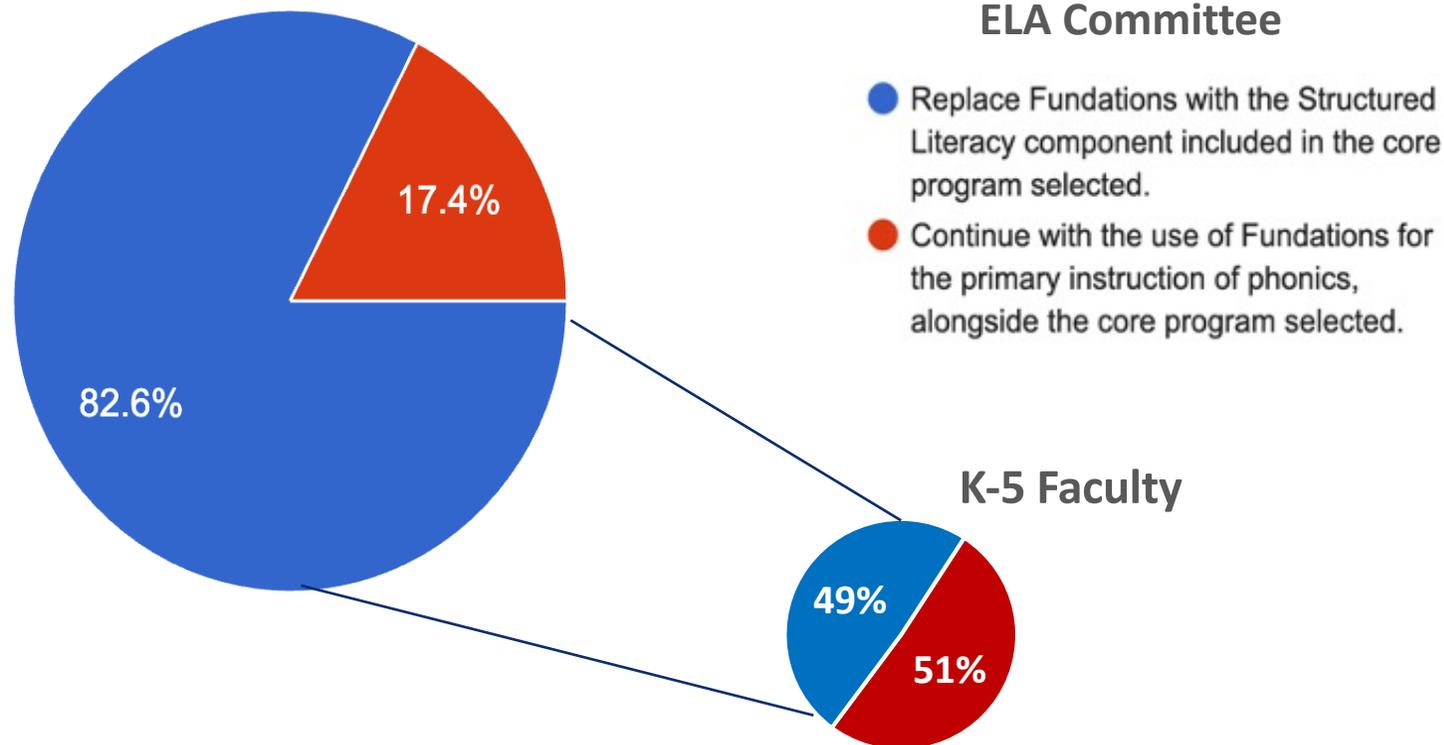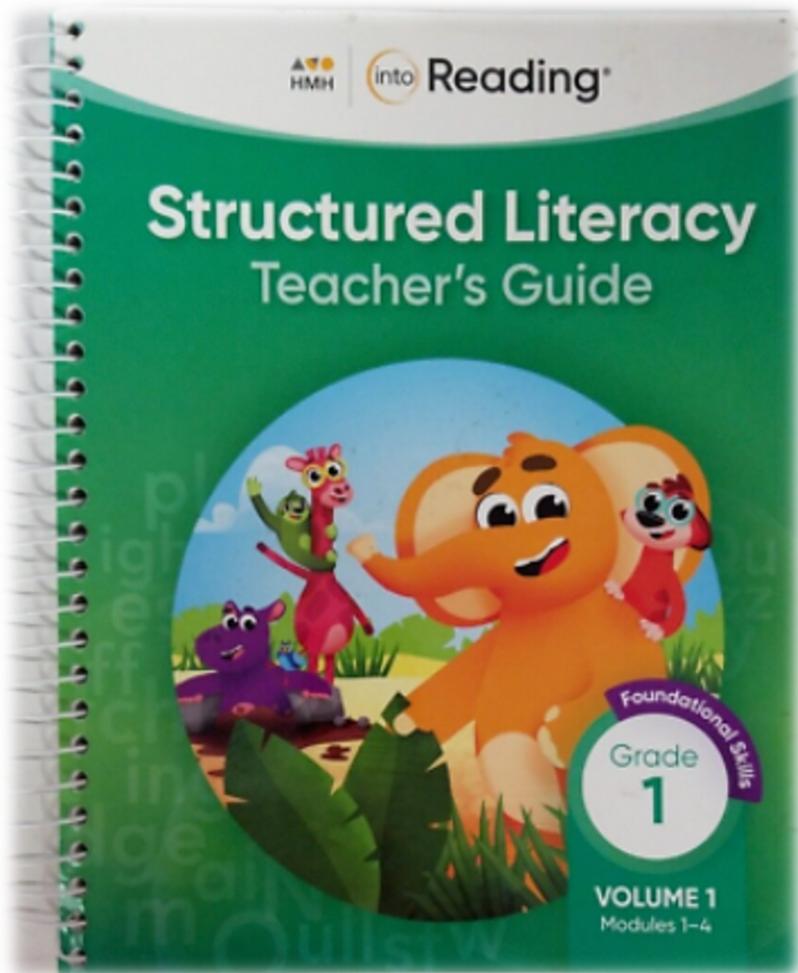
Instruction that builds...

2 Whole Class Instruction

Foundational Skills progression aligned to the Science of Reading.

Engage and motivate students to master the foundations through a scope and sequence that promotes utility and stability.

Kindergarten

- Demonstrate knowledge of print concepts.
- Recognize letters and letter names with automaticity.
- Form upper and lowercase letters.
- Connect spoken sounds to written letters.
- Decode words accurately and fluently.
- Recognize a number of high-frequency sight words.

Grade 1

- Connect spoken sounds to written letters.
- Work with consonant digraphs before consonant blends.
- Decode multisyllabic words at the end of Grade 1.
- Apply decoding and encoding in writing and spelling.
- Recognize an increasing number of high-frequency words.
- Develop academic vocabulary through direct instruction and practice.
- Add prefixes and suffixes to make new words (end of Grade 1).

Grade 2

- Learn the six syllable types and syllabication.
- Decode multisyllabic words accurately and fluently.
- Apply decoding and encoding in writing and spelling.
- Recognize an increasing number of high-frequency words.
- Develop academic vocabulary through direct instruction and practice.
- Use an expanded number of prefixes and suffixes to create new words.

Grade 4

- Apply decoding skills (including prefixes, suffixes, and roots) to fluency passages and multisyllabic words.
- Work with spelling patterns and use developing phonics/decoding skills in writing.
- Develop academic vocabulary through direct instruction and practice.
- Use prefixes, suffixes, base words, and Greek and Latin roots to create new words.

Grade 5

- Apply decoding skills (including prefixes, suffixes, and roots) to fluency passages and multisyllabic words.
- Work with spelling patterns and use developing phonics/decoding skills in writing.
- Develop academic vocabulary through direct instruction and practice.
- Use prefixes, suffixes, base words and a growing number of Greek and Latin roots to create new words.
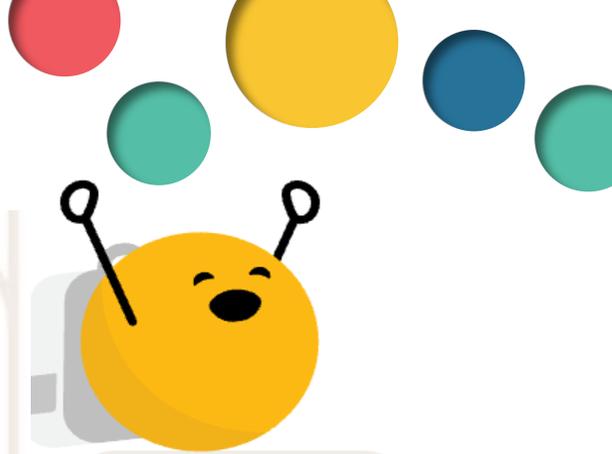
# Leveraging the Assets of our Multilingual Learners
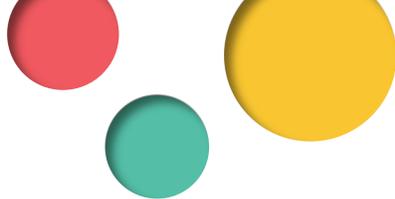
ENGLISH LEARNER SUPPORT:
Facilitate Discussion

SUBSTANTIAL
To facilitate discussion about the topic, ask yes/no questions: *Do you have a favorite story? Did you learn something from it*

MODERATE
Provide these frames: *My favorite story is _____*

LIGHT
To elicit discussion about the topic, ask open-... *your favorite story? What did you learn from tha*

ENGLISH LEARNER SUPPORT

SUBSTANTIAL
Ask children to show you and name examples of bold text, different color text, labels, and diagrams in their books.

MODERATE
Ask children to point to and name the text features in their books. Ask which featu... which help emphasize

LIGHT
Ask children to describ... books. Prompt them to

ENGLISH LEARNER SUPPORT:
Facilitate Language Connections

ALL LEVELS Children whose first language is Cantonese or Hmong may need extra support pronouncing long o. Say /ō/ several times while children focus on your mouth. Then play the **Articulation Video**. Have children use mirrors to see how their mouths look as they say /ō/. Also explain that unlike most other languages, in English long vowel sounds can be spelled in different ways.

Online
ARTICULATION VIDEO

Equity
of Opportunity & Access

HMH

Flexible Resources for Differentiation: Intervention Supports, Grade-Level Content, and Extension


Tier 3

Tier 2

Tier 1

Foundational Skills and Word Study Studio
Foundational Skills and Word Study Studio
Show Details

Foundational Skills & Word Study Studio

Read & Respond Journal

Tabletop Minilessons: Reading

Start Right Readers

Equity of Opportunity & Access

Rigby LEVELED LIBRARY

Tabletop Minilessons: ELD

HMH

Expanding Outcomes in Special Education

High-Quality Resources Support Inclusive Environments
All educators, leaders, and students can access high-quality resources and learning technology supporting individual learning needs. Instruction builds reasoning to elicit thinking and holds all students to the highest standards.

Personalized Instruction Meets Individual Needs
To meet the needs of students with learning disabilities. All students receive explicit, systematic instruction.

Curriculum Development
- Differentiation, specific to individual units, simultaneously developed for SE and MLs, alongside general education teachers.
- Professional development and embedded coaching
- Differentiation specific to each unit.

Rigby & Classroom Libraries
Leveled series and classroom libraries engage students with paper back and online texts with a wide variety of genres from poetry, to fairy tales, cross-curricular informational texts, do-it-yourself class projects, and realistic fiction with recurring characters.

Supports for Differentiated Instruction
- Small group instruction with differentiated reading skills
- Literacy center opportunities to personalize learning by skill
- Tabletop anchor charts and graphic organizers
- Enhanced technology
  - Audio reading
  - Highlighting for tracking
  - Digital notetaking
- Scaffolded skill building
- Correct, model, guide, check, reinforce
- Teacher Guidance on if....then supports for Access & Challenge

Equity
of Opportunity & Access

Social-Emotional Learning Support

Cross-Curricular Connections

Let Freedom Ring!

MODULE 3
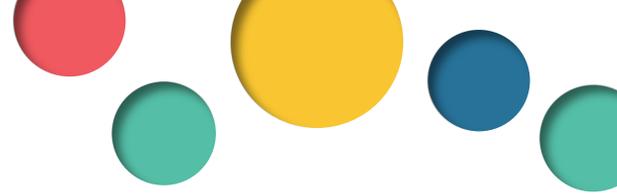
Essential Question
How do historic places, documents, and symbols represent our nation?

Natural Disasters

MODULE 3

Essential Question
How can learning about natural disasters make us safer?

Rise to the Occasion

MODULE 3

Essential Question
What does it take to meet a challenge?

Integration of Content & Language

Culturally Responsive and Relevant Learning Environment

Knowledge Map 3.14

America

- Holidays
  - Fourth of July
- Historic Documents
  - The Declaration of Independence
  - The U.S. Constitution
- Monuments
  - The Lincoln Memorial
  - The Washington Monument
  - The Jefferson Memorial
  - The Statue of Liberty
- Symbols
  - American Flag

Grade 3 | Build Knowledge

Module 3 • Week 3
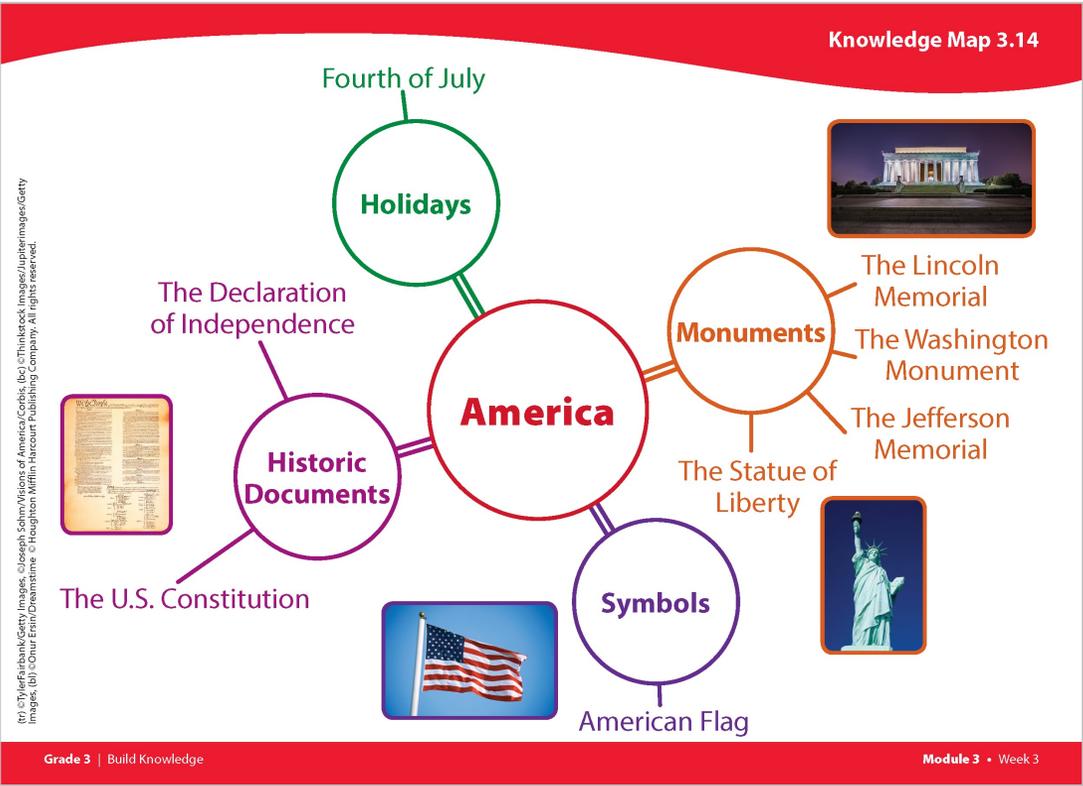
Equity of Opportunity & Access

Collaboration among Stakeholders

HMH

Culturally Responsive and Relevant Learning Environment

Culturally Responsive and Relevant Learning Environment

Relevance Matters:
Culturally Responsive Teaching
in the ELA Classroom

By Dr. Tyrone C. Howard, Ph.D.

A fundamental belief in the ability of all students to learn

A wide range of curricular content

Dynamic Instruction

Strong Home / School Partnership

- **Creating a welcoming and affirming environment**

- **High Expectations**

- **Rigorous Instruction**

- **Inclusive Curriculum & Assessment**

- **Ongoing Professional Learning Support**

Engaging Texts for Knowledge Building & Independent Skills Application

Book Clubs/Literature Circles

Student Choice Library/Mentor Texts

Integration of Content & Language

Equity of Opportunity & Access

HMH

Inquiry & Research Projects/Interest Projects

Make an Invention

Inventors use their imaginations to make things that solve problems and maybe even change the world.

1 Choose a Problem
Think about the selection you read. What problem or problems did the author write about? Choose one problem from the selection that you would like to solve with an invention.

2 Brainstorm
Make a list of as many invention ideas as you can to solve the problem. Get wild and silly in your thinking. Don't worry if an idea is "good" or "bad." Sometimes a bad idea can turn into a great one!

3 Develop Your Idea
Select your favorite idea. Write a description of what your invention will do. Think of a name for your invention, too!

4 Make It
Draw a picture of your invention, or use materials in the classroom to build it. Then share your work with a partner. Discuss what your invention does and how it solves a problem in the story.

Make a Documentary

Films that document the world around us are called documentaries. They contain facts about real people, places, events, and more.

1 Choose a Topic
Choose a topic related to the text you read. What more would you like to learn about the topic?

2 It's in the Details
What makes your topic fascinating? Brainstorm and research ideas with your group. What do you want people to know, think, or feel after watching your documentary?

3 Script It
Most documentaries have a narrator who shares facts about the topic. Some have interviews with experts. What will the narrator and interviewer in your documentary say? Write a script. Use the text for ideas.

4 Storyboard
A storyboard can help you plan out your shots before you film. It shows how your film will look from beginning to end. Sketch every scene. Write notes to tell what is happening.

5 Action!
Decide with your group who will be the narrator, the interviewer, and the videographer. Then film your documentary.

Make a Book Trailer

A book trailer is like a commercial for a book. It uses pictures, words, and sounds to make people excited about reading it.

1 You *Have* to Read This!
Work with a group. Talk about how to make people want to read the text. What interesting things about the book will get their attention? What kinds of pictures and sounds relate to the book? List your ideas.

2 Write Your Script
Write a script for your book trailer. Be sure to include the title, the author, and interesting details about the text. Don't give too much away!

3 Choose Pictures and Sound
Choose pictures and sound to go with your script, and plan when they will show or play. What can you show that will make people excited about the text? What kind of song or sound effects will help people know what it is like?

4 Make It and Share It
Draw pictures to show what each part of your book trailer will look like, or use technology to create it. Share your book trailer with other groups!

HMH

Formative and Summative Assessments

K-1 Interactive Early Literacy Assessment

K-1 Foundational Skills Inventory

1-2 Dibels Screener

Into Reading: Assessment Selections Embedded into Daily Instruction

Correct and direct on the spot assessments

Independent practice

Weekly assessments embedded into lessons

myBook selection quizzes

Cold reads

Weekly comprehension checks

Unit Assessments

Inquiry and Research performance based projects

iReady Dianostic (Fall)

Fountas & Pinnell

iReady Diagnostic (Winter)

Fountas & Pinnell

iReady Diagnostic (Spring)

K-5 Core Comprehensive Reading

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K-5 INTO READING
Core Comprehensive Reading & Assessment

K-1
Heggerty
Phonemic Awareness

K-2
Into Reading: Structured Literacy

Multitiered systems and instructional support for Special Education and Multilingual Learners

K-5
iReady Diagnostic & My Path

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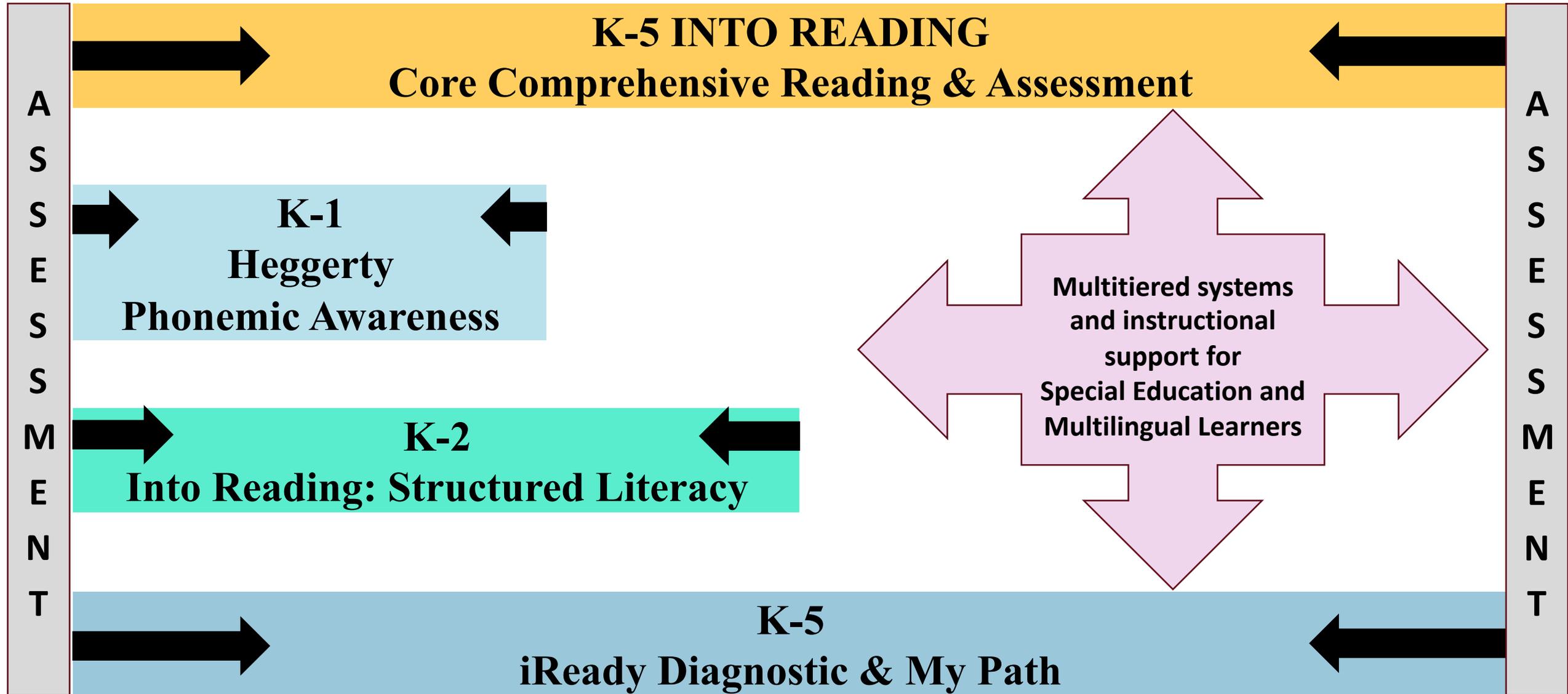
Supporting our Families

HMH

Access all instructional content from *one* learning platform— with *one* login

Core

Intervention

Supplemental

Professional Learning

Student growth measure
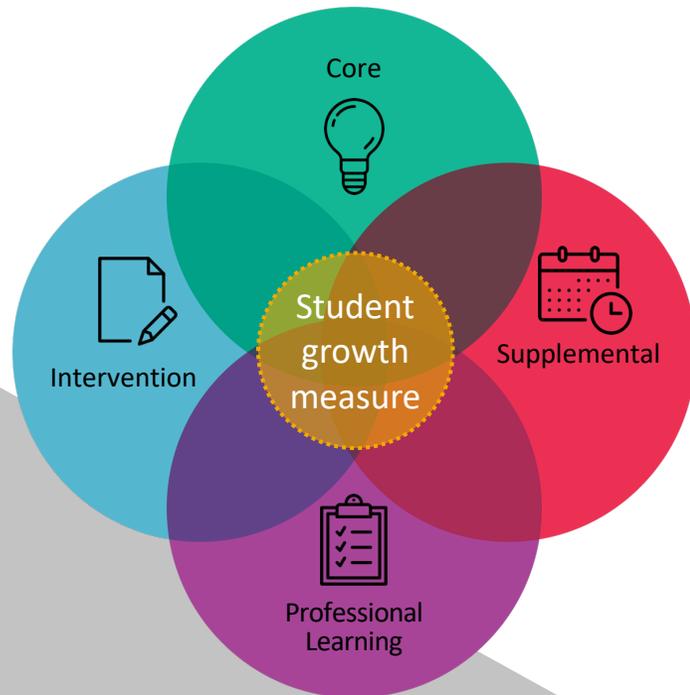
HMH Ed

Dashboard | **Discover** | Assignments | Scores

Module 1
Nice to Meet You!

Module 2
My Family, My Community

Module 3
Amazing Animals

Module 4
Better Together

Featured Categories And Components

Program Overview	Classroom Library	Build Knowledge and Language	Structured Literacy
Foundational Skills	Vocabulary	Spelling and Handwriting	Writing
Rigby Library	Multilingual Learner Support	Research and Media Literacy	

Into Reading Login Demo Account

Login into: https://www.hmhco.com/ui/login/?connection=91002280

User Name	Password	State	District Name
EvalStudent354_91002281	E!10eqyk8gn	EVALUATOR	INTO Reading 4-91002280

- Go to Discover Tab
- Once in: at the top left, you will see select a program and a down arrow, that is how you can choose a grade level; it is set now to grade 01
- They can then see the various modules, featured categories, and components (tiles) such as the program overview, structured literacy, vocab, etc.
- In the upper right, you will see an orange dot with the initials EH. If you click on the EH, you will see the option for Spanish and the Family room, which will show all the components for parents: bit-size tips and videos to help support their child
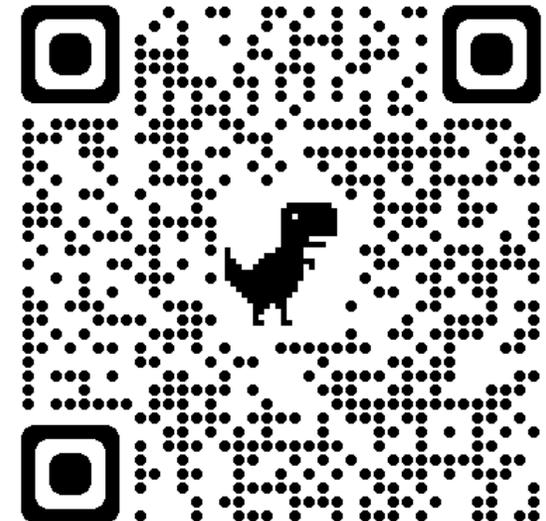
Strong Support for Families

- English
- Spanish
- Arabic
- Chinese
- Filipino/Tagalog
- French
- Haitian Creole
- Portuguese
- Russian
- Urdu
- Vietnamese

Collaboration among Stakeholders

How to Ask Follow-Up Questions to Get Talk Started

Tired of short responses from your kids? Read these tips to foster conversations with your kids.

7m Video

Into Reading | Grade K-6

Getting to Know the Into Reading Resources

Learn about the various Into Reading resources and how and when to choose the appropriate resources.

3m Interactive

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5 Questions Your Teacher Wants You to Ask Them

Perfect for teacher conferences, a teacher shares great questions to ask about your child's learning.

3m read Article
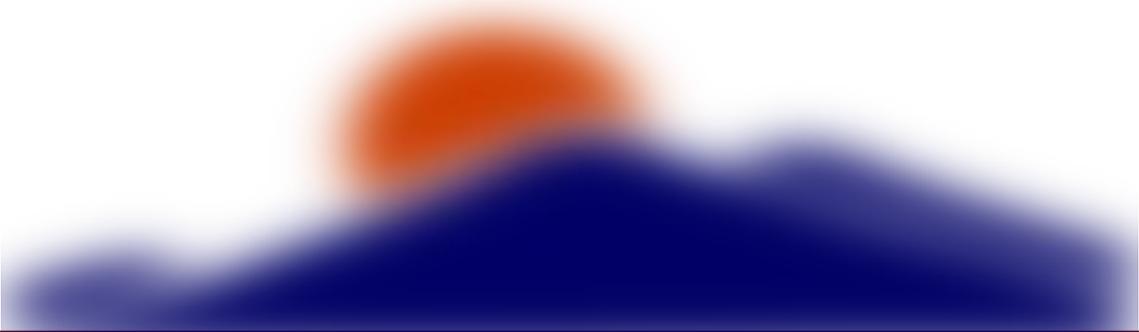
Next Steps &
Fidelity of Implementation

Next Steps

Current Programs
- Fundations
- Fountas & Pinnell

Professional Development
- Administrators (Ongoing - Spring)
- Teachers
  - April 15, 2024
  - June 3, 2024
  - Ongoing 24-25

Instructional Materials
- Teacher Guides and Resources
  - Spring 2024

Curriculum Development
- Week of June
  - 2 Units
- Summer
  - 2 Units
- Implementation Feedback loop
  - Fall 2 units

Pilot: Writing
- NEW Writing Standards
- SY 2024-2025
- Implementation 2025-2026

FIDELITY OF IMPLEMENTATION & SUPPORTS

In Classroom Coaching with HMH

Learning Walks with HMH

Instructional Rounds

Data Analysis: HMH Assessments, District Benchmark & Diagnostic Assessments

Student Work Analysis

Lesson Plan Alignment

Grade-Level Team Meetings

Thank you!