

# Literacy Update

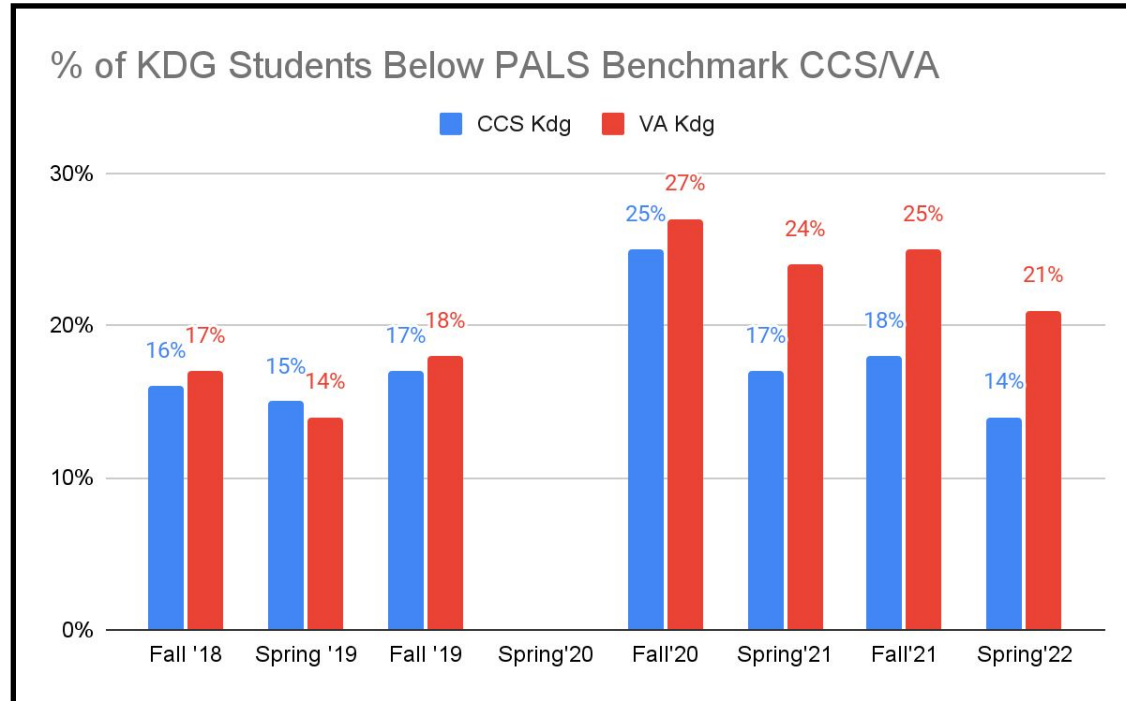
June 11, 2022



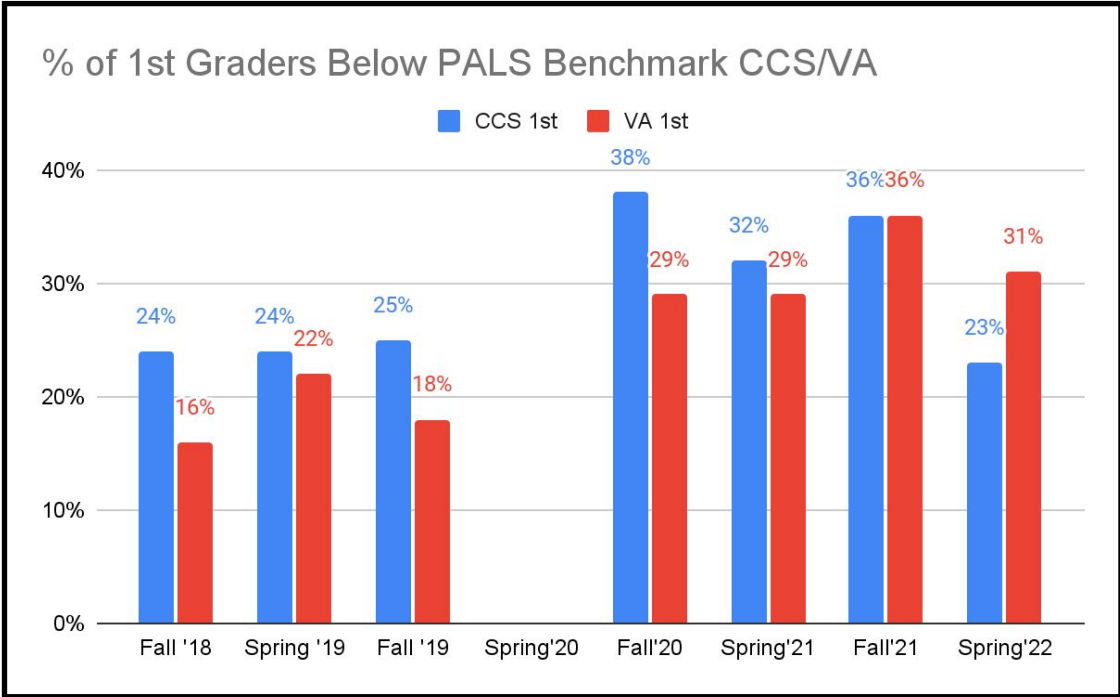
## Sum and Substance

- PALS performance
- Reading MAP performance
- Science of Reading
- HMH / Science of Reading
- LETRS Update

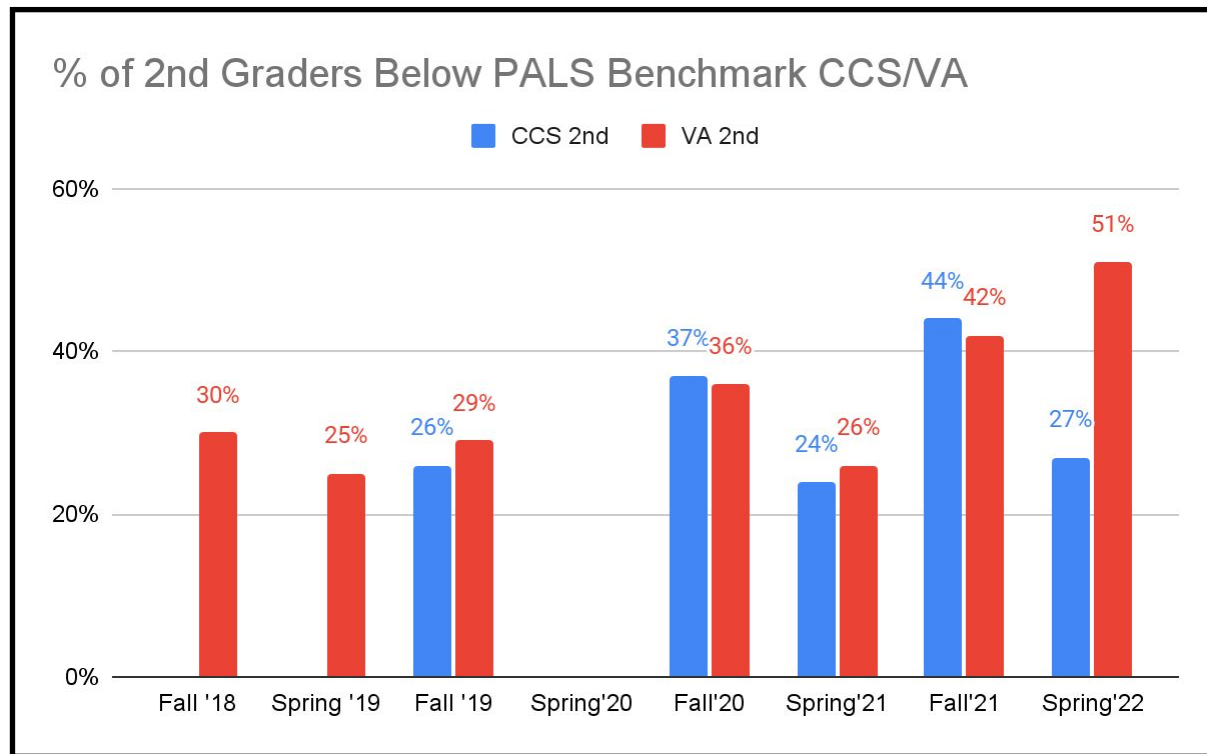
# How did students perform on PALS?



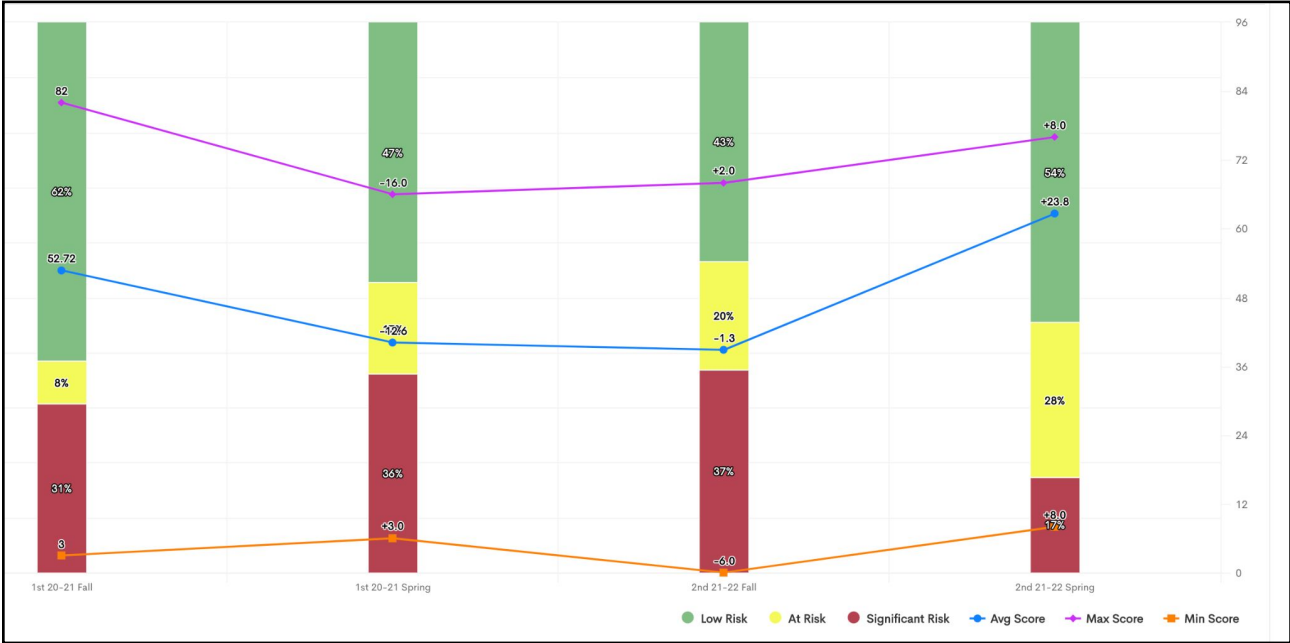
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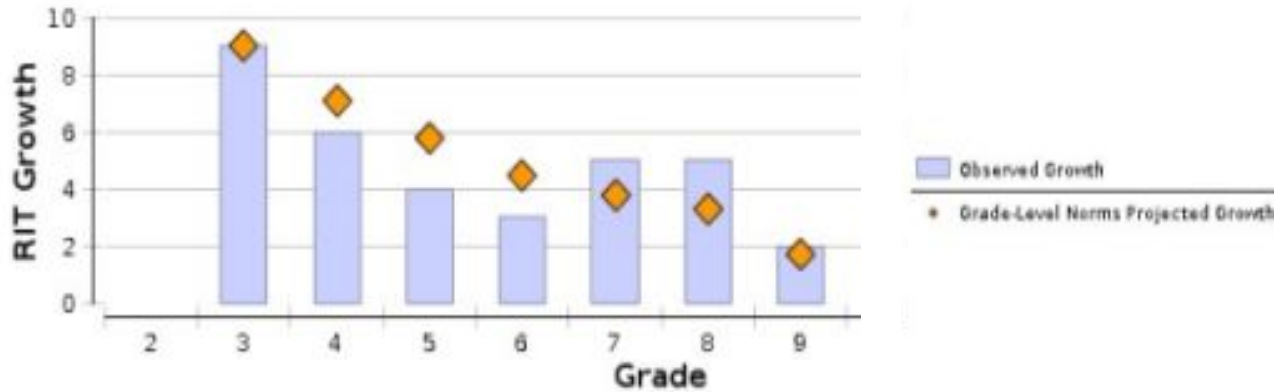


# How did students perform on RMAP?



RMAP Student Growth Summary Report Aggregate by District Fall 21 - Spring 22

## Language Arts:





## Where are we with implementation of the science of reading?

2019 - 2020

- VDOE Literacy Summits held for division leadership across Virginia to bring awareness of the Science of Reading.
- CCS adopted HMH Into Reading as the core curriculum for K-5 and MyPerspectives for 6-8 after rigorous curriculum adoption processes.
- Teacher teams began to work on alignment and implementation.

2020-2021

- Presentations on the Science of Reading provided for all elementary staff.
- First CCS LETRS cohort.
- Selected components of HMH Into Reading implemented across K-5.
- During virtual grades K-4 offered literacy only twice a week.





## Where are we with implementation of the science of reading?

### 2021-2022

- Second LETRS cohorts, 1 reading specialist trained as LETRS facilitator.
- First full year of HMH implementation.
- PLC-embedded PL in K-4 delivered by reading specialists and instructional coaches focused on implementation of evidence and science based reading and literacy instruction using HMH as the core resource.
- Reading Specialist / ESL Teacher Book Study “Literacy Foundations for English Learners” focused on multilingual learners and the Science of Reading

### 2022-2023

- Third year of LETRS cohorts, 4 total reading specialists trained as LETRS facilitators.
- Will continue to provide PLC-embedded PL by reading specialists and Instructional Coaches on evidence and science based reading and literacy instruction using HMH as the core resource.
- Will implement Handwriting without Tears in Kdg to better align to the science of writing and support a strong foundation in writing.



## How is HMH connected to our Science of Reading Implementation?

- HMH Into Reading has been essential to move us away from Balanced Literacy and Whole Language towards implementation of the science of reading.
  - It includes a phonics scope and sequence, decodable text, and an instructional flow that reflects structured literacy for Tier 1 INSTEAD of the Word Study incidental phonics approach that tracks students into low level activities.
  - The Foundational Skills scope/sequence and instruction are systematic, explicit, cumulative, and aligned to the standards.
  - It includes thematic - topical units of study with diverse grade-level complex text sets INSTEAD of leveled readers that promote 3-cueing and tracking students into low level text.



## How is HMH connected to our Science of Reading Implementation?

- We are using what we know from LETRS to be smarter than our resources. Teams of reading specialists, teachers, and instructional coaches continue to refine our implementation of the resource. Every program requires PL, teacher support, and modification to be responsive to student needs.
  - Literacy block structures and phonics lesson plan templates provided for each grade level K-5
  - We have modified some routines in HMH to enhance the strategies aligned to the science of reading.
  - Supplemental standards-based lessons provided where needed, such as syllabication lessons starting in grade 2.
  - Bite-sized PL modules are provided to support teachers with implementation of HMH (ex: Phoneme Grapheme Mapping of Heart Words, Scaffolding Complex Text, Text-First Planning Process, etc)

# LETRS Update



Role/Gr	# Trained in LETRS V1 between 2020 - 2022	# not trained (accounts for moves to other grade levels and leaving CCS)	# trained in LETRS V2	# Registered for LETRS V1 22-23
PK	2	Approx 17		1
K	12	12		4
1	13	6	1	2
2	9	7	1	
3	4	15		2
4	1	16		2
K-12 Reading	17	6	4	4
K-12 ESL	4	12	2	1
GRT	2			1
SPED K-4	9	14	1	3
Instructional Coach	6 (all K-4 coaches trained)	6	2	1
Principal K-4	2	4		1
AP K-4	2	4		
Coordinator	2	NA	1	

[Details for LETRS 22-23 Cohorts](#)



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