

What elements matter in the curricular resources? Why?

Literacy curricular resources must be grounded in the sciences of reading. The scope and sequence must strengthen each of the reading rope strands to develop language comprehension and word recognition. Resources must be teacher, student, and family friendly and reflect (windows and mirrors) the diversity of the families we serve.

Differentiated supports and assessment opportunities are built into these resources. Materials and teacher practices will show rigorous expectations for ALL students and high levels of engagement and joy.

- How are we connecting with our families? Especially families from different cultures and languages?
- High interest that is relevant
- Efficient planning & prep for teachers
- Cross-disconnections for strong B.K.
- Differentiation
- Organization → scope & sequence
- Lessons are straight-forward
- Representation
- Student Choice
- Accessible + complex materials (texts)
- Clear & concise directions
- Opportunities for formative assessment
- Rigorous - YES
- Clarity for teachers and students
- Open-ended questioning
- Enough background knowledge about science/SS if it will be taken out
- Dialogue & discourse
- Fluidity for teachers to use + understand how it should be used
- ALL students see themselves represented + valued – JOY
- Culture add
- Differentiate
- Opportunities for differentiation - so all students are successful - equitable for all
- Developmentally appropriate for young children
- Culturally responsive + sustaining
- Fluidity and purposeful to maximize learning time of students with ongoing attendance issues
- Access for sub teachers to grab & go
- Builds background knowledge
- The science of reading & high quality staff training on it
- Playful/joy and Flow of lessons/units

How does the curriculum complement high quality teaching & learning?

A solid universal curriculum is an essential **tool** for high quality teaching and learning. It can support teachers to be highly responsive and collaborative in meeting students' needs by offering clear **K-5 roadmaps**, expectations, procedures, routines, scaffolds, instructional strategies, and structure in an engaging and joyful way.

- Skills and knowledge build year to year in a predictable way → appropriate for developmental growth
- Clear procedures + routines → while still allowing teachers to be creative → flexibility
- Allows for both teacher autonomy & expertise AND consistency between classrooms
- Resources provided + organized
- Provides structure → and modeling to support teachers of all experience levels
- Rich, high quality, + engaging text
- Models and reflects the scaffolding needed to support T&S
- Curriculum cannot be the focus - (leads to compliance) - curriculum is an essential tool for high quality teaching and learning → truth! – *!
- Multiple ways for students to engage with content → and show their knowledge on the content
- Variety of teaching strategies
- Opportunities to make errors and grow
- Structure + resources
- Engagement
- Joy
- Thoughtful integration of technology
- Clears the way for collaboration and individualization
- Gives a roadmap & makes teaching & learning easier
- Flexibility to meet students needs all help ALL students grow
- Consistent expectations → and routines/structures
- Responsive to the students we serve *differentiation present

What does it look like when the goal is to build student literacy (rdg/wrg/speaking) and background knowledge across all content?

High quality, **collaborative professional development** and engaging texts will be needed to build student literacy (reading, writing, and speaking) and background knowledge **across all content**. Knowledge (including vocabulary) and skills (oral language, foundational and comprehension) are explicitly connected and applied across all subjects. These connected and multi-modal learning experiences allow for rich conversations that deepen learning and instill a love of literacy.

- Engaging nonfiction texts in SS/science
- Inquiry
- Teachers grow together and build a system for the students they serve (thinking of students' experiences)
- Fun activities students enjoy & want to continue learning
- All knowledge & skills are explicitly connected across the day
- Vocab/comprehension is across all subject areas (including "math literacy"). Students can apply comp strategies easily across subjects/topics
- Phonics, PA, etc taught in all content organically
- Inclusion of the ELD Standards for all students
- The day is connected and learning goes deeper
- Conversation
- Students learn deeper, foster and teachers collab.
- Time
- Instills a love of literacy in our students
- All teachers collaborate + plan to meet students' needs
- High quality professional development
- Multi-model multisensory engagement. Audiobooks are reading.
- SS & science covered within the curriculum → not a separate time to be taught
- (Significant PD to develop teachers skill set to to this)
- All content is integrated in to the learning experience
- No Social Studies and science units → it's alllllllll together in literacy w/project based assessments! <3

What doesn't it look like when the goal is to build student literacy (rdg/wtg/speaking) and background knowledge across all contents?

Rich cross-curricular connections in developing literacy **cannot** happen when curriculum is siloed, reading and writing units don't connect, there is not enough time to fit it all in, topics are covered at a surface level, teachers are doing most of the work, students are disengaged and scaffolds are not in place for students to access grade level content.

- Rushing to cover all “required” content :(– too many lessons to actually do it all
- Less synthesizing
- What about the “hands on” experiences? Do those matter?
- Silos of curriculum that don't go together – agreed – yes....
- Reading & writing units do not connect/relate
- Focus on behaviors before we get to teaching
- Sit and get
- Too much teacher talk, not enough kid talk
- No time to fit “everything in”
- Teachers doing the thinking & work
- Kids acting out trying to escape the classroom because they can't read
- Many topics covered w/limited depth
- Focus on the resource rather than teacher capacity
- Skill & drill
- Videos
 - Disagree. Videos can bring concepts to life and make it real!
 - Many need to see & hear authentic interactions & videos can service this purpose
- Chromebook reading :) YES!
- Significant independent reading time when kids aren't engaged
- Teacher talking, students “listening”
- One size fits all no diff.

Name examples of high quality teaching and learning?

High quality teaching and learning is culturally responsive. Within a culturally responsive environment teachers and students have high expectations and a growth mindset. High quality teaching provides clarity--clear relevant grade level learning targets that are assessed to inform instruction and support students in owning their own learning. Engagement is fostered through integrated, multisensory and inquiry experiences. Teaching and learning is student centered and, above all, joyful.

- Integrated
- Clear learning target
- Kids being empowered - & believing they can do it, high expectations
- Students doing the work - less teacher talk
- Chit-chatting about learning – Yes meta cognition – modeling this
- Multi-sensory
- Teaching to mastery
- Authentic real-world connections
- Don't forget assessment data that shows students growing → ongoing
- Assessment drives instruction
- Joy → very critical → Yes, Yes, Yes!! :)
- Engagement → using impactful strategies
- Being culturally responsive
- Differentiating
- Meets the needs of all students
- Student led discussions
- Mindset → high expectations!
- Inquiry
- Teachers are observant + respond to their observers (responsive teaching)
- Allowing peers to question each other and explain their thinking – yep
- Curiosity
- Students taking (authentic) ownership
- Interactive
- Opportunities for inclusion
- Teachers being open to learning new things
- Inviting students to explore and wonder together → following student interests

Name non-examples of high quality teaching and learning?

Non-examples of high quality teaching and learning include :

- Stressed teachers (because of the number of resources they need to plan from, develop themselves or google)
 - Siloed curriculum
 - Teacher centered
 - Compliance driven
 - Isolated skill instruction without transfer
 - Assessment as an event not a process to inform instruction
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- Too much teacher talk and not enough student dialogue → Yes! → Rapid fire call & response w/out all involved in learning/thinking
 - Siloed
 - Doing the same things we've always done because we are comfortable
 - Memorizing facts to spit them back out
 - Worksheets
 - Skill & drill without application
 - Drill-and-kill with apps and online tools
 - Compliance-focused
 - Assessment as an event
 - Going through & "teaching" from a manual...day 1→day ? w/o being responsive to the students you're teaching (adjusting, scaffolding as necessary) → teaching curriculum and not students
 - Many topics + skills covered w/o focus on essential skills
 - No student choice or voice
 - Teacher led / focused discussions
 - No time to work with individual students to build their skills
 - Stressed from curric. demands & letting the mood affect your teaching & attitude in the classroom
 - Worksheets
 - TPT