Elementary Reading and Language Arts
HMH Into Reading and Arriba La Lectura K-5 Core Program Implementation Update

Keisha Redd-Hannans
Assistant Superintendent of Curriculum, Instruction, and Assessment

Jennifer Tousignant
Supervisor of Elementary Reading and Language Arts
2022-2023 School Year

Reorganization

- Divided the Supervisor of K-12 Literacy position into two positions

Staffing

- Hired a Supervisor of Elementary Reading and Language Arts, Ms. Jennifer Tousignant, to provide focus support in the elementary grades on literacy
- Hired a Supervisor of Secondary English Language Arts, Dr. Jennifer Sinal-Swingler, to provide focus support in the middle and high school grades on literacy

Program Review

- Piloted Programs in multiple schools
- Selected K-5 HMH, *Into Reading* and *Arriba La Lectura*
- Materials Ordered/Purchased
- Materials Delivered to schools, End of June 2023
- Virtual 2 hour overview for all K-5 staff in spring, prior to end of school year
Summer 2023

- Supervisor met 1:1 with each elementary principal to discuss new core program roll out
- New Principal Onboarding, HMH Into Reading and Arriba La Lectura focus
- New Teacher Orientation, HMH Into Reading and Arriba La Lectura focus
- Optional Professional Development for Teachers, K-5 (June and August)
- Literacy Coach Work Groups Created the following:
  - Pacing Guides
    - HMH Pacing Guides
    - HMH Pacing Guides DUAL LANGUAGE - Google Docs
  - Linked Science Units for cross curricular connections where it logically made sense
  - Created lesson plan structures for teachers to utilize HMH Lesson Plan Template
  - Revised NHPS District Assessment Calendar 2023-24.xlsx
  - Outlined 90 minute Literacy Block
- Administrator Overview of HMH Into Reading with distribution of Look Fors
K-5: Full implementation of new core program aligned to the Science of Reading

- Into Reading
- Arriba La Lectura for Biliteracy Schools
- Houghton Mifflin Harcourt product
- Fidelity to the Core!
- Minimum of 90 minutes for Literacy Block
- K-3 Fundations (30 minutes)
- Writing Block 45 minutes
Structured Literacy Approach

- Phonological Awareness instruction
- Oral language development
- Phonics instruction
- Vocabulary instruction
- Fluency instruction
- Comprehension instruction
- Small group instruction
- Literacy Centers
- Print rich environment
- Clear Evidence of core program implementation
- All adults in classroom working with students
- Organized materials for easy student access
- Multilingual Learner supports & Arriba La Lectura
- Special education resources: Options for Differentiation & Intervention within the program guide & online

NEW HAVEN PUBLIC SCHOOLS
<table>
<thead>
<tr>
<th>90 Minutes</th>
<th>Core Instructional Practices</th>
<th>Students will…</th>
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<tbody>
<tr>
<td>30 minutes</td>
<td><strong>Phonological Awareness</strong></td>
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<td><strong>Phonics</strong></td>
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<td><strong>Letter Name Fluency</strong></td>
<td>● identify, distinguish and manipulate letter sounds</td>
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<td>● use the structure and meaning of words to spell/read</td>
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<td>20 minutes</td>
<td><strong>Whole group Structured Literacy:</strong></td>
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<td></td>
<td>Shared Reading/Interactive Read Aloud</td>
<td>● engage in rich literary collaborative discussion</td>
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<td>Targeted Daily Learning Objectives and Weekly Focus/Key Learning Objectives from HMH</td>
<td>● Monitor comprehension</td>
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<tr>
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<td>● Phonological Awareness</td>
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<td>● Fluency</td>
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<td></td>
<td>● Oral Language/Communication</td>
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<td></td>
<td>● Comprehension</td>
<td>● use new vocabulary</td>
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<td>● ask and answer questions about a text</td>
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<td>● listen actively and make relevant comments</td>
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<td>● Use reading strategies</td>
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<td>40 minutes</td>
<td><strong>Small groups/literacy centers:</strong></td>
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<td>Guided and independent practice connected to skills and strategies learned.</td>
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<td></td>
<td>● Phonological Awareness</td>
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<td>● Phonics</td>
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<td></td>
<td>● Letter Naming Fluency/CAP</td>
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<td></td>
<td>● Comprehension</td>
<td>● read in small groups</td>
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<td>● receive explicit instruction and guided support</td>
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<td>● read a variety of texts at independent and instructional levels</td>
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<td>● engage in literacy centers</td>
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<td>30 minutes</td>
<td><strong>“WIN” What I Need</strong></td>
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<td>Small Group and Individualized Enrichment and Intervention experiences based on student data</td>
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<td>● engage in enrichment/intervention experiences based on their needs</td>
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<td>● review and extend understanding of literacy skills and strategies</td>
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<td>45 minutes</td>
<td><strong>Writing</strong></td>
<td>● extend understanding of text through a variety of writing genres</td>
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<td>● write a variety of genres, for varying purposes and audiences</td>
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<td>● write using grade level punctuation and sentence structure</td>
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<td>● understand steps of the writing process</td>
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## 90 Minute Block Grades 4-5

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| **30 minutes** | **Whole group Structured Literacy:** Shared Reading/Read Aloud Targeted [Daily Learning Objectives](#) and [Weekly Focus/Key Learning Objectives](#) from HMH | ● monitor comprehension  
● use new vocabulary  
● engage in rich literary collaborative discussion  
● ask and answer questions  
● listen actively and make comments  
● use reading strategies |
| **20 minutes** | **Foundational Skills** | ● spell and read unfamiliar words  
● learn and use affixes and root words |
| **40 minutes** | **Small groups/centers:** Guided and independent practice connected to skills and strategies previously learned.  
● Phonics/Word Study  
● Vocabulary  
● Fluency  
● Oral Language  
● Comprehension | ● read in a small group  
● apply reading skills and strategies  
● read a variety of texts  
● engage in literacy centers  
● extend understanding of literacy skills and strategies |
| **30 minutes** | **“WIN” What I Need** Small Group and Individualized Enrichment and Intervention experiences based on student data | ● engage in enrichment/intervention experiences based on needs  
● review and extend understanding of literacy skills and strategies |
| **45 minutes** | **Writing** | ● write across genres  
● write using grade level conventions of usage, punctuation and sentence structure  
● understand steps of the writing process |
August

Full Day Differentiated Into Reading and Arriba La Lectura Session for K-5 Teachers
- Resource overview and guidance for evidence of high quality instruction workshop for administrators
- Classroom walkthroughs by the Academic Team

September

Full day workshop for K-5 teachers on foundational skills, writing instruction, tech resources, and assessment analysis

Literacy Coaches

Weekly planning with teachers during grade level and data team meetings
- Modeling lessons, observations, feedback, and data analysis
- Structured opportunities during CIAs, staff meetings, half-days, and Learning Academies

Job Embedded Coaching

Classroom and school support provided by a HMH coach for a half-day per school, four times a year for teachers and administrators

Fall 2023 through Spring 2024 Professional Learning

NEW HAVEN PUBLIC SCHOOLS
PROGRESS MONITOR

1. Dynamic Indicators of Basic Early Literacy Skills
2. 3 Times Per Year
3. Phonological Awareness
4. Fluency
5. Data Analysis with Previous Years

K - 3 DIBELS
PROGRESS MONITOR

1. Provides an opportunity to observe the new program in classrooms
2. Actionable feedback provided to the school team
3. Utilizing rubrics to collect data for professional learning needs
4. Strengthens communication about effective instructional practices
5. Assistant Superintendents, Elementary Literacy Supervisor, Multilingual Director and Supervisor, Principal, and Literacy Coach participates