

CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

ENGLISH/LANGUAGE ARTS

Curriculum Review Cycle Schedule

18-19	Implement I
19-20	Implement II
20-21	Implement III
21-22	Evaluation – Subcommittee is Formed
22-23	Analyze/Plan – Presentation to CCC

SUBJECT/DEPARTMENT: **English/Language Arts**

DATE: April 2008

MISSION STATEMENT

Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, 'Why does this curricular area exist?'

The mission of the Cheshire Public Schools' K-12 Language Arts Department is to use exemplary instructional practices with varied literary genre to provide an inquiry based learning environment in which all students demonstrate significant progress in the development of language arts strategies, skills, habits, and attitudes.

PERFORMANCE STANDARDS

Taken from the CHS Program of Studies

COLLABORATIVE/COOPERATIVE WORKER

- Students communicate with others to create interpretations of written, oral and visual texts.
- Students explore multiple responses to literature.

COMMUNITY CONTRIBUTOR

- Students communicate with others to create interpretations of written, oral and visual texts.
- Students explore multiple responses to literature.

COMPLEX THINKER

- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students recognize how literary devices and conventions engage the reader.
- Students explore multiple responses to literature.
- Students recognize and appreciate that contemporary and classical literature influences human thought.
- Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

EFFECTIVE COMMUNICATOR

- Students communicate with others to create interpretations of written, oral and visual texts.
- Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.
- Students apply the conventions of Standard English in oral and written communication.

KNOWLEDGEABLE PERSON

- Students recognize how literary devices and conventions engage the reader.
- Students recognize and appreciate that contemporary and classical literature influences human thought.
- Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.
- Students apply the conventions of Standard English in oral and written communication.

SELF-DIRECTED LEARNER

- Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

SKILLED INFORMATION PROCESSOR

- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students recognize how literary devices and conventions engage the reader.
- Students explore multiple responses to literature.
- Students recognize and appreciate that contemporary and classical literature influences human thought.
- Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

**ANNUAL PROGRAM or DEPARTMENTAL GOALS/STRATEGIC PLANNING
INITIATIVES**

What are the goals for your program or department for this curriculum area for 2018-2019?

Program: K-6 Reading and Writing (ELA)

Components	Annual Objectives
Curriculum	<ul style="list-style-type: none"> • Curriculum guides will be updated to include missing pieces as noted in the CCC report. • Teachers will utilize personalized learning strategies in order to manage the pacing of curriculum more efficiently.
Assessment	<ul style="list-style-type: none"> • Reading and writing assessments will be reviewed yearly to eliminate redundancy and to ensure that those retained align with standards or specific grade level skills. • Student assessment data will be accessible to teachers on iO/Insights and the SRI and SBA platforms, for data analysis and instructional planning purposes. • During conferences, teachers will facilitate student engagement in ongoing assessment review, and collaboratively evaluate progress and set personal goals based on grade level standards and skills.
Organizing for Instruction	<ul style="list-style-type: none"> • Student/teacher conferences (mentoring) will help students develop long and short term goals for their learning in ELA. • Teachers will use assessment data to plan and deliver differentiated, specialized, or supplemental instruction in Tier I for students who do not respond to primary instruction alone.
Text, Resources and Technology	<ul style="list-style-type: none"> • There will be greater access in primary classrooms to Chromebooks, iPads and apps that support literacy. • Teachers will have access to a wider variety of print and digital resources for complex common texts to support standards based instruction, and provide more student and teacher choice.
Professional Development	<ul style="list-style-type: none"> • Teachers will have choice of PD that meets their needs and the demonstrated needs of their students. • In-class coaching and modeling should continue to be provided.

Program: Grade 7-8 Reading and Writing (ELA)

Curriculum	<ul style="list-style-type: none">• Support teachers in the process of personalized learning instruction in their classrooms.• As a department, we will share data to enrich and support students by creating resources for enrichment opportunities as well as intervention support.• Exploration of reading/writing workshop model with cyclical approach of standards.
Assessment	<ul style="list-style-type: none">• As a department, we will discuss multiple assessment formats/options to demonstrate their effectiveness in meeting students' individual needs.• Continue the creation of common assessments for all units
Organizing for Instruction	<ul style="list-style-type: none">• Teachers will analyze formative data and group students to inform instruction.• Teachers will examine the lesson structure to include sharing of student work within the classroom community.• Teachers will continue to work on creating and utilizing learning targets to organize for instruction.
Resources and Technology	<ul style="list-style-type: none">• Teachers will continue to explore No Red Ink, Common Lit, Listenwise, Readworks, and Epic Reads
Professional Development	<ul style="list-style-type: none">• Teachers will observe at least two teachers' classrooms over the course of the school year.

Program: 9-12

Components	Annual Objectives
Curriculum	<ul style="list-style-type: none">• Transfer and revise curriculum from Atlas to Google
Assessment	<ul style="list-style-type: none">• Identify existing formative and summative assessments
Organizing for Instruction	<ul style="list-style-type: none">• Use the college board reports on SATs and PSATs as a resource to identify individual needs as well as trends and potential areas of weakness in the curriculum
Resources and Technology	<ul style="list-style-type: none">• Teachers will share lessons/projects that make effective use of technology• We are attempting to obtain at least two department Chromebooks -- this is especially critical for the Writing Center
Professional Development	<ul style="list-style-type: none">• PD is needed in order to make use of the CollegeBoard reports.• Teachers will have the opportunity to attend off-site PD including conferences• Teachers will have the opportunity to create more application based learning using departmental time• Departmental time will focus on organic collaboration once a month

WHAT WAS, WHAT IS, WHAT WILL BE

Level: Elementary

Prepared By: Pat Castle

Date: January 19, 2018

	What Was	What Is	What Will Be
Curriculum Objectives Guides	<p>The reading and writing curriculum is aligned to CSDE GLEs.</p> <p>Reading workshop is established and there is a reading scope and sequence based on the CSDE GLEs for minilessons in an e-binder.</p> <p>Both the reading and writing curriculum are being revised to align with the CCSS.</p>	<p>By 2015, the CPS reading and writing curriculum will be integrated to the extent possible, available online and aligned with the CCSS and CPS performance standards.</p> <p>By 2015, the CPS reading and writing curriculum will incorporate daily minilesson plans that address pacing concerns and contain specific instructional sequences.</p> <p>By 2015, the CPS reading and writing curriculum will incorporate suggestions for the use and deployment of technology to support teaching and learning.</p>	<p>ELA curriculum guides will be revised as needed to fulfill CCC requirements.</p> <p>Reading and writing will be integrated into new social studies and science units, to provide more authentic literacy opportunities and to manage curriculum time more effectively.</p> <p>Teachers will utilize personalized learning strategies and practices in order to meet individual needs and to manage the pacing of curriculum most efficiently.</p> <p>Teachers will collaborate with the LIT and RAMs in developing CPS exemplars and anchor sets for text dependent questions that will be added to the reading units on the portal.</p>
Texts Manipulatives Technology	<p>Classroom collections have been enlarged through district purchases.</p> <p>Eighty-five percent of classrooms have Smartboards.</p> <p>Teachers are able to access student data on Inform, Aimsweb, and building Excel spreadsheets, and they use the data to know about and analyze student performance throughout the year and make adjustments in their instruction.</p>	<p>Ongoing: the district will continue to purchase student texts for classroom collections, with the goal of incorporating more complex text and a 50-50 balance between fiction and nonfiction.</p> <p>By 2015, the district will have purchased/provided short argument, narrative, and informative text of appropriate complexity to support minilessons in reading and writing.</p> <p>Ongoing: the district will continue its technology plan to provide access for teacher and student personal technology devices.</p>	<p>There will be greater access in primary classrooms to Chromebooks and other technology that supports literacy.</p> <p>Teachers will have access to a wider variety of print and digital resources for complex common texts to support standards based instruction, and to provide more student and teacher choice.</p> <p>There will be a plan to fund replacement of worn and outdated texts in classroom collections.</p>

		<p>By 2016, there will be a plan to integrate personal learning devices into independent reading and writing learning tasks.</p> <p>By 2016, there will be a plan for staff to integrate personal learning devices into planning and organizing for instruction.</p>	
Organizing for Instruction	<p>Teachers use formative, summative, and progress monitoring data to flexibly plan reading and writing instruction as whole group, small group, or individual, in order to meet the needs of all learners.</p> <p>Teachers implement daily minilessons in reading and writing wherein they model successful use of strategies and skills; students are given extended time in which to practice applying the modeled strategies.</p> <p>Student work in both reading and writing is authentic, and there is guided choice of genres, topics, and personal goals.</p>	<p>By 2015, teachers in CPS will fully execute the implementation of a revised reading and writing curriculum that aligns with the CCSS and CPS performance standards; this instruction will be designed to afford students extended time in which to apply important strategies and concepts with increased independence.</p> <p>Minilesson instruction and teacher and student work during workshop time exhibit strong student responsibility and initiative, an emphasis on student talk and problem solving, and higher order critical thinking orchestrated by the teacher and exhibited by the teacher's use of Socratic instruction.</p> <p>By 2014, we will decrease the percentage of Band 1-2 reading students in Grades K-3 by 30 percent (as compared to 2011 data) through our SRBI process and focused interventions in Tiers I, II, and III.</p>	<p>Teachers will incorporate more student choice and voice in student personal learning plans and goals, to increase student agency and engagement.</p> <p>Student/teacher conferences (mentoring) will enable students to develop long and short term goals for their learning in ELA.</p> <p>Teachers will focus student reading and writing goals on standards mastery as well as skills.</p> <p>Teachers will use assessment data to plan and deliver differentiated, specialized, or supplemental instruction in Tier I for students who do not respond to primary instruction alone.</p>
Assessment	Teacher teams at both the building level and at grade level	By 2016, there will be established, efficient, and reasonably consistent data	Reading and writing assessments will be reviewed yearly to eliminate redundancy and to ensure that those retained align with

	<p>routinely include student data and data analysis as part of their instructional planning.</p> <p>There is an SRBI process at every elementary building that relies on decision-making based on student data, and that plans and monitors Tier II and III interventions.</p> <p>Teachers report that student data has enabled them to provide more specific instruction, and instruction that is better matched to individual needs.</p>	<p>team practices at every elementary school on both the building and grade levels.</p> <p>By 2015 we will equalize the percentage of Band 4-5 reading scores at the primary grade when compared with intermediate grade percentages.</p> <p>By 2014, teachers will use a grade-specific bank of interim, diagnostic, and progress monitoring assessments that are the best markers for "authentic annual progress for individual students" at that grade level.</p>	<p>standards or specific grade level skills.</p> <p>All benchmark, summative, and progress monitoring reading and writing assessment data will be available on the iO/Insights platform.</p> <p>Building data teams will create and follow student SRBI Plans on iO/Insights.</p> <p>SRBI teams and individual teachers will access iO/Insights to review student individual data on a regular basis and adjust intervention plans and goals as indicated.</p> <p>During conferences in reading and writing, teachers will facilitate student engagement in ongoing assessment review, and collaboratively evaluate progress and set personal goals based on grade level standards and skills.</p> <p>There will be some assessments in reading and writing, both paper and pencil and online, that are adaptable to student personal proficiencies, and that will facilitate instructional planning that provides appropriate support and challenge for individual learners.</p>
Professional Development	<p>Professional development opportunities range from grade level district sessions to small group selective sessions, classroom labs, book clubs, and in-class coaching with reading support personnel.</p>	<p>By 2014, teachers will use technology to independently access (either at school or from a remote location) some professional development on specific topics.</p> <p>Ongoing: teachers will continue to be provided in-class modeling and coaching of teaching techniques as well as new course content.</p>	<p>On-demand professional development will occur at times in a setting where teachers have time to collaborate and problem-solve real needs in the classroom.</p> <p>Teachers will have choice of PD that meets their needs and the demonstrated needs of their students.</p> <p>In-class coaching and modeling will continue to be provided by the RAMs and LIT.</p>

WHAT WAS, WHAT IS, WHAT WILL BE

Level: Dodd Middle School Prepared by: Kristen Shanley, Kristin Castellano January, 2018

	What Was	What Is	What Will Be
Curriculum Objectives Guides	Both the reading and writing curriculum are being revised to reflect the CCSS.	<p>By 2015, the Dodd reading and writing curriculum will be aligned with the CCSS and the CPS performance standards.</p> <p>By 2015, the Dodd reading and writing curriculum will include curriculum overview documents that describe learning objectives that balance literary and informational texts.</p> <p>By 2015, the Dodd reading and writing curriculum will incorporate the use of technology to support teaching, learning, and assessment.</p>	<p>As a department, we will share enrichment and support lessons for each unit and create new lessons where needed.</p> <p>By 2019, performance standards will be included in the curriculum guides.</p> <p>By 2022, standards will be incorporated into multiple units throughout the year and students will be assessed at multiple points on these standards.</p> <p>As a department, we will incorporate grammar lessons into the curriculum guides by 2020.</p>
Texts Manipulatives Technology	<p>Classroom collections have been enlarged through district purchases.</p> <p>Most classroom teachers who want Smartboards have them.</p> <p>Teachers are able to access student data on Inform, Aimsweb, and building Excel spreadsheets, and they use the data to know about and analyze student performance throughout the year and make adjustments in their instruction.</p>	<p>Dodd will continue to purchase student texts for classroom collections, with a goal of increasing nonfiction and keeping our libraries current.</p> <p>Dodd will investigate the efficacy of offering e-texts, which will then inform our decision about purchasing either at the school or classroom level.</p> <p>By 2015, Dodd will have purchased/provided short text of appropriate complexity for analysis of literature and informational text.</p> <p>Dodd will continue its technology plan to provide access for teacher and student personal technology devices.</p> <p>Depending on student access to handheld technology at home and</p>	<p>By 2020, teachers will have created extension activities for all reading and writing units.</p> <p>By 2020, teachers will have created remedial activities for all reading and writing units.</p> <p>By 2018, teachers will explore No Red Ink as a resource for grammar instruction.</p> <p>By 2019, teachers will compile a digital folder of organizers that students can utilize when writing.</p>

		<p>school, we anticipate asking students to use Google Drive to complete all of their writing assignments by 2016.</p> <p>By 2016, personal learning devices will be integrated into independent reading and writing learning tasks.</p> <p>By 2016, there will be a plan for staff to integrate personal learning devices into planning and organizing for instruction.</p>	
Organizing for Instruction	<p>Teachers use formative and historical data of students to plan whole group, small group, and individual instruction to meet the needs of all learners.</p> <p>Teachers implement daily minilessons in reading and writing wherein they model successful use of strategies and skills; students are given extended time in which to practice applying the modeled strategies.</p> <p>The consistency of curriculum implementation has not been consistently monitored.</p> <p>The division leader meets with administration, special education leaders, and literacy support specialists to develop a plan that supports the needs of Band 1-3 writers through the use of CBAS</p>	<p>By 2016, GLDM's will be used to examine student work /common assessments to plan for future instruction.</p> <p>By 2015, teachers in CPS will fully implement the revised reading and writing curriculum that align with the CCSS and CPS performance standards; this instruction will be designed to afford students extended time in which to practice applying important strategies and concepts with increased independence.</p> <p>By 2016, classroom instruction will reflect learning tasks designed to facilitate intellectual engagement, challenging content and suitable scaffolding to align with learning objectives.</p> <p>Dodd will fully implement a plan that supports the needs of Band 1-3 writers, such as a Writing Support Program through Tier I and Tier II interventions.</p> <p>By 2014, we will have implemented a practical method for monitoring the consistency of curriculum implemented to address</p>	<p>Teachers will communicate pre-test data with students for each standard/unit beginning in 2017-2018</p> <p>Teachers will increase their use of flexible grouping within curriculum units so kids are working on tasks that are personally challenging.</p> <p>Teachers will provide at least one opportunity for student choice within each curriculum unit</p> <p>Teachers will provide at least one opportunity for class discussion within each reading unit</p>

	tools, interim assessments, frequent progress monitoring, specific, timely feedback, and conferences.	the CCSS reading and writing standards.	
Assessment	<p>There is an SRBI process at the middle school that relies on decision-making based on student data, and that plans and monitors Tier II interventions.</p> <p>Teachers report that student data has enabled them to provide more specific instruction, and instruction that is better matched to individual needs.</p> <p>Teachers use a schoolwide 6-trait rubric.</p>	<p>By 2015, a common assessment for each reading/writing unit will be developed and implemented.</p> <p>By 2014, our SRBI process and focused interventions in Tiers I, II, and III will aid in decreasing the percentage of DRP-based Band 1 and 2 students by 20 percent in comparison to 2009 data.</p> <p>By June, 2015, the Dodd language arts division will have used three common rubrics aligned with the Common Core standards to score and record all students' reading responses and authentic writing.</p>	<p>By 2019 we will incorporate authentic assessments for students to allow for more creative project-based opportunities in each unit.</p> <p>By 2018, we will provide multiple assessment formats/options to demonstrate understanding and meet students' individual needs.</p> <p>By 2020, we will create formative assessments which are efficiently scored to allow feedback to be given in a timely manner.</p>
Professional Development	<p>Professional development includes opportunities for book clubs, collaborative work sessions to refine instructional practices, and revise existing curriculum to meet the demands of the CCSS.</p>	<p>By 2014, teachers will independently access (through technology or other means) some professional development on specific topics of personal need.</p> <p>By 2016, all teachers (ELA and content area) will have had professional development opportunities related to CCSS and their integration into the curriculum.</p> <p>By 2016, all English Language Arts teachers will have worked together with a technology coach at least once to pursue the most effective strategies for using technology as a vehicle to enhance instruction in our content area.</p>	<p>Teachers will participate in online training/webinar or read professional development related to language arts instruction at least once in a school year.</p> <p>Teachers will observe at least two teachers' classrooms over the course of the school year.</p>

WHAT WAS, WHAT IS, WHAT WILL BE

Level: CHS Grades 9-12

Prepared by: Ian Wildermann

January 2018

	What was	What is	What will be....
Curriculum Objectives Guides	<ul style="list-style-type: none"> • CHS curriculum is being revised to reflect CCSS and CHS performance standards. • CHS and DMS teachers are participating in a professional book club. • School-wide summer reading program is being piloted by volunteer teachers/students. 	<ul style="list-style-type: none"> • By 2015, the curriculum will be aligned with CCSS and CHS performance standards. • By 2015, curriculum guides will be accessible through Atlas/Rubicon. • Ongoing: professional book club and PD days will be used to continue collaboration between DMS and CHS. • By 2015, a majority of students will participate in school-wide summer reading program. 	<ul style="list-style-type: none"> • The curriculum for all courses will be in a standardized format. • The curriculum will be adapted to a more practical format (more user-friendly and readable, and easy to edit/update/revise). • The curriculum will be presented around the following topics: CCSS; CPS Performance standards; common assessments, summative assessments; formative assessments; lessons/activities.
Texts, Manipulatives, Technology	<ul style="list-style-type: none"> • The majority of classroom teachers who want Smartboards have them. • We are exploring the use of digital texts. • Chromebooks have been ordered to support BYOD in classrooms. 	<ul style="list-style-type: none"> • By 2015, Smartboards will be used in all classrooms. • By 2016, a majority of texts will be accessed digitally. • By 2015, all students will have access to technology in classrooms. 	<ul style="list-style-type: none"> • Two department meetings/PD days per year will address the use of technology in the classroom • The department will have a class set of 30 iPads to promote student-led applications • Teachers will implement and share inquiry based projects that integrate technology
Organizing for Instruction	<ul style="list-style-type: none"> • Classes are offered at two levels, CP and CCP in addition to Honors. • A writing lab staffed by interns for S1 only is offered to Band 1 and 2 writers. Students attend this writing class once a week. 	<ul style="list-style-type: none"> • Ongoing: data from PSATs and other sources will be used to expand participation in upper level classes. • By 2017, a writing lab will be available to all students as part of the new Learning Commons. 	<ul style="list-style-type: none"> • Teachers will collaborate to discuss common assessment data and how to drive instruction accordingly • Students will be aware of the goals and standards as they apply to each course.

<p>Assessment</p>	<ul style="list-style-type: none"> • Common assessments have been developed for WLI, WLII, and American literature. • Teachers use common assessment data in classrooms to inform instruction. 	<ul style="list-style-type: none"> • By 2015, common assessments for Senior English will be developed. • By 2016, teachers will use common assessment data in teams to inform instruction. • By 2015, common assessments will be aligned with CCSS through Atlas. 	<ul style="list-style-type: none"> • Teachers of senior courses will collaborate and develop common assessments for each senior course. • Teachers will implement/review and revise common assessments. • Teachers will collaborate to develop inquiry-based, application-based, and synthesis assessments.
<p>Professional Development</p>	<ul style="list-style-type: none"> • Most PD is building/department based. 	<ul style="list-style-type: none"> • Ongoing: continued focus on both departmental and interdepartmental PD needs. • Ongoing: support for outside PD, including NCTE, Atlas, IRA, SERC, ACES, etc. 	<ul style="list-style-type: none"> • Departmental time will focus on content area goals once a month • Departmental time will focus on organic collaboration once a month • Teachers will have the opportunity to attend off-site PD including conferences • Teachers will have the opportunity to create more application based learning using departmental time

TEXTBOOK INFORMATION

SUBJECT/DEPARTMENT: **READING, WRITING, ENGLISH**

Level/Course	Curriculum Last Update	Title of Textbook Used	Date of Publication
K-8 Reading	2014	None	N/A
K-8 Writing	2013-14	None	N/A
Dodd Grade 7 and 8 Reading and Writing Workshops	2007-09	No single textbook-differentiated ed materials	1997
World Lit 1	2012	McDougal Littell Literature; many others	2008
World Lit 2	2012	Prentice Hall Literature; many others	1999
Writer's Workshop		None	
Speech	2006	Exploring Communication	1988
Reading Lit/Reading Film	2004	Film: An Introduction	2009
AP English Lit and Composition	2011	many	
Journalism	2005	Writing & Reporting the News	1994
AP English Language & Composition	2011	many	
British Literature	2005	Foresman English Literature	1997
Advanced Theater	2006	N/A	
Fundamentals of Theater	2006	N/A	
American Literature	2004	Prentice Hall Literature: The American Experience; many others	2007
Senior English	2003	many	