



Comprehensive Approach to Literacy K-5

Board of Education Work Session

November 4, 2020

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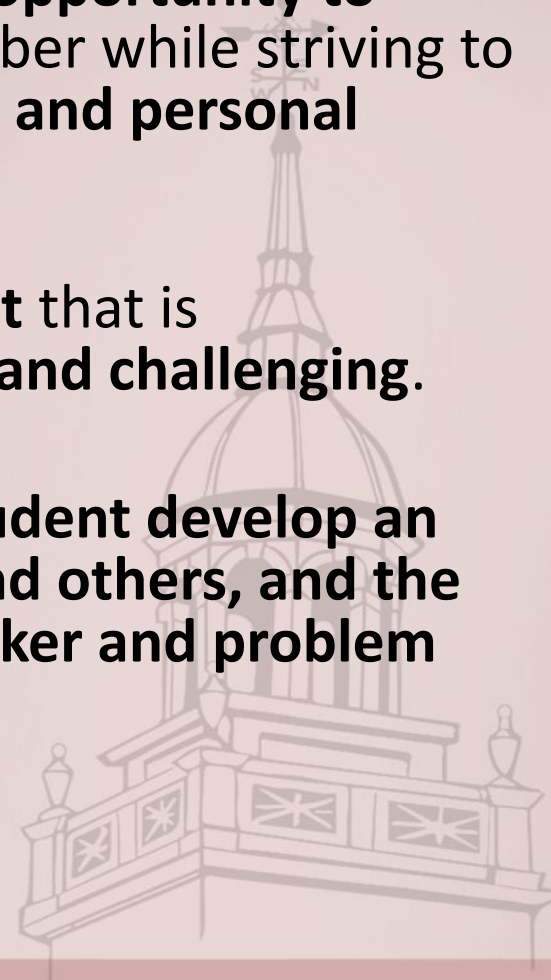


Mission Statement

The Garden City School District seeks to create an environment for learning which enables **each student the opportunity to grow** as an individual as well as a group member while striving to achieve the **optimal level of academic, social and personal success.**

Students will thrive in a **learning environment** that is developmentally appropriate, **individualized and challenging.**

Our goal and responsibility is to help **each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.**





Vision

Inspiring and Challenging our Students to Accomplish Their Personal Best

Students will:

- Foster a curiosity for learning.
- Engage in productive cognitive struggle.
- Find their individual passions, creativity, and strengths.
- Grow increasingly self-confident.
- Develop appreciation for multiple disciplines and the larger world.
- Collaborate, communicate, and adapt.
- Build respectful relationships.





Introduction - Our WHY

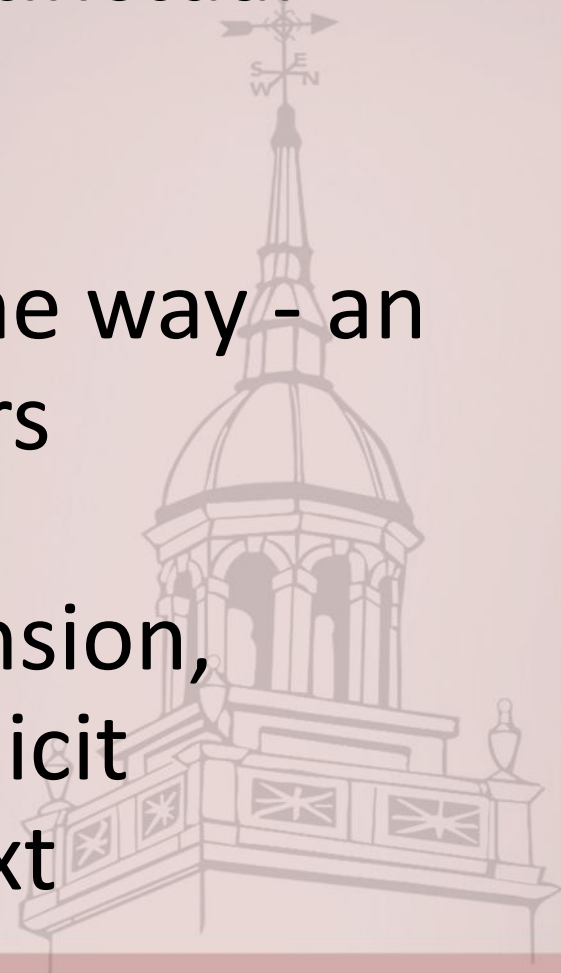
- Build capacity and promote consistency among teachers
- Establish core principles
- Encourage diagnostic, prescriptive approach to literacy instruction





Core Principles - What We BELIEVE

- Reading and Writing are NOT instinctual practices - they must be taught
- Not all students learn in the same way - an approach inclusive to ALL learners
- Phonics, Word study, Comprehension, Fluency, and Writing require explicit instruction and practice in context





Core Principles - What We BELIEVE

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

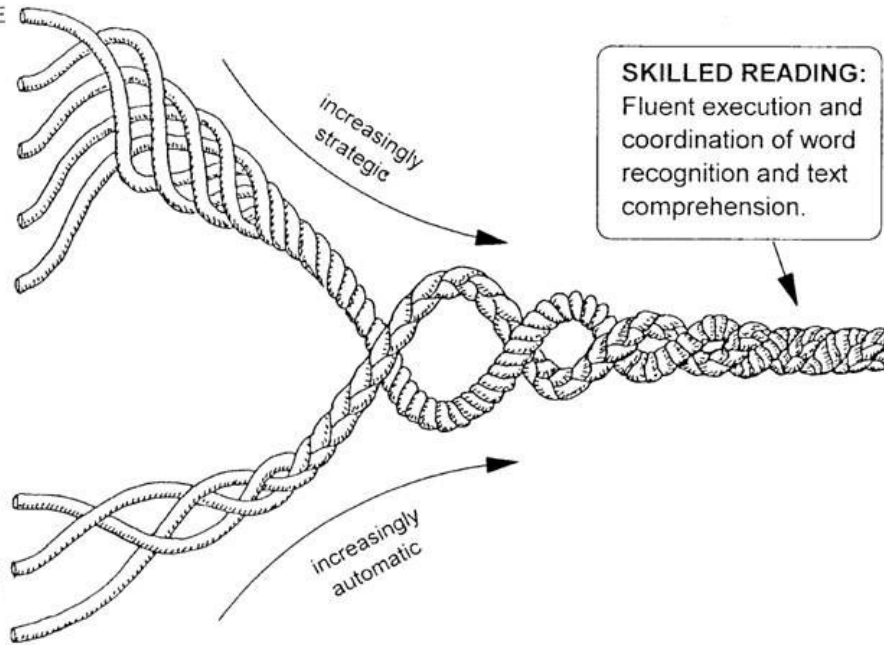
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

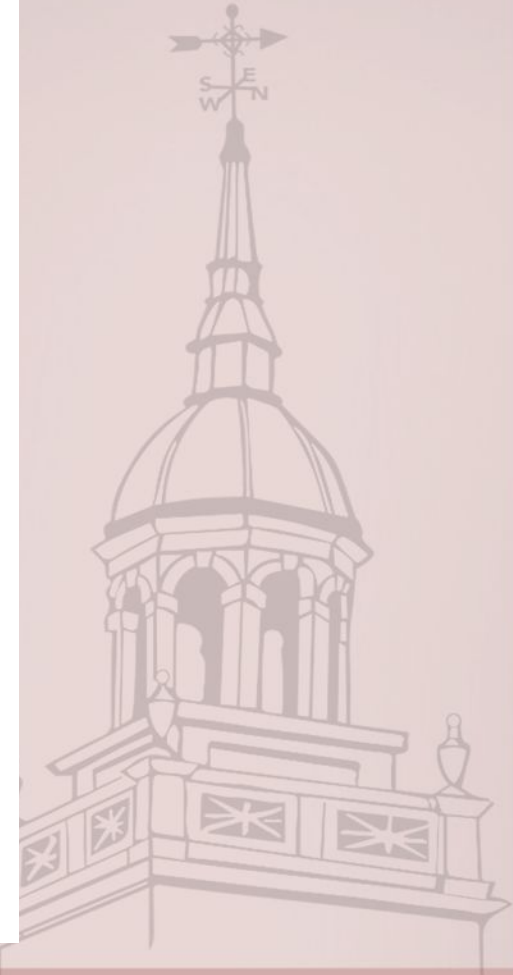
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

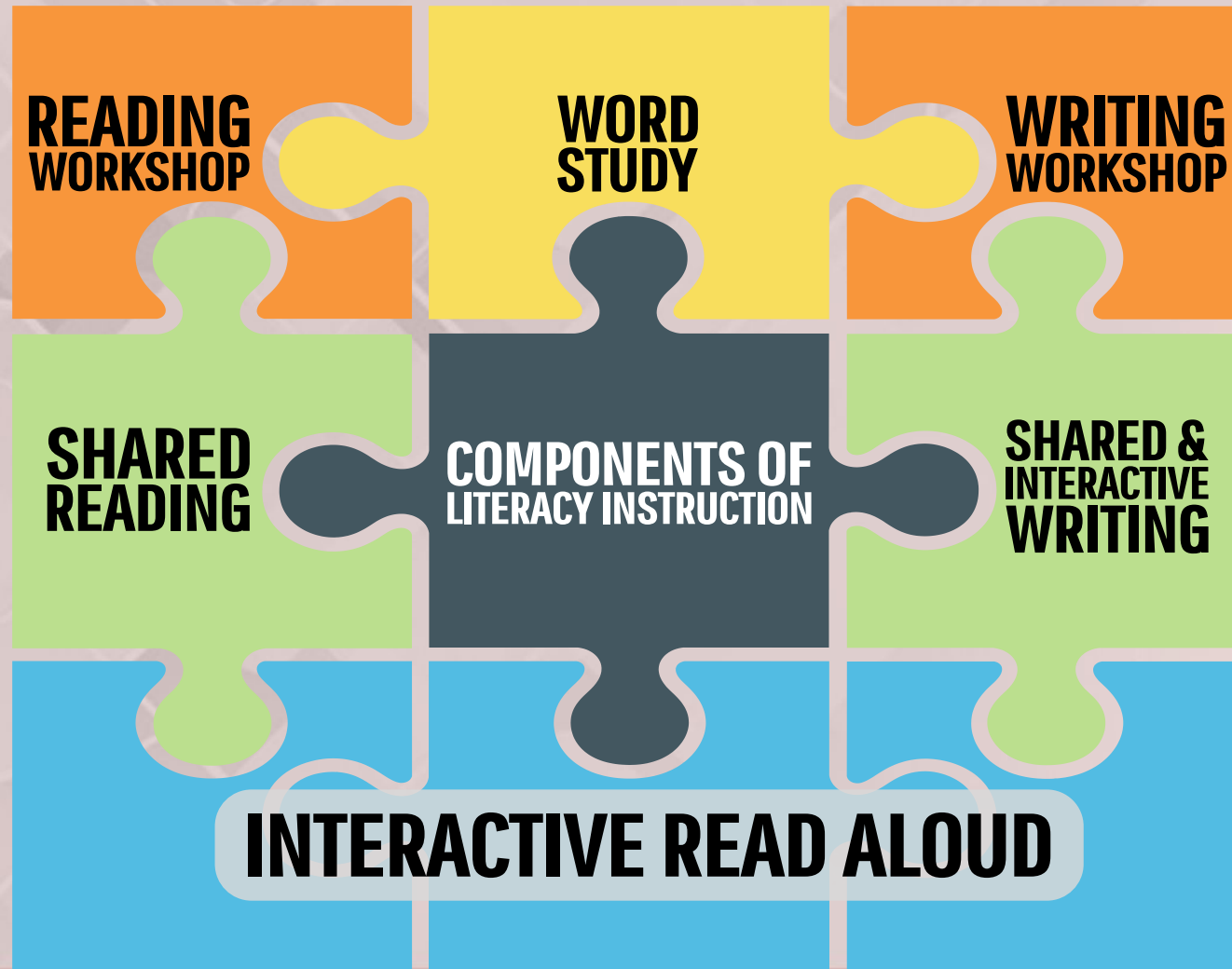


SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.





Building Capacity and Consistency





Building Capacity and Consistency

- Practical resources - sharpen teaching strategies and guide work
- Guided Reading vs Strategy Groups





Diagnostic and Prescriptive Instruction

- NWEA - MAP Growth - grades K - 5
- Informal Reading Inventory
- Running Records
- Learning Progressions





Just the Beginning

- Work in progress
- Growing, developing, changing
- Life-long learners

