HCPS Comprehensive English/Language Arts Curricular Program

Harford County Board of Education Presentation

February 27, 2023

What We Believe

Build foundational skills in phonemic awareness and phonics

Focus on all the strands of skilled reading

Provide opportunities for success

Motivate students to want to be lifelong readers

Increase students' volume, stamina, and love of reading

Ensure students understand the various purposes for reading and writing
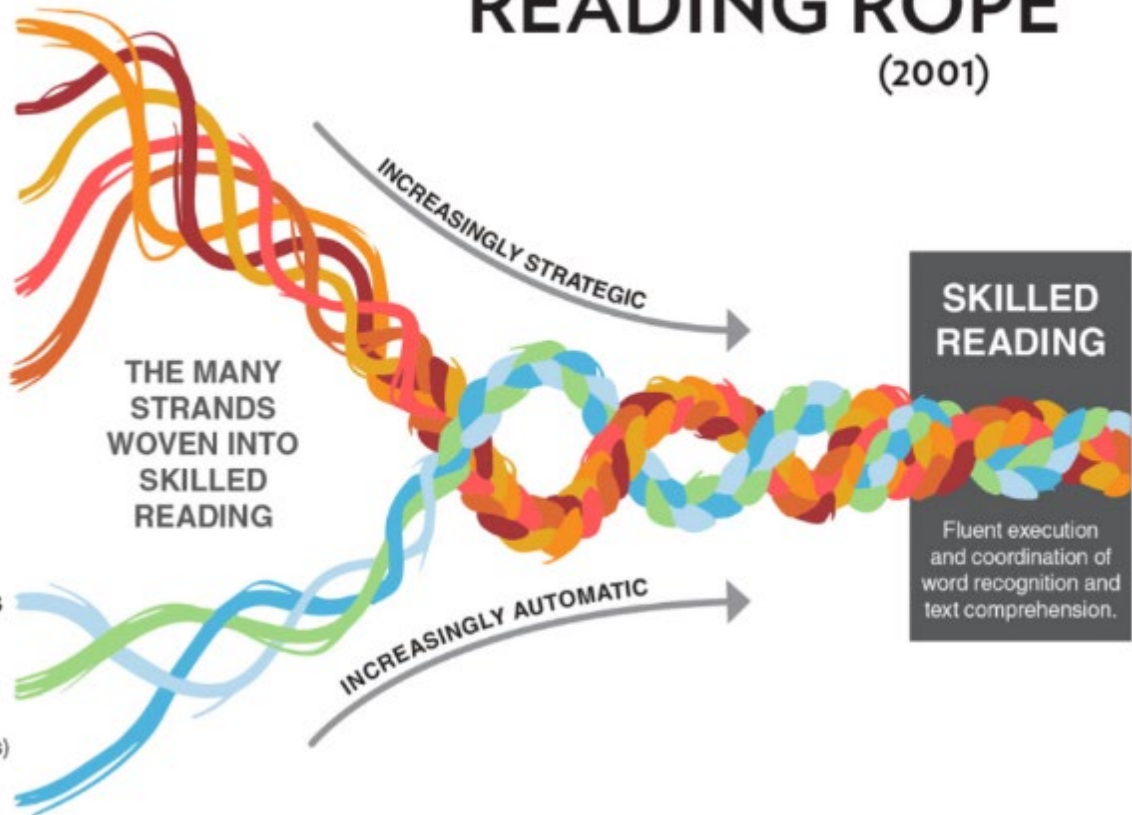
RELA Framework: 1st Grade

10 minutes	Phonological/Phonemic Awareness	
20 minutes	Phonics	
10 minutes	Phonics Extensions	

15 minutes	Read Aloud	
15 minutes	Shared Reading	
Reading Workshop 55 minutes	10 minutes	Mini Lesson
	19 minutes	Small Groups/Conferring/Stamina Reading
	2 minutes	Mid-Workshop Teaching
	19 minutes	Small Groups/Conferring/Stamina Reading
	5 minutes	Share

10 minutes	Interactive Writing	
Writing Workshop 55 minutes	10 minutes	Mini Lesson
	19 minutes	Small Groups/Conferring/Stamina Writing
	2 minutes	Mid-Workshop Teaching
	19 minutes	Small Groups/Conferring/Stamina Writing
	5 minutes	Share

Units of Study Program Roll Out

2018-2019

GCC Approval and Program Review Process

2019-2020

Phase 1: Eight schools implement Units of Study Reading

Grades K-5

2020-2021

Phase 1 Schools:

Units of Study Phonics K-2

Phase 2: Eight additional Schools

Units of Study Reading K-5

All Schools:

Administer DIBELS Early Screener Assessment

2021-2022

Phase 2 Schools:

Units of Study Phonics K-2

Phase 3 Schools:

Units of Study Phonics K-2

Units of Study Reading 3-5

All schools:

Heggerty Phonemic Awareness Program K-1

2022-2023

Units of Study Phonics K-2
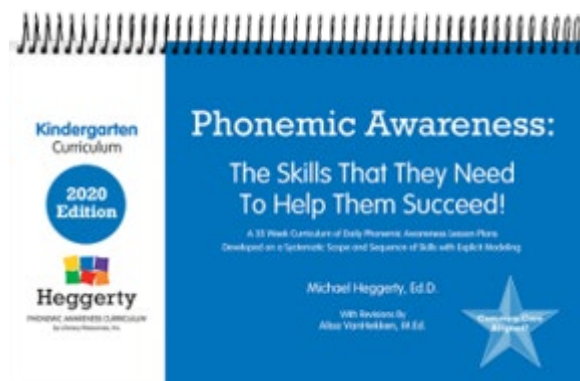
Units of Study in Reading K-2, Revised 2022 Edition

Units of Study in Reading 3-5

Heggerty Phonemic Awareness Program K-2

HCPS Comprehensive Program

Kindergarten Curriculum

2020 Edition

Phonemic Awareness: The Skills That They Need To Help Them Succeed!

Heggerty

fundations®

Wilson Language Basics

Orton-Gillingham "Plus"

New K-2 Reading Units

Units of Study in Reading (2023), Grade K

- *DIBELS* - Early Childhood Reading Assessment
  Universal screener given to all students in kindergarten and identified students in grades 1-3

- *Reading Inventory (RI)* – Reading comprehension assessment for students in grades 2-8*

- Data for student groups less than 10 students is not displayed

*Note: The RI assessment data includes the percentage of students who have met the **end of year standard** regardless of the testing window (fall, winter, and spring).*

HCPS DIBELS: Elementary (Grade K)

School Year	Fall Administration			Winter Administration			Spring Administration		
	# Students	# Identified At Risk	% At Risk	# Students	# Identified At Risk	% At Risk	# Students	# Identified at Risk	% At Risk
2021-22	2,762	1,108	40.1%	2,777	789	28.4%	**2,695**	**547**	**20.3%**
2022-23	2,734	804	29.4%	2,684	455	16.9%			

HCPS DIBELS: Elementary (Grade 1)

School Year	Fall Administration			Winter Administration			Spring Administration		
	# Students	# Identified At Risk	% At Risk	# Students	# Identified At Risk	% At Risk	# Students	# Identified at Risk	% At Risk
2021-22	2,719	816	30.0%	2,734	720	26.3%	**2,652**	**472**	**17.8%**
2022-23	2,855	494	17.3%	2,825	505	17.8%			

HCPS DIBELS: Elementary (Grade 2)

School Year	Fall Administration			Winter Administration			Spring Administration		
	# Students	# Identified At Risk	% At Risk	# Students	# Identified At Risk	% At Risk	# Students	# Identified at Risk	% At Risk
2021-22	2,765	680	24.6%	2,749	571	20.8%	**2,774**	**491**	**17.7%**
2022-23	2,779	471	16.9%	2,715	392	14.4%			

HCPS DIBELS: Elementary (Grade 3)

School Year	Fall Administration			Winter Administration			Spring Administration		
	# Students	# Identified At Risk	% At Risk	# Students	# Identified At Risk	% At Risk	# Students	# Identified at Risk	% At Risk
2021-22	2,660	420	15.8%	2,659	375	14.1%	**2,675**	**321**	**12%**
2022-23	2,800	361	12.8%	2,746	326	11.8%			

HCPS DIBELS: Elementary (Grade K)

Student Group	Fall 2021-22		Winter 2021-22		Spring 2021-22	
	# Test Takers	% Proficient and Advanced	# Test Takers	% Proficient and Advanced	# Test Takers	% Proficient and Advanced
All Students	2,689	41.8%	2,662	52.7%	2,678	66.5%
Female	1,332	42.9%	1,322	54.8%	1,337	68.7%
Male	1,357	40.8%	1,340	50.5%	1,341	64.2%
Asian	72	65.3%	73	78.0%	73	83.6%
Black/African American	517	36.0%	513	39.1%	517	50.1%
Hispanic	240	25.0%	238	39.0%	246	54.1%
White	1,612	44.9%	1,595	57.9%	1,599	73%
Two or more races	243	44.0%	238	52.5%	238	65.5%
English Language Learners	86	16.3%	92	22.8%	95	41.1%
Free or Reduced Meals	831	23.3%	822	32.2%	880	44.4%
Students with Disabilities	189	28.0%	212	32.5%	246	38.2%

HCPS DIBELS: Elementary (Grade 1)

Student Group	Fall 2021-22		Winter 2021-22		Spring 2021-22	
	# Test Takers	% Proficient and Advanced	# Test Takers	% Proficient and Advanced	# Test Takers	% Proficient and Advanced
All Students	2,624	51.9%	2,650	56.4%	2,645	63.5%
Female	1,274	52.4%	1,283	56.3%	1,284	63.4%
Male	1,350	51.3%	1,367	56.5%	1,361	63.6%
Asian	81	76.5%	80	78.8%	83	81.9%
Black/African American	488	39.1%	491	43%	492	48.6%
Hispanic	236	44.1%	234	48.3%	234	55.6%
White	1,556	56.6%	1,573	61.5%	1,571	68.9%
Two or more races	255	46.7%	264	51.1%	257	59.9%
English Language Learners	102	37.3%	104	37.5%	106	45.3%
Free or Reduced Meals	869	33.7%	880	36.9%	892	44.2%
Students with Disabilities	250	31.6%	263	32.3%	301	34.9%

21-22 End of Year DIBELS Data Comparison

EOY 21-22 District Comparison: Percent of students at risk

Based on # of students enrolled

District	Kindergarten
Cecil	8.8%
Montgomery	16.4%
Howard	16.7%
Harford	19.3%
Frederick	21.6%
Anne Arundel	28%
Baltimore County	36.3%

Based on # of students screened

District	First Grade
Howard	12.4%
Harford	18.4%
Montgomery	22.4%
Frederick	29.6%%
Anne Arundel	31.9%
Baltimore County	39.4%
Cecil	65%

Based on # of students enrolled

District	Second Grade
Howard	14.1%
Harford	17.6%
Frederick	30%
Baltimore County	32.9%
Anne Arundel	33.9%
Montgomery	34%
Cecil	56%

Based on # of students enrolled

District	Third Grade
Anne Arundel	9.9%
Harford	11.9%
Howard	13.7%
Baltimore County	15.8%
Montgomery	24%
Frederick	34.3%
Cecil	44.1%

HCPS Reading Inventory: Elementary (3-5)

Student Group	Fall 2021-22		Spring 2021-22	
	# Test Takers	% 2021-22 Proficient and Advanced	# Test Takers	% 2021-22 Proficient and Advanced
All Students	8,081	50.4%	8,123	63.3%
Female	3,992	53.2%	4,030	65.7%
Male	4,089	47.6%	4,093	59.8%
American/Native Indian	17	47.1%	17	52.9%
Asian	236	58.5%	235	72.8%
Black/African American	1,559	33.9%	1,595	45.1%
Hispanic	688	35.6%	709	49.1%
White	4,945	57.7%	4,934	71.2%
Two or more races	629	41.7%	627	60.4%
English Language Learners	286	17.5%	295	33.2%
Free or Reduced Meals	2,611	31.4%	2,669	44.2%
Students with Disabilities	1,058	13.2%	1,154	18.8%

ELA Grade 3 Spring 2022

	50.1	43.7	39.7	54.9	54	57.6	58.7	45.8
	Anne Arundel	Baltimore Co.	Cecil	Frederick	Harford	Howard	Montgomery	Maryland
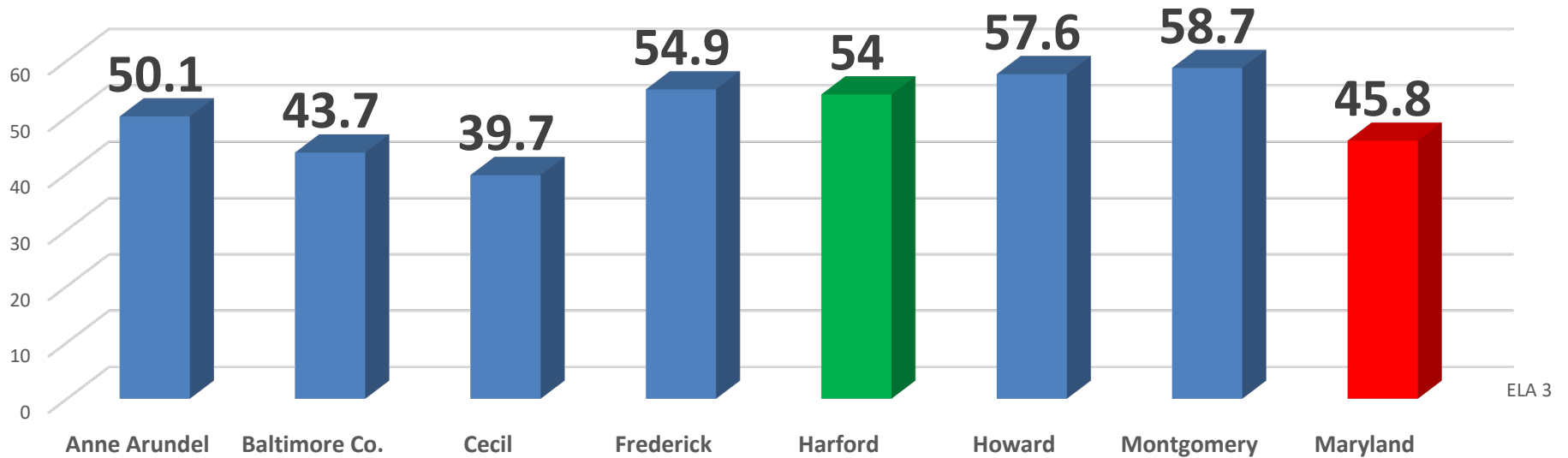
ELA 3

ELA Grade 3 Comparison

	2017	2018	2019	2022
Harford	53.3	42.3	49.7	54
State	39.9	38.8	41.2	45.8
HCPS Ranking	5	11	8	8

ELA Grade 4 - Spring 2022

	Anne Arundel	Baltimore Co.	Cecil	Frederick	Harford	Howard	Montgomery	Maryland
Value	52	43.6	43.3	56.7	55.3	57.2	54.8	46.3
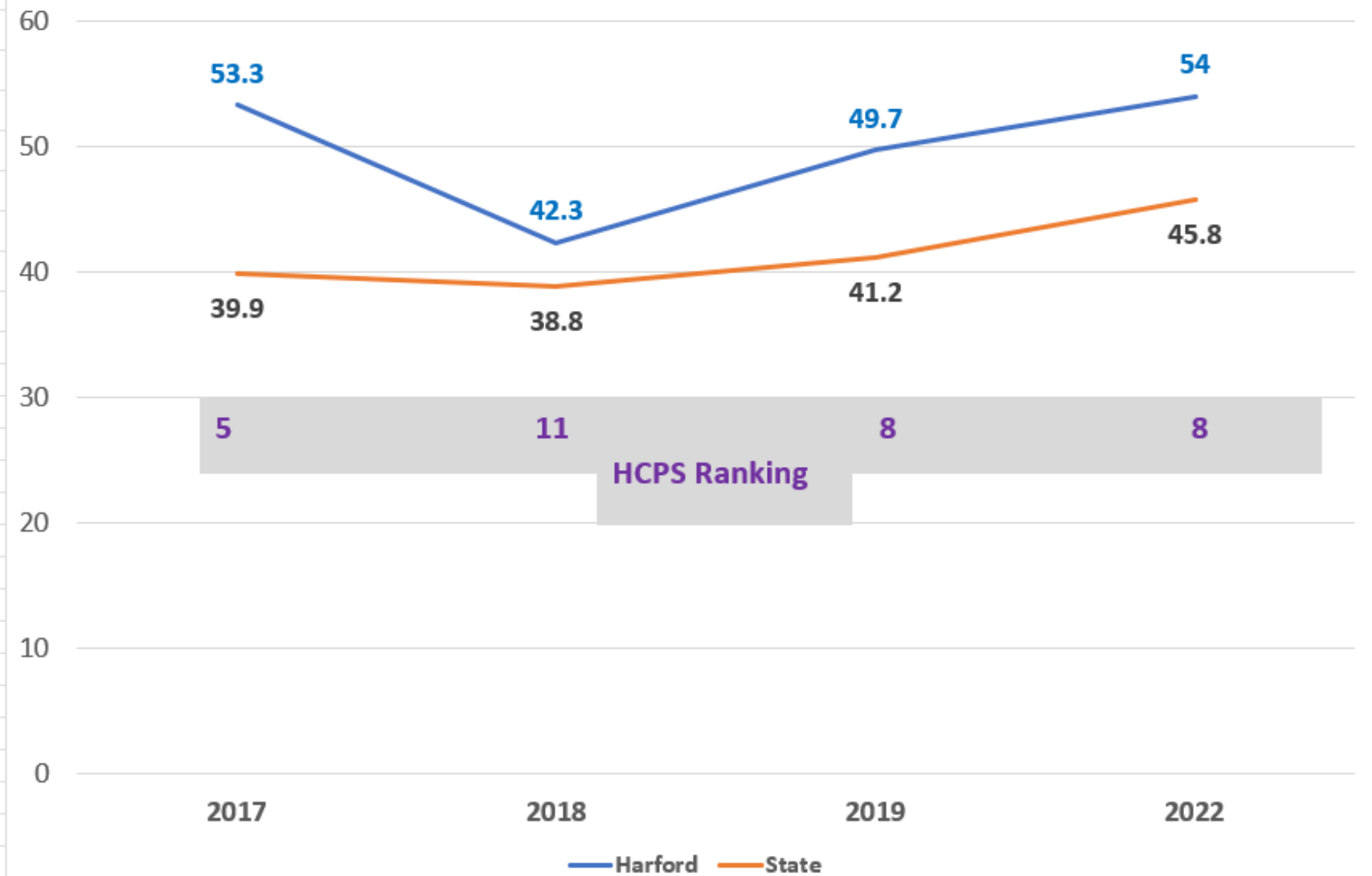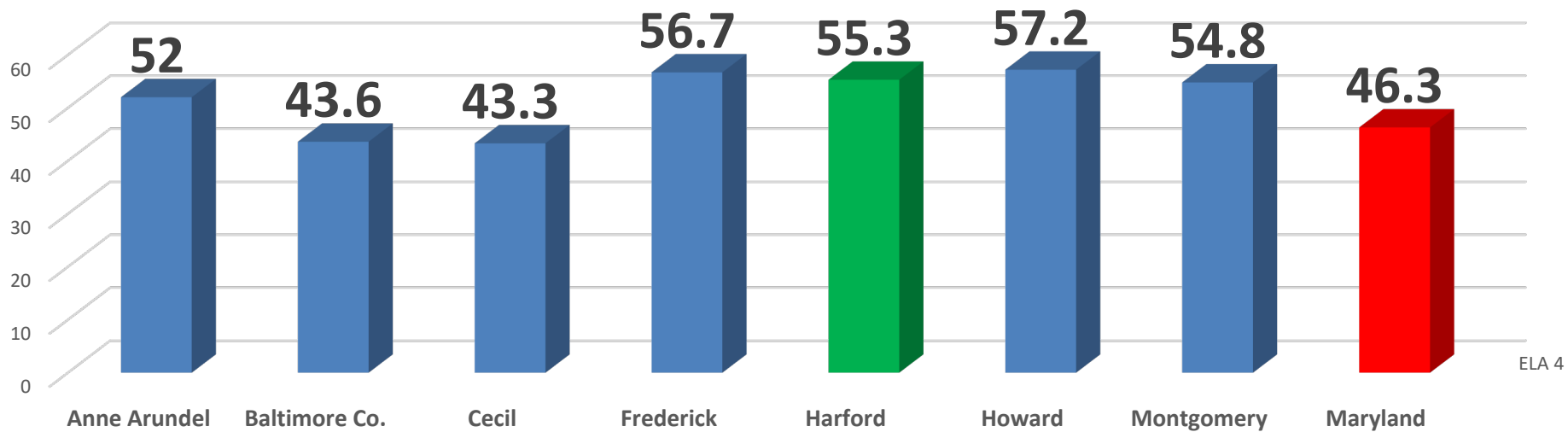
ELA 4

ELA Grade 4 Comparison

	2017	2018	2019	2022
Harford	50.9	47.1	48	55.3
State	41.9	43.1	43.6	46.3

HCPS Ranking

| 8 | 10 | 12 | 6 |

ELA Grade 5 - Spring 2022

	Anne Arundel	Baltimore Co.	Cecil	Frederick	Harford	Howard	Montgomery	Maryland
Value	46.9	38.3	33.2	52.1	46	52.4	50	41.1

ELA 5

ELA Grade 5 Comparison

	2017	2018	2019	2022
Harford	48.4	43.7	50.2	46
State	41.4	42.1	43.9	41.2
HCPS Ranking	9	12	12	11
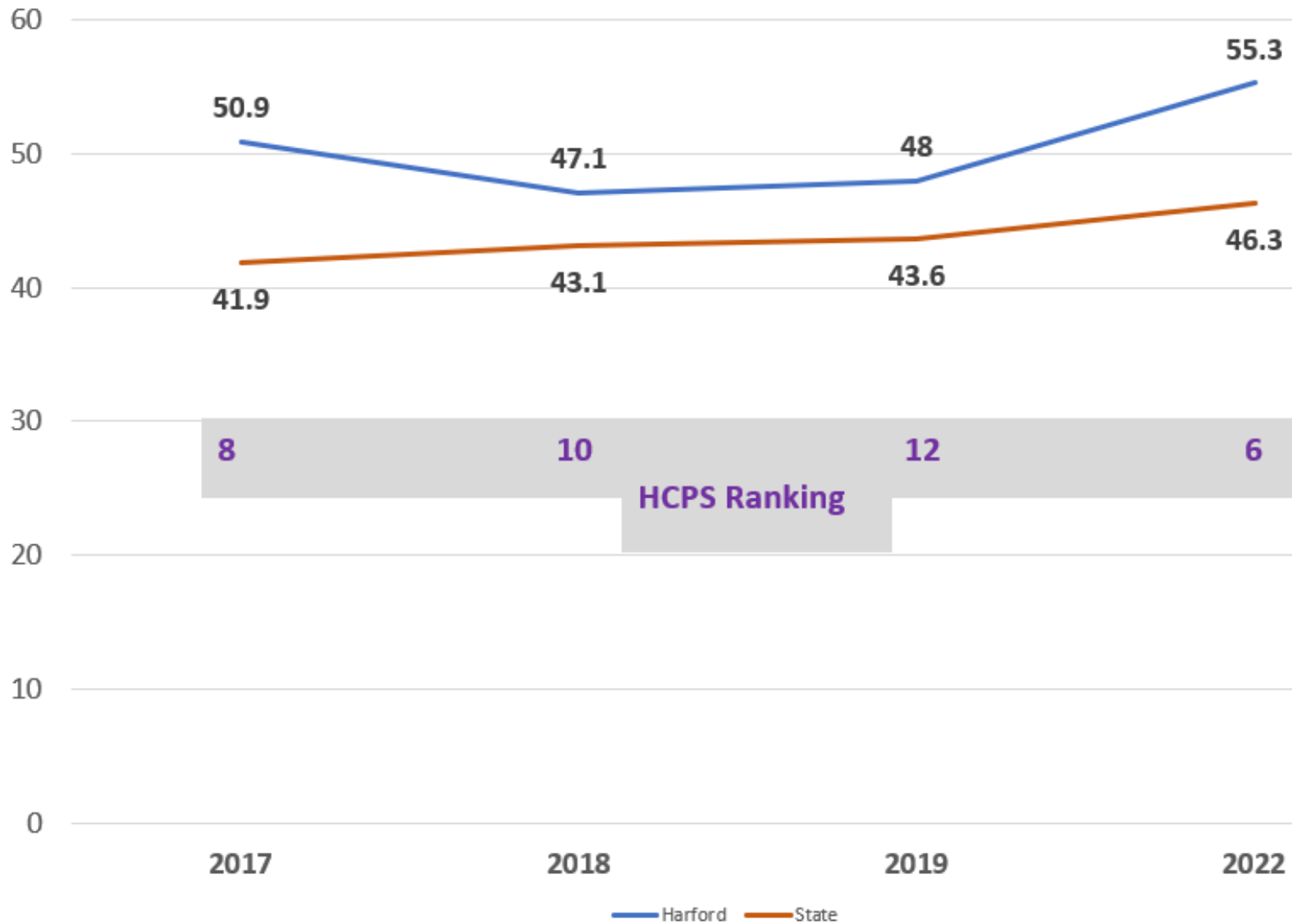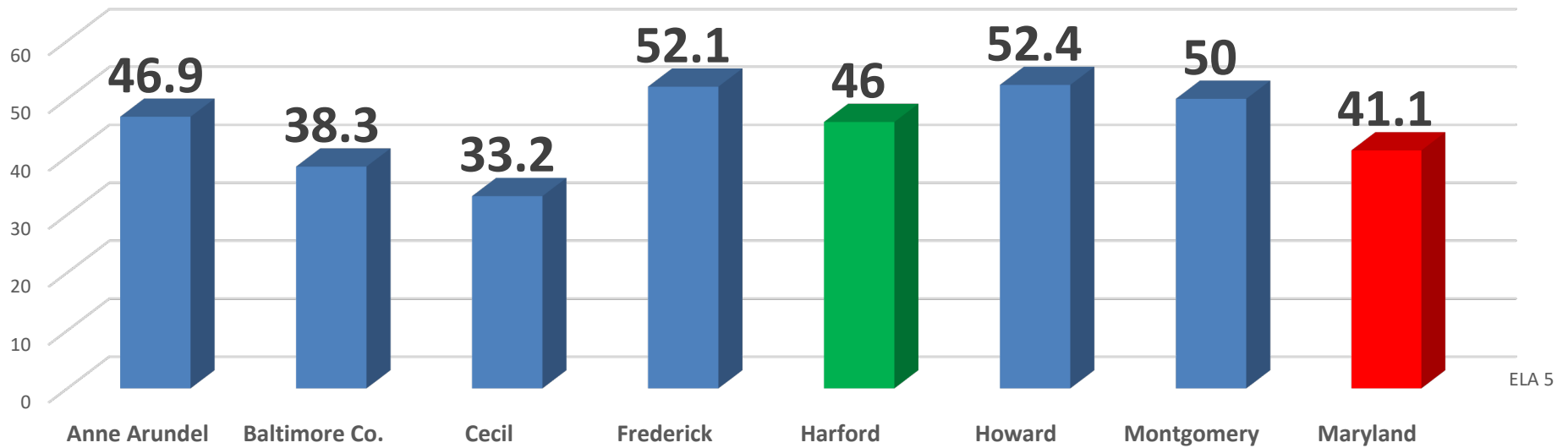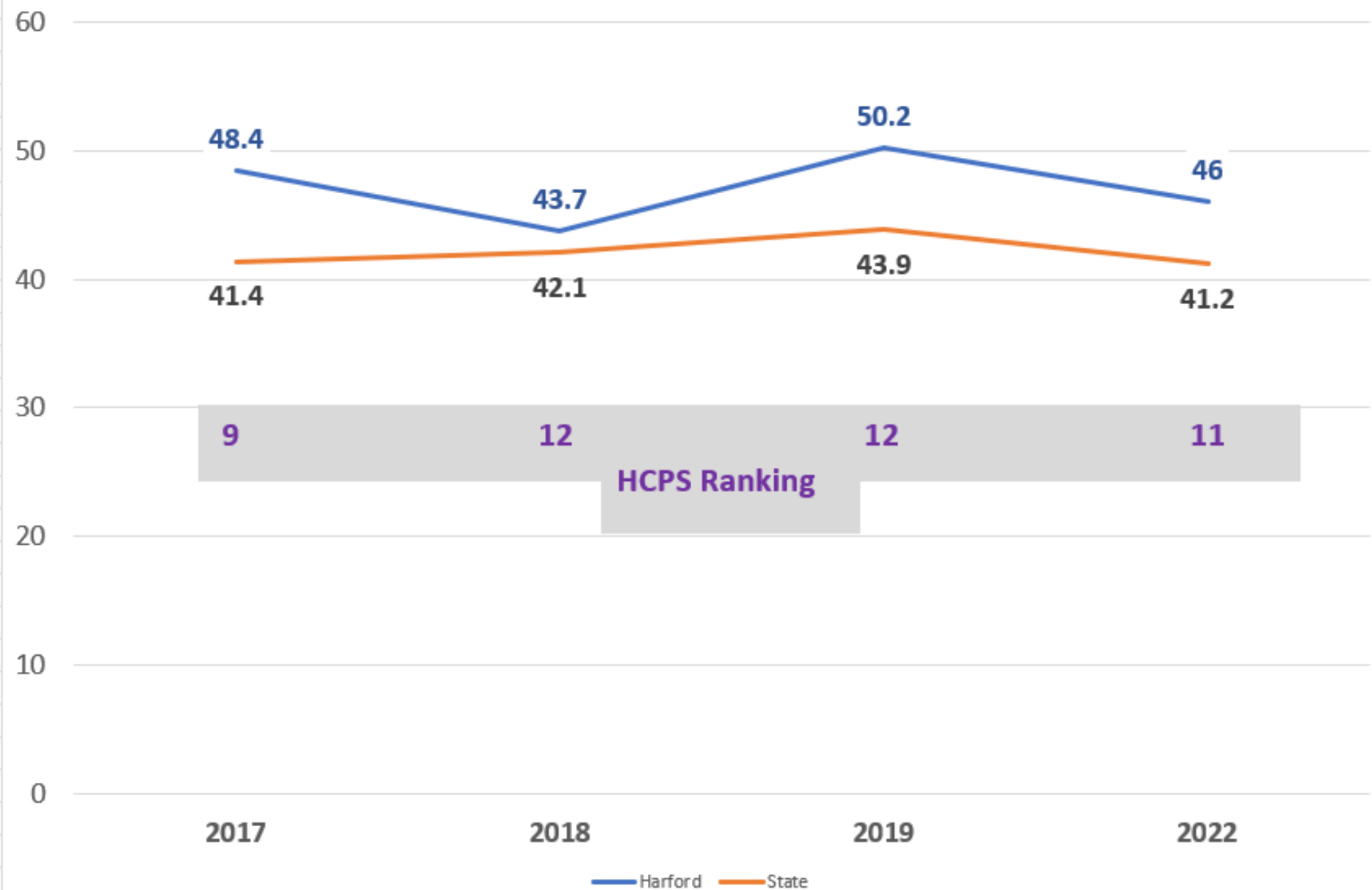
- External evaluator findings and recommendations

- Classroom walkthroughs

- Feedback from teachers regarding professional development

- Staff surveys

- Data review and analysis in grades K-5

K-2 Teachers:
August Professional Learning

1. Today's session provided me with professional learning that will support me in the teaching of reading.

More Details

|		
●	Strongly Agree	213
●	Agree	107
●	Neither Agree Nor Disagree	6
●	Disagree	2
●	Strongly Disagree	0

2. This session provided me with new instructional ideas based on current reading research.

More Details   ⚙ Insights

●	Strongly Agree	202
●	Agree	109
●	Neither Agree Nor Disagree	11
●	Disagree	6
●	Strongly Disagree	0

HCPS

3. I feel better prepared to teach Unit 1 in the Reading Units of Study after today's session.

More Details   💡 Insights

🔵 Strongly Agree   175
🟠 Agree   122
🟢 Neither Agree Nor Disagree   25
🔴 Disagree   6
🟣 Strongly Disagree   0

3rd-4th Grade Teachers: August Professional Learning

1. Today's session provided me with professional learning that will support me in the teaching of reading.

More Details

🔵	Strongly Agree	54
🟠	Agree	48
🟢	Neither Agree Nor Disagree	3
🔴	Disagree	2
🟣	Strongly Disagree	0

2. This session provided me with new instructional ideas based on current reading research.

More Details   💡 Insights

🔵	Strongly Agree	47
🟠	Agree	54
🟢	Neither Agree Nor Disagree	3
🔴	Disagree	2
🟣	Strongly Disagree	1
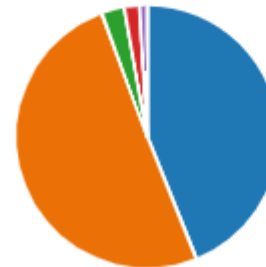
HCPS

3. I feel better prepared to teach Unit 1 in the Reading Units of Study after today's session.

More Details   💡 Insights

🔵 Strongly Agree   46

🟠 Agree   47

🟢 Neither Agree Nor Disagree   11

🔴 Disagree   1

🟣 Strongly Disagree   2

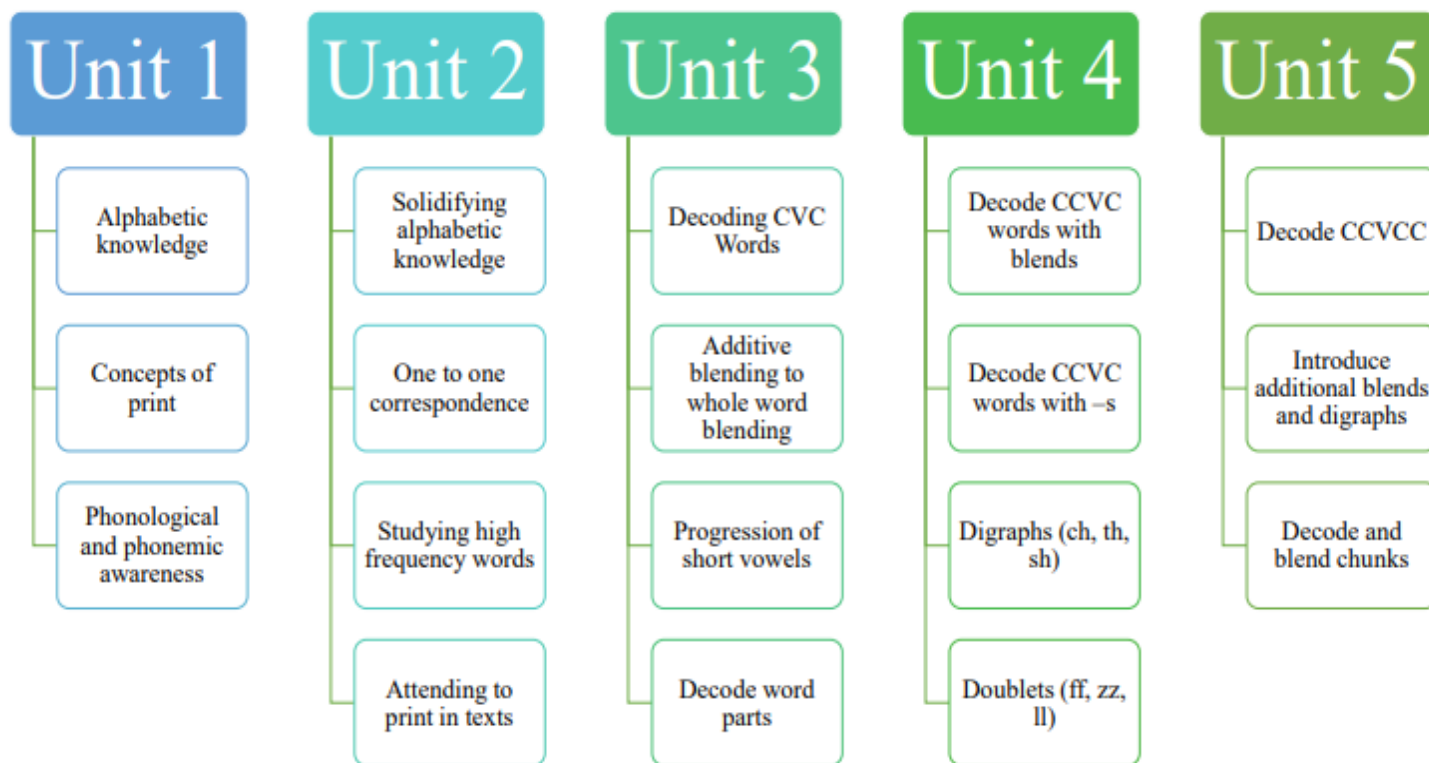# HCPS and SoR Alignment: Foundational Skills

Science of Reading	HCPS RELA Program
• Teaching of phonics with a systematic scope and sequence from simple to more complex foundational skills.	• Early reading instruction provides foundational skill support with a scope and sequence from simple to more complex. • Phonics skills are developed across units, across years in a research-based sequence of skills.

Decoding Instruction Across the Units:
Kindergarten

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Alphabetic knowledge	Solidifying alphabetic knowledge	Decoding CVC Words	Decode CCVC words with blends	Decode CCVCC
Concepts of print	One to one correspondence	Additive blending to whole word blending	Decode CCVC words with –s	Introduce additional blends and digraphs
Phonological and phonemic awareness	Studying high frequency words	Progression of short vowels	Digraphs (ch, th, sh)	Decode and blend chunks
	Attending to print in texts	Decode word parts	Doublets (ff, zz, ll)	

HCPS and SoR Alignment: Cueing System

Science of Reading	HCPS RELA Program
• Elimination of the cueing system (using pictures and meaning to decode words instead of looking at the phonics first)	• Revised K-2 Reading program teaches students to use letter sound correspondence. • Program introduces students to "slider power" to visually look across the letters in a word and use phonics to decode. Instruction teaches students to use their phonics skills to decode words instead of relying on using the picture to decode.

HCPS and SoR Alignment:
Sounds and Letters

Science of Reading	HCPS RELA Program
• High frequency word instruction that uses analysis of sounds and letter sound correspondence. • Students taught to decode words by using their phonics skills.	• Units contain recurring instructional routines that model and teach reading and spelling of high-frequency words to develop automatic word retrieval. • By the end of second grade, over 200 high frequency words are directly taught through orthographic mapping for better decoding and automaticity.

HCPS and SoR Alignment: Decodable Texts

Science of Reading	HCPS RELA Program
• Practice taught phonics skills using decodable texts.	• Decodables identify phonics concepts and align to the phonics sequence instruction. • HCPS purchased approx. $450,000 in decodable texts from a variety of publishers for all elementary schools.

Decodable Text

- Cherry Blossom Press
- Flyleaf Publishing
- Heggerty
- Half Pint Readers
- High Noon
- Heinemann

Teachers provide explicit phonics instruction differentiated to meet the needs of students
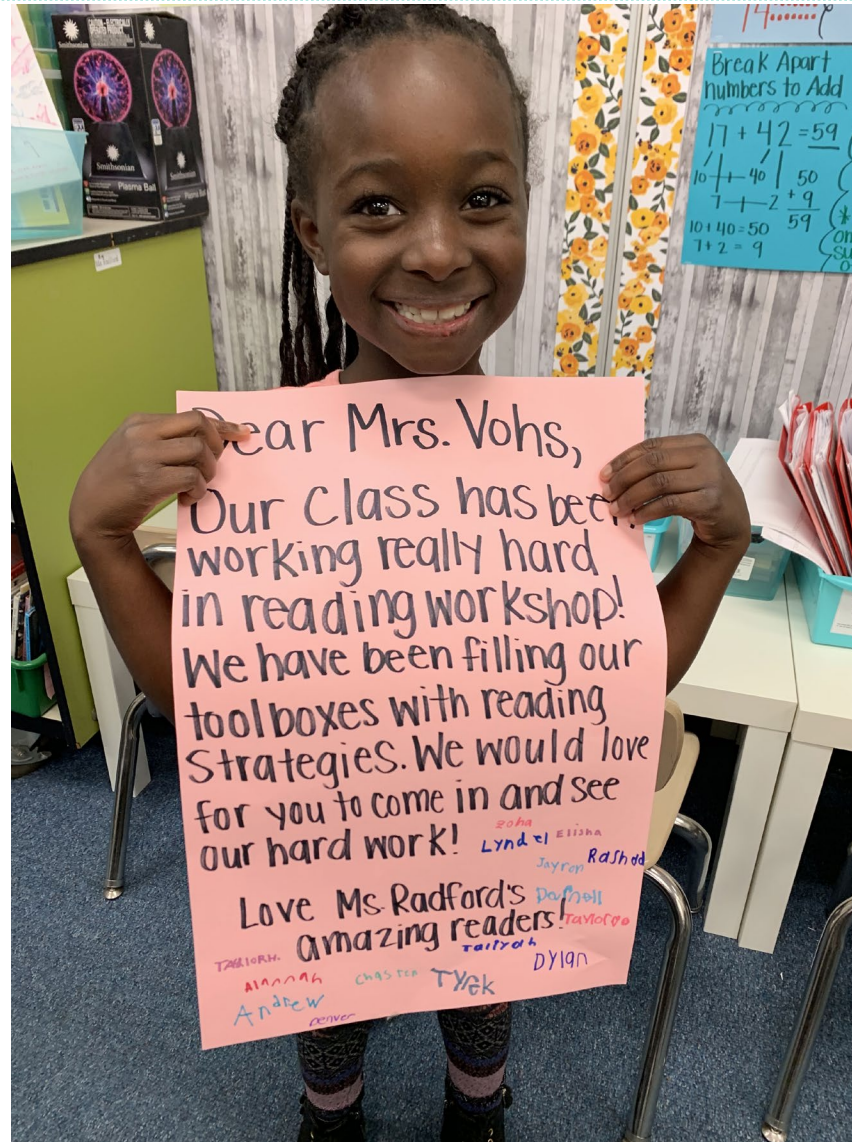
Classroom Libraries

WELCOME TO THE BOOK NOOK

Our class is a FAMILY

Little Legends

Today I Will Fly!

calm welcome

O/P