

School District U-46

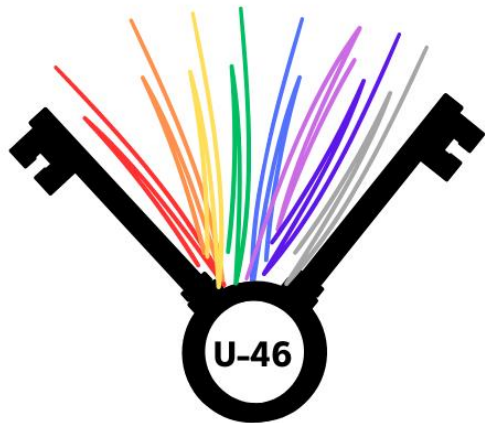
Middle School English Language Arts for the 2025-2026 School Year

Board of Education Presentation

Brian Tennison, Assistant Superintendent of Teaching and Learning
Celia Banks, Director of Curriculum and Instruction
Jackie Johnson, Literacy and Library Coordinator



Purpose



LITERACY

READ, DISCUSS, WRITE, EXPERIENCE, CREATE

Recommend the adoption of Middle School English Language Arts curriculum and resources for the 2025-2026 school year.

Alignment to Strategic Plan

U46 STRATEGIC PLAN AUG 2022 Revised



Student Success

It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities. By helping students develop self and peer agency, they will develop a growth mindset as they learn to expand their perspectives.

Effective & Engaged Staff

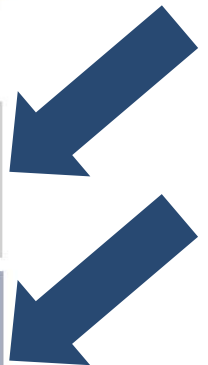
We will value, develop, recruit, and retain a forward-thinking, highly qualified, and diverse workforce. We will establish a robust process for measuring employee engagement to identify and proactively address employee engagement issues.

Culture, Climate & Community

We will engage in meaningful and effective relationships with our students, families and the greater community and will ensure that our schools are welcoming and inviting places for all of our U-46 students and families. We will become a choice district that inspires families to join us.

Excellence, Efficiency & Accountability

We will advocate for and utilize systems and resources that promote fiscal equity, operational excellence, efficiency and accountability. It is our moral imperative to change until all our systems measurably work for all students.



Rationale

In 2024, the school board approved a pilot of the EL Education curriculum for middle school, including professional learning.

After a successful one-year pilot of the EL Education literacy program, evidence supports its adoption as the official middle school ELA curriculum.

The decision to move forward with EL Education is based on several critical factors, including:

- Positive impact on student engagement.
- Significant literacy growth among students.
- Strong alignment with educational standards.

Participating Schools and Teachers


Abbott Middle School	Jamie Danzi, Megan Hayes, Scot Hansen, Kelsey Lodge, Cynthia Griffey, Nathan Jackson Williams, Helen Brown, Jamie Youngerman, Alejandra Hood
Canton Middle School	Janet Campbell, Kaitlin McCarthy, Kendra Humann, Elizabeth Brunner, Shelly Pierce
Eastview Middle School	Melissa Carroll, Laura Mellinger, Tracy Ellegood, Jennifer Schultz, Kathleen Torquato
Ellis Middle School	Holly Schatz, Araceli Welsh, Naomi Chavez, Jodi Widerski, Dana Wilson, Elena Casillas Cabana, Ellen Schmitz, Rosa Ana Hevia Noval, Lee Donghyan
Kimball Middle School	Amy Kelly, Anne Hitch, Jessica Escobar, Elizabeth Endrikaitis, Meriann Juarbe Delvalle, Cari Ioriatti, Genesis Marshall, Carolina Montes, Issamary Rosiles, Lisa Stahl
Larsen Middle School	Laura Harms, Andrea Carrera Valdez, Dan Affleck, Meghan Doyle, Ted Hernandez, Jenna Perri, Christine Schlueter, Francine Romero
Tefft Middle School	Valerie Albuck, Courtney Byer, Matthew D'Agostino, Shannon Gloude, Cynthia Gonzalez-Suarez, Dana Healy, Ravneet Kaur Kalia, Victoria Larson, Daniel Proctor

Process

Spring 2023

Curriculum Process Begins


Committee work begins

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- Frameworks
 - Assessments
 - Text Sets
 - Curriculum Review

Spring 2024

Proposal Shared as a Pilot

Present proposal to
Instructional Council and
the Board of Education

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- Substantial change
 - Teacher Input

Fall 2024

Pilot EL Education

Training provided at the
start of the school year




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- 55 teachers participate

Standards




Illinois English Language Arts Standards

- Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
- Writing
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
- Speaking and Listening
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- Writing
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use




Grade 6: Year at a Glance

Module 1												Module 2												Module 3											
																																			
Greek Mythology												Critical Problems												American Indian Boarding Schools											
What is mythology?												How can design thinking help solve problems?												Why were boarding schools established?											
42 Lessons												42 Lessons												41 Lessons											
Unit 1a				Unit 1b				Unit 1c				Unit 2a				Unit 2b				Unit 2c				Unit 3a				Unit 3b				Unit 3c			
Background Knowledge: Greek Mythology				Write to Inform: Compare and Contrast: Text and Film				Research to Create a New Character and Write a Narrative				Background Knowledge: William Kamkwamba and Design				Research to Discover Innovative Designers				Write to Inform: Problem Solution Essay				Background Knowledge: Analyze Points of View toward American Indian Boarding Schools				Confront Challenges: Character's Responses and Emerging Themes				Literary Argument: Gather Evidence and Reflect on Multiple Perspectives			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Quarter 1												Quarter 2												Quarter 3											
43 Days												45 days												47 Days											
Quarter 4																																			
41 Days																																			

Grade 7: Year at a Glance

Module 1												Module 2												Module 3											
																																			
Lost Children of the Sudan How do culture, time, and place influence the development of identity?												Epidemics What is the role of character, voice, and mindset in solving epidemic crises?												Harlem Renaissance How do we draw strength from the past and overcome adversity to fulfill one's dreams?											
41 Lessons												42 Lessons												42 Lessons											
<u>Unit 1a</u>				<u>Unit 1b</u>				<u>Unit 1c</u>				<u>Unit 2a</u>				<u>Unit 2b</u>				<u>Unit 2c</u>				<u>Unit 3a</u>				<u>Unit 3b</u>				<u>Unit 3c</u>			
Building Background Knowledge: Perspectives of the Sudan				Write to Inform: Compare and Contrast Informational and Fiction				Write to Raise Awareness: Narrative Children's Book				Building Background Knowledge: Epidemics				Write to Inform: Analyze Arguments				Spread the Message: How to Respond to Epidemics				Collaboration in the Harlem Renaissance				Literary Argument Essay				Analysis Leads to Making A Statement			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Quarter 1									Quarter 2									Quarter 3									Quarter 4								
43 Days									45 days									47 Days									41 Days								

Grade 8: Year at a Glance

Module 1												Module 2												Module 3																							
																																															
Latin American Folklore												Food Choices												Voices																							
What is tradition?												Where does our food come from?												What is the responsibility of the individual to take a stand?																							
39 Lessons												43 Lessons												38 Lessons																							
Unit 1a				Unit 1b				Unit 1c				Unit 2a				Unit 2b				Unit 2c				Unit 3a				Unit 3b				Unit 3c															
Background Knowledge: Read and Analyze Summer of the Mariposas				Narrative Writing: Theme and Summary in Summer of the Mariposas				Compare and Contrast Essay: Summer of the Mariposas and Latin American Folklore				Background Knowledge: Food Choices				Research Access to Healthy Food				Write an Argument: Healthy Food Choices				Background Knowledge: The Holocaust				The Holocaust: Voices of Victims and Survivors				The Holocaust: Voices of Upstanders															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36												
Quarter 1												Quarter 2												Quarter 3												Quarter 4											
43 Days												45 days												47 Days												41 Days											

Recommended Teacher Resources



Teachers will have access to instructional materials through:

Print

- EL Curriculum Guides
- Trade books
- Patterns of Power

Online Access

- Open-up Resources
- Canvas courses
- NoRedInk
- CommonLit

Professional Learning and Coaching

Recommended Student Resources



3 Consumable Trade Books*

- Annotation practice
- Relevance to students
- Equitable access
- Enhanced Reading Comprehension

Classroom Library

Online Platforms:
NoRedInk and CommonLit

*e-book and audio available

Recommendation for Implementation

Implement English Language Arts curriculum and resources for the 2025-2026 school year.

Offer “Teacher Launch” professional learning at the end of the school year.

Teachers attend required professional learning in August 2025 followed by ongoing, job-embedded coaching and professional learning.

Monitor implementation through data from observations, coaching, common assessments and resource usage.

Professional Learning

Teacher Launch	Site-based Coaching	Instructional Practice and Planning Summits	Open Communication
In-Person	In-Person	In-person/Quarterly	Digital
<p>Teachers will develop a foundational understanding of:</p> <ol style="list-style-type: none"> 1. Curriculum Frameworks 2. Curriculum Design 3. Instructional practices and strategies 4. Module 1 Launch <p>Two tracks</p> <ul style="list-style-type: none"> • Pilot Implementers • Non-Pilot Implementers 	<p>Teachers will engage in:</p> <ol style="list-style-type: none"> 1. Module Unpacking 2. Fishbowl Discussions 3. Observation of Model Lessons 4. Small group 5. 1:1 coaching <p>Six Sessions per site</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Engage in supported planning. 2. Plan to support all learners' access to grade-level content. 3. Differentiated for new and experienced users. <p>Topics:</p> <ul style="list-style-type: none"> • Using Mini-lessons Effectively • Empowering Reading • Process Writing 	<p>Padlet</p> <ul style="list-style-type: none"> → Brainstorming → Questions → Student Work → Unit Discussion → Tips <p>Bi-weekly Newsletter</p> <ul style="list-style-type: none"> → Instructional Practices → Assessment Info
<p>U-46 Instructional Coaching Supports</p> <p>Backward Planning Lesson Design Protocols/Conversation Cues</p>			

Materials Cost

<u>Description</u>	<u>Qty</u>	<u>Cost/Item</u>	<u>Total Cost</u>
Student Trade Books (set of 3)	7,331	varies	\$219,930.00
Independent Reading/ Book Club Collections	50 collections	\$1,800.00	\$90,000.00
External CD/DVD player	50 devices	\$23.99	\$1,199.50
Open Up Teacher Resources	varies	varies	\$78,270.00
Professional Learning	57 days	NA	\$315,000.00
NoRedInk: Premium Access (6 years)	54 schools	NA	\$1,538,134.00
Patterns of Power	80 books	\$262.00+ \$1,676.80 S&H	\$22,636.80
CommonLit School Essentials (6 years)	9 schools	\$3,250	\$175,500.00
Total			\$2,440,670.30

Cost

Estimated Annual Cost of Consumables:
\$219,930.00

Estimated Per-Pupil Cost:
\$30.00

Evaluation of Change

The Office of Literacy and Libraries will review common assessment data to make shifts in professional learning, support resource utilization, and align with instructional clarity.

We will use formative and summative assessments to collect data on:

- Alignment with standardized achievement scores
- Resource usage
- Common planning time support

