



Empowering Educators to Strengthen Literacy Instruction: ILS Session

October 24, 2025


Educating To Empower



WELCOME!

Elementary ELA ILS Session

October 24, 2025

 [Literacy Leaders: Elementary and Early Childhood ELA ILSSs/CPDTs 25/26 SY](#)

Oct 24, 2025 8:30 AM |
Nov 21, 2025 8:30 AM |
Jan 23, 2026 8:30 AM |
Feb 27, 2026 8:30 AM |
Mar 13, 2026 8:30 AM

Teach Point code: literacy

Please sign into
TeachPoint and sit
with your partner
school(s).

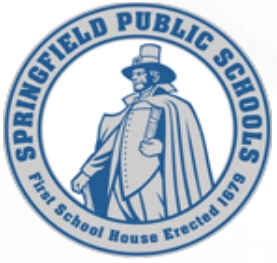
Make a table tent:
Ex: Sara/Boland School
Ex: Laura/Literacy Team
We will collect and save for
future use!

Zone 1

Swan/DeBerry/Pottenger
Glenwood/Liberty/Bowles
Dorman/Talmadge
Boland/Johnson
Balliet/Lynch
Bradley/Warner
ECEC/ElIs/Balliet PK

Zone 2

White/Brunton/Washington
Brookings/Glickman
Dryden/Zanetti
Freedman/Kensington
Lincoln/IOE
Harris/Sumner
Gerena/Brightwood
Beal/Walsh
Virtual/SPDE



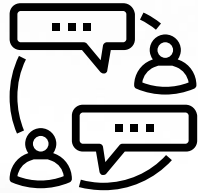
Mutual Agreements



Be fully present and participate



Listen carefully to one another



Share the air & take turns



Be curious, kind, and have an open mind



Agenda



8:30-9:15 - Welcome to Katie Graves-Maycock (ANet), Becca (CC), and Judith (Amplify), Updates, & Read Aloud

9:15-9:45 – ABC Arcs

9:45-10:45 - mCLASS Action Planning

10:45-11:30 – Coaching Development Plans: Planning and Internalization

11:30-12:30 - Lunch

12:30-12:40 – Afternoon Motivator

12:40-3:15 – November Writing PD: Planning Time

3:15-3:30 – Reflection & Clean Up



Objectives/Outcomes for our Session



- Literacy Leaders will support students to automatize letter sounds, letter names, blending to read, and segmenting to encode/spell by learning ABC Arc activities and going back to school to teach educators.
- Literacy Leaders will create action plans to support educators to progress monitor and utilize probe analysis to inform instruction, leading to an increase in the number of students proficient in basic early literacy skills.
- Literacy Leaders will support educators to plan effectively and to internalize instructional approaches based on standards, curricular resources, and student data through the lens of the GLEAM planning process outcomes.
- Literacy Leaders will support students to become writers by planning for and delivering educator writing PD that is based on evidence and the Science of Writing.



Our Four District Priorities

“Believe It, Be It”

Improving Student Outcomes through Strategic Planning



Early Literacy Development

All students are proficient readers by Grade 2.



Middle School Transformation

Students demonstrate improved outcomes and increased engagement.



College & Career Readiness

Students graduate with the knowledge and skills for success.



Post-Secondary Success

Students are thriving in college, careers, and vocations.

PreK to Post-Secondary

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District Instructional Prioritization Plan

District Priority:

Educators will teach foundational literacy skills by intentionally planning with evidence-based, High-Quality Instructional Materials (HQIM) to prepare students for mastery of the grade-level standards. Educators across all grades will leverage the embedded instructional approaches within the HQIM and use data to inform targeted small-group instruction for student mastery toward developing grade-level literacy skills. The district and schools will progress monitor with a variety of tools to focus on K-3, grade 6, and grade 9, with an emphasis on exceptional students and multilingual learners.

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Academic Team Mission Statement

The mission of the Springfield Public School Academic Team is to foster a culture where every student has the right to engage in joyful, rigorous learning experiences and adults are developed and empowered to reach their full potential. By setting high expectations and cultivating growth, we empower every member of our Springfield community to take pride in their learning journey.

We are dedicated to strengthening adult practice by:

- Ensuring the implementation of high-quality curriculum materials and researched based instructional practices
- Planning relevant and engaging professional development experiences; and
- Coaching teachers, leaders, and instructional teams

So that all SPS students have an educational experience that honors their unique needs & honors their diverse identities.

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ELA Statement

In Springfield Public Schools, we know that we must:

- provide literacy instruction using high-quality instructional materials that are developmentally appropriate, evidence- and research-based, and that meet students where they are as learners.
- ensure all students experience educational equity that includes instruction with grade-level standards.
- provide resources and experiences that honor our students as individuals and as members of cultural groups who contribute to and bring richness to our schools and our community.
- provide access to diverse and accurate texts and experiences that support our students learning about themselves and others in our diverse community and world.

LEARN



COMMUNICATE



PERSIST



THRIVE



LEAD



WORK

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ILS Sessions & Coaching Development



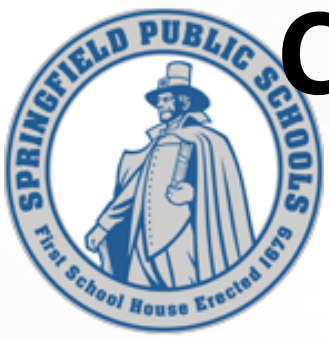
- ~~September 26 – ILS Session~~
- ~~October 3rd – Beyond mCLASS data with Elise (either 9:30-10:30 or 1:30-2:30*)~~
- ~~October 21-23 – Coaching Days/Becca TBD/Judith TBD~~
- ~~October 24 – ILS Session~~
- November 18-20 – Coaching Days/Becca TBD
- November 21 – ILS Session
- December 5 – ILS Zoom Session with LETRS (U8) – separate TP
- December – ILS/CPDT 1:1 Meetings (TBD on Zoom – 30 minutes each) – The team will be in contact with you to schedule.



ILS Sessions & Coaching Development, continued



- **January 20-22 – Coaching Days/Becca/Judith**
- **January 23 ILS Session**
- **February 25-26 – Coaching Days/Becca/Judith**
- **February 27 – ILS Session**
- **March 11-12 – Coaching Days/Judith**
- **March 13 – ILS Session**
- **June 5 – ILS Session (Topic TBD – likely with Math)**



Coaching Development Plan - CCC Visits for November (continuation from October)

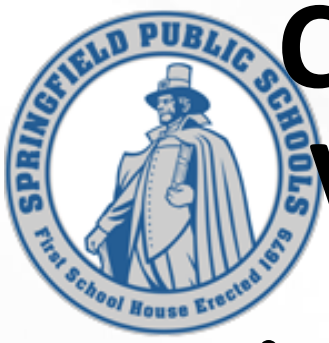


With Becca, Collaborative Classroom:

- 11/18 – DeBerry/Swan
- 11/19 – Glenwood (AM); Johnson (PM)
- 11/20 – Glickman (AM); Washington (PM)

ILS Session (11/21): Becca will be with us all day.

No visits with Judith/mCLASS this month.



Coaching Development Plan - CCC Visits for January/February 2026

Believe!

- 1/20 (AM) – Brookings (2/25 PM)
- 1/20 (PM) – Talmadge (2/26 AM)
- 1/21 (AM) – Brightwood (2/26 PM)
- 1/21 (PM) – Harris (no Feb follow-up date)
- 1/22 (AM) – Bradley (no Feb follow-up date)
- 1/22 (PM) – Pottenger (2/25 AM)
- ILS Session (1/23): Becca will be with us all day.
- No March dates with Becca.

DRAFT



Coaching Development Plan mCLASS Visits for January



- 1/20 (AM) – Warner
- 1/20 (PM) – Walsh
- 1/21 (AM) – Balliet Elementary
- 1/21 (PM) – Lynch
- 1/22 (AM) – Bowles
- 1/22 (PM) – Pottenger
- ILS Session (1/23): Judith will be with us all day.

DRAFT



Coaching Development Plan mCLASS Visits for February



- 2/23 (AM) – Dryden
- 2/23 (PM) – Kensington
- 2/24 (AM) – Liberty
- 2/24 (PM) – Boland
- 2/25 (AM) – Swan & DeBerry
- 2/25 (PM) – Indian Orchard
- 2/26 (AM) – Beal
- 2/26 (PM) - Brunton
- ILS Session (2/27): Judith will be with us all day.

DRAFT



Coaching Development Plan mCLASS Visits for March



- 3/11 (AM) – Zanetti
- 3/11 (PM) – Gerena
- 3/12 (AM) – White
- 3/12 (PM) – Freedman
- ILS Session (3/13): Judith will be with us all day.

DRAFT



Updates – Thank you for lifting and sustaining this work!



- ***Ignite Reading tutoring in 1st grade (some 2nd/3rd) – 839 students***
- ***Amira AI at Balliet Elementary, Brookings, Brunton, Glenwood, Glickman, and South End Middle***
- ***mCLASS BOY window and notifications – completed – Thank you!***
BOY and MOY – must send home notifications for those students who score well below on the composite.
 - MOY Window imports Jan 20-Feb 9:
 1. Friday, Jan 30th (letters covering Jan 20-29 can be sent on Feb 2)
 2. Tuesday, Feb. 10th (the rest of the letters can be sent on Feb. 11)
 - EOY - Send home the Home-School Connection to ALL students assessed on the platform. May customize the BOY/MOY letter for EOY – remove school actions and include any summer actions (e.g., summer school, home activities). Blank letter in our Schoology folder.

All K-3 students must be assessed in all three windows.



ML Updates



**ML/ELA collaborating on guidance documents/messaging.
More to come in November.**

Principals received messaging:

We recognize that schools are using a variety of approaches to support Multilingual Learners. Many of you have been working to adjust schedules to ensure students receive the required instructional minutes at each level.

At this time, please pause any further changes to your current ML schedules. We want to ensure that district messaging is consistent and that schools receive clear, concrete guidance to support effective scheduling models that meet the needs of all Multilingual Learners.

Updates and directives regarding scheduling will be shared soon.

Thank you for your patience and continued commitment to this important work.



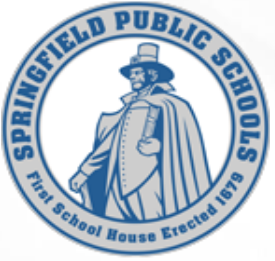
Elementary ML/ELA Unit Assessment Guidance



*Since Level 1 and Level 2 students receive most of their instruction through “**Reach**”, they should take the “**Reach**” assessments.*

*Any Level 3-5 students being instructed in the core curriculum of “**Being a Reader**” or “**myView**” should be able to take those assessments, the same assessments as their general education and special education peers. We no longer have modified assessments.*

Best practice – ensure opportunities for ESL teachers to plan with classroom educators around push-in ML instruction and co-teaching.



Elementary ELA Unit Assessment ML Guidance



READING	ELA UNIT ASSESSMENTS (Core Curriculum)	<ul style="list-style-type: none">• Levels 1-2 students should take the Reach unit assessment.• Levels 3-5, K-2 students, should take the unit assessment for which they are instructed (Being a Reader district assessments or Reach). 2nd grade can be read aloud to students who are two or more years below grade level.• Levels 3-5, 3rd-5th students, should take the unit assessment for which they are instructed (myView district assessments or Reach). <u>NO</u> Read Aloud for grades 3-5.
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Learning Walks



- We have almost completed Round 1 of both CSO/Academic Team-led walks and the Superintendent-led walks.
- Adjustments were made to the Superintendent-led walks:
 - Revised tool for collecting data in the classroom and informing the discussion
 - Focused on grade-level attributes and checking for understanding
 - Principal decides on the feedback to share with an educator – for each area of focus, taking into consideration the data collected and conversation.
 - Not meant to provide trend data necessarily but sometimes because of the discussion it does inform next steps for the school.



9th Annual TRL Conference - Highlights



**Agenda and PowerPoints in Shared folder in Schoology
(ELA Elementary ILS group>Resources>The Reading League)**

**See Laura, Kate, Lorilee, Sara Boissonneault, Michelle Keating,
Michelle Bilodeau, or Cindy McCarthy for more information.**

Letters About Literature

Letters About Literature in Massachusetts is a state-wide personal writing initiative sponsored by the Massachusetts Center for the Book. It is open to students who attend school in Massachusetts. Students must be in Grades 4 through 12 (or their homeschool equivalents) during the 2025-26 school year.

- Select a book that you felt a connection to.
- Write a personal letter to the author and explain how the book has affected you.
- Entries will be accepted electronically from **October 1, 2025 to January 15, 2026**.

Teachers/librarians may submit class sets or students may submit individually.

[Letters About Literature in Massachusetts — Massachusetts Center for the Book](#)

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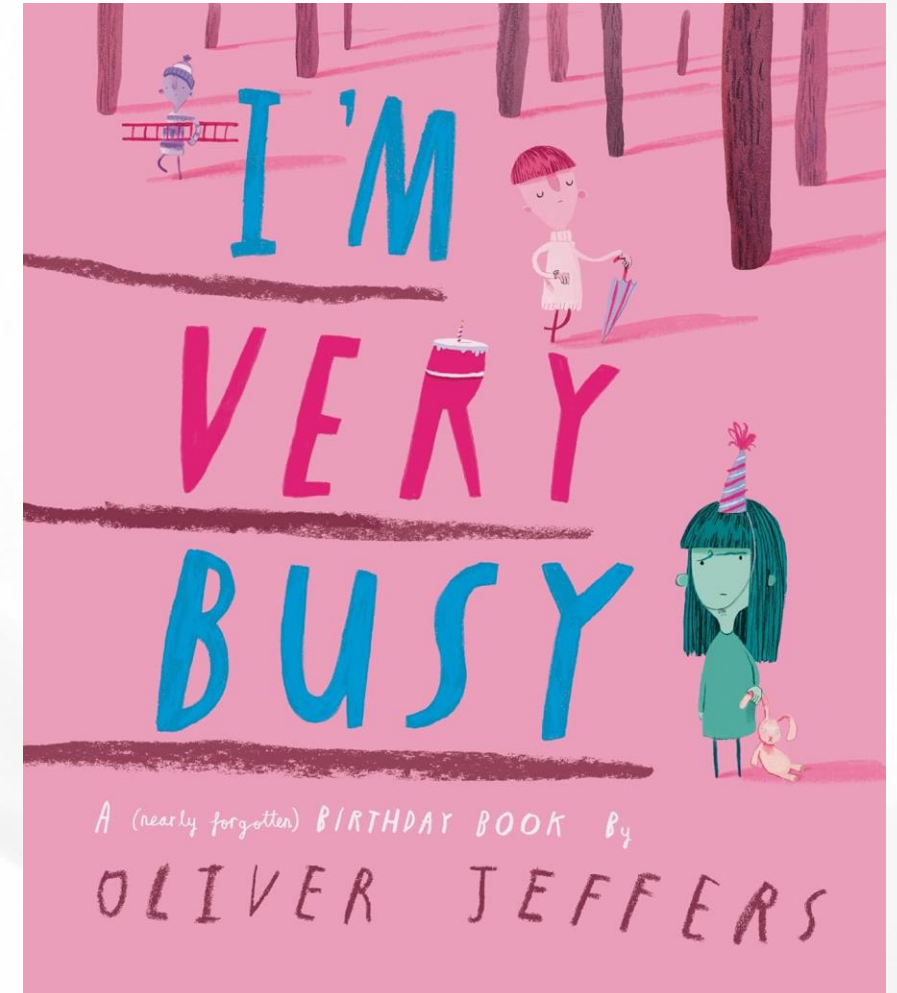


Happy Birthday this Week & Today!

Let's celebrate, let's read aloud!

Believe!

Alex Gaudet (10/21), Kristy Verdile (10/24), & Laura Mendes (10/25), Anyone else?





Data



mCLASS 25/26 BOY Overall Composite Score- Grades K-5

Benchmark performance

Well below Below At Above

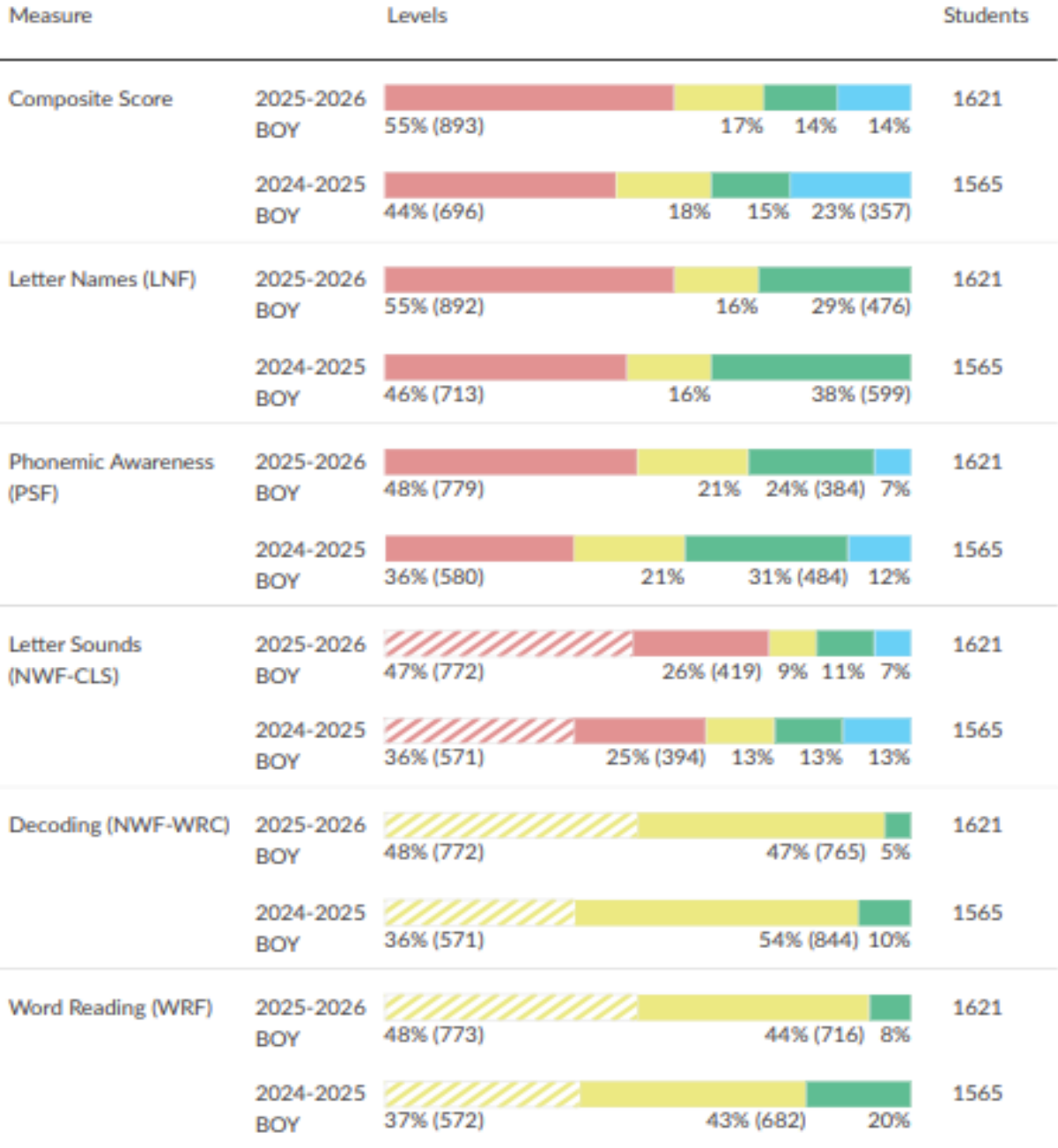
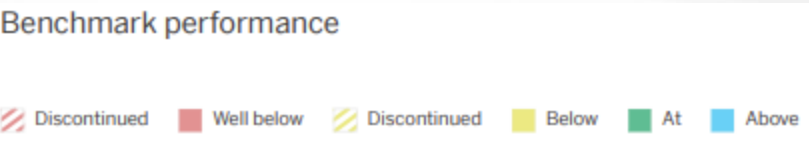
Population	Measure	Levels	Students
Springfield Public Schools	Composite Score	BOY	6365
<div><div></div><div></div><div></div><div></div></div> <div>44% (2825)17%22%17%</div>			

View: By grade

Population	Measure	Levels	Students
Grade K	Composite Score	BOY	1621
<div><div></div><div></div><div></div><div></div></div> <div>55% (893)17%14%14%</div>			
Grade 1	Composite Score	BOY	1527
<div><div></div><div></div><div></div><div></div></div> <div>43% (662)17%21%19%</div>			
Grade 2	Composite Score	BOY	1615
<div><div></div><div></div><div></div><div></div></div> <div>41% (666)14%26% (414)19%</div>			
Grade 3	Composite Score	BOY	1565
<div><div></div><div></div><div></div><div></div></div> <div>37% (586)18%27% (425)18%</div>			
Grade 4	Composite Score	BOY	19
<div><div></div><div></div><div></div><div></div></div> <div>47% (9)21% (4)21% (4)11%</div>			
Grade 5	Composite Score	BOY	19
<div><div></div><div></div><div></div><div></div></div> <div>53% (10)26% (5)16% (3)5%</div>			

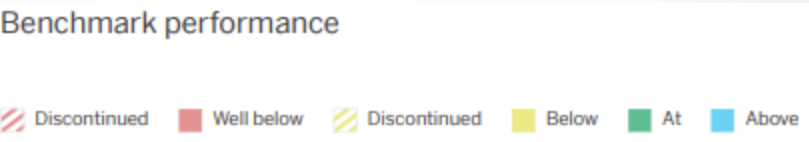


mCLASS BOY- Kindergarten Composite Score & Subtest Measures





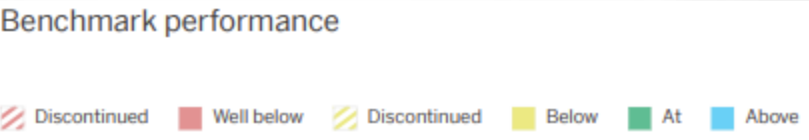
mCLASS BOY- *Grade 1* Composite Score & Subtest Measures



Measure		Levels				Students
Composite Score	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	43% (662)	17%	21%	19%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	42% (725)	16%	23% (390)	19%	
Letter Names (LNF)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	39% (604)	22% (331)	39%	(592)	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	35% (600)	21%	44%	(758)	
Phonemic Awareness (PSF)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	27% (418)	25% (382)	35% (528)	13%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	31% (535)	24% (415)	32% (554)	13%	
Letter Sounds (NWF-CLS)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	48% (731)	11%	22% (343)	19%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	49% (847)	9%	23% (397)	19%	
Decoding (NWF-WRC)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	44% (673)	18%	26% (392)	12%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	43% (751)	18%	27% (460)	12%	
Word Reading (WRF)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	49% (741)	11%	17%	23% (352)	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	46% (789)	14%	17%	23% (390)	
Reading Accuracy (ORF-Accu)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	13%	41% (638)	14%	32% (484)	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	13%	42% (716)	13%	32% (557)	
Reading Fluency (ORF)	2025-2026	<div><div></div><div></div><div></div><div></div></div>				1527
	BOY	13%	36% (559)	10%	21%	20%
	2024-2025	<div><div></div><div></div><div></div><div></div></div>				1720
	BOY	13%	36% (615)	11%	20%	20%



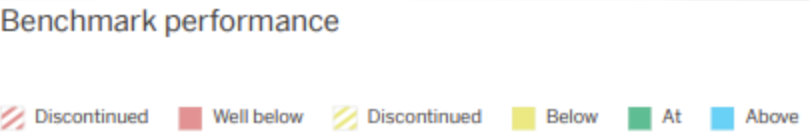
mCLASS BOY- Grade 2 Composite Score & Subtest Measures



Measure		Levels				Students	
Composite Score	2025-2026 BOY	<div><div></div><div></div><div></div><div></div></div>	41% (666)	14%	26% (414)	19%	1615
	2024-2025 BOY	<div><div></div><div></div><div></div><div></div></div>	41% (670)	16%	27% (430)	16%	1612
Letter Sounds (NWF-CLS)	2025-2026 BOY	<div><div></div><div></div><div></div><div></div><div></div></div>	43% (689)	13%	22% (357)	15% 7%	1615
	2024-2025 BOY	<div><div></div><div></div><div></div><div></div><div></div></div>	45% (728)	15%	21%	13% 6%	1612
Decoding (NWF-WRC)	2025-2026 BOY	<div><div></div><div></div><div></div><div></div><div></div></div>	44% (713)	17%	16%	15% 8%	1615
	2024-2025 BOY	<div><div></div><div></div><div></div><div></div><div></div></div>	49% (789)	18%	13%	13% 7%	1612
Word Reading (WRF)	2025-2026 BOY	<div><div></div><div></div><div></div><div></div><div></div></div>	40% (645)	11%	27% (443)	15% 7%	1615
	2024-2025 BOY	<div><div></div><div></div><div></div><div></div><div></div></div>	39% (636)	11%	30% (490)	13% 7%	1612
Reading Accuracy (ORF-Accu)	2025-2026 BOY	<div><div></div><div></div><div></div></div>	44% (709)	12%	44% (708)		1615
	2024-2025 BOY	<div><div></div><div></div><div></div></div>	42% (674)	14%	44% (707)		1612
Reading Fluency (ORF)	2025-2026 BOY	<div><div></div><div></div><div></div><div></div></div>	42% (679)	14%	29% (464)	15%	1615
	2024-2025 BOY	<div><div></div><div></div><div></div><div></div></div>	41% (662)	14%	31% (506)	14%	1612
Basic Comprehension (Maze)	2025-2026 BOY	<div><div></div><div></div><div></div><div></div></div>	53% (855)	14%	22% (354)	11%	1615
	2024-2025 BOY	<div><div></div><div></div><div></div><div></div></div>	50% (809)	15%	22% (361)	13%	1612



mCLASS BOY- Grade 3 Composite Score & Subtest Measures



Measure		Levels	Students
Composite Score	2025-2026	<div><div></div><div></div><div></div><div></div></div>	1565
	BOY	37% (586) 18% 27% (425) 18%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>	1644
	BOY	44% (726) 19% 24% (398) 13%	
Letter Sounds (NWF-CLS)	2025-2026	<div><div></div><div></div><div></div><div></div><div></div></div>	1565
	BOY	36% (564) 19% 24% (382) 15% 6%	
	2024-2025	<div><div></div><div></div><div></div><div></div><div></div></div>	1644
	BOY	45% (735) 17% 22% (365) 11% 5%	
Decoding (NWF-WRC)	2025-2026	<div><div></div><div></div><div></div><div></div><div></div></div>	1565
	BOY	46% (718) 12% 18% 15% 9%	
	2024-2025	<div><div></div><div></div><div></div><div></div><div></div></div>	1644
	BOY	53% (877) 12% 17% 11% 7%	
Word Reading (WRF)	2025-2026	<div><div></div><div></div><div></div><div></div><div></div></div>	1565
	BOY	36% (558) 16% 27% (417) 15% 6%	
	2024-2025	<div><div></div><div></div><div></div><div></div><div></div></div>	1644
	BOY	41% (673) 19% 25% (405) 11% 4%	
Reading Accuracy (ORF-Accu)	2025-2026	<div><div></div><div></div><div></div></div>	1565
	BOY	36% (564) 20% 44% (688)	
	2024-2025	<div><div></div><div></div><div></div></div>	1644
	BOY	43% (715) 19% 38% (625)	
Reading Fluency (ORF)	2025-2026	<div><div></div><div></div><div></div><div></div></div>	1565
	BOY	40% (629) 13% 32% (493) 15%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>	1644
	BOY	47% (768) 17% 25% (413) 11%	
Basic Comprehension (Maze)	2025-2026	<div><div></div><div></div><div></div><div></div></div>	1565
	BOY	39% (614) 20% 27% (418) 14%	
	2024-2025	<div><div></div><div></div><div></div><div></div></div>	1644
	BOY	42% (688) 19% 27% (444) 12%	

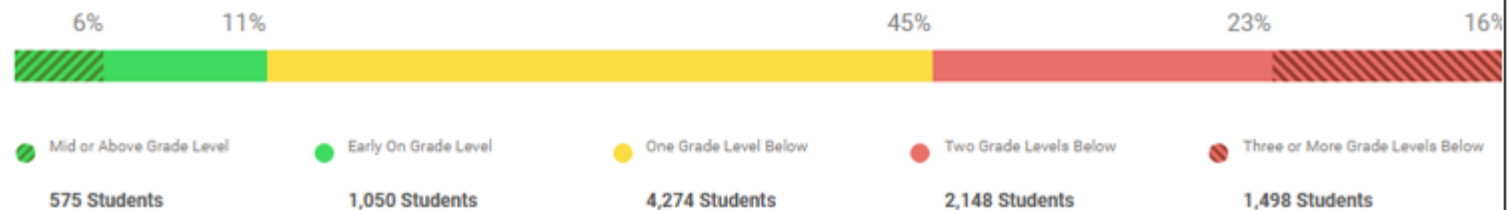


iReady BOY- Year over Year

Overall Placement (all grades K-5)

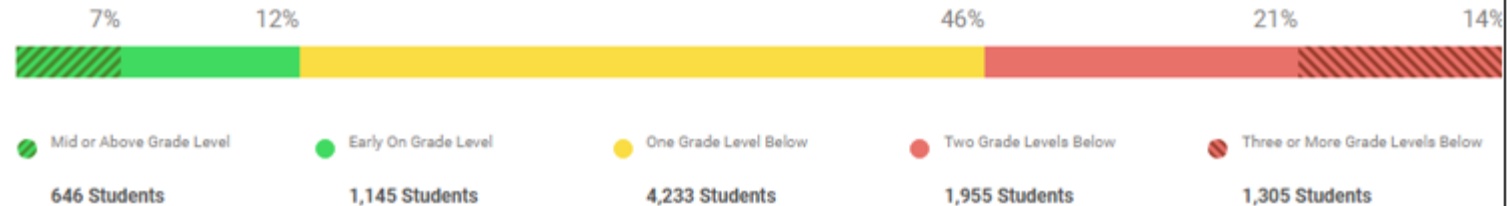
2023 – 2024 BOY

Students Assessed/Total: 9,545/10,429



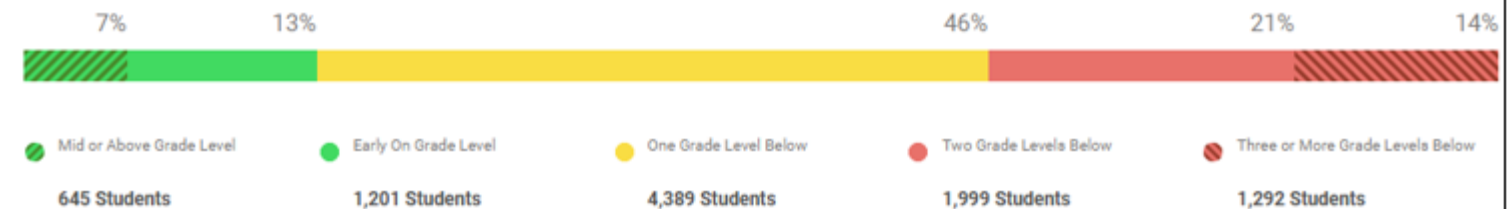
2024 – 2025 BOY

Students Assessed/Total: 9,284/10,343



2025 – 2026 BOY

Students Assessed/Total: 9,526/10,312





iReady Kindergarten BOY

Grade	Overall Grade-Level Placement							Students Assessed/Total
2023 – 2024 BOY								
Grade K		4%	13%	83%	0%	0%		1,456/1,690
2024 – 2025 BOY								
Grade K		4%	12%	84%	0%	0%		1,290/1,650
2025 – 2026 BOY								
Grade K		3%	15%	82%	0%	0%		1,488/1,775



iReadyGrade 1 BOY

Grade		Overall Grade-Level Placement					<div><div></div><div></div><div></div><div></div><div></div></div>			Students Assessed/Total
2023 – 2024 BOY										
Grade 1	<div><div></div><div></div><div></div></div>	5%	6%	67%	22%	0%	1,540/1,692			
2024 – 2025 BOY										
Grade 1	<div><div></div><div></div><div></div></div>	7%	7%	70%	17%	0%	1,579/1,74			
2025 – 2026 BOY										
Grade 1	<div><div></div><div></div><div></div></div>	6%	6%	71%	17%	0%	1,516/1,629			



iReady Grade 2 BOY

Grade		Overall Grade-Level Placement					Students Assessed/Total		
2023 – 2024 BOY									
Grade 2		5%	10%	42%	43%	0%	1,577/1,715		
2024 – 2025 BOY									
Grade 2		6%	13%	42%	39%	0%	1,557/1,700		
2025 – 2026 BOY									
Grade 2		7%	12%	40%	41%	0%	1,621/1,716		



iReady Grade 3 BOY

Grade		Overall Grade-Level Placement					Students Assessed/Total	
2023 – 2024 BOY								
Grade 3		7%	19%	23%	26%	25%	1,512/1,636	
2024 – 2025 BOY								
Grade 3		8%	18%	26%	27%	22%	1,555/1,69	
2025 – 2026 BOY								
Grade 3		8%	22%	23%	26%	21%	1,598/1,663	



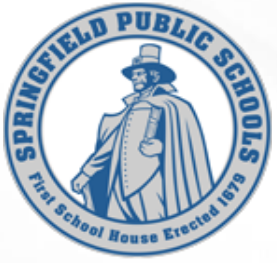
iReady Grade 4 BOY

Grade	Overall Grade-Level Placement						Students Assessed/Total
2023 – 2024 BOY							
Grade 4		8%	9%	36%	13%	34%	1,659/1,754
2024 – 2025 BOY							
Grade 4		8%	11%	38%	12%	31%	1,577/1,690
2025 – 2026 BOY							
Grade 4		8%	8%	42%	13%	29%	1,604/1,677



iReady Grade 5 BOY

Grade	Overall Grade-Level Placement						Students Assessed/Total
2023 – 2024 BOY							
Grade 5		5%	10%	22%	31%	31%	1,619/1,756
2024 – 2025 BOY							
Grade 5		7%	13%	23%	30%	28%	1,539/1,673
2025 – 2026 BOY							
Grade 5		6%	11%	25%	29%	29%	1,505/1,550



ABC Arcs and mCLASS Action Plans

Educating To Empower



Abecedarian ABC, LLC



<https://www.alphabetletter.com/products>

**item number: 102 - non-magnetic lowercase
English letters**

**item number: 602 - lowercase English Alphabet
Arc/Mat**

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Planning for Action Planning: mCLASS Data



Believe!

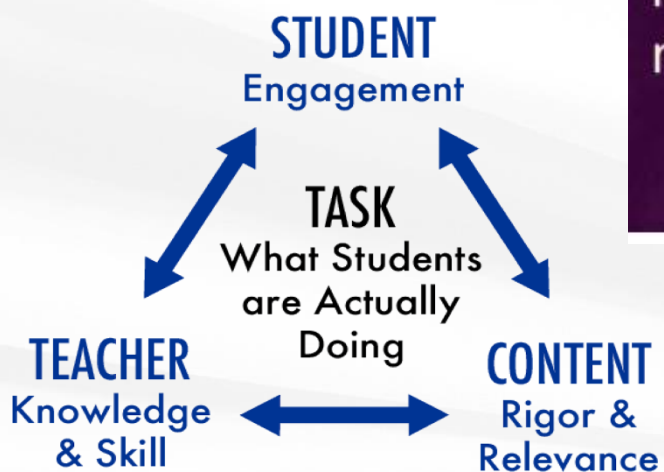
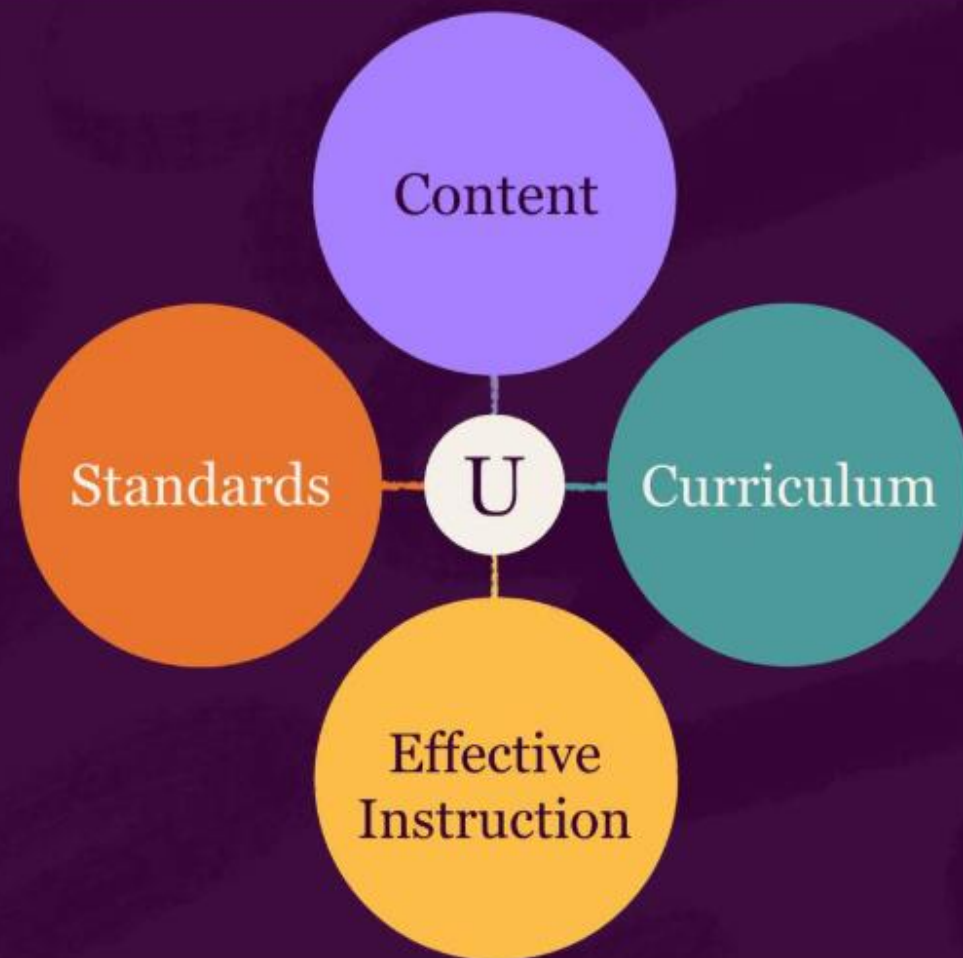
Coaching Development Plans: Considering Planning Processes for Internalization

Educating to Empower



UnboundEd Approach

Our learning is grounded in the intersection of standards, content, aligned curriculum, and effective instruction, which is essential for meeting the needs of every single student.



Educating to Empower

Believe!



Believe!

Planning Process Outcomes from GLEAM

Group Members:

Grade Level:

Resource:

Review a unit (or series of lessons) in the HQIM/resource, along with the corresponding curriculum planning tool, through the lens of the GLEAM process items below. Consider identifying examples of these items, or areas where you would focus discussion during planning, to ensure lessons have these attributes. Think about how using these process items can help educators plan for learning grounded in the intersection of standards, content, aligned curriculum, and effective instruction, which is essential for meeting the needs of every student. Think about how this process supports internalization of the HQIM and instruction.

- **Identify grade-level activities in a lesson and how to keep them front and center while teaching.** Does the planning tool, in conjunction with our HQIM, support educators and coaches in identifying grade-level activities? If so, how? If not, what could be adjusted? Does this planning tool support educators and coaches in keeping grade-level activities front and center while teaching? If so, how? If not, what could be adjusted?

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Review Pre-K Resources

- Consider the GLEAM outcomes to create a PreK planning process
- Review FSPK planning guidance & K-5 planning resources

Review K-2 Resources

- Planning for Being a Reader, Second Edition Instruction (K-2)
- Planning for Being a Writer, Third Edition (K-5)
- ARC
- Reach

Review Grades 3-5 Resources

- Planning for Literacy Instruction in myView (Reading, Writing, & PBI)
- TUP (Reading)
- ARC
- Reach



Lunch – 11:30 to 12:30

Believe!



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Activator – Would You Rather? Line Dancing

1. Would you rather have the ability to see 10 minutes into the future or 150 years into the future? Why?

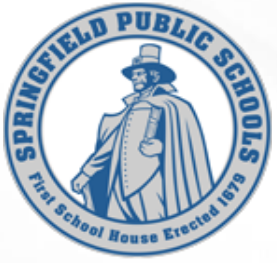




Activator – Would You Rather? Line Dancing

2. Would you rather have telekinesis (the ability to move things with your mind) or telepathy (the ability to read minds)? Why?





Activator – Would You Rather? Line Dancing

3. Would you rather team up with Wonder Woman or Captain Marvel? Why?





Activator – Would You Rather? Line Dancing

4. Would you rather be forced to sing along or dance to every single song you hear? Why?





November Writing PD

Do your decks reflect all learners (e.g., ML, EXL)?

Decks due in school folders by Friday, October 31, 2025, at 3:30 PM.
(Shared folder – November Writing PD Decks)

PreK-only sites must have a PreK Writing deck only deck in the folder. They are doing math too.

PreK-5 sites must have a PreK-2 and 3-5 deck in the folder.

Modified decks for unique sites: Gerena, Public Day Elem, Virtual, and Zanetti.



November Writing PD

What about Departmentalized Educators?



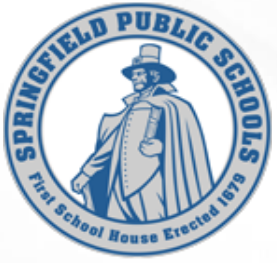
Options:

- Attend both Writing PDs – may be helpful for teachers/interventionists who support more than one grade.
- View recorded PD sessions and address how and where the new or confirmed learning will be applied. Educators should collaborate.
 - SIPPS, all levels (9/16 and/or 10/16) – Schoology>SPS Instructional Resources>SIPPS PD>SIPPS PD Recordings>25.26 SY
 - Collaborative Literacy (Being a Reader/Being a Writer), K-2 – Kindergarten or First Grade (9/17 and/or 10/15); Second Grade (9/18 &/or 10/17) - Schoology >SPS Instructional Resources>Grade Level>ELA>ELA 25/26 School Year>Collaborative Literacy PD
- Analyze data and address how this analysis informs instruction and additional professional learning. Educators should collaborate.
 - myView, Grades 3-5 – Score/analyze writing assessments from Writing, Week 5, Day 5, and develop a plan to address findings in the next unit. Ex: Adding details is a common area to develop, plan for how we incorporate adding details in the instruction in the next genre.
 - myView, Grades 3-5 – Analyze the Unit 1 assessment and plan to address findings in the next unit (like the approach we took in August PD and what we discussed in an email to ILSs last week).



November Writing PD

- Access to the slide deck (view only) will be shared with CSOs.
- We will be visiting schools to see the impact of our planning.
- Please provide the survey link to your participants before the end of each writing session. Give them time to complete. We hope to receive 100% of responses from participants.
- Please complete the presenter survey. We are hoping for 100% participation.
- Links/QR codes for the surveys are in the shared folder for the November Writing PD Decks (titled: 2 Survey Links folder).



Reflection & Clean Up

Thank you for attending today's session!

Please complete the exit survey – the link has been shared in an email.

Please clean up your spot and push in your chairs upon leaving.

See you next time!