



EL Education

Shifts in Literacy Instruction – Mass Literacy Guide

Shift #1: Provide explicit, systematic instruction in foundational skills to every child.

Shift #2: Build comprehension by engaging all students in discussion of complex, knowledge-rich text sets.

Shift #3: Use small-group reading time to target foundational skills, or to develop comprehension using complex

Shift #4: Provide time on all components of core literacy block, every day, to develop all aspects of literacy.

Knowledge-Based Curriculum

“Knowledge-based learning is an instructional approach that helps students broaden and deepen their knowledge of specific content areas and topics. Using this approach, learners use and build on their prior knowledge to make connections and deepen their understanding.” ~Learning A-Z

“The knowledge-building aspect of reading is what needs to take center stage with the combination of strategies being put into practice when they are needed to facilitate that construction of meaning.” ~HILL for Literacy

“Comprehension instruction is more effective when it is text-centric (rather than strategy-centric), focusing heavily on giving students deep and engaging interactions with worthwhile texts.” ~Shifting the Balance

Choosing A Curriculum

- Latest research on best practices in reading instruction
 - Complex, grade level texts with scaffolding to provide access to all students
 - Frequent amount of academic discourse
 - Text-based explicit instruction
- Diverse representation of characters as well as authors and illustrators
- Priorities expressed in the staff survey

Things to Keep in Mind

- There is no perfect curriculum and curriculum doesn't improve achievement by itself.
- It will take several years to see the many of the benefits of a new program.
- There needs to be a balance between implementing a curriculum with integrity and adjusting that curriculum to individual needs.

EL Highlights

Standards-based

Tailor-built to standards for college and career readiness and life success. It receives quality reviews against acclaimed standards-alignment rubrics (IMET, EQuIP) conducted by leading experts.

Features Engaging, Complex Texts

Students tackle grade-level texts that stretch and grow their abilities, while experiencing the joy of learning from their favorite books by diverse authors.

Builds Content Knowledge

Students acquire substantive knowledge—science and social studies—as a means of building deeper literacy skills. Teachers build knowledge and skills simultaneously.

EL Highlights

Research-informed

Curriculum is built on the science of reading and the science of learning and development. It is validated by rigorous third party research showing excellent equitable outcomes for students from diverse backgrounds.

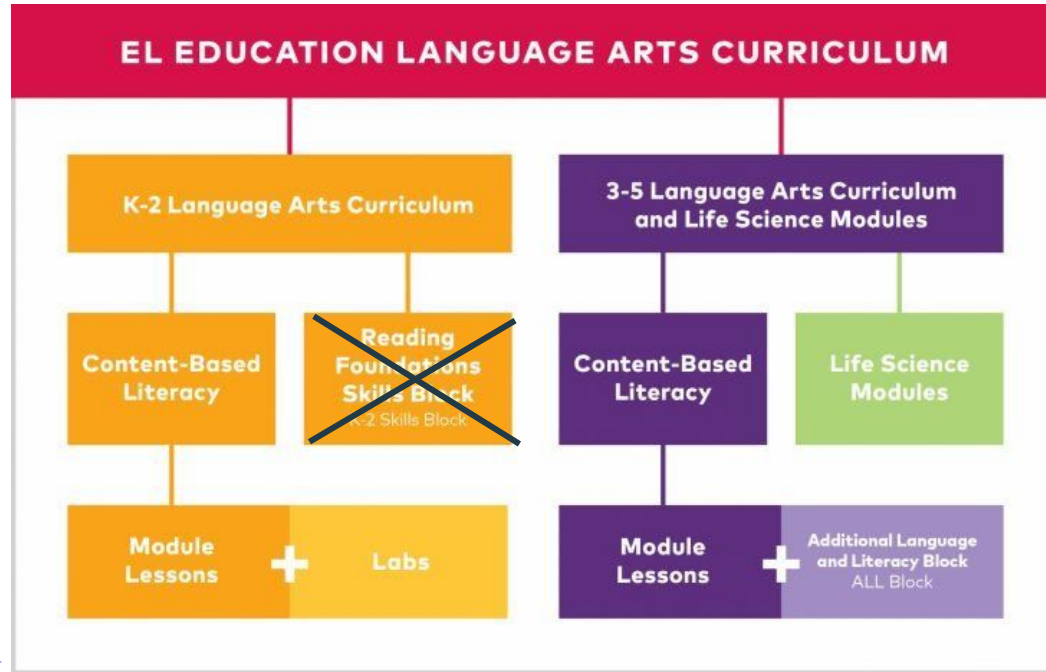
Built for Equity

Nurtures the genius in every child—including ELLs, economically disadvantaged students, students with disabilities, and advanced learners—with differentiated and inclusive opportunities to excel.

Incorporates Social Emotional Learning

Curriculum encourages compassionate leadership and thoughtful citizenship by helping students connect their learning to their communities, where schoolwork has real impact on issues they care about.

EL Components



EL Curriculum Structure

Four Modules (Plan is to implement at least 2 modules this year and supplement if we are missing any big standards)

Three Units per Module

Mid and End of Year Assessments

End of Module Performance Tasks

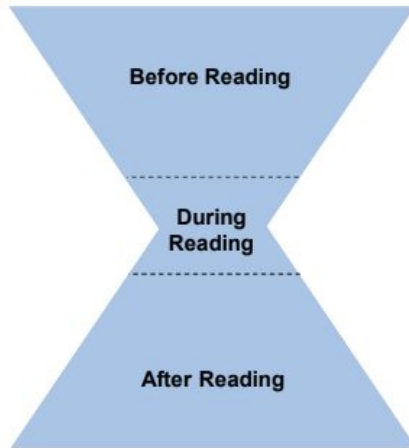
Shifts in Instructional Focus

- Whole Group Instruction with Complex, Grade Level Text
- In-depth reading comprehension within a text
- Explicit Step-by-Step Writing Instruction
- Explicit Grammar and Sentence Structure Instruction
- Differentiation occurs with scaffolding of experiences to reach learning targets, not differentiated reading levels

Changes

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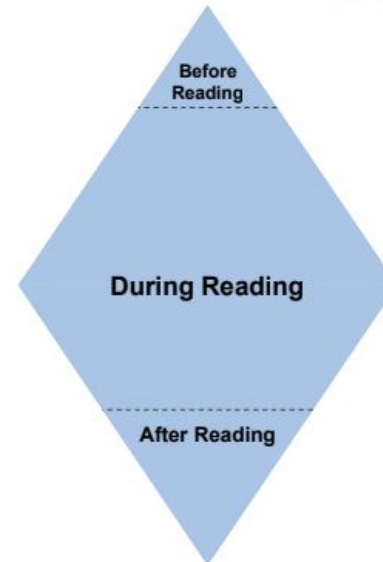
*Time in Text: Comprehension
Typical Instruction*



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*Time in Text: Comprehension
Paradigm Shift*



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Knowledge Strand K-2

	Module 1	Module 2	Module 3	Module 4
K	It's Toy Time	Weather is Wonderful!	Let's Celebrate You and Me!	Trees Are Alive!
1	Be a Maker! Solve Problems and Create Fun	Helpers in the Community	Sounds All Around	Birds Need Our Help! Become a Bird Helper
2	The Wide World of Schools	Fossils	Rights for All Abilities	The Secret Life of Plants and Pollinators

Knowledge Strand 3-5

	Module 1	Module 2	Module 3	Module 4
3	The Power of Reading	Wide World of Language	The Waste Cycle: Trash	The Water Challenge: Enough Clean Water for Everyone
4	Poetic Forms and Inspiring Minds	Animal Defense Mechanisms	Developing Brains and Changing Minds	Equal Rights and the 19th Amendment
5	Stories of Hope and Human Rights	Building Bridges: Perspectives and Prototypes	Community Energy Solutions	Natural Disasters: Impact and Response

Knowledge Strand 6-8

	Module 1	Module 2	Module 3	Module 4
6	Greek Mythology	Critical Problems and Design Solutions	American Indian Boarding Schools	Remarkable Accomplishments in Space Science
7	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
8	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment

Sample Learning Targets

Daily Learning Targets

- I can read and spell words with the letters *gh* correctly.
- I can explain how aspects of the illustrations in *When I Was Eight* help me understand the story's characters and setting.
- Language Focus: I can discuss how illustrations contribute to my understanding of *When I Was Eight* using Conversation Cues.

Sample Lesson Plan

1. Opening

A. Engage the Learner (20 minutes)

2. Work Time

A. Read *When I Was Eight* (15 minutes)

B. Explain How Illustrations Deepen Understanding of Character and Setting (20 minutes)

3. Closing and Assessment

A. Illustration Jigsaw (5 minutes)

4. Homework

A. Independent Reading

Writing Instruction

1. Introduction of Genre
2. Model Exemplar
3. Collaborative Writes
4. Explore Rubrics
5. Differentiation occurs with scaffolding of learning targets, not differentiated reading levels



Questions?

EL Education

Lincoln Public Schools: Literacy Summer Training, 2025

K-8 Training: Teacher Launch

1 Day of Training for Faculty

Option 1 for Faculty: July 29

Option 2 for Faculty: August 18

*Faculty members choose **Option 1** or **Option 2**.

This comprehensive professional development offering provides essential learning for those who are planning to implement the K-8 English language arts (ELA) curriculum. Participants will gain an understanding of the principles behind the curriculum, explain the structure, explore specific ways the curriculum meets all students' needs, and begin planning for instruction. Via engagement in an in-person session, participants will be able to:

- *Describe the structure, design and key features of the curriculum*
- *Identify specific ways the curriculum is designed to close the literacy achievement gap*
- *Analyze the components of the curriculum to begin planning for instruction*
- *Plan to implement specific instructional practices and strategies that meet the needs of all learners*

Grades 3-5 All Block Training

½ Day of Training

Option A for Grades 3-5 Faculty: August 19 (Morning)

Option B for Grades 3-5 Faculty: August 22 (Morning)

*Faculty members in **Grade 3**, **Grade 4**, and **Grade 5** choose **Option A** or **Option B**.

This comprehensive professional learning offering provides essential learning for those who are planning to implement the 3-5 EL Education ALL Block. Participants will gain an understanding of the principles behind the curriculum, explain the structure, explore specific ways the curriculum meets all students' needs, and begin planning for instruction.



Leader Launch Training

½ Day of Training

August 19 (Afternoon)

*This training is for **district leaders, school leaders, curriculum leaders, special education leaders, department lead teachers, and instructional coaches.**

Leader/Coach Launch sessions are specifically designed for Curriculum Implementation Leaders and are scheduled during the summer months. The primary objective of Leader/Coach Launch is to equip Curriculum Implementation Leaders with the knowledge, skills, and resources necessary to effectively support curriculum implementation within their respective roles. Participants engage in comprehensive learning experiences that delve into various aspects of curriculum structure, instructional practices, and leadership strategies.

Throughout the Leader/Coach Launch sessions, participants have the opportunity to reflect on their roles as Change Leaders and explore how they can effectively facilitate the implementation process within their educational contexts. Additionally, participants collaborate to identify key instructional practices aligned with the curriculum and establish high-quality implementation indicators to guide their efforts. By participating in Leader/Coach Launch, Curriculum Implementation Leaders gain valuable insights and tools that enable them to serve as effective agents of change within their schools or districts. This training equips leaders with the necessary competencies to support teachers, promote instructional excellence, and ultimately drive positive outcomes for students.

Grade-Level Delve Day

1 Day of Summer Work for Faculty

*Faculty and teams by school and cross-district grade-level have the **opportunity** for one day of summer work to delve into the materials and further their planning – **if** the grade-level or team is **not** already programmed to do this.

*It is the **full responsibility** of the grade/district-level teams to **coordinate** this optional work day.

*If feasible, **cross-district planning** by **grade-level** for this work day is strongly **encouraged**.

Kiddom Training: August 25, September 10, September 24



Torrance Lewis <tlewis@lincnet.org>

Introducing our new K-8 STEM Coordinator

Torrance Lewis <tlewis@lincnet.org>
To: Torrance Lewis <tlewis@lincnet.org>

Fri, Aug 29, 2025 at 10:51 AM

----- Forwarded message -----

From: **Torrance Lewis** <tlewis@lincnet.org>
Date: Fri, Jun 20, 2025 at 5:55 PM
Subject: Introducing our new K-8 STEM Coordinator
To:
Cc: Suzette Brydie <sbrydie@lincnet.org>

Dear Lincoln Public Schools,

Over the last two months, we have carried out a search for the new **K-8 STEM Coordinator** (Science, Technology, Engineering, and Mathematics) position. We had several highly-qualified candidates and conducted a thorough process, including a demonstration professional development workshop by each of the finalists. Thank you to Becca Fasciano, Rachel Goldner, Elaine Herzog, Cindy Matthes, Ellen Metzger, Karyn Saxon, and Carolyn Shannon for serving on the interview and workshop demonstration committees. Thank you as well to Erich Ledebuhr and Maureen Markelz who joined us during the finalists' workshop demonstrations.

I am thrilled to announce and introduce **Stephanie McKenna** as our new **K-8 STEM Coordinator**. Steph brings a wealth of experience and expertise to the position and to the Lincoln Public Schools. Steph comes to us from the Arlington Public Schools where she has successfully served as a K-6 Mathematics Instructional Coach since 2018. Prior to working for the Arlington Public Schools, Steph taught Grades 3, 4, and 5 in the Newton Public Schools and was a Middle School Mathematics/Science Teacher in Natick. She is a trained course facilitator for "Developing Mathematical Ideas" and has served on her districts' Elementary Mathematics Curriculum Advisory Committee and Instructional Leadership Team. Steph has a Bachelor of Arts degree from Colby College, a Master of Arts in Teaching from Simmons College, and a Master of Educational Leadership and Management from Fitchburg State University and the Educator Leadership Institute (ELI). Impressively, Steph also has a certificate in violin-making and restoration from the North Bennet Street School.

I am particularly excited about learning from Steph and the dynamic perspective she will bring to our district as we continue to improve, update, and enhance our curriculum and instructional leadership structure. In her demonstration workshop, Steph was purposeful and engaging - allowing participants and adult learners to gain knowledge and skills from multiple entry points.

You will begin seeing Steph around the district here and there in the coming weeks. This is somewhat of a "coming full circle" for Steph - as she started her education journey as a kindergartener in Lincoln when she attended what was then the Hartwell Elementary School!

Please join me in welcoming Steph (back) to the Lincoln Public Schools!

Respectfully,
-Torrance

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Torrance Lewis
Assistant Superintendent, Lincoln Public Schools
(781) 259-9402
www.lincnet.org

Lincoln Public Schools

Established in 2024...

K-5 Department Lead Teacher for Literacy 2024-2025

Stipend Details

Title **K-5 Department Lead Teacher for Literacy 2024-2025**

Description

The K-5 Department Lead Teachers for Literacy (two positions - one at The Hanscom School and one at The Lincoln School) will assist and support the LASH Curriculum Specialist with professional development planning, instructional planning, curriculum work, and data analysis and will serve as the K-5 Literacy "point person" for their respective school. They will also coordinate their school's book room and collaborate with the district-wide English language arts (ELA) 6-8 Department Lead Teacher as needed.

Shift Type **Stipend**

Salary Range **Stipend**

Stipend Contact

Name **Torrance Lewis** *Title* **Assistant Superintendent** *Email* tlewis@lincnet.org

K-5 Department Lead Teacher for Social Studies 2024-2025

Stipend Details

Title **K-5 Department Lead Teacher for Social Studies 2024-2025**

Description

The K-5 Department Lead Teachers for Social Studies (two positions - one at The Hanscom School and one at The Lincoln School) will assist and support the LASH Curriculum Specialist with professional development planning, curriculum alignment, grade-level standards, instructional planning, scope and sequence, and unit planning and will serve as the K-5 Social Studies "point person" for their respective school. They will also collaborate with the district-wide Social Studies 6-8 Department Lead Teacher as needed.

Shift Type **Stipend**

Salary Range **Stipend**

Stipend Contact

Name **Torrance Lewis** *Title* **Assistant Superintendent** *Email* tlewis@lincnet.org

To Be Established in 2025...

K-5 Department Lead Teacher for Mathematics 2025-2026

Stipend Details

Title **K-5 Department Lead Teacher for Mathematics 2025-2026**

Description

The K-5 Department Lead Teachers for Mathematics (two positions - one at The Hanscom School and one at The Lincoln School) will assist and support the STEM Coordinator with professional development planning, curriculum alignment, grade-level standards, instructional planning, scope and sequence, and unit planning and will serve as the K-5 Mathematics "point person" for their respective school. They will also collaborate with the district-wide Mathematics 6-8 Department Lead Teacher as needed.

Shift Type **Stipend**

Salary Range **Stipend**

Stipend Contact

Name **Torrance Lewis** *Title* **Assistant Superintendent** *Email* **tlewis@lincnet.org** *Phone*

K-5 Department Lead Teacher for Science 2025-2026

Stipend Details

Title **K-5 Department Lead Teacher for Science 2025-2026**

Description

The K-5 Department Lead Teachers for Science (two positions - one at The Hanscom School and one at The Lincoln School) will assist and support the STEM Coordinator with professional development planning, curriculum alignment, grade-level standards, instructional planning, scope and sequence, and unit planning and will serve as the K-5 Science "point person" for their respective school. They will also collaborate with the district-wide Science 6-8 Department Lead Teacher as needed.

Shift Type **Stipend**

Salary Range **Stipend**

Stipend Contact

Name **Torrance Lewis** *Title* **Assistant Superintendent** *Email* **tlewis@lincnet.org** *Phone*