

Introduction

This Literacy Curriculum Manual is designed to provide a framework for teaching Reading, Writing, Listening, Speaking, and Research from Pre-Kindergarten through Grade Twelve. It is based on a Comprehensive, Core, Standards Based Approach. The contents represent a synthesis of research and thinking based on State mandates, various authors, researchers, editor's, reviewers, educators and Speed School District 802 Pre-K through Grade Twelve practitioners who participated in its development.

This Literacy Curriculum Handbook addresses the general principles and best practices in literacy, sets the stage for effective curriculum management and renewal and expands the opportunities for each student by:

- *Helping students reach the goal of being independent, competent, readers and writers.*
- *Increasing the number of students who are reading at the proficient level.*
- *Incorporating literacy into every classroom by utilizing reading and writing to learn strategies.*
- *Focusing on the integration and connection between the Standards Based Core Curriculum and the functional skill areas.*
- *Differentiating Instruction to meet the needs of diverse learners in order to ensure the success of every student.*
- *Ensuring that the Individualized Education Program reflects consideration of the State Goals for learning and the Illinois Learning Standards to ensure academic, social and emotional success for each student.*
- *Supporting the implementation of a school-wide literacy program.*

A Differentiated Instruction model will be utilized to support the teaching and learning of Literacy skills. Most schools have a broad range of academic learners with individual unique needs. The one size fits all curriculums have failed to meet the needs of challenged, as well as, accelerated learners. Differentiating instruction for readers is one step to appropriately addressing the academic diversity that exists in virtually every classroom. Quite simply, differentiation means, modifying instruction based on student readiness. According to Oxford Illustrated American Dictionary, differentiate means to vary according to circumstance. Students enter our classrooms with a variety of background experiences. For those with extensive prior knowledge and experiences, literacy processes may have been mastered. However, for those students with limited literacy experiences, a different instructional plan will be required. Differentiation assists educators in keeping students from falling behind and also challenges our strong readers.

Our Differentiated Model utilizes Research Based Strategies in Literacy Instruction and developmental models that recognize the stages through which all readers must progress (Tyner 2004).

Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, Background Knowledge, Writing, Spelling, Listening and Speaking are all developed along a continuum-----a continuum that is different for each and every child.

In the small group differentiated model, educators must adapt instruction in order to embrace student diversity. It's the course one must follow if they are sincere about teaching literacy based on individual student interest, ability, and potential.

This Literacy Curriculum includes the following:

- *Illinois State Mandated Goals for Literacy*
- *State Standards, Benchmarks, Learner Outcomes*
- *Student Activities, Formative and Summative Assessments*
- *Description of each SPEED School District 802 Program*
- *Literacy Commitment Statement*
- *Vision, Mission and Core Belief Statements*
- *Technological Resources & Websites that Promote Literacy*
- *Strategies, Accommodations and Modifications Document*
- *Instructional Resources for Literacy*
- *Best Practices from Illinois State Board "Right to Read" Initiative*
- *Summary of Major Provisions of the Individuals With Disabilities Education Act of 2004*
- *Board of Education Policy regarding curriculum, instruction and textbook adoption*

The Speed School District 802 Community advocates and commits to quality literacy opportunities for all learners and serves as an organization that provides educators at all levels with the curriculum and resources to support effective teaching and optimum student learning.

*This model for curriculum development and renewal is respectfully submitted to:
Dr. Betty Pointer, Executive Director of Speed School District 802 who proposed and supported the writing of this document.*

Vision of Excellence

Speed School District 802 advocates quality literacy opportunities for all learners and serves as a primary organization that provides educators at all levels with the curriculum and resources necessary to support effective teaching and student learning.

Mission Statement

To provide a comprehensive tool for teachers that will:

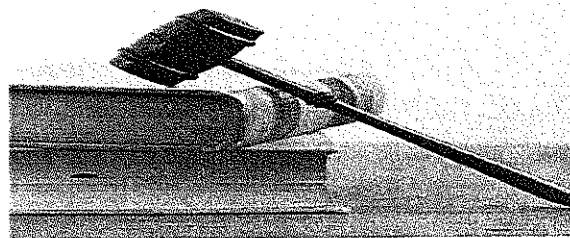
- Facilitate a school-wide standardized approach to program planning
- Incorporate best practices
- Establish reliability for evaluating student performance
- Become a resource to improve program performance
- Facilitate accountability for student outcomes
- Align functional skills with State Standards

Core Values

- All students shall have access to a standards-based core curriculum
- All students have the right to be valued and contributing members of society.
- All students have the right to be educated in the least restrictive environment.
- All students are capable of learning regardless of the nature and severity of their disability.
- The IEP is only one aspect of a student's comprehensive educational program.
- Each student's program needs to address his/her unique needs and learning style.
- Systematic planning and instruction lead to successful student outcomes.
- The success of this curriculum approach is dependent upon collaboration with home, school and community members.

State Goals for Learning (English Language Arts)

Illinois State Board of Education



The skills and knowledge of the Language Arts are essential for student's success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking and listening.

As a result of their schooling, students will be able to:

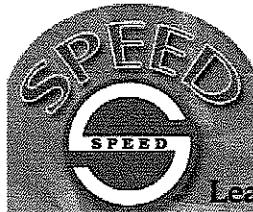
- Read with understanding and fluency.
- Read and understand literature representative of various societies, eras, and ideas.
- Write to communicate for a variety of purposes.
- Listen and speak effectively in a variety of situations.
- Use the language arts to acquire, assess and communicate information.

State Goal 1: Read with understanding and fluency

Why this goal is important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of curriculum and life.

State Goal 2: Read and understand literature representative of various societies, eras, and ideas.

Why this goal is important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy.



School District #802

Special Education Joint Agreement

Learning and Growing Together

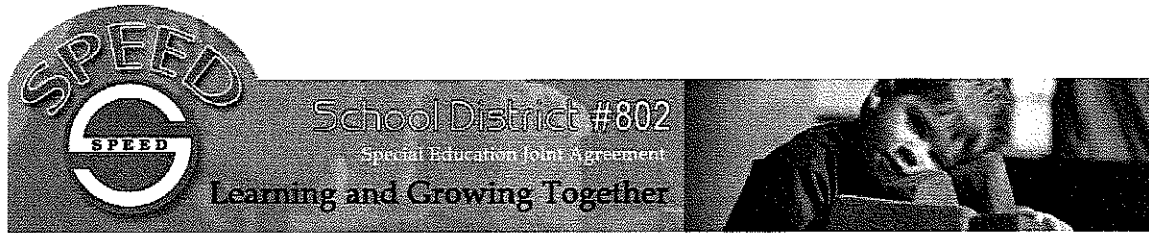


District & Program Administration

***SPEED* School District 802**

2007-2008

District	Program
<i>Dr. Betty Pointer</i> – Executive Director	<u>Early Learning Center</u> <i>Dr. Linda Dauksas</i> – Principal <i>Linda Wilson</i> – Assist. Principal
<i>Dr. Geneva Walters</i> – Human Resources Coordinator	<u>Program for Adaptive Learning</u> <i>Ben Runyan</i> – Principal <i>Melissa Jasieniecki</i> – Assist. Principal
<i>Diane Gallik</i> – Network Services Supervisor	<u>Independence School</u> <i>Tyler Teaney</i> – Principal <i>Rose Walls</i> – Assist. Principal <i>Elaina Murillo</i> – Assist. Principal
<i>Georgeen Ibarra</i> – Business Manager	
<i>Laura Fisher</i> – Supervisor of Support Staff, Teaching and Learning	



Early Learning Center

The *Early Learning Center* provides educational and family-centered services for young children and their families who reside within the SPEED member districts. The center is comprised of Prevention Initiative services for infants and toddlers, half-day Early Childhood classes for preschoolers 3-5 years of age, Kindergarten classes, where children attend all day and Primary classes housing first grade, second grade and third grade students. Our Lekotek toy lending program also provides families with an opportunity to participate in toy lending to enhance the development of their student. Other services include speech, occupational therapy, physical therapy, vision and hearing itinerant services, school psychology, health, social work and behavior intervention.

Our center emphasizes the tenets of early childhood education for all children from birth through third grade, which includes developing a caring community of learners, teaching to enhance development and learning, constructing appropriate curriculum, assessing children's learning and development and establishing reciprocal relationships with families.

In addition to the center-based services we operate classes for primary age students within a number of elementary schools including Talala School in Crete-Monee District 201U and at Mae Jemison School in Prairie Hills School District 144.

Program for Adaptive Learning

The Program for Adaptive Learning (PAL) serves students ages 9-21 years within the lower incidence disabilities. Students may present levels of severe to profound developmental delays, multiple disabilities, functional and pervasive developmental disorders, and Autism. Service is also extended to students exhibiting physical limitations with mobility, vision and hearing.

Experienced instructors incorporate adaptive strategies and supports to encourage student success. Students are presented with daily instruction in the areas of communication, socialization, daily living skills, vocational skills and recreational activities. The PAL program presents adaptive modified instruction that is aligned to the state standards and

students individualized education plan (IEP). A wide range of research based curriculum strategies are presented daily in our educational setting such as Positive Behavior Intervention and Supports (PBIS), Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) and Mobility Opportunities via Education (MOVE). In addition, PAL is one of the nineteen locations in the United States recognized as a MOVE model site.

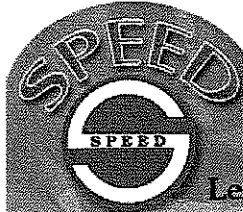
The PAL program's goal is to provide high quality instructional experiences to children with special needs. Support services include speech therapy, occupational therapy, physical therapy, deaf and hard of hearing, vision itinerant and behavior intervention.

Independence School

Independence School (IES and IHS), serves students, ages 9-21 years, with emotional and behavioral challenges. The students have demonstrated an adverse impact of their emotions upon academic and social relationships. The goal is to assist and model to the students so they can realize their fullest potential for independent functioning through individualized academic, therapeutic, and adaptive programming.

“Our progress as a nation can be no swifter than our progress in education.”

John F. Kennedy



School District #802

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Learning and Growing Together



Boards

SPEED Governing Board 2007-08

Prairie Hills - District 144

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3015 West 163rd Street
Markham, IL 60426
708-210-2888 (FAX) 708-210-3099

Homewood - District 153

Mr. Thomas Brabec
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Mr. Ron Bean
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Sauk Village - District 168

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100 West 10th Street
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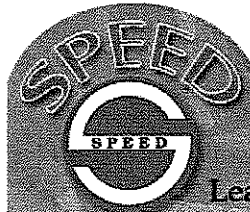
708-755-7010 (FAX) 708-755-6859

Rich Township H.S. - District 227

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School District #802

Special Education Joint Agreement

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Operating Committee

SPEED Superintendents 2007-08

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<p><u>Flossmoor - District 161</u> <i>Dr. Donna Joy</i> 41 East Elmwood Chicago Heights, IL 60411 754-0400 (FAX) 754-2153</p>	<p><u>Matteson - District 162</u> <i>Dr. Blondean Davis</i> 3625 W. 215th Street Matteson, IL 60443 748-0100 (FAX) 748-7302</p>
<p><u>Park Forest - District 163</u> <i>Dr. Joyce Carmine</i> 242 South Orchard Drive Park Forest, IL 60466 748-7050 (FAX) 748-9359</p>	<p><u>Brookwood-Glenwood - District 167</u> <i>Ms. Pamela Hollich</i> 210 Glenwood-Dyer Road Glenwood, IL 60425 758-5190 (FAX) 758-2104</p>
<p><u>Sauk Village - District 168</u> <i>Mr. Rudy Williams</i> 21899 S. Torrence Sauk Village, IL 60411 758-1610 (FAX) 758-5929</p>	<p><u>Ford Heights - District 169</u> <i>Mr. Gregory Jackson</i> 910 Woodlawn Avenue Ford Heights, IL 60411 758-1370 (FAX) 758-1372</p>
<p><u>Chicago Heights - District 170</u> <i>Dr. Dorothy Helsel</i> 30 West 16th Street Chicago Heights, IL 60411 756-4165 (FAX) 756-4164</p>	<p><u>Sandridge - District 172</u> <i>Dr. Diane Dyer-Dawson</i> 2950 Glenwood-Dyer Road Chicago Heights, IL 60411 895-2450 (FAX) 895-2451</p>
<p><u>Steger - District 194</u> <i>Mrs. Jeanne Dominik</i> Admin Ctr. 3753 Park Avenue Steger, IL 60475 755-0022 (FAX) 755-9512</p>	<p><u>Crete-Monee - District 201U</u> <i>Mr. Ronald Patton</i> 1500 Sangamon Crete, IL 60417 367-8310 (FAX) 672-2684</p>

<p><u>BloomTownship H.S. - District 206</u> <i>Mr. Glen Giannetti</i> 100 West 10th Street Chicago Heights, IL 60411 755-7010 (FAX) 755-6859</p>	<p><u>Rich Township H.S. - District 227</u> <i>Mr. Howard Hunigan</i> 20290 Governors Highway Olympia Fields, IL 60461 679-5738 (FAX) 679-5740</p>
<p><u>Homewood/Flossmoor H.S.- District 233</u> <i>Dr. Laura Murray</i> 999 Kedzie Avenue Flossmoor, IL 60422 799-3000 (FAX) 799-8552</p>	

SPEED Organizational Goals

1. Students and their Learning

To ensure that students and their learning are our primary focus

2. Partnerships

To foster healthy partnerships with staff, families and the communities we serve

3. Safety

To provide a safe and appropriate educational environment

4. Resources

To use our resources wisely

5. Roles and Responsibilities

To identify/clarify the roles and responsibilities of SPEED

EDUCATIONAL GOALS / MISSION

SPEED is a service organization whose primary functions are to plan, recommend, and provide special education programs and services to all member district children and to assist district personnel in providing local programs and services. SPEED's functions also include participation in professional research and study, support for appropriate legislation, dissemination of information to parents and communities, and cooperation with other service agencies. As we focus on our functions, the following ideas are kept in mind:

A. **Student Growth**

Support and implement activities that focus on effective instruction and enhance student growth.

B. **Full Educational Opportunity**

Implement activities that focus on educating each student in his/her home school and classroom where possible.

C. **Staff and Board Development**

Promote staff development activities to support the staff of member school districts.

D. **Fiscal Responsibility**

Provide supports and services that reflect fiscal responsibility.

E. **District Interaction**

Seeks ways to stimulate communication among the 15 member districts to promote the concept of inter-district agreements.

GUIDING PRINCIPLES

Whereas public education is a fundamental right of all children and whereas every child is entitled to an equal opportunity to obtain an education, the SPEED education community upholds the following tenets as the basis for decisions regarding all children, and especially those with special learning needs:

All children are to be valued equally.

All children can learn and can thereby profit from educational services.

All professionals working in the SPEED educational community must strive to create a match among the needs of the children, best professional practice, and the recognized needs of the education community.

Special education is one appropriate means of increasing to the maximum the capacity of the system to serve the needs of all children.

Cooperation with other human service agencies will help achieve comprehensive child-centered services.

In all matters, the needs of children must have priority over the needs and convenience of the SPEED educational community.

Families are important in the educational process and must be central to this process.

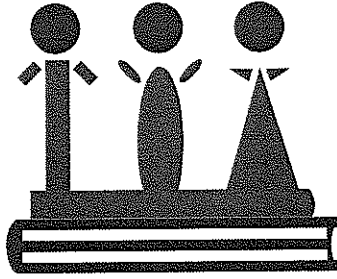
Individual programs must be developed by both regular and special education on the basis of varied information from multiple sources. These programs must portray a comprehensive and accurate view of the child and his/her needs and abilities.

Students with unique learning needs must be served in the least restrictive environment appropriate to meet those needs.

The purpose of education is to increase the ability of students to function independently and productively in the many environments in which other members of society function independently.

Early identification and intervention increases the likelihood of successfully addressing the cognitive, social/behavioral, affective, and physical needs of students.

To facilitate the exercise of these tenets, the SPEED education community shall be in compliance with all existing laws and regulations.



LITERACY COMMITMENT

We, the community of Speed School District 802, commit to a clear, shared vision of literacy. In support of this vision, every staff member has the responsibility to provide appropriate literacy opportunities for each individual. We believe literacy encompasses, but is not limited to, the ability to use and understand all facets of language and communication.

- We will foster the joy of literature.
- We will utilize best practices based on current research.
- We will integrate literacy across the curriculum.
- We will provide all tools necessary for success.
- We will optimize language concepts through a varied and rich selection of literature.
- We will include signs, symbols, and environmental print, to ensure opportunities for all students.

As a staff, we are committed to the vision for literacy for all individuals and will do our best to promote literacy in Speed School District 802.