



## Statement to the Board of Education on [Elementary ELA Curriculum Pilot and Adoption](#)

by Kimberly Eng Lee on behalf of the Palo Alto CAC

[California's ELA/ELD Curriculum Framework](#) was adopted in 2014, along with the Common Core content standards. The CA EL Roadmap and Dyslexia Guidelines were published in 2017. Finally the [Comprehensive Literacy Plan](#) which consolidated state goals and guidelines to help LEAs "implement local literacy initiatives" was finished in March 2021.

The pandemic accelerated our collective consciousness and consensus NOT to return to exactly what we had before, but to improve on what we had, especially for students who were not experiencing success in the old ways.

The PAUSD [Promise](#) for equity and early literacy, affirms the guidance whereby "**achievement of foundational skills is given high priority in the...early years and sufficient priority in later years**". "The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text."

**Classroom teachers are at the heart of an integrated literacy model that delivers "Best First Instruction"** (Tier 1 of the MTSS). This is the challenging conversation we are now engaged in. This undertaking is so much more than picking and purchasing a curriculum. We've not done an ELA curriculum adoption for a while. This is momentous, so we also need a thoughtful implementation to bridge what teachers know and do now, with how they will **differentiate for kids who excel, are at norm, or are challenged**.

**"Responsibility for learners' literacy and language development is shared". Classroom teachers only work with a student for one year. Assessments ensure schools don't unintentionally "miss the mark"**, but know how kids are progressing, and where to focus attention. Teachers, specialists, support staff, and administrators working together -- regularly examine student data, review a variety of student work, create common assessments, and plan lessons and necessary interventions. We ask the Board to sustain its commitment not only to the initial ELA training, but on-going support, professional development, and feedback so teachers can iterate and adapt their instruction.

Just to close, our sincere appreciation goes out to teachers, administrators and staff who have returned children to campus safely for instruction. PAUSD has faced the challenges of COVID admirably, and we look to the district to **manage, equip and communicate further on literacy, language and dyslexia** so all students are best advantaged.