

New English Language Arts Curricula for the 2022-2023 School Year!

Please use the links contained in the summaries below *to learn about* the new English Language Arts (ELA) Curricula and Intervention Programs selected for use at the *Georgia Academy for the Blind (GAB)*, *Atlanta Area School for the Deaf (AASD)*, and the *Georgia School for the Deaf (GSD)* beginning in the 2022-2023 School Year:

- Wonders Curriculum for grades K-5
- Study Sync Curriculum for grades 6-12
- Unique (News to You – N2Y) Curriculum for grades PreK-12+

In addition to the above curricula, specialty curricula and intervention programs for students who are deaf and hard of hearing (DHH) will be used at the *Atlanta Area School for the Deaf* and *Georgia School for the Deaf*:

- Bilingual Grammar Curriculum (BGC) for grades K-12
- Foundations for Literacy (FFL) for grades PreK-K and remediation for grades 1-2
- Fingerspelling Our Way to Reading (FOWR) for grades K-2 and remediation for grades 3-5

Please use the following link to provide the State Schools ELA Curricula Committee with any *comments you have* on any of the above curricula and intervention programs.

- ELAResourceReview@doe.k12.ga.us

Wonders

Publishers: McGraw Hill Publishers

Targeted Grade Levels: PreK-6th grade

Description: Wonders is a research-based literacy curriculum that is aligned with Georgia Standards of Excellence. In addition, it maintained the highest ranking on Ed Report (see below). Teachers found it easy to follow and appreciated all of the resources, print and digital.

Research:

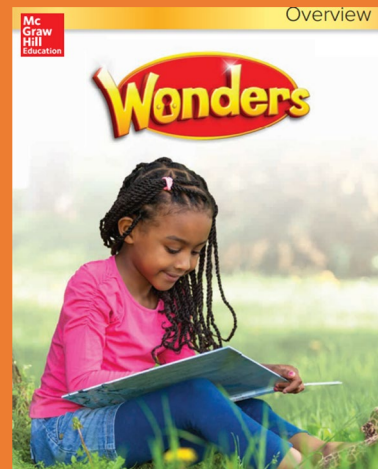
<https://www.edreports.org/reports/overview/wonders>

The materials for Wonders K-1-2 meet the expectations of standards-based alignment, including instruction and practice to develop skills and understanding. The materials include many high-quality texts and tasks that support students' development of literacy skills. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills. Instruction for foundational skills includes the core components necessary to support mastery for students with complex learning needs.

For more information and sample materials:

www.mheonline.com/trywondersdigital

*Braille-ready files have been created by the Tennessee Instructional Resource Center. Georgia will be able to access these materials at an additional low cost.



Close Reading Routine

Read DOK 1-2

- Identify key ideas and details about helping your community.
- Take notes and summarize.
- Use **ACT** prompts as needed.

Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use *Reading/Writing Companion*, pp. 14-16.

Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Inspire action.

Study Sync

Publisher: McGraw Hill Publishing

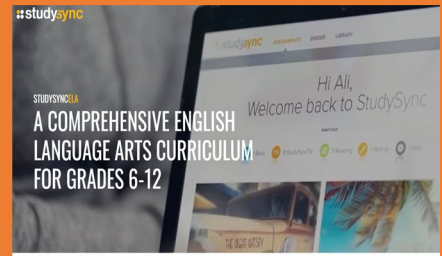
Targeted Grade Levels: 6-8 and 9-12

Description: StudySync is a research-based complete ELA curriculum designed to meet the rigorous academic needs of today's classroom for both middle school and high school students. In print or online, StudySync is designed to engage every student, because every student deserves the same opportunity and access in the classroom, regardless of his or her native language, learning level or physical, social and emotional ability.

Research: A peer review study found promising practices in the outcomes of high school students after one year of instruction. In addition, Study Sync received the highest rating from Ed Reports. Ed Reports results can be found at: <https://www.edreports.org/compare/results/ela-hs>

For sample materials:

<https://www.studysync.com/products/ela>



Unique Learning Systems

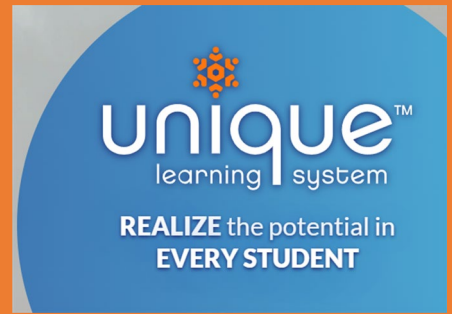
Publisher: News to You (n2y)

Targeted Grade Levels: Developed for students in grades Kindergarten through post-secondary transition who have moderate or complex learning needs. The publisher is developing instructional materials to address students with mild learning needs, however a publication date has not been released.

Description: Unique is a research-based comprehensive curriculum that addresses ELA, Math, Science, Social Studies, and post-secondary transition. Unique provides differentiated lesson plans on three learning levels that are aligned with Georgia Standards of Excellence and the Georgia Alternative Assessment.

Research: Case studies and multiple independent, peer-reviewed studies have documented Unique's instructional efficacy and lessons have been shown to enhance instructional outcomes.

For more information: <https://www.n2y.com/unique-learning-system/>



Curricula and Interventions Specific to Deaf and Hard of Hearing Students:

Bilingual Grammar Curriculum (BGC)

Publisher: Authors, Todd A. Czubek, Ph.D., Kristin A. Di Perri, Ed.D. Bedrock Literacy & Educational Services

Targeted Grade Levels: The Bilingual Grammar Curriculum (BGC) is appropriate for Deaf and Hard of Hearing (DHH) learners in grades K-12. There are three developmental levels; all students start at Level 1 and progress through Level 3. For example, Level One has 130 performance-based objectives in both American Sign Language (ASL) and English addressed over 2 to 3 academic years.

Description: The BGC is a digital platform that includes a comprehensive set of accessible materials, resources, and assessments that support effective language instruction. This instructional approach emphasizes the development of metalinguistic awareness and explicit instruction in the linguistic structure of ASL and English. The BGC gives teachers (and their students) access to an instructional plan, content, and innovative metrics that support student achievement. The BGC provides teachers with real-time, actionable data that can be used to drive instructional decisions.

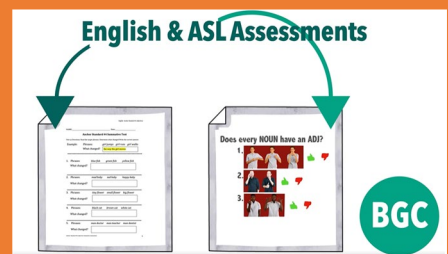
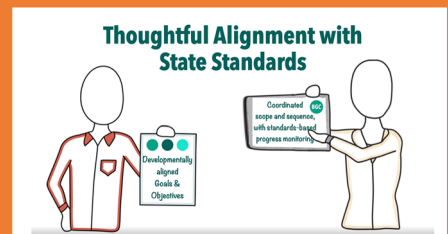
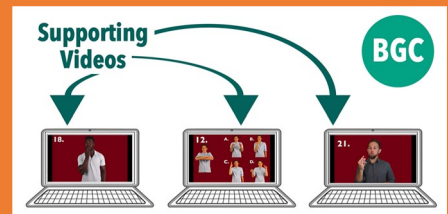
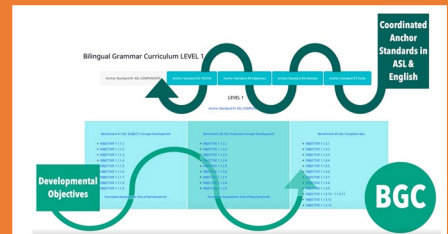
Research: Czubek, T. & Di Perri, K. (2017) Research Brief from an Impact Study of the Bilingual Grammar Curriculum as Instructional Resource. Center for the Study of Communication and Deaf People at Boston University.

A four-year longitudinal study tracked 25 DHH students in grades 1-5 enrolled at the former Scranton State School for the Deaf to demonstrate the impact of multiple program reforms. Among those reforms was a plan for coordinated bilingual grammar instruction using what has become the Bilingual Grammar Curriculum. This impact study indicates that the BGC is a resource that can support progress in ASL and English language skills for DHH learners.

Sample materials:

https://drive.google.com/file/d/18eM_qM0pkxdWKHSC_c_30viZcZJkZYq/view?usp=sharing

For more information: bgcasl.org.



Foundations for Literacy (FFL)

Publisher: Author Published: Lederberg, Amy; Miller, Elizabeth; Easterbrooks, Susan; Tucci, Stacey; Burke, Victoria; and Connor, Carol

Targeted Grade Levels: PreK - K (Remediation intervention for grades 1-2)

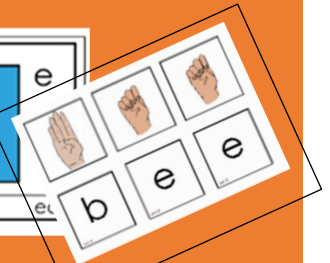
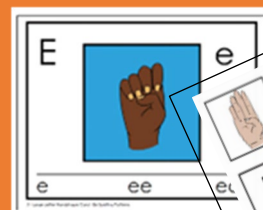
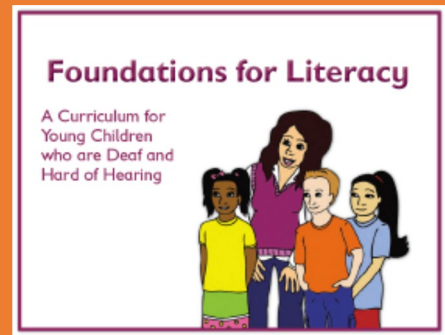
Description: *Foundations for Literacy* (FFL) is an evidence-based early language and literacy curriculum designed specifically for preschool and kindergarten-aged children who are deaf or hard of hearing (DHH). FFL has been implemented successfully in classrooms using spoken language, total communication, and bilingual (ASL and English) approaches. Targeted learning objectives include vocabulary, narrative skills, alphabetic knowledge, phonological awareness (sound-based phonology and fingerspelling phonology), print word recognition, and connected text reading. Each lesson includes strategies for differentiating instruction using fun, multi-sensory, age-appropriate, integrated activities. Student achievement is monitored through quarterly progress monitoring assessments. Parent engagement is supported through weekly Parent Pages available in both English and Spanish. Additionally, itinerant teachers, speech language pathologists, and special education teachers have adapted these lessons to meet the needs of older DHH students and those with additional Special Education eligibilities.

Research: *Foundations* researchers completed the largest national randomized control trial (RCT) in the history of Deaf Education (publication forthcoming) which included over 200 DHH students aged 3-7 years. FFL students in the RCT exhibited greater gains on all measures except vocabulary where the groups performed similarly. Additional research studies have shown that FFL is effective in improving phonological awareness, alphabetic knowledge, word reading/connected text reading, vocabulary, and narrative skills. For access to published research:

<http://clad.education.gsu.edu/foundations-literacy-home/research/>

For more information:

<https://clad.education.gsu.edu/foundations-literacy-home/>



Fingerspelling Our Way to Reading (FOWR)

Publisher: Author Published: Schick, Brenda; Lederberg, Amy; and Bridenbaugh, Nancy

Targeted Grade Levels: K-2 (Remediation intervention for grades 3-5)

Description: *Fingerspelling Our Way to Reading (FOWR)* is an evidence-based, supplementary literacy program specifically developed for K-2 grade students who are deaf and hard of hearing (DHH) and who use American Sign Language (ASL) as their primary instructional language. The 5-day-per-week program includes a variety of fun and engaging fingerspelling and print word recognition activities. The complementary 2-day-per-week reading comprehension component focuses on the use of bilingual translation strategies (i.e., English to ASL; ASL to English) to support comprehension of leveled stories. Student achievement is monitored through intervention-based measures (i.e., module-based and unit-based progress monitoring).

Research: 17 schools and over 45 classroom teachers across the country have successfully implemented this program in bilingual (i.e., ASL and English) classrooms. Evidence shows positive results in improving children's ability to decode words and strengthening print recognition by building fingerspelling phonological awareness.

For more information:

<https://www.colorado.edu/program/fingerspelling/>

