MOBILE COUNTY PUBLIC SCHOOL SYSTEM
ELEMENTARY LITERACY MANUAL
2016 - 2017
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I. Introduction

Effective elementary literacy instruction develops students' linguistic and cognitive abilities through the explicit integration of reading, writing, speaking, and listening into instruction across all content areas and activities. Oral language, reading, writing, and content instruction support and enrich each other.

The Mobile County Public School System Literacy Manual provides a common language when talking with colleagues and with students about literacy and learning. Without this shared vocabulary, it is difficult to talk about what you are trying to accomplish to improve teaching and learning. This guide was designed to be helpful to current and new teachers coming into our school system, our students, and administrators within the district.

The purpose of the MCPSS Literacy Manual is to provide consistency throughout the district in language arts instructions. It is based on research regarding “best practices” in literacy instruction.
II. Overview and Rationale for the K-3 Literacy Block

The goal of the Mobile County Public School System: Elementary Curriculum, K – 3 is to increase the reading and writing abilities of kindergarten, first, second and third grade MCPSS students. In order to ensure that every student is reading on or above grade level by the completion of 3rd grade the implementation of literacy instruction will focus and build on students’ strengths to foster academic growth. Implementing literacy instruction that promotes thoughtful reading and writing empowers students to be responsible, independent, and productive learners. Powerful instruction begins with assessment focusing on individual student learning to expand reading and writing power and provide effective intervention as needed.

Effective teaching makes a critical difference in the acquisition of relevant skills and knowledge for intermediate students. Approaches used to teach children should be research-based. The following practices are supported by a vast amount of research, only a few of which are cited:

- Instruction should be driven by purposeful and continuous assessment
- The essential elements of teaching reading and writing are:
  - Increasing time spent in actual reading and writing
  - Selecting more appropriate literacy texts and tasks
  - Intensifying useful comprehension strategy instruction
  - Fostering ownership of the literacy activity
  - Instructing for automatic and fluent processing
  - Reading and writing instruction should be student-centered, teacher-modeled, and connected to prior knowledge and previous experiences
- Reading and writing are meaning-making processes that must be integrated throughout the curriculum
- Good teaching practices include daily exposure to a variety of genre in supportive school and home environments
- Students should be provided with ample opportunities to become skillful thinkers, listeners, and communicators
- Thoughtful literacy instruction should enable students to move from transitional to independent life-long readers and writers

The Mobile County Public School System: Elementary Curriculum, K – 3 Redesign provides a format that promotes appropriate ongoing and comprehensive assessment to support student learning and performance at high levels. It includes, research-based components and instructional strategies that work best to improve student achievement.
### III. 2016 – 2017 Curriculum Innovations

#### K–12 Writing Plan
- K - 10 Traits Writing
- K - 3 Sunday System Phonics
- 4 - 8 Sunday System Word Study
- 11 - 12 ACT Writing

#### 4 - 8 Literacy Plan
- Sunday System - Word Study

#### 4 - 10 Numeracy Plan
- SREB Math Design Collaborative

#### K - 3 Literacy Plan
- Purpose: Mastery of Standards Literacy Focus
- Sunday System - Phonics

#### K - 3 Numeracy Plan
- Purpose: Mastery of Standards Numeracy Focus

#### CFAs
- K - 5 Reading
- Secondary ELA

#### On-Site Support
- Literacy Coaches
- DIBELS Next
- Phonics
- Word Study
- 6 Traits Writing
- CFA Development
IV. MCPSS School-wide Literacy Plan - Grades K – 8

The School-wide Literacy Plan is the framework for a school’s literacy instruction. The School-wide Literacy Plan should serve as an outline to drive literacy instruction, as well as a gauge to determine how well the school is providing effective research-based literacy instruction to all students. The School-wide Literacy Plan provides details, benchmarks, explicit data components, and professional development needs, necessary to increase student performance. Literacy coaches will support the development of the School-wide Literacy Plan.

This plan is a resource to improve effective literacy instruction and the prevention of reading failure in grades K-8. The objective is to increase the reading proficiency of all students by the end of 3rd grade, so that all students are reading on or above grade level.

Below is the documentation needed to complete the School-wide Literacy Plan;

- School-wide Literacy Plan-School Contact Information (page 6)
- School-wide Literacy Plan- School Progress Report (pages 7 - 8)
- School-wide Literacy Plan - Grade Level Proficiency Report (page 9)
- Plan and Timeline for analyzing and prioritizing the data (page 10)
- School-wide Literacy Plan - Programs and Materials (page 11)
- School-wide Literacy Plan for Professional Development (page 12 - 13)

The completed Literacy Plans should be retained in schools. Central Office Staff does not need copies of the Literacy Plans. Literacy Plans are for school use.
| School-wide Literacy Plan School Contact Information |
|---------------------------------|---------------------------------|
| School Year: | District: |
| School Name: | Principal: |
| Address: | E-mail: |
| City: | Phone: |
| Zip: | Fax: |

Indicate school’s ALSDE designation:

________ Tier I

________ Tier II

________ Failing

---

2016 Alabama Accountability Designation (School Report Card Grade)

________ A

________ B

________ C

________ D

________ F

*December 2016*
School-wide Literacy Plan School Progress Report

School:

Grade Level(s) ☐ Kindergarten ☐ 1st grade non-probable readers

The STAR Early Literacy Summary Report by grade should be used to complete the table below or attach the report indicating the number of students in each literacy classification and intervention categories during the specified assessment period.

<table>
<thead>
<tr>
<th>Literacy Classification</th>
<th>Early Emergent Reader</th>
<th>Late Emergent Reader</th>
<th>Transitional Reader</th>
<th>Probable Reader</th>
<th>Total number of students tested or in grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Categories</td>
<td>Urgent Intervention Sub-Domain score 0-25</td>
<td>Intervention Sub-Domain score 26-50</td>
<td>On-Watch Sub-Domain score 51-75</td>
<td>At/Above Benchmark Sub-Domain score 76-100</td>
<td>Total number of students tested or in grade level</td>
</tr>
<tr>
<td>Alphabetic Principle</td>
<td>Beginning</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Middle</td>
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<td></td>
<td>End</td>
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</tr>
<tr>
<td>Concept of Word</td>
<td>Beginning</td>
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<tr>
<td></td>
<td>Middle</td>
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<td></td>
<td>End</td>
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<tr>
<td>Visual Discrimination</td>
<td>Beginning</td>
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<tr>
<td></td>
<td>Middle</td>
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<td></td>
<td>End</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Beginning</td>
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<tr>
<td></td>
<td>Middle</td>
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<tr>
<td></td>
<td>End</td>
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<tr>
<td>Phonics</td>
<td>Beginning</td>
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<td>Middle</td>
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<td></td>
<td>End</td>
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<td></td>
</tr>
<tr>
<td>Structural Analysis</td>
<td>Beginning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Middle</td>
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<td>End</td>
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<tr>
<td>Vocabulary</td>
<td>Beginning</td>
<td></td>
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<tr>
<td></td>
<td>Middle</td>
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<tr>
<td></td>
<td>End</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comprehension (Sentence-level)</td>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension (Paragraph-level)</td>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle</td>
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<tr>
<td></td>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Numeracy</td>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*S*Students classified as probable readers are eligible for STAR Reading.
School-wide Literacy Plan School Progress Report

School:

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Kindergarten</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
</tr>
</thead>
</table>

The STAR Screening Report by grade should be used to complete the table below or attach the report indicating the number of students in each intervention classification.

<table>
<thead>
<tr>
<th>Intervention Classification</th>
<th>Need Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
<th>Total number of students in grade level</th>
</tr>
</thead>
</table>

The STAR State Standards Class report by grade should be used to complete the table below or attach the report indicating the number of students in each ranking category during the specified assessment period. Select Common Core State Standard, customize date and select most recent test.

Reading Literature

<table>
<thead>
<tr>
<th>Rank</th>
<th>Below</th>
<th>Within</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL 1</td>
<td>RL 2</td>
<td>RL 3</td>
</tr>
<tr>
<td></td>
<td>RL 1</td>
<td>RL 2</td>
<td>RL 3</td>
</tr>
</tbody>
</table>

Key Ideas & Details

(CCRS RL 1, RL 2, RL 3)

<table>
<thead>
<tr>
<th>(CCRS RL 4, RL 5, RL 6)</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL 1</td>
<td>RL 2</td>
<td>RL 3</td>
</tr>
</tbody>
</table>

Craft & Structure

Range of Reading & Level of Text Complexity

(CCRS RL 7, RL 9, RL 10)

Reading Informational Text

<table>
<thead>
<tr>
<th>Rank</th>
<th>Below</th>
<th>Within</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI 1</td>
<td>RI 2</td>
<td>RI 3</td>
</tr>
<tr>
<td></td>
<td>RI 1</td>
<td>RI 2</td>
<td>RI 3</td>
</tr>
</tbody>
</table>

Key Ideas & Details

(CCRS RI 1, RI 2, RI 3)

<table>
<thead>
<tr>
<th>(CCRS RI 4, RI 5, RI 6)</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI 1</td>
<td>RI 2</td>
<td>RI 3</td>
</tr>
</tbody>
</table>

Craft & Structure

Range of Reading & Level of Text Complexity

(CCRS RI 7, RI 8, RI 9, RI 10)

<table>
<thead>
<tr>
<th>(CCRS RI 7, RI 8, RI 9, RI 10)</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

*Use the Diagnostic Report to obtain diagnostic and skill information for all students that score in the BELOW category.
# School-wide Literacy Plan Grade Level Proficiency Report

The following table should be completed for each grade level below indicating the number of proficient or non-proficient students on the specified assessment.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>0th Grade</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kindergarten</td>
<td>1st grade</td>
<td>2nd grade</td>
<td>3rd grade</td>
<td>4th grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total number of students in grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Proficient (69 or less)</td>
<td>Proficient (70 or greater)</td>
<td>Non-Proficient (69 or less)</td>
<td>Proficient (70 or greater)</td>
<td>Non-Proficient (69 or less)</td>
<td>Proficient (70 or greater)</td>
</tr>
<tr>
<td>*CFA 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFA 2</td>
<td></td>
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<tr>
<td>CFA 3</td>
<td></td>
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<tr>
<td>EQT**</td>
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<td></td>
</tr>
</tbody>
</table>

* Common Formative Assessments (CFA) 1, 2, and 3 are required for ALL. They are not cumulative and must reflect the selected Priority standards for that instructional period.

**The EQT is summative for the quarter and is required for ALL schools. It must reflect the Priority and Supporting standards for the entire quarter.
Describe the plan and timeline for analyzing and prioritizing the data. (This information can be bulleted)
## School-wide Literacy Plan - Programs and Materials

Complete the charts to identify materials and resources used or attach Action Plan.

### Core Instruction (Tier I)

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Publisher Name &amp; Publication Year</th>
<th>Areas Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st grade</td>
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<tr>
<td>2nd grade</td>
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<td></td>
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<tr>
<td>3rd grade</td>
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<td>4th grade</td>
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<td>6th grade</td>
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<tr>
<td>7th grade</td>
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<td></td>
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<tr>
<td>8th grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Phonological Awareness/phonemic awareness
- [ ]

#### Phonics
- [ ]

#### Fluency
- [ ]

#### Vocabulary
- [ ]

#### Comprehension
- [ ]

#### Other
- [ ]

### Intensive Intervention Support (Tier II and III)

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Publisher Name &amp; Publication Year</th>
<th>Areas Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
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<td>4th grade</td>
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<td>5th grade</td>
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<td>6th grade</td>
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<td>7th grade</td>
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<tr>
<td>8th grade</td>
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</tr>
</tbody>
</table>

#### Grade Level
- [ ]

#### Publisher Name & Publication Year
- [ ]

#### Areas Addressed
- Phonological Awareness/phonemic awareness
- [ ]

#### Phonics
- [ ]

#### Fluency
- [ ]

#### Vocabulary
- [ ]

#### Comprehension
- [ ]

#### Other
- [ ]
# School-wide Literacy Plan for Professional Development (ALL Schools)

List and describe all literacy professional development planned for the school year.

## School-wide Professional Development Plan

<table>
<thead>
<tr>
<th>Name of Training</th>
<th>Responsible Person(s)</th>
<th>Dates of Training (PD days, Faculty meeting, job embedded, planning, etc.)</th>
<th>Type of Professional Development (PLC, MCPSS training, ALSDE training, Literacy coach, etc.)</th>
</tr>
</thead>
</table>

### Leadership Team and Building Level Coaches

- **Instructional Leadership**
- **Content**
- **CCRS for ELA**
- **Assessments**
- **Instructional Strategies and Literacy Support**
- **Other**

### Teachers

<table>
<thead>
<tr>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>CCRS for ELA</td>
</tr>
<tr>
<td>Assessments</td>
</tr>
<tr>
<td>Instructional Strategies and Literacy Support</td>
</tr>
<tr>
<td>“Essential 6” (See Literacy Manual)</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
## School-wide Literacy Plan for Professional Development (ALL Schools)

List and describe all literacy professional development planned for the school year.

### School-wide Professional Development Plan

<table>
<thead>
<tr>
<th>Name of Training</th>
<th>Responsible Person(s)</th>
<th>Dates of Training (PD days, Faculty meeting, job embedded, planning, etc.)</th>
<th>Type of Professional Development (PLC, MCPSS training, ALSDE training, Literacy coach, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Intervention/Special Education</td>
<td>Grade Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCRS for ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies and Literacy Support</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“Essential 6” (See Literacy Manual)</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraprofessionals</th>
<th>Grade Level</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Content</td>
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<td></td>
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<tr>
<td>CCRS for ELA</td>
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<tr>
<td>Assessments</td>
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<tr>
<td>Instructional Strategies and Literacy Support</td>
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<tr>
<td>“Essential 6” (See Literacy Manual)</td>
<td></td>
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<tr>
<td>Other</td>
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</tbody>
</table>
V. Balanced and Comprehensive Literacy
The goal is to address the diversity of students Mobile County Public School System (MCPSS) serves by developing proficient readers, independent thinkers, and effective communicators. This will be accomplished through the utilization of an integrated curriculum, and the use of best instructional practices.
Our focus includes; the MCPSS K-3 literacy redesign focus includes:

- Systematic, explicit and rigorous curriculum and instruction based on the College and Career Readiness Standards (CCRS)
- The integration of reading, writing, science, and social studies in grades K-3
- Instruction addressing content knowledge, language development and vocabulary
- The incorporation of digital tools and resources to support literacy (when applicable)
- Student-centered instruction delivered through a variety of grouping configurations, such as whole group, small group, intervention, and independent practice
- Formative and summative assessments to inform instruction
- Interventions to meet grade-level expectations or demonstrate academic growth

This redesign was developed

INTEGRATED CURRICULUM
In an integrated curriculum, the planned learning experiences provide learners with a cohesive view of what is to be learned, as well as motivate and develop learners’ abilities to perceive new relationships and problem solve. An integrated curriculum includes:

- A combination of subjects
- An emphasis on projects/project-based learning
- Sources that go beyond textbooks
- Relationships among concepts
- Thematic units as organizing principles
- Flexible schedules
- Flexible student groupings
VI. The Essential Six

The National Reading Panel first brought the essential reading skills to our attention. The Big Five, includes Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The MCPSS balanced and comprehensive literacy framework, promotes writing as a vehicle for improving reading. Having students write about a text they are reading enhances their comprehension. Therefore, the literacy framework will focus on the “essential six” components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing and Grammar.

Foundational skills are defined as “...necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.” Foundational skills are critical for laying the groundwork for college and career readiness in the early years. Foundational skill development includes:

- Phonemic Awareness
- Phonics
- Oral Language /Vocabulary
- Fluency
- Comprehension
- Writing and Grammar

Phonemic Awareness

What is it?

Phonemic awareness is:

- The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds.
- Fundamental to mapping speech to print. If a child cannot hear that "man" and "moon" begin with the same sound or cannot blend the sounds /rrrrruuuuuunnnnn/ into the word "run", he or she may have great difficulty connecting sounds with their written symbols or blending sounds to make a word.
- A strong predictor of children who experience early reading success.
- It is NOT PHONICS!
- It is AUDITORY and does not require words in print.

Why is it necessary?

- Essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
- Essential to learning to read in an alphabetic writing system.
- It requires readers to notice how letters represent sounds. It primes readers for print.
- It gives readers a way to approach sounding out and reading new words.
An understanding of the alphabetic principle (phonics) depends upon phonemic awareness – it is impossible to relate a letter to a sound, if the sound cannot be perceived.

How to teach it?
Phonological Awareness is auditory instruction that must be explicitly and systematically taught to ensure students develop an awareness of the sounds of the English language, including rhythm, rhyme, and pattern of intonation, and single sounds, phonemic awareness. There are five levels of phonological awareness which must be taught from the simple to the more complex process:

1. Rhyming – Matching the ending sounds of words.
2. Alliteration – Distinguishing and producing groups of words that begin with the same initial sound.
3. Sentence Segmentation – Recognizing that words make up sentences and distinguish the words by counting.
4. Syllable blending and Segmenting – The putting together (blending) and separation (segmenting) of words into syllables.
5. Onsets and Rimes – Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime).

Phonics

What is it?
Phonics is the acquisition of the Alphabetic Principle and its relationship between phonemes and graphemes – “the sound/symbol relationship.”

The alphabetic principle is composed of two parts:

- **Alphabetic Understanding**: Words are composed of letters that represent sounds.
- **Phonological Recoding**: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words. Phonological recoding consists of:
  - Regular Word Reading
  - Irregular Word Reading
  - Advanced Word Analysis

Progression of Regular Word Reading

- **Sounding Out** (saying each individual sound out loud)
- **Saying the Whole Word** (saying each individual sound and pronouncing the whole word)
- **Sight Word Reading** (sounding out the word in your head, if necessary, and saying the whole word)
- **Automatic Word Reading** (reading the word without sounding it out)

http://reading.uoregon.edu/big_ideas/au/au_what.php
To develop the alphabetic principle across grades K-3, students need to learn two essential skills:

- **Letter-sound correspondences**: comprised initially of individual letter sounds and progresses to more complex letter combinations.
- **Word reading**: comprised initially of reading simple CVC words and progresses to compound words, multisyllabic words, and sight words

### Kindergarten Skills

- **Letter-sound correspondence**: identifies and produces the most common sound associated with individual letters.
- **Decoding**: blends the sounds of individual letters to read one-syllable words.
  - When presented with the word *fan* the student will say "/ffaaannn/, *fan."
- **Sight word reading**: Recognizes and reads words by sight (e.g., I, was, the, of).

### First Grade Skills

- **Letter-sound and letter-combination knowledge**: produces the sounds of the most common letter sounds and combinations (e.g., th, sh, ch, ing).
- **Decoding**: sounds out and reads words with increasing automaticity, including words with consonant blends (e.g., mask, slip, play), letter combinations (e.g., fish, chin, bath), monosyllabic words, and common word parts (e.g., ing, all, ike).
- **Sight words**: Reads the most common sight words automatically (e.g., very, some, even, there).

### 2nd and 3rd Grade Skills

- **Letter-Sound Knowledge**: produces the sounds that correspond to frequently used vowel diphthongs (e.g., ou, oy, ie) and digraphs (e.g., sh, th, ea).
- **Decoding and Word Recognition**:
  - Applies advanced phonic elements (digraphs and diphthongs), special vowel spellings, and word endings to read words.
  - Reads compound words, contractions, possessives, and words with inflectional word endings.
  - Uses word context and order to confirm or correct word reading efforts (e.g., does it make sense?).
  - Reads multisyllabic words using syllabication and word structure (e.g., base/root word, prefixes, and suffixes) in word reading.
- **Sight word reading**: increasing number of words read accurately and automatically.

### Why is it necessary?

Phonics is necessary to produce skillful readers.

- Skillful readers have a firm grasp of the alphabetic principle—an understanding that enables them to read words accurately and automatically.
- One of the most pervasive characteristics of struggling readers is difficulty in reading words accurately and automatically.
Skillful readers process all the information within a word (e.g., letter-sound correspondences, spelling patterns/chunks, and morphemes) and use context clues for verification. Struggling readers are more apt to use only partial information within a word (e.g., beginning sounds) and depend more heavily on context clues than their more skillful peers.

The National Reading Panel found that students show marked benefits from explicit phonics instruction, from kindergarten through 6th grade.

**How to teach it?**
Phonics instruction must be explicit, using the cycle of instruction and systematic through a pre-specified sequence of letter sound correspondences taught in a logical order. Effective phonics instruction includes:

- Teach letter-sound correspondences in a sequence that introduces the most common sound for a new letter; that occur frequently and so are more useful; and initially separate those that look and sound alike.
- Begin with a few sounds that are continuous (e.g., /s/, /m/ and the vowels) as they are easiest to blend.
- Blending, segmenting, and manipulating tasks as letter-sound correspondences are taught.
- Activities in which students apply what they have been taught as they read and write words; when appropriate, encourage students to spell words like they sound (invented spelling).
- Providing sufficient practice with connected text so that students can become automatic and fluent in what was taught (apply effortlessly).
- Using systematic assessment to inform instruction.
- Extending phonics instruction in grades 3rd-5th to include morphological elements (e.g., Greek and Latin roots) and structural analysis.

“Phonics instruction is not an entire reading program for beginning readers. Along with phonics instruction, young children should be listening to stories and information(al) texts read aloud to them, reading texts (both aloud and silently), and writing letters, words, messages and stories.”

**Oral Language/Vocabulary**

**What is it?**
Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing oral language means developing the skills and knowledge that provide the foundation for listening, speaking, and writing. Broadly, oral language is made up of five components:

- Vocabulary (understanding the meaning of words and phrases)
- Syntax (understanding word order and grammar rules)
- Morphological skills (understanding the meaning of word forms and parts)
- Pragmatics (understanding the social rules of communication)
- Phonological skills (an awareness of sounds, such as syllables and rhymes)
Why is it necessary?
Vocabulary knowledge involves understanding the meanings of words and phrases (aka receptive vocabulary) and using those words and phrases to communicate effectively (aka expressive vocabulary). Vocabulary knowledge is a key component of oral language, but it is not constrained to oral language; it is also integral to comprehending and communicating using print. Vocabulary knowledge exists in degrees, such that any learner has a particular “level” of knowledge of any given word. This begins with the word sounding familiar and moves toward the ability to use the word flexibly, even metaphorically, when speaking and writing. Word knowledge instruction is necessary because:

- Effective direct instruction in specific word knowledge increases students’ vocabulary.
- Students who receive direct instruction on specific words are more likely and better able to discern meanings of untaught words (i.e., engage in indirect vocabulary learning) instruction in word learning strategies.
- Students who know and independently apply word learning strategies benefit more from indirect learning opportunities than students who do not know and/or do not use these strategies.
- Students who have an interest in words benefit more from direct and indirect learning provide opportunities than students who have little interest in words.
- Being curious about words is the hallmark of those who develop large vocabularies.
- Most words must be learned incidentally. Research suggests that on average students learn 2,000-3,000 words per year. There is simply not enough instructional time to teach all of these words.

How to teach it?
Teachers need to consider three different “tiers” of words when providing vocabulary instruction:

- Tier One – The first tier represents basic words such as milk, smile, and jump. Words in this tier rarely require instructional attention.
- Tier Two – The second tier includes words that appear frequently in a wide variety of texts and provide mature language users with precise ways to refer to familiar ideas. Words such as darting, exceptional, and rummage are examples of such words. Children’s literature is the most powerful source for Tier Two words. This resource has 50% more “rare” words than conversations of college graduates. Tier Two words represent the bulk of vocabulary instruction. These words need to be posted and kept in circulation so that students practice applying them in varied contexts over an extended period of time.
- Tier Three – The third tier contains words such as inlet, quadrilateral, and isotope. Words in this tier appear infrequently and are associated with specific topics. Tier Three words and concepts are typically emphasized as a part of thematic or content area instruction. Posting these words on a theme or topic wall encourages their use when discussing or writing about specific topics.
Fluency

What is it?
Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so "automatic" that they do not require conscious attention. Reading fluency is the ability to read text easily, quickly, and with expression. It includes the following:
- accurate and automatic word recognition (automaticity),
- grouping words into meaningful phrases (prosody),
- expressive oral reading
- comprehension (i.e., actively building and self-regulating meaning)

Fluent reading is often quick paced, but not always. Fluent readers slow down and process challenging text more deliberately. They adjust their reading rates according to the purpose of the reading and the challenges posed by the text.

Why is it necessary?
Fluency is not an end in itself, but a critical gateway to comprehension. Fluent reading frees resources to process meaning.
For students to develop fluency, they must:
- perform the task or demonstrate the skill accurately
- perform the preskills of the task quickly and effortlessly

Effective fluency instruction improves the reading ability of all students throughout the elementary school years and of struggling readers at higher grade levels. Fluency is described as a bridge from word recognition accuracy to text comprehension.

Word Recognition — Fluency: Automaticity Prosody — Comprehension

Rasinkl, Why Reading Fluency Should Be Hot!

Once accurate, fluency develops through plentiful opportunities for practice in which the task can be performed with a high rate of success.

How to teach it?
Effective fluency instruction includes:

- Modeling fluent reading and reminding students of its features
- Providing practice in repeated oral reading (commonly called “rereading”)
Monitor re-reading practice and providing feedback
- Ensuring students spend ample time reading and re-reading texts that are at their independent levels
- Using systematic assessments to inform instruction

Note: For fluency practice to be effective, students need to be certain of the words. Their initial readings may be at an instructional level (90-94% word accuracy), but their re-readings need to be at an independent level (95-100% word accuracy).

Comprehension

What is it?
Comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning. It is:

- the essence of reading
- active and intentional thinking in which the meaning is constructed through interactions between the text and the reader

Why is it necessary?

Without comprehension, “reading” does not occur. Good readers are purposeful and active. They have a reason for reading and are actively engaged as they interact with the text. Reading is an ongoing series of processes that take place “in the head.” Readers use metacognitive strategies to think. Comprehension improves when teachers provide explicit instruction in the use of comprehension strategies. Many students will not learn to read actively and purposefully without explicit instruction in comprehension strategies. Remember, comprehension is a process - the process of making meaning, not a product.

How to teach it?

Comprehension strategies are specific actions that readers use as they attempt to make sense of text. They can be thought of as thinking strategies – ways of thinking about what has been read, or is being read, that help readers go beyond understanding the surface meaning of the text. Effective comprehension instruction:

- Teach with the end in mind (purpose, outcomes)
- Plan instruction around the needs of individual students
- Model use of comprehension strategies (oral and written)
- Remind students that the purpose for using a strategy is to make meaning
- Apply strategies across a range of genres
- Articulate how thinking helps readers better understand what they read
- Gradually release responsibility for using strategies with the students
- Ensure large amounts of time are built in for text reading and talking to each other about the text
- Use student data, work, and talk to assess past instruction and guide future instruction
Effective comprehension instruction will result in the reader being able to flexibly and independently use appropriate strategies as they interact with text. Each strategy should be modeled separately and practiced with a variety of texts over long periods of time. The ultimate goal is to create proficient readers who use cognitive strategies with automaticity throughout life. Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. The National Reading Panel determined reading comprehension of text is best facilitated by teaching students a variety of techniques and systematic strategies:

- **Making connections/ using prior knowledge** - connecting to background knowledge: text to self/ text to text/ text to the world. Thinking about what is already known about the subject helps readers make connections between the story and their knowledge
- **Questioning** - questioning before, during, and after reading. Asking and generating questions about what they read and subsequently search for answers, students are interacting with the text to construct meaning
- **Monitoring comprehension** - teaching students to be aware of what they do understand, identify what they do not understand, and when they do not understand, utilizing strategies to improve their understanding
- **Summarizing and synthesizing information** - combining new information from their reading with existing knowledge in order to form new ideas or interpretations. A summary is a synthesis of the important ideas in a text
- **Determining Importance** - differentiating between less important and key ideas to determine the central meaning of the text
- **Visualizing** – creating images in the mind, connecting past experiences to words and ideas in the text
- **Inferring** - combining relevant prior knowledge and make interpretations of the text to form conclusions, predictions, or new ideas

**Writing and Grammar** (SEE MCPSS Writing Program K-12)
To be college- and career-ready writers, students must “have the flexibility, concentration, and fluency to provide high-quality, first draft text under a deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it” (ALCOS).

The writing process is an excellent time to introduce grammatical skills that can then be practiced in authentic writing, whether the writing assignment be only a paragraph or multiple pages in length. In the ebb and flow of the writing process, there are many opportunities to teach the use of modifying structures, for example, or parallelism, or other grammatical options that might enhance the elaboration and flow of ideas. As students begin revising and editing, more opportunities arise to teach effective ways of revising sentences and paragraphs, and to teach editing skills like subject-verb agreement or the use of punctuation.
A greater emphasis is placed on writing for various purposes and audiences, written responses to reading, and text types. The text types identified in CCRS are opinion (argument), informative/explanatory, and narrative. Regardless of the text type, the form of writing is determined primarily by audience, needs, purposes, and interests. Students’ writing should reflect authenticity, even within the bounds of required curriculum and standards. As we implement the CCRS, writing plays a more significant role beginning in kindergarten with an increasing focus on the meaningful application of writing across content areas and writing with a specific purpose in mind.

VII. Daily Instructional Expectations (Non-negotiables)

The following lists instruction components that must be used and/or taught daily. It does not define how to teach and does not restrict teachers from making adjustments to improve student learning. These are instructional practices with which all must comply without deviation unless otherwise directed by a supervisor:

- Explicit instruction delivery using whole group and small group instruction
- **ALL** Tiers of Instruction (Tier III may be push in or pull out. This is not additional time. It must happen every day.)
- Handwriting must be explicitly taught, daily in Grades K - 3 *(Lexi’s Law)*
- Daily handwriting practice, Grades 4 – 5
- Cycle of Instruction
- All student work displayed
- Explicit instruction in the six essential components of Reading (Phonemic Awareness, Phonics, Oral Language /Vocabulary, Fluency, Comprehension, Writing and Grammar)
- Close Reading Procedure
- Student-centered instruction through implementation of reading and writing workshops and use of technology
- Reading, writing, research, speaking, listening, and collaborating in all content areas: math, science, social studies, ELA
- Data-driven workstations/literacy centers
- Use of leveled books to differentiate instruction
- Use of Gradual Release Model
- Shared Reading/Writing
- Guided Reading/Writing
- Independent Reading/Writing
- Intensive intervention instruction focused on deficit skills
- Practice various writing forms that include primary source materials (e.g., poetry, dramatic play scenes, news articles, speeches, expository text, etc.)
- Text features practice that includes, detailed maps, illustrations, charts, tables, graphs, etc.
- Practice with text dependent questions
VIII. Handwriting

All students in Mobile County must receive daily instruction in handwriting in order to reach grade level proficiency by 4th quarter (SEE Lexi’s Law). All teachers are to follow the handwriting guidelines* using the D’Nealian style. With appropriate manuscript instruction, consistent expectations of legible manuscript, children will have an easier transition to cursive handwriting. **Cursive handwriting instruction begins in second (2nd) grade and continues through fifth (5th) grade.**

It is imperative that every teacher in every grade level and every classroom model ‘excellent’ handwriting with proper letter formation, spacing, etc. Teacher modeling includes but is not limited to writing charts, writing on white boards, writing on children’s work, writing on a Smart Board, and so on. Children learn so much more from what they see daily as modeled by the teacher (whether the modeling is intentional or not).

Fluency in handwriting is just as important as fluency in reading. If a child cannot fluently form letters and words, it interferes with what he is writing. He is unable to get the words on paper in a meaningful manner, and actually loses his thoughts when concentrating on how to form letters.

**Handwriting Guidelines**

- Use the instructions for letter formation.
- Teach appropriate pencil grip.
- Manuscript (Print)
  - K - Print many upper and lowercase letters
  - 1st – Print all upper and lowercase letters
- Cursive
  - 2nd – Form upper and lowercase letters in cursive
  - 3rd – 5th – Write legibly in cursive
- Instruction: handwriting DAILY
- **Model exemplary handwriting at all times** --- on white boards, charts, student work, etc.
- **EXPECT** and **ACCEPT** good handwriting at all times on all assignments.
- Understand that handwriting fluency is critically important. Lack of handwriting fluency interferes with overall performance in all content areas.

*Letter formation, pencil grip and sitting position illustrations and handwriting rubrics can be found on under the ELA K – 5 tab on 365.
June 28, 2016

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Philip C. Cleveland 
Interstitial State Superintendent of Education

RE: Third Grade Cursive Writing – Lexi’s Law – Act 2016-352 (House Bill 218)

On May 11, 2016, Governor Robert Bentley signed Act #2016-352 (House Bill 218). This amendment to Section 16-6B-2, Alabama Code (1975), requires that beginning with the 2016-2017 school year, instruction in handwriting for elementary school students shall include instruction in cursive writing by the end of the third grade year. The Act puts into statute that instruction in handwriting shall include cursive writing so that students are able to create readable documents through legible cursive handwriting by the end of the third grade. It also requires each local board of education to certify on an annual basis to the State Board of Education that the applicable schools in the school district are meeting the cursive writing requirements.

Classroom instructional plans for when and how to teach cursive writing are developed at the district level. As you are creating local curriculum and determining proficiencies for cursive writing, please ensure that you are addressing the following Language standards in the 2015 Revised Alabama Course of Study: English Language Arts to assist in meeting the requirements outlined in the above Act:

  Print many uppercase and lowercase letters
- First Grade - Language Standard 37.a.
  Print all uppercase and lowercase letters
- Second Grade - Language Standard 36.e.
  Form uppercase and lowercase letters in cursive (Alabama-added standard)
- Third Grade - Language Standard 38.g.
  Write legibly in cursive (Alabama-added standard)
City and County Superintendents of Education
Page 2
June 28, 2016

In order to make legible and fluent cursive writing an easy and automatic skill, students should be provided with many opportunities to experiment and practice writing in cursive at school and at home. For example, students can practice cursive writing across the curriculum in response journals, learning logs, writer’s notebooks, exit slips, admit slips, letters, inquiry logs, mathematics logs, study guides, essays, open-response questions, lab reports, research assignments, etc.

In order to certify to the State Board of Education that the cursive writing requirement has been met, beginning in June 2017, we ask that you use the link below and complete the form including the names of the applicable schools in your district and their respective proficiency percentages in cursive writing. Proficiency in cursive writing will be defined by each district. This form should be submitted on an annual basis by the end of June of each subsequent year.

Alabama State Department of Education Third Grade Cursive Writing Documentation Link: http://goo.gl/forms/1drqST2V7E6V1Aux2.

If you have any further questions, you may contact Ms. Gay Finn, Education Administrator, Instructional Services Section, at gfinn@alsde.edu or via telephone at (334) 353-1191.

PCC/GF/LM

cc: Dr. Mark Kirkemier; Mrs. Shanthia M. Washington; Mrs. Robin A. Nelson; Ms. Gay Finn

FY16-2074
IX.

Kindergarten – 3rd grade
Literacy Block “AT A GLANCE”

180 Minute Literacy Block

**Tier 1- Whole Group**
- 55 minutes
- PA/Phonics 25 minutes
- Read Aloud 10 minutes
- Mini-Lesson 20 minutes

**Tier I – Small Group**
- 45 minutes
- Differentiated Small Groups
  - Multiple Small Groups (6 or fewer per group)
- Traits Writing
- Process Writing/Grammar/Handwriting 50 minutes
- Whole Group Mini-Lesson and Handwriting
- Small Group Guided Writing
- Independent Writing

**Targeted Tier II Intervention**
- 30 minutes
- Differentiated Small Groups
  - Deficit Focused

**Literacy Centers**
- Includes student accountability

**Tier III Intervention** (push-in/pull-out)
- 35 minutes

This incorporates all content areas.
## Kindergarten – 3rd Grade

### 180 Minute Literacy Block (an example)

<table>
<thead>
<tr>
<th>Allocated Minutes</th>
<th>Instructional Component</th>
<th>Format</th>
<th>Best Practices (based on CCRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>PA/Phonics/Word Attack</td>
<td>Whole Group</td>
<td>Provide instruction on critical reading components: Phonemic Awareness, Phonics, Reading Practice, Spelling, Oral Language, Word Study, Vocabulary</td>
</tr>
<tr>
<td>75</td>
<td>Reading Comprehension (Integrated Science or Social Studies)</td>
<td>Whole Group</td>
<td>Build Oral Vocabulary, Model Fluent Reading, Model Think Aloud, Build Background Knowledge, Facilitate Discussion</td>
</tr>
<tr>
<td>10</td>
<td>• Read Aloud - Supports reading and writing instruction and content-area integration</td>
<td>Whole Group</td>
<td>Comprehension Strategies and Skills, Think Aloud, Vocabulary Instruction</td>
</tr>
<tr>
<td>20</td>
<td>• Mini-Lesson - Provides explicit, direct instruction, modeling, and guided practice</td>
<td>Whole Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Close Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>• Tier I Small Group Instruction - Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping may change based on student needs.</td>
<td>Small Group (approximately three rotations, 15 minutes each)</td>
<td>Provide instruction on critical reading components: Decoding skills, Reading comprehension strategies and skills, Vocabulary development, Word Study, High Frequency Words</td>
</tr>
<tr>
<td></td>
<td>• Literacy/Work Stations - While teacher works with a small group, remaining students participate in focused workstation activities.</td>
<td>Independent Practice</td>
<td>Students not involved in small group instruction will work on activities independently, with others at their seats, or at literacy learning stations. Design literacy workstations based on data. Reading Workstations (examples) - Read to self, - Partner reading, - Listening to reading, - Fluency practice with feedback/guidance, - Skill-based Workstations, - Content based (Math, Social Studies, Science), - Reading response writing, - Word building</td>
</tr>
<tr>
<td>Block</td>
<td>Activity</td>
<td>Grade(s)</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10-25</td>
<td>Reading Workshop Closure</td>
<td>Whole Group</td>
<td>Provide opportunities to check-for-understanding, for example: Exit slips, Retelling, Reader-Response Notebooks</td>
</tr>
<tr>
<td></td>
<td>Process Writing /Grammar/ Handwriting (Integrated Science and Social Studies)</td>
<td>50</td>
<td>Provide instruction on: Writer’s craft, Writing genres, Analysis of mentor texts, Grammar/mechanics, Spelling, Handwriting, Revising/Editing</td>
</tr>
<tr>
<td>15-25</td>
<td>Mini-Lesson - Provide explicit, direct instruction, modeling, and guided practice</td>
<td>Whole Group</td>
<td>Provide instruction on: Pre-Writing/Planning, Drafting, Revising, Editing/Conventions, Publishing, Handwriting</td>
</tr>
<tr>
<td></td>
<td>Handwriting - Provide explicit, direct instruction, modeling, and guided practice on letter formation to meet grade-level proficiency requirements (SEE Handwriting)</td>
<td>10-25</td>
<td>Provide instruction on: Writer’s craft, Writing genres, Analysis of mentor texts, Grammar/mechanics, Spelling, Handwriting, Revising/Editing</td>
</tr>
<tr>
<td></td>
<td>Guided Writing - Meet with small groups to provide differentiated writing instruction on specific writing and grammar skills</td>
<td>Small Group</td>
<td>Provide instruction on: Pre-Writing/Planning, Drafting, Revising, Editing/Conventions, Publishing, Handwriting</td>
</tr>
<tr>
<td></td>
<td>Independent Writing - While teacher works with a small group, remaining students participate in focused writing activities</td>
<td>Independent Practice</td>
<td>Engage students in Teacher/Student Conferences, Peer Conferences, Author’s Chair, Handwriting practice</td>
</tr>
<tr>
<td></td>
<td>Writing Workshop Closure</td>
<td>Whole Group</td>
<td>Provide opportunities to practice the writing process, Research projects, Portfolio review, Provide opportunities for students to share writing, Provide opportunities to practice the handwriting process</td>
</tr>
</tbody>
</table>
### Tier II Intervention

<table>
<thead>
<tr>
<th>30</th>
<th>Tier II Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td>- Targeted instruction that is scientifically research-based, complements/supplements core instruction and addresses student needs identified through assessments that pinpoint specific skill deficits</td>
</tr>
<tr>
<td></td>
<td>- Intervention materials</td>
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<td></td>
<td>- Teacher-designed explicit lessons</td>
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<td></td>
<td>- Other supporting instructional materials that address specific skill deficit</td>
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<td></td>
<td>Independent Practice</td>
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<tr>
<td></td>
<td>Students not involved in small group instruction will work on activities independently, with others at their seats, or at literacy learning stations. (SEE EXAMPLES ABOVE)</td>
</tr>
</tbody>
</table>

### Tier III Intervention

<table>
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<tr>
<th>35</th>
<th>Tier III Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Necessary for:</td>
</tr>
<tr>
<td></td>
<td>- Students for whom Tier II has been insufficient</td>
</tr>
<tr>
<td></td>
<td>- Students with significant academic difficulties</td>
</tr>
<tr>
<td></td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td>(Instruction may be provided by someone other than the classroom teacher)</td>
</tr>
<tr>
<td></td>
<td>- Systematic and explicit instruction that includes modeling and direct teaching using multiple examples.</td>
</tr>
<tr>
<td></td>
<td>- Specialized programming that focuses on just a few key skills at a time</td>
</tr>
<tr>
<td></td>
<td>- Mirroring of skills being taught in the general education classroom, as well as attention to filling in skill gaps that are causing difficulty in the general education classroom.</td>
</tr>
<tr>
<td></td>
<td>- A variety of practice opportunities that coordinate with identified classroom skills but use different approaches</td>
</tr>
<tr>
<td></td>
<td>- Continuous corrective feedback, encouragement, and self-monitoring activities</td>
</tr>
</tbody>
</table>
XI.

4th – 5th grade

Literacy Block “AT A GLANCE”

Tier I - Whole Group
30 minutes

- Read Aloud 5 minutes
- Vocabulary 10 minutes
- Mini-Lesson 15 minutes

Tier I - Small Group
35 minutes

- Differentiated Small Groups
  Multiple Small Groups (6 or fewer per group)
- Traits Writing
- Literacy Centers
  Includes accountability
- Process Writing/Grammar/ Handwriting
  35 minutes

- Whole Group Mini-Lesson Handwriting
- Small Group Guided Writing
- Independent Writing

Targeted Tier II Intervention
20 minutes

- Differentiated Small Groups
  Deficit Focused
- Literacy Centers
  and/or Independent practice
- Possible Sonday Instruction

Possible Sonday Instruction

- Sonday Instruction

- This incorporates all content areas.

Tier III Intervention (push-in/pull-out)
35 minutes
## 4th – 5th grade

### 120 Minute Literacy Block (an example)

<table>
<thead>
<tr>
<th>Allocated Minutes</th>
<th>Instructional Component</th>
<th>Format</th>
<th>Best Practices (based on CCRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5                 | • Read Aloud - Supports reading and writing instruction and content-area integration | Whole Group | Build Oral Vocabulary  
Model Fluent Reading  
Model Think Aloud  
Build Background Knowledge  
Facilitate Discussion |
| 10                | • Vocabulary/Word Attack Instruction | Whole Group | Analyzing word structure  
Focusing on Meaningful word patterns  
Teaching word parts (prefixes, suffixes, roots, compounds, etc.)  
Use of context to determine word meaning  
Use definitional and contextual information  
Explicit instruction of specific words (content vocabulary)  
The efficient use of the dictionary |
| 15                | • Mini-Lesson - Provides explicit, direct instruction, modeling, and guided practice  
• Close Reading | Whole Group | Activating prior knowledge  
Comprehension Strategies and Skills  
Think Aloud |
| 35                | • Tier I Small Group Instruction - Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping may change based on student needs. | Small Group (approximately three rotations, 10 minutes each) | Provide instruction on critical reading components:  
Decoding skills  
Reading comprehension strategies and skills  
Vocabulary development  
Word Study  
High Frequency Words |
|                   | • Literacy/Work Stations - While teacher works with a small group, remaining students participate in focused workstation activities. | Independent Practice | Students not involved in small group instruction will work on activities independently, with others at their seats, or at literacy learning stations.  
Design literacy workstations based on data.  
Reading Workstations (examples)  
- Read to self  
- Partner reading  
- Listening to reading  
- Fluency practice with feedback/guidance  
- Skill-based Workstations  
- Content based (Math, Social Studies, Science)  
- Reading response writing  
- Word building |
<table>
<thead>
<tr>
<th>35</th>
<th><strong>Process Writing/Grammar/Handwriting</strong></th>
<th><strong>Whole Group</strong></th>
<th>Provide opportunities to check-for-understanding, for example: Exit slips Retelling Reader-Response Notebooks</th>
</tr>
</thead>
</table>
| 15 | **Mini-Lesson** - Provide explicit, direct instruction, modeling, and guided practice  
**Handwriting** - Provide modeling, guided and independent practice on cursive letter formation | **Whole Group** | Provide instruction on: Writer’s craft Writing genres Analysis of mentor texts Grammar/mechanics Spelling Cursive handwriting Revising/Editing |
| 20 | **Guided Writing** - Meet with small groups to provide differentiated writing instruction on specific writing and grammar skills  
**Independent Writing** - While teacher works with a small group, remaining students participate in focused writing activities | **Small Group** | Provide instruction on: Pre-Writing/Planning Drafting Revising Editing/Conventions Publishing Cursive handwriting |
| | **Writing Workshop Closure** | **Whole Group** | Provide opportunities to practice the writing process Research projects Portfolio review Provide opportunities for students to share writing Provide opportunities to practice the cursive handwriting process |
## Tier II Intervention

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Tier II Intervention</td>
<td>Small Group</td>
</tr>
</tbody>
</table>
|   | | • Targeted instruction that is scientifically research-based, complements/supplements core instruction and addresses student needs identified through assessments that pinpoint specific skill deficits  
• Intervention materials  
• Teacher-designed explicit lessons  
• Other supporting instructional materials that address specific skill deficits |
|   | Independent Practice | Students not involved in small group instruction will work on activities independently, with others at their seats, or at literacy learning stations  
*(SEE EXAMPLES ABOVE)* |

## Tier III Intervention

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 35 | Tier III Intervention | Small Group  
(Instruction may be provided by someone other than the classroom teacher) |
|   | Necessary for:  
• Students for whom Tier II has been insufficient  
• Students with significant academic difficulties |   |
|   | | • Systematic and explicit instruction that includes modeling and direct teaching using multiple examples  
• Specialized programming that focuses on just a few key skills at a time  
• Mirroring of skills being taught in the general education classroom, as well as attention to filling in skill gaps that are causing difficulty in the general education classroom  
• A variety of practice opportunities that coordinate with identified classroom skills but use different approaches  
• Continuous corrective feedback, encouragement, and self-monitoring activities |
Reading Instruction: A Model
The Reading/Writing Connection

- Read Aloud (Modeled Reading)
- Shared Reading
- Guided Reading
- Independent Reading

TO

Modeled Writing

Modeled Language

WITH

Shared Writing

Interactive Writing

Word Study

WITH OR BY

Guided Writing

Literature Study

BY

Independent Writing
### XIV. Programs and Resources

<table>
<thead>
<tr>
<th>Framework Components</th>
<th>Phonemic Awareness</th>
<th>Phonics &amp; Word Study</th>
<th>Oral Language/Vocabulary</th>
<th>Fluency</th>
<th>Comprehension</th>
<th>Writing &amp; Grammar</th>
</tr>
</thead>
</table>
| Instructional Programs/ Materials | • Let’s Play Learn  
• Sonday System I | • Let’s Play Learn  
• Sonday System I | • Let’s Play Learn  
• Sonday System I  
• Sonday System II  
• Achieve the Core  
• Engage NY  
• Louisiana Believes  
• Learnzillion | • Sonday System I  
• Sonday System II  
• NEWSELA  
• Readworks.org  
• Leveled Text  
• Accelerated Reader  
• Decodable Text | • Sonday System II  
• Achieve the Core  
• Engage NY  
• Louisiana Believes  
• Learnzillion  
• NEWSELA  
• Readworks.org  
• Comprehension Toolkit  
• Accelerated Reader | • 6 Traits of Writing  
• MCPSS Writing Plan |
| Instructional Techniques/ Strategies* | • Oral rhyme  
• Songs, poems, chants  
• Blending, sequence and manipulating sounds in words  
• Literacy Centers | • Letter sound knowledge  
• Decoding  
• Blending  
• Chunking  
• Rereading activities  
• Literacy Centers | • Oral and written vocabulary development  
• Cooperative learning  
• Oral rhymes, songs, poems, chants  
• Word ladders  
• Literacy centers | • Rereading activities  
• Close Reading  
• Literacy Centers | • Close Reading  
• R.A.F.T  
• Think Alouds  
• TDQ  
• Story Maps  
• Shared Reading  
• Content Area Reading  
• Literacy Centers | • Shared Writing  
• Interactive Writing  
• Guided Writing  
• Independent Writing  
• Literacy centers |
| Programs/Instruction for Intervention or Remediation | • Sonday System I  
• Sonday System II | • Sonday System I  
• Sonday System II | • Sonday System I  
• Sonday System II  
• Decodable Text | • Sonday System I  
• Sonday System II  
• Close Reading  
• Decodable Text  
• Leveled Text | • Sonday System I  
• Sonday System II  
• Close Reading  
• Leveled Text | • MCPSS Writing Plan |
| Assessments | • STAR Early Literacy  
• DIBELS  
• Sonday System I (optional)  
• CFAs | • STAR Early Literacy  
• STAR Reading  
• DIBELS  
• Sonday System I (optional)  
• CFAs | • STAR Early Literacy  
• STAR Reading  
• DIBELS  
• Sonday System I (optional)  
• Sonday System II (optional)  
• ACT Aspire (3rd-5th)  
• CFAs | • STAR Reading  
• DIBELS  
• Sonday System I (optional)  
• Sonday System II (optional)  
• ACT Aspire (3rd-5th)  
• CFAs | • STAR Reading  
• DIBELS  
• Sonday System I (optional)  
• Sonday System II (optional)  
• ACT Aspire (3rd-5th)  
• CFAs | • MCPSS Writing Plan  
• CFAs |

MCPSS Endorsed
*This is not an exhaustive list.
XV. Instructional Guidance

Teachers must teach students required standards. The mastering of these standards should be assessed continually throughout the course. Students learn to read critically, analyze effectively, and support main ideas with the proper evidence. In order for students to do the well and be ready for college and career upon graduation, the teacher must follow the proper cycle of instruction while making sure they engage students with rigor and relevance with the texts and activities he or she chooses.

Cycle of Instruction

Every lesson taught should follow the cycle of instruction. That means that a teacher’s lesson should: begin with a bellringer, framed with an essential question, have essential vocabulary, include direct instruction, guided practice, independent practice, and a closure.
Differentiated Instruction
Differentiate your instruction through content, processes, product, and learning environments.

Content – what the student needs to learn or how the student will get access to the information

While aligning with grade-level standards, instructional tasks are designed to address students’ needs and differences. When teachers differentiate content, the same concept or skill is taught to each student; however, the curriculum used to teach the concept or skill might be different for different students.

Process – activities in which the student engages in order to make sense of or master the content

Each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic and through words. Not all students require the same amount of support from the teacher, and students could choose to work in pairs, small groups or individually. Teachers can enhance student learning by offering support based on individual needs.

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit

The product is what the student creates at the end of the lesson to demonstrate the mastery of the content. Teachers may assign students to complete activities that show mastery of an educational concept in a way the student prefers, based on learning style.

Learning environment – the way the classroom works and feels

The conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Teachers should use classroom management techniques that support a safe and supportive learning environment.

Response to Instruction (RTI)

Tier I - Served by Core Instructional Program (80%)

* Tier 1 is the core instructional program offered to all students. The classroom teacher provides high-quality, research-based instruction. All teachers are responsible for removing barriers to learning while still expecting all students to master the same instructional objectives. High quality instruction is essential in forming the foundation of classroom academic support as the student population works to achieve mastery.

* Tier 1 encompasses explicit instruction, differentiated instruction, active student engagement, and reteaching/retesting. The Cycle of Instruction is implemented by the classroom teacher and monitored for fidelity and effectiveness by school administration. Student progress is monitored
through checking for understanding strategies during instruction. Additional support is provided as needed.

* Before requesting Tier II support, the instructor must be able to describe in clear and specific terms what the problem is. One of the most important steps in the entire process of developing an intervention is to be able to describe correctly and specifically the problem that must be fixed.

* Teachers must be clear in their understanding the difference between accommodations and modifications in the classroom. When teachers modify their content, students lose out during instruction. At no time will a teacher be expected to modify content in such a way that results in students falling further behind rather than closing the achievement or performance gap.

* The rigor and instructional content will remain intact as teachers create lessons that address various student needs. Teachers will utilize formative assessments to guide instruction. Instructional support in the form of scaffolding and differentiation is expected as all students clearly benefit from varied and on-going support.

**TIER I - Explicit instruction**

* Focus instruction on identified curriculum content
* Connect prior knowledge and skills when beginning a learning sequence
* Establish and maintaining clear learning goals and expectations for each lesson
* Break down complex skills and strategies into smaller instructional units
* Review prior skills and knowledge before beginning instruction
* Provide step-by-step demonstrations (Cycle of Instruction, “I Do”, “We Do”, “You Do”, “Y’all Do”)
* Vary instruction in response to immediate and reflective feedback
* Use clear and concise language
* Provide guided and supported practice.
* Ask questions to continually monitor understanding and progress and inform immediate feedback
* Provide scaffolded learning experiences for students to practice, synthesize and consolidate learning
* Monitor student performance closely
* Provide immediate affirmative and corrective feedback
* Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior

**Tier II - Served by Core Instructional Program and Intervention that is Strategic, Targeted, and Supplemental (15%)**

The goal of Tier 2 supports is to close the achievement gap as quickly as possible. Students who do not make adequate progress in Tier 1 receive more intensive Tier 2 small-group services within the general education classroom. These students will receive Tier II support and continue Tier I instruction from the referring classroom teacher. Students in Tier II will receive the following support:
* Additional small group instruction (intentional grouping)
* Systematic, differentiated and explicit instruction that includes modeling and direct teaching.
* Specialized programming that focuses on just a few key skills at a time.
* Frontloading of skills to be introduced at a later time in the general education class.
* A variety of practice opportunities that coordinate with identified classroom skills but use different approaches.
* Continuous corrective feedback, encouragement, and self-monitoring activities.

The PST will meet monthly to determine the effectiveness of the intervention. After four (4) progress monitoring data points, if the intervention is not effective, a different intervention can be identified by the PST and implemented immediately. If the intervention implemented is effective, the PST can determine to continue the intervention or release the student from the PST. After 6 to 12 weeks of unsuccessful Tier II support, students may be considered for Tier III intervention. The PST should only make the decision to move to the next Tier based on results from progress monitoring.

**Tier III - Provided through Intensive, Individualized Instruction (5%)**

Students who are not making adequate progress at Tier II will receive Tier III interventions. Tier III interventions include intensive instruction, specific to the student’s highest area(s) of need. Tier III interventions are individualized. These students need additional intensive interventions to achieve the same goals as all students. The PST will meet monthly to determine the effectiveness of the intervention. After implementing identified interventions 6 to 12 weeks and after four (4) progress monitoring data points, if the intervention is not effective, the PST may consider referral for special education evaluation. Students should continue interventions until eligibility is determined. Students not eligible for special education services should continue Tier II and Tier III support/interventions. **Students are not required to be identified as special education to receive Tier III support.** Students are usually assigned to Tier III only after Tier II is unsuccessful. In some case, however, students may be put directly into Tier III. This should be done only after an evaluation determines that the nature and extent of Tier II intervention will likely be insufficient.
The Gradual Release of Responsibility Model

The Gradual Release of Responsibility Model is a process through which teachers can guide students to independent, sustained literacy skills. In approaching literacy instruction through the Gradual Release of Responsibility Model, students are guided towards authentic and critical literacy skills. In Strategies that Work, Harvey and Goudvis suggest that the Gradual Release approach to literacy instruction begins with “the assessment piece, finding out what the child can and cannot do independently. Once we understand what is needed, we begin to show the learner how and scaffold his or her experience” (Harvey and Goudvis, 32).

Gradual Release of Responsibility Model

Research shows that optimal learning is achieved when teachers use the Gradual Release of Responsibility Model of instruction.

<table>
<thead>
<tr>
<th>Teaching Phase</th>
<th>Teacher Behavior</th>
<th>Learner Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model/Demonstration “I do”</td>
<td>• Initiates • Thinks aloud • Models • Explains • Shows “how to do it”</td>
<td>• Listens • Observes • May participate on a limited basis</td>
</tr>
<tr>
<td>Shared Demonstration/Guided Practice</td>
<td>“We do”</td>
<td>• Listen • Responds • Interacts • Tries out • Questions • Approximates • Collaborates • Participates</td>
</tr>
<tr>
<td>Teacher Hands Over Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Phase</td>
<td>Learner Behavior</td>
<td>Teacher Behavior</td>
</tr>
<tr>
<td>Independent Practice “Y’all do”</td>
<td>• Applies learning • Takes charge • Problem solves • Self-evaluates</td>
<td>• Scaffolds • Observes • Assists as needed • Affirms</td>
</tr>
<tr>
<td>Application “You do”</td>
<td>• Self-monitors • Applies learning • Problem solves • Self-evaluates</td>
<td>• Evaluates • Sets goals • Responds</td>
</tr>
</tbody>
</table>

![Image of the Gradual Release of Responsibility Model](image-url)
The Daggett System/Rigor and Relevance

Below is a list of the way a lesson should be segmented in order to maximum instruction potential based on The Daggett System/Rigor and Relevance Framework®:

**Quadrant A** – Acquisition: Students will be able to gather and store bits of knowledge and information. This acquired knowledge should be remembered.

**Quadrant B** – Application: Students use acquired knowledge to solve problems, design solutions, and complete work. As new situations arise, students will apply the remembered knowledge to them.

**Quadrant C** – Assimilation: Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create unique solutions.

**Quadrant D** – Adaptation: Students will think in complex ways and also apply the knowledge and skills they have acquired. Students will be able to create solutions while further developing their knowledge and skills.
Student Engagement

Active Participation
Students remain on-task and engaged throughout the lesson. All students are actively involved in routine as designed. Students lead their own progress through learning new content, working productively and collaboratively.

Learning Environment
Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. Students demonstrate respect for peers, teacher, and the learning environment.

Formative Processes and Tools
Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are achieving expected outcomes and are able to self-reflect and share responsibility for their learning. Students are strategically partnered or grouped based on data, and lesson content, process, and/or product is differentiated to support varying student needs.
XVI. Close Reading Procedure

Close Reading is an instructional and learning strategy or approach that requires the reader to read and re-read a selection/text several times in order to develop a deep understanding of the content within the text. In very simple terms, Close Reading is paying very close attention to the details in the text, to build stamina, to engage in more complex texts, and to build skills resulting in a more independent reader.

Close Reading strategies will vary depending on the content under consideration, the place in the curriculum, and the purpose(s) of the particular lesson. Most Close Reading lessons will share the following attributes:

1. **Selection of a brief, high-quality, complex text.** (Text selection is very important...high quality, short pieces...)
   Limiting the length of the passage allows students the opportunity to apply new skills and strategies through multiple readings of the text.

2. **Individual reading of the text.**
   Students unable to read the text independently might engage in a partner read or a group read in lieu of an independent attempt. (Not round robin reading)

3. **Group reading aloud.**
   A group read aloud might be teacher-led or student-led. This practice supports the engagement of all students, especially those who struggle with reading the text independently, and reinforces the primacy of the text throughout Close Reading lessons.

4. **Text-based questions and discussion that focus on discrete elements of the text.**
   Questions and discussion may focus on the author’s word choices and repetition, specific sentences, literary devices, academic vocabulary, or particular passages containing information that is key to the curricular objective.

5. **Discussion among students.**
   These discussions, either in small groups or across the whole class, will ensure that the text—as opposed to personal reflections—remains the focus as the reader explores the author’s choices.

6. **Writing about the text.**
   Students may be asked to reflect on the knowledge gained through Close Reading in short or long written passages.
Close Reading is a non-negotiable procedure to be used throughout the school system. Students are often very transient, therefore it is to their advantage to have this continuity among all MCPSS schools.

<table>
<thead>
<tr>
<th>Close Reading Format</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Anchor Standards for Reading are written in a hierarchy, with the first being the least complex. This format can be used to read and reread complex text for deeper understanding. The purpose for instruction ALWAYS drives Close Reading.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examine and Preview</th>
<th>What will I be reading about?</th>
<th>Explore the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>What does the text say?</td>
<td>Read for the overall idea (gist) of the text, annotating as needed. Discuss specific ideas, details or facts from the text.</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Key Ideas and Details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCRS 1-3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Read</th>
<th>How is the author getting his message across?</th>
<th>Read again with a specific purpose related to the author’s craft, structure, vocabulary, and purpose of the text. Annotate as appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Craft and Structure</td>
<td>CCRS 4-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Read</th>
<th>How are the central meaning and facts integrated into other knowledge, settings, and texts?</th>
<th>Dig deeper by reading with a specific purpose emphasizing the importance of analyzing details and content that may be presented in a variety of formats. Answer text dependent questions citing text evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Integration of Knowledge and Ideas</td>
<td>CCRS 7-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write About-it</th>
<th>What did I learn?</th>
<th>Write and respond reflecting on the knowledge gained, citing text evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td></td>
<td>*Note-complete during independent/journal writing</td>
</tr>
</tbody>
</table>

Close Reading may be modeled in kindergarten beginning 2nd semester and should be modeled throughout the school year in 1st grade, incorporating independent reading, when possible. Teachers at each grade level (2nd – 5th) should plan on modeling using read-aloud Close Reading first quarter only, if necessary. After first quarter, children in grades 2 - 5 should be expected to read the materials more independently. Those children who are unable to read the materials independently may partner read, group read, and receive additional support in a small group setting.

Reminders:
- The careful selection of appropriate text is critical to student success.
- Teacher questioning guides instruction, therefore developing text dependent higher order questions is required, prior to instruction.
- Close Reading should NOT be used on an entire text.
XVII. Literacy Centers

Literacy centers, work stations, and workshops are terms that may be used interchangeably according to the grade level. The goal of each of these is the same: to provide opportunities for students to work independently of the teacher, to practice, and expand on work previously experienced in class. A literacy center may simply be an area with directions and supplies where students go to retrieve necessary materials to take to their desks. While the tasks for all students will be the same, the level of the material will vary according to instructional/independent levels. The number of centers decreases the higher the grade level due to the complexity of the tasks and attention level of the learner.

Management

- Each literacy center/task must be introduced and taught to students over a period of time. The teacher explicitly teaches the general procedures and routines of a center emphasizing that tasks will vary from time to time.
- Centers should be introduced within the first month of school while establishing classroom routines and procedures.
- Center management should include scheduling, assessing progress, grouping strategies, behavior, and student accountability.
- Revisit and revise centers throughout the year.
- Centers require daily/weekly monitoring by teacher.
- The minimum required centers are reading, writing, and word study. The emphasis is on quality versus quantity.

Elements of a Literacy Center

- Specific learning purpose aligned to CCRS
- Focused task (meaningful and relevant)
- Explicit directions with stated outcome
- Materials
- Student accountability product
XVIII. Assessment

Assessment
Effective teaching begins with assessing how students use strategies in reading and writing. Continuous assessment involves gathering information to determine specific strengths and needs of individual students. Teachers need ongoing information regarding student progress to enable them to adjust their instructional plans to best meet the needs of students. Parents need to know how well their child is moving toward mastery of the standards and specific indicators for that grade level.

Priority and Supporting Standards
In an effort to assure student competency and proficiency for every grade level or course, teachers must directly instruct priority and support standards.

By definitions, priority standards are a selected group of the total list of the grade-specific and course-specific standards that students must know and be able to do by the end of each school year. These standards are selected from the total list of grade-specific and strand-specific standards. These standards that are the most rigorous or comprehensive at each grade level, not those that are the most basic or foundational.

There are four established criteria for selecting the Priority Standards.
1. Endurance: lasting beyond one grade level or course; concepts and skills needed in life
2. Leverage: crossover applications within the content area and to other content areas; i.e., interdisciplinary connections
3. Readiness: prerequisite concepts and skills students need to enter a new grade level or course of study
4. External exam requirements: national, state, provincial, college, and career

Likewise, supporting standards are standards that support, connect to, or enhance the priority standards. These standards are taught within the context of the priority standards, but do not receive the same degree of instruction, assessment, and/or emphasis.

Overarching Standards
Anchor Standard 10 asks students to be proficient reading at the high end of the grade level range, it carries more weight and influence than any single priority standard, and it applies to all of the standards within the two strands. On the instructional planning guides, you will find it with its own classification, an Overarching Standard – placed at the top to emphasize its importance and its direct impact/influence on the other nine standards.

Anchor Standard 1 it is a very different and special standard because it goes with every other standard. It supports all of the other standards, making sure that reading is more than word calling. You will find it every single week in the supporting standards portion of your instructional planning guides.
In the grade level Instructional Planning Guides, teachers will find a chart that list all of the priority standards for the quarter.

Both can be found under the ELA K – 5 tab on 365
Common Formative Assessments (CFA)
Common Formative Assessments (CFA) are tests that should be administered every three weeks. The CFA must be cumulative. These tests should be common amongst the teachers of a particular grade level in an effort to obtain the data necessary to find instructional gaps and adjust classroom instruction to fill those needs.

The CFA should include a mixture of cold-reads, multiple choice questions, and short answer questions that only assess the standards—not the content of stories—taught in class.

Teachers are asked to include 3-4 questions per priority standard. This test counts as a major test grade in the 60% category

Components
The following components should be considered when assessing student literacy learning:

- Fluency - degree to which students read with accuracy using appropriate phrasing, expression, intonation, and speed (not appropriate for evaluation)

- Comprehension - using strategies to understand what is read and build meaning
  - Making Connections
  - Determining Importance
  - Questioning
  - Visualizing
  - Synthesizing
  - Inferring
  - Monitoring Comprehension

- Vocabulary - ability to automatically recognize words, expand word knowledge, and use words that occur in reading, writing, and speaking

- Writing - degree to which students use conventions, organization and development of ideas, voice, word choice, and language.

- Text Complexity - Text Complexity is defined as those characteristics that make a specific text more challenging than another. CCRS uses a three-pronged model to identify how easy or challenging a specific text is to read: Quantitative, Qualitative & Reader and Task.
  - Qualitative dimensions of text complexity. Refers to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.
  - Quantitative dimensions of text complexity. Refers to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, which are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.
- **Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

http://www.corestandards.org/assets/Appendix_A.pdf

- Formative assessments include selecting observation tools that match student needs and must be used in making instructional decisions based on observations and assessment of students. Informal and formal assessments must be used.

  o Informal – Informal assessments are used to evaluate a student's own performance and progress, individually. Informal assessments may include but are not limited to:
    - Anecdotal Records
    - Checklists
    - Retellings
    - Student work samples
    - Rubrics
    - Project-Based Assignments
    - Reading/Writing Conferences
    - Portfolios
    - Journal/Logs
    - Literacy center student accountability

  o Formal – Formal assessments refer to tests with standardized measures used to assess overall achievement, to compare a student's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers.
    - ACT Aspire will be administered in grades 3 – 5.
### Suggested Categories of Assessment

<table>
<thead>
<tr>
<th>Types</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehension Tests</td>
<td>These tests are similar in format to standardized tests. Ensure that questions are text-dependent and utilize higher order thinking skills. They are developed using grade-level text and incorporate the three levels of text complexity.</td>
</tr>
<tr>
<td>Skill/Strategy Application Tests</td>
<td>These tests tend to reflect children’s ability to memorize and retain facts, not how well they understand and can apply the material. The grades tend to inflate the overall reading grade; therefore the focus should be on the application of these skills in meaningful ways.</td>
</tr>
<tr>
<td>Performance Comprehension</td>
<td>Performance Comprehension can most accurately be measured through this category. Included are constructed responses (written response, webs, tables, etc.), products (journals, models, projects, etc.), and performances (retellings, observations, presentations, etc.). See the chart below for more examples.</td>
</tr>
<tr>
<td>Observations and Data Collection Devices</td>
<td>These devices capture the child’s progress toward the mastery of a skill or concept. Generally, these are not appropriate to use as percentage grades for a reading average.</td>
</tr>
</tbody>
</table>

### Examples of Assessments

<table>
<thead>
<tr>
<th>Tests</th>
<th>Performance Category</th>
<th>Observations and Data Collection Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in the Blank</td>
<td>Constructed Response</td>
<td>Products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performances</td>
</tr>
<tr>
<td>Matching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True/False</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graph/Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Graphic Organizers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constructed Response</th>
<th>Products</th>
<th>Performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Response</td>
<td>Reading Response</td>
<td>Retelling/Recounting</td>
</tr>
<tr>
<td>Log/Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagram</td>
<td>Original Story/Play</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Flow Chart</td>
<td>Poem</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Concept Map/Web</td>
<td>Research Paper</td>
<td>Enactment</td>
</tr>
<tr>
<td>Work Samples</td>
<td>Media Presentation</td>
<td>Debate</td>
</tr>
<tr>
<td>Dramatic Reading/Readers’ Theater</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Less Authentic More Authentic
Text Dependent Questions
The CCRS expect students to use evidence from texts to present careful analyses, well-defended claims, and clear information. A central tool to help students develop these skills is text-dependent questions. Good text-dependent questions guarantee careful investigation of text. They will often lead students to discover something important that may have been overlooked the first time they read the text. They guide students to dive deeper into the text, and to answer or identify the core understandings or insights that are essential. Text dependent questions:

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, and evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

There is no “formula” for creating text dependent questions. Not every text will require the same process. Below are guidelines for developing text dependent questions (See Resources link for additional information):

- Identify the core understandings and key ideas of the text.
- Start small to build confidence.
- Target vocabulary and text structure.
- Tackle tough sections head-on.
- Create coherent sequences of text-dependent questions.
- Identify the standards that are being addressed.
- Create the culminating assessment.

http://achievethecore.org/

Fisher and Frey, 2012
XIX. Literacy Coaches

The role of the Literacy Coach is to cultivate a community of adult learners who value collaborative problem solving. The Literacy Coach supports teachers’ commitment to improve learning across all content areas. Literacy Coaches provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, principals, and teachers. Literacy Coaches partner with faculty and staff members to contribute to the school-wide commitment that all students can learn and graduate college and career ready. They maximize teaching and learning through a non-evaluative process. Literacy Coaches work collaboratively with schools to make data-driven decisions for improving teaching and learning.

Literacy Coaches:

- Facilitate professional learning to improve instruction and student learning
- Utilize a variety of research-based instructional strategies to differentiate support to teachers throughout a school
- Provide support to facilitate the implementation of the College and Career Readiness Standards (CCRS)
- Provide learning opportunities for faculty and staff through professional development
4 components essential for Literacy Coaches to improve teacher practice and student achievement

**ACT**
- Promoting school-wide culture for literacy learning to include all stakeholders

**PLAN**
- Enhancing and refining reading and writing instruction and intervention
- Targeting instructional coaching using the gradual release model
- Building capacity for literacy across the curriculum

**CHECK**

**DO**

*Florida Center for Reading Research (2010)*
## XX. GLOSSARY

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor chart</td>
<td>Basically, an anchor chart is a reference tool that “anchors” new and ongoing learning to key concepts previously introduced. It is a hand-made poster or graphic representation that serves as a visual reminder of strategies, vocabulary, or other content that students are learning. Anchor charts are most effective when constructed with children and are displayed at that point. Students can refer to the anchor chart for a quick check, a reminder of how to approach a task, a way to think about a concept, or a visual aid to understand vocabulary. An anchor chart often serves as a way to make connections between previous learning and new concepts being covered.</td>
</tr>
<tr>
<td>Anchor standard</td>
<td>College and Career Ready Standards are presented as anchor standards and standards. The anchor standards identify or describe what a student should know or be able to do by the time he or she graduates from high school in order to be ready for college or career. Standards identify or describe what a child should know or be able to do at the end of a given grade level.</td>
</tr>
<tr>
<td>Anecdotal records</td>
<td>Brief notes recording observation of actual verbal and/or nonverbal behaviors. These may be notes of social, emotional, and /or intellectual behaviors as the child interacts with the learning environment</td>
</tr>
<tr>
<td>Ask and answer questions</td>
<td>A student generates a question of his own about the text or answers teacher’s or other student’s questions</td>
</tr>
<tr>
<td>Assessment</td>
<td>Data that has been gathered in order to better understand strengths and needs of a student; major purpose is for guiding instruction</td>
</tr>
<tr>
<td>Assessment: formative</td>
<td>Gathering data for the purpose of understanding student strengths and needs. Gathering data for the purpose of informing instruction or guiding instruction. Formative assessment may be anecdotal notes, running records, informal reading inventories, checklists, rubrics, journals/logs, etc. Instruction should be driven by purposeful and continuous assessment.</td>
</tr>
<tr>
<td>Assessment: summative</td>
<td>Gathering data used to determine student’s level of mastery. Creating a picture of progress by comparing the characteristics of student performance with established criteria. Some of the purposes of summative assessment: documenting student progress, assigning grades, determining a student’s level of readiness for the next level of learning, etc.</td>
</tr>
<tr>
<td>Automaticity</td>
<td>The ability to correctly recognize a letter, a word or series of words (phrases) in text effortlessly and rapidly</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Minimum acceptable criteria that measures student progress in literacy development and establishes a foundation for continuing success in the next level of learning</td>
</tr>
<tr>
<td>Cite evidence</td>
<td>Finding the evidence (information) in the text and using it as support, proof, or confirmation</td>
</tr>
<tr>
<td>Clause</td>
<td>A related group of words with a subject and a predicate</td>
</tr>
<tr>
<td>Close Reading</td>
<td>Close reading is an instructional and learning strategy or approach that requires the reader to read and re-read a selection/text several times in order to develop a deep understanding of the content within the text. In very simple terms, close reading is paying very close attention to the details in the text, to build stamina, to engage in more complex texts, and to build skills resulting in a more independent reader. Children should be taught to annotate the text. Refer to Text Complexity Raising Rigor in Reading by Fisher, Douglas; Frey, Nancy; and Lapp, Diane.</td>
</tr>
<tr>
<td>Complex Text</td>
<td>See Text Complexity</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Primary goal of reading: making sense of the text; meaning constructed through dynamic interaction between reader and text</td>
</tr>
</tbody>
</table>
Comprehension strategies

Strategies proficient readers use to construct meaning when they read: making connections, determining importance, asking questions, visualizing, inferring, summarizing and synthesizing, and repairing strategies (or monitoring for meaning)

Concepts of print (advanced)

An understanding of how print works (e.g., identifying and using parts of a book; locating and using illustrations; using diagrams and labels; demonstrating the purpose of a glossary); text features

Concepts of print (primary)

An understanding of how print works, including, but not limited to, identification of the parts of a book, directionality, spacing, one-to-one voice print match, function of mechanics, sequencing, and locating skills

Connections

Activation of prior knowledge (schema) before, during, and after reading using text-to-self, text-to-text, and text-to-world associations

Conventions

The standardized spelling, grammar, punctuation, and capitalization that bring clarity to a piece of writing

Decodable text

Books written specifically for students to practice those sound/symbol relationships which have been taught

Depth of Knowledge (DOK) and Bloom’s Taxonomy (Revised)

Levels within the cognitive domain in hierarchical order; DOK offers a common language (vocabulary and a frame of reference) to understand “rigor,” or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.

Early readers/writers

Students who are in full control of early strategies, can read appropriately selected texts independently once the teacher has introduced them, and can write using some letter/sound correspondence and approximations to convey a meaningful message

Emergent readers/writers

Students who are just beginning to control early strategies, such as directionality and one-to-one voice print match, relying on picture clues and language to support meaning

Evaluation

Judging or placing a value on student performance; creating a picture of progress by comparing the characteristics of student performance with established criteria; effective evaluation must be balanced with no emphasis on a single strand: Performance: tangible documents or artifacts that reflect a student’s accomplishments within an authentic task. Observation: information noted during the normal work session with the students. Test/test like documents: usually paper-pencil documents used to measure student learning

Explicit

Fully and clearly expressed or demonstrated; leaving nothing merely implied; clearly developed or formulated

Explicit instruction

The teacher begins instruction assuming full responsibility by modeling/demonstrating the new learning.

Flexible grouping

Students are grouped in mixed configurations that frequently change depending on the goal of the learning task

Fluency

The clear, easy, and quick written or spoken expression of ideas; freedom from word identification problems that might hinder comprehension or expression. Refers to letters, words, phrases, handwriting, oral reading and silent reading

Fluent processing

Using appropriate cueing systems with automaticity

Fluent readers/writers

Students who are able to read more complex texts with phrasing and fluency (prosody), show mastery of the writing process, and are able to independently solve reading and writing problems

Foundational reading

Understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
Graphophonic (patterns) The relationship between speech sounds and their symbols

Implicit Implied, rather than expressly stated; alluded to; hinted at

Informal Reading Inventory The Informal Reading Inventory (IRI) is an individually administered survey designed to help you determine a student’s reading instructional needs. A student’s performance on the IRI will help you determine the instructional level and the amount and kind of support the student is likely to need. Specifically, the IRI will help you assess a student’s strengths and needs in these areas: word recognition, word meaning, reading strategies, comprehension

Informational Text Defined as text with the primary purpose of expressing information about the arts, sciences, or social studies. This text ranges from newspaper and magazine articles to digital information to nonfiction trade books to textbooks and reference materials. Text that has as its primary purpose the communication of information about a specific topic, event, experience, or circumstance. CCRS: broadly - any print that is not fiction.

Interactive writing (or shared writing) Teacher and children compose messages and stories collaboratively; children may literally print some words or interact with the print as facilitated by the teacher

Intervention A means of providing explicit supplemental literacy instruction to accelerate students functioning below grade level, however, any student may need intervention at some time regardless of instructional level.

Lexile A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile text measure is a good starting point in the book-selection process, with these other factors then being considered. Lexile text measures are rounded to the nearest 10L. Text measures at or below 0L are reported as BR for Beginning Reader. A student gets his or her Lexile reader measure from a reading test or program. See Appendix A: Research Supporting Key Elements of the Standards.

Literature For the purpose of CCRS, literature refers to basically to fiction materials of all types with specific reference to stories, dramas, and poetry

Mini-lesson A brief, clear demonstration of a strategy, principle, pattern, or rule that students need to learn; explicit; usually includes modeling by the teacher

Modeling An activity in which the teacher serves as an example of a behavior or performance by actually working and talking through the process or procedure as the children listen and observe; children are able to see the actual process or procedure and can ‘hear’ the process or procedure as teacher talks about what he/she is doing during the modeling

Morpheme The smallest unit of meaning (a letter by itself has no meaning except for / or a, prefixes, suffixes, and inflectional endings are considered morphemes)

Onset and rime The onset is the part of the syllable preceding the first vowel in a word (h in hat) and the rime is the part of the syllable from the first vowel onward (at in hat)

Phonemes The smallest units of speech that distinguish one utterance or word from another

Phonemic awareness Understanding that every spoken word is made up of a sequence of phonemes or speech sounds; the ability to blend, segment, and manipulate these units of sound in speech.

Phonics A system of teaching reading and spelling that stresses basic sound/symbol relationships and their application in decoding words
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological awareness</td>
<td>An understanding of the sound and structure of spoken language; includes an awareness of rhyme and alliteration which encompasses an understanding that oral speech can be divided into sentences, phrases, and words; and that words can be divided into syllables, onsets and rimes, and phonemes</td>
</tr>
<tr>
<td>Reading conference</td>
<td>Discussion between student and teacher specifically related to student performance</td>
</tr>
<tr>
<td>Recall</td>
<td>Telling what you remember from the text. Lowest level of Bloom's Taxonomy and Webb's Depth of Knowledge</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>Interdependent relationship of reading and writing (use what is known in reading to help with writing and vice versa)</td>
</tr>
<tr>
<td>Recognizing vs. naming</td>
<td>To recognize and to identify are essentially the same. Lowest level of Bloom's Taxonomy and Webb's Depth of Knowledge. To name something is slightly higher on the taxonomy and means that the child must first identify the item or concept and then attach a name to that item or concept. To name: mention, specify, or cite by name e.g., name the primary colors. To recognize: select, identify, know by sight or sound e.g., Which of these (display or show objects or pictures) is orange?</td>
</tr>
<tr>
<td>Recreational text</td>
<td>Self-selected texts that can be read comfortably and independently</td>
</tr>
<tr>
<td>Rigor</td>
<td>Depth of understanding, depth of questioning, depth in how students apply what they've learned, and depth in the process and product related to their learning. Rigor in education does not necessarily mean more, and it most definitely does not mean more of the same thing. Teachers must create learning environments where students are processing learning in deep, meaningful ways and making contributions.</td>
</tr>
<tr>
<td>Rime</td>
<td>(see Onset and rime)</td>
</tr>
<tr>
<td>Rubric</td>
<td>A scoring guide consisting of descriptions of quality, or degrees of achievement by which a performance is judged (may be holistic or segmented to measure components of the learning process).</td>
</tr>
<tr>
<td>Running record</td>
<td>A diagnostic tool for monitoring the reading behaviors of a student; used to determine the focus of instruction</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Temporarily supporting, guiding, or assisting a student to facilitate success on a new or more complex task</td>
</tr>
<tr>
<td>Self-correcting</td>
<td>Ability of readers to monitor themselves as they read, correcting their own mistakes by using different cues and cross-checking one cue against another</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>Students learn to monitor their own reading behaviors and use appropriate strategies to decode and comprehend text effectively. Critical strategy for determining if the text makes sense</td>
</tr>
<tr>
<td>Shades of Meaning</td>
<td>See Vocabulary Nuance</td>
</tr>
<tr>
<td>Skill</td>
<td>The accurate and effective use of conventional rules in oral and written language</td>
</tr>
<tr>
<td>Standard</td>
<td>College and Career Ready Standards are presented as anchor standards and standards. Standards identify or describe what a child should know or be able to do at the end of a given grade level. The anchor standards identify or describe what a student should know or be able to do by the time he or she graduates from high school in order to be ready for college or career.</td>
</tr>
<tr>
<td>Strategies, learning</td>
<td>Cognitive actions taken by the reader to help read accurately with comprehension/understanding; these become automatic with successful practice. (Learning strategies apply to any content area or situation)</td>
</tr>
<tr>
<td>Strategies, teaching/instruction</td>
<td>Specifically devised, adapted, and monitored actions by a teacher to improve performance in student learning</td>
</tr>
</tbody>
</table>
### Technical text
Examples of technical texts are as follows: directions, forms, and information displayed in graphs, charts, or maps, and digital resources on a range of topics.

### Technology
Any mechanical device used for communication, instruction, and information gathering.

### Text complexity
Refers to the degree of complication or challenge that a text poses to readers in terms of how well they comprehend the text. There are three major elements to consider when thinking about text complexity: qualitative, quantitative, and reader and the task. Qualitative - meaning and purpose, structure of the text, language conventionality & clarity, knowledge demands (is the content appropriate for the reader?). Quantitative - measurable dimensions such as word length or frequency, sentence length, and text cohesion (Lexile’s, guided reading levels, ZPD, etc.). Reader and the task dimension includes motivation, knowledge, experiences, interest level (requires teacher knowledge of the learner). Refer to *Text Complexity Raising Rigor in Reading* by Fisher, Douglas; Frey, Nancy; and Lapp, Diane. Also, see Appendix A: Research Supporting Key Elements of the Standards.

### Text dependent questions
Text-dependent questions direct students’ inquiry into the text, rather than outside of it, and can only be answered with evidence from the text. Text-dependent questions can be used to check students’ understanding. Text-dependent questions are not low-level, nor do they prompt students to produce literal or recall answers. A strong text-dependent question should invite students to interpret theme, analyze syntax and text structure, support students’ understanding of vocabulary, and analyze the effects of specific word choice. Refer to *Text Complexity Raising Rigor in Reading* by Fisher, Douglas; Frey, Nancy; and Lapp, Diane.

### Text
Print: physical, hard copy. Digital: any text which is electronic.

### Text types
Text type refers to writing. The CCRS text types are: argument (opinion), informative/explanatory, and narrative.

### Trade books
Authentic literature published to sell to the general public that can be found in the media center, classroom, and bookrooms; may be used for instruction; may be read for pleasure.

### Vocabulary: Academic
Vocabulary found in written text, shared between teacher and student in conversation. Sometimes referred to as ‘rich’ vocabulary. These words are more precise or subtle forms of familiar words and include multiple meaning words. These words are found across a variety of domains. (Tier II)  (Refer to *Bringing Words to Life* by Isabel Beck, Margaret G. MacKeon, & Linda Kucan)

### Vocabulary: Conversational
Words and phrases used in everyday conversations  (Tier I)

### Vocabulary: Domain Specific
These words are critical to understanding the concepts of the content taught in schools. Generally, these have low frequency use and are limited to specific knowledge domains. Examples would include words such as isotope, peninsula, and refinery. They are best learned when teaching specific content lessons, and tend to be more common in informational text. (Tier III)  (Refer to *Building Academic Vocabulary* by Robert J. Marzano and Debra J. Pickering and *Bringing Words to Life* by Isabel Beck, Margaret G. MacKeon, & Linda Kucan)

### Vocabulary: Nuance
Subtle difference between words: a very slight difference in meaning, feeling, tone, or color; a gradual change from word to word. Ex. - big, large, huge, enormous, gigantic. (See *Words, Words, Words* by Janet Allen)

### Vocabulary: Shades of meaning
See Nuance
Resources

There are many resources available to teachers. The following list names but a few of the possible resources. Whatever is chosen to use to enhance instruction requires a thoughtful review by the teacher. Do not accept any resource through blind faith. Always ask: Does the resource align with and support the standard I am teaching? Is the level appropriate to my students’ needs? Please be reminded that additional resources are available on Office 365.

- paired texts
- various leveled texts
- trade books
- poems/charts/posters
- big books
- anthologies
- reader’s theater
- content area texts and materials
- *The Comprehension Toolkit* by Harvey and Goudvis
- *Common Core Lesson Book K-5* by Gretchen Owocki
- *Common Core Writing Book K-5* by Gretchen Owocki
- *The Common Core: Teaching K-5 Students to Meet the Reading Standards* by McLaughlin and Overturf
- *Text Complexity: Raising Rigor in Reading* by Fisher, Frey, Lapp
- *Vocabulary for the Common Core* by Marzano and Simms
- *Making Meaning* by Developmental Studies Center
- *The Common Core Companion: The Standards Decoded Grades 3-5  What They Say, What They Mean, How to Teach Them* by Leslie Blauman with Jim Burke
- *Bringing Words To Life: Robust Vocabulary Instruction* by Isabel Beck, Margaret McKeown, and Linda Kucan
**2010 College and Career Ready Standards (CCRS): English Language Arts**

**Skills and Understandings That Require Continued Attention**

*From 2013 Alabama Course of Study: English Language Arts APPENDIX D*

An asterisk is used in the Language Standards strand to indicate subcomponents of standards that would need continued attention across the grades. Local systems and classroom teachers should be aware that these concepts require continued instruction with increasing rigor.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Page Number (in 2010 (2013) AL CCRS ELA)</th>
<th>Content Standards</th>
<th>Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>36</td>
<td>37.f</td>
<td>Ensure subject-verb and pronoun-antecedent agreement. * [L.3.1f]</td>
</tr>
<tr>
<td>3</td>
<td>39</td>
<td>39.a</td>
<td>Choose words and phrases for effect. * [L.3.3a]</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>38.f</td>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>38.g</td>
<td>Correctly use frequently confused words (e.g., to, too, two; there, their).* [L.4.1.g]</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>40.a</td>
<td>Choose words and phrases to convey ideas precisely. * [L.4.3a]</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>40.b</td>
<td>Choose punctuation for effect.* [L.4.3b]</td>
</tr>
<tr>
<td>5</td>
<td>49</td>
<td>38.d</td>
<td>Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>39.a</td>
<td>Use punctuation to separate items in a series.* [L.5.2a]</td>
</tr>
</tbody>
</table>
Kindergarten – Weeks 1 and 2

Daily Instruction Must Include:

- Classroom management rules and procedures, including transitional activities
- Activities using students’ names (e.g., sorting by beginning letters, number of letters in name)
- Labeling the classroom with students (e.g., door, chair, desk, etc.)
- Word Wall activities (students’ names)
- Handwriting instruction/practice
- Collaborative Conversation
- Instructions for center procedures, introduce at least one center per week
- A variety of read-alouds (e.g., trade books, big books)
- Writing (e.g., self-portraits, first day of school drawings)
- An abundance of modeling in reading and writing
- Consistency
Transition to First Grade – first 2 weeks of school

Ensure students know the following kindergarten skills:

- Concepts of Print (directionality, words are separated by spaces, words are made of specific sequence of letters)
- Alphabet Recognition (naming upper/lowercase letters out of sequence)
- Phonological Awareness
- High-Frequency Words: see, a, go, do, like, the, come, we, are, with, I, am, have, look, my, you, from, little, here, is, he, was, me, for, she, to, said, that, of, and, at, big, can, down, good, it, no, play, up, yes, and color and number words
- Sound/Spelling Correspondences of single consonants and short vowels
- Collaborative Conversation R

Daily Instruction Must Include:

- Handwriting
- Center Procedures
- Classroom Management Procedures
- Reading to, with, & by
- Writing to, with, & by

As is stated on the Alabama Course of Study and the MCPSS yearly pacing guide for first grade, the breakdown of reading foundational skills is as follows: RF.1.1- Print Concepts; RF.1.2- Phonological Awareness; RF.1.3- Phonics and Word Recognition; and RF.1.4- Fluency. To assist you in planning, a phonics lesson including phonemic awareness is available on the following page.
Transition to Second Grade – First Week of School Week of School

- Collaborative Conversation
- Administer grouping assessments
- Establish classroom routines/procedures for literacy block and literacy centers

Daily Instruction Must Include:
  - Handwriting
  - Classroom management procedures
  - Reading to, with, and by
  - Writing to, with, and by

Transition to Third Grade – first week of school

- Teach and use Collaborative Conversation Routine
- Establish classroom routines/procedures for literacy block and literacy centers
- Review classroom/school library procedures.
- Teach and use Close Reading routines and procedures

Daily Instruction Must Include:
  - Classroom management procedures
  - Reading to, with, and by
  - Writing to, with, and by
  - Modeling, modeling, modeling
  - Handwriting
Transition to Fourth and Fifth Grade – First Week of School

- Establish Routines for Reading/Writing Workshop

**Daily instructional activities:**

- model and understand to, with, and by processes of daily reading and writing
- identify classroom management procedures for quality reading/writing workshop classroom
- establish literacy center routines
- know how to select “Just Right” books for independent reading and develop library routines
- model daily handwriting practices
- know procedures and expectations for collaborative discussion
- use Close Reading routines and procedures
- identify small group procedures
### DEVELOPMENTAL STAGES OF READING, WRITING, SPELLING

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>SPELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Emergent Reader</strong></td>
<td><strong>The Emergent Writer</strong></td>
<td><strong>STAGE 1</strong></td>
</tr>
<tr>
<td>❖ Uses mostly information from pictures</td>
<td>❖ Realizes oral language can be written and writing can be used for different purposes</td>
<td>✔ Scribbles, forms letters, strings letters but without the awareness that letters represent phonemes</td>
</tr>
<tr>
<td>❖ May attend to and use some features of print</td>
<td>❖ Draws pictures to communicate meaning, may label drawing with scribbles or random letters</td>
<td>✔ Creates meaningful messages through drawing and letter exploration</td>
</tr>
<tr>
<td>❖ May notice how print is used</td>
<td>❖ Attaches meaning to scribbles</td>
<td></td>
</tr>
<tr>
<td>❖ May know some words</td>
<td>❖ Realizes that writing has conventions and makes attempts toward these conventions</td>
<td></td>
</tr>
<tr>
<td>❖ Uses the introduced language pattern from books</td>
<td>❖ Hears sounds in words and begins to make letter/sound connections</td>
<td></td>
</tr>
<tr>
<td>❖ Responds to text by linking meaning with their own experiences</td>
<td>❖ Writes a few high frequency words</td>
<td></td>
</tr>
<tr>
<td>❖ Beginning to make links between their own language and print</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Early Writer</strong></th>
<th></th>
<th><strong>STAGE 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Realizes oral language can be written and writing can be used for different purposes</td>
<td>❖ Controls directionality</td>
<td>✔ Attempts to represent phonemes with letters using one or two letters for a word (“M” for “my” and “nt” for “night”)</td>
</tr>
<tr>
<td>❖ Draws pictures to communicate meaning, may label drawing with scribbles or random letters</td>
<td>❖ Exhibits awareness of spacing</td>
<td></td>
</tr>
<tr>
<td>❖ Attaches meaning to scribbles</td>
<td>❖ Composes and remembers longer sentences</td>
<td></td>
</tr>
<tr>
<td>❖ Realizes that writing has conventions and makes attempts toward these conventions</td>
<td>❖ Writes high frequency words fluently</td>
<td></td>
</tr>
<tr>
<td>❖ Hears sounds in words and begins to make letter/sound connections</td>
<td>❖ Solves new words using letter/sound relationships and visual information</td>
<td></td>
</tr>
<tr>
<td>❖ Writes a few high frequency words</td>
<td>❖ Notices and begins to use punctuation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Early Writer</strong></th>
<th></th>
<th><strong>STAGE 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Controls directionality</td>
<td>❖ Exhibits awareness of spacing</td>
<td>✔ Uses letters for phonemes (“lik” for “like” and “brthr” for “brother”)</td>
</tr>
<tr>
<td>❖ Exhibits awareness of spacing</td>
<td>❖ Composes and remembers longer sentences</td>
<td></td>
</tr>
<tr>
<td>❖ Composes and remembers longer sentences</td>
<td>❖ Writes high frequency words fluently</td>
<td></td>
</tr>
<tr>
<td>❖ Writes high frequency words fluently</td>
<td>❖ Solves new words using letter/sound relationships and visual information</td>
<td></td>
</tr>
<tr>
<td>❖ Notices and begins to use punctuation</td>
<td>❖ Notices and uses a full range of punctuation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Transitional Writer</strong></th>
<th></th>
<th><strong>STAGE 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Produces longer pieces of writing that include dialogue, beginnings, endings, and multiple episode</td>
<td>❖ Spells many words conventionally and makes near accurate attempts at many more</td>
<td>✔ Internalizes information about spelling patterns</td>
</tr>
<tr>
<td>❖ Spells many words conventionally and makes near accurate attempts at many more</td>
<td>❖ Employs a flexible range of strategies to spell words</td>
<td>✔ Spells words that “look like” English words (“happe” for “happy” and “skool” for “school”)</td>
</tr>
<tr>
<td>❖ Employs a flexible range of strategies to spell words</td>
<td>❖ Notices and uses a full range of punctuation</td>
<td>✔ Uses spelling rules, but not always correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Fluent Writer</strong></th>
<th></th>
<th><strong>STAGE 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Uses all sources of information flexibly</td>
<td>❖ Is fluent in composing text</td>
<td>✔ Spells most words correctly</td>
</tr>
<tr>
<td>❖ Solves problems in an independent way</td>
<td>❖ Beginning to write a variety of genre</td>
<td>✔ Internalizes the rules that govern more difficult vowel and consonant combinations, word endings, prefixes, and suffixes</td>
</tr>
<tr>
<td>❖ Reads with phrasing and fluency</td>
<td>❖ Spells most high frequency words correctly, makes near accurate attempts at others, and uses references and resources effectively</td>
<td>✔ Shows ability to learn to spell homonyms, contractions, and irregular spellings of words</td>
</tr>
<tr>
<td>❖ Extends understanding by reading a wide range of texts for different purposes</td>
<td>❖ Proofreads writing for accuracy and style</td>
<td></td>
</tr>
<tr>
<td>❖ Reads for meaning, solving problems in an independent way</td>
<td>❖ Employs a flexible range of strategies to spell words</td>
<td></td>
</tr>
<tr>
<td>❖ Reads much longer, more complex texts</td>
<td>❖ Reads a variety of genre</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Children will not necessarily be at the same stages in reading, writing, and spelling at any given time.
Strategies for Word Solving

The primary goal of language and word study is for students to automatically recognize and access the meaning of words encountered in daily reading and writing (Calkins, 2001). Through reading and writing a variety of genres, students investigate the meaning and structure of words and explore the intricacies of language (Fountas & Pinnell, 2001). Explicit language and word study must be brief, interesting, and scaffolded to provide opportunities for students to apply knowledge. A print-rich environment may feature word webs, wall charts generated during mini-lessons, vocabulary notebooks, or other word work products. Effective readers and writers use strategies appropriately as they learn about how words work.

**Strategies for Solving Words**

<table>
<thead>
<tr>
<th>Strategies for Solving Words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Sound (Phonemic Strategies)</td>
<td>You can read or write some words by thinking about the sounds. (<em>man</em>, <em>hot</em>, <em>bed</em>, <em>hit</em>, <em>cup</em>)</td>
</tr>
<tr>
<td>By Look (Visual Strategies)</td>
<td>You can read or write some words by thinking about the way they look. (<em>the</em>, <em>pie</em>)</td>
</tr>
<tr>
<td>By Meaning (Morphemic Strategies)</td>
<td>You can read or write some words by thinking about what they mean. (<em>suitcase</em>, <em>two/to/too</em>)</td>
</tr>
<tr>
<td>By Connections (Linking Strategies)</td>
<td>You can use what you know about a word to figure out a new word. (<em>tree</em>, <em>my—try</em>; <em>connect</em>, <em>connection</em>)</td>
</tr>
<tr>
<td>By Inquiry (Research Strategies)</td>
<td>You can use reference materials to learn more about words. (lists, dictionary, charts, computer programs)</td>
</tr>
</tbody>
</table>

# EXAMPLES OF READING AND WRITING PRODUCTS ACROSS THE CONTENT AREAS

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING &amp; WRITING</strong></td>
<td><strong>MATHEMATICS</strong></td>
<td><strong>SCIENCE</strong></td>
</tr>
<tr>
<td>Puzzles</td>
<td>Observations</td>
<td>Note taking</td>
</tr>
<tr>
<td>Posters</td>
<td>Summaries</td>
<td>Objective reports</td>
</tr>
<tr>
<td>Games</td>
<td>Essays</td>
<td>Essays</td>
</tr>
<tr>
<td>Advertisements</td>
<td>Poems</td>
<td>Questionnaires</td>
</tr>
<tr>
<td>Reports</td>
<td>Cartoons</td>
<td>Commentaries</td>
</tr>
<tr>
<td>Surveys</td>
<td>Explanations of processes</td>
<td>Reviews</td>
</tr>
<tr>
<td>Research papers</td>
<td>Puzzles and board games</td>
<td>Scripts</td>
</tr>
<tr>
<td>Letters</td>
<td>Analysis of data</td>
<td>Diaries</td>
</tr>
<tr>
<td>Open-ended investigations</td>
<td>Note taking</td>
<td>Journals</td>
</tr>
<tr>
<td>Descriptions of processes</td>
<td>Diaries or journals</td>
<td>Projects</td>
</tr>
<tr>
<td>Journals</td>
<td>Graphic presentations</td>
<td>Research papers</td>
</tr>
<tr>
<td>Logs</td>
<td>Interviews</td>
<td>Summaries</td>
</tr>
<tr>
<td>Summaries</td>
<td>Questionnaires</td>
<td>Character sketches</td>
</tr>
<tr>
<td>Arguments</td>
<td>Advertisements</td>
<td>Questions and answers</td>
</tr>
<tr>
<td>Explanations</td>
<td>Captions</td>
<td>Games</td>
</tr>
<tr>
<td>Note taking</td>
<td>Report writing</td>
<td>Display boards</td>
</tr>
<tr>
<td>Graphs</td>
<td>Concept books</td>
<td>Learning logs</td>
</tr>
<tr>
<td>Charts</td>
<td>Plays</td>
<td>Biographies</td>
</tr>
<tr>
<td>Tables</td>
<td>Guides</td>
<td>Editorials</td>
</tr>
<tr>
<td>Logic problems</td>
<td>Pamphlets</td>
<td>Concept books</td>
</tr>
<tr>
<td>Recipes</td>
<td>Brochures</td>
<td>Plays</td>
</tr>
<tr>
<td>Word problems</td>
<td>Lab reports</td>
<td>Posters</td>
</tr>
<tr>
<td>Problem solving</td>
<td>How-To books</td>
<td>Guides</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Display boards</td>
<td>Pamphlets</td>
</tr>
<tr>
<td>Concept books</td>
<td>Explanations of processes</td>
<td>Brochures</td>
</tr>
<tr>
<td>Plays</td>
<td>Explanations of own understanding</td>
<td>Maps</td>
</tr>
<tr>
<td>Visual Representations</td>
<td>Scientific Process</td>
<td>Memoirs</td>
</tr>
<tr>
<td></td>
<td>Charts, graphs, and tables</td>
<td>Newspaper articles</td>
</tr>
<tr>
<td></td>
<td>All-About Books</td>
<td>Charts, graphs, and tables</td>
</tr>
<tr>
<td></td>
<td>All-About Books</td>
<td>All-About Books</td>
</tr>
</tbody>
</table>