Early Literacy Framework

Developed in 2012-2013 by

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Our Beliefs

- We believe that each and every child can learn, and deserves the best effort of every adult every day.

- We believe that teachers, supported by all school staff, families and communities, are a determining factor of student success.

- We believe that the strongest education connects to and celebrates a child's background and experiences.

- We believe that comprehension must be built alongside foundational skills from the beginning of literacy development.

- We believe that content is the key to engagement.

- We believe that a daily awareness of every child's developmental and academic trajectory enables the instructional adjustments that can be leveraged to make academic growth.

- We believe that student discussion develops comprehension and must be purposefully built into instruction.

- We believe that writing is an integral part of cognitive development. Exploration opportunities in writing, in addition to explicit instruction, must be woven throughout the day.

- We believe that a commitment to high quality professional collaboration is necessary to generate effective instruction for special student populations.

Introduction

This framework outlines necessary components to establish and maintain a positive and timely trajectory for every child's literacy development. The overarching goal for each and every child is to read and write at grade level or higher each academic year. A committee of early literacy specialists made up of K, 1, 2 and 3 teachers, Title I teachers, instructional coaches, specialists and administrators met throughout the 2012-2013 school year to establish the framework. Study of the Common Core State Standards, Smarter Balanced Assessments and research-based developmental progressions were instrumental in the creation of this framework.

Upon final revision, the realization that the frame is flexible enough to extend through all elementary grades was made and supports necessary for implementation of the framework will be made available for grades K-5. Teachers from grades 3-5 will come together to make necessary intermediate-specific revisions/additions/omissions to this document in the fall of 2013.

Embedded in the framework are some fundamental changes to the way that Reynolds School District approaches literacy instruction:

- Integrate reading, writing and content
- Focus on reading at independent and instructional levels from authentic text
- Use single assessment system, aligned to the Common Core, complete with foundational skills and comprehension measurements to guide instruction
- Rely on teachers as adaptable, thoughtful practitioners of high impact instructional strategies
- Deliver professional development designed to support and strengthen all aspects of the framework

The RSD Teacher Evaluation System provides a companion to the Literacy Framework. Each domain (planning and preparation, instruction, relationships, and professional responsibilities) is an integral part of the framework. Accountability to the ideas and processes is embedded in the cross-collaboration of these two documents.

Tiered Early Literacy Framework

Tier I					
Teach Reynolds School District Sequenced Common Core State Standards	**With…** (Materials)	**By…** (Instructional Model)	**To**	**For** (Time)	**Find Out How They Did** (Assessment)
Reading: Foundational Skills	• Phonics Program	• Explicit Instruction • SIOP Strategies	• Whole Group	30 min	IRLA
Reading: Literary and Informational Text	• Leveled Books • Mentor Texts	• Gradual Release • SIOP Strategies	• Flexible Groups	135 min	
Writing	• Handwriting Without Tears • Mentor Texts • Peer Texts	• Writers Workshop Model • SIOP Strategies • Dictado	• Whole Group • Flexible Groups • Conferencing		Common Formative Assessment
Speaking and Listening		• SIOP Strategies			Common Formative Assessment
Language		• Dictado • SIOP Strategies	• Whole Group • Flexible Groups		Common Formative Assessment

Tier II					
Teach Deficit Skill	**With…** (Materials)	**By…** (Instructional Model)	**To**	**For** (Time)	**Find Out How They Did** (Assessment)
Reading: Foundational Skills	Clearly articulated intervention implemented with fidelity	Evidence-Based Small Group Instruction	Small (3-5) homogeneous groups	15-45 min	IRLA for Progress Monitoring – ensure data is entered every 4-6 weeks
Reading: Literary and Informational Text					
Writing					Common Formative Assessment
Speaking and Listening					Common Formative Assessment
Language					Common Formative Assessment

Tier III					
Teach Deficit Skill	**With…** (Materials)	**By…** (Instructional Model)	**To**	**For** (Time)	**Find Out How They Did** (Assessment)
Reading: Foundational Skills	Clearly articulated intervention implemented with fidelity	Evidence-Based Small Group Instruction	Small (3-5) homogeneous groups	15-45 min	IRLA for Progress Monitoring – ensure data is entered every 2-4 weeks
Reading: Literary and Informational Text					
Writing					Common Formative Assessment
Speaking and Listening					Common Formative Assessment
Language					Common Formative Assessment

If student is not responding to instruction in Tier III, and documentation is complete (see RTI handbook - appendix 1), then proceed to CST. With team agreement, planning and special education eligibility, Special Education services pick up with support at Tier IV.

Tier IV					
Teach	**With…** (Depending on student need, use the following materials – example list)	**By…** (Examples of Modified Instructional Model)	**To**	**For** (Time)	**Find Out How They Did** (Assessment)
Individualized Education Goals	• Modified General Education materials • Intervention Programs • Replacement Programs • Materials designed with student's individualized learning needs • Websites • iPad Apps	• Explicit Instruction • SIOP Strategies • Gradual Release • Dictado • Evidence-Based Small Group Instruction • Computer Aided Instruction • Modeling • Multisensory Techniques	• Large Groups • Small Groups • 1:1 • Specially Designed Instruction	IEP Service Minutes	• Assessment tools indicated on IEP goals • Progress Monitor

Assessment

We have named the Independent Reading Level Assessment (IRLA) and its counterpart Evaluacion del Nivel Independiente de Lectura (ENIL) as the comprehensive assessment system to be used at grades K-2. After thorough evaluation and comparison, we determined that although DIBELS served an important function for RSD, more mature systems have since been developed. We can glean the same foundational information from IRLA/ENIL while simultaneously measuring comprehension levels, diagnosing for next steps and providing coaching to individual readers. IRLA/ENIL was built with guidance from the writers of the Common Core State Standards and is designed to formatively assess progress through them.

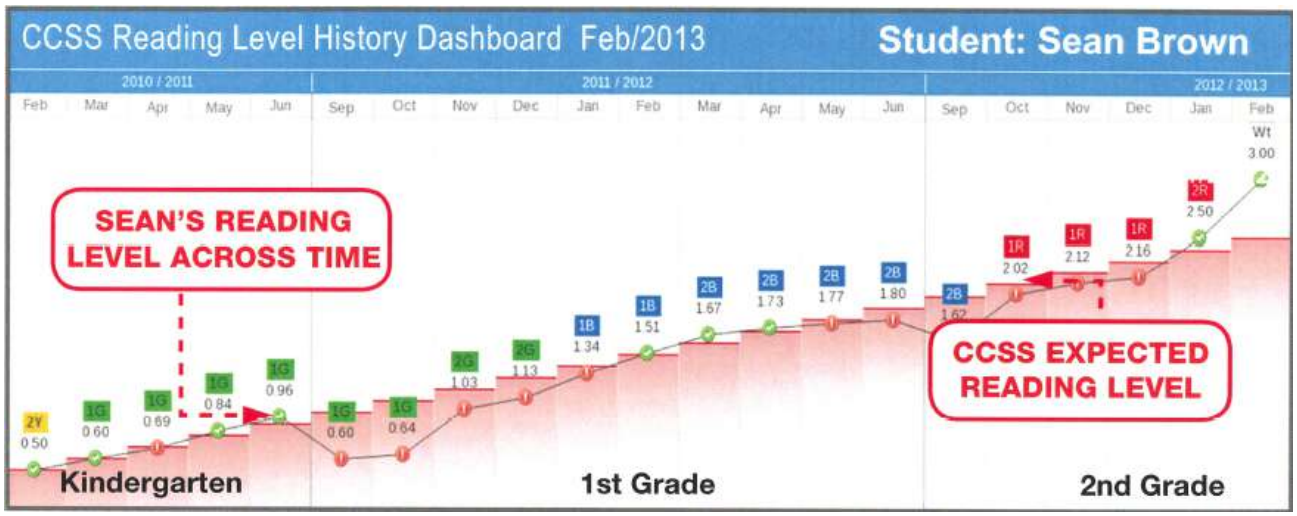
Screening Benchmarks
Screening is conducted three times a year, during specified windows of time across the district to provide benchmark information about each student.

The screener in the RSD Literacy Frame is embedded into IRLA/ENIL. These assessments include a section titled 'Entry Requirements,' at the beginning of each reading level. The 'Entry Requirements' are a quick, reliable way for teachers to identify the reading level of each student. The levels are color-coded to correlate with grade level proficiency. When teachers conduct the screener on the eIRLA or eENIL system using a tablet computer, the screening information is automatically entered into School Pace, a district-wide assessment database.

Formative, Diagnostic Observation/Assessment
Guided by IRLA and ENIL and in grade-level teams, teachers will create common formative assessments to monitor students' growth. Where these assessments indicate a struggle or a success, teachers will conduct a diagnostic assessment to ensure the appropriate reading level is being used for instruction.

Additionally, most kindergarten, first and second grade teachers have amassed a variety of tools that direct their next instructional steps and use of these tools is not discouraged. A sampling of this type of assessment is included at appendix 13.

Progress Monitoring
The purpose of monitoring progress is to make sure that what is being taught is being learned. A developmental progression through skills is being measured by valid and reliable assessments. The chart below demonstrates the longitudinal data produced by the IRLA/ENIL system. In this system, there is a seamless link between screening and progress monitoring, and as teachers collect formative data on students, it automatically adjusts.



When a PLC team determines that a student needs an intervention to accelerate progress, his or her progress must be monitored with IRLA/ENIL every other week. In addition to gathering information about how the student has grown, time should be spent conferring with the student, planning individualized strategies. A student planning sheet (found in IRLA/ENIL) should be used to document the conference and goals set for the student.

As teachers monitor the skill growth of their students using eIRLA and eENIL, students' growth in mastering the Common Core State Standards will be charted in the district database without the need for additional data input by teacher or other school staff.

Assessment Schedule

General guidelines for progress monitoring decisions are given with each benchmark measure, and teachers must take care to ensure that instruction is tailored to the students' deficit so the progress is reflective of actual growth.

Reading Assessment Schedule: K, 1, 2

<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td rowspan="6">Kindergarten</td><td colspan="3">Benchmarking – all students</td></tr>
<tr><td>• Kindergarten Readiness Screener
• IRLA Entry by when? Requirements – enter IRLA color level into database</td><td>• IRLA – enter points earned into database</td><td>• IRLA – enter points earned into database</td></tr>
<tr><td colspan="3">Progress Monitoring - formalized for students in interventions</td></tr>
<tr><td colspan="3">Assess with IRLA on the CCSS in reading and foundational skills as they are taught (based on teacher's SAP)</td></tr>
<tr><td colspan="3">Intervening</td></tr>
<tr><td colspan="3">Students working below grade level or lacking grade level proficiency at standards taught will receive intervention support and be re-assessed at least every 2-4 weeks.</td></tr>
<tr><td rowspan="6">1st Grade</td><td colspan="3">Benchmarking – all students</td></tr>
<tr><td>• IRLA Entry Requirements – enter IRLA color level into database</td><td>• IRLA – enter points earned into database</td><td>• IRLA – enter points earned into database</td></tr>
<tr><td colspan="3">Progress Monitoring – formalized for students in interventions</td></tr>
<tr><td colspan="3">Assess with IRLA on the CCSS in reading and foundational skills as they are taught (based on teacher's SAP)</td></tr>
<tr><td colspan="3">Intervening</td></tr>
<tr><td colspan="3">Students working below grade level or lacking grade level proficiency at standards taught will receive intervention support and be re-assessed at least every 2-4 weeks.</td></tr>
<tr><td rowspan="6">2nd Grade</td><td colspan="3">Benchmarking – all students</td></tr>
<tr><td>• IRLA Entry Requirements – enter IRLA color level into database</td><td>• IRLA – enter points earned into database</td><td>• IRLA – enter points earned into database</td></tr>
<tr><td colspan="3">Progress Monitoring – formalized for students in interventions</td></tr>
<tr><td colspan="3">Assess with IRLA on the CCSS in reading and foundational skills as they are taught (based on teacher's SAP)</td></tr>
<tr><td colspan="3">Intervening</td></tr>
<tr><td colspan="3">Students working below grade level or lacking grade level proficiency at standards taught will receive intervention support and be re-assessed at least every 2-4 weeks.</td></tr>
</table>

Reynolds School District Sequenced Common Core State Standards

The Common Core State Standards are our course of study. The Literacy Committee followed research-based developmental progressions to carefully and intentionally place the foundational standards across grade level maps of the school year. The maps are designed to indicate the time of year to introduce each standard with the expectation that students will reach proficiency with each standard by the end of the year. Additionally, the Next Generation Science Standards were considered as the maps were built.

A full year-at-a-glance scope and sequence for grades K – 5, accompanied by month-at-a-glance documents incorporating the Next Generation Science Standards with potential learning targets can be found at appendix 2.

Planning for Teaching

Planning

Thoughtful and intentional planning is an instructional requirement. Based on the SIOP model, the Standards Alignment Process (SAP) provides teachers with an opportunity to collaborate on a monthly basis in order to do big picture planning. Embedded in this process are:

Identify standard(s)

Construct learning targets

Identify materials

Plan assessment(s)

Learning Targets		
Trait	**Definition**	**Guiding Question**
Specific	• Clearly Stated • States what teacher wants students to learn and be able to do • Outcome is Embedded	What do Students Need to Know?
Measureable	• Clearly assessed with formative or summative assessments • Built-in feedback opportunities are qualitative or quantitative	How Will I Know if Students Learned It?
Dynamic	• Adaptive • Malleable • Continuous • Energetic • Continuously adapting the planned level of rigor based on assessed degree of student need	What Do I Do if Students Have Learned It? What Do I Do if Students Have Not Learned It?

The strongest learning targets:

- Connect the lesson to the standard through backwards planning
- Are relevant to the student
- Are meaningful to the continuum of learning

- Are developed collaboratively

Expectations for Learning Targets across RSD classrooms are that they be developed in teams, are written as "I Can" statements, and are relevant to the learning occurring by day. Students will be able to articulate what the learning target is, and teachers will refer to learning targets.

A sample format for SAP planning is provided at appendix 3, along with a rubric for gauging the depth and quality of the plan.

Materials: Tier I

Phonics
The explicit, systematic instruction of phonics can be accomplished in a variety of ways.

• Appendix 4 includes the well-researched progression of phonics acquisition with clear links to the Common Core State Standards. The Templates for Direct Instruction (appendix 8) are a solid set of routines that provide support for the instruction of the phonics skills outlined in the progressions.

• Benchmark Phonics is a systematic and explicit foundational phonics program that is available to K-2 teachers upon request and with training provided by instructional coaches.

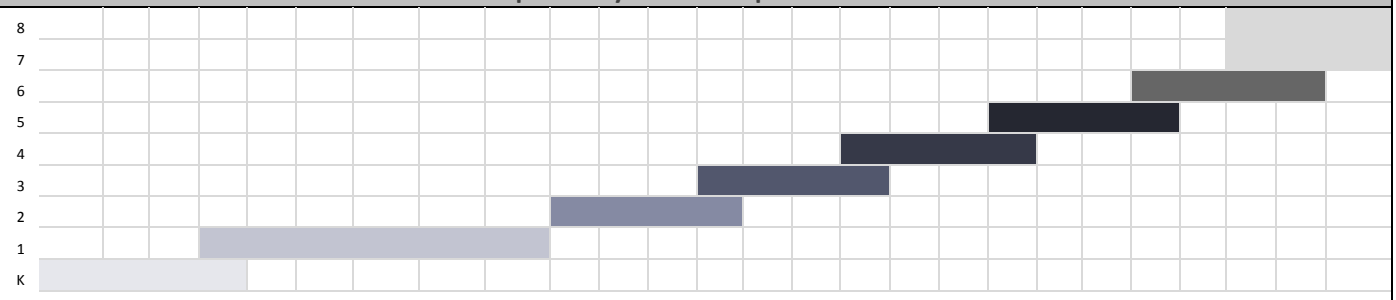
• Electronic applications (web-based and apps loaded to classroom-provided iPads) serve as reinforcement to foundational skills are available in every classroom.

Sound-Spelling Cards
There are 45 sounds in the English Language, but a vastly greater number of ways to spell those sounds. An alphabet frieze that includes not only the letters of the alphabet, but digraphs and dipthongs as well must be present in every classroom. The Sound-Spelling cards introduced with the Houghton Mifflin adoption in 2006 are an available tool to help teachers demystify some of the spellings of the English language and are available to support the acquisition of the spellings of the sounds in English and meet the above criteria. A sample of these cards and a routine for their implementation is provided at appendix 5.

Leveled Books
Most authentic text can be leveled. The CCSS refer to text complexity bands, grounded in Lexiles. Lexiles are determined using a mathematical formula that doesn't account for overall content, age of reader, or text features. Therefore, they are not the most accurate determiner of text

complexity, which helps explain their overlaps (MetaMetrics, 2013). By using multiple sources, we present the following chart to represent degrees of text complexity in order to give common expectations for student progression through the grades. Appendix 6 includes a list of text features inherent in each level.

Levels of Text Complexity and Expected Growth Rate



Fountas & Pinnell Leveling System	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Lexile (2012 CCSS Text Measures)			190-530 (1st Grade)							520-820 (3rd Grade)									830-1010 (5th Grade)					970-1185 (7th & 8th Gr.)		
								420-650 (2nd Grade)								740-940 (4th Grade)						925-1070 (6th Grade)				
DRA	A,1	2	3	4	6-8	10	12	14	16	18	20	24	28	30	34	38	40	40	40	50	50	50	60	60	70	80
American Reading Company (IRLA)	1-3Y	1G	1G	2G	2G	1B	1B	2B	2B	1R	1R	2R	2R	Wt	Wt	Wt	Bk	Bk	Or	Or	Or	Or	Pu	Pu	Pu	1Br
Reading Recovery	A,B,1	2	3,4	5,6	7,8	9,10	11,12	13,14	15,16	18	18	20	20	22	24	24	26	26	26	28	28	28	30	30	30	23,34
Accelerated Reader	0-.9	1	1.1	1.2	1.3	1.4	1.6	1.8	1.9	2.2	2.5	2.7	3	3.3	3.5	3.9	4.1	4.5	4.7	5	5.2	5.8	6	6.4	6.7	7.4
Scholastic	A	B	C	D	E	F	G	H	I, J	K	L	M	N	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Materials for students to use to gain proficiency within the standards must be selected mindfully, to minimally do the following (from Quality Review Rubric for Instructional Materials, ODE, 2013 – full tool included as Appendix 7):

- be in the correct text-complexity band for each grade level
- provide authentic learning and application of literacy skills
- reinforce key knowledge of print concepts and phonological awareness
- include sufficient tier 2 vocabulary
- allow for the integration of reading, writing and speaking
- build content knowledge in social studies, science, and the arts
- allow for close reading of text, examining evidence to gain deep meaning
- provide opportunities to find evidence in text and, when applicable, through illustrations, charts, and diagrams
- balance literary and informational text
- cultivate student interest and engagement in reading, writing, speaking and listening
- provide enough challenge to engage students in productive discussion
- read aloud to engage students with complex texts (see appendix B of CCSS for examples of read aloud selections by grade level)

The selection of books to compose deep, high-quality leveled libraries or bookrooms is left to the discretion of each school. Consideration for high-interest, low level text must be made, as well consideration for text in students' native language(s). Principals and literacy teams will use the above list as selection criteria in order to determine the titles they will purchase and the quantity. Each school has a baseline budget and guidance from the committee regarding publishers, titles and links to content as a starting place (don't forget periodicals!).

Recognition of the high degree of cultural diversity within our school district is a driving factor of this recommendation, as high-interest books are dependent on students' backgrounds.

Mentor Texts (also known as 'anchor texts' or modeled books)
A mentor text is a published piece of quality writing a teacher uses during a literacy lesson to model and teach a writing or language skill. They provide motivation and modeling for student writing. Mentor texts are chosen by the teacher to match the interest level of the class and the skill being taught.

Peer Texts
A peer text is a piece of quality writing produced by a peer, used in class to reinforce a writing or language skill. They contribute to the creation of an engaged community of writers.

Handwriting Without Tears
This program provides developmentally appropriate instruction regarding the correct formation of letters and numbers, a foundation for conventions of writing such as capital letters, spaces between words, and end punctuation required for accurate writing.

Materials: Tiers II and III

Tiers II and III
Where a student is not responding to core (Tier I) instruction, Tier II instruction must be employed. As defined by the National Center for Response to Intervention (NCRTI), Tier II relies on evidence-based strategies that specify instructional procedures, duration, and frequency of instruction (NCRTI, 2010). Mindful collaboration with PLC team members should result in carefully designed instructional strategies with an intentional frequency focused on student need. The key to success at Tier II is to identify and intentionally address the deficit skill that stands in the way of access to material, concepts and skill at Tier I.

Tier II includes all three of the characteristics below:

- evidence-based
- small group instruction
- involves a clearly articulated intervention implemented with fidelity (NCRTI, 2010)

The purpose of applying an intervention is to target a specific skill in order to accelerate growth. Therefore, careful consideration of the intervention and what it is expected to do is necessary. In addition to carefully designed instruction, Reynolds School District has invested in supplemental programs designed to target skills for acceleration. When used with fidelity, research indicates these programs are successful.

Whether designing to meet the individual needs of a student or group of students, or implementing a program, teachers must work together within their Professional Learning Communities and with the support of literacy specialists to ensure an instructional plan is developed that will catch the student up as soon as possible. Progress should be monitored every other week in order to capitalize on gains or make corrections in the application of the intervention to be sure student growth is on target to catch up.

Supplemental Programs

Supplemental Program	Target Grade	Time per lesson	P.A.	Phonics	Fluency	Comp.	Vocab.
Mindfully planned intervention strategies grounded in menu of intervention options: see Menu of Options in RTI Handbook (appendix 1)	K-5	5-30 min	X	X	X	X	X
Templates for Direct Instruction*	K-5	10-30 min	X	X	X		
Leveled Literacy Intervention	K-3	30-45 min		X	X	X	X
Phonics for Reading Lv. 1-3	3-5	30-45 min		X			
GATE .8	2	30 min			X		
Read Naturally	2-6	30 min			X		
Soar to Success	3-7	30 min				X	

* Templates for direct instruction can be found at appendix 8.

If Tier II strategies and programs are not providing adequate growth, apply Tier III strategies. Replacement Programs are provided to support at this tier. The RSD RTI handbook denotes protocols for decision making.

To achieve the fidelity required when using supplemental or replacement programs, training must be given to any and all practitioners of the programs (see professional development component of this plan), and the instructional protocols must be followed. Sample fidelity checklists are provided at appendix 9.

Replacement Programs

The following charts are intended to guide the discussion of PLCs, not to be the absolute authority. Where a student is significantly behind (as indicated by eIRLA) a replacement program must be applied. These programs are designed to focus tightly on necessary foundational skills with the goal of catching students up as quickly as possible. It is crucial to understand that placing a first grade student in a kindergarten program is not recommended unless plans are made for accelerating the instruction. A kindergarten program will only bring a student

competence with kindergarten skills, a first grade program will only bring a student to the end of first grade and so on.

Whenever possible, Tier III intervention should take place during the foundational and/or differentiated/tiered reading time.

Kindergarten

Deficit Skill	Program	Program
Letter names	ERI	Read Well - K
Letter sounds	ERI	Read Well - K
CVC	ERI	Read Well - K

First Grade

Deficit Skill	Program	Program	Program
(K) Letter names	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
(K) Letter names	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
(K) CVC	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
VC	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
CVCe	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
CVCC	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
CCVC	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
R-controlled Vowels	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
Consonant Digraphs	Reading Mastery Plus 1	Reading Mastery Classic Lvl. 1	Read Well 1
Vowel Digraphs			Read Well 1
Multi-Syllabic Words			

Second Grade

Deficit Skill	Program	Program	Program	Program	Program	Program
(K) Letter names						
(K) Letter names		Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(K) CVC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) VC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) CVCC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) CCVC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) R-controlled Vowels	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) Consonant Digraphs	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) Vowel	Reading		Reading		Reading	Read Well Lvl 1

Digraphs	Mastery Fast Track 1&2		Mastery Plus Lvl 2		Mastery Classic Lvl. 2	
Prefix/Suffix			Reading Mastery Plus Lvl 2		Reading Mastery Classic Lvl. 2	Read Well Lvl 1
Multi-Syllabic			Reading Mastery Plus Lvl 2			

Materials: Technology

Standard IT Equipment List

Each classroom will have a minimum of the following technology:

- 1 Projector
- 1 Laptop
- 1 Document Camera
- 1 teacher iPad and dongle to connect it to projector
- 10 student iPads

Each school will have 2 computer labs, including a printer in each.

Apps

A suite of apps appropriate per grade will be loaded on to each iPad during the summer months. The apps designated will be chosen by a committee of practitioners to support the ideas and philosophies in the framework.

Licenses to programs such as Type to Learn, and Reading Eggs will be provided to schools through district funds, and teachers will access them as additional supports to the framework.

Instructional Model

Language of Instruction
The goal of instruction in Reynolds School District is for all students to fluently read, write, speak and listen in standard English. Dual immersion classrooms at grades K, 1 and 2 are being considered to enable both native English and native Spanish speaking children to become fluent in both languages. Bilingualism will strengthen our educational programs and prepare our students to compete in a 21st Century global economy.

Careful consideration was given to the instructional models that follow to ensure they will be equally effective in both English and Spanish.

Explicit Instruction
Explicit Instruction is a system of focused, targeted teaching behaviors designed to eliminate distractions, and to provide maximum opportunities for repetition. It is most effectively used with the rote learning of singular skills and/or facts. The foundational reading skills of **phonemic awareness** and **phonics** can be efficiently taught using an explicit instruction model.

Characteristics of explicit instruction are:

- Explain task
- Provide signal
- Model response/behavior
- Whole group and individual response
- Quick pacing
- Monitor responses
- Consistent correction procedure
- Individual turns

Although some students suffer from the medical definition of dyslexia, many will show great gains when given sufficient intensity of explicit instruction. Because the brain is always growing and changing, many students who have severe learning disabilities in reading can be brought to grade level with enough intensity of instruction and the right match between materials and instruction. (Shaywitz,, 2005)

Templates for explicit instruction are appropriate to use in Tier I and Tier II. The difference in application between the tiers is group size. Tier I is be whole group, Tier II is more isolated in order to provide more individual practice and monitoring of responses. The templates are included as appendix 8.

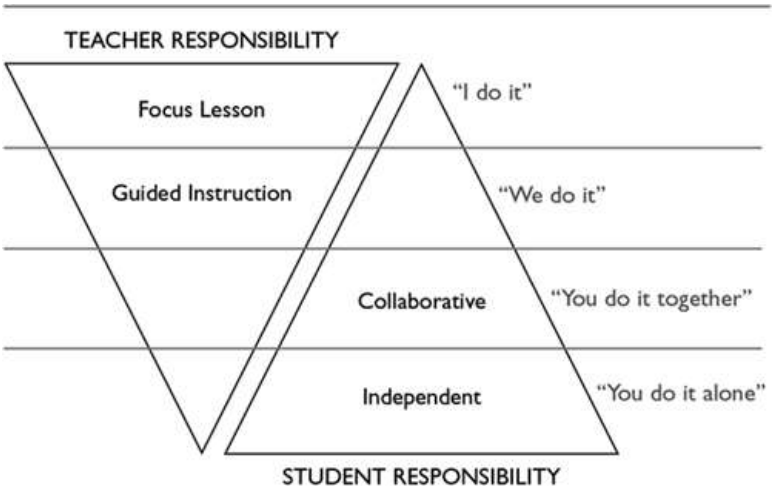
Sheltered Instruction Observation Protocol (SIOP)
For the purposes of the Early Literacy Framework, instructional strategies that make up the SIOP model are included here. Further definition and examples can be found in Making Content Comprehensible for English Learners, (Echevarria, Vogt, Short, 2008).

- Build Background
- Make Input Comprehensible

• Provide Opportunities for Students to Use Learning Strategies
    Cognitive Learning Strategies
    Metacognitive Learning Strategies
    Language Learning Strategies
• Use Scaffolding Techniques - "A scaffold is a temporary structure that is constructed to help someone complete a task that would otherwise be too difficult to do alone." (Echevarria et al, 2008, p 123)
• Use a Variety of Question Types - including those that promote higher-order thinking skills
• Provide Frequent Opportunities for Discourse Between Teacher/Student and Student/Student
• Provide Frequent Opportunities for Students to Apply New Learning

Gradual Release of Responsibility

In the gradual release model, teachers differentiate which phase they are in and how long they will stay there depending on the needs of the group. Done intentionally, this process will accelerate students' literacy growth at the primary levels, gaining them access to the depth and rigor at the heart of the Common Core.



From Better Learning Through Structured Teaching by Douglas Fisher and Nancy Frey

This model has 3 distinct components:

Modeled

"I do" – teacher explicitly models skill and will differentiate amount of "I do" based on performance of student.

Shared/Guided/Collaborative/Cooperative

"We do" – teacher supports students as they attempt to apply the skill with varying levels of scaffolding.

Independent

"You do" – students work alone without a teacher.

Writer's Workshop Model

Writer's Workshop provides a structure for meeting the research-based, positively impacting recommendations as having a strong impact on teaching elementary school students to be effective writers (Graham et al, 2012):

• Provide daily time for students to write
• Teach students to use the writing process for a variety of purposes
• Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing

• Create an engaged community of writers

Essential components of a Writer's Workshop are the mini-lesson, time to write and confer, and time to share. Components of Writer's Workshop should be taught in a continuous time segment.

Dictado

The Dictado is a strong strategy to use in the teaching and practicing of both Writing and Language standards. The Dictado is an adaptation of a methodology used around the world to meet the linguistic and pedagogical needs of students. It was adapted by the Literacy Squared® Institute and has proved successful in both bilingual and monolingual situations.

An overview of the procedure is provided here (Butvilofsky, 2012), a detailed description is included at appendix 11, and professional development and coaching will be provided throughout the implementation of this framework.

- The teacher creates a meaningful text as the focus for teaching spelling, grammar & language.
- Teacher dictates message to students, who write in blue or black pen, skipping lines.
- Teacher and students collaboratively create a corrected model of text, while students self-correct using red pen and a standard marking code to draw attention to approximations.
- Repeat using the same text 3 times throughout the week.

Evidence-Based Instruction

To be described as "evidence based," a collection of practices should have been tested and shown to have a record of success. Practices listed in this section of the framework (Explicit Instruction, SIOP, Gradual Release, Writer's Workshop and Dictado) are all evidence-based. The Menu of Intervention Options in the RTI Handbook (appendix 1) names a number of other evidence-based instructional strategies that should be consulted when designing Tier II instruction.

Instructional Considerations for English Language Learners

a) Effective English Language Development should provide explicit teaching of features of English syntax, grammar, vocabulary, and pronunciation in meaningful contexts.

b) Provide opportunities for student discourse in both languages. Understand that English Learners will use their first language and mix grammars. This "language interference" or transference is common.

c) Use ELD standards and sheltered strategies throughout the day to provide pathways to academic standards.

d) Examine the match between students' level of English proficiency and curriculum demands to provide appropriate access to content.

e) Team needs to understand normal progression of English Language Development in order to appropriately determine which students need Tier II intervention. Teacher's response to "lack of progress" should be immediate and not "wait and see" and examine the proficiency level of ELD program implementation. Access ELD teacher to help.

Time

Reading Foundation Skills: up to 30 minutes per day
Does not need to be continuous, i.e. 2 15- minute or 3 10-minute times

30 minutes – Foundational Skill Building (Whole → Small → Individual as needed)	
Reading Skill	• Phonemic Awareness • Alphabetic Principle • Word Recognition/Sight Words • Fluency with Decodable Text/Phonics Readers • Word Study
Writing Skill	• Dictado • Handwriting Without Tears • Editing

In the full-day kindergarten, first and second grade classrooms, 30 minutes each day must be set aside for whole-group instruction and practice of reading foundational skills. These skills are crucial building blocks for the meaning-making of reading and must be mastered on time.

As students achieve mastery with foundational skills, the amount of time needed will decrease. Appropriate and thoughtful use of assessments will signal when proficiencies are reached.

We do not recommend the continuation of half-day kindergarten. It is so crucial for students to learn foundational reading skills on time that we must devote an adequate amount of time for each student to meet specific reading goals. Therefore, in a half-day kindergarten, at least 30 minutes are required to be spent on the instruction and practice of reading foundation skills.

Integrated Literacy: 170 minutes per day
As denoted by the Common Core State Standards, literate college- and career-ready individuals:

- demonstrate independence

- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline
- comprehend as well as critique
- value evidence
- use technology and digital media strategically and capably
- come to understand other perspectives and cultures

While charged with defining a framework for early literacy growth, we kept this end in mind. A minimum of 170 minutes each day for students to learn and use their reading, writing, speaking, listening and language skills within grade-appropriate content is necessary. This 170 minutes should be connected, though not necessarily continuous, throughout the day.

The designation of 170 minutes for Integrated Literacy includes the expectation that time be spent learning content, working in a writer's workshop and participating in tiered reading. Whole group, small groups and independent practice are to take place during this time.

170 minutes – Integrated Literacy		
	Whole Group	Independent Practice
Content	• Experiential Learning • Read Source Material • Read Aloud	• Independent Reading • Partner Work • Note Taking • Literature Exploration
Writer's Workshop	• Minilessons • Mentor Text • Planning/Prewriting • Whole Group	• Writing • Conferring
Tiered/ Differentiated Reading	• Read in small group at instructional level • Intentional independent reading at independent level • Comprehension skill building • Read text related to content • Tier II and III program work (about half an hour depending on intervention) • Conferring • Assessment	

Tiered/Differentiated Reading: (incorporated in integrated literacy)
This is the time where students who are lagging receive focused interventions, and where students who are ahead receive the instruction necessary to continue to grow. This is an ideal time to use available interventionists and tiered programs to prevent students from missing content instruction and writer's workshop.

Group size is ideal at 3 to 5 according to the Executive Summary of the Oregon K-12 Literacy Framework (2009). The instructional reading levels in a group should not span more than 3 gradients on the Fountas and Pinnell leveling system (see pg. 8). Instructional strategies to be

utilized during this time are outlined in the Instruction section of this framework. Students may participate in multiple groups during this time; dependent upon student need.

Students who are not working in tiered/differentiated groups are independently working on intentional reading and writing activities. The Daily Five (Boushey and Moser, 2006) provides structures helpful to organizing this work. When available, schedule volunteer helpers to work with students on reading and writing skills at this time.

Read Aloud: Every child must have the opportunity to engage in grade level text. Reading aloud provides a fluent model of reading, opportunities for students to build background knowledge, an increase of content vocabulary, and the use of rigorous comprehension strategies.

Independent Reading: Reading independently at an independent level is a highly effective way for students to gain reading skill. Students do not learn to read without reading. Time must be designated for independent reading of 'just right books' every day. The IRLA assessment system provides teachers and students with strategies for knowing independent levels, and for setting goals to make improvements. Leveled libraries are a key component of this framework and will enable teachers and students to choose from a wide variety of independent text.

Half day kindergarten must compromise on the allotment of time. No less than 60 minutes are to be used for integrated literacy time in a half day kindergarten. In a half-day kindergarten, adequate time must be provided in small groups to gain foundational benchmark skills. Time is further compromised by class size, we therefore recommend that half day Kindergartens in Title I schools be limited to a maximum of 20 students. Appendix 12 includes some potential schedules for each grade, including half day kindergarten.

Professional Development

2013-2014 School Year

Plan to be revisited and updated yearly

Before school starts in September

Two full days of SIOP training for elementary teachers are scheduled during the back to school week. The Curriculum and Instruction Department will work with the presenters to make sure that explicit links to the instructional component of this framework are made. Teachers will be trained in grade level bands rather than by school. This work will be mapped out with touchstones throughout the year so it does not get lost or overwhelmed.

A half day, driven by the district, is built into the calendar. This half day must be focused on the assessment component of the literacy framework. By grade level, teachers will receive training from an Instructional Coach and principal on the purpose and usage of screening and progress monitoring assessments.

Early Release

2013-2014 release days (31) have been recommended by the calendar committee, scheduled and approved by the board. A PD Planning Form, modeled after the SAP, will be used for the planning and reporting of each early release as a planning, sharing and accountability measure (appendix 14).

- 5 SIOP:

  5 early releases will be spent on sheltered instructional practice. Elementary principals will determine the 2-3 components of sheltered instruction for focus, and at the building level, staff will work with principal to build the professional development plan for sheltered instruction most appropriate for the individual building staff.

- 5 Assessment:

  5 early releases will be spent on assessment. Principals will work with building staff to determine the specific professional development necessary regarding assessment practices aligned to district initiatives.

- 3 Equity:

  3 early releases will be spent on equity. Principals will work with building staff to determine the most appropriate professional development in the area of equity. Examples include: book study; data analysis; sharing racial biographies; case study: article, chapter, video; introduction of compass and adopting of agreements and conditions.

• 5 Proficiency Based Teaching and Learning:

5 early releases will be spent on Proficiency Based Teaching and Learning as we build capacity toward House Bill 2220. Principals will work with building staff to determine the needs of staff in this area and design professional development to serve the needs of the staff. A key topic in this area is: What does it mean to be proficient?

• 1 Grading/Data (Technology):

1 early release will be led by the IT department in order to provide training regarding the Synergy gradebook and use of Data Warehouse.

• 8 School-Targeted PLCs (10/16, 11/20, 12/11, 1/22, 2/19, 3/19, 4/16, 5/14):

School Based, Grade Level PLC: Facilitated by building principal, teachers will work in grade level teams with specialist (Title I, ELD, Counselor, SpEd) support to analyze growth against diagnostic and informal formative assessments. Adapt instructional plans as needed to assure assessment goals set for on SAP are met on time.

• 4 District-Targeted PLCs (10/2, 1/8, 3/5, 4/30):

Cross-district grade level team meetings: Grade level teachers and specialists meet with Instructional Coach and 2 principals to work in teams to use the RSD-sequenced CCSS to plan big-picture instruction and common formative assessments for the month.

Instructional Coaching

The two priorities for instructional coaching are:

- SIOP
- IRLA

5 FTE for instructional coaching will be designated at the elementary level. Elementary principals will name 3 components of SIOP to focus efforts on in the 2013-2014 school year. Coaches will be responsible for working with teams to effectively implement those components.

Ensuring the assessment system (IRLA) is effectively implemented will also be a charge of coaches.

Principals and leadership teams will build a plan for effectively using instructional coaching in the ways named above into their School Improvement Plans.

Using Release/Substitute Time

Each K-5 teacher is budgeted in this plan to have 4 full days worth (substitute provided) of early release time for directed professional development. One of those days will be used in

September to extend training with the IRLA assessment system. The remaining days will be used based on individual or team need.

Reference Materials

Each K-5 teacher will receive the following professional titles to use as reference:

Making Content Comprehensible, (Echevarria, Vogt, Short)
Continuum of Literacy Learning, (Fountas and Pinnell)
CORE Sourcebook, (Honig, Diamond, Gutlohn)

These materials were instrumental in the construction of the framework and will be frequently referenced in the ongoing training and support of the implementation of the literacy framework. Additionally, copies of The Daily Five and Café, (Boushey and Moser) will be available upon request to teachers who do not already have these helpful books as reference materials for the management of time within an integrated literacy block.

Thursday Academy (Optional)

A structure for teachers to use their contracted tuition monies in order to gain college credits with Portland State University while gaining additional skill and knowledge regarding the necessary components to this framework is being built. The structure will allow book studies, reading and ESOL endorsement cohorts, and extended work with assessment strategies.

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