Halifax County Schools K-12 Comprehensive Literacy and Language Framework

Purpose: To inform and calibrate K-12 Tiered literacy lesson planning, lesson delivery and evaluation of the taught curriculum (NC SCOS)

NC ELA Standard Course of Study

English Language Arts Core Pillars

- 1. Foundational Reading Skills
 - Print Concepts
 - Phonological Awareness
 - Phonics and Word Recognition
 - Fluency
- 2. Reading Literature
- 3. Reading for Information
- 4. Writing
- 5. Listening and Speaking
 - Comprehension/Collaboration
 - Presentation of Knowledge & Ideas
- 5. Language
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

College & Career Anchors

- Key Ideas and Details
- Craft and Structure
- Integration: Knowledge/Ideas
- Range of Reading/Text Complexity

Writing

Text Types & Purposes; Production & Distribution of Writing; Research; Present Knowledge; Range of Writing Pedagogy: Teaching & Learning

District's Core Literacy Components - Phonemic Awareness; Phonics; Reading Fluency; Tiered Vocabulary; Language, Listening Comprehension; and Reading Comprehension; speaking & listening

Core Knowledge Dimensions -Factual Knowledge, Conceptual Knowledge, Procedural Knowledge, Metacognitive Knowledge

Balanced Approach to Teaching and Learning: tier 1; Tier 2; Tier 3

 Guided Reading; Shared Reading; Choral Reading; Independent Reading; Literature Circles; Oral language; cueing systems; Read Aloud/Think Aloud; Viewing text features; Building Background Knowledge; Teacher Directed Interventions; Guided Writing; Shared Writing; Independent Writing; Publishing; Presenting; Student Portfolios; Research Projects, Interviewing & Responding

Digital literacy Competencies
- Digital Content and Instructional Tools;
Technological Resources

MTSS: Tiered Instruction

Tier 1: Core Delivery

1. Gradual Release Instructional Method - Connect, Explain & Model: "I Do" Teacher makes real world connections to concept; delivers explicit & systematic explanations of terms, content, and thinking; Demonstrates success strategies with the processing of content information by way of modeling for understanding - Guided Practice: "We Do" Facilitated learning; Collaborative support; management strategies; Immediate Feedback; Teacher-Student Conferences - Application of Learning: "You Do" Students' independent application of skills and content; Product Focus; Rubrics/selfcheck; Graded Tasks; Presentations; Technology Tools; reflections; Assessments 2. Supplemental & Intensive Intervention:

- Flexible Grouping; Small Groups; Same Skills Group; One-to-One; Leveled Text Groups; Content Integration; Scaffolding; Digital Groups; Data-Driven Gr. **3.** Instructional Time:
- Literacy Block: minimum of 60-90-minute- Writing Block: minimum of 30 minutes

Evaluation of Learning

Curriculum Measures

- Unit Pre/Post Assessments
- Unit Tests
- Quizzes
- Benchmark Assessments
- Common Formative Assessments
- Cumulative assessments
- Performance assessments
- Project-based Unit Assessments

Progress Monitoring

Bi-weekly Progress Monitoring of Skills
3rd Grade Read to Achieve Portfolio
KEA (Kindergarten Entry Assessment)
BOY, MOY, EOY Istation Lit. Assessments
K-2 Literacy Assessment (optional)

Tiered Interventions

- Supplemental Curriculum
- Student Support Plan (formerly PEP)
- Individualized Education Plan (IEP)
- Student Retention Plan
- Academic Intellectually Gifted Plan
- English Language Learners (ELLs) Plan

K-12 Achievement Goal: College and career readiness in reading, writing, language, speaking, listening, viewing and presenting.