WLWV Literacy and Learning Handbook

Ensuring Access and Opportunity for New Learning
for Every Child, Every Day.

West Linn-Wilsonville
School District

First Edition Fall of 2021

West Linn Wilsonville Primary Literacy Team

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> *Readers get better at reading by reading. Reading volume is critical to reading progress.*
> (Allington, 1994; Stanovich, 2000).

"I gave my students a saying to say:
'I am somebody.
I was somebody when I came.
I'll be a better somebody when I leave.
I am powerful, and I am strong.
I deserve the education that I get here."

-Rita Pierson, Educator

WLWV Philosophy of Literacy

The West Linn Wilsonville School District maintains the theoretical belief that reading is a meaning-making process that is complex and is intertwined with writing, listening and speaking across all content areas. Reading and writing are social and cultural processes that are based on language. As a cornerstone of thought, knowledge, and culture, language is the primary way people communicate ideas and feelings. Language is a life-long resource for learning, enjoyment and understanding human experience.

All children come to school with language assets that provide the foundation for literacy learning. All children can and will become successful readers and writers.

We believe the following principles:
➢ *"Students learn by talking.*   ➢ *Students need to process a large amount of written language.*   ➢ *The ability to read and comprehend texts is expanded through talking and writing.*   ➢ *Learning deepens when students engage in reading, talking, and writing about texts across many different instruction contexts."*[1]

When applying the above principles, consider the following:
➢ *"Learning does not occur in stages, but is a continually evolving process.*   ➢ *The same concepts are acquired and then elaborated over time.*   ➢ *Many complex literacy understandings take years to develop.*   ➢ *Students learn by applying what they know to the reading and writing of increasingly complex texts.*   ➢ *Learning does not automatically happen; most students need expert teaching to develop high levels of reading and writing expertise.*   ➢ *Learning is different, but interrelated across different kinds of language and literacy activities; one kind of learning enhances and reinforces others."*[2]

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[1] (Fountas & Pinnell, 2017, 2)
[2] (Fountas & Pinnell, 2017, 2)

Balanced Literacy Framework

This framework provided by Lucy Calkins guides classroom teachers and specialists in understanding how the components of balanced literacy are integrated throughout the primary school day.
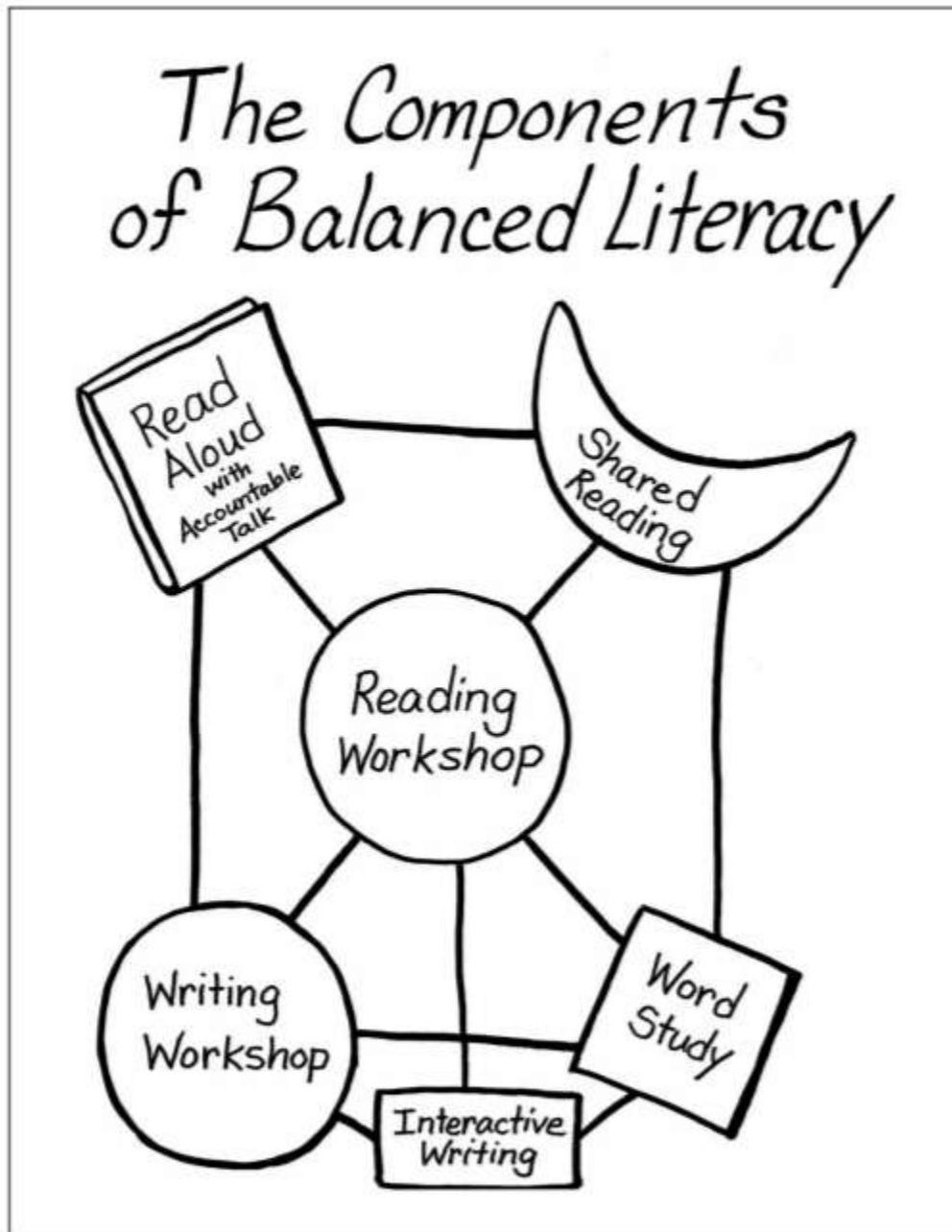
The Components of Balanced Literacy

- Read Aloud with Accountable Talk
- Shared Reading
- Reading Workshop
- Writing Workshop
- Word Study
- Interactive Writing

What Does Research Say That All Readers Need?

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10 Essentials of Reading and Writing Instruction **(Calkins' Reading and Writing Bill of Rights)**

1. *"Above all, good teachers matter. Learners need teachers who demonstrate what it means to live richly literate lives, wearing a love of reading and writing on their sleeves.*

2. *Students need a balanced approach to English/language arts, one that includes a responsive approach to the teaching of reading, writing, and phonics. Researchers have studied examples of exemplary literacy instruction. In every case, when they found a classroom with high literacy engagement and learning, they found balanced teaching in place (Pressley et al. 2002).*

3. *Reading and writing need to be taught like other basic skills, with direct, explicit instruction— including spelling, conventions, phonics, and the skills and strategies of proficient reading and writing.*

4. *Readers need long stretches of time to read, and writers need extended time to write.*

5. *Writers need to learn to use the writing process: rehearsing, drafting, revising, editing, and publishing their writing. Readers need opportunities to consolidate skills so they can use skills and strategies with automaticity within fluid, engaged reading.*

6. *Writers deserve to write for real purposes and audiences, to write the kinds of texts that they see in the world, and to write to put meaning onto the page. Readers need opportunities to read high-interest, accessible books of their own choosing.*

7. *Readers and writers need teachers to read aloud to them.*

8. *Students need opportunities to talk and sometimes to write in response to texts.*

9. *Readers need to read increasingly complex texts appropriate for their grade level and they need support reading nonfiction and building a knowledge base and academic vocabulary through information reading.*

10. *Learners need clear goals and frequent feedback tailored specifically to them. They need to hear ways their reading and writing is getting better and to know what their next steps might be."*[3]

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[3] (Calkins, 2015, 16)

Foundations of Balanced Literacy

"Cognitive strategies represent the research about what content matters most for literacy learning – in what areas we should focus our lessons and units." - Elin Keene[4]
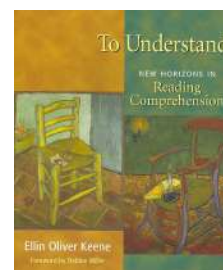
A balanced literacy framework includes development of cognitive strategies that are used across all content areas. Cognitive strategies are the thinking strategies used by skilled readers to make meaning from text and to create structures of knowledge in long-term memory. Teaching and modeling cognitive strategies increases comprehension and improves retention in reading. Cognitive strategies may be grouped into two sub categories: surface structure systems and deep structure systems.

- ➢ **Surface structure systems** are the cognitive processes and skills used to identify words and read fluently. They have been referred to by researchers as surface structures because they have to do with the surface or visual and audible aspects of language use.
- ➢ **Deep structure systems** are the processes used to understand words, interpret meaning, and communicate. Researchers refer to them as deep structure systems because they are largely invisible and inaudible processes that have to do with comprehending and developing understanding.

"We understand that these six systems (three surface and three deep) are used <u>simultaneously</u> by proficient readers. Researchers, including Rumelhart 1985, argue that the six systems develop simultaneously, are used simultaneously, and therefore are best taught simultaneously."
Ellin Keene[5]

Anchor Text:

To Understand: New Horizons in Reading Comprehension by Elin Keene.

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[4] (Keene, 2018, 10)
[5] (Keene, 2018, 13)

COGNITIVE STRATEGIES from *To Understand*

Surface Structure Systems: Sets of skills that help readers and writers identify words and read fluently.	Deep Structure Systems: Sets of skills and strategies that help writers comprehend literally to grasp plot, comprehend deeply to probe ideas, and extend and apply their understanding.
Grapho-Phonic System: Letter/sound knowledge, alphabetic principle, phonemic awareness, decoding. **Lexical System:** Visual word recognition based on frequent visual exposure to words: visual memory for *all* words. **Syntactic System:** Understanding of language structures at the word, sentence, paragraph and whole text level (usually auditory).	**Semantic System:** Understanding word meanings from literal to subtle, discussing and writing about associations related to words; precision and word choice in writing. **Schematic System:** Constructing meaning at the whole text level (can be literal or inferential understanding of themes, ideas and concepts): storing and retrieving relevant knowledge, connecting the new to the known. **Pragmatic System:** Multiple experiences with ideas we've read or learned; sharing and applying meaning through oral, written, artistic and dramatic means; writing for specific purposes and audiences; revising thinking based on interactions with others; adopting the habits and mores of readers and writers.
What children know and are able to do when using surface structure systems	**What children know and are able to do when using deep structure systems**
- Use decoding strategies such as identifying word families, chunking, point and slide, cross check across systems (does the word make sense, sound like language, do the letters match the sounds?)etc. - Recognize sight words and other words in the environment visually; use recognized words repeatedly - Use word analysis strategies such as identifying affixes, compound words and derivations - Use text management strategies such as rereading/reading ahead, deep reading, skimming/scanning, using text features such as bold print, italics, etc.	- Monitor for Meaning - Activate and/or create relevant background knowledge (schema) - Infer - Create sensory and emotional images - Determine importance - Question - Synthesize"

Multilingual Learners

In planning literacy instruction it is critical to understand the assets multilingual students bring to their learning whether they are emergent or proficient in their language development. Developing multilinguals use all of the resources in their linguistic repertoires. This means that these students draw upon what they know in one language to support the development of an additional language.

Developing multilinguals make linguistic approximations. This means that when a multilingual student expresses themselves using a combination of words from more than one language, they are accessing *all* of their language. This should not be interpreted as a deficit or as a demonstration of low language ability, but rather as evidence of the student leveraging what they know in one language to help develop proficiency in another language.

Language development directly impacts literacy development. When planning for literacy development, teachers must use what they know about a student's language development so that they can appropriately support and scaffold the student's literacy development.

Scaffolding for language learners should be planned and flexible so it is responsive to students' learning needs and helps build their language proficiency. Effective scaffolding lets students access learning at the edge of their ability so it pushes their competence and independence. In planning for instruction it is important to keep in mind what scaffolding is and is not:

Scaffolding is:
- A temporary support
- Support that grows students' potential and generates more learning and independence
- A dynamic process where adjustments are continually made to amplify access

Scaffolding is not:
- Assistance that helps students get the work done
- A set structure or plan to use with all students
- Simplifying academic expectations or tasks

Anchor Texts and Resources:
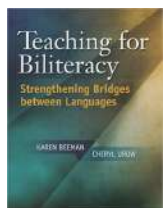
Teaching for Biliteracy: Bridging by Karen Beeman

Information about levels of proficiency to help plan effective instruction can be found in Oregon's English Language Proficiency (ELP) standards

Center for Teaching Biliteracy

Literacy Instruction Throughout the Primary Day

"Becoming a wise reading teacher takes time, thoughtfulness, deep study and sheer effort."
-Stephanie Harvey and Annie Ward[6]

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<u>ALL</u> students Need Opportunities for New Learning <u>Each</u> and <u>Every</u> Day with Student Voice and Choice

1. Active engagement in reading and writing minilessons.

2. Independent Reading - Students need time to read text at the student's independent reading level, i.e, text the student can read accurately and understand. It is important to include text that the student has chosen, as well as required text.

3. Time to write - Students need to write with a purpose, during Writing Workshop, and to respond to their reading in Reading Workshop and throughout the day.

4. Time to talk - Students need time to listen and talk to their peers about their reading, writing, and thinking.

5. Read Aloud - Students need to hear a fluent reader, and interact through discussion about a text that is engaging, high-quality, and age-appropriate picture books.[7]

6. Word Study - Students need to be actively engaged in explicitly taught lessons, "*that reflect a systematic, organized approach to becoming an expert word solver.[8]*" Word study lessons need to span through all areas of learning, including, print concepts, phonemic awareness, phonics, vocabulary, spelling and language instruction.

7. Reading and writing in diverse genres/modes throughout the day - May occur at times during Shared Reading of grade level text, and during Shared and/or Interactive writing.

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<u>The Primary School Day Guidelines</u> Link

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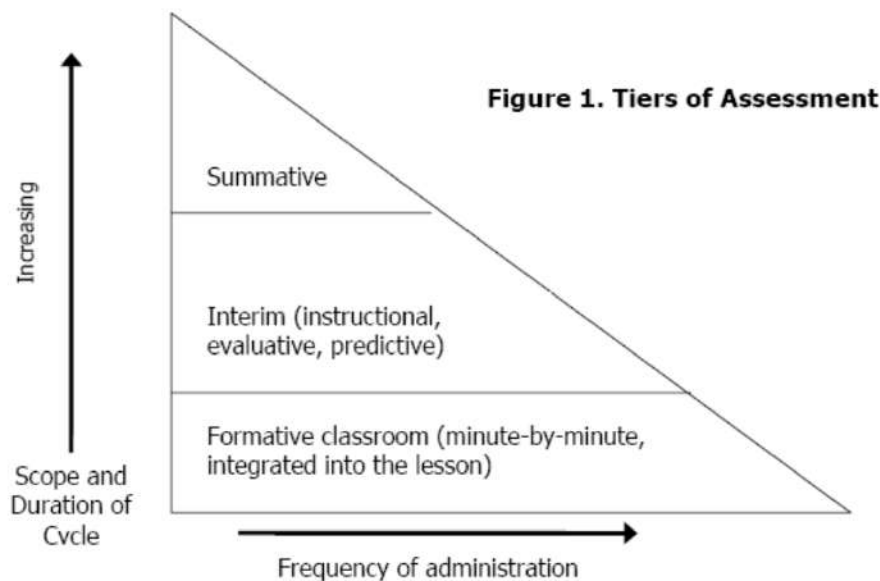[6] (Harvey & Ward, 2017, 38)
[7] (Fountas & Pinnell, 2018, 26)
[8] (Fountas & Pinnell, 2018, 74)

Assessment

"That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one." - Pedro Noguera

"Students are ready for rigor and independent learning." -Zaretta Hammond

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Definition: Assessment is a means for gathering information or data that reveals what learners control, partially control, or do not yet control consistently.

Figure 1. Tiers of Assessment

- Summative
- Interim (instructional, evaluative, predictive)
- Formative classroom (minute-by-minute, integrated into the lesson)

Y-axis: Increasing — Scope and Duration of Cycle
X-axis: Frequency of administration

Source: Policy brief by Aspen/Achieve/Center for Assessment

Purpose: Use analysis from results to inform instructional decision making.

Key Elements:
- ➢ Independent level: *"The highest level… a child can read with proficiency without teacher support."*[9]
- ➢ Instructional level: *"The highest level at which a child can read with good opportunities for learning through teaching."*[10]
- ➢ *"Most of the time, the placement level is the same as the instructional level, but sometimes a look at the reading behaviors and the specific data leads you to a different decision. In fact, no matter what the assessment shows, it always requires qualitative judgement on the part of the teacher."*[11]

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[9] (Fountas & Pinnell, 2017, 43)
[10] (Fountas & Pinnell, 2017, 43)
[11] (Fountas & Pinnell, 2017, 43)

Teacher Role: Be a kid watcher and observe all readers and writers as, "creative, capable learners on their way to achieving control over the convection of language - always in process." (Harvey, 2017).

- Note what strategic behaviors readers and writers use and/or neglect during reading and writing and engage learners in deep structure conversations
- Gather formative information daily through conferring, student reflections during workshop closure or journal, exit tickets, running records
- Use MAP, DRA2/F&P BAS, Progress Monitoring Tools, Learning Continuums, Unit of Study assessments to plan for instruction

Running Records

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Definition:
"A written record of an oral reading from a passage that has or has not been previously read by the student. After reading, the teacher engages the student in conversation about the text to check understandings. Accuracy and self corrections rates are computed, and the errors and self-corrections are coded and analyzed. A note about the child's reading fluency is also recorded."[12]

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Anchor Texts:
The Next Step Forward in Running Records by C.C. Bates, Maryann McBride & Jan Richardson

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Purpose: *"To gain information about the child's strategic reading behavior. Running records are used for instructional purposes and for progress monitoring."*[13] This information can be used to guide the formation of flexible guided reading groups.

Key Elements:
➢ Often referred to as an informal running record
➢ A running record can be taken on a form, notebook paper, sticky note or any scrap paper.
➢ A familiar text is often used as a tool to problem solve how to support a student.
➢ A new text, or unseen text, is used to determine a student's reading level and strategic behaviors.
➢ Notes should be taken in regards to one or all of the elements of fluency: phrasing, punctuation, expression, and rate.
➢ This process should be very fluid and not feel like a "test."

Teacher Role:
- Sit one-on-one with a student and take the running record as the student reads for around 100-200 words
- Record student behaviors using standard notations
- After the reading, discuss the text with the student to check for understanding
- Following the reading conference, analyze and score the running record to determine learning goals for the student

Student Role:
- Orally read self-selected or teacher selected text (depending on the teacher's purpose) in an informal setting
- Converse with the teacher about the text after reading the selection

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[12] (Bates et al., 2021, 13)
[13] (Bates et al., 2021, 13)

When does it fit in the day:
A running record can happen anytime a teacher is listening to a student read orally. It can be used during conferring, independent reading, or anytime the student is reading.

Engaging Emergent Multilingual Learners:

C.C. Bates reminds us in *Next Steps Forward in Running Records:*
- ➤ *"It is important to remember that a student might be able to read a more challenging text than the accuracy rate suggests. Not all errors should be treated equally. For instance, students learning English may struggle with proper nouns and unfamiliar vocabulary. You should take that into account when evaluating the appropriateness of a text.*
- ➤ *It is common for our language learners to drop word endings. Even though this is considered an error, it seldom interferes with comprehension."*[14]

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[14] (Bates et al., 2021, 212)

Conferring

Definition: Conferring is the strategic interaction in which the teacher reads with a student to gather information about what the reader is able to do and then uses that information to name a teaching point and teach a skill or strategy.[15] There are two main kinds of conferences: ● Research-decide-compliment-teach conferences ● Coaching conferences Each kind of conference has a carefully designed structure, or architecture, to move readers along the continuum of learning.	**Anchor Texts**: ● *A Guide to the Reading Workshop - Primary Grades* by Lucy Calkins ● *A Guide to the Reading Workshop - Intermediate Grades* by Lucy Calkins

Purpose
➢ Provide students with feedback to support their learning.

Key Elements:
➢ *"Reviewing what the student is reading and asking for their response*
➢ *Sampling some oral reading to check on accuracy and fluency*
➢ *Taking systematic reading records as ongoing assessment data*
➢ *Helping the student understand something about the book they are reading*
➢ *Teaching for specific strategic actions, for example, fluency or word analysis, following the sampling of oral reading*
➢ *Finding out more about the students' preferences and interests, including genres*
➢ *Focusing on the minilesson principle.*
➢ *Reviewing the students' reading choices and making suggestions"[16]*

Teacher Role: ● Develop a conferring schedule based on student needs and keep records ● Design conferences based on observation and reading skills, creating access points for students ● Use the Thinking Strategies from page 7 of the Handbook when inquiring about the text ● Use learning progressions from the Units of Study to help identify student	**Student Role**: ● Participate in a conference ● Engage in conversation about the text after reading ● Apply what was learned during independent reading time

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[15] (Calkins, 2015, 118)
[16] (Fountas & Pinnell, 2017, 568)

needs and goals ● Use text bands from the Units of Study to identify the work readers do in each band and develop strategy lessons that support and move readers along ● Use running records to record strategic reading behaviors	

Engaging Emergent Multilingual Learners:
  ➢ *"One of the best ways to expand children's knowledge about language is to talk with them about the text…they have for themselves."* [17]
  ➢ As students discuss the text, *"they intuitively repeat some of the language and in the process expand their knowledge of syntactical patterns."*[18]

When does it fit in the day:
A reading conference or conferring can happen any time a student is reading. Utilize the online resources for forms to track conferences and make notes to build upon for the next conference.

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[17] (Pinnell & Fountas, 2009, 400)
[18] (Pinnell & Fountas, 2009, 400)

Strategic Reading Behaviors

While observing our students reading and recording their reading behaviors on an informal or formal running record, we want to be mindful of what strategic reading behaviors our students are attending to and/or neglecting.

"Our goal is that our students are engaged in all systems simultaneously as they process text."[19]

A Network of Processing Systems for Reading

Anchor Text: *The Fountas & Pinnell Literacy Continuum - A Tool for Assessment, Planning and Teaching* by Irene C. Fountas and Gay Su Pinnell.

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[19] (Fountas & Pinnell, 2017, 4)

Reading Workshop

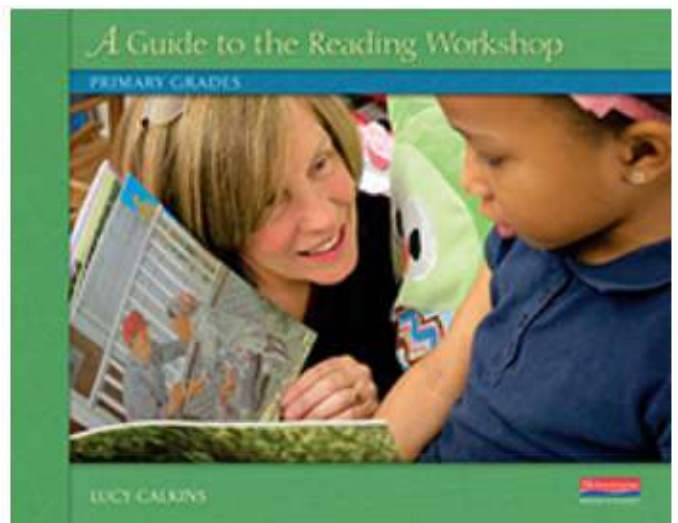| Definition:	Anchor Texts:
Workshop architecture includes a minilesson, work time, and a short share/debrief, utilizing the gradual release of responsibility model.	*A Guide to the Reading Workshop - Primary Grades* by Lucy Calkins *A Guide to the Reading Workshop- Intermediate Grades* by Lucy Calkins *Reading Pathways Grades 3-5* by Lucy Calkins

Purpose::
Reading Workshop is a method for teaching reading strategies that devotes the bulk of the reading block to students engaged in reading in order to achieve growth.

Key Elements:
- ➢ Address each child's individual learning needs; provide new learning opportunities for all
- ➢ Explicitly teach strategies students will use not only the day they are taught, but whenever they need them
- ➢ Students read with engagement while teachers coach individuals and lead small groups.
- ➢ Small-group work and conferences provide multiple opportunities for personalizing instruction.
- ➢ Build choice and assessment-based learning into the very design of the curriculum
- ➢ Tap into the power of a learning community as a way to bring all learners forward
- ➢ Register and use the online resources regularly to include as part of the planning process

Teacher Role:	**Student Role**:
● Lead minilessons, mid teaching points, and closure ● Model reading behaviors, providing direct instruction on strategic reading with mentor texts ● Facilitate small groups, including guided reading and strategy groups ● Confer with readers ● Assess using running records and other assessments	● Read to the fullest sense ● Write to respond to text ● Choose their reading selections, and talk about books and strategies ● Imagine, think, perform, question, talk, review, compare, and read more ● Participate in conferences and small group instruction with the teacher

Engaging Emergent Multilingual Learners:
- ➢ Provide opportunities for listening and learning the social language of the Reading Workshop
- ➢ Establish partnerships and triads that support ELLs language development
- ➢ Co-plan/teach with language specialists (and learning specialists, ICs) to develop academic English and extend oral production of talking and writing
- ➢ Stay focused on students' individual goals and support progress toward those goals, keeping every student in new learning
- ➢ By structuring workshops in a predictable way, students receive the same messages every time they engage with texts.
- ➢ Teach routines by demonstrating them explicitly
- ➢ Make expectations clear, regularly checking for understanding[20]

Where to fit it in the day:
Reading Workshop is a dedicated 60 minute block in the Primary day that is provided for all students.

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[20] (Fountas & Pinnell, 2018, 13)

Workshop Components

Workshop architecture is designed to maximize student independent work time so they grow as readers and writers. This chart from Calkins' breaks down the time frame, teacher moves and student roles for each component of the workshop. Teachers are involved in instruction throughout the workshop, and limit teacher talk so that students do the heavy cognitive lifting and have plenty of time to practice reading and writing.

OVERVIEW OF A DAY'S READING OR WRITING WORKSHOP

WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
MINILESSON	**Less than 10 min.**	The teacher gathers students in the meeting area next to their partners	Whole-group instruction • Connection • Name the teaching point • Teaching • Active Engagement (guided practice) • Link to the work students will do	Students listen, then actively engage in applying new learning
INDEPENDENT READING AND WRITING **CONFERRING AND SMALL-GROUP WORK**	**35–45 min.**	Students find comfortable spots to read or write	One-on-one and small-group teaching • Circulate • Observe • Question • Listen • Coach • Demonstrate • Reinforce the minilesson • Encourage	Students practice strategies learned throughout the unit, working independently or with partners
MID-WORKSHOP TEACHING	**3–5 min.** (during independent reading and writing time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	The teacher asks students to pause, to reflect, then helps them refocus to resume reading or writing
SHARE	**3–5 min.**	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Students share their learning with partners or the whole group

Considerations for Sequencing and Pacing Units of Study

Suggested Sequence of Calkins' Units of Study

Grade level teams collaborate to decide how best to implement the suggested sequence for Units of Study in reading, writing, and phonics (if available in your building). Oregon English Language Arts Standards should be cross referenced and referred to while mapping out the units.

It is important to remember that historical topics Calkins has chosen in her units of study are used to teach specific reading and writing standards rather than address specific social studies standards. For instance, The *Lens of History: Research Reports*, a writing unit in fifth grade, does not encompass all specific Oregon Social Studies standards, but was crafted so students could draw inspiration and understanding from mentor texts, etc. to write focused research reports, using Westward Expansion as a vehicle. The schema our students build or extend during these units will support their learning during social studies instruction as assigned to grade levels by the Oregon Department of Education.

📄 K-8 Sequence of Units 2021-2022.pdf	
Oregon Department of Education : Standards - ELA : English Language Arts : State of Oregon	2021 Social Science Standards Integrated with Ethnic Studies

Pacing Considerations in Units of Study Reading - The Arc of Instruction
  ➢ Each Unit of Study is crafted for 4-5 weeks of instruction, not longer.
  ➢ It is advisable to not break sessions into two or add sessions.
  ➢ You can substitute books that fit the needs of your students.
  ➢ Remember the session plans are examples of how you might implement the lesson; teachers need to make the lesson feel authentic to the students.
  ➢ Additional instruction rounds out the year.

***If…. Then… Curriculum: Assessment-Based Instruction* Considerations:**
  ➢ The *If…Then…Curriculum* books are included in every grade level kit, and include fiction and non-fiction units that are geared to provide support to accelerate learning or offer extensions beyond the units of study.
  ➢ The units are written as a generalized story or plan of how a unit might go versus the daily lesson plans in the other unit books.
  ➢ Two units from the *If…Then… Curriculum* have been fully developed and published:
      ○ Grade 1, *Word Detectives: Strategies for Using High-Frequency Words and for Decoding*, and Grade 3, *Mystery*: *Foundational Skills in Disguise*
  ➢ Additional Resources should be vetted and agreed upon in collaboration with the Principal/IC/Literacy Coach. For example, *The Comprehension Toolkit* by Stephanie Harvey.

Components of a Minilesson

| **Definition**:	**Anchor Text**:
The method or architecture of the minilesson is consistent day-to-day, although the content varies. It provides learners with explicit instruction and modeling of strategies, skills and habits they can use not only that day, but whenever they need it. In the intermediate grades the method may vary occasionally when an inquiry model is used. Keeping the minilesson to 10-12 minutes allows the time students need for independent reading, small groups and partner reading.	*A Guide to the Reading Workshop - Primary Grades* by Lucy Calkins *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins *ReadingPathways Grades 3-5* by Lucy Calkins
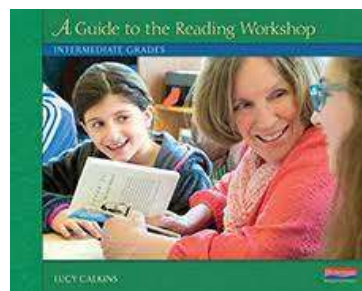
The predictable structure of a minilesson has five parts:
(First page # Primary/Intermediate Guidebooks Pg.82/Pg.39):

- **Connection**: Creates a context for today's teaching by connecting the lesson to work that students have been doing. (Elaborated on Pg. 82-84/Pg. 39-41)

- **Teaching Point**: Clearly name what you will teach in the minilesson. (Elaborated on Pg.84-84/Pg. 41-42)

- **Teaching**: Teaches a particular strategy (Elaborated on Pg.85-87/Pg. 42-44)

- **Active Engagement**: Guided practice with students so they can try out what they learned from instruction. (Elaborated on Pg. 87-88, Pg. 45-46)

- **Link**: Restates what children have learned in a way that is transferable to other days and other texts. (Elaborated on Pg. 88/Pg. 46-47)

Independent Reading

Definition: During independent reading, students read books of their choosing for a sustained period of time.[21] During this time students may also be engaged in brief conferences, partner reading, guided reading groups and book clubs or writing responses.	**Anchor Texts**: *A Guide to the Reading Workshop - Primary Grades* by Lucy Calkins *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins

Purpose: Allows readers to apply independently what they have learned through whole group minilessons, conferences, and guided or shared reading lessons.

Key Elements:
- ➤ 95% of independent reading needs to be at the student's independent reading level. According to F&P Benchmark Assessment Guide:
  - ○ Levels A-K: Student reads with 95%-100% accuracy and comprehension that is proficient or approaching proficiency.[22]
  - ○ Levels L-Z: Students read with 98%-100% accuracy and comprehension that is proficient or approaching proficiency.[23].
- ➤ In grades 3-5, the time spent reading independent leveled texts shifts to include a 50-50 balance of informational and literary text.[24]
- ➤ Independent reading is an opportunity for students to build reading stamina.
- ➤ Students are engaged in authentic reading and talking about books, not book shopping; choosing books happens at a different time.
- ➤ Reading volume is tied to accelerated learning;
  - ○ Level K – 8 to 10 books per week
  - ○ Level L/M – 4–6 books per week
  - ○ Level N/O/P/Q – 2–4 per week
  - ○ Level R/S/T – 1-3 per week depending on the length of the book
  - ○ Level U/V – 1 book per week

Teacher Role:	**Student Role**:
● Serve as facilitator, observer and coach ● Confer with individuals/small groups ● Track readers' volume and guide their progress up reading levels ● Match reading partners ● Direct mid-workshop teaching point, a quick pointer based on workshop observations	● Assume the responsibility to read with fluency and understanding, using a repertoire of cognitive strategies for predicting, monitoring and evaluating texts ● Communicate ideas and demonstrate comprehension in a variety of ways-developing personal forms of

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[21] (Fountas & Pinnell, 2018, 32)
[22] (Fountas & Pinnell, 2017, 36)
[23] (Fountas & Pinnell, 2017, 45)
[24] (Young, 2013)

● Transition into debrief for closure and learning reflection	expression ● Keep reading logs ● Stop and jot to capture thinking

Engaging Emergent Multilingual Learners:
  ➢ Create a context-rich environment - select texts that have strong picture support to help students in constructing meaning
  ➢ To help students construct meaning, choose text with excellent picture support[25]
  ➢ Talk *with* students - resist the urge to talk *at* or *for* students, and not to force a student to speak
  ➢ Students need to use language in a safe environment in order to learn it.
  ➢ Respect students' progress toward English - avoid correcting students' grammar, model correct uses of English through your responses[26]
  ➢ "*Value partially correct responses*" - Notice what the student already knows, and what the student is doing that is partially correct[27]

When does it fit in the day: 35-45 minutes during Reading Workshop, after the minilesson, The teacher's statement,"Off you go," sends students to read, while keeping teaching points and learning targets in mind.

[25] (Fountas & Pinnell, 2017, 163)
[26] (Fountas & Pinnell, 2018, 13)
[27] (Fountas & Pinnell, 2017, 164)

Guided Reading and Small Groups

During independent reading teachers may choose to engage students by implementing one of the following instructional approaches. When considering which approach will best keep a student in new learning, or provide the support that will accelerate their learning, analyze formative assessments to determine student needs or what they are ready to learn next. This process is based on responsive teaching and can take time to develop as a teacher.
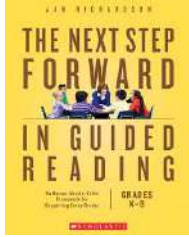
Considerations with Guided Reading and Small Groups
➢ Group length may range from 10-30 minutes, depending on purpose and reading level.
➢ Groups can take place any time during the day.
➢ It's important to keep students in increasing complex work at their instructional level.

Purpose for Small Group Work

Guided Reading	Strategy Groups	Book Clubs
Small Group	Small Group	Small Group
Teacher selects text - same for every child	Each student has different book from his or her book box	Teacher offers small selection of books - kids choose one book for the group
Text is at all readers' instructional level	Text is at each reader's independent level	Text level varies
Teacher can introduce strategic action focus **OR** keep focus individual for each child	Teacher introduces one strategic action focus (i.e. fluency)	Focus is around deep structure work - comprehension
Students read softly the entire text	Students read softly the entire text	Students read or listen to text
Teacher confers with individual students, prompting and reinforcing strategic actions	Teacher confers with individual students, prompting and reinforcing strategic actions	Teacher may confer or let students read independently
Teacher guides students in discussion of text around a comprehension focus	Teacher guides discussion towards examples of specific strategic action	Teacher helps guide discussion around the comprehension focus, gradually releasing towards student-led discussion
Group may have similar goals OR goals may be individual	Group has same goal	Group has same goal around comprehension
May involve word study	May include vocabulary work	May include vocabulary work
Writing about reading on Day Two follow-up comprehension focus	Could involve writing	Could involve writing
Strategy or Book Clubs are options for small group work. It is important to have your purpose clear as you choose what is the best fit for our students.		

Guided Reading

Definition:	Anchor Texts:
Guided reading consists of a small group of students who are at a similar point in their reading development. The teacher selects a text that is at an instructional level of the students. The teacher instructs throughout the lesson to support and guide students in building their surface and deep structure of strategic actions for processing increasingly complex texts.	*The Next Steps Forward in Guided Reading - An Assess-Decide Guide Framework for Supporting Every Reader* by Jan Richardson

Purpose: For our students to become proficient readers who gain knowledge, insight and enjoyment from the texts they read. [28]

Key Elements:
- ➢ Targeted teaching with Instructional leveled texts
- ➢ Provide appropriate scaffolding and gradually reduce support to promote independence[29]
- ➢ Strategy lessons involve a group of students using different texts to practice a common strategy with teacher coaching a short teaching point.
- ➢ Small groups are dynamic because readers take on new learning at different rates.
- ➢ Does not substitute for the Reading Workshop but offers additional opportunities for reading and instruction

Teacher Role:	Student Role:
- Identify the student's instructional level to form groups at similar levels - Design lessons and choose instructional level texts to meet the specific instructional needs of the group - Introduce the text so that students will be able to read the text with 90-95% accuracy, fluency and comprehension - Observe strategic behaviors your readers attend to and/or neglect - Make a teaching point based on observations for the group - Utilize online resources for forms, planning documents, and other resources to plan and keep track of student observations	- Read, retell/summarize informational and literary texts - Read orally with fluency - Use sound-letter associations, words parts, and context to decode new words. - Use strategies when comprehension breaks down - Respond to questions about content and reading strategies orally or in writing - Reread the book to practice the strategy teacher introduced in the teaching point

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[28] (Richardson, 2010, 12)
[29] (Richardson, 2010, 13)

When does it fit in the day: Guided reading groups can happen anytime during the day. Usually they are during independent reading time in reading workshop and/or during WIN Time (What I Need) block. Groups can be 10-15 minutes, and typically teachers can have up to two groups with two to three conferences in one reading workshop.

Word Study Instruction

"Systematic phonics instruction should be integrated with other reading instruction to create a balanced reading program. Phonics instruction is never a total reading program. Phonics should not become the dominant component in a reading program, neither in the amount of time devoted to it nor in the significance attached…By emphasizing all of the processes that contribute to growth in reading, teachers will have the best chance of making every child a reader."
National Reading Panel Meta-Analysis[30]

Definition:
"Word study in grades K-5 in the West Linn-Wilsonville School District is an essential component of a "balanced literacy framework" and one element of literacy instruction. Word study will be integrated within literacy workshops, as well as delivered through frequent, brief, targeted, and intentional instruction by an expert teacher outside of workshop time.

With a consistent focus on children spending the bulk of their workshop times doing the authentic work of readers and writers, word study will not remove students from reading and writing, but rather propel them forward with word study elements intentionally woven into their literacy experience as a whole.

Through planning, assessment, and understanding of high leverage word study strategies, teachers work to integrate word study learning experiences in all subject areas and throughout the school day."[31]

Anchor Texts:
WLWV Wordstudy Handbook:
https://tinyurl.com/uchfy35c

Comprehensive Phonics, Spelling, and Word Study Guide by Fountas & Pinnell
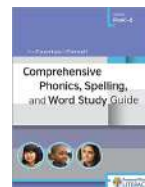
Units of Study in Phonics, Grade K, 1, & 2
By Lucy Calkins

Phonics, Spelling and Word Study Lessons Pre-K-6
By Fountas & Pinnell

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[30] (National Reading Panel, 2000, 2-97)
[31] (West Linn Wilsonville School District, 2018)

Purpose: The importance of all nine areas of word learning are in their contributions to our student's reading and writing continuous text.[32]

Key Elements:
➢ Word study encompasses nine areas of learning:
   ○ Early Literacy Concepts
   ○ Phonological Awareness
   ○ Letter Knowledge
   ○ Letter-Sound Relationships
   ○ Spelling Patterns
   ○ High-Frequency Words
   ○ Word Meaning/Vocabulary
   ○ Word Structure
   ○ Word-Solving Actions
➢ *"Focus on one principle that is appropriate and useful for your students at a particular point in time."*[33]
➢ *"Keep in mind why you selected this lesson so you can connect it to students' work in other areas of the language and literacy framework. Make connections to texts and pieces of writing in other instructional contexts."*[34]

Teacher Role:	Student Role:
● Provide brief, explicit and systematic instruction of a word study principle for the whole group ● Develop clear examples of the principle to demonstrate for the whole group ● Invite students to share their noticings ● Incorporate an application activity to allow students to practice applying the principle in a constructive approach ● Develop learning extensions or times for additional practice depending on individual student needs ● Provide a share time at the end of the lesson, where students have the principle again in explicit language ● Integrate the principle throughout the day in other content such as shared reading, writing workshop, or guided reading	● Eyes on teacher during lesson, interacting when prompted ● Share noticings during the lessons of words ● Practice the principle in the application activity with a partner or individually, through word sorts, games, or other activities ● Practice the strategy learned in authentic reading and writing throughout the day

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[32] (Fountas & Pinnell, 2017, 2)
[33] (Fountas & Pinnell, 2018, 78)
[34] (Fountas & Pinnell, 2018, 78)

Engaging Emergent Multilingual Learners:
- ➢ Phonics and Word Study supports language development and growth, and also reading and writing growth.
- ➢ Oral language practice builds prior knowledge.
- ➢ Include pictures and real objects to help build vocabulary
- ➢ Pay attention to the meaning of words, not just the decoding and sounds of words
- ➢ Connect word study with guided reading books
- ➢ Reinforce English vowel sounds
- ➢ Nonsense words may be confusing for students learning English.
- ➢ Embed phonics into shared reading and interactive writing, building texts together which are more complex than that which is read at"just right" levels[35]

When does it fit in the day: Designated word study may be taught in a minimum of 10-15 minutes for an explicit lesson on a word study principle, with an additional 10-15 for an individual, small group or partner activity, that can happen the same day or at another time. The targeted word study principal is woven throughout the day across content.

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[35] (Calkins & TCRWP Colleagues, n.d.)

Tiers of Instructional Strategies

"Programs don't teach kids, teachers do."
Stephanie Harvey and Annie Ward[36]

Tier 1: Universal Expectations for <u>All</u> Students:

1. Refer to chart: **<u>ALL</u> students Need Opportunities for New Learning <u>Each</u> and <u>Every</u> Day with Student Voice and Choice** on page 9 of this handbook.

2. Independent reading at your student's independent level is one of the most critical pieces of your student's day. It is very important to ensure that students are afforded long spans of time to read in school and outside of school, and that what they are reading is truly at their independent level. This is one factor that is often overlooked when students are not seeing expected growth, including proficient readers.

3. After ensuring all pieces of the above table (reading/writing workshop, word study, read aloud, shared reading, etc.) have been in place for an extended amount of time... **AND**.....you have observed through several touch points of formative assessments including: running records, word study assessments, writing samples, NWEA MAP data, DRA2 or F&P assessments and observational data that your student is not seeing the expected growth, move to Tier 2.

Tier 2: Strategic Instructional Strategies for <u>Some</u> Students

1. Some students may need greater opportunities for independent reading and practice to integrate the complex learning in literacy. It is important to allow students time, considering that reading development takes a considerable amount of time and development.

2. It is essential to reassess your student to ensure that their independent reading is accurate and their book box is full of self-chosen, engaging and authentic text. If you are having difficulty finding text, this is the time to reach out to your building IC, Teacher Librarian, ELD Specialist, Learning Specialist or the district Literacy Coach.

3.   As you consider additional instructional moves to incorporate into your students' day, collaboration with your grade level team and specialists is critical to gain feedback and ensure cohesive literacy instruction throughout your student's day.

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[36] (Harvey & Ward, 2017, 39)

"Intervention cannot just consist of a few minutes working with a specialist teacher. All students need texts of an appropriate level of complexity <u>all day long</u> to thrive in school."[37]

4. 20 minutes of additional <u>independent</u> reading at the student's independent level can accelerate a student's reading growth.[38]

5. Striving readers need a large bank of high frequency words to read successfully.
   a. Lists can be found with the Calkins Assessments or F&P High Frequency Word List.
   b. Students develop their vocabulary and high frequency words most when they experience <u>high volumes of high success reading</u> daily.[39]
   c. Students learn these words best by writing and or building using magnetic letters rather than flash cards.[40]

6. Additional targeted guided reading instruction by an expert teacher, based on formative assessment, in addition to core reading workshop.
   a. Small group instruction needs to be consistent, authentic, and in addition to excellent whole group instruction.
   b. Guided reading group using Fountas & Pinnell's LLI (Leveled Literacy Intervention) or *Next Steps Forward in Guided Reading* by Jan Richardson
   c. Word Study Group - reinforce and give additional practice time for word study games and activities from the word study curriculum being used in the whole group daily. Also can use the *Next Step Forward in Word Study and Phonics* by Jan Richardson
   d. *The Next Step Forward in Reading Intervention - The RISE Framework* by Jan Richardson.
   e. If you feel that you need additional training, reach out to your building IC or District Literacy Coach for additional resources.

7. The reciprocity of reading and writing is important to capitalize on during the small group or guided reading additional instructional time. Marie Clay reminds us,
   "When teachers do not include writing daily in early intervention lessons, they are severely limiting the child's opportunities to learn and they are contributing to slower progress overall, at a time when it is most important to learn quickly."[41]

8. Richard Allington calculates what kind of growth to expect when additional instructional time is added.
   "When we add 90 minutes of weekly small group intervention, about the best we can hope for is a 20 percent increase in reading acquisition or one or two months

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[37] (Allington, 2009, 43)
[38] (Allington, 2009, 67)
[39] (Allington, 2009, 58)
[40] (Richardson, 2010, 78)
[41] (Clay, 2001, 18)

of added reading growth."[42]

9. Continued informal assessment and observations will ensure striving readers are building on what they already know. Informal running records, spelling and wordy study surveys and observations of writing samples will ensure that students are working in their appropriate zone of proximal development.

10. English Language Learners often have already acquired literacy skills in their native language. They must also develop literacy and academic skills in English, including phonemic awareness in reading, speaking fluency and increased vocabulary. Educators need to adjust their instructional approach to meet the needs of their emergent multilingual learners.

11. After 6-8 weeks of additional instruction, if expected growth isn't made, check back with the grade level team, specialists, building IC, and possibly refer the student to the Circles of Support process, always keeping in communication with parents or guardians about student progress.

Tier 3: Intensive Instructional Strategies for a <u>Few</u> Students

1. Bring the student forward to the Circles of Support process.
   a. Partner with family to support the student.
   b. Establish a team to support the student and classroom teacher.

2. According to Richard Allington and years of research, the best designed and intensive additional instructional time includes the following:
   a. *"Additional instruction is one to one tutorials.*
   b. *The student is matched well with text.*
   c. *The students' daily reading volume has tripled. (School and home reading combined)*
   d. *An expert teacher provides the additional instruction.*
   e. *The additional instruction is focused on meaning and meta-cognition development.*
   f. *The student has easy access to interesting texts and is based on student choice.*
   g. *The additional instruction is well coordinated with classroom instruction.*
   h. *The expert teacher is monitoring the students' progress frequently."*[43]

3. Monitor progress more frequently and communicate with the team.

4. Rounds of support may need to increase to 10-12 weeks and repeat if needed.[44]

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[42] (Allington, 2009, 178)
[43] (Allington, 2009, 176)
[44] (Allington, 2009, 81)

a. Allignton suggests that striving readers would benefit from a full extra hour of intensive and expert reading instruction every day. [45]

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[45] (Allington, 2009, 18)

Dyslexia

"There is strong evidence that most children whose initial assessments suggest they might have difficulty developing reading skills can be spared that experience through good first instruction and early intervention." -Peter Johnston & Donna Scanlon[46]

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.[47] District screenings for Dyslexia are one source of information which may identify a student as being at risk for reading difficulties, which may or may not include Dyslexia. Schools do not diagnose Dyslexia, but we provide differentiated and explicit instruction of surface skills to support students.

Students with dyslexia or who are experiencing difficulties in literacy:
- May experience difficulty with accurate, fluent word recognition and decoding abilities
- Would benefit from additional explicit, systematic, multisensory instruction focused on structure of language by general education staff, including:
  - Phonological Awareness- the ability to analyze spoken words into sounds
  - The alphabetic code - how print is related to the sounds in spoken words
  - Orthographic structure - The predictable patterns of letters in printed words[48]
- Require access to universal tools to ensure high cognitive engagement
- May benefit from extra support and/or targeted intervention or accomodations

Instruction in the classroom supporting "Striving Readers":
- Focused reading instruction in the general education classroom, with intentional work on phonological awareness and processing, in combination with instruction to develop comprehension, vocabulary, fluency and a joy and growth mindset around literacy[49]
- Continued participation and learning in the other important parts of learning in Reading Workshop and throughout the day

"Researchers who have conducted studies on reading intervention estimate that if strong prevention and intervention approaches were used, the percentage of elementary students reading below a basic level could be reduced from 30-34% to about 5%" (Kilpatrick, 2015).[50]

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[46] (Johnston & Scanlon, 2020, 9)
[47] (Oregon Department of Education, n.d.)
[48] (Johnston & Scanlon, 2020, 15)
[49] (Johnston & Scanlon, 2020, 15)
[50] (West Linn Wilsonville School District, 2018)

Appendices

A - Guidebook Notes Template

B - Reflection Notes Template

A ~ Guidebook Notes Template

NOTES

B ~ Reflection Notes Template

REFLECTIONS

What are my **strengths** in literacy?

What are my **opportunities** in literacy?

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