WLWV Literacy and Learning Handbook

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

Second Edition Fall of 2022

West Linn Wilsonville Primary Literacy Team

Table of Contents

> *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 when we provide access and opportunity.

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]

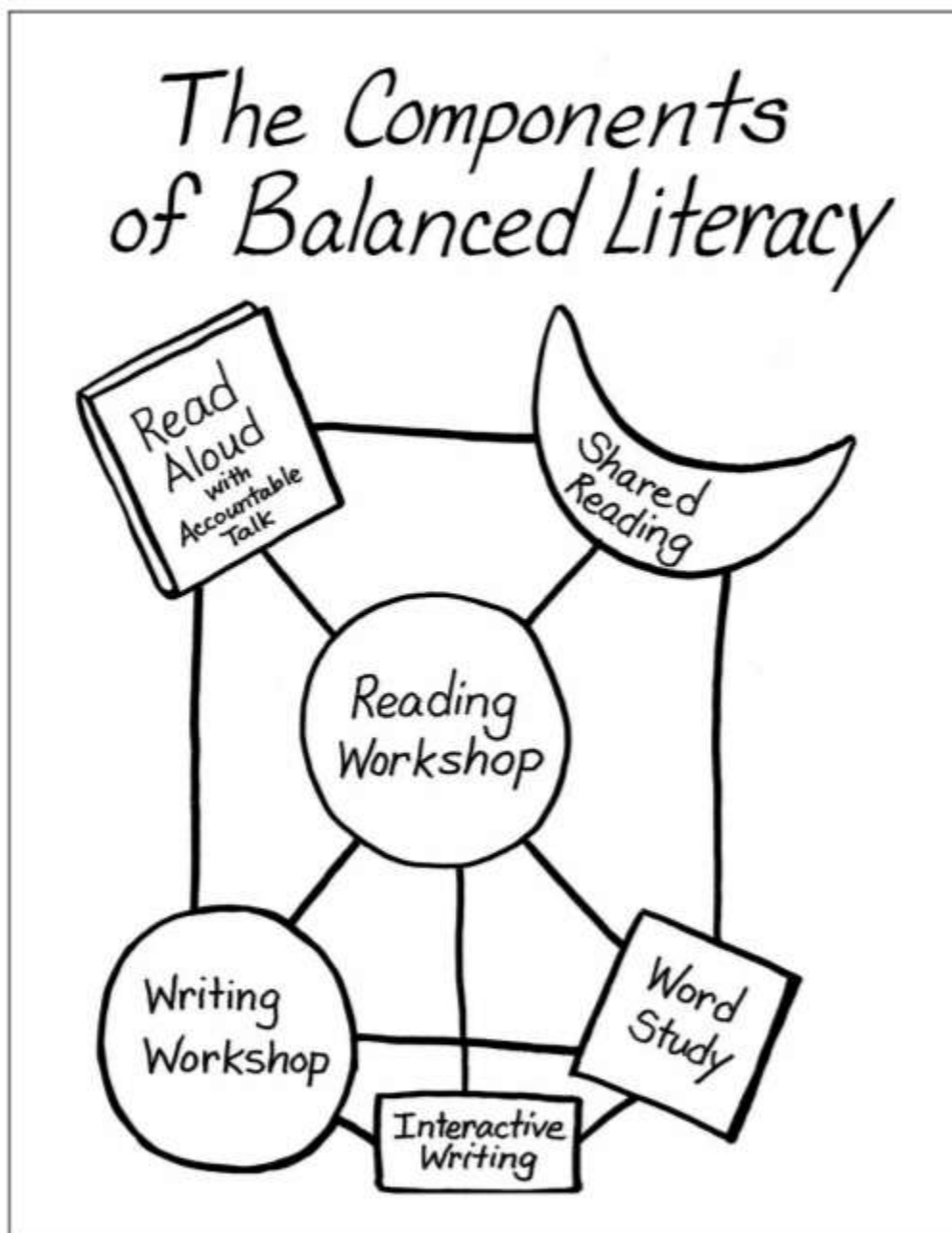| When applying the above principles, consider the following: |
|---|
| ➢ *"Learning does not occur in stages, but is a continually evolving process*
 ➢ *The same concepts are acquired and then elaborated over time*
 ➢ *Many complex literacy understandings take years to develop*
 ➢ *Students learn by 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)

Literacy Framework

"We have always advocated for a child-centered, responsive approach to literacy learning, not a program-centered approach. One that focuses on observation and assessment rather than holding to a script is much more than a label. This approach, focusing on the child, enables teachers to be constructive, inquiry based, language based, and to engage each child's strength and curiosity." Irene Fountas and Gay Sue Pinnell

The framework in the graphic below, described by Lucy Calkins, guides classroom teachers and specialists in understanding how the components of 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?

> **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 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]
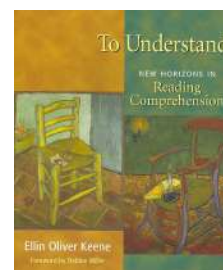
Our literacy framework includes development of cognitive strategies that are used across all content areas. Cognitive strategies are the thinking strategies used by skilled readers to make meaning from text and to create structures of knowledge in long-term memory. Teaching and modeling cognitive strategies 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 simultaneously 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

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]

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

<u>All</u> Students need:

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[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 shared and/or interactive writing

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

Literacy For <u>ALL</u> Checklist

This list serves as a tool to capture the essence of the workshop experience for all students. The WLWV Literacy and Learning Handbook defines more comprehensive and differentiated grade level instructional practices. When considering intervention use this list to determine if foundation components are in place and where additional practice or new components could be added. Additional literacy throughout the day includes read aloud, shared reading/writing and Writer's Workshop,

- ☐ Reading Workshop Model
    - ☐ Five days a week
    - ☐ 60 minutes
    - ☐ Minilesson from Calkins ~ 10-15 minutes
    - ☐ 40-45 minutes independent reading, conferring, small group work
    - ☐ Students have opportunities for discussion about books
    - ☐ Share/Closure of Workshop 3-5 minutes
- ☐ Independent Reading
    - ☐ Five days a week
    - ☐ Students choose books at their "just right" reading level
    - ☐ Routine for book shopping occurs outside of Reading Workshop
    - ☐ Students build stamina over the year for sustained independent reading
    - ☐ If a student has not seen acceleration or is not engaged during independent reading, the teacher creates a plan to re-engage the student during this time
    - ☐ One-to-one or small group conferring, daily with striving readers
- ☐ Small Reading Group
    - ☐ Teacher led 15 minutes during independent reading
    - ☐ Two day guided reading model for emergent groups to include writing on day two
    - ☐ 4 days a week for the most emergent readers
    - ☐ Differentiated word work piece included in day one and day two
    - ☐ Book selection and instruction differentiated for the learning needs of the small group and individual students
- ☐ Word Study
    - ☐ 4-5 days a week
    - ☐ 10-15 minutes
    - ☐ Outside of Reading Workshop
    - ☐ District/building K-2 curriculum as a tool to ensure lessons are explicit and systematic
- ☐ Read Aloud and Shared Reading
- ☐ Additional 20 minutes of Independent Reading/At Home Reading
    - ☐ 20 minutes of reading at night independently or with caregivers
    - ☐ Books are chosen by student and are at their independent reading level

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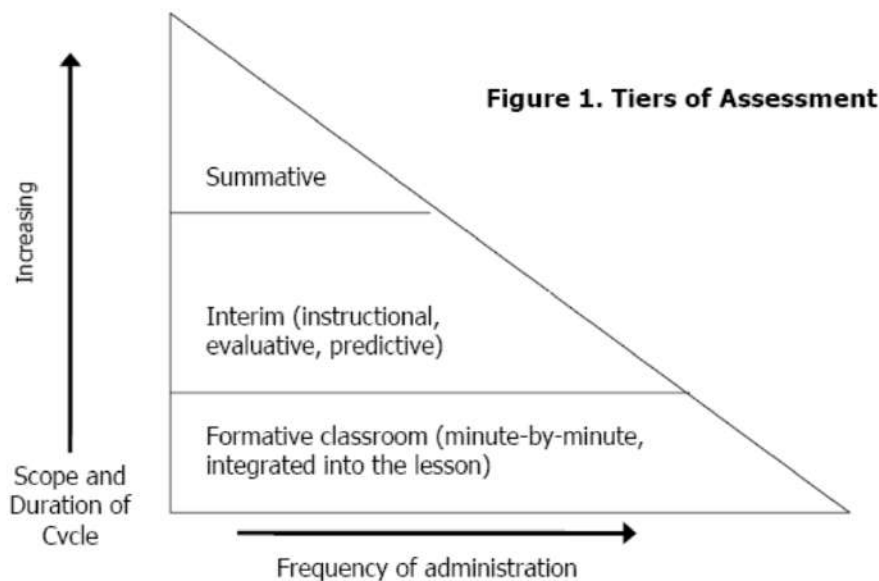
Source: Policy brief by Aspen/Achieve/Center for Assessment

Purpose: Measure student learning and growth and all relevant pieces to inform instructional decision making.

Key Elements:
- ➤ Independent level: *"the highest level at which 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*

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

qualitative judgment on the part of the teacher."[11]

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, F&P BAS, Progress Monitoring Tools, Learning Continuums, and Unit of Study assessments to plan for instruction

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

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 students
➢ A new text or unseen text can be used to determine the 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," and could occur during independent reading on a well leveled text as a formative assessment

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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

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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]

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

Conferring

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Definition:
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.

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Anchor Texts:
- *A Guide to the Reading Workshop Primary Grades* by Lucy Calkins
- *A Guide to the Reading Workshop Intermediate Grades* by Lucy Calkins

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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 behaviors listed in the Literacy Continuum or Text Band section of the Guide to Reading Workshop*
➢ *Finding out more about the students' preferences and interests, including genres*
➢ *Focusing on the minilesson principle*
➢ *Reviewing the students' reading choices and making suggestions"*[15]

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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 needs and goals
- Use running records to record strategic reading behaviors

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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] (Fountas & Pinnell, 2017, 568)

When does it fit in the day?:
A reading conference or conferring can happen any time a student is reading.

Engaging Emergent Multilingual Learners:

"One of the best ways to expand children's knowledge about language is to talk with them about the text." [16]

As students discuss the text, *"they intuitively repeat some of the language and in the process expand their knowledge of syntactical patterns."* [17]

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

Strategic Reading Behaviors

Be mindful of which strategic reading behaviors our students are attending to and/or neglecting while observing students reading. Record their reading behaviors on an informal or formal record.

"Our goal is that our students are engaged in all systems simultaneously as they process text."[18]

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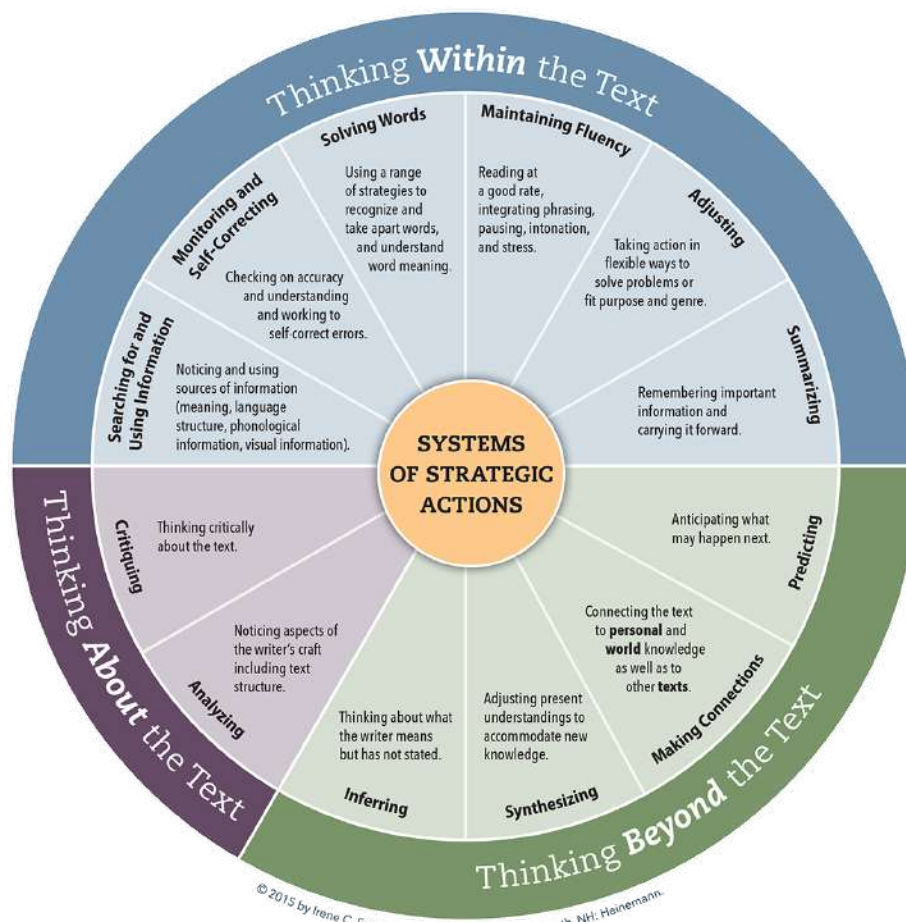
Anchor Text: *The Fountas & Pinnell Literacy Continuum A Tool for Assessment, Planning and Teaching* by Irene C. Fountas and Gay Su Pinnell.

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

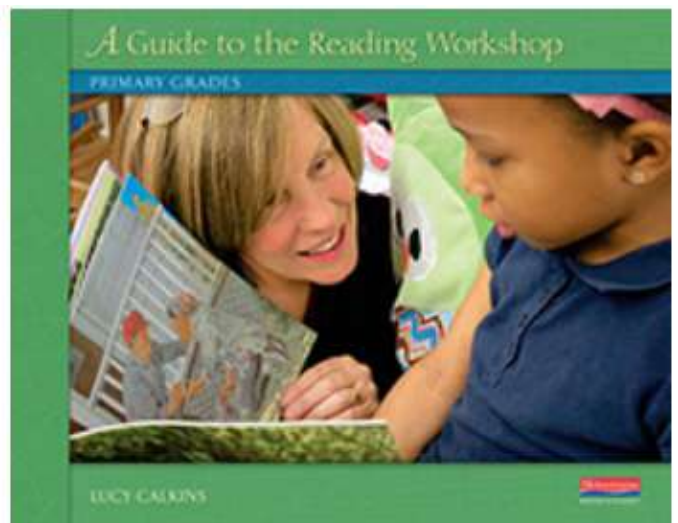# Reading Workshop

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

Teacher Role:	**Student Role**:
● Lead minilessons, mid teaching points, and closure ● Model reading behaviors, provides direct instruction on reading strategically 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[19]

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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[19] (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. Teacher talk is limited so that students carry out the heavy cognitive work 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-5 Suggested Sequence of Units 2022-2023 - Edited by the Primary Literacy Team	
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 to 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. An example of a vetted resource is *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 • *Reading Pathways 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.[20] 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 independently apply 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[21]
    ○ Levels L-Z: Students read with 98%-100% accuracy and comprehension that is proficient or approaching proficiency[22]
  ➢ Opportunity for students to build reading stamina
  ➢ Students 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 books per week
    ○ Level R/S/T ~ 1-3 books per week, depending on the length of the book
    ○ Level U/V ~ 1 book per week

Teacher 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 ● Transition into class debrief for closure and learning reflection	Student Role: ● 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 expression ● Keep reading logs ● Stop and jot to capture thinking

[20] (Fountas & Pinnell, 2018, 32)
[21] (Fountas & Pinnell, 2017, 36)
[22] (Fountas & Pinnell, 2017, 45)

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[23]
- ➢ 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[24]
- ➢ "*Value Partially Correct Responses*" - notice what the student already knows, and what the student is doing that is partially correct[25]

When does it fit in the day?: 35-45 minutes during Reading Workshop. The teacher's statement, "Off you go," after the minilesson, commences independent reading during which students keep teaching points and learning targets in mind.

[23] (Fountas & Pinnell, 2017, 163)
[24] (Fountas & Pinnell, 2018, 13)
[25] (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.
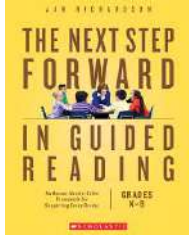
Considerations with Guided Reading and Small Groups
- ➢ Group length may range from 10-30 minutes, depending on purpose and reading level
- ➢ Groups can take place any time during the day
- ➢ It's important to keep all students in increasing complex work at their instructional level
- ➢ Frequency of groups is based on student need. Striving readers may work with classroom teachers four to five times a week. . It is important that all students experience group work with some frequency.

<div align="center">Purpose for Small Group Work</div>

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 to 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: 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.	Anchor Texts: *The Next Steps Forward In Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader* By Jan Richardson

Purpose: Ensuring access and opportunity for students to become proficient readers who gain knowledge, insight and enjoyment from the texts they read. [26]

Key Elements:
- ➢ Targeted teaching with Instructional leveled texts
- ➢ Provide appropriate scaffolding and gradually reduce support to promote independence[27]
- ➢ 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: ● 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	Student Role: ● 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 made in teaching point

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.

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[26] (Richardson, 2010, 12)
[27] (Richardson, 2010, 13)

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[28]

Definition:
"Word study in grades K-5 in the West Linn-Wilsonville School District is an essential component of our 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 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."[29]

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

Comprehensive Phonics, Spelling, and Word Study Guide By Fountas & Pinnell
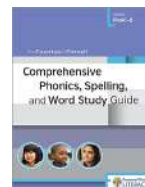
Units Of Study In Phonics, Grade K, 1, & 2
By Lucy Calkins

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

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

Purpose: All nine areas of word learning are important in their contributions to our student's reading and writing continuous text.[30]

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"*[31]
- ➢ *"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"*[32]

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 shared time at the end of the lesson, where students practice the principle again using 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

When does it fit in the day?: Designated word study may be taught in a minimum of 10-15

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[30] (Fountas & Pinnell, 2017, 2)
[31] (Fountas & Pinnell, 2018, 78)
[32] (Fountas & Pinnell, 2018, 78)

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.

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[33]

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

Instructional Strategies for the <u>All</u>, <u>Some</u> and <u>Few</u>

"Programs don't teach kids, teachers do."
Stephanie Harvey and Annie Ward[34]

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

1. Refer to **Literacy for All Checklist** 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, Benchmark assessments and observational data that your student is not seeing the expected growth, move to the next level of support.

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.
   > *"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."*[35]

4. 20 minutes of additional <u>independent</u> reading at the student's independent level can accelerate a student's reading growth[36].

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[34] (Harvey & Ward, 2017, 39)
[35] (Allington, 2009, 43)
[36] (Allington, 2009, 67)

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.[37]
   c. Students learn these words best by writing and or building using magnetic letters rather than flash cards.[38]

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."[39]

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 of added reading growth."[40]

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

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[37] (Allington, 2009, 58)
[38] (Richardson, 2010, 78)
[39] (Clay, 2001, 18)
[40] (Allington, 2009, 178)

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 grade level teams, 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.

Intensive Instructional Strategies for a <u>Few</u> Students

1. Bring the student forward to Circles of Support.
   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 Done 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."*[41]

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.[42]
   a. Allignton suggests that striving readers would benefit from a full extra hour of intensive and expert reading instruction every day. [43]

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

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.[45] 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[46]
- 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[47]
- 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).[48]

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

Appendix

A - Literary Assessment Calendar

Primary Non Dual Language Literacy Calendar 2022-23

Refer to this link for Dual Language Literacy Calendar

Date of Assessment/ Instruction	Assessment/ Instruction	Tool Used	Who	Purpose
September	Reading Conferences/ conferring with readers	End of Year (EOY) F&P Benchmark Assessment Scores, Informal running records, reading interest inventory	All returning students from previous year *For kindergarten students with no EOY, observe them as readers, using these tools and others included in the addendum at the end of this section	Establishing routines and procedures for readers workshop

Understanding our readers and their interests

Immediate information to guide small group instruction and independent reading |
| | Benchmark Assessment System | F&P Benchmark Assessment System 1 or 2 | New students and students we need more information about. *For readers below a level E, including kindergartners, please see the addendum at the end of this section | Understanding our readers and their interests

Determine instructional and independent levels

Guide small group instruction and independent reading |
	Small group Work	*LiteracyD ContinuumD*	Students chosen by teacher	Small group at student's instructional level text with the goal to see acceleration
	Conferring	*LiteracyD Continuum*, Informal Running Records	Students chosen by teacher	Monitoring student progress and independent book choice
	Interim Reading and Math (window to be	NWEA MAP Reading and Math Growth	K-5	Monitor school-wide progress toward equitable outcomes; provide

	determined)			support/challenge as needed
	Dyslexia Screener (refer to annual testing window)	aimswebPlus	All kindergarten students New first graders and first graders who were determined to be at risk from the previous year	Informs instruction to ensure grade level achievement by second grade
	Spelling Inventory - Optional, see addendum	Benchmark Assessments System - Optional Assessments	K-5 students	Guide word study instruction and monitor progress
October	Parent Conferences: Teachers share students' reading development stage and their strengths and opportunities. ● Reading Development Guidance and talking points will be offered ● Teachers also share observations and gains while conferring or small group work.			
	Small Group Work	*LiteracyD ContinuumD*	Students chosen by teacher	Small group at students' instructional level text with the goal to accelerate learning
	Conferring	*LiteracyD ContinuumD* and Informal Running Records	Students chosen by teacher	Monitoring student progress and independent book choice
	Interim Reading and Math (refer to annual testing window)	NWEA MAP Reading and Math Growth	K-5	Monitor school-wide progress toward equitable outcomes; provide support/challenge as needed
November/ December	Benchmark Assessment	Benchmark Assessment System 1 or 2	All students, , including all kindergarten students	Determine instructional and independent Levels

				Monitor growth Data to inform fall report cards Guide small group instruction and independent reading
January/ February	Small Group Work	*LiteracyD ContinuumD*	Students chosen by teacher	Small group at student's instructional level text with the goal to see acceleration
	Conferring	*LiteracyD Continuum* and Informal Running Records	Students chosen by teacher	Monitoring student progress and independent book choice.
	Interim Reading and Math (refer to annual testing window)	NWEA MAP Reading and Math Growth	K-5	Monitor school-wide progress toward equitable outcomes; provide support/challenge as needed
	Dyslexia Screener (refer to annual testing window)	aimswebPlus	All kindergarten students New first graders & first graders remaining at risk	Informs instruction to ensure grade level achievement by second grade
March	Benchmark Assessment	F&P Benchmark Assessment System 1 or 2	K-3: All students 4-5: Students below grade level and those for whom teachers need additional information	Determine instructional and independent levels Monitor growth Guide small group instruction and independent reading
	Parent/Guardian Student-Led Conferences: Teachers share progress in students' reading development and their strengths and opportunities. • Reading development guidance and talking points will be provided for			

		teachers to use with families. ● Teachers will also share observations and gains while conferring or small group work.			
April	Small Group Work	*LiteracyD ContinuumD*	Students chosen by teacher	Small group at student's instructional level text with the goal to see acceleration
	Conferring	*LiteracyD ContinuumD* and Informal Running Records	Students chosen by teacher	Monitoring student progress and independent book choice.
May/June	Benchmark Assessment	F&P Benchmark Assessment System 1 or 2	All students	Determine instructional and independent levels Monitor growth Data to inform spring report cards
	Interim Reading and Math (refer to annual testing window)	NWEA MAP Reading and Math Growth	K-5	Monitor school-wide progress toward equitable outcomes; provide support/challenge as needed
	Dyslexia Screener (refer to annual testing window)	aimswebPlus	All kindergarten students New first graders & first graders remaining at risk	Informs instruction to ensure grade level achievement by second grade
	Summative ELA and Mathematics	Oregon State Assessment System	All 3rd-5th graders	Assessing students' mastery of Oregon content standards

Kindergarten and students reading below level E
 	
*Use either Units of Study or Benchmark Assessment - Optional Assessments
	Units of Study Online Resources
	 ● Concepts About Print
	  ○ For students who are Pre-A-B
	 ● Letter ID
	 ● Letter sound
	 ● High Frequency Word List
	Benchmark Assessments System - Optional Assessments
	 ● Early Literacy Behaviors
	  ○ For students who are Pre-A-B
	 ● Letter Recognition or Phonological Awareness: Initial Sounds
	 ● High Frequency Word List
	 ● Word Writing

Spelling Inventory - K-5	Benchmark Assessments System - Optional Assessments ● Grade Level Word Features Test

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