Reynolds School District
Literacy Framework

Developed through 2012-2014 by Reynolds School District Teachers representing General Education, English Language Learners, Special Education, and Title I from grades K - 12

Reynolds
School District

Table of Contents

Introduction **5**

Guiding Principles **7**

Reynolds School District Core Literacy Program **8**

Tiered Literacy Framework **10**

Planning for Teaching **11**
- Standards Alignment/Backward Planning 11
- Learning Targets 11
- Integrated Literacy Unit Planning 12

Instruction **14**
- Evidence-Based Instruction 14
- Explicit Instruction 14
- Vocabulary Instruction 15
- Sheltered Instruction 16
- Constructing Meaning 16
- Guided Language Acquisition Design (GLAD) 17
- Gradual Release of Responsibility 17
- Readers' and Writers' Workshop Model 18
- Process Writing 18
- Sentence Combining 18
- Word Processing 19
- Dictado 19
- Read Aloud 19
- Independent Reading 19
- Conferring 20
- Language of Instruction 20
- Considerations for English Language Learners 20
- Considerations for IEPs 21

Structure: Time **22**
- Comprehensive Literacy 22
- Integrated Literacy 23
- Tiered/Differentiated Reading 23
- Grade Level Text 24
- Foundation Skills 24

Assessment - Reading **26**
Screening 26
Diagnostic 26
Formative/Progress Monitoring 27
SchoolPace 27
Reliability 28
Assessment Schedule - Reading 28

Assessment – Writing **29**
Assessment Schedule - Writing 29

Materials: Tier I **30**
Administration 30
Teachers 30
Phonemic Awareness and Phonics 30
Phonics/Spelling: Sound-Spelling Cards 31
Phonics/Spelling: Templates & Examples 31
Leveled Books 31
Levels of Text Complexity and Expected Growth Rate 32
Content-Area Text Books 34
Anchor Titles 34
Thematic Leveled Text Sets 34
Collections, HMH 34
Multicultural Reader, Perfection Learning 35
Mentor Texts 35
Peer Texts 35
Handwriting Without Tears 35
Type to Learn 35

Materials: Tiers II & III **36**
Tiers II and III 36
Supplemental (Tier II) Programs 36
Replacement (Tier III) Programs 37

Materials: Technology **39**
Smarter Balanced Interim Assessments 39
Equipment 39

Professional Development **40**
Before School Starts in September 40
Early Release 40
Instructional Coaching 40
Using Release/Substitute Time 40

Bibliography **41**

Appendices

1. K-5 Literacy Framework Handbook
2. 6-12 Literacy Framework Handbook
3. Response to Intervention Handbook
4. Integrated Literacy Unit Planning Template: Overview
5. Integrated Literacy Unit Weekly Template
6. K-5 Implementation Checklists
    a. Literacy Framework
    b. Assessment
    c. Response to Intervention
    d. Integrated Literacy Unit Plan
7. 6-12 Implementation Checklists
    a. Literacy Framework
    b. Assessment
    c. Response to Intervention
8. Templates for Direct Instruction
9. Dictado Procedure
10. Developmental progressions of concepts of print, phonemic awareness and phonics skills
11. Sound-Spelling Routine
    a. Sample Sound-Spelling Cards
12. Leveled Text Features
13. IRLA Skills Cards
14. IRLA Conference Checklist

Introduction

The Reynolds School District Pre-K – 12 Literacy Framework outlines necessary components to establish and maintain a positive and timely trajectory for every student's literacy development. The overarching goal for each and every student is to read and write at grade level or higher each academic year. A committee of literacy specialists made up of K, 1, 2 and 3 teachers, Title I teachers, instructional coaches, specialists and administrators met throughout the 2012-2013 school year to establish the framework. Further work was done in 2013-2014 with the addition of 4th and 5th grade teachers, ELA teachers and specialists. Finally, in 2014-15 secondary level language arts administrators, coaches, teachers and specialists collaborated to extend the framework from Pre-K to grade 12. Study of the Common Core State Standards, Smarter Balanced Assessments, 21st Century Skills and research-based developmental progressions were instrumental in the creation of this framework. Throughout the creation of the framework, English Language Development specialists were consulted and practices beneficial to ELs were embedded.

Reynolds School District strives to ensure equitable education, whereby each and every student has access to safe and caring learning environments, access to high quality instruction, and access to materials in order to achieve his or her educational potential. Because we serve a diverse student body, we know that providing the same programs and services for all students will neither provide students what they need to be college and career ready nor address the achievement/opportunity gap. Therefore, by considering equity when designing and evaluating academic programs for students, individual student needs will be met. Reynolds students are valued as individuals and we know that our sustained work as educators is required to eliminate systemic barriers to equitable outcomes for students.

The Common Core State Standards (CCSS, 2010) were adopted by Oregon in the fall of 2010. These standards do not signal what materials to name as the curriculum, they position themselves to be the curriculum; to be what all students must know and be able to do to have success in college or career. In its front matter, CCSS declares:

> The standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed…Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards. (CCSS, 2010, p 6).

The framework establishes Reynolds School District's approach to literacy instruction. In short:

- Fully integrate reading, writing, content, and language instruction
- Focus on reading at independent and instructional levels from authentic text

- Use a single reading assessment system, aligned to the Common Core, complete with foundational skills and comprehension measurements to guide instruction from pre-K to grade 12

- Rely on teachers as adaptable, thoughtful practitioners of high impact instructional strategies

- Deliver professional development designed to support and strengthen all aspects of the framework

- Build knowledge, skills, work habits, and character traits commonly associated with 21st century skills

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

Guiding Principles for Literacy in Reynolds

- Each and every child can learn, and deserves the best effort of every adult every day.
- Literacy encompasses reading, writing, speaking, listening and critical thinking.
- Teachers acting with a growth mindset and supported by all school staff, families and communities, are a determining factor of student success.
- The strongest education connects to and celebrates students' funds of knowledge, backgrounds, individuality, identity and experiences.
- Relationships are the cornerstone of quality education. Academic collaboration between students and teachers and among students is fundamental to student engagement and success.
- Successful interventions occur when content and skill are individualized and integrated in a meaningful way for each student in order to maintain access to a comprehensive educational experience.
- Reading is a complex task requiring students to think critically; literacy instruction and assessment must develop students' ability to interpret and analyze texts.
- Comprehension must be built alongside foundational skills from the beginning of literacy development and must evolve to emphasize attainment of content knowledge through subject-specific instruction.
- Quality content and structured choice are the keys to engagement.
- Writing is an integral part of cognitive development, and involves both writing to learn as well as writing to express one's learning. Opportunities to engage in the process of writing, in addition to explicit instruction, must be provided throughout the day.
- An awareness of every child's developmental and academic trajectory enables daily instructional adjustments that can be leveraged to make academic growth.
- Student dialogue develops comprehension as well as critical thinking, listening and speaking skills, and must be purposefully built into instruction.
- A commitment to high quality professional collaboration is necessary to generate effective instruction for all student populations.
- Media literacy, the agile use of media to acquire and share knowledge, is crucial to our students' success and requires access to both technology and training.

Reynolds School District Core Literacy Program

Reading
The RSD Core Literacy Program requires teaching the five main components of reading (as defined in the Report of the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary and comprehension) following the district sequenced Common Core State Standards, which define the scope of curriculum. Carefully sequenced according to research-based developmental progressions (Honig, Diamond, Gutloh, 2000, p. 5-15), foundational skill standards are carefully mapped across the school year. The maps are designed to indicate the time of year to introduce each foundational standard with the expectation that students will reach proficiency with each standard by the end of the year.

The act of reading, whether learning to read or reading to learn, is complex and profound. In classrooms from Pre-K through high school, students working on reading standards must:

- know the standards and focus of each lesson (identified by the teacher)
- set a goal in collaboration with the teacher
- engage in and interact with teacher and peers during daily grade-level read alouds
- have thinking about text modeled at grade level
- receive active teacher support while practicing lesson focus
- read independently
- actively participate in academic discourse related to text

Writing
Common Core Writing Standards have also been mapped in a developmental sequence. Students in Reynolds are expected to write every day, and their writing instruction must be explicit and standards-based and must be infused with time to actively write every day.

In classrooms from Pre-K through high school, students working on writing standards must:

- know the standards and focus of each lesson (identified by the teacher)
- set a goal in collaboration with the teacher
- have writing process modeled by the teacher
- apply the writing process to independent writing
- actively engage in editing and revision process

Speaking and Listening
The Common Core State Standards for speaking and listening are designed for students to gain skill in the production and reception of oral language. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations.

In classrooms from Pre-K through high school, students working on speaking and listening standards must:

- participate productively in academic conversation
- have structured opportunities to speak as part of a whole class, in small groups and in pairs
- contribute accurate, relevant information
- respond to and develop what others have said
- have accountable opportunities to listen

Language

Language standards in the common core require that students gain control over conventions of academic English grammar, usage and mechanics as well as learn other ways to use language to convey meaning effectively. Vocabulary is a key component of the language standards.

In classrooms from Pre-K through high school, students working on language standards must:

- be able to determine or clarify the meaning of grade-appropriate words
- come to appreciate that words have nonliteral meanings
- recognize that words can have shades of meaning
- focus on grade-appropriate conventions in writing

Response to Instruction

The guiding principles of this document focus on the individual. Growth, and a daily awareness of each and every child's goals is what will make successful and literate citizens. Reynolds uses an RtI model which increases the intensity of instruction for students who are not yet independently at grade level. Following the guidance provided in the Tiered Literacy Framework, instructional intensity must be adjusted for students to ensure grade level success as soon as possible.

Tiered Literacy Framework

These charts do not delineate "Who". It is the responsibility of all teachers in a school to teach these skills.

Tier I					
Teach Reynolds School District Sequenced Common Core State Standards	**With…** (Materials)	**By…** (Instructional Model)	**To**	**For** (Time)	**Find Out How They Did** (Assessment)
Foundational Skills: Reading and Writing	• Phonics Program • Handwriting Without Tears • Type to Learn	• Explicit Instruction • Sheltering Strategies • Dictado	• Whole Group	30 min	IRLA
Reading: Literary and Informational Text	• Leveled Books • Mentor Texts • Content-Based Texts	• Gradual Release • Sheltering Strategies • Readers' Workshop Model	• Whole Group • Flexible Groups • Individuals	140 min	
Writing	• Mentor Texts • Peer Texts	• Focused Explicit Instruction and Practice • Writers' Workshop Model • Sheltering Strategies • Dictado	• Whole Group • Flexible Groups • Conferencing		Common Formative Assessment
Speaking and Listening	• Exemplar Texts	• Sheltering Strategies	• Whole Group		Common Formative Assessment
Language	• Leveled Books • Mentor Texts • Exemplar Texts	• Dictado • Sheltering Strategies	• Whole Group • Flexible Groups		Common Formative Assessment

Tier II					
Teach Deficit Skill	**With…** (Materials)	**By…** (Instructional Model)	**To**	**For** (Time)	**Find Out How They Did** (Assessment)
Reading: Foundational Skills	Clearly articulated intervention implemented with fidelity (see intervention profile in RTI handbook)	Evidence-Based Small Group Instruction	Small (3-5) homogeneous groups	15-45 min	IRLA for Progress Monitoring – ensure evidence is recorded at least every 10 days
Reading: Literary and Informational Text					
Writing					Common Formative Assessment
Speaking and Listening					Common Formative Assessment
Language					Common Formative Assessment

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

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

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

Planning

Standards Alignment/Backwards Planning Process

A student's day should reflect meaningful, connected learning. There are many ways to create programs and schedules that allow for a student's learning to be cohesive, integrated and whole in the course of a single day. Thoughtful and intentional planning with the integration of literacy into the disciplines such as math, science and social studies is an instructional requirement. Backwards planning starting with standards is the first step toward integration and assessment of these standards through authentic and complex tasks.

Backwards planning with standards considers the end result first (i.e., what we want all students to do when they graduate) and builds toward that end. This structure supports the preparation of all students to be successful. Backwards planning blends and supports the instructional components outlined in this Literacy Framework.

Embedded in the planning process are:

- Identify standard(s)
- Construct learning targets
- Identify materials
- Plan assessment(s)

	WHO	WHAT	OUTCOME
Step one	Teachers	Chunk and link standards from multiple disciplines into UBD units of study across the instructional year	• Teacher unit maps with assessment tasks, I can/Learning Targets and instructional strategies/techniques defined
Step two	Grade level/departments with specialists	Combine teacher units into year-long plans	• Create "minimal statements" per unit, semester and year • Align learning targets and "I Can" statements.
Step Three	Buildings /multiple departments (2 or more)	Align maps into building wide/interdisciplinary maps with building-wide themes and essential questions.	• Design flexible, relevant themes • Create Common Assessments: can be assessed in mo than one subject/content/departmental area, driven aligned maps
Step four	Teams	Meet to discuss student evidence and plan next lessons	• Responsive intervention and acceleration • Teaching from team's strengths • Increased student access to and output in evidence of rigorous grade level standards.

Learning Targets

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

The strongest learning targets:

- Connect the lesson to the standard through backwards planning
- Are relevant to the student
- Are meaningful to the continuum of learning
- Are developed collaboratively
- Specify content and language objectives

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

Integrated Literacy Unit Planning

Teaching and learning is realized through comprehensive planning done by teams using Common Core State Standards in English Language Arts and content areas aligned to English Language Proficiency Standards through content area maps or unit of study plans. Guided by principals and instructional coaches, school teams will engage in curriculum mapping to generate standards-based units of study. These unit of study plans will be aligned at the district level providing a consistent and cohesive framework with the outcome of a guaranteed and viable curriculum for each RSD student.

Units of study will be built following the Integrated Literacy Unit Planning Templates including the following components:

Theme:

Enduring Understandings based on standards
Action Plan
Cross-Cultural Theme of Respect and Sensitivity
21st Century Skills

Standards:

Common Core English Language Arts Standards (CCSS ELA)
English Language Proficiency Standards
ODE Social Studies Standards
Next Generation Science Standards
Indication of other standards included (Health, Arts, etc.)

Vocabulary:

Vocabulary Tier II (academic words, transferrable to a variety of topics)
Vocabulary Tier III (academic words, specific to the enduring understanding)

Assessments:

- Formative Assessments
  - Built to provide frequent and ongoing practice in Smarter Balanced Assessment task types: selected response, constructed response, technology enhanced
- Summative Assessment
  - Following format of Smarter Balanced Assessment Performance Task – including writing task tied to genre study

Resources and Materials:

- Anchor Titles – a minimum of 5 high interest titles at grade level or higher to be used for whole class instruction
- Thematic Leveled Text Sets – in-class leveled libraries of high interest books (minimum of 100 books per theme per classroom)

Focus and Motivation Strategies

Designed to be presented in a gradual release model. List and definitions included in template.

Input Strategies

Explicit definition of strategies used to make content comprehensible to students of all language abilities.

Guided Oral Practice Strategies

Foundational to building language skills, guided oral practice strategies are spelled out in template.

Reading and Writing Strategies

Specific strategies for practicing reading and writing skills within the content are provided in template. As the content is presented and hooks student interest, the opportunities for research, analysis and synthesis of ideas through reading and writing are compounded.

Instruction

As we consider the standards and our students' ability to access them, we must also consider the instructional strategies that will be most effective.

> When teachers can choose from a range of research-based and theoretically grounded instructional approaches, their students learn how to choose from, apply, and reflect on diverse strategies as they take up the varied purposes, subjects, and genres that present complex challenges for readers.
>
> -NCTE Policy Brief: *Reading Instruction for* All *Students*

The instructional models included in the Reynolds School District Literacy Framework apply to teachers of all grades and all subjects. In order for students to be literate global citizens, they must have access through reading, writing, speaking, listening and language across the full spectrum of content available in school.

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

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

Characteristics of explicit instruction are:

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

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

Consideration for using Explicit Instruction for comprehension strategies must also be made. Explained thoroughly in Card #15 (p. 23 of Appendix 8), Procedure for Strategy Instruction, the essential components include:

- Explain to students or review what the strategy is and its purpose
- Demonstrate the strategy using a think aloud while interacting with text
- Don't ask questions about the strategy when modeling
- Use the strategy name while guiding students
- Provide many opportunities for guided practice
- Provide clear feedback regarding correct and incorrect use of the strategy

Templates for explicit instruction are appropriate to use in Tier I and Tier II. The primary difference in application between the tiers is group size. Tier I is typically whole group while Tier II isolates small groups with similar needs in order to provide more individual practice and monitoring of responses. The templates are included as appendix 8.

Vocabulary Instruction

There is not a specific material or set of materials named in this framework to be used in the explicit instruction of vocabulary. While growing vocabulary skill is done primarily through the volume of text students read at independent levels across a variety of genres, providing explicit instruction for students to become efficient learners of new vocabulary is necessary.

Strategies that should be explicitly employed to ensure maximum growth of students' vocabulary include:

• Multiple Exposures (Beck, McKeown & Kucan, 2002)
Provide meaningful interactions with vocabulary words in a variety of contexts.

• Meaningful Use (Beck, McKeown 2002)
Use words in meaningful contexts to require students to actively think about what words mean and how they connect to one another.

• Polysemy (multiple meanings)
Provide access to multiple meanings and direct instruction about when these meanings are applicable to help students develop deeper understandings of words.

• Structural Analysis (Nagy, 1999)
Recognize various elements of a word: prefix, suffix, roots.

• Cognate Identification
Connect English words to their cognates in other languages. There are over 20,000 English-Spanish cognates (Rose 1997) – use the identical and similar ones with English Language Learners and in dual language classrooms to explicitly connect meaning and build the muscle for the roots of academic language.

Independent reading at a comfortable level will provide multiple opportunities for students to encounter and explore a variety of words which will increase the working academic vocabulary of a student. Additional supports in the acquisition of vocabulary are:

- Provide a direct definition
- Use synonyms and antonyms
- Make up a novel sentence
- Classify with other words
- Relate definition to one's own experiences
- Link to images and sketches
- Use content dictionary

Sheltered Instruction
An essential component of instruction in Reynolds is Sheltered Instruction: an approach to planning and teaching designed to maintain the rigor of content while simultaneously supporting English development. Sheltering techniques and strategies are critical for English learners and have shown to be beneficial to all students. English development through content allows students to demonstrate output which meets the demands of the CCSS while fostering a culturally responsive program of instruction.

Several models and approaches provide sheltered support for students. These include, but are not limited to: Guided Language Acquisition Design (Project GLAD®), Constructing Meaning (CM), and Sheltered Instruction Observation Protocol (SIOP).

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

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

Constructing Meaning:
Provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and gradual release of responsibility it prompts teachers to:

- Understand the role language plays in content learning
- Decide what language knowledge students need to access content and express understanding
- Provide appropriate, explicit oral and written language instruction and practice

Guided Language Acquisition Design (Project GLAD®)

Guided Language Acquisition Design (Project GLAD®) is a research-based model that incorporates all of the instructional strategies named in the Reynolds Literacy Framework. It provides explicit structures for providing content-embedded literacy instruction while increasing engagement and rigor, and providing highly effective supports for growing language capacity. With a focus on standards across the content, high leverage vocabulary strategies, backwards planning, high quality relevant materials, a print-rich environment, focus on purposeful discourse and integrated content, Project GLAD® is an instructional model that reinforces the concepts of the literacy framework.

Project GLAD® strategies and principles are not the sole province of the generalist/homeroom teacher. At the secondary level, this is a high leverage model that can be used by language arts teachers to teach science and social studies content as well as by content teachers to teach and reinforce ELA skills and strategies.

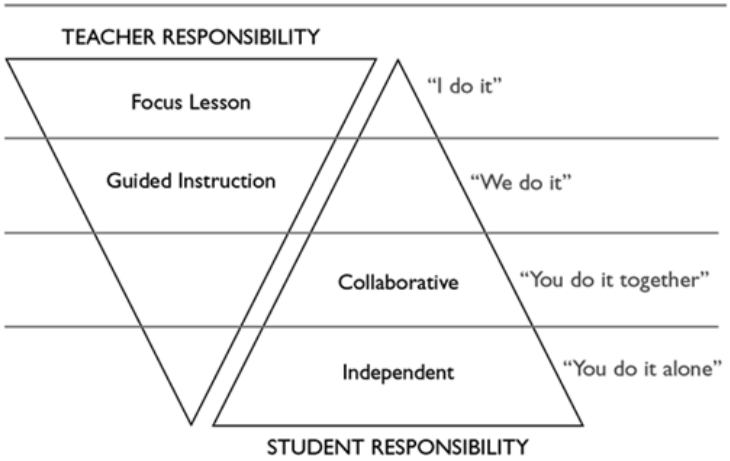
Gradual Release of Responsibility

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

This model has 4 distinct components:

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

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



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

• Collaborative
  "You do it together" – students work with each other.

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

Readers' and Writers' Workshop Model

Through reading and writing, students seek deeper and more critical understanding of their world. Readers' Workshop provides opportunities for students to choose books at their independent reading level that are engaging and relevant. Teachers, guided by IRLA, confer with students one-on-one to ensure individual growth. Writers' Workshop provides a structure whereby students engage in meaningful writing and feedback cycles to develop skills and ability. Additionally, for students to powerfully express themselves as members of a greater society, they need to have the ability to identify ideas, cite evidence, and justify thinking through thoughtful interaction with a variety of text that require writing opportunities be flexible, open, given across subjects and contexts, and be meaningful to each student.

Essential Features of Readers' and Writers' Workshop Models are:

- Daily uninterrupted time for students to read and write
- Student choice occurring within predictable structures and routines
- Instruction delivered through mini-lessons
- Opportunities to confer in order to receive feedback from teacher and peers
- Opportunities for students to share their thinking and writing
- Engagement in the writing process for a variety of purposes
- Use of inquiry and collaboration to engage, motivate and deepen learning
- Establishment of an engaged and accountable community of readers and writers

In classes that are traditionally content-based, readers' and writers' workshop style opportunities should be given to provide students the chance to explore the concepts they are learning through reading and writing. This is strongly recommended for a variety of purposes:

- To build stamina and increase reading and writing proficiency
- To conduct research and develop expertise on various topics
- To compare and synthesize ideas across multiple texts
- To present findings in a variety of modes and contexts

Process Writing

An emphasis on process writing is expected to form the foundation of writing in Reynolds. A process writing approach interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

Teaching the writing process includes teaching students strategies for planning, drafting, revising, editing and publishing their compositions.

Sentence Combining

This research-based strategy for teaching students to construct complex, sophisticated sentences is highly recommended as a component in all writing classes. Sentence combining instruction begins with combining simple sentences into effective longer sentences. Students can combine

simple sentences in any grammatically acceptable way, and begin to explore adding or removing details, and rearranging words or phrases. Using this strategy results in more mindful writing that includes varied sentence structure, sentence editing, punctuation, and paragraph organization. It also provides students with practice controlling syntax, which can improve students' ability to create variety in their writing.

Word Processing
The mechanical skills for writing cannot be overlooked. Fluency with the rote mechanical skill of typing is essential for all students. Time every day must be spent practicing touch-typing techniques. Equally, students must have frequent opportunities to use word processing applications so that revision and editing are not barriers to crafting exceptional written work.

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

A detailed description is included at appendix 11, and professional development and coaching will be provided throughout the implementation of this framework.

- The teacher creates a meaningful text based on observations of student work and grade level standards as the focus for teaching spelling, grammar & language.
- Teacher dictates message to students, who write in blue or black pen, skipping lines.
- Teacher and students collaboratively create a corrected model of text, while students self-correct using red pen and a standard marking code to draw attention to approximations.
- Teacher explicitly teaches to 2-3 teaching points of week
- Repeat using the same text 3 times throughout the week.

Read Aloud
Every student must have the opportunity to engage in grade level text. Reading aloud provides a fluent model of reading, opportunities for students to build background knowledge, an increase of content vocabulary, and the use of rigorous comprehension strategies. Read aloud should be purposeful, related to the goals and objectives of the lesson, and include opportunities for students to interact with the text and each other at the high levels of cognitive rigor denoted in the Common Core. Read aloud is an opportunity to increase students' academic vocabulary, background knowledge, speaking and listening skills.

Independent Reading
Reading independently at an independent level is a highly effective way for students to gain reading skill. Students do not learn to read without reading. Time must be designated for independent reading of 'just right books' every day. The IRLA assessment system provides teachers and students with strategies for knowing independent levels, and for setting goals to

make improvements. Leveled libraries are a key component of this framework and will enable teachers and students to choose from a wide variety of independent text.

Reading independently at home is a habit students must establish. Routines and expectations set in every classroom to make independent reading at home will be supported by the Literacy Instructional Framework, Step 5: Academically Successful Home Routines. Expectations, log sheets, books, and systems are provided that will get all students reading.

Conferring

Students learn best when they have an opportunity to think about their thinking, to talk about their learning, and develop relationships within the classroom. An individualized and targeted approach to learning to read and write is emphasized in this framework, and a cornerstone of the practice is conferring with students. This enables immediate problem solving and progress monitoring and grows the independence needed for college and career ready students.

Use of IRLA on a regular basis provides teachers with guidance and coaching for conferring with students and for setting "Power Goals" – attainable, specific, and focused goals that students name, understand and work toward. Grounding instruction in these powerful goals and conferences accelerates learning and gives students confidence and pride.

Language of Instruction

The goal of instruction in Reynolds School District is for all students to fluently read, write, speak and listen in Standard English. Dual immersion classrooms at grades K - 5 are being considered to enable both native English and native Spanish speaking children to become fluent in both languages. Dual immersion classrooms will start in kindergarten and will grow from there. A focus on academic bilingualism, biliteracy, and biculturalism will strengthen our educational programs and prepare our students to compete in a 21st Century global economy.
Careful consideration was given to the instructional models to ensure they will be equally effective in both English and Spanish.

Considerations for English Learners

- Effective English Language Development provides explicit teaching of features of English syntax, grammar, vocabulary, and pronunciation in meaningful contexts.

- A student's first language is powerful. Support opportunities for students to express themselves in their native language(s). Understand that English Learners will use their first language and mix grammars. This translanguaging or transference is common and acceptable.

- Examine the language demands of grade-level content with the understanding of students' English proficiency in order to provide access through scaffolded instruction.

- Use ELP standards and sheltered strategies throughout the day to provide pathways to academic standards.

• Examine the match between students' level of English proficiency and curriculum demands to provide appropriate access to content. There are varying levels of nuance in what students know and can do regardless of their proficiency in English. A high level of flexibility in instruction and practice must be present to capitalize on what students know

• Team needs to understand progression of English Language Development in order to appropriately determine which students need Tier II intervention. Teacher's response to "lack of progress" should be immediate and not "wait and see" and examine the proficiency level of ELD program implementation. Collaborate with English Language Development (ELD) teachers and/or other specialists to ensure equitable education.

Considerations for Individual Education Plans (IEPs)

• IEP goals are related to the Common Core State Standards in coordination with core content instruction.

• IEPs will be written with a realistic eye on developmentally sequential standards.

• Classroom teachers collaborate with the special education teacher to ensure the individual needs of the student are being met, and to problem solve where growth is not occurring.

• Whenever possible, determine the pathway for students without interruption to continuous instruction in the academic core.

Structure: Time

It is the recommendation of the literacy committee, backed by research and the structure of the Common Core State Standards, that all teachers teach literacy, and conversely, all teachers teach content. The outline of time below can be accommodated in elementary and secondary schools with thoughtful collaboration and unified commitment to providing the strongest, most individualized and responsive instruction possible. Using the planning structure provided above, an 'outside the box' mentality must be applied, and adjustments made over time to achieve this view of comprehensive, content-embedded literacy instruction.

(K-12) Comprehensive Literacy: 170 minutes per day
As denoted by the Common Core State Standards, literate college- and career-ready individuals:

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

It is necessary for students to spend time each day within grade level content in all classes to learn and apply their reading, writing, speaking and language skills. This 170 minutes should be connected, though not necessarily continuous, throughout the day.

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

Writing is not to be limited to language arts classes or confined to a single time of day. The use of writing as a tool for learning and assessing content material is a high leverage strategy. Each learning segment in the day should have opportunities for students to express understanding of their learning through writing.

Instruction of writing must follow the same guidelines as that for reading – content and learning targets extracted from the CCSS will be stated and understood by students. Writing instruction will include modeling, guided practice and individual practice.

While an emphasis of writing across the curriculum every day is paramount, dedicated time for the discrete instruction of writing must still hold a place in the instructional day.

Integrated Literacy Minimum of 110 minutes (K-5), 125 minutes (6-12)		
	Whole Group (grade level)	Independent Practice (independent level)
Content	• Experiential Learning • Vocabulary Instruction • Read Primary Source Material • Read Aloud	• Independent Reading • Partner Work • Note Taking • Literature Exploration
Process Writing	Students will use the writing process to: • Write opinions/arguments • Write informative/explanatory texts • Write imaginary narratives or narrative descriptions • Give and receive feedback • Revise and edit for content, organization, and mechanics • Study models of writing	
Tiered/ Differentiated Reading (instructional level)	• Read at instructional level • Individual/small group/whole group • Intentional and accountable independent reading at independent level • Motivation • Comprehension skill building • Fluency/Prosody • Word Study • Comprehension skill building • Read text related to content • Tier II and III program work (about half an hour depending on intervention) • Conferring • Individualized Goal Setting • Assessment	

Tiered/Differentiated Reading (incorporated in Integrated Literacy)
This is the time where students who are below grade level receive focused interventions, and where students who are above grade level receive the instruction necessary to continue to grow. This is an ideal time to use available interventionists and tiered programs to prevent students from missing core instruction, content instruction and writers' workshop.

Group size is ideal at 3 to 5 according to the Executive Summary of the Oregon K-12 Literacy Framework (2009). The instructional reading levels in a group should not span more than 3 gradients on the Fountas and Pinnell leveling system (see pg. 32), but should be consolidated to within one IRLA level and/or grouped by power goals whenever possible.

Instructional strategies to be employed during this time are outlined in the Instruction section of this framework. Students may participate in multiple groups during this time; dependent upon student need.

Students who are not working in tiered/differentiated groups are independently working on intentional reading and writing activities. When available, schedule volunteer helpers to work with students on reading and writing skills at this time.

K-5: 30 minutes – Access Grade Level Text/Grade Level Instruction
All elementary students will have access to grade level text, content and thinking. Every day, a minimum of 30 minutes must be spent growing student comprehension and discourse at grade level in order to: • Build knowledge with content-rich nonfiction • Read, write, and speak using evidence from text, both literary and informational • Regularly read complex text and its academic language This should be done with Exemplar/Core Texts supported through sheltered instructional strategies as in Project GLAD.
6-12: 45 minutes – Access Grade Level Text/Grade Level Instruction
In secondary classrooms, 45 minutes each day must be used for the instruction and practice of grade level reading skills as defined by the Common Core State Standards and best practice recommendations for adolescent learner reading instruction. • Build skill with the vocabulary and complex language structures required of the academic discourse. • Develop explicit comprehension strategies so students can participate in extended discussion of text and meaning interpretation inextricably linked to engagement and motivation.

(K-5) Foundation Skills: 30 minutes per day
Does not need to be continuous, i.e. 2 15-minute or 3 10-minute times

In elementary classrooms, 30 minutes each day must be used for the instruction and practice of grade level reading foundational skills as defined by Common Core State Standards. These skills are crucial building blocks for the meaning-making of reading and must be mastered on time in order for students to reach and maintain grade level.

"The point [of foundational skills] is to teach students what they need to learn and not what they already know." (CCSS, 2010, p.15). Once students have mastered the skills in the foundational skills appendices, they no longer need explicit instruction in them. Appropriate and thoughtful use of assessments will signal when proficiencies are reached.

K-5: 30 minutes – Foundational Skill Building Whole, Small, Individual as needed	
Reading Skill	• Phonemic Awareness • Alphabetic Principle • Word Recognition/Sight Words • Fluency with Decodable Text/Phonics Readers • Word Study (Morphemes, multisyllabic words, etc.)
Writing Skill	• Dictado • Handwriting Without Tears • Type to Learn • Editing

Assessment - Reading

A Response to Intervention Model calls for three types of assessment: Screening, Progress Monitoring, and Formative Observation (Owoki, 2010). The Independent Reading Level Assessment (IRLA) and its counterpart the Evaluación del Nivel Independiente de Lectura (ENIL) incorporate all three of these assessment types, and comprise the comprehensive assessment system to be used at all grades, Pre-K - 12. We gain foundational information from IRLA/ENIL while simultaneously measuring comprehension levels, diagnosing for next steps and providing coaching to individual readers. IRLA/ENIL was built with guidance from the writers of the Common Core State Standards and is designed to identify where a student is in relation to the CCSS from grades Pre-K – 12 as well as to formatively assess progress through them.

Screening
Screening is conducted in the first two full weeks of the school year, and whenever a new student to our system arrives in order to provide overview information for each student.

The screener in the RSD Literacy Frame is the phonics and academic vocabulary infrastructure found in the front matter of the IRLA and ENIL. These assessments provide a quick, reliable way for teachers to identify the general reading level of each student. The purpose of using this tool is to determine where on a scale from emergency to proficient a student is in reading ability according to grade level.

At Kindergarten and first grade, an additional screening assessment, the Letter Names and Sounds (LNS) is to be used. This assessment provides discrete and focused information that the IRLA does not require. To ensure foundational phonemic awareness and phonic knowledge is established, this assessment will be administered in September, January and June for kindergarten and 1st grade students. When it is clear a student has mastered the skill, the student may 'graduate' from the assessment and need not be retested. A copy of the assessment and directions for its administration are found in the appendix of the literacy framework.

Diagnostic
Once the teacher has obtained a general reading level using the infrastructures, a more comprehensive assessment using IRLA/ENIL Entry Requirements will be conducted. This will confirm or modify the independent reading level of a student and will provide teacher and student with precise information about next steps in a student's individual reading continuum. A 'Power Goal' will be set and a reading relationship between student and teacher that will continue throughout the year will be established.

All initial diagnostic assessment must be completed by the end of the first full week of October each year.

Formative/Progress Monitoring Assessments

The benchmark target in IRLA is constantly moving. Students must consistently grow in order to keep up with the demands of the Common Core. Using IRLA and ENIL, teachers and students conference on a regular basis. The purpose of a reading conference is for the teacher to check in on the students' progress as a reader, to plan individualized strategies and to verify whether adequate growth has been made or not. Guided by IRLA/ENIL, Power Goals provide student and teacher focus on crucial next steps in a student's development as a reader. Reading conferences are typically conducted 1:1, but can be accomplished in small groups where student Power Goals are the same.

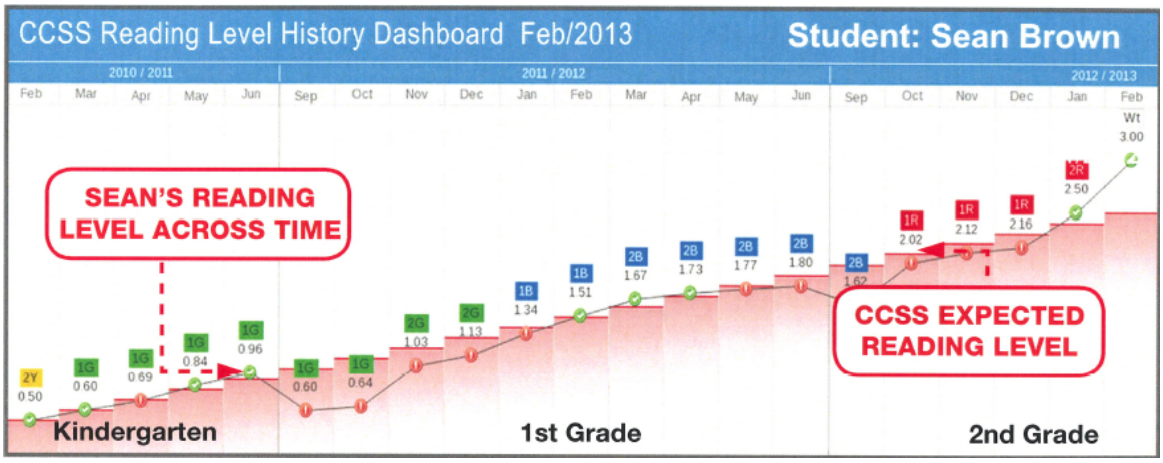
SchoolPace identifies whether a student is proficient (benchmark), below proficient (strategic), or emergency (intensive). To ensure adequate instructional focus and to carefully monitor a student's progress, students at the emergency level are to be conferenced with a minimum of once a week (every 5 days). Below proficient students will meet with the teacher at least one time every 10 days, and proficient students will conference at least once each 20 days. Evidence must be recorded at each meeting time, whether checking off foundational skills, vocabulary words, or simple evidence statements in order to assure the progress is checked.

Common Formative Assessments (as listed in the Tiered Literacy Framework, p. 10) are to be generated by Professional Learning Communities during Standards Alignment Planning and/or the development of GLAD units. It is expected that each lesson be grounded in a standard and have a focus understood by all students. In order for teachers to gain an understanding for whether or not each student has met the goal of the lesson, an assessment is to be designated and information collected. Common Formative Assessments are an integral component of Sheltered Instruction, Professional Learning Communities, and backward planning. These are ongoing and flexible. There is no district collection of this information as it is used daily to make the minute adjustments in daily instruction that is foundational to student learning.

SchoolPace

SchoolPace is an online tool used through an iPad or a desktop computer in conjunction with IRLA/ENIL. Instead of taking information from the assessment by paper and pencil and transferring it to a data-base, teachers enter information directly in SchoolPace. It instantly updates and can provide students easy to understand personal data, provides teachers with classroom level data, grade level or department teams with group data, schools and the district with systems level data. This immediate information provides opportunities for targeted interventions and celebrations as well as direct professional development efforts.

The chart below demonstrates the longitudinal data produced by SchoolPace. In this system, there is a seamless link between screening and progress monitoring, and as teachers collect formative data on students, it automatically adjusts, providing a picture of student progress over time. This continuous charting of formative data provides teachers information about whether the student is progressing at a rate that will put or keep them at grade level or above in a timely manner and to make instructional adjustments as needed on an individual basis.



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

Reliability

We know that students will make the greatest gains if their independent level is accurately determined. By establishing a team-based system of accountability focused on accuracy rather than achievement, we will keep true to our objective of providing the most precise instruction for each individual possible. School principals, with guidance from elementary director, will establish a system for levels checks. Instructional coaches and teachers will participate quarterly with the goal of ensuring calibration across the system.

Assessment Schedule - Reading

Screening

Complete IRLA infrastructures by end of 2nd full week of September

K & 1st grade, complete LNS by end of September, January and June – students showing mastery do not need to be included beyond September screen

Diagnostic

Complete by end of 1st full week of October

Formative

Ongoing as defined by PLCs

Progress Monitoring through Reading Conference

Proficient in SchoolPace:	minimum of every 20 days
Below Proficient in School Pace:	minimum of every 10 days
Emergency in School Pace:	minimum of every 5 days

Summative - Smarter Balanced Assessments

Grades 3 – 8 and 11:	last 8 weeks of school year

Assessment - Writing

Writing across the curriculum, and as an integral component of any lesson, means that it is happening multiple times every day. Growth in writing proficiency can be steep. By constantly monitoring with informal and formal common formative assessments, instructional adjustments can be made for teachers to be precise and responsive to the learning students are doing. The bulk of writing assessment is immediate and informal, delivered verbally with powerful meaningful feedback that students can incorporate right away.

In order to ensure that informal writing assessments are meeting the mark, they must be directly connected to the focus of the lesson.

Assessment Schedule - Writing

Screening
By the end of September, students will write a piece appropriate to grade level developmental stage. Teachers will work in PLCs to determine needs and next steps for instruction.

Diagnostic/Formative/Progress Monitoring
- Ongoing daily. Generated in Professional Learning Communities.
- Handwriting Without Tears – appropriate progression through the materials. Take note of any in-program assessment.
- Type to Learn – appropriate progression through the program.

Summative Assessment/Performance Task
By the end of the school year, each student will have produced one complete written project in each of the modes of the common core, scored with the Oregon Writing Scoring Guide. In grades K-6, these projects are built in to the Integrated Literacy Units.

- Opinion/Argument
- Informative/Explanatory
- Narrative

Summative - Smarter Balanced Assessments
Grades 3 – 8 and 11: last 8 weeks of school year

Materials: Tier I

The Common Core State Standards define the scope of the course of study in Reynolds School District. While foundational standards have been mapped by the district's Curriculum and Instruction department, latitude is available for building principals together with their leadership teams to sequence the remaining standards in a way that enables the teaching of thematic units within the construct of GLAD in the most meaningful way to the individual school culture.

Instructional Coaches in RSD are able to provide training and coaching with any of the materials listed in this section. Please work with your coach to determine your individual needs as an instructor and to develop a plan for training where it is needed. Remember, coaches are non-evaluative colleagues whose role in the district is to support teachers in the implementation of instructional techniques and strategies that will ultimately benefit all students.

Administration (Pre-K – 12)

Action 100 Literacy Leadership Framework (ARC)

This resource is a companion to the RSD Literacy Framework. Organized by 12 steps, it provides administrators checklists for establishing school-wide systems for reading at school and at home, and to promote and hold accountable the concepts in this framework, including IRLA, Differentiated Support, Strategic Interventions, Professional Learning Communities and Content-Based Literacy instruction.

Teachers (Pre-K – 8)

Action 100 Literacy Instructional Framework (ARC)

This resource is a companion to the RSD Literacy Framework and provides teachers tools to establish and operationalize school-wide systems for reading at school and at home, and to promote and hold accountable the concepts in this framework, including IRLA, Differentiated Support, Strategic Interventions, Professional Learning Communities and Content-Based Literacy instruction.

Elementary (Pre-K-5)

Phonemic Awareness and Phonics

The explicit, systematic instruction of phonemic awareness and phonics must be accomplished using one of the following two choices as they are designed.

- Appendix 4 includes the well-researched progression of phonics acquisition with clear links to the Common Core State Standards. Use Templates for Direct Instruction (appendix 8) to instruct phonics skills outlined in the progressions.

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

Individual elementary principals will approve which of the above two choices are in play in each K-2 classroom.

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

Phonics/Spelling: Sound-Spelling Cards
There are 45 sounds in the English Language, but a vastly greater number of ways to spell those sounds. An alphabet frieze that includes not only the letters of the alphabet, but digraphs and dipthongs as well must be present in every classroom. The Sound-Spelling cards introduced with the Houghton Mifflin adoption in 2006 are an available tool to help teachers demystify some of the spellings of the English language and are available to support the acquisition of the spellings of the sounds in English and meet the above criteria. A sample of these cards and a routine for their implementation is provided at appendix 10.

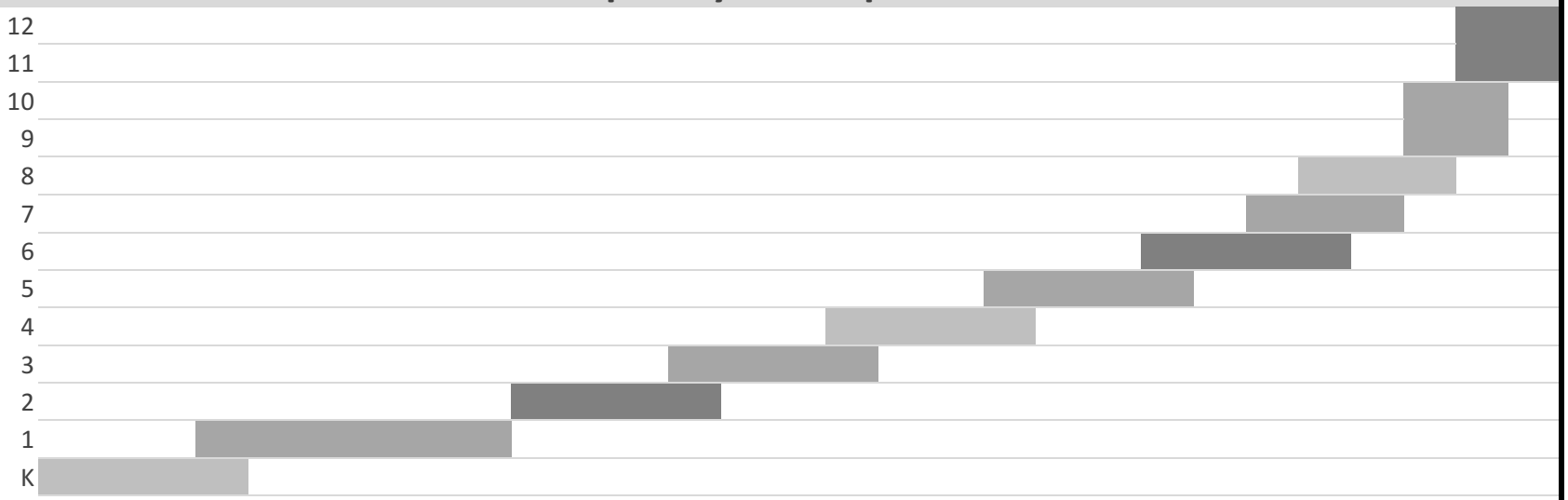
Phonics/Spelling: Templates and Examples
The Templates for Direct Instruction provide routines for teaching affixes, syllabication and morpheme analysis and are highly appropriate for use in grades 3-6 for this important skill-based component of reading.

Foundational Toolkits
February 2016, Reynolds added the Foundational Toolkits from American Reading Company to support foundational phonemic awareness and phonics skills in direct alignment with IRLA levels. These are designed to support at Tier II, but can serve as a guide for teachers working on grade level foundational skills in any small group setting.

All Grades (Pre-K-12)

Leveled Books
Most authentic text can be leveled. The CCSS refer to text complexity bands, grounded in Lexiles. Lexiles are determined using a mathematical formula that doesn't account for overall content, age of reader, or text features. Therefore, they are not the most accurate determiner of text complexity, which helps explain their overlaps (MetaMetrics, 2013). By using multiple sources, we present the following chart to represent degrees of text complexity in order to give common expectations for student progression through the grades. Appendix 6 includes a list of text features inherent in each level.

Levels of Text Complexity and Expected Growth Rate



Fountas & Pinnell Leveling System	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z			
DRA	A,1	2	3	4	6-8	10	12	14	16	18	20	24	28	30	34	38	40	40	40	50	50	50	60	60	70	80			
American Reading Company (IRLA)	1Y-3Y	1G	1G	2G	2G	1B	1B	2B	2B	1R	1R	2R	2R	Wt	Wt	Wt	Bk	Bk	Or	Or	Or	Or	Pu	Pu	Pu	1Br	2Br	Si	Gl
Reading Recovery	A, B,1	1	3,4	5,6	7,8	9, 10	11, 12	13, 14	15, 16	18	18	20	20	22	24	24	26	26	26	28	28	28	30	30	30	32-34			
Accelerated Reader	0-.9	1	1.1	1.2	1.3	1.4	1.6	1.8	1.9	2.2	2.5	2.7	3	3.3	3.5	3.9	4.1	4.5	4.7	5	5.2	5.8	6	6.4	6.7	7.4			
Scholastic	A	B	C	D	E	F	G	H	I,J	K	L	M	N	N	O	P	Q	R	S	T	Y	V	W	X	Y	Z			
Lexile (2012 CCSS Text Measur			190-530 (1st Grade)							520-820 (3rd Grade)									830-1010 (5th Grade)					970-1185 (7th & 8th Grade)					
								420-650 (2nd Grade)								740-940 (4th Grade)						925-1070 (6th Grade)					1050-1335 (9th 10th Gr.	1185-1385 (11 12th Gr.

At all levels, and every day, students are to be writing in connection with their reading. Reflections, extensions, analyses, and other writing to assist with the comprehension of material read during all classes is essential.

The fluency standards in foundational reading skills signal a shift away from prescriptive basals to authentic and challenging text for students to read and reread, gaining deeper degrees of comprehension. However, it is important to note that the International Reading Association cautions against pushing kindergarten and first grade students reading above their instructional level too soon (IRA, 2012, p.1)

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

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

The selection of books to compose deep, high-quality leveled libraries or bookrooms is left to the discretion of each school's administrator with guidance from the committee of ELA specialists, and district level curriculum and instruction specialists and administration. Consideration for high-interest, low level text must be made, as well as consideration for text in students' native language(s). The above list must be used as selection criteria in order to determine the titles for purchase and the quantity.

On-line text sets should not be overlooked in the process of ensuring that enough materials are available for students to be able to easily select a book at his or her independent level that is sufficiently engaging to gain practice and skill as a reader.

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

Content-Area Text Books
All teachers in a school are responsible for teaching reading. In content-area classes (science, social studies, math, etc.), students have district-adopted text books or real world source material to comprehend, analyze, evaluate and synthesize. In these classes, reading and writing skills as defined by the Common Core are not to be overlooked. Learning targets will be posted in these classrooms appropriate to the ELA standards in the Common Core as well as to the content standards.

Anchor Titles
Students must engage with complex text through close, analytic reading as well as read aloud, shared reading and/or text-focused discussions. Grade-level books that are exemplars in terms of text complexity and thematic relevance, both fiction and non-fiction, must be in use in all classrooms every day. Through the development of GLAD units in Reynolds, high quality, grade level texts will be named and purchased. This will support the daily 30 minutes whole class, on-grade work with text for all students and will:

- Build student knowledge base through content-rich nonfiction
- Provide opportunities for students to read, write, and speak using evidence from text, both literary and informational
- Engage students in reading of complex text and its academic language

Thematic Leveled Text Sets
Successfully and independently reading books is the key component to gaining efficacy as a reader. Our classrooms must be rich in books at all levels so students have repeated success reading unique books on a daily basis. In order to provide highly engaging, thematically relevant, multi-cultural, multi-source, multi-perspective leveled texts for students to read and independently collect information from, in-class leveled libraries of high interest books must be built as a requirement of Project GLAD.

The 2014-2015 literacy adoption committee recommends that every classroom receive 2 full Thematic Leveled Text Sets (100 books each) in each '14-'15 and '15-'16 to provide in-class leveled libraries of high interest books, relevant to thematic units developed within the context of GLAD. American Reading Company will partner with us to build custom libraries from their extensive collection of titles, culled from an extensive list of publishers.

Collections, HMH
In grades 6-11, the literacy adoption committee recommends purchase of this aligned core program with supports for teachers, fully technology based and thematically aligned. These materials will provide opportunities for the secondary level to transition from paper-based to technology based materials over time, as technology infuses the system. Although not leveled to the degree the framework calls for, the secondary teachers anticipate purchasing wide reading libraries that will provide the independent practice for all students in the '15-'16 school year, or sooner if grant monies can be accessed.

Multicultural Reader, Perfection Learning
Each teacher at the high school will receive a class set of Multicultural Reader, a collection of essays, stories and poems written from multi-cultural and multi-perspective viewpoints. This text provides highly engaging and relevant reading opportunities for students and will serve as exemplar text for writing at the high school level.

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

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

Handwriting Without Tears (Grades K-2)
This program provides developmentally appropriate instruction regarding the correct formation of letters and numbers, a foundation for conventions of writing such as capital letters, spaces between words, and end punctuation required for accurate writing.

Type to Learn (Grades 3-8)
This is an online program that provides developmentally appropriate instruction regarding the correct positioning of the hands and building of fluency for touch typing. As we prepare students for their world, we recognize they will be typing far more than writing by hand and must gain facility with the most efficient method of typing on a full keyboard.

Materials: Tiers II and III

Tiers II and III

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

Tier II includes all three of the characteristics below:

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

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

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

Supplemental Programs

Supplemental Program	Target Grade	Time per lesson	P.A.	Phonics	Fluency	Comp.	Vocab.
Mindfully planned intervention strategies grounded in menu of intervention options: see Menu of Options in RTI Handbook (appendix 1)	Pre-K - 12	5-30 min	X	X	X	X	X
Templates for Direct Instruction*	K-5	10-30 min	X	X	X		
Leveled Literacy Intervention	K-3	30-45 min		X	X	X	X
Phonics for Reading Lv. 1-3	3-5	30-45 min		X			
GATE .8	2	30 min			X		
Read Naturally	2-6	30 min			X		
Soar to Success	3-7	30 min				X	
Read 180	6-12	90 min		X	X	X	X

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

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

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

Replacement Programs

The following charts are intended to guide the discussion of PLCs, not to be the absolute authority. These programs listed are designed to focus tightly on necessary foundational skills with the goal of catching students up as quickly as possible. It is crucial to understand that placing a first grade student in a kindergarten program is not recommended unless plans are made for accelerating the instruction. A kindergarten program will only bring a student competence with kindergarten skills, a first grade program will only bring a student to the end of first grade and so on.

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

Kindergarten

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

First Grade

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

Second Grade

Deficit Skill	Program	Program	Program	Program	Program	Program
(K) Letter names						
(K) Letter names		Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1

(K) CVC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) VC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) CVCC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) CCVC	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) R-controlled Vowels	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) Consonant Digraphs	Reading Mastery Fast Track 1&2	Reading Mastery Plus Lvl 1	Reading Mastery Plus Lvl 2	Reading Mastery Classic Lvl 1	Reading Mastery Classic Lvl. 2	Read Well Lvl 1
(1st) Vowel Digraphs	Reading Mastery Fast Track 1&2		Reading Mastery Plus Lvl 2		Reading Mastery Classic Lvl. 2	Read Well Lvl 1
Prefix/Suffix			Reading Mastery Plus Lvl 2		Reading Mastery Classic Lvl. 2	Read Well Lvl 1
Multi-Syllabic			Reading Mastery Plus Lvl 2			

Materials: Technology

Smarter Balanced Assessments make heavy demands on the technologic comfort level of students. Without ample opportunity to access and work with a variety of technologies, we run the risk of students being distracted or hindered by technology in a way that may negatively impact their test results.

Equipment
To maximize the benefits of digital learning and to develop the technological capacities of students, the following equipment and software should be available to Reynolds School District Schools.

For Students:

K-5

- iPads with app suites that provide rote practice for foundational literacy and math skills

6-12

- 1:1 technology with online access for research and programs to create, collaborate and share word documents, spreadsheets and presentations

For Teachers:

One teacher tablet for the purpose of enhancing instruction. Functions to include:

- Ability to annotate documents
- Connect to projector
- Range of educational applications
- Allow for online collaboration
- Allow for printing
- Wired and wireless usability

For Classrooms:

- Computer
- Projector
- A device which creates the ability to project documents via a camera for the class to view and collaborate on (currently a document camera)
- Speakers adequate to project sound for the entire classroom when interacting with digital media

For Schools:
Each school will have an appropriate allocation of computer labs determined by the approximate number of students in attendance. Labs will include a printer.

District-Wide (Students and Staff):
Adequate access to internet for research and license-based programs.

Professional Development

2016-2017 School Year

Plan to be revisited and updated yearly

Before school starts in September

The inaugural Pre-Instructional Conference (PIC) occurring August 30 and 31, 2016 provides a wide variety of 85-minute sessions focused on literacy skills and concepts. Teachers are free to choose from among all of the sessions of the PIC.

During the school-controlled two days of the back to school week, each principal must include refresh training with IRLA and the implementation components of the framework.

Late Starts

There are 33 Late Starts designated on the 2016-2017 school calendar. Professional Development during Late Starts will occur within a Professional Learning Community context. Student data will provide the direction for teams on a weekly basis and must be kept current to inform the most aggressive instructional strategies possible in order to accelerate students who are at emergency or at risk levels, and to maintain steady progress for students who are at or above grade level.

Instructional Coaching

The two literacy priorities for instructional coaching are:

- IRLA: Continued implementation support – moving into small group work based on power goals
- Integrated Literacy Units: Understanding, Implementing, and Improving with grade level teams

8 FTE for instructional coaching is designated at the elementary level. Focus and Priority schools each receive the equivalent of 1FTE coaching time; the remaining 6 schools will each receive the equivalent of .5 FTE. Coaches are responsible for working with teams to effectively implement IRLA (formative assessment, accountable independent reading) and Integrated Literacy Units.

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

Bibliography

Allington, Richard L. "What At-Risk Readers Need." *Best of Educational Leadership 2012-2011*. N.p., Aug. 2011. Web. 1 Oct. 2012. http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/What_At-Risk_Readers_Need.aspx.

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford, 2002. Print.

Boushey, Gail, and Joan Moser. *The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction*. Portland, Me.: Stenhouse, 2009. Print.

Boushey, Gail, and Joan Moser. *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, Me.: Stenhouse, 2006. Print.

Brenner, Devon, Carol Connor, Joanna Gorin, Karen R. Harris, Stephen Hooper, P. David Pearson, Dorothy Strickland, and Julie Washington. *The Reading Writing Connection*. International Reading Association, 2000. Web. 5 Dec. 2012. http://www.reading.org/Libraries/resources/reading-writingconnection_final.pdf

Butvilofsky, Sandra. *The Dictado: Using Writing to Make Cross-Language Connections.* Ppt. Literacy Squared® Institute. June, 2012

Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman. *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH: Heinemann, 2012. Print.

Echevarria, Jana, MaryEllen Vogt, and Deborah Short. *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Pearson/Allyn and Bacon, 2008. Print.

Fountas, Irene C., and Gay Su. Pinnell. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann, 2001. Print.

Fountas, Irene C., and Gay Su Pinnell. *The Continuum of Literacy Learning Grades PreK-8, A Guide to Teaching*. 2nd ed. Portsmouth, NH: Heinemann, 2011. Print.

Fuchs, Lynn. *Progress Monitoring Within a Multi-Level Prevention System.* (2007, January 1). RTI Action Network. http://www.rtinetwork.org/essential/assessment/progress/mutlilevelprevention

Gambrell, Linda B., and Lesley Mandel. Morrow. *Best Practices in Literacy Instruction*. 4th ed. New York: Guilford, 2011. Print.

Gamse, B.C., Jacob, R.T., Horst, M., Boulay, B., and Unlu, F. (2008). *Reading First Impact Study Final Report Executive Summary* (NCEE 2009-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Gere, Anne R., Anne B. Martinez, Elizabeth Homan, Danielle Lillge, Justine Neiderhiser, Chris Parsons, Ruth A. Spooner, Sarah Swafford, and Chinyere Uzogara. "Reading Instruction for All Students: A Policy Research Brief Produced by the National Council of Teachers of English." *The Council Chronicle* (2012): n. pag. Web.

Gewertz, Catherine. "Common Standards Drive New Approaches to Reading." *Education Week* 14 Nov. 2012: n. pag. Web.

Gerwertz, Catherine. "Scale Tips Toward Nonfiction Under Common Core." *Education Week* 14 Nov. 2012: n. pag. Web.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D (2008). *Assisting students struggling with reading: Resoponse to Intervention and Multi-Tier Intervention for Reading in the Primary Grades. A Practice Guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

Gibson, Sharan A. "An Effective Framework for Primary-Grade Guided Writing Instruction." *The Reading Teacher* 62.4 (2008): 324-34. Print.

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/ wwc/publications_reviews.aspx#pubsearch.

Herman, J.L., Osmundson, E., & Dietel, R. (2010). *Benchmark Assessments for Improved Learning* (AACC Policy Brief). Los Angeles, CA: University of California

Honig, Bill, Linda Diamond, and Linda Gutlohn. *Teaching Reading Sourcebook: For Kindergarten through Eighth Grade*. Novato, CA: Arena, 2000. Print.

"Instructional Materials - Bridging to the Common Core State Standards - Oregon Department of Education." *Instructional Materials - Bridging to the Common Core State Standards - Oregon Department of Education*. N.p., n.d. Web. 01 Feb. 2013. http://www.ode.state.or.us/search/page/?id=3435

International Reading Association Common Core State Standards (CCSS) Committee. (2012). *Literacy implementation guidance for the ELA Common Core State Standards* [White paper]. Retrieved from http://www.reading.org/Libraries/association-documents/ira_ccss_guidelines.pdf

Johnson, Evelyn. "How to Develop an Effective Tier 2 System." *How to Develop an Effective Tier 2 System*. RTI Action Network, n.d. Web. 04 Mar. 2013. http://www.rtinetwork.org/essential/tieredinstruction/tier2/how-to-develop-an-effective-tier-2-system

Kosanovich, M (2012). *Using Instructional Routines to Differentiate Instruction. A Guide for Teachers.* Portsmouth, NH: RMC Research Corporation, Center on Instruction

McGill-Franzen, Anne. *Kindergarten Literacy: Matching Assessment and Instruction*. New York: Scholastic, 2006. Print.

McKenna, Michael C., and Katherine A. Dougherty Stahl. *Assessment for Reading Instruction, Second Edition*. New York: Guilford, 2009. Print.

MetaMetrics. "Text Complexity Grade Bands and Lexile® Bands." *Text Complexity Grade Bands and LexileÂ® Bands*. MetaMetrics, Web. 01 Apr. 2013. http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/.

Nash, Rose. *"NTC's Dictionary of Spanish Cognates, Thematically Organized".* NTC Publishing Group, Chicago, Illinois. 1997.

National Center on Response to Intervention. *Essential components of RTI - A closer look at response to intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. March, 2010.

National Governors Association Center for Best Practices, Council of Chief State School Officers. *Common Core State Standards, English Language Arts.* National governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C., 2010. http://www.corestandards.org/

National Reading Panel. *Report of the National Reading Panel: Teaching Children to Read, An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.* NIH 00-4769, Dec 2000.

New Literacy Research Infuses Common Core by Sarah Sparks http://www.edweek.org/ew/articles/2012/11/14/12cc-research.h32.html

Noonoo, Stephen. "How 'Big Three' Publishers Are Approaching IPad Textbooks." *THE Journal* 8 Nov. 2012: n. pag. Web

Oczkus, L. (2012). The Power of Reading Aloud to Your Students: Guidelines and Top 5 Read-Aloud Strategies. *Best Ever Literacy Survival Tips: 72 Lessons You Can't Teach Wtihout*. : International Reading Association.

"Oregon K-12 Literacy Framework - Reading - Oregon Department of Education." *Oregon K-12 Literacy Framework - Reading - Oregon Department of Education*. 2009. Web. 11 Oct. 2012. http://www.ode.state.or.us/search/page/?id=3519.

Owocki, Gretchen. *The RTI Daily Planning Book K-6.* Portsmouth, NH: Heinemann 2010. Print.

Peha, Steve. *Welcome to Writer's Workshop.* Teaching That Makes Sense, Inc. 1995-2003 www.ttms.org

Pinto, Laura E., Stephanie Spares, and Laura Driscoll. *95 Strategies for Remodeling Instruction: Ideas for Incorporating CCSS*. Thousand Oaks, CA: Corwin, 2012. Print.

A Policy Research Brief Produced by the National Council of Teachers of English, comp. "Reading Instruction for All Students." *The Council Chronicle* (Sept 2012): 15-18. Print.

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2 by David Coleman and Susan Pimentel http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

The Reading Writing Connection by International Reading Association and the National Institute of Child Health & Human Development http://www.reading.org/Libraries/resources/reading-writingconnection_final.pdf

Report from Kindergarten Readiness Assessment Workgroup to the Early Learning Council, July 2012

Shanahan, Timothy. "The Common Core Ate My Baby and Other Urban Legends." *Educational Leadership* Dec. 2012: 10-16. Web.

Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010). *Improving Reading Comprehension in Kindergarten through 3rd Grade: A Practice Guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14

Shaywitz, Sally. *Overcoming Dyslexia: New and Complete Science-Based Program for Reading Problems at Any Level*. Vintage Books, 2005.

Snow, Catherine. "SERP | Word Generation." *SERP | Word Generation*. Strategic Education Research Partnership, Web. 02 Apr. 2013. http://wg.serpmedia.org/proven_v_myth.html.

Sparks, Sarah D. "New Literacy Research Infuses Common Core." *Education Week* 14 Nov. 2012: n. pag. Web.

Stahl, Katherine A. Dougherty., and Michael C. . McKenna. *Reading Assessment in an RTI Framework*. New York, NY: Guilford, 2013. Print.

Torgesen, J.K. (2006) *A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders.* Portsmouth, NH. RMC Research Corporation, Center on Instruction

Writing Undergoes Renaissance in Curricula by Catherine Gewertz http://www.edweek.org/ew/articles/2012/11/14/12cc-writing.h32.html