

RSD Literacy Framework

Implementation Handbook Gr. K-5

Pre-Teaching – Planning and Preparation

GLAD Integrated Thematic Unit Planning Complete & Approved by GLAD Implementation Team

Guided Language Acquisition Design (GLAD) has been adapted for implementation within the RSD Literacy Framework. Teacher teams will come together to plan thematic units based on enduring understandings generated from study of content standards. The plans will be given the 'green light' when they have met the criteria on this form as determined by at least 3 members of the GLAD Implementation Team.

Learning Targets appropriate to grade level CCSS posted for teacher and student reference

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.

Learning Targets		
Trait	Definition	Guiding Question
Specific	<ul style="list-style-type: none"> Clearly Stated States what teacher wants students to learn and be able to do Outcome is Embedded 	What do Students Need to Know?
Measureable	<ul style="list-style-type: none"> Clearly assessed with formative or summative assessments Built-in feedback opportunities are qualitative or quantitative 	How Will I Know if Students Learned It?
Dynamic	<ul style="list-style-type: none"> 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?

Materials Identified

This is specific to instruction within the Integrated Thematic Unit Planning: Anchor Titles and Thematic Leveled Text Sets.

- Anchor Titles – grade-level books that are exemplars in terms of text complexity and thematic relevance, both fiction and nonfiction.
- Thematic Leveled Text Sets – 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 a GLAD unit.

Assessments Planned

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 Smarter Balanced Assessment Writing Rubric appropriate to grade and mode. In grades K-6, these projects are built in to the GLAD thematic units.

Modes of the Common Core:

- Opinion/Argument
- Informative/Explanatory
- Narrative

30 minutes – Access Grade Level Text/Grade Level Instruction

Teacher reads aloud from an engaging grade level or above text related to the learning targets posted.

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

Whole class work with grade level or above text-based content: vocabulary, input, guided oral strategies, reading and writing strategies identified through GLAD unit using grade level thinking.

Input strategies, guided oral practice strategies and reading and writing strategies planned through the GLAD unit are implemented here. The key is that all students are engaged, heterogeneously, at grade level.

30 minutes – Foundational Skill Building (Whole → Small → Individual as needed)

Foundational skills lesson (print concepts, phonemic awareness or phonics) appropriate to grade level CCSS foundational skills.

Print Concepts CCSS K.RF.1.a-d, 1.RF.1.a

The chart below progresses through a research-based developmental sequence of print concepts (Honig, Diamond, Gutlohn, 2000, p. 5.7). Where stages in the sequence match standards in the Common Core, the stage is highlighted with the standard denoted.

Instructional Timeline for Print Concepts	
Preschool	<ul style="list-style-type: none"> • Engage in read aloud activities • Playing language activity games • Interacting with environmental print • Learning book-handling skills • Dictating stories • Learning and recognizing letters (K.RF.1.d) • Retelling simple stories from pictures
Kindergarten	<ul style="list-style-type: none"> • Learning about the parts of a book • Exploring print in varying forms • Tracking text as it is being read (K.RF.1.b) • Learning about the difference between letters and words

	<ul style="list-style-type: none"> • Learning about word boundaries and sentences (K.RF.1.c) • Learning about punctuation marks (1.RF.1.a) • Finding the starting point in a text • Recognizing single letters and locating the first letter in a word • Directionality (K.RF.1.a) <ul style="list-style-type: none"> - Tracking words from left to right - Tracking text from the top of a page to the bottom of a page - Sweeping to the next line - Tracking sentences across pages
Early Grade 1	<ul style="list-style-type: none"> • Matching spoken words to printed words • Learning additional conventions of print, including titles and authors

Phonological Awareness CCSS K.RF.2.a-e, 1.RF.2.a-d

“The ability to fully segment and manipulate phonemes typically develops alongside phonics instruction.” (Honig et al., 2000, p. 7.5)

This scope and sequence, from the Consortium of Reading Excellence Sourcebook (Honig et al., 2000, p. 7.9) recommends the direct and explicit teaching of the following skills by week. Where skills in the sequence match standards in the Common Core, the skill is highlighted with the standard denoted.

[illegible]

Phonics and Word Recognition CCSS K.RF.3, 1.RF.3, 2.RF.3, 3.RF.3, 4.RF.3, 5.RF.3

“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 following list, they no longer need explicit instruction in them.

The chart below progresses through a developmental sequence of phonics skills. These skills are explicitly incorporated in the RSD-sequenced CCSS documents, unfolding at a deliberate rate. We recommend that formative assessments be maintained on these skills to ensure students who have trouble gaining the skills get access to intervention as soon as possible so learning gaps do not widen.

CCSS	Big Idea	Example		
K.RF.3.a	Letter sounds - consonants	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z		
K.RF.3.b	Letter sounds - vowels, short sounds	a, e, i, o, u		
K.RF.3.c	Read common high-frequency words by sight	First 50 from the Fry Word List		
K.RF.3.b	Letter sounds - vowels, long sounds, common spellings	ai, ee, ie, oa		
1.RF.3.a	Common consonant digraphs	sh, th, wh, ch		
1.RF.3.b	Decode regular one syllable words	CVC, CVCC, CCVC, CCVCC		
1.RF.3.c	Know final -e	a_e, e_e, i_e, o_e, u_e		
1.RF.3.c	Know common vowel teams for long vowels	ai, ee, ea, ie, oa, ow, ew		
1.RF.3.d	Know every syllable has a vowel			
1.RF.3.e	Decode 2-syllable words, breaking words into syllables	Pattern	Division	Example
		VCCV	VC/CV	rab•bit
		VCV	V/CV VC/V	mu•sic clos•et
		VCCCV	VC/CCV	hun•dred
		VCCCCV	VC/CCCCV	in•struct
		VV	V/V	ne•on
1.RF.3.f	Read words with inflectional endings	-es, -ed, -ing, -ly, -er		
1.RF.3.g	Read grade-appropriate irregularly spelled words	First 100 from the Fry Word List		
2.RF.3.a	Distinguish long and short vowels in regular one-syllable words	<ul style="list-style-type: none"> Open syllables end with a single vowel letter, making vowel sound long (me, hi, go) Closed syllables end with a consonant, making the vowel sound short (men, him, got) 		
2.RF.3.b	Know additional common vowel teams	_ay, _y, _ie_, igh, _oe_, _ue,		
2.RF.3.c	Decode regular 2-syllable words with long vowels			
2.RF.3.d	Decode words with common prefixes and suffixes	un-, re-, in-, dis-, pre-, -ing, -ly, -ed, -s, -es		
2.RF.3.e	Identify words with inconsistent but common spelling-sound correspondences	Use sound-spelling cards		
2.RF.3.f	Read grade-appropriate irregularly spelled words	First 200 from the Fry Word List		
3.RF.3.a	Identify & know meanings of most common prefixes and suffixes	Denoted in scope and sequence documents		
3.RF.3.b	Decode words with common Latin suffixes	Denoted in scope and sequence documents		
3.RF.3.c	Decode multi-syllable words			
3.RF.3.d	Read grade-appropriate irregularly spelled words	First 300 from the Fry Word List		
4.RF.3.a	Use knowledge of phonics to accurately read unfamiliar multisyllabic words in and out of context			

Using (circle one): Templates for Direct Instruction or Benchmark Phonics

Templates for Direct Instruction are research validated routines for instructing phonemic awareness, phonics, and irregular word reading. Instructional Coaches will provide training as needed.

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.

Handwriting Without Tears (grades K-2) or Type to Learn (grades 3 and up) actively taught and practiced 15 minutes daily

Handwriting Without Tears 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 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.

Minimum of 110 min – Integrated Literacy

Predictable routines established for students to move between whole group, small group and independent work

Boushey and Moser's book The Daily Five provides structures and routines helpful to organizing the work of an integrated literacy block. Teacher teams working in collaboration with instructional coaches and principals must structure the integrated literacy block to be predictable and consistent in ways that both support positive behaviors and best meet the needs of individual students in order to provide opportunities for teacher/student conferencing.

Comprehension skill building using strategies appropriate to grade level CCSS identified through GLAD unit

Using Anchor Titles and Thematic Leveled Text sets, daily practice with comprehension skills are an integral part of every day. Repeated reading of the same title should be used for multiple comprehension skills: when teachers use the same mentor text for a different comprehension skill, it provides students opportunity to focus on the instruction as they don't have to work through basic understanding of the text.

1:1 or small group conferencing related to personal power goals

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 the RSD Literacy Framework, and a cornerstone of this 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.

Teacher intentionally organizes 1:1 or small group instruction and practice based on power goals identified through IRLA

Student power goals call out instructional needs. Teachers use this time to plan and deliver instruction targeted to those instructional needs. 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 be consolidated to within one IRLA level and/or grouped by power goals.

Intentional and accountable independent reading at independent level

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.

Writer’s Workshop: Teacher models aspect of writing craft using mentor texts as support

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.

Writer’s Workshop: Students practice modeled aspect of writing craft

- 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

Writer’s Workshop: Students communicate their thinking as writers

In addition to the oral guided practice that sharing writing grants all students, Writer’s Workshop provides opportunities for students to write in collaboration with their peers, which enables rich learning and reinforcement of revision and editing strategies.

Practice with reading, writing and content as identified through GLAD unit

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

Daily practice reading and writing about content will grow these skills.

Tier II intervention instructional delivery

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 III intervention instructional delivery

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.