

# RSD Literacy Framework Implementation Checklist Gr. K-5

	Observed	Date
<b>Pre-Teaching – Planning and Preparation</b>		
Integrated Literacy Unit Planning Complete	Y N	
Learning Targets appropriate to grade level CCSS posted for teacher and student reference ( <i>Steps 6 &amp; 10: Reading Standard posted at front of room</i> )	Y N	
Materials Identified	Y N	
Assessments Planned	Y N	
<b>30 minutes – Access Grade Level Text/Grade Level Instruction</b>		
Teacher reads aloud from an engaging grade level or above text related to the learning targets posted ( <i>Steps 6 &amp; 10: Interactive Read Aloud, Exemplar Text and Model</i> )	Y N	
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 ( <i>Steps 6 &amp; 10: Modeling, Guided Practice</i> )	Y N	
<b>30 minutes – Foundational Skill Building (Whole → Small → Individual as needed)</b>		
Foundational skills lesson (print concepts, phonological awareness or phonics) appropriate to grade level CCSS foundational skills	Y N	
Using (circle one): Templates for Direct Instruction or Foundational Toolkits	Y N	
Handwriting Without Tears (grades K-2) <b>or</b> Type to Learn (grades 3 and up) actively taught and practiced 15 minutes daily	Y N	
<b>Minimum of 110 min – Integrated Literacy</b>		
Predictable routines established for students to move between whole group, small group and independent work	Y N	
Comprehension skill building using strategies appropriate to grade level CCSS identified through Integrated Literacy Unit	Y N	
1:1 or small group conferencing related to personal power goals ( <i>Step 8: Conference Schedule, Power Goals, Conference Records</i> )	Y N	
Teacher intentionally organizes 1:1 or small group instruction and practice based on power goals identified through IRLA ( <i>Step 8: Conference Schedule, Power Goals, Conference Records, IRLA/ENIL Scores; Step 9: Protocol for Small-Group Power Goal Instruction</i> )	Y N	
Intentional and accountable independent reading at independent level ( <i>Step 4: Reading Focus, On-Task Rate, Levels, Accountable Talk</i> )	Y N	
Writer's workshop: Teacher models aspect of writing craft using mentor texts as support ( <i>Steps 6 &amp; 10, Modeling</i> )	Y N	
Writer's workshop: Students practice modeled aspect of writing craft ( <i>Steps 6 &amp; 10, Independent Practice</i> )	Y N	
Writer's workshop: Students communicate their thinking as writers ( <i>Steps 6 &amp; 10, Peer Review, Revision</i> )	Y N	
Practice with reading, writing and content as identified through GLAD unit	Y N	
Tier II intervention instructional delivery ( <i>Step 9: Small-Group Lessons, Intensive One-on-one Interventions</i> )	Y N	
Tier III intervention instructional delivery ( <i>Step 9: Small-Group Lessons, Intensive One-on-one Interventions</i> )	Y N	
<b>Home Reading – 30 min (2 steps) per day</b>		
100% of Students are On Target for Reading Practice Every Day ( <i>Step 5</i> )	Y N	

# RSD K-5 Literacy Framework Assessment Checklist

Principals will check in with teachers three times each year to ensure that the assessment data listed below is being collected. Regular monitoring in SchoolPace is conducted in order to maintain accountability for the collection of reading progress monitoring data within the Response to Intervention model.

Teacher Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

READING	End of Sept	End of Jan	End of May
<b>Screening</b>			
Phonics or Academic Vocabulary Infrastructure – IRLA			
<b>Diagnostic</b>			
Independent Reading Level Established – IRLA ( <i>Step 3</i> )			
Data entered into SchoolPace for all students ( <i>Step 3</i> )			
<b>Progress Monitoring</b>			
Conference with student results in Power Goal being named ( <i>Step 8</i> )			
Conference with student is entered into SchoolPace as appropriate ( <i>Step 8</i> )			
Emergency Level (Intensive) students are conferenced with every 5 days until designation changes ( <i>Step 9</i> )			
Below Proficient (Strategic) students are conferenced with a minimum of every 15 days until designation changes ( <i>Step 9</i> )			
Proficient (Benchmark) students are conferenced with a minimum of every 30 days ( <i>Step 9</i> )			
<b>Reliability/Levels Checks</b>			
School has a system in place to facilitate levels checks in IRLA ( <i>Step 11</i> )			

WRITING	End of Sept	End of Jan	End of May
<b>Screening</b>			
September piece			
<b>Diagnostic/Formative/Progress Monitoring</b>			
Handwriting Without Tears in-program assessment			
Type to Learn in-program assessment			
PLC – generated formative assessments scored			
<b>Summative Assessment/Performance Task as indicated in Integrated Literacy Units</b>			
Opinion/Argument			
Informative/Explanatory			
Narrative			
Data entered into Synergy			

# RSD Response to Intervention Implementation Checklist

In the RtI cycle of PLCs meeting weekly and Data Teams meeting each 6-8 weeks, principals will use the following checklist with Data Teams (as defined on p. 6 of the RTI Handbook) to ensure that the Response to Intervention process is being fully implemented.

School Name \_\_\_\_\_ Date \_\_\_\_\_

Total Number of Students per Grade	K	1	2	3	4	5

Classroom Teachers Collect Data to Identify Students Needing Intervention			
Screening Data – Reading – indicate the number of students screened with IRLA infrastructure	Fall	Winter	Spring
Screening Data – Math – indicate the number of students screened with EasyCBM	Fall	Winter	Spring

Classroom Teachers Bring Student Data to PLC Meetings: Check Types of Data Brought to PLC Meetings	K	1	2	3	4	5
IRLA – Diagnostic/Progress Monitoring						
STAR Math						
Common Formative Assessments						
Tardies/Absences						
Behavior Support Plan						
Referrals						
Observational Notes						
Performance Tasks						
Other						

Determine Interventions to be Used	K	1	2	3	4	5
Number of Students per Grade with Academic Intervention Profile Begun/Updated (Tier II, III)						
Number of Students per Grade with Behavioral Intervention Profile Begun/Updated (Tier II, III)						

Determine Progress Monitor to be Used and at What Frequency	K	1	2	3	4	5
Number of Students per Grade at Tier I in Reading						
Number of Students per Grade at Tier I in Math						
Number of Students per Grade in Tier II in Reading						
Number of Students per Grade in Tier II in Math						
Classroom Teacher will bring Intervention Profile (academic, behavioral or both) with a File Review to CST for further, more targeted interventions and action planning	K	1	2	3	4	5
Number of Students per grade referred to CST to date						
Apply Third Intervention According to the Planning of the CST	K	1	2	3	4	5
Number of Students per Grade receiving CST-planned intervention						
Refer to Student Services	K	1	2	3	4	5
Number of Students per Grade referred to Student Services						

# RSD Core Integrated Literacy Unit Planning Template Checklist

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 Academic Unit.

Unit Title \_\_\_\_\_ School Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Planning Element	Score	Comments
<b>Enduring Understanding</b>	1 2 3 4 5	
<b>Action Plan</b>	1 2 3 4 5	
<b>English Language Arts (ELA) Standards</b>		
Foundational	1 2 3 4 5	
Reading		
Writing		
<b>Writing Mode Identified</b>	1 2 3 4 5	
<b>English Language Proficiency (ELP) Standards</b>	1 2 3 4 5	
<b>Content Standards</b>		
Next Generation Science Standards	1 2 3 4 5	
Oregon Social Studies Standards		
Oregon Health Standards		
<b>Theme of Cross Cultural Respect and Sensitivity</b>	1 2 3 4 5	
<b>Learning Objectives</b>	1 2 3 4 5	
<b>Materials</b>		
Anchor Titles	1 2 3 4 5	
Thematic Leveled Text Library		
Additional Resources		
<b>Outcomes/Evidence</b>		
Embedded Writing Performance Task	1 2 3 4 5	
On-Demand Writing Performance Task		
Summative Assessment		
<b>Process Grid</b>		
Expert Groups	1 2 3 4 5	
Embedded Writing Performance Task		
<b>Vocabulary</b>		
Tier Two Words	1 2 3 4 5	
Tier three Words		
Cognitive Content Dictionary		
Vocabulary for Chants		
<b>Input</b>		
Graphic Organizer	1 2 3 4 5	
Pictorial or Comparative		
Source Book		
Narrative/Cross Cultural Story		
Chants		
<b>Writer's Workshop</b>		
Cooperative Strip Paragraph	1 2 3 4 5	
Interactive Journals		
Process Writing		
<b>Team Tasks</b>	1 2 3 4 5	