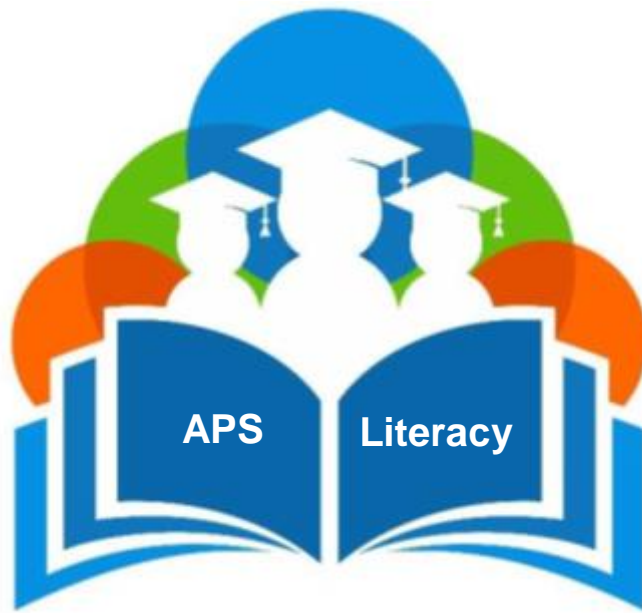# APS PreK-12 Literacy Plan

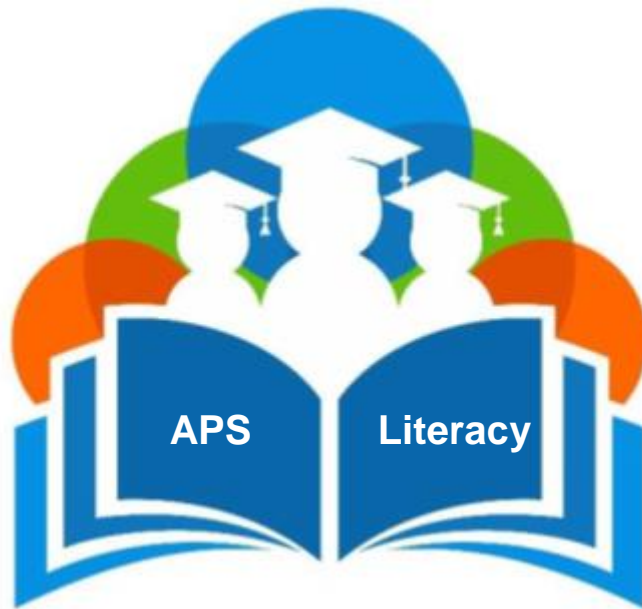## *A Guide to Comprehensive, Coherent, and High-Quality Literacy Instruction*

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Core Beliefs

Core Beliefs about Literacy

In the Atlanta Public School System, we believe that language and literacy development begin at birth. A child's early experiences and relationships lay the foundation for success in learning to read. The earliest experiences in a child's life dramatically shape and support brain development into adulthood. Being a proficient reader is one of the most reliable predictors of student success. For the students of Atlanta Public Schools to graduate ready for college and career, we have to prepare them to become proficient readers. We believe that high-quality instruction in reading and writing, with the integration of the listening/speaking and language components, in the PreK-12 grades will ensure that students are positioned for success. Therefore, the following core beliefs denote our view of high-quality literacy instruction.

Core Beliefs about Reading Instruction

We believe that effective reading instruction relies heavily upon the **five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension)** as identified by the National Reading Panel (2000).

We believe that students should receive explicit instruction in **phonemic awareness** where students are manipulating sounds by breaking apart spoken words into their smallest parts, phonemes. Students should have continuous opportunities to blend, segment, isolate and determine initial, medial, and final phonemes in spoken words.

We believe that students should receive systematic **phonics** instruction where students are taught that letters represent sounds. Students will use letters, and the sounds they represent, to decode unknown words they encounter while reading. Students who are proficient in phonics are also able to encode, or spell words with greater ease.

We believe that students should receive instruction in **fluency**, with multiple opportunities for practice, so they can easily read with greater speed, accuracy, and prosody.

We believe that students should be taught **vocabulary** words as they appear in text, or by introducing new words prior to reading the text.

We believe that students should receive instruction in reading **comprehension** strategies where students utilize techniques to help them understand what they read.

We believe that classroom environment and arrangement contribute to students' acquisition of literacy skills.

While all five components are essential in the instruction of all children, phonemic awareness and phonics instruction are especially important in the early literacy (PreK-2) success of students. In Atlanta Public Schools, a multi-sensory approach to phonemic awareness and

phonics is facilitated through systematic phonics programs at the Tier I and Tier II levels. During the intermediate years (Gr. 3-5), emphasis is placed on preparing students to interact with and comprehend more complex types of texts. For secondary readers (Gr. 6-12), opportunities to interact more with texts including teacher-led discussions of literature (both fiction and non-fiction), as well as student-managed discussions of literature (both fiction and non-fiction) and close reading of literature (both fiction and non-fiction) occur.

<u>Core Beliefs about Writing Instruction</u>

Being a proficient writer is not only a necessary life skill, but it is also an important part of student choice and expression. For students to graduate ready for college and career, we must prepare them to be able to communicate in writing whether that writing is composed on paper or on a digital platform. Effective writing instruction involves teachers who model and share their own writing as well as the writing of exemplary authors while guiding students through the writing process and providing feedback throughout the process. To that end, we believe:

We believe students should receive explicit writing instruction where teachers model craft, style and use of conventions in writing, and students are able to explore the three main genres of writing (narrative, informational, and opinion).

We believe students should have time to write independently daily so that they have the time to move a piece of writing through the entire writing process, develop as writers, and teachers have the time to provide scaffolding and support.

We believe writing conferring with students is vital to achieving writing proficiency. Conferencing provides the best opportunity for teachers to be responsive to students individual writing needs.

We believe the use of rubrics is a necessary practice to evaluate the quality of the writing via self, peer, and teacher assessment, determine students' strengths and areas of growth, and inform instruction.

We believe the integration of technology should enhance students' compositions through the incorporation of graphics, animation, presentation, and publishing techniques such as digital portfolios, writing blogs, and electronic journaling.

We believe that students must be afforded the opportunity to publish their own writings, which will develop their capacity to edit, critique, and appreciate the work of their peers.

We believe writing, as with reading, is on a continuum of skills and abilities. The successful teaching and learning of writing engage students in authentic opportunities across genres and content. Such opportunities purposefully make students aware of the readers of their writing, and students come to understand that their writing will be read and is valued.

All teachers (PreK-12), regardless of content or specialization, must engage in the teaching of **writing craft**, **content**, and the **habits** of effective writers. In doing so, teachers must write *in front of* and *with* students, so they fully understand the process of writing. It is through the demonstration of writing that most students are able to construct meaning. Writing instruction must include multiple opportunities that require students to extract and integrate evidence from several sources independently and collaboratively.

Connection between Reading and Writing

Research shows there is a connection between writing and reading. Students who have multiple opportunities to be exposed to various genres of text find writing easier (NCTE, 2016). Reading provides the opportunity for students to be exposed to various texts. Within these texts, students find a variety of structures, techniques, as well as "ways people use writing for personal growth, expression, and reflection" (NCTE, 2016). Students are expected to compose various types of texts, and students should be exposed to the various ways that authors within these genres use techniques to develop writings. When students are exposed to these texts, it improves writing skills (NCTE, 2016). Teaching reading helps to develop strategies over time; teachers must provide opportunities for students to explore the same text to see what writers do to create various experiences (Laminack & Wadsworth, 2015).

We believe that teaching students about the process of writin*g,* organizational techniques, sentence construction, and other writing skills improves reading comprehension.

We believe that teaching spelling and sentence construction improves reading fluency.

We believe that students must have multiple opportunities to respond in writing to what they read.

We believe that teaching students about the writing process and responding to what they have read in writing, increases reading comprehension.

We believe that teachers should provide more opportunities for writing across the curriculum in as a means of increasing the volume and proficiency of writing.

Elementary (PreK-5) Literacy Plan

Literacy Overview

Literacy encompasses reading, writing, phonics, word study, and the integration of listening and speaking. The intent of literacy changes at different grade bands. The section below provides an overview of each grade band at the PreK-5 levels.

Literacy Overview (PreK)

APS currently implements the Georgia PreK program for children ages four and five-year olds. Through partnerships, the district works collaboratively with community-based early learning providers, families, and caregivers with children from birth to age four. These partnerships allow us to support the continuum of services needed to ensure that students enter Kindergarten with the readiness skills needed for future school success.
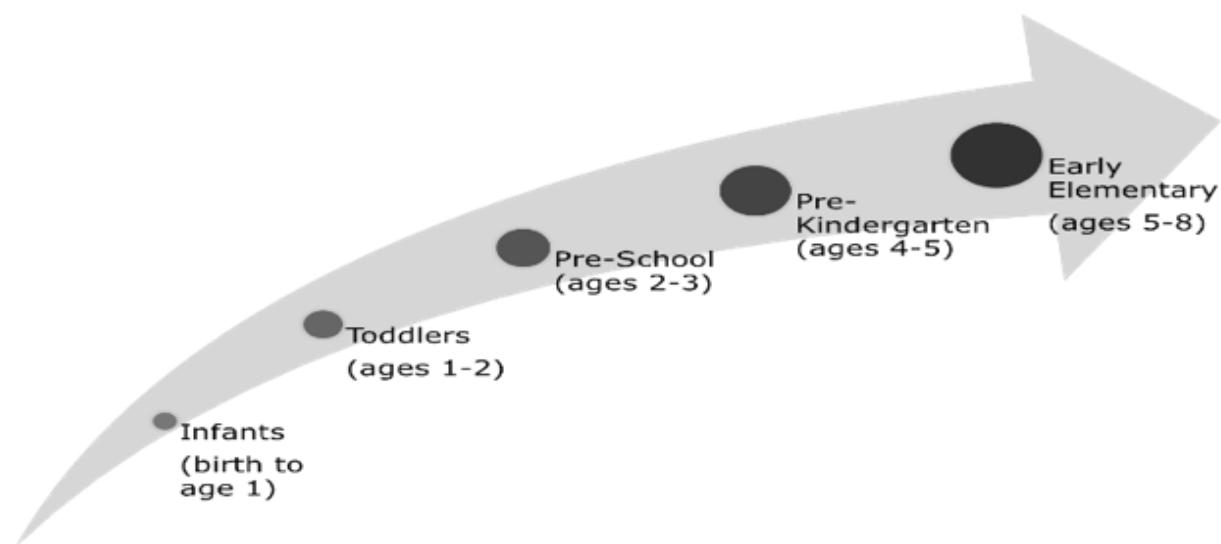
In response to the lack of early language access across Georgia and the nation, Atlanta Speech School's Rollins Center for Language & Literacy is a key partner who develops free literacy resources and strategies. These resources directly impact children from birth to age eight. Free resources for families, educators, and community members can be accessed at https://www.coxcampus.org.

Learning through play is how children learn to make sense of the world around them. Through play, children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences. APS values this experience as a developmentally appropriate way for children to learn and engage in the classroom. PreK classrooms are organized around clearly defined learning centers (reading, writing, blocks, art, science, math and dramatic play) that allow children to experience high-quality materials and activities. Materials should be changed frequently (at least monthly) to address children's interests and developmental needs. Teachers promote literacy development by creating an environment that actively involves children in meaningful literacy activities. Materials to promote literacy development should be included in each of the classroom learning centers.

The PreK program utilizes a thematical-based approach to teaching and learning using a variety resources to build students' language and literacy skills. Classrooms are language-rich environments that include:

- Print rich environment (charts, posters, labels, pictures)
- Accessible materials (at student level and well organized)
- Student work displayed (student created, teacher dictation, group created class books)

PreK students are active learners who need to touch, experiment and create. Through intentional planning and play, students enhance skills in all content areas, develop social skills as they work with others, and expand their oral language. Learning through play allows children to do what is most natural for them in a way that promotes learning, language acquisition, inquiry and creativity.

Georgia Early Learning and Development Standards
Literacy instruction in PreK is designed around the Georgia Early Learning & Development Standards (GELDS). Children in PreK must engage in a variety of language-based experiences that promote the development of Receptive Language, Expressive Language, Early Reading, and Early Writing.

The Communication, Language and Literacy (CLL) Domain addresses foundational skills that build upon a wide range of competencies that PreK students need in order to become literate learners. These foundational skills are the focus of the following four strands:

Receptive (Listening), which includes understanding of words, responding to requests and directions, and the development of the advanced conceptual auditory understandings.

Expressive (Speaking), which includes using language to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conversations, and tell personal stories.

Early Reading, which covers appreciating and enjoying reading, understanding book reading, understanding concepts about print, demonstrating phonological awareness, and the understanding of the alphabetic principle and literary comprehension.

Early Writing, which focuses on the understanding of the communicative function of writing, engages in simple writing, and demonstrating writing-like behaviors.

Literacy Overview (K-2)

Learning to read is the instructional intent for our learners in grades K-2. This learning focus is grounded in the development of ***reading foundational skills*** (print concepts, phonological awareness, phonics and word recognition, and fluency). Additionally, early learners "benefit from participating in rich, structured conversations with an adult in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing" (Common Core Appendix A). These rich, structured conversations are integral pieces in the development of children's oral language, which can be developed through interactive read alouds, ***speaking and listening***.

Speaking and listening are important in the early grades, and consideration must be given to the development of ***vocabulary*** and ***comprehension*** for students to see reading as a process for making meaning and developing understanding. As stated clearly within the Common Core appendix, and inherent within the Georgia Standards of Excellence, "The foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines" (CCSS, 2010, p. 15). Teachers are expected to employ small group instruction that enhances comprehension skills introduced during whole group instruction. Teachers utilize a variety of resources, including district approved or locally adopted programs that embody the APS instructional practices and are culturally reflective of, and responsive to students' needs.

With a focus on the reading ***foundational skills*** and an attention to both ***vocabulary*** development and ***comprehension***, beginning readers will increase their knowledge of word-solving strategies, develop tactics to link prior knowledge to new information in books, plus extend their ability to comprehend, evaluate, and appreciate text. This is further supported by the Common Core's belief that, "To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts" (CCSS, 2010, p. 10).

The ***writing*** process is part of the daily work as writers for primary students. Students have learning opportunities that not only boost vocabulary but support the written ***language*** through instruction in usage and mechanics.

In essence, primary readers use pictures, word level, and sentence level reading to find meaning. Primary writers use pictures, letters, words, and phrases and sentences to communicate meaning to their audience. Interactive writing where teachers and students *share the pen*, builds a foundation for trust in the writing process as well and sets the stage for writing proficiently and independently.

Literacy Overview (3-5)

Reading to learn is the instructional intent for learners in Gr. 3-5. Research supports that children who cannot proficiently read by the end of third grade are faced with daunting obstacles in school and beyond (National Institute of Child Health and Human Development [NICHD], 2000). Therefore, the literacy block must provide opportunities for students to read texts with increasing complexity, write about what they read, engage in peer-to-peer and peer-to-teacher discussions about the text, and use appropriate *language* acquisition.

The connection between *reading, writing, language, and speaking and listening* begin in the K-2 space. On the 3-5 spectrum, the instructional intent and the connection between reading and writing is strengthened to guide students in becoming college and career ready. Therefore, in addition to the expectations that students master the basic reading skills such as decoding and fluency, students are expected to understand word meanings and can read text with *comprehension* (Chall, 1983). Educators in this grade band must also take into consideration that students' motivation to read could decline, which is why instruction must continue to foster students' love for reading (Chall, 1983).

In all grades, students are required to write and speak using evidence from both informational and literary texts. By fourth grade, students are required to *write* about what they read within Georgia Standards of Excellence writing standard nine. Students should receive instruction that integrates *writing, speaking and listening, and language* skills within the reading standard with a focus on both informational and literary texts. Students should engage in discussions and have opportunities to think, plan, compose, revise, and share compositions that are aligned to the writing standards. According to Fountas and Pinnell (2001), writing is a daily activity that should not be taught in isolation. In reading to learn, students must write about what they learn to further help synthesize and have academic discussions about various texts. This is further supported by the shifts in literacy instruction which places emphasis on students' use of textual evidence (CCSS, 2010).

Daily writing in the intermediate grades helps students to build their own repertoire of tools. Examining the work of writers as they become more proficient writers themselves, students write daily in order to compose, convey ideas, and share their work with others. Writer's workshop is the designated time and space within the literacy block for students to learn skills as well as receive feedback and support that lift the level of their writing.

Georgia Standards of Excellence

The overview of literacy provides how instruction looks at the various bands. Although the bands have different characteristics as it relates to the purpose of learning for students, all instruction is grounded in the Georgia Standards of Excellence. The skills and knowledge captured in the literacy domains of the Georgia Standards of Excellence are designed to prepare students for the college or career of their choice. ***Reading Literary, Reading Informational, Reading Foundational Skills, Writing, Language and Speaking and Listening*** are the domains that house the standards on which lessons are based, as well as the where skills and concepts are derived. When teaching literacy, there are several principles to consider when planning and implementing literacy. Students not only learn by talking, but also by writing. The ability to read and comprehend texts is expanded through talking and writing, and learning deepens when students engage in reading, talking, and writing about texts across many different instructional contexts (Fountas & Pinnell, 2017). When thinking of these principles, it is important that students engage in rich instruction that includes these components: ***reading, writing, language, speaking, and listening.*** With the expectation that students are reading by grade two, it is important that we provide students instruction that is standards-aligned and offers various opportunities to practice newly acquired reading and writing skills. The Foundational skills found in Georgia Standards of Excellence are "directed toward fostering student's understanding and working knowledge of print, the alphabetic principle, and basic conventions of the English writing system" (CCSS, 2010).

Five Essential Components of Reading Instruction

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical elements: ***Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension***.
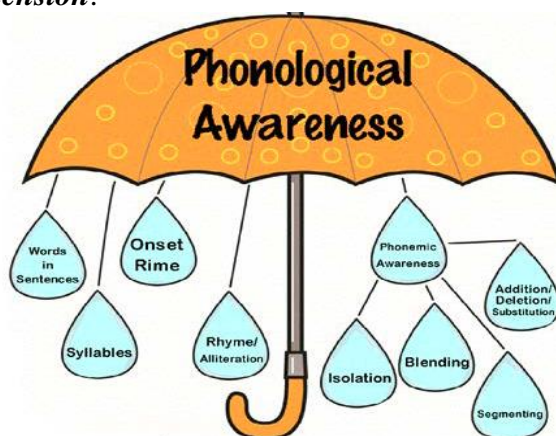
Phonological Awareness is the bridge that connects literacy instructional experiences from PreK to Kindergarten.

> **The levels of phonological awareness from GELDS that are used to plan instruction in PreK include:**
>> CLL6.4a Listens and differentiates between sounds that are the same and different.
>> CLL6.4b Identifies and produces rhyming words.

CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.
CLL6.4d Segments sentences into individual words.
CLL6.4e Segments words into syllables.
CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.

Foundational Skills in the Georgia Standards of Excellence include:
ELAGSEKRF1 Print Concepts: Demonstrate understanding of the organization and basic features of print.
ELAGSEKRF2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELAGSEKRF3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
ELAGSEKRF4 Fluency: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

The PreKindergarten CLL domain and its emphasis on oral language development, as well as the Kindergarten phonological awareness standard, are integral parts of ensuring that early learners acquire the necessary **phonemic awareness** skills to detect, identify, and manipulate phonemes in spoken words. Phonemic Awareness is the understanding that *spoken* language can be broken into smaller units of sound. Beginning with a basic level of being able to determine how many words are in a sentence, an early learner gradually increases their ability to determine syllables within words, to onset-rime, then to rhyme and alliteration, and eventually the components of phonemic awareness; isolation, blending, segmentation, addition, deletion and substitution. "It (phonemic awareness) is both a reliable predictor of later reading achievement and a result of learning to read" (Ehri et al. 2001).

Before moving on to phonics instruction, students must first have a solid grasp of the Alphabetic Principle, which is the idea that letters and letter patterns represent the sounds of spoken language. Understanding that there are *predictable relationships between sounds and letters* allows children to apply these relationships to both familiar and unfamiliar words.

Phonics - Phonics skills require an understanding that there is a predictable relationship between phonemes (the sound of spoken language) and graphemes (the letters and sounds that represent those words in written language). Phonics instruction relies on those predictable relationships as lessons are crafted to provide students with opportunities to put their sound-letter knowledge into practice. Careful introduction to letters and sounds through systematic and explicit instruction is vital. Systematic phonics lessons must be composed purposefully so that "the logic of the Alphabetic Principle is evident, and newly introduced skills are built upon existing skills where tasks are arranged from simplest to most complex" (Honig, Diamond and Gutlong 2013). According to National Reading Panel, students who receive systematic and explicit instruction,

are better readers at the end of instruction than students who receive nonsystematic or no phonics instruction (Ehri 2006).

Fluency - Fluency is the ability to "read words accurately at a conversational rate with appropriate prosody or expression" (Hudson Lane and Pullen 2005). Fluency instruction should focus on ensuring that readers employ automaticity in order to have the ability to understand what is being read. Eventually, fluent readers will be able to recognize words and comprehend them simultaneously.

Vocabulary Development - Refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. New vocabulary acquisition is best supported by utilizing wide range of texts within the contexts of read alouds and independent reading, as well as specific word instruction that incorporates word learning strategies.

Comprehension – More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read. Comprehension builds upon and is the synthesis of reading fluency, vocabulary, and comprehension strategies.

According to the RAND Research Study Group (2002), there is a three-way interrelationship that occurs within a larger sociocultural context. The sociocultural context shapes and is shaped by the reader. This interacts with each of the elements (text, reader, and action) throughout the process of reading. See picture below.
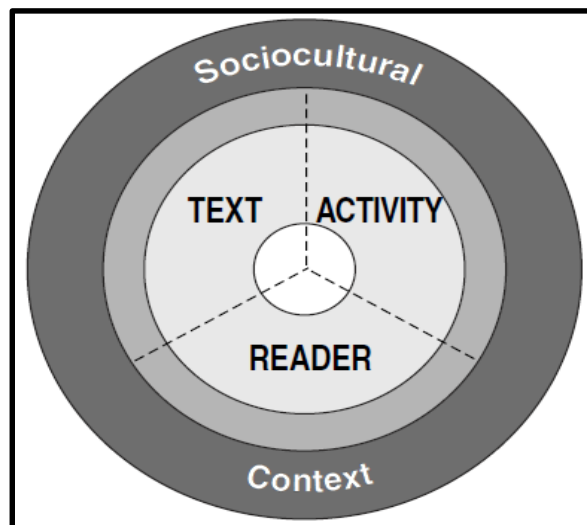
Comprehension is the interaction that happens between *reader* and *text* along with a related *task*. The *reader* brings his/her motivation, cognitive capabilities, interests, experiences, and understandings to reading. The reader then constructs meaning from the *text* at varied levels. The *text* includes surface reading, as well as reading for deeper meaning. This leads to overall comprehension. The activity or *task* includes one or more purposes, operations to process the

task, and the expected outcomes. Finally, the context of where the learning occurs must also be considered. While the classroom itself may serve as the context for reading comprehension, home environment and life experiences also make up students' socio-cultural context. "In fact, differences among readers can, to some extent, be traced to the varying sociocultural environments within which children live and learn to read" (RRSG, 2002). Because learning and literacy are viewed partly as cultural activities, it is important that teachers choose reading materials and learning opportunities that are culturally relevant and responsive to the students in their classrooms.
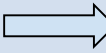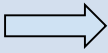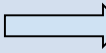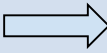
PreK-3 Alignment
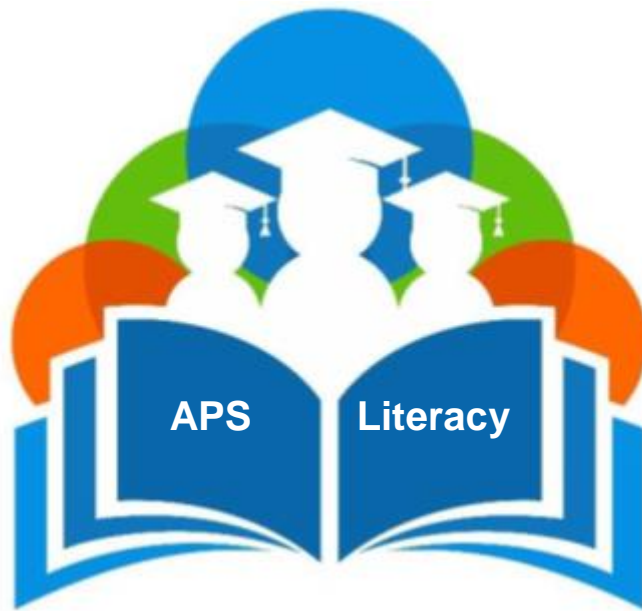
PreK-3 Alignment

Research supports that birth to age 8 are critical learning years where children must develop strong foundational skills to place them on the path to success. In APS we have focused our efforts to connect instruction for preschool age children with what they will experience in their early elementary years. Literacy achievement is expected for all students and we have identified a clear framework for what continuity in literacy instructional practices should involve. To improve literacy outcomes for students we focus on aligned standards, assessments, instruction and intervention.

The district's primary instructional framework consists of balanced literacy taught through the gradual release of responsibility. The following graphic is an example of what the framework looks like across PreKindergarten thru third grade.

	PREK	KDG	FIRST	SECOND	THIRD
Interactive Read Aloud	During one story time teachers use the START strategy- **S**tate, **T**each, **A**sk, **R**espond, **T**ie (www.coxcampus.org). Teachers follow a story guide to engage students in a repeated interactive read aloud. Teachers select a theme related text for the second story time.	During center Time →	→	→	→
Shared Reading	The teacher leads the class in reading or chanting a familiar book, text, or poem often enlarged for the whole class to see. The text is reread several times over a few days initially by the teacher, who gradually pulls back as students progressively master the text. In each reading, children are encouraged to focus on or discover new concepts of print.	→	→	→	→

Guided Reading	Only used when students are ready. All students participate in small group instruction daily.	During center Time →	→	→	→
Independent Reading	During Center Time	→	→	→	→
Interactive Writing	During large group literacy & PAWC Time (Phonological Awareness, Alphabet Knowledge, Writing, Concepts of Print)	→	→	→	→
Shared Writing	During large group literacy & PAWC Time (Phonological Awareness, Alphabet Knowledge, Writing, Concepts of Print)	During Whole Group →	→	→	→
Guided Writing	During PAWC Time (Phonological Awareness, Alphabet Knowledge, Writing, Concepts of Print)	During Independent writing →	→	→	→
Independent Writing	During Center Time	During Independent writing →	→	→	→
Word Work	During PAWC Time (Phonological Awareness, Alphabet Knowledge, Writing, Concepts of Print)	During center Time →	→	→	→

PreKindergarten to Kindergarten Transition

As students enter Kindergarten from PreK, they arrive with a wealth of knowledge. Teachers are prepared to meet these students where they are using transitional documents and assessments such as Star Early Literacy and Georgia Early Learning and Development Standards (GELDS) data gathered during Work Sampling, which will allow them to pick up where PreK instruction ended. Additionally, making sure that Kindergarten schedules and classroom arrangement are *similar* to that of PreKindergarten will help to acclimate students to their new environment sooner. Continuing the practice for whole group instruction as in PreK, Kindergarten teachers will gather students on the carpet. Most importantly, teachers will build off previously demonstrated skill proficiency from GELDS based Work Samples from PreK and the Kindergarten Readiness Assessment to form small groups. The table below illustrates the correlation of the GELDS' Communication, Language and Literacy Standards to the Foundation Standards of the Georgia Standards of Excellence. The full document can be found in the Appendix.

Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Print Concepts RF1	CLL8:The child will demonstrate awareness of print concepts. Understands that letters form words. Understands that words are separated by spaces in print. With prompting and support, tracks words from left to right, top to bottom, and page to page. Recognizes and reads environmental print. CLL8.4b, CLL8.4c, CLL8.4d	Follow words from left to right, top to bottom, and page-by-page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
Phonological Awareness RF2	CLL6: The child will develop early phonological awareness. Identifies and produces rhyming words. Isolates the initial (beginning) sounds in words with adult guidance. Segments words into syllables. Manipulates and blends sounds (phonemes) with adult guidance. CLL6.4b, CLL6.4c, CLL6.4d, CLL6.4e, CLL6.4f	Recognizes and produces rhyming words. Counts, pronounces, blends, and segments syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		

Kindergarten to First Grade Transition

As students transition from Kindergarten to first grade, outgoing teachers should properly gather and utilize student Star Early Literacy scores, Georgia Kindergarten Inventory of Developmental Skills (GKIDS), phonics, reading, and writing data to guide and support instruction in grade one. It is imperative to employ multiple ways to measure and guide students' growth and ensure that new learning is introduced rather than past learning being repeated. The Georgia Standards of Excellence provide grade level literacy progressions that set reasonable expectations for student proficiency at the start of each year, mid-year and end of year, as reflected in the below table. Teachers are able to monitor students' acquisition of these skills as they progress throughout the year. Each grade level K-5 Developmental Progression can be found at https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx .

Georgia Standards of Excellence/English Language Arts
Kindergarten: Reading Literary, Informational, Foundational, Writing, Language, Speaking and Listening

*The visual and selected standards for **Reading, Writing, Speaking and Listening**, as well as **Language** highlight the increase in complexity over the course of the year.

Beginning of Kindergarten

*With support, ask and answer key details in literary (fiction) and informational texts
*Recognize and name upper and lower case letters
*Blend and segment word parts (e.g., *t—op, m—op, h—op*)

Writing
*Using a combination of drawing, dictating, and writing to compose narratives (stories), opinion, and expository (informational) pieces.

Speaking and Listening
*Continue a conversation through multiple exchanges
*Ask and answer questions to seek help, get information or to clarify something

Language
*Form plural nouns when speaking (e.g., *dog, dogs*)
* Understand and use question words (e.g., *who, what, when, where, how*)
* Print many upper-and lower-case letters

* Count, pronounce, blend and segment syllables
*Isolate and pronounce initial sound, middle vowel sound and final sound in (CVC) consonant-vowel-consonant words (e.g., */c/ /a/ /t/)*
*With support, retell familiar stories in literary (fiction) texts; retell key details in informational texts

Writing
*With guidance and support respond to questions and suggestions from peers to add details to writing

Speaking and Listening
* Add drawings to descriptions
*Ask and answer questions about key details in books read orally or information presented orally

Language
* Write a letter or letters for many of the consonant and short vowel sounds
*Identify new meanings of familiar words (e.g., *duck, duck*)
*Produce and expand complete sentences in shared language activities (speaking and writing)

End of Kindergarten

*Read high frequency words (e.g., *my, can, they, this*)
*Demonstrate basic knowledge of long and short vowels
*With support, describe the relationship between pictures and text

Writing
*With guidance and support, participate in shared research and writing projects

Speaking and Listening
*Describe familiar people, places, things, and events and, with prompting and support, provide additional details
*Speak audibly (clearly with proper volume) and express thoughts, feelings, and ideas clearly

Language
*Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
*Begin to distinguish shades of meaning among verbs describing the same action (e.g., *walk, strut, prance*) by acting them out
*Use words and phrases acquired through conversations, independent reading and being read to

First to Second Grade Transition

As students begin second grade, they will have several data points that teachers can use to support instructional decisions. As in every other grade, first grade teachers should employ common assessments across classrooms so that grade level performance norms can be determined, and teacher instruction adjusted to ensure that each child is progressing toward grade level expectations presented in the Developmental Progressions based on the Georgia Standards of Excellence. **By the end of grade** *two, all students should be reading on grade level and ready for third grade instruction.*

Second Grade to Third Grade Transition

As students begin their third-grade year, teachers should receive additional training and support to help them to provide high quality instruction to students who may not have reached grade level proficiency by the end of second grade. Well-structured literacy blocks continue in third grade so that teachers have enough time to provide remediation to those who need it. The end of the second-grade expectations can be found in the Developmental Progression document. In third grade, students will be expected to demonstrate proficiency on the Georgia Milestones Assessment as well.

Classroom Environment
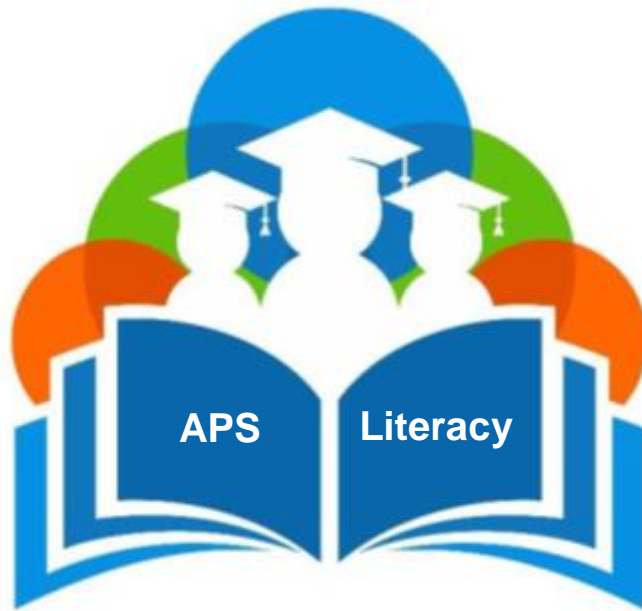
Classroom Environment

At Atlanta Public Schools, we strive to create schools and classrooms that are conducive to learning for all students. Classroom design is foundational to student learning; students will learn less effectively in classrooms or schools that are not well-designed. In this section, we identify the elements of a classroom environment that are foundational to student learning and provide strategies for schools to implement. A thoughtful design includes a strategic schedule, arrangement of classroom furniture, creation of group workspaces, a classroom library, and a print-rich environment.

How to Create the Best Environment to Support the Instructional Framework

Balanced literacy (See Balanced Literacy, page 28) is most easily implemented by **first, designing a cohesive daily schedule**, and **second, employing a classroom management system** with established rituals and routines that are based on principles of Social and Emotional Learning (SEL).

A cohesive daily schedule allows for opportunities to connect learning in the instructional contexts as much as possible. For example, connecting the goals or targets in the interactive read aloud to planned learning experiences during reading mini-lessons and shared reading. Additionally, tying phonics instruction to both reading and writing opportunities. Here is an example of how the schedule can be created in order to make connections amongst the instructional contexts.

| Scheduled Time	Instructional Context	Connection Opportunities
8:00-8:30	Phonics	Shared Reading, Guided Reading, Independent Reading, Independent Writing, Literacy Centers
8:30-8:40	Interactive Read Aloud	Reading Mini-Lesson, Writing Mini Lesson Shared Reading and Shared Writing
8:40-8:50	Reading Mini-Lesson	Interactive Read Aloud, Shared Reading, Independent Reading, Literacy Centers
8:50-9:00	Shared Reading (Twice/Week)	Interactive Read Aloud, Guided Reading, Independent Reading, Literacy Centers
9:00-9:40	Guided Reading Independent Reading Literacy Centers	Interactive Read Aloud, Reading Mini-lesson, Independent Reading, Literacy Centers
9:40-9:50	Writing Mini-Lesson	Interactive Read Aloud, Guided Writing, Independent Writing, Literacy Centers
9:50-10:20	Guided Writing Independent Reading Literacy Centers	Interactive Read Aloud, Writing Mini-lesson, Independent Writing, Literacy Centers

The daily schedule should provide an opportunity for students to receive *at least* 120 minutes of literacy instruction (Gamse et al., 2008b, p. xv). Twenty-to-thirty minutes of the 120 minutes should be devoted to explicit, systematic phonics instruction, while the remaining time is spent on core reading instruction. The schedule should reflect the workshop model structure and include instructional time for reading, writing, and phonics. Classroom rituals and routines should be introduced and taught at the beginning of the year, and periodically re-taught to maintain a respectful and safe classroom community (See the Appendix for Sample Daily Schedules).

Building relationships with and amongst students should be an integral part of the classroom culture and environment. Teachers should foster positive conversations and behaviors that support classroom conversations, academic conversations, and daily classroom directions from the teacher. Freedom of Literacy, a virtual learning course, https://app.coxcampus.org/#!/courses/5b48bd1a6c934a1f004f38e5, offered by the Rollins Center, is a great resource.

Teachers should create conducive learning environments that are responsive to students' academic and cultural needs. The classroom arrangement and environment itself, should support the balanced literacy framework's varied instructional contexts and settings as reflected in the following models:

PreKindergarten Classroom Model
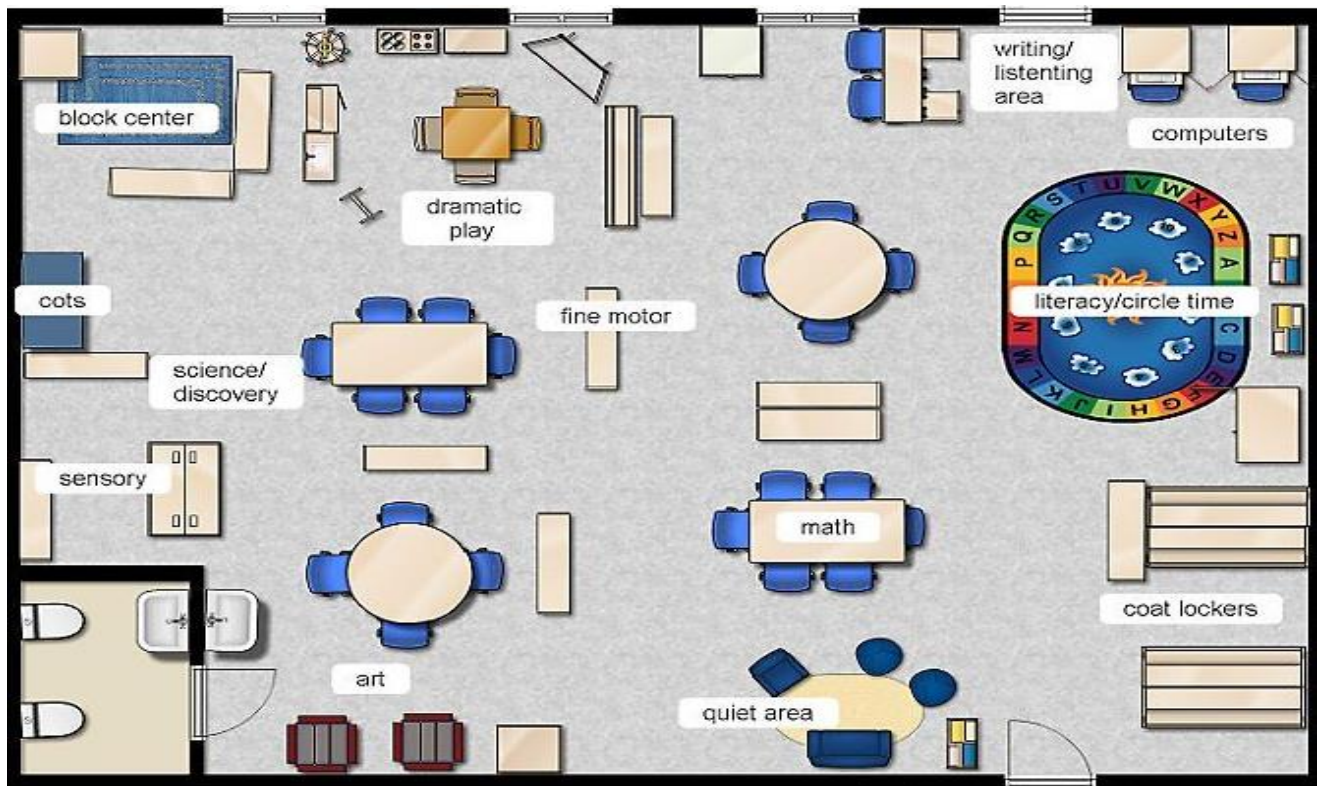
The classroom environment includes both the classroom culture (the social-emotional tone or climate in the room), and the physical environment (the materials and design of the room). Both reflect and support children's development and learning. Just as there are three instructional settings within the classroom, there should also be three types of learning spaces within the classroom; whole group, small group and individual workplaces.

Elements of 21st Century Classroom Design

Whiteboards & bulletin boards lowered for students to reach & work together.

Organize supplies within students' reach. Assign class jobs to share the responsibilities for resources.

ABSENT: sticker charts, card-turning pockets, names on whiteboard, & other unnecessary extrinsic motivators.

Designate a place for students to gather as a whole group for mini-lessons & wrap-ups, separate from their work space. Keep a mobile cart nearby to easily project from your laptop.

Add a touch of MakerSpace with a Maker zone in the back of the room. A shelf, a pegboard, & a workbench make a great start!

Kidney desk + your desk = space efficiency. Maintain your office space by decking out shelves & cabinets behind you with all your supplies.

Add casters to student chairs & tables to give them flexibility in where they choose to work.

With throw pillows, bean bags, video game chairs, etc. make comfortable places for students to work & think independently or in cozier groups.

Design a tech station where students can check out tablets for research, projects, & blogging

Carefully curate your classroom library. Include picture books (even for older students!) & a variety of levels & genres. Read as much of it as possible!

The whole group space within the classroom should be a place where all students can gather together, and the teacher can interact with the students easily. The gathering or meeting place also serves as a way to support classroom community and can help to make whole group instruction more fun and engaging. "Gathering kids in front for instruction, releasing them to practice, and then bringing them back to share their thinking represents the steady flow that is at the heart of effective teaching and learning" (Harvey & Goudvis, 2017).

Whole Group Workspaces

The small group space should serve as a place where the teacher can facilitate a guided reading or guided writing group. While the small group space is still in the class, it should feel a bit separated from the rest of the class. This could be accomplished by either separation of the physical space or furniture as barriers. Ideally, there is a kidney table or U-shaped table to support the facilitation of guided instruction or individual conferences.

Small Group Workspaces

Individual learning spaces can be created with small throw rugs or pillows. Student desks can serve as individual learning spaces. However, comfortable and soft spaces can help students to relax as well as support deeper engagement during independent reading.

Classroom Library

"Classroom libraries—physical or virtual—play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens" (NCTE 2017). The classroom library serves as the center of choice in a classroom and allows students to follow their interests.

The classroom library includes books that are attractively displayed in a variety of genres that reflect students' interests and are culturally responsive and relevant to the age group. While a common practice has been to display books by reading level, current research and best practice suggest that books be organized by categories such as topic, author, genre, illustrator or award-winning texts. Donalyn Miller, author of *The Book Whisperer* states "Removing, defining, limiting, or rejecting children's reading choices disempowers them and creates negative attitudes toward reading—and most likely, school." Teachers should also incorporate digital libraries, allowing students to virtually access texts.

While students may be practicing newly acquired reading skills while reading independently, the goal of the classroom library is to support and "create lifelong readers who have the power of choice, the ability to make decisions about texts, the freedom to have opinions, the opportunity to think critically, and the pleasure of reading for a sustained time each and every day" (Fountas & Pinnell 2018). Classroom libraries should:

1. Support the literacy instruction.
2. Support the development of book selection habits without labels.
3. Serve as a place for independent reading in the classroom.
4. Serve as a place for students to talk about and interact with books.

Literacy (Print) Rich Environment

The literacy-rich environment is an environment that emphasizes the importance of each component of literacy in the learning of all students. In order to accomplish a literacy rich environment, teachers must ensure that the selection of materials will facilitate language and literacy opportunities, include digital access to print, and are relevant and representative of instruction that is currently occurring in the classroom.

- Word Walls are a collection of words which are visually accessible to all students. Letters may be displayed on a wall, bulletin board, or another display surface in the classroom. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during reading and writing. Words may be high frequency, vocabulary, or from other content areas.

- Anchor Charts build a culture of literacy in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues, and guidelines *during* the learning. Anchor charts that are posted keep *relevant and current* learning accessible to students to remind them of prior learning and enable them to make connections as new learning happens.

- Digital Literacy Tools provide opportunities for students to be more creative and expand learning beyond the classroom. Technology should be used to enhance instruction through opportunities such as collaborative book blogs and classroom wiki spaces dedicated to book reviews and recommendations. Digital assessments such as portfolios or book creator allow students' creative expression to be included in evaluations and student reviews. Students should also have access to and utilize digital book sources such as MyOn to support book choice in the classroom. Additionally, the use of supportive pre-selected Apps can support and strengthen students' skills.
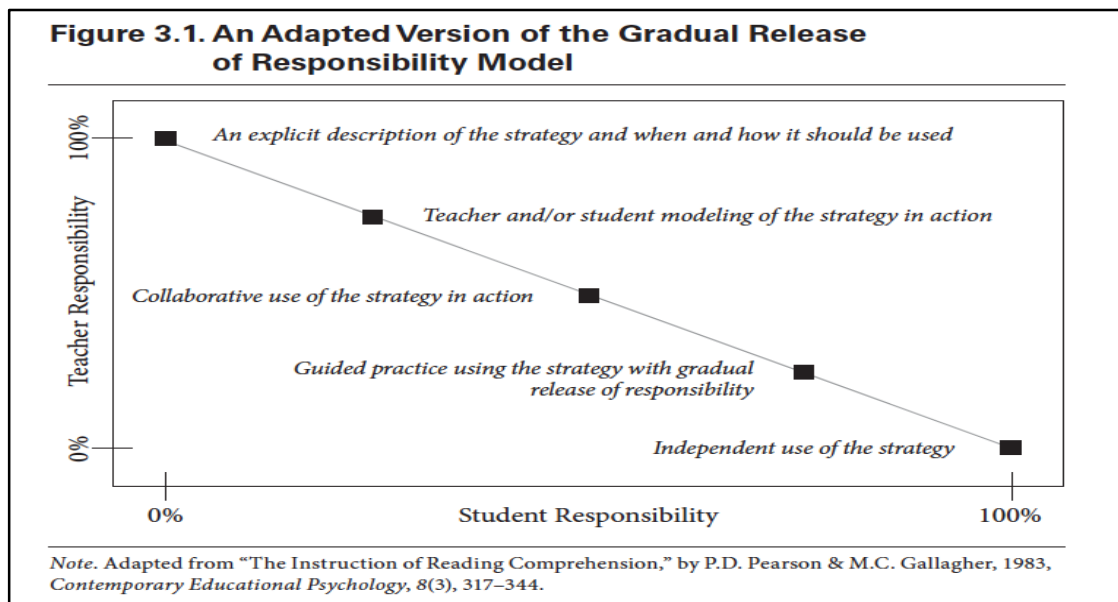
Balanced Literacy Framework
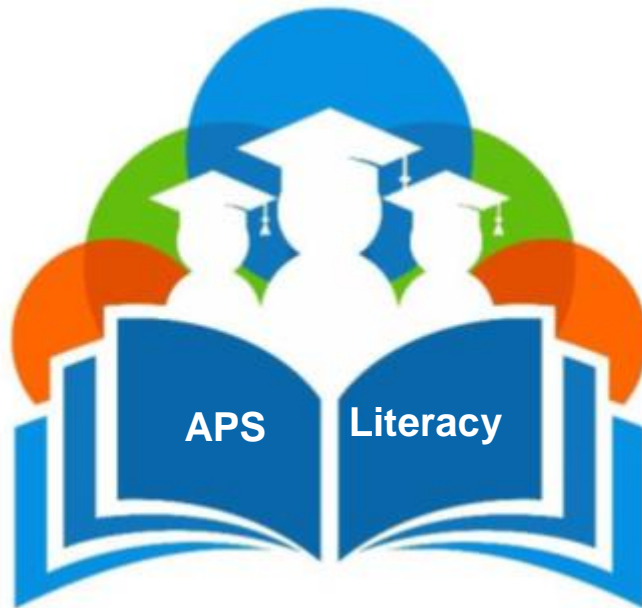
Balanced Literacy

Balanced Literacy is an approach to teaching reading, writing, and phonics, where there is a "balance" of explicit whole group, small group, and independent literacy activities and lessons. In addition to opportunities for conferring with and providing explicit instruction and feedback to individual students, balanced literacy promotes the use of a multi-text approach using varied instructional contexts.

This is a student-centered approach, through which students have opportunities to read, respond, share, and choose texts and activities that support literacy proficiency. The instructional contexts within balance literacy "reflect sociolinguistic and processing theories because students participate in authentic activities that encourage them to become lifelong readers and writers" (Thomkins, 2014). Further, when students are provided with authentic activities and opportunities to work cooperatively or independently, they are able to construct their own knowledge through exploration and experimentation.

Gradual Release of Responsibility within Balanced Literacy

The Gradual Release of Responsibility, as explained in *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (Fisher & Frey, 2014), aligns with the balanced literacy framework and allows students to take additional responsibility for learning as they gain proficiency with the standards. Through balanced literacy, there are opportunities for focused instruction (mini-lessons) where explicit skills, strategies or concepts are introduced, guided and collaborative practice (small group and partner work), and independent practice. Students are able to gradually accept more responsibility for their learning, as they are applying this learning in a variety of instructional contexts that support the transfer of learning.

Figure 3.1. An Adapted Version of the Gradual Release of Responsibility Model

Note. Adapted from "The Instruction of Reading Comprehension," by P.D. Pearson & M.C. Gallagher, 1983, *Contemporary Educational Psychology*, 8(3), 317–344.

Fisher and Frey further asserts that the gradual release of responsibility is a solution to the logistics of differentiation, (*Better Learning*, pg. 125):

● Focused instruction provides time to introduce new grade-level concepts for all students.
● Differentiation occurs in guided instruction, collaborative learning, and independent learning.
● Students can be grouped homogeneously in guided instruction that is customized to their needs.
● Collaborative learning can be homogeneous when students are grouped by interest or task.
● Learners work independently to demonstrate their levels of mastery of a concept.
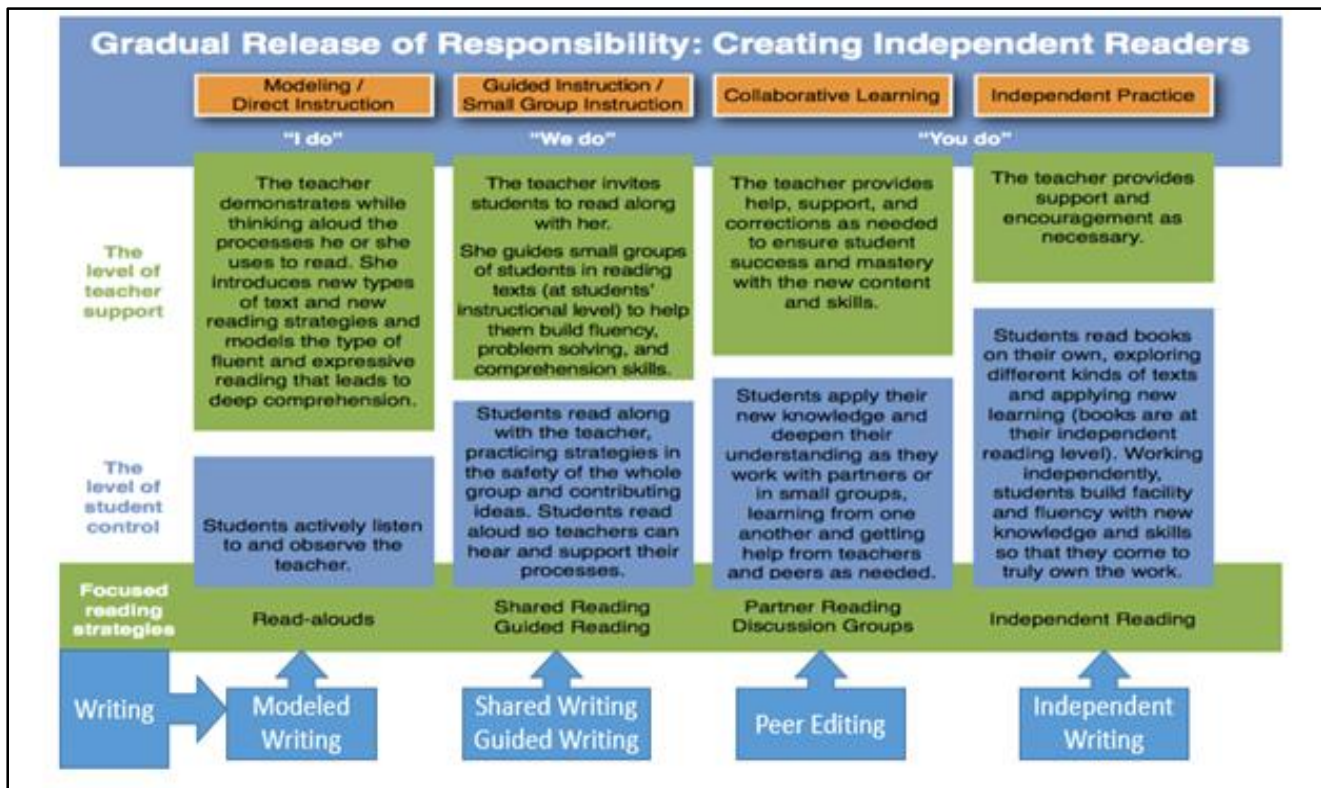
Authentic Assessment within Balanced Literacy

Authentic assessment calls for students to perform tasks that demonstrate meaningful application of knowledge and skills. This type of assessment drives instruction instead of the curriculum determining the assessment. Furthermore, it is formative by nature, meaning that the assessment used is to inform the learning process. Some common authentic assessments are portfolios, journals, peer and self-editing or review, discussions, and observations where teachers take note of and record the behaviors of readers and writers. The data collected are then used to determine "next-steps" for instruction.

Balanced Literacy Instructional Framework in Practice

PreKindergarten Implementation Recommendations

Opening Activity/Large Group Literacy (10-15 minutes daily)
An opening activity helps prepare and focus children on the topic of study, current interests or special events which will occur during the day. An opening activity serves as a way to create excitement and interest in learning opportunities which have been planned for the day. Ideas for opening activities might be an introduction of new materials, changes made to learning areas, special visitors, experiments, question of the day or morning message. Opening activities should take place daily and vary throughout the year.

Large Group literacy should be a combination of reading and writing activities throughout the week. Activities could include flannel board stories, shared reading using big books, chart stories, acting out a familiar story using props, and modeled writing. Large group literacy activities encourage conversations and questions, develop awareness of the print concepts, increase vocabulary and allow opportunities for brainstorming, plus analysis and prediction skills.

Shared Reading is an interactive reading experience when the teacher leads the class in reading or chanting a familiar book, text, or poem, which is often enlarged for the whole class to see. Shared reading allows students to observe the reading process and to practice reading strategies or concepts in the safety of a group. The text is reread several times over a few days initially by the teacher, who gradually pulls back as students progressively master the text. In each reading, children are encouraged to focus on or discover new concepts of print.

Modeled Writing includes making lists on large paper, writing chart stories, and creating graphs or words on a word wall. Other examples include morning message board and daily news activities. To help children make the connection between the spoken and written word, teachers should model by writing clearly and legibly and talk about writing and why we write. It is appropriate to plan specific shared reading and modeled writing experiences daily; however, it is equally important to capitalize on the many spontaneous opportunities that occur throughout the instructional day.

Phonological Awareness, Alphabet Knowledge, Writing, & Concepts of Print (PAWC) (15-20 minutes daily)
Phonological Awareness Instruction follows a continuum of learning with a progression throughout the year; beginning with listening and rhyming and moving to syllable segmenting and phoneme manipulation later in the year or as children are ready for a particular skill level.

Alphabet Knowledge

Students learn the function of letters, begin to recognize & name letters, distinguish between letters, match upper & lowercase letters, and begin to identify letter sounds.

Writing

Teachers develop emergent writing skills and students begin to understand that print carries a message. Students begin to form letters.

Concepts of Print

Instruction focuses on understanding how printed language works; organization of print (front to back, directionality, left to right), understanding that letters makes words, words make sentences, and spaces separate words.

Story Time (15-20 minutes twice a day)

During story time, teachers use the START strategy- **S**tate, **T**each, **A**sk, **R**espond, **T**ie (www.coxcampus.org). Teachers follow a story guide to engage students in repeated interactive read alouds. Teachers select a theme related text for the second story time. Teachers model fluent and expressive reading, think aloud, review text structure, concepts of print & make connections.

Centers (1 hour daily)

PreK classrooms have learning areas or "centers" set-up in the classroom, and each center is supplied with books, materials, and learning activities. Typical learning centers in a PreK classroom include math, blocks, reading, art, science, dramatic play, and writing. The learning centers are designed to promote various developmental skills in seven areas: Language and Literacy, Math Development, Science Development, Social Studies Development, Creative Development, Physical and Health Development, Social Emotional Development and Approaches to Play and Learning.

Balanced Literacy Instructional Framework in Practice

K-5 Implementation Recommendations
Reading and Writing Workshop Instructional Contexts

Interactive Read Aloud (minimum: 10 minutes three or four times a week)

Both the teacher and the students actively process the language, ideas, and meaning of the text.

The structure of an Interactive Read Aloud Lesson

Step 1 Introduce the lesson

Step 2 Read the text: The teacher reads aloud a purposefully selected text to the whole class.

Step 3 Discuss the text: During the read aloud the teacher pauses occasionally and selectively for conversation. Students are invited to think about, talk about and respond to the text as a whole group, or in smaller groups.

Step 4 Revisit to remediate or Respond to the text

Assessment opportunities during the lesson: Record students' responses during turn and talk.

Assessment opportunities after the lesson: Assess journal entries and responses to reading.

Interactive Writing (minimum: 15 minutes three or four times a week)

During interactive writing the teacher and students compose a text together. The teacher coaches the students during the composition as different students take part in the writing. The teacher and students co-write the text. Interactive writing should engage students in composing and learning about different genres.

Assessment opportunities during the lesson: Collect and observe students' interaction during peer editing.

Assessment opportunities after the lesson: Provide precise feedback on students' writing.

Shared Reading (minimum: 10 minutes twice a week)

Step 1: The teacher should purposefully choose a text that facilitates the acquisition of standards-based skills or concepts. Remember shared text is an enlarged version of the text (big books, projections, etc.).

Step 2: The teacher reads the text aloud once (model reading).

Step 3: The teacher and the students read aloud (whole group) the text together. The lesson should broaden students' competencies in foundational standards as well as elicit language skills and enhance vocabulary. The shared reading experience should include opportunities for students to read together and share their thinking about the text.

Assessment opportunities during the lesson: Use of the information/data collected to build conceptual understanding.

Assessment opportunities after the lesson: Make warranted changes to the next day's lesson.

Shared Writing (minimum: 10 minutes twice a week)

Teachers and students also compose a text together, however the teacher keeps the "pen" and writes the text in front of the students enlarged on an easel or projected for all students to see. Typically, students will collaborate with peers before providing ideas to be written by the teacher and shared with the class.

Assessment opportunities during the lesson: Record students' responses during turn and talk.

Assessment opportunities after the lesson: Assess journal entries and responses to reading.

Guided Reading (minimum: 15-25 minutes per group, at least 2-3 groups a day)

Students who are at a similar point in their reading development are in a small group setting; no more than six (6) students. Depending on student's age and time limitations, groups may be 10-15 minutes long. The guided reading instructional context provides an opportunity for responsive teaching and enables students to read more challenging texts with support from the teacher. The teacher should observe and listen to students' reading behaviors and intervene briefly in order to teach for, prompt, or reinforce each reader's areas of growth. See *Reading Workshop: Guided Reading pg. 43* for more information about forming groups, creating a lesson, and assessments.

Assessment opportunities during the lesson: Plan a monitoring pathway to proficiency.

Assessment opportunities after the lesson: Daily observation and continuous progress monitoring.

Book Clubs (Once or twice a month for 15 minutes)

Book Clubs which are also known as literature circles (Richardson, 2016) provide students the opportunity to meet in small *heterogeneous* groups to discuss a text they have all read or listened to. As students discuss the book, they are extending their own thinking, as well as processing and interpreting the perspectives and opinions of their peers. Students can sit on the carpet or in chairs in a circle, but there should be no physical barriers to communication. Initially discussion is facilitated by the teacher, but over time, students should initiate and facilitate their own conversation.

Assessment opportunities during the lesson: Observe discussions during turn-and-talk.

Assessment opportunities after the lesson: Observe students' use of academic language plus speaking and listening skills.

Author Study (Strategy)

Author studies allow students the opportunity to delve into an author's life and body of work. Students can participate in this activity in groups, individually, or as a class. Students would read works from the author to determine and evaluate themes, characters, and writing styles. During an author study, students develop thinking skills through analysis and comparing and contrasting of the author's work and improve writing skills though the analysis of writing techniques the author uses as well as responding to literature.

Assessment opportunities during the lesson: Record students' use of descriptors about the author's craft. **Assessment opportunities after the lesson:** Assess students' response to reading.

Readers Theater (Strategy)

Students prepare for Readers Theater by reading and then rereading a script. Students use expression and/or hand gestures to act out the dialogue found in the script (Richardson, 2016). Students would usually receive the script ahead of time, which can be student or teacher selected. Students essentially "perform" the script in a smaller group and may later present for a larger audience.

Assessment opportunities during the lesson: Use information gathered to give students precise feedback.

Assessment opportunities after the lesson: Monitor and record students' use of expression.

Guided Writing (minimum: 10-15 minutes per group, at least 2-3 groups a day)

Teachers pull together a small group of students with similar levels of writing ability or a group that needs the same strategy lesson. The teacher should teach the group a strategy that addresses their common needs and reduce the scaffolding as the group works together.

Assessment opportunities during the lesson: Listen to students read their writing aloud.
Assessment opportunities after the lesson: Notice and record patterns of student needs.

Independent Reading (minimum: Daily 15-20 minutes)

Each reader selects a book and is free to choose books. Teachers intentionally motivate and pique students' interest by previewing or showcasing texts from a larger collection of books (classroom library), and support students' text selections through reading conferences and whole group mini-lessons.

Assessment opportunities during: Monitor students' selection of books and reading stamina.
Assessment opportunities after the lesson: Monitor students' book recommendations and reading logs.

Independent Writing (minimum: Daily 35-50 minutes)

Students should have the opportunity to write independently in order to develop their own writing pieces. Through independent writing, students explore multiple genres and topics for a variety of audiences. Teachers purposefully plan lessons that are coherent and lessons that support the acquisition of writing skills and proficiency.

Assessment opportunities during the lesson: Look for evidence of the application of mini-lesson targets.

Assessment opportunities after the lesson: Provide Conferencing and specific feedback.

**Word Study (Daily Phonics instruction 25-30 min)**

Teachers should provide various and multiple opportunities for students to become proficient word solvers. From early literacy concepts, where students receive explicit and systematic instruction in phonemic awareness and phonics, to applying word structure concepts, teachers intentionally plan for word study in the classroom during whole group and small group settings. For **K-2** students, word study should provide an opportunity for students to develop an awareness of rhymes, syllables, onsets and rimes. Additionally, word study instruction should seamlessly incorporate the blending of sounds and letter sound relationships. For **3-5** students, an emphasis on morphology, word affixes, Greek and Latin roots are integral in building vocabulary and expanding students' language for use in speaking, listening, and writing.

Assessment opportunities during the lesson: Monitor and record students' use of word solving strategies.

Assessment opportunities after the lesson: Practice of acquired skill with a partner or in other collaborative pairings.
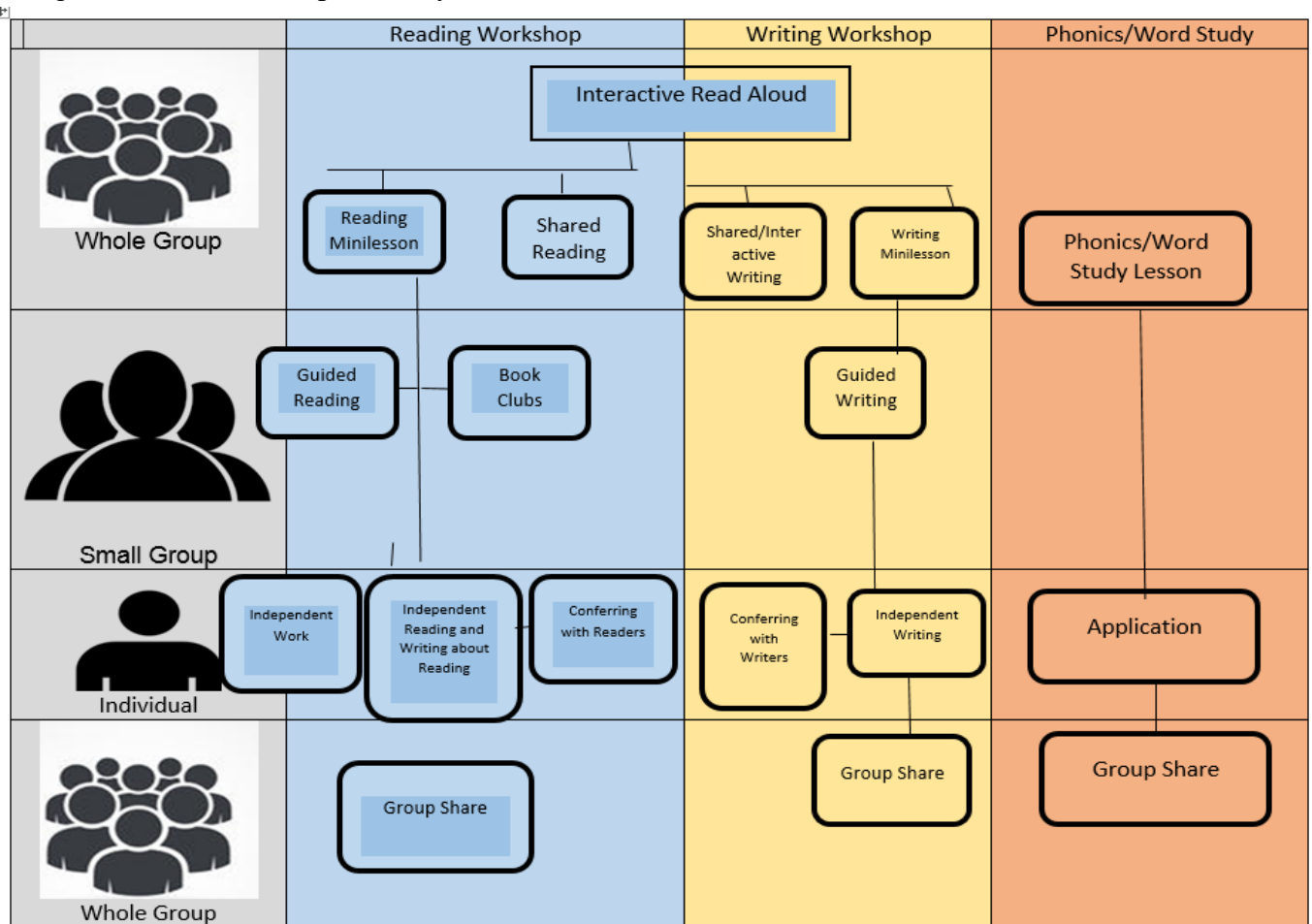
Workshop Model
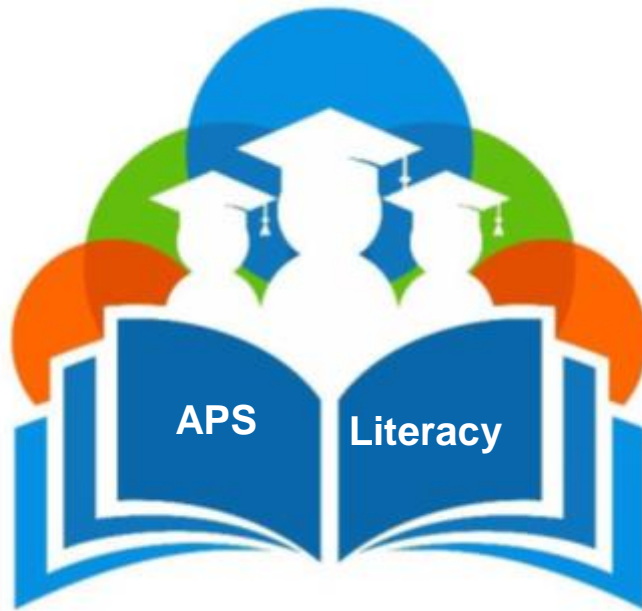
Workshop Model Overview

After setting up the environment of the classroom, and creating a daily schedule that includes instructional contexts, teachers should begin to plan for how the instructional contexts build off and support each other by utilizing the workshop model. The workshop model, whether it be for reading or writing, essentially has four parts: opening, mini-lesson, worktime, and sharing/closing. The figure below shows how teachers can implement a structure that will incorporate the instructional contexts: interactive read aloud, mini-lesson, shared reading, word study, guided reading, book clubs, conferring, and independent work. The workshop approach not only includes the components (instructional contexts) of balanced literacy but promotes responsiveness in each setting of teaching -- whole group, small group, and individual.

The Workshop Model is a structure where students develop as readers, writers, and language users through their participation in an instructional design (Balanced Literacy) that allows the opportunity for whole group, small group, and individual learning (Gradual Release) across the instructional contexts. This model allows opportunities for students to go from teacher-led to independence in completing various tasks. The workshop model implemented daily integrate the gradual release of responsibility.

	Reading Workshop	Writing Workshop	Phonics/Word Study
Whole Group	Interactive Read Aloud	Interactive Read Aloud	
	Reading Minilesson Shared Reading	Shared/Interactive Writing Writing Minilesson	Phonics/Word Study Lesson
Small Group	Guided Reading Book Clubs	Guided Writing	
Individual	Independent Work Independent Reading and Writing about Reading Conferring with Readers	Conferring with Writers Independent Writing	Application
Whole Group	Group Share	Group Share	Group Share

Instruction During Reading Workshop

How to Build Coherence and Begin Reading Workshop

Reading workshop begins with an ***interactive read aloud, shared reading*** experience***, or a mini-lesson.*** Interactive read aloud and shared reading were explained in the descriptions of the workshop model. The mini-lesson allows an opportunity for students to make connections to what has been previously taught to the current task. Setting learning targets for each mini-lesson helps teachers provide a focus for what students must know and be able to do (Moss & Brookhart, 2012). The figure below shows how a teacher can begin the workshop model starting with a mini-lesson. Again, coherence across the workshop model involves the use of each instructional context. Below is a sample reading workshop mini-lesson with aligned learning targets.

Sample Learning Targets for Reading Workshop	
ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details.	
Learning Targets	
1. Identify the elements of texts that tell stories.	4. Describe a setting in a story using key details.
2. Determine the importance of details in a story. (Is the detail a "key" detail?)	5. Describe major events in a story using key details.
3. Describe characters in a story using key details.	6. Use key details from a story in order to describe characters, setting, and major events.

The sample learning targets above show how the teacher would begin with the standard to create daily foci that lead to the mastery of the overall standard. The teacher then uses the targets to determine the goals and outcomes of interactive read aloud, shared reading or standards-based mini-lesson during the whole group instruction. The instructional contexts chart below provides an example of how a target can be addressed in the reading workshop.

Setting	Context	Lesson Synopsis or Strategy
Whole Group	**Interactive Read Aloud**	1. Identify the elements of texts that tell stories. Read aloud Little Red Riding Hood. As the teacher reads aloud, she stops to identify the elements of the story.
Whole Group	**Shared Reading**	2. Identify the elements of texts that tell stories. Read the *big book* Little Red Riding Hood. As the teacher reads aloud, she stops to identify the elements of the story.
Whole Group	**Mini-Lesson**	3. Determine the importance of details in a story. (Is the detail a "key" detail?) Teacher demonstrates/models how to determine a key detail using a previously read story.
Whole Group	**Mini-Lesson**	4. Describe characters in a story using key details. Teacher demonstrates/models how to determine a key detail using previously read story. This continues through the rest of the learning targets.
Small Group *Instruction should be one to two weeks behind whole group instruction so that there is an assessment that will inform remediation or extension.*	**Guided Reading**	5. Use key details from a story in order to describe characters, setting, and major events. Remediation: Provide a new strategy to help students to determine key details that describe characters. Extend: Use DOK levels to challenge or introduce the next grade levels RL3.

The following sections provide a detail description of each component of the reading workshop.

How to Create a Reading Mini-Lesson

Reading Workshop begins with a 10-15min interactive read aloud and/or mini-lesson, (focus) where teachers introduce or teach concepts, techniques, and strategies while encouraging students to interact with quality literature. "Focus instruction is typically done with the whole class and usually lasts 15 minutes or less" (Fisher & Frey, 2014). It is important to note that the interactive read aloud or shared reading may also serve as a mini-lesson if time is limited. "Reading mini-lessons are concise, explicit lessons with a purposeful application in building your students' independent reading competencies" (Fountas & Pinnell, 2018). Although the purpose for mini-lessons will vary (management, literary analysis, strategies and skills) the procedure should be consistent. During the mini-lesson, teachers facilitate opportunities for students to think like readers and represent their thinking around a particular concept or process using tools such as anchor charts.

Reading mini-lessons should introduce concepts with clear, concrete examples, and provide opportunities for student interaction and the immediate application of new learning.
A mini-lesson is carefully planned so that it only focuses on one skill or strategy. Teachers should purposefully model their thinking and show students how they can use the strategy on their own. The procedure for an effective mini-lesson is as follows (see also writing Mini-Lessons, and Mini-Lesson planning template in the Appendix):

a. **Connect -** the connect of the mini-lesson has two parts. In this portion of the lesson, the teachers build coherence by connecting what was previously done to what they are learning today. The teachers have to be intentional in determining which point they want to focus on for the mini-lesson.

b. **Teaching -** In this *focus* part of the lesson, teachers directly teach the students the new skill; Teachers can do this by demonstrating, by providing a step-by-step process, by guiding students through an activity (*Guided Practice*), providing an example and then explaining, or through *inquiry*. Keeping in mind that all four components, the connect, teaching, active engagement, and link, should be completed in ten minutes, teachers must decide how they will focus on showing students the new skill or strategy.

c. **Active Engagement -** after students are taught the new skill, they need an opportunity to quickly practice the concept that was taught in the previous demonstration. A simple turn-and-talk or other *collaborative* opportunities for a small period of time will give the students the opportunity to discuss what was taught.

d. **Link** - after the skill is taught, the students have the opportunity to practice the skill, and the teachers reiterate what has been taught, which adds to the students' repertoire of writing strategies. Students are reminded how the mini-lesson can strengthen their writing and are expected to implement the new strategy or learning during their *independent* reading as well as assessments.

Small Group Instruction (PreK)

Small group instruction provides opportunity to focus attention on individual children and individual needs. It involves no less than two and no more than eight (2-8) children who meet with one of the teachers to experiment with materials and solve problems, while the other children may work independently on an assigned task. Small group activities should use basic materials found in the classroom and should not include patterned art projects. By using these materials, teachers take advantage of supporting children in understanding how to use materials appropriately while setting up the environment for better collection of assessment data. This data should be used to plan small groups based on the developmental needs and skills of children. Groups should change as the teachers gather more assessment information and children's needs and skill levels change. Georgia's Early Learning and Development Standards (GELDS) for PreK should be used in planning small group instruction and documented in lesson plans. Activities during small group time will maintain the practice of planning developmentally appropriate experiences. The activities planned for groups of students working independently should also be purposeful with standards documented. Lesson plans will identify specific groups by use of names, initials, symbols, or a number assigned to each child.

How to Begin Small Group Guided Reading Instruction (K-5)

Guided Reading takes approximately 15-25 minutes of the students' day. The teachers select a challenging text that is *above* the students' independent reading level, a more challenging text. It is important to note the difference between a student's independent level (no teacher support is needed for decoding and comprehension) and a student's instructional level (requires scaffolding and support from the teacher). Current research indicates that texts are organized along a gradient of difficulty, and students expand their systems of strategic reading actions by meeting the demands of increasingly complex texts (Fountas & Pinnell, 2017). The instructional level should offer a challenge to students, causing them to use strategies they have previously learned. Further, the more *challenging texts* should provide an opportunity for new learning. Successful processing of more challenging texts is made possible by teachers' careful selection of the texts and strong teaching.

Before a Guided Reading lesson is conducted, teachers should prepare by:
1. **Forming a small group** where students have similar reading competencies so that the selected text will offer learning opportunities for each of them; ideally, 4-6 students per group.
2. **Identify and emphasize** key skills, standards, or reading behaviors to be taught.
3. **Select a text** that is appropriate for the group that offers challenge and opportunity to learn.
4. **Analyze** the text in order to determine the demands of the text, specific learning opportunities, and match needs of the learners.

In guided reading, while there are adjustments and variations related to a student's age, grade and text level, the structure is consistent (See Appendix for examples of Guided Reading Lesson Templates):

1. Introduce the Text
2. Read the Text
3. Discuss the Text
4. Teaching Point
5. Letter-Word Work
6. Write about reading (optional)

Description of Guided Reading Lesson Components

Introduction: The teachers begin by giving a brief introduction of the book. This should be done just like a conversation, which allows the students to know what the text is about and give the teachers an opportunity to identify characteristics of the genre. Additionally, teachers should point out any character names and a few words that might be tricky but leave a few for the students.

➢ **Reading the text -** Students read the text to themselves out loud or silently. This allows them to read the whole text on their own without reading just certain parts (taking turns). Teachers intervene briefly if the need to support strategic actions arise.

➢ **Guide discussion** - Encourage students' expression of thinking by grounding their talk with evidence from the text. Teachers observe for evidence of comprehension.

➢ **Engage in specific teaching** - Provide specific teaching of strategies, skills, and standards that can apply to the text as well as other texts.

➢ **Support students' work with letters and words** - Increase rapid word analysis (sight words) as well as provide opportunities to practice word-solving skills.

➢ **Extend Understanding through Writing about Reading (Optional)** - Prompt students to respond to their reading, encourage expression of thinking within, beyond, and about the text.

Determining and Using Strategic Actions for Reading during Guided Reading

"The primary goal of guided reading is to help students build their reading power—to build a network of strategic actions for processing texts (Fountas & Pinnell, 2017). Remember that the challenge for readers lies in the kind of thinking that students are engaged in while reading texts; which include: Thinking *Within* the Text, students' ability to determine literal meaning of the text; Thinking *About* the Text where students analyze the text and appreciates elements of writer's craft; and Thinking *Beyond* the text, students are able to make predictions and connections to the text. Instructional level texts are complex texts, and provide the challenges needed to advance students' reading ability, alongside the purposeful explicit teaching during guided reading. Based on data gathered from formative assessments

such as Running Records and observations of student reading behaviors, teachers can determine next steps to focus on during instruction. As proficiencies and weakness are determined by reading assessments, teachers determine which descriptors to incorporate into their lessons based on the areas for support needed that are reflected in the systems of strategic actions. (See the Systems of Strategic Actions Wheel in the Appendix)
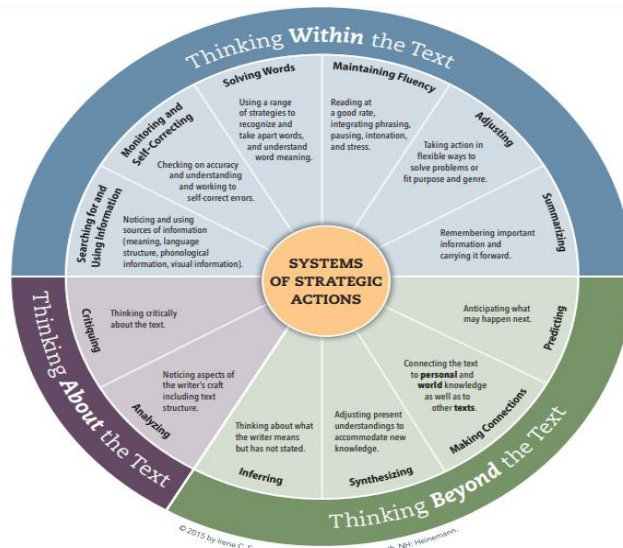
Guided Reading Assessments

Forming Groups, Formative and Interim Assessments

In order to properly group students for instruction, several assessments may be considered. First, the results of a Universal Screener, such as Star360, can give information aligned to the Georgia Standards of Excellence. This kind of Screener can be valuable when determining students' level of performance or which students to support with more intense intervention. Second, there should be a teacher-administered diagnostic, requiring teachers to listen to students read, take note of students' reading behaviors, and note students' specific skill gaps. Lastly, using additional assessments, such as the *Fountas & Pinnell Literacy Continuum*, teachers should identify the characteristics of readers' behaviors, and the characteristics of the text that students are able to read independently. Taking all three measures into account, teachers are able to determine students' instructional levels. Remember, the *instructional level* is one that is more complex than what the students can read independently, but that level that can be read *with the support of teaching and scaffolding.* Teachers should also employ the use of a vetted correlation chart, pictured below, to support student leveling. This process should be conducted three to four times a year; beginning of the year, fall and/or winter, as well as the end of the year (See more Correlations Charts in the Appendix).

YOUR LEVELING RESOURCE CHART

	Scholastic Guided Reading Level	DRA Level	Lexile® CCSS Recommendations
Kindergarten	A	A–1	Beginning Reader
	B	2	
	C	3–4	
	D	6	
First Grade	A	A–1	190L to 530L
	B	2	
	C	3–4	
	D	6	
	E	8	
	F	10	
	G	12	
	H	14	
	I	16	
Second Grade	E	8	420L to 650L
	F	10	
	G	12	
	H	14	
	I	16	
	J–K	16–18	
	L–M	20–24	
	N	28–30	
Third Grade	J–K	16–18	520L to 820L
	L–M	20–24	
	N	28–30	
	O–P	34–38	
	Q	40	
Fourth Grade	M	20–24	740L to 940L
	N	28–30	
	O–P	34–38	
	Q–R	40	
	S–T	40–50	
Fifth Grade	Q–R	40	830L to 1010L
	S–V	40–50	
	W	60	
Sixth Grade	T–V	50	925L to 1070L
	W–Y	60	
	Z	70	

*The levels of the books in Scholastic Guided Reading programs both meet and exceed the Lexile® CCSS recommendations.

Progress Monitoring

Teachers should administer a **Running Record** to students that measures both accuracy and comprehension. According to Gough & Tunmer's *Simple View of Reading,* "Decoding and comprehension determine reading ability" (1986). **It is recommended that running records be administered between each interim teacher-administered assessment**. Again, interim tests are those given two to three times a year. Essentially, each child should have a running record administered at least twice each nine weeks. A sample progress monitoring schedule is shown below (See Sample running record in the Appendix).

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1 SEP	2 OCT	3 NOV	4 DEC	5 JAN	6 FEB	7 MAR	8 APR	9 MAY	10 JUN
K	—	A	B	B	C	C	C	D	D	D
1	D	E	F	F	G	H	H	I	I	J
2	J	K	K	K	L	L	L	M	M	M
3	M	N	N	N	O	O	O	P	P	P
4	P	Q	Q	Q	R	R	R	S	S	S
5	S	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	Y	Y	Y
7–8	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z

It is also important to note that teachers should consistently monitor the progress of their students regardless of their ability level. As students gain proficiency, teachers may not need to monitor as frequently. "The teacher who is systematically taking running records of children's reading, ideally about one every two to four weeks, is building a pattern of evidence from which he can make fairly reliable hypotheses. He might want more frequent records (about every one or two weeks) on children who are making slower progress and need fewer records on children making very fast progress" (Fountas & Pinnell, 1996). Interim assessments at the Tier I level should be administered at least twice, but are more often three times; beginning, middle and end of the year.

Finding the Three Levels, A–K

Benchmark Criteria for Levels A–K	Comprehension			
Accuracy	Proficient 5–6	Approaching Proficiency 4	Limited Proficiency 3	Not Proficient 0–2
95–100%	Independent	Independent	Instructional	Hard
90–94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

FIGURE 3.2a Finding the Three Levels, A–K

Finding the Three Levels, L–N

Benchmark Criteria for Levels L–N	Comprehension			
Accuracy	Proficient 8–9	Approaching Proficiency 6–7	Limited Proficiency 4–5	Not Proficient 0–3
98–100%	Independent	Independent	Instructional	Hard
95–97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

FIGURE 3.2b Finding the Three Levels, L–N

As the students begin to progress, teachers should adjust their teaching to reflect the students' current *instructional* level. Again, in order to properly assess and level students, running records should not only include an accuracy measure, it should include a comprehension measure as well.

How to Conduct a Conference with Students

During reader's workshop, teachers confer one-on-one with students in order to listen to their thinking, talk with them about their reading of a particular text, and provide brief customized support that allows them to effectively process texts independently. Reading conferences are important because they reveal students' understandings and thinking, thus allowing teachers to provide fix-it strategies appropriate for specific learners. During conferences, teachers can also take a running record and suggest "next steps" to enhance learning. It is important to keep track of information gathered

during this time and refer to it to make data-based decisions in other instructional contexts (See Conferencing Supports in the Appendix).

 Conference Structure

1. **Research -** The first step in conferring with students is researching the reader's progress (Fletcher & Portalupi, 2001; Calkins, 2013). Researching the reader includes looking at previous work and responses and listening to the student read.
2. **Decide -** The next phase requires determining the teaching point. What is the one thing you want the student to focus on during reading? The teacher has to decide what to teach and how to teach it.
3. **Teach -** Because reading/learning to read can be a complex process, and because students should hear things they have done well, point out positives (glows). Maybe the student improved on something that was previously worked on or took a risk to try something new. Once you point out the positive about the student's growth, it is time to teach and coach. Perhaps provide a new strategy that the student can employ and give them an opportunity to try the new strategy with you.
4. **Link -** After working together, the teacher should link the new understanding to their future reading.

Literacy Centers

"A literacy center/workstation is an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy" (Diller, 2003). Literacy centers should be designated for specific learning purposes and provide opportunities to practices skills and strategies that were modeled and taught in other instructional contexts. Literacy centers should also be designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals. Because size may not always allow for a physical location, literacy centers can be portable, temporary or permanent. Effective literacy centers provide student choice and have explicit, ongoing routines. Literacy centers promote student collaboration, facilitate student motivation, and provide targeted practice for students (Daniels & Bizar, 1998). (See examples of Literacy Centers in the Appendix)

Routines for Literacy Centers

The classroom and all of its nooks and crannies are spaces and places for learning. For students to utilize the space and the materials in the learning environment properly, teachers should spend 2-3 days teaching the rituals and routines necessary to help students develop independence. Here are some examples of rituals and routines that help to foster independence during literacy centers.

Independent Behavior	Ritual (Procedure)	Routine (How often)
Choosing "just right" books	5 Finger Rule	Each time students visit the classroom library
Read to Someone	Elbow to Elbow, Knee to Knee EEKK Sitting	Each time students buddy read
Ask others for help before asking the teacher if the teacher is with a Guided Reading Group	Ask 3 Before Me!	Each time students have a question that can be answered without the teacher
Logging on to a website	Where to find and how to use password cards	Each time students go to log on to the computer or website

Effective Literacy Centers
Sometimes literacy centers may appear to be effective, especially if students are compliant and are following the rules of the classroom. However, effective literacy centers have distinct characteristics:
- ✓ Students complete tasks that are selected specifically for their needs.
- ✓ Students have several groupings/pairings that are heterogeneous.
- ✓ Students are able to self-regulate their learning.
- ✓ Students have their own Readers and Writers Notebooks and use them to grow as readers and writers.

Less effective centers have distinct characteristics as well:
- ➢ Students are working on the same task/item with little to no differentiation.
- ➢ Students often interrupt the learning at the Guided Reading Table to ask for help.
- ➢ Worksheets or busy work designed to keep students occupied and quiet.
- ➢ Practice opportunity is unrelated to any classroom learning or instruction.

Accountability and Assessment of Centers
Because literacy centers should provide opportunities to practice skills, concepts and standards, a product may not always be the outcome of meaningful practice opportunities. For example, as a way to practice, a student may build a sight word tower with cups, read around the room, or play a word building game with a classmate. Writing tasks such as journaling and responding can help to provide a tangible check or assessment of students' work in centers. While it is not necessary to "grade" every center, students should be held accountable for classroom expectations for learning during literacy time. Here are some ways to hold students accountable for their practice and work in literacy centers:
- ❖ Incorporate choice boards.
- ❖ Choose 2-4 of your students to watch, observe and take notes about daily.
- ❖ Use the share time at the end of the workshop for students to talk about their independent practice.
- ❖ Collect written work in a folder, and review some of the students' work during guided reading and conferencing.

Instruction during Writing Workshop

PreKindergarten Writing Instruction

Reading and writing activities are interrelated and are promoted by the classroom environment. When pictures are used with words in classroom schedules, labeling, chart stories, word cards, children are learning to read and learning to copy words. Rather than having children copy worksheets, teachers provide writing opportunities that are varied and meaningful for students. Writing progresses in stages from scribbles, to random letter formation, to copying words. Each child in the PreK classroom will be at a different stage of development.
http://www.mecfny.org/wpcontent/uploads/2015/06/StagesofWritinghandout.pdf

Students receive writing instruction during large group literacy, small group instruction, and center time. Teachers help children make the connection between the spoken and written word by modeling writing and allowing students to talk about their work and writing students' dictation.

Students experiment with writing during centers. A writing center can be developed using a small table, chairs and a shelf for supplies. The writing center should have a variety of materials, which are changed frequently and reflect the current interests of the children. Writing centers that are efficiently organized and attractively displayed will be utilized more frequently. To encourage children to use writing for real purposes, writing materials should be included in all center areas of the classroom.

Writing Instruction (K-5) Because the writing process has a lot of moving parts, students must make the connections to what they are learning. Writing requires students to sequence, spell, reread, and support big ideas with examples (Fletcher & Portalupi, 2001). Teachers facilitate students' understanding of the connections between what students are reading to their writing. Teachers can support this coherence through exposing and pointing out to students the various textual structures and techniques found in the texts the students are reading. **The figure below shows the process** for building writers within the classroom. According to Fountas and Pinnell (2017), the process for writing includes determining a purpose/audience based on the genre a writer is expecting to produce; the genre then determines the craft and conventions the author will use to compose the piece. All of these components are used to take students through the writing process, as well as develop the ability of students to view themselves as writers. The use of texts allows students to see the possibilities open for writers moving away from the formulated writing techniques (Fletcher & Portalupi, 2001). To implement such strategies in the classroom, teachers have to use a structure that allows students to participate in the writer's workshop.

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Writer's Workshop (K-5)

Students need explicit writing instruction in order to become better writers. Writer's workshop allows individual and whole group support for writing instruction. Daily explicit writing instruction ensures students have opportunities to see instruction that is aligned to the expectations of the genre of writing and provides examples of the use of language skills expected to produce such genres. Once teachers model the how, students should be given the opportunity to practice this new skill within the context of writing. Research suggests that every student in K-5 should have between 50-60 minutes of writing and writing instruction (Calkins, 2013). Because writers will need support from teachers, the use of whole-class instruction, small group lessons, and individual conferences are essential in supporting students as they go through the writing process (Serravallo, 2017). Opportunities for explicit writing support should be provided throughout the Balanced Literacy Instructional Context.

Instruction during Writer's Workshop

Writing instruction during the writer's workshop can begin with interactive writing, shared writing, or a mini-lesson. **To plan for Writer's Workshop**, teachers must determine which standard will be taught. **Second**, the teachers must determine the focus for the component of Writer's Workshop by identifying a target from the standard. The figure below shows how to build that coherence across Writer's Workshop.

Sample Lesson Targets for Writer's Workshop	
Standard: ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g.., My Favorite book is…)	
Learning Targets	
1.Tell the name of a book (title)	4. Draw, dictate and/or write the topic of a book.
2. Tell the topic of a book	5. Draw, dictate and/or write to state my opinion about a book.
3. State what my opinion or preference is.	6. Use a combination of drawing, dictating, and/or writing to give my opinion

Once teachers determine which target will be the focus and which component of writer's workshop will be used to take students through the model, they begin planning for that component. For example, if a teacher chooses to begin with a mini-lesson, he or she could use the chart below as an example of how to use the target to take students through the Writer's Workshop. The chart shows how to take the learning target: Tell the name of the book and create a lesson while going through the workshop model.

Setting	Context	Lesson Synopsis or Strategy
Whole Group 	**Writing Mini Lesson**	**Target:** Tell the topic of the book **Mini-lesson:** The teacher reminds students that yesterday they learned how to identify the title of a story during read aloud, and today they are going to learn how to create a title for their story. Using Little Red Riding Hood, model your thought process by focusing on who the story is about or major events in the plot to think aloud determining a new title for the story. The teacher will allow students to turn-and-talk to their neighbor to come up with their own title for the story. As students begin to write independently or finish a story they are working on, the teacher will check for their understanding of how to create a title for their story.

Individual	Independent Writing Conferring with Writers	Students will write or draw about their chosen topic. Teacher will confer with students independently to discuss a current writing or a previous writing offering specific support based on the student's needs in writing.
Whole Group	Group Share	Writers can share their writing with the whole class. It might be a completed piece. It might be a draft that the student wants help problem-solving. It's a time when students learn to give and receive feedback.

Writing Mini-Lesson

The writing mini-lesson allows an opportunity for teachers to model the process of writing; during the mini-lesson, the teacher models an enhancement that students need to make their writing better. Mini-lessons are short, focused and direct (Fletcher & Portalupi, 2001; Fisher & Frey, 2014), and the content of a mini-lesson changes depending on the needs of the class (Fletcher & Portalupi, 2001).

Topics for mini lessons can fall within four categories: procedural, writer's process, qualities of good writing, and editing skills (Fletcher & Portalupi, 2001). Procedural mini-lessons focus on how the workshop runs, writing process lessons focus on strategies writers use to help them choose, explore, organize a topic, cut and paste techniques for revising a piece, qualities of good writing which involves deepening students' understanding of literary techniques, or editing skills. The mini-lesson has four components that allow teachers to focus on the specific strategy or information that students need to know. The mini-lesson also provides a chance for students to practice that new strategy (See also Reading Mini lesson).

To Plan for a Mini-lesson:
   a. **Create a Connect -** the connect of the mini-lesson has two parts: connection to what was previously taught and the identification of the intention for the day's lesson. **First**, teachers plan to build coherence by connecting what was done in a previous lesson to what students are learning that day. **Second,** teachers use the learning target as the point they want to focus on for the mini-lesson.
   b. **Teaching -** After creating a connect, teachers teach the students the new skill; to plan for the teaching part of the mini-lesson, **teachers first determine** which method of teaching they will use to teach students; **teachers can do this by** demonstrating a process,

providing a step-by-step process, guiding students through an activity (Guided Practice), providing an example and then explaining, or through inquiry. When planning the teaching component, teachers should keep in mind that all four components, the connect, teaching, active engagement, and link, are completed in 10 minutes; therefore, teachers must decide how best they will focus on showing students the new skill or strategy.

c. **Active Engagement -** after students are taught the new skill, they need an opportunity to quickly practice the concept that was taught. **Teachers can use this process to assess students understanding of the teaching that just occurred**. **Teachers can plan for active** engagement using a simple turn and talk for a small period of time giving the students the opportunity to discuss what was taught.

d. **Link** - after the skill is taught, the students have the opportunity to practice the skill. The link allows teachers to reiterate what has been taught (refer to the teaching portion explained above). **To Plan for the link**, teachers create a statement that reminds students how the mini-lesson can strengthen their writing and sends the students to implement the new strategy in their writing. **Teachers should determine** if the writing will be an existing writing sample or one that the students are currently creating. *See Sample Mini Lesson Format in the Progression Chart above*.

Assessment: Teachers can use the students' samples, prompts/tasks, observations of informal conversations occurring during the turn-and-talk and questioning during mini-lesson that are inquiry-based to determine which students have mastered the skills taught.

Shared Writing (K-5)

Shared Writing allows teachers and students to work together to compose a particular genre of writing. The teacher serves as the scribe. The teacher works on a chart displayed on an easel to ensure all students can share the experience. Some teachers may elect to use a computer, document camera, projector or the promethean board when demonstrating pieces that may be longer. The focus for shared reading is based on a shared experience that the students and teacher has had which can include a read-aloud or an experience such as a school event or a topic from a different subject. **To plan for Shared Writing,** the teacher will decide what their talking point will be to get students discussing the experience. Next, the teacher will decide the appropriate genre or type of writing to highlight the purpose and audience. Third, the teacher will decide the exact wording or text part or which part of the experience they would like to highlight for the purpose and audience. **To begin the shared writing process with students:**

a. Talk about the experience or the text
b. Talk about the specific text to write
c. Highlight the preselected text and pose the purpose and audience to student
d. Scribe the text while students provide input
e. Read and reread the text revising and adding on as students offer suggestions
f. Publish the text

Assessment: Questioning, student's informal conversations, misconceptions students may show during the scribing process, or mistakes students may continue to make in writing.

Interactive Writing (K-5)

Interactive writing is an approach that is usually used with young children and can be used in whole group or in small group at any level as needed. Interactive Writing occurs similarly to Shared Writing except the teacher would stop to make teaching points that will help students improve upon various features of letters and words or invite a student to come up and contribute a letter, word, or a part of a word.

Assessment: Questioning, student's informal conversations, misconceptions students may show during the scribing process, or mistakes students may continue to make in writing.

Guided Writing (K-5)

Guided writing is a needs-based group. Similar to guided reading, teachers would collect data on students by conducting conferences with students and examining students' writing to determine which students would benefit from small-group teaching. **How to plan for Guided Writing:**

a. Analyze data collected during student conferences and examining students' writing to determine which students share similar deficits.

b. Group students that share similar developmental opportunities as writers.

c. Determine what the focus for the group will be.

d. Plan for specific questions according to the specific need.

e. Engage students in a brief, shared experience of a text while also engaging students in conversations about the text. (see shared experience described in shared writing)

f. Teach the students one or two specific strategies to improve their writing using examples.

g. Release the students to write independently providing guidance while students write.

Guided writing can occur up to 20 minutes while other students are working independently. The teacher should anticipate student levels of independence based on the student's abilities and "lean in" to assist those students when necessary (Englert & Dunsmore, 2002). Anticipating and monitoring students' writing and providing feedback will help students grow in their abilities (Hattie, 2009; Serravallo, 2017). At the close of workshop, the teacher provides the opportunity for students to share with an audience. **Teachers should collect data** about students as writers in order to determine next steps needed to support students.

Assessment: Questioning, informal conversations, prompts/task, student work samples, informal conversations, turn and talk.

Conferring/Conferences (K-5)

Conferring with students provide an additional support to help students become better writers. The writing conference allows for a one-on-one interaction between the student and teacher (Fletcher & Portalupi, 2001). Similar to the mini-lesson, the conference has a format that allows the teacher to discuss the student writing, discuss the student's successes as a writer, teach a new skill, practice the new skill, and then allow the student to work independently incorporating the new skill in their writing. **Planning for conferring occurs in four different stages:**

a. **Research -** The first step in conferring with students is researching the writer (Fletcher & Portalupi, 2001; Calkins, 2013). Researching the writer includes looking at previous writings the student has done, asking questions about the intention of the writing, and actually listening to the student discuss their writing.

b. **Decide -** The next phase requires determining the teaching point. What is the one thing you want the student to focus on for writing? The teacher has to decide what to teach and how to teach it.

c. **Teach -** Because writing is a complex process and because students want to hear things they did well, point out positives in the student writing. Maybe the student improved on something that was previously worked on or took a risk to try something new. Once you point the positive about the student's writing out it is time to teach and coach. Teach and coach, reducing the scaffolding as you work together.

d. **Link -** After working on the writing and the student has worked independently, the teacher will link the skill to current or a future writing.

Assessment: Teachers can use the students' samples, prompts/tasks, observations of informal conversations occurring during turn and talks, and questioning to determine which students have mastered the skills taught.

Assessment of Writing

Students are assessed formatively through the writing workshop, but students must also practice performance-based writing assessments similar to those found in a summative setting. The purpose of writer's workshop is to provide students with small focused strategy lessons to improve writing. One thing to remember when assessing students in writing, is that not all writing should be given a grade but used as a way of determining next steps for students (Fletcher & Portalupi, 2001).

In the workshop model, teachers must have a clear understanding of the goals they hold for students. Formative data can be collected throughout the workshop model through observations, questioning, informal conversations, turn-and-talk, and prompts/tasks. Observing students, reflecting on the observation, and finally, making an informed decision on what future instruction should entail allow teachers to continually support students. Some teachers collect formative data about writing on the back of their writing folders, and other teachers may use student profile sheets or index cards with data collected about the student. Once a learning target is mastered, teachers should formally assess to determine next steps. This assessment can be a small writing sample that requires students to use the learning target in existing writing.

Students are assessed at the state level (Georgia Milestones Assessment) using a Holistic Rubric (narrative) and a Two-Trait Rubric (informative/explanatory), which focus on the students' ideas, organization, style and conventions. Supporting students in using the components learned in writing workshop to create extended as well as constructed pieces is essential. Students need coaching on how to put components together (Fletcher & Portalupi, 2001). According the

Georgia Standards of Excellence, by third grade, students are required to write routinely, over an extended time in a single sitting or day, for various tasks, purposes, and audiences.

Publishing Writing

Publishing is one of the most important phases of the writing process. Within the Georgia Standards of Excellence, students are required to publish writings using a variety of tools as early as Kindergarten. Writing instruction should support students as they publish texts in a variety of ways (NCTE, 2016). Students should also have opportunities to produce pieces that call for a variety of textual features to expand their abilities to produce written pieces (NCTE, 2016).

Phonics and Word Study

APS Literacy
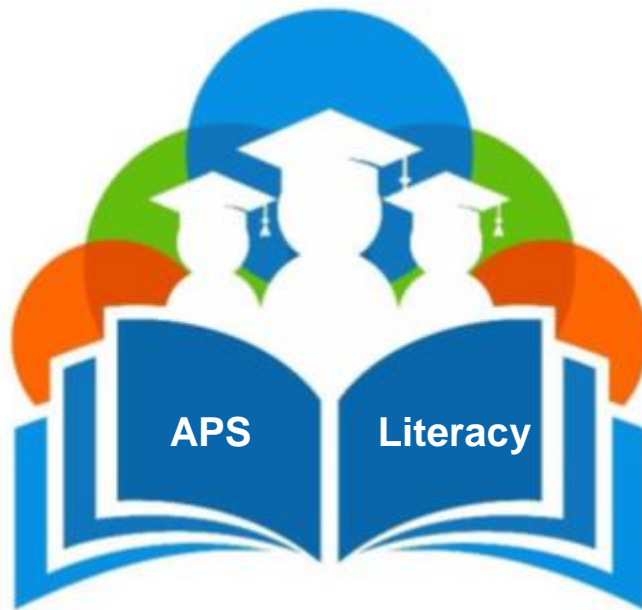
Phonics and Word Study Instruction

Phonics describes the relationship between sounds of language and the symbols that represent that sound. When students learn and understand the relationship between the sounds (phonemes), and the graphic or symbolic representation (letters), they are able to decode and encode successfully. Phonics and word study are critical elements in helping to "build students' brains" with the eventual goal of becoming efficient word solvers. When students are able to connect sounds to larger units of sound within words, decoding and word solving become easier for students.

Phonics instruction should be organized, systematic and explicit, where teachers provide a clear concise lesson based on one concept at a time. Systematic phonics instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use to read and spell words (NPR, 2000). Explicit phonics isolates one concept at a time and organizes the lesson around it. Students should be able to then apply the new learning while actively engaged in tactile learning experiences either with a partner or independently. While there will be some opportunities where students will learn analytically, the findings of the National Reading Panel's research, clearly supports the implementation of systematic phonics instruction. "Systematic phonics instruction clearly and convincingly outperformed the more responsive or opportunistic approaches to phonics in which teachers were expected to improvise instruction as needed" (Shanahan, 2005).

Synthetic or Explicit Phonics	Analytic or Word Analogy Phonics
1. Teacher teaches children some simple consonant sounds (e.g., /b/, /n/, /p/, /s/).	1. Teacher teaches words (e.g., cat, pig, man, Dad).
2. Teacher teaches a vowel sound (e.g., the short /a/—the sound in *cat*).	2. Teacher then shows students how to use this word knowledge to sound out new words (e.g., can, pan, Dan): This word starts like the first sound in /c/ *cat*, and it ends like *man /an/...* It is *can*.
3. Teacher teaches children how to sound out words, and perhaps nonsense words, using these letter sounds: bab, ban, bap, bas, nab, nan, nap, nas, pab, pan, pap, sab, san, sap, sas	3. Teaching continues developing new words and understandings of the sound-symbol relationships based on known words.
4. Teaching continues letter by letter and sound by sound.	

Word study gives students an opportunity to put their ***known phonics concepts*** and/or word knowledge into practice. "The best way to develop fast and accurate perception of word features is to engage in meaningful reading and writing and to have multiple opportunities to examine those same words and features out of context" (Bear et. al, Words Their Way, 2017).

When teachers conduct word study with students all the areas of literacy are being addressed. The development in one area of literacy, relates to and supports the development in the other areas. This has been described as a synchrony of reading, writing and spelling. Therefore, spelling instruction should be directly related to current phonics, reading and writing instruction and absent of weekly lists isolated from any of the other areas of literacy.

Phonics and word study lessons and principles are taught initially in the whole-group setting. The application of the new concept or principle may be practiced in a small group or even individual setting. *Literacy centers* and *small-group* instruction based on phonics, word study skills and standards are supportive contexts for students still working to master new concepts. Teachers also have a better opportunity to formatively assess and observe students' application of skills in these smaller settings. Phonics and word study skills can be reinforced during interactive read aloud, shared reading, guided reading and book clubs.

Categories of Phonics, Word Study and Spelling Learning		
1	**Early Literacy Concepts**	Concepts that include foundational understandings such as following print left to right and voice to print matching.
2	**Phonological Awareness**	Hearing sounds within words including phonemic awareness concepts identifying, isolating and manipulating sounds.
3	**Letter Knowledge**	Knowing how to distinguish letters from one another, how to detect them in text and use them in words.
4	**Letter Sound Relationships**	The sounds of oral language are related to the 26 letters of the alphabet. Learning the connections between sounds and letters is essential to understanding print.
5	**Spelling Patterns**	Knowing spelling patterns and word parts helps students to notice and use larger parts of words in order to solve words when reading/decoding and writing/encoding.
6	**High-Frequency Words**	Recognizing high frequency words with automaticity.
7	**Word Meaning/Vocabulary**	Expanding listening, speaking, and writing vocabularies.
8	**Word Structure**	Readers can break down and build words according to structure rules.
9	**Word Solving Actions**	For students to become proficient readers and writers, they need a variety of ways to solve words.

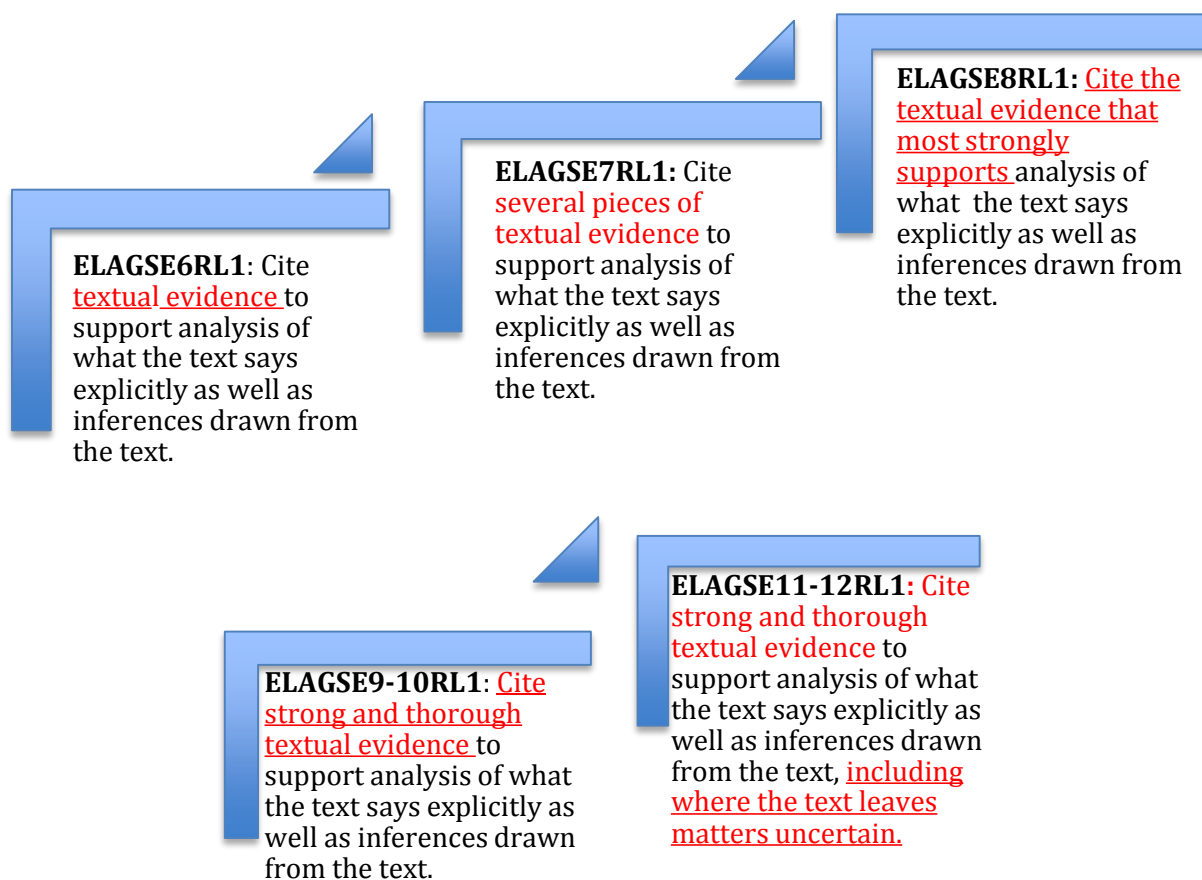# Secondary (6-12) Literacy Plan
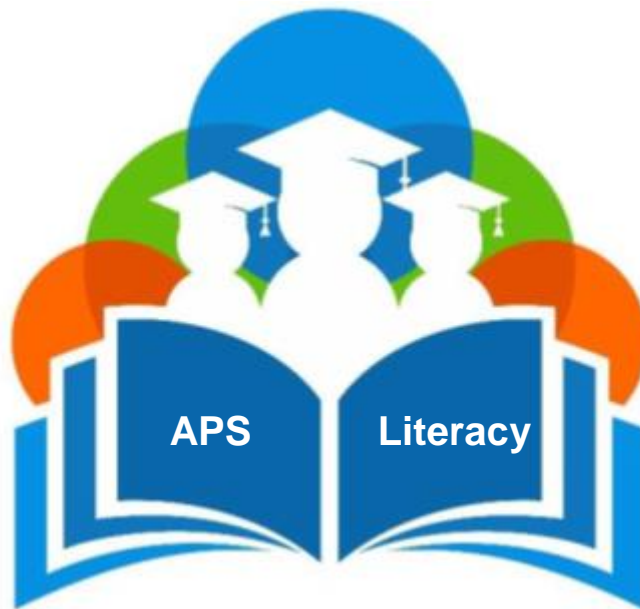
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Secondary Literacy Overview

Within the secondary grades, students are expected to demonstrate understanding far beyond learning to read (the focus of our primary grades) and even beyond the basics of reading to learn (the focus of our intermediate grades) to being able to comprehend and analyze more difficult texts as well as remember, synthesize, and organize information to demonstrate learning.

Our APS literacy plan for secondary schools emphasizes building knowledge through content-rich nonfiction; reading, writing and speaking grounded in evidence from texts, both literary and informational; and regular practice with both complex texts and academic language. The plan provided is grounded in the learning requirements established by our state standards.

Our Georgia Standards for Excellence require students to demonstrate the ability to read, comprehend and synthesize more challenging texts as they matriculate from middle school to college. The Georgia Standards of Excellence for English Language Arts require students to read for key ideas and details, craft and structure and integration of knowledge and ideas. As students progress through each grade level, they are required to demonstrate their increasing ability to understand and interact with texts by tending to more difficult task within each additional grade level and standard. The progression below illustrates the increasing complexity of what students should know and be able to do as they advance from grades six through twelve.

ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8RL1: Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

The Essential Components of
Secondary Literacy Instruction

Within our secondary classrooms, the importance of quality instruction in reading (with grade appropriate, high quality literary and informational texts), language (conventions and mechanics) writing (argumentative, informative and narrative as taught and assessed on demand and process), and speaking and listening (as an individual and as a member of a group), cannot be understated. These essential components of our secondary literacy instruction serve as the pillars for this portion of our comprehensive literacy plan.

READING LANGUAGE WRITING SPEAKING & LISTENING
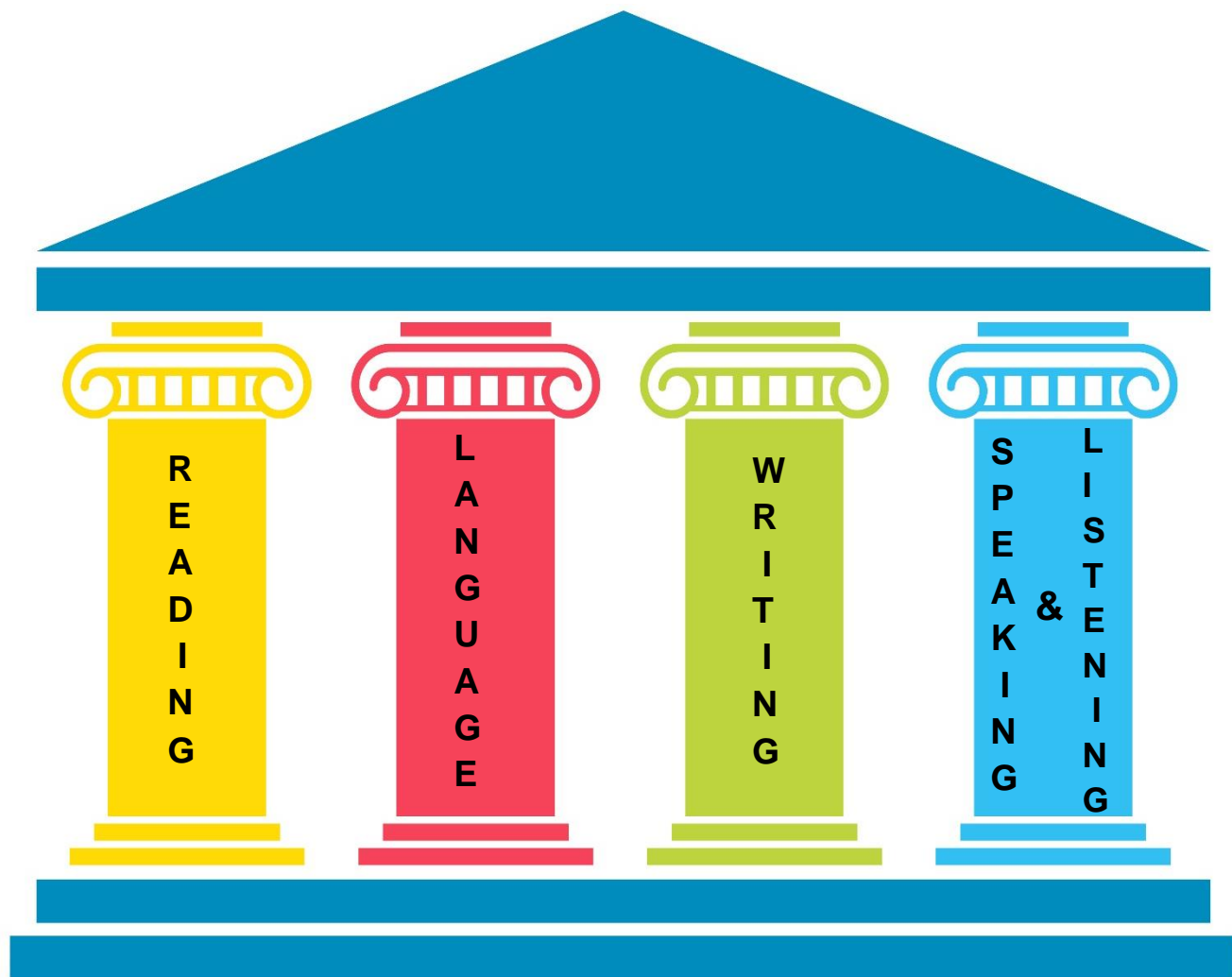
Secondary Reading Instruction

APS Literacy
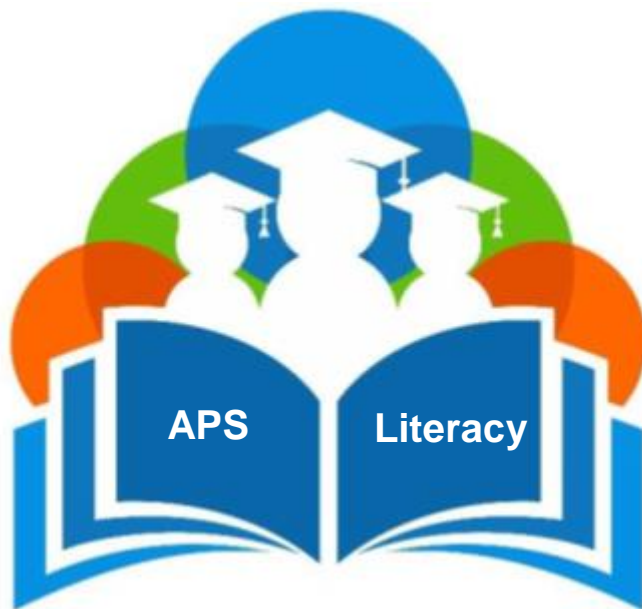
Secondary Reading

At the secondary level, reading instruction emphasizes the ability to analyze various forms of literature including informational texts, fiction, and poetry as well as placing emphasis on the development of good reading habits that will lead to a life-long love of reading. Students who possess a strong foundation in reading are ready to tackle comprehension of increasingly complex and unfamiliar literary and informational texts.

Secondary students must be explicitly taught comprehension skills that will assist them with making meaning within the text, about the text, and beyond the text. This is done through an emphasis on supported reading, independent reading, and reading across various disciplines.

Supported Reading

Supported Reading occurs when teachers model reading and support strategic thinking about texts. This includes helping students capture and articulate the reading process as well as teachers modeling strategies such as text annotation and think alouds. During supported reading students also learn to make meaning of the text through writing strategies such as talking to the text. The next few pages highlight several strategies that support students with strategic thinking.

Strategy - Capturing and Articulating the Reading Process

Description: Students who think about their thinking during reading, are better able to comprehend text. Working with students to capture the reading process through modeling and reflecting, promotes student awareness that there is a process that all readers use who successfully comprehend text. Students are able to become aware of their own process, as well as others processes for thinking about reading while reading.

Steps in the Process:
1. Choose a slightly challenging text that will be intriguing to students.

2. Give students time to read silently; monitor to see when most students have finished the reading.

3. Ask students to write down a few notes about what they did to make sense of the text: what reading processes they used to solve comprehension problems, stay involved in the text, or make connections from the text to other knowledge or ideas.

4. Model one or two examples of your own reading process from the beginning of the text, such as the following:
    *   *When I read the second sentence, about reading under the covers, I could picture that in my mind.*
    *   *When I came to the pronoun "they", in the third sentence, I had to check back to the first sentence to be sure "they" meant Kevin's books, not his parents.*

5. As partners and small groups are sharing their reading processes, circulate to listen in and, as needed, model how to probe for specifics.

6. Invite students to share their strategies first with partners, then in small groups, and then with the class. Help students be specific by probing their reasoning and thinking:
   - What did you do?
   - How did you do that? Where in the text did you do that?
   - Can you give us an example from the text?
   - Why did you decide to do that?
   - How did that help your understanding?

If students are having trouble articulating their reading process, introduce some problem-solving strategies:
   - Did anyone have to reread any part? How did that help?
   - Did anyone think of something else that was related to this text? What was the connection? How did that help?
   - Did anyone have trouble with this part? How did you get through it?
   - Did anyone make a guess about the meaning of an unfamiliar word? How did you do that?

7. Record students' ideas on a chart to be used as a class list.

Strategy - Text Annotation

Description: As a supported reading strategy, text annotation allows students to slow down in their reading in order to synthesize ideas, clarify misunderstandings, and pose questions that are relevant to the text and aid in student thinking. This process should be modeled for students first as teachers allow students to see the annotation process and understand its value as an aid to comprehension.

Steps in the Process:
1. The teacher makes the text visible to students.

2. The teacher highlights, marks, and underlines the text explaining the annotations as he/ she makes them.

3. Teachers also make clear the questions that occur during reading by asking questions about the big themes or messages that seem to emerge as reading proceeds.

4. The teacher models the evaluation and synthesis of information that occurs before, during, and after reading.

Through modeling, teachers allow students to gain insight into the cognitive process that occurs as readers work to construct meaning from a text.

Sample of Annotated Text:

Strategy - Think Aloud

Description: Think Alouds are used to model for students the thought processes that take place when difficult material is read. Teachers use these processes to verbalize their thoughts while they are reading orally. This strategy allows students to better understand comprehension strategies because they can see how the mind can respond to thinking through trouble spots in order to construct meaning from the text. This is especially important for secondary learners who are more likely to believe that some people are just good readers and some people are not.

Steps in the Process:
1. Select a short passage of text that is accessible to your students but that also provides opportunities for close reading and problem solving. Plan a few (3 to 5) Think Aloud moves you want to model.

2. Demonstrate your thinking strategies by thinking aloud and simultaneously underlining and writing predictions, responses, questions, and connections on the projected text.

3. Invite students to share their observations of your thinking process in a class discussion. Create and record these on a class reading strategies list.

4. Invite students to describe their own thinking process during your reading of the passage. If students seem reluctant to jump in, give them a chance to reread the passage first. Add their ideas to the reading strategies list.

5. Continue with reciprocal modeling. This is when you model one or two sentences and students comment on what they saw you do; then students practice Think Aloud with a partner for one or two sentences, reporting back to the class what process they and their partner used. You again model, and students comment on what they saw you do. Student pairs then practice and report back.

6. Add to the reading strategies list.

7. As a class, discuss and evaluate the Think Aloud experience.

Strategy - Providing Metacognitive Starters for Think Aloud

Description: Teachers should scaffold instruction by providing students with a model for metacognitive thinking. Note that these are starters. As students' progress in their ability to participate in a think aloud, they will form their own dialogue and not require the metacognitive starter chart below.

Steps in the Process:
1. Discuss with students that it takes time to develop the type of questions that you asked yourself.
2. Tell students that as they develop their own ability to ask themselves questions to foster their understanding of texts, you will provide them with metacognitive starters.
3. Review the metacognitive starters with students, pointing out the ones you used in your own Think Aloud.
4. Require students to copy the metacognitive chart or display it in a prominent place in the classroom.
5. Prior to reading assignments students should be directed to these metacognitive starters to aid in their own self - questioning.
6. Students should use the chart below as a metacognitive guide for their own thinking about the text.
7. As students' progress in their reading, invite them to share their own metacognitive strategies and add them to the metacognitive chart.

Metacognitive Starter - Chart

Predicting	Visualizing	Questioning	Making Connections	Identifying a problem	Using Fix-ups	Summarizing
I predict...	I picture...	A question I have is...	This is like...	I got confused when...	I'll reread this part.	The big idea is...
In the next part I think…	I can see...	I wonder about...	This reminds me of...	I'm not sure of...	I'll read on and check back.	I think the point is...
I think this is…		Could this mean...		I didn't expect...		So, what its saying is...

Strategy – Talking to the Text

Description: Talking to the Text is a silent version of Think Aloud that allows students to deepen their interaction with the text by documenting in writing the interaction they are having with the text. Talking to the Text is a writing to support reading strategy. Writing about the text allows students to enhance reading comprehension because it affords greater opportunities to think about ideas in a text, requires them to organize and integrate those ideas into a coherent whole, fosters explicitness, facilitates reflection, encourages personal involvement with texts, and involves students transforming ideas into their own words (Applebee, 1984; Emig, 1977; Klein, 1999; Smith, 1988; Stotsky, 1982). Talking to the text requires students to write directly on the text, annotating and asking questions of the text, clarifying meaning within the text and synthesizing information about the text.

Steps in the Process:

1. Make enlarged versions of the first paragraph or two of a text that students will read, leaving plenty of space for making notes between the lines and at the margins.

2. Make copies of the entire text for students, leaving generous margins.

3. Review with students the types of questions and reading strategies they have practiced.

4. Review with students the types of questions and reading strategies they have practiced using Think Alouds.

5. Explain that Talking to the Text is a written Think Aloud and that by practicing Talking to the Text, students will get in the habit of Talking to The Text *in their head*- something good readers do to help them stay interested in the text and solve problems of understanding.

6. At the document camera, model thinking aloud, marking the texts as you go with underlines, arrows, questions, and comments. Invite students' observations and questions about your annotations.

7. Ask students to read silently and annotate the next paragraph with their own Talking to the Text marks and comments.

8. Have partners share their Talking to the Text marks and how they cleared up or tried to clear up any roadblocks they came to.

9. Invite volunteers to share with the class some of their Talking to the Text marks.

10. Ask them to explain:
    - What did you mark?
    - How did that help your reading?
    - How did talking with a partner help?

11. You can add students' comments to the demonstration test and label them (for example, "asking questions," "visualizing," "predicting") to reinforce shared reading process vocabulary.
12. Have students continue to make their own, Talking to the Text, annotations and discuss them with their partners.
13. Bring the class together to discuss students' experiences Talking to the Text.

Sample of Talking to the Text:

In 1840, two ladies, along with their husbands, traveled to London as delegates to the World Anti-Slavery Convention. These two women were Lucretia Mott and Elizabeth Cady Stanton. Stanton met Mott at the convention for the first time. They were shocked to discover that because they were female, they could not join in the debates (nor could the British women who were there). Stanton, Mott, and the other women present were forced to sit outside the debate room. Later, Lucretia Mott wrote in her diary that the "world" convention was titled as such by "mere poetic license." The angry women sat and promised to do something about this mistreatment. Stanton poured her anger into a plan. She wrote in her own diary, "We resolved to hold a convention as soon as we returned home, and form a society to advocate the rights of women."

Handwritten annotations:

Does the word delegate mean something bad? in Spanish it's were you go to accuse someone of something like a police station.

Why would they be shocked that they could not join the debates? I think it would be obvious because women back then didn't have many rights.

I don't → understand what she is saying. I think it's saying something like that the convention is bad and many people comment on that.

I agree ← with what they think.

She is saying that they as women are gonna have their own convention at home. and they want something in their society for women.

Independent Reading is effective when teachers provide time and/or access to content-specific texts to increase reading capacity, build background knowledge and provide extended reading practice.

During Independent reading, students have the opportunity to select from text that they find interesting.

Students should also be allowed time to read independently while applying the reading and comprehension strategies learned during supported reading instruction.

The positive effects of Independent reading have been proven through quantitative research. "The amount of free reading done outside of school has consistently been found to relate to achievement in vocabulary, reading comprehension, verbal fluency, and general information. Students reading achievement correlates with success in school and the amount of independent reading they do (Morrow and Weinstein 1986, Fielding, and Wilson 1988).

Feitelson and Goldstein (1986) found that light reading provides motivation for more reading. Students who read books in a series (several books written about the same characters) developed reading fluency and the linguistic competence necessary to read higher quality material. They gained knowledge of the world, learned story structures, and became aware of literary devices by reading series books.

Teachers can promote and encourage reading outside of the classroom but can also implement independent reading strategies in the classroom, to foster independent reading in a controlled environment. Teachers promote independent reading by giving students choice in reading material (self-selected article of the week, robust classroom library and an inviting and specific reading nook. This allows teachers to check for understanding, encourage stamina in reading, and introduce students to a variety of texts.

Strategy - Article of the Week

Description: The article of the week allows students access to a variety of topics and texts in an effort to increase their exposure to a variety of text. In "Readacide," Kelley Gallagher details a process for having students read an article each week. In addition to exposure to a variety of texts, students are able to practice writing to clarify understanding while reading.

Steps in the Process:
1. Teachers will create a bank of articles or topics to choose from.

2. Students select an article or research a topic and find an article that matches the given topic.

3. Students read the article.

4. Students demonstrate evidence of close reading (notes in margins, annotations).

5. Highlight your confusion.

6. Answer the teacher created questions at the bottom of the page.

7. Write a one-page reflection.

8. Students will prepare to discuss their article, briefly highlighting their wonderings.

Sample Article of the week:

Per: 2
AoW 9.8.08

Directions:
1. Demonstrate evidence of close reading.
2. Highlight your confusion.
3. Answer the two questions at the bottom of the page.
4. Write a 1+ page reflection in your WN.

Do Cell Phones Cause Cancer?

Are cell phones dangerous?
The scientific consensus has long been that they are not—though recently, some troubling research has led to new doubts. As soon as mobile phones began hitting the market in the 1980s, concerns were raised that the electromagnetic radio waves they emit might cause brain tumors and other types of cancer. But as cell phones became ubiquitous, at least a dozen major studies found no such link. The Food and Drug Administration said recently that three large epidemiological studies since 2000 showed "no harmful effects" from cell phone use, and the World Health Organization holds a similar view. The theory that cell phones pose health risks, says Dr. Eugene Flamm, chairman of neurosurgery at New York's Montefiore Medical Center, "defies credulity."

What's the basis of that contention?
Cell phones emit non-ionizing radiation, waves of energy that are too weak to break the chemical bonds within cells or to cause the DNA damage known to cause cancer. There is simply no known biological mechanism to explain how non-ionizing radiation might lead to cancer. But some researchers say that the lack of a known mechanism does not rule out the possibility that one exists and has yet to be understood. They also say that older studies on cell phone safety contained a major flaw.

What's the flaw?
As the FDA itself acknowledges, most of the studies examined cell phone use over a period of about three years—not long enough to rule out the possibility of long-term effects. "It takes at least 10, 20, or 30 years to see exposure to cancer," says Israeli neuroscientist Dr. Siegal Sadetzki. She points out that it took decades before scientists could prove that people exposed to radiation at Hiroshima had a much higher incidence of brain tumors. Critics also say that the studies have largely ignored the impact of cell phones on teenagers and preteens, whose developing brains may be more vulnerable, especially since many of them tend to use cell phones for hours every day (see box).

What does recent research show?
Two major studies have found an association, though not a causal relationship, between cell phone use and certain cancers. Last year, the American Journal of Epidemiology published data from Israel finding a 50 percent higher risk of cancer of the parotid, a salivary gland near the ear, among habitual cell phone users. A Swedish analysis of 16 studies in the journal Occupational and Environmental Medicine showed a doubling of risk for acoustic neuroma, a tumor that occurs where the ear meets the brain, after 10 years of heavy cell phone use. "There are some very disconcerting findings that suggest a problem," says Dr. Louis Slesin, editor of Microwave News, an industry publication that tracks the research, "although it's much too early to reach a conclusive view."

What does the industry say?
Citing the authority of the World Health Organization, cell phone companies say the technology poses no known risks and requires no precautions. They also stress that

(handwritten margin annotations): New doubt about what? Common Place. How do they really know that cell phones don't put people at risk? Some effects can be long-term and dormant for a period of time. What was the flaw? How long does someone have to use a phone to get cancer on their salivary gland? How do they know that it came from cell phone use? goes against their credibility doesn't make sense. Like the researchers say, just because something is unknown to society doesn't mean it's not there. Scientists ignore the impact on teenagers? Why? Can't they see that it's mainly the teenagers who are addicted to their cell phones? It practically glued to their ear.

Support for Independent Reading

Classroom Library
Description: The classroom library is an extension of the knowledge the teacher wants students to acquire. It should encourage students to value and engage in independent and extended reading. Provide and display as many books as possible that fit the academic purpose of the classroom.

The classroom library should include a variety of genres, subjects, topics, and range of reading levels. Whenever possible, provide an extensive reading experience by including a balance of literary and informational selections that reflect interests and culture. It is highly recommended that classroom libraries include reference dictionaries, thesauruses, and encyclopedias if students do not have immediate access to technology or the internet.

Secondary teachers with cultivated classroom libraries are able to include discipline specific texts within the classroom experience. Depending on what is being taught, the teacher can highlight discipline specific texts by placing them in the forefront or carving out a section that caters to the current learning focus.
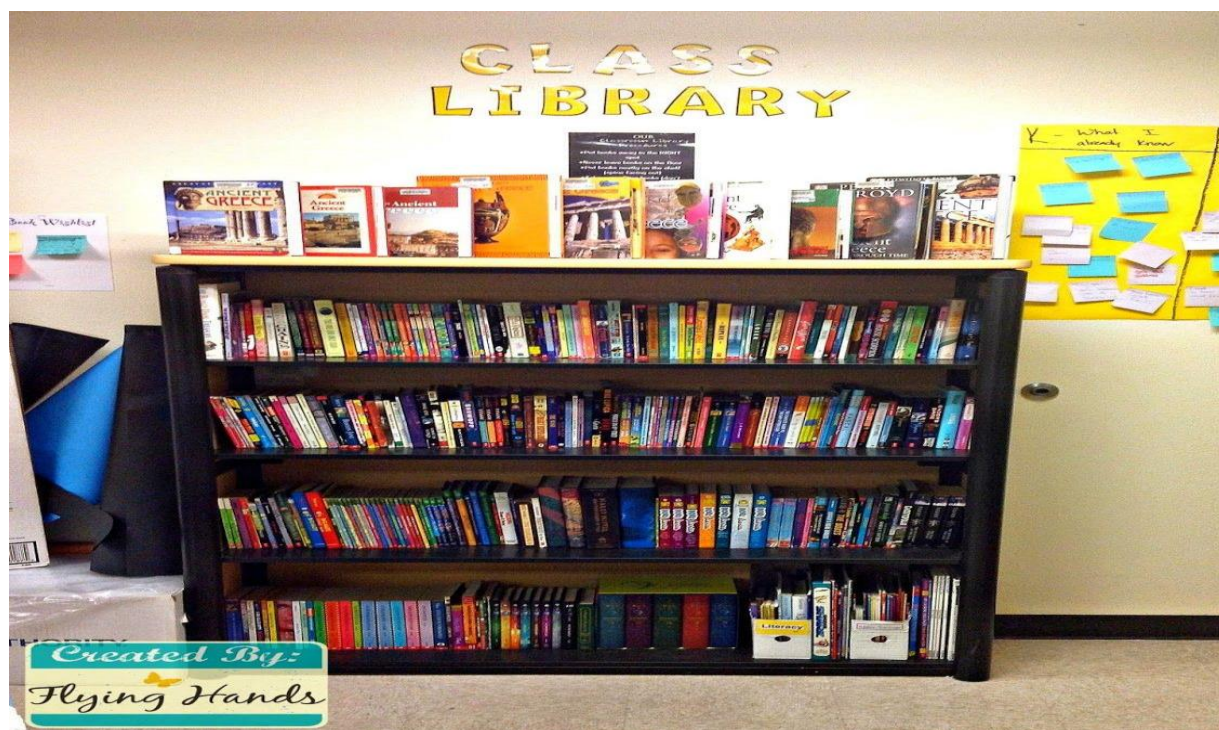
Reading Nook

Description: The reading nook is different from the library but can be close in vicinity. This area should be quiet, student inspired, and inviting. The reading nook should be a separate space in the classroom, secluded by dividers or a distinct perimeter, with comfortable seating (small couch, pillows, throws, loungers, bean bags, if possible); carpet, lamps, and maybe plants. The books are easily accessible and attractively displayed to entice students to read for both information and pleasure. The upkeep for the reading nook is the responsibility of both the teacher and students. It provides an opportunity for individual and group readings for books clubs or class projects and writing activities. Always encourage students to use the reading nook before, during, and after completing assignments.

Disciplinary Literacy/Reading

The Importance of Literacy Instruction across Secondary Disciplines

Disciplinary Literacy occurs when students use specialized strategies for comprehending and responding to texts that reflect the demands of a specific discipline. Disciplinary Literacy focuses on the unique tools that experts in a discipline might use to engage in that discipline. This differs from content area literacy which emphasizes literacy skills that can be applied across a variety of subjects. When appropriate, teachers should engage students in discussion that draws students' attention to the specialized way in which a reader would read, synthesize and analyze reading material in that discipline. See sample below adapted from the Ceedar Center.

Discipline	Sample Questions to Guide Discipline Specific Reading
Social Studies	• Is the context or source based on the perspective of the writer? • What is the perspective of the writer being influenced by? • Who might disagree with the writer or speaker and what he or she might say? • How did this particular document influence history or make its way into the cannon of historical pieces for the time period? • What is going on at this time? • What were people thinking and doing when this was written? • What did people believe? • Who or what is this about? • What is important about the who or what? • Do the documents agree? • Do they tell the same or different stories? • Which document is more believable? Why?
Math	• How many visual patterns could be found when ordering or arranging geometric figures? • How many methods could be used to solve the problem? • How could a mistake in solving a problem lead to increased understanding? • How is the information presented? • Can I interpret the information? • What is the specialized meaning of the vocabulary of mathematics? • Can I explain what all the symbols mean, including the symbols from the Greek alphabet? • What is the underlying logic of the theorem? • What is the correct form of mathematical communication? • How can I map mathematical representations against explanations in the text? • Where are the errors?

Science	• What is the importance of the outcome of this experiment?
	• What are the consequences of a natural action?
	• What is the significance of a biological function?
	• What are the Latin & Greek roots of the vocabulary?
	• What is the meaning of prefixes & suffixes?
	• What are the relationships among concepts?
	• What is the scientific meaning of the vocabulary?
	• How is nominalization used?
	• What are the processes discussed?
	• What are the facts I need to note?
	• What is the interpretation of the graphs, charts, and formulas?
	• What are the functions of the investigation?
	• Have the conclusions been corroborated?
	• How does this information transform our knowledge?
	• How does the scientific text support or refute the data from the investigation?
Literacy	• How do a character's actions advance the plot?
	• How does the author's use of dialogue create tension in the story?
	• How does the setting foreshadow events?
	• What is the genre or text type?
	• How is human agency involved?
	• Is knowing about the author important for understanding this text?
	• What is the author's purpose?
	• What is the author's point of view?
	• What are the important elements of the narrative?
	• What is the theme?
	• Where in the text is the theme made evident?
	• What is the literal meaning and the implied meaning of the text?

Assessment of Reading - Formative

The significance of formative assessments was documented 20 years ago by researchers Paul Black and Dylan William who concluded that when used properly, formative assessment is one of the most significant teacher actions for guiding classroom decisions and improving student learning. This is further confirmed by a meta- analysis conducted by John Hattie, of more than 800 studies of factors influencing student achievement. The results of his study revealed that of the 10 interventions shown to have the greatest effect on learning, using formative assessments was in the top three. The other two include providing effective feedback and engaging students in self-assessment.

Assessment - Process Pulse Check

Description: A Pulse Check can be used <u>before reading</u> to assess what students remember about a particular skill or strategy taught such as Think Aloud. Utilizing this assessment allows the teacher to determine how well students understand the process for using a previously taught reading strategy.

Steps in the Process:
1. Prior to the lesson the teacher determines the skill or concept that he/she will be focusing on during reading.
2. Prior to reading the pre-selected text, students are given pre-reading check cards that have one skill listed on each card. One of the skills listed will be the strategy students will utilize during the reading assignment.
3. Students briefly answer the question associated with each card.
4. The teacher collects the cards reviewing the answers and clarifying any misconceptions about the reading strategies prior to reading.
5. The teacher tells students that they will be utilizing the Think Aloud Strategy during reading. Students should be prepared to discuss their thinking at various points during the assigned reading.

Assessment - Double Entry Journals

Description: A double entry journal can be used by students <u>during reading</u> to help students clarify their own thinking. They force students to notice how they are interacting with the text as well as allow teachers to assess how students are solving reading problems.

Steps in the Process:
1. Students are given text to read. Journals should be selected based on reading genre, content and purpose.
2. Explain to students that during reading they will complete the Double Entry Journal as part of their reading process.
3. As students are filling out the Double entry journals the teacher will circulate asking questions, probing students and clarifying misconceptions.

Sample Double Entry Journals:
Sample 1

I saw	My thoughts
Notes and quotes from the text	My questions, connections, sketches, roadblocks, clarifications, comments

Sample 2

Evidence	Interpretation
Determine what the text says explicitly.	Why is this information important to your thought process?

Sample 3

Author's important ideas so far	My thoughts, feelings, and questions
Determine possible themes, conflicts, and patterns beginning to emerge in the text	How do these emerging ideas influence your thoughts, ideas and interpretations?

Sample 4

What it actually says	What I think it means
Quote a word or phrase that is confusing	Translate the word or phrase into something you can understand and explain your strategy for figuring out the unfamiliar word or term.

Assessment- Index Card Summaries or Questions

Description: Index Card summaries are useful <u>after reading</u> to determine the degree to which students were able to demonstrate understanding of a concept, ability to utilize a strategy successfully, or the degree of scaffolding, re-teaching, or enrichment that is necessary.

Steps in the Process:
1. Distribute index cards and tell students they will write on both sides.
2. On side one students should complete the following task: *Based on our reading, list a big idea that you understand and word it as a summary statement.*
3. On side two students should respond to the following: Identify something that you do not yet fully understand and word it as a statement or question.

Assessment- Debate

Description: Debates are a powerful tool to measure students' ability to critically analyze and synthesize information. Debates allow teachers to assess students understanding of a given text or set of text <u>after reading</u>. These can be used as formative assessments allowing the teacher to collect information about student understanding. Nancy Frey and Doug Fisher (Rigorous

Reading p133) outline specific steps for conducting a debate as a formative assessment in class. In order to measure student comprehension of text and ability to synthesize information from the texts, teachers will only assess the students' ability to demonstrate comprehension and synthesis of the texts(highlighted in yellow). The guidelines for the entire process are outlined below.

Guidelines:
Each Team will have at least two people on the affirmative (for) side and two people on the negative (against) side.

Debate Format:
1. Affirmative (for) presents case: 3 minutes max
2. Negative (against) presents case: 3 minutes max
3. Affirmative (for) and negative (against) respond to one another: 4 minutes max
4. Affirmative (for) summarizes and concludes:1 minute max
5. Negative (against) summarizes and concludes: 1 minute max

After the debate, the class will vote to see which side one. This vote will influence your grade.

Tips for Students:
- **Maintain stance:** You are always right. No matter what you really believe, if you want to win, then you have to know that whatever you say is correct and your opposition is always wrong.
- **Link back:** Have a strong central argument. Every point you make should be linked back to the central argument.
- **Rebut:** If the other side has an incorrect fact, rebut it. If they do not link it back to their team's case, rebut it. If they give an example that has not relevance, rebut it. Remember, the opposition is always wrong.
- **Focus:** Never insult the opposition. No matter how much you want to, don't insult the person, rather insult the validity of the argument.

Debate Sentence Frames:

I will argue that…	The evidence shows that…	That is simply not true…
It is clear that…	My opposition believes	I will show that…
You can see that…	All the evidence points towards…	You can see that…

Sample Rubrics

On the right side of the rubric, please write the number representing what you think was the performance level of the debate team in question for each criterion below.

Calculate the average for each team.

Levels of Performance for AFFIRMATIVE Team

Criteria	4	3	2	1	Grade:
1. Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Use of Argument: Reasons are given to support the resolution	Very strong and persuasive arguments using the text(s) as a stimulus are given throughout	Many good arguments given, with some references to the text(s), with only minor problems	Some decent arguments, but some significant problems included limited use of the text(s) as a stimulus for arguments made.	Few or no real arguments given, or all arguments given had significant problems including no use of the text(s) as a stimulus for argument.	
3. Use of cross-examination and rebuttal: Identification of weakness in Negative team's arguments and ability to defend itself against attack.	Excellent cross-exam and defense against Negative team's objections using the text(s) as a stimulus	Good cross-exam and rebuttals, including references to the text(s) with only minor slip-ups	Decent cross-exam and/or rebuttals, with limited use of the text(s) as a stimulus but with some significant problems	Poor cross-exam or rebuttals, failure to point out problems in Negative team's position or failure to defend itself against attack. No use of the text(s) as a stimulus for cross examination or rebuttal.	
4. Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	
					Total Score

Levels of Performance for NEGATIVE Team

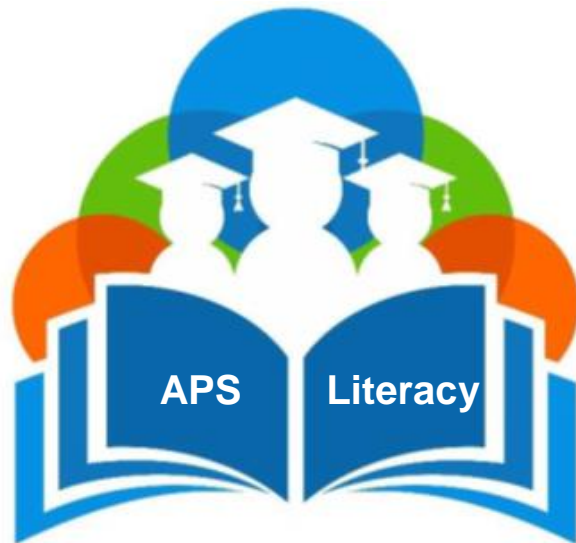| Criteria	4	3	2	1	Grade:
1. Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Use of Argument: Reasons are given against the resolution	Very strong and persuasive arguments using the text(s) as a stimulus are given throughout	Many good arguments given, with some references to the text(s), with only minor problems	Some decent arguments, with limited use of the text(s) as a stimulus but some significant problems	Few or no real arguments given, or all arguments given had significant problems No use of the text(s) as a stimulus for cross examination or rebuttal.	
3. Use of cross-examination and rebuttal: Identification of weakness in Affirmative team's arguments and ability to defend itself against attack.	Excellent cross-exam and defense using the text(s) as a stimulus against Affirmative team's objections	Good cross-exam and rebuttal, with some references to the text(s)with only minor slip-ups	Decent cross-exam and/or rebuttal, with limited use of the text(s) as a stimulus but with some significant problems	Poor cross-exam or rebuttal, No use of the text(s) as a stimulus failure to point out problems in Affirmative team's position or failure to defend itself against attack.	
4. Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	
					Total Score

http://www.csun.edu/~ds56723/phil338/hout338rubric.ht

SECONDARY LANGUAGE INSTRUCTION

Effective Language Instruction

In the educational context, language is important for comprehension and making use of knowledge. In order to be college and career ready, students must gain control over many conventions of Standard English grammar, usage, and mechanics, as well as learn other ways to use language to convey meaning effectively. Students must also be able to use strategies to determine or clarify the meaning of unfamiliar words when encountered. In addition to this, students must learn to appreciate words that have nonliteral meanings, shades of meanings, and relationships to other words. This is accomplished through the study of vocabulary and usage as well as the study of grammar and usage.

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                    │    Language     │
                    └─────────────────┘
                       │           │
              ┌────────┘           └────────┐
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  ┌───────────────────────┐   ┌───────────────────────────────┐
  │   Grammar and Usage   │   │  Vocabulary Acquisition and Use │
  └───────────────────────┘   └───────────────────────────────┘
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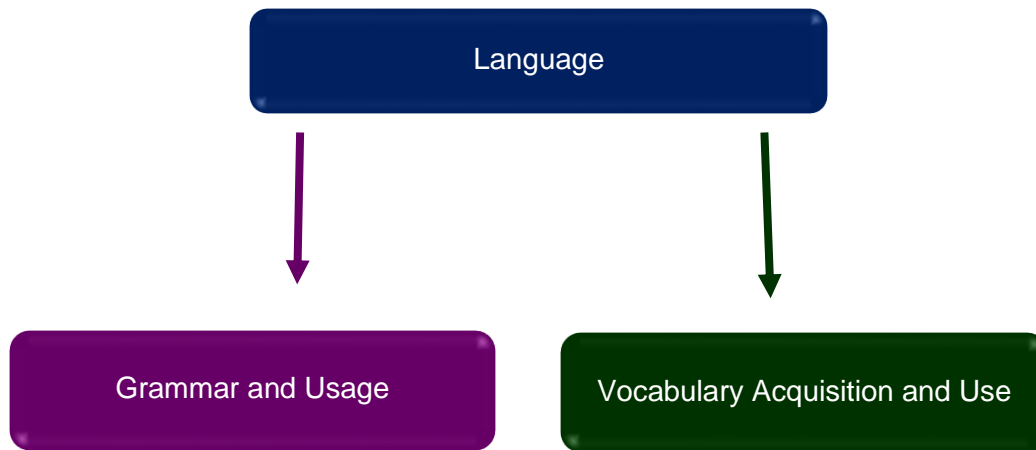
Vocabulary Acquisition and Use
A well-planned vocabulary program will contribute to students' vocabulary development. It does so by focusing on words that help students understand the selection they are studying, as well as words they will find useful in other reading and writing. It can also teach students ways to guess at the meaning of unfamiliar words in their general reading through the use of context, and knowledge of prefixes, suffixes, and roots. Several strategies have been included to assist with vocabulary development.

Grammar and Usage
All children have a sense of the basic grammatical structure of their conversational language by school age. This, however, is not enough. Students must be explicitly taught the language of formal education: its structure, its discourse patterns, and its rules of interaction. Explicit instruction in sentence structure, usage, punctuation, capitalization, and spelling, as well as practice in analyzing how speakers and writers put words together, enhances students' command of the English language, and must occur in order for students to be college and career ready. Grammar and Usage Strategies will immediately follow the Vocabulary Acquisition Strategies.

Vocabulary Acquisition Strategies

Strategy - Word Study

Description: Effective vocabulary acquisition and use includes word study instruction that is grounded in morphology, spelling, and word recognition, as well as vocabulary. Teachers at the secondary level must therefore understand the importance of teaching word parts as building blocks for language skill development. Teaching word parts, such as roots and affixes, have long been a vital part of effective vocabulary-based instruction and language acquisition. According to Adam, 1990, the theory behind this instructional activity is that knowledge of roots and affixes will enable students to determine the meaning of unfamiliar vocabulary. By guiding students with examples - as well as showing them how to break apart and examine words independently secondary ELA teachers can give students the necessary tools to navigate through any text.

Steps in the Process:

1. Provide the students with a word that they will be studying. Ask the students how many word parts, if any, are found in the word. Remind students of the type of word parts:

   Morpheme- the smallest unit of meaning in a language. The words 'the,' 'in,' and 'girl' consist of one morpheme. The word 'girls' consists of two morphemes: 'girl' and 's.'

   Prefix- a letter or group of letters, for example, 'un-' or 'multi-,' that is added to the beginning of a word in order to form a different word. For example, the prefix 'un-' is added to 'happy' to form 'unhappy.'

   Affix- a letter or group of letters, for example, 'un-' or '-y,' which is added to either the beginning or the end of a word to form a different word with a different meaning. For example, 'un-' is added to 'kind' to form 'unkind.'

   Suffix- a letter or group of letters, for example '-ly' or '-ness,' which is added to the end of a word in order to form a different word, often of a different word class. For example, the suffix '-ly' is added to 'quick' to form 'quickly.'

2. Examine the word parts to determine the meaning of the word. Where applicable, encourage students to compare and contrast identified words using a variety of strategies.

Sample:
Colonial: Colon+ -ial: ial-related to or characterized by….
Related to or characterized by a colony

Strategy - Vocabulary Game Two Truths and a Lie

Description: In this rendition of two truths and a lie, students engage with words at a deeper level by having to think about a given vocabulary word or words and determine what are and are not characteristics of the word. Students reinforce their vocabulary knowledge by having to create the two truths and a lie as well as having to determine what the lie is for a word that they did not create the two truths and a lie for.

Steps in the Process:
1. Students choose a word from a selected set of words that are being reinforced or taught in class and write the word on a card, chart paper, dry erase board or digital platform.
2. Students choose two things that are true (characteristics of the word, the way in which it would be used in a sentence, the part of speech, a word associated with it or other characteristic of the word) about the word.
3. Students choose one thing that is not true about the word. Students should be encouraged to choose something that is a misconception about the word that could be easily missed without a deeper level of understanding of the word.
4. Students may work in groups, or individually in order to create the cards. Students compete in groups or individually to see how many students are able to correctly determine the lie about the chosen word. The teacher will tally the total number of words correctly guessed by each team or individual. The team or individual with the most points is the winner of the competition.

Sample Response:
Ubiquitous
1. Ubiquitous is kind of like the plague. Even if you don't like it, you can't get rid of it.
2. Ubiquitous is an adverb.
3. Ubiquitous is cousins with the words "pervasive" and "universal."

Note- This game may also be used as a formal assessment of the level of understanding (see in assessment section)

Strategy - Context Clue Sentence Creation

Description: This strategy emphasizes student as the learner by asking them to apply learned knowledge about how context clues are used in sentences in order to create their own sentences that utilize context clues as a method for figuring out the meaning of an unknown word.

Steps in the Process:
1. Students choose from selected words (Let students chose familiar words that they have already studied.).
2. Students create sentences for each word incorporating content clues that would assist the reader in understanding the word.
3. Once the sentences are created, students work with a partner to identify the meaning of the words in their partner's sentence, as well as the type of context clue that was given.
4. Students fill out a chart (see below for sample) to record their work and thought process.

Sample:

Word	Meaning (in your own words)	Type of context clue used	Reflect on your partner's choice of context clue provided. Briefly explain why you believe it worked or didn't work

Strategy - Frayer Vocabulary Model

Description: The Frayer model (Frayer, 1969; Buehl, 2001) is a graphic organizer used to assist students in identifying and defining unfamiliar concepts in vocabulary. During this process students define target vocabulary words to study. Words chosen are typically words that are critical to students understanding of a unit, topic or concept. Students strengthen their knowledge of these words by generating examples as well as non- examples of the words. When used appropriately, the Frayer Model allows students to actively process the word, providing multiple exposures to the vocabulary words.

Steps in the Process:
1. Students provide the general meaning for a word.
2. List the qualities that are associated with the word.
3. List words that are examples of the word. These can be synonyms.
4. List words that are non- example of the word. These can be antonyms

Sample of Frayer Model:

Provide a general meaning for the word.

List qualities that are associated with the word.

Definition	Facts/characteristics
Examples	Non- examples

WORD

List words that are good examples of the word. Often these examples come from students' lives.

List words that are not good examples of the word. These are often antonyms
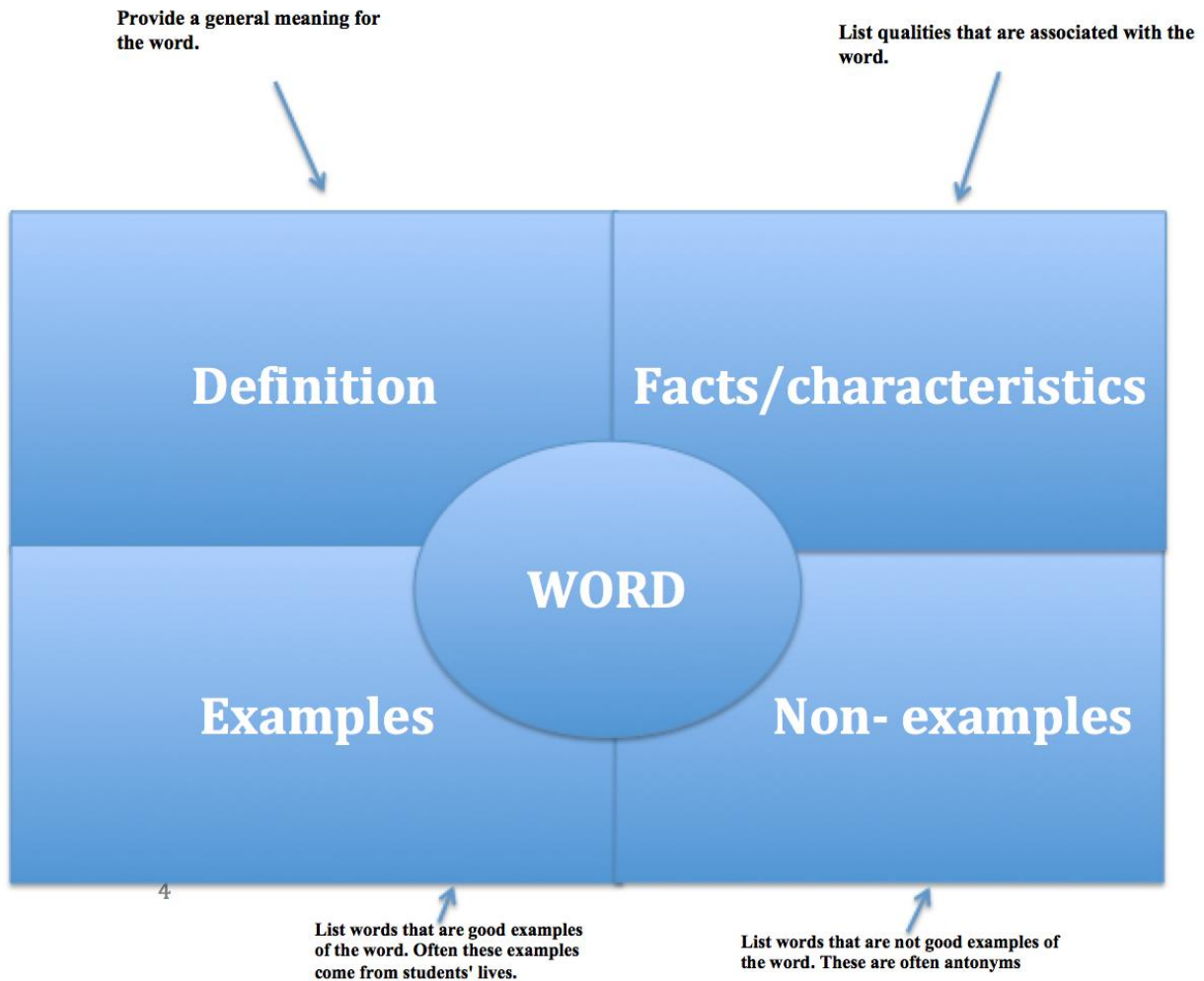
Strategy - Beginning/Middle/End Vocabulary Word Study

Description: Beginning/ Middle/End Vocabulary Word Study place an emphasis on words that students will need to understand in order to effectively navigate the subject matter and content. The specified vocabulary is introduced in the beginning of a unit and revisited in the middle and end of the unit. This is done in order to assess student understanding of vocabulary as students navigate through a unit progression. This allows teachers to check for understanding, correct misconceptions, and determine where re-teaching, or more advanced teaching is needed.

Beginning of the Unit Strategy: KW+L Chart

Description: KW+L charts help students identify essential words from the unit that will be frequently. The chart is broken into two sections KW, then L. KW is the only part of the chart utilized at the beginning of the unit. This gives the student the opportunity to identify the words

they know and the ones they want to learn. The L section is discussed later in this guide under the Assessment Strategies section.

Steps in the Process:

1. Select words that are useful to students, usable by students, and frequently used in the unit, or necessary for understanding the context of the unit.

2. Display words for the unit (on board, on wall, on tables). Words should be limited to 5-10 words total for the unit.

3. Divide students into groups of 3-5.

4. Distribute KWL charts to each group (students can also create their own KWL charts.

5. Students should work as a group to fill out the KWL chart prior to the start of the unit.

Sample Chart:

Vocabulary Word	What I Know	What I Want to Know

Middle of the Unit Strategy: Vocabulary Word Cluster

Description: Students will use this activity to practice reflecting on the vocabulary they have been studying, and what they have learned so far in the unit. Students will make connections between the vocabulary and connected ideas in the text.

Steps in the Process:

1. Students choose a partner group (3-5 students).

2. Students create a cluster map and place one of the unit vocabulary words in the center of the cluster map.

3. Students place connecting ideas or words that they have learned in the unit in the surrounding boxes. Students then briefly discuss the ideas that they connected between the vocabulary word and the other words they chose.
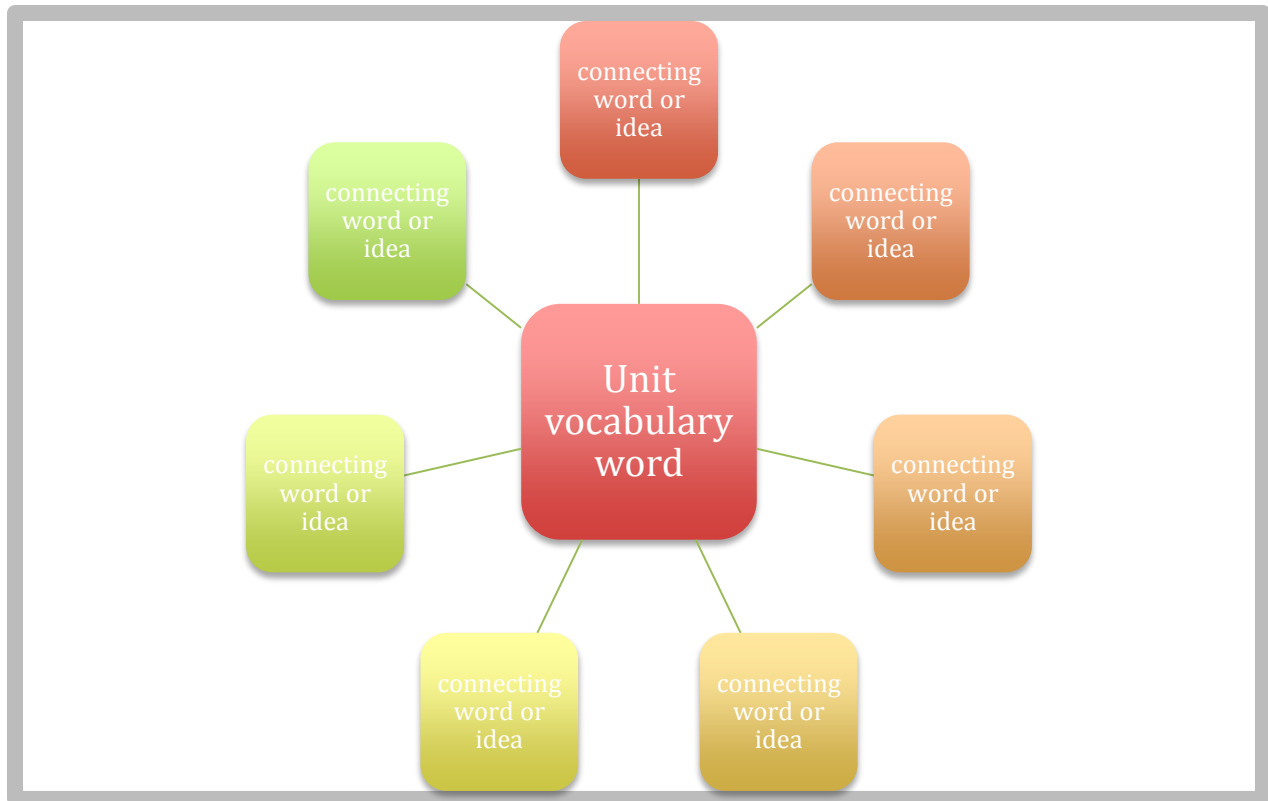
End of the Unit Strategy: Vocabulary Compare and Contrast Web

Description: As students near the end of the unit they will have seen the most pertinent vocabulary associated with the particular area of study. They will have learned the definitions. They will have developed contextual understanding of the words. They will have used the words within the various contexts and will be comfortable with them. Students will use this strategy to gain a deeper understanding of the vocabulary words by using what they have learned about the words, and how they contribute to the unit, to compare and contrast them with one another.

Steps in the Process:

1. Students are given or create a Compare and contrast web.

2. Students choose two words to compare and contrast.

3. Students independently complete their compare and contrast web.

4. Students present their compare and contrast web to the class. These may also be collected as a formative or summative assessment.

Sample Web
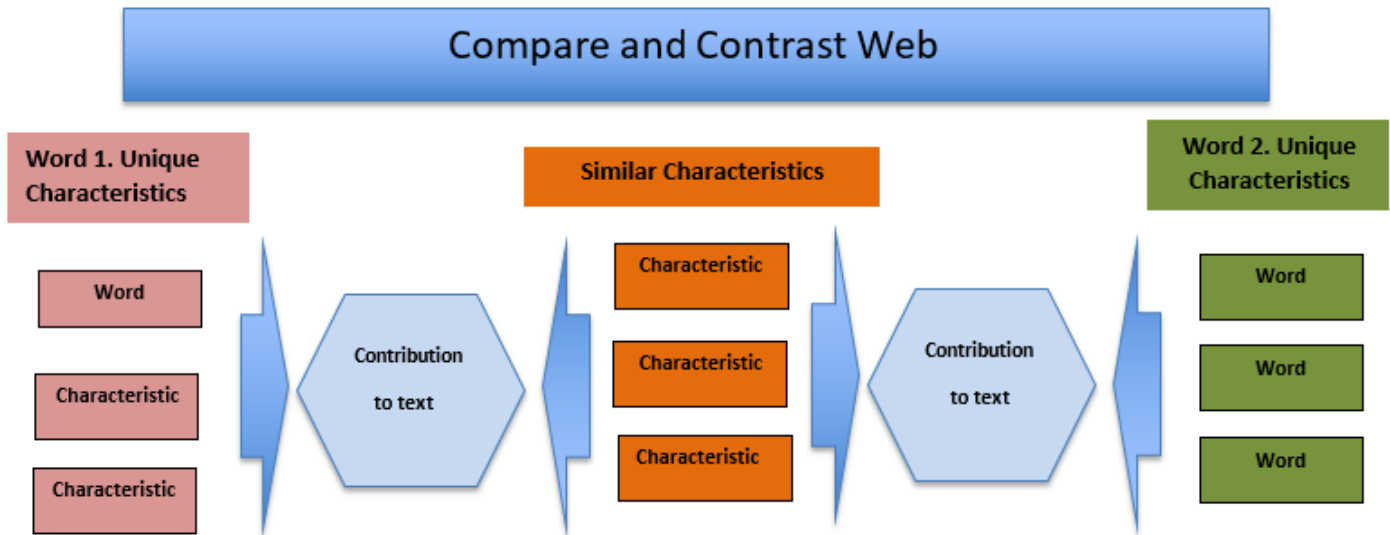
Strategy - Vocabulary Notebooks

Description: Keeping individual vocabulary notebooks helps students strengthen their word knowledge as well as internalize new words. The notebooks should not consist of dictionary definitions as these are ineffective according to Robert J. Marzano. In his book Building Academic Vocabulary, Marzano suggest that students are not able to internalize dictionary definitions because they are not written in conversational language. Marzano suggest that words be defined using "student friendly" language.

Students use their vocabulary notebooks in order to internalize the new vocabulary words. Below is an example of the steps students should follow when keeping a vocabulary notebook.

Steps in the Process:

1. Students should identify words that may be confusing, unfamiliar or interesting during reading or discussion of a subject or topic within the unit. As students identify these words, they should record them in their vocabulary notebooks.

2. In addition to the word, students should also be required to include the exact sentence where the word appears.
3. Students should begin by writing the text definition, but then create their own definition using their own words, excluding any words included in the dictionary definition.

Word and Page Number	Resource:
equal page 48	*Name of Text*
Sentence in which the word was used in the text: *Although she could see that both girls were guilty, she knew that their punishment would not be equal.*	
Student Friendly Definition: When things or people are treated the same.	

Antonyms unequal, unfair	**Picture/drawing/symbol**
Synonyms same	

Vocabulary Assessment

Rita Bean and Allison Swan Dagen (2006), researchers in the field of literacy, discuss four general guidelines to follow when planning for vocabulary assessment at the classroom level. They encourage teachers to think about the goals and purposes of the assessment, to use authentic measures of vocabulary progress, to plan for ways to assess depth of understanding, and to be aware of comprehension connections.

Assessment - Vocabulary Knowledge Scale

Description: Teachers use this assessment to assess student knowledge of specific words. In this assessment, students must prove what they know rather than merely indicating they have knowledge. The VKS can be used <u>before instruction</u> as well as <u>after instruction</u> to indicate growth

Steps in the Process:

1. Read the word in column one.

2. After you read the word, think about your knowledge of that word.

3. Select the column that matches your knowledge of the word.
   a. If you have never seen that word before, check column 1.
   b. If you have seen the word before, but you do not know what it means, check column 2.
   c. If you think you know what the word means, write the meaning in column 3.
   d. If you have seen this word before and are sure you know what it means, write the meaning in column
   e. If you wrote the definition in column 4, go to column 5 and write the word in a complete sentence.

Sample Knowledge Scale

Word	1	2	3	4	5
	I've never seen this word before	I've seen this word, but I do not know what it means	I think it means . . .	I know this word. It means . . .	I can use this word in a sentence. My sentence is . . . (You must also fill in Column 4.)

Assessment - KW+L Chart

Description: The KW+L chart builds upon the chart used in the beginning of the vocabulary study to determine what new knowledge students have acquired. The information gathered from this assessment will also help the teacher determine how much students understand about the vocabulary word, and what further engagement with the vocabulary is necessary for mastery. Students may also use this as a self-assessment.

Steps in the Process:

1. Students revisit the KW Chart that they made during the beginning of the unit word study, (see Vocabulary Acquisition Section) reviewing their knowledge prior to the beginning of the vocabulary study.

2. The teacher asks the students to review the chart thinking about the new knowledge they have acquired.

3. Students complete a new chart to include "What I learned."

4. Students write a brief summary explaining how their thinking has changed, been enhanced or if more confusion has been created.

5. The teacher uses this information to determine next steps.

Sample KWL Chart

What I know	What I want to know	What I learned
Summary		

Effective Grammar Instruction

Effective grammar instruction should focus on an understanding of grammar concepts as they are applicable to writing and speaking. Isolated grammar instruction that focuses on worksheet completion and the study of sentence structure in isolation are less effective. The 2012 NCTE position statement on grammar notes that:

"Teaching grammar will not make writing errors go away. Students make errors in the process of learning, and as they learn about writing, they often make new errors, not necessarily fewer ones. But knowing basic grammatical terminology does provide students with a tool for thinking about and discussing sentences. And lots of discussion of language, along with lots of reading and lots of writing, are the three ingredients for helping students write in accordance with the conventions of Standard English."

Planning for Grammar Instruction
The NCTE suggest being selective about the grammar content you choose to instruct on. Students are more able to digest a few grammar concepts in context, than an abundance of terms and rules.

In their book, *Grammar to Get Things Done*, Crovitz and Devereaux suggest planning with the following questions in mind:

<u>**Questions to keep in mind:**</u>
1. What language elements or grammar concepts feature prominently in the texts we'll encounter?
2. Likewise, what language elements will play an important role in the texts students create?
3. Since we have limited time, which grammar concepts offer the most potential?
4. Which seem to fit best within the unit? Which can be practiced in various contexts, including situations relevant to teenagers, daily lives?
5. Where on the calendar can I schedule regular, meaningful and cumulative activities around these concepts?
6. How can I ask students to demonstrate their understanding) within planned writing projects and b) in ways that matter to their lives?
7. How will I know that students have taken up these grammar concepts authentically and usefully?

The answers to these questions should heavily impact the types of strategies and texts that teachers use to teach grammar in context to students. The strategies teachers select should be varied and differentiated according to student, task and purpose.

<u>**Effective Grammar Instruction Strategies**</u>

Strategy - Sentence Combining

<u>**Description:**</u> This strategy teaches students to revise their writing by making conscious choices about the ways in which they can combine their sentences for clarity, meaning and style. Using the gradual release of responsibility, you will show students how to revise their own writing using sentence combining.

<u>**Steps in the Process:**</u>

1. Review the types of sentences (simple, compound, complex, compound complex).

2. Show students an example of your own writing.

3. Explicitly model for students how you combined two sentences in your writing after reflecting on how you could revise your writing.

4. Invite students to work with you to identify another place in your writing where you could combine sentences for clarity, meaning, or style.

5. Have students work with you to revise the portion of the writing they have chosen.

6. Discuss with students what you did and discuss the impact that it had on the writing.

7. Invite students to look at their own writing and look for opportunities to combine sentences for clarity, meaning or style.

8. Rotate around the room to answer questions, provide clarity, and assess student understand as they practice.

9. Debrief with students by inviting them to share their revisions, providing context for the changes they made.

Sample Combining:

Transportation comes in many forms. People use different methods to travel each day. In Atlanta, people use cars, public transportation, ride bikes, rent scooters, and other means of travel to commute to work or places of leisure. Which causes a lot of traffic.

Compound: Transportation comes in many forms, and people use different methods to travel each day.

Complex: Because transportation comes in many forms, people use different methods to travel each day.

Compound- Complex: In Atlanta, people use cars, public transportation, ride bikes, rent scooters, and use other means of travel to commute to work or places of leisure; transportation comes in many forms, which causes a lot of traffic.

Strategy - Intentional Grammar

Description: Teachers choose a grammar concept to study based on a specific grammar concept that is impacting the student's clarity of writing, or a grammatical concept based on its ability to positively impact student writing. For example, the teacher might conduct a mini lesson on the impact of modifiers in a descriptive writing work.

Example:

The teacher could use the following examples to show students how the use of modifiers creates a more detailed picture of the box for the reader.

Jones lifted the **heavy** box *containing supplies.*

heavy modifies box   containing supplies modifies box
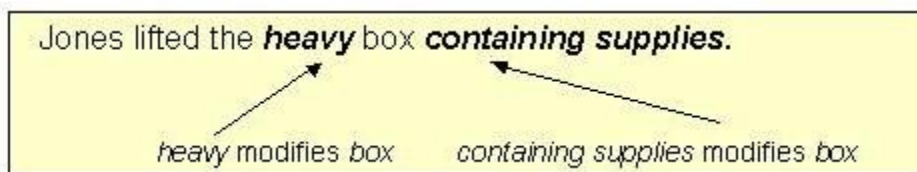
Assessment of Grammar

Students demonstrate their understanding of grammar by carefully examining their own writing and identifying errors. They also assess their grammar by having opportunities to read their writing out loud and experiment with sentence combining.

Strategy (Self-Assessment) – Sentence Combining

Description: Sentence combining exercises are effective in teaching sentence structure. It teaches students grammar principles like parallelism and variety. Students learn how the meaning of a sentence can change simply by the way clauses are put together.

Steps in the Process:

1. Students are given back their writing with instructions to choose at least two places where they can combine sentences in order to clarify meaning and improve readability.

2. Students exchange papers with a peer and have a peer review discussing their changes (5-10 minutes).

3. Once the students have completed their peer review, they should turn in their revised papers for review by the teacher.

Secondary Writing Instruction
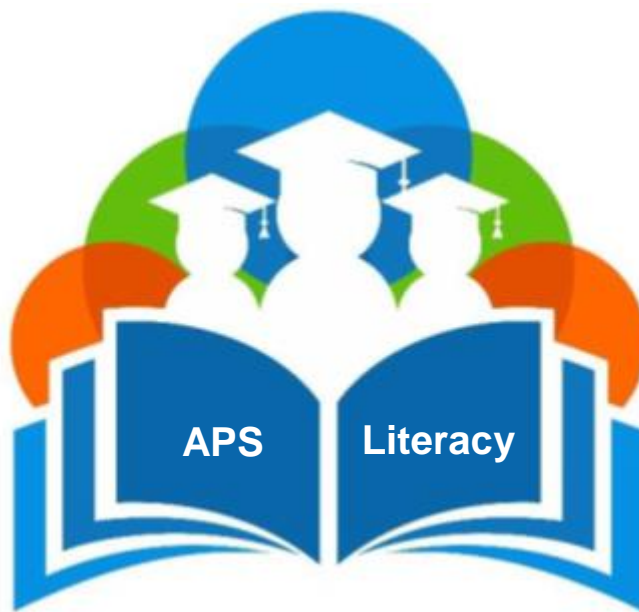
Writing Instruction

In the secondary ELA classroom, writing instruction is also guided by our Georgia Standards of Excellence (writing) with particular emphasis on form and structure in each genre: argumentative, informational/explanatory and narrative. Students should be able to effectively use the writing process to compose writing in the various genres, including understanding the impact of craft and structure on their writing.

Teaching the Writing Process

Description: Effective secondary ELA instruction highlights the recursive nature of writing. Writing facilitators guide secondary students through the beginning (development of ideas) of that recursion to the end (mechanical correctness of the piece). At the secondary level, students must be taught the steps in the writing process, but also be encouraged to break away from the rigid step-by-step writing process which has become formulaic and limiting. Twenty-first century learners must ease into a more fluid process which includes the structure and craft of writing.

Steps in the Process:
1. **Prewriting**
    a. Think about the topic you plan to write
    b. Generate ideas about the topic

2. **Planning**
    a. Begin to organize your ideas in a logical manner. (optional: mind mapping, clustering, or listing)
    b. Revise or add ideas as necessary

3. **Drafting**
    a. Use your document produced in planning to begin writing your initial draft
    b. Develop your outline to include relevant details
    c. Organize and reorganize ideas
    d. Elaborate on your ideas

4. **Reflection** (Revision)
    a. Read and reread your draft
    b. Check for errors
    c. Develop and clarify ideas
    d. Ensure structure is clear

5. **Editing and Proofreading**
    a. Read for language errors (ex: errors in tense, punctuation, word usage, commas, and sentence structure)

Writing Process Sample:

The diagram shows the writing process cycle:

generating ideas, understanding the ideas of others, collection information: note-taking, freewriting, brainstorming, looping

prewriting → planning

organizing and focusing ideas: mind mapping, clustering, listing, outline

drafting

writing initial drafts of a text focusing mainly on the development, organization, and elaboration of ideas

reflection

letting work sit, coming back to it at a later point

peer/tutor review

feedback from others

revision

further developing and clarifying ideas, the structure of the text

additional research or idea generation

editing and proofreading

focusing attention on the surface-level features of the text

Strategy - Teach Writing Craft

Description: For students to understand craft, students must be explicitly taught the elements of effective craft in writing. Students must understand and recognize these elements in selected text as well as practice them when writing, in order to create cohesion when responding to reading, or when composing informational, explanatory, narrative or argumentative writing. This process involves teaching students the following information:

Ideas	Organization	Word Choice	Sentence Fluency	Conventions
The piece's content; its central message and details that support that message.	*The internal structure of the piece—the thread of logic, the pattern of meaning.*	*The way words and phrases flow through the piece. This is the auditory trait and is therefore "read" with the ear as much as the eye.*	*The way words and phrases flow through the piece. This is the auditory trait and is therefore "read" with the ear as much as the eye.*	*The specific vocabulary the writer uses to convey meaning and enlighten the reader.*
A. **Finding information or explanation presented a topic** The writer offers a clear, central theme or a simple, original story line that is memorable. **B. Focusing the Topic** The writer narrows the theme or story line to create a piece that is clear, tight, and manageable. C. Developing the Topic The writer provides enough critical evidence to support the theme and shows insight into the topic, or he or she tells the story in a fresh way through an original, unpredictable plot. **D. Using Details** The writer offers credible, accurate details that create pictures in the reader's mind, from the beginning of the piece to the end. Those details provide the reader with evidence of the writer's knowledge about and/or experience with the topic.	**A. Creating the Lead** The writer grabs the reader's attention from the start and leads him or her into the piece naturally. The writer entices the reader, providing a tantalizing glimpse of what is to come. **B. Using Sequence Words** and Transition Words The writer includes a variety of carefully selected sequence words (such as *later*, *then*, and *meanwhile*) and transition words (such as *however*, *also*, and *clearly*), which are placed wisely to guide the reader through the piece by showing how ideas progress, relate, and/or diverge. **C. Structuring the Body** The writer creates a piece that is easy to follow by fitting details together logically. He or she slows down to spotlight important points or events and speeds up to move the reader along. **D. Ending with a Sense of Resolution** The writer sums up his or her thinking in a natural, thoughtful, and convincing way. He or she anticipates and answers any lingering questions the reader may have, providing a strong sense of closure.	**A. Capturing Smooth and Rhythmic Flow** The writer thinks about how the sentences sound. He or she uses phrasing that is almost musical. If the piece were read aloud, it would be easy on the ear. **B. Crafting Well-Built Sentences** The writer carefully and creatively constructs sentences for maximum impact. Transition words such as *but*, *and*, and *so* are used successfully to join sentences and sentence parts. **C. Varying Sentence Patterns** The writer uses various types of sentences (simple, compound, and/or complex) to enhance the central theme or story line. The piece includes long, complex sentences and short, simple ones. **D. Breaking the "Rules" to Create Fluency** The writer diverges from standard English to create interest and impact. For example, he or she may use a sentence fragment—such as "All alone in the forest"—or a single word—such as "Bam!"—to accent a particular moment or action. The writer might begin with informal words such as *well*, *and*, or *but* to create a conversational tone, or he or she might break rules intentionally to make dialogue sound authentic.	**A. Capturing Smooth and Rhythmic Flow** The writer thinks about how the sentences sound. He or she uses phrasing that is almost musical. If the piece were read aloud, it would be easy on the ear. **B. Crafting Well-Built Sentences** The writer carefully and creatively constructs sentences for maximum impact. Transition words such as *but*, *and*, and *so* are used successfully to join sentences and sentence parts. **C. Varying Sentence Patterns** The writer uses various types of sentences (simple, compound, and/or complex) to enhance the central theme or story line. The piece includes long, complex sentences and short, simple ones. **D. Breaking the "Rules" to Create Fluency** The writer diverges from standard English to create interest and impact. For example, he or she may use a sentence fragment—such as "All alone in the forest"—or a single word—such as "Bam!"—to accent a particular moment or action. The writer might begin with informal words such as *well*, *and*, or *but* to create a conversational tone, or he or she might break rules intentionally to make dialogue sound authentic.	**A. Applying Strong Verbs** The writer uses many "action words," giving the piece punch and pizzazz. He or she has stretched to find lively verbs that add energy to the piece. **B. Selecting Striking Words and Phrases** The writer uses many finely-honed words and phrases. His or her creative and effective use of literary techniques, such as alliteration, simile, and metaphor, makes the piece a pleasure to read. **C. Using Words That Are Specific and Accurate** The writer uses words with precision. He or she selects words the reader needs to fully understand the message. The writer chooses nouns, adjectives, adverbs, and so forth that create clarity and bring the topic to life. **D. Utilizing Language Effectively** The writer uses words to capture the reader's imagination and enhance the piece's meaning. There is a deliberate attempt to choose the best word over the first word that comes to mind.

Strategy - Conduct a Mini-Lesson

Description: Mini Lessons are used to teach a specific writing concept that students should immediately practice. Teachers should teach mini- lessons using the outline below. Teachers have flexibility with the type of mini- lesson created.

Steps in the Process:
1. **Connect**: Explain to students why you are teaching this skill or concept. Emphasis should be placed on how it will help students in their writing.

2. **Teach:** Tell students the specific skill you want them to know, understand and practice.

3. **Demonstrate**: Model for the student your process when practicing the skill or concept.
    a. Narrate the step by step process
    b. Show students exactly what to do/what you do
    c. Demonstrate just one strategy
    d. Debrief what you've demonstrated

4. **Engage**: Actively engage the students to try the skill on their own.
    a. After you teach give students the opportunity to practice as you guide them
    b. Inserting quick prompts that scaffold them through the process you have demonstrated or that will lift the level of their work
    c. Students can then be released to do it on their own as you watch and prompt
    d. Students can be released to practice on their own

5. **Link:** Students should understand the appropriate times to utilize the strategy or skill you have demonstrated, and they have practiced.
    a. Students should be reminded that what they have learned can be applied to a variety of writing situations.
    b. Students should know that they now have a new tool that should be put with the other tools they have in their writing toolbox.

Strategy - Probing

Description: Students should be probed to think about their writing. The teacher should model editing using his/her own writing. While editing, ask probing questions about sentence placement and fluency.

Steps in the Process:
1. Determine which self-selected writing you will use.
2. Using a document camera or other way to demonstrate in front of the class, model your sentence editing while asking students the questions below.

Sample questions to ask during questioning:

Question 1:   What effect does this sentence have on flow, rhythm, and cadence of the piece?

Question 2:   Does this type of sentence create the desired effect on your audience?

Question 3:   How does this sentence or group of sentences enhance the meaning and create cohesion?

Question 4:   Does the sentence fluency send the intended message?

Question 5:   Does your reader get 'it?'

Strategy - Selecting Mini-Lesson

Description: Mini-Lessons should be based on identified strengths and weaknesses in student writing. Weaknesses may include genre writing, craft, and/or the writing process. Teachers should sort student writing into categories in order to determine where students are struggling and in what order mini - lessons should be taught. See the charts below for sample sorts.

Steps in the Process:

1. Sort student writing into categories.

2. Determine which deficits you will address according to student need, time, and purpose.

Potential Mini-Lessons

Claim	Reasons		Clarifying	Adding Phrases
Evidence			Adding Clauses	Sentence Combining
Counter Claim	Conclusion		Omitting	Organizing/Restructuring

Students are taught to pay attention to the different elements of writing that exist within each discipline. By drawing students' attention to these elements, students are able to draw on these specifications and use them to inform their own writing practices. The Debby Ellis Writing Center at Southwestern University uses the acronym SMILE (see below) to help teachers introduce/explain Disciplinary Writing to students.

S.M.I.L.E

S	M	I	L	E
Structure An awareness of the organization of information and writing consistent within the discipline.	**Methods** Determining how members of the specified discipline answer questions about a topic.	**Inquiry** Each discipline shares a common set of theories and a common set of questions those series set out to answer i.e.; how do tests reflect individual cultures, why do space and time matter?	**Language** Every discipline has its own specific vocabulary. For example, form has different meanings in poetry and in art. In science you would use "female instead of woman."	**Evidence** Each discipline has a different set of criteria for evidence. For example, a long quote may be appropriate in literature, but not in mathematical reasoning.

Interdisciplinary Writing

Students respond in written format across the curriculum. Although the actual writing process is taught in Literacy, the chart below provides examples of writing strategies specific to different disciplines.

Literacy- *Consider*	Math- Tips for Sample Writing Task	Science- Tips for Writing in Science	Social Studies – *Consider*
Imagery	What is the problem asking you to do?	**Be precise**; write what you mean to say, staying as close to the data as possible.	**Dates**
Characterization	Communicate how you arrived at your conclusion using mathematical language.	**Don't let your language leave the reader with uncertainty or a lack of clarity.** If there is genuine uncertainty or alternate interpretations, state that explicitly.	**Chronological order** Establishes the exact order in which events happen. This provides a framework for understanding cause and effect
Code Switching	Make an argument for why this is the best way to solve the problem	**Clearly differentiate**- as in the sections of a research report- the presentation of facts, data, background, content, inferences, conclusions and speculations.	**Inherent Bias**- Writer should be intentional about leaving in, taking out, or being aware of inherent bias when writing.
Genres of writing	Expand your thinking by considering at least one of the following: a comparison to something we have previously discussed, a different strategy that could be used or a possible alternate solution	*Consider- what can you tell your students about specific characteristics of writing in science that are different from writing in a different content area?*	*Consider- what can you tell your students about specific characteristics of writing in social studies that are different from writing in a different content area?*
The writing process	*Consider- what can you tell your students about specific characteristics of writing in math that are different from writing in a different content area?*		

Formative Assessment of Writing

Formative writing assessments should be created and evaluated considering the guidelines above as well as the types of formative assessments listed below.

Assessment - Observations / Field Notes

Description: Teachers record in journals or on sticky notes, descriptions of class interactions, avoiding judgement and interpretation until later. This formative assessment is used to assist teachers with planning instruction as they determine what students have mastered and what they may require additional practice with.

Steps in the Process:

1. In a notebook or journal record students writing behaviors during weekly instruction, or at the end of a week/lesson/ or writing unit.

Sample Observation Notes:

Teacher: _____

Topic: Writing- Revision	Notes/Observations/Wonderings
Tuesday - Coming up with ideas for writing	*Some students really struggled with generating ideas even though I told them what to do.*
Wednesday - Generating ideas for writing.	*Students liked it when I modeled my thought process for brainstorming ideas.* *Tomorrow I will spend more time modeling.*
Thursday - Providing feedback for drafts completed at home.	*Not many students completed drafts at home. Consider working on drafts in the classroom. Several students were really nervous about me reading their writing-wonder why.*
Friday - One on one writing conferences.	*Jonathan was not cooperative/ Michele wanted to change her whole paper/ I wonder if I am giving more advice than necessary during our writing conferences.*

Assessment - Checklist and Observation Guides

Description: Teachers use this document to gather information about pre-selected learning behaviors or interactions. This can be done before, during, or after the lesson or unit.

Steps in the Process:

    1. Mark tallies on a chart or keep record of examples of specific student actions (such as the types of questions about writing being asked, or writing strategies being used).

Sample Observation Guide:

Student Name	Writes Fluently	Demonstrates Understanding During Writing Mini-Lessons	Questioning	Work Habits
Joseph	X	X	Asked little to no questions in class but is able to write with clarity and cohesion	Actively participated in group project
Karen	X	Needs more work	Asked little to no questions in class	Frequently disengaged
Xavier	X	exceeding	Asked very thoughtful questions	Won't engage

Assessment – Surveys

Description: Written or oral surveys are used to gather general information about writing preferences of students in class.

Steps in the Process:
1. Distribute or create the chart below on an index card.

2. Instruct students to fill out the index card focusing on the types of writing they have encountered during classroom writing instruction. This assessment can also be used as a pre-assessment.

3. Collect cards and use to inform your instructional practices.

Sample Survey:

Student Writing Pulse!
Directions: *Write a brief explanation of the genre of writing that most appeals to you and why. Be sure to include any information that would help your teacher make the best selections about the books acquired for the classroom library, as well as the types of books you would like to study more in depth as a class.*

Strategy - Writing Conferences

Description: These are often conducted one on one but can be done in small groups. Teachers may work with open ended questions, inquiring about what students do not know or what they may want additional assistance with.

Steps in the Process:
1. Teacher should choose a space in the classroom specifically for conferences, this can be a corner, at the teacher desk, or another designated area.

2. Teacher will confer with students. Teacher will have student work that they have already previewed.

3. The teacher should begin with open ended question and let the student response drive the conference.

4. Students should be encouraged to take ownership of their learning by addressing their deficits and working with the teacher to determine the type of help they need, and what they need from the teacher.

5. The teacher may use this time to conduct a mini lesson or offer strategy suggestions.

6. Student and teacher decide upon agreed next steps, strategies, and/or revisions that the student will utilize immediately in order to enhance his/her writing.

7. Student and teacher determine a timeline for implementation and a date to reconvene to discuss the agreed upon implementations.

Secondary
Speaking
and Listening
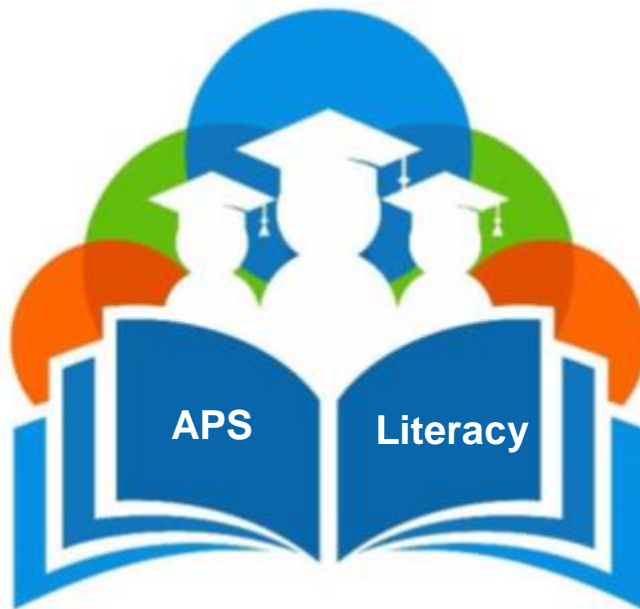
Speaking and Listening

Effective Secondary ELA instruction includes the teaching of our Georgia State Excellence speaking and listening standards in tandem with the reading, writing, and language standards. High school students should have a variety of oral language activities, and appropriate reading materials, and opportunities to dialogue with others who are reading and writing.

Secondary ELA instruction should focus on using literacy to develop vocabulary by initiating rich conversations that initiate intentional questions about the author's word choice, text features or text type. In addition, when students are exposed to a variety of text and given opportunities to discuss features of the text, they gain … "confidence in peeling back the layers of complexity for a deeper understanding of what is read" (Hess & Biggam, 2004). Research has shown the importance of the link between spoken language, learning, and cognitive development (e.g. Mercer, Wegerif & Dawes, 1999; Mercer, Dawes, Wegerif & Sams, 2004). These conversations should motivate our scholars to be open to make inferences and engage in critical thinking. Enabling secondary scholars to use literacy and spoken language increases cognition. Many will assume secondary scholars are too "old" to retell stories or partake in storytelling. However, encouraging high school students to retell a story stimulates the imagination, induces logical reasoning and provides opportunities for students to dialogue with others who are reading and writing from a different perspective.

Secondary ELA instructors should establish a rapport with students that exhibits an appreciation for their feedback and academic ownership. Initiating probing questions provide a means to measure and infuse speaking and listening through dialogue.

Our secondary students must be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade-appropriate topics, text, and issues, building on other's ideas and expressing their own clearly and persuasively. Research suggest that students that are immersed in effective methods of collaboration increases comprehension when students are allowed to think, do the heavy lifting, problem solve, pause and replay (Stocklin, 2015).

Strategy - Creating a Community of Collaboration

Description: Secondary ELA teachers must build oracy into daily routines for our students. If teachers are sensitive to building spoken language activities that embrace student lead conversations, it enables learners to practice building on others' ideas and learn how to respond with empathy and respect. Students will become experts in conversational skills such as eye to eye contact, turn-taking, intonation, and listening.

Teachers can follow the process outlined below to foster effective collaboration between students and their peers as well as between teachers and students.

Steps in the Process:

1. **Before Discussion:**
   a. Create a non- threatening environment.

   b. Build a rapport with students in order to develop trust by sharing personal experiences and being transparent about confusions and wonderings.

   c. Communicate expectations for the discussion verbally allowing students to have input on their expectations for discussion. Make expectations visible for all to see.

   d. Plan and prepare to ask questions to improve learning such as:
      i. "Why do you say that?"
      ii. "What might be an alternate thought process?"
      iii. "What is the impact?"
      iv. "How did that change your thought process or opinion?"
      v. "Prepare to adjust instruction based on responses."

2. **Throughout Discussion:**
   a. Identify and summarize major points using various methods.

   b. Encourage student- teacher interaction with online face to face, or group discussions that create balance and respect for all through speaking and listening

3. **After Discussion:**
   a. Dig deeper and provide adequate time to rethink by providing wait time.

   b. Provide time to review materials and comments.

   c. Provide time to reflect on others' thoughts, comments, and opinions objectively.

   d. Provide time to revise thoughts, opinions and perspectives based on new understanding

*Reminder: *Always ponder with patience when probing for answers. Embrace the silence and allow students to lead and respond with more complex ideas.*

Things to Consider When Reinforcing Speaking and Listening

Setting Ground Rules:

Student Security: Ensure the physical and emotional security of each student in establishing an environment of productive engagement in speaking and listening for purpose.

Development of Group Norms: In order to support the development of group ground rules, the students and teacher might consider the following prompts:
- What is a good listener?
- What does good listening look and sound like?
- What is a good speaker?
- What does good speaking look and sound like?
- How should we share our information, so that everyone benefits?
- What are the roles within the group?
- How will these roles be rotated?

Presentation Etiquette:
In order to enhance speaking and listening:
- Model how to speak clearly, knowing how to interact with the group and involve the audience.
- Model the use of appropriate gestures and self- control
- Ensure that everyone understands the significance of conveying a clear and distinct perspective vocally and physically, the speaker becomes equipped to effectively give the listener a clear line of reasoning to follow or options to oppose.

Re-Think and Reflect:
Allow the students to re-think and reflect. Consider asking the students the following questions:
- What worked well?
- What did not work well?
- How did it feel to be in the role assigned?
- What important skills were needed for everyone to carry out the task successfully (i.e.: listening, sharing of ideas, planning, asking and answering questions, negotiating, justifying, taking turns, use of specific language, critical/lateral thinking, clarification, etc.)?
- What are the important learning points to take forward?
- What are the highest leverage revision strategies that you would focus on for improvement?

Strategy - Debates

Description - Debates allow teachers to assess students speaking and listening abilities. Debates can be used as formative assessments allowing the teacher to collect information about student ability. Nancy Frey and Doug Fisher (Rigorous Reading, p.133) outline specific steps for conducting a debate as a formative assessment in class. Teachers will not measure student comprehension of text and ability to synthesize information from the texts here. They will **only assess** the students' ability to demonstrate speaking and listening skills. The guidelines for the entire process are outlined below. Speaking and listening skills are highlighted.

Guidelines:
Each Team will have at least two people on the affirmative (for) side and two people on the negative (against) side.

Debate Format:
6. Affirmative (for) presents case: 3 minutes max
7. Negative (against) presents case: 3 minutes max
8. Affirmative (for) and negative (against) respond to one another: 4 minutes max
9. Affirmative (for) summarizes and concludes:1-minute max
10. Negative (against) summarizes and concludes: 1-minute max

After the debate, the class will vote to see which side one. This vote will influence your grade.

Tips for Students:
- **Maintain stance:** You are always right. No matter what you really believe, if you want to win, then you have to know that whatever you say is correct and your opposition is always wrong.
- **Link back:** Have a strong central argument. Every point you make should be linked back to the central argument.
- **Rebut:** If the other side has an incorrect fact, rebut it. If they do not link it back to their team's case, rebut it. If they give an example that has not relevance, rebut it. Remember, the opposition is always wrong.
- **Focus: Never** insult the opposition. No matter how much you want to don't insult the person, rather insult the validity of the argument.

Debate Sentence Frames:

I will argue that…	The evidence shows that…	That is simply not true…
It is clear that…	My opposition believes	I will show that…
You can see that…	All the evidence points towards…	You can see that…

Sample Rubrics

On the right side of the rubric, please write the number representing what you think was the performance level of the debate team in question for each criterion below.

Calculate the average for each team.

Levels of Performance for AFFIRMATIVE Team

Criteria	4	3	2	1	Grade:
1. Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Use of Argument: Reasons are given to support the resolution	Very strong and persuasive arguments using the text(s) as a stimulus are given throughout	Many good arguments given, with some references to the text(s), with only minor problems	Some decent arguments, but some significant problems included limited use of the text(s) as a stimulus for arguments made.	Few or no real arguments given, or all arguments given had significant problems including no use of the text(s) as a stimulus for argument.	
3. Use of cross-examination and rebuttal: Identification of weakness in Negative team's arguments and ability to defend itself against attack.	Excellent cross-exam and defense against Negative team's objections using the text(s) as a stimulus	Good cross-exam and rebuttals, including references to the text(s) with only minor slip-ups	Decent cross-exam and/or rebuttals, with limited use of the text(s) as a stimulus but with some significant problems	Poor cross-exam or rebuttals, failure to point out problems in Negative team's position or failure to defend itself against attack. No use of the text(s) as a stimulus for cross examination or rebuttal.	
4. Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	
					Total Score

Levels of Performance for NEGATIVE Team

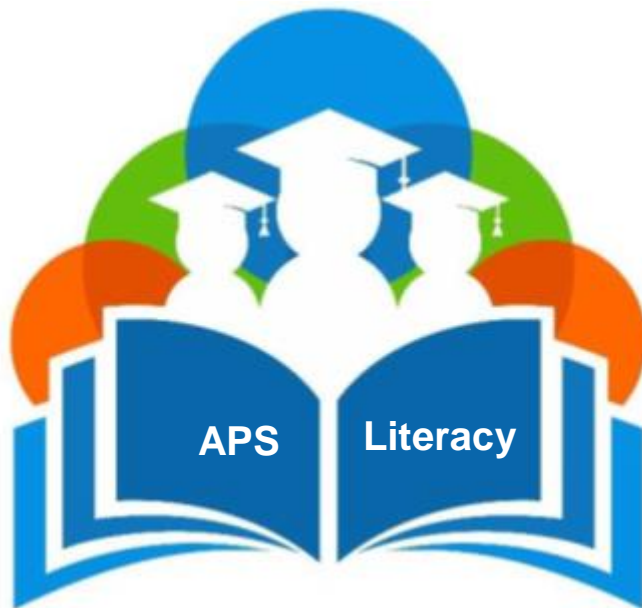| Criteria	4	3	2	1	Grade:
1. Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Use of Argument: Reasons are given against the resolution	Very strong and persuasive arguments using the text(s) as a stimulus are given throughout	Many good arguments given, with some references to the text(s), with only minor problems	Some decent arguments, with limited use of the text(s) as a stimulus but some significant problems	Few or no real arguments given, or all arguments given had significant problems No use of the text(s) as a stimulus for cross examination or rebuttal.	
3. Use of cross-examination and rebuttal: Identification of weakness in Affirmative team's arguments and ability to defend itself against attack.	Excellent cross-exam and defense using the text(s) as a stimulus against Affirmative team's objections	Good cross-exam and rebuttal, with some references to the text(s)with only minor slip-ups	Decent cross-exam and/or rebuttal, with limited use of the text(s) as a stimulus but with some significant problems	Poor cross-exam or rebuttal, No use of the text(s) as a stimulus failure to point out problems in Affirmative team's position or failure to defend itself against attack.	
4. Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	
					Total Score

http://www.csun.edu/~ds56723/phil338/hout338rubric.ht

Learning Environment

Creating the Best Learning Environment

Each middle and high school classroom should have a set up that is conducive to meeting learning objectives and a learning agenda. This area should be information central with resources and materials needed to have a successful learning day. Teachers can use this area for collecting and distributing work or providing extra copies of materials (syllabi, assignments, schedules, school flyers, information packets). When absent students return, there should be a central location for gathering information about assignments, forms, or announcements missed the previous day or week.

When walking into a classroom, students must sense that there is a system of order in the classroom.

Sample Class Day:
- When students enter the classroom, students are expected to check the do-now table for any handouts or assignments and recorded the do now assignment (from the board into their notebooks.
- Students know they will have about 5-10 minutes to complete this assignment, according to the length of the assignment given.
- The next part of the class time should be spent covering the daily lesson. During this time, students will be engaged in a variety of activities: note taking, class discussion, group work and/or presentations.
- Students who have questions about the assignment(s) are encouraged to raise their hands to ask them.
- Once the lesson has been presented, and all questions have been answered, the students are allowed to work cooperatively on their assignment or work individually if the assignment calls for them to do so.
- Students understand that the work what is assigned must be completed within that class period (unless told otherwise).
- At the end of the class period, on the way out of class, students may present a "ticket out of the door" to display their completed assignments for approval or submit it for grading.

From the white board to the student collection tables, it must be evident that there is structure to the class. The white board is one of the key elements in the class that details such structure. The classroom board should be divided into several major parts and should remain in those divisions for the remainder of the year. This ensures consistency within the classroom and helps students understand the flow and the function of the class. Suggestive divisions include the date, lesson objective, agenda/plan for the day, classroom notes, and homework. There can also be section that contains the starter activity for student to complete as they enter the class. These divisions can be created by the use black electric tape or any adhesive material that will not damage the board. The tape (or adhesive material) should remain on the board all year long. Also using laminated letters help in the stability of the board lasting the school year.

In the student center or section of the class, there can be a notebook entitled "While You Were Out" that contains the work that has occurred all semester. This information can also be listed on

any Google Classroom or websites a teacher may have. This notebook simply serves as an additional reminder of work students may miss while absent.

Periodically, students should file graded work in their student portfolio folders and will record their grades on a grade report sheet located in the student notebook. This will provide students with a record or their grades, while helping the educator keep all assessment, in case a problem with grades arise. Graded student work can also be placed on the walls for student recognition and occasionally should be changed as assignments change.

Seating Arrangement Suggestion
Harry Wong states that "to determine seating arrangements for the accomplishment of the classroom task [one] must ask, in order, the following questions: (1) What do I want to do? (2) What kind of seating arrangements are possible? and (3) Which seating arrangement will I use?" (117-8).   A standard format of the chairs is arranged with five rows with six chairs facing the white board. This arrangement is the basic arrangement for lectures and teacher-lead discussion, and it ensure student's attention while in class. As the year progresses, the seating arrangements change according to the purpose of the assignments. For presentations and speeches, the chairs are arranged in a U-shaped format. This allows the seating and room to feel like a stage and for the presenter to feel like they are on stage when they are presenting. During group assignments, the desks are grouped off so that students may work collectively with their peers. Lastly, for book discussions, the desks are located in a circle (or double circle), so that students can each feel a part of the group conversation.   To insure a more student-centered environment, the teacher's desk is located off to the side of the room. This location enables the teacher to be able to view the entire class without being the soul focus of the classroom.

A successful implementation for teaching the components of secondary literacy include explicit instruction for supported reading, independent reading, writing, and word study. The secondary classroom environment should be conducive to learning, inspire student engagement, and promote classroom culture. Teachers should remember to include the structures important to developing the learner and the classroom community. Creating an inspiring and functional

classroom includes six essential components; classroom management, learning focus location(s), an extensive classroom library, a class meeting area, and an area designated for small group instruction.

As students mature as young adults during the middle school years, they should become collaborators of learning including providing input on classroom arrangements. At every opportunity, provide alternate seating arrangements like window seats, benches, and collaborative worktables for working in teams or individual personal reflections. Student input will provide numerous ideas that are suitable to your students' personality and style of learning.

Oftentimes, teachers can be uncomfortable allowing students to take the lead with classroom arrangements because they prefer a teacher-centered environment. The best instruction takes place in a student-centered environment where students take ownership of their learning and the layout is both functional and conducive to both group and independent learning needs.

Possible Classroom Arrangements

The classroom arrangement is a key component for fostering a democratic community and properly apportioned to its purpose. In a secondary ELA classroom, seating arrangements for students should be equally distributed so students located in the back of the classroom do not feel isolated from the whole group. Remember, the learning framework includes the secondary components of literacy-supported reading, independent reading. Providing equal seating can be difficult, therefore, student and teacher movement is pivotal. Although the classroom spaces are confined to at least three walls, the atmosphere can feel open and interchanging if you often change the seating arrangements or students move daily or weekly depending on the instructional model or focus. Circular arrangements suggest student collaboration or an atmosphere conducive to debating or Socratic seminar. Including circular arrangements for clustered encounters in the classroom encourages students to become decision makers and collaborative partners with face-to-face opportunities with peers.

Classroom arrangements should have private and individual areas designed for work and studying. High school classroom environments should nurture a curious and independent state of mind with an innovative approach to learning. High school teachers can also consider non-traditional learning areas in the school's common areas, library, garden, and places off campus.

Creating Varied Seating for Flexible Grouping Opportunities

The secondary classroom environment may consist of a completely different structure than primary classrooms. Based on the furniture provided by the school and procured by the teacher, each classroom environment will look different. Use the guidelines provided in this secondary English Language Arts Curriculum Framework to influence your decisions. Below, are examples of possible learning environments and setups that cab serve as model for your classroom. Remember to consider the type of learning environment that will be conducive to your instructional model and framework to include opportunity for academic success. Include a thoughtful consideration for the components of secondary literacy; explicit instruction for supported reading, independent reading, writing, and word study.

Classroom Management
Classroom management is a key component to academic success. Well-managed classroom provides the perfect environment for learning to flourish student academic success to increase. In contrast, a disorderly and unorganized classroom breeds chaos as the norm and decreases academic success. The responsibility of fostering a positive and effective learning environment is belongs to everyone but primarily starts with the teacher.

Learning Focus Location
Each middle and high school classroom should have a set up that is conducive to meeting learning objectives and a learning agenda. This area should be information central with resources and materials needed to have a successful learning day. Teachers can use this area for collecting and distributing work or providing extra copies of materials (syllabi, assignments, schedules, school flyers, information packets). When absent students return, there should be a central location for gathering information about assignments, forms, or announcements missed the previous day or week.

Daily Agenda
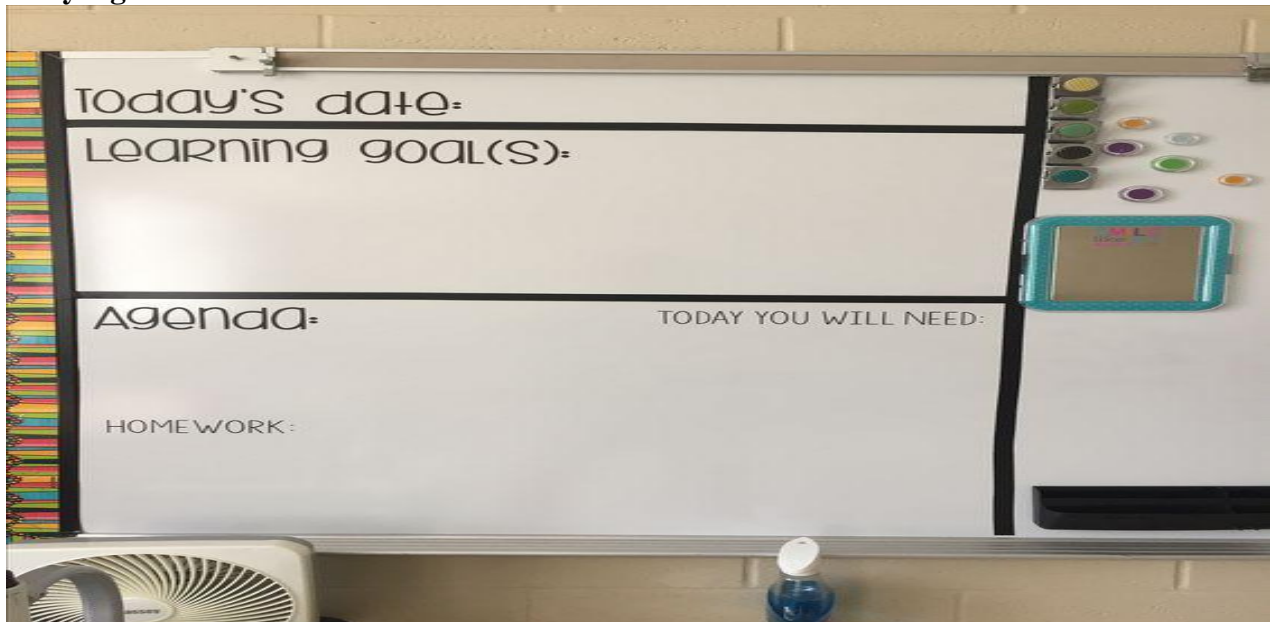
A daily agenda provides a clear path and direction to each classroom by listing the structure or order of daily tasks. The daily agenda consists of a simple detailed list of the tasks ahead and what you hope to accomplish for the day. Every student should be able to determine what they must know and do to be successful that day by referring to the daily agenda. A detailed list will involve times for the lessons, special events, assemblies, switching and travel, restroom breaks and lunch.

The agenda should become a visual reminder of the tasks ahead and when they are to be completed. The daily agenda must be visible for all students and from each vantage point in the room. Deciding on where to post the agenda depends on the primary focus location in your room. The front of the classroom is the ideal location to place the agenda because this is usually the

classroom's focal point. Otherwise, choose a location that is the first place a student looks when you call them to attention.

The presentation of the agenda is just as important as the information it contains. The goal is for students to become less dependent on the teacher for the direction of learning. The print should be large, intentionally spaced, and legible for easy reading. The structure or format should be organized for students to easily understand and follow with little or no assistance from the teacher. When the teacher addresses the daily agenda at the start of class, this will be the time to impart reminders and clear up misconceptions. It is also a good idea to close the lesson with a review of the agenda to ensure students are clear regarding next steps for learning.

Small Group Instruction Area

Keep in mind that a classroom can be versatile, and spaces can be multi-purpose. Classrooms with meeting areas can use the same space for small groups. Although it is ideal to have the designated meeting space front and centered, the small group space can be in any space in the classroom (in back, near the teacher's desk, at a kidney table, or in the center or front of the room). Based on the function of the classroom, the form will look different.

Multi-Tiered Systems of Support
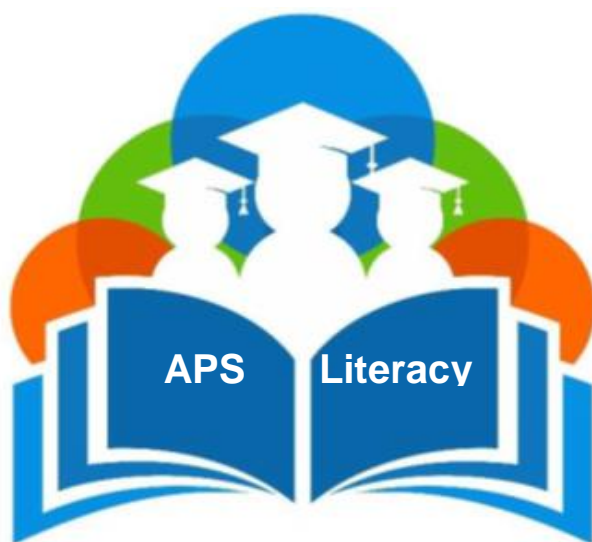
Multi-Tiered Systems of Support

Intervention and remediation are critical elements of any instructional program. At Atlanta Public Schools, we know that some students will need additional support in order to master literacy concepts, whether through intervention from their classroom teachers or from additional support staff members. In order to provide guidance to districts, the Georgia Department of Education uses a tiered system in order to support students. The use of the tiered system allows the opportunity to provide different levels of support to ensure an increase in student achievement. Below is the graphic that shows the tiered level of support students should receive depending on their needs. Evidence-based interventions are essential when supporting students. The practices that are implemented must be unique and learner dependent. At all levels, attention to fidelity of implementation should be taken into consideration. Below is a diagram of the multi-tiered systems of support (MTSS).

3% to 5% of students → **Tier III: Tertiary Level of Prevention – Intensive Intervention**

15% of students → **Tier II: Secondary Level of Prevention - Intervention**

SWD, EL, Gifted

80% of students → **Tier I: Primary Level of Prevention – Instruction/ Core Curriculum**

Students receive services at all levels, depending on need.
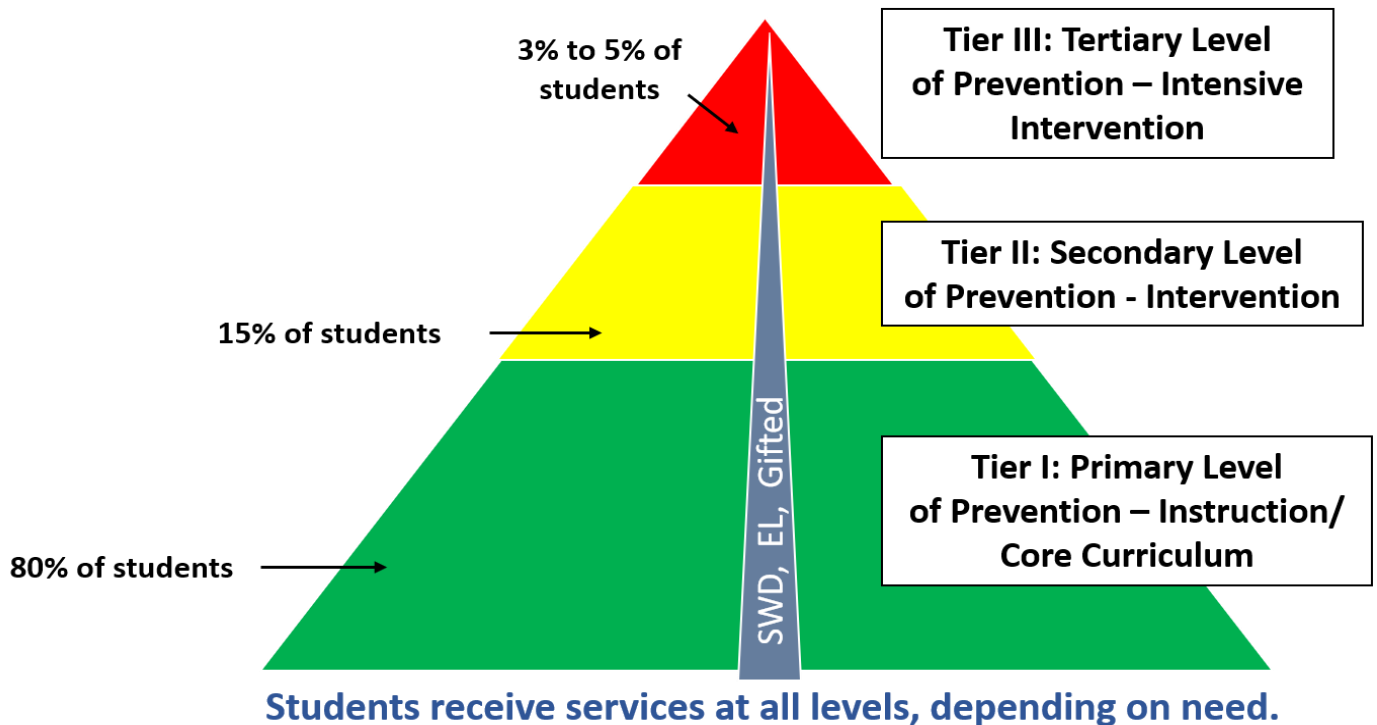
Multi-tiered Systems of Support (MTSS) is based on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high-quality curriculum and instruction to all students, and intervention support for some students. Mellard and Johnson (2008) noted that multi-tiered models of service delivery must focus on instruction that meets the needs of the learner using differentiated instruction.

Tiers Through the Lens of Literacy

To implement effective multi-tiered support in the area of literacy **schools must have data**. **Screening all students for potential reading problems at the beginning of the year will help schools gather much needed data about students.** Ongoing, teachers should use classroom and other formative data to determine students' needs. Sensible data-driven instruction, which uses measures to determine students' strengths and weaknesses, can be administered at each tier of reading instruction.
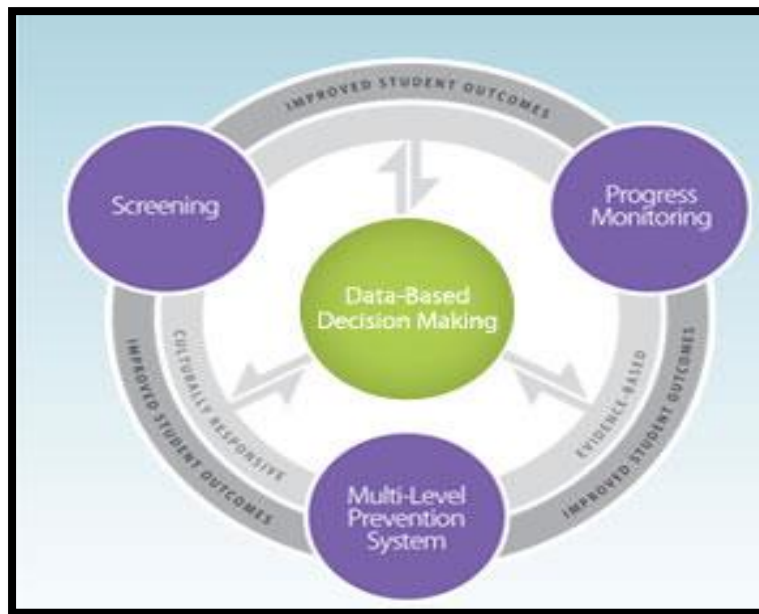
Tier I Interventions

The purpose of Tier I intervention is to provide ALL students with high-quality, scientific, research-based instruction in the core curriculum. This instruction occurs in the general education classroom and is implemented by the general education teacher. An important benefit of Tier I instruction is that the high-quality instruction and monitoring highlight students who need supplemental support.

Intervention strategies are used at all levels of the pyramid. At Tier I, interventions address common student learning gaps. These interventions should be focused, strategically planned, and not hinder on-grade level instruction.

Tier I Literacy Supports

Literacy Supports (PreK-5): During Reading, students receive differentiated reading instruction through Guided Reading or Guided Writing and Conferencing, which are aligned to the students' needs determined by the assessments of students' current reading and writing levels. **At this level,** explicit and systematic instruction is provided with multiple opportunities for practice. At this tier, students apply skills learned in reading and writing, and teachers monitor students' progress and reteach as necessary. **During Writing,** like the reading instruction, the amount of support should increase as warranted by students' needs. Instruction at this level is still designed for all learners. While assessment occurs daily for targeted focus, students should be assessed via a writing piece 2-3 times quarterly (Morris, 2013). Instruction for writing should occur in the daily mini-lesson for schools who are using the workshop model previously described. Differentiation and support at this level can be given through feedback and conferring. Some strategies at this level include providing feedback in conference, listening to informal conversations, supporting students during independent learning to support application, using students who have mastered the task to support other students, and conducting writing notebook checks with feedback for accountability.

Literacy Supports (6-12): Mellard and Johnson (2008) noted Tier I strategies to meet the needs of students:

- Evidence-based practices are implemented in the classroom that is relevant to the content area.
- There are opportunities for differentiation that is based on the individual student needs.
- The teacher assesses the learning through multiple methods of representation, expression, and engagement with instruction.
  The teacher's instructional practices are the result of the students' performance on progress monitoring assessments.

Tier I Instruction employs research-based curriculum materials delivered using high-leverage practices that are aligned to the state standards. Instruction includes students with disabilities and those exceeding benchmarks. Teachers should use high leverage practices depending on the needs of the students. Teachers must use a variety of informal and formal assessments to determine next steps for instruction and to assess whether students have mastered the concepts presented. Assessments can be used to support student learning in many ways. When teachers use assessments for learning, the teacher measures what students already know about a given topic. At an appropriate time, teachers also administer assessments of learning to determine students' mastery of the material. **An excellent resource to help identify Tier I evidence-based practices can be found at** https://ies.ed.gov/ncee/wwc/PracticeGuide/21.

Tier II Interventions

Students who are not successful at Tier I are referred to Tier II. The purpose of Tier II interventions is to provide students who are not achieving the desired level of proficiency with ELA standards through the core curriculum additional support in order to achieve grade-level expectations. The goal of Tier II supports is to close the achievement gap as quickly as possible for these students. Tier II interventions include programs, strategies, and procedures designed and employed to supplement, enhance and support Tier I instruction to all students. Students are identified as in need of Tier II intervention when identified as falling behind grade level expectations through Universal Screening and/or benchmark testing. In addition to small group placements, interventions should be timely and targeted for students who need such support.

At Tier II, an intervention program should be evidence-based with instructional practices that provide targeted instruction for students on a specific skill or a set of skills based on the students' needs. When determining intervention programs, schools should consider the Taxonomy of Intervention Intensity to guide the selection of an intervention programs. On the next page, the Taxonomy of Intervention Intensity is illustrated and provides a description of each component.

- **Strength**: the evidence of effectiveness for students with intensive needs.
- **Dosage**: the number of opportunities the student has to respond and receive feedback from the teacher.
- **Alignment**: how well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context.
- **Attention to transfer**: whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.
- **Comprehensiveness**: how well the intervention incorporates a comprehensive array of explicit instruction principles; and **Behavioral or academic support**: whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

Taxonomy of Intervention Intensity: Academics

National Center on **INTENSIVE INTERVENTION** at American Institutes for Research

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1),* 35–43.

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Tier II Literacy Supports

Literacy Supports (PreK-5): During reading, Tier II is standardized targeted small-group instruction. Instruction at this level targets students who are identified as having risks in key areas. This **instruction may target 3-7 students and is assessed at least biweekly or monthly** (GaDOE, 2018). At Tier II, schools provide intensive, systematic instruction on up to **three foundational reading skills in small groups** to students who score below the benchmark score on the school given universal screening. These groups should meet **between three and five times a week for 20 to 40 minutes**. The progress of these students should be assessed at least once a month. The figure below shows the process of tracking instruction at the Tier II level. Please note that progress monitoring and reliable data is essential. **During writing,** supplemental intervention provided to small group of students above Tier I Instruction. Instruction occur 15 to

20 minutes, 3 to 5 times per week. Students at this level are assessed at least twice a month. Some strategies teachers could use at this level include: use of strong or weak student models to emphasize a teaching point, use of conversations to spark ideas, peer tutors to reinforce skills and strategies, chunking writing into smaller pieces, use of graphic organizers, provide effective feedback, mentor text to provide examples, and schedule group sharing or publishing. Possible interventions at this level can be found at https://intensiveintervention.org/standards-relevant-instruction-multi-tiered-systems-support-mtss-or-response-intervention.
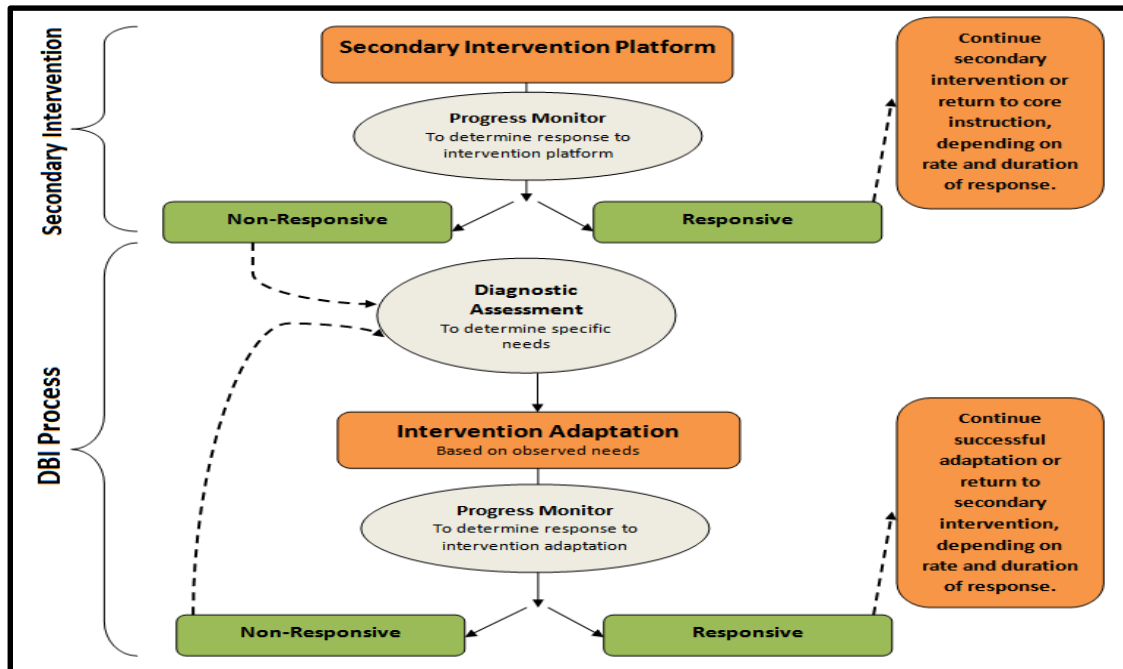
Literacy Supports (6-12):
Interventions provided are researched and/or evidenced-based. It is important to note that Tier II interventions cannot replace on-grade level instruction but are supplemental to that instruction.

Swanson (1999) and Swanson and Sachse-Lee (2000) created a list of effective instructional strategies for Tier II direct and strategic instruction. The list includes:
- Sequencing (e.g., breaking down the task, providing step-by-step prompts)
- Drill-repetition-practice (e.g., daily testing, repeated practice, sequenced review)
- Segmentation (e.g., breaking down skills into parts and then synthesizing the parts into a whole)
- Directed questions and responses (e.g., teacher asks process or content questions of learners, varied response methods and modes, consistently provides wait time that allows students to consider and develop their responses, calling on volunteers and non-volunteers while balancing student ability and gender)
- Control of task difficulty (e.g., the teacher provides necessary assistance or sequenced tasks from easy to difficult)
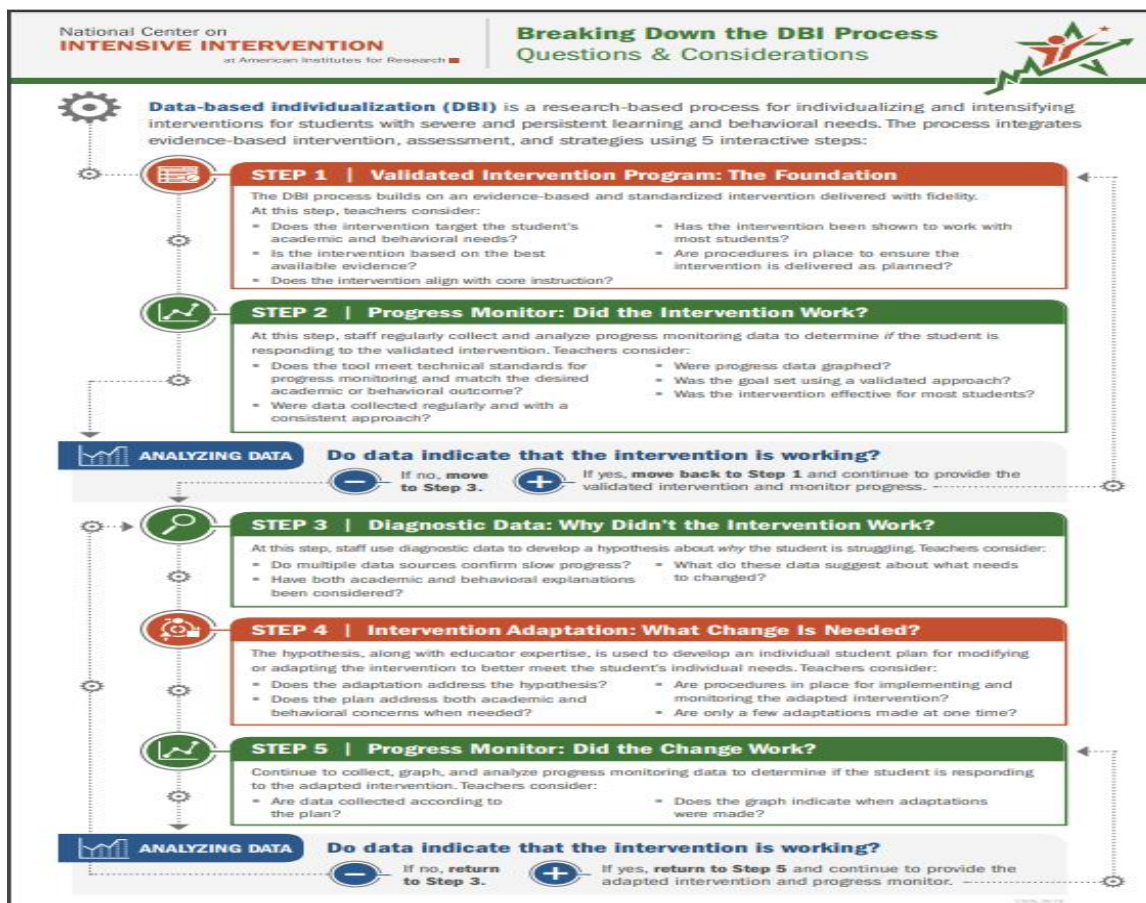
- Use of technology to provide additional practice and reinforcement of concepts (e.g., computers, presentation media, flowcharts)
- Small-group instruction (five or fewer learners)
- Strategy cues (e.g., reminders to use strategies, think aloud models)
- Supplement teacher and peer involvement (e.g., homework, others assist instruction)

Schools can use the following link to evaluate programs that are currently implemented as well as programs they may look at to purchase
https://charts.intensiveintervention.org/chart/instructional-intervention-tools

Tier III Interventions

If students are not successful at the Tier II level, they are referred to Tier III. Tier III is adapted to address individual students' needs based on multiple data sources. in several ways which include increasing duration and frequency. Below is the model for Data-based individualization: a research-based process for individualizing and intensifying interventions with severe and persistent learning needs. The figure shows the five steps that schools can follow at this level to determine if the intervention at Tier III is changing the student's progress.

National Center on INTENSIVE INTERVENTION at American Institutes for Research
Breaking Down the DBI Process
Questions & Considerations

Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs. The process integrates evidence-based intervention, assessment, and strategies using 5 interactive steps:

STEP 1 | Validated Intervention Program: The Foundation
The DBI process builds on an evidence-based and standardized intervention delivered with fidelity. At this step, teachers consider:
- Does the intervention target the student's academic and behavioral needs?
- Is the intervention based on the best available evidence?
- Does the intervention align with core instruction?
- Has the intervention been shown to work with most students?
- Are procedures in place to ensure the intervention is delivered as planned?

STEP 2 | Progress Monitor: Did the Intervention Work?
At this step, staff regularly collect and analyze progress monitoring data to determine if the student is responding to the validated intervention. Teachers consider:
- Does the tool meet technical standards for progress monitoring and match the desired academic or behavioral outcome?
- Were data collected regularly and with a consistent approach?
- Were progress data graphed?
- Was the goal set using a validated approach?
- Was the intervention effective for most students?

ANALYZING DATA   Do data indicate that the intervention is working?
(−) If no, move to Step 3.   (+) If yes, move back to Step 1 and continue to provide the validated intervention and monitor progress.

STEP 3 | Diagnostic Data: Why Didn't the Intervention Work?
At this step, staff use diagnostic data to develop a hypothesis about why the student is struggling. Teachers consider:
- Do multiple data sources confirm slow progress?
- Have both academic and behavioral explanations been considered?
- What do these data suggest about what needs to changed?

STEP 4 | Intervention Adaptation: What Change Is Needed?
The hypothesis, along with educator expertise, is used to develop an individual student plan for modifying or adapting the intervention to better meet the student's individual needs. Teachers consider:
- Does the adaptation address the hypothesis?
- Does the plan address both academic and behavioral concerns when needed?
- Are procedures in place for implementing and monitoring the adapted intervention?
- Are only a few adaptations made at one time?

STEP 5 | Progress Monitor: Did the Change Work?
Continue to collect, graph, and analyze progress monitoring data to determine if the student is responding to the adapted intervention. Teachers consider:
- Are data collected according to the plan?
- Does the graph indicate when adaptations were made?

ANALYZING DATA   Do data indicate that the intervention is working?
(−) If no, return to Step 3.   (+) If yes, return to Step 5 and continue to provide the adapted intervention and progress monitor.

Tier III Literacy Supports

Literacy Supports (PreK-5): During reading, Tier III instruction is individualized based on student data with **no more than 2 students within the group**. Assessment at this level should occur weekly. At Tier III, instruction should incorporate evidence-based practices that are aligned to the high leverage practices. Teachers should provide intensive instruction daily that promotes the development of the various components of reading proficiency. The implementation of concentrated instruction that is focused on a **small but targeted set of reading skills** is implemented at this level. Some **possible strategies** may include adjusting the overall lesson pace, scheduling multiple and extended instructional daily sessions, inclusion of opportunities for extensive practice and high-quality feedback with one-on one instruction. **During writing,** individualized instruction that takes place in the classroom or in a support teacher's classroom 4 to 5 days per week for a minimum of 30 minutes. Assessment at this level occurs twice a month to once a week. Strategies at this level include use of small groups to guide students through the process, additional times, allow students to dictate their stories, modify assignments, tape recording device to record stories, use of computer programs to help students generate ideas or assist with structure, use of weak models to emphasize teaching points, provide feedback, graphic organizers, develop spelling lists, and color code keywords in anchor or individual writing

Literacy Supports (6-12): At Tier III, students should receive daily interventions that are designed to meet their specific areas of deficit which are more intense than at Tier II. The intensity of the Tier III interventions can be increased in length, frequency, and duration of implementation. Interventions that target reading comprehension, vocabulary, and writing are typically assigned within the secondary space (6-12) for students still striving to become proficient readers and writers.

Swanson (1999) and Swanson and Sachse-Lee (2000) created a list of effective instructional strategies for Tier III direct and strategic instruction.
- Sequencing (e.g., breaking down the task, providing step-by-step prompts)
- Drill-repetition-practice (e.g., daily testing, repeated practice, sequenced review)
- Segmentation (e.g., breaking down skills into parts and then synthesizing the parts into a whole)
- Directed questions and responses (e.g., teacher asks process or content questions of learners, varied response methods and modes, consistently provides wait time that allows students to consider and develop their responses, calling on volunteers and non-volunteers while balancing student ability and gender)
- Use of technology to provide additional practice and reinforcement of concepts (e.g., computers, presentation media, flowcharts)
- Small-group instruction (five or fewer learners)
- Strategy cues (e.g., reminders to use strategies, think aloud models)
- Chunking the text (breaking down the text into shorter more manageable units

Recommended Instructional Resources

Instructional materials are primarily a medium for delivery of content; teachers use instructional resources to support and build upon the grade-level content instructional resources. Below is a compilation of instructional resources provided by the school, district or state. ***Highly recommended source that supports all aspects of reading and writing instruction.*

Component of Reading	Resources	
Phonological Awareness	FUNdations IMSE/Orton-Gillingham Really Great Reading Just Words Georgia Early Learning & Development Standards PAC Time Resources www.coxcampus.org	Georgia Standards of Excellence Teacher Guidance and Developmental Progression OWL Resources www.pearsonsucessnet.com The Fountas & Pinnell Literacy Continuum
Phonics	APS Scope and Sequence APS Instructional Units Georgia Standards of Excellence Teacher Guidance and Developmental Progression FUNdations IMSE/Orton-Gillingham	Really Great Reading Just Words I-ready IXL Moby Max
Fluency	APS Scope and Sequence APS Instructional Units Georgia Standards of Excellence Teacher Guidance and Developmental Progression Coach Digital I-ready IXL	Moby Max ReadyGen Fountas and Pinnell Resources FUNdations Just Words Reading A-Z Really Great Reading IMSE/Orton-Gillingham
Vocabulary Development	APS Scope and Sequence APS Instructional Units Georgia Standards of Excellence Teacher Guidance and Developmental Progression Coach Digital I-ready	Fountas and Pinnell Resource FUNdations Just Words Reading A-Z Really Great Reading IMSE/Orton-Gillingham Developmental Progression

	IXL Moby Max ReadyGen	OWL Resources www.pearsonsucessnet.com Tier 2 Vocabulary Resources www.coxcampus.org
Comprehension	APS Scope and Sequence APS Instructional Units Georgia Standards of Excellence Teacher Guidance and Developmental Progression Coach Digital I-ready IXL Moby Max	ReadyGen Fountas and Pinnell FUNdations Just Words Reading A-Z The Next Step Forward in Guided Reading

Writing	APS Scope and Sequence
	APS Instructional Units
	Georgia Standards of Excellence
	    Teacher Guidance and
	    Developmental
	    Progression
		ReadyGen Resources
		Lucy Calkins Units of Study in Writing
		Write Score
		Handwriting Without Tears

Professional Learning
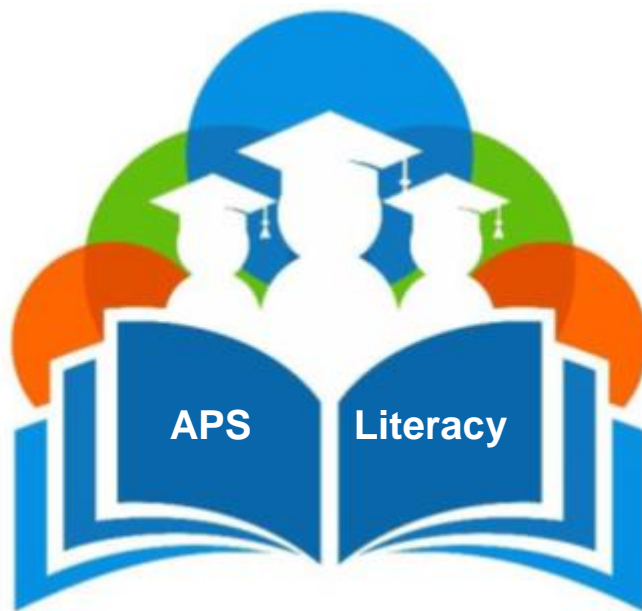
Professional Learning

The components of the instructional core (footnote Elmore) are the teacher, the student, and the content. The essential interaction of these three components is the basis for improving teaching and learning. Professional learning is a key driver to this end. While this literacy plan is intended to capture best practices that are already in place in many of our schools, teachers and instructional leaders may have different strengths and areas of opportunity. Given this, we've drafted a professional learning plan designed to support schools in enhancing practice and catapulting student learning. At the district level, this plan will be used to inform the scope and frequency of offerings.

Professional Learning Plan of Action

Action Step	Target Audience	Specifics of Implementation	Timeline for Implementation	Lead Person(s)	Resources needed	Measure of Success
Overall Goal: Teachers will receive targeted and strategic Professional learning with job embedded coaching and support.	**PreK-12 Teachers**	Professional learning will be offered to teachers based on student data, teacher surveys, school improvement plans and cluster goals.	Ongoing	Teachers, Instructional Coaches, and Coordinators	Teacher surveys, feedback forms, student data	Data collected from teacher surveys, feedback forms, student performance
Overall Goal: Instructional Coaches will utilize the coaching cycle to support Literacy teachers	**PreK-12 Teachers and Instructional Coaches**	Instructional coaches will conduct walkthroughs, provide feedback, set goals, and develop a plan of action and reassess or a similar cycle of planning and reflection. *(DISTRICT MODEL)*	Ongoing	Teachers and Instructional Coaches	Professional Learning for the Coaching Cycle	Data collected from teacher surveys, feedback forms, debriefing sessions and student performance
Overall Goal: Implement Building Level "New Teachers" Professional Learning Plan	**PreK-12 Teachers and Instructional Coaches**	Instructional Coaches will conduct meetings for teachers that are either new to teaching or new to their building. The meetings will address professional development for the teachers and building level operations knowledge.	Ongoing	Teachers, Instructional Coaches, and Coordinators	Professional Learning Plan for New Teachers	Data collected from teacher surveys, feedback forms, debriefing sessions and student performance

Overall Goal: Identify and develop Teacher Leaders	PreK-12 Teachers and Instructional Coaches	Teachers identified as leaders will enroll in and complete Reading and/or Teacher Leader endorsement programs	Every Fall	Teachers and Instructional Coaches	Collaboration between the district, Coordinators and MRESA	Completion of endorsement program.

Specific District Level Offerings

Course	Target Audience	Specifics of Professional Development	Timeline for Delivery	Person(s) Responsible for Fidelity Checks, Feedback & Implementation	Resources Needed	Measures of Success
Overall Goal: Orton-Gillingham Theory and Methodology	PreK-2 Teachers	Teachers will gain an understanding of the research-based theory of multisensory based instruction as well as acquire methods and strategies to support students' acquisition of reading skills	Summer 2019-Summer 2020 5-Day Training Summer Course Offerings	Principals, Assistant Principals, Instructional Coaches	Training from licensed/ credential vendors (OG Fellows) Stipends for Teachers	Student and school-based data from assessments and observations
Overall Goal: Fountas and Pinnell Literacy Continuum	PreK-5 Teachers	Teachers will gain an understanding of a cohesive literacy approach that includes whole group, small group, and independent learning opportunities. Teachers will also learn how to assess students to find their instructional reading levels.	Summer 2019-Summer 2020 3-Day training	Principals, Assistant Principals, Instructional Coaches	Training from district Literacy Coaches Stipends for Teachers	Student and school-based data from assessments and observations Fountas and Pinnell reading assessments Star data

Overall Goal: Implement Guided Reading	**PreK-8** Teachers	Teachers will gain an understanding of how to differentiate instruction based on students' needs. Teachers will learn how to explicitly teach reading strategies within groups.	Every school year Trainings on professional learning days	Principals, Assistant Principals, and Instructional Coaches	Training from district literacy coaches Schools need to create leveled book rooms	Student and school-based data from assessments and observations
Overall Goal: Implement Writer's and Reading Workshop	**PreK-8** Teachers	Teachers will gain an understanding of how to explicitly teach writing techniques in a workshop framework. Teachers will gain an understanding of how to conduct a writing conference.	Every school year Trainings on professional learning days	Principals, Assistant Principals, and Instructional Coaches	Training from literacy teachers who are experts in writing workshop	Student and school-based data from assessments and observations
Overall Goal: Implement Vocabulary Strategies (Marzano)	**3-5** Teachers **6-8** Teachers **9-12** Teachers	Teachers will gain an understanding of how to incorporate vocabulary into their literacy block. Understanding vocabulary terms is vital to understanding complex texts.	Every school year Trainings on professional learning days	Principals, Assistant Principals, and Instructional Coaches	Training from credible vendors	Student and school-based data from assessments and observations

Overall Goal: Implement Close Reading	**3-5** Teachers **6-8** Teachers **9-12** Teachers	Teachers will gain an understanding of a protocol where students carefully read and reread a text to focus on the different aspects of a text. Teachers will utilize explicit instruction during close reading of texts.	Every school year Trainings on professional learning days	Principals, Assistant Principals, and Instructional Coaches	District teachers who are experts in close reading.	Student and school-based data from assessments and observations
Overall Goal: To Implement High Quality Assessments and Assessment Systems	**PreK-12** Teachers	Teachers will learn how to administer, interpret and utilize running records and teacher administered diagnostics.	Trainings on professional learning days	Principals, Assistant Principals, and Instructional Coaches	Training from credible vendors	Student and school-based data from interim assessments, running records, observations, District Benchmarks Star Data
Overall Goal: To Implement High Quality Assessments and Assessment Systems	**PreK-12** Teachers	Teachers will learn how to create tests that align to standards and vary in depths of knowledge levels. Assessments that align to standards provide teachers and parents with specific areas to target students. Common assessments increase the likeliness students receive equitable coherent instruction.	Trainings on professional learning days	Principals, Assistant Principals, and Instructional Coaches	Training from credible vendors	Student and school-based data from assessments and observations District Benchmarks Star Data

Appendices
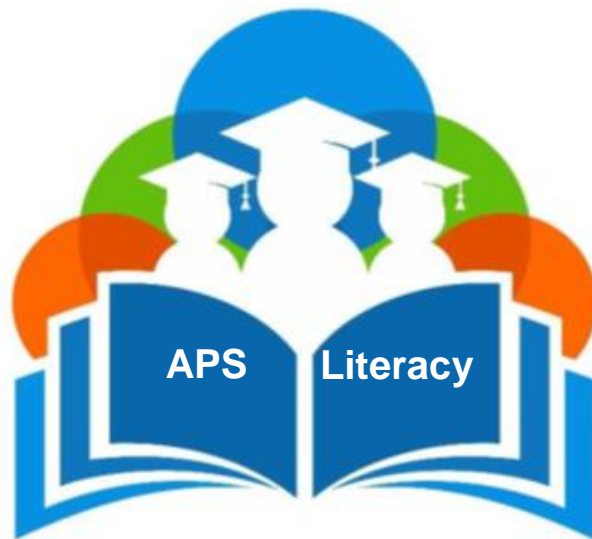
Appendices

Appendix A: Sample Literacy Block Schedules

PreK Instructional Schedule	
7:30-8:00	Arrival/Breakfast
8:00-8:20	Restroom/Transition
8:20-8:30	Opening Activity/Large Group Literacy
8:30-8:40	Music & Movement
8:40-9:00	Math Circle (1st 5min)/Math Small Groups
9:00-9:15	Science and Social Studies Circle
9:15-9:20	Transition (Intro to PAC)
9:20-9:40	PAWC Phonological Awareness Alphabet Knowledge Writing Concepts of Print
9:40-10:00	Transition/Story Time 1 START
10:00-10:30	Lunch
10:30-11:15	Recess/Restroom/Transition
11:15-11:30	Story Time 2
11:30-12:30	Nap
12:30-12:45	Restroom/Transition
12:45-12:55	Snack
12:55-1:00	Intro to Centers
1:00-2:00	Centers
2:00-2:30	Clean-up/ Closing/Dismissal

Primary Literacy Block: 90 Minutes

8:00- 8:30 Phonics (30 min)

8:30-9:10 Reading Workshop (40 min)

8:30-8:40 Mini-Lesson
       8:40-9:10 Literacy Centers
       8:40-8:55 Guided Reading/Rotation 1
       8:55-9:10 Guided Reading/Rotation 2

9:10-9:30 Writing Workshop (20 min)
       9:10-9:20 Mini-Lesson

9:20-9:30 Independent Writing
         Peer Revising & Editing
         Teacher Small Groups & Conferences

When Possible…. Share/Closing

Primary Literacy Block: 120 Minutes

8:00- 8:30 Phonics (30 min)

8:30-9:30 Reading Workshop (60 min)

8:30-8:40 Mini-Lesson
       8:40-8:55 Literacy Centers
       8:40-8:55 Guided Reading/Rotation 1
       8:55-9:10 Guided Reading/Rotation 2
       9:10-9:30 Guided Reading/Rotation 3

9:30-10:00 Writing Workshop (30 min)

9:30-9:40 Mini-Lesson

9:40-9:55 Independent Writing
        Peer Revising & Editing
        Teacher Small Groups & Conferences

9:55-10:00 Share/Closing

3ʳᵈ-5ᵗʰ Grade Literacy Block: 90 Minutes

8:00-8:45 Reading Workshop (45 min)

8:30-8:40 Mini-Lesson
       8:40-8:55 Literacy Centers
       8:40-8:55 Guided Reading/Rotation 1
       8:55-9:10 Guided Reading/Rotation 2
       9:10-9:30 Guided Reading/Rotation 3

9:30-10:00 Writing Workshop (30 min)

9:30-9:40 Mini-Lesson

9:40-9:55 Independent Writing
       Peer Revising & Editing
       Teacher Small Groups & Conferences

9:55-10:00 Share/Closing

3ʳᵈ-5ᵗʰ Grade Literacy Block: 120 Minutes

8:00-9:00 Reading Workshop (60 min)

8:00-8:15 Mini-Lesson
       8:15-9:00 Literacy Centers
       8:15-8:30 Guided Reading/Rotation 1
       8:30-8:45 Guided Reading/Rotation 2
       8:45-8:55 Guided Reading/Rotation 3

8:55-9:00 Close/Share

9:00-10:00 Writing Workshop (60 min)

9:00-9:15 Mini-Lesson

9:15-9:55 Independent Writing
       Peer Revising & Editing
       Teacher Small Groups & Conferences
       Guided Writing

9:55-10:00 Share/Closing

Appendix B – Sample Lesson Plan Templates and Planning Resources

FAQs for Planning PreK Instruction
http://decal.ga.gov/documents/attachments/FAQ_Planning_Instruction.pdf

FAQs for PreK Learning Environment
http://decal.ga.gov/documents/attachments/FAQLearningEnvironment.pdf

Georgia Early Learning & Development Standards
www.gelds.decal.gov

Lesson Plan Template
http://decal.ga.gov/Prek/Planning.aspx

Sample Unit Plans
https://drive.google.com/open?id=0B1fQn9V-DLYLY0xIVF9sNVc5Vlk

Balanced Literacy Planning Form

Topic:	Grade:
Read Aloud/Modeled Reading *(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)*	**Write Aloud/Modeled Writing** *(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)*
Shared Reading *(Teacher models and teaches reading strategies.)*	**Shared Writing** *(Teacher models and teaches writing strategies.)*
Interactive Reading *(Teacher and child choose text and share reading with teacher encouraging child to read when able.)*	**Interactive Writing** *(Teacher and child choose topic and share pen. The teacher and child compose together.)*
Guided Reading *(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies).*	**Guided Writing** *(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)*
Independent Reading *(Child chooses text and practices reading independently at his level.)*	**Independent Writing** *(Child chooses topic and practices writing at his independent level.)*

Minilesson Planning Template

Phase	Plan
Connect (1–2 minutes) Make a connection to the past/activate prior knowledge.	
Teach (3–6 minutes) Identify and explicitly teach one clearly defined skill or strategy.	
Engage (3–6 minutes) Have students turn and talk, try out the strategy, share reading, and so on.	
Link (1–2 minutes) Remind students to use the strategy whenever they are reading.	

Guided Reading Planning Sheet

Book Introduction **MEANING** ✓ Title and synopsis ✓ Develop interest ✓ Draw upon prior knowledge ✓ Introduce new vocabulary ✓ Discuss pictures to build meaning **STRUCTURE** ✓ Let students practice new and challenging language patterns ✓ Support unfamiliar language structure **VISUAL** ✓ Point out unusual text layout ✓ Preview unfamiliar punctuation ✓ Draw attention to new/important words that will be difficult to decode	

Guided Practice
 	
• Students read independently
• Teacher coaches using prompts to support skills, strategies, habits for:
    • decoding print
    • fluency
    • comprehension	

Quick Teach (common need) "I want to teach you one thing that readers do…" • State teaching point • Demonstrate and/or Coach	
Word Work (optional) • **3 minutes or less to support decoding** • Doesn't have to connect to the words in the book	
Link (when and why) "So from now on, whenever you…"	

Planning for Guided Reading

Guided Reading Group			
Book Title	1.	2.	3.
Message			
Introduction • Introductory Statement • Points/Pages			
Reading • Prompt for . . .			
Discussion • Questions • Prompts			
Specific Teaching • Points • Pages			
Word Work			

Guided Reading Lesson Plans (2 Days)

Group: _____ Text: _____
Focus: _____ Level: _____

Day 1

Day 2

Day 1	Day 2
Materials Needed:	**Additional Materials Needed:**
Introduce Skill/Strategy:	**Review Day 1- Skill/Strategy:**
Pre –Reading Activity: ○ Build Background Knowledge ○ Frontload New Vocabulary ○ Preview (Pictures/Text Features) ○ Make a Prediction ○ Ask Questions ○ Pre-teach Concept ○ Set a Purpose ○ Notes:	**Continue During Reading Activity:**
During Reading Activity:	**After Reading Activity:** Evaluation/Extension
Stopping Point:	

Student Observations & Evaluations/Teaching Points

Appendix C: Gradual Release/Teachers Support Visuals

Relationship Between Teacher Support and Student Control in Reading

High Teacher Support

High Student Control

Low Student Control

Low Teacher Support

| Interactive Read-Aloud | Shared Reading | Guided Reading | Independent Reading |

Book Clubs (Literature Discussion)
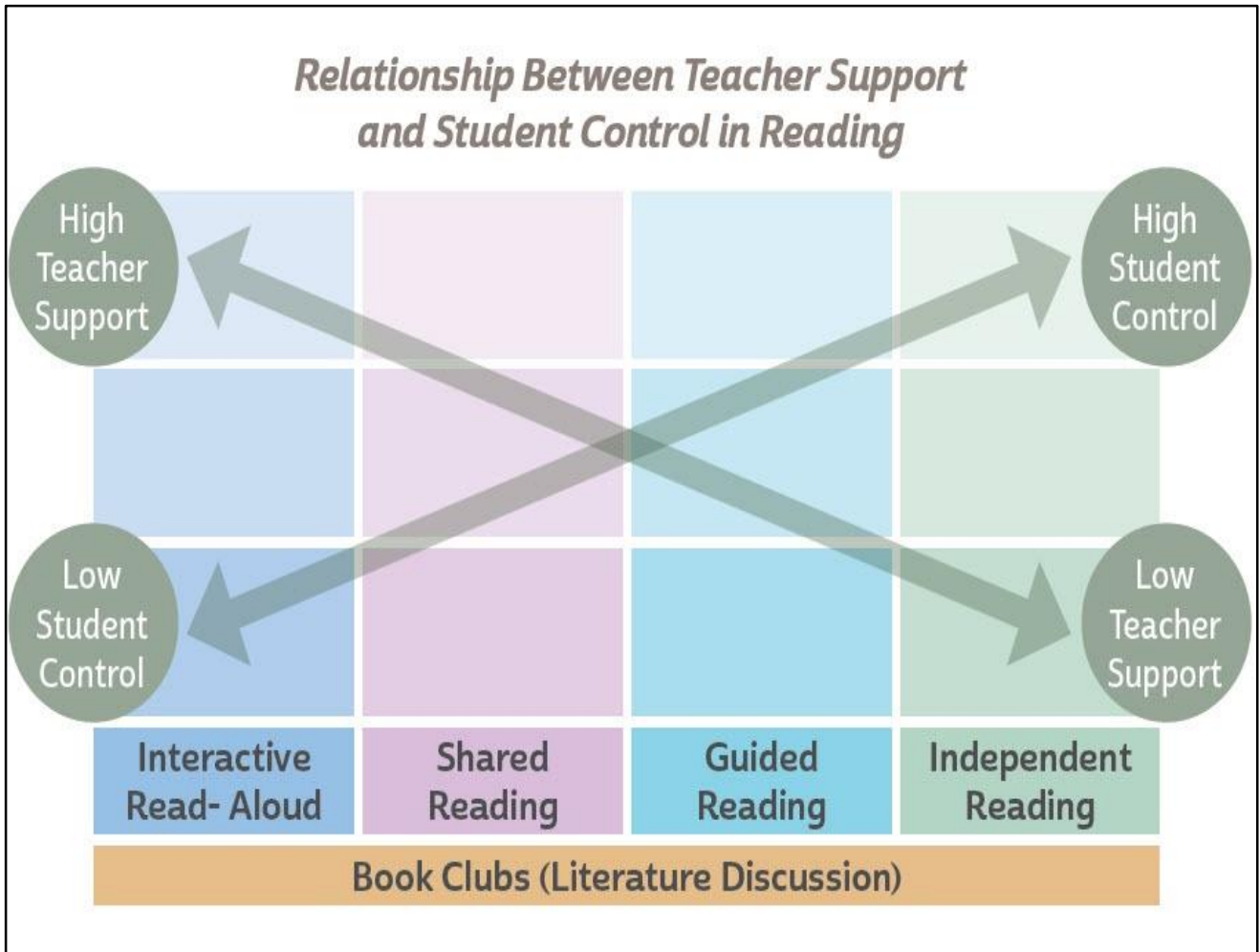
Figure 1.2 Workshop as a Cyclical Structure

Minilesson:
Set the purpose, build the need to know, and show students how to do the task for the worktime. Can include modeling, think-aloud, minilecture, demonstration, etc.

Worktime:
- Students read, write, and/or talk to make meaning.
- Students may practice the skill, complete the task, etc., modeled on the minilesson (depends on the project/product goal and focus on building or demonstrating, etc.).
- Teacher confers with individuals and small groups to gauge undestanding and differentiate instruction.

Debrief:
Students share understanding, thinking, and/or task accomplished during the worktime. Teacher labels and/or holds thinking to use for future teaching and learning and builds momentum for the next worktime or class.

Balanced Literacy
Gradual Release Model

Reading ⟶

Read Aloud   Shared Reading   Guided Reading   Independent Reading

Student Responsibility

Teacher Support
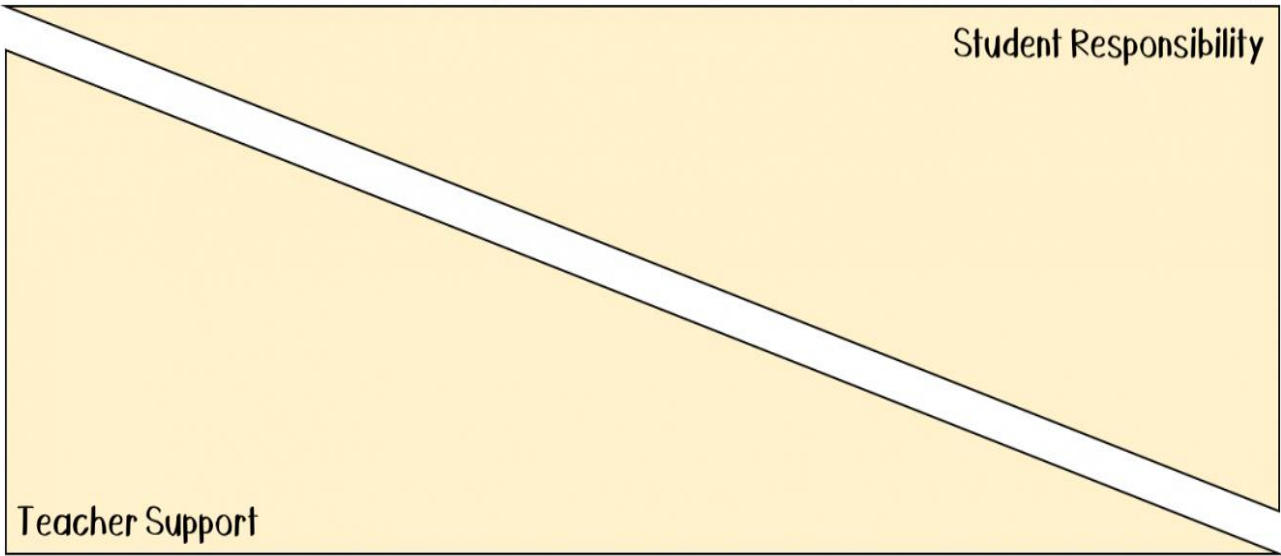
Writing ⟶

Modeled Writing   Shared Writing   Interactive Writing   Independent Writing

I do   I do   You do   You do
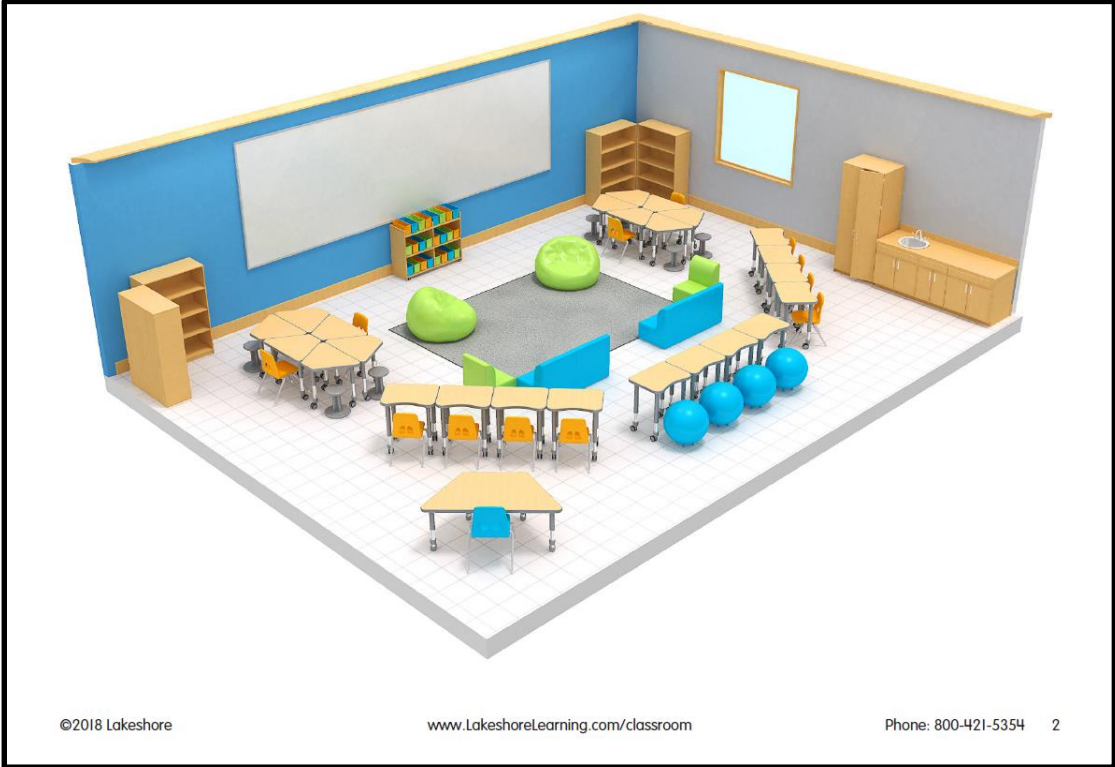You watch ⟶   You help ⟶   I help ⟶   I watch

Appendix D: Sample Classroom Floor Plans

Appendix E: Additional Correlation Guides/Grade Level Expectations

Learning A-Z Correlation Chart

Learning A-Z	Ages	Grade	Accelerated Reader (ATOS)	Fountas & Pinnell	Reading Recovery	DRA	PM Readers	Lexile*
aa	4–6	K	.1 - 1.5	A	1	A–1	Starters 1	BR–70L
A	4–6	K	.1 - 1.5	A	1	A–1	Starters 1	BR–70L
B	4–6	K	.1 - 1.5	B	2	2	Starters 2	BR–70L
C	4–6	K	.1 - 1.5	C	3–4	3–4	3–4 red	BR–70L
D	4–7	1	1.6 - 3.3	D	5–6	6	5–6 red/yellow	80L–450L
E	6–7	1	1.6 - 3.3	E	7–8	8	7–8 yellow	80L–450L
F	6–7	1	1.6 - 3.3	F	9–10	10	9-10 blue	80L–450L
G	6–7	1	1.6 - 3.3	G	11–12	12	11–12 blue/green	80L–450L
H	6–7	1	1.6 - 3.3	H	13–14	14	13–14 green	80L–450L
I	6–7	1	1.6 - 3.3	I	15–16	16	15–16 orange	80L–450L
J	6–8	1	1.6 - 3.3	J	17	18	17 turquoise	451L–500L
K	7–8	2	2.8 - 4.2	J	17	18	18 turquoise	451L–550L
L	7–8	2	2.8 - 4.2	K	18	20	19–20 purple	501L–550L
M	7–8	2	2.8 - 4.2	L	19	24	21 gold	551L–600L
N	7–8	2	2.8 - 4.2	M	20	28	22 gold	551L–650L
O	7–8	2	2.8 - 4.2	M	20	28	22 gold	601L–650L
P	7–8	2	2.8 - 4.2	M	28	28	22 gold	601L–650L
Q	7–9	3	3.9 - 5.1	N	30	30	23 silver	651L–690L
R	8–9	3	3.9 - 5.1	N	30	30	23 silver	651L–730L
S	8–9	3	3.9 - 5.1	O	34	34	24 silver	691L–770L
T	8–9	3	3.9 - 5.1	P	38	38	25 emerald	731L–770L
U	8–11	4	5.0 - 6.1	Q	40	40	26 emerald	771L–800L
V	9–11	4	5.0 - 6.1	R	40	40	26 emerald	771L–830L
W	9–11	4	5.0 - 6.1	S	40	40	27 ruby	801L–860L
X	9–11	5	6.0 - 7.0	S	40	40	28 sapphire	831L–860L
Y	9–11	5	6.0 - 7.0	T	40	40	29 sapphire	861L–890L
Z	9–11	5	6.0 - 7.0	U–V	N/A	50	30 sapphire	891L–980L
Z1	9–11+	5+	7.0 - 8.0	W–X	N/A	60	N/A	920L–1070L
Z2	9–11+	5+	8.0 - 9.0	Y–Z	N/A	70+	N/A	980L–1140L

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) Leveling Criteria to measure text complexity. *Lexile® ranges are provided only as an additional resource. They are estimates and not certified by MetaMetrics®. Their actual relationship to Learning A-Z levels has yet to be determined.

Learning A-Z
A Cambium Learning Company

SCHOLASTIC

YOUR LEVELING RESOURCE CHART

	Scholastic Guided Reading Level	DRA Level	Lexile® CCSS Recommendations
Kindergarten	A	A–1	Beginning Reader
	B	2	
	C	3–4	
	D	6	
First Grade	A	A–1	190L to 530L
	B	2	
	C	3–4	
	D	6	
	E	8	
	F	10	
	G	12	
	H	14	
	I	16	
Second Grade	E	8	420L to 650L
	F	10	
	G	12	
	H	14	
	I	16	
	J–K	16–18	
	L–M	20–24	
	N	28–30	
Third Grade	J–K	16–18	520L to 820L
	L–M	20–24	
	N	28–30	
	O–P	34–38	
	Q	40	
Fourth Grade	M	20–24	740L to 940L
	N	28–30	
	O–P	34–38	
	Q–R	40	
	S–T	40–50	
Fifth Grade	Q–R	40	830L to 1010L
	S–V	40–50	
	W	60	
Sixth Grade	T–V	50	925L to 1070L
	W–Y	60	
	Z	70	

*The levels of the books in Scholastic Guided Reading programs both meet and exceed the Lexile® CCSS recommendations.

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C	D	E
		B	C	D
		A	B	C
				Below C
Grade 1	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W	X	Y	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grades 7–8	Z	Z	Z	Z
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y

KEY

- **Exceeds Expectations**
- **Meets Expectations**
- **Approaches Expectations: Needs Short-Term Intervention**
- **Does Not Meet Expectations: Needs Intensive Intervention**

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgment.

Appendix F: Sample Rubrics

Seven-Point, Two-Trait Rubric

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.*	4	*The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.* • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure that logically groups the ideas and reasons to support the writer's purpose • Effectively develops the reasons that are supported by facts and details • Uses words, phrases, and clauses effectively to link opinion and reasons • Provides a strong concluding statement or section related to the opinion presented
	3	*The student's response is a complete opinion piece that examines a topic and presents a point of view based on text.* • Introduces a topic and states an opinion • Provides some organizational structure to group ideas and reasons • Develops the topic and supports the opinion with facts and details • Uses some words, phrases, and clauses to link opinion and reasons • Provides a concluding statement or section related to the opinion presented
	2	*The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.* • Attempts to introduce a topic and state an opinion • Attempts to provide an organizational structure to group reasons, but structure is inconsistent • Attempts to develop the topic and support the opinion with facts and details • Uses few words, phrases, or clauses to link opinion and reasons; connections are not always clear • Provides a weak concluding statement or section that may not be related to the opinion
	1	*The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.* • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not develop the topic or support the opinion • May not use words or phrases to link opinion and reasons • Provides a minimal or no concluding statement or section
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 111 of this guide.

Appendix G: Sample Literacy Centers

PreK Sources:
- Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu
- www.decal.ga.gov

Weekly Center Check List

Name: _____ Week of: _____

Listening Center ☐	Grammar Center ☐
Read to Self ☐	Writing Center ☐
Read with Teacher ☐	Buddy Reading ☐
Handwriting Center ☐	Word Work ☐

Name: _____

Daily 5 Checklist

Directions: Place an "X" in each box as you complete the activity. For example, if you listened to reading on Monday, place an "X" next to listen to reading under the Monday column.

	Monday	Tuesday	Wednesday	Thursday	Friday
Read to Self					
Buddy Read					
Listen to Reading					
Work on Writing					
Word Work					

Name: _____

Independent Reading
Self-Checklist

Date: _____

	YES!
I completed the IDR task.	
I read books that were "just right" for me.	
I got "lost" in my book today!	
I respected all readers on Pier 13 by reading quietly to myself.	
I worked with Mrs. Newingham or Mrs. Gordon today.	

The genre of the book I read today was:									
RF	F	M	TL	HF	SF	P	I	B	AB

Today I read….. (circle one)	Number of Pages I Read Today:
Picture Books Chapter Books	_____

Appendix H: Strategic Actions Wheels

Thinking Within the Text

Solving Words — Using a range of strategies to recognize and take apart words, and understand word meaning.

Maintaining Fluency — Reading at a good rate, integrating phrasing, pausing, intonation, and stress.

Adjusting — Taking action in flexible ways to solve problems or fit purpose and genre.

Monitoring and Self-Correcting — Checking on accuracy and understanding and working to self-correct errors.

Searching for and Using Information — Noticing and using sources of information (meaning, language structure, phonological information, visual information).

Summarizing — Remembering important information and carrying it forward.

SYSTEMS OF STRATEGIC ACTIONS

Thinking About the Text

Critiquing — Thinking critically about the text.

Analyzing — Noticing aspects of the writer's craft including text structure.

Thinking Beyond the Text

Predicting — Anticipating what may happen next.

Making Connections — Connecting the text to personal and world knowledge as well as to other texts.

Inferring — Thinking about what the writer means but has not stated.

Synthesizing — Adjusting present understandings to accommodate new knowledge.

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Appendix I: Sample Running Record

Reading a-z Running Record — Level D

Student's Name: Matt Jones
Date: 1/28/02
Have the student read out loud as you record.
Assessed by: B. Castillo

The Wheel
99 words

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E M S V	S-C M S V
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	M S (V)	M (S) V
4	✓ ✓ ✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.				
5	✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ p/✓ — ✓ It rolls past the cows. ✓R ✓ ✓ Faster and faster.	1 1		(M)(S)V	
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA ✓ It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1 1		(M)(S)V M S V	
7	✓ ✓ ✓ ✓R₂ ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1 1		(M)(S)V M S V	
8	✓ ✓ ✓ in/sc ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ ✓ It rolls out∧the door. ✓ ✓ ✓ Faster and faster. ✓ ✓ ✓ ✓ R The wheel rolls through the town.	1	1	M (S) V	M S (V)
9	✓ ✓ ✓ ✓ P/ ✓ R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.				
10	✓ ✓ ✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. ✓ ✓ ✓ ✓ ✓ track/sc The wheel is on the truck.	1	1	M S V M S (V)	M (S) V
	Totals	8	3		

Accuracy Rate: 92%   Error Rate: 1:12   Self-correction Rate: 1:4

Benchmark Assessment System 1
THIRD EDITION

Best Friends · Level A · Fiction

Student _____   Grade _____   Date _____

Teacher _____   School _____

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

Summary of Scores:			
Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About	
Fluency	_____	Reading	_____

Sources of Information Used

Page	Text	*Best Friends* Level A, RW: 32, E: 4	E	SC	E			SC		
					M	S	V	M	S	V
2	We like to run.									
4	We like to dance.									
6	We like to swing.									
8	We like to climb.									
10	We like to slide.									
12	We like to ride.									
14	We like to paint.									
16	We **love** to read.									
		Total								

Appendix J: Sample Conferencing Supports

Writing Conference Cheat Sheet

Structure:	You Might Say:
Research *0-2 minutes *Sometimes involves on-the-spot research *Other times you will draw on previous knowledge or research on the student and go right to the compliment	• What are you working on as a writer today? Can you show me where you tried that? • What is your plan for writing today? • Can you take me on a tour of your writing? • Is there anything you want me to know about you as a writer? • What would you say is best about you as a writer? • What do you think you could use more help with as a writer? • Last time we met we were working on…. How's that going? Can you show me where you did that?
Compliment *0-1 minute *Compliment a skill or strategy, a behavior, or volume and stamina *Skip the compliment if the student is not working or is acting inappropriately	• One strategy you are trying is…. This strategy is helping you get better at…. • One thing about you as a writer that is so fantastic is that…. • You're not the kind of writer who…. Instead, you're the kind of writer who…
Teaching Point *At times the teaching point will come later in the conference, after the coaching, as part of the link	• Now, can I give you one tip today – something that will help you to become an even better writer? • Today I want to teach you that writers…
Teach *1-2 minutes *As you teach, you'll want to engage the child and make him or her feel a part of the work you are doing. Try using language like: "Let's try this…" or "We could…"	• Let's try a bit of this together. Let me try to explain to you want I mean… The other day when I was writing, _____, I…. and so I…. • Do you see how I'm…? • Do you remember in the minilesson when I…. Let's see if we can… • Let's try a bit of this together and then you can try on your own.
Coach/Active Engagement *2-4 minutes *Use short prompts that get the reader to do the work you just taught	• Now you try….(restate teaching point and stick around to make sure writer is applying the strategy) • SHORT PROMPTS: Don't forget to… That's good…now… • Don't forget to keep track of your goals, "………? • Now you try this in your writing …. I'll be back to check on you. When I come back I am going to ask to see/talk about…..
Link *30 seconds *Consider leaving an artifact!	• So whenever you are _____, you can remember to…. • Say back to me what you learned from this conference. • What's your plan as a writer when you get back to work on your own?

Writer's Workshop Conference Notes

Name:	Date:
Research -What are you working on today as a writer? -How's it going? -What have you been doing to make your writing strong? -What are you planning to do next? -Who might this story be for?	Notes:
Compliment -You did something good writers do! (strategy) -Good writers _____ and you did that right here. -The reason why writers use this strategy is because_____.	Notes:

Guided Practice -Now I want you to try. -Can you look in your piece and see how you can _____?	**Demonstration** -Watch me practice _____ on my writing. -Did you see how I did that? -Can you look in your piece and see how you can _____?

Teaching Point -May I give you a tip? -May I show you another thing good writers do? -Today I want to teach you how good writers ____ by ____ (how they do it). -Good writers do ____ by thinking (asking reflective questions to help yourself write).	Notes:

Link
-Remember, whenever you write you can always _____.
-When you do this it helps the reader _____.
-Now whenever you write, remember to _____.

Appendix K: GELDS and GSE Crosswalk

Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Print Concepts RF1	**CLL8:The child will demonstrate awareness of print concepts.** Understands that letters form words. Understands that words are separated by spaces in print. With prompting and support, tracks words from left to right, top to bottom, and page to page. Recognizes and reads environmental print. **CLL8.4b, CLL8.4c, CLL8.4d**	Follow words from left to right, top to bottom, and page-by-page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
Phonological Awareness RF2	**CLL6: The child will develop early phonological awareness.** Identifies and produces rhyming words. Isolates the initial (beginning) sounds in words with adult guidance. Segments words into syllables. Manipulates and blends sounds (phonemes) with adult guidance. **CLL6.4b, CLL6.4c, CLL6.4d, CLL6.4e, CLL6.4f**	Recognizes and produces rhyming words. Counts, pronounces, blends, and segments syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
Phonics and Word Recognition RF3	**CLL6: The child will develop early phonological awareness.** Listens and differentiates between sounds that are the same and different. **CLL6.4a**	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings.	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences.	**ELAGSE3RF3:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words.
Fluency RF4	*Begins in Kindergarten*	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read grade-appropriate irregularly spelled words.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Recognize and read grade-appropriate irregularly spelled word.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Key Ideas and Details RL1	Verbally asking and answering questions, discusses books or stories read aloud. CLL4.4b, CLL5.4c	Asking and Answering Questions, Identifying key details.	Asking and Answering Questions, Identifying key details	Asking and Answering Questions, Identifying key details.	Noting what the text says explicitly.
RL2	Retells familiar stories. CLL5.4b	Retell stories using key details.	Retell stories using key details. Demonstrate understanding of the central message or lesson.	Retell stories using key details Determine central message, lesson, or moral.	Recount stories. Determine central message, lesson, or moral and explain how it is conveyed through key details
RL3	Discusses books or stories read aloud and can identify characters and setting in a story. CLL5.4c	Identify characters, settings, and events in a story using key details.	Describe characters, settings, and events in a story using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story and explain how their actions contribute to the sequence of events.
Craft and Structure RL4	The child will use increasingly complex spoken language. Demonstrates understanding of more complex vocabulary through everyday conversations. CLL4.4d	Ask and answer questions about unknown words.	Identify words and phrases in stories or poems that suggest feelings for appeal to the senses.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases both literal and non-literal language as used in text.
RL5	Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics. CLL8.4a	Recognize common types of text.	Explain major differences between texts that tell stories and texts that give information.	Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza, describe how each successive part builds on earlier sections.
RL6	Although listed as a correlation to CLL8.4e, the contents of that standard doesn't match intent of RL6.	Name the author and illustrator of a story and define the role of each telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas RL7	No Correlation for RL7	Describe the relationship between illustrations and the story (how illustrations support the text).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
RL9	No Correlation for RL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar character.
Range of Reading RL10	Listens and responds on topic to conversations and group discussions for an extended period.	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as need at the high end of the range	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

| Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Writing **W1**	**CLL9: The child will use writing for a variety of purposes.** Draws pictures and copies letters and/or numbers to communicate. Uses writing tools. Uses writing for a variety of purposes. Writes some letters of the alphabet. CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d	W1 Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	**W1:** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**W1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	**ELAGSE3W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
W2	**CLL9: The child will use writing for a variety of purposes.** Draws pictures and copies letters and/or numbers to communicate. Uses writing tools. Uses writing for a variety of purposes. Writes some letters of the alphabet. CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d	W2 Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**ELAGSE1W2:** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**ELAGSE2W2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**ELAGSE3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
W3	**CLL9: The child will use writing for a variety of purposes.** Draws pictures and copies letters and/or numbers to communicate. Uses writing tools. Uses writing for a variety of purposes. Writes some letters of the alphabet. **CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d**	W3 Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**ELAGSE1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**ELAGSE2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**ELAGSE3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Conventions L1	CLL9: The child will use writing for a variety of purposes. Writes some letters of the alphabet. CLL9.4d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). Produce and expand complete sentences in shared language activities.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences. Use personal, possessive, and indefinite pronouns. Use verbs to convey a sense of past, present, and future. Use frequently occurring adjectives. Use frequently occurring conjunctions. Use determiners. Use frequently occurring prepositions. Produce and expand complete simple and compound sentences in response to questions and prompts. Prints with appropriate spacing between words and sentences.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences. g. Creates documents with legible handwriting.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Writes legibly in cursive.
L2	Begins in Grade K	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun *I*. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L3	Begins in Grade 2	Begins in Grade 2	Begins in Grade 2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.

Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Language, Vocabulary Acquisition and Use L4, L5, L6	**CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.** Demonstrates understanding of more complex vocabulary through everyday conversations. Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations. **CLL2.4a, CLL2.4b**	With guidance and support from adults, determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). Begin to distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words and their inflectional forms. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. **ELAGSE1L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **ELAGSE2L5:** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). **ELAGSE2L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **ELAGSE3L5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). **ELAGSE3L6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Standard	Pre K GELDS	Kindergarten	1st	2nd	3rd
Speaking and Listening SL1,	**CLL1: The child will listen to conversations and demonstrate comprehension.** Listens and responds on topic to conversations and group discussions for an extended period. Listens to and follows multi-step directions. Extends/expands thoughts or ideas expressed. CLL1.4a, CLL1.4b, CLL1.4c	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
SL2	**CLL4: The child will use increasingly complex spoken language.** Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally. Extends/expands thoughts or ideas expressed. CLL1.4c, CLL4.4c	Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**ELAGSE2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL3		Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**ELAGSE2SL3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL4, SL5, SL6	**CLL4: The child will use increasingly complex spoken language.** Describes activities, experiences, and stories with more detail. Uses spoken language that can be understood with ease. **CLL9: The child will use writing for a variety of purposes.** Draws pictures and copies letters and/or numbers to communicate. CLL4.4a, CLL4.4c, CLL9.4a	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Speak audibly and express thoughts, feelings, and ideas clearly.	**ELAGSE1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **ELAGSE1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **ELAGSE1SL6:** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **ELAGSE2SL5:** With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. **ELAGSE2SL6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **ELAGSE3SL5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **ELAGSE3SL6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Glossary
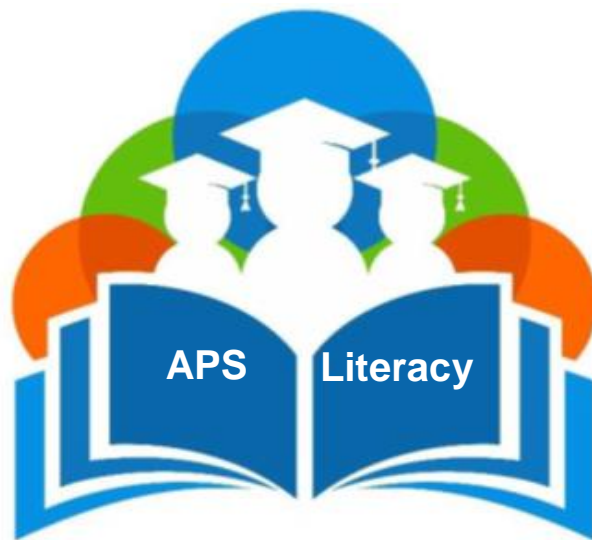
Glossary

Balanced Literacy

Framework that gives equal attention to reading, writing and phonics

Benchmark

A benchmark is a predetermined level of performance on a screening test that is considered representative of proficiency or mastery of a certain set of skills.

Fluency

Fluency is the ability to read words accurately and quickly. Fluent readers recognize words and comprehend them simultaneously.

Comprehension

Text comprehension is the interaction that happens between reader and text. More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read.

Five Essential Components of Reading Instruction

The five critical areas that clearly shows effective reading instruction

Gradual Release of Responsibility

GRR model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner.

Guided Reading

Students who are at similar point in their reading development are in a small group setting. No more than 6 students. The guided reading instructional context provides an opportunity for responsive teaching and enables students to read more challenging texts with support from the teacher.

Guided Writing

Teachers pull together a small group of students that are similar levels of writing ability or a group that needs the same strategy lesson.

Independent Reading

Each reader selects a book and are free to choose books although the teacher has supported them in their ability to make good choices through reading conferences and whole group mini-lessons. The teacher intentionally plans to motivate and pique students' interest by previewing or showcasing texts from a larger collection of books (classroom library).

Independent Writing

Students should have the opportunity to write independently in order to develop their own writing pieces. Teachers purposefully plan lessons that are coherent and lessons that support the acquisition of writing skills and proficiency.

Interactive Read Aloud

Purposefully teacher led read from a selected text to the whole class. Both the teacher and the students actively process the language, ideas, and meaning of the text.

Interactive Writing

The teacher and students compose a text together. The teacher coaches the students during the composition as different students take part in the writing.

Phonemic Awareness

Phonemes are the smallest units making up spoken language. English consist of about forty-one phonemes. Phonemes combine to form syllables and words. Phonemic awareness refers to the ability to identify and manipulate these phonemes in spoken words. It is also the understanding that the sounds of spoken language work together to make words.

Phonics

Phonics requires an understanding that there is a predictable relationship between phonemes (the sound of spoken language) and graphemes (the letters and sounds that represent those words in written language). Phonics is the relationship between a specific letter and its sound, only as it relates to the written word.

Shared Reading

Teacher reads the text aloud once (model reading), the teacher and the students read aloud (whole group) an enlarged version of the text (big books, projections etc.). The text is chosen purposefully to broaden students' competencies in foundational standards.

Shared Writing

Teachers and students also compose a text together, however the teacher keeps the "pen" and writes the text in front of the students enlarged on an easel or projected for all students to see. Typically, students will collaborate with peers before providing ideas to be written by the teacher and shared with the class.

Word Study

Explicit and systematic instruction in phonemic awareness and phonics, to the applying word structure concepts, teachers intentionally plan for word study in the classroom during whole group and small group settings.

For K-2 students, word study should provide an opportunity for students to develop an awareness of rhymes, syllables, onsets and rimes. Additionally, word study instruction should seamlessly incorporate the blending of sounds and letter sound relationships. For 3-5 students, an emphasis on morphology, word affixes, Greek and Latin roots are integral in building vocabulary and expanding students' language for use in speaking,
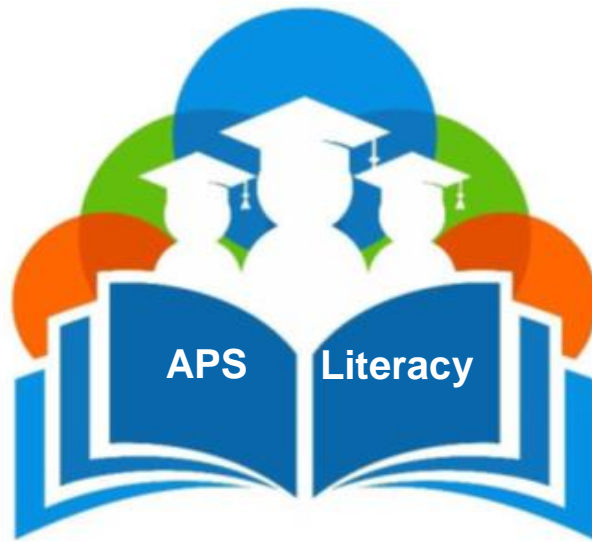
Writer's Craft

A skilled author uses tools and techniques of language and storytelling to craft a piece of writing.

Vocabulary Development

Refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication.

Works Cited

Works Cited

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