



7-12 Literacy Framework

(updated 6.15.18)

The following Instructional Expectations are designed to guide professional development planning to ensure all Spring Lake Park teachers possess the following qualities of an expert literacy teacher, taken from the International Reading Association:

- Teachers understand reading and writing development, and believe all children can learn to read and write.
- Teachers continually assess children's individual progress and relate instruction to children's previous experience.
- Teachers know a variety of ways to teach reading, when to use each method, and how to combine methods into an effective instructional program.
- Teachers use flexible grouping strategies to tailor instruction to individual students.
- Teachers are good reading "coaches" (that is they provide help strategically).
- Teachers personalize instruction for each student.
- Teachers utilize sheltered instruction strategies to facilitate that learning of grade-level academic language and literacy skills.

Instructional Expectations

Kindergarten and Grade 1: Phonological Awareness, with a specific focus on Phonemic Awareness

One of the two main predictors of student reading success is being able to apply phonemic awareness knowledge. Phonemic awareness is the ability to hear and work with the individual sounds of the spoken words. This skill is best taught in small group instruction (3-7 students for 5-10 minutes/day) and should focus on one or two elements of phonemic awareness. Most children will have phonemic awareness after 5-17 hours of instruction. Instructional strategies specifically for phonemic awareness include listening for beginning, middle, and ending sounds in words taken from text, putting together and taking apart separate sounds in words (blending and segmenting), and writing the sounds they hear in words (sound boxes). Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Instructional strategies for teaching phonological awareness include listening to and making up rhymes and clapping syllables in student names and other words found in text. Children in the class who have mastered the skills involved in rhyming, segmenting, and blending should be engaged in instructional activities, which allow them to apply and extend their knowledge.

Kindergarten and Grade 1: Letter Identification

The second predictor of student reading success is knowing the names of the letters of the alphabet and how to write them. Teachers need to state to children that the purpose of learning letters is to become readers. The learning target for kindergarteners is to be able to identify and write all upper and lower case letters by December 1 of the school year. This skill can be developed through singing the alphabet song, reading and writing alphabet books, pointing out letters and identifying letter names in text, identifying letters in own and other students' names, writing letters, journal writing, and manipulating the letters through puzzles and other hands-on activities. Daily, ongoing formative assessment should allow instruction to focus on the letters students need to learn. In instruction and assessments, teachers should consider that culturally many students will learn letter sounds before learning letter names (both should be taught if unknown). Children in the class who have learned the letters should be engaged in instructional activities, which allow them to apply and extend their knowledge. An example includes applying letter sounds to decode words during shared, guided, and independent reading.

Elementary: Phonics and Word Recognition Strategies

Phonics instruction helps beginning readers see the relationships between the sounds of spoken language and the letters of written language. Understanding these relationships gives students a tool to use to recognize familiar words quickly and to figure out unfamiliar words. Teachers should teach explicit, systematic instruction to teach the most useful letter-sound relationships (approximately 20 minutes each day) and coach students to use word recognition strategies to decode unfamiliar words in text as observing reading behaviors in small group instruction. Focus should start with one syllable words and later move on to more complex words. Word recognition strategies start with teaching letter by letter decoding, moving toward using blends and digraphs, using chunks and patterns, and ending with chunking words into syllables and blending multisyllabic words. Strategies for phonics instruction include reading books that contain words with the letter-sound relationships they are learning. Students can practice writing the letter-sound relationships in journal writing and written response to text. Students identified as English learners benefit from phonics instruction inclusive of meaning.

High Frequency Words

Children who can read high frequency words by sight have increased accuracy, fluency, and comprehension of text. Teachers need to state to students that the purpose of learning high frequency words is to become fluent readers. The learning target for kindergarten students is to be able to read the high frequency words with automaticity by June 1 of the school year. The learning target for first and second grade students is to be able to read their respective high frequency words with automaticity by December 1 of the school year. These words can be learned and practiced through reading and rereading text at an appropriate level during shared, guided, and independent reading. Students can also practice these words as they are engaged in writing, for example during journal writing and in written response to text.

Oral Reading Fluency

Fluency includes the ability to decode and comprehend text. Where the focus years ago was simply speed, the research now indicates the need for accurate reading at a conversational rate with appropriate prosody (expression). A fluent reader can maintain this performance for long periods of time, can retain the skill after long periods of no practice, and can generalize across texts. A fluent reader is also not easily distracted and reads in an effortless, flowing manner. Fluency can be practiced by spending time reading and rereading text at an independent reading level, close reading more complex text, through reader's theater, through reading poetry, paired reading, and teacher modeling which includes scaffolded instructional practices. An example of teacher modeling includes explicitly stating the purpose throughout the lesson of listening for: how the words are connected, the rate of reading, and expression of the voice. Teachers do need to listen to students read aloud to assess their progress in reading fluency. Students benefit from recording themselves reading, listening to the recording, and reflecting on the fluency rubric. Many students identified as English Learners who sound like fluent readers do not understand what they are reading. Adding comprehension questions and discussing what students have read brings meaning to the fluency activities

Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Students need rich language experiences. They learn vocabulary in two ways: indirectly by hearing and seeing words as they listen, talk, and read; and directly by being taught specific word meanings and word learning strategies. Teachers need to develop students' awareness of and interest in words and their meanings – creating "word-consciousness."

Vocabulary instruction should go beyond preteaching the words a purchased reading material has selected as vocabulary words. Teachers should intentionally choose and teach vocabulary words. Teachers should relate new words to the words students already know and to students' experiences. Students should interact with the words in a variety of contexts over time.

Content specific words that are necessary for comprehending content and informational text should be pretaught. Students need instruction on using context clues and word parts such as prefixes, suffixes, and root words to figure out

the meaning of unknown words. Students are taught to be aware of and monitor their understanding of unfamiliar words and their meanings.

Students need instruction on academic vocabulary, including content specific language, the type of discussion or structure/ genre being used; compare/contrast, cause/effect, oral reports and the grammatical structures that signal each type of discourse.

Students will most likely retain selected vocabulary that is taught in depth and breadth rather than long lists of words.

Students identified as English learners may need additional instruction to learn Tier 1 vocabulary words, or basic words (ex: *search, guest, tooth, answer, simple idiomatic expressions, and connecting words so, if, then, finally*) needed for everyday speech and scaffolding academic conversations. For English learners, when selecting words for instruction consider cognates (English-Spanish), phrases, idioms, connectors, clusters, transition words, and homophones.

Students identified as English learners need to see the vocabulary written, and use the vocabulary in multiple meaningful ways. Vocabulary instruction involves more than just a word. Instruction should include phonology (pronunciation), morphology (form), syntax (word order), collocations, formal and informal discourse through academic and social linguistic functions (registers), and include academic language scaffolds from texts students read, discuss, write about , and learn the content of. Students need to see words in clusters: *for example, stored energy, equivalent weight, over the course of, I agree with*. Students identified as English learners need to be provided word practice through listening, speaking, reading and writing.

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Comprehension

Comprehension is the essence of reading and the key to academic and lifelong learning. It is important to remember that simply because a student can decode accurately and read fluently does not mean he or she comprehends the text. Students can build their comprehension by learning to use strategies to get meaning from what they read. In addition to ELOs, comprehension strategies including predicting, clarifying, asking questions, and summarizing should be taught. Students should be taught to monitor their own comprehension through applying these and other strategies. All content area teachers need to explicitly instruct and model how reading strategies can be generalized and transferred to all content areas.

Teachers should involve students in higher level thinking, including critiquing and critically thinking about text through discussion and written responses to higher level questioning. Students should answer and generate higher level questions/prompts about text, through substantive (collaborative) conversation and in writing.

Students identified as English Learners language proficiency should be taken into consideration. Learners at each level of English proficiency need to participate in higher level questioning. Students at the beginning levels of English will need language supports, such as partners, graphic organizers, pictures and options to clarify in their home language.

Students identified as English Learners may benefit from this sequence of skills:

- Ask and Answer questions
- Determine important information
- Summarize
- Make connections using schema
- Monitor Comprehension
- Predict
- Make Inferences

This cognitive and verbal processes are best practiced during partner reading and discussions after a teacher includes the necessary supports, such as, *word banks, sentence starters, academic discussion protocols.*

Text Selection

Careful attention should be given to providing students with rich, quality literature and informational text. By eighth grade students should be reading 45% literature and 55% informational text throughout the day. High School students should be reading 30% literature and 70% informational text throughout the day.

Read Alouds

Read alouds should be a short part of the daily schedule. During the read aloud, the teacher reads aloud from a carefully selected body of literature and informational text that promotes higher thinking, enhances language, and represents diverse and varied cultures. Read alouds engage children in the joy and power of reading and create knowledge of a wide variety of genre: fiction and nonfiction, narrative and expository, poetry, etc. By carefully choosing books to read aloud, teachers can introduce students to authors, characters, and topics that may motivate students to read on their own. The books selected should be high quality literature that is above the students' grade level (consider 1-2 years above grade level) and have appropriate content and themes. Students may need additional background knowledge if text content is unfamiliar. The teacher discusses with the whole class or with small groups before, during, and after reading. Reading aloud to students provides them with the opportunity to hear how fluent reading sounds (expression, intonation, pacing) while helping to develop a sense of story. Read alouds promote oral language development; they help build vocabulary and understanding of text structure. Read alouds encourage high levels of understanding, while teaching the reading process in a meaningful way. Read alouds are a key literacy practice for creating a community of readers and demonstrating that reading provides pleasure and is informative.

Focus Lesson

The Focus Lesson provides children with an opportunity to enjoy reading and behave like readers. Students read with teachers during differentiated, flexible large group instruction for one course period each day. In addition to purposeful learning targets, language objectives should be developed and shared with students. Knowing the English proficiency levels of students identified as English Learners will help in choosing the appropriate supports.

Shared Reading: A common text is used that all children can see, examples include a big book, chart, or each student having a copy of the text. The class is engaged in reading the same text with different levels of support. Throughout the lesson the teacher purposefully models skill and strategy development (concepts of print, word

recognition, fluency, vocabulary, and comprehension). The text is revisited and interacted with for several days in a row, with students having access to the text so they can apply the learning. Shared reading gives teachers the opportunity to demonstrate how to problem solve while reading. Students are coached to apply what they've learned during shared reading and to small group and independent reading.

Close Reading: Close reading is the reading and rereading of short passages of complex text, applying comprehension strategies to gain deeper understanding of the author's meaning. Complex text refers more to the complexity of ideas and thinking – not simply the difficulty of the words to decode or text formatting.

- Teacher identifies a specific purpose for each rereading, starting with text dependent questions and moving toward higher order thinking.
- Students' thinking and understanding is documented through annotations.
- Students should have an opportunity to engage in substantive conversation with peers between readings.
- Building background prior to reading is limited to essential information, in order to facilitate student learning through text interaction.
- Used in all content areas and with all students.

K-8 Common Annotations for Close Reading:

- Circle unknown words
- Star (*) powerful or meaningful words or phrases
- Write notes in margins (could be related to target teacher sets up in purpose for reading)
- Question Mark (?) comprehension confusion

Modeling: Teacher uses instructional talk to reveal the thought process – says everything they are thinking (related to the intended learning) aloud. Modeling is purposeful and requires intentional planning to make the invisible thinking process visible for students.

Direct Instruction: Teacher provides students information and explanation they need to know.

Substantive Conversation: Dialogue between students that builds comprehension. Student comments and questions are directly linked to others.

Small Group Reading Instruction (For Students Reading Below Grade Level)

The purpose of small group reading is to help students develop new reading strategies and use them flexibly. The ultimate goal is to prepare students to use reading strategies independently. Groups are formed based on common needs (strategy usage) and/or instructional reading level and are flexible; that is, they change as children's needs/abilities change. Small group reading gives teachers the opportunity to observe students as they process new text, so they can plan instruction based on student need. The selection of text is a key factor. It is imperative that the teacher selects text for small group reading that is at an appropriate instructional level in which children can read with an accuracy rate of 80-95%. Teachers need to regularly observe students reading and processing text until they reach a Fountas and Pinnell level "L" text.

In a small group reading lesson for students well below grade level, the teacher briefly introduces the story by telling the children the title, author, the overall gist of the story and calls their attention to any new or unusual language. As students grow in their reading skills, the introduction must become less supportive because the students are capable of reviewing and setting purposes for reading themselves. At this level, the teacher's introduction sounds more like a "main idea" or summary statement.

Following the introduction, each child reads the whole story from his/her copy of the text. The reading is usually quiet or silent, and all members of the group are operating independently as readers. The reading is not "round robin" or choral reading. Nor should the teacher preread the text to the students. As children read, the teacher "listens in" and intervenes with individuals as needed to teach reading strategies that they must learn in order to read more independently. The teacher records data to evaluate progress, identify instructional needs, document student development and learning.

After the reading, the teacher often makes an additional teaching point or two that directly relates to the reading just completed. The teacher also asks questions and/or has children retell the story in order to check/support students' comprehension and provide opportunities for oral language development. Students should have the opportunity to read new text as often as possible – typically a new text each 1-2 days, until they reach more sophisticated text. Students should have opportunity to reread texts from small group reading lessons during their independent learning time.

Teachers will conduct a small group reading lesson with students who are approaching grade level text. The teacher provides an introduction and then allows students to read the whole text (or portion of the text that will be read by the group that day) silently on their own. When the students have finished reading this text, the teacher meets with the students to share one or two teaching points that the text lends itself to, to review strategy use, and to support the students in comprehension and higher level thinking.

Independent Reading

Students need time to read text daily that is at their independent reading level (consider text read with 90-100% accuracy). Independent reading enables students to develop fluency as readers. It also strengthens their use of reading strategies as well as their comprehension. During independent reading time children read new or familiar text and often respond to their reading through discussion or in a written response.

Initially teachers may need to be involved in choosing books for and/or with students. As students progress in their reading teachers should teach students to choose books for themselves so that eventually students are independently making appropriate text selections.

Independent Learning

During independent learning time, students should be engaged in learning activities that are purposeful and consistently differentiated to meet their individual needs. Independent learning time is of value only when learning activities are differentiated, based on learning targets and supported by student data. These activities may include independent reading and responding to text via answering and/or generating higher level questions/prompts about text, through discussion and in writing.

Students must be able to continue learning without teacher assistance, maintaining and managing their own independent learning. During independent learning time students must be engaged and accountable for their learning. Teachers should spend time teaching and modeling the routines and practices necessary to working without teacher support, including the stamina needed to apply their skills and strategies independently to difficult and complex tasks. Teachers provide examples and models of strong and weak work for routines, as well as products students complete

independently. Teachers need to review student work/learning completed during independent learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next independent learning experiences for students.

Reading Interventions

Students identified as at-risk readers through use of diagnostic assessments receive research-based instruction/intervention daily for one course each day of targeted reading instruction. Instructional decisions are made and implemented collaboratively among students' teachers and are based on frequent, formative assessment data. Interventions for at risk students are provided at school by a highly-qualified reading teacher. Students not making progress in Stanines 1 -3 should receive additional intervention through Targeted Services.

Writing Instruction

- **Writing process** – The writing process includes creating and/or gathering and organizing ideas, drafting, revising for content, and editing for conventions. It is important for the teacher to model each step of the writing process and to give students time to think through each step (without simply assigning the entire process at once). Some writing tasks may include all parts of the process, while other writing tasks may be less formal.
- **Conventions** - Teachers should intentionally choose and teach conventions/grammar skills that impact student writing skills and are applied in student writing (including parts of speech and writing using different types of sentences). It is often most effective to teach skills at the moment of need (when it comes up in context). Research has shown that isolated grammar lessons are not the most effective in helping students improve their writing skills. Students should apply conventions learned at previous grades.
- **Writing for a Purpose** – Students should write across content areas, for multiple reasons, and to a variety of audiences. In addition to paragraph writing, writing can include lists, diagrams, letters, journals, poems, outlines, etc.

Instructional strategies that are known to be effective for students identified as English Learners.

- Begin each lesson by building background that is planned, purposeful, brief, and focused.
- Preview vocabulary orally and visually.
- Incorporate students' home language and culture.
- Oral language development activities are incorporated.
- Small group reading instruction is connected to a content theme.
- Academic language is embedded and targeted.
- Students may spend up to 3 days on a text – including reading, writing, listening, and speaking.
- Substantive Conversation and discussion are utilized, including sentence stems.
- Graphic organizers, realia, illustrations, photographs, charts, timelines, videos, etc are used.
- Clear content, language, and literacy objectives are created and shared.
- Academic Language Scaffolds are used.

Assessment data should be from multiple sources to describe student achievement in home language and in English.

Students identified as English Learners need differentiated instruction based on their level of English proficiency.

Alternative forms of assessment are used to gather additional information, such as portfolios, performance assessment, English language progress monitoring tools, vocabulary assessments, etc.

Spring Lake Park Grades 7–12: Breakdown of ELA Time

This document provides guidance for structuring core and targeted reading instructional time for grades 7-12 in a way that reflects the district's top priorities for literacy instruction:

- Ongoing development of key reading skills, particularly comprehension at the upper grades, through systemic and explicit instruction
- Exposure to grade-level (or above grade-level) texts to ensure students grapple with texts and meet grade-level standards
- Application and practice of reading skills through small group reading with lessons that match the right book and the right skill with the right students

Purpose of the map: The map is not meant to suggest that there is only one way to approach literacy instruction, nor does it seek to limit the instructional choices that teachers make for the students every day. Rather, by mapping the literacy block, district and school leaders seek to provide clear guidance on the components of literacy instruction as well as the suggested use of time for each. With clear expectations, the district can then provide targeted and focused support, resources, and professional development opportunities.

Grades 7-12; One Core ELA course period each day

Component	Element(s)	Pacing Guide Over the course of a week (approximate range)
Focus Lesson	Teacher models (using explicit instructional talk to reveal the teacher’s thought processes as tasks are performed at pre-selected, purposeful points) specific grade level targets <ul style="list-style-type: none"> • Reading targets using at or above grade-level texts • Reading strategies (including summarizing, questioning, predicting, monitor/clarify, and word recognition strategies) using at or above grade-level texts • Writing targets 	20-30% of time
Grade Level Targets and Grade Level Materials	Teacher provides direct instruction on specific grade-level targets	
*Concept Classes may adjust text level to be appropriate, yet stretch students in their reading.	Students practice applying specific grade level reading targets (with guidance and support from teacher) using at or above grade-level texts independently or collaboratively with peers: <ul style="list-style-type: none"> ○ Reading for a Purpose ○ Applying Reading Strategies ○ Close Reading ○ Substantive Conversations ○ Writing in Response to Text ○ Applying Writing Skills and Strategies ○ Independent Reading 	60-70% of time
Distribution of time may be adjusted based on student needs.	Vocabulary Instruction - Teachers intentionally choose and teach vocabulary words and strategies. Teachers relate new words to the words students already know and to students’ experiences. Students should interact with the words in a variety of contexts over time. <ul style="list-style-type: none"> • Direct instruction of words students will need to know to understand text • Direct instruction of academic words and language • Use of context clues to determine word meaning • Use of word parts such as prefixes, suffixes, and root words to figure out the meaning of unknown words • Student self-awareness of and monitoring of understanding of unfamiliar words and their meanings <p>Conventions – Teachers should intentionally choose and teach conventions/grammar skills that impact student writing skills and are applied in student writing (including parts of speech and writing using different types of sentences).</p>	10% of time

Grades 7-12: As determined by need : One Course each day Targeted ELA (Bridge or Concepts)

Notes: Students not making progress in Stanines 1 -3 should receive additional intervention through Targeted Services.

Component	Element(s)	Pacing Guide (approximate range)
Targeted differentiated instruction – scaffolded reading instruction customized to group and individual needs – purpose and structure of groups will vary based on student need (even within groups). Level and pacing of instruction must be adapted to student level.	Grades 7-12 Bridge Capable (4th Stanine, 16-35%iles) <ul style="list-style-type: none"> Teachers meet with students in groups of 5 -15 to provide direct, intensive instruction and intervention to accelerate learning – using frequent formative assessments to customize instruction based on specific student need (Teachers work with content teachers to access resources to plan lessons that will build background knowledge and vocabulary) <ul style="list-style-type: none"> Fluency Instruction Rich Vocabulary Instruction Comprehension Targets and Strategy Instruction Substantive Conversations Writing in Response to Text Taking notes/asking questions while reading Applying writing skills and strategies 	45-55 % of time each day
	<ul style="list-style-type: none"> Independent application of reading and writing targets and strategies Independent application of writing in response to text 	35-40 % of time each day
	<ul style="list-style-type: none"> Independent Reading – scaffolded and including student choice with an opportunity to share reading with others 	About 15 % of time each day
	<ul style="list-style-type: none"> Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students. 	

<p>Targeted differentiated instruction – scaffolded reading instruction customized to group and individual needs – purpose and structure of groups will vary based on student need (even within groups). Level and pacing of instruction must be adapted to student level.</p>	<p>Grades 7-12 Reading Concepts Below (1-15%iles)</p>	<ul style="list-style-type: none"> ○ Teachers meet with students in groups of 5-15 to provide direct, intensive instruction and intervention to accelerate learning – using frequent formative assessments to customize instruction based on specific student need (Teachers work with content teachers to access resources to plan lessons that will build background knowledge and vocabulary) <ul style="list-style-type: none"> ● Word Recognition Strategies ● Direct, Systematic Phonics Instruction ● Sight Word Instruction and application in text ● Fluency Instruction ● Rich Vocabulary Instruction ● Comprehension Targets and Strategy Instruction ● Substantive Conversations ● Writing in Response to Text ● Language Experience Approach ● Taking notes/asking questions while reading ○ Independent application of targets and reading strategies – rereading small group texts or new texts at an appropriate reading level ○ Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students. ○ Teacher Read Aloud - carefully selected high quality literature and informational text that promotes higher thinking, enhances language, represents diverse and varied cultures 	<p>45-55 % of time each day</p>
			<p>35-40 % of time each day</p>
			<p>About 15 % of time each day</p>

Additional examples and details on Instructional Strategies can be found in **Schoology – Resources for Reading and Instructional Alignment** folder.