LOCAL LITERACY PLAN

Updated 6.10.21

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by the end of Grade 3, in accordance with Minnesota Statute 120B.12 – Read Well By Third Grade.

INNOVATIVE AND PERSONALIZED LEARNING

In Spring Lake Park Schools, learners are at the center of everything we do. Our vision is to create personalized and engaging experiences so that each student feels valued, inspired and has a sense of belonging, resulting in college readiness so that each student has aspirations for success. Guided by the learner's needs and interests, learners and teachers work together using the following components to design a learning path to accomplish identified learning outcomes. By personalizing learning, we create the conditions for students to become powerful, independent and curious learners. The four main components of personalized learning in Spring Lake Park Schools include:

- **Competency-Based Learning:** Flexibility for learners to demonstrate mastery of rigorous academic, career and life skills competencies
- **Learner Profiles:** Deeply knowing each learner to design engaging work and experiences
- **Personal Learning Maps:** Learners, families and staff co-design learning goals for success in SLP and beyond
- **Flexible Learning Environments:** Flexible use of time, space and resources to enhance learning

We believe personalized learning is crucial in meeting our reading goal and ensuring that each child has the skills they need to ensure they are college-ready.

ASSUMPTIONS AND BELIEFS THAT GUIDE OUR WORK

- All students will learn
- We are responsible for the learning of all students
- Culturally responsive instruction must occur in all classrooms
- Teachers are implementing high quality, scaffolded core reading instruction to assure student learning
- Teams work in a collaborative model to ensure acceleration of student learning
- Diagnostic assessments are used to determine student placement for targeted instruction

- Students are formatively assessed on an ongoing basis
- High quality reading teachers provide instruction and interventions that promote accelerated learning
- Intervention is a process to improve student achievement and accelerate learning and not a method of identifying students for special education services
- Data drives both the selection of interventions and success criteria
- Instruction and interventions are implemented and monitored by an assigned person or group
- Assuring reading achievement for all students is a priority

STATEMENT OF GOALS AND OBJECTIVES

Our district goals are bold and aspirational. As a district, we are collectively and individually committed to seeing our results dramatically increase by designing engaging learning experiences, so that each student meets or exceeds learning targets. Our literacy goals are:
- 100% of our students who are proficient in the area of reading will maintain or enhance proficiency
- 100% of students below grade level proficiency in reading will make the growth needed to reach proficiency by the end of Grade 3
- 100% of students well below grade level will make aggressive growth to or toward proficiency in reading

We will review the 2020-21 Minnesota Comprehensive Assessment (MCA) results when they are received. Schools in Minnesota did not take the MCA in 2019-20 due to the COVID-19 Pandemic. In reviewing the 2018-19 MCA results in reading 57.3% of Spring Lake Park students met or exceeded grade level standards. In 2018, 58.5% of Spring Lake Park students met or exceeded grade level standards. In 2017, 60.1% of Spring Lake Park students met or exceeded grade level standards. In 2016, 61.3% of Spring Lake Park students met or exceeded grade level standards. In 2015, 58.1% of Spring Lake Park students met or exceeded grade level standards. In 2014, 55.7% of Spring Lake Park students met or exceeded grade level standard. In 2013, 52.8% of students met or exceeded grade level standards.

Results of measures of reading proficiency indicate that we must maintain a continued focus on both core and targeted reading instruction in order to ensure that all students are reading by the end of Grade 3, and maintaining and enhancing proficiency beyond Grade 3. Specific areas of focus for professional learning in 2021-22 include monitoring and strengthening the backward design and delivery of reading instruction (both core and targeted intervention), meeting the needs of English Language Learners, and diagnosing and personalizing learning for each student as they work toward academic competencies.

K-6 READING ASSESSMENT PRACTICES

Assessment of and for learning is at the core of our learning community framework. Our assessed curriculum is composed of a balanced assessment system designed to measure student learning of our learning targets. Our balanced assessment system provides a variety of assessments and assessment strategies to provide evidence of student growth and achievement, and to involve and engage students as active participants in learning. Teachers embed assessment into their day-to-day practices, and use it to modify instruction to meet student needs. The following table describes assessment practices specific to literacy for our K-6 students.

ASSESSMENT	PURPOSE	AREAS ASSESSED	FOR WHOM & BY WHOM	WHEN	PROFICIENCY
MCA-III READING	To consider overall proficiency of students; to measure student growth; to evaluate effectiveness of programs	MN State Standards in Reading (Foundational Skills, Literature, Informational Text)	Grade 3 ,4, 5, 6 Classroom teacher	Spring (March-May)	Meets Standards or Exceeds Standards
ACCESS 2.0	To monitor student progress is acquiring academic English; to determine when students identified as EL have attained the language proficiency needed to participate meaningfully in content area classrooms without support; to evaluate effectiveness of programs	WIDA's English language development standards (social & instructional language; language of language arts, math, science and social studies	Grades K, 1, 2, 3, 4, 5, 6 students identified as English learners EL teacher	Winter (February-March)	Overall composite 4.5 or higher, each domain 3.5 or higher (follow exit criteria in EL Framework if overall composite is 4.5 and three domains are 3.5 or higher)
WIDA-ACCESS PLACEMENT TEST	Assists teachers with programmatic placement decisions such as identification and placement of ELs	WIDA's English language development standards (social & instructional language; language of language arts, math, science and social studies	Grades K, 1, 2, 3, 4, 5, 6 incoming students who may be designated as English learners EL teacher	Primarily fall, but also ongoing throughout school year	WAPT (K): combined listening and speaking domain scores equal to or greater than 28 WAPT (Grade1): same as K and Reading equal to or greater than 11, writing equal to or greater than 12 WIDA Screener (Grades 1-6): overall composite 4.5 or higher, each domain 4.0 or higher

NWEA MEASURES OF ACADEMIC PROGRESS (MAP)	To consider overall proficiency of students; to measure student growth; to evaluate effectiveness of programs; to identify students who may need additional support	Common core standards in reading	Grades 2, 3, 4, 5, 6 Classroom teacher	September (Grade 2) May (Grades 2, 3, 4, 5, 6)	Meets grade level targets; meets college-ready benchmarks; meets individualized growth goals
SUMMATIVE CLASSROOM ASSESSMENTS	To ensure instructional alignment to standards; to evaluate curriculum and resources; to determine student progress toward meeting grade level standards (leading indicators); to identify students who may need additional support	MN state standards in reading (foundational skills, literature, informational text)	Grades K, 1, 2, 3, 4, 5, 6 Assessed by classroom teacher	End of Reading Units	Mastery of learning targets
FORMATIVE CLASSROOM ASSESSMENTS	To identify students in need of support or advancement (small outcomes); to inform next steps in learning or teaching (diagnostic); to check in with students about their progress in achieving grade level learning targets	MN state standards in reading (foundational skills, literature, informational text)	Grades K, 1, 2, 3, 4, 5, 6 Assessed by classroom teacher	Ongoing throughout year	Mastery of learning targets
TARGETED CLASSROOM FORMATIVE AND SUMMATIVE ASSESSMENTS	To monitor student progress on standards that have not yet been mastered at current and previous grade levels; to inform next steps in learning or teaching (diagnostic); to check in with students about their progress in achieving learning targets	MN state standards in reading (foundational skills, literature, informational text)	Grades K, 1, 2, 3, 4, 5, 6	Weekly until proficiency is shown	Mastery of learning targets

Spring Lake Park Summative, Formative, and Targeted Reading Assessment Chart

Components of Reading (and HFW if needed for some)	Reading Assessments to Draw Upon Our core resources offer some informal assessment opportunities "to sit beside" and learn about student learning and more formal assessment measures to collect information about student learning.	Questions to think about when assessing students:
Core Resource Unit Overviews	Wit and WIsdom and Fundations include Important information in the Unit Overviews about the learning, including assessment	• How does each learner approach tasks? • What are the strengths of each learner? • What are the struggles each learner experiences? • What progress has each student made in the learning? • What are the next steps for each learner?
Phonemic Awareness	Core Resources: • Fundations (Weekly Check-Ups, Unit Assessment, Intervention Assessments - additional *phonological awareness* activities, Phoneme Segmenting Progress Monitoring Assessments) Additional Resources: • Flynt/Cooter Comprehensive Reading Inventory, The Assessment of K-12 Reading Skills in English & Spanish (Initial Consonant Sounds (oddity task), Phonemic Segmentation (assessments for initial, medial, and final sounds in spoken words), Blending Sounds (blending onsets/rime, and blending individual sounds)	
Phonics	Core Resources: • Fundations (Weekly Check-Ups, Unit Assessments, Intervention Placement Inventory, Letter Naming, Letter Sound, Word Identification, Nonsense Word Progress Monitoring Assessments) Additional Resources: • Quick Phonics Screener (letter names, letter sounds, vc and cvc words, cvcc and ccvc words, silent e and cvce words, r controlled vowels, consonant digraphs, vowel digraphs and diphthongs, prefixes and suffixes, multi-syllable words (2,3,4 syllables)) • The Listening to Reading—Watching While Writing Protocol (LTR-WWWP) An informal tool that provides considerable guidance regarding what to look for in a student's reading (and writing) that can be tailored in its use to what would be most helpful to inform instruction. ◦ https://www.nellkduke.org/listening-to-reading-protocol	
Oral Reading Fluency	Core Resources: • Fundations (Unit Assessments, Fluency Kit and Fluency Progress Monitoring Assessments)	

	• Wit and Wisdom Fluency Practice • SLP Fluency Rubric Additional Resources: • Qualitative Reading Inventory (rate and accuracy) • Flynt/Cooter Comprehensive Reading Inventory, The Assessment of K-12 Reading Skills in English & Spanish (analysis of reading, accuracy and rate) • The Listening to Reading—Watching While Writing Protocol (LTR-WWWP) An informal tool that provides considerable guidance regarding what to look for in a student's reading (and writing) that can be tailored in its use to what would be most helpful to inform instruction. o https://www.nellkduke.org/listening-to-reading-protocol	
Comprehension	Core Resources: • Fundations (Oral Reading Fluency Comprehension Retell Progress Monitoring) • Wit and Wisdom (Daily Check for Understanding, Focusing Question Task, End Of Module Task, Wit and Wisdom Question Sets) Additional Resources: • Qualitative Reading Inventory (retell, explicit and implicit questions) • Flynt/Cooter Comprehensive Reading Inventory, The Assessment of K-12 Reading Skills in English & Spanish Silent and Oral Reading Comprehension (variety of comprehension questions related to story elements and levels of comprehension (literal, inferential, evaluative), includes analysis of oral reading errors) • The Listening to Reading—Watching While Writing Protocol (LTR-WWWP) An informal tool that provides considerable guidance regarding what to look for in a student's reading (and writing) that can be tailored in its use to what would be most helpful to inform instruction. o https://www.nellkduke.org/listening-to-reading-protocol	
Vocabulary	Core Resources: • Wit and Wisdom (student use of academic language and Tier 2 words in speaking and writing, student word consciousness while reading and throughout day)	
High Frequency Word (HFW)	Core Resources: • Fundations (Unit Assessments, Sight Word and Word Identification Progress Monitoring Assessments)	

TARGETED CLASSROOM FORMATIVE AND SUMMATIVE ASSESSMENTS
- Are embedded into day-to-day practices
- Are used to modify instruction to meet student needs
- Are used to provide evidence of student growth and achievement
- Are used as one piece of data, additional data also includes application in daily reading observation
- Progress monitoring is not for ALL students but matched to specific student needs
- Monitor student progress on learning targets that have not yet been mastered at current or previous grade levels

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ACCELERATED GROWTH FOR STRIVING LEARNERS (Evidence and Look-fors)

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PURPOSE	PROFICIENCY	ACCELERATED GROWTH FOR STRIVING LEARNERS (Evidence and Look-fors)
FOUNDATIONAL SKILLS: PHONEMIC AWARENESS	Students segment individual phonemes in a 3 phoneme word Students blend 3 phonemes to say the word	K – proficiency of segmenting and blending 3 phoneme words 1-5 - Proficiency of segmenting and blending 3 phoneme and one syllable words in less than three months (typically phonemic awareness learning occurs in 5-17 total hours of instruction)
FOUNDATIONAL SKILLS: K-2 PHONICS	Mastery of grade level foundational learning targets	Accelerated Growth K – proficiency of all K phonics targets 1 – proficiency of all K and 1 phonics targets 2 – proficiency on all Grades 1 and 2 phonics targets 3-5 – proficiency of at least 2 full grade level phonics targets (example: start year working on Grade 1 phonics targets, end year working at Grade 3 targets)
FOUNDATIONAL SKILLS: ORAL READING FLUENCY	Students score a minimum of 10 on the SLP fluency rubric on grade level passage	Accelerated Growth 1 – proficiency on fluency rubric 2 – proficiency on fluency rubric 3 – proficiency on fluency rubric 4-5 - proficiency on fluency rubric having progressed through at least 2 grade levels of text (example: start year at Grade 2, end year proficient at Grade 4)
LITERATURE AND INFORMATIONAL READING	Mastery of grade level literature and informational learning targets using at or above grade level text	Accelerated Growth 1 – proficiency on targets 2 – proficiency on targets 3 – proficiency on targets 4-5 - proficiency on targets having progressed through at least 2 grade levels of text (example start year at Grade 2, end year at Grade 4)

FAMILY NOTIFICATION AND INVOLVEMENT

Communication and conferencing with parents and families is a priority. Our teachers and schools are continually developing and implementing prototypes to answer the following design question: How might we enhance communication of learning expectations and progress to effectively partner with families? We are always refining our system of ongoing communication among parents, teachers, and students so that it is clear where students are at in their learning, and to involve all stakeholders in developing and implementing next steps in learning.

Families are informed of student progress on the above-listed assessments in a variety of ways. For external, summative assessments (e.g., MCA-III, ACCESS, etc), families receive an individual student report that includes student results and possible next steps in learning. For district-developed summative and formative assessments, families receive frequent updates of student achievement and progress through Seesaw or Schoology, our learning management system. Families receive information on how their child performed on various assessments and assignments, and these are linked to the learning target that is being assessed. Teachers share and families have access to their child's Personal Learning Map that is regularly updated with a student need and goal, an intervention description, and the progress the student is making toward achieving the goal.

Families are also informed and involved in a child's multi-tiered system of supports. When student achievement data indicates a need for targeted support, families are informed via written note and at fall conferences. At this time, families are aware of their child's current intervention support, are asked to provide input, and are given suggestions for supporting their child out of school. Students receiving our most intensive supports are provided biweekly updates using progress monitoring data to inform parents on their child's growth specific to the learning target(s) of focus.

Weekly school newsletters feature strategies families can utilize at home to support reading achievement. Family engagement experiences during the school year also give families support and resources to develop their child's reading skills outside of school. Teacher communication with families occurs regularly and is ongoing throughout the year. In addition to fall and winter communication windows, teachers have a communication day in the spring to provide an update to families prior to the end of the school year.

INTERVENTION AND INSTRUCTIONAL SUPPORTS & STUDENT SUPPORT SYSTEM FOR ENGLISH LANGUAGE LEARNERS

The SLP K-6 Reading Framework (included later in this document) is designed to guide professional learning planning to ensure all Spring Lake Park teachers possess the qualities of an expert reading teacher. The following components of the Local Literacy Plan are included in the framework:

- Intervention and Instructional Supports
- Student Support System for EL Learners

PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION

Teachers are provided multiple opportunities to participate in professional learning related to reading instruction and strategies. Professional learning is focused on building teachers' capacity to better identify, plan for, and meet the needs of each student in their reading achievement. Innovative and Personalized Learning Coaches, Continuous Improvement and Innovation Coaches, and principals provide actionable feedback and support for each teacher, based on weekly walkthrough observations and PLC dialogue.

PROFESSIONAL LEARNING	WHO INVOLVED	TIMELINE	PURPOSE
SPRING LAKE PARK ACADEMY COURSES	District administration Teachers new to Spring Lake Park All teachers	As offered throughout the year	Learn reading instructional and assessment strategies, collaborate to implement, and reflect on implementation
DISTRICT-WIDE LITERACY LEADERS	Curriculum leads, principals, and coaches from each building	Throughout the year	Collaborate as lead literacy learners across schools; plan and implement district-wide professional learning in the area of literacy
CLASSROOM WALKTHROUGHS	District literacy coordinator, principals, coaches from each building	Weekly	Observe reading instruction, reflect on implementation, and plan for next school-wide professional learning needs
BUILDING LEVEL PROFESSIONAL LEARNING	All building staff	Designated district professional learning days	Collaborate and learn reading instructional strategies and reflect on implementation
PROFESSIONAL LEARNING COMMUNITIES	K-6 teachers	Weekly throughout the year, embedded into the day	Identify student learning needs (in the area of reading) based on data analysis of common assessments, reflect on instruction, and plan instructional response for next learning.
INDIVIDUAL TEACHER LEARNING PLAN	K-6 teachers	Weekly feedback from coach and principal; monthly meetings with	To improve teacher practices related to student achievement, professional practices, and student engagement

		coach and principal	

CURRICULUM AND INSTRUCTION SYSTEM

The Intended Curriculum in Spring Lake Park is the Academic Competencies. The Academic Competencies that students will achieve by grade band are identified at the district level through the Curriculum Continuous Improvement process in alignment with our Competency Based Learning Framework. Spring Lake Park graduate expectations guide this backward design. State standards and benchmarks, national standards, and local practices inform decision-making, development, and revision.

The Taught Curriculum for K-6 Language Arts is developed by teachers using the Intended Curriculum and our core resources (GreatMinds Wit and Wisdom and Wilson Fundations and Houghton Mifflin Arriba) to collaboratively and individually backward design units inclusive of:

- Desired Results: Components of the unit desired results include: identified competencies, enduring understandings, essential questions, knowledge and skills, and state benchmarks.
- Evidence of Learning: The evidence includes identified authentic performance tasks and other pieces of evidence used to demonstrate learning, along with how the evidence is aligned to the desired results and the criteria for evaluation.
- Learning Plan: The plan describes and links unit vocabulary and a summary of the key instructional student work and learning experiences, including how to appropriately identify and respond to student needs.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING

Our local literacy plan is available on our webpage within the Academics department:
https://www.springlakeparkschools.org/academics/curriculum/language-arts

The district seeks feedback on our local literacy plan through the district leadership team, school leadership and equity teams, educational services advisory, and our systems improvement advisory council. Questions regarding our local literacy plan can be directed to Dr. Hope Rahn, Director of Learning and Innovation, at hrahn@district16.org, or Amy Bjurlin, Coordinator of Learning, at abjurl@district16.org.

K-6 Reading Framework

The following Instructional Expectations are designed to guide professional learning to ensure all Spring Lake Park teachers possess the following qualities of an expert literacy teacher:

- 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.
- Teachers use ongoing formative assessment to identify where students are in their learning, where they are going in their learning, and the very next steps in learning

Instructional Expectations for Teaching Reading

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. Teacher coaching and feedback during phonemic awareness learning benefits each child in the small group. Most children will have phonemic awareness after 5-17 hours of instruction. Teachers select several words from a text being read (to or by the students) and engage students in segmenting and blending the individual sounds in the words. 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). Substituting and deleting phonemes should also be included in phonemic awareness learning. Phonemic awareness should be a learning emphasis starting at the beginning of kindergarten.

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.

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. Students learn letter names and sounds inclusive of all letters starting the beginning of the school year. 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. Letter identification can also 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. Teachers should consider that students identified as English learners may 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, small group, and independent reading.

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 provide explicit, systematic instruction to teach the most useful letter-sound relationships (approximately 30 minutes each day of grade level phonics) 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 diagraphs, using chunks and patterns, and ending with chunking words into syllables and blending multisyllabic words. Strategies for phonics instruction include reading and writing words, and 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 and the instruction needs to be inclusive of meaning.

High Frequency Words

Children who can read high frequency words with automaticity have increased accuracy, fluency, and comprehension of text. In Spring Lake Park we have identified high frequency words lists in Kindergarten, First, and Second Grade. Teachers need to state to students that the purpose of learning high frequency words is to become fluent readers. High frequency words are identified as words that appear frequently in text; some of the words follow a decodable pattern and some do not follow a decodable pattern. These words can be learned and practiced through reading and rereading text at an appropriate level during shared, small group, and independent reading. Students can also practice these words as they are engaged in writing, for example during journal writing, word study, 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 effortlessly. Fluency can be achieved by spending time reading and rereading text at an independent reading level, close reading more complex or difficult text, through reader's theater, though 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 (in person or recording) to assess progress in reading fluency. Students benefit from recording themselves reading, listening to the recording, and reflecting on the fluency.

Some students, including some identified as English Learners, who sound like fluent readers may not understand what they are reading. Adding comprehension questions and discussing what students have read brings meaning to fluency development.

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."

In Spring Lake Park, teachers should intentionally choose and teach "Tier 2" words, defined by Beck (Bringing Words to Life) as high-frequency words for mature language users- ex: coincidence, absurd, industrious. Instructional strategies include identifying and briefly defining unfamiliar words at the point of context in literature and teaching the words more explicitly following completion of reading text at end of the lesson. 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.

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.

In contrast to teaching vocabulary in literature, content specific words that are necessary for comprehending nonfiction text should be taught prior to reading.

Students are taught to be aware of and monitor their understanding of unfamiliar words and their meanings. Students need instruction on using context clues to figure out meaning of unknown words. Word parts such as prefixes, suffixes, and root words are also used to figure out the meaning of unknown words.

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.* Academic vocabulary includes 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 identified as English Learners need to be provided word practice through listening, speaking, reading and writing.

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

Comprehension

Comprehension is the essence of reading and the key to academic and lifelong learning. Children can build their comprehension by learning to use strategies to get meaning from what they read. Teachers provide instruction and modeling (at selected points in text) to help students learn grade level learning targets, along with comprehension strategies: predicting, clarifying, asking questions, and summarizing. Children should be taught to monitor their own comprehension through applying these and other strategies. It is important to teach, model, and scaffold instruction for students before engaging them in tasks to practice independently. Teachers should not hesitate to sustain modeling in order to meet the needs of their students.

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.

Teachers review student comprehension learning and work and provide specific, descriptive feedback. Teachers use the knowledge of students' comprehension learning when designing the next learning experience for students.

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

These 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 all students with rich, quality literature and informational text starting in kindergarten. By fourth grade students should be reading 50% literature and 50% informational text.

Read Alouds

During the read aloud, the teacher reads aloud from a carefully selected piece of literature and/or 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: literature, informational, poetry, etc. By carefully choosing texts 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 texts 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 sharing the reading process in a meaningful way. Read alouds, for a short time each day, are a key literacy practice for creating a community of readers and demonstrating that reading provides pleasure and is informative. In contrast to shared reading, during a read aloud it isn't necessary for each child to have access to the text.

Focus Lesson

The Focus Lesson provides children with an opportunity to learn comprehension skills and strategies of proficient readers. Teachers engage students in differentiated, flexible large group instruction for 30-40 minutes a 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 (this is in contrast to a read aloud where the teacher may have one copy of the text). The class is engaged in reading the same text with different levels of support. Throughout the lesson the teacher purposefully provides direct instruction and/or models skill and strategy development (concepts of print, word recognition, fluency, vocabulary, and comprehension) as appropriate

to the specific learning (ex: determining main idea and details would be modeled, defining a glossary would be direct instruction). The text is often revisited and interacted with for several days in a row, with students having access to the text so they can reference the text and 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. This may be a stand alone text or an excerpt from a longer text (may be a part of a shared reading text).

- 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 student 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 other comments and questions.

Small Group Reading Instruction

The purpose of small group reading is to help students develop new reading skills and strategies and apply them flexibly. The ultimate goal is to prepare students to apply reading strategies independently on grade level text. Groups are formed based on common needs (skill or strategy usage) and are flexible; that is, they change as children's needs change. Small group reading gives teachers the opportunity (during core reading time or outside of core time) to observe students as they practice reading skill(s), apply in context, and/or process new text, so they can design instruction based on student need.

Students identified as striving readers through use of diagnostic assessments receive intensive instruction/intervention in small groups. This is in addition to core reading instruction with the intent to accelerate learning. Instructional decisions are made and implemented collaboratively among students' teachers (grade level, Academic Specialists, Special Ed., and/or EL) and are based on frequent, formative assessment data.

When using text for small group instruction, the selection of text is a key factor. Text should be aligned with the skill and strategies students need and interest of students should be considered. Teachers select text for small group reading that is at a "productive struggle" level for students. Teachers scaffold and provide support to help students decode and comprehend the text. Teachers need to regularly observe students reading and processing text until they can consistently decode and comprehend text independently.

When reading text during a small group lesson, 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 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.

Following the introduction, each child reads the whole story from his/her copy of the text. The reading is usually quiet (whisper) or silent, and all members of the group are operating independently as readers. The reading is not "round robin" or choral reading. The teacher does not read 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.

When students are able to decode and comprehend independently, the teacher provides an introduction to the text and a purpose for reading, and then allows children 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.

Application of Learning

During this learning time, students should be engaged in learning experiences that are purposeful and consistently differentiated to meet their individual needs. Application of learning is of value when learning is differentiated, based on learning needs and supported by student data. Learning experiences include independent reading **and** responding to text via answering and/or generating higher level questions/prompts about text, through discussion and in writing. Learning experiences also include opportunities to collaborate with others.

Teachers must review student work/learning completed during application of learning 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.

Students need time to read text daily that they can read independently with approximately 95-100% accuracy. Independent reading enables students to develop fluency as readers. It also strengthens their use of reading strategies as well as their comprehension. During reading time children read new or familiar text and respond to their reading through discussion or in a written response.

Initially, teachers should be involved in choosing books for and/or with children. As children progress in their reading, teachers should teach students to choose books for themselves so that eventually students are independently making appropriate text selections. Even though students may be selecting the texts, it is important that teachers monitor the comprehension and application of learning.

Students must be able to continue learning without teacher assistance, maintaining and managing their own independent 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.

Time spent in independent reading should increase as children become more competent readers. By the end of kindergarten students should be reading independently for 15 minutes each day. As students progress through first and second grade they should be reading a minimum of 20 minutes. By third through sixth grade, students should be reading independently for a total of 30 minutes daily. These minutes are cumulative and do not have to occur all at once.

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.

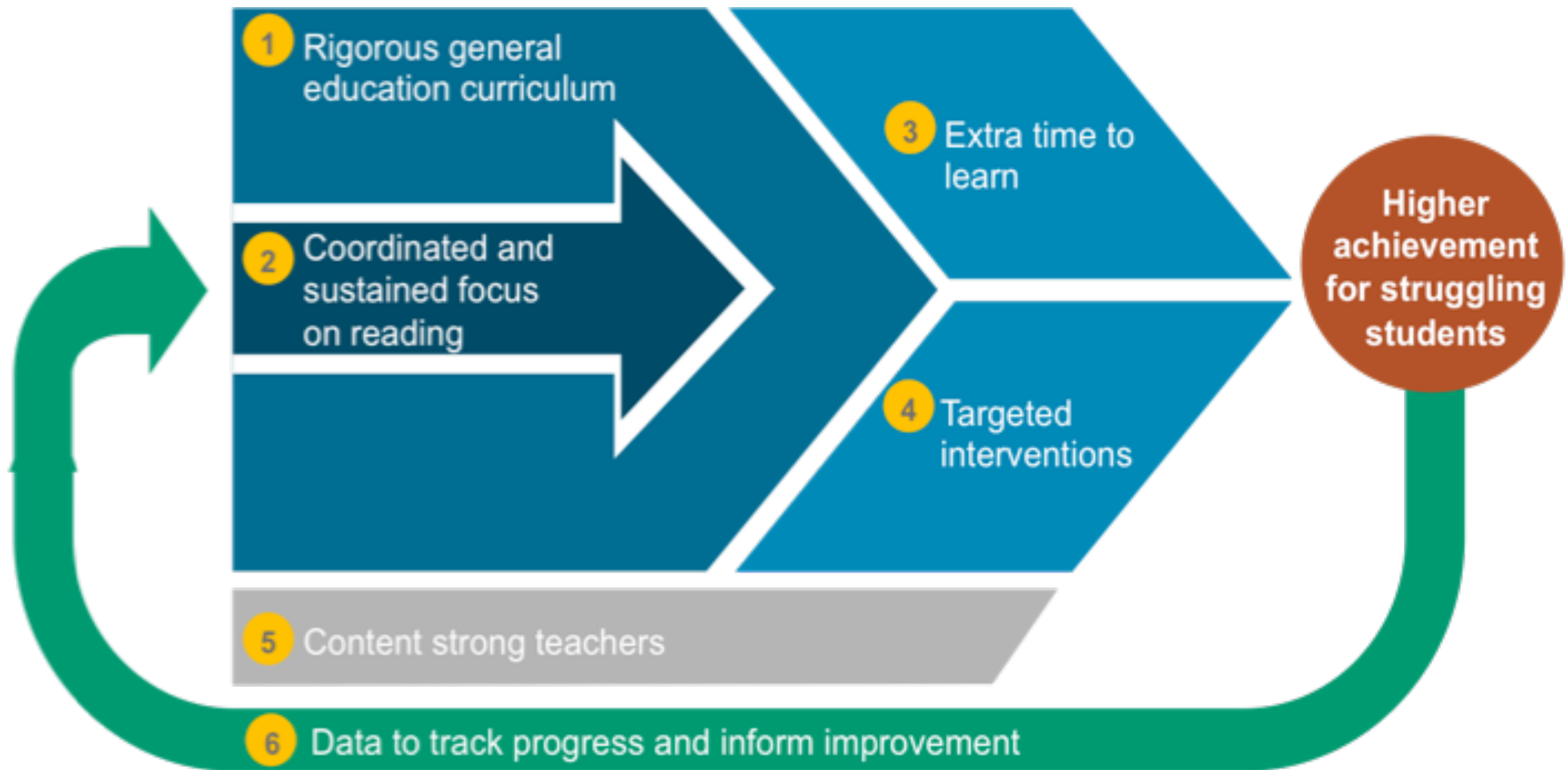Assessment data should be from multiple sources to describe student achievement in home language and in English. Students identified as English Learners need differentiated instruction based on their level of English proficiency. Alternative forms of assessment are used to gather additional information, such as portfolios, performance assessment, English language progress monitoring tools, vocabulary assessments, etc.
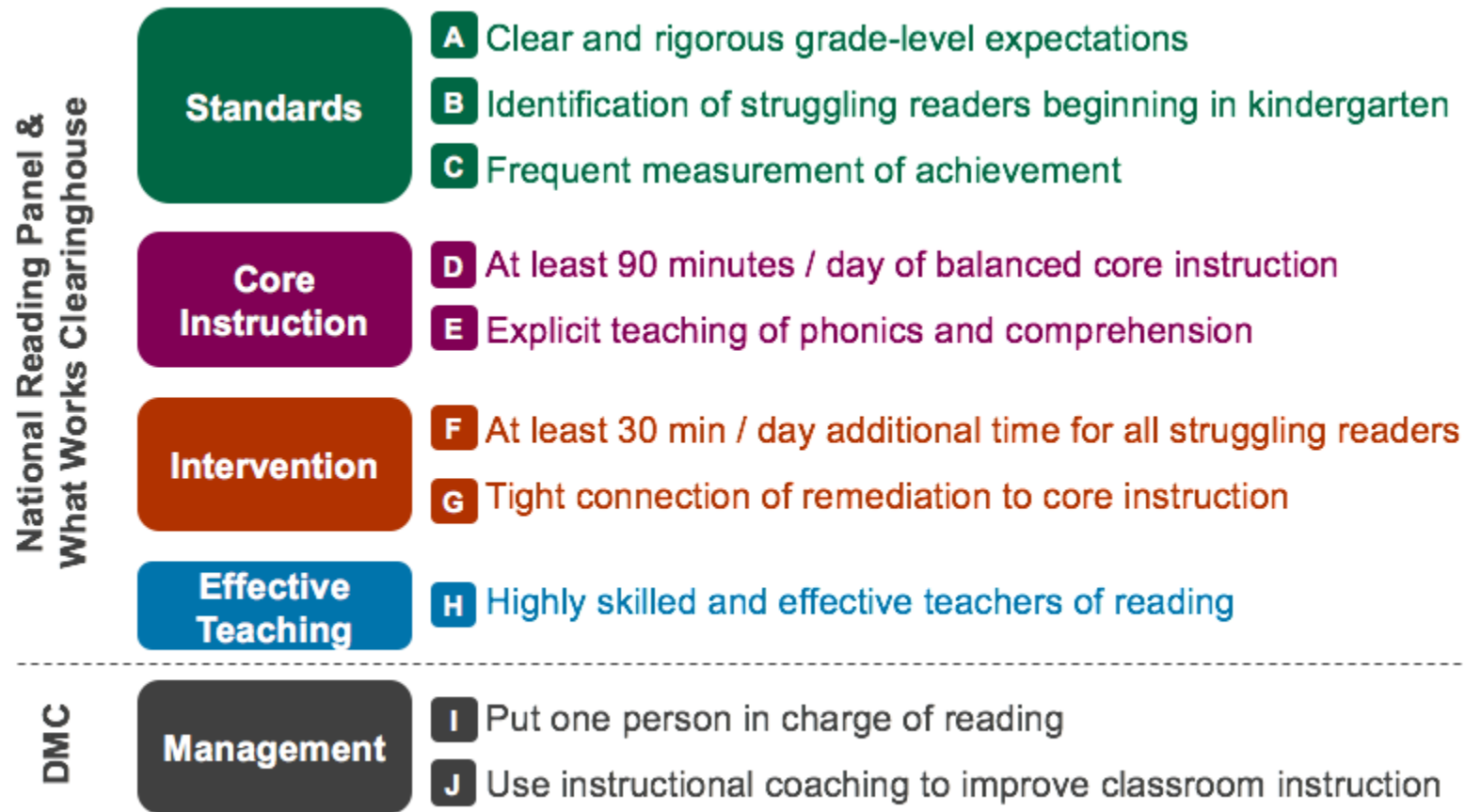
Summary

Teachers must design reading instruction for grades K-6 in a way that reflects the science of teaching reading. It isn't simply about the time spent in reading instruction, but the quality of the experiences students are engaged in during the learning.

- Ongoing development of key reading skills, particularly mastery of phonics at the lower grades and comprehension at the upper grades, through systematic and explicit instruction
- Use of grade-level or above grade-level texts for reading instruction to ensure students access complex texts and achieve learning
- Students engage in learning, practice, and application of reading skills and strategies through personalized small group reading lessons based on formative and/or diagnostic assessments
- Formative assessment is essential within lesson design and implementation
- Reading instruction must also include Spring Lake Park Schools priorities of Equity and Competency Based Learning.

Six interconnected best practices can help learners not yet at grade level achieve at high levels.

1. Rigorous general education curriculum
2. Coordinated and sustained focus on reading
3. Extra time to learn
4. Targeted interventions
5. Content strong teachers
6. Data to track progress and inform improvement

Higher achievement for struggling students

DMC Framework for Supporting Struggling Students

These 10 best practices are common elements to effective reading programs for students both with and without IEPs.

National Reading Panel & What Works Clearinghouse

Standards
- A Clear and rigorous grade-level expectations
- B Identification of struggling readers beginning in kindergarten
- C Frequent measurement of achievement

Core Instruction
- D At least 90 minutes / day of balanced core instruction
- E Explicit teaching of phonics and comprehension

Intervention
- F At least 30 min / day additional time for all struggling readers
- G Tight connection of remediation to core instruction

Effective Teaching
- H Highly skilled and effective teachers of reading

DMC

Management
- I Put one person in charge of reading
- J Use instructional coaching to improve classroom instruction

Source: National Reading Panel, What Works Clearinghouse, experience of school systems who have dramatically improved reading scores   DMC

*Divided leadership, rigid schedules, and a desire for autonomy can prevent districts from implementing effective reading practices (DMC).

SLP Reading Framework References:
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International Reading Association/International LIteracy Association
District Management Council
Seven Strategies of Assessment for Learning (Chappuis)
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Reading Rockets
EAB.com https://app.asana.com/0/search/1184115402068177/1170539899473675