LITERACY GUIDANCE Document

EVERYTHING YOU need to KNOW!
Literacy is at the core of K-12 instruction. Most, if not all, of what we do each day in our lives relies on our ability to read and understand written and oral communication. Literacy makes this possible! As a school division, we share a common belief that Together, we prepare our students for their future. As educators, we shape our students into lifelong learners and in doing so, we must ensure that literacy is woven throughout our curriculum.

The purpose of the K-12 Literacy Document is to provide K-12 educators in Spotsylvania County Public Schools research-based guidance for best instructional practices in our school system. This document provides specific guidance to educators on best practices in elementary and adolescent literacy instruction.

The K-12 Literacy Guidance Document complements our division Teaching and Learning Framework by specifically addressing areas of literacy instruction related to Learning Environment, Instructional Planning, Pedagogy, and Assessment. It is the intention of the K-12 Literacy committee to continually ensure evidence-based guidance remains current, and to review division literacy instruction practices and the consistent implementation of practices throughout the school division. We believe this guidance document will be a valuable resource for all teachers in Spotsylvania County Public Schools.

-The K-12 Literacy Committee
Balanced Literacy Research and Practice

Research
Balanced literacy instruction is a flexible, multi-faceted process, which involves assessment-based instruction that incorporates research-based practices. In balanced reading instruction, “students are taught-explicitly, systematically and consistently-how to understand and use the structure of language and how to construct meaning from various texts” (Zygouris-Coe, 2001, p.11). According to Freppon & Dahl (1998), balanced reading instruction involves teaching both the structure of language and how to construct meaning as they interact with various texts. The balance of instruction varies according to the individual student’s reading abilities and needs, and the teacher’s knowledge of research and an understanding of how to apply it. Developing lifelong readers and writers is the goal of a balanced literacy program (Speigel, 1998; Zygouris-Coe, 2001).

Practice
A Balanced Literacy approach in the elementary classroom requires the teacher to be proficient in assessing and appreciating the various needs of the readers in the classroom as well as understanding the development of reading and writing (Zygouris-Coe, 2001). While the components of a balanced literacy program will remain consistent, the approaches may differ from class to class as this “balance” is often developed based on students’ needs. The required components of an effective literacy block will include: Read-aloud and/or Mini-lesson; Flexible Guided Reading Groups; Literacy Stations; Writing; and Word Study (Instructional Planning & Implementation, 2011).

Within these required components the teacher will “plan assessment-based instruction that incorporates research-based practices” (Freppon & Dahl, 1998) and provide explicit instruction on reading skills with opportunities for students to read and practice these skills in authentic text. Through the integration of reading and writing, a variety of materials and text for children to read and practice skills will be available. Additional effective practices will include recognizing a variety of methods for teaching reading and demonstrating knowledge of when to use each method or how to combine methods to meet the instructional needs of the students (Freppon & Dahl, 1998).
# Elementary Whole Group Literacy Instruction Guidance

## Literacy

### Interactive Read Aloud

**Definition:** Interactive Read Aloud is whole group focused instruction used to introduce and model new skills and strategies followed by discussion and practice.

**Duration:** approximately 10 minutes daily

<table>
<thead>
<tr>
<th>What it looks like</th>
<th>What it is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Teacher reads aloud</td>
<td>● Book read from start to end without purpose</td>
</tr>
<tr>
<td>● Preselected/preplanned chunks of texts</td>
<td>● Only teacher reading - no interaction</td>
</tr>
<tr>
<td>● Exposure to different genres, authors, types of texts, text structure, etc.</td>
<td>● Randomly selected texts</td>
</tr>
<tr>
<td>● Lively discussion (“turn and talk”, sharing out)</td>
<td></td>
</tr>
<tr>
<td>● Clear focus and objective that connects to prior and/or future learning</td>
<td></td>
</tr>
<tr>
<td>● Teacher models appropriate fluency, intonation and expression</td>
<td></td>
</tr>
<tr>
<td>● Teacher models metacognition</td>
<td></td>
</tr>
<tr>
<td>● Engaging</td>
<td></td>
</tr>
<tr>
<td>● Students are in close proximity</td>
<td></td>
</tr>
</tbody>
</table>
# Elementary Whole Group Mini-lessons

## Mini-Lesson

**Definition:** The mini-lesson is one essential component of whole group instruction. Its purpose is to introduce or review a reading skill or strategy and expose students to grade level material.

**Duration:** 10-20 minutes daily

**What it looks like**

- Whole group
- Explicit teaching and modeling of a comprehension skill or strategy followed by class discussion and practice
- Targets a comprehension strategy or skill that connects through all other parts of the literacy block
- Sets the stage for the focus of guided reading instruction
- Students are actively engaged

**What it is not**

- Teacher talking/Students listening
- Sole mode of instructional delivery
**Elementary Small Group Literacy Instruction Guidance**

**Small Group (Guided Reading)**

**Definition:** “Guided reading is a highly effective form of small group instruction. Based on assessment, the teacher brings together a group of readers who are similar enough in their reading development [includes grouping by both instructional reading level and strategy needs] that they can be taught together” (Fountas and Pinnell, 2010, p. 239).

**Duration:** *Majority* of your language arts block should be spent in small group (60-80 minutes). *Suggested:* 20-30 minutes per group.

<table>
<thead>
<tr>
<th>What it looks like:</th>
<th>What it is not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consists of no more than 6 students</td>
<td>• Round robin, popcorn or choral reading</td>
</tr>
<tr>
<td>• Groups are flexible based on ongoing assessment and observation of reading behaviors</td>
<td>• Worksheets</td>
</tr>
<tr>
<td>○ Reading Records are completed using the following guidelines:</td>
<td>• Static groups (formed and reviewed only at Beginning, Mid-Year and End of year testing)</td>
</tr>
<tr>
<td>■ Tier 1 Students - 1 X per month</td>
<td>• All groups meeting for the same amount of time.</td>
</tr>
<tr>
<td>■ Tier 2 Students - 2 X per month</td>
<td>• Teacher talking throughout the entire guided reading lesson</td>
</tr>
<tr>
<td>■ Tier 3 Students - weekly</td>
<td>• Book clubs</td>
</tr>
<tr>
<td><em>Note: For Tier 1 Fluent Readers (Levels Q +) running records can be taken every 4-6 weeks.</em></td>
<td>*What it looks like:</td>
</tr>
<tr>
<td>• Each student has a copy of the text on their instructional reading level</td>
<td>*What it is not:</td>
</tr>
<tr>
<td>• Routine management system is in place for daily rotations to minimize guided reading interruptions</td>
<td>*What it looks like:</td>
</tr>
<tr>
<td>• Teacher guides discussion (before, during and after reading)</td>
<td>*What it is not:</td>
</tr>
<tr>
<td>• <strong>Before Reading (Introduction):</strong> no more than 5 minutes</td>
<td>*What it looks like:</td>
</tr>
<tr>
<td>○ Introduces vocabulary</td>
<td>*What it is not:</td>
</tr>
<tr>
<td>○ Provides a short introduction or gist statement</td>
<td>*What it looks like:</td>
</tr>
</tbody>
</table>
- Sets purpose for reading
- Previews text

**During Reading (Reading the Book):** 8-15 minutes, based on guided reading level
- Students reads the **entire selection independently**
- Students are reading without pointing (after Level C)
- Students whisper read (Level A-M) or read silently (Level N+)
- Teacher is observing & noting reading behaviors
- Teacher may be interacting with students to assist with problem-solving strategies

**After Reading (Teaching Points and Discussion Prompts - Meta-cognitive Strategies; Guided Writing)**
- **Emergent Teaching Points** (Levels A-C)
  - One-to-one matching, picture clues (meaning), monitoring with known words, expression, get mouth ready, cross-checking
- **Early Teaching Points** (Levels D-I)
  - Decoding/Word Solving, Fluency, Comprehension
- **Transitional Teaching Points** (Levels J-P)
  - Decoding/Word Solving, Fluency, Comprehension
- **Fluent Teaching Points** (Levels N+)
  - Vocabulary, Fluency, Comprehension
- **All Levels**
  - Teacher uses the white
| comprehension card provided by Benchmark Literacy (Find it!, Prove it!, Look closer. Vocabulary) to guide comprehension conversation |

*Adapted from Jan Richardson, *The Next Step in Guided Reading*, (2009)*
# Elementary Independent Student Lead Literacy Stations

## Definition:
Independent time is a time for students to take responsibility for their own learning through differentiated, engaging stations modeled by the teacher and developed around concepts previously taught. Content in stations should provide students an opportunity to practice skills taught and to reinforce content area skills. Station rotations should be of equal time with independent reading as a daily expectation.

## Duration:
20-30 minute rotations during guided reading

## What it looks like:
Literacy work stations are areas “within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy.” (Diller, 2003)

## Creating Stations:
- Instructional materials in work stations have been used in instruction.
- Teachers model how stations should be used and managed.
- Stations should provide choice for students.
- Activities should be generated from what has been modeled during read-aloud, shared reading, modeled writing, shared writing, small-group instruction, and content-area instruction.
- A variety of topic related skills to practice and explore.

## What it is not:
- Worksheets
- A packet of work
- A station that has not been introduced
- Used as an area for students who finish work early
- The same work for every student
- A time for students to finish work
- A checklist of work to do
• Students should be given the opportunity to practice a skill and/or be given enrichment activities to enhance their learning.
• Practice materials are differentiated for students’ needs and reading levels
• Reading should be related to what students have learned and/or are learning
• Reading should be relevant and engaging to the student.
• Reading tasks should consist of choices to provide differentiation and novelty to the student learning.
• Stations should have “I Can” or “I Will” charts that clarify expectations for students at each station.

Station Ideas:
• **Reading Response** - Students respond to what they have read in writing.
• **Independent Reading** - Students read self-selected text that are “just right” for the reader.
• **Listening Station** - Students to listen to stories, poems, or informational pieces. Students can demonstrate comprehension through conversations with others, creating or completing graphic organizers.
● **Word Work/Vocabulary Station** - Students use text to find new words and determine their meanings from text.

● **Buddy Reading** - Students read with a buddy to practice fluency or automaticity. Buddies can monitor reading accuracy and encourage fluency.

● **Content Area Work Station** - Students read and respond to nonfiction information currently being taught in Science and/or Social Studies. Students research and find new information on topics being studied.

● **ABC/Word Study Station (K-2)/Word Study/Spelling Work Station (3-5)** - Students use manipulatives to practice known word sorts using phonics or meanings to sort words, find new words in text that follow the same patterns (aligned to their word study). Students may also work on more complex word patterns and vocabulary that relates to their reading and writing.

● **Writing Work Station** - Students are provided time to practice writing strategies.

● **Drama/Reader’s Theater Work Station** - Students...
use Reader’s Theater scripts to practice fluent reading and develop comprehension.

- **Poetry Work Station** - Students use familiar poems to work on fluency. As reading levels increase, students can work on interpreting poetry or writing additional lines for a poem.

<table>
<thead>
<tr>
<th>WORD STUDY/PHONICS</th>
</tr>
</thead>
</table>

| WRITING |
References


Adolescent Literacy

Adolescent literacy is understood as the ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts. For students to be successful, it is expected they will (IRA Position Statement, 2012):

- Read a variety of texts, including print and digital
- Discuss a variety of texts with peers, teachers, and community members
- Interact with text within and across multiple subjects, including career and technical and visual and performing arts.

Given these needs, literacy instruction must occur across all content areas. While students have learned many basic reading and writing processes at the elementary level, adolescents still need to master literacy practices unique to various levels and disciplines as they shift into content learning (NCTE Research Brief, 2007). Therefore, students need daily opportunities to interact with both informational and fiction texts at appropriate reading levels. Responsive environments that engage learners by embedding choice, multi-level texts, and resources linked to students’ interests enhance students’ motivation and self-efficacy.

Common myths related to adolescent literacy (NCTE Research Brief, 2007):

- **Literacy refers to reading only.**
  - Reality: Students demonstrate mastery of content and are able to read, write, think, listen, and speak effectively applying these skills to each academic discipline. They understand thinking processes as they relate to content learning and utilize digital tools available to support their learning.

- **Students learn everything about reading and writing in elementary school.**
  - Reality: Literacy learning is ongoing and requires students to think more critically as text becomes increasingly more difficult.

- **Academics are all that matter in literacy learning.**
  - Reality: Students’ literacy skills extend beyond what is taught in the classroom; adolescents rely on reading and writing discourse to define who they are socially and culturally.

- **Students who struggle with one literacy will have difficulty with all literacies.**
  - Reality: Students come to the classroom with strengths in various literacies. While solving complex mathematical equations may come easy for a student, he or she may have difficulty organizing a paper. Students need support to grow in all literacies.

- **School writing is an assessment tool that enables students to show what they have learned.**
  - Reality: Engaging students in written responses can help them express and expand their thinking as well as reflect upon their learning.
Gradual Release of Responsibility Model

The gradual release of responsibility model provides students the opportunity to learn new skills and take control over their learning over time. The gradual release model of instruction requires that the teacher acts as a facilitator of student learning by scaffolding lessons and guiding each student to become an independent critical thinker.
| Whole group  
(Focus or Mini Lesson)  
*Model and share* | Small Group  
(Guided Instruction)  
*Guide* | Independent  
(Collaborative Learning/  
Independent Tasks)  
*Apply* |
|---------------------|---------------------|---------------------|
| Duration 15-20 minutes  
Teachers model strategies/skills followed by discussion and practice. Teachers must clearly establish a purpose and model their own thinking. Focus lessons are done with the whole class. | Duration 20-30 minutes  
Teachers meet with needs-based groups. Guided Instruction is done with small, purposeful groups which are formed based on performance or formative assessments. Groups are flexible and consist of students who share a common instructional need that the teacher can address. | Duration 60 minutes  
Students apply information previously taught. The ultimate goal of instruction is that students can independently apply information, ideas, content, skills, and strategies in unique situations. In this phase, students should accept responsibility for their own learning. The independent phase occurs concurrently with small group instruction. |
# READING

## Whole group
(Focus or Mini Lesson)

### What it looks like:
- Teacher models metacognition
- Direct instruction - explicit teaching and modeling of a skill or strategy
- Students are actively engaged
- Targets a comprehension skill/strategy that connects to the learning objective
- Sets the stage for guided instruction and independent practice
- Preselected/preplanned chunks of texts
- Exposure to different genres, authors, text types, and structures
- Interactive Read Aloud
  - Teacher models expression (fluency, phrasing, and stress)
  - Demonstrates comprehension strategies to extend students’ thinking with age-appropriate and grade appropriate text
  - Shows what good readers do and think aloud
  - Students are active listeners and are engaged in discussion of the text
- Shared reading
  - Teacher leads the group
  - Students follow along from a common text (projected text, chart, own copies, etc.)

### What it doesn’t look like:
- Randomly selected texts
- Book read from start to end without purpose
- Teacher-led with no student interaction
- Teacher directed for the entire 60-90 minute block
- Instruction without skill/strategy focus

### Specific instructional strategies:
- Modeling
- Direct explanation
- Demonstration
- Public problem solving
- Think alouds
- Shared reading
- Write aloud
- Before reading strategies (content)
## Small Group
(Guided Instruction)

<table>
<thead>
<tr>
<th>What it looks like:</th>
<th>What it doesn’t look like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional groups are flexible and based on assessments</td>
<td>• Worksheets</td>
</tr>
<tr>
<td>○ <em>Instruction reading levels</em></td>
<td>• Static groups</td>
</tr>
<tr>
<td>○ <em>Strategy groups</em></td>
<td>• Teacher reading the entire time</td>
</tr>
<tr>
<td>• Texts are on appropriate reading levels</td>
<td>• <em>Round Robin Reading</em></td>
</tr>
<tr>
<td>• Management system is in place to minimize disruptions</td>
<td>• Every day with every student</td>
</tr>
<tr>
<td>• Guided literacy instruction</td>
<td>• Time to introduce new information</td>
</tr>
<tr>
<td></td>
<td>• Group work without purpose</td>
</tr>
</tbody>
</table>

*Round robin reading - outmoded practice of calling on students to read orally one after the other. Harris, T. and R. Hodges, eds. (1995). *The Literacy Dictionary*. Newark, DE: International Reading Association

### Specific instructional strategies:
- Guided literacy instruction
- Reader’s theater
- Literature circles
- Reciprocal teaching
- Socratic seminar
- Assignments specific to learning tasks
- During reading strategies (content)
<table>
<thead>
<tr>
<th>Independent (Collaborative Learning/Independent Tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What it looks like:</strong></td>
</tr>
<tr>
<td>● Reader response</td>
</tr>
<tr>
<td>○ <em>Students respond to what they have read</em></td>
</tr>
<tr>
<td>● Quick Writes/written response (expressive writing)</td>
</tr>
<tr>
<td>● Heterogeneous collaborative learning</td>
</tr>
<tr>
<td>● Stations</td>
</tr>
<tr>
<td>○ <em>Students work alone or interact with one another, using instructional materials to explore and expand their understanding</em></td>
</tr>
<tr>
<td>○ <em>Developed around concepts previously taught</em></td>
</tr>
<tr>
<td>○ <em>Differentiated and relevant to learning objectives</em></td>
</tr>
<tr>
<td>○ <em>Samples include:</em></td>
</tr>
<tr>
<td>■ Content area work stations</td>
</tr>
<tr>
<td>■ Word work/vocabulary station</td>
</tr>
<tr>
<td>● Independent Reading</td>
</tr>
<tr>
<td>● <em>Student chooses own text</em></td>
</tr>
<tr>
<td>● <em>Student sets a goal for reading</em></td>
</tr>
<tr>
<td>● <em>Teacher conferences periodically to check to see if student is reaching goal</em></td>
</tr>
<tr>
<td>● <em>Individual students read silently on their own</em></td>
</tr>
<tr>
<td>● <em>Teacher monitors what he or she sees or hears</em></td>
</tr>
<tr>
<td><strong>What it doesn’t look like:</strong></td>
</tr>
<tr>
<td>● Multiple worksheets (packet of work)</td>
</tr>
<tr>
<td>● Same for every student</td>
</tr>
<tr>
<td>● Checklist of work to finish</td>
</tr>
<tr>
<td>● Rote memorization</td>
</tr>
<tr>
<td>● Necessarily silent</td>
</tr>
<tr>
<td>● Specific lessons assigned by the teacher</td>
</tr>
</tbody>
</table>

**Specific instructional strategies:**
- Entrance/exit slips
- Independent learning centers/literacy stations
- Sustained silent reading and independent reading
- Student/teacher conferences
- After reading strategies (content)
VOCABULARY

Vocabulary instruction is crucial to ensure that students increase understanding of facts and concepts. Students use academic language more effectively with purposeful vocabulary instruction. Research shows a student in the 50th percentile in terms of ability to comprehend the subject matter taught in school, with no direct vocabulary instruction, scores in the 50th percentile ranking. The same student, after specific content-area terms have been taught in a specific way, raises his/her comprehension ability to the 83rd percentile (Stahl & Fairbanks, 1986).

<table>
<thead>
<tr>
<th>Tier One Vocabulary</th>
<th>Tier Two Vocabulary</th>
<th>Tier Three Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Common words</td>
<td>● Academic Vocabulary</td>
<td>● Content specific</td>
</tr>
<tr>
<td>● Sight words</td>
<td>● Multiple meanings</td>
<td>● Occurs infrequently</td>
</tr>
<tr>
<td>● 8,000 word families</td>
<td>● descriptive words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● 7,000 word families</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> book, orange</td>
<td><strong>Examples:</strong> analyze, measure</td>
<td><strong>Examples:</strong> isotope, asphalt</td>
</tr>
</tbody>
</table>

*(Indiana 6:12 Literacy Framework)*

**What it looks like:**

- Explicit vocabulary instruction
- Giving students words with definitions where they use them in context.
- Provide opportunities for students to use words orally and in writing repeatedly over a period of days and/or weeks.
- Use taught vocabulary in writing.

**What it doesn’t look like:**

- Given words to copy definitions from a dictionary
- Memorizing definition only
- Spelling lessons or test
- Alphabetizing vocabulary
- Writing words five times each
- Learning a list of vocabulary words in order to take a quiz at the end of the week.
- Memorizing large numbers of roots and affixes without authentic application.

**Specific Instructional Strategies:**

- *Marzano’s 6 steps of Vocabulary Instruction:*
  1. Teacher provides a description, explanation, or example of new terms;
  2. Students restate in their own words;
  3. Students create a nonlinguistic representation of the term;
  4. Students do activities that help them add to their knowledge of the new terms;
  5. Students discuss the terms with one another;
  6. Students play games to develop a better understanding of the new terms.

- Frayer Model
Oral language is the foundation of literacy, and as such, focused teacher planning for discourse and interaction is crucial (Fisher, Frey, & Rothenburg, 2008). Content teachers must be aware of how they will scaffold dialogue and structure interaction with their students in order to facilitate students’ opportunities to explain and reason through their learning of content. Intentional planning for communication ensures that students are provided with opportunities to co-construct knowledge and are able to recognize the importance of communication in meaning-making and collaboration.

SCPS’ Framework for Teaching and Learning identifies communication as a necessary skill to ensure that our students are able to obtain knowledge and understandings, deepen their learning, and thus are prepared for their future. The framework defines communication as the ability to effectively communicate orally and in writing, and use a variety of techniques and technologies to communicate with the intended audience. Additionally, students listen meaningfully, provide feedback, and organize information for a range of communicative purposes.

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Small Group</th>
<th>Independent</th>
</tr>
</thead>
</table>
| - Questioning  
- Activating Prior Knowledge  
- Modeling | - Questioning  
- Clarifying  
- Feedback  
- Discussing  
- Reflecting | - Self-talk  
- Feedback  
- Reflecting |

**Specific Instructional Strategies:**
- Anchor charts that provide prompts/Conversation stems (On page __ it says __ so I think…, I have a different opinion than ___ because ___..., etc.)
- Think-Pair-Share
- Stop and Talk
- Fishbowl
- Inside/Outside circles
- Jigsaw
- Wait time
- Accountable Talk (2010)
  - Accountability to the Learning Community
    - Careful listening to each other
    - Summarize/Paraphrase and seek clarification
    - Use and build on each other’s ideas
    - Respectful disagreement
    - Use sentence stems and question starters
  - Accountability to Accurate Knowledge
    - Check understanding of previous statement’s knowledge
    - Be as specific and accurate as possible
    - Explain answer
    - Give examples and evidence to support answer
    - Point out relationships among previous statements and knowledge
    - Challenging questions that demand evidence for claims
    - Use sentence stems and question starters
  - Accountability to Rigorous Thinking
    - Build arguments
    - Defend reasoning against a different point of view
    - Ask previous speaker to explain and provide evidence
    - Draw conclusions about what might happen next
    - Use sentence stems and question starters
Assessment

Assessments for reading and writing fall into various types. These assessments should be used and analyzed by teachers in school based PLC groups on a continual basis to inform instructional goals and ensure that learning targets for each student are met.

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Reading Surveys/Inventories</th>
</tr>
</thead>
</table>
| Ongoing assessments that use evidence of learning to adjust instruction and meet immediate learning needs of students. All types of assessment can be formative in nature as it informs the teacher's next steps in instruction, remediation, and extension efforts. | ● Common Formative Assessments  
● Writing prompts  
● Journals  
● Writing responses to reading  
● Writing process  
● Student Q/A and Student Dialogue  
● Observations and checklists  
● Reading/Writing Conferences  
● Anecdotal records  
● Quizzes  
● Scholastic Reading Inventory (SRI)  
● Fountas and Pinnell Benchmark Assessment System (BAS)  
● Running Records/ Miscue Analysis  
● Scholastic Phonics Inventory (SPI) |

<table>
<thead>
<tr>
<th>Performance Assessment</th>
<th>Readers’ Theater</th>
</tr>
</thead>
</table>
| Complex challenges or problems that mirror the issues and problems faced by adults. These assessments can range in length to include both short-term and long-term tasks. | ● Writing Prompts in all academic areas  
● Projects and Problem-based activities  
● Multimedia Presentations  
● Visual Displays  
● Public Performances  
Essays  
Published books or writing |

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Teacher made Tests/Unit Assessments</th>
</tr>
</thead>
</table>
| Stand-alone assessments that report the final results of student learning to teachers, students and parents. | ● Exams  
● SOL tests  
● Division Common Assessments |
Differentiation

Differentiation in the Gradual Release model “occurs with Guided Instruction and Collaborative Learning.”
- Choral reading for ELLs
- Point out cognates for ELLs
- Explicit work on phonemic awareness for ELLs with progress monitoring
- Student reads the selection with the teacher
- Practice language skills as participant
- Incorporate phonics instruction
- Use online materials and books that are in the student’s own language to supplement instruction and encourage discussions for ELLs.
- Repeated oral readings by self and others

### Independent Learning Instruction

- Use sentence stems and thinking starters to build literacy and increase the scope and sophistication of oral academic language
- Graphic organizers to support practice, application, and transfer of learning
- Structured use of self-monitoring strategies
- Word study
- Partner talks
- Provide opportunities to clarify and get support from peers
- Use home language to help each other understand the text
- Provide opportunities for ELLs to practice English independently
- Incorporating practice with all language domains (listening, speaking, reading, writing)
## Literacy in the Content Areas

### Content Area Literacy Instruction

<table>
<thead>
<tr>
<th>Reading in the Content Areas</th>
<th>Writing in the Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices</td>
<td>● Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions</td>
</tr>
<tr>
<td>● Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area</td>
<td>● Summarization, which involves explicitly and systematically teaching students how to summarize texts</td>
</tr>
<tr>
<td>● Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation</td>
<td>● Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions</td>
</tr>
<tr>
<td>● Text-based collaborative learning, which involves students interacting with one another around a variety of texts</td>
<td>● Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete</td>
</tr>
<tr>
<td>● Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed</td>
<td>● Word Processing, which uses computers and word processors as instructional supports for writing assignments</td>
</tr>
<tr>
<td>● Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics</td>
<td>● Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences</td>
</tr>
<tr>
<td>● Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond</td>
<td>● Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition</td>
</tr>
<tr>
<td>● A technology component, which includes technology as a tool for and a topic of literacy instruction</td>
<td>● Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task</td>
</tr>
<tr>
<td></td>
<td>● Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing</td>
</tr>
</tbody>
</table>
Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices

Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing

Writing for Content Learning, which uses writing as a tool for learning content material

Steve Graham and Dolores Perin (2007), in Writing Next

What does literacy look like in the other content areas?

- Learning to read mathematical text
- Communicating using correct mathematical terminology
- Researching mathematics topics or related problems
- Reading appropriate text providing explanations for mathematical concepts, reasoning or procedures
- Applying readings as citing for mathematical reasoning
- Listening and critiquing peer explanations
- Justifying orally and in writing mathematical reasoning
- Representing and interpreting data
- Predicting, inferring, comparing and contrasting, drawing conclusions
- Recognizing main ideas, cause, and effect
- Interpreting data and graphs
- Making hypotheses, explanations, justifications, and conclusions through writing
- Reading appropriate text for details
- Sequencing and summarizing
- Using information resources critically, effectively, and ethically

What Research Says:

1. According to Research-Based Practices for Teaching Common Core Literacy (2015):
   - “Some vocabulary instruction is better than no instruction”
   - “Instruction that incorporates both a definition and the use of the word in context is likely to be more effective than instruction incorporating only one of these elements”
   - “Instruction that involves activating prior knowledge and comparing and contrasting word meanings is likely to be more powerful than simply providing a definition and the word in context”
   - “More lengthy and robust instruction that involves explicit teaching and that includes providing a definition and the word in context, multiple exposures to the word in varied contexts, and experiences that promote deep processing of the word’s meaning is likely to be more powerful than less time-consuming and less robust instruction”
2. Nagy et al. (1987) estimates that students learn approximately three thousand words per year.
   - Research shows students can learn between 8-10 words per week

3. According to Building Background Knowledge for Academic Achievement (2004):
   - Direct instruction in vocabulary works
   - Effective vocabulary instruction explains the meaning of words through description and activates prior knowledge
   - Vocabulary must be represented in a linguistic and non-linguistic manner for it to be anchored in permanent memory
   - Multiple exposures to words will develop a deeper understanding of the word
   - Understanding of words is enhanced by teaching its parts (morphology, derivations, roots)
   - Students discussion of vocabulary is important to their language development
   - Students should play with words
   - Vocabulary instruction should focus on progressing literacy

   - Teach roots and affixes directly
   - Teaching prefixes, suffixes, and roots can improve skills at inferring the meaning of unknown new words
   - Most vocabulary is learned in context, either through written texts or in oral interactions
   - Learning of vocabulary increases with repeated exposure to specific vocabulary words

5. Gina Biancarosa and Dr. Catherine Snow (2004) in Reading Next recommend fifteen components aimed at improving middle and high school literacy achievement in an effective adolescent literacy program. The first nine components focus on what teachers can implement in their classrooms to develop effective reflective readers. The next six components reflect what school and district leaders can implement to support the teachers and their students.
   - Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes
   - Professional development that is both long term and ongoing
   - Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes
   - Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction
   - Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
   - A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community
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Michaels, Sarah, O’Connor, Mary Catherine, Williams Hall, Megan & Resnick, Lauren B. (2010) Accountable

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http://ifl.pitt.edu/index.php/educator_resources/accountable_talk


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http://www.aft.org/ae/summer2005/willingham
SOUL-Student Overview for Uncovering Learning
- Uncovering the WHY behind a disability
- Using eligibility information to inform educational planning
- Psychological Ability – Strengths and Weaknesses
- Information directly from the Psychological Testing
- Weaknesses refer to the Brain Challenges
- Psychological Achievement – Strengths and Weaknesses
- Information directly from Psychological Testing
- Refers to the Achievement information regarding Reading, Math, and Written Language
- Identifying the Brain Challenges and choosing Strategic Instructional Choices to support Learning

TOWRE- The Test of Word Reading Efficiency (TOWRE) is a reliable measure of word reading accuracy and fluency. Because it can be administered very quickly, the test provides an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability: the ability to accurately recognize familiar words as whole units or ‘sight words’ and the ability to ‘sound out’ words quickly.

The Test of Word Reading Efficiency contains two subtests:
- The Sight Word Efficiency (SWE) subtest assesses the number of real printed words that can be accurately identified within 45 seconds
- The Phonetic Decoding Efficiency (PDE) subtest measures the number of pronounceable printed nonwords that can be accurately decoded within 45 seconds.

Each subtest has two forms (Forms A and B) that are of equivalent difficulty, and either one or both forms of each subtest may be given depending upon the purposes of the assessment. Percentiles, standard scores, and age and grade equivalents are provided. Subtest standard scores have a mean of 100 and a standard deviation of 15. Age and grade equivalents show the relative standing of individuals’ scores.”

QRI-Qualitative Reading Inventory- The Qualitative Reading Inventory-5 (QRI-5) is an individually administered informal reading inventory (IRI) designed to provide information about (1) conditions under which students can identify words and comprehend text successfully and (2) conditions that appear to result in unsuccessful word identification or comprehension. The QRI-5 continues a long history of informal reading inventories, which for forty years have been used to identify subjects’ reading levels—indoor, instructional, and frustration—and to provide valuable diagnostic information. Like other informal reading inventories, the QRI-5 provides graded word lists and numerous passages designed to assess the oral and silent reading and listening ability of students from the pre-primer 1 through the high school levels. The QRI-5 provides a number of assessment options. Results can be used to estimate students’ reading levels, to group students for guided reading sessions, or to choose appropriate books for literacy circles, reading workshops, and independent reading. The QRI-5 can provide information for designing and evaluating intervention instruction. Finally, the QRI-5 can be used to document student growth. The
QRI-5 is not a norm-referenced or standardized instrument. Norm-referenced tests provide comparative data; that is, an individual’s score is evaluated in terms of the scores of the norm group. Standardized instruments are administered identically for all students. Users of an informal reading inventory, on the other hand, make their own decisions as to the number and type of passages to administer and which assessment options to use. While the QRI-5, like other IRIs, uses traditional percentages to determine independent, instructional, and frustration levels, student scores are interpreted only in regard to the individual and not to any norm group.

**WADE-Wilson Assessment for Decoding and Encoding**—This criterion-referenced tool assists in identifying students and groups who will benefit from the Wilson Reading System®. The subtests cover sounds, word spelling, and sentence spelling. The WADE provides low- and high- level vocabulary options, as well as both mastery and achievement scoring.

Scholastic Reading Inventory—“The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile measures). The scale goes from Beginning Reader (less than 100L) to 1500L. A Lexile measure is determined by the difficulty of the items to which a student responded. The Lexile Framework is a reading measure that matches students to text. It is unique because it uses a common metric—a Lexile™ measure—to assess both the reading ability of the reader and the readability of the text, making the Framework more than just a measure of readability. This unique feature allows educators to more accurately match students to appropriately leveled text. Matching students to text improves comprehension, boosts confidence, and encourages students to read more. Another unique feature of the Framework is that it measures the difficulty of the entire book, not just isolated passages or sentences as most other readability formulas do.” SRI scores less than or equal to the 25th percentile may require foundational intervention; SRI scores in the 26th to 49th percentile may require reading comprehension intervention; SRI scores greater than or equal to the 50th percentile require instruction in the core curriculum.

Scholastic Phonics Inventory—“The Scholastic Phonics Inventory (SPI) was designed to measure accuracy and fluency for two word-level reading skills: phonological decoding and sight word reading.” Outcome measures include Pre-Decoder at which level a student shows no mastery of the alphabetic principle; Beginning Decoder at which level a student shows mastery of basic letter recognition, usually consonants; Developing Decoder at which level a student shows emerging word building skills with mastery of basic word structures; and Advancing Decoder at which level a student shows adequate mastery of decoding skills.
## Appendix B
### Guidelines for Text/Reading levels

<table>
<thead>
<tr>
<th>Developmental Category</th>
<th>Grade Level</th>
<th>Fountas and Pinnell</th>
<th>Lexile Level</th>
<th>Zone of Proximal Development (ZPD)</th>
<th>Renaissance Learning STAR</th>
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<td>Emergent</td>
<td>K</td>
<td>A</td>
<td>BR-220</td>
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<td>0.5-1.0</td>
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<td></td>
<td>C</td>
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<td>1.2</td>
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<td>Emergent/Early</td>
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<td>D</td>
<td>220-420</td>
<td>1.2</td>
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<td></td>
<td>E</td>
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<td>Early</td>
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<td>F</td>
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<td>1.4</td>
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<td>G</td>
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<td>H</td>
<td></td>
<td>1.6</td>
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<td>I</td>
<td></td>
<td>1.7</td>
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<tr>
<td>Early/Fluent</td>
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<td>J</td>
<td>420-620</td>
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<td>K</td>
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<tr>
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<td>2-3</td>
<td>M</td>
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<td>2.5-2.6</td>
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<td>O</td>
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<td>P</td>
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<td>3.7-3.9</td>
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<td>Q</td>
<td>770-910</td>
<td>4.1-4.3</td>
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<td>4-5</td>
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<td>4.7-5.2</td>
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<td>740-1010</td>
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<td>5-6</td>
<td>V</td>
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<td>6.0-6.4</td>
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<tr>
<td></td>
<td>6</td>
<td>W</td>
<td>925-1070</td>
<td>6.7-7.0</td>
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<td>X</td>
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<td>7.4</td>
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<td></td>
<td>6-7</td>
<td>Y</td>
<td>970-1120</td>
<td>7.8</td>
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<td>----------------</td>
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<td></td>
</tr>
<tr>
<td>Advanced Fluent</td>
<td>8-9</td>
<td>Z</td>
<td>1010-1185</td>
<td>8.6</td>
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<td>9+</td>
<td>Z+</td>
<td>1050-1335</td>
<td>9.0-13.5</td>
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<tr>
<td>College &amp; Career Ready</td>
<td>11+</td>
<td>Z+</td>
<td>1200-1385</td>
<td>11.0-13.5</td>
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</table>
## Progress Monitoring by Instructional Text Reading Level

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MONTHS OF THE SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>D/E</td>
</tr>
<tr>
<td>2</td>
<td>J/K</td>
</tr>
<tr>
<td>3</td>
<td>M/N</td>
</tr>
<tr>
<td>4</td>
<td>P/Q</td>
</tr>
<tr>
<td>5</td>
<td>S/T</td>
</tr>
<tr>
<td>6</td>
<td>V/W</td>
</tr>
<tr>
<td>7</td>
<td>Y</td>
</tr>
<tr>
<td>8</td>
<td>Z</td>
</tr>
<tr>
<td>9-12</td>
<td>Z</td>
</tr>
</tbody>
</table>

- The Progress Monitoring by Instructional Text Reading Level chart is intended to provide reasonable expectations for 10 months of the school year. School districts should adjust the expectations to align with their school/district requirements and professional teacher judgment.
- Each level indicates the instructional level that is, the level that he or she can read with instructional support (e.g., text introduction). At levels A–K, the instructional level is the highest level a student can read with 90–94% accuracy and excellent or satisfactory comprehension, or 95–100% accuracy with limited comprehension. At levels L–Z, the instructional level is the highest level a student can read with 95–97% accuracy and excellent or satisfactory comprehension, or 98–100% accuracy with limited comprehension.
- The student’s independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student’s instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student’s level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student’s instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three or more levels lower, a Tier 3 intervention may be needed.
- At some points in time, students may be transitioning from one level to another (for example, Y/Z in month 5 of grade 7). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level Y as reading on grade level.

## INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year (Aug.–Sept.)</th>
<th>1st Interval of Year (Nov.–Dec.)</th>
<th>2nd Interval of Year (Feb.–Mar.)</th>
<th>End of Year (May–June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td></td>
<td>C+</td>
<td>D+</td>
<td>E+</td>
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<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
<td>D / E</td>
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<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
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<tr>
<td><strong>1</strong></td>
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<td>G+</td>
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<tr>
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<td>D / E</td>
<td>F</td>
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<td>E</td>
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<td>Below E</td>
<td>Below G</td>
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<td>Below J</td>
<td>Below K</td>
</tr>
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<td>L+</td>
<td>M+</td>
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<td></td>
<td></td>
<td>J / K</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>J</td>
<td>K</td>
</tr>
<tr>
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<td>Below J</td>
<td>Below K</td>
</tr>
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<td>O+</td>
<td>P+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M / N</td>
<td>N</td>
<td>Q+</td>
</tr>
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<td></td>
<td>L</td>
<td>M</td>
<td>N / O</td>
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<td>Below M</td>
<td>Below N</td>
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<td>R+</td>
<td>S+</td>
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<td>P / Q</td>
<td>Q</td>
<td>R / S / T</td>
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<td>Below P</td>
<td>Below Q</td>
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<td>T+</td>
<td>U+</td>
<td>V+</td>
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<td>V / W</td>
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<td>S</td>
<td>T</td>
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<td>Below Y</td>
<td>Below Y</td>
<td>Below Y</td>
</tr>
</tbody>
</table>

### 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.
## 2015 Scholastic SRI College and Career Lexile Proficiency Bands

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<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
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<td>BR</td>
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<td>280 &amp; Above</td>
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<td>0L to 189L</td>
<td>190L to 534L</td>
<td>535L &amp; Above</td>
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<td>420L to 654L</td>
<td>655L&amp; Above</td>
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<td>330L to 519L</td>
<td>520L to 824L</td>
<td>825L&amp; Above</td>
</tr>
<tr>
<td>4</td>
<td>BR to 539L</td>
<td>540L to 739L</td>
<td>740L to 944L</td>
<td>945L&amp; Above</td>
</tr>
<tr>
<td>5</td>
<td>BR to 619L</td>
<td>620L to 829L</td>
<td>830L to 1014L</td>
<td>1015L &amp; Above</td>
</tr>
<tr>
<td>6</td>
<td>BR to 729L</td>
<td>730L to 924L</td>
<td>925L to 1074L</td>
<td>1075L &amp; Above</td>
</tr>
<tr>
<td>7</td>
<td>BR to 769L</td>
<td>770L to 969L</td>
<td>970L to 1124L</td>
<td>1125L &amp; Above</td>
</tr>
<tr>
<td>8</td>
<td>BR to 789L</td>
<td>790L to 1009L</td>
<td>1010L to 1189L</td>
<td>1190L &amp; Above</td>
</tr>
<tr>
<td>9</td>
<td>BR to 849L</td>
<td>850L to 1049L</td>
<td>1050L to 1264L</td>
<td>1265L &amp; Above</td>
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<tr>
<td>10</td>
<td>BR to 889L</td>
<td>890L to 1079L</td>
<td>1080L to 1339L</td>
<td>1340L &amp; Above</td>
</tr>
<tr>
<td>11/12</td>
<td>BR to 984L</td>
<td>985L to 1184L</td>
<td>1185L to 1389L</td>
<td>1390L &amp; Above</td>
</tr>
</tbody>
</table>

As many states adopt more rigorous standards for content and assessment, Scholastic has partnered with MetaMetrics to determine what Lexile performance would best prepare students to be college ready in the 21st century. The new SRI CC Lexile performance bands above will be implemented as part of SAM and Gains reports in fall 2014.
Appendix F
Sample Classroom Structures/Schedules

Whole Group Lesson
15-20 Minutes
Options: Any combination of the three learning contexts below. These may occur in one class period or over several class periods.

Independent Learning Tasks
Reading/Writing

Small Group
Guided Reading/Writing
(Teacher may work with more than one group.)

Collaborative Learning
Shared Reading/Writing
(Multiple groups working collaboratively on tasks.)

Students are:
Reading/Writing

Teacher is:
Conferring with individual students on their reading or writing.

30-60 minutes

Guided Instruction
Group 1
15-20 minutes

Guided Instruction
Group 2
15-20 minutes

Guided Instruction
Group 3
15-20 minutes

Collaborative Learning
Group 1
20-30 minutes

Collaborative Learning
Group 2
20-30 minutes

Collaborative Learning
Group 3
20-30 minutes

Group Share and Evaluation/Closure
5-10 minutes
Appendix G

The library is a place to encourage readers to become leaders. School librarians foster a love of reading by offering a broad spectrum of reading and interest levels. Librarians guide students on their journey from learning to read to reading to learn as they satisfy their curiosity through reading and technologies. Librarians encourage discovery through hands-on learning and collaboration. Librarians support curriculum and instruction as well as providing a safe environment for inquiry. In the library, students pursue new interests and share ideas. The library is a place for students to think, create, share, and grow.

(June 2016)

School Libraries and Literacy

<table>
<thead>
<tr>
<th>Examples may include</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Student selects books that pique his/her personal interest</td>
<td>● Restricting library checkout to only books on assigned reading level(s)</td>
</tr>
<tr>
<td>● School librarian gives book talks to classes to promote reading</td>
<td>● Restricting student library access (remediation, testing)</td>
</tr>
<tr>
<td>● School librarians host book clubs, writing clubs, and special programs</td>
<td>● Students come to the library only with classes</td>
</tr>
<tr>
<td>● School librarian demonstrates to a class how to use an online database</td>
<td>● Students are sent to the library as a punishment, or for adult management need rather than instructional need</td>
</tr>
<tr>
<td>● School librarians keep the collection up to date and current</td>
<td>● Reading programs using extrinsic rewards (Research shows these can decrease motivation, so careful study is needed before considering incentives in a library program.)</td>
</tr>
<tr>
<td>● School librarian teaches students how to use the online catalog to select books, eBooks, and audiobooks</td>
<td>● Writing reading levels or labeling books for particular grade levels, which limits access</td>
</tr>
<tr>
<td>● Families attend literacy nights</td>
<td></td>
</tr>
<tr>
<td>● School librarian and classroom teacher collaborate to support instruction and learning</td>
<td></td>
</tr>
<tr>
<td>● Active learning in dedicated or flexible makerspaces</td>
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</tbody>
</table>
There is a large collection of research on the importance of school libraries and their role in literacy (Scholastic, 2015).

“Whether you read or not isn’t a choice, but what you read is YOUR choice. I don’t waste a lot of time at the beginning of the school year talking about why students might not like to read. Everybody reads here. Everybody is a reader. Whether you read or not is off the table, but what you read is your choice. Whatever you want. You pick. Providing students with choice in what they read increases their reading motivation and engagement (Gambrell, Coding, & Palmer, 1996; Worthy & McKool, 1996; Guthrie & Wigfield, 2000)” (Miller, 2015).

“Conducting meta-analysis of over 50 reading research studies, Stephen Krashen found that the single greatest factor in reading achievement (even above socio-economics) was reading volume—how much reading people do. Krashen’s influential book, The Power of Reading, has been in print for 11 years now, but the New York Times still quotes the National Reading Panel from time to time” (Miller, 2015).

“The six elements of effective reading instruction don’t require much time or money—just educators’ decision to put them in place” (Allington & Gabriel, 2012).

“There is strong pressure for American schools to de-emphasize fiction and focus more on nonfiction, because of the belief that nonfiction provides more "academic" language. But studies suggest that fiction may be the bridge between everyday conversational language and academic language. Self-selected reading, which is largely fiction, provides us with the literacy development and background knowledge that makes demanding texts more comprehensible. Studies also show that fiction exposes readers to other views of the world and increases the ability to deal with uncertainty, which is crucial for problem solving” (Krashen, 2015).

“In 1997, Jeff McQuillan at California State University published a review of the available research on the effects of reading incentives. [...] McQuillan concluded that none of the available studies “showed any clearly positive effect on reading comprehension, vocabulary, or reading habits that could be attributed solely to the use of rewards and incentives, and in one case the practice [of offering rewards] may have led to a decline.” He recommended that schools spend money on books rather than on packaged programs that offer extrinsic inducements for reading[3]” (Kohn, 1999).
“Guided reading is “only one component of a comprehensive, high-quality literacy effort,” say Fountas and Pinnell. “Powerful teaching within the lesson requires much more” –

- Whole-class interactive read-alouds (not leveled books);
- Small-group and whole-class literature discussion (not leveled books);
- Readers’ workshop with whole-group mini-lessons (not leveled books);
- Independent reading and individual conferences (self-selected, not leveled texts);
- The use of mentor texts for writing workshop.
- Students also need to be exposed to age-appropriate, grade-appropriate texts” (Keany, 2013).

“Text levels are not the only criterion for selecting books, they say, and levels shouldn’t be overused: “The text gradient and leveled books are a teacher’s tool, not a child’s label… We have never recommended that the school library or classrooms libraries be leveled or that levels be reported to parents. We want students to learn to select books the way experienced readers do – according to their own interests, by trying a bit of the book, by noticing the topic or the author…. This is a life skill… Just because a book has a level does not mean it is a high-quality selection” (Keany, 2013).

“Principle I: Readers should choose their own reading materials (Krashen, 2011). Students are better able to choose engaging and appropriate reading materials when teachers and family members scaffold their selection of leisure reading materials (Reutzel, Jones, & Newman, 2010; Sanden, 2014)” (IRA, 2014).

“Principle II: The benefits to students’ fluency, comprehension, and motivation from engaging in leisure reading are increased when teachers scaffold school-based leisure reading by incorporating reflection, response, and sharing in a wide range of ways that are not evaluated (Parr & Maguiness, 2005; Pilgreen, 2000; Reutzel, Jones, Fawson, & Smith, 2008; Walker, 2013) and when students’ home environments support their self-selected reading (Sonnenschein, Baker, Serpell, & Schmidt, 2000)” (IRA, 2014).

“Adolescents have many opportunities to work with print and nonprint materials to make meaning and build relationships in their academic and social worlds. Understanding how to best support these students’ literacy development is essential” (IRA, 2014).
“According to E. D. Hirsch Jr., students need to learn forty-three thousand words on average to be on track to graduate from college” (Lemov, 2016).

“ [...] the number of different words that occur in printed texts far exceeds the number of words that occur in spoken discourse. Given the opportunity to write, we choose words carefully and precisely. The formality and permanence of the endeavor, not to mention the ease of parsing, cause us to select words more intentionally. We use words we might not consider when speaking. The result is that many of the words critical to understanding written text occur very rarely in spoken language” (Lemov, 2016).

“Consider the data we referenced earlier from Jim Trelease’s Read-Aloud Handbook a typical children’s book uses almost 31 rare words per 1,000. That’s three times more rare words than adults use when they speak to children (9.3 rare words per 1,000) and also almost twice as many rare words as adults use when speaking to other adults (17.3 per 1,000). As students grow older, the rare words premium for written language increases. A book written for an adult audience uses 52.7 rare words per 1,000.⁴

Beyond telling us that it’s important for students to read a lot to develop their vocabularies, these statistics tell us that the words that make reading challenging generally don’t occur in spoken language. Functionally, they are nearly exclusive to written discourse” (Lemov, 2016).
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http://www.scholastic.com/slw2016/
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