SCHENECTADY CITY SCHOOL DISTRICT LITERACY PLAN 4-6

March 2016

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District Management Council Study

The District worked with the District Management Council (DMC) this summer on a research review to identify high performing district literacy blocks and provide suggestions for how those literacy blocks could address the areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) for our students in grades four through six.

> *"This study was designed to identify opportunities to raise achievement of struggling students, increase equity for staff, and manage costs. It focused on improving elementary reading practices through a custom tailored plan built off best practices and current initiatives."* *-District Management Council*

Commendations

The District Management Council identified the following commendations on how the district teaches reading:

1. District leadership is committed to improving district practices and raising student achievement.
2. The district is currently undergoing a process to revise district curriculum to align with rigorous grade-level expectations.
3. The district has published a comprehensive literacy plan for grades K-3 and provided clarity in the phonics and phonemic awareness scope and sequence.
4. District staff is committed to serving students.
5. Special education and related services staff place a high priority on working directly with students.
6. At the secondary level, the district is offering specialized reading classes for credit.

Opportunities for Improvement

The DMC Report identified five opportunities to refine literacy instruction in the District. These opportunities outline high-impact actions the District can take to improve student outcomes in literacy while controlling costs.

1. Consider what training and background knowledge is required to best deliver reading instruction to students, including those who are struggling or have mild or moderate special needs.
2. The district should promote integration of social studies and science texts into the literacy block to reinforce key concepts.
3. Expand and strengthen the focus on core instruction.
4. All students in grades 4-6 should engage in 150 minutes of daily literacy block.
5. More widely disseminate an understanding of the district literacy program into the schools.

The following sections describe how the District is addressing recommendations three, four and five from the DMC Study. The foundation of these recommendations is the District's commitment to implementing a systematic approach to the teaching of reading, writing and literacy. This plan addresses these commitments.

Schenectady City School District Literacy Plan 4-6

The Schenectady City School District is committed to implementing a systematic approach to literacy instruction. “Systematic reading instruction carefully thought out, builds upon prior learning, is strategic building from simple to complex, and is designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).” (Adams, 2001)

This ***Schenectady City School District Literacy Plan 4-6*** will serve as a guide for teachers and leaders as they prepare to develop students into proficient readers and writers, independent and critical thinkers, and effective communicators. The ***District Literacy Plan for Grades 4-6*** serves as a guide to the components of literacy and should be used as a framework to plan an integrated reading and writing block based on Common Core Learning Standards and District curriculum.

There are several challenges we will face as we implement this ***District Literacy Plan for Grades 4-6***, including the high mobility of our students and families in and out of the district and between schools; developing consistency in our approach to reading, writing and literacy instruction districtwide; ensuring increased rigor for all of our students and the challenge of tracking progress to provide timely and effective interventions to struggling readers.

District-wide Data

- Third-grade students considered proficient in reading was 17.7% in 2014-2015 in the district, suggesting that more than 83% of third-grade students struggle to read in Schenectady City School District.
- Eighth-grade students in the district considered proficient in reading was 12.8% in 2014-2015, suggesting that 87% of eighth-grade students struggle to read on grade level.
- There is currently a 16% achievement gap between all students and special education students in third-grade.

PROBLEM STATEMENT: MORE THAN 83% OF STUDENTS IN THE SCHENECTADY CITY SCHOOL DISTRICT STRUGGLE WITH READING.

What is a Systematic Approach to Literacy?

A Systematic Literacy program includes the Five Pillars of Effective Reading Instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Students need direct, explicit instruction of skills and ample time to apply skills during authentic reading and writing opportunities. Students will read on a variety of levels and experience texts at both instructional and challenging levels. Systematic literacy instruction is a multi-faceted process, which involves teachers planning assessment-based instruction that incorporates evidence-based practice. The goal of a systematic literacy approach is developing lifelong readers and writers.

In systematic reading instruction, students are taught—explicitly, systematically and consistently—how to understand and use the structure of language, how to construct meaning from various texts, and how to convey that meaning orally or in written form. Students read alone, are read to, and read with others. A key shift from the K-3 Literacy Plan to the 4-6 Literacy Plan is that students are using increasingly more complex texts to make meaning and learn about the world around them. Students are shifting from learning to read to reading to learn. A variety of language experiences help students grow their collective understanding and make deeper meaning from text and their peers.

Characteristics of a Systematic Literacy Approach in Grades 4-6

- Comprehensive, systematic approach – including all components of reading and writing instruction (i.e., Comprehension, Word Study, Writing Instruction, Disciplinary Literacy, and Intervention for All).
- Fiction and non-fiction texts are at the heart of the framework; students have opportunities to apply literacy strategies in meaningful texts/tasks in a variety of opportunities
- Oral language plays a crucial role in the development of literacy for students in areas such as: phonology, grammar, morphology, vocabulary, discourse, and pragmatics
- Skills and strategies are taught **both** explicitly and indirectly
- Teachers make thoughtful and purposeful decisions about how to teach reading and writing to students
- Teachers use evidence-based instructional practices
- Teachers use different flexible instructional groupings (i.e. whole class, small group, individual instruction)
- Instruction and assessment are connected
- Instruction is differentiated based on individual student needs
- Students are actively engaged in purposeful, coherent speaking, and reflective thinking

A systematic approach to the teaching of reading requires that the classroom be organized to include the following components. When you include these components into your classroom literacy block for grades 4-6, you will be addressing the five pillars and the capacities that ensure literate students.

1. Comprehension: Shared Reading/ Navigating Complex Texts Together
2. Word Study, Vocabulary and Language Instruction
3. Comprehension: Flexible Small Groupings, Book Clubs/Inquiries
4. Comprehension: Independent Reading
5. Elements of Writing Instruction: Use of Mentor Texts, Write Aloud, Explicit Mini Lessons
6. Disciplinary Literacy
7. Intervention for All

The components of systematic literacy are integral in the development of students as they become proficient readers and writers. While some parts are taught separately, there is much overlap between the components. A systematic approach requires establishing clear routines within each component early on in the school's year in order to effectively accelerate students while instructing to the demands outlined in the Common Core Learning Standards.

Explicit Instruction	**Indirect Instruction**
A structured, systematic, and effective methodology for teaching academic skills. It is characterized by a series of supports or scaffolds. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery is achieved. - Explicit Instruction (Archer)	A structured and effective methodology for teaching in which students are immersed in carefully selected materials that are representative of the content, concept, or skill that students are expected to learn. The process is inquiry based and sequential in that materials are collected that are representative, students are immersed in those materials, they study them and capture noticings, the teacher and students work together to create definitions, teachers clarify and directly teach content or skills, and thinking and understanding is continually revised. - Fountas and Pinnell

Helpful Tip: These resources can be used as a guide for establishing literacy routines in the classroom: *CAFÉ* (Boushey & Moser) or *Managing the Classroom* (Chapter 5) from *Guided Reading: Good First Teaching for All Children* (Fountas&Pinnell, 2011), Jennifer Serravallo Reading Strategies Book and The Comprehension Toolkit (Harvey and Goudvis).

The Shifts of the Common Core

The Common Core State Standards in English Language Arts and Literacy require us to make intentional pedagogical shifts and design curriculum to support these shifts. In order for us to be truly aligned to the Common Core State Standards we must adjust our curricular materials and classroom instruction to reflect the following six shifts:

Shifts in ELA/Literacy		
Shift 1	Balancing Informational and Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through **TEXT** rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space, and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

These standards lay the vision for what it means to be a literate person in the 21st century. However, what is important to recognize is that some of what the standards do not address is what kind of intervention methods or materials would be necessary to support children that are well below or above grade-level expectations.

The unique challenge for our district is to determine how best to eliminate these issues that affect 83% of our student population: *How do we create a framework that allows children to be challenged cognitively at their grade level while also meeting them where they are as readers and writers? How do we accelerate our students' growth?*

We believe that this literacy plan helps to outline the vision for how we will get there. Our curriculum and instruction will be our path. We must be:

- flexible and ever evolving to meet the unique needs of our student population
- deliberate, intentional, reflective, thoughtful, and passionate to ensure that all students achieve

We will be deliberate in our design, intentional and reflective in our practice, thoughtful in our revisions, and passionate in our quest for growth. This will require all of us to collaborate, learn, change, and grow.

Our literacy framework does follow and align with the six shifts of the Common Core while still paying careful attention to our growing readers. It purposefully does not prescribe *how* teachers skillfully plan for the unique needs of their student population. The next few pages help you outline and frame the planning for the unique needs of all of your students.

Developing a Whole Class Literacy Plan

The Schenectady City School District 4-6 Literacy plan is a framework for an effective classroom literacy plan.

Classroom teachers must develop a classroom literacy plan every school year.
The overarching goal of a classroom literacy plan is to:

- develop positive life-long reading/writing identities and behaviors
- develop independence around stamina
- use strategies and self-assessment/reflection
- create a structure that meets the needs of the students at any given time

Steps to Follow:

Design the Literacy Block

- Consider the building level schedule (breakfast, lunches, specials, etc.)
- Choose the optimal time for each component of the literacy framework (Core ELA, Flexible Small Group Instruction, Intervention for all)

Plan the Instructional Routines

- Plan the routines and structures that must be explicitly taught, modeled and practiced for the Core ELA block (Accountable Talk, turn and talk, stop and think, materials management, etc.)
- Plan the routines and structures that must be explicitly taught, modeled and practiced for flexible small group instruction (Daily 5, independent reading/writing, materials management, etc.)

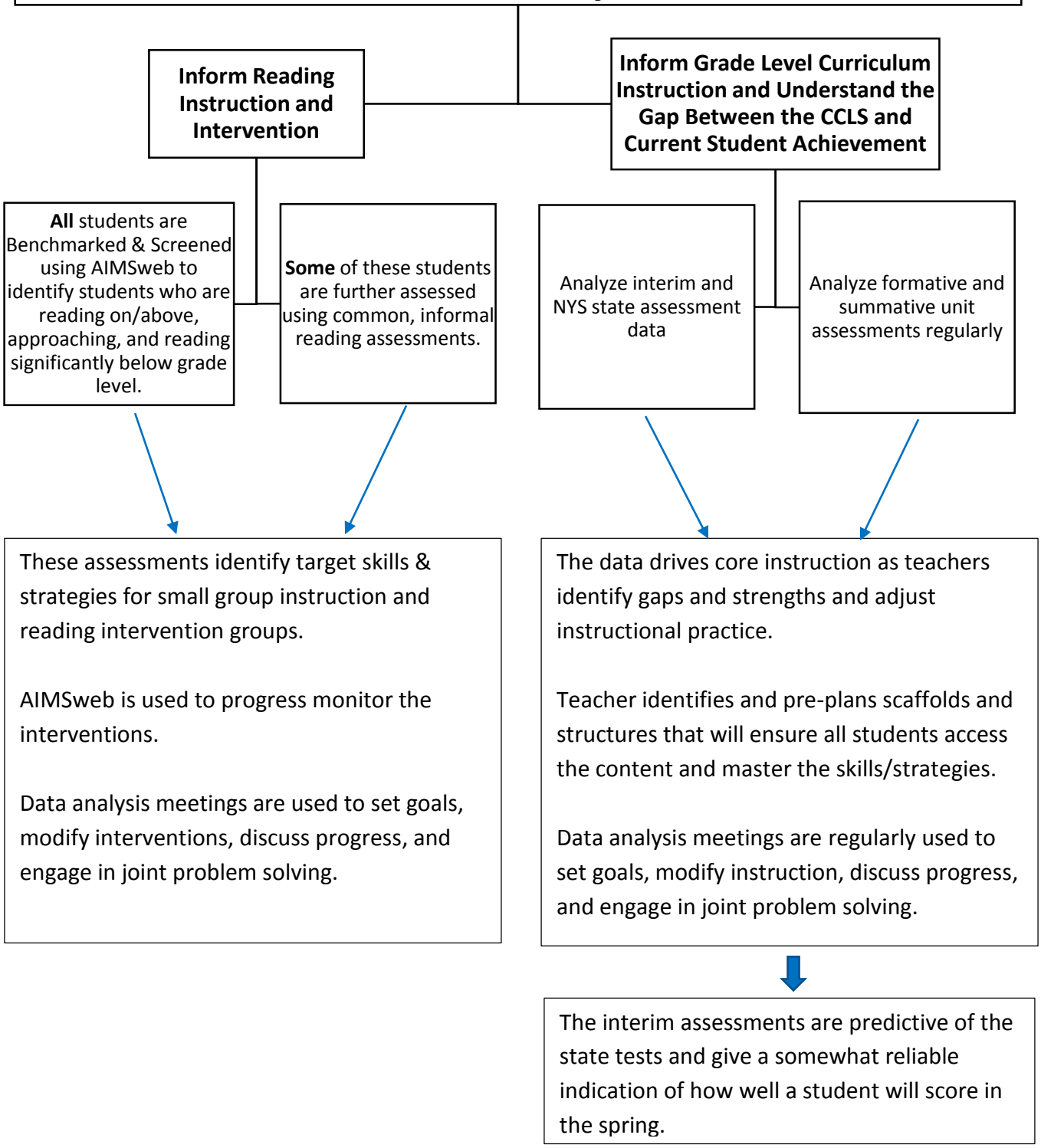
Analyze Data

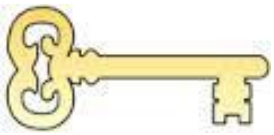
- Analyze interim assessments, NYS state tests, and other formative and summative data to inform target skills and strategies to focus on for your whole class
- Analyze AIMSweb, informal reading assessments to form instructional groups for flexible small group instruction

Plan Instructional Content

- Using your data analysis plan appropriate objectives, mini and whole group lessons, texts, tasks and formative assessments for the core ELA block of instruction.
- Using your data choose appropropriate targeted strategies and skills, mini lessons, texts, tasks and formative assessments for the guided reading and book club/literature circle inquiries
- Using your data choose optimal target strategies and skills, texts, tasks and progress monitoring tools for skill/strategy intervention groups

Classroom Teacher's Analyze Literacy Data for Two Main Purposes:





Keys to Developing a Comprehensive and Effective Whole Class Literacy Plan

- A whole class literacy plan is dynamic and differentiated for each class of each school year.
  - ✓ A literacy block looks different each year
  - ✓ A literacy block is designed to meet the needs of all of the students in a classroom. The grouping may look completely different, from year to year based on the students' reading levels, skill sets or even group dynamics.

- A whole class literacy plan is dynamic and evolves over the course of a school year as students' progress.
  - ✓ A literacy block looks different at different points of the same year
  - ✓ A literacy block is adjusted as the needs of the students change. More students may be in guided reading and strategy/skill intervention groups early in the year. Later in the year this may shift as more students earn independence and master skills moving into book club/literature circle inquiries.
  - ✓ Screening, diagnostic, as well as formative and summative data needs to be utilized in an ongoing manner, ensuring instructional practices are accelerating growth for all students.

- Information is gathered from **all** data sets to optimize instruction and ensure that all students can access the content and or master the target strategy/skill.
  - ✓ Students who are reading significantly below grade level, identified ELL, and/or have IEPs may need specific scaffolds during the core ELA block.

- Accessing the resources available to you for support when developing your whole class literacy plan. These include but are not limited to; your grade level team, reading and intervention specialists, instructional coaches, and building leaders.

The ultimate goal of literacy instruction is for students to learn to independently read and write with purpose and high levels of comprehension.

Intentional, explicit instruction on the tools students need to build stamina and strategies to accomplish this are necessary.

** For more information please see independent reading section of this document.

Current Writing Challenges Teachers Face When Designing a Whole Class Literacy Plan

The District Curriculum

Adjusting to the demands of the district ELA Core curriculum.

Balancing time between:

- genre based units
- ELA/SS integrated units
- IFL units

To accomplish this requires a strong understanding of the goals/culminating assessments of each unit.

Grade level planning and flexibility with regard to adjusting Social Studies, ELA, and Writing times to fit the unit goals and the needs/skill level of the students is required.

Explicit Instruction in Writing

Adjusting to the Common Core Writing Standards:

- opinion/argument
- informational/expository
- narrative
- understanding the continuum/progression of writing within each of these writing types

And

Balancing time for writing in the core ELA block:

- writing time is not individually allocated in the Core ELA framework of the literacy block
- as part of best practice teachers must create a writing block within this time, or another time.
- time spent in your writing block will vary according to student needs in the particular genre, the goals of the unit, and where you are in the unit.
- Individual or small group conferring is necessary for acceleration

Expository Writing: Writing that is used to explain, describe, give information, or inform.

Mentor Texts: Texts that can be studied, imitated, are representative, and serve to apprentice.

Example of Balancing the Common Core Writing Standards and Core ELA time for Writing:

At times within informational, expository, or opinion/argument based units teachers may realize through data that they will need more time to attend to the writing needs of their students. Teachers will need to thoughtfully plan how they will use Social Studies or Science content as a driving force for writing to the CCLS expectations. For example, if a unit's culminating assessment requires an expository essay students must be explicitly taught how to write an expository essay and a teacher should use timely Social Studies or Science content.

This should be done primarily in ELA time – teaching form, structure, organization – through analysis of a mentor text. When students begin the process of gathering evidence, articulating reasons, and supporting with logic – teachers may find that the best approach is to integrate ELA and Social Studies and/or Science time, depending on the relevancy of the content.

Time spent analyzing mentor writing and practicing writing informational/expository or opinion/argument texts may occur in ELA as well as SS or Science time depending on the style of writing demanded by the culminating assessment or assignment.

1. Comprehension: Shared Reading/Navigating Complex Texts Together

Teacher and students read the same text or parts of a text together (an article, an excerpt from a longer piece, a poem, etc.). These texts will most typically be **grade level/complex texts** that the students have a copy of to annotate (or markup). The purpose of this shared work is to:

1. Model comprehension strategies (i.e., visualization, inferring, questioning, determining importance, monitoring for meaning, summarizing, or synthesizing)
2. Pose strategically scaffolded questions and tasks as students read and reread texts
3. Model marking of text (annotating) as a strategy to help students generalize these processes to all reading (content area reading as well)
4. Learn note-taking strategies – ways to gather evidence
5. Provide a scaffold for students to practice constructing meaning of parts of a text (gist, analysis, synthesis) in a whole group, in partnerships, and independently
6. Allows students to value the process of close reading through rehearsal and to build stamina and endurance for the reading of the text at hand as well as for future reading endeavors

Navigating Complex text together:

- Demonstrates the process of reading for meaning
- Models and promotes use of reading strategies
- Models and promotes use of comprehension strategies (before, during, and after reading)
- Teacher intentionally and thoughtfully pushes students to try to read sections, or parts of text, on their own – to engage in productive struggle
- Builds community and provides social support from the group
- Allows all students to see themselves as readers
- Provides a common text to serve as model for other text work

"While Lexiles and the lexile site have been proven to be highly valuable, the lexile measure can grossly under estimate the conceptual complexity of texts…The array of readability formulas available do not sufficiently make visible the conceptual and pragmatic sources of complexity of texts."

- Carol Lee, 2014

Interactive Read Aloud/Active Student Comprehension and Engagement

Interactive read aloud involves reading picture/chapter books to students. This is important to the literacy development of students throughout elementary (and even middle) school because it develops the ability to use comprehension strategies to think about a text and provides opportunity to hear rich and complex language with increasingly complex texts within a variety of genres.

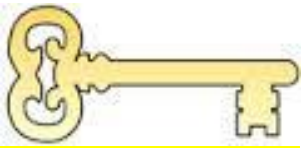
"When students are actively listening to and discussing a text, all of the strategic actions for comprehending are in operation. In an interactive read-aloud, the listener is freed from decoding and is supported by the oral reader's fluency, phrasing, and stress…The scene is set for a high level of comprehension or thinking together through a text" (Fountas & Pinnell, 2011).

It is crucial that students are expected to be active participants and held accountable to higher level comprehension work during this time. Some ideas for active listening and participation:

- Have students use a section of their reader's notebook to respond to questions; practice this comprehension work individually as well as collaboratively to create pathways for transfer of strategies to other texts.
- Use complex picture books that relate to the content work you are engaged in to build background knowledge as well as creating a repertoire of texts to serve as mentor texts for different purposes.
- Use chapter books intentionally, being aware of purpose and time constraints. Choice of text is crucial and should be chosen because it meets the characteristics needed for the instructional objective
- Continually monitor to determine moments when students should be pushed to struggle during complex texts – the idea is to have them struggle "just enough" before stepping in to support.

Interactive Read Aloud with Active Student Comprehension and Engagement

- Models oral reading accuracy, fluency, and expression
- Demonstrates thinking aloud, and provides access for all students to engage in higher level comprehension and cognitive work
- Develops listening and reading comprehension skills as well as metacognitive skills by asking questions and leading discussions before, during, and after reading
- Develops vocabulary, content knowledge, and shared understandings
- Exposes students to rich language and sophisticated vocabulary and sentence structures
- Encourages students to share their thinking through conversation (Accountable Talk)



Keys to effective and purposeful Shared Reading, Navigating Complex Texts, and Interactive Read Aloud:

- Moments for Read Aloud & Think Aloud need to be planned carefully based on the qualitative complexity of the text (meaning, structure, language, features, prior knowledge, and vocabulary)
- Plan for student response (including misconceptions) and teacher follow up
- Build **routines for this work**- turn and talk, small group discussion, etc.
- Focus instruction, teacher questions, and student responses around the objective of the lesson and ultimately the goal of the unit.
- Texts must be:
  - interesting, engaging, and authentic
  - Supportive of significant text-based conversations
  - Worthy of conversation (provocative, complex, pithy, engaging)
  - Related to the other texts to create a coherent unit of study
  - Relevant and responsive and/or representative of a period, culture, and world view
  - Supportive of standards-based work

Helpful Tip: See the Qualitative Rubric, QtA, and Text Talk Strategies. Also look at the Interactive Read-Aloud and Literature Discussion in *The Continuum of Literacy Learning, Grades PreK-8 by Fountas & Pinnell* for guidance on selection of text and goals.

2. Word Study, Vocabulary, and Language Instruction:

Teacher provides direct, explicit, systematic instruction in language study. This includes word study, vocabulary instruction, and instruction in the conventions of the English language both at grade level and at student's instructional level. In learning how words work students must study the features of words; this includes phonology, orthography, morphology, and syntax. Instruction related to this work is often labeled phonics, spelling, word study, structural analysis, grammar, oral vocabulary, story vocabulary, and vocabulary.

> "To examine words in order to reveal consistencies within our written language system and to help students master recognition, spelling, and meanings of specific words." (*Words Their Way)*

> "Word solving is basic to the complex act of reading. When readers can employ a flexible range of strategies for solving words rapidly and efficiently, attention is freed for comprehension. Word solving is fundamental to fluent, phrased reading" (Fountas and Pinnell, *The Continuum of Literacy Learning: Grades PreK-8; 2011).*

Teachers, through data analysis, may find that some students need gaps closed in basic principles of phonics and phonemic awareness instruction.

> *"'Best' practices are characterized by more reading, more concept development, explicit instruction for critical and specialized terms, increased opportunities to hear and use language in meaningful ways and assistance in transferring learning to other contexts."*
> *(Source: Words, Words, Words by Janet Allen)*

Word Study:

- Increases word solving skills by providing explicit, systematic instruction based on students' needs
- Builds students' word and structural analysis skills to solve new words
- Provides opportunities to manipulate letters and words
- Provides a foundation for spelling skills

Phonology	Orthography	Morphology	Syntax
Learning how sounds are organized through spoken word	Learning how words are written (spelled)	Learning about how words are structured in units (morphemes) and other units (root words, affixes, parts of speech, intonations and stresses, or implied context)	Learning how words function in a sentence and the syntactic rules for putting words together to form sentences

Word Study

Vocabulary:

The Common Core Standards call for students to "determine the meaning of general and academic and domain specific words or phrases in a text relevant to each grade level topic or subject area." Students need multiple interactions with words in order to integrate them into their oral and written vocabulary

Tier 1 Words: These are words of everyday speech usually learned in the early grades. They are not considered a challenge for the average native speakers.

Tier 2 Words: These are words that are likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users. There is not a specific list of tier two words; instead teachers make instructional decisions and select words in context that have high utility and can be defined in student friendly terms. Students need to interact with tier 2 words on a regular basis.

Tier 3 Words: Content Area Vocabulary: Students need to build their lexicon of tier 3 words (domain specific vocabulary or content area words) and use these words regularly to better engage in the content. Word banks (i.e., Math words for Unit on Estimation) for content areas and units of study are helpful as they provide scaffolds for students to see the connections between words, their meaning, and the nuances in how they are used.

Helpful Tip: See Phonics, Spelling, and Word Study in *The Continuum of Literacy Learning, Grades PreK-8* by Fountas & Pinnell

- *Fundations Level K, 1, 2 Teacher Manual*, Wilson
- *Fountas & Pinnell Phonics Lessons & Teacher Resources K, 1, 2*
- *Words Their Way* (Bear & Ivernizzi)
- Bringing Words to Life (McKown and Beck)
- Words, Words, Words (Janet Allen)

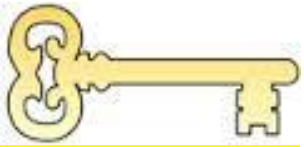
Language Instruction:

Explicit instruction (systematic, direct, engaging and success-oriented instruction) in language conventions (the language standards and in the foundation skills of the reading standards of the Common Core) is a necessary component of an effective literacy plan. Students must learn the "essential" rules of standard written and spoken English, while also understanding that language has craft - informed choices that writers/authors make to establish interest and capture readers' attention.

Grammar is essentially understanding how language is structured. First we teach students to love language - how it sounds and feels; we pique curiosity in students so they want to learn *how it works*. To accomplish this we do **not** teach grammar as a series of rules to be memorized and then applied to exercises or worksheets. The research and practice is to teach grammar (including the rules and when the rules are intentionally broken) in the context of reading and writing:

- Teach conventions in **authentic** contexts – that is in the revision portion of a writing unit with student's **actual** writing.
- Use **mentor** (texts that can be studied and imitated) and **mentor** sentences – *Watch how Pam Munoz plays with punctuation here…*
- Apprentice students in emulating the styles and forms of writers – learn from experts.
- Intentionally plan grammar mini-lessons during reading and writing units based on the needs of your students and what is outlined in the Common Core Learning Standards.

Helpful Tip: See *The Power of Grammar* (Ehrenworth & Vinton), *Grammar Study* (Angelillo), *Mechanically Inclined* or *Everyday Editing* (Anderson), *Word Ladders* (Rasinski)



Keys to effective and purposeful Word Study/Vocabulary and Language Instruction:

- Should be embedded in reading and writing throughout the day
- Ample opportunities to practice and apply skills with appropriate texts
- To use data to drive planning and to assess need for re-teaching of skills and concepts

3. Comprehension: Flexible Small Group Instruction:

Flexible small group instruction is based on education research that demonstrates that whole group, one size fits all reading instruction alone does not work for most students.

> *Some teachers, the less effective ones, thought that fair meant distributing instruction equally to all students regardless of their needs. The exemplary teachers we studied, however, thought fair meant working in ways that evened out differences between students. Early in the year the exemplary teachers largely followed research by offering greater amounts of instructional time with the poorest readers in their rooms. Gradually the teachers reduced the amount of attention as those children developed better reading skills."* The research of Connor (2007) confirms that such practice is best not only for struggling readers but also for on grade level readers as he found that *"assigning the best readers more student-directed work"* positively impacted their development. - Richard Allington (2009)

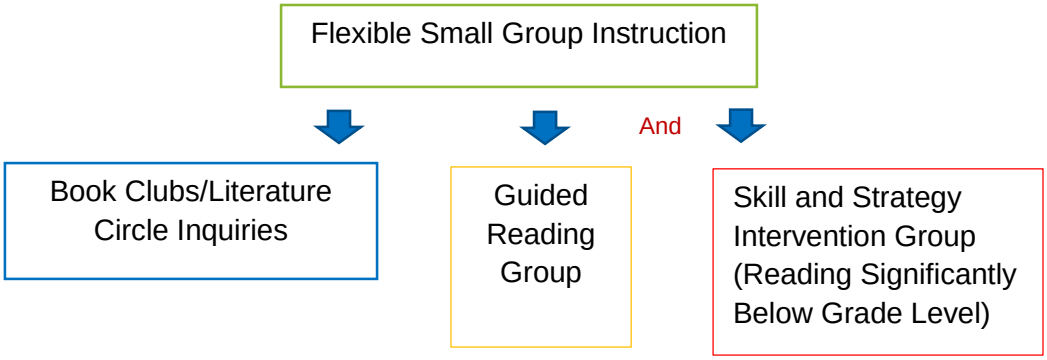
Literacy blocks must include time for small group, data based, targeted instruction. Boucher and Moser (2009) explain that "*diagnosing student's strengths and needs as readers and designing a path of instruction and practice for students*" based off of that information is best practice. In order to grow as readers and writers educators must meet students where they are demonstrating what they already know and what they are ready to learn. This is individual to each child and thus data driven, explicit and targeted instruction is indicated. Each student is supported to the extent that they need to grow as readers and writers.

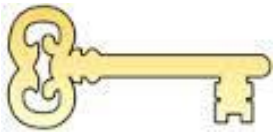
There are **three** types of instructional grouping in this block.

Based on assessment data **all** students will be placed in either a:
Book Club/Literature Circle Inquiry
or
Guided Reading Group

and some students are also placed in a:
Skill/Strategy Intervention Group
(reading significantly below grade level)

- Classroom teachers use AIMSweb and informal reading assessment data to place **every** student in either a book club/literature circle inquiry **or** a guided reading group.
- Most students will be in a guided reading group.
- Students who are reading significantly below grade level will **also** be placed in a skill/strategy intervention group.
- These groups are flexible and will change often as progress monitoring indicates that students have mastered target strategies/skills.





Keys to effective and purposeful Flexible Small Group Instruction:

- Students should be using a text that at their individual instructional level. At strategic times teachers push that text level just a bit to get a reader to grow to the next level.
- Teachers must have a thorough understanding of The Continuum of Literacy Learning (Fountas & Pinnell) to understand that a reading level is not a score; it represents text characteristics and a set of behaviors and understandings that can be observed, assessed, and used to guide instruction
- The goal of all instruction in these groups is reading. This means that students should not be practicing isolated skills or strategies related to reading, without reading.
- Students spend 2/3 of the time in an intervention reading continuous text. (Allington, 2012)
- Teachers use assessments to form flexible groups throughout the year and identify students' needs to guide instruction
- Flexible groups are consistently added to, changed and or formed as students meet instructional targets.
- Not necessarily ability or reading level groups

Type of Flexible Small Group	Book Club/ Literature Circle Inquiry
What is it?	○ Students coming together with common texts or different texts within a topic to discuss a piece of literature in depth and construct meaning in a productive, collaborative way ○ Individual thinking and writing about reading is shared among peers allowing initial ideas to grow, be challenged and changed through a collaborative, social process
Purpose	○ Advance the reading achievement, attitudes and work habits of students ○ Engage students in critical thinking and reflection and guide them to deeper understanding of what they read through structured discussion and extended written and artistic response ○ A context in which to apply reading and writing skills
Characteristics of the Students	○ Reading at or above grade level ○ Must be able to read the text and work independently **Every** student in a class is in either a book club/literature circle inquiry or a guided reading group
Elements of the Group Structure	○ Recommended up to 5 students in a group ○ Recommended that groups meet up to 2 times a week to discuss ○ Recommend that teacher meets with students to give a focus lesson and or confer with groups up to 2 times a week ○ Groups formed by book choice ○ Guided primarily by student insights and questions ○ Structured for student independence, responsibility, and ownership
Characteristics of the Instruction	○ Explicit, systematic, direct instruction regarding: - how to read and take notes - how to respond in writing - student roles for discussions - the structure and routines of discussions ○ Focus lessons that include a range of topics including but not limited to how to participate in a discussion, how to respond in a journal, and specific reading strategies and skills ○ Every student reads independently and responds to the reading and or the discussion in writing everyday
A Glimpse….	
• Students read and mark their thinking in text (sticky notes, think marks, annotations…) independently for up to 20 minutes • Implementing a specific structure and routine for meetings, students discuss their thinking, responses and inquiries regarding the reading up to 5 times a week • Students respond in writing to the reading and or the discussion • Teacher confers with the group and/or individual student's and provides focus lessons up to 2 times a week	

Inquiry Circles

- Meet the standards.
- Celebrate kids' curiosity and questions.
- Cover the curriculum.
- Reach and include everyone.
- Grow resourceful, engaged citizens.

Stephanie Harvey & Smokey Daniels 2015

Type of Flexible Small Group	Guided Reading Groups
What is it?	○ Research-based, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of grade level books across a diverse array of literature and informational genres
Purpose	○ Support students to build an effective system for processing a variety of increasingly challenging texts over time and to read with deep, high quality comprehension while gaining maximum insight or knowledge from each source
Characteristics of the Students	○ Reading at or approaching grade level and reading significantly below grade level ○ Students are similar in their development of a reading process ○ Students may or may not be reading the same level of text **Every** student in a class is in either a book club literature circle inquiry or a guided reading group
Elements of the Group Structure	○ Recommended up to 6 students in a group ○ Recommended that groups meet 2-5 times a week ○ Student's read the whole text (or assigned portion) independently and silently after an introduction that supports the readers in the group, and then discuss the meaning of the text
Characteristics of the Instruction	○ Goal driven from informal assessment and observation data ○ Explicit systematic direct strategy instruction ○ Evidence based and includes 2/3 of the time reading continuous text ○ Every student reads independently, no round robin reading ○ Progress is monitored frequently and as students master the goal and or strategy of the group they are moved out of the group

A Glimpse…

*A small group of students, each student has a teacher selected text that is at their instructional level, (provides some opportunities for learning, while not being too challenging) *Students independently reread text/s from previous lessons (for fluency)
*Teacher introduces the new text, helping the students understand how the text works, discusses important themes and ideas, notes vocabulary or language patterns they'd like students to think about, structures or features that may be new to them, and a few new and important words needed to problem solve while reading
* Students read the text independently as the teacher interacts with individual students, offering specific support based on assessment of their needs
* The group discusses themes and ideas and what they noticed about how the text was written (characteristics of genre, structure, features, author's craft, etc.)
*Teacher teaches for Strategic Actions by identifying what students need to learn how to do next as readers and explicitly teaching an aspect of processing (strategic word solving or comprehension strategies)
*Word Work: Explicitly teach phonics or word study principles that the students need to add to their knowledge of word solving

"Inherent in the concept of guided reading is the idea that students learn best when they are provided strong instructional support to extend themselves by reading texts that are on the edge of their learning—not too easy but not too hard"

Vygotsky, 1978

Type of Flexible Small Group	Strategy /Skill Intervention Groups
What is it?	○ Evidence based, data driven, focused and intense smaller group instruction
Purpose	○ To accelerate the mastery of data based, focus skills and strategies that will support students to build an effective system for processing a variety of increasingly challenging texts over time and to read with deep, high quality comprehension while gaining maximum insight or knowledge from each source
Characteristics of the Students	○ Reading significantly below grade level and also in a guided reading group ○ Could be receiving services for reading intervention, 504 plans, special education identification, English language learner status, or speech and language
Elements of the Group Structure	○ Recommended up to 3 students in a group ○ Recommended the group meets daily
Characteristics of the Instruction	○ Focused and brisk pace ○ SMART Goal driven from informal assessment data ○ Explicit, systematic, direct instruction ○ Congruent with outside interventions ○ Evidence based and includes 2/3 of the time reading continuous text ○ Progress is monitored frequently and as students master the goal and or strategy of the group they are moved out of the group ○ Every student reads, no round robin reading
A Glimpse…	
*****A **smaller** group of students who are members of an additional guided reading group (may be from the same or different guided reading groups) *****Teacher delivers explicit, systematic, direct instruction regarding a data driven skill or strategy *****Teacher sets a clear learning objective for the students that includes the urgency/purpose for learning the skills/strategy * Teacher incorporates the elements of explicit instruction (see box on page 22) in an "I do, we do, you do" model *****Teacher responds to individual students by adjusting instruction through the provision or removal of additional support/scaffolds *****Students read continuous text at their individual independent or instructional levels to confirm the skill/strategy and integrate it into their reading systems	

The fundamental theory behind this instructional practice is that "*some children simply need a larger amount of instruction and greater opportunities to practice reading. There is good research evidence that such added instruction can foster accelerated reading development…planning such interventions around research based principles will enhance the likelihood of success*"

(Allington, 2012)

Elements of Explicit Instruction:

Explicit Instruction

A structured, systematic, and effective methodology for teaching academic skills. It is characterized by a series of supports or scaffolds. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery is achieved.

- Anita Archer Explicit Instruction

16 Elements of Explicit Instruction

- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills and strategies into smaller instructional units
- Design organized and focused lessons
- Begin lessons with a clear statement of lesson goals and expectations
- Review prior skills and knowledge before beginning new instruction
- Provide step-by-step demonstration
- Use clear and concise language
- Provide an adequate range of examples and non-examples
- Provide guided and supported practice
- Require frequent response
- Monitor student performance closely
- Provide immediate affirmative and corrective feedback
- Deliver lessons at a brisk pace
- Help students organize knowledge
- Provide distributed and cumulative practice.

4. Comprehension: Independent Reading:

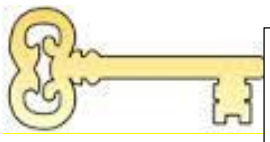
Students select and read books at their independent level without support. Teacher meets with students one-on-one to help them grow and learn about themselves as readers, and to facilitate student choice of "just right" books.

Independent Reading:

- Promotes reading for enjoyment, information, and understanding
- Provides practice to apply reading strategies with text at independent level
- Promotes fluency through rereading
- Increases reading stamina
- Fosters self-confidence
- Provides opportunities to grow as independent readers
- Provides opportunities for student choice

Independent Reading Minutes per Day	Words Read per Year
9.6	622,000
4.6	282,000
1.3	106,000

Research indicates that independent reading is one of the major sources of vocabulary acquisition beyond the beginning stages of learning to read. Students who read more can learn the meanings of thousands of new words each year. Anderson, Wilson, and Fielding (*Center for Collaborative Classrooms,* 1988) led one of the most extensive studies of independent reading in which they investigated the relationship of reading time to reading achievement. The study found that the amount of time students spent reading independently was the **best predictor** of vocabulary development and reading achievement gains. The table above summarizes the impact of the minutes of independent reading each day on the number of words students are exposed to in this activity.



Keys to effective and purposeful Independent Reading:

- Procedures and routines need to be explicitly taught and modeled at the beginning of the year
- Students are explicitly taught how to choose books they can read with understanding and fluency without teacher support
- Can occur while the teacher is conducting guided reading groups
- Teacher and students set reading goals (i.e., purpose for reading, SMART)
- Teacher monitors comprehension and book selection
- Age appropriate accountability (i.e., reading to a peer, reading log, reading response journal, post-its, etc.)
- Students are given ample time daily for independent reading of text (at their independent level) to increase fluency, practice strategies and to increase vocabulary development

5. Elements of Writing Instruction:
Use of Mentor Texts/Write Aloud/Explicit Mini-lessons

A Word About Writing:

The Schenectady City School District understands that writing is at the heart of all education (Hillocks, 1995). Writing is a unique experience for students in that it allows student thinking to be visible. It is also a time when students rehearse their thinking in print. As such, the teachers of the Schenectady City School District must familiarize themselves with the variety of genres, structures, styles, and audiences for authentic writing experiences. Teachers must make choices and prioritize. These choices and priorities are informed by the Common Core Learning Standards – and the shifts therein, the students' point of entry, and the expectations for skills and knowledge of State and local assessments.

The Common Core State Standards treat writing as an **equal** partner to reading. Writing is assumed to be the vehicle for where critical thinking, reading work, and reading assessment will occur.

The CCSS emphasizes three types of writing which can sometimes blend: opinion/argument, informational/explanatory, and narrative. While the CCSS identify all writing types to be important, the Standards have put particular emphasis on a student's ability to write sound arguments on substantive topics and issues. When teachers push students to consider two or more perspectives on an issue or topic, students must think critically and deeply, they must test the validity of their own thinking, and anticipate possible counterclaims to their assertions.

> *"Argument" and "Persuasion"*
>
> When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: Appendix A CCSS

SCSD Instructional Non-Negotiables for Writing

1. Explicit writing instruction takes place in all disciplines
2. Writing instruction includes:
    a. Mini-lessons on the craft or conventions of writing specific to the discipline or content area
    b. Teacher/student conferences (one-on-one or small group – strategic or table-top)
    c. Revising, editing, and publishing writing pieces
    d. Independent writing time during class
3. Share writing (teacher and students) to create anchor charts relevant to the topic
4. Teacher models the writing technique or strategy
5. Writing instruction includes the use of mentor texts that are specific to the discipline or content area. When students are able to read and critique models, they are able to develop an understanding of the characteristics of quality writing in various formats and for diverse purposes (Graham and Perin, 2007; Hunt, 2010).
6. Focused Word Study Instruction (at a separate time):
    a. K-5: A daily investigation of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently.
    b. 6—12: Vocabulary Instruction on content specific words that will be integrated into writing.
7. Grammar, Mechanics, and Transcription (this includes spelling, handwriting, typing) Instruction takes place in context during writing time at the revising and editing stages, and as items are needed using authentic student writing pieces or mentor texts.
8. Developing clear rubrics and criteria lists with students and using those rubrics consistently increases students' understanding of the criteria for success. (Reeves, 2004) The rubric and criteria list clarifies for the student the vision of quality writing.
9. Descriptive feedback is given that is focused and specific (Brookhart, 2008). Students who are taught to identify and correct their own errors are more likely to make long-term gains (Beach and Friedrich, 2006). In this phase students are explicitly taught how to revise their writing independently for meaning and craft and then engage in peer/teacher review to elicit feedback directly connected to the established criteria for success (rubric).



Helpful Tip: See The Teacher Toolkit on your desktop for sample District level rubrics.

Writing is a Collaborative and Recursive Process

Writing is a social act. Through **collaboration** with peers and teachers, students can gain clarity in their thinking and their content. Collaboration helps students understand the relationship between audience and purpose and the communication of ideas in written form. Writing is also **recursive**. While revising, a student might have to go back to a pre-writing or drafting stage to further develop and expand ideas. This can and usually does result in a non-linear process. Writing is **messy**. A writer should move fluidly back and forth between steps in the **process** so that they can learn that creating a final, publishable piece is actually a process.

"Any one-size-fits-all writing process would be not only inaccurate but destructive to students"

-Fletcher and Portalubi, Writing Workshop 2001)

Seven Recommendations for Teaching Writing (Graham, 2008):
http://doc.renlearn.com/KMNet/R004250923GJCF33.pdf

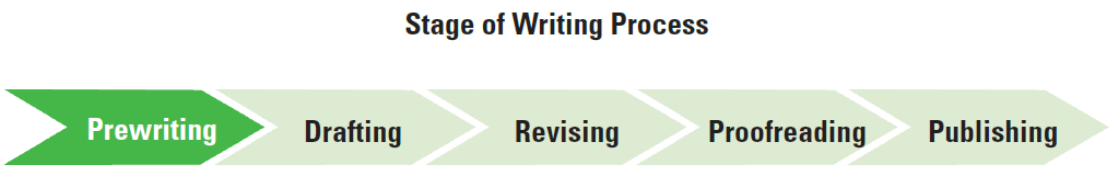
1. Dedicate time to writing, with writing occurring across the curriculum, and involve students in various forms of writing over time
2. Increase students' knowledge about writing
3. Foster students' interest, enjoyment, and motivation to write
4. Help students become strategic writers
5. Teach basic writing skills to mastery
6. Take advantage of technological writing tools
7. Use assessment to gauge students' progress and needs

Bottom Line Conditions for Effective Writing Instruction (Calkins, 2013):

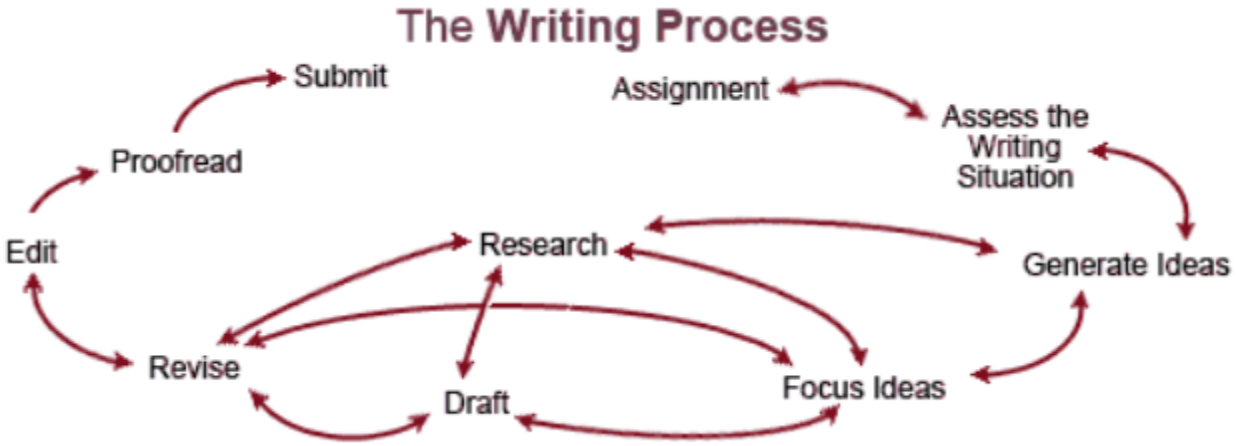
- Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice.
- Children need an adequate provision of time.
- Children deserve to write for real purposes, to write the kinds of texts that they see in the world and to write for an audience of readers.
- Writers write to put meaning onto the page.
- Children invest themselves in their writing when they choose topics that are important to them. *How do we ensure that all topics are important to all students? How do we guarantee choice? How do we plan for this when we have pre-determined texts? What balance should the curriculum contain?*
- Children deserve to be explicitly taught how to write.
- Children deserve the opportunity and instruction to cycle through the writing process.
- To write well, children need opportunities to read and to hear texts read, and to read as writers.
- Children need clear goals and frequent feedback.

Ways to Give Feedback	Goals for Feedback
• Over the shoulder • Listening in and responding • Reviewing students' notebooks • Conferring while drafting • Written comments on students drafts • Final comments on student papers • Surveying across a quarter or semester	• To support students to become increasingly proficient readers and writers by revising a particular piece of writing. • To apprentice students to the work of learning • To support students becoming increasingly reflective of themselves as readers, writers, thinkers, learners.

Steps to the Writing Process:



The Writing Process is Recursive:



Support Struggling Writers:

- Providing extra instruction in planning, revising, text organization, sentence construction, handwriting, or spelling.
- Reteach skills and strategies that are not mastered.
- Develop small-group and individual mini-lessons to meet the needs of struggling writers.
- Modify writing assignments so they better match students' capabilities while still maintaining the standard.
- Allow extra time to complete writing assignments.
- Praise effort while critiquing product.
- Increase frequency of conferences with students about their writing and works in progress.
- Establish procedures where struggling writers can obtain help from peers.

Responses that are most effective in helping students improve their writing through revision:

- Reader-based, text-specific, suggestive rather than directive, engaged with the writer's ideas, responsive to the positive as well as the areas for improvement, limited in scope.

How to present your comments to students:

- Play back your understanding of the writing
- Pair criticism with instruction
- Offer advice
- Ask (real) questions
- Explain and follow up on your initial comments
- Offer praise and then explain to the writer why it works

Use of Mentor Texts: A mentor text allows a student to see a model of what the writing looks like in order to have clear understandings of the genre, structure of the writing, and the level of complexity (elaboration and craft) that is expected. Using a mentor text at the onset of each unit makes the expectations for genre and level of rigor clear.

- Annotating the mentor text with students: noticing and naming the key elements of the genre, giving students a model to use to create their own writing.
- Using a rubric at the beginning of the unit to rate the mentor text and as a guide for the elements they need to include in their own writing.
- The text becomes a model, example or reference for student writing and discussion, throughout the unit.

Use of "Write Aloud": This is a strategy to engage students in the process of oral rehearsal, whereby the teacher provides the structure of the writing and students join in to formulate their ideas within the structure (i.e., In an essay you might start by providing the thesis statement while students add, "One reason…Another reason…Finally…" supporting them in the use of these transition words as they write their introduction out loud). Note that the teacher does not write but engages students in the process of composing a common class essay out loud. Students then write the section on their own so they are cognitively engaged in this shared writing process.

> *The goal of write-aloud is not mechanics (that's the role of shared/interactive writing) but composition. Students listen to and watch you as you write aloud, noticing your thinking strategies. Most important, the students join you in the writing process. They think about and then practice out loud sentence structures that are part of the genre they are composing. The hope, of course, is that doing this out loud becomes a stepping stone to doing similar work on their own.*
>
> ©2010 Leah Mermelstein, Portsmouth, NH. All rights reserved.

Explicit, Systematic, and Direct Mini-lessons*:* Mini-lessons are meant for explicit, brief instruction (10 minutes) in skills and strategies that will become part of a writer's on-going repertoire. While the content of the mini-lesson will change from day-to-day the structure will remain the same (e.g., connection, teaching, active engagement, and link). This is a time for a teacher to teach as efficiently and explicitly as possible.

- Mini-lessons follow a clear structure.
    - **Connection**: Connects today's teaching to on-going work and then connects to the teaching point that crystallizes the importance of the lesson
    - **Teaching**: This is the "*what"* and "*how"* of the lesson – *What am I going to teach? How am I going to teach it?* Teaching is done in the following ways: demonstration, guided practice, explicitly telling and showing an example, or inquiry.
    - **Active Engagement**: This is the opportunity for students to have an opportunity to try what's been taught (turn and talk).
    - **Link**: This encapsulates the content of lesson and propels students to carry it with them as they head back into their writing lives.

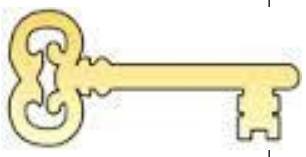
Helpful Tip:
See Teaching Argument Writing by George Hillocks, The Art of Teaching Writing by Lucy Calkins, Lessons that Change Writers by Nancie Atwell, Write Like This by Kelly Gallagher, A Fresh Look at Writing by Donald Graves

Strategy Groups/Independent Writing:

The teacher works with small groups of students and one-on-one with students. This is done through continual feedback, redirection, goal setting, and expansion of ideas for students. The teacher provides explicit instruction through mini-lessons, conferences and small group sessions, often using mentor texts to help writers learn.

Strategy Groups:

- Students should be grouped based on similar need to address them at the same time.
- There are typically three types of overlapping needs: content, expectations, process, and goals.
- Provide feedback toward writing goals – children need to know how their writing is getting better and what their next steps might be.



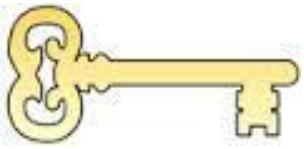
Keys to effective and purposeful Strategy Groups:

- Teacher decides what and how to teach using one of four methods: guided practice, demonstration, explicitly tell and show examples, or inquiry.
- Teacher works with a small group
- Students participate in focused writing activities
- Mentor texts should be used to provide opportunities for students to learn from authors
- Teachers respond to the content of your students writing to encourage and extend their thinking

Independent Writing:

This is the opportunity for students to effectively utilize the written word for their own purposes or as assigned by the teacher. They should reference charts, writing folders, mentor texts, and other materials to write, revise and edit their writing. Additionally, students should have a launch point; meaning that they have been prepared to work productively during independent writing time; clear expectations have been established for the work that students will tackle with independence. Finally, a critical component of independent writing is taking time for a teaching share where the teacher selects particular students to share/name a particular aspect of their writing with a clear purpose in mind. This provides students not only with recognition, but an opportunity to receive feedback.

- Provides opportunities to plan, draft, reread, revise and edit own writing with peer and teacher support
- Allows students to practice being problem solvers and how to self-manage
- Develops thinking, understanding and creativity
- Increases writing fluency and stamina



Keys to effective and purposeful Independent Writing:

- Access to necessary writing supplies: drafts, check-off sheets, goal sheets, assessment forms, criteria checklists, mentor texts, charts, pencils/pens, paper, etc.
- Mentor texts are provided to ensure opportunities for students to learn from authors/provides clarity
- Teachers allow students to write for different purposes and across the curriculum
- Teachers observe and assess students' writing, actively coaching through the process
- Actively teach children how to be problem solvers and how to self-manage.
- Provide opportunities for publishing and focused sharing
- Ask students to reflect on writing goals and establish next steps
- Respond to the content of your students writing to encourage students and extend their thinking

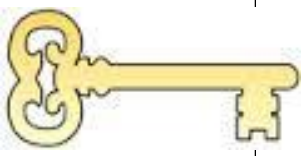
6. Disciplinary Literacy:

As the name implies, disciplinary literacy requires the interaction of thinking skills and content knowledge. As students' progress in elementary school and move toward the secondary level, the discipline requirements increase and students must learn the habits of thinking associated with the specific discipline areas. To this point, teachers must be more intentional in explicitly teaching the discipline specific strategies and habits of mind. Strategies and habits will vary based on the types of texts being studied. Teachers must understand that there is a continuum of literacy learning and that as students (and texts) mature, so should their approaches to reading in those content areas.



"Disciplinary literacy involves the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline."
- Content Matters by McConachie and Petrosky

Helpful Tip: See *Content Matters* (McConachie and Petrosky), "Teaching Disciplinary Literacy to Adolescents" (Shanahan 2008)
See Teacher Toolkit: historical Thinking Chart (Stanford University)



Keys to effective Disciplinary Literacy:

- Promote literacy across all content areas through use of a variety of informational text
- Build reading instruction into all content areas
- Build on prior knowledge
- Integrate specialized vocabulary (discipline specific)
- Deconstruct complex sentences
- Teach text structures, genre, main, and sub-ordinate ideas
- Map graphic representations against the text
- Pose discipline relevant questions
- Compare claims and propositions across texts
- Use norms for reasoning within the discipline to evaluate claims
- Use active notes or double journaling

7. Enrichment and Intervention for All: E/I Time

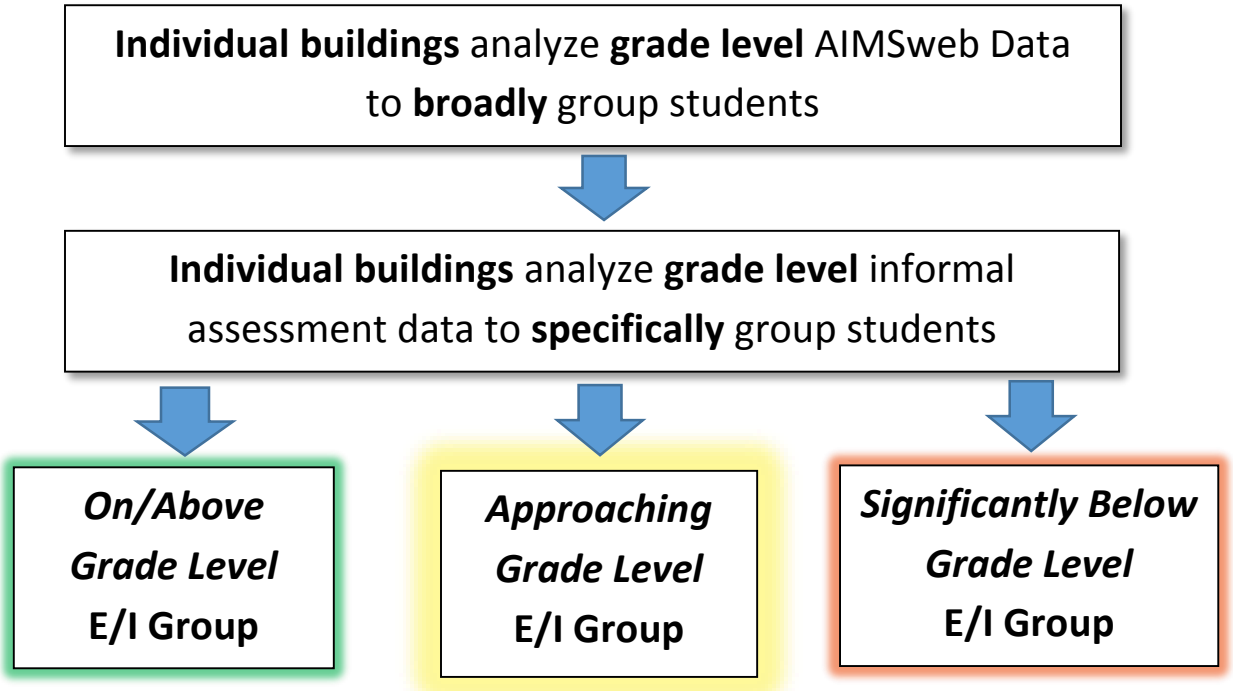
In order to make progress with closing the literacy gap in the Schenectady City School District while continuing to grow all of our readers, 30 minutes of enrichment or intervention is recommended in addition to the 120 minutes of core ELA instruction time. This gives us an opportunity to help all children accelerate their skills in reading.

There are **three** types of instructional grouping in this block.

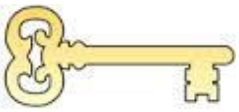
At the individual building level AIMSweb and informal assessment data is used to place **all** students across a grade level in ether an:

On/Above Grade Level (Green) E/I Group
or
Approaching Grade Level (Yellow) E/I Group
or
Significantly Below Grade Level (Orange) E/I Group

(each group will have sub groups based on student numbers and target skills/strategies)



AIMSWEB Color Key		
Green, Teal, Blue	**Yellow**	**Orange**
50th-99th Percentile	11th-49th Percentile	1st-10th Percentile



Keys to effective and purposeful E/I Time Instruction:

- E/I Time scheduling depends on unique school factors and must be flexible.
- Each school must use the resources they have both for instructors (reading specialists, special education teachers, classroom teachers, staff with reading certification) and for instruction (programs, technology, book rooms…
- E/I Time must be **in addition to** the 120 minutes of core ELA time.
- Intervention and enrichment lessons must target the group needs as identified by data.
- The goal of all instruction in these groups is reading. This means that students should not be practicing, isolated skills or strategies related to reading, without reading.
- Allington (2012) recommends students spend 2/3 of the time in an intervention reading continuous text.
- Groups are consistently added to, changed and or formed as students meet instructional targets.
- Year one will have significantly larger number of students in the intervention groups. Effective and consistent implementation of E/I Time will result in decreasing numbers of intervention students in subsequent years.

The determination for where and who will provide instruction will be made in collaboration between and among the principal, classroom teacher, reading specialist, and other necessary professionals. For students who continue to struggle despite high quality instruction and intervention SBST is the mechanism for support.

Systematic Literacy Framework in Grade 4/5 for 120 minutes Literacy Block + 30 minutes E/I Time

Grade 4/5	Focus
Core ELA Block/Word Study (5 day cycle) • 60 Minutes for 3 days • 45 minutes for 2 days (with an additional 15 minutes is word work)	Grade level Common Core word work Explicit instruction led by teacher
	Core Literacy Block- **Reading and Writing** -Explicit instruction in Vocabulary, Comprehension, Language, Fluency, and Writing, using: ELA Units, ELA Integrated Units, and IFL Units ➢ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading, and Accountable Talk ➢ Focused with central drivers (enduring understandings) and overarching questions (essential questions) and culminating assessments
Flexible Small Group Instruction Strategy/Genre Based Mini Lessons (Daily 5/CAFÉ) • 30 Minutes	Guided Reading, Book Club/Literature Circle Inquiries, Skill and Strategy Intervention Group ➢ Daily book clubs with opportunities for small groups to engage in deep discussion and construction of meaning in a productive, collaborative way ➢ Daily explicit guided reading and skill/strategy intervention group instruction ➢ Daily opportunities for students to read books at their independent level, write about reading, practice vocabulary/word work independently and to read with a partner
Flexible Small Group Instruction Strategy/Genre Based Mini Lessons (Daily 5/CAFÉ) • 30 Minutes	Book Club Literature Circle Inquiries, Guided Reading, Skill and Strategy Intervention Group ➢ Daily book clubs with opportunities for small groups to engage in deep discussion and construction of meaning in a productive, collaborative way ➢ Daily explicit guided reading and skill/strategy intervention group instruction Daily opportunities for students to read books at their independent level, write about reading, practice vocabulary/word work independently and to read with a partner

Grade Level E/I Time Enrichment/Intervention Time for all Students • 30 Minutes	**In addition** to the 150 minutes for all students across a grade level

Systematic Literacy Framework in Grade 6 for 120+ minutes of Literacy Instruction

Grade 6	Focus
Core ELA Block/Word Study (5 day cycle) • 60 Minutes for 3 days • 45 minutes for 2 days (with an additional 15 minutes is word work)	Core Literacy Block- **Reading and Writing** -Explicit instruction in Vocabulary, Comprehension, Language, Fluency, and Writing, using: ELA Units, ELA Integrated Units, and IFL Units ➢ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading, and Accountable Talk ➢ Focused with central drivers (enduring understandings) and overarching questions (essential questions) and culminating assessments
Flexible Small Group Instruction Strategy/Genre Based Mini Lessons (Daily 5/CAFÉ) • 60 Minutes	Guided Reading, Book Club/Literature Circle Inquiries, Skill and Strategy Intervention Group ➢ Daily book clubs with opportunities for small groups to engage in deep discussion and construction of meaning in a productive, collaborative way ➢ Daily explicit guided reading and skill/strategy intervention group instruction Daily opportunities for students to read books at their independent level, write about reading, practice vocabulary/word work independently and to read with a partner

Grade Level E/I Time Enrichment/Intervention Time for all Students • 30 Minutes	**In addition** to the 120 minutes for all students across a grade level ***Can be scheduled at any time during the day