

Title I Reading 2015-2016



Table of Contents

Reading/English Language Arts Instructional Resources	pages 3
Suggested Activities for a Reading/ELA Structure	page 4
READ 180 and System 44 NG	pages 5-8
Record Keeping Form	page 9

READING/ENGLISH LANGUAGE ARTS INSTRUCTIONAL RESOURCES 2015 – 2016

COMMON CORE STATE STANDARDS

Teachers must **align** all instructional activities and assessments to Common Core State Standards located on the Louisiana Department of Education website (<http://www.doe.state.la.us>). For 2015-2016, the state created a Teacher Toolbox of resources that teachers can use to internalize standards, understand assessments, set a student goal and to adjust a year-long plan to build a more in depth level of rigorous instruction.

Teacher Tool Box: <http://www.louisianabelieves.com/resources/classroom-supporttoolbox/teacher-support-toolbox>

PARCC ASSESSMENT STRUCTURE

Louisiana is transitioning to utilizing PARCC like assessment items embedded within ILEAP and LEAP assessments that aligns to Common Core State Standards (CCSS). In anticipation of this assessment, grades 3-8 PARCC will be more rigorous. This document outlines:

- The structure of the test
- A detailed explanation of the test design
- The Common Core ELA/Literacy standards that will be assessed
- Links to sample items and other resources

Assessment Structures can be found using the link below:

<http://www.louisianabelieves.com/assessment/parcc>

CONTENT LITERACY STRATEGIES

Content Literacy Strategies are instructional practices that combine reading, writing, and thinking with content material from the disciplines and teach students independent strategic reading and writing processes for content area learning. These strategies are derived from sound, evidence-based principles of literacy and learning and require teachers modeling, interaction, and monitoring. One or more of these strategies should be used daily in all content areas.

Brainstorming
DR-TA- Directed Reading-Thinking Activity
GISTing
Graphic Organizers
Learning Log
Opinionnaire/Anticipation Guide
Know-It-All
Process Guide
Questioning the Author (QtA)

RAFT Writing
Reciprocal Teaching
SPAWN Writing
Split-Page Notetaking
SQPL-Student Questions for Purposeful
Learning Professor
Story Chains
Vocabulary Cards
Vocabulary Self-Awareness
Word Grid

OTHER SUGGESTED ACTIVITIES TO INCLUDE IN YOUR ELA STRUCTURE

WRITING

- Students are to write a multi-paragraph composition that includes evidence from the text(s) to support the writer's idea at least once every nine week period.
- Writing prompt topics align to grade specific format.
- Use a rubric aligned to the State's rubric for grading.

RESEARCH TO BUILD KNOWLEDGE

- Students are to practice skills within each story instructional cycle. Use the links within each grade specific Assessment Structure to view test items.

READING

- Schools must have a Reading or English Language Arts story instructional cycle that includes all CCSS shifts
- Students participate in Book Adventures or Accelerated Reader once a week.
- Teacher models reading each day.
- Students read orally each day to partners, within groups and independently.
- Students discuss collaboratively on a daily basis with the use of text dependent questions.
- Incorporate reading skills into other content areas
- Insist that students speak using complete sentences.
- Teacher teaches vocabulary explicitly with context clues.
- Complete a vocabulary practice which is aligned to state assessment test item (grade level specific).
**context clues, origin of the word, synonyms and antonyms, root words, inflectional endings, etc.*
- Students will document comprehension strategies used to answer questions- SQ3R, QAR, Teacher Response, etc.

LANGUAGE

- Students are to practice skills within each story instructional cycle. Use the links within each grade specific Assessment Structure to view test items.

PARCC • Literary Analysis Task, Research Simulation and Narrative Writing Task

- Claims and Sub-Claims
- Evidence-based selected response
- Technology-enhanced constructed response
- Prose constructed response

Read 180 NG and System 44 NG 2015-2016

Instructional Model(s):

NG READ 180

Read 180 is a comprehensive intervention program designed to meet the needs of students who are reading below grade level. It is a program based upon scientific research with proven results. Read 180 provides intense reading, writing, and vocabulary instruction. The program utilizes Topic Software which allows the student to learn at the level, and provides the teacher with specific data in order to drive instruction. Read 180 provides various and specific ongoing assessments in each component of the program allowing the teacher to provide immediate differentiated instruction in order to meet each student's needs. Read 180 is based on a 90 minute instructional model. The students first receive 20 minutes of Whole Group Instruction. During this time, instruction is provided in the areas of reading, writing, and vocabulary. These lessons may come from the teacher's manual/rBook, or they may be intervention lessons in order to meet the needs of students.

During the next 60 minutes of READ 180, students break into three small-group rotations. Each student rotates through all three stations, spending 20 minutes at each. The three stations include Small-Group Instruction, Modeled and Independent Reading, and Instructional Software.

- Small-Group Instruction: During this rotation, a small group of students work with the teacher to reinforce or practice reading and writing skills.
- Instructional Software: Students use the READ 180 Topic Software to independently practice reading, reading comprehension, vocabulary, and spelling skills.
- Modeled and Independent Reading: Students read and respond to literature on their individual reading levels. During this time, they will build fluency and strengthen reading comprehension skills.

The final ten minutes of the lesson is a Whole-Group Wrap-Up. This final session allows for daily reflection, skill reinforcement, and group sharing.

NG SYSTEM 44

System 44 is a phonics intervention and foundational reading program designed for the most challenged struggling readers. System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. System 44 combines research-based phonics instruction for older students with a technology component that engages students in age-appropriate fiction and non-fiction. System 44 provides various and specific ongoing assessments in each component of the program allowing the teacher to provide immediate differentiated instruction in order to meet each student's needs. System 44 is based on a 90 minute instructional model, with students spending a minimum of twenty minutes on the software and modeled/independent reading.

In the 90 minute instructional model, the class begins with a twenty minute Whole Group Instruction in which the teacher leads a warm-up activity to engage students and build phonemic awareness and phonics skills.

After the introduction, students split into three groups, remaining for twenty minutes in each group; one group rotates to the System 44 instructional software, the second group works with the teacher in small-group instruction, and the third group works on modeled and independent reading practice.

- Small-Group Instruction: During this rotation, a small group of students work with the teachers to reinforce or practice skills.
- Instructional Software: Students use the System 44 software to independently practice intensive, individualized skills practice.
- Modeled and Independent Reading: Students read and respond to literature on their individual reading levels. During this time, they will build fluency and strengthen reading and comprehension skills.

The final ten minutes of the lesson is a Whole-Group Wrap-Up. The final session allows for daily reflection, skill reinforcement, and group sharing.

***** However, St. Martin Parish School District utilizes different implementations styles of READ 180 and SYSTEM 44 to meet the need of each individual school.**

Contact Personnel

The implementation of READ 180/SYSTEM 44 is fully supported by the superintendent, curriculum director, federal programs director and special services supervisor of the St. Martin Parish School District. READ 180/SYSTEM 44 implementation is led by the department of Curriculum and Instruction under the direction of Dr. Gail Dalcourt. With a supplemental resource, the office of Federal Program assists with the implementation process led under the direction of Kara Meaux. All district level READ 180/SYSTEM 44 activities are coordinated by Pamela Jordan, Title I Supervisor and Bridget Bergeron, Special Education Supervisor, who work directly with all READ 180/ SYSTEM 44 teachers and the Scholastic Program Manager to provide classroom support on an ongoing basis. The St. Martin Parish School District Office of Technology is an integral part of the READ 180/SYSTEM 44 Implementation. Kellie LeBlanc, Virtual School Supervisor assists with software and hardware related issues.

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SRI and SPI Assessment Schedule

****The SRI/SPI is administered approximately **three times** a year, as the chart below illustrates:

1st SPI/SRI Assessment August 10-21, 2015	2nd SPI/SRI Assessment December 1-11, 2015	3rd SPI/SRI Assessment May 2-13, 2016
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Professional Development

- Initial/Refresher Training- All READ 180/SYSTEM 44 teachers will participate in intensive 1- day Refresher (July 30, 2015)
- All READ 180/SYSTEM 44 teachers will participate in 2 meetings per year (1 x in the Fall and 1 x in the Spring)
- **Administrative Training-** READ 180/SYSTEM 44 principals/and or principal designee participate in professional development 1 x per year. Typically the focus of these trainings is to review district and school READ 180/SYSTEM 44 NG data.

****** READ 180 IS AN INTERVENTION AND CAN NOT BE SUPPLEMENTED FOR A CORE READING/ELA COURSE.**

ST. MARTIN PARISH SCHOOLS

RECORD KEEPING FORMS

RECEIVING FORM

ITEM	AMOUNT REQUESTED	AMOUNT RECEIVED
CUMULATIVE CARDS, K-12		
POCKET FOLDERS, KINDERGARTEN/NEW STUDENTS		
TEST SCORE CARDS, K-12		

SCAN TO PAMELA JORDAN

SCHOOL: _____

SIGNATURE: _____

TITLE: _____

DATE: _____