LOCAL LITERACY PLAN

Updated 6.18.18

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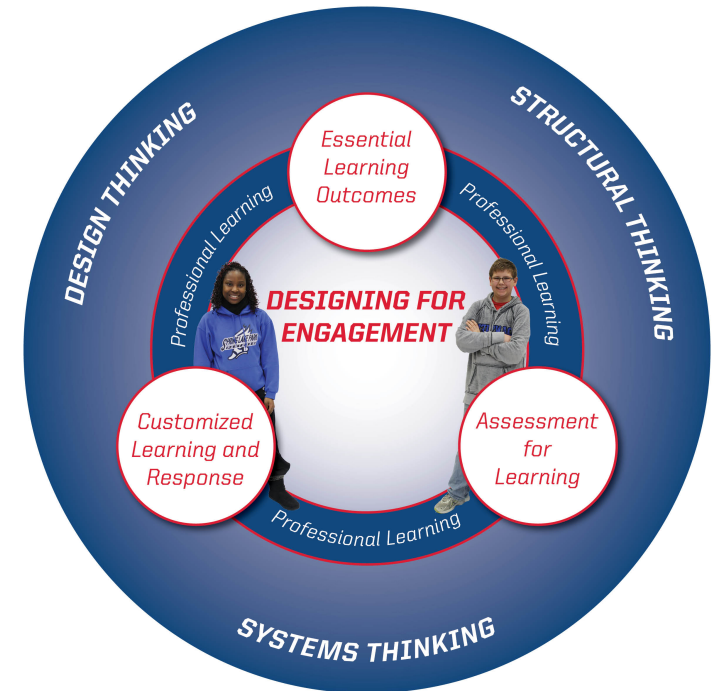
INTRODUCTION

- Today, there are more than 5,900 students in Spring Lake Park Schools. This is more than 2,600 additional students than ten years ago.
- 3,545 of our students come from Blaine, 833 students are from Spring Lake Park and 960 students are from Fridley.
- There were 366 students in our most recent graduating class. When today's kindergartners are seniors, the graduating class may be close to 500.
- Our students bring an ever-widening spectrum of physical, mental, and emotional needs. An increasing percentage of our students are entering early childhood programming and kindergarten with special needs.
- There are 69 languages spoken by our students and their families. Fifteen years ago just 2% of our students spoke a home language other than English. Today, 21% speak a language other than English.
- 43% of our students are of color other than white. Ten years ago the percentage was 12%.
- 38% of our students are eligible for free or reduced lunch. Ten years ago 19% of our students received free or reduced lunch.

LEARNING COMMUNITY FRAMEWORK

In Spring Lake Park, we believe that our district system is a collection of parts that interact to function as a whole. A successful system interacts and operates interdependently and cannot be divided into separate parts. We recognize that each of the key processes, represented in the rectangles, within our Spring Lake Park Learning Community Framework are interdependent and must function effectively and efficiently so that teachers and staff are supported in their work, which ultimately reflects in student achievement results. We believe this is crucial in meeting our reading goal and ensuring that each child has the skills they need to ensure they are college-ready.

ASSUMPTIONS AND BELIEFS THAT GUIDE OUR WORK

- All students will learn
- We are responsible for the learning of all students
- Culturally responsive instruction must occur in all classrooms
- We must assure that race is no longer a predictor of success
- We must determine the root cause of student's barriers to success
- Teachers are implementing high quality, differentiated core reading instruction to assure student learning
- Teams work in a collaborative model to ensure acceleration of student learning
- Universal screenings are used to determine student placement for targeted instruction
- Students are formatively assessed on an ongoing basis
- Well trained reading teachers are selected to provide interventions that support the standards and promote accelerated learning.
- Intervention is a process to improve student achievement and accelerate learning and not a method of identifying students for special education services
- Data drives both the selection of interventions and success criteria
- Interventions are implemented and monitored for fidelity as judged by an assigned person or group
- Assuring reading achievement for all students is a priority

STATEMENT OF GOALS AND OBJECTIVES

Our district goals are bold and aspirational. As a district, we are collectively and individually committed to seeing our results dramatically increase by designing engaging learning experiences, so that each student meets or exceeds learning targets. Our literacy goals are:

- 100% of our students who are proficient in the area of reading will maintain or enhance proficiency
- 100% of students below grade level proficiency in reading will make the growth needed to reach proficiency by the end of Grade 3
- 100% of students well below grade level will make aggressive growth to or toward proficiency in reading

In reviewing the 2016-17 Minnesota Comprehensive Assessment (MCA) results in reading, 59.6% of Spring Lake Park students were proficient on grade level standards. In 2015-16 60.5% of Spring Lake Park students were proficient on grade level standards. In 2015, 58.1% of Spring Lake Park students met or exceeded grade level standards. In 2014, 55.7% of Spring Lake Park students met or exceeded grade level standard. In 2013, 52.8% of students met or exceeded grade level standards. This shows steady growth toward meeting the standards over the past years. However, our goal is that each student meets or exceeds learning standards.

Results of measures of reading proficiency indicate that we must maintain a continued focus on both core and targeted reading instruction in order to ensure that all students are reading by the end of Grade 3, and maintaining and enhancing proficiency beyond Grade 3. Specific areas of focus for professional learning in 2018-19 include strengthening the design and delivery of reading instruction, meeting the needs of English Language Learners, and personalizing learning for each student.

STATEMENT OF PROCESS TO ASSESS STUDENTS

Assessment of and for learning is at the core of our learning community framework. Our assessed curriculum is composed of a balanced assessment system designed to measure student learning of our learning targets. Our balanced assessment system provides a variety of assessments and assessment strategies to provide evidence of student growth and achievement, and to involve and engage students as active participants in learning. Teachers embed assessment into their day-to-day practices, and use it to modify instruction to meet student needs. The following table describes assessment practices specific to literacy for our K-3 students.

ASSESSMENT	PURPOSE	AREAS ASSESSED	FOR WHOM & BY WHOM	WHEN	PROFICIENCY
MCA-III READING	To consider overall proficiency of students; to measure student growth; to evaluate effectiveness of programs	MN State Standards in Reading (Foundational Skills, Literature, Informational Text)	Grade 3 Classroom teacher	Spring (March-May)	Meets Standards or Exceeds Standards
ACCESS	To monitor student progress is acquiring academic English; to determine when students identified as EL have attained the language proficiency needed to participate meaningfully in content area classrooms without support; to evaluate effectiveness of programs	WIDA's English language development standards (social & instructional language; language of language arts, math, science and social studies	Grades K, 1, 2, 3 students identified as English learners EL teacher	Winter (February-March)	Proficiency level of 4.5 or higher, with all domains at least 3.5
WIDA-ACCESS PLACEMENT TEST	Assists teachers with programmatic placement decisions such as identification and placement of ELs	WIDA's English language development standards (social & instructional language; language of language arts, math, science and social studies	Grades K, 1, 2, 3 incoming students who may be designated as English learners EL teacher	Primarily fall, but also ongoing throughout school year	Proficiency level of 4.5 or higher, with no domain below 4.0
NWEA MEASURES OF ACADEMIC	To consider overall proficiency of students; to measure student growth; to evaluate effectiveness of	Common core standards in reading	Grades 2, 3	September (Grade 2)	Meets grade level targets; meets

PROGRESS (MAP)	programs; to identify students who may need additional support		Classroom teacher	May (Grades 2, 3)	college-ready benchmarks; meets individualized growth goals
COMMON SUMMATIVE ASSESSMENTS	To ensure instructional alignment to standards; to evaluate curriculum and resources; to determine student progress toward meeting standards (leading indicators); to identify students who may need additional support	MN state standards in reading (foundational skills, literature, informational text)	Grades K, 1, 2, 3 Assessed by classroom teacher	November February May	Mastery of learning targets
COMMON FORMATIVE ASSESSMENTS	To identify students in need of support or advancement (small outcomes); to inform next steps in learning or teaching (diagnostic); to check in with students about their progress in achieving learning targets	MN state standards in reading (foundational skills, literature, informational text)	Grades K, 1, 2, 3 Assessed by classroom teacher	Ongoing throughout trimester	Mastery of learning targets
TARGETED CLASSROOM FORMATIVE AND SUMMATIVE ASSESSMENTS	To monitor student progress on standards that have not yet been mastered at current and previous grade levels ** see below for more detail	MN state standards in reading (foundational skills, literature, informational text)	Grades K, 1, 2, 3	Ongoing throughout trimester	Mastery of learning targets

TARGETED CLASSROOM FORMATIVE AND SUMMATIVE ASSESSMENTS
- Monitor student progress on learning targets that have not yet been mastered at current or previous grade levels
- Are embedded into day-to-day practices
- Are used to modify instruction to meet student needs
- Are used to provide evidence of student growth and achievement
- Are not for ALL students but matched to specific student needs

	TOOLS MAY INCLUDE:	PROFICIENCY	ACCELERATED GROWTH FOR STRUGGLING LEARNERS (Evidence and Look-fors)
FOUNDATIONAL SKILLS: PHONEMIC AWARENESS	Word lists for segmenting and blending, considering number of phonemes per word as appropriate	Students segment individual phonemes in a 3-phoneme word

Students blend 3 phonemes to say the word | Accelerated Growth
K – proficiency of segmenting and blending 3 phoneme words
1-5 - Proficiency of segmenting and blending 3 phoneme and one syllable words in less than three months (typically phonemic awareness learning occurs in 5-17 total hours of instruction) |
| FOUNDATIONAL SKILLS: PHONICS | Quick Phonics Screener

Common formative assessments of foundational skills using off-grade level assessments when appropriate | Mastery of grade level foundational learning targets | Accelerated Growth
K – proficiency of all K phonics targets
1 – proficiency of all K and 1 phonics targets
2 – proficiency on all Grades 1 and 2 phonics targets
3-5 – proficiency of at least 2 full grade level phonics targets (example: start year working on Grade 1 phonics targets, end year working at Grade 3 targets) |
| FOUNDATIONAL SKILLS: HIGH-FREQUENCY WORDS | Common formative assessments of high-frequency words using off-grade level assessments when appropriate | Mastery of grade level high-frequency words | Accelerated Growth
K – proficiency on all K HFW
1 – proficiency on all K and Grade 1 HFW
2-5 – proficiency on all K, 1, and 2 HFW |
| FOUNDATIONAL SKILLS: FLUENCY | Curriculum-based measure of oral reading fluency using off-grade level text when appropriate (e.g., book, article, reading passage) | Students score a minimum of 8 on fluency rubric on grade level passage | Accelerated Growth
1 – proficiency on fluency rubric
2 – proficiency on fluency rubric
3 – proficiency on fluency rubric
4-5 - proficiency on fluency rubric having progressed through at least 2 grade levels of text (example: start year at Grade 2, end year proficient at Grade 4) |
| LITERATURE AND INFORMATIONAL READING | Daily formative assessment related to specific learning targets or skills using off-grade level text when appropriate

Common formative assessments of literature and informational reading targets and skills using off-grade level assessments when appropriate | Mastery of grade level literature and informational learning targets using at or above grade level text | Accelerated Growth
1 – proficiency on targets
2 – proficiency on targets
3 – proficiency on targets
4-5 - proficiency on targets having progressed through at least 2 grade levels of text (example start year at Grade 2, end year at Grade 4) |

PARENT NOTIFICATION AND INVOLVEMENT

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

Parents are informed of student progress on the above-listed assessments in a variety of ways. For external, summative assessments (e.g., MCA-III, MAP, ACCESS), parents receive an individual student report that includes student results and possible next steps in learning. For district-developed summative and formative assessments, parents receive frequent updates of student achievement and progress through Schoology, our learning management system. Parents receive information on how their child performed on various assessments and assignments, and these are linked to the learning target that is being assessed. Parents may choose to receive automatic updates via Schoology daily, weekly, or upon login.

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

Weekly school newsletters feature strategies families can utilize at home to support reading achievement. Family reading nights during the school year also give families support and resources to develop their child's reading skills outside of school. In addition to fall and winter conferences, teachers have a communication day in the spring to provide an update to parents prior to the end of the school year. Teachers utilize phone calls and emails so that each parent has at least one communication from a teacher on this day.

INTERVENTION AND INSTRUCTIONAL SUPPORTS & STUDENT SUPPORT SYSTEM FOR EL LEARNERS

The Elementary Literacy Instructional Framework (see attached) is designed to guide professional development planning to ensure all Spring Lake Park teachers possess the following qualities of an expert literacy teacher. The following components of the Local Literacy Plan are included in the framework:
- Intervention and Instructional Supports
- Student Support System for EL Learners

PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION

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

PROFESSIONAL LEARNING	WHO INVOLVED	TIMELINE	PURPOSE
SPRING LAKE PARK ACADEMY COURSES	District administration Teachers new to the profession Teachers new to Spring Lake Park All teachers	As offered throughout the year	Learn reading instructional and formative assessment strategies, collaborate to implement, and reflect on implementation
DISTRICT-WIDE LITERACY LEADERS	Teachers (2-3 identified by each principal), principals, and continuous improvement and innovation coaches from each building	1 times each month throughout the year	Collaborate as lead literacy learners across schools; plan and implement district-wide professional learning in the area of literacy
CLASSROOM WALKTHROUGHS	District literacy coordinator, principals, and continuous improvement and innovation coaches from each building	Weekly	Observe reading instruction, reflect on implementation, and plan for next school-wide professional learning needs
BUILDING LEVEL PROFESSIONAL LEARNING	All building staff	Monthly and on designated district professional learning days	Collaborate and learn reading instructional strategies and reflect on implementation
PROFESSIONAL LEARNING COMMUNITIES	K-3 teachers	Weekly throughout the year, embedded into the day	Identify student learning needs (in the area of reading) based on data analysis of common assessments, reflect on instruction, and plan instructional response for next learning.
INDIVIDUAL TEACHER LEARNING PLAN	K-3 teachers	Weekly feedback from coach and principal; monthly meetings with coach and principal	To improve teacher practices related to student achievement, professional practices, and student engagement

CURRICULUM AND INSTRUCTION SYSTEM

The intended curriculum, or the written curriculum, is what we expect each student to know, understand, and be able to do in each curricular area and at each grade level. Our intended curriculum is driven by state standards, national standards, and local practices. In Spring Lake Park, our essential learning outcomes are inclusive of enduring understandings, essential questions, and learning targets. Additionally, our essential learning outcome framework provides teachers with resources and pacing by trimester. In 2014-15, our essential learning outcomes for literacy were refined and realigned to MN state standards, as well as NWEA standards based on college-ready benchmarks. Our essential learning outcomes for reading (strands of literature, informational text, and foundational skills) are attached below.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING

Our local literacy plan is available on our webpage within the Educational Services department: http://www.springlakeparkschools.org/Page/911
The district seeks feedback on our local literacy plan through the district leadership team, school leadership and equity teams, educational services advisory, and our systems improvement advisory council. Questions regarding our local literacy plan can be directed to Dr. Hope Rahn, Director of Learning and Innovation, at hrahn@district16.org, or Amy Bjurlin, Coordinator of Learning, at abjurl@district16.org.

K–6 Reading Framework

(updated 6.15.18)

SPRING LAKE PARK SCHOOLS

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

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

Instructional Expectations for Teaching Reading

Kindergarten: Phonological Awareness, with a specific focus on Phonemic Awareness

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

Kindergarten: Letter Identification

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

Kindergarten, First, and Second Grade: Phonics and Word Recognition Strategies

Phonics instruction helps beginning readers see the relationships between the sounds of spoken language and the letters of written language. Understanding these relationships gives students a tool to use to recognize familiar words quickly and to figure out unfamiliar words. Teachers should teach explicit, systematic instruction to teach the most useful letter-sound relationships (approximately 20 minutes each day) and coach students to use

word recognition strategies to decode unfamiliar words in text as observing reading behaviors in small group instruction. Focus should start with one syllable words and later move on to more complex words. Word recognition strategies start with teaching letter by letter decoding, moving toward using blends and diagraphs, using chunks and patterns, and ending with chunking words into syllables and blending multisyllabic words. Strategies for phonics instruction include reading books that contain words with the letter-sound relationships they are learning. Students can practice writing the letter-sound relationships in journal writing and written response to text. Students identified as English learners benefit from phonics instruction inclusive of meaning.

Kindergarten, First, and Second Grade: High Frequency Words

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

First-Sixth Grade: Oral Reading Fluency

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

Kindergarten-Sixth Grade: Vocabulary

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

Vocabulary instruction should go beyond preteaching the words a purchased reading material has selected as vocabulary words. Teachers should intentionally choose and teach "Tier 2" words, defined by Beck (Bringing Words to Life) as high-frequency words for mature language users- ex: coincidence, absurd, industrious. Instructional strategies include identifying and briefly defining unfamiliar words at the point of context in literature and teaching the words more explicitly following completion of reading text at end of the lesson. Teachers should relate new words to the words students already know and to students' experiences. Students should interact with the words in a variety of contexts over time.

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

Content specific words that are necessary for comprehending nonfiction text should be pretaught. Students need instruction on using context clues and word parts such as prefixes, suffixes, and root words to figure out the meaning of unknown words. Students are taught to be aware of and monitor their understanding of unfamiliar words and their meanings.

Students identified as English Learners need to see the vocabulary written, and use the vocabulary in multiple meaningful ways. Vocabulary instruction involves more than just a word. Instruction should include phonology (pronunciation), morphology (form), syntax (word order), collocations, formal and informal discourse through academic and social linguistic functions (registers), and include academic language scaffolds from texts students read, discuss, write about, and learn the content of. Students need to see words in clusters: *for example, stored energy, equivalent weight, over the course of, I agree with.* Academic vocabulary includes the type of discussion or structure/ genre being used; compare/contrast, cause/effect, oral reports and the grammatical structures that signal each type of discourse. Students identified as English Learners need to be provided word practice through listening, speaking, reading and writing.

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

Kindergarten-Sixth Grade: Comprehension

Comprehension is the essence of reading and the key to academic and lifelong learning. Children can build their comprehension by learning to use strategies to get meaning from what they read.   In addition to ELOs, comprehension strategies include predicting, clarifying, asking questions, and summarizing should be taught. Children should be taught to monitor their own comprehension through applying these and other strategies. Teachers should involve students in higher level thinking, including critiquing and critically thinking about text through discussion and written responses to higher level questioning. Students should answer and generate higher level questions/prompts about text, through substantive (collaborative) conversation and in writing.

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

Students identified as English Learners may benefit from this sequence of skills:
- Ask and Answer questions
- Determine important information
- Summarize
- Make connections using schema
- Monitor Comprehension
- Predict
- Make Inferences

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

Kindergarten-Sixth Grade Text Selection

Careful attention should be given to providing students with rich, quality literature and informational text. By fourth grade students should be reading 50% literature and 50% informational text.

Kindergarten-Sixth Grade: Read Alouds

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

Kindergarten-Sixth Grade: Focus Lesson

The Focus Lesson provides children with an opportunity to enjoy reading and behave like readers. Students read with teachers during differentiated, flexible large group instruction for 30-40 minutes a day.   In addition to purposeful learning targets, language objectives should be developed and shared with students. Knowing the English proficiency levels of students identified as English Learners will help in choosing the appropriate supports.

Shared Reading: A common text is used that all children can see, examples include a big book, chart, or each student having a copy of the text. The class is engaged in reading the same text with different levels of support. Throughout the lesson the teacher purposefully models skill and strategy development (concepts of print, word recognition, fluency, vocabulary, and comprehension). The text is revisited and interacted with for several days in a row, with students having access to the text so they can apply the learning. Shared reading gives teachers the opportunity to demonstrate how to problem solve while reading. Students are coached to apply what they've learned during shared reading and to small group and independent reading.

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

- Teacher identifies a specific purpose for each rereading, starting with text dependent questions and moving toward higher order thinking.
- Students' thinking and understanding is documented through annotations.
- Students should have an opportunity to engage in substantive conversation with peers between readings.

- Building background prior to reading is limited to essential information, in order to facilitate student learning through text interaction.
- Used in all content areas and with all students.

K-8 Common Annotations for Close Reading:
- Circle unknown words
- Star (*) powerful or meaningful words or phrases
- Write notes in margins (could be related to target teacher sets up in purpose for reading)
- Question Mark (?) comprehension confusion

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

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

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

Kindergarten-Sixth Grade: Small Group Reading Instruction

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

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

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

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

In a kindergarten classrooms children will participate in differentiated small group instruction in their classrooms starting at the beginning of the year. Kindergartners able to apply phonemic awareness, phonics skills and having sight word knowledge are ready to start targeted small group reading. Kindergarteners need to utilize texts in small groups to apply the foundational skills as they are learning them.

In grades 3-6, to conduct a small group reading lesson with students who are reading on or above grade level, the teacher provides an introduction and then allows children to read the whole text (or portion of the text that will be read by the group that day) silently on their own. When the students have finished reading this text, the teacher meets with the students to share one or two teaching points that the text lends itself to, to review strategy use, and to support the students in comprehension and higher level thinking. For students who are not yet reading at grade level, a small group reading lesson provides more support. In this case, the students still read the whole story or story portion, but the teacher keeps them in a common space and observes behaviors as they read. The teacher asks individual students to read aloud quietly and "listens in" as each child reads at his own pace. As the teacher listens, he intervenes as needed to teach reading strategies that students must learn to read more successfully independently.

Kindergarten-Sixth Grade: Independent Reading

Students need time to read text daily that is at their independent reading level (consider text read with 95-100% accuracy). Independent reading enables students to develop fluency as readers. It also strengthens their use of reading strategies as well as their comprehension. During independent reading time children read new or familiar text and often respond to their reading through discussion or in a written response.

Independent reading is fostered by organizing collections of books that students have either read in guided reading or are new books at the students' independent reading levels. Initially teachers should be involved in choosing books for and/or with children. As children progress in their reading, teachers should teach students to choose books for themselves so that eventually students are independently making appropriate text selections. Time

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

Kindergarten-Sixth Grade: Independent Learning

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

Students must be able to continue learning without teacher assistance, maintaining and managing their own independent learning. During independent learning time students must be engaged and accountable for their learning. Teachers should spend time teaching and modeling the routines and practices necessary to working without teacher support, including the stamina needed to apply their skills and strategies independently to difficult and complex tasks. Teachers provide examples and models of strong and weak work for routines, as well as products students complete independently. Teachers need to review student work/learning completed during independent learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next independent learning experiences for students.

Reading Interventions

Students identified as at-risk readers through use of diagnostic assessments receive research-based instruction/intervention daily for 60 minutes of targeted reading instruction. Instructional decisions are made and implemented collaboratively among students' teachers (grade level, Academic Specialists, Special Ed., and/or EL) and are based on frequent, formative assessment data. Interventions for at risk students are provided at school by a highly-qualified reading teacher. Students not making progress in Stanines 1 -3 should receive additional intervention through Targeted Services. If this does not result in accelerated achievement students will receive additional intervention during the Writing Instructional Block.

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

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

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

Spring Lake Park: Breakdown of Reading Instructional Time

This document provides guidance for structuring core and targeted reading instructional time for grades K-6 in a way that reflects the district's top priorities for reading instruction:

- Ongoing development of key reading skills, particularly mastery of phonics at the lower grades and comprehension at the upper grades, through systemic and explicit instruction
- Exposure to grade-level (or above grade-level) texts through shared reading and read alouds to ensure students grapple with texts and meet grade-level standards
- Application and practice of reading skills through small group reading with lessons that match the right book and the right skill with the right students
- Time every day for independent reading at each student's independent level

Purpose of the map: The map of the blocks reflect best practices outlined in the National Reading Panel and from schools and districts across the country. The map is not meant to suggest that there is only one way to approach reading instruction, nor does it seek to limit the instructional choices that teachers make for the students every day. Rather, by mapping the reading block, district and school leaders seek to provide clear guidance on the components of good reading instruction as well as the suggested time for each. With clear expectations, the district can then provide targeted and focused support, resources, and professional development opportunities.

Kindergarten – Grade 6 Reading Block; 120 minutes total (Core and Targeted)			
	Component	**Element(s)**	**Pacing Guide** (approximate range)
Core Instruction 60 Minutes	**Grade Level Phonemic Awareness, Phonics, and High Frequency Words**	• Explicit instruction of grade level phonemic awareness, phonics, high frequency words.	**K-2** 30-40% of time **3-6** 15-20% of time

	Focus Lesson
	
	(Text selected should build so that by Grade 4 students read 50% literature and 50% informational text)
		Teacher models (using explicit instructional talk to reveal the teacher's thought processes as tasks are performed at pre-selected, purposeful points in text) specific grade level reading targets and reading strategies (including summarizing, questioning, predicting, monitor/clarify, and word recognition strategies) using at or above grade-level texts
		
		Students practice applying specific grade level reading targets (with guidance and support from teacher) using at or above grade-level texts
		  o Shared Reading
		  o Close Reading
		  o Substantive Conversations
		  o Writing in Response to Text
		  o Taking notes/asking questions while reading
		
		Vocabulary Instruction - Teachers should intentionally choose and teach "Tier 2" words in text students are reading during the Focus Lesson. Teachers should relate new words to the words students already know and to students' experiences. Students should interact with the words in a variety of contexts over time.
			K-2 45-55% of time
			3-6 60-70% of time

		Teacher Read Aloud – carefully selected high quality literature and informational text that promotes higher thinking, enhances language, represents diverse and varied cultures	**K-6** 10-15% of time

	Component	Element(s)	Pacing Guide (approximate range)
Targeted Instruction 60 Minutes	**Targeted differentiated instruction – scaffolded reading instruction customized to group and individual needs – purpose and structure of groups will vary based on student need (even within groups). Level and pacing of instruction must be adapted to student level.**	**Enriched (8-9th Stanine, 89-99%iles)** Less direct instruction, more application and enriched experiences to apply reading targets and strategies, compacting may be part of this instruction. o Teachers meet with students in groups of 6-12 to engage in conversation about texts, providing additional instruction, as needed o Application of targets and reading strategies using appropriate text that teachers have worked with students to select • Comprehension Targets and Strategies • Substantive Conversations • Writing in Response to Text • Taking notes/asking questions while reading o Independent application of targets and reading strategies – reading new texts at an appropriate reading level o Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students. **Average (5-7th Stanine, 40-89%iles)** o Teachers meet with students in groups of 6-12 to engage in conversation about texts, providing additional instruction, as needed o Student application of targets and reading strategies using appropriate text that teachers have worked with students to select • Oral Reading Fluency • Comprehension Targets and Strategies • Substantive Conversations • Writing in Response to Text • Taking notes/asking questions while reading o Independent application of targets and reading strategies – reading new texts at an appropriate reading level o Independent application of writing in response to text o Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students.	25-30 % of time/student 35-50% of time 20-30 % of time 30-35 % of time/student 30-45% of time 20-30 % of time 10-20% of time

Grade 1 – Grade 6 Reading Block: 120 minutes total (Core and Targeted)

		Capable (4th Stanine, 23-40%iles)	
		o Teachers meet with students in groups of 5 -10 to provide direct, intensive instruction and intervention to accelerate learning – using frequent formative assessments to customize instruction based on specific student need (While working with teacher, students need to apply skills in text at an appropriate reading level)	65-70 % of time/student
		• Direct, Systematic Phonics Instruction	
		• Word Recognition Strategies	
		• High Frequency Word Instruction and application in text	
		• Oral Reading Fluency	
		• Rich Vocabulary Instruction	
		• Comprehension Targets and Strategy Instruction	
		• Substantive Conversations	
		• Writing in Response to Text	
		• Taking notes/asking questions while reading	
		o Independent application of targets and reading strategies – rereading small group texts or new texts at an appropriate reading level	10-20 % of time
		o Independent application of writing in response to text	10-20 % of time
		o Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students.	
		Below (3rd Stanine, 11-23 %iles/1st and 2nd Stanine, 1-11 %iles)	
		o Teachers meet with students in groups of 1-5 to provide **direct, intensive instruction and intervention to accelerate learning** – using frequent formative assessments to customize instruction based on specific student need (While working with teacher, students need to apply skills in text at an appropriate reading level)	80-90 % of time/student
		• Direct Phonemic Awareness Instruction	
		• Word Recognition Strategies	
		• Direct, Systematic Phonics Instruction	
		• High Frequency Word Instruction and application in text	
		• Oral Reading Fluency	
		• Rich Vocabulary Instruction	
		• Comprehension Targets and Strategy Instruction	
		• Substantive Conversations	
		• Writing in Response to Text	
		• Language Experience Approach	
		• Taking notes/asking questions while reading	
		o Independent application of targets and reading strategies – rereading small group texts or new texts at an appropriate reading level	10-20 % of time

Notes: Students not making progress in Stanines 1 -3 should receive additional intervention through Targeted Services. If this does not result in accelerated achievement students will receive additional intervention during the Writing Instructional Block.

Additional examples and details on Instructional Strategies can be found in the Instructional Alignment documents.

Kindergarten Reading Block: 120 minutes total (Core and Targeted)			
	Component	**Element(s)**	**Pacing Guide** (approximate range)
Targeted Instruction 60 Minutes	**Targeted differentiated instruction – scaffolded reading instruction customized to group and individual needs – purpose and structure of groups will vary based on student need (even within groups). Level and pacing of instruction must be adapted to student level.**	Enriched (8-9th Stanine, 89-99%iles) o Teachers meet with students in groups of 6-12 to provide instruction Examples– not limited to: • 15 min - 12 students meet with teacher ▪ 15 min - 12 students meet with teacher ▪ 10 min - 6 students meet with teacher ▪ 10 min - 6 students meet with teacher ▪ 10 min - 6 students meet with teacher • 20 min - 10 students meet with teacher ▪ 20 min - 8 students meet with teacher ▪ 15 min - 6 students meet with teacher o Independent application of targets and reading strategies – reading new texts at an appropriate reading level o Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students.	45-65 % of time 30-55 % of time broken up if possible (especially at the beginning of the year)

Smaller group instruction may start in homerooms in Mid-September and grouped across grade level by mid-October	Average (5-7th Stanine, 40-89%iles) o Teachers meet with students in groups of 6-12 to provide instruction Examples – not limited to: • 15 min - 12 students meet with teacher ▪ 15 min - 12 students meet with teacher ▪ 10 min - 8 students meet with teacher ▪ 10 min - 8 students meet with teacher ▪ 10 min – 8 students meet with teacher ▪ 10 min – 20 students meet with teacher ▪ 10 min – 10 students meet with teacher ▪ 10 min – 10 students meet with teacher ▪ 10 min – 20 students meet with teacher ▪ 10 min – 6 students meet with teacher ▪ 10 min – 6 students meet with teacher		50-70 % of time
	o Independent application of targets and reading strategies – rereading small group texts and reading new texts at an appropriate reading level o Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students.		30-50 % of time broken up if possible (especially at the beginning of the year)

	Capable (4th Stanine, 23-40%iles)
	o Teachers meet with students in groups of 5-10 to provide **direct, intensive instruction and intervention to accelerate learning** – using frequent formative assessments to customize instruction based on specific student need (While working with teacher, students need to apply skills in text at an appropriate reading level)
	  • Direct Phonemic Awareness Instruction
	  • Direct, Systematic Phonics Instruction
	  • Word Recognition Strategies
	  • High Frequency Word Instruction and application in text
	  • Rich Vocabulary Instruction
	  • Comprehension Targets
	
	o Independent application of targets and reading strategies –rereading small group texts
	
	o Teachers review student work/learning completed during learning time within a short time frame, return work to students with specific, descriptive feedback, and use the knowledge of student learning when planning next learning experiences for students.
			75-85 % of time
			
			15-25 % of time

| | | Below (3rd Stanine, 11-23%iles/1st and 2nd Stanine, 1-11%iles) | 100 % of time |
| | | o Teachers meet with students in groups of 1-5 to provide **direct, intensive instruction and intervention to accelerate learning** – using frequent formative assessments to customize instruction based on specific student need (While working with teacher, students need to apply skills in text at an appropriate reading level) | |

Below (3rd Stanine, 11-23%iles/1st and 2nd Stanine, 1-11%iles)
- o Teachers meet with students in groups of 1-5 to provide **direct, intensive instruction and intervention to accelerate learning** – using frequent formative assessments to customize instruction based on specific student need (While working with teacher, students need to apply skills in text at an appropriate reading level)
  - Oral Language Development (Teacher may reread a short story over the course of the week – students have opportunity to retell, respond, and use language from the texts. Teachers may pull words from text for direct instruction in other areas below.)
  - Direct Phonemic Awareness Instruction
  - Direct, Systematic Phonics Instruction
  - Word Recognition Strategies
  - High Frequency Word Instruction and application in text
  - Rich Vocabulary Instruction
  - Comprehension Targets
  - Language Experience Approach

If a teacher needs to work 1:1 or 1:2 with students other students may be briefly working independently with close proximity and observation by the teacher.

100 % of time

Notes: Students not making progress in Stanines 1 -3 should receive additional intervention through Targeted Services. If this does not result in accelerated achievement students will receive additional intervention during the Writing Instructional Block.

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