



Hattiesburg Public Schools Literacy Plan

VISION: The Hattiesburg Public Schools is to create a **model teaching and learning environment** that graduates every student prepared for success in life, college, and the workforce.

MISSION: The mission of the Hattiesburg Public Schools is **to educate all students** to become productive citizens of a dynamic, global community.

HATTIESBURG PUBLIC SCHOOLS STRATEGIC GOALS:

- 1. Academic Success:** Every student is proficient and showing growth in all assessed areas.
- 2. Effective and Committed Staff:** Every classroom and department is led by caring, supportive, and highly effective staff.
- 3. Positive School Climate and Culture:** All schools are safe, supportive, and welcoming.
- 4. Family and Community Engagement:** All families and the community are informed, connected, and contribute to the success of our students and schools..
- 5. Fiscal Responsibility and Sustainable Resources:** All District resources support the full implementation of the strategic plan.

DISTRICT BELIEFS:

- We believe students are the central focus of all District activities and can achieve at high levels.
- We believe every adult plays a vital role in our students' growth and development.
- We believe in strategically allocating resources to educate students in high-quality learning environments.
- We believe in providing students a wide range of academic and extracurricular opportunities and experiences.
- We believe everyone is a leader.
- We believe the community plays an essential role in the District's success.

THE PURPOSE OF THE LITERACY PLAN is to describe the Hattiesburg Public Schools framework and process for understanding, supporting, and promoting all components of literacy districtwide. In the implementation of the core Literacy Plan, Hattiesburg Public Schools will adhere to literacy supporting strategies, activities, and practices used to systematically support the achievement of the district's **Strategic Goal 1 - Academic Success:** Every student proficient and showing growth in all assessed areas.

HATTIESBURG PUBLIC SCHOOLS LITERACY PLAN INTRODUCTION

LITERACY is at the core of academic and economic success. Strong literacy skills are critical for students to succeed academically as well as to prosper in the current global economy. A student's success in literacy development enhances learning in all subject areas, helps create a love of learning, and paves the way for future economic success. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways. Therefore, as educators, Hattiesburg Public Schools must commit to ensuring that every child is able to read. It is the goal of Hattiesburg Public Schools to implement the developmental, accelerated, and preventative reading program requirements that will help ensure that students can read on grade level and proficiently.

In the demonstrated commitment of Hattiesburg Public Schools to every student being college and career ready, our priority is to implement and model effective and appropriate literacy practices at every grade level and across all content areas on a daily basis. The natural progression of **LANGUAGE ACQUISITION** is:

- Reading
- Speaking and Listening
- Writing

The seeds of literacy are planted when there are continuous exposures to the modeling of strong reading, daily access to vocabulary development through listening and speaking, and opportunities to connect text to self, text to text, and the world. A balanced approach includes whole group instruction with mini-lessons, guided reading with flexible groups, and individual instruction with one-to-one teacher assistance. An effective reading program includes the **FIVE ESSENTIAL COMPONENTS**:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

HATTIESBURG PUBLIC SCHOOLS LITERACY PLAN ESSENTIAL COMPONENTS OF READING

PHONEMIC AWARENESS

DESCRIPTION OF PHONEMIC AWARENESS	STRATEGIES FOR PHONEMIC AWARENESS	HATTIESBURG PUBLIC SCHOOLS PHONEMIC AWARENESS STRATEGIES RESOURCES
PHONEMIC AWARENESS is the ability to focus on and manipulate phonemes in spoken words	<ul style="list-style-type: none"> ● Isolated sound recognition ● Identity ● Categorization ● Blending ● Segmentation ● Deletion 	<ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Drill Book ● MKAS/STAR Early Literacy ● Phonemic Awareness Resource Links: <ul style="list-style-type: none"> ○ https://www.readingrockets.org/teaching/reading-basics/phonemic ○ https://www.readingrockets.org/helping/target/phonologicalphonemic ○ https://www.lwtears.com/blog/phonological-phonemic-awareness-activities

PHONICS

DESCRIPTION OF PHONICS	STRATEGIES FOR PHONICS	HATTIESBURG PUBLIC SCHOOLS PHONICS STRATEGICS RESOURCES
PHONICS is the connections between letters and sounds, familiarity with patterns	<ul style="list-style-type: none"> ● Read Aloud ● Word Sorts ● Word Mapping ● Elkonin boxes 	<ul style="list-style-type: none"> ● Saxon Phonics ● I-Ready Lessons for Phonics Reading Intervention ● Phonics Resource Links: <ul style="list-style-type: none"> ○ https://www.readingrockets.org/strategies/elkonin_boxes ○ https://www.understood.org/articles/en/evidence-based-literacy-strategy-elkonin-sound-boxes ○ https://www.readingrockets.org/article/phonics-instruction ○ https://www.weareteachers.com/build-phonics-skills/

HATTIESBURG PUBLIC SCHOOLS LITERACY PLAN ESSENTIAL COMPONENTS OF READING

VOCABULARY

DESCRIPTION OF VOCABULARY	STRATEGIES FOR VOCABULARY	HATTIESBURG PUBLIC SCHOOLS VOCABULARY STRATEGIES RESOURCES
<p>VOCABULARY is all of the words in a language or a special set of words associated with a topic or content. Vocabulary is primarily learned through oral language, listening and reading.</p>	<ul style="list-style-type: none"> ● Frayer Model ● Semantic Maps ● Thinking Maps ● Concept Cubes ● Word Sorts ● Quick Draw ● Word Wall ● Context Clues ● Explicit Instruction ● Vocabulary notebook/Journals ● Marzano Strategies Overview 	<ul style="list-style-type: none"> ● Content Academic Vocabulary Lists for Subjects ● Ready Reading Vocabulary Lessons ● I-Ready Reading Vocabulary Intervention Lessons ● HPS Tiered II Robust Vocabulary Lists - Grades K-12 <ul style="list-style-type: none"> ○ https://drive.google.com/drive/folders/0B-60bFZ_atSqUTM0Q3ctOGdQOFU?resourcekey=0-QEcFLY7ngjmST5me-5lgaw&usp=sharing ● Renaissance Accelerated Reader ● Vocabulary Resource Links: <ul style="list-style-type: none"> ○ https://drive.google.com/drive/folders/0BxfWTO9OEKMrWTVxbGgyU05Hams?usp=sharing ○ https://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary ○ http://learningtasks.weebly.com/vocabulary-strategies.html ○ https://drive.google.com/drive/folders/1KYRN8dsMMv-vgREWx852aA4zf8MpvUZX?usp=sharing

HATTIESBURG PUBLIC SCHOOLS LITERACY PLAN ESSENTIAL COMPONENTS OF READING

FLUENCY

DESCRIPTION OF FLUENCY	STRATEGIES FOR FLUENCY	HATTIESBURG PUBLIC SCHOOLS FLUENCY STRATEGIES RESOURCES
<p>FLUENCY is the ability to read a text accurately, quickly with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.</p>	<ul style="list-style-type: none"> ● Repeated Reading ● Partner Reading ● Read Aloud ● Shared Reading ● Guided Reading 	<ul style="list-style-type: none"> ● Ready Reading Fluency Lessons ● Renaissance Accelerated Reading ● Fluency Resource Links: <ul style="list-style-type: none"> ○ https://www.readingrockets.org/article/developing-fluent-readers ○ https://www.readingrockets.org/article/what-works-fluency-instruction ○ https://www.readingrockets.org/teaching/reading-basics/fluency

COMPREHENSION

DESCRIPTION OF COMPREHENSION	STRATEGIES FOR COMPREHENSION	HATTIESBURG PUBLIC SCHOOLS COMPREHENSION STRATEGIES RESOURCES
<p>COMPREHENSION is the ability to understand and get meaning from spoken and written language.</p>	<ul style="list-style-type: none"> ● Predicting/Making Inferences ● Read Aloud ● Close Reading/Annotating Text ● Repeated Reading ● Reciprocal Reading ● Graphic and Semantic Organizers/Thinking Maps ● Summarizing ● Visualizing ● Using Schema ● Think-Pair-Share ● Somebody Want But So Then 	<ul style="list-style-type: none"> ● Ready Reading Comprehension Lessons ● I-Ready Reading Comprehension Intervention Lessons ● MS CCR English Language Arts Scaffolding Documents ● Renaissance Accelerated Reader ● Comprehension Resource Links: <ul style="list-style-type: none"> ○ https://drive.google.com/drive/folders/1KYRN8dsMMv-vgREWx852aA4zf8MpvUZx?usp=sharing ○ https://www.readingrockets.org/content/pdfs/summarizing_Strategies.pdf ○ https://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading ○ https://www.nbss.ie/sites/default/files/publications/somebody_wanted_but_so_c_0.pdf

HATTIESBURG PUBLIC SCHOOLS LITERACY PLAN SPEAKING AND LISTENING COMPONENTS

SPEAKING AND LISTENING promotes learning across all curriculum areas. It has been long recognized that literacy is not a generic skill that is applied in the same way across all disciplines. Speaking and listening across the curriculum involves the integration of these modes with reading, writing and viewing. Working within the different subjects to support speaking and listening involves:

- using subject specific terminology
- moving from the use of everyday language to the use of language which holds the grammatical and conceptual constructs of the subject
- using language in social interactions when engaging with tasks required to develop content knowledge and skills.

SPEAKING AND LISTENING LITERACY STRATEGIES INCLUDE:

- Presentations
- Think - Pair - Share
- Project Based Learning
- Peer Editing
- Quick Talk

SPEAKING AND LISTENING LITERACY STRATEGIES RESOURCE LINKS:

- <https://www.readingrockets.org/article/speaking-and-listening-content-area-learning>
- <https://www.middleweb.com/24899/12-ways-to-get-students-speaking-listening/>
- <http://www.rhscontentliteracies.org/speaking-and-listening/speaking-and-listening-strategies>

HATTIESBURG PUBLIC SCHOOLS LITERACY PLAN WRITING COMPONENTS

WRITE TO LEARN PRACTICE

WRITING TO LEARN activities are short, impromptu or informal writing tasks that help students think through key concepts or ideas presented in class. Writing tasks should be limited to no more than five minutes or as a brief homework assignment. This type of writing focuses on *what is said* than *how it is said* (grammar, spelling, usage)

WRITING TO DEMONSTRATE LEARNING - WRITING ACROSS THE CURRICULUM

WRITING TO DEMONSTRATE LEARNING is an instructional strategy used to deepen understanding of content, engage students in thinking, all students to apply or extend knowledge, and develop writing skills. The writing process is taught at all levels in various modes utilizing the various stages of writing prewriting, writing, revising, editing, and publishing. The writing process may include the use of thinking maps, grammar and mechanics checks through peer editing, etc. In writing to demonstrate learning, the teacher engages students in responding to reading materials relevant to the content matter (response to text). The teacher provides a prompt that allows the student to select the approach that best answers the questions using supporting ideas from the text and problem solving/analytical thinking skills.

HATTIESBURG PUBLIC SCHOOLS WRITING STRATEGIES

- RACES Strategy
- TAKES Strategy
- Quick Writes
- Thinking Maps

HATTIESBURG PUBLIC SCHOOLS WRITING STRATEGIES RESOURCES

- Ready Reading - Writing Lessons
- I-Ready Writing Lessons
- Ready Writing Curriculum Resource Grades 2-5
- On-demand Writing Assessments
- Cold Writes
- MDE Writing Rubric
- MDE CCR ELA Writing Exemplars
- Writing Resources Links:
 - <https://drive.google.com/drive/folders/1IO2JPAXvTKFeIppVT8ZMeVUIBlmyzf8s?usp=sharing>
 - https://drive.google.com/drive/folders/11ZeR_fz8YuiNh40dp-z6oTL7gBi_56Io?usp=sharing
 - https://drive.google.com/drive/folders/1Lv16FCHZUjxjenmRpW_aQBYr9c3aic6o?usp=sharing

LITERACY STRATEGIES ACROSS CURRICULUM

LITERACY ACROSS THE CURRICULUM requires children and young people to have skills which enable them to interpret and compose texts across different disciplines. This involves teaching that promotes learning that:

- Embeds a grasp of how different language choices and patterns represent and document ideas and views of the world through a range of genres
- Develops a sense of the way disciplinary knowledge is organized (*for example, in science, math, history or language*)

LITERACY STRATEGIES THAT ARE APPLICABLE ACROSS THE CONTENT AREAS

Literacy Strategy	Math	ELA	Science	History		Literacy Strategy	Math	ELA	Science	History
Summarizing (GIST)	●	●	●	●		Quick Writes	●	●	●	●
Making Inferences	●	●	●	●		KWL	●	●	●	●
Thinking Maps	●	●	●	●		Think-Pair-Share	●	●	●	●
Word Wall	●	●	●	●		Journaling	●	●	●	●
Frayer Model	●	●	●	●		Quick Talk	●	●	●	●
Close Reading	●	●	●	●		Exit Tickets	●	●	●	●
Annotate the Text	●	●	●	●		Read Aloud	●	●	●	●

DESCRIPTION OF LITERACY STRATEGIES UTILIZED ACROSS THE CURRICULUM AND CONTENT AREAS







SUMMARIZATION (GIST)	<p>Summarization (GIST) is a step by step process for summarizing material. The GIST strategy helps to comprehend dense text. The goal of a GIST statement is to write a summary in a given amount of words (i.e 20 words, 15 words, 10 words). GIST is an acronym that stands for: Generating Interactions between Schemata and Texts, which has a student summarize what he/she has learned from text only identifying and using the most important details of who or what in the text or problem.</p>	<p>Example GIST Assignment from Math Course: Write an explanation of how they solved the problem and other connections to previous math they learned.</p>
MAKING INFERENCES	<p>Inference is an idea or conclusion drawn from evidence, reasoning, a drawing, picture, etc.</p> <p>How to Infer?</p> <ul style="list-style-type: none"> ● Read between the lines of the text ● Think about what you already know and come up with questions ● Listen/read for clues such as: supporting details, vocabulary, character’s actions, descriptions and/or dialogue. ● Use clues to make a good guess 	<p>Example Inference Assignment from Math Course: Inference comes in the form of word problems. The students must take the data they have to determine the outcome. Activities for inferences should focus on the process of making inferences and develop strong reasoning skills to support their answer.</p>
THINKING MAPS	<p>Thinking Maps are described as forms of thought processes and thinking patterns that utilize specific types of graphic organizers to help students use visual patterns for deeper thinking, comprehension, connection, and understanding.</p> <p>What are the types of Thinking Maps?</p> <ul style="list-style-type: none"> ● Circle Map is used to brainstorm ideas ● Bubble Map is used for descriptions of qualities and characteristics (<i>similar or different</i>) ● Double Bubble Map is used to compare/contrast information ● Tree Map is used for classification ● Flow Map is used to show sequencing. 	<p>Link to Graphic Organizers and Thinking Maps Resources:</p> <ul style="list-style-type: none"> ● https://drive.google.com/drive/folders/0B0iE60E1AmkGWmZyeIJUSlBtRjA?resourcekey=0-r23sGBZLYfou6xqvT-ZmZw&usp=sharing ● https://drive.google.com/drive/folders/0BxfWTO9OEKMraUhxREJNWmFmSk0?resourcekey=0-yysPcCfC_xaweZVx_T-Bog&usp=sharing

WORD WALL	Word Wall is a collection of words displayed in larger visible letters so that all students can see and engage with the vocabulary.	The Word Wall is designed to be an interactive tool for students and teachers to monitor and reinforce academic vocabulary learning and understanding.
PREDICTING	Predicting - this strategy focuses on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions.	With the Prediction Strategy , it is important that students understand that as they read that their predictions may change. Students should also verify their predictions by determining if their prediction came true or not. If their prediction did not come true, or they do not think it will come true, then they may want to modify or change their prediction based on text based evidence.
ANNOTATE	Annotate is a strategy where the reader highlights or underlining a text to indicate places of importance.	Example Inference Assignment from Math Course: Circle verbs, underline important information, draw arrows to nouns for verbs, number your tasks, write an answer statement.
QUICK WRITES	Quick Write is a strategy where students are given a few minutes to write down their thoughts, ideas, or feelings about a topic, a personal experience, or a reaction to a picture.	
K-W-L	<p>K-W-L is an instructional technique used to improve reading comprehension in all subjects. It also improves a student's ability to remember the material.</p> <p>What is K-W-L?</p> <ul style="list-style-type: none"> • The letters KWL form an acronym for "Already <u>K</u>now, <u>W</u>ant to Learn, and Have <u>L</u>earned." • In the KWL technique, readers are first asked to consider what they already know about the subject , what they want to learn, and what they have learned. 	K-W-L Strategy is most often used with math, science, history, and with expository reading materials such as classroom textbooks, research articles, and journalistic pieces.
THINK-PAIR-SHARE	Think-Pair-Share is a collaborative learning strategy in which students work together to solve a problem or answer a question about the assigned reading.	
JOURNALING	Journaling is a practice of recording on paper a collection of thoughts, understanding, and explanations about ideas or concepts in a bound notebook.	

QUICK TALK	Quick Talk is a partner activity “ talk” or “turn and talk” strategy in which students pair up and learn by discussing and sharing thoughts and ideas on the materials or problem.	Quick Talk Strategy can be used as a warm up activity or review in multiple content areas.
EXIT TICKETS	Exit Tickets are a technique that is used to show what students are thinking and what they learned at the end of a lesson on index cards, etc.	
READ ALOUD	Reading text Aloud provides a way to help all students access the material and develops their skills as active listeners.	By inviting students to read aloud , this strategy encourages class participation and takes the focus off of the teacher as the only source of information
FRAYER MODEL	FRAYER MODEL is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary.	Frayer Model Resource Link: https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf
CLOSE READING	Close Reading is a strategy where the reader highlights or underlines a text to indicate places of importance.	Example Inference Assignment from Math Course: 1st Read--Get the Gist of what is happening in the word problem so that you can retell it. 2nd Read - What is the problem asking you? 3rd Read -What operation should be used for the problem? 4th Read -After determining the answer, reread the problem to make sure the answer is correct.

ADDITIONAL DESCRIPTION OF CLOSE READING PROCESS STEPS AND ANNOTATION

**Close reading and Annotation can be used across the content areas, especially in subjects that use complex nonfiction or technical text.*

1ST READ <i>(Key Ideas & Details)</i>	2ND READ <i>(Craft and Structure)</i>	3RD READ <i>(Integration of Knowledge & Ideas)</i>	<h3 style="text-align: center;">CLOSE Reading Annotation Icons</h3> <p><u>Underline</u> Unfamiliar word</p> <p> This is important/I agree</p> <p> Powerful word/key vocabulary</p> <p> I have a question about this</p> <p> I have a connection...(TS, TT, TW)</p> <p> This is my evidence</p> <p> This is my favorite part</p>
<ol style="list-style-type: none"> 1. Students read independently if able. 2. Begin annotating using annotation icons, Alpha Boxes highlighters, etc. 3. What is the central focus...the main idea or overall theme? 4. Can you summarize? 5. What leaps out at you? 6. Did you hit a snag? What questions do you have? 7. Speaking and Listening opportunities...talk about it! 8. Consider/Answer any Text Dependent Questions for Read #1. 	<ol style="list-style-type: none"> 1. Continue annotating using icons, Alpha Boxes, etc. 2. How does the text work? 3. Do you see how the author used text structures and text features? 4. Why did the author use certain words? 5. How was the data presented? 6. Is the author an expert? Why did the author write this piece of text? 7. Speaking and Listening Opportunities during Read #2...talk about it! Share what you like or dislike about the text. 	<ol style="list-style-type: none"> 1. Continue annotation. 2. Search for answers to guiding questions. 3. What can you infer? Because of ____, I think ____. 4. Can you make connections to other text, to self, to the world? Text Connections to Encourage Students to Make Connections to the Text: Text to Self (TS), Text to Text Text to Another Piece of Text (TT), Text to the Real World (TW) 5. Does the author support key points? 6. How does this text speak to YOU? What emotions are triggered? 7. Can you show comparisons/ideas with a thinking map? 8. Are you ready to WRITE? 	