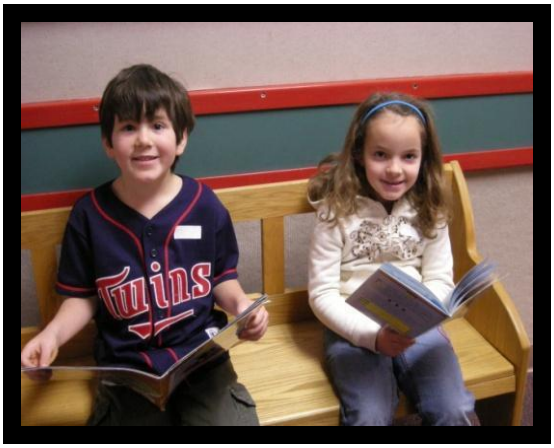
PRIOR LAKE-SAVAGE
AREA SCHOOLS

Local Literacy Plan



Updated June 2023

Reading Well by Third Grade

Statute 120B.12

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three. A local literacy plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district website.

Reading Well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading Well by grade three ensures that students have a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace.

Table of Contents

Contents	Page
District Strategic Plan	4
District Goals or Objectives	5
Implementation of Reading Instruction	6-7
Essential Elements of Core Instruction	8
Essential Elements of Supplemental Supports	9
Essential Elements of Intensive Instructional Support	10
Assessments to Identify Reading Proficiency	11
Communication with Parents	12-13
Interventions	14-15
Professional Development	16-17
Serving the Needs of English Language Students	17
Screening and Identifying Students with Dyslexia	18
Screening and Identifying Students with Convergence Insufficiency Disorder	18
Appendix A: Supplemental Support Process	19
Appendix B: Rhythm of Core Reading and Descriptions	20-22
Appendix C: Balanced Literacy Framework	23

District Strategic Plan

OUR FRAMEWORK FOR THE FUTURE

OUR MISSION Our mission is to educate all learners to reach their full potential as contributing and productive members of our ever-changing global community.

CORE VALUES
What drives our words and actions

Partnership: Collaboration of resources and talents to achieve high mutual goals for the benefit of all

Innovation: Creative problem solving connecting creativity with usefulness

Respect: Valuing ourselves, each other and our world across all differences

Wise Stewardship: Developing and effectively using our knowledge, human, financial, physical and environmental resources

Accountability: Holding ourselves and each other accountable for our actions and words

Strive for Excellence: Committing to continuous learning and improvement

July 2019

VISION
A compelling educational picture of what we intend to create

Sustainable environmental focus recognized at the state and national levels

Challenging, diverse and personalized learning

A culture of excellence fostering a love of learning and appreciation of the arts and activities

Safe and respectful schools

A district of stakeholder partnerships

Technology enhancing instruction, communication and administration

Innovative and flexible staffing through wise financial stewardship

STRATEGIC DIRECTIONS
Goals that guide educational programs, services and applied resources

Increase measurable student learning and reduce achievement gaps as we provide equitable student opportunities through personalized learning and student engagement

Continue fiscal accountability through operational excellence and the alignment of human, financial and physical resources to district goals

Expand innovation to improve the learner experience

Integrate E-STEM focus across the district

Provide a safe, secure and supportive environment that nurtures the social and emotional well-being of all learners

Engage students, parents, families and community to strengthen a culture of respect and inclusion

Our district goals used to determine how reading proficiency will be ensured for ALL students in kindergarten through third grade

District Goal: *On the Minnesota Comprehensive Assessment - (MCA-III), there will be an increase in the number of third grade students who score at or above the proficient level.*

Year	District Percentage of Students Proficient on MCA III	State Percentage of Students Proficient
2013	70.5%	57.2%
2014	71.9%	58.1%
2015	70.7%	59.6%
2016	65.2%	57.5%
2017	63.4%	57.6%
2018	66.5%	56%
2019	64.1%	54.8%
2020	*NOT TESTED DUE TO DISTANCE LEARNING*	*NOT TESTED DUE TO DISTANCE LEARNING*
2021	53.2%	48.2%
2022	60.7%	48.5%
2023		

District Goal: *On the FBL spring benchmark(s), at least 80% of the students kindergarten through third grade will score in the low risk category as defined by FBL.*

Year	Grade	FBL assessment	District Percentage of Students Proficient (low risk category)
2022-2023	K	earlyReading Composite	61%
	1	earlyReading Composite	59%
	2	aReading	74%

	3	aReading	75%

Year	Grade	FBL assessment	District Percentage of Students Proficient (low risk category)
2021-2022	K	earlyReading Composite	59%
	1	earlyReading Composite	63.5%
	2	aReading	69.8%
	3	aReading	76.9%

Year	Grade	FBL assessment	District Percentage of Students Proficient (low risk category)
2020-2021 *Final benchmarks taken in January due to period of distance learning	K	earlyReading Composite	63%
	1	earlyReading Composite	63%
	2	aReading	70%
	3	aReading	74%

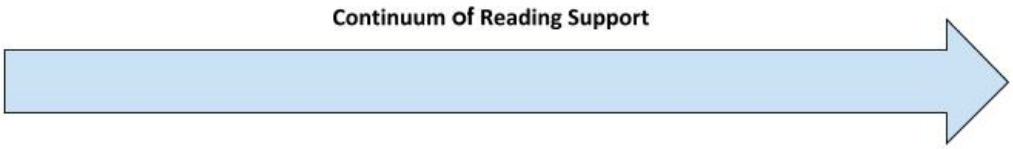
Year	Grade	AIMSweb Benchmark CBM Assessment	District Percentage of Students Proficient
2019-2020	K	IS	79.6%
		LNF	69.8%

*Final benchmarks taken in January due to period of distance learning		LWSF	79.7%
	1	WRF	77.6%
		ORF	70.8%
	2	ORF	78.5%
	3	ORF	74.3%

In addition to our student achievement goals, the way we identify reading needs for all students continues to be examined. To ensure a district wide continuum of reading support, data collection and data interpretation are part of our decision-making process. Grade level teams work collaboratively using written district guidelines for supplemental support. (Appendix A)

Implementation of Reading Instruction

The local literacy plan provides a structure to deliver comprehensive reading instruction for all students kindergarten through third grade. The plan includes research based instruction, supplemental intervention supports, data analysis, and communication to stakeholders.



Core Classroom Instruction
High quality curriculum instruction and supports are provided for all students utilizing scientifically based reading research to teach all components of reading.

Teachers have clear objectives for implementing the core reading curriculum and adjusting the instructional complexity. Classroom procedures and supports are firmly in place to facilitate differentiation. Monitoring of student success allows for continuous adjustment of instructional decisions.

Literacy Classroom Visits continue to be a goal in our district in each of the elementary classrooms. The purpose of the 3-5 minute visits is to identify areas of strengths and areas of need in reading instruction. As a result of Literacy Classroom Visits, buildings reflect on their literacy practices and use timely data to drive instructional decisions.

Professional development is job-embedded and continuous throughout the year, utilizing formats such as Learning Labs and Workshop LIVE!. Workshop LIVE! is a lab classroom approach which creates a forum for authentic learning in order for teachers to grow in their instructional practice. Workshop LIVE! and Learning Labs are offered throughout the school year at each building and all teachers who instruct reading are required to attend.

Beginning in the spring of 2018, a thorough and comprehensive analysis of our elementary core reading instruction practices, curriculum, and monitoring, focused on identifying areas of need (both in terms of resources and PD). One outcome of the analysis was a renewed focus on targeting foundational reading skills, particularly in the areas of phonemic awareness and phonics.

Supplemental Instructional Support
Small group instruction for students in grades needing additional support is provided by a Reading Interventionist or classroom teacher in grades K-2 and with a classroom teacher in grades 3-5. The interventions are targeted, scientifically based, and aligned with core curriculum.

Intensive Instructional Support
Reading interventionists and classroom teachers meet the individual needs of the most at-risk students by providing intensive strategic instructional supports.

Movement through the Continuum
Movement through the continuum is a fluid process based on student assessment data and collaborative team decisions through grade level meetings, interventionist meetings, and Problem Solving Team meetings.

We continue to refine our model and improve our program via diligent professional development efforts. Our practices of collaboration, problem solving, data analysis, and implementation of evidence-based practices will result in increasing student achievement.

Essential Elements of Core Instruction

Core reading instruction requires that **ALL** students receive access to the materials and instruction included in the reading curriculum. Using tools such as common assessments, the Fountas and Pinnell Benchmark Assessment, PRESS and FastBridge Learning, results are used to monitor and maintain the ongoing cycle of reading success. Differentiated instruction occurs in flexible small groups and with individuals during the reading workshop time frame. For a detailed description of the rhythm of core reading as well as descriptors of balanced literacy, see Appendix B.

Component	Instruction
Materials Units of Study for Teaching Reading Benchmark Education Fundations (K-3) Classroom Library	**Reading Workshop** • Read Aloud/Mini-lesson • Guided Reading • Strategy Groups • Foundational skills for reading and spelling: phonemic awareness, phonics-word study, fluency, vocabulary, spelling and handwriting • Shared Reading • Independent Reading/Reading Conferences
Instructional Organizations	• Whole group (mini-lessons) • Small group instruction for application of skills, reteaching, and/or additional practice as determined by need • Individual practice time
Instructor	• Highly qualified classroom teacher
Assessments	• Screening, benchmarks, conferences, formative, and common summative assessments
Time	• Core instruction for reading 60-90 minutes daily • Additional application of skills in content areas throughout the day
Setting	• General education
Supports	• Encouragement of parent-school partnerships • Home practice and support • Provision of parent training as needed • Professional development for school personnel • Data review

Essential Elements of Supplemental Supports

Screening assessments are administered to all students three times a year to determine whether students are making progress or need extra support. Based on the screening tool and additional data, supplemental supports are put in place. Supplemental supports refer to targeted instructional practices that support the core reading adoption. The instruction is

aimed at accelerating students' growth who fall below the benchmarks. Supplemental instruction is systematic, explicit, and aligned with core reading instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of students as determined by assessments. Weekly progress monitoring assessments are utilized to inform instructional decisions.

Components	Instruction
Materials	• Use of evidence based reading instructional practices that support the core reading curriculum and target the five areas of reading and MN Reading ELA Standards
Instructional Organizations	• Small group • Explicit instruction targeting specific skills • Opportunities for review, practice, and feedback
Instructors	• Reading Interventionists
Assessments	• Weekly progress monitoring • Reading records
Time	• 15-30 minutes 5 times a week (defined by our calendar) • In addition to core reading curriculum
Setting	• General education
Supports	• Reading Interventionists • Classroom Teachers • Home school connection • Professional development • Grade level teams

Essential Elements of Intensive Instructional Support

Intensive targeted interventions are provided for students who have not responded adequately to one or more supplemental interventions. This small percentage of students requires more explicit, intensive, and specifically designed interventions to meet the individual needs in one of the five areas of reading. Diagnostic and weekly progress monitoring assessments are utilized to inform instructional decisions.

Components	Instruction
Materials	• Use of evidence based reading instructional practices where emphasis is on specific individualized support in one of the five critical areas of reading and MN Reading ELA Standards
Instructional Organizations	• 1:1 priority • Explicit instruction targeting specific reading skills • Title 1 intervention at specific sites • Opportunities for review, practice, and feedback
Instructors	• Teachers • Reading Interventionists
Assessments	• Weekly progress monitoring • Diagnostic assessments
Time	• 10-20 minutes • Priority 3-5 times a week (defined by our calendar) • In addition to core reading curriculum • In addition to supplemental Tier 2 support
Setting	• General education or appropriate setting for 1:1 instruction
Supports	• Classroom Teachers/Reading Interventionists • Home-school connection • Professional development • Grade level teams

Assessments Used to Identify Reading Proficiency

Assessment	Frequency	Proficiency Determined
Fountas and Pinnell Benchmark Assessment System	**Kindergarten** - Assess students if they are reading in fall. Assess all students quarters 2, 3 and 4. **Grades 1 and 2** - Assess all students quarters 1, 2, and 4. At a minimum, assess students below grade level quarter 3. **Grade 3** - Assess all students quarters 1 and 4. At a minimum, assess students below grade level quarters 2 and 3.	Grade level quarter standards
MCA Reading	Grade 3	"Meet Proficiency" based on state index rate
FastBridge Learning (FBL)	K-8 fall, winter, spring	Local and national norms used to determine student need and growth At or above 50th percentile

Grade level teams consider multiple data when designing reading instruction and when making instructional decisions regarding enrichment or remediation. Elementary students who do not meet the district benchmark targets for their current grade level are identified for supplemental reading intervention instruction using set district criteria. For students whose data profile may be just above the district intervention criteria, there is an appeal process in place to ensure that all students who need intervention receive the support.

Communicating Results with Parents

Information about a student's reading progress is shared at parent teacher conferences. When a student is identified for a reading intervention, the following steps for parent communication occur:

Step 1- Classroom teacher will communicate intervention process with parents/guardians
Options:

- Phone call/or email
- Parent teacher conference (if timely)
- Individual meeting

Step 2- Send home the following forms after Step 1

- Parent Permission Letter
- MTSS Brochure

Step 3- Parent permission letter is returned. For students whose letter is not returned, the classroom teacher will call home to obtain verbal permission and indicate the date of the verbal permission is granted.

Step 4- If permission is given, the student will begin intervention services the day after the letter is received back at school. If permission is not given, the student will not receive intervention services.

How elementary schools within the district notify and involve parents to accelerate literacy development for their children in kindergarten through third grade

An overview of balanced literacy is presented at curriculum night(s). Tips are given to caregivers for supporting or extending reading skills in the home environment. Information concerning literacy development is also communicated during conferences and through phone calls. We communicate with district families on what is being instructed and practiced in reading.

**Reading Interventionists at each elementary school notify and involve parents by collecting input from an end-of-year survey and information nights two times a year.*

The samples listed below include *some* ideas for parents to build literate practices at specific grade levels. If a student is not at grade level, more specific supports are given. This is how we are currently helping families, but as a district it is our goal to have a few common supports across buildings.

Kindergarten:

- Newsletters outlining these concepts: sight words, phonics, phonemic awareness
- "Tips and Tricks" on how to rhyme, etc.
- Mini readers
- Reading Log with suggested minutes throughout the year
- "I Love to Read" month calendar
- Book bags (Book Buddies) with leveled readers for at home practice
- Lending Library
- Word sorts with informational letter
- Letter-sound mini set
- ABC chart (as needed)
- Leveled Literacy take-home books and parent letter (as needed)

1st Grade:

- Reading logs (a place for students to record books they read)
- A list of different ways to "Read With Your Child"
- A bookmark reminder "How to Solve New Words"
- Information "How to Find a Just Right Book"
- Poetry binder (reinforce phonics, sight words, and fluency)
- Word Sort weekly practice
- Fluency practice (as needed)
- Book bags
- Lending Library
- High Frequency words at each student's individual level
- Leveled Literacy take-home books and parent letter (as needed)

2nd Grade:

- Reading logs
- Reading question cards
- Reading response cards
- Book report graphic organizer
- Chapter book graphic organizer
- RAZ-Kids
- Communication about "just right" books at conferences or open house
- Leveled Literacy take-home books and parent letter (as needed)

3rd Grade:

- FrontRow
- RAZ-Kids
- Reading logs
- Communication about "just right" books at conferences or open house
- Leveled Literacy take-home books and parent letter (as needed)

Interventions available to students not reading at grade level in kindergarten through grade three

Our district has worked intentionally to seek appropriate interventions for students who are below grade level in reading.

Tier 1 Interventions:

As determined by benchmark assessments, classroom teachers may implement class-wide interventions utilizing PRESS (Path to Reading Excellence in School Sites). Class-wide interventions provide short, direct practice with an essential reading skill. PRESS is designed as a series of targeted reading interventions in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. PRESS includes diagnostic as well as progress monitoring measures to determine student growth and assist in planning instruction. PRESS

reading interventions align with our core reading instructional format.

Tier 2 Interventions:

Interventions used in the beginning of the year for kindergarten include interactive writing, language-experience approach (LEA), name practice, oral games (developing phonological awareness), shared book experience, sight word practice, tracing letters, and magnetic letter sorting activities. Interventions utilized throughout the year in grades K-5 include PRESS (Path to Reading Excellence in School Sites), Leveled Literacy Intervention (LLI) and Comprehension Strategies Kit (CSK). PRESS is designed as a series of targeted reading interventions in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. LLI is designed to provide supplementary reading instruction in the areas of phonics, word work, fluency, comprehension, and writing. CSK scaffolds and uses detailed instruction to teach six comprehension strategies in both fiction and nonfiction. The CSK lessons are delivered using the gradual release of responsibility model. Students make the progression from teacher modeling to guided practice and finally independent work. All reading interventions align with our core reading instructional format.

Our district's goal is to address a student's specific reading need with a matching intervention. Alternative interventions may be provided in the areas of phonics, phonemic awareness, fluency, or comprehension if data indicates a need.

Additional Tier 3 reading interventions:

Comprehension	Repeated Reading with Comprehension Strategy Practice, Mental Imagery, Click or Clunk, Making Inferences
Fluency	Letter Combination, High Frequency Words, Repeated Reading, Assisted Reading, Echo Reading
Phonics	Connect Letter and Sounds, Action Phonics, Blending Words, Connecting Letters and Sounds in Sequence (Elkonin boxes)
Phonemic Awareness	*Phonemic Awareness in Young Children*, Phoneme Segmentation, Phoneme Blending

How interventions will be delivered and how will parents be informed of student progress

The Tier 2 evidence-based interventions are provided based on individual student needs. This could range from three to five days a week for fifteen to thirty minutes. All students receiving an intervention will be progress monitored weekly. Progress will be monitored closely to make instructional decisions using rate of improvement, reading records, and grade level benchmark targets. Information is shared with parents during conferences.

When students are not making expected progress classroom teachers and reading interventionists meet to discuss instructional adjustments. The adjustments could include a

modification of an existing intervention or an intervention change. If the adjustments do not increase the rate of improvement, the student may be referred to the Problem Solving Team. The team will utilize the problem solving steps to determine a specific reading need and provide a more specific Tier 3 intervention.

What qualifies a student exiting from an intervention

Before exiting a student from an intervention, there must be converging data to support the movement (*i.e., FastBridge Learning Assessment and progress monitoring data)*. Classroom teachers and interventionists use data to determine if the student is responding to the intervention. If the student's data profile indicates grade level performance, an exit from the intervention takes place and parents/guardians are sent an exit letter. Protocols have been devised that outline the steps classroom teachers and reading interventionists take when a student exits intervention.

How elementary teachers will participate in and benefit from professional development on scientifically based reading instruction

Prior Lake-Savage Area Schools have done extensive research in the area of reading, resulting in system-wide changes in how we refine instructional practices, use and interpret data, intervene with students, and offer professional development. To ensure all students receive quality instruction in reading, ongoing professional development includes:

General Education K-5 Teachers	Ways to Intervene
The Five Areas of Reading *Phonemic Awareness* *Phonics* *Vocabulary* *Fluency* *Comprehension* **MN Academic Standards** *Reading Standards* **Reading Workshop** *Read Aloud* *Independent Reading* *Reading Conferences* *Small Groups* *Shared Reading* *Guided Reading* *Units of Study for Teaching Reading*	**Remediation** *Tier 1 Intervention Flip Book* *PRESS* *Grade Level Intervention Block* **Enrichment** *Reader's Theater* *Reading Clubs* *Small Group Reading* *Junior Great Books* *Grade Level Intervention Block* **Process** Collaborative Data Analysis through: *Grade Level PLCs* *Building Problem Solving Teams* *Building Child Study Teams*

	<u>Continual Progress Monitoring through analyzing and using the following data to drive instructional decision making</u> *Benchmark Data* *Screening Data* *Formative Assessments* *Summative Assessments*

Our intent is to build on the teachers' strengths and identify areas that need further support. Teachers are:

- learning each student's reading profile
- scaffolding for success
- intervening with a learning target in mind
- gaining expertise in how to personalize to meet the needs of all students
- moving students toward independence
- triangulating data to inform instructional decisions
- participating in Literacy Classroom Visits follow-up training
- participating in Workshop LIVE! training sessions
- engaging in Learning Labs at each building

Having this foundation of professional development, our goal for teachers is to provide high quality reading instruction for all students. In addition, these instructors will serve as members of their specific grade level team, conduct assessments, provide Tier 3 reading interventions (if needed), and serve on the Problem Solving Team as needed.

How elementary teachers effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students

It is our goal to provide instruction tailored to individual needs. EL students receive core reading in the general education classroom. In addition, their specific oral language and linguistics needs are met in a variety of ways based on the results of ACCESS or Pre-LAS. Our EL staff have been trained in Sheltered Instruction Observation Protocol Model (SIOP). This helps facilitate high quality instruction in content area teaching. Listed below are supports for our EL students.

Collaboration between EL and the classroom teacher:

- Content-based teaching
- Team teaching and push-in services
- Curriculum adaptation and modification
  (E.g., scaffold lessons, build background, offer visual supports)
- Parent-teacher conferences

Our district's goal is to increase practices which directly impact the proficiency of academic knowledge and language for our EL population. Our EL teachers work to support classroom

teachers understanding and application of the following strategies to support reading instruction of EL learners:

1. Determine prior knowledge and knowledge of key vocabulary
2. Pre-teach concepts and vocabulary using student friendly language and visuals
3. Provide and model sentence frames during a picture walk
4. Allow lengthy wait time when questioning or engaging students in a story

Our EL teachers, classroom teachers, and intervention teachers work closely together to support our EL population. In addition, for students who qualify for intervention based on district criteria and language readiness, these students also receive an extra 30 minutes of instruction outside of core instruction from either a Reading Interventionist or a classroom teacher, depending on their grade level.

EL teachers also engaged in professional development through Workshop LIVE! and Lit Labs. Further professional development is planned for the 2019-20 school year for classroom, intervention, and EL teachers.

Description of district's efforts to screen and identify students with dyslexia

A key component of balanced literacy is the use of systematic assessment to inform instruction. This includes screening, diagnostic, progress monitoring and summative assessments. It is critical that teachers know the current strengths and needs of each student, specifically: phonemic awareness; phonics & word analysis; fluency; vocabulary development; and comprehension.

When students are not making suitable progress towards grade level proficiency, there are a variety of interventions that are provided in a targeted manner to address the specific needs of the student through a multi-tiered system of support. Teachers have received specific and ongoing professional learning related to intervention strategies. They have also received ongoing training on instructional best practices and academic accommodations and modifications to help striving readers succeed. Reading interventionists are available to provide direct services to students who meet criteria and assist classroom teachers with specific intervention strategies.

Based on a response to intervention, a school's Problem-Solving Team may determine that a student should participate in additional screening for dyslexia. Prior Lake Savage Area Schools is currently using the FastBridge Learning Assessment.

Screening and Identifying Students with Convergence Insufficiency Disorder

At each elementary building vision and hearing screening is done each year by the school nurse and trained volunteers. Parents are notified if further testing is suggested. Currently, the district does not screen specifically for Convergence Insufficiency Disorder; however, if a

parent or teacher reports symptoms, the school nurse would refer them to a licensed eye care specialist for assessment and treatment.

Appendix A

Supplemental Support Process

1. **Identify Students**
   - Review multiple data points to look for convergent data, indicating a need:
     - FastBridge Learning assessment data (earlyReading, aReading, AUTOReading and CBM), indication of a student at some to high risk
     - Fountas and Pinnell Benchmark Assessment System, Grade Level Text according to National Norms

2. **Goal Setting (FastBridge Learning)**
   - Determine the goal area
   - Goal individualized based on the parameters of the intervention being progress monitored

3. **Progress Monitor**
   - At least one time per week
   - At grade level
   - Administered by a person trained in FastBridge Learning

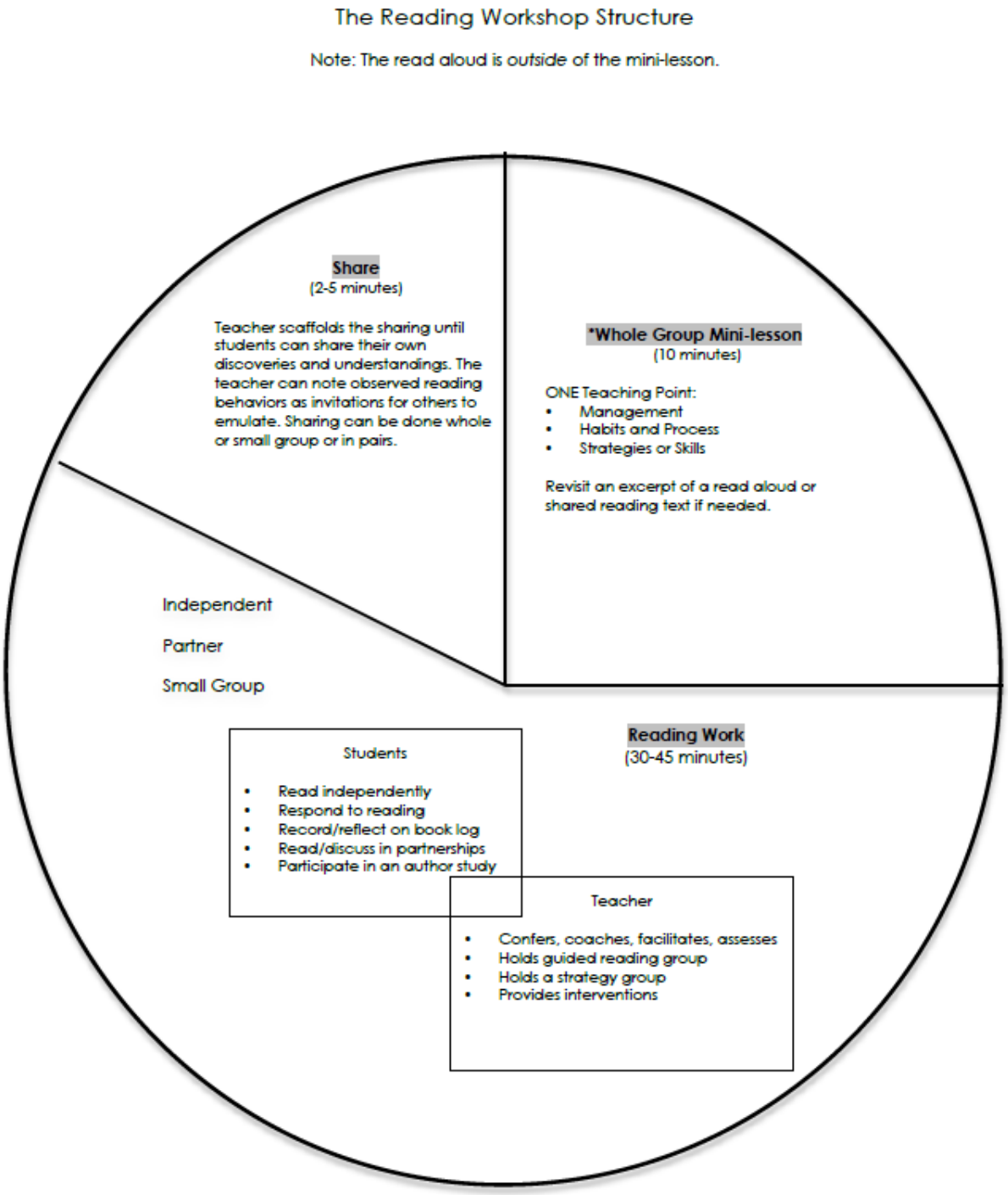
4. **Review Data at Regular Intervals**
   - Prior to considering changes to an intervention, at least six data points have been collected
   - Review data to consider if intervention is working

5. **Reading Interventions and Classroom Teachers Make Instructional Changes Based on Data**
   **Before exiting a student from an intervention, there must be converging data to support the change. E.g., FastBridge Learning, Fountas & Pinnell Benchmark Assessment, Fundations*

   - Data indicates the intervention is working- continue intervention or consider an exit
   - Data indicates the progress is inconsistent- continue with intervention and review progress
   - Data indicates the intervention is not working- make adjustments to the intervention
   - When data indicates a student is not making the expected progress and adjustments have been made to the intervention, the classroom teacher, grade level team, or reading interventionist may consider a Problem Solving referral

Appendix B

Rhythm of Core Reading



Appendix B Continued

Balanced Literacy Descriptors

Read Aloud

The teacher reads aloud while demonstrating fluency and shares "in the head" comprehension strategies that are used to make meaning. Reading aloud to children is for pleasure and for instructional purposes.

Writing Demonstrations

The teacher explicitly shows students how to compose text; making decision "out loud" while moving through the writing process.

Shared Reading

The teacher reads with the students, fostering a love for reading, while at the same time demonstrating habits and behaviors of a fluent, strategic reader. Students interact with the experience by viewing the seen text and reading along either silently or orally.

Shared Writing

The teacher and the students work together to compose a text. Students provide the ideas and the teacher acts as the scribe demonstrating support of the writing process, craft, and mechanics.

Guided Reading

The teacher works with small groups of children on text that closely matches their needs, abilities, or interests. The teacher is the facilitator in which students receive support as they talk, question their way through texts. Ongoing observation and assessment is the mainstay of this small group strategy method that drives instruction.

Guided Writing (Conferences)

The teacher provides instruction and guidance through conferences as students experiment with previously demonstrated writing techniques through mini-lessons.

Independent Reading

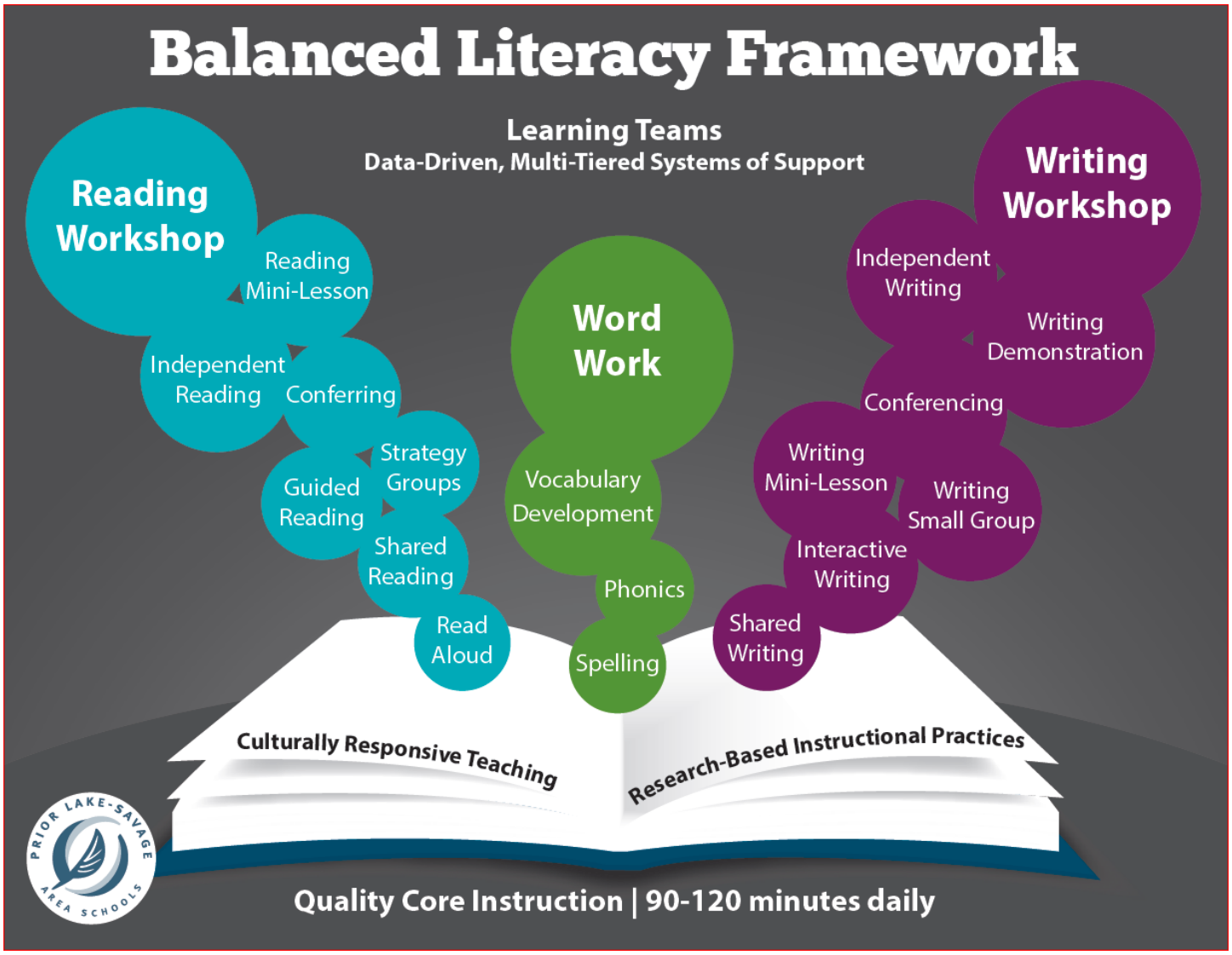
The teacher provides time daily for the students to read self-selected literature. Teachers help students build stamina and motivation to become life-long readers.

Independent Writing

The teacher provides time for students to write for meaningful purposes across the content areas while applying skills and strategies of the writing process and craft of writing.

Word Study

The teacher provides explicit instruction of how words work. Direct application to reading and writing is the goal, not just memorization for "the test.: Key components: spelling, vocabulary, phonics, and phonemic awareness.

Appendix C

Balanced Literacy Framework