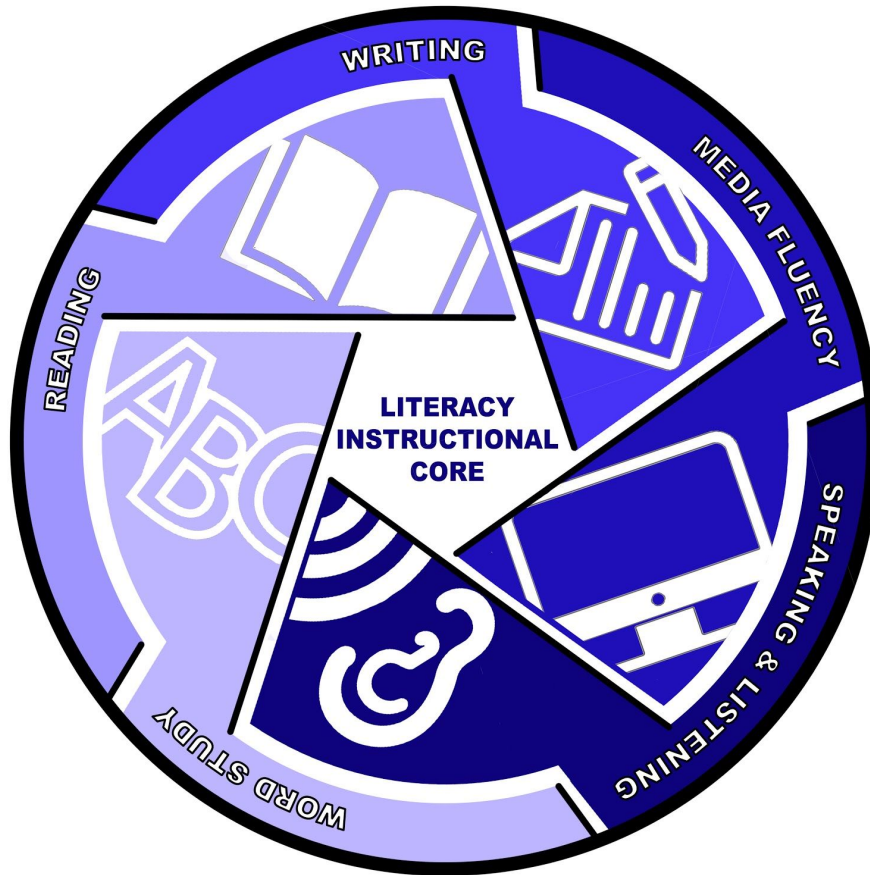




KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Literacy Framework



Graphic designed by Mr. Ben Hoffman © 2019

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Acknowledgements

Literacy Team Members

The following plan was created by a dedicated and talented group of teachers and administrators who devoted countless hours to reading, researching, writing, listening, and speaking about how best to serve our students. A special thank you to our Team Leaders for their extra efforts in this process.

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INTRODUCTION

1. Purpose of the Plan

The purpose of developing a Literacy Framework is to articulate the district’s approach to curriculum, instruction, assessment, materials/resources, and organization which will enable all students to develop the literacy skills needed to be college, career, and life ready. Having a consistent approach to curriculum, instruction, and assessment is paramount to student achievement in a school system and has been supported by a plethora of research (Marzano, 2003; Hattie, 2009; Childress, Doyle, & Thomas, 2009). It is emphasized by literacy expert and author, Lucy Calkins:

One of the most important payoffs of this reform is that once teachers across a school embrace a [consistent] approach to teaching writing, they will be able to participate in a shared professional conversation. They’ll be able to consolidate and compound their knowledge and skills because they’ll all be working within the same ground rules, abiding by a shared philosophy, experiencing similar challenges, and responding to them with shared methods (Calkins, 2019).

Teachers will “be able to consolidate and compound their knowledge and skills because they’ll all be working within the same ground rules, abiding by a shared philosophy, experiencing similar challenges, and responding to them with shared methods.”
~Lucy Calkins (2019)

2. Belief Statements

We believe that ...

- Literacy (reading, writing, word study, speaking and listening, and media fluency) is a critical foundation for all learning and success in life.
- All students can become independent, literate, life-long learners.
- All students are unique and have a wide range of backgrounds, experiences, and levels of readiness to learn particular topics. It is essential that their identity is acknowledged, valued, and respected. Literature should reflect all kinds of people and parts of the world so that students can see themselves and others in the texts they encounter in order to develop empathy.
- Content knowledge is developed through literacy with rigorous expectations and appropriate supports that foster student learning and achievement.
- Essential components of effective literacy instruction include: time to read and write, shared experiences in reading and writing, access to grade level texts, choice, discussion, feedback, and support.
- Evidence-based, explicit, coherent, and authentic instruction occurs across all grades and content areas.
- Decisions about literacy programs, instructional practices, and policies must be based on evidence and responsive to students’ needs, derived from a variety of formal and informal assessments.
- Teachers and students use ongoing assessments, indicating students’ progress towards the learning target(s), to guide the instructional cycle.
- The literacy achievement of students is supported by effective, reflective professionals and the cooperative efforts of family, school, and community.

3. Framework Development Process

In the fall of 2017, after several years of conversations with teachers, principals, and administrators about the need for a more coherent, articulated system, the development of a Literacy Framework for the Kutztown Area School District began. A call for volunteers was answered by 27 K-12 teachers, all interested in creating a framework that would illustrate the District's commitment to a healthy system to provide students with the literacy skills they need to succeed in college, career, and life.

The first task was to determine the purpose and scope of the task. Through the examination of other districts' and states' literacy framework, as well as consulting the Pennsylvania Department of Education's Comprehensive Literacy Framework resources, the Literacy Team identified the topics and attributes of a framework that would answer the newly formed essential question, *How can a district literacy framework articulate our approach to providing the curriculum, instruction, materials, assessments, and organizational structure needed to enable all students to have a command of the literacy skills needed to thrive in today's world and the future?*

Once this research question was formed, the Team discussed the research basis. Careful to consider authors' intentions, experts' credentials, and experimental design of research studies, the teams synthesized the most reliable resources to determine the best evidenced-based practices that would be promoted by the Framework (see [Research Basis](#)). Curriculum based upon the Understanding by Design process had been employed since school year 2013/2014. The Team agreed to adopt the Pennsylvania Department of Education's ELA Curriculum Framework as the backbone of the KASD curriculum for Big Ideas and Essential Questions (see [Curriculum Framework](#)). This Curriculum Framework provides a focus for the district's curriculum development and revision by providing connections between grade levels and subject areas.

In turning to the instructional practices, research led the team to focus on the following elements of literacy which became the Literacy Instructional Core:

- Reading Comprehension,
- Writing,
- Word Study,
- Speaking and Listening, and
- Media Fluency.

Once the instructional practices were articulated within the components of the Instructional Core, the next step was to conduct a Needs Assessment. The Needs Assessment Survey ([Appendix A](#)) was delivered to teachers via email in Spring of 2019. Along with demographics, recent and historical achievement results, results were shared with the Literacy Team and the Act 48 Professional Development Committee in May of 2019. From the analysis of this data, and through the use of a [Situation Appraisal](#) protocol conducted within the Literacy Team, the action plan was revised to focus on specific goals for the following three years:

- 2019/20:
 - Develop, implement, and evaluate professional development plan
 - Develop glossary of terms to ensure common language used across district
 - Ensure assessments are standards-aligned, aligned to curriculum, provide actionable data, and follow best practices in assessments literacy.
 - Develop processes to ensure accountability to implementing the plan.
 - ELA Only: Develop consistent practice in use of Writing Workshop.

- Elementary Only: Ensure instructional time is allocated to ensure enough time for high-quality literacy instruction.
- Elementary Only: Determine curriculum and materials to be used consistently to teach spelling and vocabulary in grades 3-5.
- 2020/21:
 - Continue to publicize the plan through newsletters, professional development, and inclusion in district and building goals.
 - Continue professional development and curriculum development relative to disciplinary literacy in secondary content.
- 2021/22: (TBD)

4. Needs Assessment

The Needs Assessment consisted of teacher perception, demographic, achievement, and growth data.

Teacher Perception Surveys

The Elementary Needs Assessment Survey was delivered in two parts. The first related to the implementation of Units of Study in Reading, materials which were being utilized for the first time in the 2018/19 school year after a review of several programs/resources by the Elementary Literacy Team in the Spring of 2017/18. The survey included scaled response questions regarding the use of and teachers' comfort/confidence with the various components/aspects of using Units of Study in the Reading Workshop and scaled response questions regarding the effectiveness of various forms of professional development. Open-ended questions regarding what is working well, what additional materials are needed, and what concerns teachers have regarding Units of Study were also posed.

The second part of the Elementary Needs Assessment Survey consisted of scaled questions about the frequency of reading and writing in their classrooms, a multiple choice option question on the types of writing being taught, scaled questions on teacher self-efficacy around writing and vocabulary instruction, and current practices around writing, grammar, and spelling instruction.

The Secondary Needs Assessment Survey consisted of scaled questions about the frequency of reading and writing instruction and assignments in their classrooms, quantity of writing, types and tools of research, scaled questions on teacher self-efficacy around reading and vocabulary instruction, use of digital tools, writing instruction, research, teaching vocabulary, and speaking and listening. Open ended questions were asked: *What do you wish your students would do better as readers and writers?* See [Appendix A](#) for all questions.

Demographics

The Kutztown Area School District receives federal funds through Title I to provide for supplemental reading services in elementary schools to students demonstrating literacy development needs. While the percentage of economically disadvantaged students qualifies the schools for funding, any student demonstrating need is served.

Figure 4.1
Economically Disadvantaged Students

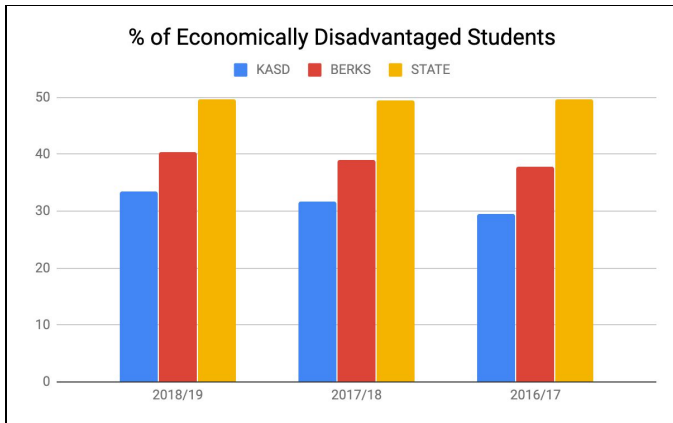


Figure 4.2
Students in Title 1

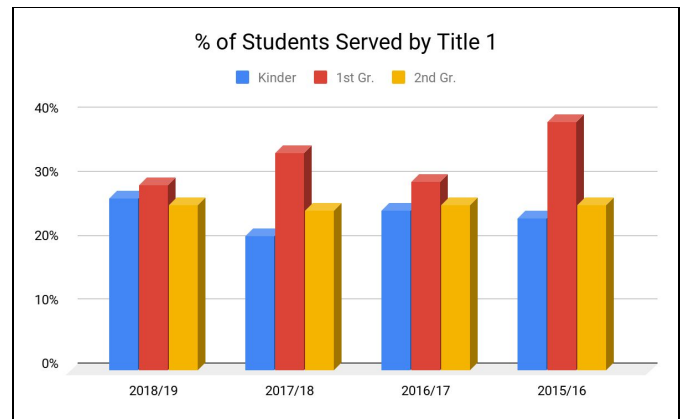


Table 4.1
KASD Race/Ethnicity

	White	Asian	Black or African American	American Indian/Alaskan Native	Native Hawaiian/Other Pacific Islander	Hispanic or Latino	Multi-racial
2018/19	1188	15	22	1	0	96	39
2017/18	1164	16	23	1	0	87	38
2016/17	1180	18	18	1	1	77	27
2015/16	1183	20	14	1	1	69	25

Achievement Data

Graduation rates increase and **drop-out** rates decrease when students develop the literacy skills needed to achieve success in school. The following tables provide a five-year perspective.

Table 4.2
4-Year Cohort Graduation Rate

School Year	4-Year Cohort Graduation Rate
2017/18	97.3
2016/17	94.4%
2015/16	93.4%
2014/15	91.23%
2013/14	92.81%

Table 4.3
KASD Drop Outs

School Year	Drop-outs*
2017/18	3
2016/17	7
2015/16	5
2014/15	5
2013/14	9

From PDE Data and Statistics: "A cohort graduation rate is a calculation of the percentage of students who have graduated with a regular high school diploma within a designated number of years since the student first entered high school. The rate is determined for a cohort of students who have all entered high school for the first time during the same school year. A dropout is a student who, for any reason other than death, leaves school before graduation without transferring to another school/ institution (PDE, n.d.)."

Throughout the school year, the **STAR 360 Reading Assessment** is administered to students in grades 2-8, while *Star Early Literacy* is given to students in grades K-1. *Star* is a computer-adaptive assessment which measures students' reading comprehension and vocabulary through a series of 30 questions. Data, below, demonstrates beginning of the year and end of the year outcomes when scaled scores are correlated to the PA Core Standards/PSSA.

Figure 4.3

2019-20 Star Reading Assessment Scores

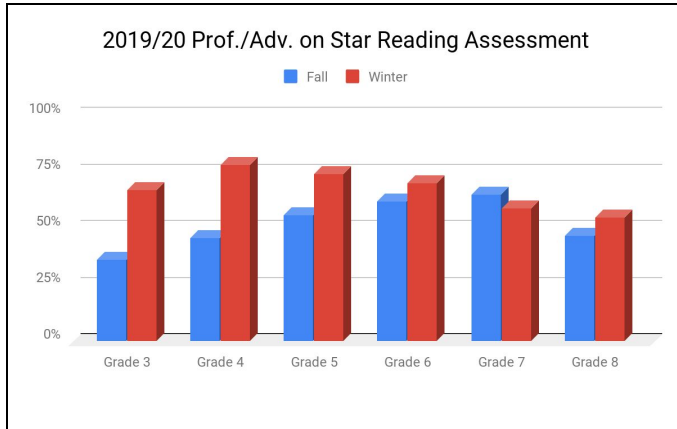


Figure 4.4

2018-19 Star Reading Assessment Scores

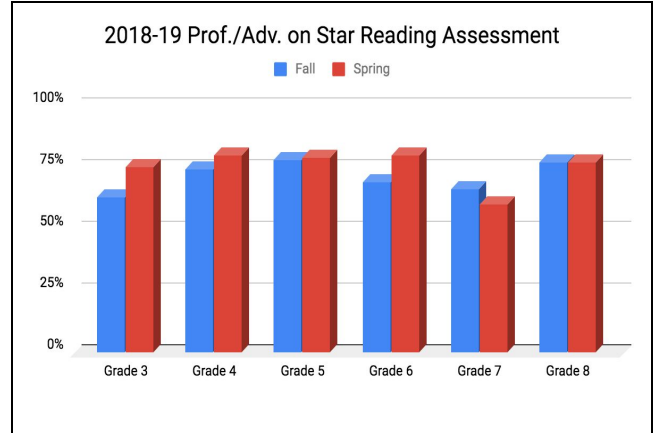
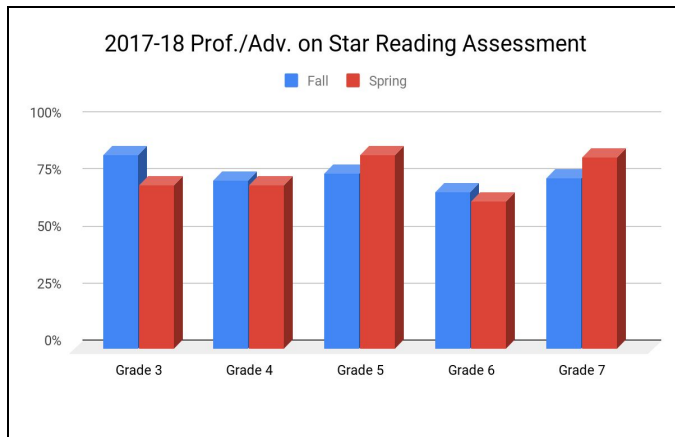


Figure 4.5

2017-18 Star Reading Assessment Scores



The English Language Arts (ELA) **PSSA** assesses a student's abilities in the following areas for literary and non-fiction text: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; Vocabulary Acquisition and Use; Conventions of Standard English; as well as the ability to closely read, analyze, and write an essay about a grade level text in a Text Dependent Analysis prompt.

The **Keystone** Exam is taken by all students at the end of their sophomore year. The English Language Arts assessment, with multiple-choice and open-ended response items, tests students in Reading for Meaning and Analyzing and Interpreting Literature in both fiction and nonfiction.

Figure 4.6
2019 PSSA/Keystone Scores

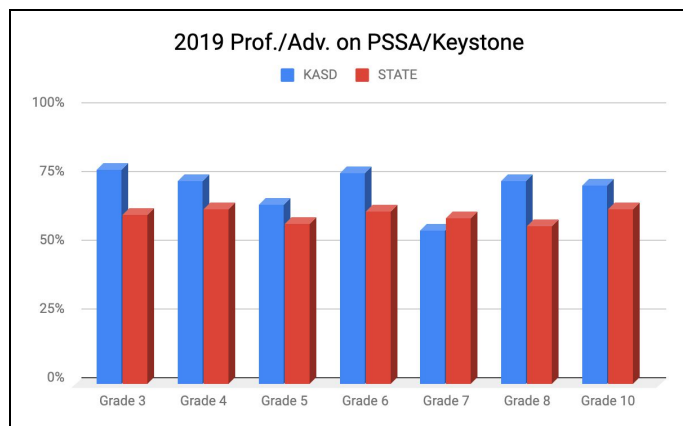


Figure 4.7
2018 PSSA/Keystone Scores

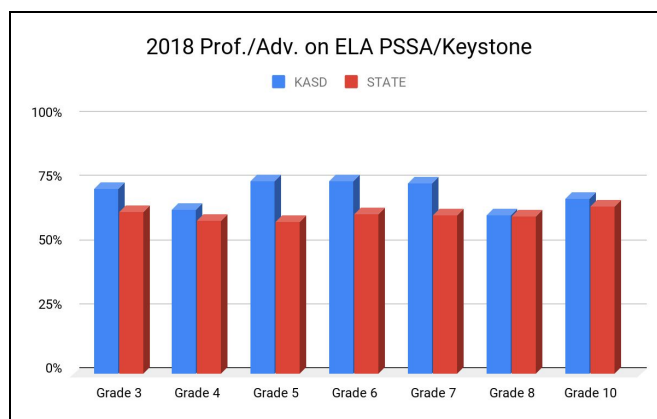


Figure 4.8
2017 PSSA/Keystone Scores

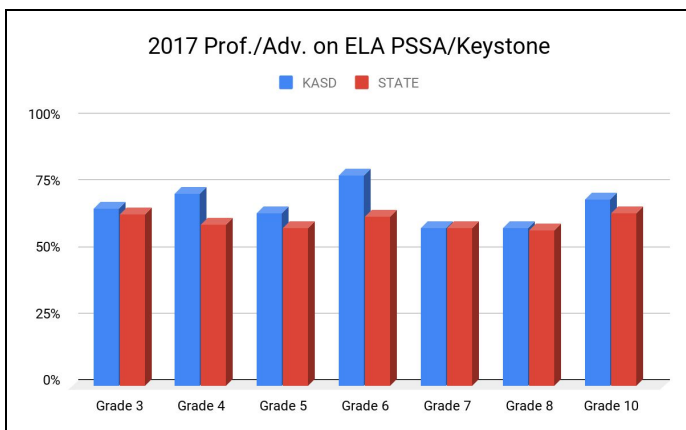
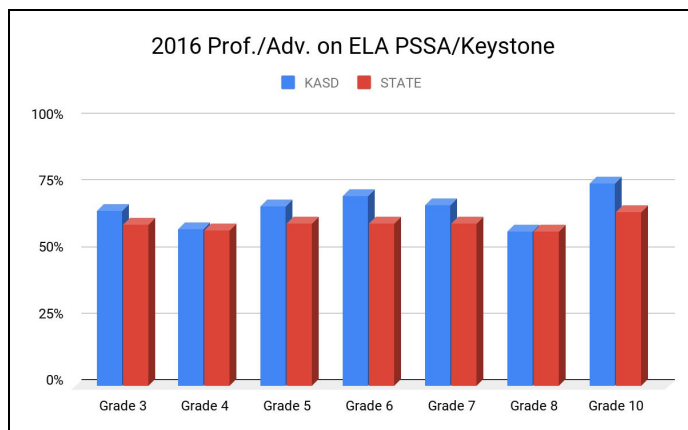


Figure 4.9
2016 PSSA/Keystone Scores



 All students take the **PSAT** in the fall of their sophomore year. The Evidence Based Reading and Writing (EBRW) portion of the PSAT evaluates students' ability to interpret, analyze, synthesize, and use evidence found in a wide range of sources. This includes passages from literature texts and on career-related, humanities, history/social studies, and science topics, as well as informational graphics (such as tables, graphs, and charts). Scores are reported on a scale indicating factors that would demonstrate college readiness.

Table 4.10
PSAT Scores for Evidence-Based Reading and Writing

Gr.	School Yr.	Average Score	
		KASD	STATE
10	2018/19	488	481
	2017/18	475	481
	2016/17	473	482

Gr.	School Yr.	Average Score	
		KASD	STATE
11	2018/19*	537	503
	2017/18*	555	505
	2016/17	514	485

*scores derived from assessment taken by less than half of the class

From APCollegeBoard.com: The **AP English Language and Composition Exam**, typically taken in senior year, includes multiple-choice and free-response questions that test essential skills covered in the course:

- reading comprehension of rhetorically and topically diverse texts
- rhetorical analysis of individual texts in isolation
- synthesis of information from multiple texts
- written argumentation

The **AP English Literature and Composition Exam**, typically taken in junior year, includes multiple-choice questions and free-response prompts to test students' critical reading skills in literary analysis of prose and verse texts. Students read several passages and answer questions about the content, form, and style of each. The free-response section tests students' ability to analyze and interpret literary texts by composing clear and effective essays.

Figure 4.9
2014-2018 AP Literature and Composition Exam Scores

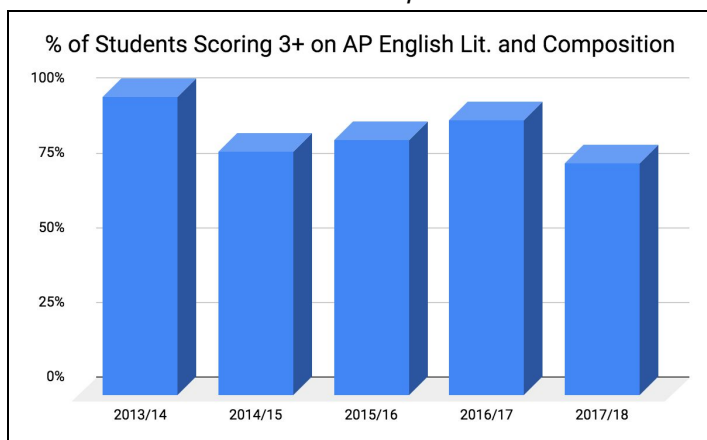
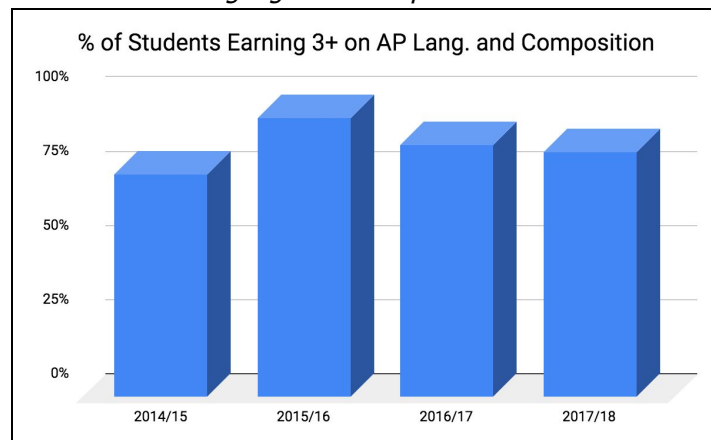


Figure 4.10
2014-2018 AP Language and Composition Exam Scores



Growth

The use of the Star Reading assessment began in the 2017/18 school year in grades 3-5. Its use was expanded in 2018/19 to include Star Early Literacy for grades K-2 and Star Reading in grades 6-8. These assessments offer data on proficiency, standards mastery, and growth. The growth score is reported as a "Student Growth Percentile," or SGP. It compares a student's growth in the same grade with a similar scaled score on a Star assessments at the beginning of the time period being examined. SGP is reported on a 1-99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. The average expectation to demonstrate on-target growth is 50 SGP. However, the goal range may vary from 35-65, given that students who are scoring below grade level will need to grow at a faster rate to close the gap.

Table 4.6
Star Reading Growth Scores (SGP) as of End of Year

	Average Student Growth Percentile								
	K	1	2	3	4	5	6	7	8
2019/20*	54	59	59	69	66	58	52	43	49
2018/19**	45	n/a	59	55	61	63	56	47	57
2017/18	n/a	n/a	n/a	59	57	59	46	n/a	n/a

*2019/20 represents Fall to Winter SGP

**2018/19 Grade 2 SGP average represents approximately 70% of all 2nd grade students

**2018/19 Grades 6-8 SGP represents Fall to Winter growth

Value-added reporting through **PVAAS** offers an objective, more accurate way to measure the academic growth of groups of students and the influence districts and schools have on students' educational experiences. Growth is demonstrated according to the amount of evidence that exists to demonstrate that more, less, or at least one year's worth of growth was achieved (green). See the key, below, for the full scale.

PVAAS KEY

dk. blue	Significant evidence that the student group exceeded the standard for PA Academic Growth
lt. blue	Moderate evidence that the student group exceeded the standard for PA Academic Growth
green	Evidence that the student group met the standard for PA Academic Growth
yellow	Moderate evidence that the student group did NOT meet the standard for PA Academic Growth
red	Significant evidence that the student group did NOT meet the standard for PA Academic Growth

From 2018 to 2019		From 2017 to 2018	
How did students grow from...	ELA	How did students grow from...	ELA
3rd grade to 4th grade?	green	3rd grade to 4th grade?	green
4th grade to 5th grade?	lt. blue	4th grade to 5th grade?	dk. blue
5th grade to 6th grade?	red	5th grade to 6th grade?	green
6th grade to 7th grade?	red	6th grade to 7th grade?	green
7th grade to 8th grade?	green	7th grade to 8th grade?	yellow
8th grade to Keystone?	lt. blue	8th grade to Keystone?	dk. blue
From 2016 to 2017		From 2015 to 2016	
How did students grow from...	ELA	How did students grow from...	ELA
3rd grade to 4th grade?	dk. blue	3rd grade to 4th grade?	green
4th grade to 5th grade?	lt. blue	4th grade to 5th grade?	yellow
5th grade to 6th grade?	green	5th grade to 6th grade?	green
6th grade to 7th grade?	red	6th grade to 7th grade?	red
7th grade to 8th grade?	lt. blue	7th grade to 8th grade?	red
8th grade to Keystone?	lt. blue	8th grade to Keystone?	lt. blue

5. Research Basis

One of the first steps in creating this Framework was identifying the curricular and instructional evidenced-based best practices supported by valid and reliable research. The following provides a listing by title or name. See [Appendix B](#) for a complete list of works consulted.

Professional Organizations

American Association of School Librarians
American Council on the Teaching of Foreign Language
International Literacy Association
International Society for Technology in Education
National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Science Teachers Association
National Writing Project
Teachers College at Columbia University
What Works Clearinghouse

Research Studies (under construction)

National Reading Panel
Writing Next

Authors/Researchers (under construction)

Richard Allington
Nancie Atwell
Isabel Beck & Nancy McKeown
Lucy Calkins
John Hattie
Robert Marzano
Constance Weaver

CURRICULUM

6. Curriculum Framework

The value of all teachers working within an instructional framework on a guaranteed and viable curriculum is paramount to student success. As noted in Schmoker (2018), "What we teach - the actual, taught curriculum - matters immensely. An in-depth, meta-analytic study revealed that the implementation of a coherent curriculum may have more effect on achievement levels than any other factors (Marzano, 2003)." Schmoker continues, referencing Darling-Hammond (2010-2011, p. 23), "A quality curriculum alters a student's academic trajectory; it is a more powerful determinant of eventual achievement than their academic readiness when they enter school."

The following framework details the Big Ideas and Essential Questions that provide coherence to the ELA curriculum. It was adopted from the Pennsylvania Department of Education's ELA Framework.

Table 6.1
Curriculum Framework

Big Ideas <i>Essential declarative statements that describe concepts that transcend grade levels and provide focus on specific content for all students.</i>	Essential Questions <i>Questions linked to the Big Ideas that frame student inquiry, promote critical thinking, and assist in learning transfer.</i>
1. Effective readers use appropriate strategies to construct meaning.	1a. How do readers create meaning from informational and literary text? 1b. What is the text really about? 1c. How do readers know what to believe? 1d. How does what readers read influence how they should read it? 1e. How does a reader's purpose influence how text should be read?
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	2a. How do readers know what to believe in what they read, hear, and view? 2b. How does interaction with text provoke thinking and response?
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating	3a. What do good listeners do? 3b. How do active listeners make meaning? 3c. How do active listeners know what to believe in what they hear?

4. Effective speakers prepare and communicate messages to address the audience and purpose.	4a. How do task, purpose, and audience influence how speakers craft and deliver a message? 4b. How do speakers employ language and utilize resources to effectively communicate a message?
5. Effective research requires the use of varied resources to gain or expand knowledge.	5a. What does a reader look for and how can s/he find it? 5b. How does a reader know a source can be trusted? 5c. How does one organize and synthesize information from various sources? 5d. How does one best present findings?
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	6a. What makes clear and effective writing? 6b. Why do writers write? What is the purpose? 6c. Who is the audience? What will work best for the audience?
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners	7a. How do learners make decisions concerning formal and informal language in social and academic settings? 7b. How do grammar and the conventions of language influence spoken and written communication?

7. KASD Curriculum

Curriculum is articulated for grades K-12 for English Language Arts, as below. In grades 6-12, the PA Core Standards for literacy in the content area are used to guide literacy goals in the content areas.

- [KASD English Language Arts Curriculum](#) (public view)
- [Reading and Writing Standards for Gr. 6-12 Science, Social Studies, and Technical Subjects](#)
- We will follow this [Writing Scope & Sequence](#)

8. Glossary

In order to deliver a consistent curriculum and a common, shared language about literacy, terms used in this Framework and across classrooms and grade levels are defined as detailed in the [Glossary](#).

9. Curriculum Materials/Resources (under construction)

The following chart details the Approved Core and Supplemental Materials and Resources used in reading/English Language Arts instruction or used to support literacy instruction in the content areas.

Table 9.1

Core Curriculum Materials/Resources

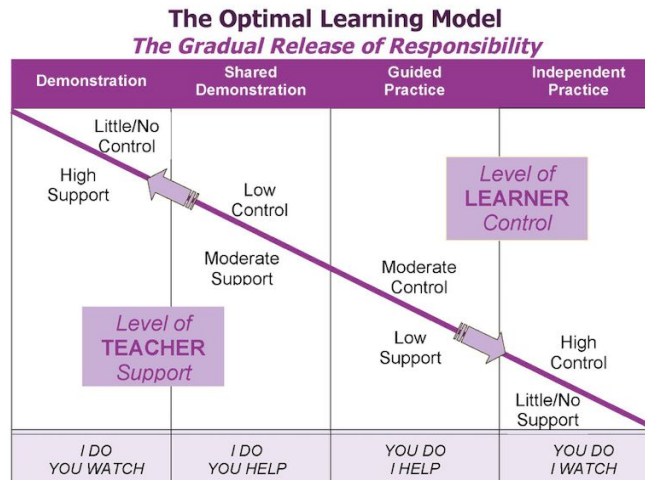
Grade Level	Core Materials and Resources	Supplemental Materials and Resources	
Elementary	<ul style="list-style-type: none"> • Units of Study in Reading • Read 180/System 44 	<ul style="list-style-type: none"> • Reading A-Z • RAZ Kids • Imagine Learning Literacy 	<ul style="list-style-type: none"> • StoryWorks • Scholastic News
Middle School	<ul style="list-style-type: none"> • Read 180/System 44 	<ul style="list-style-type: none"> • Time for Kids • Newsela 	<ul style="list-style-type: none"> • Common Lit • Read Works
High School	<ul style="list-style-type: none"> • Read 180/System 44 	<ul style="list-style-type: none"> • Newsela • Common Lit • Vocabulary.com 	<ul style="list-style-type: none"> • <i>Image Grammar</i> • <i>How to Read Literature Like a Professor</i>

INSTRUCTION

10. Best Practices

Student learning is optimized when the basic essential elements of teaching are employed consistently. In general, the gradual release of responsibility provides a way for students to learn, practice, and own new skills.

Figure 10.1
Gradual Release of Responsibility



Graphic: Gradual release of responsibility, 2019.

The Gradual Release of Responsibility occurs within the context of effective practices noted as the KASD Instructional Model.

Table 10.1
KASD Instructional Model

Phase	Element	Description
BEGINNING	ANTICIPATORY SET	Brief beginning portion of the lesson that gets students' attention, activates prior knowledge and introduces them to the learning of the day.
	LEARNING TARGET	A learning target or goal is a statement that makes it clear to each student what will be learned today and why it is relevant.
MIDDLE	EXPLICIT TEACHING/MODELING	Explicit teaching and modeling requires the teacher to directly teach a skill.
	ACTIVELY ENGAGE ALL LEARNERS IN CONSTRUCTING MEANING	Use a variety of strategies to have students produce learning, metacognitive thinking, and self-reflection to encourage active engagement and self assessment.
	STUDENTS PRACTICE, OBTAIN FEEDBACK, AND DISCUSS THEIR LEARNING WITH PEERS	Provide students multiple opportunities to practice a skill in a variety of settings: with a group, a partner or independently. Provide feedback to students on their practice regularly.
	FREQUENT CHECKS FOR UNDERSTANDING	Formative assessment provides an opportunity for students to show their progress in learning, and

		communicate to the teacher skill attainment and areas of growth.
END	CLOSURE informs teacher and students on students' progress towards learning goal	Closure provides an opportunity for students (and teachers) to reflect on today's understanding and build a mental bridge from today's skill to tomorrow's learning.

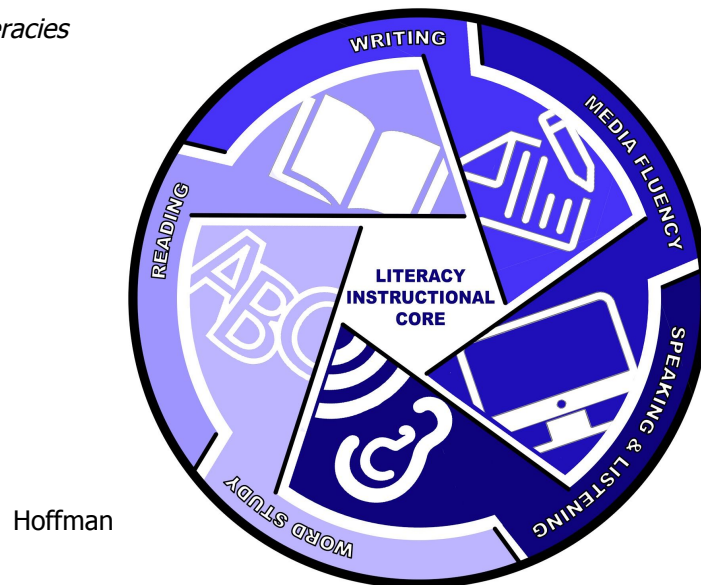
Instructional Core - Literacy Practices

In terms of instructional practice, the following components of literacy will be the focus of this Framework:

- Reading
- Writing
- Word Study
- Speaking & Listening
- Media Literacy

Each element relates to the others and should be taught across the curriculum, from grades K-12.

Figure 10.2
Interrelationship of Literacies



Hoffman

Graphic designed by Mr. Ben

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In the development of this framework, instructional practices were identified after an extensive review of research. The practices outlined on the following pages were referenced in multiple sources, including:

(Under Construction)

Sources behind these practices include the following (see [Appendix B](#) for full citations):

- | | |
|--|---|
| American Association of School Librarians | Marzano, R. (2007) |
| American Council of Teachers of Foreign Language | National Council for the Social Studies |
| Hattie, J. (2018) | National Council of Teachers of English |
| International Literacy Association | National Council of Teachers of Mathematics |
| International Society of Technology in Education | What Works Clearinghouse |

In the following pages, each instructional strategy is noted in blue with descriptions (“look fors”) of what the teacher and learners are likely to be doing as the strategy is implemented.

Not all actions/behaviors will be observed in every lesson, and some actions/behaviors may not be suitable for all aged learners.

Table 10.2

RESEARCH-BASED PRACTICES FOR ELEMENTARY READING COMPREHENSION INSTRUCTION	
1. Explicit modeling of the reading process.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ models process via: <ul style="list-style-type: none"> ■ think-aloud ■ visual demonstration (completing graphic organizers, using pictures/manipulatives) 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ listen actively during modeling process ○ engage in conversation about thinking with peers ○ apply skill in independent reading ○ self-monitor understanding
2. Use of various texts based upon instructional goals/purposes.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ selects high quality trade books for read alouds, shared reading, and independent reading. 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ self-select books ○ read independently ○ participate in shared, guided, and partner reading
3. Engage readers in repeated reading of text to increase fluency and comprehension.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides multiple opportunities for students to reread texts ○ models fluency ○ models close reading strategies 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ read with prosody ○ read high frequency words with automaticity ○ highlight/annotate important parts of text, areas of confusion, and questions ○ discuss reading/notes with peers
4. Set a purpose for reading text.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ explicitly states instructional purpose/ teaching point prior to students reading 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ verbalize instructional purposes ○ self monitor for comprehension
5. Provide feedback and elicit reflection.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides informative, responsive, targeted feedback by following these steps: <ul style="list-style-type: none"> ■ identifies learning targets ■ informs students of progress made ■ designs specific tasks to enable students to progress toward goal ○ provides opportunities for students to reflect on their learning 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ actively engage in conversation with teacher individually, in small groups, and in large groups ○ use feedback to improve comprehension ○ self monitor progress toward instructional and individual goals
6. Facilitate collaboration and discussion of text to build meaning of text.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ facilitates student-led collaborative conversations 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ read, write about, and discuss texts with teacher

such as the following: book clubs, literature circles, small groups, partner reading, Socratic Method	and peers to develop an understanding
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Table 10.3

RESEARCH-BASED PRACTICES FOR SECONDARY READING COMPREHENSION INSTRUCTION	
1. Employ before-reading strategies.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ thinks aloud/models use of strategies ○ explains why reading requires thinking ○ provides graphic organizers ○ previews the text with students ○ encourages student discussion about text ○ activates background knowledge ○ sets a purpose for reading ○ provides pre-reading/anticipation guides ○ models how to use text features and structure ○ choose words to preteach 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ reflect on when/why to use reading strategies ○ make thinking visible through annotating, writing, sketching, discussing, etc. ○ create open- and closed-ended questions to guide reading ○ set own purpose for reading ○ use text structures to aid comprehension
2. Employ during-reading strategies.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ selects high quality trade books for read alouds, shared reading, and independent reading ○ provides direct instruction in how to identify quotes or details from a text and add ot own inferences and conclusions ○ models strategies through read-alouds and think-alouds such as use of signal words and phrases to aid comprehension and to predict the direction particular texts will take next 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ annotate text, sketch, create mind maps or other graphics to visualize ○ use evidence from text to support claims ○ identify and evaluate the author’s use of craft, vocabulary, and structure ○ talk about reading strategies with others ○ monitor comprehension and employ appropriate fix-up strategies as needed ○ make meaning of texts via signal words to make predictions regarding the direction a text will take next
3. Employ after-reading strategies.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ models summary strategies ○ models synthesizing and analyzing text through think alouds ○ models re-reading text ○ facilitates text discussions, via Socratic Seminar, small group/paired discussions ○ employs a close reading protocol ○ uses anchor charts ○ demonstrates digital annotation tools 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ reread text ○ respond to all types of text/media ○ check predictions with outcomes ○ discuss text in pairs, small groups, and whole groups ○ make meaning of text via summarizing, synthesizing, analyzing
4. Make informed text choices (print, digital, audio, visual).	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ analyzes texts to determine best use of texts ○ uses data to determine appropriate texts 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ view, listen, and read authentic texts to find information, research, and for enjoyment

<ul style="list-style-type: none"> ○ conducts text talks to guide students in self-selection of texts ○ establishes classroom libraries that represent students' culture, background, ethnicity, etc. ○ creates text sets which provide readings on a topic in a variety of genres and reading levels 	<ul style="list-style-type: none"> ○ know own current reading range and use it to choose books ○ read across texts to gather information ○ synthesize what various texts and authors have to say about a topic
<p>5. Engage students in making meaning from texts.</p>	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ emphasizes that text can be interpreted in various ways ○ creates opportunities for student inquiry and question formulation ○ emphasizes differentiating fact from opinion ○ examines how author's purpose and point of view impact text ○ models and guides students through high-quality discussion 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ set a purpose and take a stance as a reader ○ question, paraphrase, summarize, make connections, re-read, and use images about the text ○ engage in collaborative conversations about text
<p>6. Provide students with myriad texts in various formats.</p>	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides various texts for students to read in all content areas, each day, including: <ul style="list-style-type: none"> ■ directions ■ articles ■ maps/charts/infographics ■ textbooks ○ provides time for independent (choice-driven) reading 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ read choice texts ○ engage in collaborative conversations about text ○ reflect on reading ○ practice strategies while reading

Table 10.4

RESEARCH-BASED PRACTICES FOR ELEMENTARY WRITING INSTRUCTION	
1. Use Writing Workshop as the primary structure for teaching writing.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ delivers focused mini-lesson on an aspect of writing for whole-group application ○ provides workshop time for student writing, teacher and peer-conferring, and small group instruction ○ ends workshop with whole group or partner sharing 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ attend to mini-lesson, considering how to apply to own writing ○ write independently during workshop time ○ provide and receive feedback from peers ○ share writing with others
2. Provide time for choice writing (topic, genre, and/or audience).	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ designs tasks that offer student choice ○ exposes students to various forms of writing as models ○ provides resources such as graphic organizers, mind maps, brainstorming lists, etc. 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ make thoughtful choices about writing ○ organize thoughts on a topic before writing
3. Provide individualized feedback.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ regularly confers individually with students ○ reacts to student writing as a reader, rather than critic ○ points out what worked in the writing ○ asks questions to help writer clarity, extend, consider different approaches ○ provides 1-2 suggestions for improvement, differentiating revision from editing ○ provides explicit instruction in providing peer feedback ○ monitors quality of peer feedback 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ use feedback from teachers and peers to revise and edit their work. ○ set goals for their writing and monitor own progress towards goals ○ evaluate use of specific strategies and skills ○ reflect on own strengths and areas to grow in writing. ○ provide and accept quality feedback from peers
4. Make connections between reading and writing instruction.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ uses mentor texts to demonstrate reading as a writer (noticing author's craft) ○ provides opportunities for students to write in response to text 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ imitate author's craft as seen in mentor texts, shared reading/writing, independent reading, etc. ○ respond to text through writing
5. Provide daily protected time for writing so that students may produce a high volume of writing.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ helps students build writing stamina by increasing writing time incrementally ○ provides uninterrupted time daily for writing ○ models strategies to overcome "writer's block" ○ models writing to learn strategies 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ use strategies to continue writing when faced with "writer's block" ○ write fluently for an extended period of time, increasing stamina with practice ○ writes to learn by articulating thoughts

6. Explicitly teach and employ process writing.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ engages students in writing as a recursive process ○ extends the publishing of student work beyond the classroom ○ differentiates between revision and editing ○ provides opportunities for students to type/word process final pieces for publication 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ write for specific purposes and audiences, including authentic audiences and tasks
7. Teaching conventions in the context of writing.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ uses sentences/excerpts from mentor texts to teach proper use of conventions implicitly ○ provide explicit instruction on new grammar concepts ○ uses the context of student writing to teach grammatical concepts, requiring students to employ concepts properly in their writing ○ demonstrates and guides practice in handwriting 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ analyze sentences/texts to notice and process application of grammar rules ○ apply grammar instruction to own writing ○ use checklists and notes to edit writing
8. Use of writing assessment to improve teaching and learning.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides exemplars and models of proficient writing (criteria for success) ○ provides clear, timely, focused feedback on student writing ○ assesses student writing using a variety of methods ○ uses formative and summative assessment information, including observations and conferring data to make instructional decisions 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ understand and use assessment results and teacher feedback to improve writing

Table 10.5

RESEARCH-BASED PRACTICES FOR SECONDARY WRITING INSTRUCTION	
1. Use Writing Workshop as primary structure for teaching writing in the ELA classroom.	
<ul style="list-style-type: none"> ● ELA TEACHER: <ul style="list-style-type: none"> ○ delivers focused mini-lesson on an aspect of writing for whole-group application ○ provides workshop time for student writing, teacher and peer-conferring, and small group instruction ○ ends workshop with whole group or partner sharing 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ attend to mini-lesson, considering how to apply to own writing ○ write independently during workshop time ○ provide and receive feedback from peers ○ share writing with others
2. Provide time for students to write every day with various genres, audiences, and purposes.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ establishes writing routines ○ engages students in writing to learn activities ○ provides students with multiple formats in which to write 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ reflect, explore topics, articulate learning in writing ○ write for a variety of purposes, a variety of audiences, and in a variety of formats
3. Explicitly teach and employ process writing.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ engages students in writing as a recursive process ○ provides graphic organizers or other structures for prewriting ○ provide class time for students to write, respond to writing, revise, edit, and publish ○ confers with students to provide feedback focused on 1-2 teaching points ○ provides checklists and exemplars/mentor texts, including teacher-authored pieces ○ differentiates between revision and editing ○ extends the publishing of student work beyond the classroom 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ select graphic organizer/prewriting method for specified writing task ○ generate multiple drafts ○ provide and receive high quality feedback in peer conferences ○ use checklists or models to reflect, evaluate, and improve own writing ○ read aloud own writing to aid in self-evaluation and revision ○ take ownership of writing by self-identifying areas of concern for peer and teacher conferences
4. Write in response to reading.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides open-ended prompts for students to write about texts (summarizing, synthesizing, analyzing) as a means to deepen comprehension of text ○ scaffolds with graphic organizers and sentence stems 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ make claims based upon evidence from the text ○ demonstrate connection between textual evidence and claims
5. Provide opportunities for student choice in writing.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides options for writing assignments including topic, genre, format, purpose, audience, etc. 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ use writing or mapping to discover topics of interest ○ make selections based upon personal interests ○ choose most effective genre and format for intended audience and purpose

6. Explicitly teach proper documentation of sources.

<ul style="list-style-type: none">● TEACHER:<ul style="list-style-type: none">○ requires students to use either MLA or APA format, depending upon the subject of the research○ provides scaffolding for proper documentation as needed (i.e. fill in the blank)○ demonstrates use of Creative Commons and Fair Use Guidelines	<ul style="list-style-type: none">● LEARNERS:<ul style="list-style-type: none">○ use Noodle Tools for proper citations (final bibliography and in-text)○ follow MLA/APA format, with scaffolding as needed○ adhere to Copyright
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7. Teach grammar in the context of writing.

<ul style="list-style-type: none">● ELA TEACHER:<ul style="list-style-type: none">○ conducts mini-lessons on grammar topics, with application reinforced in student writing○ uses properly punctuated sentences from mentor texts as models (instead of fixing errors in sentences via daily edit approach)○ conducts conferences with small group and/or individual students based on patterns of student errors○ teaches sentence combining to increase sentence complexity● CONTENT AREA TEACHER:<ul style="list-style-type: none">○ communicates with grade level ELA teachers to gain knowledge of grade level grammar and spelling rules○ reinforces required use of grade-level grammar and spelling rules in student writing (formal and informal)	<ul style="list-style-type: none">● LEARNERS:<ul style="list-style-type: none">○ examine model sentences and articulate how they represent proper grammar○ apply grammar lessons to own writing in all subject areas
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8. Design writing projects so students write for authentic audiences.

<ul style="list-style-type: none">● TEACHER:<ul style="list-style-type: none">○ assists learners in discovering real world audiences for writing○ provides opportunities to connect with wider learning communities	<ul style="list-style-type: none">● LEARNERS:<ul style="list-style-type: none">○ determine purpose for writing for a specific authentic audience○ share writing beyond the classroom○ receive and respond to feedback from members of the authentic audience
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Table 10.6

**RESEARCH-BASED PRACTICES FOR
ELEMENTARY WORD STUDY INSTRUCTION**

1. Provide explicit and direct instruction in phonemic awareness and phonics (“Word Work”).

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| <ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides explicit and direct instruction according to stage(s) of word study development: <ul style="list-style-type: none"> ■ Emergent (<i>phonemic awareness</i>) ■ Letter Name Alphabetic (<i>phonemic awareness/ phonics</i>) ■ Within Word Pattern (phonics) ■ Syllables & Affixes (phonics) ■ Derivational Relations (phonics) ○ provides explicit and direct instruction in foundational skills: <ul style="list-style-type: none"> ■ phonological awareness ■ concepts of print ■ alphabetic principle ■ decoding skills ■ encoding skills ■ word analysis skills ■ determining meaning of unfamiliar words | <ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ engage in sound play in rhythmic activities ○ segment syllables into beginning and ending sounds ○ sort pictures and/or words by sounds and patterns ○ participate in letter recognition activities ○ match written letters and patterns of letters with sounds ○ recognize and apply word family knowledge to reading and writing |
|--|--|

2. Provide definitions/explanations of unknown words as they are encountered incidentally.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ pauses when reading aloud to state an unfamiliar term, provide a definition, then restate the term and continue reading ○ provides a simple glossary as a companion to a text or lesson ○ gives definitions to words when students struggle with vocabulary | <ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ attempt to learn new words independently (through context, using illustrations in texts, etc.) ○ asks for assistance when encountering unknown words |
|---|--|

3. Choose Tier 2 words to teach explicitly that are from the context of students’ reading as well as words related to topics of study.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ selects a specific set of words to teach explicitly (no more than 10 words in two weeks) ○ provides multiple exposures to the words to deepen understanding ○ offers students opportunities to use and practice words in varied contexts | <ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ use new words in reading and writing ○ recognize utility of Tier 2 words across subjects |
|--|--|

4. Use routines to promote vocabulary acquisition.

<ul style="list-style-type: none">● TEACHER:<ul style="list-style-type: none">○ provides a description, explanation, or example of new term○ asks students to restate the description, explanation, or example in their own words○ asks students to construct a picture, symbol, or graphic representing the term or phrase○ asks students to discuss the terms with one another○ facilitates games that allow students to interact with terms	<ul style="list-style-type: none">● LEARNERS:<ul style="list-style-type: none">○ mimic aloud pronunciation of new vocabulary○ Provide a description of vocabulary in own words○ construct a picture, symbol, or graphic representation of vocabulary words○ engage in activities to practice words - peer discussions, individual activities, and teacher-led groups○ discuss words with others○ participate in vocabulary activities
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5. Teach students to infer word meaning from multiple contexts.

<ul style="list-style-type: none">● TEACHER:<ul style="list-style-type: none">○ explains the six different types of context clues (root word and affix, contrast, logic, definition, example or illustration, and grammar)○ gives students strategies and models (self questioning strategy, graphic organizers, and a methodical approach to seeking context clues)	<ul style="list-style-type: none">● LEARNERS:<ul style="list-style-type: none">○ identify root words and affixes, contrast, logic, definition, examples or illustrations, and parts of speech○ self-question, use graphic organizers, seek context clues
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6. Engage students in word work and spelling instruction.

<ul style="list-style-type: none">● TEACHER:<ul style="list-style-type: none">○ uses work samples and spelling inventories to determine students' stage of development○ groups students according to stage of development to target needs○ explicitly teaches spelling○ teaches spelling words not in isolation or for memorization but using understandings, patterns, and prior knowledge to help make decisions and form concepts about how to spell new words.○ provides opportunities to explore, organize, and ultimately detect spelling / phonics patterns.○ provides opportunities for regular, daily writing so that students can build internal dictionaries of correct words while writing authentically○ teaches commonly used words and how to generate/check plausible spellings of words, providing accessible tools for students to take ownership of writing	<ul style="list-style-type: none">● LEARNERS:<ul style="list-style-type: none">○ sort words into groups○ explain how words relate○ apply patterns of letters, syllables, word endings, prefixes, word roots, and suffixes to reading and writing○ apply knowledge of commonly used words along with readily-accessible tools (word wall, personal lists/dictionaries, age-appropriate editing checklists)○ use invented spelling when developmentally appropriate within writing○ check for correct spelling during editing process
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Table 10.7

RESEARCH-BASED PRACTICES FOR SECONDARY WORD STUDY INSTRUCTION	
1. Select words to teach.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ evaluates type of words and chooses words to teach for various purposes ○ teaches no more than 5-10 new words per week for mastery 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ notice vocabulary words in texts/contexts in and beyond the classroom
2. Teach word etymology.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ develops list of Greek and Latin prefixes, bases, and affixes upon which to focus at each grade level/class ○ explains how understanding word etymology helps unlock meaning of words ○ provides practice in identifying six different types of context clues (root word and affix, contrast, logic, definition, example or illustration, and grammar) 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ sort and categorize words according to affixes and bases and explain how words are related ○ predict meaning of text based upon word meanings ○ reflect on the value of learning word origins
3. Contextualize words.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides a context for new words when first introducing words, such as the text in which it appears or the topic of study ○ offers other examples of contexts in which the term may be used ○ engages students in analyzing and creating analogies with new words 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ identify contexts and create new contexts in which words could plausibly be used
4. Choose when to teach words from a text.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ preteaches only a few words prior to reading (only those that will hinder comprehension) with clarifications, brief definitions, or examples ○ teaches words for deep understanding after reading a text ○ create word families associated with particular ideas/concepts of subject areas 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ read with comprehension using context clues for unknown words and brief definitions from pre-taught words
5. Provide student-friendly definitions.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ accesses COBUILD Dictionary for student-friendly definitions or creates own ○ avoids requiring students to look up and copy definitions from a dictionary or glossary 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ create own definitions of words

6. Provide multiple opportunities (10-15) to actively process words for mastery.

- TEACHER:

- engages students in interacting with vocabulary terms using Frayer model, examples/non-examples; word associations; generating situations, contexts, and examples; word relationships; analogies; writing; drama; charades; sketching; puns; puzzles and games; semantic feature analysis; word sorts (open and closed); list, group, label; key idea, information, memory chain; probable passages; vocabulary hot seat
- creates word walls with words currently under study

- LEARNERS:

- record new words in Vocabulary Log/Notebook
- use own words to describe and define new words
- refer to Vocabulary Log/Notebook when reading or writing
- refer to word wall in reading and writing
- practice word meanings through various activities and games

7. Assess word knowledge in various ways depending upon desired outcomes.

- TEACHER:

- uses multiple choice, true/false, and fill in the blank for word identification or recognition
- uses open-ended questions to assess deep understanding and mastery
- requires students to use new vocabulary in their writing and speaking

- LEARNERS:

- demonstrate mastery of new words by using in reading, writing, and speaking

Table 10.8

RESEARCH-BASED PRACTICES FOR K-12 MEDIA FLUENCY INSTRUCTION	
1. Provide direct instruction on safe, secure, and appropriate online activities, including direct communication.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ explicitly instructs students how to maintain safety in online environments in each grade level ○ observes district code of conduct for acceptable use of computers and network 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ follow guidelines related to searching, collaborating, producing online content, and direct communications when using online resources
2. Use others' intellectual property ethically.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ observes and models adherence to copyright laws; can justify "fair use" of others' intellectual property ○ includes copyright or CC notices on own creations or attributions to sources used in creating course-related works 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ search for and use copyright-friendly resources for images, music, sound, and video ○ document sources properly on all work
3. Evaluate media for quality.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ evaluates digital materials (images, music, sound, and video) for quality using purpose, audience, critical criteria, and triangulation ○ presents course content utilizing a variety of media formats and provide choices for entry point 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ determine the purpose of media to decide if it aligns to learner's purpose and intended audience ○ evaluate digital materials for quality using critical criteria
4. Efficiently and effectively conduct searches for digital media.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ recognizes and articulates information needs for themselves and students ○ recognizes and articulates to students that information comes in a variety of packages (print, digital, video, human) ○ points students towards a variety of media resources for coursework ○ conducts digital searches on both the free web and in subscription database tools using advanced search limiters ○ conducts digital searches on tools beyond basic Google ○ utilizes Open Education Resources (OER) for locating lessons and related materials ○ curates high quality digital resources for learners to use in their courses and accesses resources from the school's online libraries ○ recognizes that searching is a process which may include restarting and revising 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ recognize when information beyond own knowledge base or experience is needed ○ conduct digital searches using advanced techniques ○ use the online library for digital searching ○ use a variety of resources including social media to identify valid and reliable sources of information

Table 10.9

RESEARCH-BASED PRACTICES FOR K-12 SPEAKING & LISTENING INSTRUCTION	
1. Provide explicit instruction in active listening skills.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides instruction on meaning, importance, and characteristics of active listening ○ models active listening when interacting with students 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ demonstrate active listening skills throughout teacher-led instruction and in group discussions
2. Engage students in small group discussions and collaborations.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ explicitly teaches collaboration skills ○ sets clear expectations for purpose, goal, and active participation of discussions/collaborations ○ models or uses "fishbowl" followed by debrief to guide student reflection 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ participate equally in group discussions ○ encourage others to participate ○ demonstrate compromise and conflict resolution
3. Design large group discussions which require equal participation.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ sets clear expectations for purpose, goal, and active participation in group discussions ○ models or uses "fishbowl" followed by debrief to guide reflection ○ encourages all students to participate equally 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ prepare for whole group discussions with notes, questions, etc. ○ participate equally in group discussions ○ encourage others to participate
4. Provide explicit instruction in presentation communication skills.	
<ul style="list-style-type: none"> ● TEACHER: <ul style="list-style-type: none"> ○ provides instruction on characteristics of effective presentation skills ○ uses part or all of KASD Presentation Rubric to assess students' presentations ○ engages students in self- and peer-evaluation 	<ul style="list-style-type: none"> ● LEARNERS: <ul style="list-style-type: none"> ○ make formal and informal presentations ○ reflect on presentations ○ set goals for improving presentation skills

ASSESSMENT

11. Common Rubrics

In order to reinforce common expectations for high quality work, the following rubrics were either co-developed or adopted for use by the district.

- [Grades 6-8 Argument Rubric](#)
- [Grades 6-8 Expository Rubric](#)
- [Grades 6-8 Narrative Rubric](#)

- [Grades 9-10 Writing Rubrics \(argumentative, informative, narrative\)](#)
- [Grades 11-12 Writing Rubrics \(argumentative, informative, narrative\)](#)

- [Gr 4-8 TDA Rubric](#)
- [G. 9-12 TDA Rubric](#)

- [AP Literature Literary Argument](#)
- [AP Literature Prose Fiction Analysis](#)
- [AP Literature Poetry Analysis](#)
- [AP Language Argument Analysis](#)
- [AP Language Rhetorical Analysis](#)
- [AP Language Synthesis Essay](#)

- [KASD Secondary Content Area Writing Rubric](#)

- [KASD Oral Presentations Rubric](#)

12. Common Assessments

Evaluation is an ongoing process. Various forms of assessment are used to provide feedback to students and teachers regarding student performance, curriculum, and instruction. The following are regularly employed:

Figure 12.1

Assessment Types

Benchmark Assessment...

- Used to determine if all students are achieving and progressing towards mastery of essential skills and standards throughout the school year
- Typically administered in the beginning, middle, and end of the year
- Target both general and specific skills
- Administered in a variety of formats
- Results are analyzed by building and district-level teams
- May also be used to evaluate the effectiveness of the curriculum
- Examples include:
 - STAR Early Literacy
 - STAR Reading
 - Fountas and Pinnell Benchmark Assessment

Formative Assessment...

- Refers to a process integrated into instruction and learning, rather than a particular kind of assessment
- Involves collecting evidence about how student learning is progressing during the course of instruction
- Provides teachers and students with feedback so that necessary instructional adjustments can be made to support learning
- Provides immediate and ongoing feedback to help students set goals and achieve them
- Examples include:
 - active engagement check-ins (i.e. response cards, white boards, think-pair-share)
 - exit tickets
 - analysis of student work based on rubrics and standards
 - journal entries
 - anecdotal record-keeping

Diagnostic Assessment...

- Provides in-depth information relative to a student's strengths and needs
- Is often used to individualize instruction as it pinpoints specific skill deficits and areas for enrichment
- May be used by teachers to differentiate instruction and by students in order to set personal goals for growth and achievement
- Examples include:
 - [Classroom Diagnostic Tools](#)

Summative Assessment ...

- Seeks to make an overall judgment of progress made at the end of a defined period of instruction
- Helps determine which students met learning targets and which did not
- Occurs at the end of a grade level, course, or unit
- May be administered at certain grades for purposes of state or local accountability
- Examples include:
 - unit tests, projects, speeches, essays, etc.
 - Midterms, final exams
 - state tests (PSSA, Keystone)

13. Assessment Maps

In order to make informed decisions about the impact of curriculum, instruction, assessment, and organization on student learning, various measures must be examined. As Bernhardt (2004) states,

Multiple measures must be considered and used to understand the multifaceted world of learning from the perspective of everyone involved. Using more than one method of assessment allows students to demonstrate their full range of abilities, and collecting data on multiple occasions provides students several opportunities to demonstrate their various abilities. (p. 20)

As such, the following Assessment Maps are developed and evaluated each year to monitor students' literacy development.

2019/20 Elementary Assessment Map

Table 13.1

Month	Assessment	Purpose	K	1	2	3	4	5
Aug./ Sept.	STAR 360 (early literacy, math, ELA)	(8/28-9/13) Beginning of Year Benchmark - determines students' instructional levels and mastery of standards	X	X	X	X	X	X
	Reading Inventory	Used to evaluate student progress in Read 180 program through reading level (Lexile score)					X	X
	AIMS Web	Used to monitor progress of students who are receiving Tiers 2 and 3 interventions	X	X	X	X		
Oct.	STAR 360 (reading)	(9/30-10/11) Mid-Trimester Benchmark - determines students' instructional levels and mastery of standards				X	X	X
	District TDA Writing Prompt	(10/28-11/8) Identify students' strengths and needs in reading, comprehending, analyzing, and writing about a grade level text.						X
Nov.	STAR 360 (early literacy, math, reading)	(10/28-11/12) Benchmark assessment - determines students' instructional levels and mastery of standards	X	X	X	X	X	X
	Fountas & Pinnell Benchmark	(10/28-11/12) Identify students' reading levels to allow for differentiation and guide book selection		X	X	X		
Jan.	STAR 360 (reading)	(1/1-1/15) Mid-Trimester Benchmark - determines students' instructional levels and standards mastery				X	X	X
	OLSAT	Screening assessment used along with other criteria to identify students for gifted program			X			
	AIMS Web	Used to monitor progress of students who are receiving Tiers 2 and 3 interventions	X	X	X	X		
Feb.	Fountas & Pinnell Benchmark	(2/10-2/26) Identify students' reading levels to allow for differentiation and guide book selection	X	X	X	X		
	STAR 360 (early literacy, math, reading)	(2/10-2/26) Benchmark assessment - determines students' instructional levels and mastery of standards	X	X	X	X	X	X
Mar.	District TDA Writing Prompt	(3/2-3/13) Identify students' strengths and needs in reading, comprehending, analyzing, and writing about a grade level text.					X	X
April	PSSA - Math/ELA	Math (4/27-5/1) & ELA (4/20-4/24) State assessment of PA Core Math & English Language Arts standards				X	X	X
May	PSSA - Science	(5/4-5/8) State assessment of Science standards					X	
	Fountas & Pinnell Benchmark	(5/7-5/22) Identify students' reading levels to allow for differentiation and guide book selection	X	X	X	X		
	STAR 360 (early literacy, math, reading)	(5/11-5/22) End of Year Benchmark - determines students' instructional levels and standards mastery	X	X	X	X	X	X
	Reading Inventory	Used to evaluate student progress in Read 180 program through reading level (Lexile score)					X	X
	AIMS Web	Used to monitor progress of students who are receiving Tiers 2 and 3 interventions	X	X	X	X		

2018/19 Middle School Assessment Map

Table 13.2

Month	Assessment	Purpose	6	7	8
August/ September	Reading Inventory	Used to evaluate student progress in Read 180 program through reading level (Lexile score)	X	X	X
	STAR 360 - Reading & Math	Benchmark assessment - determines students' instructional reading level and progress towards standards mastery	X	X	X
October	District TDA	(10/25-11/1) Identify students' strengths and needs in reading, comprehending, analyzing, and writing about a grade level text.	X	X	X
January	Reading Inventory	Used to evaluate student progress in Read 180 program through reading level (Lexile score)	X	X	X
	STAR 360 - Reading & Math	Benchmark assessment - determines students' instructional reading level and progress towards standards mastery	X	X	X
	Mid-Terms	Summative subject-based assessment - selected courses only		X	X
February	District TDA	(2/21-2/28) Identify students' strengths and needs in reading, comprehending, analyzing, and writing about a grade level text.	X	X	X
April-May	PSSA - Math, ELA, & Science	State assessment of math, English Language Arts, and Science (grade 8 only)	X	X	X
May	Orleans Hanna	Indicator of Algebra readiness for grade 8 math course determination		X	
	Keystone Exams	State assessment/graduation requirement (starting Class of 2020) in Literature (10th grade), Biology, and Algebra I			X
	Reading Inventory	Used to evaluate student progress in Read 180 program through reading level (Lexile score)	X	X	X
	STAR 360 - Reading & Math (tentative)	Benchmark assessment - determines students' instructional reading level and progress towards standards mastery	X	X	X
June	Final Exams	End of course subject-based summative assessment - selected courses		X	X

2019/20 High School Assessment Map

Table 13.3

Month	Assessment	Purpose	9	10	11	12
August/ September	Classroom Diagnostic Tools (CDTs)	(Bio 9/7-9/15; ELA 9/27-10/7) Diagnoses students' strengths/needs relative to expectations of grade level standards	X	X	X	
	STAR 360 - Reading	Benchmark assessment - determines students' instructional reading level and progress towards standards mastery	X			
October	PSAT	Determine college readiness, SAT predictor, National Merit Scholarship eligibility		X	X	
	District TDA Writing Prompt	Identify students' strengths and needs in reading, comprehending, analyzing, and writing about a grade level text.	X	X	X	X
	GAIN	Identify students at risk for academic, social, health, and behavior concerns.	X			
November	Nocti Pretest	Technical industry standard certification exam				X
January	Keystone Exams (1/7-1/18)	Retest of state assessment/graduation requirement	X	X	X	
	Classroom Diagnostic Tools (CDTs)	Diagnoses students' strengths/needs relative to expectations of grade level standards (Literature and Biology)	X	X	X	
	Mid-terms	Summative subject-based assessment - selected courses only	X	X	X	X
February	STAR 360 - Reading	Benchmark assessment - determines students' instructional reading level and progress towards standards mastery	X			
	District TDA	(2/21-2/28) Identify students' strengths and needs in reading, comprehending, analyzing, and writing about a grade level text.	X	X	X	X
March	Classroom Diagnostic Tools (CDTs)	Diagnoses students' strengths/needs relative to expectations of grade level standards (Literature and Biology)	X	X	X	
April				X		
May	AP Exams	Summative/college credit		X	X	X
	SAT/ACT	College admissions assessment - for college bound students			X	
	Keystone Exams (5/13-5/24)	State assessment/graduation requirement (starting class of 2022) for Literature, Biology, and Algebra I	X	X	X	X
	Nocti (CTE students)	Technical industry standard certification exam				X
June	Final Exams	End of course subject-based summative exam	X	X	X	X

ORGANIZATION

14. Opportunity to Learn (under construction)

A guaranteed and viable curriculum presumes an appropriate opportunity to learn, meaning that the curriculum can be taught and learned in the academic school year and in the time allotted in the school day. As such, the following guidelines are followed in instructional time.

Elementary	90 minutes/day for reading instruction (including word study) 40 minutes/day for writing instruction (including grammar)
Middle School	48 minutes/day for Reading class in grades 6 and 7 48 minutes/day for English Language Arts class in grades 6 and 7 40 minutes/day for Reading class in grade 8 40 minutes/day for English Language Arts class in grade 8
High School	45 minutes/day for English Language Arts in grades 9-12, 3/days per cycle 40 minutes/day for English Language Arts in grades 9-12, 3/days per cycle additional electives available

In addition to the scheduled literacy classes, students need to engage with text as readers, writers, listeners and speakers throughout the school day. As such, the following recommendations relative to literacy instruction will provide students with the best opportunity to develop the critical literacy skills needed:

- Frequency of reading: TBD
- Frequency of writing: TBD
- Quantity of writing students should produce: TBD
- Number of opportunities for students to present: TBD

15. RtII/MTSS

The Response to Instruction and Intervention/Multi-tiered System of Supports program for literacy is delivered through our Title I program in Grades K-5. Title I is a federal program designed to ensure equity of access to all students regardless of family income. While schools qualify for funding based upon the percentage of low income families in the district, support through the Title 1 program is provided to any student who demonstrates academic risk, regardless of family income.

Students in grades 1-3 are screened using the Fountas and Pinnell Benchmark Assessment and either the STAR Early Literacy or STAR Reading Assessment to identify those in need of additional support. In grades 4 and 5, performance on the previous year's PSSA and results of the STAR Reading Assessment are used to identify students in need of additional support. These benchmark screenings are repeated in the middle as well as the end of the year.

The first level of intervention is always at the classroom level (see below). Students are recommended for Tier 2 intervention through data analysis and discussion at team meetings if Tier 1 supports are not helping the student make adequate progress. Tier 2 interventions are provided by the reading specialist either through push-in or pull out instruction, and progress is monitored through bi-weekly probes using AIMSweb, Leveled

Literacy Intervention running records once a month, and classroom data. Interventions are changed if a student is still not making progress. If adequate improvement is not evidenced after six progress monitoring data probes, a student may be recommended for Tier 3 support with weekly progress monitoring. Likewise, as students respond to instruction positively, the supports are decreased until no longer needed.

Table 15.1
MTSS Tiers

Tier	Description
Tier 1	In-class supports and interventions such as, but not limited to the following: rereading, use of reading phones, reading aloud, listening to recordings of text, use of letter tiles, study cards, graphic organizers, computer-adaptive instruction, etc.
Tier 2	Reading specialist pushes in to the classroom to provide individualized/small group intervention or pulls students out for small group intervention for 150 minutes/week
Tier 3	Intensity of intervention is increased via smaller groups, increased instructional time, or both.

The following research-based programs are used for interventions at Tiers 2 and 3:

Table 15.2
Tiers 2 and 3 Reading Interventions

Program	Audience	Area(s) of Literacy/Focus
My Sidewalks	Kindergarten	Letter names and sounds; segmenting, blending, and integrating; word reading; and sentence reading
Heggerty	Grades K-1	Phonics and Phonemic Awareness
Sounds and Letters	Grades K-1	Phonics
Touch Phonics	Grades K-2	Phonics
Soar to Success	Grades 1 & 2	Comprehension
Read Naturally	Grades 1-5	Fluency, vocabulary, comprehension
Fountas & Pinnell Leveled Literacy Intervention	Grades K-5	Comprehension

If a student is not showing adequate progress, he/she may be referred for a Multi-disciplinary Evaluation. If a disability in reading is found, the following programs, targeted to the specific learning disability, may be employed.

Table 15.3

Special Education Reading Interventions

Program	Audience	Area(s) of Literacy/Focus
SRA	Kindergarten	Letter names and sounds; segmenting, blending, and integrating; word reading; and sentence reading
Wilson Reading	Grade 2	Word recognition, fluency, vocabulary, comprehension
Early Literacy Literacy Builder	Grades K-3	Word recognition
System 44	Grades 3-5	Foundational reading skills, including phonics and comprehension.
Read 180	Grades 4 & 5	Fluency, comprehension, vocabulary.

16. Professional Development

As noted by the Standards for Professional Learning from Learning Forward, professional development efforts are best when they are

- supported,
- sustained,
- connected to school and district goals,
- differentiated to meet educators' needs,
- evaluated on an ongoing basis, and
- result in evidence of application and improved student outcomes.

Professional development occurs in a myriad of ways in the District. A typical school year proceeds as follows:

2nd week of August - New Teacher Orientation (2 days)

3rd week of August - Opening Inservice Program (3 days)

Monthly (7x) - New Teacher Induction workshops

October - K-12 Inservice

PLC Meetings (half days) - four each school year

November (Tuesday before Thanksgiving) - Secondary Inservice (half day)

March - Secondary Inservices (2 half days)

In addition to these district-wide days, many additional formal and informal professional learning opportunities are provided via faculty meetings, elementary grade level PLCs, secondary department meetings, and professional literature study groups. To be exposed to outside perspectives, network with other professionals, and gain knowledge and skills directly from experts, educators may also attend selected off-site workshops and conferences as well as networking at the Berks County Intermediate Unit in job-alike groups. Funding for conferences is provided primarily through Title II Federal Programs.

17. Community Connections (under construction - coming 2020)

Literacy development does not begin in kindergarten nor does it end after the final school bell rings. Creating partnerships with community organizations and agencies will help us extend literacy to many aspects of our community. We will seek to partner with parents, businesses, and our neighbors. A few ideas are listed here:

- Organizations:
 - Library
 - University
 - Hospitals: Lehigh, Reading and Reading Birth Center
- Programs
 - [United Way/Ready, Set, Read](#)
 - [Teach Me to Learn](#)
 - [Raising a Reader](#)
 - [America Reads](#)
 - [Literacy for Life](#) materials for social media exposure
- Businesses
 - Highland Estates
 - City Cuts
 - FireFly Bookstore
- Outreach
 - Website
 - Blog
 - Twitter
 - Social media
 - Cougar Prints
- Target Audiences:
 - MOPS Groups
 - Parent Engagement (parent/child book clubs?)

Appendix A - Literacy Needs Assessment Survey

This Google survey was delivered in March, 2019 via email to all elementary teachers utilizing the Units of Study in Reading. Results were analyzed by the Literacy Framework team.

For the next seven (7) questions, please reflect on your use of and comfort/confidence with the various components/aspects of using Units of Study in the Reading Workshop. One (1) is "Least Comfortable" while four (4) is "Most Comfortable."

- Teaching the mini-lesson
- Implementing guided reading
- Implementing strategy groups
- Conferring with students
- Using the "If/Then" units
- Managing student behavior during workshop
- Gathering data for assessments/report cards

For the next five (5) questions, please reflect on the various forms of Professional Development offered this year. Rating is on a scale of 1-4 with one (1) being "Least Effective" and four (4) being "Most Effective." If you did not participate in a particular activity, please skip the question.

- Site visits
- Units of Study Networking Meetings at the BCIU
- Teacher-led PD sessions (in-service and before school)
- Peer observations
- Teachers College Facebook and Twitter

Overall, what is working well this year in using the Units of Study in Reading materials?

What additional materials, collaboration, or professional learning do you need to support your implementation of the Units of Study in Reading?

What concerns do you have moving forward with Units of Study in Reading?

The following survey was administered to all K-12 teachers in April, 2019. Results were analyzed by the Literacy Framework team and Act 48 Professional Development Committee.

ELEMENTARY QUESTIONS

Using the following scale, on average, which of the following best describes how much time students spend...

- 10 minutes/day
- 10-15 minutes/day
- 15-20 minutes/day
- 20-30 minutes/day
- 30+ minutes/day

...reading independently or with a partner in your class (during Reading Workshop)?

...writing in your class?

Which of these genres of writing do you teach and assess in your class? (Choose all that apply.)

- Narrative/fiction
- Poetry
- Informational
- Opinion
- Research
- Response to reading
- Other (please specify)

On a scale of 1-4, with 1 being Least Confident and 4 being Most Confident, please rate the degree to which you feel confident in your ability to do the following:

- Provide individualized feedback to each student on his/her writing
- Provide students with opportunities to publish their writing beyond the classroom
- Teach grammar within the context of writing and without worksheets
- Explicitly teach vocabulary using a research-based routine
- Choose words to teach that are from the context of students' reading as well as words related to topics of study

Briefly, how are you teaching and assessing writing?

Briefly, how are you currently teaching and assessing the conventions of written language?

Briefly, how are you currently teaching and assessing spelling?

SECONDARY QUESTIONS

Using the following scale, on average, which of the following best describes how much time/how often students...

- Daily
- Once a week
- 1-2 times per month
- 2-3 times per month
- Frequently
- Seldom
- Never

...read in your class?

...write a multi-draft paper for your class?

...conduct in-depth research for your class (not quick searches or fact-finding)?

What research tool(s) do your students use for in-depth research? (Check all that apply.)

- Google
- Library databases
- Websites I provide
- Books
- Interviews
- Other (please specify)

When students cite their resources, I require them to use...

- MLA
- APA
- URL only
- Title/author
- Other (please specify)

How many multi-draft papers do students write in your class each quarter?

- 0
- 1
- 2
- 3
- 4
- 5+

Using the following scale, on average, how often do students stand up and talk in front of the class or a live audience (formal or informal presentations)? Create a media product (audio, video, etc.) for your class?

- Daily
- 2-3 times per week
- 1-2 times per week
- 2-3 times per month
- Sometimes
- Seldom

On a scale of 1-4, with 1 being Least and 4 being Most, please rate the degree to which you feel confident in your ability to do the following. Select "N/A" if you have never used the strategy.

- Conduct think alouds to model reading strategies in my discipline
- Teach students how to analyze text
- Make instructional decisions regarding which texts to use with the "text-complexity triangle"
- Model and guide students in annotating texts using symbols and notes.
- Guide students in close reading

- Model and guide students in annotating digital texts
- Model and guide students in how to get meaning from digital texts
- Model and guide students in evaluating digital media

- Use writing-to-learn strategies to engage all students in making thinking visible
- Regularly provide students with choice in their writing (topic, audience, format)
- Deliver lessons to help students improve their writing
- Provide students with feedback on their writing prior to the final copy (before grading)
- Provide students with a rubric before grading (please follow link before answering)

- Guide students in using copyright free resources in their research
- Regularly devote instructional time to teaching vocabulary
- Teach students to use Greek and Latin roots to discover word meanings

- Conduct whole class discussions (such as a Socratic Seminar) in which all students participate and are engaged
- Facilitate small group discussions in which all students participate, are engaged, and stay on topic
- Model and assess students' use of active listening skills

What do you wish your students would do better as readers?

What do you wish your students would do better as writers?

Appendix B - References

(under construction)

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