WINTON WOODS
DEPARTMENT OF TEACHING AND LEARNING

Ensuring *all students* achieve their highest potential

Literacy K-12 FRAMEWORK

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Para asegurar que los estudiantes alcancen su maximo potencial *(Spanish)*
Nous voulons être sûr que les étudiants atteignons leur niveau le plus elevé *(French)*
Sabai bidyarthi haru le uniharuko uchhatam sambhaya pakka prapta garun *(Nepali)*
Min tabditina bikkoi makaranta fu hebi fu behapda fofai hajangirde *(Fulani)*

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Acknowledgements

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Introduction

The Department of Teaching & Learning offers professional guidance, support and resources to staff and stakeholders as we provide a quality education designed to meet the diverse needs of our learners from pre-kindergarten through grade twelve.

Winton Woods City Schools is committed to developing passionate readers, critical thinkers, effective communicators and literate individuals who can investigate the world, recognize the perspectives of others, take action within their community, and who will thrive in college and careers (ISSN Pillars). The district vision for high quality literacy instruction is articulated throughout this framework and serves as a guide for how the district plans to accomplish high quality teaching and learning for all students. Focused on Ohio's New Learning Standards (ONLS) in English/Language Arts, this document integrates Visible Learning, Formative Instructional Practices (FIP), shifts in the new standards, research-based instructional strategies, and intervention.

District Philosophy of Teaching and Learning in Literacy

Winton Woods teachers believe **effective teaching** ….
- Requires creating a culture of care and respect for all students, regardless of their individual differences.
- Establishes clear expectations, rules and procedures for all students.
- Provides explicit instruction and modeling for all students.
- Maintains instructional clarity in lesson planning and delivery.
- Utilizes higher-level thinking questions.
- Differentiates through re-teaching, acceleration and enrichment.

Winton Woods teachers believe **effective literacy assessment** ….
- Establishes and communicates rigorous success criteria.
- Pre-assesses students to determine what students already know and can do.
- Involves students in setting learning goals.
- Routinely checks for understanding and progress toward learning intentions.
- Involves a balanced approach with a variety of formal and informal assessment tools.
- Is aligned to standards/objectives/learning targets.
- Engages students in self-assessment of their work, what they learn and how they learn.
- Engages students in giving specific feedback to peers and to teachers.

Winton Woods teachers believe **effective literacy learning** is best supported by….
- Daily reading, writing, speaking, and listening, work to increase vocabulary, use of digital tools, and use of creative and critical thinking.
- Rigorous expectations.
- Engaging students in real-world learning experiences.
- Meaningful and engaging content.
- Consistent use of manipulatives, cooperative learning strategies, and technology .
- Utilizing modifications, differentiation and enrichments.

Winton Woods teachers believe **effective leadership** requires ….
- A clear vision and mission for literacy instruction.
- Modeling, coaching, supervision and support.
- Flexible structures, roles and functions that support instruction.
- Specific and timely feedback for teachers.
- Opportunities for collaboration, inquiry and reflection.
- Targeted professional development that supports instruction.
- Open and honest two-way communication between all stakeholders.
- Student first, data-driven decision making.

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Visible Learning

"Visible learning is teachers seeing learning through the eyes of their students, and students seeing themselves as their own teachers." Dr. John Hattie

Visible Teaching *"What teachers do matters." Dr. John Hattie*		
Influence	**Description**	**Effect Size**
Teacher Clarity	Organizing, explaining, providing examples, guided practice and assessment of student learning	0.75
Teacher-Student Relationships	Respecting what each student brings to school and allowing those unique experiences to be an integral part of the classroom	0.72
Teaching Strategies	Using a wide range of strategies that aim to meet the needs of all students	0.60
Direct Instruction	Clearly presenting learning intentions and success criteria to students; Modeling the learning; Checking for understanding; Providing closure	0.59
Mastery Learning	Small units of instruction; accompanied by specific feedback and corrective procedures	0.58
Classroom Cohesion	Sense that all are working, (teachers and students), toward positive learning gains.	0.53
Small-Group Learning	Assigning tasks to small groups of students with an expectation of cooperation and task completion	0.49
Questioning	Selecting and using questions that improve comprehension, learning and mastery of content	0.46

Visible Assessing *"Where are they going? How are they going? Where to next?" Dr. John Hattie*		
Influence	**Description**	**Effect Size**
Self-Reported Grades	Students' estimates of their own performance; self-assessment	1.44
Feedback	Students reporting to teachers what they know, what they understand, what misconceptions they have and when they are not engaged; Teachers acting on this feedback	0.73
Self-Verbalization/ Questioning	Students regulating their learning through verbalizing their learning process and questioning themselves about their understanding	0.64
Study Skills	Interventions that occur outside of the regular sequence of teaching; combined with regular instruction	0.59
Worked Examples	Examples that include a problem statement and the appropriate steps to the solution	0.57
Goals	Regulate action; natural link between student expectations of past and future performance	0.56
Peer Tutoring	Peers as co-teachers; Students as teachers	0.55
Self-Concept	Students interpreting information that they receive about their performance	0.43

Visible Learning		
"Busy work in the classrooms does not make the difference." Dr. John Hattie		
Influence	**Description**	**Effect Size**
Metacognitive Strategies	Thinking about thinking; higher order thinking; self-questioning	0.69
Problem-Solving Teaching	Defining/determining cause of the problem; prioritizing/selecting alternative solutions	0.61
Peer Tutoring	Peers as co-teachers; Students as teachers	0.55
Concentration/ Engagement	Mentally visualizing the processes and strategies necessary to complete a task; actively participating in the learning process	0.48
Cooperative Learning	Students collectively making and learning from errors; promotes achievement, interpersonal communication/relationships and social support	0.41

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Common Core: Shifts in ELA/Literacy Standards

Former state standards focused on student learning of isolated skills related to reading and writing. Ohio's New Learning Standards in ELA (Common Core State Standards) now expect students in each grade level to read books and passages that are more complex and to develop a deeper understanding of what they read, including demonstrating greater critical thinking and analytic skills *(Foundation for Excellence in Education)*.

For detailed information see: Implications for Students, Teachers, and Building Leadership

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ELA/Literacy Shift 1: Balancing Informational and Literary Text
Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world- science, social studies, the arts, and literature. At least 50% of what students read is informational.

ELA/Literacy Shift 2: Knowledge in the Disciplines
Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms-rather than referring to the text, they are expected to learn from what they read.

ELA/Literacy Shift 3: Staircase of Complexity
In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step' of growth on the "staircase". Students read the central, grade appropriate text around which the instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and apply appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

ELA/Literacy Shift 4: Text-Based Answers
Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

ELA/Literacy Shift 5: Writing from Sources
Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

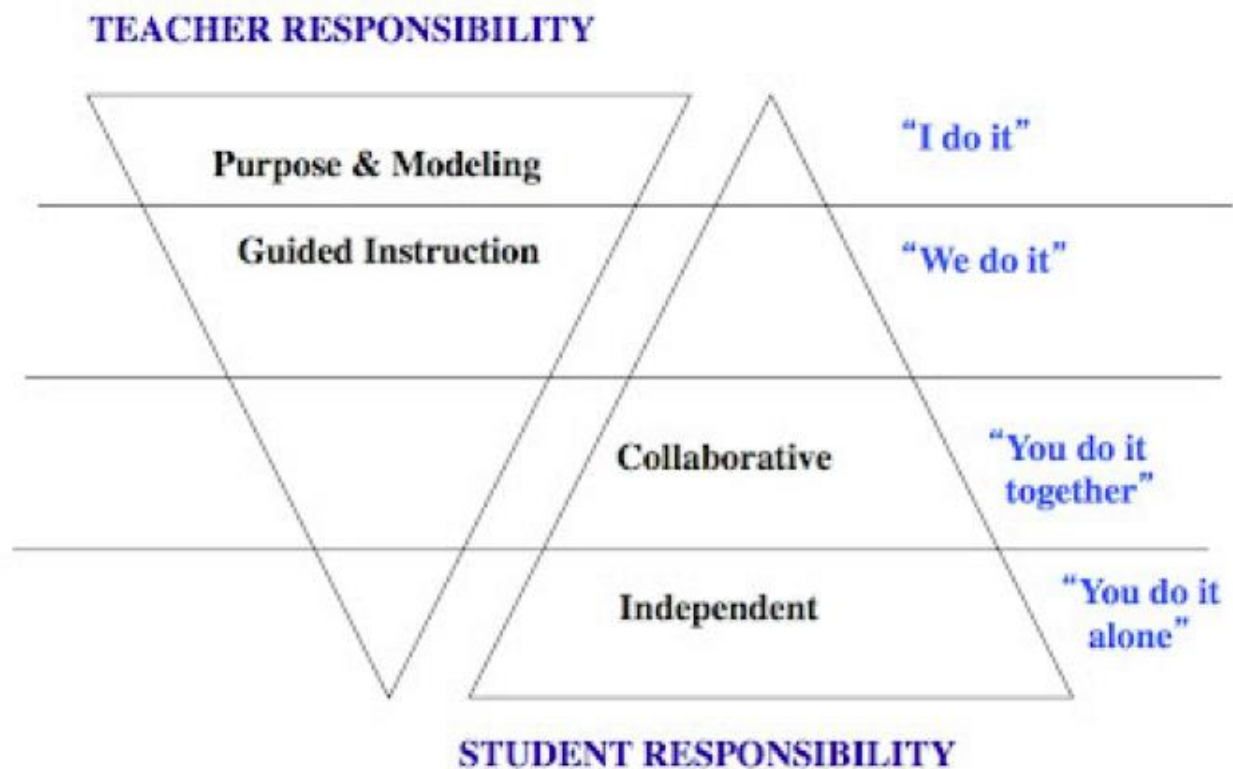
ELA/Literacy Shift 6: Academic Vocabulary
Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

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Gradual Release of Responsibility Model

In Winton Woods ELA elementary classrooms, a *Gradual Release of Responsibility Model* is used as the framework for instruction. Instruction is based on the following sequence:

- **Learning Target and Modeling** - The teacher explains the learning target of the lesson (skills or strategies) and demonstrates, models, and think-aloud the processes involved. The students observe.
- **Guided Instruction** – Students practice the skill or strategy. Teacher provides focused prompts and feedback.
- **Collaborative Learning** - Students work in small groups or partners to practice skills or strategies with peer support. Teacher provides prompts and feedback.
- **Independent Learning** - Students practice skills or strategies independently. Teacher observes and assesses learning.

TEACHER RESPONSIBILITY

Purpose & Modeling — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

Cooperative Learning Structures

Cooperative learning is a teaching strategy where small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the team is not only responsible for learning what is taught but also for helping teammates learn. Since students work through the assignment until all group members successfully understand and complete it, this teaching strategy creates an atmosphere of achievement (*NEA Researchers, Research Spotlight on Cooperative Learning*). Cooperative learning should be based on the following principles:

Positive Interdependence-*Does success of one benefit others? Is everyone's contribution necessary?*
What are teachers doing?
- Planning cooperative learning activities that allow for the work and needed materials to be divided among all team members
- Providing students with an incentive to help and support each other
- Encouraging positive interdependence by emphasizing success is measured by the achievement of the team, not any individual
- Creating heterogeneous groups that stay together for a length of time for cooperative learning purposes
- Establishing a sense of community among all students

What are students doing?
- All members of the group are working together toward a common goal.
- Every team member takes on a role.
- Establishing group identity, ie. group name, symbol, etc.
- Encouraging and tutoring team members/partners

Equal Participation-*How equal is participation?*
What are teachers doing?
- Explicitly teaching and reinforcing turn-taking methods that allow for each team member to get equal opportunity to respond and share ideas
- Providing think time for students in pairs or groups for those students that need more time to process and contribute thoughtful responses
- Assigning one student as gatekeeper to ensure all students get equal time

What are students doing?
- Using turn-taking strategies to share input
- Gathering thoughts, information to be prepared to give input
- Listening to other team members input and contributing their own input

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Individual Accountability-*Is individual, public performance required?*

What are teachers doing?
- Randomly selecting students to share out to the whole group based upon the interaction with partner or team in writing or verbally
- Giving individual grades based upon the individual student's contribution to the team meeting the common goal
- Allowing opportunities for students' paraphrasing another team member's response

What are students doing?
- Using a color coded system to represent individual contributions
- Following directions and meeting expectations to demonstrate individual learning
- Providing evidence of their learning with either written or verbal answers

Simultaneous Interaction-*What percentage of students are interacting at one time?*

What are teachers doing?
- Assigning team and pair work frequently
- Having students share with a partner instead of calling on one student to answer
- Having students present to each other instead of one at a time
- Providing multiple methods for responding, ie.kinesthetic symbols, cards, white boards, etc.
- Circulating the room to evaluate and coach student responses

What are students doing?
- Interacting with team members and/or partner
- Using turn-taking methods to either contribute or listen to team member/partner's contribution

Cooperative Structures
- Ideas for Cooperative Structures
- Kagan structures with descriptions

Instructional Resources
- Making Cooperative Learning Powerful

Components of Balanced Literacy Instruction

(each component listed below is hyperlinked to a detailed description - click for more information)
- Comprehension
- Fluency
- Phonemic Awareness, Phonics, and Spelling
- Word Recognition and High Frequency Words
- Vocabulary
- Writing
- Language
- Speaking and Listening
- Handwriting
- Technology

Comprehension

Comprehension is making meaning of the text through active engagement and use of comprehension strategies. Comprehension strategies include: analyzing, evaluating, applying, inferring, responding, visualizing, reflecting, questioning, monitoring, and activating schema.

Comprehension: Text Selection

Level – Teacher should choose a balance of texts that are at a student's instructional reading level and complex texts that are above the student's instructional reading level (and might be read aloud or with support). Text complexity must be aligned with the college and career readiness expectations for all students *(CCSS Appendix A, p. 8).*

Genre – A shift of Common Core places more instructional emphasis on informational text. Refer to the chart below for Common Core guidelines*.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: CCSS Key Design Consideration

*The percentage on the table reflects the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

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What Are Teachers Doing?

- <u>Modeling</u> - Through Think Alouds/Read Alouds, verbalizing comprehension strategy use while reading a selection orally to demonstrate how skilled readers construct meaning from complex texts
- <u>Engaging students</u> - Activating prior knowledge and prompting students to make connections
- <u>Questioning</u> - Using questioning techniques to guide students to actively think about Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas
- <u>Discussing</u> - Engaging students in planned and purposeful discussions
- <u>Creating visuals</u> - Creating visuals of "thinking" or "learning" (i.e., Anchor Charts) and to remind students of prior knowledge to be referred to as a reference for synthesis of ideas that have been taught

What Are Students Doing?

- <u>Actively engaging</u> - Reading and thinking deeply about texts (relying on comprehension strategies) and discussing interpretations of texts with peers and teacher; annotating texts to demonstrate active thinking while reading.
- <u>Discussing</u> - Engaging in meaningful collaborative conversations with peers whereby they make connections with their text, analyze characters, analyze plot, ask questions, make predictions, draw inferences, and further develop their thinking. E.g.:
    - Text-Based Conversation
    - Think-Pair-Share
    - Socratic Circles
    - Literature Circles/Book Club/Text Club
- <u>Creating visuals</u> - Creating visual representations that allow students to keep track of their thinking and new learning. These will look different depending upon the topic, the teacher, and the grade level. Students will often participate in the creation of the charts, and utilize the charts to assist them throughout the learning
- <u>Responding to reading</u> - Formulating opinions, inferring, drawing conclusions, evaluating text, connecting, and recalling. These responses can be shared with others in the classroom, or a global community to further develop their thinking. This can take place in traditional notebook form, online blogging, letters to teachers/peers, and visual representations.

Instructional Resources

- *ReadyGEN* Reading materials
- *Pearson Common Core Literature* Reading materials
- *Prentice Hall Literature* Reading materials
- [Comprehension Strategies and Thinking Stems](#) Guide

Assessments

- MAP/MPG
- *ReadyGEN* Unit Assessments
- Ongoing informal records of students' oral and written responses to reading

Fluency

Fluency is the integration of accurate reading with pausing, phrasing, intonation/rhythm, stress, and rate when reading to enhance comprehension of independent or instructional level text.

What Are Teachers Doing?

- Modeling fluent reading through shared reading, interactive read-alouds, and guided reading (with explicit instruction on the use of punctuation, phrasing, intonation, and other print conventions that promote fluency)
- Directing Repeated Readings (multiple readings of the same or several passages, poems, or books on the same reading level)
- Directing Paired Readings (partners reading to one another). Typically a more fluent student would be paired with a less fluent student
- Ensuring frequent and consistent, opportunities for students to read within their lexile level range, or independent A-Z reading level, monitoring reading level progress by conducting informal assessments (e.g. Running Records, Timed Readings, Fluency Rubrics)
- Ensuring students have access to a wide variety of reading materials at independent levels
- Audio recording students reading and providing feedback
- Monitoring the amount of daily reading

What Are Students Doing?

- Engaging in guided reading of instructional level text (K-3)
- Engaging in daily, independent reading activities multiple times a day
- Listening to modeled reading by teacher, peer, or audio/video
- Recording their reading and listening for improvement
- Participating in directed repeated readings of varied, familiar reading materials (including timed readings)
- Increasing the amount of text read
- Engaging in paired reading activities on their independent or instructional reading level
- Tracking amount of reading (e.g., books, pages, minutes)
- Reading poetry and songs, Reader's Theatre, choral readings

Instructional Resources

- Multidimensional Fluency Scales
- *ReadyGEN* Reading materials
- Fluency interventions

Assessments

- [Running records with timed oral reading](#)
- [Multi-dimensional fluency scales](#)

Phonemic Awareness, Phonics, and Spelling

In order to establish a systematic approach to *phonemic awareness, phonics, and spelling*, the following process should be utilized:

1. Assess what your students know about how words work by administering a spelling inventory/assessment ([Developmental Spelling Analysis, DSA*](#))
2. Analyze the data collected through the spelling inventory/assessment (DSA)
3. Utilize the spelling assessment results to form instructional groups and organize your class for small group instruction (this may or may not be a part of guided reading)
4. Provide differentiated instruction for the various groups based on DSA data
5. Provide differentiated independent practice opportunities for the various groups based on DSA data
6. Consistently monitor progress over time and determine if changes need to be made in groups or instructional plans need to be adjusted

Instruction should scaffold the introduction and practice of spelling patterns based, in part, on student developmental profiles. Students will recognize and implement common spelling patterns, letter sound correspondence, as well as spell grade appropriate words correctly. Conventional spelling is acquired on a gradual continuum of complexity, with upper elementary grades incorporating applied spelling procedures. *(*Grades K-2 ONLY; administered 2x a year)*

Phonemic Awareness

Phonemic awareness is the ability to hear, identify, and manipulate sounds (phonemes) in spoken words. It is a subset of phonological awareness which includes the ability to auditorily discriminate words, rhymes, syllables, and phonemes. Phonemic awareness does not involve print *([CCSS, Appendix A, pp. 18-20)](#)*.

<u>What Are Teachers Doing?</u>
Teachers are modeling and providing opportunities to practice phonemic awareness through meaningful classroom experiences, included in whole group, small group guided reading, and independent practice. The following skills are outlined in the CCSS (presented here in order of increasing level of difficulty):

- Syllable counting, blending, and segmenting
- Isolating sounds (Ex. What is the first sound in sun? /s/)
- Identifying and producing rhymes
- Segmenting sounds (Ex. Tell me the sounds in "*sun*" /s/ /u/ /n/.)
- Blending sounds (Ex. What word is this? /s/ /u/ /n/=sun)
- Deleting sounds (Ex. What is sun without the first sound? /un/)
- Substituting/manipulating sounds (Ex. Change the first sound in sun to a /b/=bun.)

What Are Students Doing?

Students are listening to and practicing these skills in whole group, small group, and/or individually by:

- Clapping and counting syllables in words
- Listening to poems, nursery rhymes, songs and identifying rhymes
- Producing rhymes
- Sorting pictures (by rhymes, syllables, sounds)
- Using manipulatives to segment sounds (Elkonin boxes, bingo chips, sound beads, etc.)
- Orally demonstrating proficiency in the isolation, substitution, deletion, and manipulation of sounds, rhyming, and syllables

Instructional Resources

- *ReadyGEN* Phonics

Assessments

- *ReadyGEN* K-2 Skills Assessments
- MPG Skills Assessments

Important Instructional Considerations

Phonemic Awareness is typically mastered by 2nd grade; however, students who are struggling in higher grades may need additional targeted instruction to build this skill set. Additional instruction may include targeted, small group instruction at the tiered levels. Time spent on teaching phonemic awareness can be up to 3 times weekly for 10-15 minutes in the primary grades. Time allotments in the elementary and intermediate levels will vary based on individual student need; however, the duration of phonemic awareness instruction should be brief.

Phonics & Spelling

Phonics is the understanding that there is a predictable relationship between the sounds (phonemes) of spoken language and the letters (graphemes) and spellings that represent those sounds in written language. In Grades K-3, students are learning letter/sound/patterns relationships to decode and spell words accurately. In Grade 4 and above, students are applying early phonics skills automatically and fluently to read grade level text and are applying spelling rules *(CCSS, Appendix A pp. 17-22)*. However, less fluent readers in grades 4 and above may need additional support at the Tiered levels.

What Are Teachers Doing?

Phonics skills follow a developmental progression. Teachers differentiate phonics and spelling instruction based on data from DSA and ongoing informal assessments. Within Winton Woods, our teachers instruct phonics skills based on Common Core Standards and the progression of phonics concepts as presented in the Winton Woods DSA, and aligned with *ReadyGEN* Phonics (K-2) or *ReadyGEN* Word Analysis (3-5). Teachers in K-2 instruct phonics skills using *ReadyGEN* Phonics and materials from *The Phonics Dance* (Dowd). Teachers in Grades 3 and above instruct students using *ReadyGEN* Phonics and Word Analysis resources. Phonics instruction is delivered, reinforced, and mastered through a variety of instructional practices:

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- Direct/Explicit Instruction: Teachers will deliver direct instruction (or model) to a whole group, small group or individual student in order to teach a phonics pattern.
- Guided Instruction: In small group word work and in guided reading of connected text, teachers use cues, prompts, strategic scaffolding, and questions to provide opportunities for students to apply phonics skills to read and write real words (not nonsense words). These lessons often include manipulatives, multisensory tools and interactive materials. More importantly, throughout the lesson, teachers are able to assess students' abilities as they monitor their work and provide feedback to individuals or groups.
- Word Work Activities: Students engage in meaningful opportunities to practice, reinforce, and strengthen their skills. These opportunities can occur with partners/small groups or independently, based on the needs of the students. A variety of activities could be used, such as: word sorts, use of manipulatives, making words and multisensory activities.

Throughout all of these instructional strategies, teachers are able to informally assess student learning in order to determine the ideal instructional plan for their students.

What Are Students Doing?

Students primarily work with words at their developmental level, progressing from the simplest to the most complex spelling patterns—beginning with representation of consonant and short vowel sounds and working through knowledge of affixes, root words and derivations, and word etymology (history). Students apply this knowledge to reading words in texts and spelling words in writing.

Instructional Resources

- *ReadyGEN* Phonics/Word Analysis Scope & Sequence - for use as a crosswalk from assessment data (DSA levels) to phonics and word analysis instruction (*ReadyGEN* lessons)
- *Phonics Dance*
- *ReadyGEN* Phonics and Word Analysis teacher resource
- Teacher created classroom word wall in Grades K-3 (displayed or portable; HFWs displayed in conjunction with words from phonics-based word lists for use as a spelling resource)

Assessments

- Developmental Spelling Assessment (DSA)-Grades K-2 ONLY
- MAP/MPG

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Word Recognition & High Frequency Words (HFW)

Skilled readers fluently and automatically decode words as they read. To build reading fluency, readers learn to read the most frequently appearing words in print automatically. Systematically researched high frequency sight word lists represent the most common words in English ranked in order of frequency (Fry). According to Fry's research:

- 25 words make up approximately ⅓ of all of the words found in publication
- 100 words comprise approximately ½ of all of the words found in publication
- 300 words make up approximately 65% of all of the words found in publication

Grade Level	Total Number of HFW by End of Year (cumulative)
K	50 (spell 25 of these words)
1	150 (read and spell)
2	250 (read and spell)
3	300 (read and spell)

What Are Teachers Doing?

Teachers differentiate instruction in high frequency words (HFWs) using the Winton Woods High Frequency Word Lists, which are based on a combination of Fry, Dolch, and Fountas & Pinnell word lists. The Winton Woods HFW Lists have been carefully ordered to reflect both the frequency of the words in print and the developmental progression of spelling patterns featured in words (where applicable). Teachers model reading and writing HFWs, guide student practice of reading and spelling HFWs in guided reading and writing, provide opportunities for independent practice (e.g., during centers, homework), and teach students how to use the classroom word wall as a resource for reading and writing HFWs.

What Are Students Doing?

Students read and write HFWs in guided reading, independent reading, centers-based activities, and writing instruction. Students consistently use the classroom word wall as a resource for reading and writing HFWs.

Instructional Resources

- Winton Woods High Frequency Word Lists
- Winton Woods High Frequency Word Cards
- Teacher created classroom word wall in grades K-3 (displayed or portable; HFWs displayed in conjunction with words from phonics-based word lists for use as a spelling resource)

Assessments

- Winton Woods High Frequency Assessment Forms

Important Instructional Considerations

Students above Grade 3 who have not mastered 1-300 will need additional support.

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Vocabulary

Vocabulary refers to both:

- Receptive vocabulary - understanding the meaning of words and the messages or descriptions the words convey; and
- Expressive language - the ability to use words in oral or written language to convey meanings.

Vocabulary instruction should be guided by relevancy, deliberation, and opportunity for mastery. Instruction should happen daily and is embedded across content areas, explicitly teaching domain specific words, word parts, and origins (etymologies).

There is an important distinction between purposeful instruction and ongoing student practice; both are critical components of vocabulary acquisition and mastery.

What Are Teachers Doing?

All teachers (language arts, content area, and specialists) have a shared responsibility in broadening students' acquisition of vocabulary.

Explicit instruction in the area of vocabulary is essential and includes explanation, modeling, and opportunities for practice. Effective vocabulary instruction involves *Marzano's Six Steps to Effective Vocabulary Instruction*:

- teacher introduction of word with personal reference
- students restate understanding in own words
- students create nonlinguistic representations
- students engage in activities to deepen understanding
- students discuss/use words with peers
- students play games to review

All teachers teach words in context, i.e., through word associations/word relationships:

- antonyms
- synonyms
- analogies
- root analysis, suffixes and prefixes
- metaphors
- figurative language, word nuances, denotation, connotation

Three Tiers of Words must be taken into consideration when planning (*CCSS Appendix A pp. 33-35*):

Tier One Words: High Frequency Words, the words of everyday speech
Tier Two Words: Academic Vocabulary is far more likely to appear in written texts, across many types of texts and content. They are highly generalizable.
Tier Three Words: Domain Specific Words are specific to a domain or content area and key to understanding a new concept within a text.

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What Are Students Doing?

Students purposefully interact with the vocabulary through a variety of methods:

- Creating non-linguistic representations—drawing and acting out words
- Utilizing a vocabulary notebook, key ring, journal, etc.
- Language games (synonyms/antonyms/analogies)
- Word sorts
- Enactive learning (Pantomime, "motion-vocab")
- Developing habits of checking environmental references (ex: word wall, thesaurus)
- Structured usage—deliberately targeting a word in spoken language (e.g., retelling a story), concept mapping (e.g., Frayer Model, semantic map), using new vocabulary in their writing
- Exploring multiple meanings
- Using the word in other contexts

Instructional Resources

- ReadyGEN Vocabulary
- Domain-specific vocabulary instruction in content areas
- Teacher and student created classroom word wall (displayed or portable) - Word walls focused on vocabulary represent word relationships (e.g., by concept, parts of speech, synonyms, root word and derivations, word meanings)

Assessments
- *ReadyGEN* Unit Assessments

Important Instructional Considerations
Word walls can be used in a variety of ways. The purpose of a vocabulary-focused word wall is to help students build relationships between word meanings and concepts. They are used as a live and interactive resource for readers and writers in the classroom. Words that are connected to the curriculum are added throughout the year, by teachers and students. Students refer to word walls to enrich expressive vocabulary use in writing and deepen understanding of receptive vocabulary in reading. (See Phonics and Spelling, and Word Recognition and HFWs for other word wall uses.)

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Writing

Writing is a form of communication that requires the ability to clearly convey ideas in an organized manner through written words. Students will write for a variety of purposes and audiences.

Written Products

CCSS takes a two-fold approach to written products:

1. Revised and published pieces written over an extended period of time using the writing process:

Narrative	Narrative writing tells a story of an experience, real or imagined. Narrative writing tells a story through plot sequence, the use of literary elements (e.g., character, setting, conflict/resolution) and sensory details to help the reader to feel that he/she is part of the experience.
Opinion/Argumentative	Opinion writing is making a claim and using supporting, logical and reasoned positions to change another's point of view, raise awareness or bring action from the reader.
Informative/ Explanatory/ Research report	Informative writing is used to increase the readers' knowledge of a subject, to help readers better understand a procedure or process. The writer needs to use supporting resources to gather information about the topic. The aim is to make the reader understand rather than to persuade them to accept a certain point of view. When conducting research on a topic, the writing should be a synthesis of new understanding based upon the research, extending students' thinking beyond summarizing primary sources.

Source: *CCSS Appendix A* and *CCSS Appendix C*

A key shift of Common Core places more instructional emphasis on informational text. Refer to the chart below for Common Core guidelines*.

Grade	Narrative	Opinion/Argumentative	Informative
4	35%	30%	35%
8	30%	35%	35%
12	20%	40%	40%

*The percentage on the table reflects the sum of student writing, not just writing in ELA settings. Teachers of senior English classes, for example, are not required to devote 40 percent of writing to argumentative texts. Rather, 40 percent of student writing across the grade should be argumentative.
Source: *CCSS Key Design Consideration*

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2. Routine writing over a shorter period of time within the context of a lesson, class period, or assignment:
- Writing to a prompt
- Answering open-ended questions
- Journaling
- Note-taking
- Recording or describing thoughts/ideas/observations, e.g., during a science experiment, in a math journal/notebook

Writing Process

All effective writing, even routine writing, is composed through the writing process. Products composed over longer periods of time spend more time in each stage of the writing process and often cycle back and forth through stages. Routine writing typically moves quickly through the writing process (e.g., in an email, the writer thinks about what he/she wants to say, then tries it out, rereads for clarity and fixes what needs to be fixed, and then clicks send).

- **Prewrite:** Generating and organizing ideas through the use of writer's notebooks, graphic organizers, sketching, etc.
- **Draft:** Writing your generated ideas in an order that makes sense.
- **Revise:** Reconsidering and modifying the focus, organization, development, language and vocabulary to ensure effective communication of the writer's ideas to the reader.
- **Edit:** Proofreading for conventions such as punctuation, grammar, spelling corrections, and omissions to prepare for publication.
- **Publish:** Communicating the written product to an audience.

What Are Teachers Doing?

Literacy instruction should include a planned, structured time for both explicit writing instruction and independent writing practice. Writing instruction, like reading instruction, is based on the model of Gradual Release of Responsibility, through which teachers support student writing by modeling, guiding practice, and providing time for independent practice.

Plan Instruction	● Map series of writing lessons that support students' as they work through the writing process to create a final product ● Create rubrics that clearly identify characteristics of quality writing, specific to the writing task

Model	● Guide students' analysis and critique of mentor texts (models of effective writing)
	● Demonstrate what good writers do at each step of the writing process:
	   ○ Prewriting
	   ○ Drafting
	   ○ Revising
	   ○ Editing
	   ○ Publishing, including uses of various technologies

Guide	● Confer with individuals and/or small groups of students during independent writing time, to support their writing throughout the writing process ● Provide opportunities for peer collaboration (e.g., group writing, peer revision and editing, peer evaluation)
Provide Independent Practice	● Establish time for students to freely write and apply the skills and strategies modeled in teacher-led instruction
Assess	● Collect formative assessment through conferencing and review of student work to adjust instruction ● Evaluate students' writing using rubric specific to the writing task

What Are Students Doing?

Students work both independently and collaboratively with peers and the teacher to create various forms of writing across the year. In their writing, they apply the skills and strategies taught during explicit instruction. Through the writing process, students:

- **Prewrite:** Generating and organizing ideas through the use of writer's notebooks, graphic organizers, sketching, etc.
- **Draft:** Writing your generated ideas in an order that makes sense.
- **Revise:** Reconsidering and modifying the focus, organization, development, language and vocabulary to ensure effective communication of the writer's ideas to the reader.
- **Edit:** Proofreading for conventions such as punctuation, grammar, spelling corrections, and omissions to prepare for publication.
- **Publish:** Communicating the written product to an audience, e.g., using word processing software, orally presenting to a group.

Instructional Resources

- *ReadyGEN* Writing
- *Pearson Common Core Literature* Reading materials
- *Prentice Hall Literature* Reading materials

Assessments

- K-5: *ReadyGEN* Writing Rubrics (Module PBA rubrics)
- 6-12: Teacher-created writing rubrics

Important Instructional Considerations

Students will also apply Language Standards and Foundational Skills Standards (grammar, spelling, mechanics, punctuation, etc.) to their writing. Students will use various forms of technology to collaborate, peer edit, increase audience, share writing, etc. Skills acquired in writing instruction will be applied in written responses in every area of the curriculum.

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Language

Having a command of Standard English language usage and grammar allows the writers' and/or speakers' message to be clearly understood and heard. When the message is written or spoken following Standard English grammar and language rules, the message can be effectively communicated to a diverse audience and appears polished, clear, and concise.

What Are Teachers Doing?

Teachers are instructing language in three main categories *(CCSS, Language Standards):*
- **Conventions of Standard English** - oral and written language patterns and rules.
  - Teachers teach grammar, parts of speech, and punctuation and capitalization, in the context of writing instruction to demonstrate how those components mesh together to create a message that is understood. However, grammar rules also need to be methodically and explicitly taught.
- **Knowledge of Language** - language function and use in different contexts and for different purposes.
  - Teachers teach how and when to use different forms of language for different purposes, contexts, and audiences, integrated in writing instruction and in support of oral language use in classroom discussions and presentations of ideas.
- **Vocabulary Acquisition and Use** (see Vocabulary)

What Are Students Doing?

Students continually learn grammar and language patterns and rules and practice revising and editing their writing to apply grammatical knowledge in their written work, as well as practice applying learned rules in orally presented work.

Instructional Resources
- *ReadyGEN* Writing
- *Pearson Common Core Literature* Reading materials
- *Prentice Hall Literature* Reading materials

Assessments
- *ReadyGEN* Writing Rubrics (Module PBA rubrics)
- Teacher-created writing rubrics
- Teacher-created rubrics for oral presentation

Handwriting and Keyboarding

Automaticity in forming letters and words (whether in print or digitally) frees students to write their ideas close to the speed of thought. Thus, fluent and automatic print letter formation and keyboarding build writing fluency.

Handwriting

Handwriting instruction involves teaching the manuscript (print) alphabet. Forming the vertical and horizontal lines (top to bottom, left to right) of the alphabet helps students look carefully at the letters to build decoding fluency in beginning reading, and writing fluency in beginning writing.

What Are Teachers Doing?

Teachers in Grades K and 1 explicitly model and guide student practice of proper upper- and lowercase letter formation, forming letters from top to bottom and left to right.

Kindergarten	Explicit instruction of uppercase and lowercase letter formation
Grade 1	Review of uppercase and lowercase Student mastery of uppercase and lowercase letter formation
Grades 2 and up	Review of letter formation as needed for small groups or individuals

What Are Students Doing?

Regular practice of handwriting is embedded in small group word work and writing instruction.

Instructional Resources

- *ReadyGEN* Writing Conventions
- *LetterSchool* app on tablets

Assessments

- Informal assessment of live writing (in real time) during small group word work

Keyboarding

Keyboarding instruction involves teaching hand and finger placement, symbol locations on the keyboard, and basic keyboarding functions and short-cuts.

What Are Teachers Doing?

Teachers provide experiences and opportunities to experiment with and use keyboards to operate applications and write.

What Are Students Doing?

Students will write frequently using digital technologies. Students will work toward keyboarding fluency across grades K-12.

Instructional Resources: https://www.graphite.org/game/dance-mat-typing

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Speaking and Listening

Students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner as a speaker and a listener. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. *(Common Core Speaking and Listening Anchor Standards)*

What Are Teachers Doing?

WWCS teachers will naturally embed and model the following speaking and listening instructional practices:

- Ways to gather and articulate one's thoughts
- How to actively listen to speakers
- Methods for giving constructive feedback
- How to support an argument with logical reasoning
- Ways to ask open ended questions and questions for a specific purpose
- Ways to correctly engage in an exchange of ideas, opinions and information

A suggested mnemonic for teaching the mechanics of good speaking skills is P.V. LEGS:

Poise: Appear calm and confident.

Voice: Make every word heard.

Life: Put passion into your voice.

Eye contact: Visually engage each listener.

Gestures: Make motions match your words.

Speed: Adjust your pace for a powerful performance. (Palmer, 2011)

What Are Students Doing?

Students are engaging in the learning process through multiple experiences that require speaking and listening skills. Students' will apply these skills in a variety of settings including whole group, small group, partners, and individual. Students will:

- Discern between contextually different types of speaking and adjust according to audience and purpose
- Practice and master the cultural semantics of English spoken language to prepare them for success in the workplace and social domain
- Prepare for presentations and present information to an audience
- Present ideas both orally and visually
- Respond to oral presentations with thoughtful questions and/or appropriate feedback
- Demonstrate active listening skills

Instructional Resources

- *ReadyGEN* Teacher Resource discussion routines
- *Pearson Common Core Literature* Reading materials
- *Prentice Hall Literature* Reading materials

Technology

Technology is a language and literacy tool. The use of technology in the classroom involves varied experiences with multiple digital media that are integrated in instruction in literacy and the content areas, propelling students forward in the 21st century.

What Are Teachers Doing?
- Demonstrate knowledge, skills, and understanding of concepts related to technology
- Integrate uses of technology in instructional activities that address content standards and student technology standards
- Promote, support, and model creative and innovative thinking through technology
- Apply technology to support the diverse needs of learners
- Use digital media to communicate and collaborate with peers, families, and the larger community to support student learning (*ISTE Standards for Teachers*)

What Are Students Doing?
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Communicate and collaborate using digital media
- Apply digital tools to gather, evaluate, and use information
- Use critical thinking to plan and conduct research, manage projects, solve problems, and make informed decisions using digital tools and resources (*ISTE Standards for Students*)

Instructional Resources
- Google Apps for Education & Training Modules
- *International Society for Technology in Education Standards for Students* (ISTE)
- *International Society for Technology in Education Standards for Teachers* (ISTE)
- *CCSS Introduction*
- *CCSS Writing Standards 6, 8*

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Instructional Formats

Whole Group Reading Instruction

In whole group reading instruction, the emphasis is teaching and supporting reading comprehension with grade level texts aligned to Common Core Standards for Literary and Informational Text. In Winton Woods, teachers use a close reading model to teach reading comprehension of complex texts.

Small Group Reading Instruction

Grades K-3

In Winton Woods, teachers use guided reading as an instructional model for small group reading for <u>Grades K-3 for students reading at levels A-L</u> (Lexiles below 400). (For students reading above this range, see section for Grades 4-6).

Features of our guided reading model:

- Each group lasts **15-20 minutes**
- **Small, ability-grouped** instruction
- Students read **instructional level text**
- **Ongoing informal assessment** - students are informally assessed weekly using <u>running records</u> to monitor instructional level and error patterns
- **Flexible grouping** - students are regrouped according to informal assessment data on an ongoing basis to maintain focus on reading instructional level text
- **New text** or new portion of text is read in each group meeting, for almost all groups (Exception: very beginning readers who cannot yet read a text independently after word work, book introduction, teaching point, modeling, etc. These groups might follow a 2 day framework.)
- Teacher's role is to listen and **guide student** reading processes *during* reading
- Instruction and guidance is based on **analysis of errors** in running records
- **For grades K-2:** Teachers meet with each group at or below grade level 4-5 times a week, and with each group above grade level 1-3 times a week.
- **For grade 3**: Teachers meet with each group reading below grade level 2 days a week, and with each group at or above grade level 1 day a week.

Lesson components: (See <u>Fountas & Pinnell, 2012; Iaquinta, 2006; Reading Recovery; Schwartz, 2005)</u>

- **Word work** (phonics/spelling based, sight words, and/or vocabulary from text; varies by text & developmental level, based on students' needs)
- Explicit, purposeful **teaching points**
- **Familiar reading** (rereading a previously read text)
- **Building background** knowledge before reading new text or portion of text
- **Reading practice** (all students reading entire text or designated portion, *all students reading entire reading practice time, no round robin or popcorn reading*)

- **Guidance** of reading processes using prompts and questioning during the reading, e.g., a prompt for strategy use to decode an unknown word; a question that requires the reader to apply a comprehension strategy
- **Discussion** of the text
- Collection of (1) **running record** to informally assess reading during the lesson
- Writing (usually as a follow-up; optional)

Sample guided reading lesson plan templates by reading level:

- Winton Woods K Guided Reading Template <A
- Winton Woods K-3 Guided Reading Template Levels A-C
- Winton Woods K-3 Guided Reading Template Levels D-E
- Winton Woods K-3 Guided Reading Template Levels F-H
- Winton Woods K-3 Guided Reading Template Levels I-K
- Winton Woods K-3 Guided Reading Template Level L

Grades 4-6

In Grades 4-6 the focus of small group instruction is strengthening students' reading fluency and comprehension of grade level text.

Instructional resources:

- *ReadyGEN* Scaffolded Instruction for Small Group

Writing Instruction

In whole group writing instruction, teachers model and guide analysis of model (mentor) texts, model the writing process and writing strategies through their own modeled writing, and explicitly teach conventions.

During student independent practice of writing, teachers confer 1-1 and with small groups of students to guide their progress toward pre-established learning targets communicated in rubrics.

Lesson Planning

All Winton Woods literacy lesson plans include at least the following four components:

1. **Learning target**(s) - what the student will be able to do as a result of the lesson. At times, learning targets may be an entire standard; however, often learning targets are smaller requisite parts of a standard.
2. **Standard**(s) - CCSS aligned with the learning target(s).
3. **Activity/Procedure** - what the teacher and student will do to achieve the learning target.
4. **Evidence of student learning** - how the teacher and student will monitor progress toward or achievement of the learning target.

K-6 Scope and Sequence

K-5 - *ReadyGEN* Scope and Sequence

Allocated Instructional Times

Kindergarten - Minimum 150 minutes

Planning Resources

- *ReadyGEN* Planning Resources wiki page
  - *ReadyGEN* Pacing Guide
  - K Sample Class Schedule
  - K Sample Lesson Plan Tool

Grades 1-2 - Minimum 150 minutes

Planning Resources

- *ReadyGEN* Planning Resources wiki page
  - *ReadyGEN* Pacing Guide
  - Gr. 1-2 Sample Class Schedule
  - Gr. 1-2 Sample Lesson Plan Tool

Grades 3-4 - Minimum 120 minutes

Planning Resources

- *ReadyGEN* Planning Resources wiki page
  - *ReadyGEN* Pacing Guide
  - Gr. 3 Sample Class Schedule
  - Gr. 3 Sample Lesson Plan Tool

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Grades 5-6 - Minimum 90 minutes

Planning Resources

- *ReadyGEN* Planning Resources wiki page
  - *ReadyGEN* Pacing Guide
  - Gr. 4-6 Sample Class Schedule
  - Gr. 4-6 Sample Lesson Plan Tool

Daily Instruction and Lesson Planning 7-12

Setting Expectations

Teacher introduces the central question for the text, associated vocabulary and established learning expectations for the unit.

What is the teacher doing?
- Introducing guiding question (big idea) for the unit
- Introducing academic vocabulary that is associated with the text
- Clearly communicating learning intentions and success criteria for students
- Facilitating the Close Reading Workshop
- Modeling close reading strategies for students

What is the student doing?
- Participating in academic discussions about the text
- Conducting research associated with the text
- Making connections between guiding question and the text
- Reading, discussing, researching and writing about text
  - With teacher support
  - In small group structures
  - Independently

Text Analysis (Core Instruction Part I)

Teacher guides student exploration of text sets across genres.

What is the teacher doing?
- Providing multiple texts within one specific genre
- Facilitating discussions specific to text analysis
- Scaffolding instruction for those students needing additional support

What is the student doing?
- Exploring multiple texts within a genre
- Drawing comparisons between texts within a genre
- Reading, discussing, researching and writing about text

Text Set (Core Instruction Part II)

What is the teacher doing?
● Prompting students through the use of higher level thinking questions
● Providing opportunities for students to interact with text (whole group, small group and independently)

What is the student doing?
● Closely Reading text sets within a range of genres and levels of complexity
● Responding to text dependent questions without scaffolded text support
● Researching and writing in response to text without scaffolded text support

Demonstrating Independence
Students interact with text independently.

What is the teacher doing?
● Monitoring and assessing student performance
● Providing targeted feedback to guide student performance

What is the student doing?
● Reading extended texts independently
● Applying literacy skills and strategies to their readings

7-12 Instructional Model		
Suggested Times	**Instructional Components**	**Pearson Common Core Literature Reading Prentice Hall Literature Reading**
Day 1 Teacher Led	Setting Expectations	Intro/Review Set expectations for the lesson Exposure to Academic Vocabulary Close Reading Questioning Informal Assessments
Day 2 Teacher-Led	Text Analysis	Close Reading Analyze the text Reinforce Academic Vocabulary Class Discussion Make Connections Informal Assessments
Day 3 & 4 Student Centered	Text Set Exploration	Close Reading Analyze the text Reinforce Academic Vocabulary Class Discussion Making connections Respond to text (oral and written) Formal Assessments
Day 4 & 5 Student Centered	Independent Practice	Research, Read, Write and Respond to text without support (or minimal support) Formal Assessments

Tiered Levels of Intervention for K-6

Tier 1 Core Instruction for All Students			
Instructional Resource	*ReadyGEN* Core Curriculum Components	**Resource Description**	**Appropriate Use**
		ReadyGEN Unit Scope and Sequence	Classroom Teacher ● Implements as outlined in the district Instructional Frameworks resources ● Required curriculum for all students.

Tier 2 Additional support to students to scaffold core instruction within the Language Arts setting.			
Instructional Resource	*ReadyGEN* Scaffolded Instruction for Small Group	**Resource Description**	**Appropriate Use**
		Strategic supports for lesson components. This resource is included within the teacher guide.	Classroom Teacher/Specialists/Title ● Implements on an "as needed" basis ● Provides scaffolding for a specific component of the lesson. ● Response to formative instruction ● Ideal for small groups but can be used whole group as well
	ReadyGEN Scaffolded Strategies Handbook	Provides support at the module level for all learners. This resource works in tandem with the *ReadyGEN* teacher's guide and is an additional scaffold to the lesson (reading and writing).	Classroom Teacher/Specialists/Title ● Provides scaffolding for students struggling with the complexity of the overall reading and writing. ● Bridges the gap of comprehending the grade level text. ● Ideal for small groups of students. ● Writing scaffolds are ideal for small groups of writers to develop foundational writing skills for each of the types of writing: Opinion,

			Informative/Explanatory, Narrative
	iLit	Research-based intervention program designed to help students gain 2 or more years of growth in one year. Instruction is based on gradual release model. Available to grades 4-10.	Specialist/Title ● Implementation should occur daily. ● Ideal for larger group of students with below grade level comprehension. ● Emphasis of instruction is on comprehension, close reading, leveled questioning, and response to reading.

Tier 3 **Intensive, targeted support to students in addition to core instruction.**			
Instructional Resources		Resource Description	Appropriate Use
	LLI (Leveled Literacy Intervention)	Small-group, supplementary literacy intervention designed for small-group guided reading and writing instruction for the lowest achieving students at their grade level. Phonics based program with exposure to literature. Recommended for grade 3 and below.	Specialist ● Implementation should occur 4 days a week. ● Ideal for small groups of up to 4 students with fluency and literal comprehension goals. ● Emphasis of instruction is on phonics, fluency, and literal comprehension.
	Soar to Success	A research-based reading intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help students in grades 3-8 accelerate their reading growth.	Specialist ● Implementation should occur 5 days a week, 30 minutes a day. ● Ideal for small groups of students with higher level reading standard goals. ● Emphasis of instruction is on vocabulary, close reading, and higher-level questioning to increase comprehension. ● Repeated readings are also incorporated for fluency building.

Instructional Coaching Roles and Responsibilities

Thematic Goal:

Align teachers' instructional practices to district initiatives, including Formative Instructional Practices, research-based instructional strategies, and Ohio's New Learning Standards. Instructional coaches provide teachers with job-embedded professional development.

Roles and Responsibilities:

1. Provide technical assistance with the implementation of Standards Based Instruction which should include mentoring, coaching, modeling, providing demonstrations, co-teaching, and planning to ensure Standards Based Instruction is occurring in every classroom.
   - Specifically, build relationships through work with teachers and teacher teams during team meetings and one-on-one in the development and implementation of rigorous lessons based on Ohio's New Learning Standards.

2. Educate and assist schools, including teachers and principals, in the understanding and interpretation of the Ohio New Learning Standards.
   - Specifically, plan, provide and support professional development based on district initiatives.

3. Maintain open and transparent communication with Teaching & Learning, Principals, Team Leaders/ Facilitators, and teacher teams.
   - Specifically, provide ongoing *non-evaluative* feedback to school personnel on progress and areas needing improvement based on data and instructional practices.

4. Other- including, but not limited to:
   - Create and maintain resources, data, and records of teaching, learning, and coaching;
   - Create, locate, and/or refine instructional and curricular resources for teachers and students;
   - Analyze assessment data for instructional planning;
   - Maintain records of coaching work;
   - Provide support for classroom management, routines, and procedures.

5. Other duties as assigned by district leadership.

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Collaborative Coaching Plan

Teacher Name	
Grade Level/ Building	
Date	

Coaching Goals	Time Frame/ Planning Session/ Observation Session	Measureable Outcome
1.		
2.		

Immediate Action Steps to Support Goals	Long Term Action Steps to Support Goals	Additional Action Steps Responsive to Preconference, Coaching Session, Observation, Post Conference
1.		
2.		

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Thank You

Thank you to all Winton Woods City Schools Language Arts Teachers K-12 who provided feedback through online surveys, emails, professional development opportunities, and formal and informal discussions used to create this district literacy framework.

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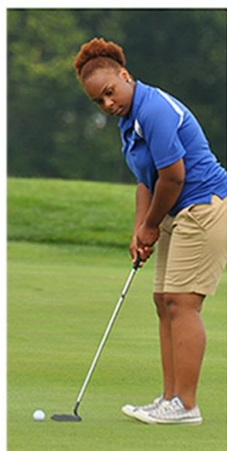
EVERY STUDENT, EVERY DAY

WINTON WOODS
CITY SCHOOL DISTRICT

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