HUSD Literacy Plan

Acknowledgments

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Approach to Literacy

Literacy is a civil right. Every student has the right to become a skilled and proficient reader, able to critically approach and engage with complex text. HUSD's commitment to educational equity compels us to ensure literacy for *all* students as the key lever for access to full participation in community, college, careers, and civic life. Our approach aligns with the California Comprehensive State Literacy Plan and the California ELA/ELD Framework. We prioritize reading development through the grade levels and across content areas within the context of inclusive content that represents the diverse identities of our school district and responsive learning environments that emphasize continuous academic, social, and emotional development.

Currently, many efforts are in place to approach literacy. The various approaches have resulted in spots of success. As our data indicates, if Literacy is a Civil Right then we are compelled to do better for our students. Therefore, HUSD is moving forward with plans to shift toward the science of reading with evidence-based efforts using culturally and linguistically responsive teaching practices and instructional materials.

We commit to improving literacy outcomes for HUSD students. Our goal is to build our knowledge and understanding as a school district and adopt evidence-based practices that will ensure intentional literacy instruction leading to the greatest opportunity for all students to become skilled, proficient, thoughtful readers.

To this end, we adopt an approach to literacy instruction that honors, respects, and includes students, teachers, and families. Our evidence-based approach to literacy instruction will improve literacy outcomes for all students and provide opportunities for our continued growth as a learning community.

Mission and Vision

Hayward Unified School District's vision for literacy is for all learners to develop the knowledge and skills to become skilled, proficient, thoughtful readers, writers and communicators who are prepared to fully participate in a global society. As Hayward educators, we believe that a commitment to equity means we carry the charge to know our students as full human beings and to provide the space and instruction for students to reach their innate, unique potential.

We acknowledge that as our students enter school, they bring with them language, literacies, and cultural heritage. We strive to build upon all the experiences they bring to the classroom and provide them with the instruction needed to continue to grow as independent and collaborative learners.

The Data: Why a Shift is Necessary

Across the nation, reading scores have remained largely stagnant for decades, with large numbers of students reading below proficiency. In 2019, 35% of U.S. fourth graders and 34% of eighth graders scored at or above reading proficiency on the National Assessment of Educational Progress (NAEP)*. Unfortunately, HUSD English Language Arts data yields similar results. The information below identifies cohorts of students as they progressed through the grades from 2019 to 2021. As the table indicates, HUSD students scored near the national averages for reading at or above proficiency on the 2018/19 California Assessment of Student Performance and Progress (CAASPP). The percentage of students performing at or above proficiency further declined after the learning interruption caused by the COVID 19 pandemic, as evidenced by the 2021 Inspect local assessment data.

ELA Outcomes Comparison
CAASPP 2018/ 2019 and INSPECT 2020/2021 (year of Distance Learning)

Students Performing AT or ABOVE Proficiency by Cohorts

Students' Grade in 2019	CAASPP	Students' Grade in 2021	INSPECT**
3rd	**33%**	5th	**21%**
4th	**33%**	6th	**7%**
5th	**39%**	7th	**24%**
6th	**38%**	8th	**18%**
8th	**36%**	10th	**12%**

*NAEP achievement levels are performance standards that describe what students should know and be able to do. Results are reported as percentages of students performing at or above three achievement levels (NAEP Basic, NAEP Proficient, and NAEP Advanced). Students performing at or above the NAEP Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the NAEP Proficient achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments).

**In 2021, no state assessments were given due to COVID 19 year of distance learning. Instead, INSPECT, a local assessment, was administered.
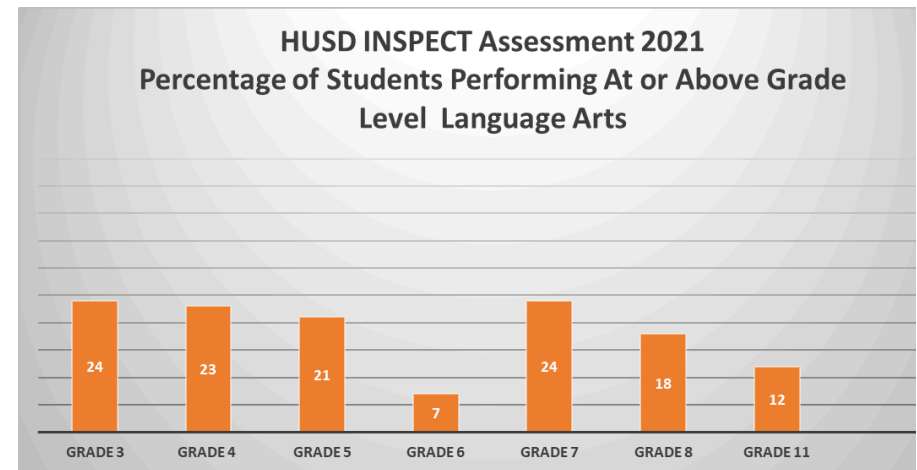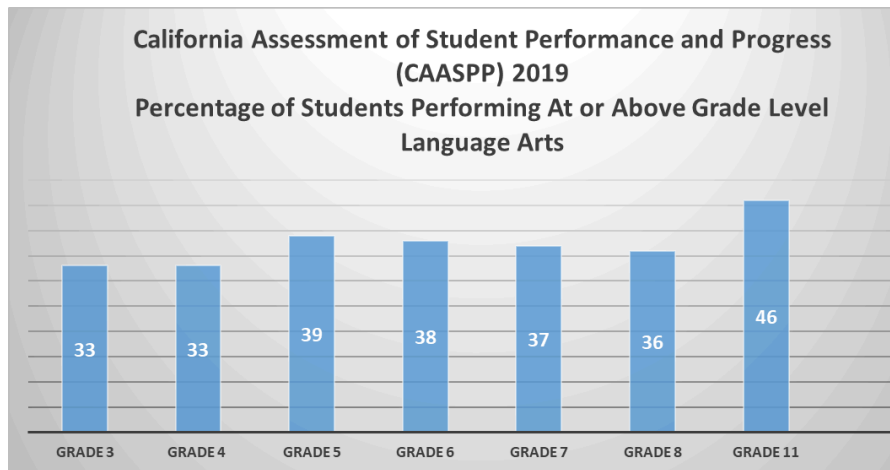
2018-2019 CAASPP DATA

Designation category labels are attributed as reported on the State of CA Department of Education Data Reporting Website

2018-19 CAASPP DATA (disaggregated below)

- CA-Hayward and Neighboring Districts

- English Language Learners

- Disability Status

- Economic Status

- Race and Ethnicity

- Home Status

2017-2019 CAASPP ELA Data by Grade Level; 2017-2019 CAASPP ELA DATA **3rd Grade** by Subgroup (and the importance of the 3rd grade focus)

2021 INSPECT DATA

FULL 2021 INSPECT DATA (disaggregated below)

- Grade Level, Ethnicity, and Subgroups

HUSD student data reflects the urgent need for a shift toward evidence-based practices that establish greatest opportunities for all students to learn to read. Current pockets of success are not representative of the majority of students. The decision to shift toward evidence-based practices as outlined by current reading science aligns with our commitment to anti-racist, anti-bias education. This shift ensures explicit and systematic teaching of reading to all students, early identification of reading challenges and possible future reading difficulties, how to address these issues, and the development of effective supports to meet students where they are and move them forward as readers.

ELEMENTARY

Literacy Commitment - Elementary (K-6) (bookmarks to be added)

In HUSD, we are committed to developing skilled, critical, thoughtful readers who love to read and engage in lifelong learning through reading experiences. Our approach to elementary literacy is guided by our prioritization of evidence-based practices leading to improved learning outcomes for all. We emphasize the pillars of reading: phonemic awareness, phonics, fluency, vocabulary development, comprehension, along with the inclusion of writing, and developing oral language in daily practice. We recognize that literacy instruction and learning is not "one size fits all," and that students require differentiated levels of learning support throughout their elementary learning years. We also recognize that English Learners require and deserve full access to literacy and biliteracy education within our school system, and we commit to providing the learning environments and necessary support to lead them on the pathways to literacy success.

Our approach to literacy provides opportunities to grow our understanding of evidence-based reading instruction that addresses the needs of all learners, supports students through Multi-tiered Systems of Support (MTSS), and increases literacy outcomes for all students. In the elementary grades, to achieve literacy equity and ensure every child has opportunity to develop as a skilled and proficient life-long lover of reading, we focus on the following priorities as adopted from the [California Comprehensive State Literacy Plan](#):

- Build teacher capacity and supports to provide high quality core literacy instruction to all students, including best first instruction in foundational literacy skills

- Build capacity for effective literacy and comprehensive English language development for English Learners/Multilingual Learners, and opportunities to develop biliteracy and primary language instruction whenever possible

- Build capacity to support students struggling with reading, including but not limited to students with dyslexia and other learning differences

- Increase sustainable high-quality professional learning systems, including literacy coaching models

- Increase asset-based teaching in schools, including culturally and linguistically responsive and sustaining pedagogies

Current Practices and New Pathways

Currently, teachers in HUSD use a variety of instructional strategies and materials to teach the Common Core Standards in English Language Arts and Spanish Language Arts. A prevalent approach across the district has been Balanced Literacy, for which different schools and teachers have received different degrees of professional development. Balanced Literacy is an instructional orientation that supports the development of reading and writing by emphasizing multiple reading opportunities and exposure to a variety of literature and literary experiences. Literacy skills are developed through a reader and writer workshop model which often includes instructional components such as mini-lessons in reading and writing, guided reading, shared reading, independent reading, shared writing and independent writing.

While some students have become proficient readers and writers using this approach in our district and around the country, a growing number of educators are becoming acquainted with research that suggests that there are adjustments that can be made in our practices in teaching reading which will support a greater number of students to become skilled readers and writers.

Whereas multiple pathways align with the 5 pillars of literacy instruction as defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary development, comprehension, as well as the inclusion of writing, and developing oral language in daily practice, we are compelled to revise our mental models (our internalized structure or framework that drives our unconscious decision-making) in service of transformative change. Our challenge lies in harnessing the energy and courage required to make commitments to the intentional shifts to evidence based practices that will lead to different and better reading outcomes for our students.

Examples of **Shifts in Instructional Practices** that are most likely to positively impact more students' growth in reading are listed below.

Shifts to Support Improved Literacy Instruction For ALL Students	
Common Practices to Reconsider	Instructional Shifts
Overlooking the role of listening comprehension in reading comprehension.	Treat oral language development and building background knowledge as essential ingredients for comprehension.
Taking a "bit-of-this-and-a-bit-of-that" approach to phonemic awareness.	Commit to intentional, systematic phonemic awareness instruction.
Settling for a leave-too-much-to-chance approach to phonics instruction.	Explicitly and systematically teach the secrets of how to crack the written code.
Taking a "just-have-to-memorize-them" approach to teaching high-frequency words.	Create opportunities for children to "pull apart" the phonemes in high-priority words and match each one to the grapheme(s) that represent them.
Treating decoding as a strategy of last resort.	Prioritize print as a strategy of first resort for word solving, using meaning and structure to cross-check.
Over-relying on predictable texts to get kids quickly up and reading.	Thoughtfully select or create texts with the decoding opportunities students need to practice.

Adapted from Burkins, Jan & Yates, Kari. Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom. Portsmouth, New Hampshire, Stenhouse Publishers, 2021.

Why Evidence-Based Shifts are Essential for Improving Student Reading Outcomes

A vast, inter-disciplinary body of knowledge, often referred to as the Science of Reading, offers key understandings about reading development that many educators may not have been taught in teacher credentialing or professional development programs. Some of these key understandings include the following:

- Reading is not natural and most learners need explicit instruction. Research informs us that

    - 5-10% of children learn to read effortlessly

    - 35% of children learn to read relatively easy with broad instruction; and explicit instruction for spelling and writing likely needed

    - 40-45% of children require code-based, systematic, and explicit instruction to learn to read, spell, and write proficiently

    - 10-15% of children require code-based, systematic, explicit, intensive instruction and frequent repetition to learn to read, read, spell and write

- Some students will acquire the neural pathways for learning to read and write more easily, but others will require extensive differentiated practice to build these same reading circuits.

- To achieve reading comprehension, both word recognition and language comprehension are required.

    - The product of word recognition and learning comprehension leading to skilled reading comprehension is commonly referred to as The Simple View of Reading. (See image on next page.)

- The Simple View of Reading (Gough and Tunmer, 1986; pictured below), emphasizes two co-equal components. Reading comprehension is viewed as the product of **word recognition** (the ability to lift words off the page) and **language comprehension** (sufficient vocabulary, background knowledge, and knowledge of language and literacy to understand what one is reading) .

The Simple View of Reading

Word Recognition X Language Comprehension = Reading Comprehension

Gough and Tunmer, 1986

Students need both word reading skills and content knowledge in order to become proficient readers. If either of the two factors is deficient, reading comprehension suffers.

Neither word recognition nor language comprehension alone is enough: each component is necessary to achieve reading comprehension, which is the ultimate goal of all reading.

- All students benefit from instruction that is **explicit** and **systematic** in both word recognition and language comprehension, albeit in different doses. For most students, this type of structured instruction is **essential**.

- ○ Scarborough's Reading Rope (2001), pictured below , examines the complex cognitive and language skills involved in skilled reading, represented as strands of a rope.

Language Comprehension

| Background Knowledge
| Vocabulary Knowledge
| Language Structures
| Verbal Reasoning
| Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

| Phonological Awareness
| Decoding (and Spelling)
| Sight Recognition

Increasingly Automatic
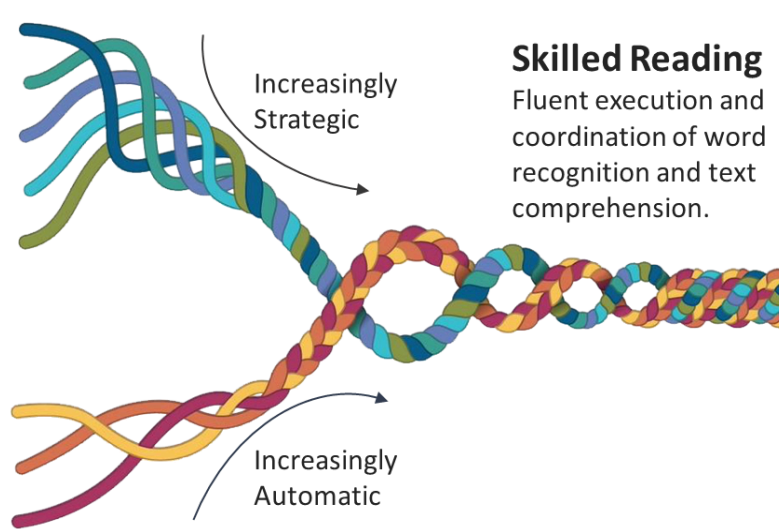
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

- Quality core instruction (Tier 1 of Multi Tiered System of Support or MTSS) includes differentiated assessment: universal screening, diagnostic, progress monitoring and summative/outcome assessments are utilized to identify strengths and needs and to inform instruction.

- Prevention and early intervention for striving readers are more effective and less costly (in human and financial terms) than waiting until later to remediate.

- Students learning to read in their second language need to form the same reading circuits in the brain and will also benefit from explicit and systematic instruction. However, English Learners/Multilingual Learners may require and will greatly benefit from additional support to accelerate their progress, with particular attention paid to oral language development.

- The progress of students who are learning to read in their primary language and English can be accelerated with explicit instruction emphasizing cross-linguistic transfer and students will enjoy cognitive benefits from bilingualism/multilingualism.

- Valuing the linguistic backgrounds of our students as assets is a critical component of our approach.

- Students learn best when they feel safe, valued and empowered.

- Prioritizing effective, efficient teaching requires training, collaboration, and coaching for teachers to strengthen their practice.

- Reading and writing are reciprocal processes, and skills in both are strengthened when instruction capitalizes on connections between decoding and encoding, and connections between language comprehension and expression.

A common misconception of the evidence-based practices and the body of research that is commonly referred to as the Science of Reading is that it is "all phonics." This is an unfortunate misconception. As the Simple View of Reading and Scarborough's Reading Rope (above) demonstrate, BOTH word reading (automaticity) and language comprehension are essential factors to reading comprehension.

As stated previously, neither word recognition nor language comprehension alone is enough: each component, on its own, is necessary but not sufficient to achieve reading comprehension, which is the ultimate goal of all reading.

Supporting English Learners During the Literacy Block

Students who are English Learners and Multilingual Learners are learning a new language while also learning to read in a new language. Whereas they require the same foundational skills as native English speakers, adjustments must be made in order for them to fully access, participate in, and benefit from literacy learning. We honor their languages, literacies, and cultural heritages by bringing forward and making connections to their backgrounds and cultures within the learning environment.

Instruction on the upper part of Scarborough's Reading Rope is particularly essential and presents varying levels of complexity for English Learners. The lower part of the rope is no less important; however we must pay considerable attention to the development of language comprehension:

> When we think specifically about the models associated with the Science of Reading, such as Scarborough's rope, it's important to note that word recognition is the part of the rope that is nearly universal, in terms of learning to read. But the upper part of the rope, including background and vocabulary, is more complex for multilingual learners — this part of the rope is where adjustments need to be made and additional attention needs to be paid. Of course, that's not to say that the bottom part of the rope won't present challenges for multilingual learners. Phonics varies in different languages. But all of these elements of the rope weave together and are dependent on one another. For an English-speaking student, when they finally decode "dog", they know what a dog is! This word represents this concept. For an English Learner [whose native language is Spanish], they can decode the word, they can say it, but if they don't know that "dog" means "perro", that decoding work hasn't done anything for their comprehension. Adjustments such as visuals are critical.

2021, Echevarria, *How to Teach English Learners Based on the Science of Reading*, McGraw Hill

The table below provides a Sample K-2 Literacy Block with suggested time allotments and instructional components aligned with our currently adopted curriculum. Benchmark Language Arts times are approximate and activities may fluctuate. The sample provided is for instructional support only and will not be used for evaluative purposes.

SAMPLE Window into a K-2 Elementary Classroom Literacy Block - Instructional Lens of Equity, Access, and Inclusion	
Language Arts lessons align with the HUSD Instructional Framework. Lessons include implementation of multisensory learning, SEL practices, and culturally and linguistically responsive content and practices.	
The day begins with a welcome and community building such as a morning meeting or community circle.	
Daily Priority: Designated English Language Development and Academic Language Development 30 min (K) ; 45 min (1-2)	
Benchmark Phonics* (**replaces the Phonics section of Benchmark Advance/Adelante*) **Build Knowledge and Vocabulary** (10 min) Shared reading: Modeling fluency; Rereading to build fluency; Text Talk; Reinforcing Print Concepts; My Reading And Writing Notebook: drawing and writing **Integrating Focus Skills** (15-20 min) Phonological Awareness: Phoneme Isolation/Segmentation/Blending Phonics: Sound/Spelling Correspondence; Blending and Building Words; Spelling and Dictation; Reading Decodables and Ongoing Practice High Frequency Word instructional routine and practice **Small Group and Independent Practice** (acceleration and remediation) (15-20 min) **Handwriting** Write sentences, write legibly, use familiar sound spelling patterns and learned high-frequency words **Benchmark Advance/Adelante** **Interactive Read-Aloud of complex, culturally and linguistically rich text** (10-15 min) Provides opportunities for every student to expand background knowledge, experience age-appropriate and grade-appropriate text, and learn a variety of ways to think deeply and use academic language to discuss text. **Shared Reading** (10-15 min) Multiple skills and strategies: Reading with students to engage in discussions about components of text **Reading Mini Lessons / Shared Writing Mini-Lessons** (30-40 min) Engage thinking, hold collaborative conversations, and write together and independently *Sample Outlines:* A Week of Benchmark in K-2 A Benchmark Unit-At-A-Glance	**Sample Learning Targets/Practices** **Learn new words** Recognize distinguishing features of text; Read orally to build fluency **Focus skill Instruction** begins with phonological awareness. Practice includes spiral review as well as challenge and enrichment: Decode regularly spelled words; Print legibly; Isolate and produce focus sounds; Learn new high frequency words **Small-group instruction** provides daily paths for acceleration and remediation. Language transfer supports are included to provide information on sound/phonics transfers between English and other languages. **Model metacognitive strategies** (think out loud as a reader) for reading and comprehending text **Identify** components of text, **Engage** in collaborative conversations, learn reading strategies: Mentor Read Aloud Big Book (K-1) Texts for Close Reading (Gr 2) **Know and use** text structures, **write** a variety of genres, recall information, use appropriate language structures.
Please Note: The sample provided is for instructional support only and will not be used for evaluative purposes.	

The table below provides a Sample 3-6 Literacy Block with suggested time allotments and instructional components aligned with our currently adopted curriculum. Benchmark Language Arts times are approximate and activities may fluctuate. The sample provided is for instructional support only and will not be used for evaluative purposes.

SAMPLE Window into a 3-6 Elementary Classroom Literacy Block - Instructional Lens of Equity, Access, and Inclusion Language Arts lessons align with the HUSD Instructional Framework. Lessons include implementation of multisensory learning, SEL practices, and culturally and linguistically responsive content and practices.	
The day begins with a welcome and community building such as a morning meeting or community circle	
Daily Priority: Designated English Language Development and Academic Language Development (45 min)	
Benchmark Advance/Adelante Each unit begins with an essential question, statement of objectives, links prior knowledge, and a multimedia experience, and conversations. Within the lesson are multiple opportunities for scaffolding and student support including Language Transfer support ideas.	
Whole Group	**Small Group** (20-30 min)
Interactive Read-Aloud of complex, culturally and linguistically rich text (15-20 min) **Reading Mini-Lesson** (15-20 min) ● Close Read of Complex Text ○ Short readings /Extended readings ○ Skill/Strategy Focus ● Guided practice ● Application **Writing Mini-Lesson** (15-20 min) ● Engage thinking ● Analyze the prompt ● Student-to-Student Engagement and Sharing ● Writing **Word Study** (10 min) **Lesson Reflection and Wrap-Up** (10 min)	**Independent and Collaborative Learning Times provide opportunities for students to engage in a variety of learning activities including the following:** - Close reads of text - Small-Group texts for reteaching strategies and skills - Independent Writing - Reinforce Word Study Skills and spelling - Building Fluency/Accelerating Reading - Answer Questions Using Text Evidence - Read Independently - Connect Across Disciplines with Inquiry Projects - Build and Reflect the unit's Essential Question - Intervention
Please Note: The sample window provided is for instructional support only and will not be used for evaluative purposes.	

The table below provides a Sample Designated English Language Development block with suggested instructional components aligned with our currently adopted curriculum. Activities will fluctuate. The sample provided is for instructional support only and will not be used for evaluative purposes.

SAMPLE Window into Literacy: K-6 [Designated English Language Development](#) (ELD) **Elementary Classrooms** **Instructional Lens of Equity, Access, and Inclusion**
ELD lessons align with the HUSD Instruction framework and include implementation of multisensory learning, SEL practices, and culturally and linguistically responsive content and practices. The Designated ELD Block correlates with the corresponding Benchmark curriculum unit. Lesson components include (but are not limited to) the suggestions below.

Grades K-6	
Kindergarten: 30 minutes; Grades 1-2: 45 minutes	**Grades 3-6: 45 minutes**
- Welcome and Community Builder - Engage thinking with multimedia, realia, and Student-to Student talk - Read-Aloud, Listen, and View - Focus on language part or skill - Oral and written language practice Weekly engagement with text includes the following cycle: - Mentor Read mini-lesson - Shared Reading mini-lesson - Use Language mini-lesson Program is differentiated for emerging, expanding, and bridging learners.	- Welcome and Community Builder - Engage thinking with multimedia, realia, and student-to-student talk - Close reading and vocabulary building - Focus on Language or Skill - Oral and written language practice Weekly engagement with text includes the following cycle: - Short read Mini-Lesson - Language Mini-Lesson - Word Study Mini-Lesson Program is differentiated for emerging, expanding, and bridging learners
Lessons provide opportunities for **every student** to expand background knowledge, experience age-appropriate and grade-appropriate text, and learn a variety of ways to think deeply and use academic language to discuss text.	
Please Note: The sample window provided here is for instructional support only and will not be used for evaluative purposes.	

The table below provides a Sample K-6 ALD Block. These instructional components are aligned with our currently adopted Benchmark Language Arts curriculum. These activities may fluctuate. The sample provided is for instructional support only and will not be used for evaluative purposes.

SAMPLE Window into Literacy: K-6 Academic Language Development (ALD)
Instructional Lens of Equity, Access, and Inclusion
ALD lessons align with the HUSD Instructional Framework and include implementation of multisensory learning, SEL practices, and culturally and linguistically responsive content and practices. The ALD Block content can correlate with the corresponding Benchmark curriculum unit.
The instructional period begins with a welcome and community building such as a morning meeting or community circle.
Academic Language Development 30 min (K) ; 45 min (1-2)

Read- Aloud Handbook **(K-2)** Read-Aloud Handbook supports teachers to model and guide students practice with metacognitive strategies. Through application of metacognitive strategies in the classroom, students think about thinking and develop as readers. **(3-6)** Extends content knowledge beyond the selections in texts for close reading units inclusive of a range of genres and texts types Metacognitive strategies are modeled daily (ask questions, visualize, determine importance, make predictions/inferences,synthesize, Use Fix up /monitoring strategies) **Use of Leveled Reader Texts for Connections to Unit Topics** **Whole Group** First Read • Preview/make predictions, set purpose, collaborative conversations/reading mini-lesson Close read • Select closing read lessons options • Model finding text evidence • Guided and Independent Practice Extend Meaning • Build language, vocabulary, and comprehension **Independent Learning** • Reading, Writing, Speaking and Listening	**Sample Learning Targets** Shared reading/interactive read alouds are introduced and build knowledge and vocabulary - Learn new words - Recognize distinguishing features of text - Read orally to build fluency - Extends content knowledge of unit topic Model metacognitive strategies (think out loud as a reader) for reading and comprehending text Provide opportunities for **every student** to expand background knowledge, experience age-appropriate and grade-appropriate text, and learn a variety of ways to think deeply and use academic language to discuss text. Sample Benchmark Lesson Plan (Grade 3)

Please Note: The sample window provided here provides options and is for instructional support only and will not be used for evaluative purposes. **Multiple opportunities exist for flexibility and teacher choice.**

The information below provides guidance for the Staggered Reading time block. These activities may fluctuate. The information provided is for instructional support only and will not be used for evaluative purposes.

Integrating Staggered Reading and the Literacy Block: Instructional Lens of Equity, Access, and Inclusion
The instructional period begins with a welcome and an opportunity for students to make connections with the teacher and with one another.
Staggered Reading 30 min (Kindergarten) ; 50 min (Grades 1-3)

During Staggered Reading sessions, approximately half of the students in an individual classroom arrive at the regular admission time for 30 minutes (Grades TK/K) or 50 minutes (Grades 1-3) of targeted literacy instruction. At the end of this time, the later group arrives. The early arrival group is dismissed 30/50 minutes prior to regular school dismissal. Teachers in grades K-3 have the option to stagger reading.

Splitting an entire class into one group of "low" readers and one group of "high" readers is considered "tracking" and is not legal. *The United States Congress has enacted civil rights laws that protect individuals from discrimination… Title VI prohibits discrimination on the basis of race, color, or national origin in the assignment of students to schools or classes. It also* ***prohibits discrimination in ability grouping or tracking students.*** *Early and Later groups should be* ***"mixed ability"*** *groupings.*

Instruction During Staggered Reading:
- Standards based Literacy development (reading, writing, speaking, and listening). Instruction is connected to the core curriculum.

- Whole group and/or small group differentiated instruction

- Systematic phonics, phonemic and phonological awareness, fluency, vocabulary, and comprehension, differentiated to meet the students needs

- Small group instruction focused on literacy development, while other students are engaged in independent literacy activities—independent reading, partner reading, center work, writing workshop (independent writing-- engaged in print)

- Individual targeted literacy instruction based on evidence gathered through formative assessments, classroom observations, anecdotal records, classwork, etc.

- Staggered Reading differs from intervention; however, a teacher can pull small groups within this timeframe for targeted instruction.

  Sample Schedule for the Staggered Reading Classroom

  State of CA Required Instructional Minutes

Reminder: The information provided here is for instructional support only and will not be used for evaluative purposes.

STEAM Integration in the Literacy Block

Integrating STEAM in the Literacy Block: Instructional Lens of Equity, Access, and Inclusion:
Benchmark curricular unit topics are similarly aligned across grades levels K-6providing many opportunities for STEAM Integration. Unit openers, Designated English Language Development (ELD) and Academic Language Development (ALD) blocks are optimal opportunities for integrating Science, Social Studies, Art, and other STEAM related content.

SCIENCE

Connect science investigations to Benchmark mini-lessons with hands' on experiences, writing observations, using text to answer questions, making claims, and backing up with evidence. Use Science to generate interest in the topic, encourage thinking and questioning, and to read and write about a topic. Encourage students' curiosity and love of reading as they pose questions, read to learn, and love to read because they want to learn.

ART

Using the Essential Question:

Provide opportunities for investigation with art and literature through the Essential Question at the opening of each unit which aligns with the new California Arts Standards. Connect the essential question to other STEAM activities and projects that connect and can continue across the unit.

Use of Leveled Readers

Leveled readers (see ALD window) provide multiple opportunities for reading informational text leading to integration of social studies, science, art, and more.

Reader's Theater;

Connect with the California Arts Standards for Theater: Integrate Language Arts, Acting/Theater, Art, Social Studies, and Culturally Responsive Teaching as students act out culturally affirming texts.

ONLINE ACCESS

Students have full access to their Benchmark materials online as well as other educational programs including Reading A-Z, IXL Personal Learning Hub, and Britannica School, and texts through CommonLit. (Teacher and student access through district Clever account)

Resources:

CA Art Standards " *..move beyond simple illustration of academic subject matter to one that develops deeper understanding of subjects and how they go together as a whole"* (Marshall, 2019).

NGSS Science Standards: Kinder   1st Grade   2nd Grade   3rd Grade   4th Grade   5th Grade   6th Grade

Mystery Science/ Benchmark Alignment for each grade: Kinder   1st Grade   2nd Grade   3rd Grade   4th Grade   5th Grade

Equity, Access, and Inclusion: Accommodating and Supporting Students with IEPs and 504s throughout the Literacy Block

Create safe, respectful, and engaging culturally and linguistically responsive learning environments for all students. When students do not feel safe, they cannot learn.
- build a classroom culture that values difference
- Model inclusive language and behavior
- Support students with learning about each other and how individual differences can be valued and appreciated
- Role play situations that make students students feel included, and situations that may cause hurt one another
- Create an atmosphere of zero tolerance for bullying of any kind

Get to know students as individuals.

Become familiar with students' Individualized Education Plans and 504 Accommodation Plans.

Build partnerships between the general education classroom teacher and students' special education teachers and collaborate regularly.

Provide striving readers (formerly called struggling readers) with direct, explicit, instruction in phonemic awareness and word identification strategies as well as implicit instruction focusing on context and meaning.

Provide ongoing opportunities for practice.

Learn and understand how students' learning disabilities impact learning (what inspires and stimulates one child may cause another to shut down).

Know that learning disabilities are not the same. During the literacy block educators may encounter students with disabilities that affect the following literacy components:
- Oral language (listening and speaking)
- Decoding
- Reading comprehension
- Written expression

Please refer to the Benchmark curriculum *Grade Resources* for detailed information on supporting students with IEPs and 504s. (Access through HUSD Benchmark Account only)

Elementary Literacy 3-Year Plan

Elementary Literacy Goals:

Elementary Literacy 3-Year Plan Core Goals		
Year 1: Initial Implementation (2022/23)	**Year 2: Ongoing Implementation (2023/24)**	**Year 3: Continued Improvement (2024/25)**
Begin creating and implementing new models of Literacy Professional Development that is ongoing, collaborative, and building over time	Continue developing and implementing new models of Literacy Professional Development that is ongoing, collaborative, and building over time	Review, assess, adjust, and continue to develop and implement models of Literacy Professional development that is ongoing, collaborative, and building over time
Establish core areas of focus to support improvement of reading outcomes for K-6 Students	Development of the MTSS model to identify and respond to instructional needs, including intervention.	Increase in student proficiency and literacy outcomes by 10% in ELA across all subgroups on local and state assessments
Establish Fastbridge Universal Screener across grade levels	Continue the use of Fastbridge Universal Screener across grade levels	Continue the use of Fastbridge Universal Screener across grade levels
Increase the professional capacity of teachers to deliver systematic, explicit foundational reading skills	Increase capacity and use of Benchmark Advance/Adelante by 50% based on beginning of year and end of year surveys	Review data from District-wide K-6 assessments and adjust plan as needed
Increase the number of students receiving systematic, explicit foundational reading skills benefiting automaticity in decoding and word recognition	District-wide implementation of common assessments beyond the universal screener for grades K-6	Full implementation of Benchmark Advance/Adelante based on beginning of year and end of year surveys
Establish common assessments beyond the universal screener for grades K-6	Continue to support Designated English Language Development daily for English Learners.	Provide regular and ongoing opportunities to increase the professional capacity of teachers to deliver systematic, explicit foundational reading skills
Establish a baseline for capacity and use of Benchmark Advance/Adelante	Continue to monitor and increase the professional capacity of teachers to deliver systematic, explicit foundational reading skills.	All students in primary grades K-2 receive systematic, explicit foundational reading skills benefiting automaticity in decoding and word recognition
Identify site and student needs for intervention based on multiple measures (surveys of student/family needs, CAASPP performance, etc.)	Continue to monitor and increase the number of students receiving systematic, explicit foundational reading skills benefiting automaticity in decoding and word recognition.	Increase literacy outcomes by 10% by implementing tier 2 of MTSS model, providing support for students with identified reading
Re-establish Designated English Language		

Development daily for English Learners. Develop understanding of literacy development for students with IEPs	Develop ongoing relationship with the Special Education Department toward improvement of literacy outcomes for students with IEPs	challenges. Continue building tier 3 MTSS support. Increase capacity and use of language acquisition and reading strategies in content courses by 10% based on beginning of year and end of year surveys Continue to support Designated English Language Development daily for English Learners Continued relationship with the Special Education Department toward improvement of literacy outcomes for students with IEPs
Metrics: Statistically significant increase in student proficiency outcomes in English Language Arts across subgroups on local and state assessments Initial professional development for teachers and implementation of Benchmark Phonics curriculum in majority of K-2 classrooms	**Metrics:** Statistically significant increase student proficiency in ELA across all subgroups on local and state assessments with the use of new ELA materials and strategies	**Metrics:** 10% increased growth as measured by 2024/25 CAASPP Students participating in Tier 2 Intervention programs will increase scores on local and state assessments by an additional 5%.

Elementary Goals Continued: Elementary Core Areas of Focus

- Best First Instruction

- Benchmark Implementation

- Assessment

- Intervention and Acceleration

- Supporting English Language Learners

Elementary Literacy 3-Year Plan Focus Area: *Best First Instruction*		
Year 1: Initial Implementation (2022/23)	**Year 2: Ongoing Implementation (2023/24)**	**Year 3: Continued Improvement (2024/25)**

- Provide summer PD for building teacher knowledge on foundational reading skills for cohort of teachers K-2 and 3-6
 	
- Provide summer PD on Fastbridge Universal Screener and its implementation
 	
- Establish professional learning cohorts targeted to understanding and implementing the Science of Reading with Benchmark Curriculum
 	
- Identify asynchronous learning opportunities for building educator knowledge on the Science of Reading
 	
- Provide opportunities for administrators to learn about the Science of Reading and the FastBridge Universal Screener platform
 	
- Create a resource bank of articles, podcasts, and learning around the Science of Reading
	- Continue to provide summer PD opportunities for building teacher knowledge on foundational reading skills
	
	- Continue establishment of professional learning cohorts
	  - Deepen learning and practice of Year 1 cohorts
	  - Expand site representation with new cohort
	
	- Require reading foundational skills PD for all new elementary credentialed hires
	
	- Provide collaborative coaching and unit planning sessions co-led by teachers and TOSAs
	
	- Hold two district-wide literacy events for families
	
	- Create an HUSD Literacy website resourcebank of articles, podcasts, and learning around the Science of reading,
		- Assess effectiveness of prior PD and opportunities to pivot
		
		- Assess recent FastBridge and CAASPP data to determine need for adjustments in PD and instruction; make required adjustments
		
		- Continue to provide asynchronous learning opportunities for building educator knowledge on the Science of Reading and its classroom application
		
		- Assess use of HUSD Literacy website through use monitoring and adjust as needed
		
		- Continue to collect, review, and assess data on the effectiveness of the staggered reading block and its impact on reading outcomes for K-3; analyze report data, and make recommendations
		
		- Continue learning opportunities for

- Create agreed upon best practices in instruction

- Collaborate with EL Department to support Bilingual and DLI teachers to utilize the Benchmark curriculum in their biliteracy instruction.

- Create a process for data collection on the effectiveness of the staggered reading block and its impact on reading outcomes for K-3. Collect, review, and assess

- Build School-to-Home communication around literacy to develop learning partnerships

- Collect ongoing feedback from teachers on implementation, Professional learnings, professional development, etc.

- Cast vision for all teachers to be trained on foundational reading skills and identify the necessary PD (program, time, access, transfer-to-practice application, etc.)

HUSD curriculum, and literacy practices

- Provide asynchronous learning opportunities for building educator knowledge on the Science of Reading and its classroom application

- Begin learning conversations around Dyslexia and its implications toward student learning

- Continue to collect, review and assess data on the effectiveness of the staggered reading block and its impact on reading outcomes for K-3; analyze and report data and make recommendations

- Continue learning opportunities for administrators on the Science of Reading and FastBridge Universal Screener

- Advocate for majority percentage of teachers to participate in PD on foundational reading skills

administrators on the Science of Reading and FastBridge Universal Screener

- Firmly establish two district-wide annual literacy events

- Continue conversations around Dyslexia and its implications toward student learning. Connect with learning partners and begin plans for how to address as a school district (based on State recommendations)

- Advocate for all teachers to participate in PD on foundational reading skills

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Metrics
80% of elementary sites including Dual Language Immersion and Bilingual teachers represented in summer PD and in learning cohorts: 40 K-2 teachers; 40 3-6 teachers

Distribute list of district-supported routines and best practices for best first instruction for English Learner by end of Fall trimester 2022.

Site leaders will participate in two literacy learning sessions during Leadership Learning Academy/Principal Network Meetings

Metrics
90% representation from elementary schools including Dual Language Immersion and Bilingual teachers in summer PD and in learning cohorts

Website will be created and available by Spring 2024

Metrics
100% representation from elementary schools including Dual Language Immersion and Bilingual teachers in summer PD and learning cohorts

Elementary Literacy 3-Year Plan
Focus Area: Benchmark Curriculum Implementation

Year 1: Initial Implementation (2022/23)	Year 2: Ongoing Implementation (2023/24)	Year 3: Continued Improvement (2024/25)
- Summer PD for unit planning connected to Benchmark Curriculum(English/Spanish) - Identify components of focus within the Benchmark curriculum for each year. (i.e. K-2 Phonics (English/Spanish), Whole Group, and 3-6) - Target differentiated Professional Development for grade level spans - Build TOSA capacity for Benchmark support through PD and coaching - Establish collaborative coaching and unit planning sessions with a lens toward culturally and linguistically responsive instruction - Develop curriculum implementation needs assessment (survey to be sent out by end of May 2022) - Investigate culturally responsive resources to supplement Benchmark Curriculum - Provide training in Benchmark Phonics/Taller for K-2 classroom teachers - Continue bi-monthly Benchmark newsletter with curriculum updates and teacher tips (newsletter sent out by June) - Create Benchmark Year-At-A-Glance suggested pacing guide tied to HUSD	- Establish regular differentiated Professional Development options for grade level spans - Continue monthly collaborative coaching and unit planning sessions with collection of resources and data bank for teacher access - Provide/Require Benchmark Phonics/Taller professional learning for all new K-2 classroom teachers - Require/Provide Benchmark Advance/Adelante professional learning for all new certificated K-6 hires - Create HUSD Benchmark web page with videos and lessons created by HUSD teachers - Continue to Provide PD supporting use of Benchmark ELD components (integrated and designated) - Continue bi-monthly Benchmark newsletter with curriculum updates and teacher tips - Update Benchmark Year-At-A-Glance suggested Pacing guide tied to HUSD calendar - Engage parents with two literacy learning opportunities in connection to core curriculum - Create a resource bank of culturally and linguistically rich trade books connected to	- Continue to provide regular differentiated Professional Development options for grade level spans - Continue monthly collaborative coaching and unit planning sessions with collection of resources and data bank for teacher access - Continue to Provide/Require Benchmark Phonics/Taller professional learning for all new K-2 classroom teachers - Continue to Require/Provide Benchmark Advance/Adelante professional learning for all new certificated K-6 hires - Continue to update HUSD Benchmark web page with videos and lessons created by HUSD teachers - Continue to Provide PD supporting use of Benchmark ELD components (integrated and designated) - Continue bi-monthly Benchmark newsletter with curriculum updates and teacher tips - Update Benchmark Year-At-A-Glance suggested Pacing guide tied to HUSD calendar - Continue to Engage parents with two literacy learning opportunities in connection to core curriculum - Continue to create and a resource bank

calendar - Develop PD supporting use of Benchmark ELD components (Integrated and Designated) - Engage parents(English & Spanish) with a literacy learning opportunity in connection to core curriculum - Establish a district wide(multi-lingual) literacy event within the school day - Create means for data collection regarding Benchmark implementation and needed support - Explore the idea of creating a proposal for development of site literacy leads	Benchmark units (text sets) - Establish cohort 1 of site literacy leads - Investigate how to best support students with writing mechanics	culturally and linguistically rich trade books connected to Benchmark units (text sets) - Establish cohort 2 of site literacy leads - Support full implementation of small group instruction
Metrics - Establish baseline data regarding Benchmark implementation to inform needed instructional support - 40% of teacher participation in collaborative/coaching sessions	**Metrics** - 80% teachers trained fully on Benchmark - 65% teacher participation in ongoing monthly collaborative/coaching sessions - Increase teacher use of Benchmark Advance/Adelante materials to support classroom instruction by 10%. - Increase capacity of staff to support teachers (new, current, dual-language, etc.) ongoing implementation of Benchmark Advance/Adelante by 10%. - Site literacy leads established at 50% of elementary sites	**Metrics** - 100% of teachers fully trained on Benchmark with all new hires receiving training within the first 30 days of hire - 80% teacher participation in ongoing monthly collaborative/coaching sessions - Full implementation of Benchmark Advance/Adelante - Increase teacher use of Benchmark Advance/Adelante materials to support classroom instruction by 10%. - Increase capacity of staff to support teachers ongoing implementation of Benchmark Advance/Adelante by 10%.

Elementary Literacy 3-Year Plan Focus Area: Assessment		
Year 1: Initial Implementation (2022/23)	**Year 2: Ongoing Implementation (2023/24)**	**Year 3: Continued Improvement (2024/25)**
- Launch Universal Screener (**Pilot)** roll out in HUSD - Train all K-6 staff/administrators on how to administer the FastBridge universal screener - Orient teachers to data reporting options (different reports available) - Offer guidance and support with interpretation of universal screener data to inform instruction (data talks, etc.) - Collaborate/consult with reading PD consultant to create diagnostic decision tree - Provide guidance or next steps (diagnostic decision tree) to help teachers target area of need - Train teachers on the administration of specific diagnostic tools from the decision tree - Collect and disaggregate data to identify trends and effectiveness of tier 1 instruction - Create and distribute a survey for teachers to provide feedback of universal screener implementation during year 1	- Reflect on data and feedback gathered during Year 1 to enhance and revise Year 2 next steps as needed. - Continue administration of Universal Screener, along with ongoing evaluation and improvement of implementation process - Training on use of progress monitoring tools available in FastBridge - Provide ongoing training for all K-6 staff/administrators on utilizing data to inform instruction/intervention based on area student need - Teachers use reading diagnostic decision tree with greater ease and understanding - Continue to train teachers on the administration of specific diagnostic tools from the decision tree - Collaborate as needed with reading PD consultant to refine use of decision tree support ongoing work - Engage in discussions with learning partners within the district on universal screening for Dyslexia in the primary grades - Ongoing professional development for new	- Reflect on data and feedback gathered during Year 2 to enhance and revise Year 3 next steps as needed. - Continue administration of Universal Screener, along with ongoing evaluation and improvement of implementation process - Continue to use the progress monitoring tools available in FastBridge - Ongoing professional development for new teachers and teachers changing grade level. - Teachers refine their use of reading decision trees - Continue to provide guidance or next steps (diagnostic decision tree) to help teachers target area of need - Review protocols for district wide Dyslexia screening following state guidelines, when available

	teachers and teachers changing grade level.	
Metrics 95 % of K-6 staff complete universal screener assessments during administration windows Distribute diagnostic decision trees for K-1 and 2-6 to all teachers Establish baseline data for student literacy (risk level)	**Metrics** 100 % of K-6 staff complete universal screener assessment during administration windows Decrease the number of students in High Risk by 10% between the first and second administration.	**Metrics** 100 % of K-6 staff complete universal screener assessment during administration windows Decrease the number of students in High Risk by 10% between the first and second administration. Increase the percentage of classrooms using progress monitoring tools by 20%.

Elementary Literacy 3-Year Plan
Focus Area: Evidence Based Intervention and Acceleration

Year 1: Initial Implementation (2022/23)	Year 2: Ongoing Implementation (2023/24)	Year 3: Continued Improvement (2024/25)
- Review resources available in FastBridge and Benchmark Advance/Adelante to provide differentiated instruction in the classroom/intervention - Collect information about the intervention/acceleration materials have purchased/staff usage - Identify and recommend Evidence Based interventions and acceleration practices (K-6) to target specific areas of need based on assessment data - Pilot recommended interventions and gather data and feedback - Provide professional learning on acceleration and provide opportunities for teachers to support acceleration with before/after-school small groups - Form a work group to build shared understanding with plans to develop professional development of evidence-based best practices and implications for instruction specifically for African American males - Assess reading progress of students receiving Leveled Literacy Intervention and program implementation	- Reflect on data and feedback gathered during Year 1 to enhance and revise Year 2 next steps as needed. - Provide professional development on FastBridge and Benchmark Advance/Adelante intervention resources - Survey and gather feedback on the recommend evidence based interventions that teachers are using - Based on student progress monitoring data, determine next steps and make recommendations on specific reading intervention programs for the District. - Expand personnel support for K-6, specifically targeting K-2, reading intervention. - Expand before, after, and/or summer acceleration opportunities for target students based on assessments. - Ongoing professional development for new teachers and teachers changing grade level.	- Reflect on data and feedback gathered during Year 2 to enhance and revise Year 3 next steps as needed. - Ongoing professional development for new teachers and teachers changing grade level. - Continue to provide professional development on the recommended evidence-based interventions. - Expand personnel support for K-6, specifically targeting K-2, reading intervention. - Expand before, after, and/or summer acceleration opportunities for target students based on assessments.

- Expand paraeducator training to other evidence-based reading intervention programs to target needs based on assessment data - Review CAASPP ELA data and identify target areas of support through adopted curriculum		
Metrics 20% of elementary sites pilot self selected /recommended evidence based intervention materials and collect data on student mastery/growth Compare pre and post data of students receiving intervention support Compile and share information about evidence based intervention/acceleration programs and practices	**Metrics** Decrease the number of students in High Risk by 10% between the first and second administration. Increase student proficiency in ELA by 5% on local and/or state assessments	**Metrics** Decrease the number of students in High Risk by 10% between the first and second administration. Increase student proficiency in ELA by 5% on local and/or state assessments

Intervention and Acceleration, what's the difference?

Intervention: Intervention refers to evidence-based instructional approaches around unmastered content essential for forward academic movement. Intervention progress is regularly tracked and assessed. Intervention usually occurs in small groups and is used to provide focused instruction to close learning gaps or learning interruption and move striving learners toward grade-level targets.

Acceleration: Acceleration refers to identifying and addressing key understandings and foundational concepts students need to engage academically with grade-level content. In other words, during instruction of grade-level content, educators offer brief reteaching and targeted action points to enable students to engage with grade-level instruction.

Elementary Literacy 3-Year Plan Focus Area: English Learner Support and Progress		
Year 1: Implementation (2022/23)	**Year 2: Ongoing Implementation (2023/24)**	**Year 3: Continued Improvement (2024/25)**
- Re-establish the designated ELD block as an integral component of the school day - Establish key components of the designated ELD block for grade level spans including the ***HUSD Launching Structured Language Practice Routines* (**see Elem resources) - Continue to build shared understanding of the evidence based best practices and implications for instruction and professional development specifically as it impacts English Learners - Continue working with Bilingual Curriculum Council to support literacy in Bilingual and Dual Immersion language programs - Develop PD using Benchmark ELD components. - Establish a cohort of teachers to be trained in language acquisition strategies to be used for both Integrated and Designated ELD. - Establish a cohort to begin developing integrated units that include language acquisition strategies to support ELs.	- Create an HUSD repository for literacy-related information and resources with equity and English Learner support called out for each component of the core reading block - Continue professional learning on lesson strategies and best practices for supporting English - Establish a learning cohort of teachers specifically designed for Bilingual and Dual Immersion educators - Provide summer PD for integration of Benchmark ELD components - Continue ongoing collaboration between the English Learner department and literacy team - Continue working with Bilingual Curriculum Council to support literacy in Bilingual and Dual Immersion language programs - Continue to train cohorts of teachers in language acquisition to be used for both Integrated and Designated ELD.	- Adopt lesson strategies district wide and key teaching strategies for ELD - Provide differentiated professional learning on lesson strategies for supporting English Learners - Strengthen and Continue ongoing collaboration between English Learner department and literacy team - Continue to train cohorts of teachers in language acquisition to be used for both Integrated and Designated ELD. - Continue the work with the support team for elementary Bilingual and Dual Immersion educators - Continue to develop integrated units that include language acquisition strategies to support ELs. - Continue working with Bilingual Curriculum Council to support literacy in Bilingual and Dual Immersion language programs - Continue to offer Newcomer embedded literacy support as needed.

- Explore Newcomer embedded literacy support as needed.	- Continue to develop integrated units that include language acquisition strategies to support ELs. - Continue to offer newcomer embedded literacy support as needed.	
Metrics 100% of school sites provide designated ELD time slots and return to English Language Development 75% of school sites are represented in language acquisition learning cohorts	**Metrics** 80& of school sites represented in first Bilingual and Dual Immersion learning cohort 100% of school sites are represented in language acquisition learning cohorts 60% of teachers use integrated units that include language acquisition strategies to support English Learners	**Metrics** 100& of school sites are represented in Bilingual and Dual Immersion learning cohorts 80% of teachers implement integrate units that include language acquisition strategies to support ELs

SECONDARY

Secondary Literacy Commitment (7-12)

In HUSD, we are committed to developing skilled, critical, and analytical readers and creators of increasingly complex texts for academic purposes. Our approach to secondary literacy focuses on wide reading and extended writing for content and disciplinary literacy. Our district is committed to broadening and deepening literacy skills for all students in preparation for post-secondary opportunities, including college, career, and civic engagement. HUSD emphasizes the imperative for developing integrated cross-disciplinary literacies through:

- Explicit vocabulary instruction (including morphology and academic language)
- Comprehension strategy instruction
- Close reading instruction
- Exposure to, engagement with, and analysis of increasingly complex texts
- Metacognitive practices and discussion structures
- Scaffolded, explicit, and intensive writing instruction
- Structured student-to-student discussion for meaning-making, interpreting, and analyzing complex text
- Teaching content literacy skills and disciplinary literacy approaches strategically

As students move through primary grades into late elementary and secondary grades, literacy demands expand as students are expected to comprehend, analyze, evaluate, respond to, and synthesize complex texts across disciplines. The Common Core emphasizes literacy across disciplines and content areas, including Social Science, Science, and Technical Subjects. As noted in the California Common Core Standards, "The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines." The Common Core Standards and our responsibility to our students also requires us to

increase the range and complexity of texts to ramp up readiness for critical thinking, complex communication, and creative problem solving.

In order to achieve integrated cross disciplinary literacy for all students in HUSD, we must equip students with literacy skills and approaches needed explicitly, consistently, and strategically across disciplines. The ELA/ELD Framework also highlights the overlap of standards and skills needed to achieve deep literacy across disciplines, "Given the focus on literacy across content areas, all teachers become teachers of language - the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline." HUSD is committed to providing the professional learning opportunities needed to build capacity for literacy and language instruction across disciplines (see Secondary 3 year plan).

Content Literacy and Disciplinary Literacies Defined

Approaches to content literacy are more generalized reading comprehension practices and writing strategies that can span across academic content areas allowing students to acquire knowledge. Whereas, disciplinary literacy (or literacies) refer(s) to more specific and specialized processes, approaches, and practices that are distinct to each discipline or subject matter. To develop content literacy and disciplinary literacy for all students, we must ensure that reading, writing, listening, speaking, and critical thinking skills are explicitly taught across content areas.

Content Literacy

- **Content literacy** is the ability to read, comprehend, and write in order to acquire new academic content and knowledge. The strategies utilized to develop and deepen content literacy are more generalized, some strategies include annotating the text, cognitive mapping, questioning the text, interactive reading, KWL, and summarization.

Disciplinary Literacy

- **Disciplinary literacy** emphasizes specialized and specific approaches to reading, writing, and communication by discipline (e.g., Science, Math, History, Social Studies, Art, Music, Physical Education, World Languages) as well as the specialized vocabulary and components that are unique to each discipline.

- **Disciplinary Literacy Resources**: [What is Disciplinary Literacy?](#) | [Teaching Disciplinary Literacy](#) | [What is Disciplinary Literacy and Why Does it Matter?](#) (Research brief) | [Disciplinary Literacy: Why It Matters and What We Should Do About it](#) (Elizabeth Moje) | [Content Area and Disciplinary Literacy Strategies and Frameworks](#) (International Literacy Association)

Secondary Priorities

In order to achieve literacy equity and ensure every student has the opportunity to develop as a skilled, critical, analytical, and proficient life-long reader. We focus on the following priorities as outlined in the [California Comprehensive State Literacy Plan](#), which as explained by the plan, acts as "essential literacy guidance from state guidance documents to support comprehensive and integrated implementation of high-quality literacy programs at state and local levels."

- Build teacher capacity across disciplines for literacy instruction
- Increase asset-based teaching in schools, including culturally and linguistically responsive and sustaining pedagogies
- Build school capacity for effective literacy and comprehensive English language development for English Learners, including opportunities to develop biliteracy, primary language instruction, and multilingualism whenever possible
- Build school capacity for effective literacy instruction for students with disabilities
- Implement diagnostic/screening systems to identify literacy needs and districtwide foundational reading skills support
- Committed to building and developing MTSS in the next three years

Windows into Literacy in Secondary ELA and ELD Classrooms Defined:

There are certain components that one might expect to see in a literacy lesson, in a secondary classroom. Below are some examples of literacy lesson structures and hallmarks for both English Language Arts (ELA) and English Language Development (ELD), for both middle school and high school. These components are lifted from Reading Apprenticeship and Constructing Meaning frameworks, which are the Professional Development initiatives that are included in the three year plan, as well as structures from HUSD's Common Core Instructional Framework (CCIF), which is currently in practice. Additionally, Instructional Focus Strands and California College and Career Anchor Standards are outlined for grades 7-12 as they connect to the expected learning outcomes

related to literacy at the secondary level. Please note: The sample windows provided are for instructional support only and will not be used for evaluative purposes.

	Window into Literacy in Secondary Classrooms: Instructional Lens of Equity, Access, and Inclusion		
7-8 Grade ELA	**48-55 minute block**	**What it Looks Like**	**Hallmarks of a Lesson**

	Welcome and Warm up
	- Grounding and welcome
	- Review lesson objective(s)
	- Warm-up: Lesson preview or review to mobilize schema connected to skill and/or content
	Reading for understanding of complex, grade-level texts
	- Interactive Reading for comprehension and text analysis
	
	Listening Speaking - Student to Student Talk
	- Group reading analysis and questions
	- Student-to-student textual evidence analysis and discussion
	
	Writing
	- Review model narrative
	- Outline narrative essay
		Warm-up
		- Activates prior knowledge
		- Makes connections to prior learning and introduces new learning
		
		Reading routines
		- Interactive Reading and/or Guided Reading
		- Read aloud
		- Close Reading
		- Chunking complex text
		
		Structured Student Talk Routines
		- 3 Golden Lines
		- Small group share → large group share (collaborative conversations)
		- Jigsaw
		- Think-pair-share
		
		Writing routines
		- Pre-writing
		- Outlining
		- Conventions and mechanics
		- Paragraph drafting
		- Essay drafting
			- Mobilizing Schema
			- Chunking the Lesson
			
			- Modeling
			
			- Gradual Release of Responsibility (I do, we do, you all do, you do)
			
			- Close Reading of complex, grade-level text, with explicit language analysis
			
			- Structured Student Talk - Metacognitive Conversations about text. See questions below:
			
			  ○ Where did you get stuck?
			
			  ○ What did you do?
			
			  ○ Where in the text did you do it?
			
			  ○ How did it help?
			
			- Checks for Understanding
			
			- Building Metalinguistic

		- Guided Peer editing - Think-write-share - Revisions	Awareness
			● Backwards Planning, text and task analysis
	Closing - Metacognitive lesson reflection - Optimistic close	**Closing** - Exit ticket - Student survey - Whip around - Metacognitive learning log	● Explicit vocabulary instruction
			● Greek and Latin Roots and Affixes
			● Metacognition
			● Developing and Reflecting upon Reader Identity
			● Problem Solving Strategies for Deepening Comprehension
			● Building Knowledge of Text, World, and Disciplinary Discourse, Practices, and Ways of Thinking
			● Scaffolded and at level texts
			● Extensive and Expansive Reading Opportunities
			● Essential questions related to the connection between literacy and power
7-8 Grade ELD *Based on*	**48-55 minute block**	**What it Looks Like**	**Hallmarks of a Lesson**
	What's on the board: Language objective and Learning objective	**Language Objective:** "I will *tell* a partner about the causes of the	● Mobilizing Schema

CM Lesson Format	**Target Language** - Bricks: Content-specific language - Functional Mortar: Language patterns used for the language function, e.g. explain/describe, proposition/support **Activating/Building Background Knowledge** - Introducing the lesson - Linking prior knowledge - Structured Student Talk routine **Learning the Material** - Supports for reading comprehension - Explicit language instruction - Structured Student Talk routine **Closing the Lesson** - Students independently complete the lesson/task - Students reflect on their progress toward the lesson goal	Great Depression, and use the words [target language]." **Learning Objective:** "I will analyze 'Causes of the Great Depression' to understand its causes and effects." **Target Language** - **Bricks:** Great Depression, stock market, economy - **Mortar:** When _____, then _____. Because _____, _____ happened. (cause/effect) **Structured Student Talk Routines:** - Talking Stick - Talking Chips - Clock Appointments - Cards for Discussion - Lines of Communication - Expert Groups Jigsaw - A/B Partners - Think Pair Share - Give One, Get One **Reading Structures:** - Chunking the text - Annotating the text - 1-2 sentence summaries of text sections - Think-Aloud **Closing the Lesson:** - Final writing task, e.g. short paragraph or full write - Whole group discussion or	● Chunking the Lesson ● Gradual Release of Responsibility (I do, we do, you all do, you do) ● Close Reading of complex, grade-level text ● Structured Student Talk ● Building Metalinguistic Awareness ● Accessing all 4 domains of Language: Reading, Writing, Listening, and Speaking ● ELA standards are supported through the ELD standards (language reinforces content) ● Checks for Understanding ● Backwards Planning, text analysis ● Explicit vocabulary instruction ● Greek and Latin Roots and Affixes ● Metacognition and Metacognitive Conversations ● Developing and Reflecting upon Reader Identity

	lesson reflections	

9-12 Grade ELA	**55-105 minute block**	**What it Looks Like**	**Hallmarks of a Lesson**

	Welcome and Warm up:
	- Grounding and welcome
	- Review lesson objective(s)
	- Warm-up: Lesson preview or review to mobilize schema connected to skill and/or content
	
	Reading for understanding of complex, grade-level texts
	- Analyze text or passage for theme
	
	Listening Speaking - Student to Student Talk
	- Student-to-student talk: textual evidence analysis and discussion
	
	Writing
	- Write a Response to Literature outlining author's central idea or message
	
	Closing:
		Warm-up
		- Activates prior knowledge
		- Makes connections to prior learning and introduces new learning
		
		Reading routines
		- Interactive Reading and/or Guided Reading
		- Read aloud
		- Close Reading
		- Chunking complex text
		
		Structured Student Talk Routines
		- 3 Golden Lines
		- Small group share → large group share (collaborative conversations)
		- Jigsaw
		- Think-pair-share
		- Think-write-share
		
		Writing routines
		- Pre-writing
		- Outlining
		- Conventions and mechanics
		- Paragraph drafting
		- Essay drafting
		- Think-write-share
		- Guided Peer editing
		- Revisions
			● Mobilizing Schema
			
			● Chunking the Lesson
			
			● Gradual Release of Responsibility (I do, we do, you all do, you do)
			
			● Close Reading of complex, grade-level text
			
			● Structured Student Talk - Metacognitive Conversations about text. See questions below:
			
			   ○ Where did you get stuck?
			
			   ○ What did you do?
			
			   ○ Where in the text did you do it?
			
			   ○ How did it help?
			
			● Building Metalinguistic Awareness
			
			● Checks for Understanding
			
			● Backwards Planning, text and task analysis
			
			● Explicit vocabulary instruction
			
			● Greek and Latin Roots and

	- Metacognitive lesson reflection - Optimistic close	**Closing** - Exit ticket - Student survey - Whip around - Metacognitive learning log	Affixes ● Metacognition and Metacognitive Conversations ● Developing and Reflecting upon Reader Identity ● Essential questions related to the connection between literacy and power
9-12 Grade ELD *Based on CM Lesson Format*	**55-105 minute block**	**What it Looks Like**	**Hallmarks of a Lesson**
	What's on the board: Language Objective and Content objective **Target Language** - Bricks: Content-specific language - Functional Mortar: Language patterns used for the language function, e.g. explain/describe, proposition/support **Activating/Building Background Knowledge** - Introducing the lesson - Linking prior knowledge - Structured Student Talk routine **Learning the Material** - Supports for reading comprehension - Explicit language instruction - Structured Student Talk routine **Closing the Lesson**	**Language Objective:** "Students will *write* a brief paragraph explaining the causes of the Great Depression using [target language]." **Content Objective:** "Students will read and analyze informational articles to determine the causes of the Great Depression." **Target Language** - **Bricks:** Great Depression, stock market, economy - **Mortar:** When _____, then _____. A critical factor leading to _____ was _____. (cause/effect) **Structured Student Talk Routines:** - Talking Stick - Talking Chips - Clock Appointments - Cards for Discussion	● Mobilizing Schema ● Chunking the Lesson ● Gradual Release of Responsibility (I do, we do, you all do, you do) ● Close Reading of complex, grade-level text ● Structured Student Talk - Metacognitive Conversations about text ● Building Metalinguistic Awareness ● Accessing all 4 domains of Language: Reading, Writing, Listening, and Speaking ● ELA standards are supported through the ELD standards

- Students independently complete the lesson/task - Students reflect on their progress toward the lesson goal	- Lines of Communication - Expert Groups Jigsaw - A/B Partners - Think Pair Share - Give One, Get One **Reading Structures:** - Chunking the text - Annotating the text - 1-2 sentence summaries of text sections - Think-Aloud **Closing the Lesson:** - Final writing task, e.g. short paragraph or full write - Whole group discussion or lesson reflections	(language reinforces content) ● Checks for Understanding ● Backwards planning, text analysis ● Metacognition ● Developing and Reflecting upon Reader Identity ● Problem Solving Strategies for Deepening Comprehension ● Building Knowledge of Text, World, and Disciplinary Discourse, Practices, and Ways of Thinking ● Scaffolded and at level texts ● Extensive and Expansive Reading Opportunities

Instructional Focus Strands
Skills and Knowledge: Language, Vocabulary, and Conventions
Grades 7-12

• Greek and Latin affixes and roots (Language)
• Patterns of word changes that indicate different meanings or parts of speech (Language)
• Conventional spelling, using consolidated knowledge of the written system (Language)
• Fluency (Reading Foundational Skills)

College and Career Anchor Standards connected to Literacy Grades 7-12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text

Secondary 3 Year Plan:

Year	Secondary Plan and Professional Development	Metrics
Year 1 - 22/23 Installation	**English Language Arts Curriculum Adoption** - Initial curriculum implementation - Programs under consideration: *StudySync* and *Into Literature* (pending board recommendation from steering committee and approval - June 2022) - Provide ELA Curriculum PD to all teachers ELA teachers and TOSAs (in preparation for full implementation in year 2) - Begin implementation of newly adopted ELA curriculum and Tier 1 core instructional components	Statistically significant increase in student proficiency in ELA across all subgroups on local and state assessments with the use of new ELA materials and strategies.
	Literacy and Language Professional Development - **Literacy Support: Reading Apprenticeship for Content Literacy Across Content Areas** - Reading Apprenticeship offered across disciplines - Build capacity to create reading and writing routines across content areas - Cohort 1: New cohort for teachers who sign-up for year 1 - [Reading Apprenticeship Professional Development Overview](#)	Establish a baseline for capacity and use of Reading Apprenticeship strategies in content courses based on beginning of year and end of year surveys.
	Language Development Support: Constructing Meaning PD for EL Learners - Cohort 1: PD for ELD teachers, World House content area teachers, and Sheltered ELA Teachers - [Constructing Meaning Professional Development Overview](#)	Establish a baseline for capacity and use of Constructing Meaning strategies in ELD and sheltered courses based on beginning of year and end of year surveys.
	Intervention - Build reading support systems and structures at the middle school level - Reimagine and build site tutoring support to promote literacy (reading, writing, listening, speaking, and critical thinking) - Build literacy acceleration summer school courses	Identify site and student needs for intervention based on multiple measures (surveys of student/family needs, course passage rates, CAASPP performance, etc.)

**Year 2 -
23/24
Implementation**
	ELA Curriculum Adoption
	- Full implementation of English Language Arts Curriculum
	- Professional development on curriculum and assessment
	- Implementation of Adopted Scope and Sequence
	
	MTSS and Identify Literacy Needs
	- **Build MTSS -**
	  - **Tier 1** (core/universal instruction)
	  - **Tier 2** (targeted/strategic support)
	  - **Tier 3** (intensive support)
	- Identify, differentiate, and accelerate towards college-ready literacy and language through standards-based ELA, literacy across the curriculum (Reading Apprenticeship), and academic language across the curriculum (Constructing Meaning)
	  - Include needs assessment and accommodations for students with IEPs and 504s
	  - Include needs assessment for ELs, Long Term ELs, Newcomers, and Students with Limited or Interrupted Formal Education (SLIFE)
	  - Include supports for EL subgroups as part of Tier 1, Tier 2, and Tier 3 planning
	- Determine screener to pilot and begin pilot.
	- **Intervention**
	  - Implement reading support systems and structures at the middle school level
	  - Site level tutoring support continues to deepen literacy (reading, writing, listening, speaking, and critical thinking)
	  - Acceleration summer school courses up for approval (further preparation English, Honors and AP coursework)
	
	Literacy and Language Professional Development
	- **Literacy Support: Reading Apprenticeship for Content and Disciplinary Literacy**
	  - Reading Apprenticeship offered across disciplines
		Establish a baseline for student literacy outcomes by developing an MTSS model to identify and respond to instructional needs, including intervention.
		
		Statistically significant increase student proficiency in ELA across all subgroups on local and state assessments with the use of new ELA materials and strategies.
		
		Increase capacity and use of reading apprenticeship strategies in content courses by 10% based on beginning of year and end of year surveys
		
		Increase capacity and use of constructing meaning strategies in ELD and sheltered courses by	

	- Continue building and deepening capacity for reading and writing routines across content areas - Cohort 1: Continues Reading Apprenticeship in year 2 - Cohort 2: New Cohort - Reading Apprenticeship Across Content Areas for Content and Disciplinary Literacy - Continue Building Disciplinary Literacy Across Content Areas - Reading Apprenticeship Professional Development Overview **Language Development Support: Constructing Meaning PD for EL Learners** - Cohort 1: Year 2 Continuing Network for Sheltered ELA Teachers - Cohort 2: Year 1 for new Sheltered ELA Teachers and Content Teachers with high concentrations of ELs - Constructing Meaning Professional Development Overview	10% based on beginning of year and end of year surveys.
Year 3 - 24/25 Sustainability	**English Language Arts Curriculum** - Further integrate CRT (Culturally Responsive Texts), SEL (Social Emotional Learning, PBL (Project Based Learning), and Deeper Learning opportunities into the ELA CORE curriculum. **Implement MTSS - Tier 1, 2, 3** - **Tier 1** (core/universal instruction) - **Tier 2** (targeted/strategic support) - **Tier 3** (intensive support) - Implement universal pilot of screener to assess and respond to students' reading needs. - **Tier 1 and Tier 2 -** continue identifying and responding to literacy needs. - Build consistent **Tier 3** support model for secondary - Differentiate and accelerate towards college-ready literacy and language through standards-based ELA, literacy across the curriculum (Reading Apprenticeship), and academic language across the curriculum (Constructing Meaning) - Include needs assessment and accommodations for students with IEPs and 504s	Increase in student proficiency and literacy outcomes by 10% in ELA across all subgroups on local and state assessments with the use of new ELA materials and strategies. Increase literacy outcomes by 10% by implementing tier 2 of MTSS model, providing support for students with identified reading challenges. Continue building tier 3 MTSS support at the secondary level. Students participating in Tier 2 Intervention programs will increase scores on local and

	- Include differentiation specific to English Learners, including Long Term ELs, Newcomers, and Students with Limited or Interrupted Formal Education (SLIFE)
	- **Intervention**
	  - Continue reading support systems and structures at the middle school level and build systems of support at the high school level
	  - Site level tutoring support continues to deepen literacy (reading, writing, listening, speaking, and critical thinking)
	  - Initial implementation of Secondary Tier 3 intervention system
	
	Assessments and Screeners
	- Reading assessments/diagnostics and data analysis support with curriculum adoption continue
	- Implement screeners at secondary level
	
	Literacy and Language Professional Development
	- **Reading Apprenticeship for Content and Disciplinary Literacy**
	  - Reading Apprenticeship cohorts continue with PD and/or one-one coaching support
	  - Implementation of reading and writing routines across content areas
	  - Reading Apprenticeship offered across disciplines areas continues
	  - Continue Building Disciplinary Literacy Across Content Areas
	  - [Reading Apprenticeship Professional Development Overview](#)
	
	Language Support: Constructing Meaning PD for EL Learners
	  - Cohort 3: PD for new Sheltered ELA teachers and Content Teachers with high concentrations of ELs
	  - Cohorts 1 and 2: Continuing networks building capacity and leadership
	  - [Constructing Meaning Professional Development Overview](#)
		state assessments by an additional 5%.
		
		Increase capacity and use of Reading Apprenticeship strategies in content courses by 10% based on beginning of year and end of year surveys.
		
		Increase capacity and use of constructing meaning strategies in ELD and sheltered courses by 10% based on beginning of year and end of year surveys.

Secondary Professional Development Overview	
Reading Apprenticeship **(Literacy Across Disciplines)**	**Constructing Meaning** **(Integrated ELD)**
Builds Collaboration ● Share reading processes, problems, and solutions ● Creates a supportive learning environment ● Explores the the connection between collaboration and literacy **Builds Academic Identity** ● Develop identity as a reader ● Increase readers' fluency, stamina, and range ● Foster confidence and persistence **Builds Self-Monitoring Comprehension** ● Develop problem solving strategies ● Build big picture understanding ● Learn to break down complex text ● Set and adjust reading goals **Builds Disciplinary Knowledge** ● Surface, build, and refine schema ● Build knowledge of text and language ● Develop understanding of disciplinary course and practice [Reading Apprenticeship Framework](#)	**Builds Oral Fluency** ● High utility and portable language frames for practicing speaking and listening in English ● Variety of structures and activities for practicing speaking within content area courses **Builds Writing Skills** ● Structures and language for writing major nonfiction text types by content area ● Strategies for writing based on audience, text type, and purpose ● Emphasis on developing academic register **Builds Academic Vocabulary** ● All strategies, materials, and structures are designed to build students' academic vocabulary and comfort level with academic language **Builds Content Knowledge through Language** ● Explicit support in acquiring the language needed to comprehend and express understanding of grade level work [Constructing Meaning Overview](#)

RESOURCES

ELEMENTARY RESOURCES

NAEP Data

CAASPP Data 2017-2019

Inspect Data 2021

Inspect Data 2021 by Grade Level and Disaggregated

California State Comprehensive Literacy Plan

California Department of Education Letter Regarding Designated English Language Development

ELA/ELD Critical Instructional Foci for Foundational Skills

Sample Staggered Reading Schedule; **State of CA Required Instructional Minutes for K-3**

Science of Reading Defining Guide

Theoretical Models: The Simple View of Reading and Scarborough's Reading Rope

Guiding Principles from Brain Research

Supportive Strategies for All Readers

Teaching English Learners Based on The Science of Reading (An Interview with Dr. Jana Echevarria)

Support for English Learners and Multilingual Learners

MTSS (Multi-Tiered Systems of Support)

Types of Reading Assessments

HUSD Launching Structured Language Practice Routines

SECONDARY RESOURCES

[California Common Core Standards](#)

[California Comprehensive State Literacy Plan (SLP)](#)

[CDE ELA/ELD Framework](#)

[CDE College and Career Anchor Standards](#)

[Content and Disciplinary Literacy Strategies and Frameworks](#)

[Key Areas of Effective Adolescent Reading Programs](#)

[The Science of Reading Comprehension](#)

[Updating Practice Recommendations: Taking Stock of 12 Years of Adolescent Literacy Research](#)

[What is Disciplinary Literacy and Why Does it Matter?](#)