

HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

Elementary Literacy Framework

Hillsboro School District's Elementary Literacy Framework does not endorse one specific instructional structure (via method, system or program).

HSD does endorse and support the use of multiple strategies and best practices within instructional structures that are systematically applied and purposefully determined by the needs of diverse learners.

Notwithstanding, non-negotiable criteria for all students do ensure that all students are moving toward college and career readiness.



HSD Literacy Framework Collaboration Team

The Hillsboro School District Literacy Framework Collaboration Team was composed of the HSD elementary school principals of 2014-2015, teacher leaders, specialists and coaches.

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Section I

Key Components

In this section you will find the key components that overarch the literacy framework. These include Depth of Knowledge levels, components of literacy instruction, six guiding principles and the language arts process (aligned to DuFour's PLC Model).

Instruction extending across all Language Arts components incorporates the Depth of Knowledge (DOK) levels to support higher level thinking.

DOK LEVEL 1
Recall and Reproduction

DOK-1 – Recall & Reproduction - Recall of a fact, term, principle, concept, or perform a routine procedure.

DOK 2
Skills and Concepts

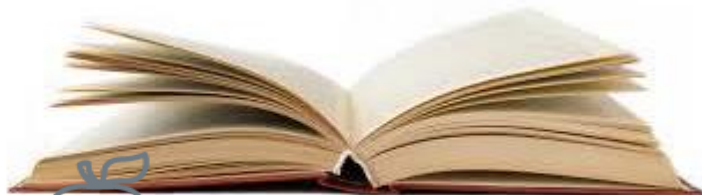
DOK-2 - Basic Application of Skills/Concepts - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs.

DOK LEVEL 3
Strategic Thinking and Reasoning

DOK-3 - Strategic Thinking - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer.

DOK 4
Extended Thinking

DOK-4 - Extended Thinking - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources.



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Elementary Literacy Framework

Percentages are based on individual schools' language arts time schedules and the minimum percentage of time spent in each LA component for the duration of each day designated for language arts.

		Grade	K-1	2-5	6
Integrated English Language Development	Foundations		30%	15%	As needed
	Reading		35%	45%	50%
	Writing		35%	40%	50%
English Language Development		Recommended time for all grades is 20-30 minutes.			

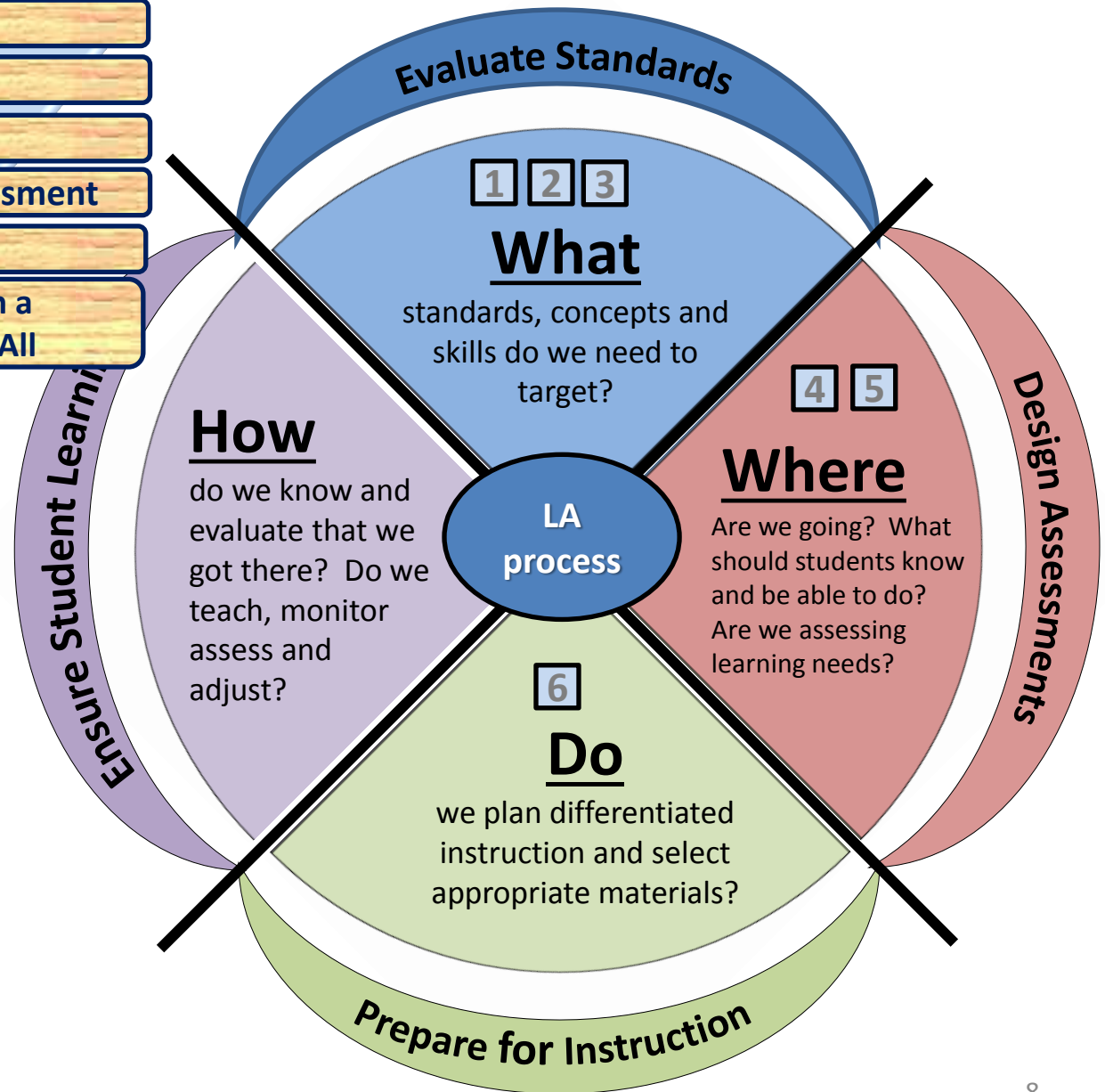
HSD's SIX GUIDING LA PRINCIPLES

- 1 Standards Based
- 2 Language Arts Shifts
- 3 Integrated Content
- 4 Common & Continual Assessment
- 5 Best Practices
- 6 Differentiated Instruction with a Focus on Equitable Access for All

HSD's SIX GUIDING LA PRINCIPLES

- 1 Standards Based
- 2 Language Arts Shifts
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- 4 Common & Continual Assessment
- 5 Best Practices
- 6 Differentiated Instruction with a Focus on Equitable Access for All

The **HSD Six Guiding Principles** were identified by the Literacy Collaboration Team as those principles and ideas that are vital, and consistently support literacy instruction. These principles are part of the Language Arts Process. This process was aligned with DuFour's PLC Model. [DuFour's PLC Model](#)



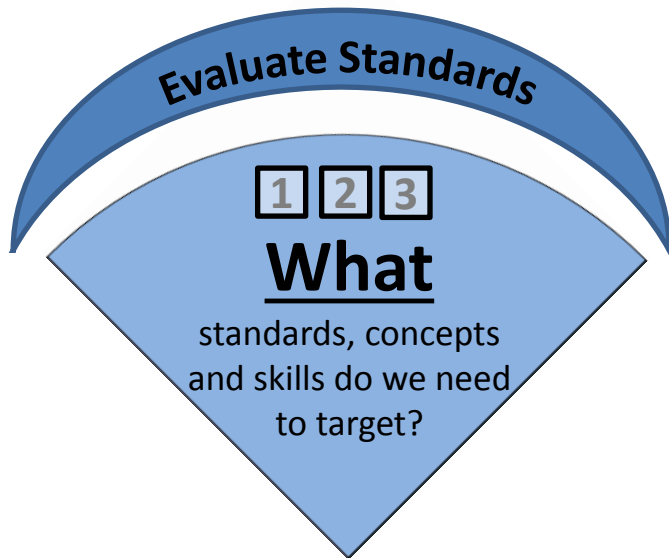
Section II

HSD's Six Guiding Principles

In this section you will find detailed information about the six guiding principles and how they integrate with DuFour's PLC Model to form a language process of instruction. The HSD's Six Guiding Principles set a standard for literacy instruction.

Instruction will:

- (1) be standards based.**
- (2) implement the language arts shifts.**
- (3) have integrated content**
- (4) be part of the process of common and continual assessment.**
- (5) use best practices.**
- (6) provide differentiation with a focus on equitable access for all.**



HSD SIX GUIDING LA PRINCIPLES

1 Standards Based

On October 28, 2010 the [Oregon State Board of Education](#) adopted the Common Core State Standards (CCSS) for Language arts and mathematics. Following the ODE adopted state standards, Hillsboro Schools in conjunction with the [Common Core Initiative](#) uses a standards based instructional model.

Percentages are based on individual schools' language arts time schedules and the minimum percentage of time spent in each LA component for the duration of each day designated for language arts.

		Grade	K-1	2-5	6
Integrated English Language Development	Foundations		30%	15%	As needed
	Reading		35%	45%	50%
	Writing		35%	40%	50%
English Language Development		Recommended time for all grades is 20-30 minutes.			

HSD's SIX GUIDING PRINCIPLES

2 Language Arts Shifts

The Common Core builds on the best researched existing standards. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well. There are three key [ELA Shifts](#) that support a more rigorous instructional model for language arts than in the past. HSD instructors are committed to the [integration of these shifts](#) into language arts instruction, which are:

- 1. Regular practice with complex texts and their academic language.**
- 2. Reading, writing and speaking grounded in evidence from texts, both literary and informational.**
- 3. Building knowledge through content-rich nonfiction.**

Guiding Principles of CCSS/LA shifts in Instruction and Assessment

DOK 1-2

DOK 1-2

DOK 3

DOK 4

The ELA Shifts in a DOK Range of Instruction

Central Ideas	Word Meaning	Text Structure	Reason with Evidence	Analysis Across Texts
---------------	--------------	----------------	----------------------	-----------------------

Standard 1

Standard 2

Standard 3

Building knowledge through content-rich, non-fiction and informational text

Standard 4

Standard 5

Standard 7

Regular practice with complex text and its academic vocabulary.

Standard 3

Standard 6

Standard 8

Standard 9

Reading and Writing grounded in evidence from text.

HSD's SIX GUIDING LA PRINCIPLES

3 Integrated Content

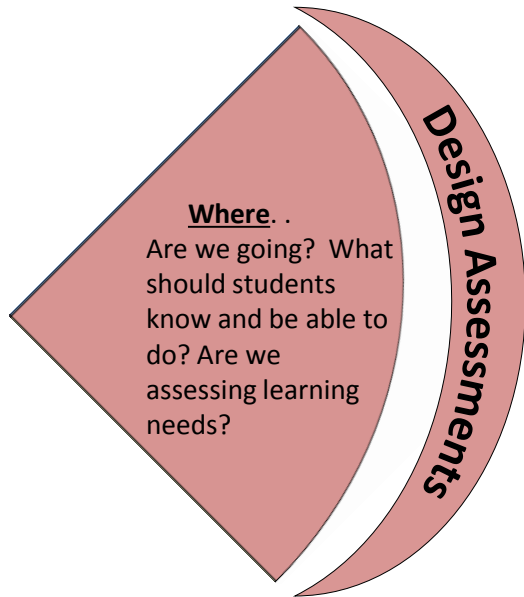
In response to the ever-increasing challenge of meeting state and national standards in the content areas, while at the same time improving students' literacy skills, HSD supports the integration of reading and content area instruction. *"The importance of integrating literacy strategies into content area lessons is rapidly becoming a critical competency for implementing the Common Core State Standards."* [Brown University, 2013](#). In alignment with Common Core ELA Shift #3 (building knowledge through content-rich nonfiction), students at HSD connect informational and expository texts across discipline contents and domains.

Time spent on Literary and Informational Text

The increase of reading informational texts combined with integrated content in the sciences prepares students to gain knowledge in the disciplines.

Grade K-5	50% Literary	50% Informational
Grade 6-8	45% Literary	55% Informational

Common & Continual Assessment



Hillsboro School District follows a Balanced Literacy and Assessment Approach of Formative Assessments (Summative and Common) and Continual Informal Assessments (IFAs).

a) Summative

Oregon is part of a team of states working together voluntarily to develop K-12 assessments in English language arts/literacy and mathematics aligned to Oregon’s Common Core State Standards. These tests are called [Smarter Balanced](#) assessments. Aligned to more challenging standards, Hillsboro School students will be given the [SBAC](#) summative assessments each spring to better measure what skills and knowledge our students need, to be successful in the 21st Century.

b) Common Formative Assessments

Common Formative Assessments (CFAs) are designed as matching pre and post-assessments to ensure same assessment to same-assessment comparison of student growth and are similar in design and format to district and state assessments. Hillsboro School Instructors have designed standards based CFAs (post) and Pre Assessments to give regular and timely feedback regarding student attainment. [Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment...Dec 2, 2014 Dr. Larry Ainsworth.](#)

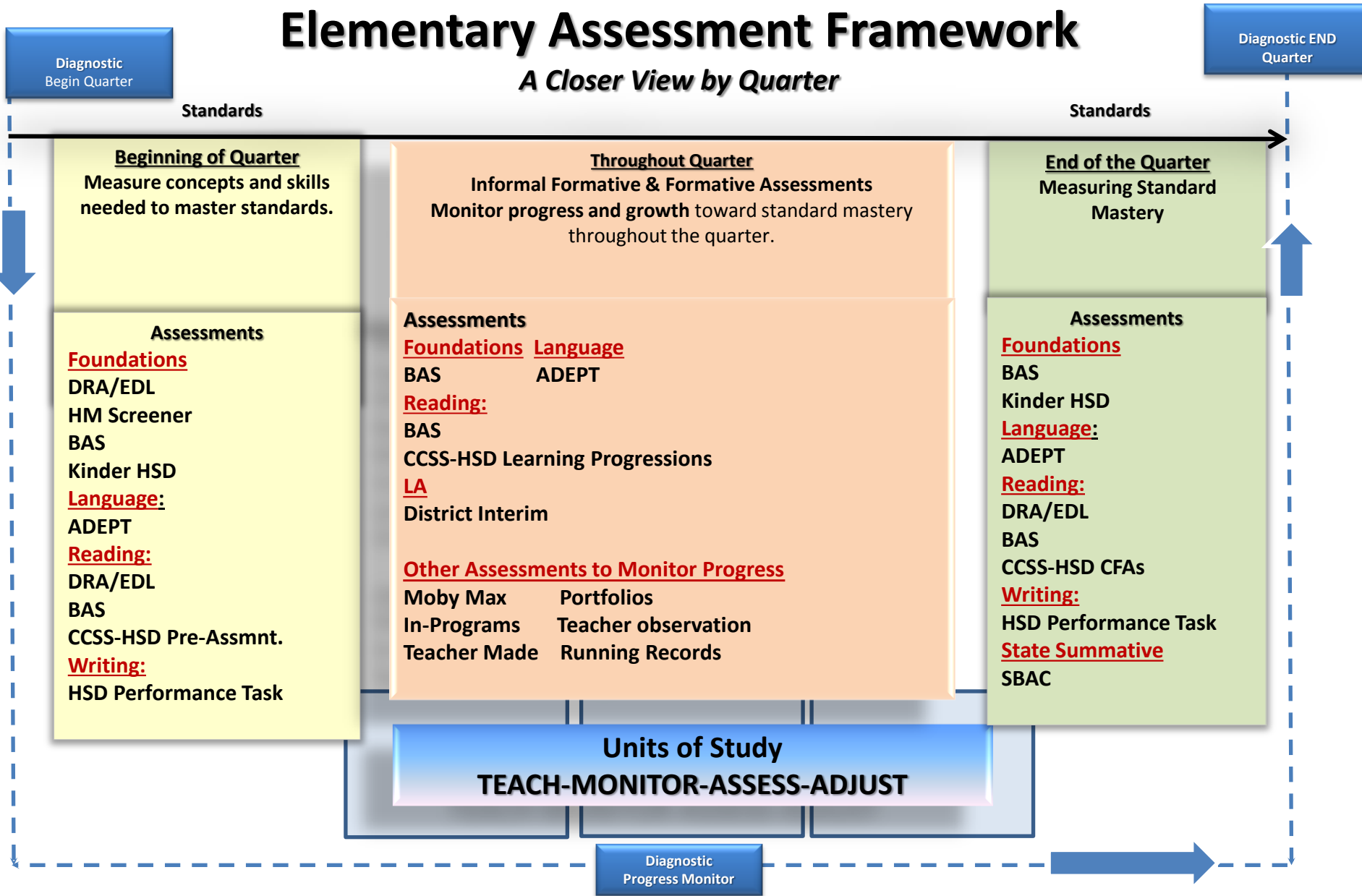
c) Continual Formative Assessments (or Informal Assessments)

Hillsboro instructors monitor and adjust instruction based on continual assessment of student need and differentiated instruction through Common Core Reading Learning Progressions. “(i.e. Continual) Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”

[Classroom Assessment: What Teachers Need to Know \(7th Edition\) Jan 13, 2013 by W. James Popham. Hess, K. \(2008a\). “Developing and using learning progressions as a schema for measuring progress.”](#)

Elementary Assessment Framework

A Closer View by Quarter



HSD's SIX GUIDING LA PRINCIPLES

5 Best Practices

Data that supports the success of a practice is referred to as a *research-based practices* or *scientifically based "Best Practices."* Hillsboro Schools' instructors use research-based Best Practices for instructional implementation and to make curricular decisions.

Best Practices

(not an all inclusive list)

Model – Model – Model!

Explicit Instruction of Skills and Strategies

Gradual Release of Responsibility

Immediate and Specific Feedback

Instruction Guided by Assessment

Cooperative Learning and Discourse

Substantial Practice

Making Connections (inter-textual)

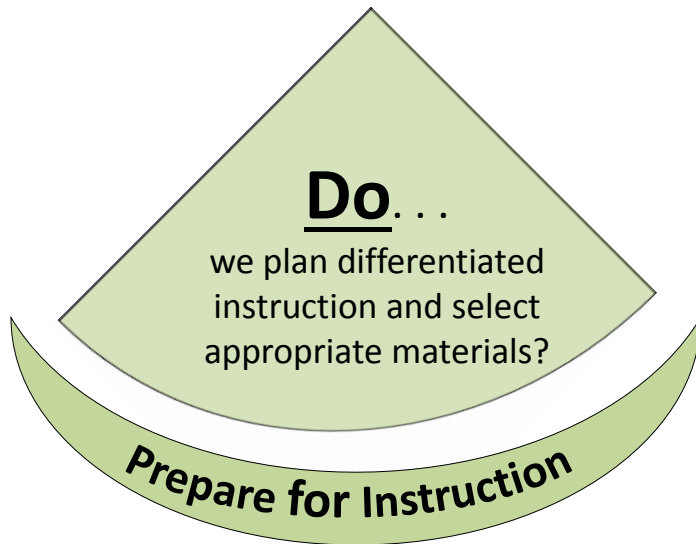
Rigorous and Challenging Instruction

Targeted Purpose is Established

Metacognition (Think Alouds)

Note-Taking

6 Differentiated Instruction with a Focus on Equitable Access for All



[Hillsboro School District](#) has developed and is implementing a comprehensive professional development plan that meets the diverse needs of our community and supports the diverse needs of our students. Literacy materials and curriculum are selected for equitable access to reflect multi-cultural understandings of content and language. Cross connections and scaffolds of content and context are made through Spanish and English Language Development as well as other strategies to support diverse learners, concurrently using an equitable and culturally relevant lens. Hillsboro Schools provide a [Bilingual Program Model](#). Students are supported through the Program and Guided Language Acquisition Design ([GLAD](#)) within each of the three pathways of the Bilingual Program Model.

Differentiated Instruction

*With a Focus on Equitable Access for All
(not an all inclusive list)*

ELL strategies (GLAD, SIOP, CM)

Culturally Relevant

Language-1 Supports

Frequent Checks for Understanding

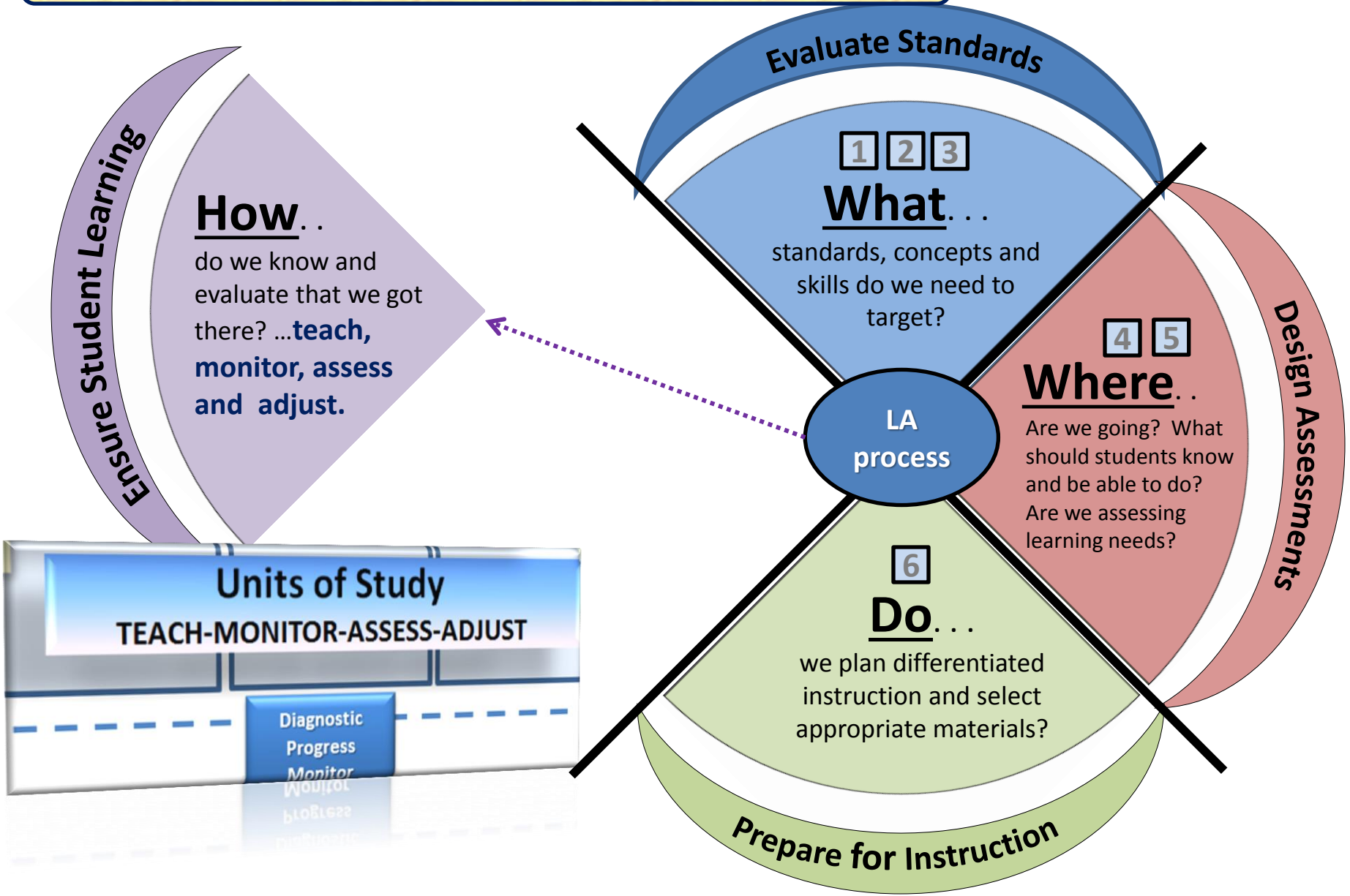
Explicit Vocabulary Instruction

Substantial Practice

Prior Knowledge Activated - Connected

Many Opportunities to Read

HSD's SIX GUIDING LA PRINCIPLES



Section III

Literacy Instruction and Language Arts Component Routines/Outcomes

Relevant Criteria Supporting the Language Arts Shifts within the Four LA Components

Supported by HSD's Six Guiding Principles

In this section you will find detailed information about the four literacy components of instruction which include routines and outcomes and non-negotiable criteria.

Relevant Criteria of the Four LA Components Supporting the LA Shifts

Hillsboro School District’s Elementary LA “Six Guiding Principles,” as identified by the HSD Elementary Literacy Collaboration Team, in conjunction with the language arts instructional process support and guide HSD’s Elementary Language Art instruction.

LA instruction itself, is measured against **non-negotiable, relevant criteria** that support “*the heart of the Common Core State Standards found in the ELA Shifts.*” These shifts include:

1. **Regular practice with complex texts and its academic language.**
2. **Reading, writing and speaking grounded in evidence from text, both literary/informational.**
3. **Building knowledge through content-rich non-fiction.**

*Implementation of this relevant criteria occurs during LA instruction and is elaborated on in the **Four LA Components** routines: (*Reading, Writing, Foundations and Language Focused ELD*).

[student achievement partners
achievethecore.org/materials-evaluation
toolkit \(2013\)](http://studentachievementpartners.achievethecore.org/materials-evaluation-toolkit)

Percentages are based on individual schools’ language arts time schedules and the minimum percentage of time spent in each LA component for the duration of each day designated for language arts.

	Grade	K-1	2-5	6
Integrated English Language Development	Foundations	30%	15%	As needed
	Reading	35%	45%	50%
	Writing	35%	40%	50%
English Language Development	Recommended time for all grades is 20-30 minutes.			

*All four **ELA Components** incorporate specific and relevant criteria found within the ELA shifts in the areas of (1) text quality, (2) Questions and tasks, (3) foundation skills, (4) writing to sources, (5) speaking and listening, and (6) language.

Non-Negotiable Criteria Supporting the LA Shifts

Component: Foundation Skills

Foundations

- Knowledge of grade-level phonic patterns and word analysis.
- Use context to confirm or self-correct word recognition and understanding .
- Reread purposefully to acquire accurate meaning.
- Instruction and practice in word study, systematic examination of grade-level morphology, decoding of multi-syllabic words by using syllabication and automaticity with grade-level regular and irregular spelling patterns.
- Opportunities to allow reading fluency orally and silently.
- Read on-grade level prose and poetry with accuracy, rate appropriateness to text and expression.

LA Component Foundation Skills

HSD believes that the Common Core Foundation Skills Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. [Oregon Dept. Of Education](#) and [The Continuum of Literacy Learning Grades PreK-8 Gay Su Pinnell and Irene C. Fountas, 2nd Edition](#)

The strands of the CCSS Foundation Skills are

- RF.1 Print Concepts (grades K-1)
- RF.2 Phonological Awareness (grades K-1)
- RF.3 Phonics and Word Recognition (grades K-5)
- RF.4 Fluency (grades K-5)

Within literacy instruction students in grades K-1 (anchor standards)

- RF.1 Learn and demonstrate an understanding of the concept of print (K-1).
- RF.2 Demonstrate an understanding of spoken words, syllables and sounds (K-1).
- RF.3 Apply grade level phonics and word analysis skills in decoding words.
- RF.4 Read emergent texts with purpose and understanding (K) and read grade level text with purpose and understanding (1).

Within literacy instruction students in grades 2–5 (anchor standards)

- RF.3 Apply grade level phonics and word analysis skills in decoding words.
- RF.4 Practice reading with accuracy and fluency to support comprehension of grade level text, as well as using context clues to self-correct.

<i>Minimum % of Total ELA Literacy Instruction</i>					
K-1	30%	2-5	15%	6	as needed
Foundation Component Routine Outcome					
<u>K – 1st Grade</u>					
Print Concepts RF.1					
Students track, match and identify print elements within text.					
Phonological Awareness RF.2					
Students listen to rhymes and rimes, identify and sequence parts of words, separate and manipulate sounds in words.					
Phonics and Word Recognition RF.3					
Using word patterns and structural analysis students practice decoding and blending words, recognize consonant and vowels sounds and read high frequency words.					
Fluency RF.4 (RL/RI.10)					
Students read grade level text with accuracy, appropriate rate and self corrects for purpose and understanding (comprehension).					
<u>2nd – 5th Grade</u>					
Phonics and Word Recognition RF.3					
Students use word patterns and structural analysis to decode and blend words, recognize vowel sounds and patterns and read high frequency words.					
Fluency RF.4 (RL/RI.10)					
Students read grade level text with accuracy, appropriate rate and self corrects for purpose and understanding (comprehension).					

Relevant Non-Negotiable Criteria Supporting the LA Shifts

Component: Reading (specifically for Teacher Modeled Read-Aloud)

Texts

- Texts used have quantitative and qualitative grade-band placement.
- Texts align with the complexity of the standards.
- Shorter, challenging texts that elicit close reading and multiple readings for varied purposes are provided regularly at each grade.
- All students have opportunities and practice to comprehend grade-level text.
- Texts reflects the genres and characteristics required by the standards.
- Texts build knowledge systematically through reading, writing, listening and speaking .
- Texts are worth reading. They are content rich.
- Content specific texts reflect the quality of writing by authorities in the discipline.
- 50% or more of informational texts use informational text structures rather than narrative.

Relevant Non-Negotiable Criteria Supporting the LA Shifts

Component: Reading (Includes Teacher Modeled Read-Aloud)

Text-Dependent and Text-Specific Questions

- Text dependent questions and tasks reflect the requirements of Reading Standard 1 by using textual evidence, including supporting valid inferences from the text.
- Text dependent questions are of high quality and elicit sustained attention to the specifics of the text.
- Questions and tasks assess the depth of thinking required by the standards.
- Questions and tasks support students in unpacking the academic language (vocabulary and syntax) found in complex texts.

Scaffolding and Supports

- Pre-Reading activities are highly focused and begin with the text itself (no more than 10% of time devoted to any reading instruction).
- Mastery of strategies for full comprehension of complex text cannot be confused or substituted with other materials. Texts are not platforms to practice discrete strategies.
- Questions/tasks require careful comprehension of the text before students are asked to evaluate or interpret the text.
- Questions about language and syntax support students in understanding the purpose of the text itself.
- Materials genuinely measure progress. Progress includes gradual release of scaffolds toward independence.

LA Reading Component

Part 1: Teacher Modeled Read Aloud

The **Teacher Modeled Read Aloud** is a strategy in which a teacher sets aside time to read orally to students on a consistent **daily basis** from texts above students independent reading level but at their listening level. The teacher modeled “Read Aloud,” follows a sequential pattern with a **specific pre-selected purpose**.

The teacher modeled read-aloud includes all content areas and poetry with a specific targeted purpose. Teachers model close reading, repeated readings and written responses. Teachers make intertextual connections and use academic vocabulary.

The New Balanced Literacy School: Implementing Common Core by Margaret Policastro, Becky Tague (2015), Burns P. & Roe B. (2002). Informal Reading Inventory. Boston: Houghton Mifflin – Johns, J. (2005). Basic Reading Inventory Dubuque, IA: Kendall/Hunt the Common Core Standards for Language and Literacy and The Continuum of Literacy Learning, Grades Pre K– 8: A Guide to Teaching Drs. Irene C. Fountas & Gay Su Pinnell

The Minimum % of Total LA Literacy Instruction Note: The Read-Aloud part of the percentages below as part of the total Reading Component.

K-1	35%	3-5	45%	6	50%
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Teacher Modeled Read-Aloud Routines/Outcomes

Before

Introduce Targeted Purpose

The first reading of a Read-Aloud builds background knowledge of the text as well as the text structure. Next, specific **targeted purposes** occur with re-readings which can include a variety of skills and strategies that need to be reinforced.

During

The teacher models close reading strategies, does think alouds and asks text-based questions. There is social discourse throughout, rich conversations and use of academic vocabulary. Students are not actually engaged in close reading during the Read Aloud but learn what to do when reading on their own.

After

The Read Aloud ends with the teacher making connections back to the targeted purpose. Students are asked questions to think beyond the text and summarize the reading. The targeted purpose leads into connections for the shared class reading.

LA Reading Component Part 2: Instructional Delivery

Students participate in activities to stimulate their metacognitive and metalinguistic skills in speaking, reading, listening and writing. Therefore, being exposed to a wide range of differentiated reading and writing strategies in all content areas will allow students to practice these foundational literacy skills and expand their thinking skills. Essential foundational literacy skills are explicitly taught as needed to ensure that students move from needing support materials and techniques to being able to choose from various texts and reading independently and at grade level, supported by scaffolds in language and vocabulary, reading and writing. *Teacher knowledge of how students develop reading and writing skills is necessary for the effective planning and implementation of instruction* (Linan Thompson & Vaughn, 2007). *A reader's understanding of words and concepts is central to success in reading.* (National Reading Panel, 2000).

The Minimum % of Total ELA Literacy Instruction *Note: The Read-Aloud is part of the percentages of the Reading Component.*

K-1

35%

3-5

45%

6

50%

Reading Component Routines/Outcomes

Whole Group Summary

Teacher and ALL students read together grade-level complex text (short to extended texts). Text is the center of discourse to develop, write and refine thinking about text. Students determine what the text is saying, how the text is saying it, and what the text actually means. (*Doug Fisher and Nancy Frey*), [*Louisiana Believes calls this "Expressing Understanding"*]. Assessments are on-going during and at the end of instruction.

Whole Group Instructional Delivery

- **Shared Reading** Students re-read texts multiple times. Reading is choral, paired or independent. Students ask one another high quality questions and develop an understanding of key ideas, language and structure and make text connections. *Fluency Development and Whole-Class Instruction Approaches for Shared Reading With Paula Schwanenflugel*
- **Close Reading** is a study of short texts, useful to enable students at a wide range of reading levels to participate in analysis of demanding text.
- **Mini Lessons** can be whole or small group and serve as a lead-in to a larger lesson to reinforce needed skills(5 minutes to 15). (*Lucy Caulkins Minute Mini Lessons*)

Small Group Summary

Small Group supports needs that cannot be met during whole-class instruction, but does not replace whole group instruction (or give students a leveled reader version of a whole class text). Students practice and build the fluency and comprehension skills necessary to grow their reading proficiency. All students need small-group support. For advanced readers, this is a place to challenge each other and explore above-grade-level texts and skills. During Small Group reading may include various levels of texts, support for meeting grade-level standards with complex texts used during Whole Group, texts selected based on student reading needs, and additional targeted instruction with whole class texts, concepts and standards. During Small Group there are various assessments used to establish flexible groupings.

Small Group Instructional Delivery

- **Guided Reading** consists of small, flexible groups of students who read at the same level and/or have the same instructional needs.
- **Mini Lessons** can be whole or small group and serve as a lead-in or particularly in small group as a follow-up to reinforce needed skills.
- **Work Stations** students are engage in related small-group or independent work when not engaged in teacher-led instruction. Work stations could include read to self, partner reading, Listening to reading, fluency practice, skill-based workstations.

Independent Reading

Independent reading builds stamina and perseverance to spend time in text. Fluency, pace and accuracy is increased through independent reading. This is the time to increase the volume and range of reading that cannot be achieved through other instruction but is necessary for growth. Students read at their own reading level and choose texts of high interest (including those from teacher selections). Students are held accountable for their reading. They set and monitor their own reading goals.

Closure

During closure provide opportunities to check-for-understanding, (i.e., Exit slips, Retelling, Reader-Response Notebooks) connecting back to a targeted purpose.

Relevant Non-Negotiable Criteria Supporting the LA Shifts

Component: Writing

Writing to Sources and Research

- Students have opportunities to write for a variety of tasks, including narrative, whenever possible.
- Students write to sources. They analyze and synthesize source information.
- Student present careful analysis with well-defined claims and clear information.
- There is an increased focus on argument and informational writing as follows:

Grades K - 2	Expository 35%	Opinion 25%	Narrative 40%
Grades 3 - 5	Expository 35%	Opinion 30%	Narrative 35%
Grades 6 - 8	Expository 40%	Argument 40%	Narrative 20%

- There is extensive practice with short, focused research projects.
- Students engage in many short focused research projects to develop the expertise that is needed to conduct research independently.

Integrated Language and Writing

- Language tasks mirror real-world activities (actual editing, revising, writing).
- English conventions tasks focus on common student errors and conventions most important for college and career readiness.
- Writing tasks focus on strategies to address common flaws seen in student writing.

LA Writing Component

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in a student's writing. (*Common Core Initiative Writing K-12*).

A critical school responsibility is ensuring K-12 students develop the skills to write fluently, so they are able produce the amount (and quality) of writing necessary to complete school assignments and other academic tasks.

A primary writing goal across K-12 is that students must adapt their written communication to audience, task, purpose, and discipline, and apply the conventions associated with different writing genres. (*Oregon K-1 Literacy Framework-Writing Goals*).

Minimum % of Total LA Literacy Instruction

K-1

35%

2-5

40%

6

50%

Writing Component Routines/Outcomes

Whole Group Summary

Whole Group Writing is an extension of reading. Students write about what they've read. Writing techniques are modeled, using the reading text to demonstrate quality writing. Students understand author's craft, refine their writing about texts and improve language skills. Skills or traits are addressed and introduced to the whole group providing a strong example from the text. Students reread the text and record other examples of the focus writing skill or trait and then discuss its effectiveness. Students complete a writing task incorporating the skill or trait studied in the mentor text independently.

Whole Group Instructional Delivery

- **Shared and Interactive Writing** Teacher and students write cooperatively in response to a read text and to build connections between reading and writing. The teacher writes information given by students with students, while in Interactive Writing, students record the information he or she provided
- **Mini Lessons can be whole or small group** and serve as a lead-in to a larger lesson to reinforce needed skills (5-15 minutes).

Small Group Summary

Small-group supports student needs that cannot be met during whole-group instruction providing support for meeting grade-level standards with complex texts. Students receive feedback or extra instruction on specific writing or language skills. They practice mastering unique skills they are struggling with. Various assessments help establish flexible groups by need.

Small Group Instructional Delivery

- **Guided Writing or Conferences**
Teacher conferences (data gathering), small instructional and flexible groups discuss aspects of writing, craft and conventions.
Mini Lessons can be whole or small group and but in small group follow up on particular skills that need reinforcing.
- **Work Stations – Independent Writing**
Students work independently over the year gradually increasing writing stamina with a variety of text types and responses.

Whole Group Closure

- **Group Share**
Students celebrate writing success, solve problems, reinforce and clarify teaching points, reading aloud writing pieces and always connecting back to a targeted purpose.

Relevant Non-Negotiable Criteria Supporting the LA Shifts

Component: Language Focused ELD/SLD

Important Note: Language and Speaking and Listening Common Core State Standards are explicitly taught as integrative elements of the Reading and Writing Components. The “separation” of Language here for the purpose of instruction during the ELA Literacy Framework at HSD, hinges on the need for a more focused and systematic English Language Development time to meet the needs of all our students.

English Language Development Specific Tasks

- Focused lessons are determined by the grade level content standards.
- Language that enables students to listen, speak, read and write about and across content topics and concepts at hand.
- Both language and content goals are considered
- Instruction driven by students' English/Spanish proficiency levels with the purpose of moving students' proficiency level to the next.
- Provides ample varied practice for application of newly taught language in meaningful ways.
- Ongoing assessments that drive instructional planning for mastery of forms and functions and the ability to apply them in different contexts.

LA Language Component

Focused ELD

A comprehensive approach for developing English proficiency is essential to ensuring the academic achievement of English learners. Integral to such an approach is explicit language instruction in every class, every day. Language development to support content learning is driven by the demands of grade-level academic work.

Focused ELD is a dedicated instructional set of time that is driven by students' assessed English proficiency levels. The goal is to move students from one proficiency level to the next. Focused ELD builds a solid foundation in English by teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and need to use for effective academic learning, classroom participation, and real-life purposes.

Focused ELD challenges students to explore language in compelling and playful ways, continually growing their ability to use English flexibly, fluently, and accurately – to have agency over their own language use. Ultimately, is for English to be a bridge to academic success rather than a barrier.

Systematic ELDachieve.org

Note: It is important for teachers to analyze the language demands for the end task of the unit in order to backwards map the language lessons that will equip students to successfully complete the task. Teachers can also use knowledge of the student's primary language to bridge to the second language by identifying cognates, contrasting syntax, whenever possible. The new ELP standards help teachers identify the language demands in CCSS through the **receptive**, **productive** and **interactive modalities**.

Minimum 20-30 minute of Focused ELD/SLD outside of Literacy Instruction for all grades K - 6

Language Component - Focused ELD/SLD Routines /Outcomes

Open the Lesson

The teacher Identifies the language targeted purpose, set context, bring language to life, link to previous learning and access prior knowledge.

Teach the Language (I Do)

A content based lesson integrates discipline specific and Tier 2 words. Strategies to bridge and help students construct meaning are used purposefully. The teacher models and explains how to use the language topic vocabulary and/or language patterns and grammatical structures. Students are given time for repeated practices.

Practice the Language (We Do)

All students are engaged in meaningful discourse in various and structured language practice routines. Language frames based on ELP levels provided differentiated entry points to conversations. The teacher monitors student practice, checks for understanding and give students many opportunities to practice.

Take Language to Application (You Do)

Students participate in an end task applying taught language. Tasks can vary greatly and may include a speech, play, written piece, tableau and joint collaborations (i.e. cooperative paragraph) to name a few. The teacher monitors independent application and collects evidence of individual learning .

Close the Lesson

Students are connected back to the targeted purpose, summarize the lesson and make real world connections when applicable.

Systematic ELD elachieve.org

Section IV

Literacy Instruction in the Classroom

In this section you will find activities and tasks you might see occurring during each of the four literacy components.

What You Will See...



During Language Arts...



What You Will See During LA and Foundations Routines /Outcomes

Each section of the Foundations Reading Component is whole group with possible small group instruction.

Some best practices for this component may include: *culturally relevant texts, visual supports, continually checking for understanding, ELL supports (GLAD, SIOP, etc...) and decodable texts.*

Print Concepts K-1	<ul style="list-style-type: none"> • Concepts of Print is understood in student's L1. • Classrooms are language and print rich. • Teacher models directionality while reading to students. 	<ul style="list-style-type: none"> • There are one to one correspondence activities and tasks. • Students identifying texts for a variety of purposes (for fun, information). • Students recognizing parts of a book, author and illustrator.
Phonological Awareness K-1	<ul style="list-style-type: none"> • Instruction is explicit and systematic teaching letter-sound relationships. • 1 or 2 phonemic skills are taught at a time. • Teacher reads texts with identifiable repeated patterns, as well as rhymes, chants and songs. 	<ul style="list-style-type: none"> • There are a variety of listening experiences for texts of a different format (audio, CD, video). • Students connect the alphabet sounds to "hooks," (alphabet songs, Alpha Friends (HM), sound/spelling cards. • Whole to part and part to whole activities (Spanish/DLP)
Phonics-Word Recognition 1-2	<ul style="list-style-type: none"> • Making words activities (morphology) • Word patterns displayed and practiced. • Word walls give visual support for high frequency words. • Early Readers are in students' L1. • Dictato of sounds, words, sentences (dictation). 	<ul style="list-style-type: none"> • Shared writing practice of words in context. • Substantial practice in applying phonic skills.. • Lessons are planned from previous spelling errors. • Decodable texts. • Phonemes and Vowels are scaffolded if different than L1. • Silabas/syllables in text are emphasized for decoding.
Fluency 1-2	<ul style="list-style-type: none"> • Choral repeated readings (Lotta lara) • Fluency practices (Read Naturally, AR, 6 Minute Solution, one minute reader, etc...) • Readers Theater 	<ul style="list-style-type: none"> • Continual growth assessment • Teacher check-ins for fluency and accuracy • Self-selected and teacher-selected texts
Phonics-Word Recognition 3-5	<ul style="list-style-type: none"> • Multi-syllabic decoding and spelling • Latin and Greek roots (with cognates) • Dictato (dictation) 	<ul style="list-style-type: none"> • Shared writing practice of words in context. • Word Walls with High Frequency Words • Lessons are planned from previous spelling errors • Substantial practice in applying phonic skills.
Fluency 3-5	<ul style="list-style-type: none"> • Recording own reading for authentic purposes (digital tools) • Student self-tracking growth goals for fluency and accuracy. • Choral repeated readings (Lotta Lara)Fluency practices (Read Naturally, AR, 6 Minute Solution, one minute reader, etc...) 	<ul style="list-style-type: none"> • Continual growth assessment. • Teacher check-ins for fluency and accuracy • Self-selected and teacher-selected texts • Readers Theater



What You Will See During LA & Teacher Modeled Read-Aloud Routines /Outcomes

Each section of the Modeled Read-Aloud Reading Component is deliver in whole group.

Some best practices for this component may include: *think-alouds, modeling of good reader behaviors (skills, strategies, fluency, etc...), making connections to the whole group text, reading culturally relevant texts, 80% teacher modeled, active listening strategies, building knowledge in a variety of ways for diverse learners, and planning a **targeted purpose** based on student needs as indicated by informal formative assessments.*

Before	<ul style="list-style-type: none"> • Targeted Purpose is introduced (objective) • Teacher is modeling what good reading looks and sounds like (what the teacher models depends on the targeted purpose). • Text is culturally relevant and interesting to students. • Text supports the whole group class text. 	<ul style="list-style-type: none"> • Students are actively listening. • Prior Knowledge is activated before teacher reads. • Unknown idioms, multiple meaning words, figurative language and other vocabulary is built into knowledge using various strategies.
During	<ul style="list-style-type: none"> • The Targeted Purpose is modeled throughout the Read Aloud. • Multiple rereading's of the text with each focusing on specific purposes. • The teachers uses metacognitive strategies to model self-questioning, clarification using think-alouds. • The teacher asks self questions about the topic at various DOK levels. 	<ul style="list-style-type: none"> • Vocabulary is continually connected to the whole group text. • Student understanding is checked throughout. • Questions for understanding are scaffolded to ELP levels. • Students have many opportunities to hear syntax and vocabulary.
After	<ul style="list-style-type: none"> • Targeted Purposes is revisited and connected through student questions. • Questions help students make connections to the whole group text or background knowledge of the text. 	<ul style="list-style-type: none"> • Students summarize what was read each day.



What You Will See During LA Reading Routines /Outcomes

Each section of the Reading Component has various delivery methods.

Some best practices for this component may include: think-alouds, vocabulary and prior knowledge strategies are continually being in-built, metacognitive strategies are modeled and used by students while reading, texts are culturally relevant, connections are made to other topic supporting texts, the rigor of higher level DOK questions and tasks, Differentiated scaffolds and 50% literary and 50% informational texts.

<p>Whole Group (includes close and shared readings and whole group mini lessons).</p>	<ul style="list-style-type: none"> Anchor Text used with a targeted purpose. Connections are made back to Read Aloud or other connected texts. Introduction of new text focuses on building vocabulary and background knowledge. DOK Levels of comprehension questions support the targeted purpose with scaffolds (ELP sentence frames, cooperative strips and paragraphs) . Questions are presented in discussion and independent structures. 	<ul style="list-style-type: none"> Various strategies used to support targeted purpose for diverse learners (visuals, tableau, vocabulary supports) Shared re-readings of the text for different purposes. Choral, echo, partner and different opportunities to re-read Questions lead into writing about the text with ELP sentence frames. Close Reading texts are shorter and at a slightly higher grade level but at students' listening level. Close Readings have multiple re-readings with different purposes. Close Reading strategies are evident (note-taking, modeling).
<p>Small Group (includes guided reading, mini lessons work stations and independent reading).</p>	<ul style="list-style-type: none"> Texts are at students' reading levels. Students in guided reading small groups are reading to support the targeted purpose of whole group (either in texts at students' reading levels or the on-grade level whole group text for reinforcement/practice – mini lessons) Small groups are flexible by student need. All students have opportunities to work in small groups. 	<ul style="list-style-type: none"> Work stations are for reinforced already learned skills (practice). Work stations are not teacher led, students can work independently. Work stations and small groups are based on formative assessments. Independent reading gives students opportunity to practice fluency and accuracy. Independent reading is accountability based (dialogue journals or reading logs, teacher check in's for fluency, accuracy and comprehension).
<p>Closure</p>	<ul style="list-style-type: none"> Purpose for reading is revisited. There is discussion about the text. Whole Group texts are summarized. 	<ul style="list-style-type: none"> Exit tickets when applicable.



What You Will See During LA Writing Routines /Outcomes

Each section of the Writing Component is deliver in various methods.

Some best practices for this component may include: *Think-Alouds/Write-Alouds, Modeled Writing using a Mentor Text, scaffolded writing strategies (GLAD, sentence frames, etc...), integration of content, student and teacher choice, daily writing or journaling.*

<p>Whole Group (shared writing, interactive writing, mini lessons, independent writing)</p>	<ul style="list-style-type: none"> • Writing instruction is grade-level standards based. • Each lesson is based on a targeted purpose. • A mentor writing text is displayed to address skills and traits. • Real-student writing is used to model exemplary work. • Grade-level writing instruction is modeled and presented to the whole class. • Mini lessons during whole group focus on writing errors and/or skills that need practice (writing process, etc...). • Lessons focus on specific areas of writing components. • Language and skill specific needs are scaffolded. • Students write for a variety of purposes and audiences. • Quoting and citing evidence is obvious. 	<ul style="list-style-type: none"> • Students use grade level writing rubrics for goal setting and self-assessment. • There is extensive practice with short, focused research projects and more sustained research efforts (performance tasks). • Students read aloud stories and essays using the langue of writing to critique and share each others works. • Publish samples are displayed to show evidence of writing across disciplines. • Teachers use writing to help students reflect and think critically about content • Students understand what they are writing, why and how it will be assessed.
<p>Small Group (guided writing, mini lessons, workshops, independent writing)</p>	<ul style="list-style-type: none"> • Small group guided writing addresses aspects of writing. • Mini lessons are explicit and focus on needs based from assessments. • Whole group writing tasks are scaffolded and supported in small groups or mini lessons. • Editing and revision feedback is given throughout the process by teacher and peers. 	<ul style="list-style-type: none"> • More practice for emergent writers. • Student-teacher conferencing occurs. • Students work independently on pre-taught writing tasks or projects. • Small work stations incorporate whole class writing skill practice. • All students have opportunities to work in small groups and participate in collaborate writing tasks. • Students have many opportunities to write for many reasons.
<p>Closure</p>	<ul style="list-style-type: none"> • Writing exit tickets provide a quick assessment for small or whole group instruction for the following day. • Mentor text is connected back to their own writing purpose. 	<ul style="list-style-type: none"> • Students read aloud published writing pieces to share. • The targeted purpose is revisited. • Writing successes are celebrated (use real student exemplars)



What You Will See During Language-ELD/SLD Routines /Outcomes

Each section of the Language ELD/SLD Component is delivered in gradual release.

Some best practices for this component may include: explicit and systematic instruction, modeling, culturally relevant resources and materials, the ELP modalities, ELL language connection strategies, (GLAD, SIOP, etc...) and gradual release.

<p>The Lesson</p>	<ul style="list-style-type: none"> • The language objective or targeted purpose is shared and identified. • The lesson is standard based (ELP and CCSS) • Lessons are based on pre-assessments, writing samples, etc.. • Teachers give a quick review of previous lesson (IFA).
<p>Teach the Language I DO</p>	<ul style="list-style-type: none"> • Vocabulary and background are built. • The teacher models the targeted purpose (with emphasis on language patterns and grammatical structures). • High Tier 2 vocabulary is used. • Language is connected to content and literacy. • Visuals, Modeling, Bridging (cognates) are used.
<p>Practice the Language WE DO</p>	<ul style="list-style-type: none"> • All students are engage in discourse (oracy). • Students use sentence frames based on ELP levels (writing and speaking) • The teachers continually checks and monitors for understanding. • Structured language practice routines are in place. • Students have many opportunities to practice.
<p>Apply the Language YOU DO</p>	<ul style="list-style-type: none"> • Joint productive activities (collaboration) and tasks are occurring (i.e., cooperative paragraph). • Students present (i.e., speech, play, tableau...). • End tasks are formative in nature (written or spoken)
<p>Close the Lesson</p>	<ul style="list-style-type: none"> • The lesson is connected back to the objective or targeted purpose. • Exit tickets include speaking and writing. • Real-world connections are made to the lesson.

Section V

Appendix of Definitions and Resources

In this section you will find definitions that correspond with the information provided in HSD’s Literacy Framework as well as specific resources that go more in-depth about each definition.

Section V Appendixes

Appendix A: Key Definitions and Resources

Literacy Framework: The HSD Literacy Framework is a model of Instructional delivery of the four language arts components.

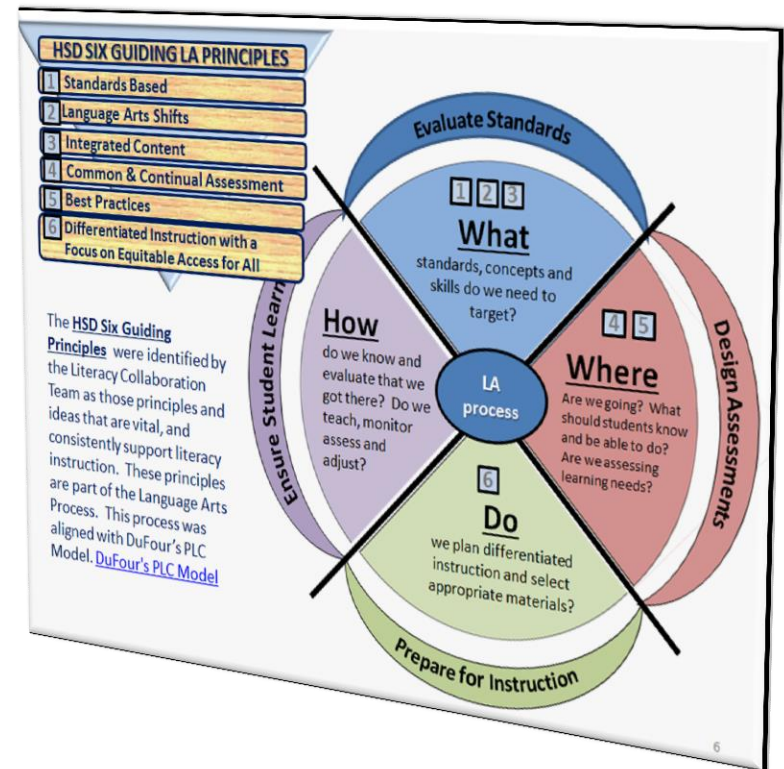
Literacy Components: The Literacy Components in the HSD Literacy Framework ([ELA/Literacy](#)) consists of Foundational Literacy Skills, Reading, Writing and Language Development.

The HSD Six Guiding Principles: The HSD's Six Guiding Principles overarch all areas to assure that literacy instruction (1) is standards based, (2) supports the Language Arts Shifts, (3) integrates content, (4) is driven by common and continual assessment, (5) includes best practices and (6) is differentiated with a focus on equitable access for all.

Language Arts Process: The Language Arts (LA) Process follows the instructional model of DuFour's PLC cycle, but integrates the HSD Six Guiding Principles.

DuFour's PLC Model: HSD uses [DuFour's PLC Model](#) (professional learning communities) as an ongoing and results oriented cycle of continuous improvement for all learners (students and educators).

Depth of Knowledge: The Depth of Knowledge (DOK) levels extend across all language arts components moving students toward higher thinking and critical analysis. HSD uses the CRM ([Cognitive Rigor Matrix](#)) developed by Karin Hess to align Oregon Department of Education standard questions and tasks to the highest rigor.



Appendix B: HSD's Six Guiding LA Principles Definitions and Resources

HSD's Guiding LA Principle #1:

Standards Based Instruction: At HSD instruction (assessment, grading and academic reporting are based on students demonstrating understanding or mastery of the concepts and skills of their grade-level standards ([ELA/Literacy](#)).

Pacing Guides: The HSD K-6 Language Arts Pacing Guides are an instructional, quarterly calendar of when particular standards should be taught and assessed. [Kindergarten Pacing Guide Example](#) **NEED HSD LINK**

English Language Proficiency Standards: [ELP Standards at a Glance](#)
 “The new ELP Standards were developed to address the increased rigor and language demands of college and career ready standards. The Overarching goal of developing new English Language Proficiency Standards was to provide an alignment between language and Content standards and inform instructional practice in both Language Instruction Education Programs and content area,”
[ODE and ELP Standards](#)

Evaluate Standards

1 2 3

What
standards, concepts and skills do we need to target?

HSD SIX GUIDING LA PRINCIPLES

1 Standards Based

On October 28, 2010 the [Oregon State Board of Education](#) adopted the Common Core State Standards (CCSS) for Language arts and mathematics. Following the ODE adopted state standards, Hillsboro Schools in conjunction with the [Common Core Initiative](#) uses a standards based instructional model.

Percentages are based on individual schools' language arts time schedules and the minimum percentage of time spent in each LA component for the duration of each day designated for language arts.

	Grade	K-1	2-5	6
Integrated English Language Development	Foundations	30%	15%	As needed
	Reading	35%	45%	50%
	Writing	35%	40%	50%
English Language Development	Recommended time for all grades is 20:30 minutes.			

HSD's Guiding LA Principle #2: English/Spanish Language Arts Shifts:

“Understanding how the new standards differ from previous standards and the necessary shifts they call for – is essential to implementing the standards well,” (*Common Core Initiative*).

Common Core Shifts

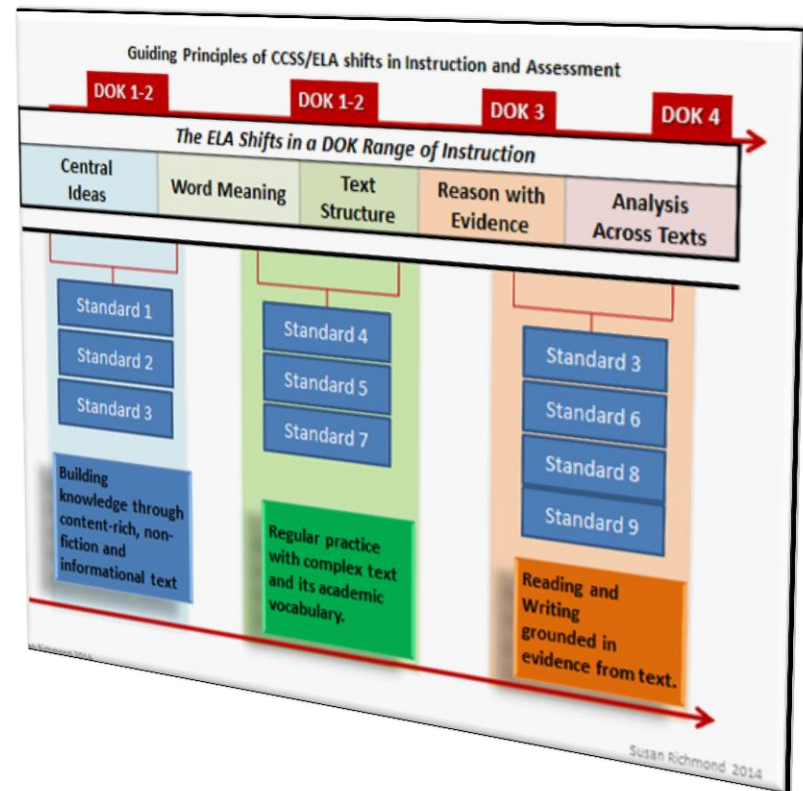
Shift 1: Regular practice with complex text and its academic language. This shift requires teachers to have an understanding of how to select texts based on [Text Complexity](#). The [New Lexile](#) measures of grade level reading expectations, support closing the gap between many students' reading abilities and the reading demands of college and career. Text complexity is closely related to [Academic Vocabulary](#). [Text Complexity Resource](#) *Note: The CCSS English Language Arts Shifts have gone from six to three. Shift 2 (text complexity) and Shift 6 (academic vocabulary) are combined to make one new Shift 1: Regular Practice with complex text and its academic language.*

Shift 2: Reading, writing and speaking grounded in evidence from text both literary and informational. Students learn to [Write from Sources](#) as evidence to support well-defended claims. Students read text closely to answer [Text-Dependent Questions](#). Understanding sequence and detail of narrative text is essential for effective argumentative and informational writing.

Note: The CCSS English Language Arts Shifts have gone from six to three. Shift 4 (text-based answers) and Shift 5 (writing from sources) are combined to make one new Shift 2: Reading, writing and speaking grounded in evidence from text both literary and informational.

Shift 3: Building knowledge through content-rich nonfiction. The standards strongly recommend that students build coherent general knowledge with a balance of literary and [Informational Text](#) to build [Literacy in the Content Areas](#).

Note: The CCSS English Language Arts Shifts have gone from six to three. Shift 1 (balancing literary and informational text) and Shift 3 (knowledge in the disciplines) are combined to make one new Shift 3: Building knowledge through content-rich nonfiction.



HSD SIX GUIDING LA PRINCIPLES

3 Integrated Content

In response to the ever-increasing challenge of meeting state and national standards in the content areas, while at the same time improving students' literacy skills, HSD supports the integration of reading and content area instruction. "The importance of integrating literacy strategies into content area lessons is rapidly becoming a critical competency for implementing the Common Core State Standards." [Brown University, 2013](#). In alignment with Common Core ELA Shift #3 (building knowledge through content-rich nonfiction), students at HSD connect informational and expository texts across discipline contents and domains.

Time spent on Literary and Informational Text

The increase of reading informational texts combined with integrated content in the sciences prepares students to gain knowledge in the disciplines.

Grade K-5	50% Literary	50% Informational
Grade 6-8	45% Literary	55% Informational

HSD's Guiding LA Principle #3: Integrated Content

The ELA standard strands are Reading, Writing, Speaking and Listening, and Language. Each are closely connected, to provide coherence in instruction. "For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research." [Key Design of the Standards](#) This principle is closely interconnected with the Language Arts Shifts #3 Building Knowledge Through Content-Rich Non-Fiction.

HSD's Guiding LA Principle #4: Common and Continual Assessment

HSD's SIX GUIDING LA PRINCIPLES

4 Common & Continual Assessment

Design Assessments

Where - Are we going? What should students know and be able to do? Are we assessing learning needs?

b) Common Formative Assessments
Common Formative Assessments (CFAs) are designed as matching pre and post-assessments to ensure same assessment to same-assessment comparison of student growth and are similar in design and format to district and state assessments. Hillsboro School instructors have designed standards based CFAs (post) and Pre Assessments to give regular and timely feedback regarding student attainment. *Common Formative Assessments: 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment...Dec 2, 2014 Dr. Larry Ainsworth.*

c) Continual Formative Assessments (or Informal Assessments)
Hillsboro instructors monitor and adjust instruction based on continual assessment of student need and differentiated instruction through Common Core Reading Learning Progressions.¹ (i.e. Continual) Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.²

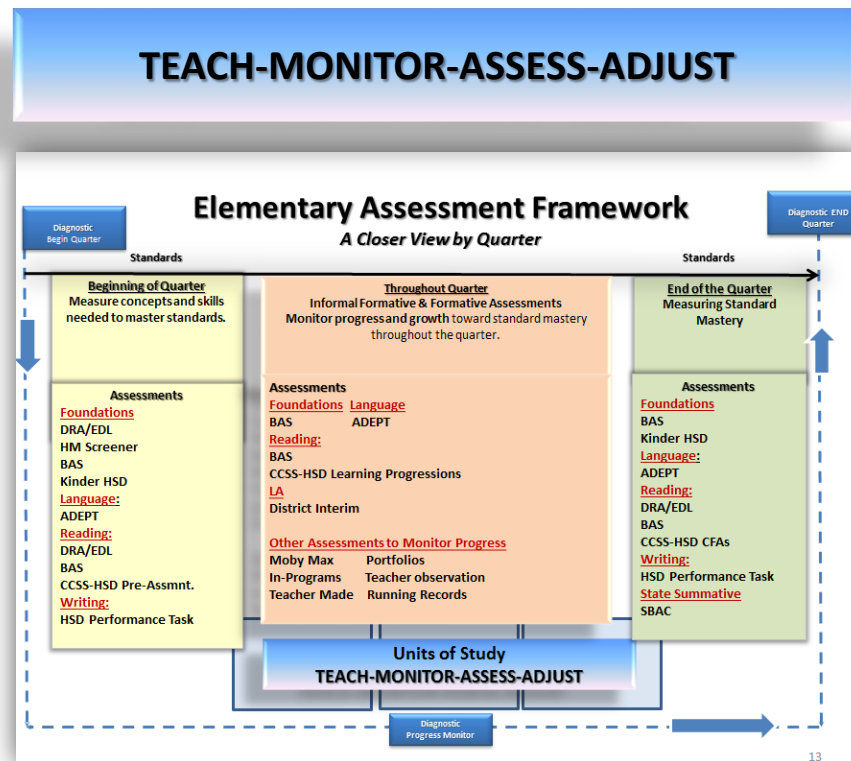
1. *Classroom Assessment: What Teachers Need to Know* (7th Edition) Jan 13, 2013 by N. Aram, Meghan, [Paul S. Zinn](#). "Developing and using learning progressions as a vehicle for measuring progress."

Hillsboro School District follows a Balanced Literacy and Assessment Approach of Formative Assessments (Summative and Common) and Continual Informal Assessments (IFAs).

a) Summative
Oregon is part of a team of states working together voluntarily to develop K-12 assessments in English language arts/literacy and mathematics aligned to Oregon's Common Core State Standards. These tests are called **Smarter Balanced** assessments. Aligned to more challenging standards, Hillsboro School students will be given the **SBAC** summative assessments each spring to better measure what skills and knowledge our students need, to be successful in the 21st Century.

HSD has a balanced assessment plan of summative (SBAC), common formative assessments (pre-assessments and post CFAs) and continual formative assessments (daily, weekly, etc...) for monitoring standard mastery.

Schools select and administer assessments based on student need. This differentiated flexibility of assessment allows for schools to select which assessments are best for their students.



The *following assessments* are those most commonly used at HSD but **are not** all inclusive. The non-negotiable criteria for assessment choice is that all assessments measure skills and concepts necessary for standard mastery.

Descriptions of HSD's Most Commonly Used Literacy Assessments

Note: Assessments may be used as initial baselines or screeners, beginning of each quarter pre-assessments, monitoring progress as needed, end of each quarter for mastery or summative (to mark the definitive end of a specific period or year), depending on the type and purpose of the assessment. Assessments can also be accessed at:

<http://sresource.homestead.com/Kinderqarten.html>

Standard Based Assessments	Comprehensive	
<p>HSD Kinder Foundation Assessment This is a district assessment measuring standard mastery in the foundational areas of reading (concepts of print, phonemic awareness, phonics and word recognition and fluency).</p>	<p>DRA/EDL "Not Just Another Assessment" HSD 2014 Summit Resources This assessment is in English/Spanish and identifies a students reading level, accuracy, fluency, and comprehension traditionally administered on an annual or semi-annual basis. It measures 9 categories of reading behavior and six types of errors. Students are given a DRA "level" which corresponds to a lexile or grade equivalent. Also available is the Word Analysis Kit (foundations).</p>	<p>Phonics Screeners: These are various assessments – Houghton Mifflin Phonics Screener, Fountas-Pinnell (K-2 Spanish), DRA/EDL (Spanish/English), Easy CBM (K-2 Spanish)</p>
<p>HSD District Assessments These are teacher created Common Formative, Interims and Pre-Assessments for ELA. (English and Spanish K – 6), Performance Tasks and Writing Prompts.</p>	<p>BAS (Fountas-Pinnell): System Overview Is a Guided Reading and Formative Assessment System – determines independent and instructional reading levels, documents student progress across a year in fiction and non-fiction texts and provides information on reading accuracy, fluency, and comprehension as well as data to support a broad range of reading, writing, phonics, and vocabulary instruction. It can be used to monitor the progress of individual students over time; K-2 Spanish Assessment.</p>	<p>Easy CBM: This is a computer assessment, designed by University of Oregon for RTI and assessments for each Tier of RTI. Grades K – 9 English, Spanish Foundations K-2 (decoding only).</p>
<p>HSD Reading Learning Progressions by Grade These are teacher created learning progressions of tasks necessary for students to reach standard mastery and is used for an assessment <u>monitoring tool</u>.</p>		<p>QIA (sampler) This is an informal, comprehensive testing instrument designed to quickly identify a student's language proficiency level. <i>To learn more about how assessments are used to support our ESL students go to: HSD' English Language Learner Plan (LAU)</i></p>
<p>Mandated: HSD Interim Assessment The HSD Literacy Interims measure mastery of concepts and skills within the standards taught for the first semester of school.</p>	<p>ADEPT: ADEPT is a valid and reliable oral language assessment instrument that can be used with students across grade levels K-8. ADEPT assesses a student's ability to understand and generate utterances using a scope and sequence of language forms, or structures, across the five levels of English proficiency. <i>To learn more about how assessments are used to support our ESL students go to: HSD' English Language Learner Plan (LAU)</i></p>	<p>This list is not all inclusive. Teachers are constantly assessing in many ways daily, weekly, and monthly. There are many assessments that can be used well to support content mastery. Just a few others may include:</p> <ul style="list-style-type: none"> *Moby Max *Portfolios *In-Program Assessments (HM Screener, Read Naturally, Literacy Squared, etc..) *Teacher observations *Teacher Made *Running Records
<p>Mandated: Oregon State Summative Assessment SBAC Cut Scores The Oregon Department of Education summative assessment is given to students in grades 3 – 6 at the end of each school year and measures mastery of the claims and targets within each ELA standard.</p>	<p>Mandated: Oregon ELPA This is a criterion-referenced and performance based English test assessing the receptive and productive language skills in speaking, listening, reading and writing and recognizing/using vocabulary.</p>	

HSD's SIX GUIDING LA PRINCIPLES

5 Best Practices

Data that supports the success of a practice is referred to as a *research-based practices* or *scientifically based "Best Practices."* Hillsboro Schools' instructors use research-based Best Practices for instructional implementation and to make curricular decisions.

Best Practices

(not an all inclusive list)

Model – Model – Model
Explicit Instruction of Skills and Strategies
Gradual Release of Responsibility
Immediate and Specific Feedback
Instruction Guided by Assessment
Cooperative Learning and Discourse
Substantial Practice
Making Connections (inter-textual)
Rigorous and Challenging Instruction
Targeted Purpose is Established
Metacognition (Think Alouds)
Note-Taking

HSD's Guiding LA Principle #5:

Best Practices:

Best Practices encompass practices that have been shown by research. These practices interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Best Practices are applicable to all grades and are the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. [Best Practices in the Classroom](#)

[Teacher Modeling](#) is an [Explicit Instruction](#) strategy. Everything the students are expected to do is first modeled by the teacher. In the [Gradual Release](#) model this is the "[I Do..](#)" of the [I Do..We Do...You Do..Model](#).

As the teacher models by using [Think Alouds](#) students are given tools of their own demonstrating how good readers use metacognitive thinking when reading ([Metacognition Robin Fogarty](#)). Reading strategies are an example of metacognition. Students strategize as they are reading to better comprehend the text and to develop and strengthen their reading skills. [Skills/Strategies in Pacing Guides](#)

Common Core requires extensive *Inter Textual Connections* (i.e., teaching students to make connections across related texts), which promotes engagement and improves reading comprehension and content learning. Pairing passages (literary to literary or literary to informational), with similar content is an inter textual connection strategies. [Paired Passages](#) support students in learning to make connections between texts and strengthen research skills.

One of Marzano's ([Marzano's 9 Instructional Best Practices](#)) and AVIDs Best Practices is Note-Taking. Note-taking comes in various formats ([Cornell Notes](#), [Note and Notice Signposts](#), [CCSS Research Notes](#)). A combination of these practices supports a more comprehensive approach to note-taking, especially with the research note types required by Common Core.

HSD's Guiding LA Principle #6: Differentiated Instruction with a Focus on Equitable Access for All

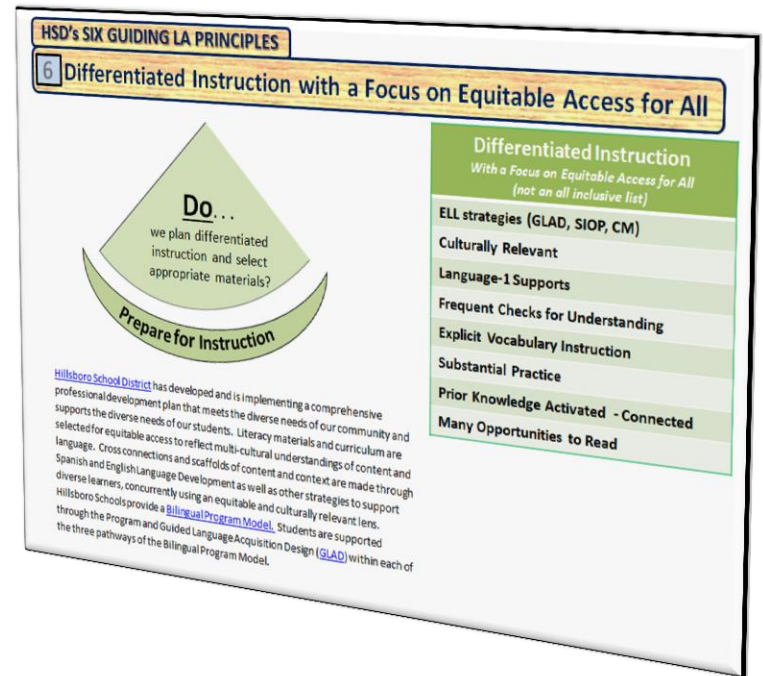
Differentiation in itself is a scaffold moving students toward the same outcome but in pathways that expand student instructional needs.

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction ([Fisher and Frey Scaffolds](#)). Various [Differentiation Practices](#) meets the diverse needs of our students.

[Universal Design for Learning \(UDL\)](#), “foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. The principles of UDL promote equal opportunities to learn for all students,” ([Oregon Dept. of Education and UDL](#)).

ELLs are supported through the HSD [Bilingual Program Model](#) as well as the Program and Guided Language Acquisition Design ([GLAD](#)), Sheltered Instructional Observation Protocol ([SIOP](#)) and Constructing Meaning ([HSD and CM](#)). Gifted and Talented ([TAG in HSD](#)) identified students achieve academic and personal excellence in rigorous, relevant and differentiated learning environments.

Literacy materials and curriculum are selected for equitable access to reflect authentic, multi-cultural understandings of content and language. An awareness of a student's first language (L1) and the cross connection to a second language (L2) influences classroom instruction ([L1 and L2 Reading](#)).



Appendix C: Four Language Arts Component Routines/Outcomes Definitions- Resources

[HM Enhancement](#) [Phonic Flip Charts](#)

Minimum % of Total ELA Literacy Instruction					
K-1	30%	2-5	15%	6	as needed
Foundation Component Routine Outcome					
K – 1st Grade					
Print Concepts RF.1 Students track, match and identify print elements within text.					
Phonological Awareness RF.2 Students listen to rhymes and rimes, identify and sequence parts of words, separate and manipulate sounds in words.					
Phonics and Word Recognition RF.3 Using word patterns and structural analysis students practice decoding and blending words, recognize consonant and vowels sounds and read high frequency words.					
Fluency RF.4 (RL/RI.10) Students read grade level text with accuracy, appropriate rate and self corrects for purpose and understanding (comprehension).					
2nd – 5th Grade					
Phonics and Word Recognition RF.3 Students use word patterns and structural analysis to decode and blend words, recognize vowel sounds and patterns and read high frequency words.					
Fluency RF.4 (RL/RI.10) Students read grade level text with accuracy, appropriate rate and self corrects for purpose and understanding (comprehension).					

Foundations [LINK](#) [Amazing Activities](#) [Sub-Skills and Examples of CCSS Foundations](#)

“The foundation standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines,”([Common Core Initiative](#)).

Concepts of Print (CAP): Students learn about the basic organization and features of print in a *Language and Print Rich Environment* in which language is frequently and systematically placed in the classroom. Marie Clay calls [Concepts of Print](#) the “Rules of the Road.” [Excellent Kindergarten CCSS Support](#)

Elements of Print Features

- **books** *Parts and Purposes of a book*
- **sentences** *The parts of a sentence* (first word, capitalizations, ending punctuation).

Directionality: The directionality of words: left to right, top to bottom and page by page.
One to One Correspondence: Words are represented in written language by specific sequences of letters and are separated by spaces. [Kindergarten Teaching Video](#)
- **words**
- **letters** Letters are both *upper and lower case* letters.

Phonological Awareness: The awareness that spoken language can be broken into smaller units such as words, syllables, onsets, rimes, and phonemes. Students are aware of spoken words, syllables and sounds.

Elements of Sound Features

- **consonants** Consonants are *sounds that have stops* (not continual).
- **vowels** *Are a continual sound* and the nucleus of a syllable. Students isolate then pronounce initial, media and final vowel sounds in single syllable spoken words.

The smallest unit of sound. Students blends phonemes in order to produce single syllable spoken words. [Blending Phonemes Teaching Video](#)
- **phoneme** *A pronounced unit of sound with one vowel.* Students count, pronounce, blend and segment syllables in spoken words. [Elkonin Boxes Video](#)
- **syllables**
- **rhymes** *Repeated patterns:* In songs, chants, and rhymes helps students produce and recognize rhyming words.

The onset is the initial sound of a word (M) and the rime is the ending sounding – usually a consonant and a vowel (AT). Students blend and segment onsets and rimes in single-syllable spoken words. [CCSS Teaching Video Onset and Rime](#)
- **onset and rime**

Minimum % of Total ELA Literacy Instruction				
K-1	30%	2-5	15%	6 as needed
Foundation Component Routine Outcome				
K – 1st Grade				
Print Concepts RF.1				
Students track, match and identify print elements within text.				
Phonological Awareness RF.2				
Students listen to rhymes and rimes, identify and sequence parts of words, separate and manipulate sounds in words.				
Phonics and Word Recognition RF.3				
Using word patterns and structural analysis students practice decoding and blending words, recognize consonant and vowels sounds and read high frequency words.				
Fluency RF.4 (RL/RI.10)				
Students read grade level text with accuracy, appropriate rate and self corrects for purpose and understanding (comprehension).				
2nd – 5th Grade				
Phonics and Word Recognition RF.3				
Students use word patterns and structural analysis to decode and blend words, recognize vowel sounds and patterns and read high frequency words.				
Fluency RF.4 (RL/RI.10)				
Students read grade level text with accuracy, appropriate rate and self corrects for purpose and understanding (comprehension).				

Foundations [Common Core Appendix A PP.17-22](#)

▪ **Phonics and Word Recognition** an instructional approach that focuses on the systematic relationship between letters and sounds and how sounds map to letters to form words.

Elements of Phonics Features

- **Phonics Sequence** *Orthography* is the spelling system of the English language consisting of consonant and vowels. The [Systematic Sequence of Phonics Chart](#) outlines the order of progression for English phonics instruction.
- **Syntax** *Syntax* is the set of rules, principles, and processes that govern the structure of sentences in a given language.
- **Structural (word) Analysis** *Structural analysis* is dividing words into parts to discover what an unknown word means. Many words in the English language are composed of a root, a prefix, and/or a suffix which contribute to the word's meaning. [Greek and Latin Roots by Grade](#). In Morphology ([Making Words Video Lesson Sample](#)), is the study of the internal structure of words and of the rules by which words are formed.
- **syllables** Words with more than one *syllable* are called *multi-syllabic*. [Words by Syllables List](#)
- **multi-syllabic** [Decoding Multi-Syllable Words Video](#) [16 Syllable Rules](#)
- **decoding** *Decoding* is the ability to apply your knowledge of letter-sound relationships or patterns to correctly pronounce written words. *Decodable text* is a type of text often used in beginning reading instruction to decipher words using the phonics skills they have been taught.
- **HFW (high frequency words)** High frequency words are vocabulary most often used in printed materials. These are often taught as sight words. Once students learn to decode these words they are no longer sight words. [HFW List by Grade](#) [Dolch HFW list](#) [High Frequency Words Teaching Video](#)

Fluency is a combination of rate, decoding accuracy, comprehension of meaning, using syntax clues when reading orally for expression and using context. It is not any one of these but all of these.

Elements of Fluency Features

- **Accuracy** *Accuracy* involves reading words correctly. Students who have excessive miscues when they read do not read with accuracy. Students should self-correct and re-read to confirm meaning of words.
- **Automaticity** Those who read with *automaticity* recognize words automatically, without having to decode or process them. Proficiency in *accuracy* and *automaticity* leads to an increased reading rate, but speed alone does not encompass fluency in its entirety.
- **Prosody** *Prosodic* reading includes the use of intonation, phrasing, and expression while reading and provides a clue to the reader's comprehension of text. [Choral Reading](#), readers theatre, [Reader's Theatre Script and Plays](#) and repeated readings (i.e., [Lotta Lara](#), [Six Minute Solution](#)) are a few practices to develop fluency.

Texts We Use for Balanced Literacy

[Integrating LA with Content](#)

[Next Gen. Science by Topic](#)

(sources: Chicago Literacy Project[Laura Beltchenko], NAESP : Using Read Alouds in Today's Classrooms,[Reba M Wadsworth]

Anchor Text: An anchor text is a book, story or poem you read repeatedly with your students but with a different purpose for reading each time you read the text. This may sound like a close reading, but actually an anchor text is a grade level text. The repeated readings focus on grade level skills, strategies, vocabulary and content. The anchor text is not short or extensively long but has enough content to build real knowledge about a topic. An anchor text is a cornerstone. It builds stamina and perseverance, is age appropriate and is a published piece or contains high quality and accurate information. It is appropriately complex or challenging for the grade. Anchor texts should be easy to access.

Supporting Texts: Supporting texts relate to the anchor text. They are usually shorter and come in a variety of text formats and lengths (passages, articles, poems). They build vocabulary and knowledge about the topic.

Close Reading Texts: Close reading focuses on short, high-quality text that is appropriate for reading several times (e.g., a text with complex ideas and structure). Text can be excerpted from a longer piece of work.

Read Alouds: Read Aloud texts are usually above grade level but at listening level of the students. The Modeled teacher Read Aloud should actually extend from Kindergarten through High School! Reading-Aloud is a teacher directed modeled reading to develop understandings of what good fluency sounds like and application of reading skills and strategies. The common core influence in Read Aloud is teacher directed. Interactive Read Alouds are a combination of shared reading and teacher directed (Linda Hoyt). [Read Alouds](#) [Read Aloud Project K-2](#)

Independent Reading Texts: Students have lots of chances to succeed during independent reading. They know what their reading levels are and can find books that are at their reading level (books should be labeled).

[Guide to Creating Text Sets](#)

[Resources for Selecting Text and Creating Text Sets](#)

[\(Appendix B Common Core Exemplar Texts\)](#)

The Minimum % of Total LA Literacy Instruction Note: The Read-Aloud part of the percentages below as part of the total Reading Component.

K-1	30%	3-5	40%	6	45%
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Teacher Modeled Read-Aloud Routines/Outcomes

Before
Introduce Targeted Purpose
 The first reading of a Read-Aloud builds background knowledge of the text as well as the text structure. Next, specific **targeted purposes** occur with re-readings which can include a variety of skills and strategies that need to be reinforced.

During
 The teacher models close reading strategies, does think alouds and asks text-based questions. There is social discourse throughout, rich conversations and use of academic vocabulary. Students are not actually engaged in close reading during the Read Aloud but learn what to do when reading on their own.

After
 The Read Aloud ends with the teacher making connections back to the targeted purpose. Students are asked questions to think beyond the text and summarize the reading. The targeted purpose leads into connections for the shared class reading.

info connections for the shared class reading:
 summarize the reading: The targeted purpose leads
 into connections for the shared class reading

The Components of Effective Read Alouds
Think Alouds and Making Connections
 by Laura Beltchenko

Reading Part 1

Teacher Modeled Read-Aloud

Read Aloud Lesson Examples

All elements (skills and strategies) that encompass reading is modeled strategically during the Teacher Modeled Read-Aloud. The skills and strategies taught are those selected by the teacher as the targeted purpose. The targeted purpose follows the standards for each Unit of Study. Like close reading, there are several re-readings of the Read-Aloud, each with its own purpose.” *The teacher chooses and pre-reads a book prior to teaching and selects stopping points for a read aloud. While reading aloud to students, the teacher stops at these preselected points and invites students to respond and share thoughts. Possible stopping points may be: informational sections that need clarification or are of high interest, previously studied information to activate prior knowledge, or graphics or visual information (Pinnell & Scharer, 2003).”*

Elements

Features

Skills and strategies can be modeled through the Read-Aloud. HSD reading skills and strategies are on the [Pacing Guides](#).

Targeted Purpose: Read-Alouds (like any lesson) begin with a targeted purpose (objective).

Building Background: When teachers begin with known information, they can build students’ understanding of new content.

Building Vocabulary and Word Meaning: “Begins with words that have a high probability of enhancing student success and is taught alongside background knowledge of the topic.”

(*Marzano Building Background Knowledge for Academic Achievement*) [Read-Alouds to Develop Vocabulary](#)

Modeling strategies and skills: Modeling is a strategy where the teacher shows students what is expected. ([Think Alouds](#)) [Why Model Strategies with Think Alouds?](#)

Model a Close Reading (guided by Text Structure): Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings, etc.

Article: Supporting Students in Close Reading

Model how to answer Text-Based Questions: [A Kindergarten Read Aloud Video](#)

Model how to Analysis Across Texts (connections): When students compare how texts are similar or different they are making an analysis across texts. [Text to Text Connections Video](#)

Model how to Connect Back to Targeted Purpose: Each Read-Aloud begins with a targeted purpose (objective). After the read aloud the teacher connects students back to that purpose.

Before

During

After

Reading Part 2

Whole Group reading is shared reading. Beginning with an anchor text that supports a stated purpose (based on CCSS) and the strategies and skills necessary to support the stated purpose. Texts provide challenges for students. Shared reading activities are varied. Questioning techniques move students toward higher level thinking and connecting across texts. Students are asked to find evidence in the text, share opinions, ideas and interpretations. The teacher monitors with frequent formative assessments.

Reading Elements

Features

Whole Group

During **Whole Group** reading, **ALL** students and teacher read together a grade level ([How to Find Grade Equivalent and Lexile of a Text](#)) complex **Anchor Text** with needed scaffolds. [Scaffolding Literacy Instruction](#). [Huge Resource for Differentiation](#)

Shared Reading is the reading and re-reading of the **Anchor Text** (a text read repeatedly with your students). [Video: The Brilliance of Anchor Texts](#)

- Shared Reading

Choral Reading: Reading aloud in unison with a whole class or group of students. [Choral Reading Modeled Video](#)

Paired Reading: A researched based practice of students reading aloud to each other. [Partner Reading Strategy](#)

Echo Reading: The teacher reads a line and students echo back to develop expression, fluency and vocabulary.

Tableau: Students envision and act out the action or events in a story. [Using Tableau as a Powerful Reading Strategy](#)

- Close Reading

Close Reading is the study of a shorter but **more Complex Text (Complex Text Part 2)** with many re-readings for different purposes.

ALL students participate in the **Close Reading** of a text. [Complex Text at the Kinder Level](#)

- Mini Lessons

Whole Group **Mini-Lessons** are short lessons revolving around a skill or strategy that most students need more support in based on formative assessment outcomes. [Whole Group Mini Lesson Video](#)

Continued...

The Minimum % of Total ELA Literacy Instruction Note: The Read-Aloud is part of the percentages of the Reading Component.			
K-1	35%	3-5	45%
6	50%	Reading Component Routines/Outcomes	
Whole Group Summary			
Teacher and ALL students read together grade-level complex text (short to extended texts). Text is the center of discourse to develop, write and refine thinking about text. Students determine what the text is saying, how the text is saying it, and what the text actually means. (Doug Fisher and Nancy Frey), (Louisiana Believes calls this "Expressing Understanding"). Assessments are on-going during and at the end of instruction.			
Whole Group Instructional Delivery			
<ul style="list-style-type: none"> • Shared Reading Students re-read texts multiple times. Reading is choral, paired or independent. Students ask one another high quality questions and develop an understanding of key ideas, language and structure and make text connections. <i>Fluency Development and Whole-Class Instruction Approaches for Shared Reading with Paula Schaefer-Flugel</i> • Close Reading is a study of short texts, useful to enable students at a wide range of reading levels to participate in analysis of demanding text. • Mini Lessons can be whole or small group and serve as a lead-in to a larger lesson to reinforce needed skills (5 minutes to 15). (Lucy Calkins Minize Mini Lessons) 			
Small Group Summary			
Small Group supports needs that cannot be met during whole-class instruction, but does not replace whole group instruction (or give students a leveled reader version of a whole class text). Students practice and build the fluency and comprehension skills necessary to grow their reading proficiency. All students need small-group support. For advanced readers, this is a place to challenge each other and explore above-grade-level texts and skills. During Small Group reading may include various levels of texts, support for meeting grade-level standards with complex texts used during Whole Group, texts selected based on student reading needs, and additional targeted instruction with whole class texts, concepts and standards. During Small Group there are various assessments used to establish flexible groupings.			
Small Group Instructional Delivery			
<ul style="list-style-type: none"> • Guided Reading consists of small, flexible groups of students who read at the same level and/or have the same instructional needs. • Mini Lessons can be whole or small group and serve as a lead-in or partially in small group as a follow-up to reinforce needed skills. • Work Stations students are engage in related small-group or independent work when not engaged in teacher-led instruction. Work stations could include read to self, partner reading, listening to reading, fluency practice, skill-based workstations. 			
Independent Reading			
Independent reading builds stamina and perseverance to spend time in text. Fluency, pace and accuracy is increased through independent reading. This is the time to increase the volume and range of reading that cannot be achieved through other instruction but is necessary for growth. Students read at their own reading level and choose texts of high interest (including those from teacher selections). Students are held accountable for their reading. They set and monitor their own reading goals.			
Closure			
During closure provide opportunities to check-for-understanding, (i.e., Exit slip, Retelling, Reader-Response Notebooks) connecting back to a targeted purpose.			

[Graphic Organizers for CCSS](#)
Reading Graphic Organizers for the Standards

[Reading Connections and Scaffolds](#)
Doug Fisher's Making Connections

[Questions Before, During and After Reading](#)

Reading

Part 2 *Continued*

Small Group is Guided Reading. There is very purposeful planning based on student assessment outcomes. Students are flexibly grouped by instructional needs. Reading involves an unfamiliar text. Small Group reading is not round robin reading. Texts are not just simpler versions of the Whole Group text, but supports are offered to increase strategies that will help students read the Whole Group text independently. There are re-reading opportunities. Prior knowledge, vocabulary building, think-talk-question and other discussion strategies are employed toward the targeted purpose. Students are given strategies to connect to their independent reading.

Reading

Elements

Features

Small Group

Needs that can't be met during Whole Group reading are supported during **Small Group**. Small Group is never a replacement for Whole Group reading. [Intermediate Small Group Reading Instruction](#)

- **Guided Reading**

Guided Reading in small groups are made up of students reading at the same instructional level. [Small Group Guided Reading Video](#)

- **Mini Lessons**

Small Group **Mini-Lessons** are short lessons revolving around a skill or strategy that a few students need more support in based on formative assessment outcomes. [Language Arts Mini-Lesson Resources](#)

- **Work Stations**

Work Stations consist of Small Group or Independent activities when students are in Whole Group or Mini Lessons. [Introducing Work Stations Video](#)

- **Independent Reading**

Independent Reading can be during Work Stations or at other times of the day. The key is that students are reading materials at their individual instructional reading level (95%-100% accuracy) to increase volume reading. This is a purposeful reading with a clear action. [Conferencing During Independent Reading](#)
Students have response journals, logs and keep records. [Best Practices for Independent Reading](#)

Closure

Closure occurs when bringing all students back together to review, summarize, discuss and check for understanding. [Closure Activities](#)

The Minimum % of Total ELA Literacy Instruction Note: The Read-Aloud is part of the percentage of the Reading Component.					
K-1	35%	3-5	45%	6	50%
Reading Component Routines/Outcomes					
Whole Group Summary					
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Small Group Summary					
Small Group supports needs that cannot be met during whole-class instruction, but does not replace whole group instruction (or give students a leveled reader version of a whole class text). Students practice and build the fluency and comprehension skills necessary to grow their reading proficiency. All students need small-group support. For advanced readers, this is a place to challenge each other and explore above-grade-level texts and skills. During Small Group reading may include various levels of texts, support for meeting grade-level standards with complex texts used during Whole Group, texts selected based on student reading needs, and additional targeted instruction with whole class texts, concepts and standards. During Small Group there are various assessments used to establish flexible groupings.					
Small Group Instructional Delivery					
<ul style="list-style-type: none"> • Guided Reading consists of small, flexible groups of students who read at the same level and/or have the same instructional needs. • Mini Lessons can be whole or small group and serve as a lead-in or particularly in small group as a follow-up to reinforce needed skills. • Work Stations students are engage in related small-group or independent work when not engaged in teacher-led instruction. Work stations could include read to self, partner reading, listening to reading, fluency practice, skill-based workstations. 					
Independent Reading					
Independent reading builds stamina and perseverance to spend time in text. Fluency, pace and accuracy is increased through independent reading. This is the time to increase the volume and range of reading that cannot be achieved through other instruction but is necessary for growth. Students read at their own reading level and choose texts of high interest (including those from teacher selections). Students are held accountable for their reading. They set and monitor their own reading goals.					
Closure					
During closure provide opportunities to check-for-understanding, (i.e., Exit slip, Retelling, Reader-Response Notebooks) connecting back to a targeted purpose.					

Instructional Strategies for the Common Core/ODE

Writing

Writing can begin with a mentor text (a model of how students should be writing). The teacher explicitly models an aspect of writing that supports the **targeted purpose**. Much like a “Read Aloud,” this modeled writing is a cognitive think-aloud of the process and content of writing, connecting the mentor text to the students’ own writing.

Elements

Features

Whole Group

Whole Group writing is a cooperative writing lesson in response to a text. The purpose is based on formative assessment results.

[Primary Source Lesson Gr. 2-5](#) [Source Writing Grade 6 Procedural Writing with Four Corners](#)

- Shared

Shared Writing is part of Whole Group writing and is constructed together with much discussion, reading and rereading of the mentor text.

- Mini Lessons

Whole Group *Mini Lessons* serve as a lead-in to a larger lesson to reinforce needed skills. [How to Plan a Mini Lesson in Writing](#)

Small Group

Small Group writing supports specific student needs based on formative Whole Group assessments. [4 Simple Steps to Small Group Writing](#)

- Guided Writing

Guided Writing occurs during small instructional and flexible groups. Students discuss aspects of writing, craft and conventions with many opportunities to practice and internalize the purpose. [Practical Lessons for Guided Writing](#)

- Mini Lessons

Mini Lessons in small group follow up on particular skills that need reinforcing from the Whole Group lesson. [Small Group Writing Mini-Lesson](#)

- Work Stations

In *Work Stations*, students work independently or in small groups, over the year gradually increasing writing stamina. [Partner Revising](#) [Partner Talk](#)
[5 Lessons to Teach Writing Partners](#) [Self and Peer Editing Checklists](#)

- Independent Writing

During *Independent Writing*, students work for a sustained period of time writing to an audience and for a purpose and developing self-editing strategies. Student conference have one focus (content, process or evaluation). Assessment strategies include writing analysis, portfolios, logs, anecdotal notes. [Conferencing Tools](#) [Intermediate Editing Self Check-List](#)

Closure

In *Closure*, students celebrate writing success, solve problems and reinforce and clarify teaching points. The teacher always connects back to a targeted purpose.

Minimum % of Total LA Literacy Instruction			
K-1	30%	2-5	35%
		6	45%

Writing Component Routines/Outcomes

Whole Group Summary
Whole Group Writing is an extension of reading. Students write about what they've read. Writing techniques are modeled, using the reading text to demonstrate quality writing. Students understand author's craft, refine their writing about texts and improve language skills. Skills or traits are addressed and introduced to the whole group providing a strong example from the text. Students reread the text and record other examples of the focus writing skill or trait and then discuss its effectiveness. Students complete a writing task incorporating the skill or trait studied in the mentor text independently.

Whole Group Instructional Delivery

- **Shared and Interactive Writing** Teacher and students write cooperatively in response to a read text and to build connections between reading and writing. The teacher writes information given by students with students, while in Interactive Writing, students record the information he or she provided
- **Mini Lessons can be whole or small group** and serve as a lead-in to a larger lesson to reinforce needed skills (5-15 minutes).

Small Group Summary
Small-group supports student needs that cannot be met during whole-group instruction providing support for meeting grade-level standards with complex texts. Students receive feedback or extra instruction on specific writing or language skills. They practice mastering unique skills they are struggling with. Various assessments help establish flexible groups by need.

Small Group Instructional Delivery

- **Guided Writing or Conferences**
Teacher conferences (data gathering), small instructional and flexible groups discuss aspects of writing, craft and conventions. Mini Lessons can be whole or small group and but in small group follow up on particular skills that need reinforcing.
- **Work Stations – Independent Writing**
Students work independently over the year gradually increasing writing stamina with a variety of text types and responses.

Whole Group Closure

- **Group Share**
Students celebrate writing success, solve problems, reinforce and clarify teaching points, *reading aloud writing pieces and always connecting back to a targeted purpose*

[Amazing Resources and Videos for Writing Instruction](#)

[The Literacy Spot - Writing in Action](#)

[Nancy Fetzer K-2 Common Core Writing](#)

ELD/SLD

[What is ELD?](#) [ELPD Framework](#) [ELP Standards](#)

The language functions and forms are now embedded in the new ELP/CCSS within 3 language modalities [ELD and the ELP Standards](#)

Elements

Features

Open the Lesson

A Language objective promotes language development in [4 Language Domain Objectives](#), and is written and referred to throughout the language component. **Language is brought to life** (story, theme, song, realia, role-play) and links to prior lesson. *Adapted from Susana Dutro ELA Achieve*

Teach the Language I DO

Vocabulary ([Academic Language](#) and [Tier 2 Words](#)) are sufficiently challenging and taught in context. Teachers use [GLAD, SIOP strategies](#) (i.e., word banks, word cards, pictorial input chart, graphic organizers, sketches and pantomimes, [GLAD Book](#)). Targeted vocabulary and [Language Patterns Forms and Functions](#) are modeled in whole group practice (e.g., sentence frames, stems, sentence construction chart [Language Functions Tool Kit](#)).

Practice the Language WE DO

There are many **structured opportunities** for listening and speaking practice (i.e., whole group choral response, my turn-your turn, echo repeat, language pattern songs [Oral Language Development Activities](#)). Small group practice may include various activities (i.e., think-pair-share, talking stick, card and board games, give one get one, lines of communication, clock appointments). Students are actively listening and focused on instructional visuals using the targeted vocabulary and language patterns in complete sentence or multiple sentences [Developing Oracy in ELD](#).

Take Language to Application YOU DO

Students practice the objective, using brick and mortar and language that stretches them beyond their current ability level, in a purposeful way. There are many opportunities for **written application**. **Independent language** practice generate oral and written language (interactive journals, collaborative text, exit tickets).

Close the Lesson

Students connect back to a targeted purpose and make [Real World Connections](#) to what they've learned.

Minimum % of Total LA Literacy Instruction
For ELD is 10% for all grades K-6

Language Component - Focused ELD/SLD Routines /Outcomes

Open the Lesson
The teacher identifies the language targeted purpose, set context, bring language to life, link to previous learning and access prior knowledge.

Teach the Language (I Do)
A content based lesson integrates discipline specific and Tier 2 words. Strategies to bridge and help students construct meaning are used purposefully. The teacher models and explains how to use the language topic vocabulary and/or language patterns and grammatical structures. Students are given time for repeated practices.

Practice the Language (We Do)
All students are engaged in meaningful discourse in various and structured language practice routines. Language frames based on ELP levels provided differentiated entry points to conversations. The teacher monitors student practice, checks for understanding and give students many opportunities to practice.

Take Language to Application (You Do)
Students participate in an end task applying taught language. Tasks can vary greatly and may include a speech, play, written piece, tableau and joint collaborations (i.e. cooperative paragraph) to name a few. The teacher monitors independent application and collects evidence of individual learning.

Close the Lesson
Students are connected back to the targeted purpose, summarize the lesson and make real world connections when applicable.

Suzanne's EL Deloitte.com

[Focused ELD Lessons](#)
Grade 5, Kindergarten and
Newcomer's Lessons in Video.

[HSD Constructing Meaning Day 1](#)
Example of CM Training