MILWAUKEE
PUBLIC SCHOOLS

**Comprehensive
Literacy Plan**

*Working Together
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Milwaukee Public Schools

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Introduction

The MPS Comprehensive Literacy Plan was developed in response to the 2008 External Literacy Review report, the work of the Literacy Self-Study Committee and the MPS Strategic Plan reading goal to design a plan of action to increase Pre-K-Grade 12 reading achievement. As a key component of literacy reform in MPS, this blueprint has been designed to guide the development of consistent quality Pre-K-Grade 12 literacy instruction, assessment and professional development across the district. This new grade specific and cross-department document represents the work of school and district-level staff and community and university partners.

To provide clarity regarding what constitutes effective literacy instruction, the MPS Comprehensive Literacy Plan identifies what is recommended in daily practice for reading and writing instruction at each grade level. Aligned with the MPS Comprehensive Literacy Framework, state standards and research-based best-practices, the plan employs explicit, intentional and differentiated instruction centered on the needs of all students. Its main purpose is to address rigor in curriculum content and the manner in which the content is delivered. Moving from a celebrated history of decentralization to the current curricular coherence demands an articulation of detailed practices that must be implemented in grade levels and classrooms across the district.

Acknowledgement of the developmental nature of literacy is the key premise of the MPS Comprehensive Literacy Plan. An effective district-wide comprehensive literacy program is a powerful vehicle that enables students to become successful, independent readers and writers. Exemplary teachers provide a comprehensive program by providing meaningful instruction in reading, writing, listening, speaking, language, viewing and literature. As they model good reading and writing, they connect skills and strategy development across the literacy continuum. The structure of the MPS Comprehensive Literacy Plan is based on three main elements. Lessons begin with whole group instruction designed to introduce grade-level skills and concepts to all students. The majority of time in the literacy block is dedicated to differentiated small group instruction configured to provide students with meaningful learning experiences designed to meet specific learning needs. Finally, all students reconnect during the whole group instruction to conclude the reading or writing portion of the literacy block. This three-element design is based on best practice in instructional design. Differentiated instruction theory purports that learners respond most readily to lessons tailored to meet their particular instructional needs. All teachers should be able to regularly assess student reading difficulties and strengths in order to provide appropriate differentiated instruction to meet individual needs. Literacy must be viewed as the ability of individuals to communicate effectively for the real world. This must involve teaching the abilities to listen, read, write, speak and view things with thinking being an integral part of each of these processes.

MPS educators are expected to utilize the MPS Comprehensive Literacy Plan for purposes of planning, discussing, and informing when working individually and with colleagues, families, and the community. The plan is based on the Response to Intervention (RtI)

3-tier model. Each grade level consists of three integral components: RtI Tier 1 focuses on the Core Curriculum. In this tier, literacy programs and resources, assessments, literacy block structure and instructional methods are identified along with student performance goals, best practices, and universal strategies. Information on access to the core curriculum for English language learners and students with disabilities and home/community connections is also included. For RtI Tier 2 (Early Intervening Services/supplemental intervention) and Tier 3 (intensive intervention), reading programs and supports, entrance/exit criteria, and progress monitoring information are provided for each identified targeted student population. Expectations for classroom environment and a plan for literacy professional development are also incorporated into the document.

The *Comprehensive Literacy Plan* is research and evidenced base and aligned to the K-Grade 12 *Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science*. It is centered around the work and findings of the International Reading Association and the National Council of Teachers of English (*IRA/NCTE Standards for English Language Arts*), Robert Marzano (*Building Background Knowledge for Academic Achievement* and *Classroom Instruction That Works*), the National Reading Panel, the National Institute for Literacy, the Partnership for 21st Century Skills, *Reading Next*, *Writing Next*, and the National Center for Education Evaluation and Regional Assistance: Institute of Education Sciences.

Support for the implementation of the Comprehensive Literacy Plan provided. MPS educators will have ongoing professional development focused on the key components of the Comprehensive Literacy Plan through district sessions and job-embedded, school-based opportunities. Cross-department collaboration between Central Services staff will also ensure consistency, coherence and alignment in messages, expectations and professional development for literacy. Families are also a crucial component of student success, therefore, MPS will also provide literacy sessions and supports for families that are aligned, targeted and focused. Furthermore, MPS has numerous community connections and partnerships which provide additional resources.

The Comprehensive Literacy Plan is a living document which will continue to be enhanced. Future work includes:
- Aligning the English and Spanish reading programs and resources to the standards to make connections and determine any gaps.
- Conducting a cross-walk between current state standards, the Common Core Standards, NAEP standards, the WKCE and the Discovery Education Assessments.
- Annotating resources.
- Adding additional resource items through hot-links.
- Identifying additional tier 2 and tier 3 reading programs and supports for struggling and advanced/gifted learners (including ELL and students with disabilities).

How to Use This Document

The MPS Comprehensive Literacy Plan provides the products, tools and supports for literacy success. This document can be used in a variety of ways. Some ideas for use include, for supporting and enhancing discussions and planning during grade level/content area meetings, Learning Team meetings, when coaching, when determining professional development needs and as a focus during monitoring conferences.

Some suggestions for previewing and utilizing the document are as follows:

1. Read the visions of reading and writing.
2. Read the descriptions of reading and writing intensive classrooms.
3. Note the instructional time requirements specified for the grade levels.
4. Identify the literacy supports available in your school.
5. Review the expected format for teaching in the literacy block (and if applicable, refer to the bilingual scheduling guidelines).
6. Locate your specific grade level(s) and review the:
   - Universal expectations (PreK and K5 also include rest guidelines)
   - RtI Tier 1 (Core)
     1. Literacy programs and resources and assessments
     2. Standards with research-based strategies and formative assessments (PreK = WMELS; K5-Gr. 12 = Common Core Standards)
     3. Daily literacy instructional blocks with foci, instructional groups (whole/small/whole), allocated times, instructional best practices and research, resources, summary of assessments, accommodations and modifications for ELL and students with disabilities
   - RtI Tier 2 (Supplemental Interventions/Early Intervening Services)
   - RtI Tier 3 (Intensive Interventions)
7. If you teacher social studies/history and/or science in grades 6-12, refer to the Content Area/Disciplinary Literacy section and review the standards, research-based strategies and formative assessments for reading and writing in the content area.
8. Review the professional development section and determine professional development needs.
9. See additional sections for more details and background about district-level departments that support literacy, research/resources, and the appendices (which includes an implementation integrity tool, more specific information on assistive technology tools, home/community connections and a glossary).

NOTE: Hotlinks will be added to provide additional resources and clarity.

Definition of Comprehensive Literacy

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies - from reading online newspapers to participating in virtual classrooms - are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories and groups (National Council of Teachers of English, February 2008).

Comprehensive literacy is the ability to use reading, writing, speaking, listening, viewing and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. (*Literacy for the 21st Century*, Tompkins, 2010; *State Superintendent's Adolescent Literacy Plan*, Wisconsin Department of Public Instruction, 2008; *What Content Area Teachers Should Know About Adolescent Literacy*, National Institute for Literacy, 2007)

MPS Comprehensive Literacy Framework

The Comprehensive Literacy Framework is a conceptual framework utilized for the development of instructional design that integrates reading, writing, listening, speaking, using language, employing technology, and researching across all content areas to promote high levels of critical thinking, learning, and student achievement.
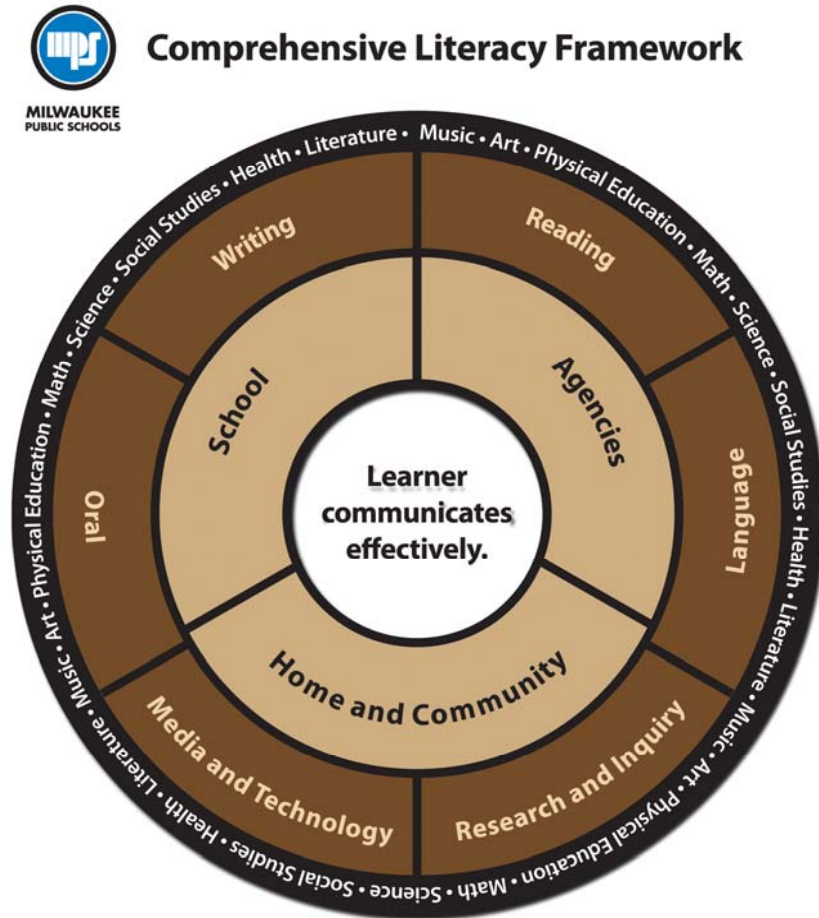
NCTE/IRA (1996); National Reading Panel (2000);
Wisconsin Dept. of Public Instruction (1998)

Mission, Vision, and Core Beliefs

In response to a Wisconsin Department of Public Instruction directive that MPS develop a district-wide plan for literacy that utilizes a limited number of programs, the district's current literacy programs were reviewed. The review began with a district self-study committee which was made up of representatives from the Milwaukee Teachers Education Association (MTEA), Administrators and Supervisors Council (ASC), literacy specialists, special education, bilingual education, DIFI supervisors, the Division of Teaching and Learning, Division of Early Childhood Services and Research and Assessment. The committee identified strengths and weaknesses, posed numerous questions and created the mission, vision and core belief statements for literacy that follow. This self-study preceded a December 2008 external literacy review that was completed by outside, independent literacy experts.

Literacy Self-Study Committee
July 25, 2008

Mission Statement
The mission of the MPS Comprehensive Literacy Plan is to educate all students to proficiency and beyond in order to prepare them for success in higher education, careers, and responsible citizenship through the following goals:
- Rigorous, relevant, and aligned curriculum
- Research-based instructional practices
- A common, high-quality, balanced assessment system
- A tiered system of support for all students

Vision
The MPS Comprehensive Literacy Plan guarantees high quality literacy learning in every classroom, every day, for every student.

Core Beliefs
Core Belief #1: Children come first.
- MPS' Comprehensive Literacy Plan addresses individual differences, demands/requires high expectations, is culturally responsive and exhibits respect for each child.

Core Belief #2: The classroom is the most important place in the district.

- MPS' Comprehensive Literacy Plan ensures that training and support are made available to teachers so they provide students with engaging, relevant learning experiences resulting in high levels of achievement.

Core Belief #3: Leadership and accountability are keys to our success.
- MPS' Comprehensive Literacy Plan requires that those in leadership roles have the knowledge, skills and dispositions necessary to bring all children to proficiency and beyond in literacy and to be held accountable for their success.

Core Belief #4: Central Services supports student achievement.
- MPS' Comprehensive Literacy Plan supports student achievement by ensuring that Central Services provides a clear message and a systemic structure for aligning and delivering the district's literacy curriculum, assessment tools, professional development, and technology, and holds all stake holders accountable for all students' academic proficiency.

Core Belief #5: Families are valuable partners.
- MPS' Comprehensive Literacy Plan values families and therefore is committed to involving them in impactful literacy discussions, resourceful professional development, and purposeful volunteer opportunities at the district and school level.

Core Belief #6: Community partnerships add value.
- MPS' comprehensive literacy plan and goals will be communicated to and aligned with community partnerships in order to provide a coherent continuum of services for students and their families.

5 Key Areas of Focus
1. Curriculum = Implement a rigorous, relevant, standards-based curriculum.
2. Instruction = Employ engaging, research-based instructional practices; this includes attention to classroom environment.
3. Assessment = Utilize a common, high quality, balanced assessment system while ensuring assessment literacy.
   - Diagnostic
   - Formative
   - Progress-monitoring
   - Benchmark
   - Summative (Assessment _of_ Learning)
4. Professional Development = Deepen research-based instructional knowledge and practice aligned the strategic plan and DIFI plan.
5. Intervention = Provide a tiered system of support for all students.

A Vision of Reading in MPS

I. Commitment to the importance of reading throughout the general curriculum
    A. Every student must have strong literacy skills for school and life.
    B. Current reading programs, approaches and resources must be comprehensive and effectively directed, coordinated and combined to meet the needs of all students.
    C. An extended time, dedicated specifically to literacy development, is provided so that students receive instruction during reading, English language arts and/or content area classes.
    D. Principals/school leaders and teachers must have a firm understanding of stages of reading development, the five areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary and text comprehension) and understand how to teach reading to a wide range of students.

II. Effective reading classrooms
    A. Teachers use research-based teaching methods to provide direct, explicit instruction for reading skills and strategies and develop students' critical thinking skills.
    B. Teachers create a literacy-rich supportive classroom environment.
    C. Teachers help struggling readers.
    D. Students read and respond to readings in all subjects.
    E. Students are motivated to read and learn and have opportunities and supports for independent, self-directed learning.
    F. Students collaborate with each other in pairs of small groups around a variety of texts.
    G. Students engage in reading authentic diverse texts, which vary in difficulty and topic, to create fluent and proficient readers.
    H. Students respond to text in a variety of manners (such as orally or in writing in response to reading).
    I. Teachers provide learning experiences that involve the use of technology as a tool for instructional purposes. They teach students to effectively navigate using 21st Century literacy tools.
    J. Informal formative assessments are used on a daily basis to make instructional decisions.
    K. Teachers express confidence in meeting the instructional needs of students with diverse abilities and backgrounds.
    L. Classrooms have well-stocked classroom libraries that offer a representation of a wide range of cultural, linguistic and diverse groups.
    M. Reading skills and strategies are learned in school and practiced both in and out of school.
    N. Teachers have common expectations for good reading.
    O. Teachers are experts in recognizing and analyzing a variety of reading difficulties and in addressing both process and skills — applying what research has learned about how good readers read
    P. Reading is an ongoing, daily practice using reading process strategies.
    Q. Teachers model fluent reading, good reader behaviors and the use of effective strategies and skills.
    R. Teachers differentiate instruction based on students' needs.
    S. Teachers use teaching aides and devices to help students understand and remember content.
    T. Teachers use flexible grouping as a tool and an aid to instruction to help all students achieve.
    U. Teachers and others enjoy reading and share their joy with students.

III. Reading across disciplines
   A.   There is a strong literacy focus in content-area classes.
   B.   Literacy is embedded in content area classroom instruction.
   C.   Content area teachers provide instruction and reinforce literacy skills and strategies that are effective for their subject areas to have students read like subject-area experts.
   D.   Content teachers use teaching aides and devices to help students understand and remember content.

IV. Professional development
   A.   Professional development models and activities must promote lasting change and offer research-based strategies and demonstrations of best practice.
   B.   There is a team-oriented approach that includes classroom teachers, literacy coaches/leaders, administrators and other literacy support staff for sustained learning (learning communities/teams to sustain participants in their efforts to reflect, examine, experiment, and change—shared expertise and collegiality).
   C.   Teams meet regularly to discuss student progress and to align instruction.
   D.   There is time, resources and common focus on reading.
   E.   Professional development honors the principles of adult learning.
   F.   There are consistent, long-term on-going opportunities for learning and professional growth.
   G.   Professional development is connected and job-embedded.

V. School-wide reading reforms
   A.   The principal/school leader has a clear commitment and enthusiasm for reading and has an essential role in making decisions to ensure optimal programming and use of resources for student learning.
   B.   The principal/school leader provides leadership for sustaining a vision of shared expectations for high quality learning.
   C.   The principal supports the literacy coach/leader.
   D.   Teacher leaders are enlisted as advocates for improving the teaching of reading in all classrooms.
   E.   A comprehensive and coordinated literacy program is provided.
   F.   There are multi-tiered interventions based on students' needs.
   G.   Targeted interventions are provided for struggling readers.
   H.   Focused small group interventions in the core reading elements (phonemic awareness, phonics, fluency, vocabulary and comprehension) are provided.
   I.   Strategic tutoring is available to provide intense, individualized instruction when students learn strategies to become independent learners.
   J.   Students read in school every day.
   K.   There are long-term plans for reading that are communicated to the entire school community.
   L.   The rationale for why reading matters is clearly articulated to staff and parents.
   M.   Time and resources are provided for professional development, research materials and workshops for teachers to develop as readers and learn about research-proven classroom strategies.
   N.   Challenges such as scheduling, use of space and funding are navigated using innovative, student-centered solutions.
   O.   The status of reading and teaching is assessed and reviewed.

VI. Reading assessment
   A. Reading programs and interventions are evaluated and re-evaluated on an on-going basis.
   B. There are on-going assessments of students' strengths and needs.
   C. The purpose and intended use of the assessments are clearly defined and communicated.
   D. Assessments are built around clear standards.
   E. Formative assessment occurs on a frequent basis. Data are used to inform instruction and make adjustments in instruction to meet student needs.
   E.   Multiple assessments of reading are used to assess abilities and developmental levels.
   F. Students are actively engaged in the assessment process.
   G. Students are provided with skills, knowledge and confidence necessary to become independent readers.

From: Putting Reading First, Third Edition (2006); Reading Next (2004); Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science, Draft (2010); IRA/NCTE Standards for the English Language Arts (1996); Time to Act (2010); Stages of Reading Development (1983); CORE Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)

Description of a Reading-Intensive Classroom

An effective reading intensive classroom is a print-rich environment that supports reading across the disciplines. It is full of a variety of purposeful and engaging literacy activities. All students are actively engaged in reading every day. Students utilize the reading process to read for a variety of purposes. They read a wide range of diverse literature and informational text. At all grade levels, students engage in reading high-quality texts. Teachers and other adults use reading to help students build or activate background knowledge, broaden experiences, make connections, expand their view of the world and think critically. Teachers model fluent reading and good reader behaviors and strategies. In reading classes the lessons focus on specific areas of reading and the reading process while lessons in content area classes focus on literacy skills and strategies that are effective for the subject areas. Students are constantly reading for a various purposes and applying reading skills and strategies to read fluently and comprehend a variety of texts. They use reading, writing, speaking and listening, language and technology to explore and communicate knowledge and understanding.

From: *Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science*, Draft (2010); IRA*/NCTE Standards for the English Language Arts* (1996); *CORE Teaching Reading Sourcebook for Kindergarten Through Eighth Grade* (2000)

A Vision of Writing in MPS

I. Commitment to the importance of writing throughout the general curriculum
   A. The bar has been raised for what counts as literate writing, what good writing requires, and how many people need to be literate.
   B. The assumption that writing well is an innate talent must change to a belief that everyone can learn to write.

II. Effective writing classrooms
   A. Teachers are writers themselves.
   B. Students write in all subjects.
   C. Teachers express confidence in meeting the instructional needs of students with diverse abilities and backgrounds.
   D. Students engage in diverse writing tasks to develop competence.
   E. Writing is learned in school very much the same way that it is practiced out of school.
   F. Teachers have common expectations for good writing.
   G. Teachers are experts in recognizing and analyzing a variety of writing difficulties and in addressing both process and product—applying what research has learned about how writers compose—getting beyond formulaic use of prewriting, drafting, and revision.
   H. Writing is an ongoing, daily practice using such writing process strategies as pair or group work, peer editing, completing multiple drafts, and conferencing.

III. Writing across disciplines
   A. Schools need to offer professional development in teaching writing to all staff.
   B. Substantive writing increases achievement on standardized tests.
   C. Writing is integrated with reading and other components of the MPS Comprehensive Literacy Framework.
   D. Writing supports retention of content. Expressive writing can be a means of thinking through a problem in a class such as biology.
   E. All teachers can use writing to help students reflect and think critically about content.

IV. Professional development
   A. Research shows that teacher expertise is the most significant factor in student success. Teacher quality is more powerful than a student's socioeconomic background.
   B. A changing and diverse student population is one reason why teachers need to keep learning new techniques and strategies.
   C. Professional development models and activities must promote lasting change and offer research-based strategies and demonstrations of best practice.
   D. There must be a context for sustained learning (learning communities/teams to sustain participants in their efforts to reflect, examine, experiment, and change—shared expertise and collegiality).
   E. There must be time, resources, and common focus.

V. School-wide writing reforms
  A. The principal has an essential role in providing resources and leadership for sustaining a vision of shared expectations for high learning.
  B. A high standard of quality in classroom application is maintained.
  C. Students write in school every day.
  D. There are long-term plans that are communicated to the entire school community.
  E. The rationale for why writing matters is clearly articulated to staff and parents.
  F. The status of writing and of teaching is assessed.
  G. Teacher leaders are enlisted as advocates for improving the teaching of writing in all classrooms.
  H. Time and resources are provided for professional development, research materials, and workshops for teachers to develop as writers and learn about research-proven classroom strategies.
  I. Practical solutions to such problems as scheduling and funding are found.

VI. Writing assessment
  A. The purpose and intended use of the assessment is clearly defined and communicated.
  B. Assessments are built around clear targets.
  C. Valid rubrics have been developed and shared with students in terms they can understand.
  D. Assessments guard against bias.
  E. Multiple samples of writing are used to assess abilities and developmental levels.
  F. Students are actively engaged in the assessment process.
  G. Performance is integrated with instruction.
  H. Students are provided with skills, knowledge, and confidence necessary to become independent thinkers and writers.
  I. Students have the opportunity and ability to articulate their own awareness of their progress in learning to write.

Adapted from *Because Writing Matters: Improving Student Writing in Our Schools* (National Writing Project & Carl Nagin)

Description of a Writing-Intensive Classroom

An effective classroom in a writing-intensive district is a stimulating environment, rich with a variety of literacy activities. All students are actively engaged in writing every day. Students employ a recursive writing process to create authentic works for a variety of audiences and purposes. Writers compose emails to pen pals and poems for class books. At all grade levels, students read aloud stories and essays, using the language of writing to critique their own and others' works. Published samples from students' writing portfolios display evidence of writing across all disciplines, from learning logs in science and math to reflective journals and letters in social studies, and creative illustrations with captions in art and music. Teachers and other adults use writing to help students reflect and think critically about content. Teachers in the writing classroom model lessons by sharing their writing with students. Lessons provide students with focused work in specific areas of the components of writing. They are experts in recognizing, analyzing, and addressing a variety of writing obstacles—attending to both process and product. Learners are constantly learning and applying what research has learned about how effective writers write.

Program and Instructional Time Requirements

"Alignment is more powerful than race, socio-economic status, gender, school size or teacher bias for predicting results on standardized tests."

Felicia Moss Mitchell (1998)

"Attempts at building knowledge and skills of students who experience multiple instructional programs are easily frustrated in an incoherent system. It becomes difficult to make even incremental gains in student outcomes if students must learn the idiosyncrasies of each classroom when changing schools or even when changing grades within a school."

Ken Montgomery (2008)

It is for these reasons that our recommendation is for a single program approach in grade bands.

Requirements for <u>All</u> Schools
• PreK = 90 minutes literacy (reading, writing and oral language)
• K-Gr. 5 = 90 minutes of reading; 60 minutes of writing, speaking/listening and oral language
• Gr. 6-8 = 60 minutes of literacy; (optimal is 60 minutes of literacy and 60 minutes of writing, speaking /listening and language)
• Gr. 9-12 = equivalent of one ELA period a day
• Gr. K-12 = Reading interventions/courses

In order to request a waiver from the textbook/materials adoption, schools must be a non-SIFI school, a contracted/unique educational program (e.g. Montessori, I.B., language immersion, Gifted/Talented), and

- **Have a mobility rate that is:** Less than 10% in two of the last three years.

- **Have performance data on WKCE-Reading that meets or exceeds the following:** 74% of students proficient in applicable grade bands (3-5; 6-8; 10).

- **Have value added:** Tier rating of 3.0 or better in two of the last three (3) years.

- **Submit an alternative plan to address components of the Comprehensive Literacy Plan, including vetted interventions.**

- **Provide approval from school governance council.**

Contracted schools will be held accountable via their contract. Additionally, should they choose to opt out of the instructional materials/textbook adoptions, they must submit a plan detailing how they will achieve the Common Core Standards identified within the CLP. (Note: If contracted sites are identified as SIFI schools, this will not apply).

Minimum Allocated Instructional Time: DPI Recommendations

Grades Kindergarten (K) through 6: Recommended allocations of time per week for a six-hour school day

Grade Level	K*	1	2	3	4	5	6
Reading/English Language Arts**	30%	700	700	600	600	500	425
Mathematics	10%	250	250	250	250	250	250
Social Studies	10%	125	150	175	200	225	250
Science	10%	100	100	150	150	175	250
Health	10%	75	75	100	100	125	125
Physical Education	10%	150	150	150	150	150	150
Art	10%	90	90	90	90	90	90
Music	10%	75	75	75	75	75	75
Foreign Language	--	--	--	--	--	100	100
Environmental Education***	***	***	***	***	***	***	***
Computer Literacy***	***	***	***	***	***	***	***
Career Exploration and Planning****	---	---	---	---	---	****	****
Total Allocated Instructional Minutes		1565	1590	1590	1615	1690	1715

* Up to one-third of each day in the kindergarten schedule may be reserved for students' self-selected instructional activities. The allocated instructional time recommendations presented in column K apply only to the portion of the schedule planned for teacher-directed activities. The time allocations for kindergarten are expressed in percentages to facilitate planning for various kindergarten schedules.

** Instruction specifically designed to strengthen reading and writing abilities should be integrated into other subject areas, such as health, science, and social studies.

*** Environmental education should be integrated into grades kindergarten through 12, with the greatest emphasis in health, science, and social studies. Computer literacy should be integrated into grades kindergarten through 12.

**** An introduction to career education and planning, through a one semester course or the equivalent in instructional time and course content should be provided in grades 5 to 8.

Expected Formats for Teaching in the Literacy Block

Head Start 45 Minute Literacy Sample Schedule

Half-day Classrooms

(Repeat the schedule for the afternoon sessions using correct times.)

Time	Activity	Description
7:45	Arrival	Children select quiet activities: puzzles, books, etc
7:45 – 8:15	Breakfast	Children wash hands, set tables, and serve themselves. After eating, children brush their teeth.
8:15 - 8:30	Group Time	Children discuss day's activities, plan individual work, sing songs, etc.
8:30 – 9:00	Free Choice Literacy Block	Children choose activities from the Learning Centers. Learning Centers Literacy Activities
9:00 – 9:30	Planned Activity Literacy Block	Teaching teams lead small or large literacy group activities planned around curriculum educational goals and learning objectives.
9:30 – 9:45	Gross Motor	Indoor/outdoor active play
9:45 – 10:20	Story Time Literacy Block	Teaching team member reads books, leads songs, finger play, etc.
10:20 – 10:40	Lunch	Children wash hands, help set tables, and eat lunch Family – Style (with the teaching team-integrated nutrition activity)
10:40 – 10:45	Quiet Time	Children clean up after lunch, select a quiet activity and prepare for dismissal
10:45	Dismissal	Children are dismissed

Head Start 90 Minute Literacy Sample Schedule

Full-day Classrooms

Time	Activity
7:45 – 8:15	Breakfast, brushing teeth
8:15 – 8:45	Large Group (music, stories, calendar, daily plans, etc.)
8:45 – 9:45	Small Group Time, Learning Centers, Literacy Centers
9:45 – 10:00	Clean-up
10:00 – 10:30	Large Group Literacy Activities
10:30 – 10:45	Wash Hands/Prepare for Lunch
10:45 – 11:15	Lunch Family-Style (with teaching team-integrated nutrition activity
11:15 – 12:00	Bathroom and Outdoor Activity
12:00 – 12:15	Bathroom

12:15 – 1:00	Rest Time (independent activity at tables as children wake up)
1:00 – 2:00	Choice Time/Clean-up
2:00 – 2:15	Snack
2:20	Dismissal

Early Childhood/Pre-K: Expected Format

Whole Group (20 min.)
- Modeled Reading/Writing (such as daily message)
- Read Aloud with selected vocabulary OR Shared Big Book reading focusing on concepts of print

Differentiated Small Group Instruction (60 min.)
- Explicit Small Group Reading Instruction
- Active Learning in Literacy Centers: writers' notebooks, oral language activities, computers, library (retelling), vocabulary building experiences

Whole Group (10 min.)
- Sharing

*note that in Early Childhood/Pre-K, reading and writing are difficult to separate. For example, a modeled writing lesson will also include skills from reading such as phonics and phonemic awareness.

MPS 90-Minute Reading Block: Expected Daily Plan for K5-Grade 5	**MPS 60-Minute Writing Block: Expected Daily Plan for K5-Grade 5**
Whole Group (20 min.) - Introduction - Read Aloud - Shared/Whole Group Reading with Explicit Instruction **Differentiated Small Group Instruction (60 min.)** **(3 Rotations)** - Explicit Small Group Reading Instruction - Independent Practice **Whole Group (10 min.)** - Sharing	**Connect: Whole Group (5 min.)** - Key Learning Targets - Essential Questions - Big Ideas - Focus Skills **Build: Whole Group (10 min.)** - Mini Lesson/Modeling (5 min.) - Status of the Class (5 min.) **Reach: Differentiated Small Group Instruction (35 min.)** - For 10 minutes, students rotate through independent writing, guided writing/interactive writing, and integrated content sessions - For 5 minutes, students talk about their writing in a conference with the teacher and/or a peer **Shared Writing: 5 min**. This can take place during whole group or small group instruction. Reconnect and Wrap Up: Whole Group (5 min.) - Writing, Sharing, Reading Aloud

MPS 60-Minute Reading Block: Expected Daily Plan for Grades 6-8	**MPS 60-Minute Writing Block: Expected Daily Plan for Grades 6-8**
Whole Group (10 min.) - Introduction - Read Aloud - Shared/Whole Group Reading with Explicit Instruction **Differentiated Small Group Instruction (45 min.)** **(3 Choices)** - Explicit Small Group Reading Instruction - Independent Practice **Whole Group (5 min.)** - Sharing	**Connect: Whole Group (5 min.)** - Key Learning Targets - Essential Questions - Big Ideas - Focus Skills **Build: Whole Group (10 min.)** - Mini Lesson/Modeling (5 min.) - Status of the Class (5 min.) **Reach: Differentiated Small Group Instruction (35 min.)** - For 10 minutes, students rotate through independent writing, guided writing/interactive writing, and integrated content sessions - For 5 minutes, students talk about their writing in a conference with the teacher and/or a peer **Shared Writing: 5 min**. This can take place during whole group or small group instruction. Reconnect and Wrap Up: Whole Group (5 min.) - Writing, Sharing, Reading Aloud

MPS 90-Minute ELA Block: Expected Daily Plan for Grades 9-12

Connecting: Warm-Up (10 min.)
- Key Learning Targets
- Essential Questions
- Big Ideas

Building: Whole Group Mini-Lessons (30 min.)
- Reading (Skill or Literature): 10 min.
- Writer's Notebook: 5 min.
- Vocabulary Development: 5 min.
- Writing: 10 min.

Reinforcing: Small Group (20 min., differentiated instruction based on students' needs)
- Reading: Reading Skill/Literature Content, Listening, Discussion
- Writing: Revisit Focus of Mini-Lesson (Shared Writing, Guided Writing, Interactive/Collaborative, Independent Writing, Conferencing)
- Integrated Centers: Media and Technology, Research and Inquiry, Language/Vocabulary (Literacy-Academic-Embellishments)

Conferencing (15 min.): Individual or Small Group

Whole Group
- Wrap Up: Looking Back – Projecting Forward
- Writing/Sharing (10 min.)
- Read Aloud (5 min.)

Bilingual Scheduling Guidelines for Teaching in the Literacy Block

ELL students in the Bilingual Program, who have transitioned to English, should participate in the Spanish and English Literacy Block. **The schools must have an identified approach that equally alternates language of instruction to ensure implementation.** This approach should be shaped according to the school's student body, functionality and needs. Given that, each literacy block approach will perform and look different in each building according to student's needs.

The following Literacy Block example approach was based on staffing, student's needs and teacher input guided and facilitated by the administration.

This Literacy Block example approach involves 2 bilingual classrooms per grade level. For example: while Room 224, a 3rd grade classroom has Spanish week, Room 140 another 3rd grade classroom has English week and then flip flop. The ESL teachers collaborated among each other and with classroom teachers in order to serve the student's needs accordingly.

Some school may have one bilingual classroom per grade level. In this case, I would suggest an approach where the 3rd grade would have Spanish week while 4th and 5th would have English week and then flip-flop. Maybe 3rd and 4th would have English week while 5th is having Spanish week and then flip-flop and so on.

Sample bilingual scheduling options Grade 2 (second semester) – Grade 8

- 2 days English + 2 days Spanish + Alternate Fridays
- Alternate weeks (e.g. Weeks 1 & 3 = English + Weeks 2 & 4 = Spanish)
- Bi-weekly (e.g. Weeks 1 & 2 = English + Weeks 3 & 4 = Spanish)
- Tri-weekly (e.g. Weeks 1-3 = English + Weeks 4-6 = Spanish)*

* The tri-weekly method is <u>not</u> recommended for Gr. 2-5.

The Literacy Block is an **uninterrupted** block of time, therefore, breaking this block of time in half, 45 minutes Spanish and 45 minutes English daily, is **not** an approach that is recommended. Additionally, research shows that ELL's need continuity of language, which this approach does not provide. In second language acquisition, best practices state that longer and sustained reading periods produce second language and reading skills acquisition.

90 Minute Literacy Block Sample

During the Literacy block, the ESL teachers provide support within the content area of reading. They also instruct 45 minutes of ESL within the content areas of Social Studies and Science to the whole class with classroom teacher support during English and Spanish week.

K-1 Grade = Always Spanish Literacy with ESL support on language development within the content areas Social Studies and Science.

2nd Grade =

English Week	Spanish Week
Students that have transitioned into English are pulled by the ESL teacher and are giving support in the content of English Reading. Pulled out = Refers to the teacher taking the students out of the classroom. Push in = Refers to the teacher going into the classroom.	Students that have not transitioned into English stay in the classroom with their teachers and continue **Spanish Reading every week** until they are proficient in Spanish in order to transition.

*** Once another group of students transition into English, the teachers exchange groups. The ESL teacher takes the newly transition students while one of the SAGE classroom teachers take the first transitioned group and the other SAGE teacher continues with those students that are not ready yet. Once the whole class transition, each teacher has an English group.

3rd Grade

English Week	Spanish Week
Students are divided in groups according to their English Reading instructional levels. 4 Small groups 2 groups 40 minutes w/classroom teachers. One takes the lowest level and the other takes the highest level. ESL teacher: (Within the group, two small groups) 20 minutes independent reading 20 minutes on reading content area (word wall)	The teacher gives Spanish Reading. Whole group, small group (differentiation) whole group.

4th - 5th Grade

English Week	Spanish Week
Students are divided in groups according to their English Reading instructional levels. The ESL teachers take the lowest level group, the teacher the middle level group and the paraprofessional the highest level group.	The teacher gives Spanish Reading. -Whole group -Small group (differentiation) - Whole group.

60 Minutes Literacy Block Sample

6th-8th Grade

English Week	Spanish Week
Students can be divided in groups according to their English Reading instructional levels. Other support staff (paraprofessional, ESL teacher, special education teacher etc…) work as a team with the reading teacher to assist with differentiation.	The teacher gives Spanish Reading. -Whole group -Small group (differentiation) -Whole group.

MPS Literacy Support

*School-Based	District
• Classroom Teacher • Literacy Coach • Reading Resource Teacher • Library Media Specialist • Instructional Technology Leader • Program Implementer • Curriculum Generalist • School Improvement Facilitator • Department Chair • School Leader • Bilingual Representative • Special Education Teacher • Instructional Coach – Literacy • English as a Second Language (ESL) Teacher • Paraprofessional • Diagnostic Teacher • Psychologist • Speech Pathologist • School Social Worker • School-based Mentor • Administrator/School Leader	• Literacy Curriculum Specialist • English Language Arts Curriculum Specialist • Bilingual Curriculum Specialist • Literacy Specialists • District Library Media Specialists • Learning Technology Specialists • Special Education Supervisors • Special Education Program Support Staff • Assistive Technology Support Staff • English Language Arts Teaching Specialists • ESL/Foreign Language Curriculum Specialist • Community Learning Center Coordinator • Professional Development Specialist • Research and Assessment Managers • Striving Readers Coordinator • RtI Specialists • District Mentors • Curriculum Materials Development Center (CMDC) • Lending Library

*Notes: Support systems vary from school to school. Brief descriptions of each of the above to be hot-linked.

Core Literacy Curriculum:
Pre-K

Core Literacy Curriculum: Pre-K

Universal Expectations for the MPS Pre-K Classroom Environment

Organization of Classroom
- Organized to provide access to literacy material for all
- Vocabulary picture wall is displayed at student eye level
- Materials are labeled and on open shelves within students' reach to encourage them to select, use and return materials independently
- Developmentally appropriate furniture arranged to facilitate instruction and interaction in
  1. Whole group activity for entire class
  2. Small group areas for 5-8 students
  3. A few individual work spaces for times when a student prefers to work alone

Environmental Print
- Environmental print is displayed at eye level and easily accessible to young learners
- Environmental print, including student work, documents the current instructional emphasis in the classroom and is used daily

Book Selection
- 10-15 books per student are available, half fiction and half non-fiction that are age appropriate and culturally represents the students
- There are a variety of materials related to literature and content area units/topics

Literacy Work Stations
- Literacy work stations are used during literacy instruction as well as student choice/free play time
- Literacy work stations or clearly defined functional interest areas for reading, writing, listening and dramatic play activities
- Smooth efficient transition between activities
- Appropriate print materials are easily available for students' use in every area in the classroom
- Posted directions (using pictures and words) for activities or use of equipment are displayed in every area in the classroom
- A variety of materials/tools for recording language are available in all areas of the classroom (e.g. pencils, crayons, markers, paper, charts, logs, writers' notebooks, books, computers, etc.

Rest Time in PreK-K5 Classrooms

The Division of Early Childhood Education is providing these guidelines for the implementation of rest or quiet time in Pre-K through K5 classrooms. Rest or quiet time may include relaxation, quiet reading with adequate lighting or other appropriate quiet activities. While periodically a child may come to school needing some additional sleep, this situation should be evaluated on a case-by-case basis. Allowing children to generally sleep or nap is not part of this recommendation.

Three-Year-Old Classrooms:
Half-Day Programs: No quiet time
Full-Day Programs: A maximum of one hour a day

Four-Year-Old Classrooms:
Half-Day Programs: No quiet time
Full-Day Programs: A maximum of 45 minutes a day in fall
A maximum of 30 minutes a day in spring

Five-Year-Old Classrooms:
Full-Day Programs: Up to 30 minutes a day in fall
To be phased out in *spring to prepare for first grade

* The spring date can be defined as:
   • The last school day preceding mid-semester break, or
   • The Thursday preceding spring recess

Source: MPS Superintendent's Letter to Elementary School Leaders (August 2008)

Pre-K: RtI Tier 1 (Core)

Pre-K: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Pre-K Literacy Programs and Resources	Pre-K Literacy Assessments
<u>Reading/Writing/Language Arts</u> English: 1. (Textbook adoption in process for Pre-K – decision by Milwaukee Board of School Directors at May 27, 2010 meeting) 2. New adoption aligned to *DLM Early Childhood Express* (Head Start classrooms only) Spanish: 1. New adoption aligned to *DLM Early Childhood Express* (Bilingual classrooms only)	Formative: • Progress monitoring (See following pages) • Classroom Assessments Based on Standards (CABS) • Galileo (Head Start classes only) • Spanish Reading Verification (Bilingual classes only) Benchmark: • Universal Screener (Summer, 2010) • Universal Screener (Head Start classes only) -AcuScreen Summative: • End of theme checklists/assessments • Drawing/Evidence in writing portfolio
Home/Community Literacy Connections See Appendix B	
NOTE: Pre-K students are to receive literacy instruction for a minimum of 90 minutes daily in a full day program. However, this instruction is spread throughout the school day in manageable time chunks. Reading and writing are also integrated at the Pre-K level as these processes are closely linked for the youngest students who are just beginning to learn the relationship between print and oral language.	

Pre-K – Listening and Understanding

Wisconsin Model Early Learning Standards-Language Development and Communication The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies	Formative Assessments
DERIVES MEANING THROUGH LISTENING TO COMMUNICATIONS OF OTHERS AND SOUNDS IN THE ENVIRONMENT		
Enjoys short stories, rhymes, finger plays, songs, and music.	Read Aloud with Patterns of Language (Allington, 2001, Israel,2008, Rog ,2005 and Routman 2003) Speech to Print - Recite rhymes, produce a rhyme by pattern, & recognize alliteration (Adams, 1998) Echo Reading and Paired Reading (Put Reading First, 2001 and Topping ,1995) Shared Reading and Interactive Story Reading (Israel, 2008 and Rog, 2005) Using music, rhyme and rhythm in the classroom (Adams, 1998 and Wolfe, 2004)	Anecdotal Notes Observation Checklists Classroom Projects/Products
Shows understanding of concept words and sequence of events.	Dialogic Reading: Model imitation (Put Reading First, 2001) Oral Retelling (Griffith, 2008) Visual Retelling (Griffith , 2008) Picture/Word Wall (Beck , 2002, Israel , 2009, Put Reading First, 2001) Using non-linguistic representations to sequence events (Marzano, 2005)	
Demonstrates understanding and listening skills by attending and responding appropriately	Directed Listening (Put Reading First, 2001) Guided questions or scaffolding using pictures and stories (Put Reading First, 2001) Dialogic Reading (Lonigan et al., 1999, Wasik and Bond, 2001) Using digital stories to improve comprehension (Royer and Richards, 2007)	
Participates in turn-taking, alternating listening and responding.	Dialogic Reading (Lonigan et al., 1999, Wasik and Bond, 2001) Echo Reading and Paired reading (Put Reading First, 2001) Partner/ Peers reading (Put Reading First, 2001) Read aloud activities (Rog, 2005)	

Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to rung, walk, jump (action words, verbs).	Guided questions and cues or scaffolding using pictures and stories (Marzano, 2005) Sketching for Vocabulary (Beck, 2002) Picture/ Word Wall (Beck, 2002, Israel, 2009 and Put Reading First, 2001) Using vocabulary games that focuses on identification and verbs (Adams, 1998)	
Responds to increasingly complex language structures, including comments, requests and questions. Responds and extends conversations much like adults and can sustain a topic through multiple turns.	Cloze technique (Bellon-Harn et al, 2004) Echo-expansion - echo child and provide expanded form (Put Reading First, 2001) Dialogic Reading (Lonigan et al., 1999, Wasik and Bond, 2001)	
Responds to simple requests.	Guided Practice (Routman , 2003) Auditory processing games (Lerner, 2002) Daily routine (Robb, 2004)	
Understands and carries out a one step direction.	Guided Practice (Routman, 2003) Auditory processing games (Lerner, 2002) Daily routine (Robb, 2004)	
Understands and carries out a two-step direction.	Guided Practice (Routman, 2003) Auditory processing games (Lerner, 2002) Daily routine (Robb, 2004)	
Follows a series of three or more multi-step directions.	Guided Practice (Routman , 2003) Auditory processing games (Lerner, 2002) Daily routine (Robb, 2004)	
Research/References/Resources		

Wisconsin Model Early Learning Standards (2008) http://www.collaboratingpartners.com/EarlyLS_docs.htm

Head Start Performance Standards (2003)

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998) Baltimore: Brookes Publishing.

Allington, R.(2001). What Really matters for struggling readers: Designing research-based programs. Boston: Allyn and Bacon

Beck, I., Mckeown, M., and Kucan, L. (2002) Bringing words to life: Robust vocabulary instruction. New York: Guilford

Press

Bellon-Harn, M., Hoffman, P., and Harn, W. (2004) use of cloze and Contrast word procedures in repeated storybook reading: targeting multiple domains. Journal of Communication Disorders. 37, 53-75

Griffith, P.L., Beach, S. A., Ruan, J., & Dunn,L. (2008). Literacy for Young Children, A guide for Early Childhood Educators. Thousand Oaks: Corwin Press.

Lerner, J. (2002) Learning Disabilities: Theories, diagnosis, and teaching strategies. Boston: Houghton Mifflin

Lonigan, C., Anthony, J., Bloomfield, B., Dyer, S., and Samwel, C. (1999). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. Journal of Early Intervention. 22, 306-322.

Marzano, R. and Pickering, D. (2005) Building Academic Vocabulary Teachers Manual.Alexandria: Association Supervision and Curriculum Development

National Institute for Literacy. (2001) Put Reading First The Research Building Blocks for Teaching Children to Read

Raymond, E. 92001). Cognitive characteristics, learning with mild disabilities. Boston: Merrill

Robb, L., & Tomlinson, C.A, (2004) Differentiating Reading Instruction. New York: Scholastic.

Rog, Lori. (2005) Early literacy instruction in kindergarten. Newark: International Reading Association.

Royer, R. and Richards, P. (2008). Digital Storytelling. Learning and Leading with Technology. 36, 29-31.

Routman, R. (2003). Reading essentials: the specifics you need to teach reading well. Portsmouth:Heinmann

Topping, K. (1995) Paired Reading, Spelling, and Writing: The Handbook. New York: Continuum International Publishing

Corporation

Wasik, B. and Bond, M. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. Journal of Educational Psychology, 93, 243-250.
Wolfe, P. & Nevillis, P (2004) Building the Reading Brain, Pre-K-3. Thousand Oaks: Corwin Press.

Pre-K – Speaking and Communicating

Wisconsin Model Early Learning Standards-Language Development and Communication The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies	Formative Assessments
USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE *Language Form (Syntax: rule system for combining words, phrases, and sentences, including parts of speech, word order, and sentence structur.)*		
Uses two or three word phrases and sentences.	Explicit instruction (Hay and Fielding-Bamsley, 2007)	Anecdotal Notes Observation Checklists Classroom Projects/Products Portfolios Teacher observation
Uses plurals (cats); Pronouns (I, he, they); Past tense (walked)	Explicit instruction (Hay and Fielding-Bamsley, 2007)	
Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.	Shared Reading (Sulzby & Teal, 1991) and (Hiebert & Papierz, 1989)	
USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE *Language Content (Semantics: rule system for establishing meaning of words, individually, and in combination)*		
Uses a word to represent a particular person or object.	Building vocabulary & background knowledge (Levy, Schaefer & Phelps, 1986)	Teacher observation with anecdotal notes Observation Checklists Classroom Projects/Products Portfolios
Uses a word to represent various objects.	Shared Reading (Sulzby & Teal, 1991) and (Hiebert & Papierz, 1989)	
Uses a category of words that shows awareness of common aspects among objects.	Decontextualized Language (Westby , 1991) Conversation Stations (Bond , 2009)	
Asks many questions with "why" to obtain information.	Revoicing (O'Connor , 1993) Conversation Stations (Bond , 2009)	
Comments on as well as produces and comprehends words.	Decontextualized Language (Westby , 1991) Revoicing (O'Connor, 1993) Conversation Stations (Bond , 2009)	
USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE *Language Function (Pragmatic: rules governing the use of language in context)*		
Engages in short dialog of a few turns.	Conversation Stations (Bond , 2009) Turn-Taking Talk (Honig, 2009)	

Determines how much information a listener needs based on an awareness of listener's role and understanding.	Decontextualized Language (Westby , 1991) Conversation Stations (Bond , 2009) Turn-Taking Talk (Honig, 2009)
Modifies language when talking to a young child.	Decontextualized Language (Westby, 1991) Revoicing (O'Connor , 1993) Conversation Stations (Bond , 2009) Turn-Taking Talk (Honig, 2009)
Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.	Conversation Stations (Bond , 2009)
Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.	Decontextualized Language (Westby , 1991) Revoicing (O'Connor , 1993) Conversation Stations (Bond , 2009)

Research/References/Resources

Wisconsin Model Early Learning Standards (2008) http://www.collaboratingpartners.com/EarlyLS_docs.htm
Head Start Performance Standards (2003)
Westby, C.E. (1991). Learning to talk, talking to learn: Oral-literate language differences. In C.S. Simon (Ed.)
Communication Skills and Classroom Success (334-357). Eau Claire, WI: Thinking Publications

O'Connor, M.C. & Michaels, S. (1993). Aligning academic task and participation status through revoicing: Analysis of a classroom discourse strategy. *Anthropology and Education Quarterly,* 24, 318-335.
Bond, M.A. & Wasik, B. (2009). Conversation Stations: Promoting Language Development in Young Children. *Early Childhood Education Journal,* 36(6), 467-473.
Honig, A.S. & Martin, P.M. (2009). Research into Practice: Suggestions to Help Sustain Teacher Turn-Taking Talk and Socratic Questions with Low-Income Preschoolers. *A Research-to-Practice Journal for the Early Intervention Field,* 12(1) 60-65.
Ian Hay, Ruth Fielding-Barnsley (2007) Explicit instruction (*Australian Journal of Language and Literacy*, Oct, 2007
Sulzby & Teal, (1992). Explicit instruction interactive techniques from an emergent literacy perspective, reading, writing and oral language develop concurrently and interrelatedly in young children in literate environments.
 A. K., Schaefer, L., & Phelps, P. (1986). Building vocabulary & background knowledge Levy
Australian Journal of Language and Literacy, Oct, 2007 by Ian Hay, Ruth Fielding-Barnsley

Pre-K – Early Literacy

Wisconsin Model Early Learning Standards-Language Development and Communication The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies	Formative Assessments
SHOWS AN APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS		
Explores and enjoys books.	Read Aloud (Sulzby and Teale, 2003) Shared Reading (Copple and Bredekamp, 2009) Digital Books (Copple and Bredekamp, 2009)	Checklist Anecdotal Records Portfolio Assessment
Points to and names pictures in a book when asked.	Teacher Modeling (WMELS, 2008) Shared Reading (Copple and Bredekamp, 2009) Vocabulary Development (Copple and Bredekamp, 2009)	
Looks at picture books and asks questions or makes comments.	Repeated Reading (Martinez, 1989) Choral Reading (Martinez, 1989) Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	
Understands that print in the book carries a message.	Read Aloud (Sulzby and Teale, 2003) Shared Reading (Copple and Bredekamp, 2009) Teacher Modeling (WIMELS, 2008)	
Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator.	Book & Print Conventions (Cecil, 2003) Book Awareness (Copple and Bredekamp, 2009)	
Understands that books have characters, sequence of events, and story plots.	Nonlinguistic Representation (Marazano, 2000) Graphic Organizer (Tompkins, 2010 and Project CRISS,2007) Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
Handles book correctly, and shows increasing skills in print directionality.	Teacher Modeling (WMELS, 2008) Print and Book Awareness (Copple and Bredekamp, 2009)	
Chooses reading activities and responds with interest and enjoyment.	Dialogic Reading (Vukelich, Christie and Enz, 2008) Literacy Enriched Stations (Vukelich, Christie and Enz, 2008)	
SHOWS AN APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS		
Explores, repeats, imitates alphabet related songs and games.	Teacher Modeling (WMELS, 2008) Literacy Stations (Vukelich, Christie and Enz, 2008)	

Mixes letters with symbols.	Teacher Modeling (WMELS, 2008) Labeling (pictures and words) (Vukelich, Christie and Enz, 2008) Print Rich Environment Awareness (Copple and Bredekamp, 2009)	
Recognizes the difference between letters and other symbols.	Teacher Modeling (WMELS, 2008) Labeling (pictures and words) (Vukelich, Christie and Enz, 2008) Print Rich Environment Awareness (Copple and Bredekamp, 2009) Daily Schedule (pictures and words) (Vukelich, Christie and Enz, 2008)	
Recognizes beginning letters in familiar words, especially in own name.	Picture Word Walls (Vukelich, Christie and Enz, 2008) Alphabet Game (Vukelich, Christie and Enz, 2008)	
Recognizes and names most letters of the alphabet (upper and lower case) in familiar and unfamiliar words.	Labeling (pictures and words) (Vukelich, Christie and Enz, 2008)	
Develop Phonological Awareness		
Enjoys and responds to frequently said sounds, words, and rhymes.	Oral Language Development (Vukelich, Christie and Enz, 2008) Rhyming Games (Vukelich, Christie and Enz, 2008) Scaffolding Learning (Vukelich, Christie and Enz, 2008) Listening Stations (Vukelich, Christie and Enz, 2008) Text with Alliteration (Vukelich, Christie and Enz, 2008) Age Appropriate Songs and Poems (Vukelich, Christie and Enz, 2008)	
Repeats word in rhymes and actions.	Rhyming Games (Vukelich, Christie and Enz, 2008) Word Games (Bear, Invernizzi, Templeton and Johnston, 2008) Age Appropriate Songs and Poems (Vukelich, Christie and Enz, 2008)	
Requests and joins in saying favorite rhymes and songs that repeat sounds and words.	Rhyming Games (Vukelich, Christie and Enz, 2008) Word Games (Bear, Invernizzi, Templeton and Johnston, 2008) Age Appropriate Songs and Poems (Vukelich, Christie and Enz, 2008)	

Recognizes and matches sounds and rhymes in familiar words.	Rhyming Games (Vukelich, Christie and Enz, 2008) Word Games (Bear, Invernizzi, Templeton and Johnston, 2008) Age Appropriate Songs and Poems (Vukelich, Christie and Enz, 2008)	
Recognizes sounds that match and words that begin or end with the same sounds.	Rhyming Games (Vukelich, Christie and Enz, 2008) Matching Games (Vukelich, Christie and Enz, 2008) Literacy Enriched Stations (Vukelich, Christie and Enz, 2008)	
Recognizes and produces rhyming words.	Rhyming Games (Vukelich, Christie and Enz, 2008) Literacy Enriched Stations (Vukelich, Christie and Enz, 2008)	
DEVELOPS PHONEMIC AWARENESS		
Discriminates separate syllables in words.	Blending & Segmenting Syllables (Vukelich & Christie) Word Games (Bear, Invernizzi, Templeton and Johnston, 2008) Teacher Modeling (WME LS, 2008)	
Makes some letter-sound connections and identifies some beginning sounds.	Phoneme Isolation (Put Reading First) Teacher Modeling (WMELS, 2008)	
Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.	Phoneme Segmentation (Put Reading First) Teacher Modeling (WMELS, 2008)	
Recognizes single sounds and combinations of sounds represented by more than one letter.	Onset and Rime (Put Reading First) Teacher Modeling (WMELS, 2008) Word Games (Bear, Invernizzi, Templeton and Johnston, 2008) Literacy Enriched Station (Vukelich, Christie and Enz, 2008)	
Understands the difference between letters, words, and sentences.	Teacher Modeling (WMELS, 2008) Read Alouds (Vukelich, Christie and Enz, 2008) Comparing and Contrasting Sounds (Copple and Bredekamp, 2009)	
DEMONSTRATES THE USE OF STRATEGIES TO READ WORDS		
Points to and labels objects in books.	Picture Book Walk (Algozzine, O'shea, Obiakor, 2009) Labeling (Vukelich, Christie and Enz, 2008) Reading a Variety of Text (Fiction and Nonfiction (Algozzine, O'shea, Obiakor, 2009)	

Uses picture cues and environmental contexts to confirm a printed word.	Picture Book Walk (Algozzine, O'shea, Obiakor, 2009) Labeling (Vukelich, Christie and Enz, 2008) Reading a Variety of Text - Culturally Responsive Fiction and Nonfiction (Algozzine, O'shea, Obiakor, 2009) Picture Sort (Algozzine, O'shea, Obiakor, 2009)	
Recognizes some words.	Picture Word Wall (Vukelich, Christie and Enz, 2008) Read Aloud (Copple and Bredekamp, 2009) Shared Reading (Vukelich, Christie and Enz, 2008) Echo Reading (Algozzine, O'shea, Obiakor, 2009)	
Makes predictions about words and text.	Context Clues (Cecil, 2003)	
Reads familiar (high-frequency) words in books, signs, and labels.	Picture Word Wall (Vukelich, Christie and Enz, 2008) Vocabulary (Copple and Bredekamp, 2009)	
Experiences some success in reading by sounding out words (decoding).	Decoding (Cecil, 2003)	
USES WRITING TO REPRESENT THOUGHTS OR IDEAS		
Begins to use writing tools to make marks.	Writing Station (Vukelich, Christie and Enz, 2008) Word Processing (Vukelic	
Scribbles and creates unconventional shapes.	Writing/Drawing Journal (Vukelich, Christie and Enz, 2008) Writing Station (Vukelich, Christie and Enz, 2008) Teacher Modeling (WMELS, 2008)	
Writes lists, thank you notes, names, and labels objects in play.	Literacy Enriched Stations (Vukelich, Christie and Enz, 2008)	
Labels pictures using scribbles or letter-like forms to represent words or ideas.	Shared Writing /Journaling (Vukelich, Christie and Enz, 2008)	
Writes recognizable letters and begins to write name and a few words.	Literacy Enriched Stations (Vukelich, Christie and Enz, 2008) Teacher Modeling (WMELS, 2008)	
Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	Picture Word Walls (Vukelich, Christie and Enz, 2008) Literacy Enriched Stations (Vukelich, Christie and Enz, 2008) Writing/Drawing Journal (Vukelich, Christie and Enz, 2008)	
Research/References/Resources		
Wisconsin Model Early Learning Standards (2008) http://www.collaboratingpartners.com/EarlyLS_docs.htm Head Start Performance Standards (2003) *Helping Young Children, Learn Language and Literacy* (Vukelich, Christie and Enz, 2008)		

Developmentally Appropriate Practice in Early Childhood Programs (Copple and Bredekamp, 2009)
Best Practices for Early Literacy (Cecil, 2003)
Culturally Responsive Literacy Instruction (Algozzine, O'shea, Obiakor, 2009)
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (Bear, Invernizzi, Templeton and Johnston, 2008)
Handbook of Research on Teaching the Language Arts (Sulzby and Teale, 2003)

Daily **Pre-K** Literacy and Language Block	**90-Minute Instructional Block**

Focus **Literacy Readiness**	Instructional Grouping: **Whole Group** (20 minutes)
	Part 1: Blended Literacy Instruction

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for PreK**

Read Aloud with Focus on Vocabulary and Comprehension
 	
The teacher:
 	
• Provides a read aloud several times throughout the day (during literacy instruction, and as appropriate, during content area instruction)
• Includes fiction and non-fiction text.
• Includes a variety of genres including poetry.
• Models fluent reading.
• Uses interactive reading techniques such as choral reading, songs, chiming in, hand and body movements, use of props, etc.
• Reads and explicitly explains the use of strategies and vocabulary.
• Has students share their thinking.
• May infuse technology into the lesson. This reading is at instructional level and includes all students.
• Activates and builds background knowledge.
 	
Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions, and/or purpose of the lesson.
• Focuses on skills or ideas in an active and playful manner.
• Includes a meaningful context for all students and/or ideas presented.
	Approaches (Vukelich, Christie and Enz, 2008)
	• Blended Literacy Approach*
	Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000, Vukelich, Christie and Enz, 2008)
	
	• Modeled reading
	• Shared reading
	• Interactive reading
	• Independent reading
	• Read alouds
	Components/Strategies (Vukelich, Christie and Enz, 2008)
	• Oral language
	  1. Listening/Understanding
	  2. Speaking/Communicating
	• Vocabulary
	  1. Understanding of words
	  2. Understanding of word meaning
	  3. Use of appropriate vocabulary
	• Phonological Awareness
	  1. Rhyme
	  2. Alliteration
	  3. Word and syllable segment
	• Letter Knowledge and Early Word Recognition
	  1. Identify Alphabets

Modeling and Interactive Literacy Instruction	2. Letter/Sound Matching

Modeling and Interactive Literacy Instruction

The teacher:

- Uses modeling, explicitly explaining reasoning and mental processes involved in the reading/writing processes.
- Involves students in language acquisition activities daily, including frequent review of words learned.
- Frontloads the lesson with real hands-on experiences.
- Activates and assesses prior knowledge.
- Connects personal stories to engage learners in the central ideas of a text.
- Establishes the meaning of a text before attending to discrete skills.
- Provides frequent opportunities for oral language.
- Builds background knowledge and vocabulary
- Integrates reading and writing processes.
- Provides students with daily opportunities to demonstrate their understandings through age-appropriate writing (drawings, letters and oral language that is recorded).

*Blended Literacy Approach – a "value-added" approach to early literacy instruction, combining the best aspects of the emergent literacy and scientifically based reading research.

- 2. Letter/Sound Matching
- 3. Word Recognition
- Print and Book Awareness
  1. Purpose and Functions of Print
  2. Graphic Awareness
  3. Conventions of Print
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
- Written Expression
  1. Journals
  2. Interactive Forms of Writing

Daily **Pre-K** Literacy and Language Block	90-Minute Instructional Block
Focus **Literacy Readiness**	Instructional Grouping: Small Group (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations**

Description of Instructional Best Practices	Universal Approaches, Modes, Components, and Strategies for PreK

Small Group Literacy Lesson Activities
 	
The teacher (including special education and ESL teachers):
 	
• Differentiates instruction based on ongoing assessment.
• Addresses students' individual learning needs in the areas of phonemic awareness, alphabetic principle, oral language development vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Provides specific and timely feedback.
• Provides instruction that takes place in meaningful, experiential contexts (For example, after reading *Dr. Suess – Green Eggs and Ham*, children may make green eggs and ham using a recipe.).
• Has students participate in child-focused, adult-supported literacy work stations.
• Designs theme-based centers (science, math, writing, art) to support domain knowledge and cognitive/language development.
• Embeds literacy in all literacy work station activities and includes construction and dramatic play centers.
• Has a classroom library for students to use for self-selected reading which enables students to engage in print resources.
• Works with students in small groups during center time promoting oral language, vocabulary and engagement with print.
• Provides hands-on, manipulative experiences.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	   1. Reading process
	   2. Phonics
	   3. Fluency
	   4. Vocabulary
	   5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	   1. Pre-reading
	   2. Initial Reading
	   3. Re-reading
	   4. Re-telling
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to practice identified instructional

reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)

1. Independent Reading with Classroom Library
2. Independent Writing for responding to reading
3. Media/Technology
4. Word Work/Phonics
5. Vocabulary

- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Vukelich, Christie and Enz, 2008)
- Oral language
  1. Listening/Understanding
  2. Speaking/Communicating
- Vocabulary
  1. Understanding of words
  2. Understanding of word meaning
  3. Use of appropriate vocabulary
- Phonological Awareness
  1. Rhyme
  2. Alliteration
  3. Word and syllable segment
- Letter Knowledge and Early Word Recognition
  1. Identify Alphabets
  2. Letter/Sound Matching
  3. Word Recognition

	- Print and Book Awareness - Purpose and Functions of Print - Graphic Awareness - Conventions of Print - Comprehension - Activate background knowledge - Make connections to self, text, world - Answer and generate questions - Predict/Infer - Written Expression - Journals - Interactive Forms of Writing

Daily **Pre-K** Literacy and Language Block	**90-Minute Instructional Block**
Focus **Literacy Readiness**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessing**

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for PreK**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session. • Collects evidence of learning (checklist, anecdotal records, portfolio and etc).	Approaches (Gambrell, 1996; Raphel, et.al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et.al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Vukelich, Christie and Enz, 2008) • Whole group discussions • Paired or small group discussions

Pre-K Reading Resources	Pre-K Formative Reading Assessments
Age-appropriate high-interest fiction/non-fiction books in a variety of formats (including big books, board, plastic, touch, pop-up and digital books that have colorful pictures and the alphabet or some words related to the pictures) and genres and from many periods, cultures, ethnic groups, geographic regions and social roles Books, rhymes, poems and songs to develop phonological awareness (for letter sounds and rhyming words) Word and picture walls Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	CABS Student work Written (drawn) response to reading and/or media Oral response to reading and/or media Graphic/pictorial response to reading and/or media Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric

Available Accommodations and Modifications to Provide Access to the Core Curriculum: Pre-K

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** Choral and echo reading, read-alouds, picture walks, teacher modeling, realia, visual representations, graphic organizers, explicit instruction of phonics, TPR (Total Physical Response), Picture/Word wall	Size, time, level of support, input, difficulty, output, participation Assistive technology (reading) (Also see Appendix) • Visual tracking and viewers • Magnifier • Colored overlays • Colored filter strips • Physical access tools • Hand held dictionary/spell check • Books in audio format • Books in alternate format, such as Braille, enlarged print texts • Books in electronic format • Talking word processors • Digital graphic organizers • Electronic text reader • Picture supported text • Advanced reading/writing supports • High interest/low vocabulary books • Sound amplification systems Assistive technology (writing) (Also see Appendix) • Adapted writing utensils • Adapted paper Sound amplification systems Assistive technology (writing) (Also see Appendix) • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software

	• Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Pre-K: RtI Tier 2
(Early Intervening Services)

Pre-K: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports

Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Pre-K: RtI Tier 3

Pre-K: RtI Tier 3– District Intensive Intervention Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Core Literacy Curriculum:
K5

MILWAUKEE
PUBLIC SCHOOLS

Core Literacy Curriculum: K5
Universal Expectations for the MPS K5 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching picture/word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. student names and pictures on coat hooks)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print, with accompanying picture cues, documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, poetry/song charts, daily schedule, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. student names are displayed, a list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals and simple rubrics with exemplars when appropriate
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Word wall includes:
  - High frequency words
  - Support for beginning sounds (e. g. picture cues such as "bear" for "B")
  - Vocabulary words with picture cues
  - Support for onset/rime groups (e. g. cat with "at" part highlighted)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
    - Independent Reading with Classroom Library
        - Classroom Library
            - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
            - Balance of fiction/nonfiction
            - Wide selection of multicultural literature
            - Books arranged in bins or open boxes by topics (e.g. family stories, friendship stories, animal facts, etc.)
            - Books displayed facing forward with enough space to browse
            - Leveled books for beginning readers
            - Labeling method to return books to correct bins/boxes (e.g.. yellow dot on books that go in a yellow bin)
            - Additional print materials (e. g. poetry cards, magazines, etc.)
        - Retelling Materials such as felt board characters, puppets, sequencing pictures, etc.)
        - Books on tape or CD
    - Independent Writing (to support writing instruction and for responding to reading)
        - Variety of writing/drawing tools, materials (paper, envelopes, etc.) and resources
        - Picture/word cards, name cards and other familiar models for writing
        - Wipe-off boards, small chalk boards, etc.
    - Media/Technology
        - Student cards with pass codes
        - Display of program choices
    - Word Work/Phonics
        - Manipulative letters, words and/or word parts
        - Picture word cards
        - Phonemic awareness activities (e. g. rhyme, beginning sound, etc.)
        - Alphabet Activities
        - Access to the word wall
    - Vocabulary

- Oral language activities
- Category sorting pictures
- Sequencing pictures
- Review activities and games

- Free Choice Learning Centers
  - Centers include dramatic play, block, science, art, math, writing and library at minimum
  - Picture/word labels are used to support cognitive development (e. g. blocks are organized by their sizes) and application of learned skills (e. g. cereal boxes matched to labels with the first letter of each name – Cheerios to a C)
  - Materials that support literacy and the function of print are provided in each area (e. g. phone book and note pad/pen next to the phone in the dramatic play area, traffic and street signs in the block area, nonfiction animal books in the science area, etc.)

Rest Time in PreK-K5 Classrooms

The Division of Early Childhood Education is providing these guidelines for the implementation of rest or quiet time in Pre-K through K5 classrooms. Rest or quiet time may include relaxation, quiet reading with adequate lighting or other appropriate quiet activities. While periodically a child may come to school needing some additional sleep, this situation should be evaluated on a case-by-case basis. Allowing children to generally sleep or nap is not part of this recommendation.

Three-Year-Old Classrooms:
Half-Day Programs: No quiet time
Full-Day Programs: A maximum of one hour a day

Four-Year-Old Classrooms:
Half-Day Programs: No quiet time
Full-Day Programs: A maximum of 45 minutes a day in fall
A maximum of 30 minutes a day in spring

Five-Year-Old Classrooms:
Full-Day Programs: Up to 30 minutes a day in fall
To be phased out in *spring to prepare for first grade

* The spring date can be defined as:
   • The last school day preceding mid-semester break, or
   • The Thursday preceding spring recess

Source: MPS Superintendent's Letter to Elementary School Leaders (August 2008)

K5: RtI Tier 1 (Core)

K5: RtI Tier 1 (Core)
District Literacy Programs and Assessments

K5 Literacy Programs and Resources	K5 Literacy Assessments

Reading
 	
English:
   1. (Textbook adoption in process for K5 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
   1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
Writing/Language Arts
 	
English:
   1. *Write Source* and *Write Trait Kits* (Great Source)
Spanish:
   1. *Escritura y Gramática* (Scott Foresman)
	Formative:
	• Progress monitoring (See following pages)
	• Classroom Assessments Based on Standards (CABS)
	• Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	• Universal Screener
	   1. K5-Gr. 2 responses to Early Childhood Screener RFP due March 23, 2010 and decision expected April 2010
	Summative:
	• End of theme/unit/chapter test/English language arts portfolio artifacts
	• Evidence in writing portfolio
	• *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade K5 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list.	*Not an exhaustive list.
Key Ideas and Details		
With prompting and support, ask and answer such questions about key details and events in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Classroom Assessments Based on Standards (CABS) Story map Retelling with scoring guide
Retell familiar stories.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003)	
Identify characters, settings, and key events in a story.	**Text factors - elements of story structure** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002)	

Craft and Structure		
Ask questions about unknown words in a text.	**Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008)	Teacher observation with anecdotal notes
	Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)	Teacher-student conferences with anecdotal notes
	Context Clues (Putting Reading First, 2006)	Checklist
	"I Wonder" Questions (Tovani, 2000)	Student work
		Response to reading
	Dictionaries and other reference aids such as word walls (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	CABS
	Vocabulary Self-Collection (Haggard 1982, 1986)	
	Six-Step Process for Teaching New Terms (Marzano, 2004)	
Recognize common types of text (e.g. storybooks, poems).	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	
	Text factors including poetic forms and devices (Harvey & Goudvis, 2007; Janeczko, 2003)	
Name the author and illustrator of a text and define the role of each.	**Explicit instruction on the conventions of print including authors and illustrators** (Gunn, et al., 1998)	
Integration of Knowledge and Ideas		
Relate pictures and illustrations to the overall story in which they appear.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	Teacher observation with anecdotal notes
	Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985; DeFord, Lyons &	Teacher-student conferences with anecdotal notes

	Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Narrative Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988)	Student work Graphic organizer • Venn Diagram • Semantic Feature Analysis CABS Retelling with scoring guide
Compare and contrast the adventures of characters in familiar stories.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors – story elements (plot, setting)** (Harvey & Goudvis, 2007) **Story Boards** (Tompkins, 2010) **Story Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Comparison graphic organizers such as theVenn diagram, Semantic Feature Analysis** (Venn, 1880; Anders & Bos, 1986)	
Range and Level of Text Complexity		
Read emergent-reader literature texts with purpose and understanding.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Independent Reading** (Allington, 2000 & Krashen, 2004) **Reader's Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads

	Partner/Buddy Reading (Griffith & Rasinski, 2004) **Choral Reading** (Rasinski, 2003)	Cloze passages
Research/References/Resources		

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Building Background Knowledge for Academic Achievement (2004)

Grade K5 – Informational Text

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies *Not an exhaustive list	Formative Assessments *Not an exhaustive list
Key Ideas and Details		
With prompting and support, ask and answer questions about key information and events in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn (KWL)** (Ogle, 1986)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work Graphic organizer • Main idea/details • Description • Compare/contrast (Venn diagram or Semantic Feature Analysis) • Time order • Problem/solution CABS Retelling with scoring guide
Identify the main topic and main ideas of a text.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Expository Text Patterns** (Meyer, 1975; Meyer & Freedle, 1984) **Know-Want to know – Learn (KWL)** (Ogle, 1986) **Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999;	

	McKenna & Stahl, 2003)	
	Graphic Organizers – main idea/details (Wood, et al., 1995)	
With prompting and support, describe the connection between two events or ideas in a text.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	
	Signal Words and Text Structure (Wood, et al., 1995)	
	Graphic Organizers – description, compare/contrast, time order, problem/solution (Wood, et al., 1995)	
Craft and Structure		
Ask questions about unknown words in a text.	**Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008)	Teacher observation with anecdotal notes
	Concept Picture Sort (Core, 2000)	Teacher-student conferences with anecdotal notes
	Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)	Checklist
	Context Clues (Putting Reading First, 2006)	Student work
	"I Wonder" Questions (Tovani, 2000)	Response to reading
	Dictionaries and other reference aids such as word walls (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	CABS
	Vocabulary Self-Collection (Haggard 1982, 1986)	
	Six-Step Process for Teaching New Terms	

	(Marzano, 2004)	
Locate basic information in a text.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)	
Name the author and illustrator of a text and define the role of each.	**Explicit instruction on the conventions of print including authors and illustrators** (Gunn, et al., 1998)	
Integration of Knowledge and Ideas		
Relate pictures or illustrations to the overall text in which they appear.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Expository Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neuman, 1988)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work Graphic organizer • Cause/Effect • Venn Diagram • Semantic Feature Analysis CABS
With prompting and support, recognize cause-and-effect relationships in a text.	**Text factors – expository text structures** (Harvey & Goudvis, 2007) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers – cause and effect** (Wood, et al., 1995)	
With prompting and support, recognize similarities and differences between	**Text factors including nonfiction genres,**	

two texts on the same topic (e.g., in illustrations or descriptions).	**expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Graphic Organizers – comparison (Venn Diagram, Semantic Feature Analysis)** (Wood et al., 1995)	
Range and Level of Text Complexity		
Read emergent-reader informational text with purpose and understanding.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Independent Reading** (Allington, 2000 & Krashen, 2004) **Reader's Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Partner/Buddy Reading** (Griffith & Rasinski, 2004) **Choral Reading** (Rasinski, 2003)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/ log Fluency checks/One minute reads Cloze passages
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Building Background Knowledge for Academic Achievement (2004)		

Grade K5 – Foundational Skills

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies *Not an exhaustive list	Formative Assessments *Not an exhaustive list
Print Concepts		
Demonstrate understanding of the basic features of print. a. Identify the front cover, back cover, and title page of a book. b. Follow words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**Explicit instruction on parts of a book, directionality, word boundaries and sentences and letter recognition** (Clay, 1985; 2000a) **Language Experience Approach** (Ashton-Warner, 1965)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work Concepts About Print test Checklist CABS
Phonological Awareness		
Demonstrate understanding of spoken words, syllables, and phonemes. a. Recite and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Count individual words in spoken phrases or simple sentences. d. Blend and segment consonants and rimes of spoken words (/g/ - /oat/, /bl/ - /ack/). e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/). (This does not include CVCx ending with /l/, /r/, or /x/.) d. Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., /at/→/sat/→/mat/ → /map/).	**Elkonin Boxes** (Clay, 2005a) **Sign songs, chant rhymes, read aloud word play books, activities and games for sound-matching, isolation, blending, addition, substitution and segmentation** (Griffith & Olson, 1992; Yopp, 1992)	Yopp-Singer Test of Phoneme Segmentation Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work Checklist CABS
Phonics and Word Recognition		

Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the graphemes for the five major vowels. c. Read at least twenty-five very-high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., *b*at vs. *s*at, *c*at vs. *ca*n, *h*it vs. *ho*t).	**Interactive Word Walls** (Cunningham & Allington, 1999) **Word/Object/Picture sorts** (Bear, Invernizzzi, Templeton & Johnston, 2008) **Making Words** (Cunningham & Cunningham, 1992; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Word Ladders** (Rasinski, 2006) **Dictation and Spelling** (Core, 2000)	Running records The Tile Test Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work CABS
Fluency		
Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/ log Fluency checks/One minute reads Running records

	Buddy/Partner Reading (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	
Research/References/Resources		

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)

Daily Grade K5 Reading Block	90-Minute Instructional Block
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (20 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade K5**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	<u>Approaches</u> (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation

Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
• Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
• Uses grade level text.
• Includes all students with a balance of fiction and non-fiction text.
• Differentiates the lesson as needed.
	• Diverse texts with a balance of literature and informational text
	• Assessment used to monitor student progress and make instructional decisions
	
	<u>Modes</u> (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	• Modeled reading
	• Shared reading
	• Interactive reading
	• Explicit small group reading instruction
	• Independent reading
	
	<u>Components/Strategies</u> (Putting Reading First, 2006; Tompkins, 2010)
	• Phonemic Awareness
	    1. Identifying sounds in words
	    2. Categorizing sounds in words
	    3. Substituting sounds to make new words
	    4. Blending sounds to form words
	    5. Segmenting a word into sounds
	• Phonics/word recognition
	    1. Phonic analysis
	    2. Decoding by Analogy
	    3. Syllabic analysis
	    4. Morphemic analysis
	• Fluency
	    1. Repeated reading
	    2. Chunking words into meaningful phrases
	    3. Listen to models of fluent reading
	• Vocabulary
	    1. Context clues
	    2. Word parts/affixes
	    3. Vocabulary graphic organizers
	    4. Vocabulary flash cards
	    5. Dictionaries and other reference aids
	• Comprehension
	    1. Activate background knowledge
	    2. Make connections to self, text, world
	    3. Answer and generate questions

	4. Predict/Infer
	5. Determine importance
	6. Summarize
	7. Monitor
	8. Visualize

Daily **Grade K5** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: **Small Group** (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade K5**

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonemic awareness, phonics/alphabetic principle, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonemic Awareness
	  3. Phonics
	  4. Fluency
	  5. Vocabulary
	  6. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. Initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent

and small group work that include opportunities to practice identified instructional reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)

1. Independent Reading with Classroom Library
2. Independent Writing for responding to reading
3. Media/Technology
4. Word Work/Phonics
5. Vocabulary

- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Putting Reading First, 2006; Harvey and Goudvis, 2007; Tompkins, 2010)
- Phonemic Awareness
  1. Identifying sounds in words
  2. Categorizing sounds in words
  3. Substituting sounds to make new words
  4. Blending sounds to form words
  5. Segmenting a word into sounds
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids

	• Comprehension
	  1. Activate background knowledge
	  2. Make connections to self, text, world
	  3. Answer and generate questions
	  4. Predict/Infer
	  5. Determine importance
	  6. Summarize
	  7. Monitor
	  8. Visualize

Daily **Grade K5** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade K5**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010) • Whole group discussions • Paired or small group discussions

Grade K5 Reading Resources	Gr. K5 Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including big books, touch, pop-up and digital books that have colorful pictures and the alphabet or some words and sentences related to the pictures) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles	CABS
	Student work
Books, rhymes, poems and songs to develop phonological awareness (for letter sounds and rhyming words)	Graphic organizers
	Reading record/log
Picture/word walls	Fluency checks/one-minute reads
Reading A-Z/RAZ Kids	Cloze passages
Discovery Education *Streaming*	Teacher observation with anecdotal notes
MPS Virtual Library	Teacher-student conferences with anecdotal notes
Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce phonemic awareness, phonics, fluency, vocabulary and comprehension (including writing/drawing about reading)	Checklist
	Rubric
Student work	Response to reading
Technology (as needed)	Running records
	Classroom Assessments Based on Standards (CABS)
	Story Map
	Retelling with scoring guide
	Concepts About Print test
	Yopp-Singer Test of Phoneme Segmentation
	The Tile Test

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: K5

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
English Language Learners: Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** Choral and echo reading, read-alouds, picture walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, reading rods, Elkonin's boxes, explicit instruction of phonics, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, retellings, brainstorming, TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, Book in a Bag, SSR, D.E.A.R. **Also see:** World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com	**Students with Disabilities (per IEP) including but not limited to:** Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) • Visual tracking and viewers • Magnifier • Colored overlays • Colored filter strips • Physical access tools • Hand held dictionary/spell check • Books in audio format • Books in alternate format, such as Braille, enlarged print texts • Books in electronic format • Talking word processors • Digital graphic organizers • Electronic text reader • Picture supported text • Advanced reading/writing supports • High interest/low vocabulary books • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing/ ELA Block –K5	*60 Minutes of Instruction; time may be distributed throughout the day	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**
<u>**Writing Standards**</u> By the end of K5, students will: **Text Types and Purposes** 1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are "writing" about and give an opinion about the topic (e.g., *My favorite book is*…). 2. Use a combination of drawing, dictating, and writing to compose information and explanatory texts in which they name what they are "writing" about and share some information about it. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened. **Production and Distribution of Writing** 4. (Begins in grade 4) 5. With guidance and support from adults, add details to strengthen writing as needed through revision. 6. (Begins in grade 2) **Research to Build Knowledge** 7. (Begins in grade 1) 8. Gather information from experiences or provided text sources to answer a specific question. 9. (Begins in grade 4) **Range of Writing** 10. (Begins in grade 4)	**Writing:** • Diagnostic Writing/Illustration • Pictures • Dictation of story • Signs and labels • Notes and cards • Captions • Interactive Writing Involvement • Descriptive writing • Narrative/story writing • Creative writing • Expository writing • Writing sample – (fall and spring) • Student reflection (dictated) • Ideas to contribute to class news MPS (K-2) Writing Rubrics **Other assessment evidence:** • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • Peer feedback - oral	• Writing, visuals, and illustrating tools (including electronic tools) • Equipment/tools for engaging in modeled, interactive, and shared writing • Models of writing from a variety of genres, including fiction and nonfiction • A writing process • Writing strategies based on best practices in writing • Writing supplies • Word walls, alphabet, and other resources such as picture/word dictionaries • Rubrics • Technology • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MPS Virtual Library **Write Source (Teacher's Edition, 2007)** Writing Process pp. 20-44 Traits of Writing (focus on understanding the concepts of the traits and recognizing the elements of the traits in a read aloud) pp. 48-56, 100-102 Descriptive Writing p. 72; The Five Senses pp. 96-97 Forms of Writing pp. 60-72 Quick writes p. 21 Scribble-writing p. 6 Brainstorming pp. 26, 31, 33, 40 Graphic organizers:

Speaking and Listening Standards By the end of K5, students will: **Comprehension and Collaboration:** 1. Participate in conversations with peers and adults about kindergarten topics and texts being studied in class. a. Listen to others and take turns speaking. b. Continue a conversation through several exchanges. 2. Confirm understanding of information presented orally or through media by asking and answering questions about key details. 3. Ask questions to get information, seek help, or clarify something that is not understood. **Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and with prompting and support, provide additional detail. 5. Begins in grade 4). 6. Begins in grade 1). **Language Standards** By the end of K5, students will: **Conventions in Writing and Speaking** 1. Observe conventions of grammar and usage. a. Print most upper and lowercase letters. b. Write a letter or letters for most consonant and short-vowel sounds (phonemes). c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs,; wish, wishes) when speaking. d. Understand and use the most frequently occurring prepositions in English (e.g., to/from, in/out, on/off, for, of, by, with) when speaking. e. Produce and expand complete sentences in shared language and writing activities. f. Understand and use question words (e.g., who, what, where, when, why, how) in discussions. 2. Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun *I*. b. Name and identify end punctuation, including periods, question marks, and exclamation points. c. Spell simple words phonetically using knowledge of sound-letter relationships. b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondere*d). 6. Use words that are common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	• Presentations • Multimedia exposure (not independent) • Traditional and online publishing in various forms - exposure than evidence (not independent) • Content in Writers' Notebooks • Contents of Portfolios (both process and showcase) • Progress logs • Student self-assessment • Student self-reflection • Student goals • Student's sharing in whole group work **Speaking and Listening:** • Oral presentations • Participation in class discussions • Summary of main discussion points MPS Oral Rubrics MPS Listening Rubrics MPS Discussion Rubrics **Language:** Accurate use of conventions in writing and speaking MPS Writing Rubrics – Conventions	Cluster diagram p. 30-31, 41, 112 Order Chart pp. 52-53, 183 Word Web pp. 30-31, 112 Journal Writing ("Writer's Notebook") pp. 23, 60-61 Directionality pp. 32-33 Guided observations pp. 24-25 Lists pp. 62-63, 122, 184-186 Listening pp. 22-23 Speaking p. 172 Body language pp. 88-89 Time to Share p. 180 Author's Chair pp. 38-39 Editing pp. 20-21, 36-37, 42, 56-57, 113, 178 Conventions (writing trait) pp. 48-49, 56-57, 100, 102, 120, 178 Spelling p. 6 Capital letters pp. 10-15, 36-37, 120, 168, 179 Checklist for editing pp. 36-37, 178 Asking sentence pp. 12-13 Making a sentence p. 164 Editing marks pp. 36-37, 42 End marks pp. 12-13, 36-37, 42, 56-57, 113, 178 Phonological awareness p. 16 Punctuation pp. 12-13 Word spacing pp. 8-9, 36-37 Sensory words pp. 54-55, 96-97, 119, 138 Rhyming words pp. 16-17 Adjectives pp. 35, 85 Vocabulary pp. 66, 70, 98-99

Vocabulary Acquisition and Use	Language:	Word Choice pp. 48-49, 54-55, 100, 101, 119
4. Determine word meanings (based on kindergarten reading).	Appropriate use of on-level vocabulary	Word chart pp. 98, 207
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts of the categories represent.		Word cards p. 208
b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).	MPS Language Rubrics	Word families p. 158
5. Understand word relationships.		Word order pp. 8-9, 81, 98
a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*).		Word pictures p. 7
b. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Word web pp. 30-31
c. Use common adjectives to distinguish objects (e.g., the small blue square; the shy white rabbit).		Word rhymes p. 159
d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).		Book Lists for Building Background pp. 217-226
6. Use newly learned words acquired through conversations, reading, and responding to texts.		Words we use often p. 207
		Letter sounds pp. 4, 61, 72
		Special Words p. 110
		Dictionary pp. 8, 98, 139-152
		Frequently used words pp. 98-99, 139-152, 207, 208
		Action words pp. 93
		Book language p. 72
		Writing vocabulary pp. 96-97
		Writing color words p. 197
		Grade K Big Book (Write Source)
		Interactive Writing Skills CD-ROM
		Teacher's Resources (Write Source) **CD-ROM**
		Student edition (consumable)
		Write Trait Kit
		http://www.greatsource.com/iwrite/index.html
		● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source)
		● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	**Universal Approaches, Modes, Skills, and Strategies**

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Introduction (5 minutes)
Goal = Connect

The teacher will:
- Establish, communicate, and maintain classroom routines to support student learning
- Use student friendly language to communicate big ideas, essential questions, and/or communicate the purpose of the lesson.
- Record and post focus of lesson.

Whole Group, Explicit Instruction (15-20 minutes)
Goal = Build

The teacher will:

- Restate the focus of the lesson; use visuals to enhance understanding.
- Explain the goal and importance of the lesson (e.g., *"Writers use details to make their story interesting."* Some examples include: using strategies to make writing better, writing to describe, write to tell a story, using conventions in writing, and using vocabulary in writing and speaking.
- Share example(s) to illustrate aspect of focus lesson in use, including using own writing to help students better understand the strategy or aspect of craft in action.
- "Share the pen" by asking students to participate in interactive and shared writing activities.
- Provide additional information and/or clarification to enhance understanding and support transfer; connect to environment print.
- Help students create a poster and/or record content of lesson in each student's writer's notebook.
- Ask students to reflect on their learning and discuss how they will apply the content of the lesson in their writing (think individually then discuss via whole group or partner share).
- Listen for evidence of understanding; clarify, redirect, restate, or provide additional examples as needed.
- Provide oral and written directions to explain focus of work during literacy work stations, including clear procedures to execute transitions between and among

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Approaches Based on Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Modes (Cooper, 2003)
- Dictated Writing (McGill-Franzen, 2006)
- Write Aloud [Modeled] Writing
- Shared Writing
- Interactive Writing (Tompkins and Collom, 2004)
- Guided Writing
- Collaborative/Cooperative Writing
- Independent Writing

In developmentally appropriate ways, students in K5 will work on the following skills that writers use:
- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Handwriting Skills
- Computer Skills

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stations.

Explicit Small Group Instruction; Application and Practice in Small and Independent Literacy Work Stations (25-30 minutes)
Goal = Reach

The teacher will:

- Set up classroom to foster effective and efficient small group instruction.
- Design meaningful activities to assist students as they apply and practice the focus of whole group lessons in small and independent literacy work stations.
- Integrate other language arts, including speaking, listening, and language, into literacy work station activities.
- Regularly meet with small flexible groups of students who exhibit similar needs; spend more time with students who demonstrate the need for extra assistance.
- Employ guided instruction by reviewing the focus of the lesson and coaching as students work.
- Use interactive, shared, cooperative/collaborative writing; ask students to share the pencil" as they apply strategies modeled during whole group instruciton.
- Provide like-need students with effective, specific and timely feedback while rotating among groups.
- Explicitly connect aspects of student writing and speaking to use of the conventions of language and vocabulary development.
- Ask students to write for several smaller periods of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or lessons.
- Guide students as they write their own examples of a variety of types of writing, written for various purposes and audiences (e.g., lists, captions, labels, cards, messages, postcards, news)
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Monitor and record each student's progress.
- When meeting one-on-one with students, provide each student with with timely and appropriate feedback that supports their current stage of development and specific need (e.g., descriptive, effective, or motivational).

Six Traits of Effective Writing for Young Writers (Spandel, 2008)
● Ideas
● Organization
● Voice
● Word Choice
● Sentence Fluency and Variety
● Conventions
(For K-1 writers the focus is on recognizing elements of each trait when read aloud and understanding the concept of each trait)

Differentiated Instruction During Small Group Work Time
(Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Whole Group –Reflecting and Sharing (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather the entire class to meet and revisit the focus of the original lesson.
- Provide opportunities for students to share samples of work, and reflections on learning through oral discussion and presentation (in pairs, small groups, or whole group).
- Integrate listening, speaking, language, and technology into the sharing session.

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: K5

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials
 	
Preparation *Scaffolding* *Grouping Options*
Adaptation of Content Modeling Whole class
 Links to Background Guided practice Small groups
 Links to Past Learning Independent practice Partners
 Strategies incorporated Comprehensible input Independent
 	
Integration of Processes *Application* *Assessment*
Reading Hands-on Individual
Writing Meaningful Group
Speaking Linked to objectives Written
Listening Promotes engagement Oral
	Size
	
	Time
	
	Level of Support
	
	Input
	
	Difficulty
	
	Output
	
	Participation
	
	Assistive technology (writing)
	(Also see Appendix)
	  • Adapted writing utensils
	  • Adapted paper
	  • Positioning devices
	  • Hand held dictionary/spell check
	  • Recorders
	  • Portable word processors
	  • Digital graphic organizers
	  • Digital note takers
	  • Adapted/alternative computer hardware
	  • Alternative software
	  • Talking/graphic word processors
	  • Word prediction
	  • Advanced reading/writing supports
	  • Voice recognition
	  • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

K5: RtI Tier 2
(Early Intervening Services)

K5: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Community Learning Center (CLC) Select 20 Academic Tutoring Program (ATP) for 3 hours/week for 25 weeks; ATP teacher uses *My Sidewalks* by Pearson.
- *La Pata Pita*, Level 1 used by bilingual classroom teachers daily for 20 minutes for qualified students; entrance and exit criteria is based on the *Tesoros* Spanish Reading Verification.

K5: RtI Tier 3

K5: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Core Literacy Curriculum:
Grade 1

Core Literacy Curriculum: Grade 1
Universal Expectations for the MPS Grade 1 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student helper assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print, with some use of accompanying picture cues, documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, poetry/song charts, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. student names are displayed, a list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals and simple rubrics with exemplars as appropriate
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
    - High frequency words
    - Support for beginning sounds (e. g. picture cues such as "bear" for "B")
    - Vocabulary words with picture cues for difficult words
    - Support for onset/rime groups with long and short vowels (e. g. cat with "at" highlighted, gate with "ate" highlighted)

- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - Independent Reading with Classroom Library
    - Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. family stories, friendship stories, nonfiction animals, nonfiction places, number books, etc.)
      - Books displayed facing forward with enough space to browse
      - Leveled book collection
      - Labeling method to return books to correct bins/boxes (e.g.. yellow dot on books that go in a yellow bin)
      - Additional print materials (e. g. poetry cards, readers' theater scripts, magazines, newspaper articles etc.)
    - Retelling Materials such as felt board characters, puppets, sequencing pictures, etc.)
    - Books on tape or CD
  - Independent Writing (to support writing instruction and for responding to reading)
    - Variety of writing/drawing tools, materials (paper types) and resources
    - Variety of familiar graphic organizers
    - Picture/word cards, name cards and other familiar models for writing
    - Picture dictionaries and other word source books
    - Wipe-off boards, small chalk boards, etc.
  - Media/Technology
    - Student cards with pass codes
    - Display of program choices
    - Student recording/response sheets (e. g. write three facts after reading a nonfiction book on RAZ Kids)
  - Word Work/Phonics

- - Manipulative letters, words and/or word parts for word building
  - High frequency word activities
  - Phonemic awareness activities (e. g. short and long vowels, number of sounds or syllables in a word, sound substitutions, etc.)
  - Phonics activities (e. g. onset/rime, short and long vowels, consonant blends, etc.)
  - Access to the word wall
  o Vocabulary
  - Oral language activities
  - Word and sentence sorting activities
  - Sequencing sentences
  - Review activities and games

Grade 1: RtI Tier 1 (Core)

Grade 1: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 1 Literacy Programs and Resources	Grade 1 Literacy Assessments

Reading
 	
English:
  1. (Textbook adoption in process for Gr. 1 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
  1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
Writing/Language Arts
 	
English:
  1. *Write Source* and *Write Trait Kits* (Great Source)
Spanish:
  1. *Escritura y Gramática* (Scott Foresman)
	Formative:
	 • Progress monitoring (See following pages)
	 • Classroom Assessments Based on Standards (CABS)
	 • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	 • Universal Screener
	    1. K5-Gr. 2 responses to Early Childhood Screener RFP due March 23, 2010 and decision expected April 2010
	Summative:
	 • End of theme/unit/chapter test/English language arts portfolio artifacts
	 • Evidence in writing portfolio
	Assessing Comprehension and Communication in English State to State (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 1 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Ask and answer such questions about key details and events in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Classroom Assessments Based on Standards (CABS) Story map Retelling with scoring guide
Retell stories, demonstrating understanding of the central message or lesson.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Story Frames** (Fowler, 1982)	
Describe characters, settings, and key events in a story.	**Text factors - elements of story structure**	

	(Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Character Weave Map** (Core, 2000) **Hot Seat** (Wilhelm, 2002)	
Craft and Structure		
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Context Clues** (Putting Reading First, 2006) **Word Parts/Affixes** (Putting Reading First, 2006) **Dictionaries and other reference aids such as word walls** (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Vocabulary Self-Collection** (Haggard 1982, 1986) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading Vocabulary notebook CABS Story map Graphic organizers • Venn Diagram • Semantic Feature Analysis
Distinguish major categories of writing from each other (e.g. stories and poems), drawing on a wide reading of a range of texts.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors including poetic forms and devices** (Harvey & Goudvis, 2007; Janeczko, 2003)	

	Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis (Venn, 1880; Anders & Bos, 1986)	
Identify who is speaking at various points in a story, myth, fable, or narrative poem.	**Text factors – elements of story structure (dialogue)** (Harvey & Goudvis, 200) **Interactive Read Alouds** (Fisher, Flood, Lapp & Frey, 2004) **Reader's Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	

Integration of Knowledge and Ideas		
Use pictures, illustrations, and details in a story to describe characters, events, or settings.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Narrative Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Visualizing** (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Story map Graphic organizers • Venn Diagram • Semantic Feature Analysis

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors – story elements** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis** (Venn, 1880; Anders & Bos, 1986)	

Range and Level of Text Complexity		
Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Independent Reading** (Allington, 2000 & Krashen, 2004) **Reader's Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Partner/Buddy Reading** (Griffith & Rasinski, 2004) **Choral Reading** (Rasinski, 2003)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages Running records

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Building Background Knowledge for Academic Achievement, (2004)

Grade 1 – Informational Text

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies *Not an exhaustive list	Formative Assessments *Not an exhaustive list
Key Ideas and Details		
Ask and answer questions about key information and events in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn (KWL)** (Ogle, 1986) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Anticipation Guide** (Herber, 1978; Buehl, 2002; Head & Readence, 1986; Tierney & Readence, 2000)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work KWL Graphic organizer • Main idea/details • Description • Compare/contrast (Venn diagram or Semantic Feature Analysis) • Time order • Problem/solution CABS Retelling with scoring guide
Identify the main topic, main ideas, and key details of a text.	**Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003)	

	Text factors including nonfiction genres, expository text, nonfiction features (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Know-Want to know – Learn (KWL)** (Ogle, 1986) **Graphic Organizers** (Wood, et al., 1995)	
Describe the connection between two key events or ideas in a text.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers – description, compare/contrast, time order, problem/solution** (Wood, et al., 1995)	
Craft and Structure		
Learn and determine the meanings of words or phrases encountered in text relevant to a *grade 1 topic or subject area*.	**Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Concept Picture Sort** (Core, 2000) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **Context Clues** (Putting Reading First, 2006) **"I Wonder" Questions** (Tovani, 2000) **Dictionaries and other reference aids such as word walls**	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS

	(Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Vocabulary Self-Collection** (Haggard 1982, 1986) **Word Parts/Affixes** (Putting Reading First, 2006) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	
Describe how a text groups information into general categories (e.g. cows, pigs, and horses are *farm animals*).	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Picture/Word/Concept Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008)	
Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	**Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Graphic Organizers – comparison (Venn Diagram, Semantic Feature Analysis)** (Wood et al., 1995)	
Integration of Knowledge and Ideas		
Use pictures, illustrations, and details in a text to describe the key ideas.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons &	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work

	Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Expository Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neuman, 1988) **Graphic Organizers** (Wood et al., 1995)	Graphic organizer • Cause/Effect • Venn Diagram • Semantic Feature Analysis CABS
Identify cause-and-effect relationships in a text.	**Text factors – expository text structures** (Harvey & Goudvis, 2007) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers – cause and effect** (Wood, et al., 1995)	
Identify similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions).	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Graphic Organizers – comparison (Venn Diagram, Semantic Feature Analysis)** (Wood et al., 1995)	
Range and Level of Text Complexity		
Read independently, proficiently, and fluently informational texts appropriately complex for grade 1.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Independent Reading** (Allington, 2000 & Krashen, 2004) **Reader's Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute

		reads
	Partner/Buddy Reading (Griffith & Rasinski, 2004)	Cloze passages
	Context Clues (Putting Reading First, 2006)	Running records
	Choral Reading (Rasinski, 2003)	

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/   Literacy for the 21st Century: A Balanced Approach (2010)   Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)   Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)   Literacy: Helping Children Construct Meaning (2003)   CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)   Building Background Knowledge for Academic Achievement (2004)

Grade 1 – Foundational Skills

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies *Not an exhaustive list	Formative Assessments *Not an exhaustive list
Phonological Awareness		
Demonstrate understanding of spoken words, syllables, and phonemes. a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., */tap/* vs. */tape/, /sock/* vs. */soak/, /sit/* vs. */sight/*). b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., */cats/, /black/, /blast /*). c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words by blending (e.g., *fast, f**a**st, fas**t***). d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).	**Elkonin Boxes** (Clay, 2005a) **Sign songs, chant rhymes, read aloud word play books, activities and games for sound-matching, isolation, blending, addition, substitution and segmentation** (Griffith & Olson, 1992; Yopp, 1992)	Yopp-Singer Test of Phoneme Segmentation Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Student work Checklist CABS
Phonics and Word Recognition		
Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for common consonant digraphs (e.g., *-ll, -ck, wr-, sh*). b. Decode regularly spelled one-syllable words (e.g., *lock, much, see, rain, slide, bake, bring*). c. Know final -e (e.g., *take, side*) and common vowel team conventions (e.g., *rain, day, week, seat, road, show*). d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns (e.g., *rabbit*) by breaking the words into syllables.	**Interactive Word Walls** (Cunningham & Allington, 1999) **Word/Object/Picture sorts** (Bear, Invernizzzi, Templeton & Johnston, 2008) **Making Words** (Cunningham & Cunningham, 1992; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Word Ladders** (Rasinski, 2006) **Dictation and Spelling**	Running records The Tile Test Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work CABS

f. Read words with inflectional endings (e.g., *-s, -es, -ed, -ing, -er, -est)*). g. Recognize and read grade-appropriate irregularly spelled words (e.g., *said, were, could, would, their, there, through, none, both*).	(Core, 2000) **Phonic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992) **Decoding by Analogy** (Cunningham, 2004) **Syllabic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992) **Morphemic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992)	
Fluency		
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Context Clues** (Putting Reading First, 2006) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading**	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Running records Cloze passages

	(Kuhn & Stahl, 2004)	
	Buddy/Partner Reading	
	(Griffith & Rasinski, 2004)	
	Student-Adult Reading	
	(Putting Reading First, 2006)	

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/   Literacy for the 21st Century: A Balanced Approach (2010)   Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)   Literacy: Helping Children Construct Meaning (2003)   CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)

Daily **Grade 1** Reading Block	**90-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (20 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 1**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	   1. Pre-reading
	   2. initial Reading
	   3. Confirmation and Fluency
	   4. Reading for New Learning
	   5. Multiple Viewpoints
	   6. Construction and Reconstruction
	• Differentiation

Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
- Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
- Uses grade level text.
- Includes all students with a balance of fiction and non-fiction text.
- Differentiates the lesson as needed.
	- Diverse texts with a balance of literature and informational text
	- Assessment used to monitor student progress and make instructional decisions
	
	Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	- Modeled reading
	- Shared reading
	- Interactive reading
	- Explicit small group reading instruction
	- Independent reading
	
	Components/Strategies (Putting Reading First, 2006; Tompkins, 2010)
	- Phonics/word recognition
	  1. Phonic analysis
	  2. Decoding by Analogy
	  3. Syllabic analysis
	  4. Morphemic analysis
	- Fluency
	  1. Repeated reading
	  2. Chunking words into meaningful phrases
	  3. Listen to models of fluent reading
	- Vocabulary
	  1. Context clues
	  2. Word parts/affixes
	  3. Vocabulary graphic organizers
	  4. Vocabulary flash cards
	  5. Dictionaries and other reference aids
	- Comprehension
	  1. Activate background knowledge
	  2. Make connections to self, text, world
	  3. Answer and generate questions
	  4. Predict/Infer
	  5. Determine importance
	  6. Summarize
	  7. Monitor
	  8. Visualize

Daily **Grade 1** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: Small Group (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 1**

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonics, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	   1. Reading process
	   2. Phonics
	   3. Fluency
	   4. Vocabulary
	   5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	   1. Pre-reading
	   2. Initial Reading
	   3. Confirmation and Fluency
	   4. Reading for New Learning
	   5. Multiple Viewpoints
	   6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to

	practice identified instructional reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)
	    1. Independent Reading with Classroom Library
	    2. Independent Writing for responding to reading
	    3. Media/Technology
	    4. Word Work/Phonics
	    5. Vocabulary
	• Diverse texts with a balance of literature and informational text
	• Assessment used to monitor student progress and make instructional decisions
	
	Modes (Dorn, 2005; CORE, 2000)
	• Explicit small group reading instruction
	• Independent reading
	
	Components/Strategies (Putting Reading First, 2006; Harvey and Goudvis, 2007; Tompkins, 2010)
	• Phonics/word recognition
	    1. Phonic analysis
	    2. Decoding by Analogy
	    3. Syllabic analysis
	    4. Morphemic analysis
	• Fluency
	    1. Repeated reading
	    2. Chunking words into meaningful phrases
	    3. Listen to models of fluent reading
	• Vocabulary
	    1. Context clues
	    2. Word parts/affixes
	    3. Vocabulary graphic organizers
	    4. Vocabulary flash cards
	    5. Dictionaries and other reference aids
	• Comprehension
	    1. Activate background knowledge
	    2. Make connections to self, text, world
	    3. Answer and generate questions
	    4. Predict/Infer
	    5. Determine importance
	    6. Summarize
	    7. Monitor
	    8. Visualize

Daily **Grade 1** Reading Block	**90-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 1**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010) • Whole group discussions • Paired or small group discussions

Grade 1 Reading Resources	Gr. 1 Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including big books, pop-up and digital books with colorful pictures) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles Picture/word walls Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce phonics, fluency, vocabulary, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	CABS Student work Graphic organizers Reading record/log Fluency checks/one-minute reads Cloze passages Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Response to reading Running records Story map Retelling with scoring guide KWL Yopp-Singer Test of Phoneme Segmentation Vocabulary Notebook The Tile Test

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 1

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size
	Time
	Level of Support
Preparation *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent	Input
	Difficulty
	Output
	Participation
Integration of Processes *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral	Assistive technology (reading) (Also see Appendix) - Visual tracking and viewers - Magnifier - Colored overlays - Colored filter strips - Physical access tools - Hand held dictionary/spell check - Books in audio format - Books in alternate format, such as Braille, enlarged print texts - Books in electronic format - Talking word processors - Digital graphic organizers - Electronic text reader - Picture supported text - Advanced reading/writing supports - High interest/low vocabulary books - Sound amplification systems
Grade-specific reading strategies: Choral and echo reading, read-alouds, picture walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, reading rods, Elkonin's boxes, explicit instruction of phonics, self-questioning, prediction, summarizing, DR-TA(Directed Reading-Thinking Activity), brainstorming, TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, Book in a Bag, SSR, D.E.A.R. **Also see:** World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com	

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block – Grade One   60-Minutes of Instruction; Time may be divided throughout the day

Foci: **Writing, Speaking, Listening, and Using Language** ✏️ **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**
Writing Standards By the end of Grade 1, students will: **Text Types and Purposes** 1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion. 2. Write informational and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure. 3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure **Production and Distribution of Writing** 4. (Begins in grade 4 5. With guidance and support from adults, add details to strengthen writing as needed through revision. 6. (Begins in grade 2) **Research to Build Knowledge** 7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic). 8. Gather information from experiences or provided text sources to answer a specific question. 9. (Begins in grade 4) **Range of Writing** 10. (Begins in grade 4) **Speaking and Listening Standards** By the end of Grade 1, students will: **Comprehension and Collaboration:** 1. Initiate and participate in conversations with peers and adults about grade 1 topics and texts being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking at one time, and gaining the floor in respectful ways. b. Respond to the comments of others through multiple exchanges.	**Writing:** - Writing sample – Diagnostic - Descriptive writing - Narrative writing - Creative writing - Expository writing - Persuasive writing - Writing sample (fall and spring) - Writing about reading and/or media - Cards with messages - Reflective writing - Report writing - Speech writing MPS K-2 Writing Rubrics **Other assessment evidence:** - Student questions - Student comments - Illustrations and other visuals - Observations during whole group, small group, and conferences - Short-cycle assessments - Peer feedback - oral	- Models of writing from a variety of genres, including fiction and nonfiction - Writing tools (including electronic tools) - Equipment/tools for modeling and sharing writing - A Writing process - Writing strategies based on best practices in writing - Writing supplies - Word walls and other resources such as picture/word dictionaries - Rubrics - Technology - Visuals - Reading A-Z/RAZ Kids - Discovery Education *Streaming* - MPS Virtual Library **Write Source (Teacher's edition)** Writing Process pp. 12-41, 348, 12-27, 70-71, 92-93, 116-117, 135, 146, 154, 174, 192-195, 167 Traits of Writing pp. 28-35, 65, 87, 111, 313-316 Forms of Writing pp. 42-199 Descriptive Writing pp. 60-81

c. Ask questions to clear up confusion about a topic.
2. Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.
3. Ask questions to get information, clarify something that is not understood, or gather additional information.
Presentation of Knowledge and Ideas
4. Describe familiar people, places, things, and events and with relevant details, expressing ideas and feelings clearly.
5. Begins in grade 4).
6. Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future. (See "Conventions" in Language, for specific demands.)

Language Standards
By the end of grade 1, students will:

Conventions in Writing and Speaking
1. Observe conventions of grammar and usage.
a. Print all upper and lowercase letters.
b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops; We hop*).
c. Use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my; they, them, their).
d. Use verbs to convey a sense of past, present, an future in writing and speaking (e.g. *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
e. Understand and use frequently occurring prepositions in English (e.g., during, beyond, toward). Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.
2. Observe conventions of capitalization, punctuation, and spelling.
a. Capitalize names, places, and dates.
b. Use end punctuation for sentences, including periods, question marks, and exclamation points.
c. Use commas in dates and to separate single words in a series.
d. Use conventional spelling for words with common spelling patterns and for common irregular words.
e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
f. Form new words through addition, deletion, and substitution of sound and letters (e.g., an→man→mat→mast→must→rust →crust).
3. (Begins in grade 3)

Vocabulary Acquisition and Use
4. Determine word meanings (based on grade 1 reading).
a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.

- Presentations
- Multimedia exposure (not independent)
- Traditional and online publishing in various forms - exposure than evidence (not independent)
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals
- Student's sharing in whole group work

Speaking and Listening:
- Oral presentations
- Participation in class discussions
- Summary of main discussion points
- Questions and answers
- Interviews
- Notes

MPS Oral Rubrics
MPS Listening Rubrics
MPS Discussion Rubrics

Language:
Accurate use of conventions in writing and speaking

MPS Writing Rubrics – Conventions

Narrative Writing pp. 682-105
Expository Writing pp. 106-129
How-to Writing pp. 108-125, 253
Persuasive Writing pp. 130-139
Practical Writing pp. 106-125
Letter Writing pp. 102, 273, 344
Response to Literature pp. 140-159
Story Writing pp. 162-169
Report Writing pp. 178
Finding information pp. 180-187
Captions pp. 263
Writer's Notebook pp. 67, 172, 243
Reflecting on Writing pp. 79, 101, 126, 367
Learning logs pp. 210-211
Writing with a computer pp. 38, 198-199

Speaking and learning pp. 200-217
Speaking skills pp. 200-203
Working with partners, pp. 26-27
Interviews pp. 206-207
Listening rules pp. 200-207
Listening skills pp. 200-207
Conference note sheet p. 340
Viewing web sites pp. 212-213
Viewing commercial pp. 212-213

Spelling pp. 279-283
Their, there, they're p. 286
Subject-verb agreement pp. 234-235, 289
Question marks pp. 55, 271, 290, 359
Pronouns pp. 224-227, 293, 377
Parts of speech pp. 291-297
Sentences pp. 42-55, 234-235, 288-290, 349-357, 401-402
Linking verbs pp. 232-233, 294, 296, 362, 364
Irregular nouns pp. 278
Exclamatory sentences pp. 54-55, 271, 290, 357
Homophones pp. 284-286
Contractions pp. 236-237, 274

b. Use sentence-level context as a clue to the meaning of an unknown word. c. Use common affixes in English as a clue to the meaning of an unknown word. d. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims*; *a tiger is a large cat with stripes*). e. Demonstrate understanding of the concept of multiple-meanings of some words (e.g., match, kind, play) by identifying meanings of some grade-appropriate examples of such words. 5. Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at home that are *cozy*). b. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl, and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings. 6. Use newly learned words acquired through conversations, readings, and responding to texts.	**Language:** Appropriate use of on-level vocabulary MPS Language Rubrics	Abbreviations p. 270 Capital letters pp. 275-277, 288 Days of the week pp. 277, 390 Holidays pp. 276, 389 Months of the year pp. 277, 391 Word "I" pp. 275, 368 Commas 272-273, 387 Dates p. 273 Nouns pp. 220-223, 372-374 Antonyms pp. 287, 400 Using a dictionary pp. 186-187, 256-257 Learning new works pp. 186-187, 256-157 Using the right word pp. 284-286, 397-399 Word choice pp. 28, 33, 73, 256-259 Time-order words pp. 95, 111, 116, 260 Action verbs pp. 228-235, 294-296, 361-364 **Write Source Skills Book** **Write Source Assessment Book** **Overhead Transparencies** **Write Source Interactive Writing Skills CD-Rom** **Daily Language Workouts** http://www.greatsource.com/iwrite/index.html ● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source) ● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	**Universal Approaches, Modes, Skills, and Strategies**

Introduction (5 minutes) **Goal = Connect** The teacher will: - Establish, communicate, and maintain classroom routines to support student learning. - Use student friendly language to communicate big ideas, essential questions, and/or communicate the purpose of the lesson. - Record and post focus of lesson. **Whole Group, Explicit Instruction (20 minutes)** **Goal = Build** The teacher will: - Reinforce the focus of the lesson; use visuals to enhance understanding. - Explain the goal and importance of the lesson (e.g., *"Writers use sensory details to make their story interesting to their readers.*" Some examples include: using strategies to improve writing, writing to explain, using resources to learn, employing correct conventions in writing and speaking, and choosing appropriate vocabulary when writing and speaking. - Share examples, via mentor texts, to illustrate aspect of focus lesson in use. Write in front of students; think aloud to help them better understand the strategy or aspect of craft in action. "Share the pencil" by asking students to participate in interactive and shared writing activities. - Provide additional information and/or clarification to enhance understanding and support transfer; connect to environment print. - Help students create a poster and/or record content of lesson in each student's writer's notebook. - Ask students to reflect on their learning and discuss how they will apply the content of the lesson in their writing (think individually then discuss via whole group or partner share). - Listen for evidence of understanding; clarify, redirect, restate, or provide additional examples as needed. - Provide oral and written directions to explain focus of work during literacy work stations, including clear procedures to execute transitions between and among	**Best Practices in Writing** (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008) - Writers' Workshop - Writing Process - Writing Strategies - Six Traits of Effective Writing - Authentic Forms - Writing-Reading Connection - Effective Feedback - Teacher as Writer **Modes** (Cooper, 2003) - Dictated Writing (McGill-Franzen, 2006) - Write Aloud [Modeled] Writing - Interactive Writing (Tompkins, 2004) - Shared Writing - Interactive Writing (Tompkins and Collom, 2004) - Guided Writing - Collaborative/Cooperative Writing - Independent Writing **In developmentally appropriate ways, students in grade one will work on the following skills that writers use:** - Structuring Skills - Mechanical Skills - Language Skills - Reference Skills - Handwriting Skills - Computer Skills

stations.

Explicit Small Group Instruction; Application and Practice in Small and Independent Literacy Work Stations (25 minutes)
Goal = Reach

The teacher will:

- Arrange up classroom to foster effective and efficient small group instruction.
- Design meaningful activities to assist students as they apply and practice the focus of whole group lessons in small and independent literacy work stations.
- Integrate other language arts, including speaking, listening, and language, into literacy work station activities.
- Regularly meet with small flexible groups of students who exhibit similar needs; spend more time with students who demonstrate the need for extra assistance.
- Employ guided instruction by reviewing the focus of the lesson and coaching as students work.
- Use interactive, shared, cooperative/collaborative writing; ask students to share the pencil" as they apply strategies modeled during whole group instruction.
- Provide like-need students with effective, specific and timely feedback while rotating among groups.
- Explicitly connect aspects of student writing and speaking to use of the conventions of language and vocabulary development.
- Ask students to write for several smaller periods of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or lessons.
- Guide students as they write their own examples of a variety of types of writing, written for various purposes and audiences (e.g., lists, letters, stories, notes, charts, reports, speeches, learning logs, poems,
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Monitor and record each student's progress.
- When meeting one-on-one with students, provide each student with timely and appropriate feedback that supports their current stage of development and specific need (e.g., descriptive, effective, or motivational).

Whole Group –Reflecting and Sharing (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather the entire class to meet and revisit the focus of the original lesson.
- Provide opportunities for students to share samples of work, and reflections on learning through oral discussion and presentation (in pairs, small groups, or whole

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)

Six Traits of Effective Writing (Spandel, 2008)
● Ideas
● Organization
● Voice
● Word Choice
● Sentence Fluency and Variety
● Conventions
(Focus for K-1 writers is on recognizing elements of each trait when read aloud and understanding the concept of each trait)

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

group). • Integrate listening, speaking, language, and technology into the sharing session.	

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 1

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral	Size Time Level of Support Input Difficulty Output Participation Assistive technology (writing) (Also see Appendix) • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 1: RtI Tier 2
(Early Intervening Services)

Grade 1: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Community Learning Center (CLC) Select 20 Academic Tutoring Program (ATP) for 3 hours/week for 25 weeks; ATP teacher uses *My Sidewalks* by Pearson.
- *La Pata Pita*, Level 2 and *La Cartilla Fonética* used by bilingual classroom teachers daily for 20 minutes for qualified students; entrance and exit criteria is based on the *Tesoros* Spanish Reading Verification.

Grade 1: RtI Tier 3

Grade 1: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)

MILWAUKEE PUBLIC SCHOOLS

Core Literacy Curriculum:
Grade 2

Core Literacy Curriculum: Grade 2
Universal Expectations for the MPS Grade 2 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student helper assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at eye level and easily accessible to students
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
    o Difficult high frequency words (e. g. could, thought, their, etc.)
    o Vocabulary words with subject cues (e. g. blue cards indicate math words)
    o Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
    o Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
    o Support for homophones (e. g. stair/stare, etc.)

- o Support for common prefixes/suffixes (e. g. re-, un-,- er, -ing, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - o Independent Reading with Classroom Library
    - Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. family stories, friendship stories, nonfiction animals, nonfiction places, number books, etc.)
      - Books displayed facing forward with enough space to browse
      - Leveled book collection
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - Additional print materials (e. g. readers' theater scripts, magazines, print outs of online articles, etc.)
    - Books on tape or CD
  - o Independent Writing (to support writing instruction and for responding to reading)
    - Variety of graphic organizers related to comprehension
    - Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - Examples of familiar writing forms (e. g. friendly letter, rhyming eight-line poem, song with verse/chorus, etc.)
    - Dictionaries and other word source books
    - Variety of writing/drawing tools, materials (paper types) and resources
  - o Media/Technology
    - Display of program choices and online resources
    - Student recording/response sheets (e. g. write three facts after reading a nonfiction book on RAZ Kids, identify

two gifts that the main character in this fiction story would enjoy and explain your choices)
- o Word Work/Phonics
  - ▪ Manipulative letters, words and/or word parts for word building
  - ▪ Phonics activities (e. g. word sorts, word cognate activities, vowel spelling activities)
  - ▪ Multi-syllabic word activities
  - ▪ Access to the word wall
- o Vocabulary
  - ▪ Activities involving discussion
  - ▪ Word and sentence sorting activities
  - ▪ Synonym and antonym activities
  - ▪ Sequencing sentences
  - ▪ Review activities and games

Grade 2: RtI Tier 1 (Core)

Grade 2: Core (RtI Tier 1)
District Literacy Programs and Assessments

Grade 2 Literacy Programs and Resources	Grade 2 Literacy Assessments

Reading
 	
English:
   1. (Textbook adoption in process for Gr. 2 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
   1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
Writing/Language Arts
 	
English:
   1. *Write Source* and *Write Trait Kits* (Great Source)
Spanish:
   1. *Escritura y Gramática* (Scott Foresman)
	Formative:
	  • Progress monitoring (See following pages)
	  • Classroom Assessments Based on Standards (CABS)
	  • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	  • Universal Screener
	     1. K5-Gr. 2 responses to Early Childhood Screener RFP due March 23, 2010 and decision expected April 2010
	Summative:
	  • End of theme/unit/chapter test/English language arts portfolio artifacts
	  • Evidence in writing portfolio
	Assessing Comprehension and Communication in English State to State (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 2 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Ask and answer such questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details and events in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Classroom Assessments Based on Standards (CABS) Story map Character map Retelling with scoring guide
Paraphrase stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Story Frames** (Fowler, 1982)	
Describe how characters in a story respond to key events and conflicts.	**Text factors - elements of story structure** (Harvey & Goudvis, 2007)	

	Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
	Story Frames (Fowler, 1982)	
	Character Weave Map (Core, 2000)	
	Hot Seat (Wilhelm, 2002)	
	Open-Mind Portrait (McLaughlin & Allen, 2001)	
Craft and Structure		
Identify words and phrases (e.g., regular beats, rhymes, and repeated lines) that supply rhythm and meaning in a story, poem, or song.	**Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Context Clues** (Putting Reading First, 2006) **Predictable Books** (Tompkins & Webeler, 1983) **Rhyming Routine** (Cooper, 2003) **Dictionaries and other reference aids such as word walls** (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Vocabulary Self-Collection** (Haggard 1982, 1986) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading Vocabulary notebook CABS Story map Graphic organizers • Venn Diagram • Semantic Feature Analysis
Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	

	Narrative Structured Preview (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988)	
	Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
	Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis (Venn, 1880; Anders & Bos, 1986)	
Distinguish between characters by speaking in a different voice for each character when reading aloud.	**Text factors – elements of story structure (dialogue)** (Harvey & Goudvis, 200) **Interactive Read Alouds** (Fisher, Flood, Lapp & Frey, 2004) **Reader's Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	

Integration of Knowledge and Ideas

Explain how images and illustrations contribute to and clarify a story.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Narrative Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988) **Story Plans (also called story grammars/maps)**	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Story map Character map

		Graphic organizers • Venn Diagram • Semantic Feature Analysis
	Questioning the Author (QtA) (Beck & McKeown, 2006) **Visualizing** (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977)	
Compare and contrast characters or events from different stories addressing similar themes.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors – story elements (theme, characters, plot)** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis** (Venn, 1880; Anders & Bos, 1986) **Character Weave Map** (Core, 2000) **Open-Mind Portrait** (McLaughlin & Allen, 2001)	
Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker,	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads

	1998/1999; Black & Stave, 2007)	Running records
	Independent reading (Allington, 2000 & Krashen, 2004)	Cloze passages
	Reading While Listening/Tape assisted reading (Kuhn & Stahl, 2004)	
	Buddy/Partner Reading (Griffith & Rasinski, 2004)	
	Student-Adult Reading (Putting Reading First, 2006)	

Research/References/Resources

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Building Background Knowledge for Academic Achievement (2004)

Grade 2 – Informational Text

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Ask and answer such questions such as *who, what, where, when, why, and how* to demonstrate understanding of key information and events in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn (KWL)** (Ogle, 1986) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Anticipation Guide** (Herber, 1978; Buehl, 2002; Head & Readence, 1986; Tierney & Readence, 2000)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS KWL Story map Graphic organizers • Description • Compare/contrast • time order • problem/solution Retellings with scoring guide
Identify the main focus of a multiparagraph text as well as that of specific paragraphs within the text.	**Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Text factors including nonfiction genres,**	

	expository text structures, nonfiction features (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	
	Know-Want to know – Learn (KWL) (Ogle, 1986)	
	Graphic Organizers (Wood, et al., 1995)	
Describe the connection between two or more historical events or scientific concepts in a text.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	
	Signal Words and Text Structure (Wood, et al., 1995)	
	Graphic Organizers – description, compare/contrast, time order, problem/solution (Wood, et al., 1995)	
Craft and Structure		
Learn and determine the meanings of words or phrases encountered in text relevant to a *grade 2 topic or subject area*.	**Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008)	Teacher observation with anecdotal notes
	Concept Picture Sort (Core, 2000)	Teacher-student conferences with anecdotal notes
	Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)	Checklist
	Context Clues (Putting Reading First, 2006)	Student work
		Response to reading
	"I Wonder" Questions (Tovani, 2000)	Vocabulary notebook
	Dictionaries and other reference aids such as word walls (Putting Reading First, 2006; Wagstaff, 1999;	CABS

	Cunningham, 2005; Lynch, 2005)	
	Vocabulary Self-Collection (Haggard 1982, 1986)	
	Word Parts/Affixes (Putting Reading First, 2006)	
	Semantic Mapping (Core, 2000)	
	Synonym Web (Core, 2000)	
	Word Map: Synonyms and Antonyms (Core, 2000)	
	Multiple Meaning Words (Core, 2000)	
	Keyword Method (Pressley, Levin & McDaniel, 1987)	
	Six-Step Process for Teaching New Terms (Marzano, 2004)	
Know and use various text features (e.g. captions, headings, table of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)	
Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.	**Questioning the Author (QtA)** (Beck & McKeown, 2006)	
Integration of Knowledge and Ideas		
Explain how images and illustrations contribute to and clarify a text.	**Questioning the Author (QtA)** (Beck & McKeown, 2006)	Teacher observation with anecdotal notes

	Visualizing (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977; Gambrell and Bates, 1986) **Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Expository Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neuman, 1988) **Graphic Organizers** (Wood et al., 1995)	Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Graphic organizers • Venn Diagram • Semantic Feature Analysis
Describe how specific causes link key events or ideas together in a text.	**Text factors – expository text structures** (Harvey & Goudvis, 2007) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers – cause and effect** (Wood, et al., 1995)	
Describe similarities and differences between two texts on the same topic.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Graphic Organizers – comparison (Venn Diagram, Semantic Feature Analysis)**	

		(Wood et al., 1995)	
Range and Level of Text Complexity			
Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at high end of range with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages Running records

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Building Background Knowledge for Academic Achievement (2004)

Grade 2 – Foundational Skills

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Phonics and Word Recognition		
Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., *hop* vs. *hope, men* vs. *mean, fell* vs. *feel, bend* vs. *bead*). b. Know spelling-sound correspondences for additional common vowel teams (e.g., *loud, cow, look, loop, boy, boil*). c. Decode regularly spelled two-syllable words with long vowels (e.g., *surprise, remain, needle, baby, paper*). d. Decode words with common prefixes and suffixes (e.g., *unhappy, carefully, goodness, unbutton*). e. Identify words with inconsistent but common spelling-sound correspondences (e.g., *heat* vs. *head, roll* vs. *doll, hint* vs. *hind*). f. Recognize and read grade-appropriate irregularly spelled words (e.g., *through, eyes, busy, ocean, island, people*).	**Interactive Word Walls** (Cunningham & Allington, 1999) **Word/Object/Picture sorts** (Bear, Invernizzzi, Templeton & Johnston, 2008) **Making Words** (Cunningham & Cunningham, 1992; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Word Ladders** (Rasinski, 2006) **Dictation and Spelling** (Core, 2000) **Phonic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992) **Decoding by Analogy** (Cunningham, 2004) **Syllabic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992) **Morphemic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992)	Running records The Tile Test Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work CABS
Fluency		

Read with sufficient accuracy and fluency to support comprehension.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989)	Teacher observation with anecdotal notes
a. Read on-level text with purpose and understanding.	**Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991)	Teacher-student conferences with anecdotal notes
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**Context Clues** (Putting Reading First, 2006)	Reading record/log
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Choral Reading** (Rasinski, 2003)	Fluency checks/One minute reads
	Readers Theatre (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	Running records
	Independent reading (Allington, 2000 & Krashen, 2004)	Cloze passage
	Reading While Listening/Tape assisted reading (Kuhn & Stahl, 2004)	
	Buddy/Partner Reading (Griffith & Rasinski, 2004)	
	Student-Adult Reading (Putting Reading First, 2006)	

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/   Literacy for the 21st Century: A Balanced Approach (2010)   Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)   Literacy: Helping Children Construct Meaning (2003)   CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)

Daily **Grade 2** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: **Whole Group** (20 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 2**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	<u>Approaches</u> (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	   1. Pre-reading
	   2. initial Reading
	   3. Confirmation and Fluency
	   4. Reading for New Learning
	   5. Multiple Viewpoints
	   6. Construction and Reconstruction
	• Differentiation

| **Shared/Whole Group Reading with Explicit Instruction**

The teacher:

• Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
• Uses grade level text.
• Includes all students with a balance of fiction and non-fiction text.
• Differentiates the lesson as needed. | • Diverse texts with a balance of literature and informational text
• Assessment used to monitor student progress and make instructional decisions

Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
   • Modeled reading
   • Shared reading
   • Interactive reading
   • Explicit small group reading instruction
   • Independent reading

Components/Strategies (Putting Reading First, 2006; Tompkins, 2010)
   • Phonics/word recognition
     1. Phonic analysis
     2. Decoding by Analogy
     3. Syllabic analysis
     4. Morphemic analysis
   • Fluency
     1. Repeated reading
     2. Chunking words into meaningful phrases
     3. Listen to models of fluent reading
   • Vocabulary
     1. Context clues
     2. Word parts/affixes
     3. Vocabulary graphic organizers
     4. Vocabulary flash cards
     5. Dictionaries and other reference aids
   • Comprehension
     1. Activate background knowledge
     2. Make connections to self, text, world
     3. Answer and generate questions
     4. Predict/Infer
     5. Determine importance
     6. Summarize
     7. Monitor
     8. Visualize |

Daily **Grade 2** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: **Small Group** (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 2**

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonemic awareness, phonics/alphabetic principle, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonics
	  3. Fluency
	  4. Vocabulary
	  5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to

| | practice identified instructional reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)
1. Independent Reading with Classroom Library
2. Independent Writing for responding to reading
3. Media/Technology
4. Word Work/Phonics
5. Vocabulary
• Diverse texts with a balance of literature and informational text
• Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
• Explicit small group reading instruction
• Independent reading

Components/Strategies (Putting Reading First, 2006; Harvey and Goudvis, 2007; Tompkins, 2010)
• Phonics/word recognition
    1. Phonic analysis
    2. Decoding by Analogy
    3. Syllabic analysis
    4. Morphemic analysis
• Fluency
    1. Repeated reading
    2. Chunking words into meaningful phrases
    3. Listen to models of fluent reading
• Vocabulary
    1. Context clues
    2. Word parts/affixes
    3. Vocabulary graphic organizers
    4. Vocabulary flash cards
    5. Dictionaries and other reference aids
• Comprehension
    1. Activate background knowledge
    2. Make connections to self, text, world
    3. Answer and generate questions
    4. Predict/Infer
    5. Determine importance
    6. Summarize
    7. Monitor
    8. Visualize |

Daily **Grade 2** Reading Block	**90-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 2**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010) • Whole group discussions • Paired or small group discussions

Grade 2 Reading Resources	Gr. 2 Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles Word walls Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	Classroom Assessments Based on Standards (CABS) Student work Graphic organizers Reading record/log Fluency checks/one-minute reads Cloze passages Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Tests Response to reading Running records Story map Character map Retelling with scoring guide Vocabulary notebook KWL Tile Test

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 2

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size Time Level of Support Input Difficulty Output Participation

English Language Learners:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Grade-specific reading strategies:
Choral and echo reading, read-alouds, picture walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, reading rods, Elkonin's boxes, explicit instruction of phonics, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, Book in a Bag, SSR, D.E.A.R., book reports

Also see:

World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com

Students with Disabilities (per IEP) including but not limited to:

Size

Time

Level of Support

Input

Difficulty

Output

Participation

Assistive technology (reading)
(Also see Appendix)
- Visual tracking and viewers
- Magnifier
- Colored overlays
- Colored filter strips
- Physical access tools
- Hand held dictionary/spell check
- Books in audio format
- Books in alternate format, such as Braille, enlarged print texts
- Books in electronic format
- Talking word processors
- Digital graphic organizers
- Electronic text reader
- Picture supported text
- Advanced reading/writing supports
- High interest/low vocabulary books
- Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block – Grade Two	60 Minutes of Uninterrupted Instructional Time	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

Common Core Standards	**Assessment Evidence**	**Aligned Resources**
<u>**Writing Standards**</u> By the end of Grade 2 students will: **Text Types and Purposes** 1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., *because, and, also*), and provide a sense of closure. 2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section. 3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure. **Production and Distribution of Writing** 4. (Begins in grade 4). 5. With guidance from adults, strengthen writing as needed by revising and editing. 6. With guidance from adults, use technology to produce writing. **Research to Build Knowledge** 7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic). 8. Gather information from experiences or provided text sources to answer a specific question. 9. (Begins in grade 4) **Range of Writing** 10. (Begins in grade 4) <u>**Speaking and Listening Standards**</u> By the end of Grade 2, Students will: **Comprehension and Collaboration:** 1. Engage in group discussions on *grade 2 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Stay on topic by linking their own additions to the conversation to the previous remarks of others.	**Writing:** • Writing sample – Diagnostic • Descriptive writing • Narrative writing • Creative writing • Expository writing • Persuasive writing • Writing sample (fall and spring) • Book review • Friendly letter/message • Research report • Multimedia presentation • Speech writing • Personal experience essay • Reflective writing MPS K-2 Writing Rubrics **Other assessment evidence:** • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • Peer feedback - oral • Presentations	Writing, visuals, and illustrating tools (including electronic tools) Equipment/tools for engaging in modeled, interactive, and shared writing Models of writing from a variety of genres, including fiction and nonfiction A writing process Writing strategies based on best practices in writing Writing supplies Word walls, alphabet, and other resources such as picture/word dictionaries Rubrics Technology Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library **Write Source (Teacher edition)** Writing Process pp. 8, 14, 18, 24, 32, 36 Traits of Writing pp. 18-31, 461-465, 477 Descriptive Writing pp. 50-61 Narrative Writing pp. 62-95 Expository Writing pp. 96-129 Persuasive Writing pp. 130-161 Practical Writing pp. 60-61, 98-121, 126-127, 138-152 Response to Literature pp. 162-205 Story Writing pp. 208-217 Report Writing pp.258-279

c. Ask for clarification and further explanation as needed. d. Extend their ideas and understanding in light of the discussions. 2. Retell key details or ideas presented orally or through media. 3. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension. **Presentation of Knowledge and Ideas** 4. Recount stories or experiences with appropriate facts and descriptive details. 5. Begins in grade 4). 6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns. (See "Conventions" in Language for specific demands). **Language Standards** By the end of Grade 2, Students will: **Conventions in Writing and Speaking** 1. Observe conventions of capitalization, punctuation, and spelling. a. Capitalize holidays, product names, geographic names, and important words in titles. b. Use commas in greetings and closings of letters. c. Use apostrophes to form contractions and common possessives. d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil; paper→copper). e. Consult reference materials, including beginning dictionaries, as neeed to check and correct spellings. 3. (Begins in grade 3) **Vocabulary Acquisition and Use** 4. Determine word meanings (based on grade 2 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). 5. Understand word relationships. a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., *thin, slender, skinny, scrawny*). 6. Use newly learned words acquired through conversations, reading, and responding to texts.	• Multimedia • Traditional and online publishing in various forms - (not independent) • Content in Writers' Notebooks • Contents of Portfolios (both process and showcase) • Progress logs • Student self-assessment • Student self-reflection • Student goals • Student's sharing in whole group work **Speaking and Listening:** • Oral presentations • Participation in class discussions • Summary of main discussion points • Notes • Evidence of listening • Collaborative group work • Integrated use of technology MPS Oral Rubrics MPS Listening Rubrics MPS Discussion Rubrics **Language:** Accurate use of conventions in writing and speaking MPS Writing Rubrics – Conventions	Creative Writing 206-241 Classroom portfolios pp. 40-41 Writer's notebook pp. 352-354 Friendly letters pp. 60-61, 535 Storyboard pp. 222, 282 Email message, pp. 60-61 Poems pp. 230-232, 237 Characters pp. 209, 221, 223 Plot p. 209 Setting pp. 75, 209, 221, 223 Multimedia presentation pp. 280-283 Viewing skills pp. 297-301 Viewing commercials p. 300 Viewing web sites pp. 256, 301 Topics for Speeches p. 288 Listening pp. 16, 302-303 Listening skills pp. 16, 302-303 Speaking skills pp. 286-291 Oral presentation pp. 280-283, 291 Working with partners pp. 14-17, 501 **Write Source Skills Book** **Assessment Book** **Write Source Interactive Writing Skills CD-Rom** **Daily Language Workouts** http://www.greatsource.com/iwrite/index.html ● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source) ● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)

	Language: Appropriate use of on-level vocabulary MPS Language Rubrics	Abbreviations for months p. 406 Capitalization of months p. 398 Irregular verbs p. 448-449 Parts of speech pp. 437-458 Sentences pp. 429-436 Fragment sentence p. 342 Future tense pp. 329, 446 Combining sentence pp. 346-347 Common noun pp. 314, 438 Commas pp. 386-389 Irregular nouns p. 404 Contractions pp. 325, 390-391 Dialogue pp. 78, 310 Apostrophes pp. 318, 390-393, 440 Exclamation points pp. 384-385 Adjectives pp. 332-335, 450-453 Spelling pp. 409-417 Editing and proofreading strategies p. 503 Compound sentence p. 386 Interjections pp. 456-457 Roots pp. 373-374 Alliteration p. 239 Adjectives pp. 332-335, 450-453 Verbs pp. 326-331, 444-449 Predicate in a sentence pp. 432-433 Verb tense pp. 329, 446-447 Using the right word pp. 419-428 Learning new words pp. 368-370 Techniques vocabulary pp. 368-370 Using the right word pp. 419-428 Antonyms pp. 426-427 Prefixes, suffixes, roots pp. 371-374 Homophones pp. 419-425 Synonyms p. 253 Using a dictionary pp. 254-255 Using a thesaurus pp. 253, 369

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	Universal Approaches, Modes, Skills, and Strategies
Introduction (5 minutes) **Goal = Connect** The teacher will: - Establish, communicate, and maintain classroom routines to support student learning. - Use student friendly language to communicate big ideas, essential questions, and/or communicate the purpose of the lesson. - Record and post focus of lesson. **Whole Group, Explicit Instruction (20 minutes)** **Goal = Build** The teacher will: - Reinforce the focus of the lesson; use visuals to enhance understanding. - Explain the goal and importance of the lesson (e.g., *"Writers use dialogue to help readers understand the characters of a story*." Examples of focus lessons include: using strategies to revise writing, describing setting, writing to compare, prewriting strategies, using conventions in writing, and using vocabulary in writing and speaking. - Share example(s) to illustrate aspect of focus lesson in use, including using own writing to help students better understand the strategy or aspect of craft in action. - Invite students to participate in interactive and shared writing activities. - Provide additional information and/or clarification to enhance understanding and support transfer; connect to environment print. - Help students create a poster and/or record content of lesson in each student's writer's notebook. - Ask students to reflect on their learning and discuss how they will apply the content of the lesson in their writing (think individually then discuss via whole group or partner share). - Listen for evidence of understanding; clarify, redirect, restate, or provide additional examples as needed. - Provide oral and written directions to explain focus of work during literacy work stations, including clear procedures to execute transitions between and among	**Best Practices in Writing** (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008) - Writers' Workshop - Writing Process - Writing Strategies - Six Traits of Effective Writing - Authentic Forms - Writing-Reading Connection - Effective Feedback - Teacher as Writer **Modes** (Cooper, 2003) - Write Aloud [Modeled] Writing - Shared Writing - Guided Writing - Collaborative/Cooperative Writing - Independent Writing **In developmentally appropriate ways, students in K5 will work on the following skills that writers use:** - Structuring Skills - Mechanical Skills - Language Skills - Reference Skills - Handwriting Skills - Computer Skills **Differentiated Instruction During Small Group Instruction** (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999) - Content - Process - Product - Writing Circles (Vopat, 2009) - Inquiry Circles (Harvey and Daniels, 2009)

stations.

Explicit Small Group Instruction; Application and Practice in Small and Independent Literacy Work Stations (25 minutes)
Goal = Reach

The teacher will:

- Set up classroom to foster effective and efficient small group instruction.
- Design meaningful activities to assist students as they apply and practice the focus of whole group lessons in small and independent literacy work stations.
- Integrate other language arts, including speaking, listening, and language, into literacy work station activities.
- Regularly meet with small flexible groups of students who exhibit similar needs; spend more time with students who demonstrate the need for extra assistance.
- Employ guided instruction by reviewing the focus of the lesson and coaching as students work.
- Use interactive, shared, cooperative/collaborative writing; ask students to share the pencil" as they apply strategies modeled during whole group instruction.
- Provide like-need students with effective, specific and timely feedback while rotating among groups.
- Explicitly connect aspects of student writing and speaking to use of the conventions of language and vocabulary development.
- Ask students to write for several smaller periods of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or lessons.
- Guide students as they write their own examples of a variety of types of writing, written for various purposes and audiences (e.g., how-to writing, persuasive letters, response prompts, plays, speeches, multimedia presentations, and descriptions of people).
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Monitor and record each student's progress.
- When meeting one-on-one with students, provide each student with timely and appropriate feedback that supports their current stage of development and specific need (e.g., descriptive, effective, or motivational).

Whole Group –Reflecting and Sharing (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather the entire class to meet and revisit the focus of the original lesson.

Six Traits of Effective Writing (Spandel, 2008)
● Ideas
● Organization
● Voice
● Word Choice
● Sentence Fluency and Variety
● Conventions

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

• Provide opportunities for students to share samples of work, and reflections on learning through oral discussion and presentation (in pairs, small groups, or whole group). • Integrate listening, speaking, language, and technology into the sharing session.	

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 2

English Language Learners:	**Students with Disabilities (per IEP) including but not limited to:**

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials
 	
Preparation   *Scaffolding*   *Grouping Options*
Adaptation of Content   Modeling   Whole class
Links to Background   Guided practice   Small groups
Links to Past Learning   Independent practice   Partners
Strategies incorporated   Comprehensible input   Independent
 	
Integration of Processes   *Application*   *Assessment*
Reading   Hands-on   Individual
Writing   Meaningful   Group
Speaking   Linked to objectives   Written
Listening   Promotes engagement   Oral
	Size
	
	Time
	
	Level of Support
	
	Input
	
	Difficulty
	
	Output
	
	Participation
	
	Assistive technology (writing)
	(Also see Appendix)
	   • Adapted writing utensils
	   • Adapted paper
	   • Positioning devices
	   • Hand held dictionary/spell check
	   • Recorders
	   • Portable word processors
	   • Digital graphic organizers
	   • Digital note takers
	   • Adapted/alternative computer hardware
	   • Alternative software
	   • Talking/graphic word processors
	   • Word prediction
	   • Advanced reading/writing supports
	   • Voice recognition
	   • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 2: RtI Tier 2
(Early Intervening Services)

Grade 2: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Community Learning Center (CLC) Select 20 Academic Tutoring Program (ATP) for 3 hours/week for 25 weeks; ATP teacher uses *My Sidewalks* by Pearson.

Grade 2: RtI Tier 3

Grade 2: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)

Core Literacy Curriculum:
Grade 3

Core Literacy Curriculum: Grade 3
Universal Expectations for the MPS Grade 3 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
    - Commonly misspelled words (e. g. because, calendar, separate, etc.)
    - Vocabulary words with subject cues (e. g. blue cards indicate math words)
    - Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
    - Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
    - Support for homophones (e. g. stair/stare, etc.)

- o Support for prefixes/suffixes (e. g. pre-, -anti ,-tion, -ly, etc.)
  - o Support for Greek and Latin word parts (e. g. cycl = circular, photo = light, phono = sound, etc.)
- • Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- • Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- • Station assignments are displayed for students each day (e. g. rotation chart)
- • Expectations for the station are displayed with visual cues for ELL support
- • Stations are well equipped with age-appropriate materials that are engaging
- • The following five stations are present at minimum:
  - o Independent Reading with Classroom Library
    - ▪ Classroom Library
      - • Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - • Balance of fiction/nonfiction
      - • Wide selection of multicultural literature
      - • Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      - • Books displayed facing forward with enough space to browse
      - • Leveled book collection
      - • Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - • Additional print materials (e. g. poetry cards, readers' theater scripts. magazines, print outs of online articles, etc.)
  - o Independent Writing (to support writing instruction and for responding to reading)
    - ▪ Variety of graphic organizers related to comprehension
    - ▪ Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - ▪ Examples of familiar writing forms (e. g. friendly letter, Haiku, song with verse/chorus, etc.)
    - ▪ Dictionaries and other word source books
    - ▪ Variety of writing/drawing tools, materials (paper types), and resources
  - o Media/Technology
    - ▪ Display of program choices and online resources

- Student recording/response sheets (e. g. write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  - Word Work/Phonics
    - Phonics activities (e. g. word sorts, word cognate activities, vowel spelling activities)
    - Multi-syllabic word activities
    - Access to the word wall
  - Vocabulary
    - Activities involving discussion
    - Word and sentence sorting activities
    - Synonym and antonym activities
    - Sequencing sentences or paragraphs
    - Review activities and games

Grade 3: RtI Tier 1 (Core)

Grade 3: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 3 Literacy Programs and Resources	Grade 3 Literacy Assessments

### Reading 	
 	
English:
  1. (Textbook adoption in process for Gr. 3 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
  1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
### Writing/Language Arts 	
 	
English:
  1. *Write Source* and *Write Trait Kits* (Great Source)
 	
Spanish:
  1. *Escritura y Gramática* (Scott Foresman)
	Formative:
	  • Progress monitoring (See following pages)
	  • Classroom Assessments Based on Standards (CABS)
	  • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	  • Universal Screener
	    1. *ThinkLink/Discovery Education Assessments*
	
	Summative:
	  • End of theme/unit/chapter test/English language arts portfolio artifacts
	  • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA)
	  • Evidence in writing portfolio
	  • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 3 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Reciprocal Teaching** (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Three-Minute Pause** (Buehl, 2001)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Notebook/journal Classroom Assessments Based on Standards (CABS) Story map Character map Summary
Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	

	Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
	Story Frames (Fowler, 1982)	
	Summary (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002)	
	Sketch-to-Stretch (Short & Harste, 1996; Dooley & Maloch, 2005)	
Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	**Text factors - elements of story structure** (Harvey & Goudvis, 2007)	
	Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
	Story Frames (Fowler, 1982)	
	Character Weave Map (Core, 2000)	
	Hot Seat (Wilhelm, 2002)	
	Open-Mind Portrait (McLaughlin & Allen, 2001)	
	Character Map (Project CRISS, 2007)	
Craft and Structure		
Interpret key words and phrases in a text, distinguishing literal from figurative language.	**Figuring Out New Words From Context chart** (Project CRISS, 2007)	Teacher observation with anecdotal notes
	Word Sorts (Bear, Invernizzi, Templeton, & Johnston, 2008)	Teacher-student conferences with anecdotal notes
	Context Clues	Checklist

	(Putting Reading First, 2006)	Rubric
	Dictionaries and other reference aids such as word walls (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	Student work

Multiple choice tests |
| | **Vocabulary Self-Collection** (Haggard 1982, 1986) | Response to reading |
| | **Concept of Definition Map** (Schwartz & Raphael, 1985, 1988) | CABS

Graphic organizers |
| | **Vocabulary Map** (Project CRISS, 2007) | • Concept of Definition Map
• Vocabulary Map |
| | **Vocabulary Flash Cards** (Project CRISS, 2007) | • Frayer Model
• Semantic feature analysis chart |
	Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001)	Vocabulary notebook
	Semantic Feature Analysis (Anders & Bos, 1986)	
	Six-Step Process for Teaching New Terms (Marzano, 2004)	
Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	
	Narrative Structured Preview (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988)	
	Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
	Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis, Contrast and	

	Compare Chart (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Distinguish their own point of view from those of characters in a story.	**Text factors including elements of story structure (point of view)** (Lukens, 2006; Harvey & Goudvis, 2007) **Perspective Entries** (Project CRISS, 2007) **Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001) **Discussion Web** (Alvermann, 1991; Buehl, 2001) **RAFT (Role, Audience, Format, Topic)** (Holston & Santa, 1985) **Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Narrative Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982;	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS

		Story map
	Questioning the Author (QtA) (Beck & McKeown, 2006)	Inquiry chart
		Plot diagram

	Visualizing
	(Harvey & Goudvis, 2007; Keene & Zimmerman, 2007;
	Pressley, 1977)
		Graphic organizers
		• Venn Diagram
		• Semantic Feature
		  Analysis
		• Contrast and Compare
		  Chart

	Inquiry Chart (I-Chart) (Hoffman, 1992)	
	Plot Diagram (Tompkins, 2010)	
Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books from a series).	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	
	Text factors – story elements (plot, setting, theme) (Harvey & Goudvis, 2007)	
	Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)	
	Plot Diagram (Tompkins, 2010)	
	Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read "stretch" texts in the grades 4–5 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989)	Teacher observation with anecdotal notes
	Chunking words into meaningful phrases/Prosody (Dowhower, 1989; Schreider, 1991)	Teacher-student conferences with anecdotal notes
	Choral Reading	Reading record/log

	(Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Fluency checks/One minute reads Running records Cloze passages
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Project CRISS (2007) Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Guiding Readers Through Text: Strategy Guides for New Times (2008) Building Background Knowledge for Academic Achievement (2004)		

Grade 3 – Informational Text

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn Plus(KWL +)** (Ogle, 1986, 2002) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Notebook/journal KWL Story map Graphic organizers • Description • Compare/contrast • time order • problem/solution Retellings with scoring guide Summary

	Reciprocal Teaching (Palinscar & Brown, 1986	
	Double-Entry Journals (Berthoff, 1981; Tovani, 2000)	
Determine the main idea of a text and explain how it is supported by the key details.	**Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Know-Want to know – Learn Plus (KWL+)** (Ogle, 1986, 2002) **Graphic Organizers** (Wood, et al., 1995) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002)	
Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers – description, compare/contrast, time order, problem/solution** (Wood, et al., 1995) **Pattern Guide** (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002)	

Craft and Structure		
Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a grade 3 topic or subject area.	**Figuring Out New Words From Context chart** (Project CRISS, 2007) **Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Concept Picture Sort** (Core, 2000) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Dictionaries and other reference aids such as word walls** (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Vocabulary Self-Collection** (Haggard 1982, 1986) **Semantic Mapping** (Core, 2000) **Synonym Web** (Core, 2000) **Word Map: Synonyms and Antonyms** (Core, 2000) **Multiple Meaning Words** (Core, 2000) **Keyword Method** (Pressley, Levin & McDaniel, 1987) **Context clues** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading Vocabulary notebook CABS Multiple choice test

	Word parts/affixes (Putting Reading First, 2006) **Concept of Definition Map** (Schwartz & Raphael, 1985, 1988) **Vocabulary Map** (Project CRISS, 2007) **Vocabulary Flash Cards** (Project CRISS, 2007) **Frayer Model** (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001) **Semantic Feature Analysis** (Anders & Bos, 1986) **Possible Sentences** (CORE, 2000) **PAVE Procedure/Map (Prediction, Association, Verification, Evaluation)** (Bannon, Fisher, Pozzi & Wessel, 1990) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	
Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)	
Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.	**Know-Want to know – Learn Plus (KWL+)** (Ogle, 1986, 2002)	

	Anticipation Guide (Herber, 1978; Buehl, 2002; Head & Readence, 1986; Tierney & Readence, 2000)	
Integration of Knowledge and Ideas		
Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.	**Questioning the Author (QtA)** (Beck & McKeown, 2006) **Visualizing** (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977; Gambrell and Bates, 1986) **Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Expository Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neuman, 1988) **Graphic Organizers** (Wood et al., 1995) **Explicit instruction on Document Based Questions** (Pappas, 1999) **Inquiry Chart (I-Chart)** (Hoffman, 1992)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Graphic organizers

Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).	**Text factors – expository text structures** (Harvey & Goudvis, 2007) **Signal Words and Text Structure** (Wood, et al., 1995)	
Compare and contrast information drawn from two texts on the same subject.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Graphic Organizers – comparison (Venn Diagram, Semantic Feature Analysis)** (Wood et al., 1995)	
Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 2—3 text complexity band; read "stretch" texts in the grades 4—5 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages Running records

	Student-Adult Reading (Putting Reading First, 2006)	
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006) Project CRISS (2007) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Guiding Readers Through Text: Strategy Guides for New Times (2008) Document Based Questions (1999) – http://www.edteck.com/dbq.htm Building Background Knowledge for Academic Achievement (2004)		

Grade 3 – Foundational Skills

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list

Phonics and Word Recognition		
Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., *un-*, *re-*, *mis-*, *-ful*, *-less*, *-able*). b. Decode words with common Latin suffixes (e.g., *-tion/-sion*, *-ture*, *-tive/-sive*, *-ify*, *-ity*, *-ment*). c. Decode multisyllable words (e.g., *supper*, *chimpanzee*, *refrigerator*, *terrible*, *frightening*). d. Read grade-appropriate irregularly spelled words (e.g., *although*, *science*, *stomach*, *machine*).	**Interactive Word Walls** (Cunningham & Allington, 1999) **Word/Object/Picture sorts** (Bear, Invernizzzi, Templeton & Johnston, 2008) **Making Words** (Cunningham & Cunningham, 1992; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Word Ladders** (Rasinski, 2006) **Dictation and Spelling** (Core, 2000) **Phonic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992) **Decoding by Analogy** (Cunningham, 2004) **Syllabic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992) **Morphemic analysis** (Gough, Juel & Griffith, 1992; Stanovich, 1992)	Running records The Names Test: A Quick Assessment of Decoding Ability Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work CABS

Fluency		

Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Context Clues** (Putting Reading First, 2006) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Running records Cloze passage

Research/References/Resources

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Putting Reading First: Kindergarten Through Grade 3, Third Edition (2006)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)

Daily **Grade 3** Reading Block	**90-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (20 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 3**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	<u>Approaches</u> (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation

Shared/Whole Group Reading with Explicit Instruction

The teacher:

- Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
- Uses grade level text.
- Includes all students with a balance of fiction and non-fiction text.
- Differentiates the lesson as needed.

- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
- Modeled reading
- Shared reading
- Interactive reading
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Putting Reading First, 2006; Tompkins, 2010)
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
  5. Determine importance
  6. Summarize
  7. Monitor
  8. Visualize

Daily **Grade 3** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: **Small Group** (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 3**

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonemic awareness, phonics/alphabetic principle, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonics
	  3. Fluency
	  4. Vocabulary
	  5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. Initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to

practice identified instructional reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)

1. Independent Reading with Classroom Library
2. Independent Writing for responding to reading
3. Media/Technology
4. Word Work/Phonics
5. Vocabulary

- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Putting Reading First, 2006; Harvey and Goudvis, 2007; Tompkins, 2010)
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
  5. Determine importance
  6. Summarize
  7. Monitor
  8. Visualize

Daily **Grade 3** Reading Block	**90-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 3**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010; Project CRISS, 2007) • Whole group discussions • Paired or small group discussions

Grade 3 Reading Resources	Gr. 3 Formative Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles Word walls Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce phonics, vocabulary, fluency, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	Classroom Assessments Based on Standards (CABS) Student work Graphic organizers Reading record/log Fluency checks/one-minute reads Cloze passages Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Tests Response to reading Running records Story map Character map Retelling with scoring guide Vocabulary notebook KWL Notebook/journal Summary

	Inquiry Chart
	Plot diagram
	The Names Test: A Quick Assessment of Decoding Ability

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 3

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English Language Learners:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Grade-specific reading strategies:
Choral and echo reading, read-alouds, picture walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, reading rods, Elkonin's boxes, explicit instruction of phonics, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, Book in a Bag, SSR, D.E.A.R., book reports, jigsaw text reading

Also see:

World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com

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Students with Disabilities (per IEP) including but not limited to:

Size

Time

Level of Support

Input

Difficulty

Output

Participation

Assistive technology (reading)
(Also see Appendix)
- Visual tracking and viewers
- Magnifier
- Colored overlays
- Colored filter strips
- Physical access tools
- Hand held dictionary/spell check
- Books in audio format
- Books in alternate format, such as Braille, enlarged print texts
- Books in electronic format
- Talking word processors
- Digital graphic organizers
- Electronic text reader
- Picture supported text
- Advanced reading/writing supports
- High interest/low vocabulary books
- Sound amplification systems

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NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block - Grade 3	60 Minute Uninterrupted Instructional Block	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

Writing Standards By the end of grade 3 students will: **Text Types and Purposes** 1. Write opinions in which they: a. Introduce the topic or book(s) directly, state and opinion relative to the topic, and create an organizing structure that lists reasons. b. Provide reasons that support the opinion. c. Use appropriate words to link opinions and reason(s) (e.g., because, therefore, in order to, since, for example). d. Provide a sense of closure. 2. Write informative/explanatory pieces in which they: a. Introduce a topic and create an organizational structure that presents similar information together. b. Provide some details to develop points. c. Use linking words (e.g., also, another, and, more) to connect ideas within categories of information. d. Include a concluding sentence or section. 3. Write narratives in which they: a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings. c. Use temporal words and phrases to signal event sequence. d. Provide a sense of closure. **Production and Distribution of Writing** 4. (Begins in grade 4) 5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use technology to produce and publish writing. **Research to Build Knowledge** 7. Perform short, focused research tasks that build knowledge about a topic. 8. Gather information from experience as well as print and digital resources, take simple	**Writing:** • Writing sample – Diagnostic • Descriptive writing • Narrative writing • Creative writing • Expository writing • Persuasive writing • Writing sample – (fall and spring) • Response to literature • Speech writing • Letters/messages • Research writing • Reflective writing Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics **Other assessment evidence:** • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments	• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Keyboarding resources • Equipment/tools for modeling and sharing writing • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Word walls and other resources such as picture/word dictionaries and thesauruses • District-adopted rubrics • Technology • Visuals and other media • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MPS Virtual Library • MY Access! • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources **Write Source (student edition)** Writing Process pp. 2-15, 53, 78, 94, and 108 Traits of Writing pp. Paragraphs pp. 42-57 Descriptive Writing pp. 60-65 Narrative Writing pp. 90-95

notes on sources, and sort evidence into provided categories.
9. (Begins in grade 4)
Range of Writing
10. (Begins in grade 4)

Speaking and Listening Standards
By the end of grade 3, students will:
Comprehension and Collaboration:
1. Initiate and engage in group discussions on grade 3 topics and texts being studied in class.
 a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions.
 b. Pose relevant questions and link their own additions to the conversation to the previous remarks of others.
 c. Extend their ideas and understanding in light of the discussions.
2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.
3. Ask and answer questions about presentations, offering appropriate elaboration and detail.
1. **Presentation of Knowledge and Ideas**
4. Report on a topic or recount stories or experiences with appropriate facts and descriptive details.
5. (Begins in grade 4)
6. Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement.
*(See Conventions in Language for specific demands.)

Language Standards
By the end of grade 3, students will:
Conventions in Writing and Speaking
1. Observe conventions of grammar and usage.
 a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.
 b. Form and use the simple (e.g., *I walked, I walk, I will walk*) verb tenses.
 c. Ensure subject-verb and pronoun-antecedent agreement.*
 d. Produce simple, compound, and complex sentences.
2. Observe conventions of capitalization, punctuation, and spelling.
 a. Use correct capitalization.
 b. Use quotation marks in dialogue.
 c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, in writing words.
 e. Consult reference materials, including dictionaries, as needed to check and correct spelling.

- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Oral Presentation
- Informative Oral Presentation
- Listening Assessment
- Discussion Assessment
- Design and Creation of Media Product (Presentation or Tangible Artifact)
- Multimedia presentations
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics
- Technology Rubrics
- Research Conventions Rubrics

Language:
Accurate use of conventions in writing and speaking

Expository Writing pp. 136-141
Persuasive Writing pp. 182-187
Response to Literature pp. 226-231
Creative Writing pp. 298-319
Story Writing pp. 299-306
Research Writing pp. 337-362
Reflecting on Writing pp. 83, 113, 159, 203, 243, 335
Summary Writing pp. 306-309
Writer's Notebook pp. 416
iSeek!

Write Source (student edition)
Speaking skills pp. 342-247
Oral presentations 542-347
Listening skills pp. 18, 360
Working with partners pp. 16-19
Media section, library pp. 295
Media grid p. 337
Evaluating web sites pp. 305, 359
Multimedia presentations pp. 336-339
Understanding commercials pp. 358

Strategies and Approaches
● Think, Pair, Share (Lyman, 1981)
● Think, Ink, Pair, Share (Billmeyer, 2003)
● Looping (Elbow, 1998)
● Collaborative Learning (Johnson and Johnson, 1999)
● Reciprocal Teaching (Palincsar, 1994)
● Discussion Webs (Alvermann, 1991)
● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)

Write Source (student edition)
Spelling pp. 487-491
Punctuation pp. 447-469
Sentences pp. 394-413
Capitalization pp. 470-475
Pronoun-antecedent agreement p. 379
Reference materials pp. 295, 300-303
Conventions pp. 14, 25
Subject-verb agreement pp. 386, 404
Quotation marks pp. 460

3. Make effective language choices. a. Use words for effect. *	• MPS Writing Rubrics – Conventions	Parts of speech pp. 516-542 Verb tense pp. 384-385, 524 Write Trait Kits (conventions)

Vocabulary Acquisition and Use
4. Determine word meanings (*based on grade 3 reading*).
 a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
 b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g*., company, companion*)
c. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 d. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
5. Understand word relationships.
 a. Build real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
	Language:
	Appropriate use of on-level vocabulary
	
	• MPS Language Rubrics
		MY Access!
		Working with Words pp. 373-392
		Word history pp. 300, 434-435
		Techniques for building vocabulary pp. 433-441
		Homophones p. 121
		Using a dictionary pp. 300-301, 434-435
		Word choice p. 24
		Word meaning pp. 435-4441
		Transitions pp. 117, 442-443
		
		● MPS Vocabulary List for Grade Three – English language arts
		● Marzano - Six Step Process (2004)
		● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Word Learning Strategies (Graves, 2006):
		   • Use Context Clues
		   • Analyze Word Parts
		   • Check a Dictionary
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		   • Word Posters
		   • Word Maps
		   • Possible Sentences
		   • Dramatizing Words
		   • Word Sorts
		   • Word Chains
		   • Semantic Feature Analysis
		   •
		http://www.greatsource.com/iwrite/index.html
		
		● **Differentiation for Students Who Need Additional Practice** (use Extra Support in

		Write Source) ● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)

Block Structure and Instructional Methods	Universal Approaches, Modes, Skills, and Strategies
Instructional Groupings: **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	

Introduction (5 minutes)
Goal = Connect

The teacher will:

- Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson.

Whole Group Writing with Explicit Instruction (10 minutes)
Goal = Build

The teacher will:

- Introduce the topic of the mini-lesson.
- Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language)
- Use mentor texts to share example(s) to illustrate aspect of writers' craft in use.
- Provide additional information and/or clarification to enhance understanding and support transfer.
- Ask students to discuss with a partner; teacher will listen for understanding.
- Help students create a poster and/or record content of lesson in writer's notebook.
- Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing.
- Check status of the class: ask students to first think individually then discuss via whole group or partner share

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Approaches (Graham and Perin, 2007)
- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Areas

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)

Six Traits of Effective Writing (Spandel, 2009)
● Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions

Explicit Small Group Writing Instruction (35 minutes)
Goal = Reach

The teacher will:

- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

Students in grade three will work to enhance their abilities in the following writing skills (Tomkins, 2010)
- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Handwriting Skills
- Computer Skills *there will be an explicit focus on keyboarding in grade 3; first semester students will practice keyboarding skills as a component of literacy work stations; second semester students will begin to use MY Access!*

Modes (Cooper, 2003)
- Write Aloud [Modeled] Writing
- Shared Writing
- Guided Writing
- Interactive Writing (Tompkins, 2008)
- Collaborative/Cooperative Writing
- Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 3

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size Time Level of Support
Preparation *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent	Input Difficulty Output Participation
Integration of Processes *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral	Assistive technology (writing) (Also see Appendix) • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 3: RtI Tier 2
(Early Intervening Services)

Grade 3: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Grade 3: RtI Tier 3

Grade 3: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities. (Also see Appendix.)

Core Literacy Curriculum:
Grade 4

Core Literacy Curriculum: Grade 4

Universal Expectations for the MPS Grade 4 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
  - Commonly misspelled words (e. g. because, calendar, separate, etc.)
  - Vocabulary words with subject cues (e. g. blue cards indicate math words)
  - Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
  - Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
  - Support for homophones (e. g. stair/stare, etc.)

- Support for prefixes/suffixes (e. g. pre-, -anti ,-tion, -ly, etc.)
- Support for Greek and Latin word parts (e. g. cycl = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - Independent Reading with Classroom Library
    - Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      - General indicator of book level displayed on cover of book (e. g. red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      - Books displayed facing forward with enough space to browse
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - Additional print materials (e. g. readers' theater scripts, magazines, print outs of online articles etc.)
  - Independent Writing (to support writing instruction and for responding to reading)
    - Variety of graphic organizers related to comprehension
    - Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - Examples of familiar writing forms (e.g. friendly letter, rhyming, Haiku, song with verse/chorus, etc.)
    - Dictionaries and other word source books
    - Variety of writing/drawing tools, materials (paper) and resources
  - Media/Technology
    - Display of program choices and online resources

- Student recording/response sheets (e. g. write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  - Word Work/Phonics
    - Phonics activities (e.g. word sorts, word cognate activities, vowel spelling activities)
    - Multi-syllabic word activities
    - Access to the word wall
  - Vocabulary
    - Activities involving discussion
    - Word and sentence sorting activities
    - Synonym and antonym activities
    - Sequencing sentences or paragraphs
    - Review activities and games

Grade 4: RtI Tier 1 (Core)

Grade 4: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 4 Literacy Programs and Resources	Grade 4 Literacy Assessments

<u>Reading</u>
 	
English:
  1. (Textbook adoption in process for Gr. 4 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
  1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
<u>Writing/Language Arts</u>
 	
English:
  1. *Write Source* and *Write Trait Kits* (Great Source)
  2. *My Access!* (web-based writing tool from Vantage Learning)
 	
Spanish:
  1. *Escritura y Gramática* (Scott Foresman)
	Formative:
	  • Progress monitoring (See following pages)
	  • Classroom Assessments Based on Standards (CABS)
	  • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	  • Universal Screener
	    1. *ThinkLink/Discovery Education Assessments*
	
	Summative:
	  • End of theme/unit/chapter test/English language arts portfolio artifacts
	  • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA)
	  • Evidence in writing portfolio
	  • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 4 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Draw on details and examples from a text to support statements about the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Reciprocal Teaching** (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Three-Minute Pause** (Buehl, 2001)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Notebook/journal Classroom Assessments Based on Standards (CABS) Story map Character map Summary Sketch
Summarize a text and derive a theme of a story, drama, or poem from the details in the text.	**Text factors including elements of story structure (theme)** (Harvey & Goudvis, 2007)	

	Text factors including poetic forms and poetic devices (Harvey & Goudvis, 2007; Janeczko, 2003) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Sketch-to-Stretch** (Short & Harste, 1996; Dooley & Maloch, 2005)	
Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).	**Text factors - elements of story structure** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Character Weave Map** (Core, 2000) **Hot Seat** (Wilhelm, 2002) **Open-Mind Portrait** (McLaughlin & Allen, 2001) **Character Map** (Project CRISS, 2007)	
Craft and Structure		
Understand words and phrases in a text that allude to significant characters found in mythology (e.g. *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.	**Figuring Out New Words From Context chart** (Project CRISS, 2007) **Word Sorts**	Teacher observation with anecdotal notes Teacher-student conferences

	(Bear, Invernizzi, Templeton, & Johnston, 2008)	with anecdotal notes
	Context Clues (Nagy, Anderson & Herman, 1987)	Checklist
		Rubric
	Dictionaries and other reference aids such as word walls (Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	Student work
		Multiple choice tests
	Vocabulary Self-Collection (Haggard 1982, 1986)	Response to reading
	Concept of Definition Map (Schwartz & Raphael, 1985, 1988)	CABS
	Vocabulary Map (Project CRISS, 2007)	Graphic organizers • Concept of Definition Map • Vocabulary Map • Frayer Model • Semantic Feature Analysis chart
	Vocabulary Flash Cards (Project CRISS, 2007)	
	Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001)	Vocabulary notebook
	Semantic Feature Analysis (Anders & Bos, 1986)	Analogical Strategy Guide
	Analogical Strategy Guide (Bean, Singer & Cowan, 1985)	Point of View Guide
	Morphemic Analysis (Gough, Juel & Griffith, 1992; Stanovich, 1992)	RAFT task with scoring guide
	Six-Step Process for Teaching New Terms (Marzano, 2004)	
Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about poems.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors including elements of story structure**	

	(Harvey & Goudvis, 2007)	
	Text factors including poetic forms and poetic devices (Janeczko, 2003; Harvey & Goudvis, 2007)	
	Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis, Contrast and Compare Chart (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**Text factors including elements of story structure (point of view)** (Lukens, 2006; Harvey & Goudvis, 2007) **Perspective Entries** (Project CRISS, 2007) **Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001) **Discussion Web** (Alvermann, 1991; Buehl, 2001) **RAFT (Role, Audience, Format, Topic)** (Holston & Santa, 1985) **Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Sticky-Note Discussions** (Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the p lot develops.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007)	Teacher observation with anecdotal notes Teacher-student conferences

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	Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Narrative Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Visualizing** (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977) **Inquiry Chart (I-Chart)** (Hoffman, 1992) **Plot Diagram** (Tompkins, 2010)	with anecdotal notes Checklist Student work Response to reading CABS Story map Inquiry Chart (I-Chart) Plot diagram Graphic organizers • Venn Diagram • Semantic Feature Analysis • Contrast and Compare Chart
Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors – story elements (plot, theme)** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Plot Diagram** (Tompkins, 2010) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and**	

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	Compare Chart (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently in the grades 4—5 text complexity band; read texts in the grades 4—5 texts at the high end of the range with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Running records Cloze passages
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Project CRISS (2007) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Guiding Readers Through Text: Strategy Guides for New Times (2008) Building Background Knowledge for Academic Achievement (2004)		

Grade 4 – Informational Text

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Draw on details and examples from a text to support statements about the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn Plus(KWL +)** (Ogle, 1986, 2002) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Notebook/journal KWL Graphic organizers • Description • Compare/contrast • time order/sequence • problem/solution Retellings with scoring guide Summary Extended Anticipation Guide

	Reciprocal Teaching (Palinscar & Brown, 1986	
	Double-Entry Journals (Berthoff, 1981; Tovani, 2000)	
Determine the main idea of a text and supporting details of a text; summarize the text.	**Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Know-Want to know – Learn Plus (KWL+)** (Ogle, 1986, 2002) **Graphic Organizers** (Wood, et al., 1995) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Reciprocal Teaching** (Palinscar & Brown, 1986) **Power Thinking** (Miller, 1985; Sparks, 1982) **Selective Underlining/Highlighting** (Project CRISS, 2007) **Pattern Puzzles** (Project CRISS, 2007) **Two Column Notes** • **Main Idea-Detail Notes** (Project CRISS, 2007)	

	Read-Recall-Check-Summarize (Karnes, 1992)	
	One Sentence Summaries (Project CRISS, 2007)	
	One Sentence Summary Frames for Common Text Structures (Cope, 1991)	
Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers-Time Order/Sequence** (Wood, et al., 1995; Project CRISS, 2007) **Pattern Guide** (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002) **Two Column Notes** • Cause and Effect (Project CRISS, 2007)	
Craft and Structure		
Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 4 topic or subject area*.	**Figuring Out New Words From Context chart** (Project CRISS, 2007) **Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Concept Picture Sort** (Core, 2000) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading Vocabulary notebook

	Dictionaries and other reference aids such as word walls (Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Vocabulary Self-Collection** (Haggard 1982, 1986) **Semantic Mapping** (Core, 2000) **Synonym Web** (Core, 2000) **Word Map: Synonyms and Antonyms** (Core, 2000) **Multiple Meaning Words** (Core, 2000) **Keyword Method** (Pressley, Levin & McDaniel, 1987) **Context clues** (Putting Reading First, 2006) **Word parts/affixes** (Putting Reading First, 2006) **Concept of Definition Map** (Schwartz & Raphael, 1985, 1988) **Vocabulary Map** (Project CRISS, 2007) **Vocabulary Flash Cards** (Project CRISS, 2007) **Frayer Model**	CABS Multiple choice test Textbook Activity Guide Graphic organizers • Venn diagram • Semantic Feature Analysis • Contrast and Compare Chart Multiple Source Research Resource Guide Inquiry Chart (I-Chart)

	(Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001) **Semantic Feature Analysis** (Anders & Bos, 1986) **Possible Sentences** (Stahl & Kapinus, 1991) **PAVE Procedure/Map (Prediction, Association, Verification, Evaluation)** (Bannon, Fisher, Pozzi & Wessel, 1990) **Six-Step Process for Teaching New Terms** (Marzano, 2004)
Use text features and search tools to locate and process information relevant to a given topic.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Charting the Author's Style** (Project CRISS, 2007) **Textbook Activity Guide (TAG)** (Davey, 1986)
Compare an eyewitness account to a secondhand account of the same event or topic.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Inquiry Chart (I-Chart)** (Hoffman, 1992)

Integration of Knowledge and Ideas		
Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.	**Questioning the Author (QtA)** (Beck & McKeown, 2006) **Visualizing** (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977; Gambrell and Bates, 1986) **Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Expository Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neuman, 1988) **Graphic Organizers** (Wood et al., 1995) **Explicit instruction on Document Based Questions** (Pappas, 1999) **Inquiry Chart (I-Chart)** (Hoffman, 1992)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Graphic organizers
Explain how an author uses evidence to support his or her claims in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)**	

	(Beck & McKeown, 2006) **Two Column Notes** (Project CRISS, 2007)	
Describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Inquiry Chart (I-Chart)** (Hoffman, 1992) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Charting the Author's Style** (Project CRISS, 2007) **Graphic Organizers** (Wood et al., 1995)	
Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser &	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages

	Strecker, 1998/1999; Black & Stave, 2007)	Running records
	Independent reading (Allington, 2000 & Krashen, 2004)	
	Reading While Listening/Tape assisted reading (Kuhn & Stahl, 2004)	
	Buddy/Partner Reading (Griffith & Rasinski, 2004)	
	Student-Adult Reading (Putting Reading First, 2006)	

Research/References/Resources

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Project CRISS (2007)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Guiding Readers Through Text: Strategy Guides for New Times (2008)
Document Based Questions (1999) – http://www.edteck.com/dbq.htm
Building Background Knowledge for Academic Achievement (2004)

Daily **Grade 4** Reading Block	**90-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Whole Group** (20 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 4**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	<u>Approaches</u> (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	   1. Pre-reading
	   2. Initial Reading
	   3. Confirmation and Fluency
	   4. Reading for New Learning
	   5. Multiple Viewpoints
	   6. Construction and Reconstruction

Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
• Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
• Uses grade level text.
• Includes all students with a balance of fiction and non-fiction text.
• Differentiates the lesson as needed.
	• Differentiation
	• Diverse texts with a balance of literature and informational text
	• Assessment used to monitor student progress and make instructional decisions
	
	<u>Modes </u>(Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	  • Modeled reading
	  • Shared reading
	  • Interactive reading
	  • Explicit small group reading instruction
	  • Independent reading
	
	<u>Components/Strategies</u> (Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
	  • Fluency
	    1. Repeated reading
	    2. Chunking words into meaningful phrases
	    3. Listen to models of fluent reading
	  • Vocabulary
	    1. Context clues
	    2. Word parts/affixes
	    3. Vocabulary graphic organizers
	    4. Vocabulary flash cards
	    5. Dictionaries and other reference aids
	  • Comprehension
	    1. Activate background knowledge
	    2. Make connections to self, text, world
	    3. Answer and generate questions
	    4. Predict/Infer
	    5. Determine importance
	    6. Summarize
	    7. Monitor
	    8. Visualize

Daily **Grade 4** Reading Block	**90-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Small Group** (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 4**

Description of Instructional Best Practices	Universal Approaches, Modes, Components, and Strategies for Grade 4

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonics/word recognition, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Putting Reading First, 2006; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonics (Word Recognition)
	  3. Fluency
	  4. Vocabulary
	  5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. Initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent

and small group work that include opportunities to practice identified instructional reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)
  1. Independent Reading with Classroom Library
  2. Independent Writing for responding to reading
  3. Media/Technology
  4. Word Work/Phonics
  5. Vocabulary
- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Harvey and Goudvis, 2007; Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
  5. Determine importance

	6. Summarize 7. Monitor 8. Visualize

Daily **Grade 4** Reading Block	**90-Minute Instructional Block**

Focus **Learning to Read**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 4**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010; Project CRISS, 2007) • Whole group discussions • Paired or small group discussions

Grade 4 Reading Resources	Gr. 4 Formative Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles Word walls Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	CABS Student work Graphic organizers Reading record/log Fluency checks/one-minute reads Cloze passages Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Tests Response to reading Running records Notebook/journal Story map Character map Summary Sketch Vocabulary notebook Analogical Strategy Guide

	Point of View Guide
	RAFT task with scoring guide
	Retellings with scoring guide
	Extended Anticipation Guide
	Inquiry Chart (I-Chart)
	Plot diagram
	KWL
	Textbook Activity Guide

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 4

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** Choral and echo reading, read-alouds, picture walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, reading rods, Elkonin's boxes, explicit instruction of phonics, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, Book in a Bag, SSR, D.E.A.R., book reports, jigsaw text reading **Also see:** World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) • Visual tracking and viewers • Magnifier • Colored overlays • Colored filter strips • Physical access tools • Hand held dictionary/spell check • Books in audio format • Books in alternate format, such as Braille, enlarged print texts • Books in electronic format • Talking word processors • Digital graphic organizers • Electronic text reader • Picture supported text • Advanced reading/writing supports • High interest/low vocabulary books • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block - Grade 4	60 Minute Uninterrupted Instructional Block	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

Writing Standards	Assessment Evidence	Aligned Resources
Writing Standards By the end of grade 4 students will: **Text Types and Purposes** 1. Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link reasons and details together using words and phrases (e.g., so, then, for instance, in addition). d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section. 2. Write informative/expository pieces in which they: a. State the topic clearly and group related information in paragraphs and sections. b. Develop the topic using facts, concrete details, quotations, or other information and examples. c. Use appropriate links to join ideas within categories of information. d. Employ domain-specific vocabulary when appropriate. e. Provide a conclusion related to the information or explanation offered. 3. Write narratives in which they: a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events. c. Use a variety of temporal words and phrases to mange the sequence of events. d. Use concrete and sensory words and phrases to convey events and experiences precisely. e. Provide a satisfying conclusion that follows from the narrative's events.	**Writing:** • Writing sample – Diagnostic • Descriptive writing • Narrative writing • Creative writing • Expository writing • Persuasive writing • Writing sample – Summative writing sample (fall and spring) • Writing about reading and/or media • Friendly letter/message • Exit paper • Writing to contribute to group research report Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics	• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Equipment/tools for modeling and sharing writing • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Word walls and other resources such as picture/word dictionaries and thesauruses • District-adopted rubrics • Technology • Visuals and other media • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MPS Virtual Library • MY Access! • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources

Production and Distribution of Writing 4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.) 5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce, publish, and interact with others about writing. **Research to Build Knowledge** 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic. 8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information. 9. Write in response to literary informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text"). b. Apply grade 4 reading standards to literature (e.g., "Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, and interactions with others"). **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **Speaking and Listening Standards** By the end of grade 4, students will: **Comprehension and Collaboration:** 1. Initiate and engage in group discussions on grade 4 topics and texts being studied in class. a. Come to class discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic. b. Pose and respond to questions as well as build on the ideas of previous speakers. c. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate. **Presentation of Knowledge and Ideas** 4. Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas. 5. Incorporate visual displays and digital media into presentations when appropriate.	**Other assessment evidence:** • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • On-demand writing • Peer feedback (written and oral) • Presentations • Multimedia evidence • Traditional and online publishing in various forms • Content in Writers' Notebooks • Contents of Portfolios (both process and showcase) • Progress logs • Student self-assessment • Student self-reflection • Student goals **Speaking, Listening, and Media** • Oral Presentation • Informative Oral Presentation • Listening Assessment • Discussion Assessment • Design and Creation of Media Product (Presentation or Tangible Artifact) • Oral Rubrics • Listening Rubrics • Discussion Rubrics • Media Rubrics	**Write Source (student edition)** Writing Process pp. 3-20 Traits of Writing pp. 21-30 Descriptive Writing pp. 63-74 Narrative Writing pp. 63-74 Expository Writing pp. 143-175 Persuasive Writing pp. Practical Writing pp. 244-247 Response to Literature pp. 257-297 Creative Writing pp. 298-319 Story Writing pp. 299-306 Research Writing: Building Skills pp. 320-336 Research Report pp. 337-362 Presentations pp. 363-378 **iSeek!** ● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source) ● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source) **Write Source (student edition)** Speaking and Listening pp. 369-378; 393-398 Multimedia pp. 394-398; 195-233; 363-372; 395-398 **Strategies and Approaches** ● Think, Pair, Share (Lyman, 1981) ● Think, Ink, Pair, Share (Billmeyer, 2003) ● Looping (Elbow, 1998) ● Collaborative Learning (Johnson and Johnson, 1999) ● Reciprocal Teaching (Palincsar, 1994) ● Discussion Webs (Alvermann, 1991) ● Reflection Journal (Zemelman,

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
*(See Conventions in Language for specific demands.)
 	
Language Standards
By the end of grade 4, students will:
 	
Conventions in Writing and Speaking
1. Observe conventions of grammar and usage.
a. Form and use the progressive (e.g. I was walking, I am walking, I will be walking) verb aspects.
b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences* (*Convention standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.)
c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons*
d. Correctly use frequently confused words (e.g., to, too, two, there, their).*
2. Observe conventions of capitalization, punctuation, and spelling.
a. Use quotation marks to mark direct speech and quotations from a text.
b. Spell grade-appropriate words correctly, consulting references as needed.
3. Make effective language choices.
a. Use punctuation for effect.*
b. Maintain consistency in style and tone. *
c. Choose words and phrases to convey ideas precisely. *
 	
Vocabulary Acquisition and Use
4. Determine word meanings (*based on grade 4 reading*).
a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., telegraph, *photograph, autograph*).
c. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture).*
d. Paraphrase common idioms, adages, and proverbs.
5. Understand word relationships.
a. Build real-life connections between words and their various uses and meanings.
b. Define relationships between words (e.g., how *ask* is like and unlike *demand*; what items are likely to be *enormous*).
c. Distinguish a word from other words with similar but not identical meanings (synonyms).
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
	• Technology Rubrics
	• Research Conventions Rubrics
	
	Language:
	Accurate use of conventions in writing and speaking
	
	• MPS Writing Rubrics – Conventions
	
	Language:
	Appropriate use of on-level vocabulary
	
	• MPS Language Rubrics
		Daniels, and Hyde; 1993)
		
		Write Source (student edition)
		Working with Words (conventions) pp. 408-430; 570-605
		Kinds of sentences pp. 441
		Declarative pp. 479.1
		Exclamatory pp. 441, 480.4
		Interrogative pp. 441, 480
		Imperative pp. 441, 479.1
		Using the Right Word pp. 536-559
		Write Trait Kits (conventions)
		MY Access!
		http://www.greatsource.com/iwrite/index.html
		
		● MPS Vocabulary List for Grade Four – English language arts
		● Marzano - Six Step Process (2004)
		● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Word Learning Strategies (Graves, 2006):
		   • Use Context Clues
		   • Analyze Word Parts
		   • Check a Dictionary
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		   • Word Posters
		   • Word Maps
		   • Possible Sentences
		   • Dramatizing Words
		   • Word Sorts
		   • Word Chains
		   • Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	Universal Approaches, Modes, Skills, and Strategies
Introduction (5 minutes) **Goal = Connect** The teacher will: • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. **Whole Group Writing with Explicit Instruction (10 minutes)** **Goal = Build** The teacher will: • Introduce the topic of the mini-lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers' craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer's notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share	**Best Practices in Writing** (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008) • Writers' Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer **Approaches** (Graham and Perin, 2007) • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas **Differentiated Instruction During Small Group Instruction** (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999) • Content • Process • Product • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) **Six Traits of Effective Writing** (Spandel, 2009) ● Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety,

Explicit Small Group Writing Instruction (35 minutes)
Goal = Reach

The teacher will:

- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

and Conventions
Students in grade four will review and enhance the following skills that writers use (Tomkins, 2010)
● Structuring Skills
● Mechanical Skills
● Language Skills
● Reference Skills
● Handwriting Skills
● Computer Skills

Modes (Cooper, 2003)
● Write Aloud [Modeled] Writing
● Shared Writing
● Guided Writing
● Interactive Writing (Tompkins, 2008)
● Collaborative/Cooperative Writing
● Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
● Sentence Unscrambling
● Sentence Imitating
● Sentence Combining
● Sentence Expanding

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 4

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size
	Time
	Level of Support

English Language Learners:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Students with Disabilities (per IEP) including but not limited to:

Size

Time

Level of Support

Input

Difficulty

Output

Participation

Assistive technology (writing)
(Also see Appendix)
- Adapted writing utensils
- Adapted paper
- Positioning devices
- Hand held dictionary/spell check
- Recorders
- Portable word processors
- Digital graphic organizers
- Digital note takers
- Adapted/alternative computer hardware
- Alternative software
- Talking/graphic word processors
- Word prediction
- Advanced reading/writing supports
- Voice recognition
- Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 4: RtI Tier 2
(Early Intervening Services)

Grade 4: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Qualified non-proficient students receive reading instruction from a READ 180 teacher using Scholastic's READ 180 program for 90 minutes daily for 12-18 months or until exit criteria is met. (Also see Appendix.)

Grade 4: RtI Tier 3

Grade 4: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities. (Also see Appendix.)

Core Literacy Curriculum: Grade 5

Core Literacy Curriculum: Grade 5
Universal Expectations for the MPS Grade 5 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
    - Commonly misspelled words (e. g. because, calendar, separate, etc.)
    - Vocabulary words with subject cues (e. g. blue cards indicate math words)
    - Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
    - Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
    - Support for homophones (e. g. stair/stare, etc.)

- o Support for prefixes/suffixes (e. g. pre-, -anti ,-tion, -ly, etc.)
- o Support for Greek and Latin word parts (e. g. cycl = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - o Independent Reading with Classroom Library
    - ▪ Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      - General indicator of book level displayed on cover of book (e. g. red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      - Books displayed facing forward with enough space to browse
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - Additional print materials (e. g. readers' theater scripts, magazines, print outs of online articles etc.)
  - o Independent Writing (to support writing instruction and for responding to reading)
    - ▪ Variety of graphic organizers related to comprehension
    - ▪ Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - ▪ Examples of familiar writing forms (e.g. friendly letter, rhyming, Haiku, song with verse/chorus, etc.)
    - ▪ Dictionaries and other word source books
    - ▪ Variety of writing/drawing tools, materials (paper type) and resources
  - o Media/Technology
    - ▪ Display of program choices and online resources

- Student recording/response sheets (e. g. write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  - Word Work/Phonics
    - Phonics activities (e.g. word sorts, word cognate activities, vowel spelling activities)
    - Multi-syllabic word activities
    - Access to the word wall
  - Vocabulary
    - Activities involving discussion
    - Word and sentence sorting activities
    - Synonym and antonym activities
    - Sequencing sentences or paragraphs
    - Review activities and games

Grade 5: RtI Tier 1 (Core)

Grade 5: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 5 Literacy Programs and Resources	Grade 5 Literacy Assessments

<u>Reading</u>
 	
English:
  1. (Textbook adoption in process for Gr. 5 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
  1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
<u>Writing/Language Arts</u>
 	
English:
  1. *Write Source* and *Write Trait Kits* (Great Source)
  2. *My Access!* (web-based writing tool from Vantage Learning)
 	
Spanish:
  1. *Escritura y Gramática* (Scott Foresman)
	Formative:
	  • Progress monitoring (See following pages)
	  • Classroom Assessments Based on Standards (CABS)
	  • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	  • Universal Screener
	    1. *ThinkLink/Discovery Education Assessments*
	
	Summative:
	  • End of theme/unit/chapter test/English language arts portfolio artifacts
	  • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA)
	  • Evidence in writing portfolio
	  • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 5 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Quote from a text to support statements about the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Reciprocal Teaching** (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Notebook/journal Classroom Assessments Based on Standards (CABS) Story map Character map Summary Sketch Graphic organizers - Venn diagram - Semantic Feature Analysis - Contrast and Compare Chart
Determine a theme of a text, drawing on how characters in a story	**Text factors including elements of story structure**	

respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**(theme)** (Harvey & Goudvis, 2007) **Text factors including poetic forms and poetic devices** (Harvey & Goudvis, 2007; Janeczko, 2003) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Sketch-to-Stretch** (Short & Harste, 1996; Dooley & Maloch, 2005)	Notes
Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.	**Text factors - elements of story structure** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Character Weave Map** (Core, 2000) **Hot Seat** (Wilhelm, 2002) **Open-Mind Portrait** (McLaughlin & Allen, 2001) **Character Map** (Project CRISS, 2007) **Comparison graphic organizers such as the Venn**	

	Diagram, Semantic Feature Analysis, Contrast and Compare Chart (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Craft and Structure		
Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.	**Text factors including poetic forms and poetic devices** (Janeczko, 2003; Harvey & Goudvis, 2007) **Explicit instruction through interactive read alouds (with text that contains metaphors and similes)** (Fisher, Flood, Lapp & Frey, 2004) **Glossing** (Otto, White, Richgels, Hansen & Morrison, 1981) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work
Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.	**Text factors including poetic forms and poetic devices and dramatic forms and devices** (Janeczko, 2003; Harvey & Goudvis, 2007) **Reader's Theatre** (Black & Stave, 2007) **Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	Multiple choice tests Response to reading CABS Graphic organizers • Concept of Definition Map • Vocabulary Map • Frayer Model • Semantic Feature Analysis • Venn diagram • Contrast and Compare Chart
Identify how a narrator's perspective or point of view influences how events are described.	**Text factors including elements of story structure (point of view)** (Lukens, 2006; Harvey & Goudvis, 2007) **Perspective Entries** (Project CRISS, 2007) **Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001)	Vocabulary notebook Point of View Guide

	Discussion Web (Alvermann, 1991; Buehl, 2001) **Sticky-Note Discussions** (Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Collaborative Listening-Viewing Guide** (Wood, 1990; Wood, Flood & Lapp, 1998; Wood & Taylor, 2006) **Comparison graphic organizers such as the Venn Diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Story map Character map Plot diagram Graphic organizers • Venn Diagram • Semantic Feature Analysis • Contrast and Compare Chart Collaborative Listening-Viewing Guide
Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.	**Text factors including narrative genres, text structure and text features** (Harvey & Goudvis, 2007) **Text factors – story elements (plot, theme, characters)** (Harvey & Goudvis, 2007) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002)	

	Plot Diagram (Tompkins, 2010) **Character Weave Map** (Core, 2000) **Hot Seat** (Wilhelm, 2002) **Open-Mind Portrait** (McLaughlin & Allen, 2001) **Character Map** (Project CRISS, 2007) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently within the grades 4—5 text complexity band; read "stretch" texts in the grades 6—8 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Running records Cloze passages

	Buddy/Partner Reading (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Project CRISS (2007)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Guiding Readers Through Text: Strategy Guides for New Times (2008)
Building Background Knowledge for Academic Achievement (2004)

Grade 5 – Informational Text

| Common Core Reading Standards

The standards listed here focus on what is essential, but do not describe all that can or should be taught. | Research-based Strategies

*Not an exhaustive list | Formative Assessments

*Not an exhaustive list |
|---|---|---|
| **Key Ideas and Details** | | |
| Quote from a text to support statements about the text. | **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)

Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)

"I Wonder" Questions (Tovani, 2000)

Directed Reading and Thinking Activity (DRTA) (Stauffer, 1975)

Preview and Predict (Fielding, Anderson & Pearson, 1990)

Know-Want to know – Learn Plus(KWL +) (Ogle, 1986, 2002)

Self-questioning (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995)

Three-Minute Pause (Buehl, 2001)

Conclusion-Support Notes (Santa, Dailey & Nelson, 1985)

Extended Anticipation Guide (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987) | Teacher observation with anecdotal notes

Teacher-student conferences with anecdotal notes

Checklist

Student work

Response to reading

CABS

Notebook/journal

KWL

Graphic organizers
- Description
- Compare/contrast
- time order/sequence
- problem/solution

Retellings with scoring guide

Summary

Extended Anticipation Guide

Notes

Multiple Source Research |

	Resource Guide
Reciprocal Teaching (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000)	Inquiry Chart (I-Chart)

Determine two or more main ideas and how they are supported by details; summarize the text.	**Retelling** (Applebee, 1978; Marrow, 1985; Hoyt, 1999; McKenna & Stahl, 2003) **Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Know-Want to know – Learn Plus (KWL+)** (Ogle, 1986, 2002) **Graphic Organizers** (Wood, et al., 1995) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Reciprocal Teaching** (Palinscar & Brown, 1986) **Power Thinking** (Miller, 1985; Sparks, 1982) **Selective Underlining/Highlighting** (Project CRISS, 2007) **Pattern Puzzles** (Project CRISS, 2007) **Two Column Notes** • **Main Idea-Detail Notes** (Project CRISS, 2007)	

	Read-Recall-Check-Summarize (Karnes, 1992)	
	One Sentence Summaries (Project CRISS, 2007)	
	One Sentence Summary Frames for Common Text Structures (Cope, 1991)	
Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	
	Signal Words and Text Structure (Wood, et al., 1995)	
	Graphic Organizers (Wood, et al., 1995; Project CRISS, 2007)	
	Pattern Guide (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002)	
	Multiple Source Research Resource Guide (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006)	
	Inquiry Chart (I-Chart) (Hoffman, 1992)	
Craft and Structure		
Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to *a grade 5 topic or subject area*.	**Figuring Out New Words From Context chart** (Project CRISS, 2007)	Teacher observation with anecdotal notes
	Picture/Word Sorts (Bear, Invernizzi, Templeton, & Johnston, 2008)	Teacher-student conferences with anecdotal notes
	Concept Picture Sort (Core, 2000)	Checklist
		Student work
	Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)	Response to reading

	"I Wonder" Questions
	(Tovani, 2000)
	
	Dictionaries and other reference aids such as word walls
	(Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)
	
	Vocabulary Self-Collection
	(Haggard 1982, 1986)
	
	Semantic Mapping
	(Core, 2000)
	
	Synonym Web
	(Core, 2000)
	
	Word Map: Synonyms and Antonyms
	(Core, 2000)
	
	Multiple Meaning Words
	(Core, 2000)
	
	Keyword Method
	(Pressley, Levin & McDaniel, 1987)
	
	Context clues
	(Nagy, Anderson & Herman, 1987)
	
	Concept of Definition Map
	(Schwartz & Raphael, 1985, 1988)
	
	Vocabulary Map
	(Project CRISS, 2007)
	
	Vocabulary Flash Cards
	(Project CRISS, 2007)
	
	Frayer Model
		Vocabulary notebook
		
		CABS
		
		Multiple choice test
		
		Graphic organizers
		   • Venn diagram
		   • Semantic Feature Analysis
		   • Contrast and Compare Chart
		
		Multiple Source Research Resource Guide
		
		Inquiry Chart (I-Chart)
		
		Textbook Activity Guide (TAG)
		
		Analogical Strategy Guide

	(Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001) **Semantic Feature Analysis** (Anders & Bos, 1986) **Possible Sentences** (Stahl & Kapinus, 1991) **PAVE Procedure/Map (Prediction, Association, Verification, Evaluation)** (Bannon, Fisher, Pozzi & Wessel, 1990) **List-Group-Label** (Taba, 1967) **Morpheme Analysis** (Gough, Juel & Griffith, 1992) **Analogical Strategy Guide** (Bean, Singer & Cowan, 1985) **Develop word consciousness through word play** (Graves & Watts-Taffe, 2002; Scott & Nagy, 2004) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	
Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Charting the Author's Style** (Project CRISS, 2007)	

	Textbook Activity Guide (TAG) (Davey, 1986)	
	Pattern Guide (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002)	
Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
	Multiple Source Research Resource Guide (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006)	
	Inquiry Chart (I-Chart) (Hoffman, 1992)	

Integration of Knowledge and Ideas		
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**Questioning the Author (QtA)** (Beck & McKeown, 2006)	Teacher observation with anecdotal notes
	Visualizing (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Pressley, 1977; Gambrell and Bates, 1986)	Teacher-student conferences with anecdotal notes
		Checklist
	Text factors including nonfiction genres, expository text structures, nonfiction features (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	Student work
		Response to reading
	Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)	CABS
		Graphic organizers
	Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	Inquiry Chart (I-Chart)
		Multiple Source Research Resource Guide

	Expository Structured Preview (Beck, 1984; Beck, Omanson & McKeown, 1982; Neuman, 1988) **Graphic Organizers** (Wood et al., 1995) **Explicit instruction on Document Based Questions** (Pappas, 1999) **Inquiry Chart (I-Chart)** (Hoffman, 1992) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006)	
Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Two Column Notes** (Project CRISS, 2007)	
Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Inquiry Chart (I-Chart)** (Hoffman, 1992)	

	Multiple Source Research Resource Guide (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006)	
	Charting the Author's Style (Project CRISS, 2007)	
	Graphic Organizers (Wood et al., 1995)	

Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages Running records

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Project CRISS (2007)

Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Guiding Readers Through Text: Strategy Guides for New Times (2008)
Document Based Questions (1999) – http://www.edteck.com/dbq.htm
Building Background Knowledge for Academic Achievement (2004)

Daily **Grade 5** Reading Block	**90-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Whole Group** (20 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 5**
Introduction **The teacher:** - Uses student friendly language to communicate big ideas, essential questions, learning targets and/or purpose of the lesson. - Begins the day with a combination of shared reading and introduction of new theme vocabulary. - Activates and builds background knowledge. **Read Aloud** **The teacher:** - Models fluent reading. - Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension. - Uses strategies that connect personal stories to engage all learners in the central idea of the text. - Builds vocabulary. - Supports oral language. - Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud. - Processes a piece of text with students. (In time, students read and share their thinking.) - Includes all students. - Reads a balance of fiction and non-fiction texts that are above grade level.	<u>Approaches</u> (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010) - Explicit reading instruction - Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud) - Mini lessons with direct explanation - Interactive reading - Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading - Collaboration and discussion - Developmental stages of reading - Pre-reading - initial Reading - Confirmation and Fluency - Reading for New Learning - Multiple Viewpoints - Construction and Reconstruction

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• May infuse technology into the lesson.
 	
Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
• Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
• Uses grade level text.
• Includes all students with a balance of fiction and non-fiction text.
• Differentiates the lesson as needed.
	• Differentiation
	• Diverse texts with a balance of literature and informational text
	• Assessment used to monitor student progress and make instructional decisions
	
	Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	• Modeled reading
	• Shared reading
	• Interactive reading
	• Explicit small group reading instruction
	• Independent reading
	
	Components/Strategies (Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
	• Fluency
	   1. Repeated reading
	   2. Chunking words into meaningful phrases
	   3. Listen to models of fluent reading
	• Vocabulary
	   1. Context clues
	   2. Word parts/affixes
	   3. Vocabulary graphic organizers
	   4. Vocabulary flash cards
	   5. Dictionaries and other reference aids
	• Comprehension
	   1. Activate background knowledge
	   2. Make connections to self, text, world
	   3. Answer and generate questions
	   4. Predict/Infer
	   5. Determine importance
	   6. Summarize
	   7. Monitor
	   8. Visualize

Daily **Grade 5** Reading Block	**90-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Small Group** (60 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 5**

Description of Instructional Best Practices	Universal Approaches, Modes, Components, and Strategies for Grade 5

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonics/word recognition, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonics (Word Recognition)
	  3. Fluency
	  4. Vocabulary
	  5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to practice identified instructional reading goals based on

students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)
  1. Independent Reading with Classroom Library
  2. Independent Writing for responding to reading
  3. Media/Technology
  4. Word Work/Phonics
  5. Vocabulary
- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

<u>Modes</u> (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

<u>Components/Strategies</u> (Harvey and Goudvis, 2007; Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
  5. Determine importance
  6. Summarize
  7. Monitor
  8. Visualize

Daily **Grade 5** Reading Block	**90-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (10 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 5**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010; Project CRISS, 2007) • Whole group discussions • Paired or small group discussions

Grade 5 Reading Resources	Gr. 5 Formative Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles	CABS
	Student work
Word walls	Graphic organizers
Reading A-Z/RAZ Kids	Reading record/log
Discovery Education *Streaming*	Fluency checks/one-minute reads
MPS Virtual Library	Cloze passages
Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading)	Teacher observation with anecdotal notes
	Teacher-student conferences with anecdotal notes
Student work	Checklist
Technology (as needed)	Rubric
	Tests
	Response to reading
	Running records
	Notebook/journal
	Story map
	Character map
	Summary
	Sketch

	Vocabulary notebook
	Point of View Guide
	Retellings with scoring guide
	Extended Anticipation Guide
	Inquiry Chart (I-Chart)
	Plot diagram
	KWL
	Textbook Activity Guide
	Notes
	Collaborative Listening-Viewing Guide
	Analogical Strategy Guide

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 5

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** Choral and echo reading, read-alouds, picture walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, reading rods, Elkonin's boxes, explicit instruction of phonics/word recognition, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, Book in a Bag, SSR, D.E.A.R., book reports, jigsaw text reading **Also see:** World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) - Visual tracking and viewers - Magnifier - Colored overlays - Colored filter strips - Physical access tools - Hand held dictionary/spell check - Books in audio format - Books in alternate format, such as Braille, enlarged print texts - Books in electronic format - Talking word processors - Digital graphic organizers - Electronic text reader - Picture supported text - Advanced reading/writing supports - High interest/low vocabulary books - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block - Grade 5	60 Minute Uninterrupted Instructional Block	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

Writing Standards	**Writing:**	

Writing Standards

By the end of grade 5 students will:

Text Types and Purposes
1. Write opinions in which they:
a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Links reasons and details together using words, phrases, and clauses (e.g., consequently, generally, specifically).
d. Adopt an appropriate style for sharing and defending an opinion.
e. Provide a concluding statement or section.
2. Write informative/explanatory pieces in which they:
a. State the topic clearly, provide a general observation and focus, and group related information logically.
b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples.
c. Use appropriate links to join ideas within and across categories of information.
d. Employ domain-specific vocabulary and some technical terms when appropriate.
e. Provide a conclusion related to the information or explanation offered.
3. Write narratives in which they:
a. Engage and orient the reader by establishing a situation, introducing a narrator and/or characters, and creating an organization that sequences events naturally and logically.
b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses.
c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.
d. Use well-chosen words and phrases to convey events and experiences precisely.
e. Provide a satisfying conclusion that follows from the narrative's events.

Writing:
- Writing sample – Diagnostic Entrance Paper
- Descriptive writing
- Narrative writing
- Creative writing
- Expository writing
- Persuasive writing
- On-demand writing sample – Summative writing sample (fall and spring)
- Writing about reading and/or media
- Letter
- Writing to contribute to group research report
- Organize and communicate researched information
- Exit paper

Common assessment tools:
- MPS Writing Rubrics
- MPS Research Rubric

- Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts)
- Writing tools (including electronic tools)
- Equipment/tools for modeling and sharing writing
- Writing process
- Writing strategies based on best practices in writing
- Elements of curriculum alignment
- Writing supplies
- Word walls and other resources such as picture/word dictionaries and thesauruses
- District-adopted rubrics
- Technology
- Visuals and other media
- Reading A-Z/RAZ Kids
- Discovery Education *Streaming*
- MPS Virtual Library
- MY Access!
- Anchor papers and writing exemplars
- MPS Writing Guides
- MPS Portal Resources

Production and Distribution of Writing

4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.

5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.

8. Gather relevant information from experiences as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:

a. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)").

b. Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, events, or settings in a text, drawing on specific details").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards
By the end of grade 5, students will:

Comprehension and Collaboration:

1. Initiate and engage in group discussion on grade 5 topics and texts being studied in class.

a. Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic, and build on the ideas of previous speakers.

b. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers.

c. Ask questions to clarify or follow up on ideas or information presented orally or through media.

d. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate.

2. Summarize the key ideas supporting details presented graphically, visually, orally, or multimodally.

3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.

Presentation of Knowledge and Ideas

4. Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multi-media evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Oral Presentation
- Informative Oral Presentation
- Listening Assessment
- Discussion Assessment
- Design and Creation of Media Product (Presentation or Tangible Artifact)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics

Write Source (student edition)
Writing Process pp. 9-43
Traits of Writing pp. 8, 10, 22
Descriptive Writing pp. 63-75
Narrative Writing pp. 83-125
Expository Writing pp. 139, 143, 181
Persuasive Writing pp. 195-199
Business Letter p. 477
Response to Literature pp. 253-297
Story Writing pp. 299-310
Research Writing pp. 321-362

iSeek!

● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source)
● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)

Write Source (student edition)
Speaking and Listening pp. 369-372
Listening pp. 370-371
Taking notes p. 387
Viewing skills p. 393
Multimedia pp.363-367

Strategies and Approaches
● Think, Pair, Share (Lyman, 1981)
● Think, Ink, Pair, Share (Billmeyer, 2003)
● Looping (Elbow, 1998)
● Collaborative Learning (Johnson and Johnson, 1999)
● Reciprocal Teaching (Palincsar, 1994)
● Discussion Webs (Alvermann, 1991)

5. Incorporate visual displays and digital media into presentations when appropriate.
6. Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation.
 	
<u>Language Standards</u>
By the end of grade 5, students will:
 	
Conventions in Writing and Speaking
1. Observe conventions of grammar and usage.
a. Form and use the perfect (e.g., *I had walked, I have walked, I will have walked*) verb aspects.
b. Recognize and correct inappropriate shifts in verb tense and aspect.*
2. Observe conventions of capitalization, punctuation, and spelling.
a. Use punctuation to separate items in a series.*
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use underlining, quotation marks, or italics to indicate titles of works.
d. Spell grade-appropriate words correctly, consulting references as needed.
3. Make effective language choices.
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.
 	
Vocabulary Acquisition and Use
4. Determine word meanings (*based on grade 5 reading*).
a. Determine or clarify the meaning of unknown or multiple meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds spelling, and meaningful parts; and consulting reference materials, both print and digital.
b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *photograph, photosynthesis*).
c. Interpret figurative language, including similes and metaphors.
d. Explain the meaning of common idioms adages, and proverbs.
5. Understand word relationships.
a. Build real-life connections between words and their various uses and meanings.
b. Define relationships between words (e.g., how *smirk* is like and unlike *smile*; what items are likely to be *vast*).
c. Distinguish a word from other words with similes but not identical meanings (synonyms).
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
	• Technology Rubrics
	• Research Conventions Rubrics
	
	Language:
	Accurate use of conventions in writing and speaking
	
	• MPS Writing Rubrics – Conventions
	
	Language:
	Appropriate use of on grade-level use of vocabulary
	• MPS Language Rubrics
		● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
		
		Write Source (student edition)
		Sentences pp. 431-451, 560-569
		Punctuation pp. 479-507
		Conventions pp. 10,16, 22, 30
		Spelling pp. 532-535
		Parts of Speech pp. 330, 570-605
		Working with Words pp. 408-429
		MY Access!
		http://www.greatsource.com/iwrite/index.html
		● MPS Vocabulary List for Grade Five – English language arts
		● Marzano - Six Step Process (2004)
		● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Word Learning Strategies (Graves, 2006):
		   • Use Context Clues
		   • Analyze Word Parts
		   • Check a Dictionary
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		   • Word Posters
		   • Word Maps
		   • Possible Sentences
		   • Dramatizing Words
		   • Word Sorts

		- Word Chains - Semantic Feature Analysis

Block Structure and Instructional Methods	Universal Approaches, Modes, Skills, and Strategies
Instructional Groupings: **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	

Introduction (5 minutes)
Goal = Connect

The teacher will:

- Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson.

Whole Group Writing with Explicit Instruction (10 minutes)
Goal = Build

 The teacher will:

- Introduce the topic of the mini-lesson.
- Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language)
- Use mentor texts to share example(s) to illustrate aspect of writers' craft in use.
- Provide additional information and/or clarification to enhance understanding and support transfer.
- Ask students to discuss with a partner; teacher will listen for understanding.
- Help students create a poster and/or record content of lesson in writer's notebook.
- Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing.
- Check status of the class: ask students to first think individually then discuss via whole group or partner share

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Approaches (Graham and Perin, 2007)
- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Areas

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)

Six Traits of Effective Writing (Spandel, 2009)
- Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions

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Explicit Small Group Writing Instruction (35 minutes)
Goal = Reach

The teacher will:

- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

Students in grade five will review and enhance the following skills that writers use (Tomkins, 2010)
● Structuring Skills
● Mechanical Skills
● Language Skills
● Reference Skills
● Computer Skills

Modes (Cooper, 2003)
● Write Aloud [Modeled] Writing
● Shared Writing
● Guided Writing
● Interactive Writing (Tompkins, 2008)
● Collaborative/Cooperative Writing
● Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
● Sentence Unscrambling
● Sentence Imitating
● Sentence Combining
● Sentence Expanding

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 5

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral	Size Time Level of Support Input Difficulty Output Participation Assistive technology (writing) (Also see Appendix) • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 5: RtI Tier 2
(Early Intervening Services)

Grade 5: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Qualified non-proficient students receive reading instruction from a READ 180 teacher using Scholastic's READ 180 program for 90 minutes daily for 12-18 months or until exit criteria is met. (Also see Appendix.)

Grade 5: RtI Tier 3

Grade 5: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities. (Also see Appendix.)

Core Literacy Curriculum:
Grade 6

Core Literacy Curriculum: Grade 6
Universal Expectations for the MPS Grade 6 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room

   NOTE: If room is used for multiple subjects or space is limited, have students use portable individualized word walls.

- Visual cues for ELL support
- Word wall includes:
  o Commonly misspelled words (e. g. because, calendar, separate, etc.)
  o Vocabulary words with subject cues (e. g. blue cards indicate math words)

- o Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
- o Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
- o Support for homophones (e. g. stair/stare, etc.)
- o Support for prefixes/suffixes (e. g. pre-, -anti ,-tion, -ly, etc.)
- o Support for Greek and Latin word parts (e. g. cycl = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - o Independent Reading with Classroom Library
    - ▪ Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      - General indicator of book level displayed on cover of book (e. g. red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      - Books displayed facing forward with enough space to browse
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - Additional print materials (e. g. readers' theater scripts, magazines, print outs of online articles etc.)
  - o Independent Writing (to support writing instruction and for responding to reading)
    - ▪ Variety of graphic organizers related to comprehension
    - ▪ Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - ▪ Examples of familiar writing forms (e.g. friendly letter, rhyming, Haiku, song with verse/chorus, etc.)
    - ▪ Dictionaries and other word source books

- ▪ Variety of writing/drawing tools, materials (paper type) and resources
- o Media/Technology
  - ▪ Display of program choices and online resources
  - ▪ Student recording/response sheets (e. g. write three facts after reading a digital nonfiction book, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
- o Word Work/Phonics
  - ▪ Word work (e.g. word sorts, word cognate activities)
  - ▪ Multi-syllabic word activities (e.g. prefixes/suffixes, Greek and Latin word parts)
  - ▪ Access to the word wall
- o Vocabulary
  - ▪ Activities involving discussion
  - ▪ Word and sentence sorting activities
  - ▪ Synonym and antonym activities
  - ▪ Sequencing sentences or paragraphs
  - ▪ Review activities and games

Grade 6: RtI Tier 1 (Core)

Grade 6: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 6 Literacy Programs and Resources	Grade 6 Literacy Assessments
<u>**Reading**</u> English: 1. (Textbook adoption in process for Gr. 6 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting) Spanish: 1. Tesoros de Lectura (Macmillan/McGraw-Hill) 2. Novels / *Santillana* • El árbol de los sueños • Una arruga en el tiempo • Antología poética • El Lazarillo de Tormes • Rimas y Leyendas <u>**Writing/Language Arts**</u> English: 1. Great Source and Write Trait Kits 2. *My Access!* (web-based writing from Vantage Learning)	Formative: • Progress monitoring (See following pages) • Classroom Assessments Based on Standards (CABS) • Spanish Reading Verification (Bilingual classes only) Benchmark: • Universal Screener 1. *ThinkLink/Discovery Education Assessments* Summative: • End of theme/unit/chapter test/English language arts portfolio artifacts • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA) • Evidence in writing portfolio • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners
Home/Community Literacy Connections see Appendix B	

Grade 6 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		

Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)
	
	 Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)
	
	 "I Wonder" Questions (Tovani, 2000)
	
	 Directed Reading and Thinking Activity (DRTA) (Stauffer, 1975)
	
	 Preview and Predict (Fielding, Anderson & Pearson, 1990)
	
	 Self-questioning (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995)
	
	 Reciprocal Teaching (Palinscar & Brown, 1986
	
	 Double-Entry Journals (Berthoff, 1981; Tovani, 2000)
	
	 Three-Minute Pause (Buehl, 2001)
	
	 Conclusion-Support Notes (Santa, Dailey & Nelson, 1985)
	
	 Inference Chart
		Teacher observation with anecdotal notes
		
		 Teacher-student conferences with anecdotal notes
		
		 Checklist
		
		 Rubric
		
		 Student work
		
		 Notebook/journal
		
		 Classroom Assessments Based on Standards (CABS)
		
		 Story map
		
		 Character map
		
		 Summary
		
		 Graphic organizers
		  • Venn diagram
		  • Semantic Feature Analysis
		  • Contrast and Compare Chart
		  • Sequence Organizer
		
		 Notes

	(Tompkins, 2010)	
Analyze how a theme or central idea develops over the course of a text, drawing on key details.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Text factors including narrative genres, text structures and text features** (Harvey & Goudvis, 2007) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Plot Diagram** (Tompkins, 2010) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000)	
Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.	**Text factors including elements of story structure (plot, character)** (Harvey & Goudvis, 2007) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Plot Diagram** (Tompkins, 2010) **Open Mind Portrait** (McLaughlin & Allen, 2001)	

	Sequence Organizer (Project CRISS, 2007)	
Craft and Structure		
Interpret the figurative and connotative meanings of words and phrases as they are used in a text.	**Explicit instruction through interactive read alouds (with text having examples for figurative and connotative meanings)** (Fisher, Flood, Lapp & Frey, 2004) **Figuring Out New Words From Context chart** (Project CRISS, 2007) **Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Word parts/affixes** (Putting Reading First, 2006) **Concept of Definition Map** (Schwartz & Raphael, 1985, 1988) **Vocabulary Map** (Project CRISS, 2007) **Glossing** (Otto, White, Richgels, Hansen & Morrison, 1981) **Vocabulary Flash Cards** (Project CRISS, 2007) **Frayer Model** (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001) **Semantic Feature Analysis** (Anders & Bos, 1986) **Dictionaries and other reference aids such as word walls** (Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Multiple choice tests Response to reading CABS Graphic organizers - Concept of Definition Map - Vocabulary Map - Frayer Model - Semantic Feature Analysis - Venn diagram - Contrast and Compare Chart Vocabulary notebook Point of View Guide

	Vocabulary Self-Collection (Haggard 1982, 1986) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	
Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.	**Text factors – narrative devices** (Harvey & Goudvis, 2007) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)** (Beck & McKeown, 2006)	
Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.	**Text factors – poetic devices** (Janeczko, 2003; Harvey & Goudvis, 2007) **Text factors – elements of story structure (point of view)** (Harvey & Goudvis, 2007) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Sticky-Note Discussions** (Project CRISS, 2007) **Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001)	
Integration of Knowledge and Ideas		
Analyze how illustrations, diagrams, multimedia elements, and words	**Question-Answer-Relationships (QAR)**	Teacher observation with

contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).	(Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Picture Walk/Text Walk** (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Narrative Structured Preview** (Beck, 1984; Beck, Omanson & McKeown, 1982; Neumann, 1988)) **Textbook Activity Guide (TAG)** (Davey, 1986) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Story map Graphic organizers • Venn Diagram • Semantic Feature Analysis • Contrast and Compare Chart
Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.	**Text factors – narrative genres** (Harvey & Goudvis, 2007) **Text factors – elements of story structure (themes)** (Harvey & Goudvis, 2007) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)** (Beck & McKeown, 2006)	Textbook Activity Guide

Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Running records Cloze passages

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Project CRISS (2007) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Guiding Readers Through Text: Strategy Guides for New Times (2008) Building Background Knowledge for Academic Achievement (2004)

Grade 6 – Informational Text

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn Plus(KWL +)** (Ogle, 1986, 2002) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987) **Reciprocal Teaching** (Palinscar & Brown, 1986) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Inference Chart** (Tompkins, 2010)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Notebook/journal KWL Graphic organizers • Cause and Effect Extended Anticipation Guide Notes Inference Chart

Analyze how a central idea develops over the course of a text, drawing on key details.	**Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Main Idea-Detail Notes** (Project CRISS, 2007) **Reciprocal Teaching** (Palinscar & Brown, 1986) **Selective Underlining/Highlighting** (Project CRISS, 2007)	
Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers for expository text (cause and effect)** (Wood, et al., 1995; Project CRISS, 2007) **Pattern Guide** (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002)	
Craft and Structure		
Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	**Figuring Out New Words From Context chart** (Project CRISS, 2007) **Picture/Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Concept Picture Sort** (Core, 2000) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading

	"I Wonder" Questions (Tovani, 2000)	Vocabulary notebook
	Dictionaries and other reference aids such as word walls (Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	CABS Multiple choice test
	Vocabulary Self-Collection (Haggard 1982, 1986)	Graphic organizers • Venn diagram • Semantic Feature Analysis
	Semantic Mapping (Core, 2000)	• Contrast and Compare Chart
	Synonym Web (Core, 2000)	• Triangular Comparison Diagram • Point of View Guide
	Word Map: Synonyms and Antonyms (Core, 2000)	Textbook Activity Guide (TAG)
	Multiple Meaning Words (Core, 2000)	Analogical Strategy Guide
	Keyword Method (Pressley, Levin & McDaniel, 1987)	
	Context clues (Nagy, Anderson & Herman, 1987)	
	Concept of Definition Map (Schwartz & Raphael, 1985, 1988)	
	Vocabulary Map (Project CRISS, 2007)	
	Vocabulary Flash Cards (Project CRISS, 2007)	
	Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl,	

	2001)	
	Semantic Feature Analysis (Anders & Bos, 1986)	
	Possible Sentences (Stahl & Kapinus, 1991)	
	PAVE Procedure/Map (Prediction, Association, Verification, Evaluation) (Bannon, Fisher, Pozzi & Wessel, 1990)	
	List-Group-Label (Taba, 1967)	
	Morpheme Analysis (Gough, Juel & Griffith, 1992)	
	Analogical Strategy Guide (Bean, Singer & Cowan, 1985)	
	Develop word consciousness through word play (Graves & Watts-Taffe, 2002; Scott & Nagy, 2004)	
	Six-Step Process for Teaching New Terms (Marzano, 2004)	
Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	
	Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)	
	Charting the Author's Style (Project CRISS, 2007)	
	Textbook Activity Guide (TAG)	

	(Davey, 1986)	
	Pattern Guide (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002)	
	Concept Guide (Baker, 1977)	
	Power Thinking (Miller, 1985; Sparks, 1982)	
	Selective Highlighting/Underlining (Project CRISS, 2007)	
	Pattern Puzzles (Project CRISS, 2007)	
Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).	**Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001)	
	Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	
	Charting the Author's Style (Project CRISS, 2007)	
	Sticky-Note Discussions (Project CRISS, 2007)	
	Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart, Triangular Comparison Diagram (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Compare and contrast the accounts of a subject in different mediums (e.g., a	**Comparison graphic organizers such as the**	Teacher observation with

person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.	**Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Charting the Author's Style** (Project CRISS, 2007) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Inquiry Chart (I-Chart)** (Hoffman, 1992)	anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Graphic organizers Inquiry Chart (I-Chart) Multiple Source Research Resource Guide Extended Anticipation Guide Notes
Distinguish among fact, opinion, and reasoned judgment presented in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Charting the Author's Style** (Project CRISS, 2007) **Sticky-Note Discussions** (Project CRISS, 2007) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987)	
Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	

	Charting the Author's Style (Project CRISS, 2007) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Inquiry Chart (I-Chart)** (Hoffman, 1992) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Questioning the Author (QtA)** (Beck & McKeown, 2006)	
Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages Running records

	Student-Adult Reading (Putting Reading First, 2006)	
Research/References/Resources		

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Project CRISS (2007)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Guiding Readers Through Text: Strategy Guides for New Times (2008)
Document Based Questions (1999) – http://www.edteck.com/dbq.htm
Building Background Knowledge for Academic Achievement (2004)

Daily **Grade 6** Reading Block	**60-Minute Instructional Block**

Focus **Reading to Learn**	Instructional Grouping: **Whole Group** (10 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 6**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
	<u>Approaches</u> (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	   1. Pre-reading
	   2. Initial Reading
	   3. Confirmation and Fluency
	   4. Reading for New Learning
	   5. Multiple Viewpoints

• May infuse technology into the lesson.
 	
Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
• Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
• Uses grade level text.
• Includes all students with a balance of fiction and non-fiction text.
• Differentiates the lesson as needed.
	6. Construction and Reconstruction
	• Differentiation
	• Diverse texts with a balance of literature and informational text
	• Assessment used to monitor student progress and make instructional decisions
	
	Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	• Modeled reading
	• Shared reading
	• Interactive reading
	• Explicit small group reading instruction
	• Independent reading
	
	Components/Strategies (Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
	• Fluency
	  1. Repeated reading
	  2. Chunking words into meaningful phrases
	  3. Listen to models of fluent reading
	• Vocabulary
	  1. Context clues
	  2. Word parts/affixes
	  3. Vocabulary graphic organizers
	  4. Vocabulary flash cards
	  5. Dictionaries and other reference aids
	• Comprehension
	  1. Activate background knowledge
	  2. Make connections to self, text, world
	  3. Answer and generate questions
	  4. Predict/Infer
	  5. Determine importance
	  6. Summarize
	  7. Monitor
	  8. Visualize

Daily **Grade 6** Reading Block	**60-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Small Group** (45 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 6**

Explicit Small Group Reading Instruction
 	
The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonics/word recognition, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations)
 	
The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonics (Word Recogniton)
	  3. Fluency
	  4. Vocabulary
	  5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to

practice identified instructional reading goals based on students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)
  1. Independent Reading with Classroom Library
  2. Independent Writing for responding to reading
  3. Media/Technology
  4. Word Work/Phonics
  5. Vocabulary
- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Harvey and Goudvis, 2007; Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
  5. Determine importance
  6. Summarize
  7. Monitor
  8. Visualize

Daily **Grade 6** Reading Block	**60-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (5 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 6**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010; Project CRISS, 2007) • Whole group discussions • Paired or small group discussions

Grade 6 Reading Resources	Gr. 6 Formative Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles Word walls Reading A-Z/RAZ Kids Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	CABS Student work Graphic organizers Reading record/log Fluency checks/one-minute reads Cloze passages Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Tests Response to reading Running records Notebook/journal Story map Character map Summary Vocabulary notebook Point of View Guide Retellings with scoring guide

	Extended Anticipation Guide
	Inquiry Chart (I-Chart)
	Plot diagram
	KWL
	Textbook Activity Guide
	Notes
	Collaborative Listening-Viewing Guide
	Analogical Strategy Guide
	Multiple Source Research Resource Guide
	Inference Chart

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 6

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size Time Level of Support Input Difficulty Output Participation

English Language Learners: (left column continued)

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Grade-specific reading strategies:
Choral and echo reading, read-alouds, picture/text walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, explicit instruction of phonics/word recognition, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, SSR, D.E.A.R., book reports, jigsaw text reading, marking and highlighting, reciprocal teaching, skimming and scanning, SQP2RS (Survey, Question, Predict, Read, Respond and Summarize)

Also see:

World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com

Students with Disabilities (per IEP): (right column)

Size

Time

Level of Support

Input

Difficulty

Output

Participation

Assistive technology (reading)
(Also see Appendix)
- Visual tracking and viewers
- Magnifier
- Colored overlays
- Colored filter strips
- Physical access tools
- Hand held dictionary/spell check
- Books in audio format
- Books in alternate format, such as Braille, enlarged print texts
- Books in electronic format
- Talking word processors
- Digital graphic organizers
- Electronic text reader
- Picture supported text
- Advanced reading/writing supports
- High interest/low vocabulary books
- Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block - Grade 6	60 Minute Uninterrupted Instructional Block	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

Common Core Standards	Assessment Evidence	Aligned Resources
Writing Standards By the end of grade 6 students will: **Text Types and Purposes** 1. Write arguments in which they: a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Support the claim with clear reasons and relevant evidence. c. Use words, phrases, and clauses to convey the relationships among claims and reasons. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows from the argument. 2. Write informative/explanatory texts in which they: a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to join and clarify ideas. d. Use straightforward language to create an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 3. Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details. c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another an/or show the relationships among events and experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.\	• Diagnostic Entrance Paper • Descriptive Writing • Narrative Writing • Expository Writing • Persuasive Writing • Timed, On-Demand Writing • Creative Writing • Real-world, Business Writing, including memos • Thank you letters • Individual Contribution (on a subtopic) to Group Research Paper (same topic) using primary and secondary sources • Exit Paper Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics	• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Equipment/tools for modeling and sharing writing • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Word walls and other resources such as picture/word dictionaries and thesauruses • District-adopted rubrics • Technology • Visuals and other media • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MPS Virtual Library • MY Access! • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources

Production and Distribution of Writing
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce, publish, and interact with others about writing,, including linking to and citing online sources.

Research to Build Knowledge
7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
a. Apply grade 6 reading standards to literature (e.g., "Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.").
b. Apply grade 6 reading standards to literary nonfiction (e.g., "Distinguish among fact, opinion, and reasoned judgment presented in text").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>**Speaking and Listening Standards**</u>
By the end of grade 6, students will:

Comprehension and Collaboration:
1. Initiate and engage in group discussion on *grade 6 topics, texts, and issues* being studied in class.
a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.
b. Cooperate with peers to set clear goals and deadlines.
c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information.
d. Review the key ideas expressed and extend their own thinking in light of new information learned.
2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.
3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multi-media evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress/Learning logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Oral Presentations
- Persuasive Oral Presentation
- Summaries
- Record of note-taking
- Discussions
- Design and Creation of Media Product (Presentation or Tangible Artifact)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics

Write Source (student edition)
Writing Process pp. 5-28
Traits of Writing pp. 12-44
Descriptive Writing pp. 71-91, 554
Narrative Writing pp. 93-155, 555
Expository Writing pp. 157-217, 554
Persuasive Writing pp. 219-281, 555
Business Letter pp. 274-277, 577
Memos p. 576
Proposals p. 576
Response to Literature pp. 283-341, 555
Story Writing pp. 343-352
Research Writing pp. 363-410, 555
Creative Writing pp. 343-353
Summary Paragraph pp. 377
Thank you Notes pp. 90-91

iSeek!

Write Source (student edition)
Speaking and Listening pp. 417-422
Notes 441-448
Media Sources p. 376
Multimedia Presentations p. 411-415
Participating in a Group p. 420-421
Oral Presentation pp. 423-430

Strategies and Approaches
● Think, Pair, Share (Lyman, 1981)
● Think, Ink, Pair, Share (Billmeyer, 2003)
● Looping (Elbow, 1998)
● Collaborative Learning (Johnson and Johnson, 1999)
● Reciprocal Teaching (Palincsar, 1994)
● Discussion Webs (Alvermann, 1991)
● Reflection Journal (Zemelman,

Presentation of Knowledge and Ideas 4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation. 5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	• Technology Rubrics • Research Conventions Rubrics	Daniels, and Hyde; 1993) ● Double-entry Journals (Tompkins, 2010) ● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source) ● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)
Language Standards By the end of grade 6, students will: **Conventions in Writing and Speaking** 1. Observe conventions of grammar and usage. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Recognize and correct inappropriate shifts in pronoun number and person.* c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 2. Observe conventions of capitalization, punctuation, and spelling. a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* 3. Make effective language choices. a. Vary sentence patterns for meaning, reader/listener interest, and style.*Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.	**Language:** Accurate use of conventions in writing and speaking • MPS Writing Rubrics – Conventions	**Write Source Skills Book** **Assessment Book** **Write Source Interactive Writing Skills CD-Rom** **Daily Language Workouts** http://www.greatsource.com/iwrite/index.html **Write Source (student edition)** Conventions p. 12, 22-23, 44 Editing checklist pp. 44, 128, 192, 254, 316, 404 Pronouns pp. 474-479, 706-714 Commas pp. 582-590 Parentheses p. 612.4 Dashes p. 612 Sentences variety pp. 122-123. 248-249. 311. 511-522
Vocabulary Acquisition and Use 4. Determine word meanings (*based on grade 6 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of he text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing he word's sounds spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., audience, auditory, audible). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g., personification) relevant to particular texts. 5. Understand word relationships. a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations. 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.	**Language:** Appropriate use of on-level vocabulary • MPS Language Rubrics	Connotation pp. 485, 560 Vocabulary building techniques p. 562 Vocabulary in context pp. 564-569 Prefixes, suffixes, roots pp. 564-569 Figures of speech p. 560 ● MPS Vocabulary List for Grade Six – English language arts ● Marzano - Six Step Process (2004) ● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl,

		2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Word Learning Strategies (Graves, 2006):
		   • Use Context Clues
		   • Analyze Word Parts
		   • Check a Dictionary
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		   • Word Posters
		   • Word Maps
		   • Possible Sentences
		   • Dramatizing Words
		   • Word Sorts
		   • Word Chains
		   • Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction, Literacy Work Centers, and** **Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	Universal Approaches, Modes, Skills, and Strategies

Introduction (5 minutes)

Goal = Connect

The teacher will:

- Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson.

Whole Group Writing with Explicit Instruction (10 minutes)

Goal = Build

The teacher will:

- Introduce the topic of the mini-lesson.
- Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language)
- Use mentor texts to share example(s) to illustrate aspect of writers' craft in use.
- Provide additional information and/or clarification to enhance understanding and support transfer.
- Ask students to discuss with a partner; teacher will listen for understanding.
- Help students create a poster and/or record content of lesson in writer's notebook.
- Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing.
- Check status of the class: ask students to first think individually then discuss via whole group or partner share

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)

- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Approaches (Graham and Perin, 2007)

- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Areas

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)

- Content
- Process
- Product
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)

Six Traits of Effective Writing (Spandel, 2009)
- Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions

Explicit Small Group Writing Instruction (35 minutes)
Goal = Reach

The teacher will:

- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

Students in grade six will review and enhance the following skills that writers use (Tomkins, 2010)
- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Computer Skills

Modes (Cooper, 2003)
- Write Aloud [Modeled] Writing
- Shared Writing
- Guided Writing
- Interactive Writing (Tompkins, 2008)
- Collaborative/Cooperative Writing
- Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
- Sentence Unscrambling
- Sentence Imitating
- Sentence Combining
- Sentence Expanding

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 6

English Language Learners:	**Students with Disabilities (per IEP) including but not limited to:**

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials
 	
Preparation   *Scaffolding*   *Grouping Options*
Adaptation of Content   Modeling   Whole class
 Links to Background   Guided practice   Small groups
 Links to Past Learning   Independent practice   Partners
 Strategies incorporated   Comprehensible input   Independent
 	
Integration of Processes   *Application*   *Assessment*
Reading   Hands-on   Individual
Writing   Meaningful   Group
Speaking   Linked to objectives   Written
Listening   Promotes engagement   Oral
	Size
	
	Time
	
	Level of Support
	
	Input
	
	Difficulty
	
	Output
	
	Participation
	
	Assistive technology (writing)
	(Also see Appendix)
	    • Adapted writing utensils
	    • Adapted paper
	    • Positioning devices
	    • Hand held dictionary/spell check
	    • Recorders
	    • Portable word processors
	    • Digital graphic organizers
	    • Digital note takers
	    • Adapted/alternative computer hardware
	    • Alternative software
	    • Talking/graphic word processors
	    • Word prediction
	    • Advanced reading/writing supports
	    • Voice recognition
	    • Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 6: RtI Tier 2
(Early Intervening Services)

Grade 6: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Qualified non-proficient students receive reading instruction from a READ 180 teacher using Scholastic's READ 180 program for 90 minutes daily for 12-18 months or until exit criteria is met. (Also see Appendix.)

Grade 6: RtI Tier 3

Grade 6: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities. (Also see Appendix.)

NOTE: The International Newcomer Progam for non English speaking students will begin in 2010-2011. (Also, see Appendix.)

Core Literacy Curriculum:
Grade 7

Core Literacy Curriculum: Grade 7
Universal Expectations for the MPS Grade 7 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room

     NOTE: If room is used for multiple subjects or space is limited, have students use portable individualized word walls.

- Visual cues for ELL support
- Word wall includes:
  - Commonly misspelled words (e. g. because, calendar, separate, etc.)
  - Vocabulary words with subject cues (e. g. blue cards indicate math words)

- o Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
- o Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
- o Support for homophones (e. g. stair/stare, etc.)
- o Support for prefixes/suffixes (e. g. pre-, -anti ,-tion, -ly, etc.)
- o Support for Greek and Latin word parts (e. g. cycl = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - o Independent Reading with Classroom Library
    - ▪ Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      - General indicator of book level displayed on cover of book (e. g. red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      - Books displayed facing forward with enough space to browse
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - Additional print materials (e. g. readers' theater scripts, magazines, print outs of online articles etc.)
  - o Independent Writing (to support writing instruction and for responding to reading)
    - ▪ Variety of graphic organizers related to comprehension
    - ▪ Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - ▪ Examples of familiar writing forms (e.g. friendly letter, rhyming, Haiku, song with verse/chorus, etc.)
    - ▪ Dictionaries and other word source books

- Variety of writing/drawing tools, materials (paper type) and resources
- o Media/Technology
  - Display of program choices and online resources
  - Student recording/response sheets (e. g. write three facts after reading a digital nonfiction book, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
- o Word Work/Phonics
  - Word work (e.g. word sorts, word cognate activities)
  - Multi-syllabic word activities (e.g. prefixes/suffixes, Greek and Latin word parts)
  - Access to the word wall
- o Vocabulary
  - Activities involving discussion
  - Word and sentence sorting activities
  - Synonym and antonym activities
  - Sequencing sentences or paragraphs
  - Review activities and games

Grade 7: RtI Tier 1 (Core)

Grade 7: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 7 Literacy Programs and Resources	Grade 7 Literacy Assessments

Reading
 	
English:
1. (Textbook adoption in process for Gr. 8 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
1. *Tesoros de Lectura* (Macmillan/McGraw-Hill)
 	
2. Novels / *Santillana*
   • Isla de los delfines azules
   • Marianela
   • La casa en Mango Street
 	
Writing/Language Arts
 	
English:
1. Great Source and Write Trait Kits
2. *My Access!* (web-based writing from Vantage Learning)
Spanish:
1. *Santillana*
	Formative:
	   • Progress monitoring (See following pages)
	   • Classroom Assessments Based on Standards (CABS)
	   • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	   • Universal Screener
	      1. *ThinkLink/Discovery Education Assessments*
	
	Summative:
	   • End of theme/unit/chapter test/English language arts portfolio artifacts
	   • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA)
	   • Evidence in writing portfolio
	   • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 7 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Reciprocal Teaching** (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Inference Chart**	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Notebook/journal Classroom Assessments Based on Standards (CABS) Story map Character map Summary Graphic organizers • Venn diagram • Semantic Feature Analysis • Contrast and Compare Chart • Sequence Organizer Notes

	(Tompkins, 2010)	
Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Text factors including narrative genres, text structures and text features** (Harvey & Goudvis, 2007) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Plot Diagram** (Tompkins, 2010) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Connections Chart** (Tompkins, 2010)	
Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**Text factors including elements of story structure (dialogue, plot, character)** (Harvey & Goudvis, 2007) **Double-Entry Journals**	

| | (Berthoff, 1981; Tovani, 2000)

Plot Diagram
(Tompkins, 2010)

Open Mind Portrait
(McLaughlin & Allen, 2001)

Sticky-Note Discussion
(Project CRISS, 2007)

Sequence Organizer
(Project CRISS, 2007) | |

Craft and Structure		
Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	**Explicit instruction through interactive read alouds (with text having examples for figurative and connotative meanings)** (Fisher, Flood, Lapp & Frey, 2004) **Figuring Out New Words From Context chart** (Project CRISS, 2007) **Word Sorts** (Bear, Invernizzi, Templeton, & Johnston, 2008) **Word parts/affixes** (Putting Reading First, 2006) **Concept of Definition Map** (Schwartz & Raphael, 1985, 1988) **Vocabulary Map** (Project CRISS, 2007) **Glossing** (Otto, White, Richgels, Hansen & Morrison, 1981) **Vocabulary Flash Cards** (Project CRISS, 2007)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Multiple choice tests Response to reading CABS Graphic organizers • Concept of Definition Map • Vocabulary Map • Frayer Model • Semantic Feature Analysis

		• Venn diagram
		• Contrast and Compare Chart
	Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001)	
		Vocabulary notebook
	Semantic Feature Analysis (Anders & Bos, 1986)	
		Point of View Guide
	Dictionaries and other reference aids such as word walls (Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	
	Vocabulary Self-Collection (Haggard 1982, 1986)	
	Double-Entry Journals (Berthoff, 1981; Tovani, 2000)	
	Six-Step Process for Teaching New Terms (Marzano, 2004)	
Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	**Text factors – story/poetic elements (plot, theme)** (Harvey & Goudvis, 2007)	
	Double-Entry Journals (Berthoff, 1981; Tovani, 2000)	
	Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	
	Questioning the Author (QtA) (Beck & McKeown, 2006)	
Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).	**Text factors – elements of story structure (point of view)** (Harvey & Goudvis, 2007)	
	Double-Entry Journals (Berthoff, 1981; Tovani, 2000)	

	Sticky-Note Discussions (Project CRISS, 2007) **Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart; Triangular Comparison Diagram** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **I-Chart** (Hoffman, 1992) **Comparative Listening-Viewing Guide** (Wood, 1990; Wood, Flood & Lapp, 1998; Wood & Taylor, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Graphic organizers • Venn Diagram • Semantic Feature Analysis • Contrast and Compare Chart Collaborative Listening-Viewing Guide Inquiry Chart (I-Chart)
Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).	**Text factors – narrative genres** (Harvey & Goudvis, 2007) **Text factors – elements of story structure (characters, plots)** (Harvey & Goudvis, 2007) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	

	Questioning the Author (QtA) (Beck & McKeown, 2006)	

Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently within the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Running records Cloze passages

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Project CRISS (2007) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Guiding Readers Through Text: Strategy Guides for New Times (2008) Building Background Knowledge for Academic Achievement (2004)

Grade 7 – Informational Text

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn Plus(KWL +)** (Ogle, 1986, 2002) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987) **Reciprocal Teaching** (Palinscar & Brown, 1986) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Inference Chart** (Tompkins, 2010)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Notebook/journal KWL Graphic organizers • Expository text organizers • Venn Diagram • Semantic Feature Analysis Extended Anticipation Guide Notes Inference Chart Textbook Activity Guide

Analyze how two or more central ideas in a text relate to one another, drawing on key details.	**Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Main Idea-Detail Notes** (Project CRISS, 2007) **Reciprocal Teaching** (Palinscar & Brown, 1986) **Selective Underlining/Highlighting** (Project CRISS, 2007) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis** (Venn, 1880; Anders & Bos, 1986)	
Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Text factors – nonfiction features** (Harvey & Goudvis, 2007) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers for expository text** (Wood, et al., 1995; Project CRISS, 2007) **Pattern Guide** (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002) **Textbook Activity Guide** (Davey, 1986)	
Craft and Structure		
Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone.	**Figuring Out New Words From Context chart** (Project CRISS, 2007) **Picture/Word Sorts**	Teacher observation with anecdotal notes Teacher-student conferences

	(Bear, Invernizzi, Templeton, & Johnston, 2008)	with anecdotal notes
	Concept Picture Sort (Core, 2000)	Checklist
		Rubric
	Student Generated Questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)	Student work
	"I Wonder" Questions (Tovani, 2000)	Multiple choice tests
		Response to reading
	Dictionaries and other reference aids such as word walls (Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)	CABS
		Graphic organizers • Concept of Definition Map • Vocabulary Map • Frayer Model • Semantic Feature Analysis • Venn diagram • Contrast and Compare Chart • Triangular Comparison Diagram
	Vocabulary Self-Collection (Haggard 1982, 1986)	
	Semantic Mapping (Core, 2000)	
	Synonym Web (Core, 2000)	
	Word Map: Synonyms and Antonyms (Core, 2000)	
		Vocabulary notebook
	Multiple Meaning Words (Core, 2000)	Point of View Guide
	Keyword Method (Pressley, Levin & McDaniel, 1987)	
	Context clues (Nagy, Anderson & Herman, 1987)	
	Concept of Definition Map (Schwartz & Raphael, 1985, 1988)	

	Vocabulary Map (Project CRISS, 2007) **Vocabulary Flash Cards** (Project CRISS, 2007) **Frayer Model** (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001) **Semantic Feature Analysis** (Anders & Bos, 1986) **Possible Sentences** (Stahl & Kapinus, 1991) **PAVE Procedure/Map (Prediction, Association, Verification, Evaluation)** (Bannon, Fisher, Pozzi & Wessel, 1990) **List-Group-Label** (Taba, 1967) **Morpheme Analysis** (Gough, Juel & Griffith, 1992) **Analogical Strategy Guide** (Bean, Singer & Cowan, 1985) **Develop word consciousness through word play** (Graves & Watts-Taffe, 2002; Scott & Nagy, 2004) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	
Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**Text factors including nonfiction genres, expository text structures, nonfiction features** (Harvey & Goudvis, 2007; McGee & Richgels, 1985)	

	Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) **Charting the Author's Style** (Project CRISS, 2007) **Textbook Activity Guide (TAG)** (Davey, 1986) **Pattern Guide** (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002) **Concept Guide** (Baker, 1977) **Power Thinking** (Miller, 1985; Sparks, 1982) **Selective Highlighting/Underlining** (Project CRISS, 2007) **Pattern Puzzles** (Project CRISS, 2007)	
Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	**Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Charting the Author's Style** (Project CRISS, 2007) **Sticky-Note Discussions** (Project CRISS, 2007) **Comparison graphic organizers such as the**	

	Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart, Triangular Comparison Diagram (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Charting the Author's Style** (Project CRISS, 2007) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Inquiry Chart (I-Chart)** (Hoffman, 1992)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Graphic organizers
Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Charting the Author's Style** (Project CRISS, 2007) **Sticky-Note Discussions** (Project CRISS, 2007) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum	Inquiry Chart (I-Chart) Multiple Source Research Resource Guide Extended Anticipation Guide Notes

	& Merkley, 1987)	
Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Charting the Author's Style** (Project CRISS, 2007) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Inquiry Chart (I-Chart)** (Hoffman, 1992) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Questioning the Author (QtA)** (Beck & McKeown, 2006)	
Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991) **Choral Reading** (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Reading record/log Fluency checks/One minute reads Cloze passages Running records

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	Independent reading (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	
Research/References/Resources		

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Project CRISS (2007)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Guiding Readers Through Text: Strategy Guides for New Times (2008)
Document Based Questions (1999) – http://www.edteck.com/dbq.htm
Building Background Knowledge for Academic Achievement (2004)

Daily **Grade 7** Reading Block	**60-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Whole Group** (10 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 7**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	Approaches (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction

Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
- Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
- Uses grade level text.
- Includes all students with a balance of fiction and non-fiction text.
- Differentiates the lesson as needed.
	- Differentiation
	- Diverse texts with a balance of literature and informational text
	- Assessment used to monitor student progress and make instructional decisions
	
	Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	- Modeled reading
	- Shared reading
	- Interactive reading
	- Explicit small group reading instruction
	- Independent reading
	
	Components/Strategies (Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
	- Fluency
	  1. Repeated reading
	  2. Chunking words into meaningful phrases
	  3. Listen to models of fluent reading
	- Vocabulary
	  1. Context clues
	  2. Word parts/affixes
	  3. Vocabulary graphic organizers
	  4. Vocabulary flash cards
	  5. Dictionaries and other reference aids
	- Comprehension
	  1. Activate background knowledge
	  2. Make connections to self, text, world
	  3. Answer and generate questions
	  4. Predict/Infer
	  5. Determine importance
	  6. Summarize
	  7. Monitor
	  8. Visualize

Daily **Grade 7** Reading Block	**60-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: Small Group (45 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 7**

Explicit Small Group Reading Instruction The teacher (including special education teachers):
 	
 • Organizes students in small groups based upon instructional goals.
 • Differentiates instruction based on ongoing assessment.
 • Provides explicit instruction to address students' individual learning needs in the areas of phonics/word recognition, oral language development, vocabulary and comprehension.
 • Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
 • Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
 Independent Practice (Literacy Work Stations) The teacher (including special education teachers):
 	
 • Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
 • Holds students accountable for the learning.
 • Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	
	 • Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	    1. Reading process
	    2. Phonics (Word Recognition)
	    3. Fluency
	    4. Vocabulary
	    5. Comprehension
	 • Collaboration and discussion in small flexible groups
	 • Developmental stages of reading
	    1. Pre-reading
	    2. Initial Reading
	    3. Confirmation and Fluency
	    4. Reading for New Learning
	    5. Multiple Viewpoints
	    6. Construction and Reconstruction
	 • Differentiation
	 • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	 • Literacy work stations or work spaces for independent and small group work that include opportunities to practice identified instructional reading goals based on

students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)

1. Independent Reading with Classroom Library
2. Independent Writing for responding to reading
3. Media/Technology
4. Word Work/Phonics
5. Vocabulary

- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

<u>Modes</u> (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

<u>Components/Strategies</u> (Harvey and Goudvis, 2007; Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
- Phonics/word recognition
    1. Phonic analysis
    2. Decoding by Analogy
    3. Syllabic analysis
    4. Morphemic analysis
- Fluency
    1. Repeated reading
    2. Chunking words into meaningful phrases
    3. Listen to models of fluent reading
- Vocabulary
    1. Context clues
    2. Word parts/affixes
    3. Vocabulary graphic organizers
    4. Vocabulary flash cards
    5. Dictionaries and other reference aids
- Comprehension
    1. Activate background knowledge
    2. Make connections to self, text, world
    3. Answer and generate questions
    4. Predict/Infer
    5. Determine importance
    6. Summarize
    7. Monitor
    8. Visualize

Daily **Grade 7** Reading Block	**60-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (5 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 7**
Sharing and Assessment The teacher: • Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. • Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Collaboration and discussion • Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading • Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) • Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010; Project CRISS, 2007) • Whole group discussions • Paired or small group discussions

Grade 7 Reading Resources	Gr. 7 Formative Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles Word walls Discovery Education *Streaming* MPS Virtual Library Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading) Student work Technology (as needed)	CABS Student work Graphic organizers Reading record/log Fluency checks/one-minute reads Cloze passages Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Tests Response to reading Running records Notebook/journal Story map Character map Summary Vocabulary notebook Point of View Guide Retellings with scoring guide

	Extended Anticipation Guide
	Inquiry Chart (I-Chart)
	Plot diagram
	KWL
	Textbook Activity Guide
	Notes
	Collaborative Listening-Viewing Guide
	Analogical Strategy Guide
	Multiple Source Research Resource Guide
	Inference Chart

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 7

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** Choral and echo reading, read-alouds, picture/text walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, explicit instruction of phonics/word recognition, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, SSR, D.E.A.R., book reports, jigsaw text reading, marking and highlighting, reciprocal teaching, skimming and scanning, SQP2RS (Survey, Question, Predict, Read, Respond and Summarize) **Also see:** World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) - Visual tracking and viewers - Magnifier - Colored overlays - Colored filter strips - Physical access tools - Hand held dictionary/spell check - Books in audio format - Books in alternate format, such as Braille, enlarged print texts - Books in electronic format - Talking word processors - Digital graphic organizers - Electronic text reader - Picture supported text - Advanced reading/writing supports - High interest/low vocabulary books - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Daily Writing / ELA Block - Grade 7	**60 Minute Uninterrupted Instructional Block**	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

Writing Standards By the end of grade 7 students will: **Text Types and Purposes** 1. Write arguments in which they: a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrates a comprehensive understanding of the topic. c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument. 2. Write informative/explanatory texts in which they: a. Introduce and establish a topic that provides a sense of what is to follow and organize the information. b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas. d. Use precise language and sustain an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 3. Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details. c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another and/or show the relationships among events or experiences. d. Choose words and phrases to develop the events, experiences, and idea precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. **Production and Distribution of Writing**	• Entrance Paper – Diagnostic • Descriptive Writing • Narrative Writing • Timed, On-Demand Writing (fall and spring) • Writing about reading/media • Creative Writing • Business/Real-world Writing • Letters – Formal and Informal, including • Research Writing with proper citation and use of appropriate visuals, including charts and graphs • Exit Paper Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics **Other assessment evidence:** • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group,	• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Equipment/tools for modeling and sharing writing • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Word walls and other resources such as picture/word dictionaries and thesauruses • District-adopted rubrics • Technology • Visuals and other media • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MPS Virtual Library • MY Access! • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources **Write Source (student edition)** Writing Process pp. 5-69 Traits of Writing pp. 33-44, 49 Descriptive Writing pp. 71-91, p. 554 Narrative Writing pp. 93-155, p. 554

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.

6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.

Research to Build Knowledge

7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the creditability and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

a. Apply grade 7 reading standards to literature (e.g., "Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

By the end of grade 7, students will:

Comprehension and Collaboration:

1. Initiate and engage in group discussion on *grade 7 topics, texts, and issues* being studied in class.

a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.

b. Cooperate with peers to set clear goals and deadlines.

c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations.

d. Ensure a hearing for the range of positions on an issue.

e. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented.

2. Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.

3. Evaluate a speaker's or presenter's reasoning and claims as well as the degree to

and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress/learning logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Oral Presentations
- Persuasive Oral Presentation
- Summaries
- Record of note-taking
- Discussions
- Design and Creation of Media Product (Presentation or Tangible Artifact)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics
- Technology Rubrics
- Research Conventions Rubrics

Expository Writing pp. 199-217, p. 554
Persuasive Writing pp. 219-281, p. 555
Persuasive Letter pp. 274-277
Classified ad pp. 90-91
Response to Literature pp. 283-341, 555
Story Writing pp. 343-352
Summary Paragraph pp. 305, 332-333, 377-380, 555
Research Writing pp. 363-410, 555
Reflecting on Writing pp. 28, 134, 198, 260, 322
Graphs pp. 270-271, 575
Business Writing pp.274-277, 577
Book Review pp. 287-322, 554
iSeek!

Write Source (student edition)
Speaking and Listening Skills pp. 417-422
Taking Notes pp. 441-448
Speech Skills pp. 423-430
Media Grid p. 412
Multimedia pp. 411-415
Group Skills pp. 420-421
Peer Responding pp.18-19, 29-32, 54-55

Strategies and Approaches
● Think, Pair, Share (Lyman, 1981)
● Think, Ink, Pair, Share (Billmeyer, 2003)
● Looping (Elbow, 1998)
● Collaborative Learning (Johnson and Johnson, 1999)
● Reciprocal Teaching (Palincsar, 1994)
● Discussion Webs (Alvermann, 1991)
● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
● Double-entry Journals (Tompkins, 2010)

● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source)
● **Differentiation for Students Who Are Advanced in This Skill** (use

which each claim is logically supported by the evidence provided.

Presentation of Knowledge and Ideas
4. Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

<u>**Language Standards**</u>
By the end of grade 7, students will:

Conventions in Writing and Speaking
1. Observe conventions of grammar and usage.
a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers. *
2. Observe conventions of capitalization, punctuation, and spelling.
a. Use a comma before a coordinating conjunction in a compound sentence.
b. Spell correctly.
3. Make effective language choices.
a. Choose words and phrase that express ideas concisely, eliminating wordiness and redundancy.*
*Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

Vocabulary Acquisition and Use
4. Determine word meanings (*based on grade 7 reading*).
a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
b. Use a known root as a clue to the meaning of an unknown word (e.g*., belligerent, bellicose, rebel*).
c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
d. Interpret various figures of speech (e.g., allegory) relevant to particular texts.
5. Understand word relationships.
a. Trace the network of uses and meanings different words have and the

Language:
Accurate use of conventions in writing and speaking

- MPS Writing Rubrics – Conventions

Language:
Appropriate use of on-level vocabulary

- MPS Language Rubrics

Challenge resources in Write Source)

Write Source Skills Book
Assessment Book
Write Source Interactive Writing Skills CD-Rom
Daily Language Workouts
http://www.greatsource.com/iwrite/index.html

Write Source (student edition)
Phrases p. 70
Clauses p. 698.1
Modifiers pp. 488, 505, 561, 694.3
Capitalization
Punctuation
Spelling
Coordinating Conjunctions pp. 186, 248, 496-497, 590.2, 744.1
Write Trait Kits (conventions)
MY Access!

Using the Right Word pp. 652-686
Reference Materials pp. 364, 367, 372-375
Using a Dictionary pp. 374-375
Denotation p. 560
Connotation p.41, 80, 120, 309
Figures of Speech p. 560
Vocabulary-building Techniques p. 562
● MPS Vocabulary List for Grade Seven – English language arts
● Marzano - Six Step Process (2004)
● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
● Talk Aloud (Baumann and Schmitt, 1986)
● Explicit Modeling (Roehler and Duffy, 1991)
● Implicit Modeling (Roehler and Duffy, 1991)
● Read Aloud (Allen, 2000)
● Think Aloud (Clark, 1984; Meichenbaum, 1985)
● Word Learning Strategies (Graves,

interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations. 6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.		2006): • Use Context Clues • Analyze Word Parts • Check a Dictionary ● Word Consciousness (Scott and Nagy, 2004) ● Word Study (Allen, 2007): • Word Posters • Word Maps • Possible Sentences • Dramatizing Words • Word Sorts • Word Chains • Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction, Literacy Work Stations, and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	Universal Approaches, Modes, Skills, and Strategies
Introduction (5 minutes) **Goal = Connect** The teacher will: • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. **Whole Group Writing with Explicit Instruction (10 minutes)** **Goal = Build** The teacher will: • Introduce the topic of the mini-lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers' craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer's notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share	**Best Practices in Writing** (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008) • Writers' Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer **Approaches** (Graham and Perin, 2007) • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas **Differentiated Instruction During Small Group Instruction** (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999) • Content • Process • Product • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) **Six Traits of Effective Writing** (Spandel, 2009) ● Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions

Explicit Small Group Writing Instruction (35 minutes)
Goal = Reach

The teacher will:

- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

Students in grade seven will review and enhance the following skills that writers use (Tomkins, 2010)
- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Computer Skills

Modes (Cooper, 2003)
- Write Aloud [Modeled] Writing
- Shared Writing
- Guided Writing
- Interactive Writing (Tompkins, 2008)
- Collaborative/Cooperative Writing
- Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
- Sentence Unscrambling
- Sentence Imitating
- Sentence Combining
- Sentence Expanding

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 7

English Language Learners:	**Students with Disabilities (per IEP) including but not limited to:**
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size
	Time
	Level of Support

English Language Learners:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Students with Disabilities (per IEP) including but not limited to:

Size

Time

Level of Support

Input

Difficulty

Output

Participation

Assistive technology (writing)
(Also see Appendix)
- Adapted writing utensils
- Adapted paper
- Positioning devices
- Hand held dictionary/spell check
- Recorders
- Portable word processors
- Digital graphic organizers
- Digital note takers
- Adapted/alternative computer hardware
- Alternative software
- Talking/graphic word processors
- Word prediction
- Advanced reading/writing supports
- Voice recognition
- Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 7: RtI Tier 2
(Early Intervening Services)

Grade 7: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Qualified non-proficient students receive reading instruction from a READ 180 teacher using Scholastic's READ 180 program for 90 minutes daily for 12-18 months or until exit criteria is met. (Also see Appendix.)

Grade 7: RtI Tier 3

Grade 7: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities. (Also see Appendix.)

NOTE: The International Newcomer Progam for non English speaking students will begin in 2010-2011. (Also, see Appendix.)

Core Literacy Curriculum:
Grade 8

MILWAUKEE PUBLIC SCHOOLS

Core Literacy Curriculum: Grade 8
Universal Expectations for the MPS Grade 8 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e. g. matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e. g. daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students' eye level and easily accessible
- Environmental print documents the current instructional emphases in the classroom and is used daily (e. g. lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e. g. list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room

  NOTE: If room is used for multiple subjects or space is limited, have students use portable individualized word walls.

- Visual cues for ELL support
- Word wall includes:
  o Commonly misspelled words (e. g. because, calendar, separate, etc.)
  o Vocabulary words with subject cues (e. g. blue cards indicate math words)

- o Support for vowel cluster sounds (e. g. meat and bread with "ea" part highlighted)
- o Multiple meaning words supported for ELL (e.g. bat/baseball and bat/animal)
- o Support for homophones (e. g. stair/stare, etc.)
- o Support for prefixes/suffixes (e. g. pre-, -anti ,-tion, -ly, etc.)
- o Support for Greek and Latin word parts (e. g. cycl = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e. g. hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e. g. rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - o Independent Reading with Classroom Library
    - Classroom Library
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      - General indicator of book level displayed on cover of book (e. g. red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      - Books displayed facing forward with enough space to browse
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with "bio" go in the "Biography" bin which is also labeled "bio")
      - Additional print materials (e. g. readers' theater scripts, magazines, print outs of online articles etc.)
  - o Independent Writing (to support writing instruction and for responding to reading)
    - Variety of graphic organizers related to comprehension
    - Writing prompts, comprehension task cards and/or question cards at variety of levels (e. g. create an ad for.., compare and contrast two characters, describe the most important event, etc.)
    - Examples of familiar writing forms (e.g. friendly letter, rhyming, Haiku, song with verse/chorus, etc.)
    - Dictionaries and other word source books

- Variety of writing/drawing tools, materials (paper type) and resources
  - o Media/Technology
    - Display of program choices and online resources
    - Student recording/response sheets (e. g. write three facts after reading a digital nonfiction book, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  - o Word Work/Phonics
    - Word work (e.g. word sorts, word cognate activities)
    - Multi-syllabic word activities (e.g. prefixes/suffixes, Greek and Latin word parts)
    - Access to the word wall
  - o Vocabulary
    - Activities involving discussion
    - Word and sentence sorting activities
    - Synonym and antonym activities
    - Sequencing sentences or paragraphs
    - Review activities and games

Grade 8: RtI Tier 1 (Core)

Grade 8: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 8 Literacy Programs and Resources	Grade 8 Literacy Assessments

Reading
 	
English:
  1. (Textbook adoption in process for Gr. 8 – decision by Milwaukee Board of School Directors at May 27, 2010 meeting)
Spanish:
  1. Comunicación 2 (Santillana INNOVA)
  2. Novels / *Santillana*
     • Maria
     • El niño que enloqueció de amor
     • El beso de la mujer araña
 	
Writing/Language Arts
 	
English:
  1. Great Source and Write Trait Kits
  2. *My Access!* (web-based writing from Vantage Learning)
Spanish:
  1. *Santillana*
	Formative:
	  • Progress monitoring (See following pages)
	  • Classroom Assessments Based on Standards (CABS)
	  • Spanish Reading Verification (Bilingual classes only)
	
	Benchmark:
	  • Universal Screener
	     1. *ThinkLink/Discovery Education Assessments*
	
	Summative:
	  • End of theme/unit/chapter test/English language arts portfolio artifacts
	  • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA)
	  • Evidence in writing portfolio
	  • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners

Home/Community Literacy Connections see Appendix B	

Grade 8 – Literature

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Student Generated Questions** (Duke & Pearson, 2002; Harvey & Goudvis, 2007) **"I Wonder" Questions** (Tovani, 2000) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Self-questioning** (Andre & Anderson, 1978-1979; Graves, et al., 1998; Wood, Woloshyn & Willoughby, 1995) **Reciprocal Teaching** (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Inference Chart**	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Rubric Student work Notebook/journal Classroom Assessments Based on Standards (CABS) Story map Character map Summary Graphic organizers - Venn diagram - Semantic Feature Analysis - Contrast and Compare Chart - Sequence Organizer Notes

	(Tompkins, 2010)	
Analyze how recurring images or events contribute to the development of a theme or central idea in a text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Text factors including narrative genres, text structures and text features** (Harvey & Goudvis, 2007) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Story Plans (also called story grammars/maps)** (Templeton, 1997; Trebasso, 2002) **Story Frames** (Fowler, 1982) **Summary** (Applebee, 1978; Brown & Day, 1983; Hill, 1991; Harvey & Goudvis, 2007; Duke & Pearson, 2002) **Plot Diagram** (Tompkins, 2010) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Connections Chart** (Tompkins, 2010)	
Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).	**Text factors including elements of story structure (plot, setting, character)** (Harvey & Goudvis, 2007) **Double-Entry Journals**	

	(Berthoff, 1981; Tovani, 2000) **Plot Diagram** (Tompkins, 2010) **Open Mind Portrait** (McLaughlin & Allen, 2001) **Sticky-Note Discussion** (Project CRISS, 2007) **Sequence Organizer** (Project CRISS, 2007)	
Craft and Structure		

Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.	**Explicit instruction through interactive read alouds (with text having examples of metaphors, allusions, analogies)**
	(Fisher, Flood, Lapp & Frey, 2004)
	
	Figuring Out New Words From Context chart
	(Project CRISS, 2007)
	
	Word Sorts
	(Bear, Invernizzi, Templeton, & Johnston, 2008)
	
	Word parts/affixes
	(Putting Reading First, 2006)
	
	Concept of Definition Map
	(Schwartz & Raphael, 1985, 1988)
	
	Vocabulary Map
	(Project CRISS, 2007)
	
	Glossing
	(Otto, White, Richgels, Hansen & Morrison, 1981)
	
	Vocabulary Flash Cards
	(Project CRISS, 2007)
		Teacher observation with anecdotal notes
		
		Teacher-student conferences with anecdotal notes
		
		Checklist
		
		Rubric
		
		Student work
		
		Multiple choice tests
		
		Response to reading
		
		CABS
		
		Graphic organizers
		  • Concept of Definition Map
		  • Vocabulary Map
		  • Frayer Model
		  • Semantic Feature Analysis

		- Venn diagram - Contrast and Compare Chart Vocabulary notebook Point of View Guide
	Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001) **Semantic Feature Analysis** (Anders & Bos, 1986) **Dictionaries and other reference aids such as word walls** (Wagstaff, 1999; Cunningham, 2005; Lynch, 2005) **Vocabulary Self-Collection** (Haggard 1982, 1986) **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Six-Step Process for Teaching New Terms** (Marzano, 2004)	
Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.	**Text factors – poetic forms, poetic devices** (Janeczko, 2003; Harvey & Goudvis, 2007) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor).	**Text factors – narrative devices** (Harvey & Goudvis, 2007) **Text factors – elements of stories** (Harvey & Goudvis, 2007) **Point of View Guide** (Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001)	
Integration of Knowledge and Ideas		
Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and**	Teacher observation with anecdotal notes

	Compare Chart (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **I-Chart** (Hoffman, 1992) **Comparative Listening-Viewing Guide** (Wood, 1990; Wood, Flood & Lapp, 1998; Wood & Taylor, 2006)	Teacher-student conferences with anecdotal notes Checklist Student work Response to reading
Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.	**Text factors – narrative genres** (Harvey & Goudvis, 2007) **Text factors – elements of story structure (setting, characters)** (Harvey & Goudvis, 2007) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006)	CABS Graphic organizers • Venn Diagram • Semantic Feature Analysis • Contrast and Compare Chart Collaborative Listening-Viewing Guide Multiple Source Research Resource Guide
Range and Level of Text Complexity		
Read literature independently, proficiently, and fluently within the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989) **Chunking words into meaningful phrases/Prosody** (Dowhower, 1989; Schreider, 1991)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes

	Choral Reading (Rasinski, 2003) **Readers Theatre** (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007) **Independent reading** (Allington, 2000 & Krashen, 2004) **Reading While Listening/Tape assisted reading** (Kuhn & Stahl, 2004) **Buddy/Partner Reading** (Griffith & Rasinski, 2004) **Student-Adult Reading** (Putting Reading First, 2006)	Reading record/log Fluency checks/One minute reads Running records Cloze passages
**Research/References/Resources**
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Literacy for the 21st Century: A Balanced Approach (2010) Project CRISS (2007) Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005) Literacy: Helping Children Construct Meaning (2003) CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000) Guiding Readers Through Text: Strategy Guides for New Times (2008) Building Background Knowledge for Academic Achievement (2004)

Grade 8 – Informational Text

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.	*Not an exhaustive list	*Not an exhaustive list
Key Ideas and Details		
Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) **Directed Reading and Thinking Activity (DRTA)** (Stauffer, 1975) **Preview and Predict** (Fielding, Anderson & Pearson, 1990) **Know-Want to know – Learn Plus(KWL +)** (Ogle, 1986, 2002) **Three-Minute Pause** (Buehl, 2001) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987) **Reciprocal Teaching** (Palinscar & Brown, 1986 **Double-Entry Journals** (Berthoff, 1981; Tovani, 2000) **Inference Chart** (Tompkins, 2010)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes Checklist Student work Response to reading CABS Notebook/journal KWL Graphic organizers • Venn Diagram • Semantic Feature Analysis Summary Extended Anticipation Guide Notes Textbook Activity Guide

Provide an objective summary of a text, accurately conveying an author's view and specific points.	**Read-Recall-Check-Summarize** (Karnes, 1992) **One Sentence Summaries** (Project CRISS, 2007) **One Sentence Summary Frames for Common Text Structures** (Cope, 1991) **Magnet Summaries** (Buehl, 2001)	
Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.	**Text factors - expository text structures** (Harvey & Goudvis, 2007; McGee & Richgels, 1985) **Text factors – nonfiction features** (Harvey & Goudvis, 2007) **Signal Words and Text Structure** (Wood, et al., 1995) **Graphic Organizers for expository text** (Wood, et al., 1995; Project CRISS, 2007) **Pattern Guide** (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002) **Textbook Activity Guide** (Davey, 1986) **Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis** (Venn, 1880; Anders & Bos, 1986)	
Craft and Structure		
Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.	**Figuring Out New Words From Context chart** (Project CRISS, 2007) **Analogical Strategy Guide** (Bean, Singer & Cowan, 1985)	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes

	Solving Analogy Problems (Marzano & Pickering, 2005) Creating Metaphors (Marzano & Pickering, 2005) Six-Step Process for Teaching New Terms (Marzano, 2004)	Checklist Student work Response to reading Vocabulary notebook
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Text factors including nonfiction genres, expository text structures, nonfiction features (Harvey & Goudvis, 2007; McGee & Richgels, 1985) Picture Walk/Text Walk (Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994) Charting the Author's Style (Project CRISS, 2007) Textbook Activity Guide (TAG) (Davey, 1986) Pattern Guide (Herber, 1970; Vacca, 1981; Vacca & Vacca, 2002) Concept Guide (Baker, 1977) Power Thinking (Miller, 1985; Sparks, 1982) Selective Highlighting/Underlining (Project CRISS, 2007) Pattern Puzzles (Project CRISS, 2007)	CABS Multiple choice test Graphic organizers • Venn diagram • Semantic Feature Analysis • Contrast and Compare Chart Textbook Activity Guide (TAG) Analogical Strategy Guide
Compare and contrast the points of view and purposes of two authors writing	Point of View Guide	

about the same topic.	(Described in Buehl, 2001; Wood, 1988; Wood & Harmon, 2001)	
	Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	
	Charting the Author's Style (Project CRISS, 2007)	
	Sticky-Note Discussions (Project CRISS, 2007)	
	Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart, Triangular Comparison Diagram (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	
Integration of Knowledge and Ideas		
Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007)	Teacher observation with anecdotal notes
		Teacher-student conferences with anecdotal notes
	Charting the Author's Style (Project CRISS, 2007)	Checklist
		Student work
	Multiple Source Research Resource Guide (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006)	Response to reading
		CABS
	Inquiry Chart (I-Chart) (Hoffman, 1992)	Graphic organizers
Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim.	**Question-Answer-Relationships (QAR)** (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)	Inquiry Chart (I-Chart)
		Multiple Source Research

	Conclusion-Support Notes (Santa, Dailey & Nelson, 1985) **Questioning the Author (QtA)** (Beck & McKeown, 2006) **Charting the Author's Style** (Project CRISS, 2007) **Sticky-Note Discussions** (Project CRISS, 2007) **Extended Anticipation Guide** (Duffelmeyer & Baum, 1992; Duffelmeyer, Baum & Merkley, 1987) **Selective Highlighting/Underlining** (Project CRISS, 2007)	Resource Guide
Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**Comparison graphic organizers such as the Venn diagram, Semantic Feature Analysis, Contrast and Compare Chart** (Venn, 1880; Anders & Bos, 1986; Project CRISS, 2007) **Charting the Author's Style** (Project CRISS, 2007) **Multiple Source Research Resource Guide** (Wood, 1998; Wood & Beattie, 2004; Wood & Taylor, 2006) **Inquiry Chart (I-Chart)** (Hoffman, 1992) **Conclusion-Support Notes** (Santa, Dailey & Nelson, 1985) **Questioning the Author (QtA)** (Beck & McKeown, 2006)	

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Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	**Repeated Readings** (Samuels, 1979; Dowhower, 1989)	Teacher observation with anecdotal notes
	Chunking words into meaningful phrases/Prosody (Dowhower, 1989; Schreider, 1991)	Teacher-student conferences with anecdotal notes
	Choral Reading (Rasinski, 2003)	Reading record/log
	Readers Theatre (Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)	Fluency checks/One minute reads
	Independent reading (Allington, 2000 & Krashen, 2004)	Cloze passages
	Reading While Listening/Tape assisted reading (Kuhn & Stahl, 2004)	Running records
	Buddy/Partner Reading (Griffith & Rasinski, 2004)	
	Student-Adult Reading (Putting Reading First, 2006)	

Research/References/Resources

Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/
Literacy for the 21st Century: A Balanced Approach (2010)
Project CRISS (2007)
Best Practice: Today's Standards for Teaching and Learning in America's Schools (2005)
Literacy: Helping Children Construct Meaning (2003)
CORE: Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)
Guiding Readers Through Text: Strategy Guides for New Times (2008)
Document Based Questions (1999) – http://www.edteck.com/dbq.htm
Building Background Knowledge for Academic Achievement (2004)
Building Academic Vocabulary: Teacher's Manual (2005)

Daily **Grade 8** Reading Block	**60-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: **Whole Group** (10 minutes) **Part 1: Explicit Reading Instruction** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 8**

Introduction
 	
The teacher:
 	
• Uses student friendly language to communicate big ideas, essential questions and/or purpose of the lesson.
• Begins the day with a combination of shared reading and introduction of new theme vocabulary.
• Activates and builds background knowledge.
 	
Read Aloud
 	
The teacher:
 	
• Models fluent reading.
• Uses interactive reading techniques through the Direct Explanation approach to explicitly explain the reasoning and mental processes involved in successful reading comprehension.
• Uses strategies that connect personal stories to engage all learners in the central idea of the text.
• Builds vocabulary.
• Supports oral language.
• Shares meta-cognitive strategies with students through the use of Transactional Strategy Instruction (think alouds) during the read aloud.
• Processes a piece of text with students. (In time, students read and share their thinking.)
• Includes all students.
• Reads a balance of fiction and non-fiction texts that are above grade level.
• May infuse technology into the lesson.
	<u>Approaches</u> (CORE, 2000;; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	• Explicit reading instruction
	• Models of fluent reading such as interactive read alouds with Transactional Strategy Instruction (think aloud)
	• Mini lessons with direct explanation
	• Interactive reading
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Collaboration and discussion
	• Developmental stages of reading
	  7. Pre-reading
	  8. Initial Reading
	  9. Confirmation and Fluency
	  10. Reading for New Learning
	  11. Multiple Viewpoints
	  12. Construction and Reconstruction

Shared/Whole Group Reading with Explicit Instruction
 	
The teacher:
 	
- Models the use of instructional and strategic reading strategies. (In time, students read and share their thinking.)
- Uses grade level text.
- Includes all students with a balance of fiction and non-fiction text.
- Differentiates the lesson as needed.
	- Differentiation
	- Diverse texts with a balance of literature and informational text
	- Assessment used to monitor student progress and make instructional decisions
	
	Modes (Tompkins, 2010; Cooper, 2003; Dorn, 2005; CORE, 2000)
	- Modeled reading
	- Shared reading
	- Interactive reading
	- Explicit small group reading instruction
	- Independent reading
	
	Components/Strategies (Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
	- Fluency
	  1. Repeated reading
	  2. Chunking words into meaningful phrases
	  3. Listen to models of fluent reading
	- Vocabulary
	  1. Context clues
	  2. Word parts/affixes
	  3. Vocabulary graphic organizers
	  4. Vocabulary flash cards
	  5. Dictionaries and other reference aids
	- Comprehension
	  1. Activate background knowledge
	  2. Make connections to self, text, world
	  3. Answer and generate questions
	  4. Predict/Infer
	  5. Determine importance
	  6. Summarize
	  7. Monitor
	  8. Visualize

Daily **Grade 8** Reading Block	**60-Minute Instructional Block**
Focus **Reading to Learn**	Instructional Grouping: Small Group (45 minutes) **Part 2: Small Group Reading and Literacy Work Stations** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).

Description of Instructional Best Practices	**Universal Approaches, Modes, Components, and Strategies for Grade 8**

Explicit Small Group Reading Instruction The teacher (including special education teachers):
 	
• Organizes students in small groups based upon instructional goals.
• Differentiates instruction based on ongoing assessment.
• Provides explicit instruction to address students' individual learning needs in the areas of phonics/word recognition, oral language development, vocabulary and comprehension.
• Groups and regroups students in small flexible groups, with varying intensity and frequency, based on students' learning needs in specific areas.
• Uses text at students' instructional reading levels to provide effective, specific and timely feedback.
 	
Independent Practice (Literacy Work Stations) The teacher (including special education teachers):
 	
• Has students work in literacy work stations to practice strategies and skills learned in small or whole group lessons in independent level texts.
• Holds students accountable for the learning.
• Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking.
	Approaches (CORE, 2000; Dorn, 2005; National Reading Panel, 2000; Tompkins, 2010; Chall, 1983; National Institute for Literacy, 2007; Time to Act, 2010)
	
	• Explicit small group reading instruction and practice based on instructional goals in identified areas of reading:
	  1. Reading process
	  2. Phonics (Word Recognition)
	  3. Fluency
	  4. Vocabulary
	  5. Comprehension
	• Collaboration and discussion in small flexible groups
	• Developmental stages of reading
	  1. Pre-reading
	  2. initial Reading
	  3. Confirmation and Fluency
	  4. Reading for New Learning
	  5. Multiple Viewpoints
	  6. Construction and Reconstruction
	• Differentiation
	• Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading
	• Literacy work stations or work spaces for independent and small group work that include opportunities to practice identified instructional reading goals based on

students needs; includes opportunities for oral language (fluency/performance), listening, discussion, comprehension, research and response to literature)

1. Independent Reading with Classroom Library
2. Independent Writing for responding to reading
3. Media/Technology
4. Word Work/Phonics
5. Vocabulary

- Diverse texts with a balance of literature and informational text
- Assessment used to monitor student progress and make instructional decisions

Modes (Dorn, 2005; CORE, 2000)
- Explicit small group reading instruction
- Independent reading

Components/Strategies (Harvey and Goudvis, 2007; Tompkins, 2010; National Institute for Literacy, 2007; Time to Act, 2010)
- Phonics/word recognition
  1. Phonic analysis
  2. Decoding by Analogy
  3. Syllabic analysis
  4. Morphemic analysis
- Fluency
  1. Repeated reading
  2. Chunking words into meaningful phrases
  3. Listen to models of fluent reading
- Vocabulary
  1. Context clues
  2. Word parts/affixes
  3. Vocabulary graphic organizers
  4. Vocabulary flash cards
  5. Dictionaries and other reference aids
- Comprehension
  1. Activate background knowledge
  2. Make connections to self, text, world
  3. Answer and generate questions
  4. Predict/Infer
  5. Determine importance
  6. Summarize
  7. Monitor
  8. Visualize

Daily **Grade 8** Reading Block	**60-Minute Instructional Block**
Focus **Learning to Read**	Instructional Grouping: **Whole Group** (5 minutes) **Part 3: Sharing and Assessment** NOTE: Teachers are expected to adhere to this time allotment; however, professional judgment can be used to deviate at times based on student need and how familiar students are with a skill or strategy (e.g. Additional time may be necessary when introducing a new concept).
Description of Instructional Best Practices	**Universal Approaches, Modes, Skills, and Strategies for Grade 8**
Sharing and Assessment The teacher: - Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. - Integrates listening, speaking, presentation and technology skills into the sharing session.	Approaches (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) - Collaboration and discussion - Integration of literacy skills: oral/spoken, written and visual language (including technology) used to interact with and respond to the reading - Assessment used to monitor student progress and make instructional decisions Modes (Gambrell, 1996; Raphel, et. al., 1996; Alvermann, Dillon and O'Brien, 1987) - Interactive discussions/learning conversations Components/Strategies (Tompkins, 2010; Project CRISS, 2007) - Whole group discussions - Paired or small group discussions

Grade 8 Reading Resources	Gr. 8 Formative Reading Assessments
Age-appropriate, high-interest fiction/non-fiction books in a variety of formats (including digital books) and genres and from many periods, cultures, ethnic groups, geographical regions and social roles	CABS
	Student work
Word walls	Graphic organizers
Discovery Education *Streaming*	Reading record/log
MPS Virtual Library	Fluency checks/one-minute reads
	Cloze passages
Activities for literacy work stations (including a classroom library and technology/media center) that connect to theme and/or reinforce vocabulary, fluency, and comprehension (including writing/drawing about reading)	Teacher observation with anecdotal notes
	Teacher-student conferences with anecdotal notes
Student work	Checklist
Technology (as needed)	Rubric
	Tests
	Response to reading
	Running records
	Notebook/journal
	Story map
	Character map
	Summary
	Vocabulary notebook
	Point of View Guide
	Retellings with scoring guide

	Extended Anticipation Guide
	Inquiry Chart (I-Chart)
	Plot diagram
	KWL
	Textbook Activity Guide
	Notes
	Collaborative Listening-Viewing Guide
	Analogical Strategy Guide
	Multiple Source Research Resource Guide
	Inference Chart

Available Accommodations and Modifications to Provide Access to the Core Reading Curriculum: Gr. 8

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** Choral and echo reading, read-alouds, picture/text walks, rhymes, role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, explicit instruction of phonics/word recognition, DR-TA(Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), TPR (Total Physical Response), Marzano's 9 Essential Strategies, word wall, Marzano's 6-step process, SSR, D.E.A.R., book reports, jigsaw text reading, marking and highlighting, reciprocal teaching, skimming and scanning, SQP2RS (Survey, Question, Predict, Read, Respond and Summarize) **Also see:** World Class Instructional Design and Assessment (WIDA) *English Language Proficiency Standards and Resource Guide*, 2007 www.wida.com	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) - Visual tracking and viewers - Magnifier - Colored overlays - Colored filter strips - Physical access tools - Hand held dictionary/spell check - Books in audio format - Books in alternate format, such as Braille, enlarged print texts - Books in electronic format - Talking word processors - Digital graphic organizers - Electronic text reader - Picture supported text - Advanced reading/writing supports - High interest/low vocabulary books - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked

Daily Writing / ELA Block - Grade 8	60 Minute Uninterrupted Instructional Block	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**
Writing Standards By the end of grade 8 students will: **Text Types and Purposes** 1. Write arguments in which they: a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument. 2. Write informative/explanatory texts in which they: a. Introduce and establish a topic and organize information under broader concepts or categories. b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 2. Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details. c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. **Production and Distribution of Writing** 4. Produce writing in which the organization, development, substance, and style are appropriate	• Entrance Paper – Diagnostic • Descriptive Writing • Narrative Writing • Timed, On-Demand Writing (fall and spring) • Writing about reading/media • Creative Writing • Business/Real-world Writing • High School Entrance Paper with Goals related to high school • Letters – Formal and Informal, including letter/message of complaint • Research Project with appropriate use of visuals and technology • Exit Paper Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics	• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Equipment/tools for modeling and sharing writing • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Word walls and other resources such as picture/word dictionaries and thesauruses • District-adopted rubrics • Technology • Visuals and other media • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MPS Virtual Library • MY Access! • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources **Write Source (student edition)** Writing Process pp. 11-65

to task, purpose, and audience (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.

6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

Research to Build Knowledge

7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:

a. Apply *grade 8 reading standards* to literature (e.g., "Compare a fictional portrayal of a time from the same period as a means of understanding how authors use or alter history").

b. Apply grade 8 reading standards to literary nonfiction (e.g., "Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards
By the end of grade 8, students will:

Comprehension and Collaboration:

1. Initiate and engage actively in group discussions on *grade 8 topics, texts, and issues* being studied in class.

a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.

b. Cooperate with peers to set clear goals and deadlines.

c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence.

d. Ensure a hearing for the range of positions on an issue.

e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.

2. Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.

3. Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.

Presentation of Knowledge and Ideas

4. Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.

5. Incorporate digital media and visual displays of data when helpful and in a manner that

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress/Learning logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Oral Presentations
- Persuasive Oral Presentation
- Summaries
- Record of note-taking
- Discussions
- Design, Creation, and Evaluation of Media Product (Presentation or Tangible Artifact)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics

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Descriptive Writing pp. 71-91
Narrative Writing pp. 11-28, 93-155
Expository Writing pp. 157-217
Persuasive Writing pp. 219-281
Business Writing pp. 274-277
Response to Literature pp. 282-341
Creative Writing pp. 353-361, 343-352
Story Writing pp. 343-352
Summary Writing pp. 375-378
Research Writing pp. 363-410
Graphs pp. 272-273

Write Source (student edition)
Speaking and Listening pp. 417-422
Speech Skills pp. 423-430
Group Skills pp. 115, 420-421
Presentations pp. 411-430
Multi-media Presentations 411-415

Strategies and Approaches
● Think, Pair, Share (Lyman, 1981)
● Think, Ink, Pair, Share (Billmeyer, 2003)
● Looping (Elbow, 1998)
● Collaborative Learning (Johnson and Johnson, 1999)
● Reciprocal Teaching (Palincsar, 1994)
● Discussion Webs (Alvermann, 1991)
● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
● Double-entry Journals (Tompkins, 2010)

● **Differentiation for Students Who Need Additional Practice** (use Extra Support in Write Source)
● **Differentiation for Students Who Are Advanced in This Skill** (use Challenge resources in Write Source)

Parts of Speech pp. 41, 79, 186, 191, 252, 310, 469-498, 500-503, 519, 522,

strengthens the presentation. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language for specific demands.) **Language Standards** By the end of grade 8, students will: **Conventions in Writing and Speaking** 1. Observe conventions of grammar and usage. a. Form and use verbs in active and passive voice. b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. c. Recognize and correct inappropriate shifts in verb voice and mood.* *Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication. 2. Observe conventions of capitalization, punctuation, and spelling. a. Use a comma to separate coordinate adjectives (e.g., It was a *fascinating, enjoyable movie but not he wore an old [,] green shirt*). b. Use a comma, ellipses, or dash to indicate a pause or break. c. Spell correctly. 3. Make effective language choices. a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). **Vocabulary Acquisition and Use** 4. Determine word meanings (*based on grade 8 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., precede, recede, secede). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g., verbal irony, puns) relevant to particular texts. 5. Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among these meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations. c. Use grade-appropriate academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.	• Technology Rubrics • Research Conventions Rubrics **Language:** Accurate use of conventions in writing and speaking • MPS Writing Rubrics – Conventions **Language:** Appropriate use of on-level vocabulary • MPS Language Rubrics	702-748 Sentences pp. 42-43, 122-123, 186-187, 248-249, 310-311, 499-522, 570, 571, 690-700 Capitalization pp. 372, 373, 618-626 Active Voice pp. 41, 726.1 Interrogative Pronoun p. 706.1 Spelling pp. 645-651 Shift in Verb Tense p. 482 Comma pp. 314, 582-590 Adjectives pp. 79, 486-489, 732, 734 Ellipses p. 614 Dash p. 612 Mood pp. 307, 351 Vocabulary Building Techniques pp. 562 Improving Vocabulary 562-569 Word Choice pp. 12, 20, 34, 41 Etymology pp. 372, 373 Word Order pp. 509, 570, 694.2 Roots pp. 562, 567-569 Reference Materials pp. 370-373 Dictionary Use pp. 372-373 Denotation p. 560 Connotation pp. 106, 121, 488, 560 **Write Source Skills Book** **Assessment Book** **Write Source Interactive Writing Skills CD-Rom** **Daily Language Workouts** http://www.greatsource.com/iwrite/index.html

Available Accommodations and Modifications to Provide Access to the Core Writing Curriculum: Gr. 8

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Size Time Level of Support Input Difficulty Output Participation

English Language Learners section:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Students with Disabilities (per IEP) including but not limited to:

Size

Time

Level of Support

Input

Difficulty

Output

Participation

Assistive technology (writing)
(Also see Appendix)
- Adapted writing utensils
- Adapted paper
- Positioning devices
- Hand held dictionary/spell check
- Recorders
- Portable word processors
- Digital graphic organizers
- Digital note takers
- Adapted/alternative computer hardware
- Alternative software
- Talking/graphic word processors
- Word prediction
- Advanced reading/writing supports
- Voice recognition
- Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 8: RtI Tier 2
(Early Intervening Services)

Grade 8: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Qualified non-proficient students receive reading instruction from a READ 180 teacher using Scholastic's READ 180 program for 90 minutes daily for 12-18 months or until exit criteria is met. (Also see Appendix.)
- Community Learning Center (CLC) Select 20 Academic Tutoring Program (ATP) for 3 hours/week for 25 weeks; ATP teacher uses *Apex* (online learning).

Grade 8: RtI Tier 3

Grade 8: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities. (Also see Appendix.)

NOTE: The International Newcomer Progam for non English speaking students will begin in 2010-2011. (Also, see Appendix.)

Core Literacy Curriculum:
Grade 9

Core Literacy Curriculum: Grade 9
Universal Expectations for the MPS Grade 9 Classroom Environment

- Organized for whole and small group instruction and independent work
- Classroom arrangement emphasizes student interactions, in addition to teacher-directed interactions
- Teacher encourages productive, accountable talk by having areas and times available for students to work together
- Smooth efficient transitions between activities
- All students have access to district-adopted resources
- Classroom library is well-stocked with age-appropriate fiction and nonfiction materials written on a variety of reading levels
- Books are effectively sorted and labeled so students can explain, maintain, and use library independenttly. Books are arranged attractively and invitingly
- Display of recent student work/projects with accompanying written explanation
- Display of signs, labels for each item and quotations
- Posted directions for activities or use of equipment
- Materials/tools for recording language, including pencils, pens, markers, paper, charts, logs, writers' notebooks, books, computers, etc.
- Work stations or space for reading, writing, researching, and listening activities
- Reference materials related to literature or content area units/topics
- Audiovisual/technology equipment and materials available for student use

Grade 9: RtI Tier 1 (Core)

Grade 9: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 9 Literacy Programs and Resources	Grade 9 Literacy Assessments
English Language Arts Board-approved District Adoption: • *Prentice Hall Gold* (2005)	Formative: • Progress monitoring (See following pages) • Classroom Assessments Based on Standards (CABS) Benchmark: • Universal Screener 1. *ThinkLink/Discovery Education Assessments* Summative: • End of unit tests • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA) • Evidence in language arts portfolio per Common Course Plan – English 9 • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners
Home/Community Literacy Connections see Appendix B	

English Language Arts Instructional Block - Grade 9		
Foci: **Reading, Writing, Speaking, Listening, and Using Language**	**Assessment Evidence**	**Aligned Resources**
Common Core Standards for English Language Arts The standards listed here focus on what is essential but do not describe all that can or should be taught.		
Reading Standards By the end of grade 9 students will: **Literature: Key Ideas and Details** 1. Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text. 2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details. 3. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **Literature: Craft and Structure** 4. Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal and informal tone). 5. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise. 6. Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose. **Literature: Integration of Knowledge and Ideas** 7. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musee de Beaux Arts" and *Breughel's Landscape with the Fall of Icarus*). 8. (Not applicable to literature) 9. Analyze a wide range nineteenth and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period. **Literature: Range and Level of Text Complexity** 10. Read literature independently, proficiently, and fluently in the grades 9-10 complexity band; read texts at the high end of the range with scaffolding as needed.	<u>**Common Course Evidence**</u> *By the end of Grade 9(two semesters) students will create a portfolio of proficient work, including:* ➢ Letter/message of Request ➢ Letter/message of Complaint ➢ Research Project ➢ Evidence of Collaboration / Small Group Discussion ➢ Media Product ➢ Character Sketch ➢ Creative Product (writing or other media) ➢ Reading/Literature Analysis (using media) ➢ Narrative Writing ➢ Persuasive Writing ➢ Descriptive Writing ➢ Expository Writing ➢ Persuasive Writing ➢ Reflective Writing ** Students will employ technology to access, organize, create, revise, and publish works*	• District-adopted resources (including Prentice Hall – Gold) • Selected variety of novels (see English 9 Common Course Plan for details) • Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Writing resources such as dictionaries and thesauruses • District-adopted rubrics • Visuals and other media • Discovery Education *Streaming* • MPS Virtual Library • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources **Reading Strategies/Approaches:**

Informational Text: Key Ideas and Details	Criteria for Evidence of Effective Reading Abilities	● Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)

Informational Text: Key Ideas and Details

1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.

2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.

3. Analyze the interactions between and among ideas and events, including how ideas and events influence one another.

Informational Text: Craft and Structure

4. Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).

5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.

Informational Text: Integration of Knowledge and Ideas

7. Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.

8. Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions.

9. Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation.

Informational Text: Range of Level of Text Complexity

10. Read informational text independently, proficiently, and fluently in the grades 9-10 text complexity band; read texts at the high end of the range with scaffolding as needed.

Criteria for Evidence of Effective Reading Abilities
(Adapted from Burke, 1999)

- Demonstrates ability to fluently navigate all aspects of the text
- Shows a confident understanding of authorial intent
- Accurately and simultaneously processes multiple layers and different meanings of text
- Pays extra attention that allows attention to finer distinctions or larger context of the work (e.g., relation of this text to other writers or different eras)
- Monitors progress of understanding and employs effective strategies to fill in gaps
- Self-assesses and possesses the ability to accurately articulate a picture of current performance as a reader
- Knows what to do to improve

Other Reading Evidence:

- Independent reading record/ log
- Rubric (see criteria above)
- Checklist
- Teacher observation with anecdotal notes
- Cloze passages
- CABS
- Story map
- Response to reading
- Graphic organizer
- Independent reading log
- Learning log
- Short-cycle assessments

- Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)
- Student generated questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)
- Double-Entry Journals (Berthoff, 1981; Tovani, 2000)
- "I wonder" questions (Tovani, 2000)
- Three-Minute Pause (Buehl, 2001)
- Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
- Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)
- Story Weave Map (CORE, 2000)
- Character Map (Project CRISS, 2007)
- Figuring Out New Words From Context chart (Project CRISS, 2007)
- Context clues (Putting Reading First, 2006)
- Word parts/affixes (Putting Reading First, 2006)
- Dictionaries and other reference aids (Putting Reading First, 2006)
- Concept of Definition Map (Schwartz & Raphael, 1985, 1988)
- Vocabulary Map (Project CRISS, 2007)
- Vocabulary Flash Cards (Project CRISS, 2007)
- Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001)
- Semantic Feature Analysis (Anders & Bos, 1986)
- Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)

Writing Standards	Writing:	Writing Approaches and Strategies (Graham and Perin, 2007)

Writing Standards
By the end of grade 9 students will:

Text Types and Purposes
1. Write arguments which they:
 a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.
 b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.
 c. Use precise words, phrases, and clauses to make clear the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as the audience's knowledge of the issue.
 e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
2. Write informative/explanatory texts in which they:
 a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purposes; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.
 b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.
 c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.
 d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific disciplines and context as well as the expertise of likely readers.
 e. Provide a conclusion that follows logically form the information or explanation provided and articulates the implications or significance of the topic.
3. Write narratives in which they:
 a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.
 b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.
 c. Use a variety of techniques to sequence events so that they build on one another to create coherent whole.
 d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.
 e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standard 1-3 above).
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.

Writing:
Common assessment tools:
- MPS Writing Rubrics
- MPS Research Rubrics

Six Traits of Effective Writing (Spandel, 2009)
- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency and Variety
- Conventions

Writing Approaches and Strategies (Graham and Perin, 2007)
- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Areas

Students in grade nine will review and enhance the following skills that writers use (Tomkins, 2010)
● Structuring Skills
● Mechanical Skills
● Language Skills
● Reference Skills
● Computer Skills

Focus on Effective Sentence Construction and Revision
Students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
● Sentence Unscrambling
● Sentence Imitating
● Sentence Combining
● Sentence Expanding

6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.

Research to Build Knowledge
7. Perform short focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.
8. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strength and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
 a. Apply grade 9-10 reading standards to literature (e.g., "Analyze a wide range of nineteenth and early-twentieth-century foundational words of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.").
 b. Apply grade 9-10 reading standards to literary nonfiction (e.g., "Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions").
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards
By the end of grade 9, students will:

Comprehension and Collaboration:
1. Initiate and participate effectively in group discussions on grade 10 topics, texts, and issues being studied in class.
 a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.
 b. Cooperate with peers to set clear goals and deadlines and to establish roles.
 c. Build on essential information form others' input by asking questions and sharing comments that enrich discussions.
 d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.
 e. Evaluate whether the team has met its goal.
2. Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.
3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas
4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.
5. Make strategic use of digital media elements and visual displays of data to enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Informative, Persuasive, and Demonstrative Oral & Impromptu Presentations
- Debates
- Listening Assessments
- Discussion Assessments
- Design and Creation of Media Product (Presentation or Tangible Artifacts)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics
- Technology Rubrics

Categories of Strategies
(Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Four Types of Revision
(Tompkins, 2008)
- Additions
- Substitutions
- Deletions
- Moves

Speaking, Listening, and Media Strategies/Approaches
- Literature Circles (Daniels, 2002)
- Socratic Seminar (Metzger, 1998; Tredway, 1995)
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)
- Authentic Forms (Zemelman, Daniels, and Hyde, 2005)
- Fishbowl (Baloche, Mauger, Willis, Filinuk, and Michalsky, 1993)
- Social Interaction (Spiegel, 2005)
- Tapping Students' Understanding (Langer, 1992, Spiegel, 2005)

Language Strategies/Approaches:
● Think, Pair, Share (Lyman, 1981)
● Think, Ink, Pair, Share

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Language Standards
By the end of grade 9, students will:
Conventions in Writing an Speaking
1. Observe conventions of grammar in writing.
 a. Use parallel structure in writing. *
 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.
2. Observe conventions of capitalization, punctuation, and spelling.
 a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 b. Use a colon to introduce a list or quotation.
 c. Spell correctly.
3. Make effective language choices.
 a. Write and edit work so that it conforms to the guidelines in a style manual.

Vocabulary Acquisition and Use
4. Determine the word meanings (based on grade 9 reading).
 a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
 b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
 c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.
5. Understand word relationships.
 a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
 b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.
*Conventions standards noted with an asterisk need to be revisited by students in subsequent grades as their writing and speaking grow in sophistication.

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Column 2:

- Research Conventions Rubrics

Language:
Accurate use of conventions in writing and speaking

- MPS Writing Rubrics – Conventions

Language:
Appropriate use of on-level vocabulary

- MPS Language Rubrics

Column 3:

(Billmeyer, 2003)
● Looping (Elbow, 1998)
● Collaborative Learning (Johnson and Johnson, 1999)
● Reciprocal Teaching (Palincsar, 1994)
● Discussion Webs (Alvermann, 1991)
● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
● MPS Vocabulary List for Grade Nine – English language arts
● Marzano - Six Step Process (2004)
● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
● Talk Aloud (Baumann and Schmitt, 1986)
● Explicit Modeling (Roehler and Duffy, 1991)
● Implicit Modeling (Roehler and Duffy, 1991)
● Read Aloud (Allen, 2000)
● Think Aloud (Clark, 1984; Meichenbaum, 1985)
● Word Learning Strategies (Graves, 2006):
  - Use Context Clues
  - Analyze Word Parts
  - Check a Dictionary
● Word Consciousness (Scott and Nagy, 2004)
● Word Study (Allen, 2007):
  - Word Posters
  - Word Maps
  - Possible Sentences
  - Dramatizing Words
  - Word Sorts
  - Word Chains
  - Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	**Universal Approaches, Skills, and Strategies**

Introduction (5 minutes)
Goal = Connect

The teacher will:

- Articulate clear learning objectives for the lesson and discuss purposes behind them (what we are doing and why).
- Ask students to demonstrate their understanding of the learning intention in written or oral form.

Whole Group Focus Lesson with Explicit Instruction (10 minutes)
Goal = Build

The teacher will:

- Introduce the topic of the lesson.
- Explain the goal of the lessons' reading or writing strategies or skills foci through direct instruction, active engagement, and shared reading.
- Co-create, with students, anchor charts with visuals to use as resources during independent work and as artifacts of learning. Topics include: close reading, Socratic Seminar, quickwrites, dialectical journals, marking texts, self-editing and peer editing, jigsaw, and role playing; reading and writing genre features; comprehension strategies; vocabulary, fluency, and word studies; grammar studies through mentor texts and student work to illustrate teaching points; grammar and language usage practice linked to authentic student writing.
- Ask students to record learning in learning logs.
- Provide additional information and/or clarification to enhance understanding and support transfer by asking students to engage in accountable talk during lessons through Think-Pair-Share, Think-Write-Pair-Share, Turn and Talk, and other cooperative learning activities.
- Ask students to reflect on their learning and discuss how they will apply the content of the lesson.

Elements of Effective Adolescent Literacy Program (Biancarosa and Snow, 2004)

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- A technology component
- Ongoing formative instruction
- Extended time for literacy
- Professional development
- Ongoing summative assessment of students and programs
- Teacher teams

Strategies for Assessment For Learning (Stiggins, Arter, Chappuis and Chappuis, 2004)

- Provide a clear and understandable vision of the learning target
- Use examples of strong and weak work
- Offer regular descriptive feedback
- Teach students to self-assess and set goals
- Design lessons to focus on one aspect of quality at a time
- Teach students focused revision
- Engage students in self-reflection, and let them keep track of and share their learning

Design Units to Focus on Understanding (Wiggins and McTighe, 2004)

- Communicate intended enduring understandings
- Articulate big ideas
- Design engaging and relevant essential questions
- Adopt, adapt, or create authentic performance tasks; strategically employ other balanced assessment evidence
- Construct engaging and effective aligned learning experiences

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Whole Group Shared Reading (10 minutes)
Goals = Build and Enjoy

- Shared reading is used not only as reading for enjoyment, but to teach effective reading habits. Teacher routinely and explicitly will:
- Think aloud.
- Question for listening comprehension.
- Support vocabulary and work attack strategies.
- Model comprehension strategies.

Explicit Small Group and Independent Reading Work Period (15-25minutes; may alternate with writing or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Confer with students or lead small collaborative groups of 4-6 students.
- In conferences, assist students as they reflect on their learning and set goals and monitor progress.
- In collaborative groups, meet with 3-4 students who are working together. Support may be offered in short, guided lessons (5-10 minutes) and should be clearly focused and scaffolded for students.
- Use reciprocal teaching instructional strategies.
- Use a variety of purposeful grouping formats for students who need more support (e.g., literature groups, Turn and Talk). Students participate in both homogeneous and heterogeneous groupings to meet different purposes.
- Offer frequent, multiple opportunities to interact with one another and use oral language purposefully during whole and small group and independent time.
- Strategically monitor time to ensure students are able to engage in both small group and independent work time each class period.
- Integrate speaking, listening, discussing, media, technology, and research.
- During independent work time, monitor and assist as students independently read, practicing whole and small group lesson strategies or skills. They may also partner read, use literature circles, and increase the volume of their reading.
- Help students carefully select independent reading materials, based on reading and language levels, concept knowledge, cultural backgrounds, interests, and support books offer, and consider these characteristics for small group reading materials.
- Monitor as students independently read "just-right" books and write responses to reading and literature in their learning logs.

Characteristics of Successful Teaching and Learning (Applebee, 2002)
- Engage students in higher-order talk and writing about the disciplines of English
- Ensure cohesiveness of curriculum and instruction
- Use diverse perspectives to deepen discussion and enhance learning
- Align curriculum with assessment
- Scaffold skills and strategies needed for new and difficult tasks
- Provide special help to struggling readers and writers

Key Classroom-Based Practices (Adler and Rougle, 2005)
- Dialogic instruction (Nystrand, 1997)
- Envisionment building (Langer, 1995)
- Curriculum as conversation (Applebee, 1996)

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product

Comprehension Strategies (Burke, 1999)
- Self-monitoring
- Rereading
- Questioning texts
- Setting reading purpose
- Activating background knowledge

Reading Strategies
● Retelling (Morrow, 1985)
● Book Talks (Raphael, et. al., 1997, CORE, 2000)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)
● Perspective Entries (Project CRISS, 2007)
● Point of View (Lukens, 2006)
● Picture Walk/Text Walk (Clay, 1985; Goldenberg, 1991; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)
●Repeated readings (Samuels, 1979)
● Independent reading

- Make certain access to materials, including novels, short texts, chart paper, graphic organizers, learning logs, and sticky notes.

(Allington, 2000 & Krashen, 2004)

Explicit Small Group and Independent Writing Work Period (15-25minutes; may alternate with reading or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Guide students as they engage in a writing process—independently, in writing circles with writing partners, or with the teacher.
- Assist and connect students to consult appropriate mentor texts aligned to the focus of their writing.
- Confer with individual students, asking questions to help them think through how to improve their writing. During frequent writing conferences the teacher will:
- Read some student writing and ask questions to encourage students to talk about their writing processes and language and grammar use.
- Based on students' questions, evidenced-based needs, and interests, decide what to teach students or what to reinforce from recent focus lessons.
- Help students reflect on their writing by talking with them about their writing processes and set goals for next steps.
- Reinforce one strategy or concept clearly by: Supporting students in using information from other focus lessons; connecting students to writing mentors; and/or providing guided practice, so students can try writing strategies with teacher assistance.
- Integrate speaking, listening, discussing, media, technology, and research.

Whole Group – Sharing and Reflection (5-10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Reconvene whole group to include all members of the class.
- Briefly revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

Elements of the Mini-lesson (Tompkins, 2008)
- Introduce the topic
- Share examples [use mentor text]
- Provide information
- Guide practice
- Assess learning

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing / sharing with an audience (Elbow, 2002)
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Features of Effective [Literacy] Instruction (Langer, Close, Angelis, and Preller, 2000)
- Students learn skills and knowledge in multiple lesson types
- Teachers integrate test preparation into instruction
- Teachers make connections across instruction, curriculum, and life
- Students learn strategies for doing the work
- Students are expected to be generative thinkers

	• Classrooms foster cognitive collaboration

Available Accommodations and Modifications to Provide Access to the Core Curriculum: Gr. 9

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, DR-TA (Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), reciprocal teaching, skimming and scanning, SQP2RS(survey, question, predict, read, respond and summarize), TPR (Total Physical Response) marking and highlighting, Marzano's 9 Essential Strategies, jigsaw text reading Marzano's 6-step process, SSR, book reports	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) - Visual tracking and viewers - Magnifier - Colored overlays - Colored filter strips - Physical access tools - Hand held dictionary/spell check - Books in audio format - Books in alternate format, such as Braille, enlarged print texts - Books in electronic format - Talking word processors - Digital graphic organizers - Electronic text reader - Picture supported text - Advanced reading/writing supports - High interest/low vocabulary books - Sound amplification systems Assistive technology (writing) (Also see Appendix) - Adapted writing utensils - Adapted paper

	- Positioning devices - Hand held dictionary/spell check - Recorders - Portable word processors - Digital graphic organizers - Digital note takers - Adapted/alternative computer hardware - Alternative software - Talking/graphic word processors - Word prediction - Advanced reading/writing supports - Voice recognition - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 9: RtI Tier 2
(Early Intervening Services)

Grade 9: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Qualified non-proficient students receive reading instruction from a READ 180 teacher using Scholastic's READ 180 program for 90 minutes daily for 12-18 months or until exit criteria is met. (Also see Appendix.)
- Community Learning Center (CLC) Select 20 Academic Tutoring Program (ATP) for 3 hours/week for 25 weeks; ATP teacher uses *Apex* (online learning with credit recovery).

Grade 9: RtI Tier 3

Grade 9: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities; students may earn elective credits which count toward graduation requirements. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities; students may earn elective credits which count toward graduation requirements; IEP teams determine if classes count toward English credit. (Also see Appendix.)

Core Literacy Curriculum: Grade 10

Core Literacy Curriculum: Grade 10

Universal Expectations for the MPS Grade 10 Classroom Environment

- Organized for whole and small group instruction and independent work
- Classroom arrangement emphasizes student interactions, in addition to teacher-directed interactions
- Teacher encourages productive, accountable talk by having areas and times available for students to work together
- Smooth efficient transitions between activities
- All students have access to district-adopted resources
- Classroom library is well-stocked with age-appropriate fiction and nonfiction materials written on a variety of reading levels
- Books are effectively sorted and labeled so students can explain, maintain, and use library independenttly. Books are arranged attractively and invitingly
- Display of recent student work/projects with accompanying written explanation
- Display of signs, labels for each item and quotations
- Posted directions for activities or use of equipment
- Materials/tools for recording language, including pencils, pens, markers, paper, charts, logs, writers' notebooks, books, computers, etc.
- Work stations or space for reading, writing, researching, and listening activities
- Reference materials related to literature or content area units/topics
- Audiovisual/technology equipment and materials available for student use

Grade 10: RtI Tier 1 (Core)

Grade 10: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 10 Literacy Programs and Resources	Grade 10 Literacy Assessments
English Language Arts Board-approved District Adoption: • *Prentice Hall Platinum*	Formative: • Progress monitoring (See following pages) • Classroom Assessments Based on Standards (CABS) Benchmark: • Universal Screener _____ Summative: • End of unit tests • *Wisconsin Knowledge and Concepts Examination* (WKCE) OR *Wisconsin Alternate Assessment* (WAA) • Evidence in language arts portfolio per Common Course Plan – English 10 • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners
Home/Community Literacy Connections see Appendix B	

English Language Arts Instructional Block - Grade 10

Foci: **Reading, Writing, Speaking, Listening, and Using Language**	**Assessment Evidence**	**Aligned Resources**
Common Core Standards for English Language Arts The standards listed here focus on what is essential but do not describe all that can or should be taught.		

Reading Standards By the end of grade 10 students will: **Literature: Key Ideas and Details** 1. Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text. 2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details. 3. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **Literature: Craft and Structure** 4. Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal and informal tone). 5. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise. 6. Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose. **Literature: Integration of Knowledge and Ideas** 7. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musee de Beaux Arts" and *Breughel's Landscape with the Fall of Icarus*). 8. (Not applicable to literature) 9. Analyze a wide range nineteenth and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period. **Literature: Range and Level of Text Complexity** 10. Read literature independently, proficiently, and fluently in the grades 9-10 complexity band; read "stretch" texts in the grades 11-CCR text complexity band with scaffolding as needed.	<u>**Common Course Evidence**</u> ***By the end of Grade 10 (two semesters) students will create a portfolio of proficient work, including:*** ➢ Letter/message of Request ➢ Letter/message of Complaint ➢ Research Project ➢ Evidence of Collaboration / Small Group Discussion ➢ Media Product ➢ Character Analysis ➢ Creative Product (writing or other media) ➢ Reading/Literature Synthesis (using media) ➢ Narrative Writing ➢ Persuasive Writing ➢ Descriptive Writing ➢ Expository Writing ➢ Persuasive Writing ➢ Reflective Writing ** Students will employ technology to access, organize, create, revise, and publish works* **Criteria for Evidence of Effective Reading Abilities** (Adapted from Burke, 1999) • Demonstrates ability to fluently navigate all aspects of the text	• District-adopted resources (including Prentice Hall – Platinum) • Selected variety of novels (see English 10 Common Course Plan for details) • Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Writing resources such as dictionaries and thesauruses • District-adopted rubrics • Visuals and other media • Discovery Education *Streaming* • MPS Virtual Library • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources

Informational Text: Key Ideas and Details 1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text. 2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details. 3. Analyze the interactions between and among ideas and events, including how ideas and events influence one another. **Informational Text: Craft and Structure** 4. Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper). 5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure. **Informational Text: Integration of Knowledge and Ideas** 7. Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue. 8. Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions. 9. Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation. **Informational Text: Range of Level of Text Complexity** 10. Read informational text independently, proficiently, and fluently in the grades 9-10 text complexity band; read "stretch" texts in the grades 11-CCR text complexity band with scaffolding as needed.	• Shows a confident understanding of authorial intent • Accurately and simultaneously processes multiple layers and different meanings of text • Pays extra attention that allows attention to finer distinctions or larger context of the work (e.g., relation of this text to other writers or different eras) • Monitors progress of understanding and employs effective strategies to fill in gaps • Self-assesses and possesses the ability to accurately articulate a picture of current performance as a reader • Knows what to do to improve **Other Reading Evidence:** • Independent reading record/ log • Rubric (see criteria above) • Checklist • Teacher observation with anecdotal notes • Cloze passages • CABS • Story map • Response to reading • Graphic organizer • Independent reading log • Learning log • Short-cycle assessments	**Reading Strategies/Approaches:** ● Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006) ● Student generated questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007) ● Double-Entry Journals (Berthoff, 1981; Tovani, 2000) ● "I wonder" questions (Tovani, 2000) ● Three-Minute Pause (Buehl, 2001) ● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007) ● Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002) ● Story Weave Map (CORE, 2000) ● Character Map (Project CRISS, 2007) ● Figuring Out New Words From Context chart (Project CRISS, 2007) ● Context clues (Putting Reading First, 2006) ● Word parts/affixes (Putting Reading First, 2006) ● Dictionaries and other reference aids (Putting Reading First, 2006) ● Concept of Definition Map (Schwartz & Raphael, 1985, 1988) ● Vocabulary Map (Project CRISS, 2007) ● Vocabulary Flash Cards (Project CRISS, 2007) ● Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl 2001) ● Semantic Feature Analysis (Anders & Bos, 1986) ● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)

Writing Standards
By the end of grade 10 students will:

Text Types and Purposes
1. Write arguments which they:
 a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.
 b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.
 c. Use precise words, phrases, and clauses to make clear the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as the audience's knowledge of the issue.
 e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
2. Write informative/explanatory texts in which they:
 a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purposes; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.
 b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.
 c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.
 d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific disciplines and context as well as the expertise of likely readers.
 e. Provide a conclusion that follows logically form the information or explanation provided and articulates the implications or significance of the topic.
3. Write narratives in which they:
 a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.
 b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.
 c. Use a variety of techniques to sequence events so that they build on one another to create coherent whole.
 d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.
 e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standard 1-3 above).
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

Writing:
Common assessment tools:
- MPS Writing Rubrics
- MPS Research Rubrics

Six Traits of Effective Writing
(Spandel, 2009)
- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency and Variety
- Conventions

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Writing Approaches and Strategies (Graham and Perin, 2007)
- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Areas

Students in grade nine will review and enhance the following skills that writers use (Tomkins, 2010)
● Structuring Skills
● Mechanical Skills
● Language Skills
● Reference Skills
● Computer Skills

Focus on Effective Sentence Construction and Revision
Students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
● Sentence Unscrambling
● Sentence Imitating
● Sentence Combining
● Sentence Expanding

focusing on addressing what is most significant for a specific task and context.

6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.

Research to Build Knowledge

7. Perform short focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.

8. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strength and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.

9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

 a. Apply grade 9-10 reading standards to literature (e.g., "Analyze a wide range of nineteenth and early-twentieth-century foundational words of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.").

 b. Apply grade 9-10 reading standards to literary nonfiction (e.g., "Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards
By the end of grade 10, students will:

Comprehension and Collaboration:

1. Initiate and participate effectively in group discussions on grade 10 topics, texts, and issues being studied in class.

 a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.

 b. Cooperate with peers to set clear goals and deadlines and to establish roles.

 c. Build on essential information form others' input by asking questions and sharing comments that enrich discussions.

 d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.

 e. Evaluate whether the team has met its goal.

2. Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.

3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.

5. Make strategic use of digital media elements and visual displays of data to enhance understanding.

Speaking, Listening, and Media
- Informative, Persuasive, and Demonstrative Oral & Impromptu Presentations
- Debates
- Listening Assessments
- Discussion Assessments
- Design and Creation of Media Product (Presentation or Tangible Artifacts)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics
- Technology Rubrics
- Research Conventions Rubrics

Language:

Accurate use of conventions in writing and speaking

- MPS Writing Rubrics – Conventions

Language:
Appropriate use of on-level vocabulary

- MPS Language Rubrics

Categories of Strategies
(Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Four Types of Revision
(Tompkins, 2008)
- Additions
- Substitutions
- Deletions
- Moves

Speaking, Listening, and Media Strategies/Approaches
- Literature Circles (Daniels, 2002)
- Socratic Seminar (Metzger, 1998; Tredway, 1995)
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)
- Authentic Forms (Zemelman, Daniels, and Hyde, 2005)
- Fishbowl (Baloche, Mauger, Willis, Filinuk, and Michalsky, 1993)
- Social Interaction (Spiegel, 2005)
- Tapping Students' Understanding (Langer, 1992,

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.
 	
Language Standards
By the end of grade 10, students will:
Conventions in Writing an Speaking
1. Observe conventions of grammar in writing.
 a. Use parallel structure in writing. *
 b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.
2. Observe conventions of capitalization, punctuation, and spelling.
 a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 b. Use a colon to introduce a list or quotation.
 c. Spell correctly.
3. Make effective language choices.
 a. Write and edit work so that it conforms to the guidelines in a style manual.
 	
Vocabulary Acquisition and Use
4. Determine the word meanings (based on grade 10 reading).
 a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
 b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
 c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.
5. Understand word relationships.
 a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
 b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.
*Conventions standards noted with an asterisk need to be revisited by students in subsequent grades as their writing and speaking grow in sophistication.
		Spiegel, 2005)
		Language Strategies/Approaches:
		● Think, Pair, Share (Lyman, 1981)
		● Think, Ink, Pair, Share (Billmeyer, 2003)
		● Looping (Elbow, 1998)
		● Collaborative Learning (Johnson and Johnson, 1999)
		● Reciprocal Teaching (Palincsar, 1994)
		● Discussion Webs (Alvermann, 1991)
		● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
		● MPS Vocabulary List for Grade Ten – English language arts
		● Marzano - Six Step Process (2004)
		● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Analogies (Buehl and Hein, 1991)
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		  • Word Posters
		  • Word Maps
		  • Possible Sentences
		  • Dramatizing Words
		  • Word Sorts
		  • Word Chains
		  • Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	**Universal Approaches, Skills, and Strategies**

Introduction (5 minutes) **Goal = Connect** The teacher will: - Articulate clear learning objectives for the lesson and discuss purposes behind them (what we are doing and why). - Ask students to demonstrate their understanding of the learning intention in written or oral form. **Whole Group Focus Lesson with Explicit Instruction (10 minutes)** **Goal = Build** The teacher will: - Introduce the topic of the lesson. - Explain the goal of the lessons' reading or writing strategies or skills foci through direct instruction, active engagement, and shared reading. - Co-create, with students, anchor charts with visuals to use as resources during independent work and as artifacts of learning. Topics include: close reading, Socratic Seminar, quickwrites, dialectical journals, marking texts, self-editing and peer editing, jigsaw, and role playing; reading and writing genre features; comprehension strategies; vocabulary, fluency, and word studies; grammar studies through mentor texts and student work to illustrate teaching points; grammar and language usage practice linked to authentic student writing. - Ask students to record learning in learning logs. - Provide additional information and/or clarification to enhance understanding and support transfer by asking students to engage in accountable talk during lessons through Think-Pair-Share, Think-Write-Pair-Share, Turn and Talk, and other cooperative learning activities. - Ask students to reflect on their learning and discuss how they will apply the content of the lesson.	**Elements of Effective Adolescent Literacy Program** (Biancarosa and Snow, 2004) - Direct, explicit comprehension instruction - Effective instructional principles embedded in content - Motivation and self-directed learning - Text-based collaborative learning - Strategic tutoring - Diverse texts - Intensive writing - A technology component - Ongoing formative instruction - Extended time for literacy - Professional development - Ongoing summative assessment of students and programs - Teacher teams **Strategies for Assessment For Learning** (Stiggins, Arter, Chappuis and Chappuis, 2004) - Provide a clear and understandable vision of the learning target - Use examples of strong and weak work - Offer regular descriptive feedback - Teach students to self-assess and set goals - Design lessons to focus on one aspect of quality at a time - Teach students focused revision - Engage students in self-reflection, and let them keep track of and share their learning **Design Units to Focus on Understanding** (Wiggins and McTighe, 2004) - Communicate intended enduring understandings - Articulate big ideas - Design engaging and relevant essential questions - Adopt, adapt, or create authentic performance tasks; strategically employ other balanced assessment evidence - Construct engaging and effective aligned learning experiences

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Whole Group Shared Reading (10 minutes)
Goals = Build and Enjoy

- Shared reading is used not only as reading for enjoyment, but to teach effective reading habits. Teacher routinely and explicitly will:
- Think aloud.
- Question for listening comprehension.
- Support vocabulary and work attack strategies.
- Model comprehension strategies.

Explicit Small Group and Independent Reading Work Period (15-25minutes; may alternate with writing or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Confer with students or lead small collaborative groups of 4-6 students.
- In conferences, assist students as they reflect on their learning and set goals and monitor progress.
- In collaborative groups, meet with 3-4 students who are working together. Support may be offered in short, guided lessons (5-10 minutes) and should be clearly focused and scaffolded for students.
- Use reciprocal teaching instructional strategies.
- Use a variety of purposeful grouping formats for students who need more support (e.g., literature groups, Turn and Talk). Students participate in both homogeneous and heterogeneous groupings to meet different purposes.
- Offer frequent, multiple opportunities to interact with one another and use oral language purposefully during whole and small group and independent time.
- Strategically monitor time to ensure students are able to engage in both small group and independent work time each class period.
- Integrate speaking, listening, discussing, media, technology, and research.
- During independent work time, monitor and assist as students independently read, practicing whole and small group lesson strategies or skills. They may also partner read, use literature circles, and increase the volume of their reading.
- Help students carefully select independent reading materials, based on reading and language levels, concept knowledge, cultural backgrounds, interests, and support books offer, and consider these characteristics for small group reading materials.
- Monitor as students independently read "just-right" books and write responses to reading and literature in their learning logs.

Characteristics of Successful Teaching and Learning (Applebee, 2002)
- Engage students in higher-order talk and writing about the disciplines of English
- Ensure cohesiveness of curriculum and instruction
- Use diverse perspectives to deepen discussion and enhance learning
- Align curriculum with assessment
- Scaffold skills and strategies needed for new and difficult tasks
- Provide special help to struggling readers and writers

Key Classroom-Based Practices (Adler and Rougle, 2005)
- Dialogic instruction (Nystrand, 1997)
- Envisionment building (Langer, 1995)
- Curriculum as conversation (Applebee, 1996)

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product

Comprehension Strategies (Burke, 1999)
- Self-monitoring
- Rereading
- Questioning texts
- Setting reading purpose
- Activating background knowledge

Reading Strategies
● Retelling (Morrow, 1985)
● Book Talks (Raphael, et. al., 1997, CORE, 2000)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)
● Perspective Entries (Project CRISS, 2007)
● Point of View (Lukens, 2006)
● Picture Walk/Text Walk (Clay, 1985; Goldenberg, 1991; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)

Explicit Small Group and Independent Writing Work Period (15-25minutes; may alternate with reading or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Guide students as they engage in a writing process—independently, in writing circles with writing partners, or with the teacher.
- Assist and connect students to consult appropriate mentor texts aligned to the focus of their writing.
- Confer with individual students, asking questions to help them think through how to improve their writing. During frequent writing conferences the teacher will:
- Read some student writing and ask questions to encourage students to talk about their writing processes and language and grammar use.
- Based on students' questions, evidenced-based needs, and interests, decide what to teach students or what to reinforce from recent focus lessons.
- Help students reflect on their writing by talking with them about their writing processes and set goals for next steps.
- Reinforce one strategy or concept clearly by: Supporting students in using information from other focus lessons; connecting students to writing mentors; and/or providing guided practice, so students can try writing strategies with teacher assistance.
- Integrate speaking, listening, discussing, media, technology, and research.

Whole Group – Sharing and Reflection (5-10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Reconvene whole group to include all members of the class.
- Briefly revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

● Repeated readings (Samuels, 1979)
● Independent reading
(Allington, 2000 & Krashen, 2004)

Elements of the Mini-lesson (Tompkins, 2008)
- Introduce the topic
- Share examples [use mentor text]
- Provide information
- Guide practice
- Assess learning

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing / sharing with an audience (Elbow, 2002)
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Features of Effective [Literacy] Instruction (Langer, Close, Angelis, and Preller, 2000)
- Students learn skills and knowledge in multiple lesson types
- Teachers integrate test preparation into instruction
- Teachers make connections across instruction, curriculum, and life
- Students learn strategies for doing the work
- Students are expected to be generative thinkers
- Classrooms foster cognitive collaboration

Available Accommodations and Modifications to Provide Access to the Core Curriculum: Gr. 10

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral **Grade-specific reading strategies:** role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, DR-TA (Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), reciprocal teaching, skimming and scanning, SQP2RS(survey, question, predict, read, respond and summarize), TPR (Total Physical Response) marking and highlighting, Marzano's 9 Essential Strategies, jigsaw text reading Marzano's 6-step process, SSR, book reports	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) - Visual tracking and viewers - Magnifier - Colored overlays - Colored filter strips - Physical access tools - Hand held dictionary/spell check - Books in audio format - Books in alternate format, such as Braille, enlarged print texts - Books in electronic format - Talking word processors - Digital graphic organizers - Electronic text reader - Picture supported text - Advanced reading/writing supports - High interest/low vocabulary books - Sound amplification systems Assistive technology (writing) (Also see Appendix) - Adapted writing utensils - Adapted paper

	- Positioning devices - Hand held dictionary/spell check - Recorders - Portable word processors - Digital graphic organizers - Digital note takers - Adapted/alternative computer hardware - Alternative software - Talking/graphic word processors - Word prediction - Advanced reading/writing supports - Voice recognition - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 10: RtI Tier 2
(Early Intervening Services)

Grade 10: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Grade 10: RtI Tier 3

Grade 10: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)

- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities; students may earn elective credits which count toward graduation requirements. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities; students may earn elective credits which count toward graduation requirements; IEP teams determine if classes count toward English credit. (Also see Appendix.)

Core Literacy Curriculum:
Grade 11

Core Literacy Curriculum: Grade 11

Universal Expectations for the MPS Grade 11 Classroom Environment

- Organized for whole and small group instruction and independent work
- Classroom arrangement emphasizes student interactions, in addition to teacher-directed interactions
- Teacher encourages productive, accountable talk by having areas and times available for students to work together
- Smooth efficient transitions between activities
- All students have access to district-adopted resources
- Classroom library is well-stocked with age-appropriate fiction and nonfiction materials written on a variety of reading levels
- Books are effectively sorted and labeled so students can explain, maintain, and use library independenttly. Books are arranged attractively and invitingly
- Display of recent student work/projects with accompanying written explanation
- Display of signs, labels for each item and quotations
- Posted directions for activities or use of equipment
- Materials/tools for recording language, including pencils, pens, markers, paper, charts, logs, writers' notebooks, books, computers, etc.
- Work stations or space for reading, writing, researching, and listening activities
- Reference materials related to literature or content area units/topics
- Audiovisual/technology equipment and materials available for student use

Grade 11: RtI Tier 1 (Core)

Grade 11: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 11 Literacy Programs and Resources	Grade 11 Literacy Assessments
English Language Arts Board-approved District Adoption: 　*Language of Literature* (Holt-McDougal Littel)	Formative: • Progress monitoring (See following pages) • Classroom Assessments Based on Standards (CABS) Benchmark: • Universal Screener _____ Summative: • End of unit tests • *ACT* • Evidence in language arts portfolio per Common Course Plan – English 11 • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners
Home/Community Literacy Connections see Appendix B	

English Language Arts Instructional Block - Grade 11

Foci: **Reading, Writing, Speaking, Listening, and Using Language**	**Assessment Evidence**	**Aligned Resources**
Common Core Standards for English Language Arts The standards listed here focus on what is essential but do not describe all that can or should be taught.		

Reading Standards By the end of grade 11 students will: **Literature: Key Ideas and Details** 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **Literature: Craft and Structure** 4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone. 5. Analyze how an author's choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text. 6. Analyze an author's use of satire sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning of the text. **Literature: Integration of Knowledge and Ideas** 7. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.) 8. (Not applicable to literature). 9. Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare). **Literature: Range and Level of Text Complexity** 10. Read literature independently, proficiently, and fluently in the grades 11-12 complexity band; read texts at the high end of the range with scaffolding as needed.	**Common Course Evidence** *By the end of Grade 11 (two semesters) students will create a portfolio of proficient work, including:* ➢ Letter/message of Request ➢ Letter/message of Complaint ➢ Research Project ➢ Evidence of Collaboration / Small Group Discussion ➢ Media Product ➢ Character Analysis ➢ Creative Product (writing or other media) ➢ Reading/Literature Synthesis (using media) ➢ Narrative Writing ➢ Persuasive Writing ➢ Descriptive Writing ➢ Expository Writing ➢ Persuasive Writing ➢ Reflective Writing ** Students will employ technology to access, organize, create, revise, and publish works* **Criteria for Evidence of Effective Reading Abilities** (Adapted from Burke, 1999) • Demonstrates ability to fluently navigate all aspects of the text	• District-adopted resources (including McDougal-Littell) • Selected variety of novels (see English 11 Common Course Plan for details) • Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Writing resources such as dictionaries and thesauruses • District-adopted rubrics • Visuals and other media • Discovery Education *Streaming* • MPS Virtual Library • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources

Informational Text: Key Ideas and Details
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text, including determining where the text leaves things uncertain.
2. Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.

Informational Text: Craft and Structure
4. Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10 and No. 51).
5. Analyze how an author's choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.
6. Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).

Informational Text: Integration of Knowledge and Ideas
7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.
8. Evaluate the reasoning and rhetoric that supports an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.
9. Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.

Informational Text: Range of Level of Text Complexity
10. Read informational text independently, proficiently, and fluently in the grades 11-CCR text complexity band; read texts at the high end of the range with scaffolding as needed.

- Shows a confident understanding of authorial intent
- Accurately and simultaneously processes multiple layers and different meanings of text
- Pays extra attention that allows attention to finer distinctions or larger context of the work (e.g., relation of this text to other writers or different eras)
- Monitors progress of understanding and employs effective strategies to fill in gaps
- Self-assesses and possesses the ability to accurately articulate a picture of current performance as a reader
- Knows what to do to improve

Other Reading Evidence:
- Independent reading record/ log
- Rubric (see criteria above)
- Checklist
- Teacher observation with anecdotal notes
- Cloze passages
- CABS
- Story map
- Response to reading
- Graphic organizer
- Independent reading log
- Learning log
- Short-cycle assessments

Reading Strategies/Approaches:
● Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)
● Student generated questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)
● Double-Entry Journals (Berthoff, 1981; Tovani, 2000)
● "I wonder" questions (Tovani, 2000)
● Three-Minute Pause (Buehl, 2001)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
● Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)
● Story Weave Map (CORE, 2000)
● Character Map (Project CRISS, 2007)
● Figuring Out New Words From Context chart (Project CRISS, 2007)
● Context clues (Putting Reading First, 2006)
● Word parts/affixes (Putting Reading First, 2006)
● Dictionaries and other reference aids (Putting Reading First, 2006)
● Concept of Definition Map (Schwartz & Raphael, 1985, 1988)
● Vocabulary Map (Project CRISS, 2007)
● Vocabulary Flash Cards (Project CRISS, 2007)
● Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001)
● Semantic Feature Analysis (Anders & Bos, 1986)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)

Writing Standards	Writing:	Writing Approaches and
Writing Standards By the end of grade 11 students will: **Text Types and Purposes** 1. Write arguments which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced. b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while point out the strengths of [his or her] own claim and the weaknesses of the counterclaim. c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation. 2. Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas. b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to mange the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic. 3. Write narratives in which they: a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences. b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing. c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style. e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. **Production and Distribution of Writing** 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standard	**Writing:** Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics **Six Traits of Effective Writing** (Spandel, 2009) • Ideas • Organization • Voice • Word Choice • Sentence Fluency and Variety • Conventions **Other assessment evidence:** • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • On-demand writing • Peer feedback (written and oral) • Presentations • Multimedia evidence • Traditional and online publishing in various forms • Content in Writers' Notebooks • Contents of Portfolios (both process and showcase) • Progress logs • Student self-assessment • Student self-reflection • Student goals	**Writing Approaches and Strategies** (Graham and Perin, 2007) • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas **Students in grade nine will review and enhance the following skills that writers use** (Tomkins, 2010) ● Structuring Skills ● Mechanical Skills ● Language Skills ● Reference Skills ● Computer Skills **Focus on Effective Sentence Construction and Revision** Students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are: ● Sentence Unscrambling ● Sentence Imitating ● Sentence Combining ● Sentence Expanding

1-3 above).
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.

Research to Build Knowledge
7. Perform short focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
 a. Apply grade 11-12 reading standards to literature (e.g., "Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story form Ovid, or a later author draws on Shakespeare").
 b. Apply grades 11-12 reading standards to literary nonfiction (e.g., "Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Categories of Strategies
(Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Four Types of Revision
(Tompkins, 2008)
- Additions
- Substitutions
- Deletions
- Moves

Speaking and Listening Standards	Speaking, Listening, and Media	Speaking, Listening, and Media Strategies/Approaches
Speaking and Listening Standards By the end of grade 11, students will: **Comprehension and Collaboration:** 1. Initiate and participate effectively in group discussions on grade 11-12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions. d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task. e. Evaluate whether the team has met its goals. **Presentation of Knowledge and Ideas** 4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes. 5. Make strategic use of digital media elements and visual displays of data to enhance understanding. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	• Informative, Persuasive, and Demonstrative Oral & Impromptu Presentations • Debates • Listening Assessments • Discussion Assessments • Design and Creation of Media Product (Presentation or Tangible Artifacts) • Oral Rubrics • Listening Rubrics • Discussion Rubrics • Media Rubrics • Technology Rubrics • Research Conventions Rubrics	• Literature Circles (Daniels, 2002) • Socratic Seminar (Metzger, 1998; Tredway, 1995) • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) • Authentic Forms (Zemelman, Daniels, and Hyde, 2005) • Fishbowl (Baloche, Mauger, Willis, Filinuk, and Michalsky, 1993) • Social Interaction (Spiegel, 2005) • Tapping Students' Understanding (Langer, 1992, Spiegel, 2005)

Language Standards	Language:	Language Strategies/Approaches:

By the end of grade 11, students will:
 	
Conventions in Writing an Speaking
1. Observe conventions of grammar in writing.
 a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed for guidance.
2. Observe conventions of capitalization, punctuation, and spelling.
 a. Observe the conventions concerning using hyphens to join words.
 b. Spell correctly.
3. Make effective language choices.
 a. Write and edit work so that it conforms to the guidelines in a style manual.
 	
Vocabulary Acquisition and Use
4. Determine word meaning (based on grades 11-12 reading).
 a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
 b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
 c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.
5. Understand word relationships.
 a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
 b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.
	Accurate use of conventions in writing and speaking
	
	• MPS Writing Rubrics – Conventions
	
	Language:
	Appropriate use of on-level vocabulary
	
	• MPS Language Rubrics
		● Think, Pair, Share (Lyman, 1981)
		● Think, Ink, Pair, Share (Billmeyer, 2003)
		● Looping (Elbow, 1998)
		● Collaborative Learning (Johnson and Johnson, 1999)
		● Reciprocal Teaching (Palincsar, 1994)
		● Discussion Webs (Alvermann, 1991)
		● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
		● MPS Vocabulary List for Grade Eleven – English language arts
		● Marzano - Six Step Process (2004)
		● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Word Learning Strategies (Graves, 2006):
		  • Use Context Clues
		  • Analyze Word Parts
		  • Check a Dictionary
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		  • Word Posters
		  • Word Maps
		  • Possible Sentences
		  • Dramatizing Words
		  • Word Sorts
		  • Word Chains
		  • Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	**Universal Approaches, Skills, and Strategies**
Introduction (5 minutes) **Goal = Connect** The teacher will: - Articulate clear learning objectives for the lesson and discuss purposes behind them (what we are doing and why). - Ask students to demonstrate their understanding of the learning intention in written or oral form. **Whole Group Focus Lesson with Explicit Instruction (10 minutes)** **Goal = Build** The teacher will: - Introduce the topic of the lesson. - Explain the goal of the lessons' reading or writing strategies or skills foci through direct instruction, active engagement, and shared reading. - Co-create, with students, anchor charts with visuals to use as resources during independent work and as artifacts of learning. Topics include: close reading, Socratic Seminar, quickwrites, dialectical journals, marking texts, self-editing and peer editing, jigsaw, and role playing; reading and writing genre features; comprehension strategies; vocabulary, fluency, and word studies; grammar studies through mentor texts and student work to illustrate teaching points; grammar and language usage practice linked to authentic student writing. - Ask students to record learning in learning logs. - Provide additional information and/or clarification to enhance understanding and support transfer by asking students to engage in accountable talk during lessons through Think-Pair-Share, Think-Write-Pair-Share, Turn and Talk, and other cooperative learning activities. - Ask students to reflect on their learning and discuss how they will apply the content of the lesson.	**Elements of Effective Adolescent Literacy Program** (Biancarosa and Snow, 2004) - Direct, explicit comprehension instruction - Effective instructional principles embedded in content - Motivation and self-directed learning - Text-based collaborative learning - Strategic tutoring - Diverse texts - Intensive writing - A technology component - Ongoing formative instruction - Extended time for literacy - Professional development - Ongoing summative assessment of students and programs - Teacher teams **Strategies for Assessment For Learning** (Stiggins, Arter, Chappuis and Chappuis, 2004) - Provide a clear and understandable vision of the learning target - Use examples of strong and weak work - Offer regular descriptive feedback - Teach students to self-assess and set goals - Design lessons to focus on one aspect of quality at a time - Teach students focused revision - Engage students in self-reflection, and let them keep track of and share their learning **Design Units to Focus on Understanding** (Wiggins and McTighe, 2004) - Communicate intended enduring understandings - Articulate big ideas - Design engaging and relevant essential questions - Adopt, adapt, or create authentic performance tasks; strategically employ other balanced assessment evidence - Construct engaging and effective aligned learning experiences

Whole Group Shared Reading (10 minutes)
Goals = Build and Enjoy

- Shared reading is used not only as reading for enjoyment, but to teach effective reading habits. Teacher routinely and explicitly will:
- Think aloud.
- Question for listening comprehension.
- Support vocabulary and work attack strategies.
- Model comprehension strategies.

Explicit Small Group and Independent Reading Work Period (15-25minutes; may alternate with writing or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Confer with students or lead small collaborative groups of 4-6 students.
- In conferences, assist students as they reflect on their learning and set goals and monitor progress.
- In collaborative groups, meet with 3-4 students who are working together. Support may be offered in short, guided lessons (5-10 minutes) and should be clearly focused and scaffolded for students.
- Use reciprocal teaching instructional strategies.
- Use a variety of purposeful grouping formats for students who need more support (e.g., literature groups, Turn and Talk). Students participate in both homogeneous and heterogeneous groupings to meet different purposes.
- Offer frequent, multiple opportunities to interact with one another and use oral language purposefully during whole and small group and independent time.
- Strategically monitor time to ensure students are able to engage in both small group and independent work time each class period.
- Integrate speaking, listening, discussing, media, technology, and research.
- During independent work time, monitor and assist as students independently read, practicing whole and small group lesson strategies or skills. They may also partner read, use literature circles, and increase the volume of their reading.
- Help students carefully select independent reading materials, based on reading and language levels, concept knowledge, cultural backgrounds, interests, and support books offer, and consider these characteristics for small group reading materials.
- Monitor as students independently read "just-right" books and write responses to reading and literature in their learning logs.

Characteristics of Successful Teaching and Learning (Applebee, 2002)
- Engage students in higher-order talk and writing about the disciplines of English
- Ensure cohesiveness of curriculum and instruction
- Use diverse perspectives to deepen discussion and enhance learning
- Align curriculum with assessment
- Scaffold skills and strategies needed for new and difficult tasks
- Provide special help to struggling readers and writers

Key Classroom-Based Practices (Adler and Rougle, 2005)
- Dialogic instruction (Nystrand, 1997)
- Envisionment building (Langer, 1995)
- Curriculum as conversation (Applebee, 1996)

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product

Comprehension Strategies (Burke, 1999)
- Self-monitoring
- Rereading
- Questioning texts
- Setting reading purpose
- Activating background knowledge

Reading Strategies
● Retelling (Morrow, 1985)
● Book Talks (Raphael, et. al., 1997, CORE, 2000)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)
● Perspective Entries (Project CRISS, 2007)
● Point of View (Lukens, 2006)
● Picture Walk/Text Walk (Clay, 1985; Goldenberg, 1991; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)

- Make certain access to materials, including novels, short texts, chart paper, graphic organizers, learning logs, and sticky notes.

Explicit Small Group and Independent Writing Work Period (15-25minutes; may alternate with reading or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Guide students as they engage in a writing process—independently, in writing circles with writing partners, or with the teacher.
- Assist and connect students to consult appropriate mentor texts aligned to the focus of their writing.
- Confer with individual students, asking questions to help them think through how to improve their writing. During frequent writing conferences the teacher will:
- Read some student writing and ask questions to encourage students to talk about their writing processes and language and grammar use.
- Based on students' questions, evidenced-based needs, and interests, decide what to teach students or what to reinforce from recent focus lessons.
- Help students reflect on their writing by talking with them about their writing processes and set goals for next steps.
- Reinforce one strategy or concept clearly by: Supporting students in using information from other focus lessons; connecting students to writing mentors; and/or providing guided practice, so students can try writing strategies with teacher assistance.
- Integrate speaking, listening, discussing, media, technology, and research.

Whole Group – Sharing and Reflection (5-10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Reconvene whole group to include all members of the class.
- Briefly revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

● Repeated readings (Samuels, 1979)
● Independent reading
(Allington, 2000 & Krashen, 2004)

Elements of the Mini-lesson (Tompkins, 2008)
- Introduce the topic
- Share examples [use mentor text]
- Provide information
- Guide practice
- Assess learning

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing / sharing with an audience (Elbow, 2002)
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Features of Effective [Literacy] Instruction (Langer, Close, Angelis, and Preller, 2000)
- Students learn skills and knowledge in multiple lesson types
- Teachers integrate test preparation into instruction
- Teachers make connections across instruction, curriculum, and life
- Students learn strategies for doing the work
- Students are expected to be generative thinkers
- Classrooms foster cognitive collaboration

Available Accommodations and Modifications to Provide Access to the Core Curriculum: Gr. 11

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials
 	
Preparation   *Scaffolding*   *Grouping Options*
Adaptation of Content   Modeling   Whole class
Links to Background   Guided practice   Small groups
Links to Past Learning   Independent practice   Partners
Strategies incorporated   Comprehensible input   Independent
 	
Integration of Processes   *Application*   *Assessment*
Reading   Hands-on   Individual
Writing   Meaningful   Group
Speaking   Linked to objectives   Written
Listening   Promotes engagement   Oral
 	
Grade-specific reading strategies:
role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, DR-TA (Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), reciprocal teaching, skimming and scanning, SQP2RS(survey, question, predict, read, respond and summarize), TPR (Total Physical Response) marking and highlighting, Marzano's 9 Essential Strategies, jigsaw text reading Marzano's 6-step process, SSR, book reports
	Size
	
	Time
	
	Level of Support
	
	Input
	
	Difficulty
	
	Output
	
	Participation
	
	Assistive technology (reading)
	(Also see Appendix)
	  • Visual tracking and viewers
	  • Magnifier
	  • Colored overlays
	  • Colored filter strips
	  • Physical access tools
	  • Hand held dictionary/spell check
	  • Books in audio format
	  • Books in alternate format, such as Braille, enlarged print texts
	  • Books in electronic format
	  • Talking word processors
	  • Digital graphic organizers
	  • Electronic text reader
	  • Picture supported text
	  • Advanced reading/writing supports
	  • High interest/low vocabulary books
	  • Sound amplification systems
	
	Assistive technology (writing)
	(Also see Appendix)
	  • Adapted writing utensils
	  • Adapted paper

	- Positioning devices - Hand held dictionary/spell check - Recorders - Portable word processors - Digital graphic organizers - Digital note takers - Adapted/alternative computer hardware - Alternative software - Talking/graphic word processors - Word prediction - Advanced reading/writing supports - Voice recognition - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 11: RtI Tier 2
(Early Intervening Services)

Grade 11: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Grade 11: RtI Tier 3

Grade 11: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities; students may earn elective credits which count toward graduation requirements. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities; students may earn elective credits which count toward graduation requirements; IEP teams determine if classes count toward English credit. (Also see Appendix.)

MILWAUKEE PUBLIC SCHOOLS

Core Literacy Curriculum: Grade 12

Core Literacy Curriculum: Grade 12
Universal Expectations for the MPS Grade 12 Classroom Environment

- Organized for whole and small group instruction and independent work
- Classroom arrangement emphasizes student interactions, in addition to teacher-directed interactions
- Teacher encourages productive, accountable talk by having areas and times available for students to work together
- Smooth efficient transitions between activities
- All students have access to district-adopted resources
- Classroom library is well-stocked with age-appropriate fiction and nonfiction materials written on a variety of reading levels
- Books are effectively sorted and labeled so students can explain, maintain, and use library independenttly. Books are arranged attractively and invitingly
- Display of recent student work/projects with accompanying written explanation
- Display of signs, labels for each item and quotations
- Posted directions for activities or use of equipment
- Materials/tools for recording language, including pencils, pens, markers, paper, charts, logs, writers' notebooks, books, computers, etc.
- Work stations or space for reading, writing, researching, and listening activities
- Reference materials related to literature or content area units/topics
- Audiovisual/technology equipment and materials available for student use

Grade 12: RtI Tier 1 (Core)

Grade 12: RtI Tier 1 (Core)
District Literacy Programs and Assessments

Grade 12 Literacy Programs and Resources	Grade 12 Literacy Assessments
English Language Arts Board-approved District Adoption: • Holt	Formative: • Progress monitoring (See following pages) • Classroom Assessments Based on Standards (CABS) Benchmark: • Universal Screener _____ Summative: • End of unit tests • Evidence in language arts portfolio per Common Course Plan – English 12 • *Assessing Comprehension and Communication in English State to State* (ACCESS) for English Language Learners
Home/Community Literacy Connections see Appendix B	

English Language Arts Instructional Block - Grade 12

Foci: **Reading, Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**
Reading Standards By the end of grade 12 students will: **Literature: Key Ideas and Details** 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **Literature: Craft and Structure** 4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone. 5. Analyze how an author's choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text. 6. Analyze an author's use of satire sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning of the text. **Literature: Integration of Knowledge and Ideas** 7. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.) 8. (Not applicable to literature). 9. Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare). **Literature: Range and Level of Text Complexity** 10. Read literature independently, proficiently, and fluently in the grades 11-12 complexity band; read "stretch" texts in the Beyond CCR text complexity band with scaffolding as needed. **Informational Text: Key Ideas and Details** 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text, including determining where the text leaves things uncertain.	<u>**Common Course Evidence**</u> *By the end of Grade 12 (two semesters) students will create a portfolio of proficient work, including:* ➤ Letter/message of Request ➤ Letter/message of Complaint ➤ Research Project ➤ Evidence of Collaboration / Small Group Discussion ➤ Media Product ➤ Character Analysis ➤ Creative Product (writing or other media) ➤ Reading/Literature Synthesis (using media) ➤ Narrative Writing ➤ Persuasive Writing ➤ Descriptive Writing ➤ Expository Writing ➤ Persuasive Writing ➤ Reflective Writing ** Students will employ technology to access, organize, create, revise, and publish works* **Criteria for Evidence of Effective Reading Abilities** (Adapted from Burke, 1999) • Demonstrates ability to fluently navigate all aspects of the text • Shows a confident	• District-adopted resources (including Holt) • Selected variety of novels (see English 12 Common Course Plan for details) • Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Writing resources such as dictionaries and thesauruses • District-adopted rubrics • Visuals and other media • Discovery Education *Streaming* • MPS Virtual Library • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources **Reading Strategies/Approaches:**

2. Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.

Informational Text: Craft and Structure
4. Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10 and No. 51).
5. Analyze how an author's choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.
6. Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).

Informational Text: Integration of Knowledge and Ideas
7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.
8. Evaluate the reasoning and rhetoric that supports an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.
9. Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.

Informational Text: Range of Level of Text Complexity
10. Read informational text independently, proficiently, and fluently in the grades 11-CCR text complexity band; read "stretch" texts in the Beyond CCR text complexity band with scaffolding as needed.

Writing Standards
By the end of grade 12 students will:
Text Types and Purposes
1. Write arguments which they:
 a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced.
 b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while point out the strengths of [his or her] own claim and the weaknesses of the counterclaim.
 c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.
 e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
2. Write informative/explanatory texts in which they:
 a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include

understanding of authorial intent
• Accurately and simultaneously processes multiple layers and different meanings of text
• Pays extra attention that allows attention to finer distinctions or larger context of the work (e.g., relation of this text to other writers or different eras)
• Monitors progress of understanding and employs effective strategies to fill in gaps
• Self-assesses and possesses the ability to accurately articulate a picture of current performance as a reader
• Knows what to do to improve

Other Reading Evidence:
• Independent reading record/ log
• Rubric (see criteria above)
• Checklist
• Teacher observation with anecdotal notes
• Cloze passages
• CABS
• Story map
• Response to reading
• Graphic organizer
• Independent reading log
• Learning log
• Short-cycle assessments

Writing:
Common assessment tools:
• MPS Writing Rubrics
• MPS Research Rubrics

Six Traits of Effective Writing
(Spandel, 2009)
• Ideas

● Question-Answer-Relationships (QAR) (Raphael & McKinney, 1983; Raphael & Wonnacott, 1985; Raphael, Highfield & Au, 2006)
● Student generated questions (Duke & Pearson, 2002; Harvey & Goudvis, 2007)
● Double-Entry Journals (Berthoff, 1981; Tovani, 2000)
● "I wonder" questions (Tovani, 2000)
● Three-Minute Pause (Buehl, 2001)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
● Story Plans (also called story grammars/maps) (Templeton, 1997; Trebasso, 2002)
● Story Weave Map (CORE, 2000)
● Character Map (Project CRISS, 2007)
● Figuring Out New Words From Context chart (Project CRISS, 2007)
● Context clues (Putting Reading First, 2006)
● Word parts/affixes (Putting Reading First, 2006)
● Dictionaries and other reference aids (Putting Reading First, 2006)
● Concept of Definition Map (Schwartz & Raphael, 1985, 1988)
● Vocabulary Map (Project CRISS, 2007)
● Vocabulary Flash Cards (Project CRISS, 2007)
● Frayer Model (Frayer, Fredrecik & Kausmeither, 1969; Buehl, 2001)
● Semantic Feature Analysis (Anders & Bos, 1986)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
Writing Approaches and

formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.
 b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.
 c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.
 d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to mange the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
 e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.
3. Write narratives in which they:
 a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences.
 b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing.
 c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution).
 d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style.
 e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standard 1-3 above).
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.

Research to Build Knowledge
7. Perform short focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
 a. Apply grade 11-12 reading standards to literature (e.g., "Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story form Ovid, or a later author draws on Shakespeare").
 b. Apply grades 11-12 reading standards to literary nonfiction (e.g., "Evaluate the reasoning and

- Organization
- Voice
- Word Choice
- Sentence Fluency and Variety
- Conventions

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Strategies (Graham and Perin, 2007)
- Writing Strategies
- Summarization
- Collaborative Writing
- Specific Product Goals
- Word Processing
- Sentence Combining
- Prewriting
- Inquiry Activities
- Process Writing Approach
- Study of Models
- Writing for Content Areas

Students in grade nine will review and enhance the following skills that writers use (Tomkins, 2010)
● Structuring Skills
● Mechanical Skills
● Language Skills
● Reference Skills
● Computer Skills

Focus on Effective Sentence Construction and Revision
Students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
● Sentence Unscrambling
● Sentence Imitating
● Sentence Combining
● Sentence Expanding

rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards
By the end of grade 12, students will:

Comprehension and Collaboration:
1. Initiate and participate effectively in group discussions on grade 11-12 topics, texts, and issues being studied in class.
 a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions.
 b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).
 c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.
 d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.
 e. Evaluate whether the team has met its goals.

Presentation of Knowledge and Ideas
4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.
5. Make strategic use of digital media elements and visual displays of data to enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Speaking, Listening, and Media
- Informative, Persuasive, and Demonstrative Oral & Impromptu Presentations
- Debates
- Listening Assessments
- Discussion Assessments
- Design and Creation of Media Product (Presentation or Tangible Artifacts)
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics
- Technology Rubrics
- Research Conventions Rubrics

Categories of Strategies
(Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Four Types of Revision
(Tompkins, 2008)
- Additions
- Substitutions
- Deletions
- Moves

Language Standards By the end of grade 12, students will:	**Language:** Accurate use of conventions in writing and speaking	**Speaking, Listening, and Media Strategies/Approaches**

Language Standards
By the end of grade 12, students will:

Conventions in Writing an Speaking
1. Observe conventions of grammar in writing.
 a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed for guidance.
2. Observe conventions of capitalization, punctuation, and spelling.
 a. Observe the conventions concerning using hyphens to join words.
 b. Spell correctly.
3. Make effective language choices.
 a. Write and edit work so that it conforms to the guidelines in a style manual.

Vocabulary Acquisition and Use
4. Determine word meaning (based on grades 11-12 reading).
 a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
 b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
 c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.
5. Understand word relationships.
 a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
 b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.

Language:

Accurate use of conventions in writing and speaking
- MPS Writing Rubrics – Conventions

Language:
Appropriate use of on-level vocabulary
- MPS Language Rubrics

Speaking, Listening, and Media Strategies/Approaches
- Literature Circles (Daniels, 2002)
- Socratic Seminar (Metzger, 1998; Tredway, 1995)
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)
- Authentic Forms (Zemelman, Daniels, and Hyde, 2005)
- Fishbowl (Baloche, Mauger, Willis, Filinuk, and Michalsky, 1993)
- Social Interaction (Spiegel, 2005)
- Tapping Students' Understanding (Langer, 1992, Spiegel, 2005)

		Language Strategies/Approaches:
		● Think, Pair, Share (Lyman, 1981)
		● Think, Ink, Pair, Share (Billmeyer, 2003)
		● Looping (Elbow, 1998)
		● Collaborative Learning (Johnson and Johnson, 1999)
		● Reciprocal Teaching (Palincsar, 1994)
		● Discussion Webs (Alvermann, 1991)
		● Reflection Journal (Zemelman, Daniels, and Hyde; 1993)
		● MPS Vocabulary List for Grade Eleven – English language arts
		● Marzano - Six Step Process (2004)
		● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		● Talk Aloud (Baumann and Schmitt, 1986)
		● Explicit Modeling (Roehler and Duffy, 1991)
		● Implicit Modeling (Roehler and Duffy, 1991)
		● Read Aloud (Allen, 2000)
		● Think Aloud (Clark, 1984; Meichenbaum, 1985)
		● Analogies (Buehl and Hein, 1991)
		● Word Consciousness (Scott and Nagy, 2004)
		● Word Study (Allen, 2007):
		    • Word Posters
		    • Word Maps
		    • Possible Sentences
		    • Dramatizing Words
		    • Word Sorts
		    • Word Chains
		    • Semantic Feature Analysis

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group** – Strategic, Explicit Instruction **Purposeful Small Group Instruction and Independent Work** – Application and Practice **Whole Group** – Sharing and Wrap Up	**Universal Approaches, Skills, and Strategies**
Introduction (5 minutes) **Goal = Connect** The teacher will: • Articulate clear learning objectives for the lesson and discuss purposes behind them (what we are doing and why). • Ask students to demonstrate their understanding of the learning intention in written or oral form. **Whole Group Focus Lesson with Explicit Instruction (10 minutes)** **Goal = Build** The teacher will: • Introduce the topic of the lesson. • Explain the goal of the lessons' reading or writing strategies or skills foci through direct instruction, active engagement, and shared reading. • Co-create, with students, anchor charts with visuals to use as resources during independent work and as artifacts of learning. Topics include: close reading, Socratic Seminar, quickwrites, dialectical journals, marking texts, self-editing and peer editing, jigsaw, and role playing; reading and writing genre features; comprehension strategies; vocabulary, fluency, and word studies; grammar studies through mentor texts and student work to illustrate teaching points; grammar and language usage practice linked to authentic student writing. • Ask students to record learning in learning logs. • Provide additional information and/or clarification to enhance understanding and support transfer by asking students to engage in accountable talk during lessons through Think-Pair-Share, Think-Write-Pair-Share, Turn and Talk, and other cooperative learning activities. • Ask students to reflect on their learning and discuss how they will apply the content of the lesson.	**Elements of Effective Adolescent Literacy Program** (Biancarosa and Snow, 2004) • Direct, explicit comprehension instruction • Effective instructional principles embedded in content • Motivation and self-directed learning • Text-based collaborative learning • Strategic tutoring • Diverse texts • Intensive writing • A technology component • Ongoing formative instruction • Extended time for literacy • Professional development • Ongoing summative assessment of students and programs • Teacher teams **Strategies for Assessment For Learning** (Stiggins, Arter, Chappuis and Chappuis, 2004) • Provide a clear and understandable vision of the learning target • Use examples of strong and weak work • Offer regular descriptive feedback • Teach students to self-assess and set goals • Design lessons to focus on one aspect of quality at a time • Teach students focused revision • Engage students in self-reflection, and let them keep track of and share their learning **Design Units to Focus on Understanding** (Wiggins and McTighe, 2004) • Communicate intended enduring understandings • Articulate big ideas • Design engaging and relevant essential questions • Adopt, adapt, or create authentic performance tasks; strategically employ other balanced assessment evidence • Construct engaging and effective aligned learning experiences

Whole Group Shared Reading (10 minutes)
Goals = Build and Enjoy

- Shared reading is used not only as reading for enjoyment, but to teach effective reading habits. Teacher routinely and explicitly will:
- Think aloud.
- Question for listening comprehension.
- Support vocabulary and work attack strategies.
- Model comprehension strategies.

Explicit Small Group and Independent Reading Work Period (15-25minutes; may alternate with writing or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Confer with students or lead small collaborative groups of 4-6 students.
- In conferences, assist students as they reflect on their learning and set goals and monitor progress.
- In collaborative groups, meet with 3-4 students who are working together. Support may be offered in short, guided lessons (5-10 minutes) and should be clearly focused and scaffolded for students.
- Use reciprocal teaching instructional strategies.
- Use a variety of purposeful grouping formats for students who need more support (e.g., literature groups, Turn and Talk). Students participate in both homogeneous and heterogeneous groupings to meet different purposes.
- Offer frequent, multiple opportunities to interact with one another and use oral language purposefully during whole and small group and independent time.
- Strategically monitor time to ensure students are able to engage in both small group and independent work time each class period.
- Integrate speaking, listening, discussing, media, technology, and research.
- During independent work time, monitor and assist as students independently read, practicing whole and small group lesson strategies or skills. They may also partner read, use literature circles, and increase the volume of their reading.
- Help students carefully select independent reading materials, based on reading and language levels, concept knowledge, cultural backgrounds, interests, and support books offer, and consider these characteristics for small group reading materials.
- Monitor as students independently read "just-right" books and write responses to reading and literature in their learning logs.

Characteristics of Successful Teaching and Learning (Applebee, 2002)
- Engage students in higher-order talk and writing about the disciplines of English
- Ensure cohesiveness of curriculum and instruction
- Use diverse perspectives to deepen discussion and enhance learning
- Align curriculum with assessment
- Scaffold skills and strategies needed for new and difficult tasks
- Provide special help to struggling readers and writers

Key Classroom-Based Practices (Adler and Rougle, 2005)
- Dialogic instruction (Nystrand, 1997)
- Envisionment building (Langer, 1995)
- Curriculum as conversation (Applebee, 1996)

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)
- Content
- Process
- Product

Comprehension Strategies (Burke, 1999)
- Self-monitoring
- Rereading
- Questioning texts
- Setting reading purpose
- Activating background knowledge

Reading Strategies
● Retelling (Morrow, 1985)
● Book Talks (Raphael, et. al., 1997, CORE, 2000)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)
● Perspective Entries (Project CRISS, 2007)
● Point of View (Lukens, 2006)
● Picture Walk/Text Walk (Clay, 1985; Goldenberg, 1991; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)
● Text factors including narrative genres, text structure and text features (Harvey & Goudvis, 2007)
● Comparison graphic organizers such as the story map, Venn diagram or semantic feature analysis (Templeton, 1997; Trebasso, 2002; Venn, 1880; Anders & Bos, 1986)
●Repeated readings (Samuels, 1979)
● Independent reading

- Make certain access to materials, including novels, short texts, chart paper, graphic organizers, learning logs, and sticky notes.

Explicit Small Group and Independent Writing Work Period (15-25minutes; may alternate with reading or happen daily in double blocked class)
Goal = Reach and Practice

The teacher will:

- Guide students as they engage in a writing process—independently, in writing circles with writing partners, or with the teacher.
- Assist and connect students to consult appropriate mentor texts aligned to the focus of their writing.
- Confer with individual students, asking questions to help them think through how to improve their writing. During frequent writing conferences the teacher will:
- Read some student writing and ask questions to encourage students to talk about their writing processes and language and grammar use.
- Based on students' questions, evidenced-based needs, and interests, decide what to teach students or what to reinforce from recent focus lessons.
- Help students reflect on their writing by talking with them about their writing processes and set goals for next steps.
- Reinforce one strategy or concept clearly by: Supporting students in using information from other focus lessons; connecting students to writing mentors; and/or providing guided practice, so students can try writing strategies with teacher assistance.
- Integrate speaking, listening, discussing, media, technology, and research.

Whole Group – Sharing and Reflection (5-10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Reconvene whole group to include all members of the class.
- Briefly revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

(Allington, 2000 & Krashen, 2004)

Elements of the Mini-lesson (Tompkins, 2008)
- Introduce the topic
- Share examples [use mentor text]
- Provide information
- Guide practice
- Assess learning

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)
- Writers' Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing / sharing with an audience (Elbow, 2002)
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Features of Effective [Literacy] Instruction (Langer, Close, Angelis, and Preller, 2000)
- Students learn skills and knowledge in multiple lesson types
- Teachers integrate test preparation into instruction
- Teachers make connections across instruction, curriculum, and life
- Students learn strategies for doing the work
- Students are expected to be generative thinkers
- Classrooms foster cognitive collaboration

Available Accommodations and Modifications to Provide Access to the Core Curriculum: Gr. 12

English Language Learners:	Students with Disabilities (per IEP) including but not limited to:
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* / *Scaffolding* / *Grouping Options* Adaptation of Content — Modeling — Whole class Links to Background — Guided practice — Small groups Links to Past Learning — Independent practice — Partners Strategies incorporated — Comprehensible input — Independent *Integration of Processes* / *Application* / *Assessment* Reading — Hands-on — Individual Writing — Meaningful — Group Speaking — Linked to objectives — Written Listening — Promotes engagement — Oral **Grade-specific reading strategies:** role-playing, teacher modeling, think-pair-share, think-aloud process, realia, visual representations, graphic organizers, assisted reading, paired reading, partnered reading, reader's theatre, supported oral reading, making words, DR-TA (Directed Reading-Thinking Activity), self-questioning, prediction, summarizing, brainstorming, 2-column notes (double-entry diaries), reciprocal teaching, skimming and scanning, SQP2RS(survey, question, predict, read, respond and summarize), TPR (Total Physical Response) marking and highlighting, Marzano's 9 Essential Strategies, jigsaw text reading Marzano's 6-step process, SSR, book reports	Size Time Level of Support Input Difficulty Output Participation Assistive technology (reading) (Also see Appendix) • Visual tracking and viewers • Magnifier • Colored overlays • Colored filter strips • Physical access tools • Hand held dictionary/spell check • Books in audio format • Books in alternate format, such as Braille, enlarged print texts • Books in electronic format • Talking word processors • Digital graphic organizers • Electronic text reader • Picture supported text • Advanced reading/writing supports • High interest/low vocabulary books • Sound amplification systems Assistive technology (writing) (Also see Appendix) • Adapted writing utensils • Adapted paper

	- Positioning devices - Hand held dictionary/spell check - Recorders - Portable word processors - Digital graphic organizers - Digital note takers - Adapted/alternative computer hardware - Alternative software - Talking/graphic word processors - Word prediction - Advanced reading/writing supports - Voice recognition - Sound amplification systems

NOTE: Additional ELL and special education strategies to be hot-linked.

Grade 12: RtI Tier 2
(Early Intervening Services)

Grade 12: RtI Tier 2 (District Supplemental Intervention/Early Intervening Services)
Reading Program/Supports
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Grade 12: RtI Tier 3

Grade 12: RtI Tier 3 (District Intensive Intervention Reading Program/Supports)
Forthcoming (Fall 2010)

GRADES SERVED	
POPULATION SERVED	
ENTRANCE CRITERIA	
INSTRUCTION DELIVERED BY:	
REQUIREMENTS	
CURRICULUM TYPE	
INSTRUCTIONAL READING LEVELS	
PROGRESS MONITORING	
HIGH SCHOOL CREDITS	
MATERIALS	
EXIT CRITERIA	
ELL STUDENTS	
PUBLISHER	

Current Interventions (09-10)
- Alternate curriculum (*Unique Learning System* by News-2-You) used by special education teachers daily for 90 minutes (cumulatively) for students with comprehensive disabilities; students may earn elective credits which count toward graduation requirements. (Also see Appendix.)
- Replacement curriculum (Voyager/SoprisWest's *Language!*) used by special education teachers daily for 90 minutes for qualified students with disabilities; students may earn elective credits which count toward graduation requirements; IEP teams determine if classes count toward English credit. (Also see Appendix.)

Content Area/Disciplinary Literacy

The language arts are interactive and essential components of every discipline. Therefore, to enhance students' skills in content area literacy, district and site-based literacy leaders will collaborate with content area curriculum specialists to provide professional development to teachers and school leaders on best practices to enhance student learning and achievement in both language arts skills and discipline-based content area learning and achievement. Technology should be embedded in instructional practice.

Grades 6-8 – Content Area/Disciplinary Literacy (History/Social Studies)

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies	Formative Assessments
Key Ideas and Details		
Cite specific textual evidence to support analysis of primary and secondary sources.	Questions and Higher Levels of Thinking	Classroom Assessments Based on Standards (CABS)
Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.	Main Idea – Detail Notes Summarizing Non-Fiction Text	Student work
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Sequence Organizers	Notes Graphic organizers Summaries
Craft and Structure		
Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.	Figuring Out New Words from Context	Classroom Assessments Based on Standards (CABS)
Identify how a history/social studies text presents information (e.g., sequentially, comparatively, causally).	Concept Maps Comparison Organizers Sequence Organizers	Student work
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Charting the Author's Style	Notes Graphic organizers
Integration of Knowledge and Ideas		
Integrate graphical information (e.g., pictures, videos, maps, time lines)	Observation Entries	Teacher observation with

		anecdotal notes
Distinguish among fact, opinion, and reasoned judgment in a historical account.	Questions and Higher Levels of Thinking	Teacher-student conferences with anecdotal notes
Analyze the relationship between a primary and secondary source on the same topic.	Venn Diagram Concept Map	Classroom Assessments Based on Standards (CABS) Student work Notes Graphic organizers

Range and Level of Text Complexity		
Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts with scaffolding as needed.	Read-Recall-Check-Summarize	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes

Research/References/Resources
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Project CRISS (2007)

Grades 9-10 – Content Area/Disciplinary Literacy (History/Social Studies)

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies	Formative Assessments
Key Ideas and Details		
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Questions and Higher Levels of Thinking Anticipation Guides	Teacher observation with anecdotal notes
Determine the main ideas or information of a primary or secondary source; summarize how key events or ideas develop over the course of the text.	Main Idea Detail Notes Summarizing Non-Fiction Text	Teacher-student conferences with anecdotal notes
Analyze in detail a series of events described in a text and the causes that link the events; distinguish whether earlier events caused later ones or simply preceded them.	Sequence Organizers Problem Solution Notes Process Notes	Classroom Assessments Based on Standards (CABS) Student work Notes Graphic organizers Anticipation guides
Craft and Structure		
Determine the meaning of words and phrases in a text, including vocabulary describing political, economic, or social aspects of history.	Figuring Out New Words from Context	Teacher observation with anecdotal notes
Explain how an author chooses to structure information or an explanation in a text to emphasize key points or advance a point of view.	Questioning the Author	Teacher-student conferences with anecdotal notes
Compare the point of view of two or more authors by comparing how they treat the same or similar historical topics, including which details they include and emphasize in their respective accounts.	Charting the Author's Style	Classroom Assessments Based on Standards (CABS) Student work Notes Graphic organizers

Integration of Knowledge and Ideas		
Integrate quantitative or technical information presented in maps, time lines, and videos with other information in a print or digital text.	Observation Entries	Teacher observation with anecdotal notes
Assess the extent to which the evidence in a text supports the author's claims.	Questions and Higher Levels of Thinking	Teacher-student conferences with anecdotal notes
Compare and contrast treatments of the same topic in several primary and secondary sources.	Venn Diagram Concept Map	Classroom Assessments Based on Standards (CABS) Student work Notes Graphic organizers
Range and Level of Text Complexity		
Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts with scaffolding as needed.	Read-Recall-Check-Summarize	Teacher observation with anecdotal notes Teacher-student conferences with anecdotal notes
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Project CRISS (2007)		

Grades 11-12 – Content Area/Disciplinary Literacy (History/Social Studies)

Common Core Reading Standards The standards listed here focus on what is essential, but do not describe all that can or should be taught.	Research-based Strategies	Formative Assessments
Key Ideas and Details		
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Questions and Higher Levels of Thinking Conclusion Support Notes	Teacher observation with anecdotal notes
Determine the main idea or information of a primary or secondary source; provide a summary that makes clear the relationships between the key details and ideas.	Main Idea-Detail Notes Summarizing Non- Fiction Texts	Teacher-student conferences with anecdotal notes
Analyze how ideas and beliefs emerge, develop, and influence events, based on evidence in the text.	Process Notes	Classroom Assessments Based on Standards (CABS) Student work Notes Graphic organizers
Craft and Structure		
Interpret the meaning of words and phrases in a text, including how an author uses and refines the meaning of a key term over the course of the text (e.g., how Madison defines *faction* in Federalist No. 10 and No. 51).	Word Elaboration Concept of Definition Map	Teacher observation with anecdotal notes
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Conclusion –Support Notes Concept Maps	Teacher-student conferences with anecdotal notes
Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, evidence, and reasoning.	Questioning the Author	Classroom Assessments Based on Standards (CABS) Student work Notes Graphic organizers

Integration of Knowledge and Ideas		
Synthesize ideas and data presented graphically and determine their relationship to the rest of a print or digital text, noting discrepancies between graphics and other information in the text.	Observation Entries	Teacher observation with anecdotal notes
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.	Questioning the Author Questions and Higher Levels of Thinking	Teacher-student conferences with anecdotal notes
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Pre- and Post- Reading Entries Perspective Entries	Classroom Assessments Based on Standards (CABS)
		Student work
		Notes
		Graphic organizers
Range and Level of Text Complexity		
Read informational text independently, proficiently, and fluently in the grades 11–12 text complexity band; read "stretch" texts with scaffolding as needed.	Read-Recall-Check -Summarize	Teacher observation with anecdotal notes
		Teacher-student conferences with anecdotal notes
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ Project CRISS (2007)		

Grades 6-8 – Content Area/Disciplinary Literacy (Science)

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.		
Key Ideas and Details		
Cite specific textual evidence to support analysis of scientific and technical texts.	**SQ3R** (Robinson, 1961) **QAR** (Raphael, 1982, 1986) **Anticipation Guide** (Herber, 1978) **Collaborative Annotation** **Semantic Feature Analysis** (Baldwin, Ford, & Readence, 1981; Johnson & Pearson, 1984) **Semantic Mapping** **Annolighting a Text** **Directed Reading/Thinking Activity** **Think Aloud** (Davey, 1983)	Student generated written questions that explore, explain and elaborate. Reflection strategies for QAR • Right There Questions • Think and Search • Author and You • On My Own Science Talks/Discussions Foldables Concept Maps (from Inspiration Templates) Graphic Organizers • Tree Chart • Problem • T- Chart • Time Order Chart • Conclusion/Evidence Chart
Summarize the broad ideas and specific conclusions made in a text, basing the summary on textual information rather than on prior knowledge or opinions.	**KWL** (Ogle, 1986, 1989) **Frame of Reference** **Key Concept Synthesis** **Reciprocal Teaching** (Palincsar & Brown 1985) **Group Summarizing** (Brown, Day, & Jones, 1983)	Summaries, e.g. Sum it up in 20 Words Responses to questions Written predictions and inferences Student self-reflections

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Learning Log** (Santa & Havens, 1991) **Sequencing** **Outlining** **Science Inquiry** 　　　　**Guided Inquiry** 　　　　**Scaffolded Inquiry** (National Research Council, 2000) **Picture Drawings**	Interviews Summaries (written, recorded, shared Teacher-student conferences Online science learning log Graphic Organizers 　　• Step by Step Chart 　　• Planning Chart 　　• KWS chart Storyboards Outlines Interactive science notebook Scientific investigations/projects Drawings
Craft and Structure		
Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text.	**Transactional Reading Journal** (Louise Rosenblatt 1978) **Word-Part Analysis** **Frayer Model** (Frayer, Frederick, & Klausmeier, 1969) **Semantic Feature Analysis** (Baldwin, Ford, & Readence, 1981; Johnson & Pearson, 1984)	Definition Essay Exit cards Frayer Model Semantic Feature Analysis Foldables Word Sort

	Word Sorts (Gillett & Temple, 1983)	Vocabulary poster with illustration
Analyze how each major part of a text contributes to an understanding of the topic being discussed in the text.	**Text Features** (Harvey, S., & Goudvis, A. 2000) **Role/Audience/Format/Topic (RAFT) Strategy** (Santa, 1988) **Annotating a Text** **Active Comprehension** (Roe & Smith, 2005). **Think Aloud** (Davey, 1983)	Online interactive vocabulary flashcards, such as Quizlet Textbook inventory Student self-reflection Annolighting Questioning (oral and written) Teacher observations

Analyze the purpose of an experiment or explanation in a text, including defining the problem or question to be resolved.	**Graphic Organizers**
	
	Think Aloud
	(Davey, 1983)
	
	Explicit Teacher Modeling
	(Allsopp, & Kyger, 2000)
	
	Problem-Solution Journaling
	
	Scaffolding Instruction
	(Allsopp, & Kyger, 2000)
	
	Structured Worksheet
	(Maccinni & Hughes, 2000)
	Science Inquiry
	    Guided Inquiry
	    Scaffolded Inquiry
	(National Research Council, 2000)
	
	Mathematics problem solving steps
	• Read the entire problem
	• List information
	• Define answer you need
		Science talks/discussions
		
		Graphic representations
		
		Teacher-student interview and student-student interview
		
		Student Generated Questions
		
		Teacher observations
		
		Journals
		
		Science talks/discussions
		
		Interactive science notebook
		
		Science investigations/projects

	• Work in organized fashion • Look for "key" words • Find a pattern • Work backwards (Norris, Educational Leadership 1985)	
Integration of Knowledge and Ideas		
Integrate knowledge and information by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table).	**Parallel Notetaking** **Building Models** (National Research Council, 2001) **Text Mapping** **Frayer Model** (Frayer, Frederick, & Klausmeier, 1969) **Semantic Feature Analysis** (Baldwin, Ford, & Readence, 1981; Johnson & Pearson, 1984) **Concept Mapping**	Graphic representations Scientific models Student work/portfolios Science investigations projects Student surveys Student reflections Graphic organizer, such as a Venn diagram
Distinguish facts or reasoned judgments based on research findings from opinions.	**Think Aloud** (Davey, 1983) **Proposition-Support Outline** (Buehl, 2001)	Note-taking with discussion Comparing real-life examples to illustrations
Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.	**Venn Diagram** (Venn, 1880) **Concept Definition Mapping** (Schwartz, 1988) **Visual Representation** (Markham: Stenhouse, 2000) **Classifying Images or Using Visuals to Compare** **Relating Cause and Effect**	Oral presentations/responses Visual representations/maps Science diagrams with labels Peer assessment Science talks/discussions

Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 6–8 text complexity band; read "stretch" texts with scaffolding as needed.	**DRAW** (Mercer C. D., & Miller, S. P. 1992) **Prediction and Anticipation Guides** (Head and Readence, 1992) **Chunking** (Barrera, M., Liu, K., Thurlow, M., & Chamberlain, S. 2006) **Read challenging and high quality text (fiction, non-fiction, newspapers, journals, websites, or scientific and current magazines)** **Repeated Reading** (Rasinski, T.V. 1990)	Fluency checks Independent reading record Reading journal Student created scientific news story Oral presentation on what students read Short story
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ , Project CRISS (2007), Teaching Reading in Science, McREL (2001), The Science Teacher, 2006, Classroom Assessment and the National Science Standards, NRC (2001), Inquiry and the National Science Education Standards, NRC (2000), Classroom Assessment for Student Learning, ATI, 2004, Benchmarks for Science Literacy, AAAS (1993), Strategic Learning in the Content Areas, Wisconsin Department of Instruction, 1989		

Grades 9-10 – Content Area/Disciplinary Literacy (Science)

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.		
Key Ideas and Details		
Cite specific textual evidence to support analysis of scientific and technical text, including analysis of the precise details of explanations or descriptions.	**Revised Extended Anticipation Guide** (Duffelmeyer & Baum, 1992) **Predict; Locate; Add; Note (PLAN)** (Caverly, Mandeville, & Nicholson, 1995) **Proposition/Support Outline** (Buehl, 1995) **Reciprocal Teaching** (Palincsar & Brown, 1985) **Scored Discussion** (Billmeyer & Barton, 1998) **Survey, Question, Read, Recite, Review (SQ3R)** (Robinson, 1961) **Question-Answer Relationship (QAR)** (Raphael, 1982, 1986) **Learning Log** (Santa & Havens, 1991) **ReQuest (Shared Reading)**	Revised Extended Anticipation Guide Conclusion/evidence chart PLAN Map/Diagram Proposition/Support Outline Student Led Science Talks/Discussions Discussion Score Sheet Responses to questions Written predictions and inferences Student-generated QARs and presentation of same Learning Log Formal Scientific Reports
Analyze the development of a text's explanation of a process or phenomenon, summarizing the central ideas and supporting details.	**Group Summarizing** (Brown, Day & Jones, 1983) **Pairs Read** (Billmeyer & Barton, 1998) **Learning Log** (Santa & Havens, 1991)	Group Summarizing Diagrams Graphic Organizer for Main Idea and Details Partner/Class Discussion about Main Idea and Supporting

		Details from Reading
	Role/Audience/Format/Topic (RAFT) (Santa, 1988)	RAFT Writing Assignment Analytic Essay

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Think Aloud** (Davey, 1983)
	
	Learning Log (Santa & Havens, 1991)
	
	Problem-Solution Thinking
	
	Science Inquiry
	      Guided Inquiry
	      Scaffolded Inquiry
	(National Research Council, 2000)
		Modeling of reading strategies, including how students should be thinking, questioning and solving complex problems as they carry out tasks in the Science classroom
		
		Problem-Solution Journal
		
		Drawings/Illustrations
		
		Scientific Investigations/Projects

Craft and Structure		
Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, noting relationships among terms pertaining to important ideas or processes (e.g., *force, friction, reaction force, energy*).	**Concept Definition Mapping** (Schwartz, 1988) **Frayer Model** (Frayer, Frederick & Klausmeier, 1969) **Student VOC Strategy** (Billmeyer & Barton, 1998) **Word Sort** (Gillett & Temple, 1983) **Text Features** (Harvey, S., & Goudvis, A. 2000)	Concept Definition Map Frayer Diagram Vocabulary Poster with Illustrations Vocabulary Poem/Skit/Song Presentation/explanation of individual/group Word Sorts Semantic Feature Matrix Semantic Map Textbook inventory Concept Definition Web Description Web
Analyze the relationships among concepts in a text, including developing propositional concept maps to organize and illustrate ideas.	**Semantic Feature Analysis** (Baldwin, Ford & Readence, 1981; Johnson & Pearson, 1984)	

	Semantic Mapping (Billmeyer & Barton, 1998) **Graphic Organizer** (Billmeyer & Barton, 1998) **Metacognitive Conversations** (Creech & Hale, 2006) **Model Building** (NRC, 2001)	Compare/Contrast Venn Diagram Process/Cause-Effect Diagram Metacognitive Reading Log Scientific Model Use Experiment and Results as a Problematic Situation

Analyze the purpose of an experiment, including defining possibilities ruled out by the experimental results.	**Problematic Situation**
	(Vacca & Vacca, 1993)
	
	Discussion Web
	(McTighe and Lyman, 1988)
	
	Graphic Organizer
	(Billmeyer & Barton, 1998)
	
	Science Inquiry
	    Guided Inquiry
	    Scaffolded Inquiry
	(National Research Council, 2000)
		Discussion Web
		
		Process/Cause-Effect Diagram
		
		Formal Scientific Reports
		
		Science Investigations/Projects

Integration of Knowledge and Ideas		
Integrate quantitative or technical information presented graphically (e.g., in a flowchart, diagram, model, graph, or table) with other information in a text.	**Semantic Mapping** (Billmeyer & Barton, 1998) **Pairs Read** (Billmeyer & Barton, 1998)	Semantic Map Partner/Class Discussion about Main Idea and Supporting Details from Reading
Assess the extent to which the evidence in a text supports a scientific claim or a recommendation for solving a technical problem.	**Problematic Situation** (Vacca & Vacca, 1993) **Proposition/Support Outline** (Buehl, 1995) **Creative Debate** (Billmeyer & Barton, 1998)	Use Scientific Claim/Recommendation as a Problematic Situation Proposition/Support Outline Student Journal: Position on Scientific Claim Before and

	Discussion Web (McTighe and Lyman, 1988)	After Debate with Supportive Reasoning/Evidence
Compare and contrast experimental findings presented in a text to information from other sources, noting when the findings support or contradict previous explanations or accounts.	**Semantic Mapping** (Billmeyer & Barton, 1998) **Graphic Organizer** (Billmeyer & Barton, 1998) **Problematic Situation** (Vacca & Vacca, 1993) **Creative Debate** (Billmeyer & Barton, 1998) **Discussion Web** (McTighe and Lyman, 1988)	Discussion Web Venn Diagram Use Discrepancies Between Experimental Findings and the Text as a Problematic Situation Student Journal: Position on Experimental Findings Before and After Debate with Supportive Reasoning/Evidence Discussion Web
Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 9–10 text complexity band; read "stretch" texts with scaffolding as needed.	**Directed Reading/Thinking Activity (DR/TA)** (Staufer, 1969) **What I Know; Want to Learn; Learned (KWL)** (Ogle, 1986, 1989) **Pairs Read** (Billmeyer & Barton, 1998) **Learning Log** (Santa & Havens, 1991) **Prediction and Anticipation Guides** (Head and Readence, 1992)	DR/TA Template KWL Template Partner/Class Discussion about Main Idea and Supporting Details from Reading Learning Log
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ , Project CRISS (2007), Teaching Reading in Science, McREL (2001), The Science Teacher, 2006, Classroom Assessment and the National Science Standards, NRC (2001), Inquiry and the National Science Education Standards, NRC (2000), Classroom Assessment for Student Learning, ATI, 2004, Benchmarks for Science Literacy, AAAS (1993), Strategic Learning in the Content Areas, Wisconsin Department of Instruction, 1989		

Grades 11-12 – Content Area/Disciplinary Literacy (Science)

Common Core Reading Standards	Research-based Strategies	Formative Assessments
The standards listed here focus on what is essential, but do not describe all that can or should be taught.		
Key Ideas and Details		
Cite specific textual evidence to support analysis of scientific and technical texts, including analysis of important distinctions the author makes between ideas or pieces of information.	**Revised Extended Anticipation Guide** (Duffelmeyer & Baum, 1992) **Predict; Locate; Add; Note (PLAN)** (Caverly, Mandeville, & Nicholson, 1995) **Proposition/Support Outline** (Buehl, 1995) **Reciprocal Teaching** (Palincsar & Brown, 1985) **Survey, Question, Read, Recite, Review (SQ3R)** (Robinson, 1961) **Question-Answer Relationship (QAR)** (Raphael, 1982, 1986) **Learning Log** (Santa & Havens, 1991) **Questioning the Author (QtA)** (Beck, McKeown, Hamilton & Kucan, 1998) **Scored Discussion** (Billmeyer & Barton, 1998)	Revised Extended Anticipation Guide Science Research Paper PLAN Map/Diagram Proposition/Support Outline Student Led Science Talks/Discussions Student predictions, questions, answers, monitor for comprehension as they summarize and evaluate comprehension through review activities Conclusion/evidence chart Student-generated QARs and presentation of same Learning Log Discussion Score Sheet
Summarize complex information or ideas presented in a text, paraphrasing it in simpler but still accurate terms.	**Revised Extended Anticipation Guide** (Duffelmeyer & Baum, 1992) **Group Summarizing** (Brown, Day & Jones, 1983)	Revised Extended Anticipation Guide Group Summarizing Diagrams

	Graphic Organizer (Billmeyer & Barton, 1998) **Pairs Read** (Billmeyer & Barton, 1998) **Role/Audience/Format/Topic (RAFT)** (Santa, 1988) **Learning Log** (Santa & Havens, 1991) **Triple Entry Journaling** (Vacca & Vacca, 1999)	Concept Definition Web Description Web Partner/Class Discussion about Main Idea and Supporting Details from Reading RAFT Writing Assignment Reflective Journal Modeling of reading strategies, including how students should be thinking, questioning and solving complex problems as they carry out tasks in the Science classroom

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the causes of the specific results based on information from the text.	**Think Aloud** (Davey, 1983)
	
	Graphic Organizer (Billmeyer & Barton, 1998)
	
	Learning Log (Santa & Havens, 1991)
	
	Science Inquiry
	    Guided Inquiry
	    Scaffolded Inquiry (National Research Council, 2000)
	
	Metacognitive Conversations (Creech & Hale, 2006)
		Process/Cause-Effect Diagram
		
		Scientific Investigations/Projects
		
		Formal Scientific Report/Research Paper
		
		Metacognitive Reading Logs

Craft and Structure		
Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, attending to the precise meaning of terms as they are used in particular scientific or technical contexts.	**Concept Definition Mapping** (Schwartz, 1988) **Text Features** (Harvey, S., & Goudvis, A. 2000) **Frayer Model** (Frayer, Frederick & Klausmeier, 1969) **Student VOC Strategy** (Billmeyer & Barton, 1998) **Word Sort** (Gillett & Temple, 1983) **Cornell Notes** (Pauk, 1950)	Concept Definition Map Textbook Inventory Frayer Diagram Student VOC Strategy Vocabulary Poster with Illustrations Vocabulary Poem/Skit/Song Presentation/explanation of individual/group Word Sorts
Analyze the hierarchical or categorical relationships of concepts or information presented in a text.	**Semantic Feature Analysis** (Baldwin, Ford & Readence, 1981; Johnson & Pearson, 1984) **Semantic Mapping** (Billmeyer & Barton, 1998) **Word Sort** (Gillett & Temple, 1983) **Graphic Organizer** (Billmeyer & Barton, 1998)	Cornell Notes Semantic Feature Matrix Semantic Map Concept Definition Web Description Web Compare/Contrast Venn Diagram
Analyze the scope and purpose of an experiment or explanation and determine which related issues remain unresolved or uncertain.	**Problematic Situation** (Vacca & Vacca, 1993) **Discussion Web** (McTighe and Lyman, 1988) **Graphic Organizer** (Billmeyer & Barton, 1998)	Use Experiment and Results/Explanation as a Problematic Situation Discussion Web Process/Cause-Effect Diagram Research on an Issue

Integration of Knowledge and Ideas		
Synthesize information in different formats by representing complex information in a text in graphical form (e.g., a table or chart) or translating a graphic or equation into words.	**Semantic Mapping** (Billmeyer & Barton, 1998) **Pairs Read** (Billmeyer & Barton, 1998) **Think Aloud** (Davey, 1983) **Model Building** (NRC, 2001)	Semantic Map Partner/Class Discussion about Main Idea and Supporting Details from Reading Model reading strategies, including translation of scientific explanations from words into a graphic representation and vise-versa
Evaluate the hypothesis, data, and conclusions in a scientific text, corroborating or undercutting them with other sources of information.	**Problematic Situation** (Vacca & Vacca, 1993) **Proposition/Support Outline** (Buehl, 1995) **Creative Debate** (Billmeyer & Barton, 1998) **Discussion Web** (McTighe and Lyman, 1988) **Reading from Different Perspectives** (McNeil, 1984)	Scientific Model Formal Scientific/Research Report Use hypothesis, data and conclusions as a Problematic Situation Proposition/Support Outline Reading from Different Perspective Guide
Integrate information from diverse sources (e.g., video, multimedia sources, experiments, simulations) into a coherent understanding of a concept, process, or phenomenon, noting discrepancies among sources.	**Semantic Mapping** (Billmeyer & Barton, 1998) **Graphic Organizer** (Billmeyer & Barton, 1998) **Problematic Situation** (Vacca & Vacca, 1993) **Creative Debate** (Billmeyer & Barton, 1998)	Student Journal: Position on Information from Scientific Text Before and After Debate with Supportive Reasoning/Evidence Discussion Web Semantic Map Generalization/Principle Diagram Use validity of sources as a

	Discussion Web (McTighe and Lyman, 1988) **Questioning the Author**	Problematic Situation Student Journal: Position on Various Sources and their Validity Before and After Debate with Supportive Reasoning/Evidence Literature Reviews Science Book Club Discussions
Range and Level of Text Complexity		
Read informational texts independently, proficiently, and fluently within the grades 11–College and Career Readiness (CCR) text complexity band; read "stretch" texts with scaffolding as needed.	**Directed Reading/Thinking Activity (DR/TA)** (Staufer, 1969) **What I Know; Want to Learn; Learned (KWL)** (Ogle, 1986, 1989) **Pairs Read** (Billmeyer & Barton, 1998) **Learning Log** (Santa & Havens, 1991) **Prediction and Anticipation Guides** (Head and Readence, 1992)	DR/TA Template KWL Template Partner/Class Discussion about Main Idea and Supporting Details from Reading Learning Log
Research/References/Resources		
Common Core Standards (DRAFT, March 2010) - http://www.corestandards.org/ , Project CRISS (2007), Teaching Reading in Science, McREL (2001), The Science Teacher, 2006, Classroom Assessment and the National Science Standards, NRC (2001), Inquiry and the National Science Education Standards, NRC (2000), Classroom Assessment for Student Learning, ATI, 2004, Benchmarks for Science Literacy, AAAS (1993), Strategic Learning in the Content Areas, Wisconsin Department of Instruction, 1989		

Writing Standards for History/Social Studies and Science 6-12			Aligned Approaches and Strategies
Grades 6-8	Grades 9 and 10	Grades 11 and 12	
Text Types and Purposes			
1. Write arguments focused on discipline-specific content in which they: a. Introduce a claim about a topic or issue, distinguish it form alternate or opposing claims, and organize the reasons, data, and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, accurate data and evidence (science) or information from credible primary, secondary, and tertiary sources (history). c. Use words and phrases as well as domain-specific vocabulary to make clear the relationships among claims, reasons, data, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument. 2. Write informative/explanatory text, including the narration of historical events or scientific procedures/experiments, in which they: a. Introduce and establish a topic and organize information under concepts or into categories. b. Develop a topic that has historical or scientific significance using well-chosen, relevant facts, data, details, quotations, examples, or other information. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific vocabulary and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows	1. Write arguments focused on discipline-specific content in which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence. b. Develop a claim fairly with logical reasoning, supplying detailed, accurate data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history). c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline. e. Provide a concluding statement or section that follows logically from the argument. 2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they: a. Introduce a topic and organize information under concepts and into categories, making clear the connections and distinctions between key ideas; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas. b. Develop a topic that has historical or scientific significance using well-chosen, relevant, and sufficient facts, data, details, quotations, examples, extended definitions, or other information.	1. Write arguments focused on discipline-specific content in which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, data, and evidence are purposefully and logically sequenced. b. Develop a claim thoroughly and fairly with logical reasoning, supplying the most relevant data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history). c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline. e. Provide a concluding statement or section that follows logically from the argument. 2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they: a. Introduce a complex topic and organize the information so that each new piece of information builds on that which precedes it to create a unified whole; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas. b. Develop a complex topic that has historical and scientific significance using the most significant and relevant facts, data, details, quotations, examples,	● Admit Slip (Daniels, Zemelman, and Steineke; 2007) ● Designing Learning to Focus on Understanding (Wiggins and McTighe, 2004) ● Writing to Learn (Britton, 1982; Elbow, 1981) ● Writing Frames (Nichols, 1980) ● Public Writing (Zemelman, Daniels, and Hyde, 2007) ● Study of Author's Craft (Goldman and Rakestraw, 2000) ● Explanation and Modeling (Duffy, 2002) ● Using the 5 W's and H to Find Information (Murphy, 2003) ● Teacher-Student Correspondence (Daniels, Zemelman, and Steineke; 2007) ● Including "Seductive" Details to Assist Comprehension (Wade, Burton, and Kelly; 1999) ● Carousel Brainstorming (Daniels, Zemelman, and Steineke; 2007)) ● Six-step Vocabulary Process (Marzano and Pickering, 2004) ● Semantic Feature Analysis (Johnson and Pearson, 1984; Rupley, Logan, and Nicols, 2002) ● Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001) ● Vocabulary Word Flash Cards (CRISS, 2004) ● Word Elaboration (CRISS, 2004) ● Concept of Definition Maps (Schwartz and Raphael, 1985, 1988) ● Reaction Guide (Herber, 1970; Wood, 2007) ● Three-Level Study Guide (Herber, 1978; Costa and Kallick, eds., 2000)

logically from the information or explanation presented. 3. Students' narrative skills continue to grow in these grades. *The Standards* require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. d. Use precise language and domain-specific vocabulary to convey a style appropriate to the specific discipline and context as well as to the expertise of likely readers. e. Provide a conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic. 3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	extended definitions, or other information. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex information and ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic. 3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	● Vocabulary Maps (CRISS, 2004) ● Modified Vocabulary Map (Rosenbaum, 2001) ● Sentence and Word Expansion (CRISS, 2004) ● Word Combining (CRISS, 2004) ● Write-Around (Daniels, Zemelman, and Steineke; 2007) ● Two-Colum Notes (CRISS, 2004) ● Conclusion-Support Notes (Santa, Daily, and Nelson, 1985) ● Question Answer Relationships [QAR's], (Raphael, and McKinney, 1983; Raphael and Wonnacott, 1985) ● Written Conversation (Daniels, Zemelman, and Steineke; 2007) ● Reciprocal Teaching (Palinscar, 1986) ● Think, Pair, Share (Kagan, 1989) ● Think, Ink, Pair, Share (Billmeyer, 2003) ● ABC Brainstorming (CRISS, 2004) ● Three Minute Pause (Buehl, 2001) ● Mind Streaming (CRISS, 2004) ● Cubing (Cowan and Cowan, 1980) ● Reflective Write (Daniels, Zemelman, and Steineke; 2007) ● Concentric Circle Discussion (Kletzien and Baloche, 1994) ● Discussion Web (Alvermann, 1991; Buehl, 2001) ● RAFT (Vandevanter, 1982) ● Nonstop Write (Daniels, Zemelman, and Steineke; 2007)
Production and Distribution of Writing			● Clarity and Elaboration of Content (Harp and Mayer, 1997) ● Six Trait Writing (Spandel, 2009) ● Sticky Note Discussion (CRISS, 2004) ● Carousel Brainstorming (CRISS, 2004) ● Seed Discussions (Vallaume, 1994) ● Reflection Journal (Zemelman, Daniels, and Hyde; 1993) ● Socratic Seminar (Metzger, 1998; Tredway, 1995) ● Writing Circles (Vopat, 2009) ● Learning Through Inquiry (Bean, 2000)
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed. 6. Use technology, including the Internet,	4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. 5. Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific task and context. 6. Use technology, including the Internet, to produce, publish, and collaborate on a	4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. 5. Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Demonstrate command of technology, including the Internet, to produce, publish,	

			● Inquiry Circles (Harvey and Daniels, 2009)
to present and cite information effectively in a digital format, including when publishing and responding to writing.	shared writing product, incorporating diverse and sometimes conflicting feedback.	and update works with in response to ongoing feedback, including fresh arguments or new information.	● Fishbowl (Baloche, Mauger, Willis, Filinuk, and Michalsky, 1993)
Research to Build Knowledge			● Writing Break (Daniels, Zemelman, and Steineke; 2007)
7. Perform short, focused research projects in response to a question or problem and generate additional related questions that allow for multiple avenues of exploration. 8. Gather relevant information from print and digital sources using effectively searches; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation. 9. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.	7. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem. 8. Gather relevant information from multiple print and digital sources; assess the credibility, accuracy, and strengths and limitations of each source; and integrate selected information into the text, avoiding overreliance on any one source, avoiding plagiarism, and following a standard form for citation. 9. Write in response to informational sources, drawing on textual evidence to support analysis and reflections as well as to describe what they have learned.	7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. 8. Gather relevant information from multiple print and digital sources; assess its credibility and accuracy and its usefulness in terms of purpose, task, and audience; and integrate selected information into the text avoiding overreliance on any one source, avoiding plagiarism, and following a standard format for citation. 9. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.	● Knowledge Chart (Marzano, 2004) ● Social Interaction (Spiegel, 2005) ● Tapping Students' Understanding (Langer, 1992, Spiegel, 2005) ● Authentic Questions (CRISS, 2004) ● KWL (Ogle, 1986, 2002) ● Anticipation Guides (Herber, 1978; Buehl, 2002) ● Concept Maps (CRISS, 2004) ● Venn Diagram (Venn, 1881; Buehl, 1995) ● Contrast and Compare Chart (CRISS, 2004) ● Triangular Comparison Diagram (CRISS, 2004) ● Sequence Map (CRISS, 2004) ● Sketch to Stretch (Vopat, 2007) ● Mentor Texts (Ray, 1999)
Range of Writing			● Learning Fair (Daniels, Zemelman, and Steineke; 2007)
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	● Multi-genre Paper (Romano, 1995; Purtz, 2005) ● I-Search Paper (Macrorie, 1988) ● Exit Slip (Daniels, Zemelman, and Steineke; 2007)

District Guidelines for Student Promotion (Grades 4 and 8)

According to the Administrative Policy 7.37 of the Milwaukee Public Schools (revised December 22, 2008):

Beginning in the year 2003 and thereafter, students who are promoted from fourth to fifth and eighth grade to ninth grade will be required to meet at least one of three criteria.

Criterion #1: *Academic Performance* is defined as proficiency levels in reading, writing, English/language arts, mathematics, science, and social studies that are measured and defined by classroom assessments based on district-adopted standards.

Criterion #2: *Test results* are a proficiency level of basic or above, which is measured and defined by the Wisconsin Knowledge and Concepts Exam, in reading, writing, English/language arts, mathematics, science, and social studies.

Criterion #3: *Recommendations of Teachers* shall be determined by a school-based team that includes the classroom teacher(s) and uses district guidelines. The criteria must be met in the following manner:

1. Criterion #1 shall be considered first.
2. When a student meets Criterion #1, Criterion #2 and Criterion #3 are not considered.
3. When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.

District Approved and Supported Literacy Professional Development for Educators

Note: Professional development topics listed below should integrate approaches and strategies from each grade level Literacy Curriculum Framework. Use of technology shall be embedded in all training.

Literacy Professional Development

Aligned Curriculum	Data Analysis	Extended Learning Time	Differentiated Instruction	High Yield Instructional Strategies

Comprehensive Literacy Plan
• Classroom Environment Expectations
• Wisconsin Model Early Learning Standards (WMELS – Pre-K)
• Common Core Standards (K-12)
• District approved Tier 1 core reading program
• District approved core writing program
• English Language Arts Curriculum Guides and Writing Guides
 	
Standards for English Language Learners
• Spanish Language Arts Standards (WIDA)
 	
• English Language Proficiency Standards (WIDA)
 	
Standards for Students with Comprehensive Disabilities
• Wisconsin Extended Grade Band Standards
	Formative Assessments
	• Conducting, analyzing and using formative assessments for instruction and decision-making
	• Determining student proficiency levels for K5-Gr. 8 Student Promotion System (SPS):
	  -Reading
	  -Writing
	  -English Language Arts
	  -Technology (Gr. 8 only)
	
	Benchmark Assessments
	• Conducting, analyzing and using benchmark assessments (including universal screeners) for instruction and decision-making
	• Pre-K = ?
	• K5-Gr. 2 = RFP submitted
	• Gr. 3-9 = Discovery Education Assessments
	• Gr. 9-12 = MPS Early Warning System
	
	Summative Assessments
	• Conducting, analyzing and using summative assessments for decision-making
	• Gr. 3-8, 10 = Wisconsin Knowledge and
		Teaching in and Managing the Pre-K Literacy Block
		• Lesson planning for the Pre-K literacy block
		• Whole group instruction
		• Explicit small group instruction
		• Literacy centers/ stations
		• Whole group lesson summary (wrap-up)
		
		Teaching in and Managing the 90 Minute Reading Block (K5-Gr. 5)
		• Lesson planning for the 90 minute reading block (K5-Gr. 5)
		• Whole group instruction
		• Explicit small group instruction
		• Literacy centers/ stations
		• Whole group lesson summary (wrap-up)
		
		Teaching in and managing the 90 bilingual reading block (Gr. 2-5)
		• Lesson planning for the 90 minute bilingual reading block (K5-Gr. 5)
		• Whole group instruction
		• Explicit small group instruction
		• Literacy centers/ stations
		• Whole group lesson summary (wrap-up)
			Development of Differentiated Lessons
			• Lesson planning for small group instruction
			• Content/process/ product
			• Readiness/ scaffolding
			• Interest/motivation
			• Learning preference (e.g. Multiple Intelligences, Learning Styles)
			• Tiered Approach
			• Feedback
			• Self-assessment and goal setting
			• Conferencing
			
			Use of Technology, Media and Visuals to Support Student Learning
			• Instructional technology – Reading A-Z/RAZ Kids
			• Instructional technology –MPS Virtual Library
			• Instructional technology – My Access!
			• Instructional technology –Discovery Education Streaming
			• Assistive technology
			
			Interventions
			• Explicit instruction connected to identified student needs
			• 30 minutes of extra small group instruction
			• Strategic tutoring
			• Content-based scaffolding based on students LAU levels
			• Literacy interventions
				Reading Skills and Strategies
				• Reading process/good reader behaviors
				• Foundational reading skills (concepts of print, phonemic awareness, phonics/word recognition, fluency)
				• Comprehension
				• Vocabulary (e.g. Marzano's Six-Step Process)
				• Reading/writing connections (response to reading)
				• Modeled reading (e.g. interactive read aloud with think aloud)
				• Whole group shared reading
				• Interactive reading (e.g. choral reading, readers theatre)
				• Explicit reading instruction
				• Independent reading
				• Language and communication for reading (vocabulary, conventions, speaking, listening, discussing)
				
				Writing Skills and Strategies
				• Process writing
				• Six traits of writing
				• Writing strategies (e.g. RAFT)
				• Authentic forms/multiple genre
				• Modeled writing (e.g. mentor text and think aloud)
				• Shared writing
				• Guided writing
				• Collaborative writing
				• Independent writing
				• Writing on Demand
				• Writing/reading connections
				• Language and communication for writing (vocabulary, conventions, speaking, listening, discussing)
				
				Content Area Literacy Strategies
				• Comprehension and vocabulary (e.g. Project CRISS), Marzano's Six-Step Process)
				• Read aloud/Mentor text/Think aloud
				• Reading in the content area
				• Writing in the content area
				• Reading/Writing/Technology Connection (researching)
				• Language and communication for the content area (vocabulary, conventions, speaking, listening, discussing)
				
				Higher Order Thinking Skills
				• Questioning
				• QAR
				• SCAMPER

	Concepts Examination (WKCE) • Gr. 3-8, 10 students with comprehensive disabilities = Wisconsin Alternate Assessment (WAA) • Gr. 11-12 = ACT • Gr. K5-Gr. 12 English Language Learners = Assessing Comprehension and Communication in English State to State (ACCESS) **Self-Assessment and Goal Setting** • Self-assessment and goal setting • Reflection • Conferencing **Protocols for analyzing student work** • Collaborative protocol for analyzing student work • Tuning Protocol	**Teaching in and managing the 60 minute bilingual reading block (Gr. 6-8)** • Lesson planning for the 60 minute reading block (Gr. 6-8) • Whole group instruction • Explicit small group instruction • Literacy centers/ stations • Whole group lesson summary (wrap-up) **Teaching in and managing the 60 minute reading block (Gr. 6-8)** • Lesson planning for the 60 minute reading block (Gr. 6-8) • Whole group instruction • Explicit small group instruction • Literacy centers/ stations • Whole group lesson summary (wrap-up) **Teaching in and managing the ELA block (Gr. 9-12)** • Lesson planning for the ELA block (Gr. 9-12) • Whole group instruction • Explicit small group instruction • Literacy centers/ stations • Whole group lesson summary (wrap-up) **Teaching in and managing the 60 minute writing block (K5-Gr. 5)** • Lesson planning for the writing block (K5-Gr. 5)	for students with disabilities as mandated by IEP • District approved Tier 2 Reading Interventions (e.g. *READ 180, My Sidewalks*) • District approved Tier 3 Reading Interventions (e.g. *Language!, Unique*)	

		- Whole group instruction - Explicit small group instruction - Independent practice - Whole group sharing (wrap-up) **Teaching in and managing the 60 minute writing block (Gr. 6-8)** - Lesson planning for the writing block (Gr. 6-8) - Whole group instruction - Explicit small group instruction - Independent practice - Whole group sharing (wrap-up)		

District Literacy Services and Supports for Families

MPS Parent Information Center Responsibilities and Priorities Related to Literacy

- Provides parents with access to a wide range of information, knowledge and skills, which will enable them to be collaborative partners in the education of their children.

- Facilitates parental involvement at the school community level. For example, schools that need to increase parental involvement and satisfaction may request the assistance of the center.

- Collaborates on parent involvement activities for ESEA Title I programs.
- Provide assistance and support to increase parent participation and collaboration about their children's education in the areas of special education and Title I, ESEA services, No Child Left Behind, and free tutoring.

- Increases parental satisfaction related to the delivery of educational services.

- Provides information related to ongoing MPS initiatives, including the Comprehensive Literacy Framework, such as Learning Targets, Literacy Coaches, and the Curriculum Alignment Process.

District Approved and Supported Parent & Family Involvement Strategies for Literacy

In order to empower parents and families, there are multiple opportunities, district and school based, for parents and families to

receive information and participate interactively to support student achievement in the home environment.

These activities include but are not limited to:

- English and Bilingual parent literacy trainings on standards and assessments including beginning of the year/screening information
- English and Bilingual parent literacy classes and ESL classes
- Implementation of Home Instruction for Parents of Preschool Youngsters (HIPPY) and Having Involved Parents (HIP) at 35 MPS schools
- Take-home-literacy-kits for families by various MPS grants (Early Reading First, Reading First, PROPEL)
- Explanation and review of assessment data
- Communication about literacy through newsletters, websites, etc. in multiple languages
- Workshops for parents on various ways to read aloud with children
- Parent-teacher-student conferences on reading and writing goals and assessments
- Parent and community involvement as external assessors; providing effective feedback
- Weekly interactive reading activities/strategies to support school literacy focus
- PTA/PTO parent center/family room to provide information on children's reading, and to conduct book swaps, make book bags for read-at-home programs, cerate family books and sponsor other reading activities
- Partner with businesses for donations of books
- Access to the parent involvement calendar on the public page of MPS which includes various workshops and other trainings that extend classroom learning to the home environment
- Parent involvement specialist assigned to each cluster
- Parent coordinator assigned to each school
- Two (2) parent resource centers (Walker and Wheatley)
- Governance council at all schools

Also see **RtI Tier 1– Home/Community Literacy Connections** listed in Appendix B.

District Literacy Department Services

The district literacy department provides support to schools through the services of two administrators: an English Language Arts Curriculum Specialist and a Literacy Curriculum Specialist. Under the direction of the Literacy Curriculum Specialist and the English Language Arts Curriculum Specialist, District Literacy Specialists and English Language Arts Teaching Specialists provide support, assistance and training to site-based Literacy Coaches, Literacy Leaders, Learning Teams, classroom teachers and others. All district literacy personnel work collaboratively with members of the Department of Educational Services, including District Library Media Specialists. In addition, they work with other district level support staff and members of the Milwaukee Partnership Academy.

<table>
<tr><td colspan="2" align="center">**Guidelines for Literacy Coaches**

August 14, 2009; Revised September 2, 2009</td></tr>
<tr><td rowspan="2">**Duties/ Responsibilities/ Expectations**</td><td>

1. Works with the Principal or School Leader to develop classroom visitation and support schedules that are aligned to the strategies identified in the School Improvement Plan
2. Follows the "push-in" model of classroom support for teachers and students.
3. Is an active member of the Learning Team and regularly leads literacy discussions, but is not the main facilitator of all Learning Team Meetings.
4. Assists with the collaborative writing of the School Improvement Plan (SIP), but is not the sole scribe.
5. Is part of the school community and is expected to have the same duties as other teachers (e.g., lunch duty, bus duty, playground duty).
6. Should not perform administrative duties nor serve as the administrator except in the case of extenuating circumstances.
7. Should not be assigned to substitute teaching duties on a regular basis.
8. May not serve as the Instructional Technology Leader (ITL) or as the sole School Assessment Coordinator (SAC); name should not appear more than 50% of the time on the Research and Assessment SAC identification document.
9. Attends required training sessions.

</td></tr>
<tr><td>

- Spends 20% FTE teaching in a demonstration (model) classroom or teaching additional small groups in other teachers' classrooms (push-in model).
- Provides demonstration teaching, classroom modeling, and collaborative teaching.
- Participates in grade-level/literacy committee meetings.
- Delivers professional development including facilitating study groups.
- Conferences with staff with regard to goal setting, observation, and reflective feedback.
- Develops strategic planning around student data
- Maintains an ongoing weekly summary report/log.

Co-teaches and models effective literacy instruction and engages in reflective conversations.

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<tr><td>**Supporting Documents**</td><td>

Job Description Literacy Coach, negotiated job description, March 2002

School Literacy Program Requirements, FY10, MPS Department of Finance, February 2009

Wisconsin Center for Education Research (WCER) *Study of MPS Literacy Coach Initiative Year 1 Report* (2006, 2007) and *Year 2 Report* (2007)

</td></tr>
</table>

Duties/ Responsibilities/ Expectations	1. Interacts directly with Literacy Coaches/Leaders and their respective school Learning Teams on the implementation of the Comprehensive Literacy Framework/Plan and the literacy sections of the School Improvement Plan(SIP) 2. Shares data from district accountability measures and performance assessments to guide both district and school-based work and support 3. Facilitates the critical school-based and district-wide professional development for literacy coaches/leaders, administrators, teachers, and learning team members (that is aligned to the Comprehensive Literacy Framework/Plan and the School Improvement Plan) 4. Conducts district-wide professional development 5. Demonstrates and models research proven effective teaching strategies for classroom teachers 6. Demonstrates, models, and facilitates effective coaching strategies for literacy coaches/leaders 7. Assists schools in the development of the School Improvement Plan (SIP) in literacy and provide training to staff* 8. Works the SOS Team and school Learning Teams within assigned cluster to refine, develop and review literacy goals and strategies 9. Gathers data on assessments to ensure student achievement in literacy 10. Reviews and responds to reports submitted by literacy coaches 11. Interacts with content area and instructional technology staff to promote communication and collaboration for embedded professional development 12. As directed by Literacy Curriculum Specialist, works with the MPA Implementation Team, MPS partners and district leaders on the implementation of the Comprehensive Literacy Framework/Plan 13. Attends and participates in leadership and literacy training activities for individual professional development purposes

NOTE: *When planning and presenting professional development at an individual school, the school's Literacy Coach/Leader must co-plan and co-present with the Literacy Specialist. The professional development must be aligned to the district-wide supported elements of the Comprehensive Literacy Plan, the literacy portions of the school's SIP and should be reflective of the school's needs based on supporting data. **Requests for Literacy Specialists to provide professional development at individual schools must be submitted to and approved by the district's Literacy Curriculum Specialist, ELA Curriculum Specialist and the Professional Development Specialist.**

District Library Media Services

"Today's school library media program plays an integral role in educating children for the future. It is where students learn to find, analyze, evaluate, interpret and communicate information and ideas--skills they will need as adults to live and work in an information-based society. In addition to serving as independent learning centers, the programs of many centers are directly integrated into the curriculum."

ALA (American Library Association), Partner in Learning

In keeping with the spirit of the American Library Association the vision of the Milwaukee Public School District (MPS) Teaching and Learning, District Library Media Office is to promote quality library media programs that lead to high student academic achievement. We also believe that highly trained and qualified library media personnel are essential to providing meaningful library experiences to students, staff and families. Further, it is our belief that library media centers that are diverse and culturally relevant positively support the characteristics of high performing urban classrooms.

Preparing students to be successful in the 21st Century is going to take a collaborative effort. The library media center is the vehicle that supports staff and students as they strive to become effective users of information. Library media specialists must work in tandem with teachers to align their curriculum to MPS Targets, State Standards and the Information and Technology Strategic Plan. According to the Wisconsin Study on School Libraries, schools where library media specialists spent more time on instructionally related student and teacher activities and were successful in building collections that provided a wide range of quality resources had higher WKCE scores. High performing library media centers also use school data to assess the impact of the library on achievement and they continually evaluate and collect data that can be used to create lessons and inform their practice.

Our mission is to promote collaboration between Library Media Staff, classroom teachers and other specialists to enrich student learning experiences and ultimately close the achievement gaps. The Teaching and Learning District Library Media Specialists are committed to supporting and training highly qualified Library Media Personnel. In addition, it is our resolve to provide leadership to establish quality library media programs and to work toward developing 21st Century library media personnel, collections and facilities.

District Bilingual/English as a Second Language (ESL) Services

The Bilingual Bicultural Education Program offers a variety of options to all language minority students through various schools across the city. The program models used in the Milwaukee Public Schools District are the following: Developmental / Maintenance program, Dual-Language program (Dual Immersion or two-Way) and the English as a Second language (ESL) Stand Alone program.

The Bilingual Developmental program is for Spanish – speaking students in kindergarten through twelfth grade. This model assist students to achieve the skills of understanding, speaking, reading and writing in two languages, one of which is English. The premise is to foster continued development and retention of a child's literacy skills in their native language and to utilize the language as a vehicle for exploring and acquiring a second language.   Therefore, while the students are building the necessary academic skills in their native language, the students are able to naturally transition into the second language at their developmental level in 2nd grade, 2nd semester and therefore, transfer these literacy skills into the second language (English). The Classes are taught bilingually, utilizing the regular subject content textbooks and other supplementary instructional materials in Spanish and English. At the secondary level, the proficiency level of students in each classroom will dictate the required amount of second language instruction. The goal being that, students are instructed in their second language at least 60% of their class period.

The Dual Immersion model fosters a second language in minority students at the same time that it fosters a second language for the main population of a country, in this case, English speaking students learning Spanish as a second language. In this model, English and Spanish speaking students are enrolled in the same classroom.

English as a Second language (ESL) services are offered throughout the district as both a component of the Bilingual (Spanish/English) Program as well as to other language minority students that attend ESL stand alone schools. For both programs, classes are taught by certified ESL teachers at various schools in MPS at the K-12 level.

ESL is an integral component of the Bilingual Program; both ESL and classroom teachers are responsible for the student's English language instruction. The ESL classes are taught utilizing a content-based team teaching approach. The Instructional approaches for ESL in the bilingual classrooms parallels pedagogical methodology of mainstream classes in content areas and the State Standards are utilized for instruction and achievement. The ESL teachers derive language objectives using The WIDA® Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in Pre-Kindergarten through Grade 12 to ensure that ELL students are receiving the appropriate English content vocabulary according to their individual English language proficiency (ELP) level and are typically grouped in ESL classes according to age.   A variety of service delivery models based on student needs are practiced including pullout, team teaching, push-in etc.

ELL students not enrolled in the Bilingual Program are placed into monolingual classrooms. Hmong, Somali and Arabic students receive native language support from bilingual teaching assistants and teachers when possible. Since students are immersed in a non-bilingual program, extra ESL support is helpful to the child's well being and academic growth and is encouraged. Integration of ESL and classroom instruction implemented through team-teaching is recommended where feasible, especially for students at the intermediate and advanced stages of English language acquisition.

Due to the reauthorization of the Elementary and Secondary Educational Act (ESEA)
– Title III – No Child Left Behind (NCLB), the Bilingual Multicultural Education Division is requiring that teachers increase the percentage of second language instruction utilizing one of the previous described approaches.

Gradual Increase in English Language Instruction Approach
Table 1

Grade	%Spanish	% English	Sample of Informal Activities
Pre-K	90%	10% **Informal**	Songs, bathroom instructions household items, big book readings, etc.
K5	80%	20% **Informal**	Colors, clothing, animals, numbers, days of the week, months, etc.
First Grade	70%	30% **Informal**	Book walks, stories, story elements, commands, crafts, ethnic items, flowers, plants etc.
Second Grade	60%	40%	
Third Grade	50%	50%	
Fourth Grade	40%	60%	
Fifth Grade	40%	60%	

Note: Student skills, previous knowledge and group composition should be taken into consideration for the informal activities.

Gradual increases in the student's second language (English) and the appropriate transition of students to their second language will lead us to be in compliance with NCLB. NCLB is mandating that Limited English Proficient (LEP) students be tested in English after 1 year in U.S. schools. In Wisconsin the count starts in the 1st grade. In order to prepare students for this mandate, these language model approaches are implemented in Milwaukee Public Schools.

1. **How are ELL students kept in the regular education classroom? What is being done to get them back to the regular classroom, if separate services are required?**

   For ELL students, services are provided utilizing a team teaching push in approach whenever possible (especially in support of the bilingual program where the classrooms are for the most part all ELL). In the stand alone programs where there are children from multiple rooms, ESL specialists collaborate with the classroom teacher to provide services that support classroom instruction. ESL in all levels of the MPS program are content based which means that by utilizing the WIDA English Language Proficiency Standards, ESL specialist design an instructional program which supports ELLs in the classroom environment.

2. **Does the ESL/ELL department provide separate help/support?**

   Content-based ESL is a method that integrates English-as-a-second-language instruction with subject matter instruction. The technique focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

   Research shows that ELLs need comprehensive, high-quality English language instruction in order to "catch up" with their English-proficient peers. Immersion in English-medium classrooms is not sufficient to support the development of high academic levels of English language proficiency. Comprehensive, direct, and high-quality instruction about the English language, including speaking, listening comprehension, reading, and writing, is required to support an ELL's development of academic English. ESL instruction must be as carefully planned and delivered, as is any content area instruction.

   MPS has defined ESL as explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them "catch up" to their student peers who are proficient in English. It includes learning outcomes in speaking, listening comprehension, reading, and writing. ESL instruction should be based on an ESL curriculum and standards and appropriate ESL textbooks and other materials.

The use of topics and materials that ELLs encounter daily in their content classrooms can and should be productively used during ESL instruction. Reading research consistently shows that students need multiple exposures to vocabulary and multiple opportunities to use vocabulary before they can be said to have fully acquired it. Infusing the language and materials of content instruction into ESL instruction multiplies ELLs' exposures and opportunities to practice language of academic content. This approach, content-based ESL instruction, is productive as well as sensible. (Mass. Department of Ed)

As a department, the Division of Bilingual Multicultural Education works to disseminate information through workshops, fliers, readings, newsletters, etc. on all topics of English Language Acquisition and instructional techniques to use with ELLs. The department works with mainstream teachers, bilingual teachers, ESL specialists and central staff in an effort to improve the level of differentiated instruction for ELLs. The department is the LEA representative on the WIDA and WIABE Boards and has representation at the WIDA National Advisory Panel for English Language Proficiency Standards. The department's goal is to strive to create the best learning environment possible for ELLs in all MPS schools regardless of linguistic, academic, or background knowledge base.

3. **How do ELL students access the general curriculum?**

In addition to ESL stand alone support services, ELLs who are Spanish speaking have the opportunity to enroll in the MPS Developmental Bilingual Program. Through a gradual increase of English language instruction, students are able to stay on target academically while acquiring English without falling behind. The Bilingual program is also supported by ESL specialists who work on language objectives to match the content objectives of the general curriculum. To ensure accurate modeling and fluency in both Spanish and English, Bilingual teachers are not only fluent in their content area but also in Spanish and English as demonstrated in an assessment given to them prior to hiring.

Also, in schools where there is a significant population of a particular language group, every effort is made to ensure that a heritage speaking paraprofessional is on site to help the children comprehend what is being taught in the classroom. MPS currently has paraprofessionals in Hmong, Arabic and Somali which are our largest and growing language populations. We also work with community organizations such as PACA (Pan African Community Association) as an additional safety net and connection not only within school but also outside of the classrooms. A Refugee Parent Center has been established where there is tutoring nightly (ASPAIR) for our neediest refugee children new to the area. A grant-funded citywide Newcomer Summer School is provided to help close the academic gap and to give our newest students a jump start to the coming school year.

Additionally, we have developed a Board approved International Newcomer Center specifically developed for middle age refugee students with interrupted formal education (SIFE). This self contained center houses students for a limited amount of time and then works with sponsoring agencies, parents and receiving schools to ensure a smooth transition when moving to a mainstream site with ESL support services.

District Special Education Literacy Services

The principal/educational leader in each school is responsible to make sure <u>all</u> students, including students with disabilities, have access to the <u>appropriate curriculum and appropriate curriculum materials.</u> The Milwaukee Board of School Directors has recently amplified this requirement in its revision of MPS Administrative Policy and Procedure 7.26 Textbook Adoption, and Administrative Policy and Procedure 7.27 Maintenance and Control of Instructional Materials.

Central guidance and support regarding this requirement is provided by the Department of Educational Services and the Department of Special Services. The Department of Administrative Accountability holds school leaders accountable for this requirement. Each school has developed a School Improvement Plan (SIP) using appropriate student data to determine areas of instructional focus for the school. The System of Support Cluster Model (SOS) provides ongoing support to ensure that the school is following their SIP plan and implementing any other District directives relative to student achievement.

It is the responsibility of the IEP team to determine the extent to which an individual student with a disability will access the general curriculum, with or without modifications and accommodations or an alternate/replacement curriculum in whole or in part. In making this decision, IEP teams must consider all modifications, accommodations, interventions, and or individually designed instruction that has been implemented and the degree of success of implementation and the resulting outcomes for the student. **All decisions regarding individual students with disabilities begin with the assumption that a student can be successful in the general curriculum.** Accommodations, modifications, interventions etc. are only added if the child cannot be successful with a less restrictive model (general education). Additionally, as students make progress, IEP teams note progress and make decisions about moving towards increasing participation in the general curriculum in a less restrictive manner. Success and high outcomes for the student is always the goal.

Determination as to whether a student requires the Language replacement curriculum, which is aligned with the state standards, includes consideration of but is not limited to the following areas:

- Proficiency on the WKCE
- Progress without accommodations and modifications in the regular curriculum
- Progress with accommodations and modifications in the regular curriculum
- Progress with other intervention programs
- Progress with individually designed instruction in the regular curriculum
- *Language!* placement (screening) test recommendations

- Teacher recommendation

The team may identify other parts of the general curriculum to supplement instruction
for any given student who participates in the replacement curriculum (Language!).

Determination as to whether a student requires an alternate curriculum (Unique!) based on Wisconsin Extended Grade Band Standards includes consideration of but is not limited the following:

- IEP Teams go through the same analysis as done to determine the use of a replacement curriculum. If the IEP team determines that the student needs are so significant that participation in the WKCE may not be appropriate, they complete the "*Wisconsin Alternate Assessment Participation Checklist*" (I-7A). The Wisconsin Alternate Assessment is based on Extended Grade Band Standards which guides future instruction.
- Once the IEP team has determined that an alternate curriculum based on Wisconsin Extended Grade Band Standards is required the classroom teacher develops individual student profiles to plan instruction accordingly.

The team may identify other parts of the general curriculum to supplement instruction for any given student who participates in the alternate curriculum (Unique).

 High school students may earn elective credits for both *Language!* and *Unique*
courses. These credits count toward graduation requirements. High School students may earn credits towards English/Lang Arts graduation requirements if the IEP team makes individualized decisions based upon the guidance provided in the Milwaukee Public Schools IEP Policies and Procedures Handbook which was completed in collaboration with the Wisconsin Department of Public Instruction. Guidance for these polices were found in the DPI Information Update, Bulletin 01.02.

As students make progress, IEP teams note progress and make decisions about moving towards increasing participation in the general curriculum in a less restrictive manner. Success and high outcomes for the student is always the goal.

The Milwaukee Public Schools has adopted the *Model Policies and Procedures* that have been developed by the Wisconsin Department of Public Instruction to ensure compliance with state and federal laws relative to students identified with special education needs. These policies and procedures include fundamental adherence to the individualized nature of all educational decisions for each student with a disability in the least restrictive environment.

The Milwaukee Public Schools has worked collaboratively with the Wisconsin Department of Instruction to update its IEP Policies and Procedures Handbook which sets forth specific directions to all district staff for the planning and decision making regarding students with disabilities. The Special Education Oversight Action Plan (SOAP) includes the establishment of nine accountability and support groups (SOS Clusters) which ensure adherence to state and federal laws and high quality outcomes for all students with disabilities. Special Education Leadership Liaisons, Special Services Administrators, Special Education Supervisors, Diagnostic/Program Support Teachers, Citywide Program Support Teachers, DIFI Supervisors, Curriculum Generalists, Literacy Specialists, and Literacy Coaches all support the school principal/educational leader to implement high quality programs that ensure success for each individual student. Central support and accountability monitoring is provided by the Department of Administrative Accountability, Department of Special Services, the Department of Educational Services, and the Department of District Improvement and Support.

District Summer School Services

Summer School offers students educational programs to help them better meet grade level standards, graduation requirements and yearly IEP goals. The following briefly describes the educational programs that are offered at the elementary, K8, middle and high school levels.

The Milwaukee Public School District's Summer School program continues to be a successful intervention for those students attending by:

- ✓ Providing credit recovery opportunities for high school students.
- ✓ Providing appropriate remedial activities for students in grades K5-8.
- ✓ Providing ESY programs for students in grades K5-12.

High School
High school courses are open to all high school students living in the city of Milwaukee and are offered at ten (10) MPS sites. The high school focus is to recover core subject area credits for 9-12 graders.

Elem K5-8
Part of the focus of Summer School is to improve the reading and language arts skills of our K-8 grade students who are currently performing at the minimal or basic level based on their Student Promotion System (SPS) scores and the State Test (WKCE) proficiency levels.

ESY
Extended School Year (ESY) services are not simply an extension of time in school, nor is it required for every student with special education needs. Determination must be done on an individualized basis.

CATP
The CATP-Community Assessment & Training program is offered during the summer session. The School to Work Transition Program prepares students with special education needs for the transition from school to the adult world of work and community living.

District Supplemental Educational Services (SES)

Supplemental educational services are additional academic instruction (free tutoring) designed to increase the academic achievement of students in low-performing schools. As identified in the federal No Child Left Behind Act of 2001, supplemental educational services must be provided outside of the regular school day and be high-quality, research-based, and specifically designed to increase student academic achievement. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in schools that have been designated as a School Identified for Improvement (SIFI) and that have not made Adequate Yearly Progress (AYP) for three or more years, have the option of accessing supplemental educational services for their children.

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Appendix A: Access to Core Curriculum, Assistive Technology Tools and Resources

Many of the tools listed below can be used within the general education setting by all students. These tools become assistive technology for a special education or a 504 student when they are **required** for the student to access the general curriculum. At that point, the device or tool needs to be written into the IEP. Items available through MPS Assistive Technology are provided to special education and 504 students. Most items are available for check out from Assistive Technology.

Reading (including but not limited to):

Type of Tool	Example
Visual tracking and viewers Magnifier Colored overlays Colored filter strips	E Z C Readers Accessibility features built into computer operating systems Bar magnifier Highlighters
Physical Access Tools	Page fluffers Positioning devices Switch access / computer books Adapted Books
Hand held dictionary / spell check	Franklin Children's Talking Dictionary Speaking Language Master Webster Electronic Dictionary
Books in audio format	Cassette or digital recorders MP3 Players Audio CDs Play away Books (Follett)
Books in Alternate Format	Large print Braille translator or converter OCR scanning software Text to MP3 software Digital e-text Classmate Reader

Talking Word Processors (can read text for students as well as read student written responses)	Write:Out Loud Premier Talking Word Processor Clicker 5 Word Talk (for Microsoft Word)
Concept mapping / webbing (Comprehension)	Inspiration Kidspiration Draft:Builder
Electronic Text Reader	Read Please Premier e-Reader / Universal Reader Premier Talking Pointer Read:Out Loud Victor Reader (Daisy and Bookshare) Classmate Reader JAWS (for visually impaired) Bookworm
Picture supported text	Clicker 5 News 2 You Boardmaker
Advanced Reading / Writing Supports	Kurzweil Premier (full program) Clicker 5
High Interest / Low Vocabulary	Take Ten Books Start to Finish Blue and Gold Start to Finish Core Content Start to Finish Literacy Starters Saddleback Books Bring the Classics to Life (Other titles are available for check out)

Writing (including but not limited to):

Type of Tool	Example
Adapted writing utensils	Pencil grips Rubber stamps Triangular or other shaped pencils
Adapted paper	Writing guides Different colors or kinds of paper (bold lined or color coded)
Positioning Devices	Slant board Items to stabilize paper Clip boards
Spelling/ Spell Check	Personal vocabulary / spelling dictionary / notebook (book or notebook) Franklin handheld speller / dictionary / thesaurus Personal vocabulary list (at student desk)
Recorders	Digital handheld recorders Pentop technology – Livescribe/ smart pen
Portable Word Processors	Alphasmart Neo Writer Fusion (has audio output)
Concept Mapping / Digital Graphic Organizers	Kidspiration Inspiration Draft:Builder
Digital Note Takers	LiveScribe Pen
Adapted/ Alternative Computer Hardware	Keyboard labels Keyguards Pointing devices Touch screens Trackballs / joystick Enlarged / mini keyboards Computer switch interface

Alternative Software	Built in Accessibility (Computer operating systems) On screen keyboards Switch software Scanning programs
Talking Word Processors / Graphic Word Processors	Write:Out Loud Premier Talking Word Processor Clicker 5 Scholastic Keys Word Talk Microsoft Word
Word Prediction	Co:Writer Premier Word Prediction Word Q
Advanced Reading and Writing Aids	Kurzweil SOLO Premier Scholastic Keys Microsoft Student with Encarta Electronic Worksheets
Voice Recognition	Dragon Naturally Speaking Speak Q

Appendix B: Home/Community Literacy Connections

Home Learning Opportunities

Reading A-Z/RAZ Kids
www.raz-kids.com
(Must have teacher's username; may or may not require a password.)

Write Source
http://www.greatsource.com/iwrite/parents.html

National Institute for Literacy
Infancy – 3rd Grade
English
Free resources, newsletters and other publications to help you with your approach to literacy.
http://www.nifl.gov/childhood/childhood.html

U.S. Department of Education
Ages Vary
English and Spanish
Free reading tips and publications which vary from preschool, bilingual, special needs and even to gifted and talented.
http://www2.ed.gov/parents/read/resources/edpicks.jhtml

Adolescent Literacy
Grades 4 – 12
English and Spanish
This site has great resources for advancing comprehension skills and a list of others. Also, it contains great college readiness literature such as ACT advice.
http://www.adlit.org

Reading is Fundamental
Ages vary
English and Spanish
Amazing resources for younger kids and parents including read along stories, pintables, games and a variety of other activities.
http://www.rif.org

PBS Parents
Birth to Grade 3
English
Resources for parents along with some fun interactive children's games.
http://www.pbs.org/parents/readinglanguage/
PBS Kids Play
Preschool to Grade 5
English
Great interactive learning games accompanied by a progress chart so that you know how your child is doing in various areas.
http://www.pbskidsplay.org/flash2/default.php?page=welcome&lang=en

Seussville
Preschool to Grade 5
English
Free games and pintables to help children learn letters, sentences and even create their own story.
http://www.seussville.com

Get Ready to Read
Preschool to Grade 5
English and Spanish
Free reading activities and resources for children.
http://www.getreadytoread.org/

Scholastic Parents
Preschool to Grade 8
English
Great articles and resources for parents.
http://www2.scholastic.com/browse/booksandreading.jsp

Kids Reads
All grade levels
English
Free book lists, reviews, suggestions, and trivia on popular books and series.
http://www.kidsreads.com

Internet 4 Classrooms
Pre-K to Grade 8
English
Free literacy skill-building activities by grade level.
http://www.internet4classrooms.com/grade_level_help.htm
Reading Rockets
Ages Vary
English and Spanish
This site contains a list of children's books, reading guides, literacy calendars, articles for parents and fun literacy activities.
http://www.readingrockets.org/

Between the Lions
Preschool to grade 5
English
Interactive online reading activities, sing-a-long videos, audio downloads and literacy games.
http://pbskids.org/lions/

Wisconsin Literacy
Ages Vary
English
List of literacy events around Wisconsin, help finding tutors and other parent resources.
http://www.wisconsinliteracy.org/

Singing to Learn
Pre-K-Grade 2
English
Singing to learn is extremely effective and rapid way to learn. This encourages children to use multiple learning styles.
Printable materials are available.
http://www.jazzles.com/early-reading-resource.html

Literacy Matters
Pre-K - O-3 years old
English
You will find ideas, information and literacy activities for children aged up to 3.
http://www.literacymatters.com/preschool.html

Literacy Matters
Grade 6-12
English
Currently, Literacy Matters is focusing on three key "matters"
in adolescent literacy development: Adolescent Literature. Content Literacy, and Literacy and Technology.
http://www.literacymatters.com
Teaching Books
K to Grade 3
English
This site helps the students to read and enjoy, bringing the author into the classroom on line, anytime.
http://www.teachingbooks.net

Weekly Reader
K-Grade 6
English
Click on different lessons ranging from K-through 6.
http://www.weeklyreader.com
Free K-6 lessons. Reading goes with animated character speaking.
http://sixflags.weeklyreader.com

Read and Write
K-grade 12
English
Reading and Language Arts resources for Parents and Afterschool are available by grades.
http://www.readwritethink.org

Community Learning Opportunities

MPS Sofa School
K-12
English and Spanish
Learning at home during school closures.
http://www.mpsportal.milwaukee.k12.wi.us

Compact for Reading
K-Grade 3
English, Spanish
A Compact for Reading is a written agreement among families, teachers, principals and students to work together to help improve the reading skills of kindergarten through third grade.
http://www2.ed.gov/pubs/CompactforReading/tablek.html
Unity in Motion
http://www.unityinmotioninc.org/

Milwaukee Public Library Summer Reading
http://www.mpl.org/SummerReading/

Milwaukee Bucks (various literacy programs such as Read to Achieve, Reading Challenge and Snuggle Up and Read)
http://www.nba.com/bucks/community/CR_Programs.html

Milwaukee Public Library
http://www.mpl.org/

Literacy Coalition of Southeastern Wisconsin
http://www.gmlcwi.org/

Literacy Services
http://www.literacyservices.org

SPARK Early Literacy Program
http://www.boysgirlsclubs.org/SPARK.aspx

HIPPY – Home Instruction for Preschool Youngsters
http://www.coa-yfc.org/HIPPY.htm

United Neighborhood Centers of Milwaukee
http://new.uncom-milw.org/JointEfforts_front.asp

Appendix C: Response to Intervention

Response to Intervention (RtI) is a scaffolded approach to instruction which uses progress monitoring to meet the academic, behavioral and social emotional needs of students using high quality differentiated, culturally responsive instruction.

Tier I: Universal core curriculum instruction and practices all students receive. At any given time 80% or more of the students demonstrate sufficient progress through core academic, behavioral and social emotional instruction and/or practices.

Qualities of Tier I Instruction
•Research-based curriculum
•High yield instructional, behavioral and/or social emotional high yield strategies
•High levels of student engagement apparent
•Positive Behavioral Intervention Supports (PBIS)
•Curriculum aligned to standards/strategic goals
•High expectations are communicated and monitored
•Feedback on performance relative to expectations provided
•Differentiated instruction
•Ongoing summative, formative and benchmark assessment
•Effective integration of technology

Tier II: Intervention coupled with ongoing progress monitoring provided to students needing additional acceleration or enrichment in academic, behavioral or social emotional skills. At any given time up to 15% of students receive Tier II academic, behavioral and/or social emotional interventions.

Qualities of Tier II Intervention
•Identification of students needing intervention based on data
•Teacher teams provide support for intervention planning and analysis
•Offered *in addition to* not *in place of* Tier I curriculum, practices or instruction
•Progress monitored and graphed
•Short term
•Vetted with fidelity checks
•Aligned to core curriculum and standards
•Monitored
•Specialized

Tier III: Rigorous interventions, replacement or additional curriculum and/or instructional strategies provided to students requiring an individualized plan of action. Tier III interventions target both students gifted in specific areas and students with significant skill deficits in specific areas. At any give time up to 5% of students receive Tier III academic, behavioral and/or social emotional intervention.

Qualities of Tier III Intervention
•Identification, intervention and planning based on data
•Teacher teams, collaborative support team or IEP teams develop intervention plans
•Based on individual student need
•Rigorous
•Progress monitored frequently and graphed

Appendix D: RtI Tier 2 - *READ 180*

Entrance Criteria

READ 180 helps struggling readers improve reading skills, experience success, and become more motivated to read. Student selection is important to the student, school, and program's success. It is recommended that you select students for enrollment in READ 180 who can benefit from READ 180 based on multiple measures, as listed below.

Each READ 180 classroom should have no more than 21 students enrolled. It is recommended that a waiting list be available in case a student leaves or does not attend in a regular manner. Some students currently enrolled may benefit from additional time in READ 180. These currently enrolled students would continue to take the course until exit criteria is met.

Use the following criteria when placing students in READ 180: Use Criterion 1 to fill your READ 180 spots. If you do not fill all available spots after implementing Criteria 1; then implement Criterion 2, then 3, etc. until all spots have been filled.

- Criteria #1 - WKCE scores. Consider selecting students in the bottom performance bands (i.e. Minimal & Basic).
    - ✪ Students with disabilities who test out of *Language!* and who have also scored in the Minimal/Basic range on the WKCE may be enrolled in READ 180.
    - ✪ ELL students at LAU level 3 or higher who have also scored within the Minimal/Basic Range on the WKCE.
    - ✪ Students receiving ESL services can take READ 180 in addition to ESL services but **not** in place of ESL services.
- Criteria #2 – Discovery Education (formerly ThinkLink) benchmark data that show a student has scored within the Minimal or Basic range in reading.
- Criteria #3 - Teacher observations and other reading assessment data that indicate the student is performing 2 years below grade level in reading.
- Criteria #4 - Review Scholastic Reading Inventory (SRI) results, if available. This would only apply to students who were in READ 180 during the previous school year or semester. Students that fall in the At-Risk or Basic range would make good candidates.

Students who are proficient on the WKCE or who are already proficient on the SRI are <u>NOT</u> appropriate for inclusion in READ 180.

Lexile Chart from Scholastic Reading Inventory (SRI)

Grade	At-Risk	Basic	Proficient	Advanced
1	N/A	99 and Below	100 to 400	401 and Above
2	99 and Below	100 to 299	300 to 600	601 and Above
3	249 and Below	250 to 499	500 to 800	801 and Above
4	349 and Below	350 to 599	600 to 900	901 and Above
5	449 and Below	450 to 699	700 to 1000	1001 and Above
6	449 and Below	500 to 799	800 to 1050	1051 and Above
7	549 and Below	550 to 849	850 to 1100	1101 and Above
8	599 and Below	600 to 899	900 to 1150	1151 and Above
9	649 and Below	650 to 999	1000 to 1200	1201 and Above
10	699 and Below	700 to 1024	1025 to 1250	1251 and Above
11	799 and Below	800 to 1049	1050 to 1300	1301 and Above

Exit Criteria

Establish a READ 180 Exit Team

Dismissing students from READ 180 is a team decision based on formal and informal assessment data regarding a student's reading skills. The READ 180 Exit Team should consist of the READ 180 teacher, an administrator, the DIFI Supervisor, and other relevant staff. Students typically exit the READ 180 program after being exposed to no less than 12 to 18 months of the intervention or until the exit criteria is met. The team should use the following guidelines for removing students from the READ 180 program.

Formal Measures of Performance (or Reading Proficiency)

In the area of formal assessment, the team should determine mastery and/or proficiency using formal or standardized assessment data. The student must demonstrate mastery on at least 3 out of 4 of the following:

- Proficient SRI Lexile Score at Level 4 (see chart below)

- Proficient Reading Scale Score – Benchmark assessment (most recent)
- Average score on the most recent grade-level READ 180 rSkills Tests
- Average score on the READ 180 Topic Software data (e.g. Student Diagnostic Report, Student Reading Report, and Comprehension Skills Report).

Discovery Education Benchmark Assessment Proficiency Target Scale Scores	
Reading	
Grade	**Proficiency Target Scale Score**
Grade 6	303
Grade 7	327
Grade 8	338
Grade 9	341

Informal Measures of Performance (or Reading Proficiency)

The READ 180 teacher will provide informal assessment data from his/her observations of the student and the student's self-report. The following data needs to be included in the determination of READ 180 dismissal:

- Observations of motivation, attitude, and behavior (+ or -)
- *Scholastic Reading Counts!* Quiz scores
- Final rBook writing samples (passing holistic score of 3 or 4)
- Number and levels of books read or *Scholastic Reading Counts!* (number of quizzes passed)
- Informal assessments of comprehension during independent reading (teacher observation and anecdotal notes)
- Teacher and student ratings of 3 or 4 on each of the 17 factors on the "Modeled and Independent Reading Center Form"
- Demonstration of sustained academic improvement and performance in at least one other grade level content area. Check if present.

Establish a Support System for Exited Student

Each student who meets READ 180 exit criteria should have an identified support system in place to ensure continued academic gains for the student.

SRI Lexile Scores that reflect Proficiency on the Scholastic Reading Inventory

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
100 – 400	300 – 600	500 – 800	600 – 900	700 – 1000	800 -1050	850 – 1100	900 – 1150	1000 – 1200	1025– 1250	1050 – 1300

Exit Documentation

School _____   Date _____

Teacher _____   Room # _____

+--+
| Recommendation for: |
| |
| Student:_____ Gr. _____ ID # _____ |
+--+

Entry SRI_____   Mid-year SRI_____   Year End SRI _____
Date: _____   Date: _____   Date: _____

_____ Continue in READ 180   _____ Discontinue based on the following:
(Submit documentation to support your recommendation.)

_____ *Misplacement* (WKCE scores, Benchmark data, SRI Official Record)

_____ *Attendance* (Print out attendance record)

_____ *Exit Criteria* (See exit criteria on back of this sheet)

_____*Teacher Information* (observations, anecdotal notes, interventions, etc.)

_____*Other* (copies of behavior referrals, phone logs, referrals to support staff, guidance, etc.)

****

Office Use ONLY

Recommendation: Continue _____   Discontinue _____

Comments:

DCG/SIF: _____   Principal:_____   DIFI Supervisor_____
Date: _____   Date: _____   Date: _____

Appendix E: RtI Tier 3 – *Language!*

The *Language!* comprehensive literacy curriculum is an intensive, research-based, Tier III intervention program for students with special education needs who require a replacement curriculum based on IEP Team determinations. The curriculum accelerates students to grade-level reading proficiency by using a sequential, cumulative, mastery and skill-based instructional format that addresses all learning styles.

The *Language*! curriculum is based on state standards and provides a minimum of 90 cumulative minutes of daily instruction in six literacy domains. These domains include phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, listening and reading comprehension, and speaking and writing. The instruction is delivered by special education teachers and includes differentiation tools and a mandatory individualization component that is based upon each student's performance data.

ENTRANCE CRITERIA

An IEP team may determine that an individual student with special education needs requires a replacement curriculum based on, but not limited to, the following considerations:

- **Proficiency level on the WKCE in reading**
- Progress **without** accommodations and modifications in the regular reading curriculum
- Progress **with** accommodations and modifications in the regular reading curriculum
- Progress with Tier II intervention programs
- Progress with individually designed instruction in the regular curriculum
- *Language!* placement testing recommendation
- Teacher recommendations, for example,
  - Reading delays are the result of skill deficits
  - Student would benefit from instruction in an accelerated curriculum
- Documented need for a replacement curriculum
- For students in 3rd – 12th grade
- Reading delays are significant and below the instructional level of the *Language!* curriculum

INSTRUCTIONAL READING LEVELS

Students should not be instructed in *Language*! levels that are beyond their actual grade. The following chart should be followed when making grouping determinations:

Level A 3rd grade
Level B 4th grade
Level C 5th grade
Level D 6th grade
Level E 7th grade
Level F 8th grade

Decodable text begins at P-3 and goes through 3rd grade. Independent text begins at a 4th grade reading level and goes through the 6th grade. Challenge text goes from 4th through the 10th grade level.

ELL STUDENTS AND *LANGUAGE*!

The following guidelines should be considered by IEP Teams when determining whether ELL/ESL students require a replacement curriculum. This decision should be guided by the general entrance criteria listed previously **and** these additional guidelines for individual students:

- ◆ Are identified as Special Needs via an IEP Team evaluation only
- ◆ Are in grades 3 – 12 only
- ◆ Score 3.0 or higher on the "ACCESS Oral Proficiency"
- ◆ Have lived in the United States for 3 or more years
- ◆ Have transitioned to English reading
- ◆ Have scored minimal or basic on the WKCE in reading
- ◆ Are currently not in a Bilingual/ESL program

Materials for the *Language*! curriculum are only available in English, however, daily supplementary ELL materials/lessons are provided with the curriculum.

PROGRESS MONITORING

Student progress is monitored via an online assessment system provided by the publisher. Students enter the curriculum at specific points based on *Language*! placement testing recommendations. This placement testing is based upon standardized, norm-referenced tests that establish baseline data. Formative content assessments are administered weekly and drive mandatory differentiation activities. Summative content assessments are administered at the end of each level. Progress Indicators, based on standardized, norm referenced assessments, are also administered at the end of each level and measure growth from the baseline data.

EXIT CRITERIA

An IEP Team may determine that individual students no longer require a replacement curriculum based on, but not limited to, the following considerations:

- ◆ Progress in the Language! curriculum
- ◆ **Proficiency level on the WKCE in reading**
- ◆ Ability to benefit from instruction in the regular reading curriculum *without* accommodations and modifications
- ◆ Ability to benefit from instruction in the regular reading curriculum *with* accommodations and modifications
- ◆ Ability to benefit from instruction in the regular reading curriculum with individually designed instruction
- ◆ Ability to benefit from instruction in the regular reading curriculum with Tier II intervention programs
- ◆ Teacher recommendations, for example,
  - o Reading delays are not the result of skill deficits
  - o Student does not benefit from instruction with an accelerated curriculum
- ◆ Reading delays are no longer significant and/or above the instructional level of the *Language!* Curriculum

Appendix F: RtI Tier 3 – *Unique Learning System*

The *Unique* comprehensive literacy curriculum is an alternate standards-based, Tier III intervention program for students with comprehensive disabilities who take or will take the Wisconsin Alternate Curriculum (WAA-SwD). The curriculum consists of topics built around science and social studies content that incorporates reading, writing and math.

The *Unique* curriculum is based on Extended Grade Band Standards and provides a minimum of 90 minutes of daily instruction. Due to the nature of the students that this program serves, the 90 minutes can be accomplished cumulatively. The instruction is delivered by special education teachers and includes three levels of differentiation, creating student profiles and a mandatory progress monitoring component based upon individual student performance data.

ENTRANCE CRITERIA
The IEP team may determine that an individual student with special education needs requires an alternate curriculum based on, but not limited to, the following considerations:

- **Proficiency level on the WAA-SwD**
- Need for an **alternate** curriculum based on Extended Grade Band Standards
- Reading delays are significant and no higher than a 3rd grade **instructional** level
- In 1st-12th grade

INSTRUCTIONAL READING LEVELS
Students should only be instructed in *Unique* if they are reading below a 3rd grade **instructional** level.

ELL STUDENTS AND UNIQUE
The following guidelines should be considered by IEP Teams when determining whether ELL/ESL students require an alternate curriculum. This decision should be guided by the general entrance criteria listed previously **and** these additional guidelines:

- Students are identified as Special Needs via an IEP Team evaluation only
- In 1st-12th grade
- Students take the WAA-SwD based on Extended Grade Band Standards

Materials for *Unique* are only available in English at this time.

PROGRESS MONITORING

Student progress is monitored via an online assessment system provided by the publisher. Students enter the curriculum based on IEP team determination. An online profile is required for each student. The completed profile will give the student a differentiation level that will guide the teacher in presenting lesson content. A pretest is completed at the beginning of the month. A post-test is completed at the end of the month.

EXIT CRITERIA

An IEP Team may determine that individual students no longer require an alternate curriculum based on, but not limited to, the following considerations:

- Progress in the *Unique* curriculum
- Achievement below a 3rd grade instructional reading level
- Scores on the WAA-SwD at the Advanced level across reading, math and science
- Ability to consistently earn the maximum points on *Unique* Pretests and Post-tests during the course of a semester
- Ability to benefit from instruction in the regular reading curriculum **with** accommodations and modifications
- Ability to benefit from instruction in the regular reading curriculum with individually designed instruction
- Exit from *Unique* does not automatically ensure eligibility for *Language!* Refer to the *"Language!"* section for more detailed information
- If student is involved in Extended Grade Band Standards after Grade 10, he/she will continue to receive the *Unique* curriculum until age 21 or sooner

Appendix G: Implementation Integrity

(Forthcoming, Implementation Fall 2010)

Appendix H: Glossary

Ability	An educational aim that involves the whole person; is an integration of skills, behaviors, knowledge, values, attitudes, motives or dispositions, and self perceptions; is developmental and can be learned; can be assessed; transfers across settings; is continually re-evaluated and re-defined; is important to personal and/or professional situations in life; is appropriate to the mission/aims and educational philosophy of the institution or program *(Alverno College)
Academic Prompt	A form of assessment between an authentic performance task and a short-answer test or quiz. Academic prompts are open-ended written performance tests *(Wiggins, G. and McTighe, J.)
Academic Standards	Standards that specify what students should know and be able to do, what they might be asked to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards *(Wisconsin Department of Public Instruction—WI DPI)
Accountability	The obligation of reporting, explaining, or justifying standards, making them responsible, explicable, and answerable *(Reeves, D.)
Active Learning	Any situation in which students learn by doing rather than by sitting at their desks reading, filling out worksheets, or listening to a teacher. Active learning is based on the premise that if students are active, they will be highly motivated and will thus learn more *(Ravitch, D.)
Active Literacy	The integration of critical language skills (i.e., listening, speaking, reading, and writing) into the daily curriculum in every class *(Jacobs, H. H. and Johnson, A.)
Alignment	The process of linking content and performance standards to assessment, instruction and learning in classrooms *(Department of Defense—DOD Schools)
Alternate Assessment	IEP-based (Individual Educational Plan) assessment used in place of the WKCE at grades 4, 8 and 10 for some special needs students *(WI DPI)
Alternative Assessment	Any types of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. Alternative assessments can include short answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions and portfolios *(Michigan Curriculum Framework)
Analytic Scoring	A scoring procedure in which a student's work is evaluated for a number of selected traits or dimensions, with each dimension receiving a separate score *(WI DPI)
Anecdotal Record	A short, written report of an individual's behavior in a specific situation or circumstance *(Airasian, P.W.)

Articulation	The attempt to create a seamless transition from one part of the education system to the next—for example, from middle school to high school or from high school to university—especially with regard to the curriculum *(Ravitch, D)
Assessment	Ongoing means of monitoring students' work and progress. Results are used to inform teaching decisions *(Fletcher, R. and J. Portalupi)
Assessment FOR Learning	Assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success. Assessments for learning happen while learning is still underway. On these occasions, the grading function is laid aside. This is not about accountability…this is about getting better *(Stiggins, R.)
Assessment OF Learning	Those assessments that happen to make statements of student learning status at a point in time to those outside the classroom, as when making student referrals or making decisions about programs *(Stiggins, R.)
Assignment	A particular task or job given to a student for a specific purpose * (Reeves, D.)
Assistive Technology (AT)	Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities *(Reed, P. and Lahm, E.)
Audience	The reader or readers of a particular piece of writing *(Fletcher, R. and Portalupi, J.).
Authentic Assessment	Assessment that both mirrors and measures student performance in "real world" task and situations
Authentic Models/Text	Text materials representative of the real world (Harris, L. & Hodges, R.)
Backward Design	A process to designing curriculum by beginning with the end in mind and designing toward that end *(Wiggins, G. and McTighe, J.)
Balanced Approach to Literacy Instruction	The selection of theory and strategies to match learning styles of children. Constructivist and explicit strategies are used *(Morrow, L. M.)
Benchmark	The designated points at which a student's performance can be measured on the way to becoming proficient in a standard
Best Practice	Serious, thoughtful, informed, responsible, state-of-the art teaching *(Zemelman, S., Daniels, H., and Hyde, A.)
Big Idea	In Understanding by Design, the core concepts, principles, theories, and processes that should serve as

	the focal point of curricula, instruction, and assessment. Big ideas are important and enduring. Big ideas are transferable beyond the scope of a particular unit *(Wiggins, G. and McTighe, J.)
Bi-Level Analysis	The examination of student work and performance data on two levels—the subject matter concepts and skills, and the requisite language capacity (e.g., linguistic patterns, three types of distinctive vocabulary, and editing and revising strategies) *(Jacobs, H. H. and Johnson, A.)
Bi-lingual	Any use of two languages (National Association for Bilingual Education)
Bloom's Taxonomy	A hierarchical listing of learning levels, from basic to challenging (knowledge, comprehension, application, analysis, synthesis, evaluation) *(Anderson, L. and Krathwohl, D.)
CABS	(Classroom Assessments Based on Standards) Classroom assessments aligned to the Milwaukee Public Schools' Learning Targets; these assessments are developed, adopted, or adapted, then administered and assessed with the purpose of providing specific, meaningful, and timely feedback designed to improve student performance *(Milwaukee Public Schools)
Checklist	A written list of performance criteria associated with a particular activity or product on which an observer marks the pupil's performance on each criterion using a scale using a scale that has only two choices *(Airasian, P.W.)
Choral Reading	Group reading aloud to develop oral fluency or to make a presentation to an audience (Harris, L. & Hodges, R.)
Classroom-Based Assessment	Ongoing assessment by the teacher of student learning during the course of instruction in the school *(WI DPI)
Code-Switching	A person's change from one language or language variety to another during spoken or written communication, as from Spanish to English in a bilingual setting, or from a formal to a casual style of speech *(WI DPI)
Cognitive Demand	The type of cognition required of the student defined in Bloom's Taxonomy of the Cognitive Domain; reflects a classification of thinking rather than a sequential hierarchy *(Washington State)
Collaborative Writing	A part of the writing block in which students work together to plan, draft, revise, and edit their written work; the students work together on a single product *(Adapted from Ravitch, D.)
Common Core State Standards	Specific research and evidence based literacy skills and understandings required for college and career readiness in history, social studies, science and English Language Arts (Council of Chief State School Officers and the National Governors Association Center for Best Practices; www.corestandards.org)
Comprehension	The reconstruction of the intended meaning of a communication; accurately understanding what is written or said (Harris, L. & Hodges, R.)
Comprehensive Literacy	A conceptual framework utilized for the development of instructional design that integrates reading,

Framework	writing, listening, speaking, language, technology, and research across all content areas to promote critical thinking and learning *(Milwaukee Public Schools)
Concept	An abstract idea that points to a larger set of understandings, (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.) *(Reeves, D.)
Concurrent Validity Tests	Comparison of district-wide tests (involving a sample of students) with the Standards Achievement Report for those students. If the teacher-designed assessments are based on the same standards of performance as the district assessments, the results should be consistent in a high percentage of cases. Any disparities should be investigated *(Reeves, D.)
Conference	A meeting between teacher and student or between students; teacher-student conferences may be held in order to share and discuss a book, discuss an aspect of writing, provide a mini-lesson, assess progress, or a combination of these purposes. A conference may be scheduled and structured or informal and unstructured *(J.D. Cooper)
Conference	A discussion that focuses on setting goals, solving problems and/or monitoring progress (Tompkins, G.)
Consensus Map	(also called a **Core Map**) Agreed-upon curriculum identified by teachers and administrators that determines which elements must be consistently taught by all teachers in a course or subject, and where flexibility will be critical *(Jacobs, H. H. and Johnson, A.)
Constructed Response	Test items on which students must provide an answer (short answer, explanation of the process for determining the answer, etc.) in contrast with items (known as selected response or multiple-choice) on which students choose from among answers provided. *(ASCD)
Content	Information or essential meaning students need to know in a given standard or component of a standard in a course of study *(Reeves, D.)
Content Standards	Statements that define what students should know and be able to do in various subject areas and at different points in their education
Context	Circumstances in which a particular event occurs; background information or structure to help make sense of new information *(Reeves, D.)
Convention	An accepted practice in spoken or written language; custom or rules of behavior in a community *(WI DPI)
Cooperative Learning	Classroom activities in which students work together to achieve their individual learning goals *(WI DPI)
Core, Supplement, Intensive	The three tiers of Response to Intervention (RtI) initiative that identify struggling students quickly, promote effective classroom instruction, provide interventions and increase the likelihood that students will be successful (Mellard & Johnson in Tompkins, G.)
Craft Lesson	A mini-lesson designed to focus on one specific quality of good writing *(Fletcher, R. and Portalupi, J.)

Criteria	A collection of qualitative descriptors of what is expected in a performance *(Alverno College)
Criterion-Referenced Grading	Determining the quality of a pupil's performance by comparing it to pre-established standards of mastery *(Airasian, P.W.)
Critical Literacy	Using literacy not only to communicate but as a means of understanding and expressing the power relationships undergirding communication; using literacy to participate in and influence the power structure of one's world *(WI DPI)
Critical Thinking	The thought processes characteristic of creativity, criticism, and logic in literature, the arts, science, and other disciplines; the analytic or scientific approach to knowledge; the thought processes of analysis and commentary on literature and other arts *(WI DPI)
Curriculum	The skills, performances, attitudes, and values pupils are expected to learn from schooling; includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to teach pupils *(Airasian, P.W.)
Curriculum Map	A systemic process that can improve student performance by sharpening the alignment of all aspects of the curriculum to reduce repetitions and gaps, and strengthen the articulation of skills *(Jacobs, H. H. and Johnson, A.)
Declarative Knowledge	Factual knowledge available to be used by a learner *(WI DPI)
Deep Understanding	The comprehension of what is taught in a meaningful way. Deep understanding is the goal of instruction; it is the opposite of superficial understanding, which often comes from studying materials for a unit test and then forgetting it as soon as the test is over. Deep understanding means that the student remembers what he or she learned long after the course is concluded, although it is difficult to assess this outcome *(Ravitch, D.)
Descriptive	A composition in writing or speech that gives a verbal picture of character and event, including the setting in which they occur *(Harris, T. and Hodges)
Diary Map	A map where data are entered on an ongoing basis. Periodically, whether every few weeks or trimester, you will stop and reflect on your work with learners and make an entry *(Jacobs, H. H. and Johnson, A.)
Differentiated Instruction	Procedures for assisting students in learning, providing options, challenging students and matching resources to students to maximize their learning (Tompkins, G.)
Differentiated	Modified professional development based on the level of understanding of the learners *(Jacobs, H. H.

Professional Development	and Johnson, A.)
Differentiation	Attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically the same. The goal of a differentiated classroom is maximum student growth and individual success *(Tomlinson, C.)
Directions	A set of instructions that tells students what to do to complete a specific task
Discovery Education	An educational video library that is a digital video-based learning resource used to enhance lessons and projects (Discovery Education)
Disposition	(Learning) targets that reflect attitudes and feeling states, such as "I like to write." They represent important affective goals we hold for students as a byproduct of their educational experience, and as such, are not assessed for the purposes of grading *(Stiggins, R.)
District Map	In curriculum mapping, the recommended curriculum--often written in the form of standards and benchmarks. District maps include content, skills, and assessments *(Adapted from Hayes Jacobs, H.)
DPI	Wisconsin Department of Public Instruction
Drafting	Putting ideas into writing, often revised and edited in successive stages of the writing process before being presented in a final or published form *(WI DPI)
Echo Reading	The teacher or other reader reads a sentence and a group of students reread or "echo" what was read (Tompkins, G.)
Edit	To prepare materials for publication or presentation *(Harris, T. and Hodges, J.)
Enduring Understanding	The specific inferences, important ideas, or core processes that are central to a discipline and transferable to new situations; enduring understandings have lasting value beyond the classroom *(Wiggins, G. and McTighe, J.)
Engaging Scenario	The "hook" in a performance assessment designed to attract and hold student interest that sets the context for the set of tasks *(Reeves, D.)
Entry Question	A simple, thought-provoking question that opens a lesson or unit. It often introduces a key idea or understanding in an accessible way. Effective entry questions spur discussion about a common experience, provocative issue, or perplexing problems, as a lead-in to the unit and essential questions *(Wiggins, G. and McTighe, J.)
ESL/ELL (consistent usage)	ESL = English as a Second Language; ELL = English Language Learner
Essay	A relatively brief literary composition usually in prose, giving the author's views on a particular topic *(Harris, T. and Hodges, R.)

Essential Question	A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree *(Wiggins, G. and McTighe, J.)
Evaluation	Making judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating about student achievement *(O'Connor, K.)
Exemplar	Typical or representative; worthy of being imitated; term used to represent proficient student work *(Adapted from Reeves, D.)
Exhibitions	Demanding projects designed and conducted by high school seniors in schools that are members of the Coalition of Essential Schools. Theodore Sizer, founder of the coalition, proposed the notion of exhibitions in his book Horace's Compromise. Noting that students in 19th century New England secondary schools were expected to present evidence of their learning as a requirement for graduation, he suggested that a similar procedure could make modern high school education more meaningful *(ASCD)
Explicit Instruction	The teacher names the strategy, tells how to use the strategy, models using the strategy, provides examples of when to use the strategy and when to make adjustments to the strategy for different tasks and indicates the usefulness of the strategy (National Institute for Literacy)
Expository	Writing in which the writer's primary purpose is to explain or analyze (*Adapted from Cooper, J.D.)
External Literacy Review	A December 2008 report that shared the findings of a review of MPS literacy program that was completed by outside, independent literacy experts.
Externality	Achievement of distance from classroom learning experiences by various degrees *(Alverno College)
Facet of Understanding	A way in which a person's understanding manifests itself. Understanding by Design identifies six kinds of understanding: self-knowledge, empathy, application, perspective, interpretation, and explanation *(Wiggins, G. and McTighe, J.)
Feedback	Information provided by a teacher, peer or other on a person's performance in relationship to criteria, with the purpose of improving future performance *(Alverno College)
Feedforward	To employ effective feedback to improve the teaching and learning process; feedback is not valuable until the learner uses it to improve the next performance, and the teacher uses it to guide future instructional decisions *(Adapted from Davies, A.)
Fluency	Reading smooth, quickly and with expression (Tompkins, G.)
Formative Assessment	Assessment for the purpose of learning

Genre	A particular type or category of writing. The variety of genres students in the Milwaukee Public Schools write to include: descriptive, narrative, expository, and persuasive; teachers should also include research writing, creative writing, business or work-world writing *(Adapted from Fletcher, R. and Portalupi, J.)
Grammar	A linguistic description of some language—a set of statements saying how a language works *(Langacker, R. in Harris, T. and Hodges R.)
Graphic Organizer	Diagrams that provide organized visual representations of information (Tompkins, G.)
GRASPS	In Understanding by Design, GRASPS are performance tasks found in Stage II. GRASPS is an acronym that stands for Goal, Role, Audience, Situation, Performance or Product, and Standards for Success. They are meant to be authentic, engaging experiences aligned to Stage I. (Identified Learning Goals) *(Adapted from G. Wiggins and J. McTighe).
Guided Practice	The part of a mini lesson in which students continue to use a strategy with teacher guidance, but without modeling *(Cooper, J.D.)
Guided Writing	A part of the writing block in which the teacher encourages students to write, to revise, and to think about how to improve their writing by walking them step-by-step through the requirements of the writing process; students write their own products; teacher prompts and guides *(Adapted from Ravitch, D.)
Holistic Scoring	In writing assessment, assigning a single general-impression score to writing samples based on the overall presentation and content rather than on an accumulation of points. Holistic scoring is criterion-referenced, using rubrics and a set of anchor papers selected from the entire population sample to represent the range of performance levels in the rubric *(WI DPI)
Independent Writing	A part of the daily writing block designed to provide students with needed practice time to become proficient writers; independent writing time establishes the habit of writing on a daily basis *(Adapted from Cooper, J.D.)
Information Literacy	The ability to access, evaluate and use information from a variety of sources *(WI DPI)
Instruction	Classroom techniques and strategies of teachers, both planned and spontaneous, which foster student learning *(WI DPI)
Instructional Reading Level	The level of reading material that a student can read with teacher support and instruction with 90-94% accuracy (Tompkins, G.)
Integrated Curriculum	A curricular organization intended to bring into close relationship the concepts, skills, and values of separately taught subjects to make them mutually reinforcing *(Harris, T. and Hodges, R.)
Interactive Writing	A writing technique in which the student writer works with another party—a teacher or facilitator, one

or more classmates, or a computer program—to produce a piece of writing. The writing process generally proceeds according to some predetermined sequence of actions in which parts of the writing are provided by the prompter and other parts are provide, in response, by the student. For example, the teacher might generate the first line of a couplet, prompting the student to generate one *(Ravitch, D.)

Interdisciplinary   Involving the integration or joining together of two or more branches of learning, i.e., history and English; science and art; math, music and physical education, etc. *(Reeves, D.)

Interest Inventory   A series of statements to which students respond orally or in writing; meant to reveal a student's interests and or/attitudes *(Cooper, J.D.)

Inter-Rater Reliability   A term used to describe the relationship of the scores (ratings) between and among two or more judges (raters). This can be computed in a variety of ways from simple correlations to percentage of agreement. The larger numbers indicate a greater degree of agreement *(Reeves, D.)

Intervention

Iterative   Requiring continual revisiting of earlier work; an iterative approach is thus the opposite of linear or step-by-step processes *(Wiggins, G. and McTighe, J.)

Journals   Places where students record personal reflections *(Adapted from Cooper, J.D.)

Language!   Replacement curriculum for qualifying students with disabilities who are not proficient in reading (MPS Special Education)

Learning Centers   Spaces in the classroom filled with materials for independent student activity focusing on current topics of study within content areas and including literacy materials as well *(Morrow, L.M.)

Learning Logs   Daily records of what a student has learned; does not include a response. Logs can be focused on a particular area of learning *(Cooper, J.D.)

Learning Targets   Standards-based, grade-specific statements of what students should know and be able to do in various content areas *(Milwaukee Public Schools)

Learning Team   A team comprised of individuals at the school community who are selected and prepared to collect and interpret data to inform the school's educational plan, provide support to teachers, enable professional development embedded at the school site for all school personnel, and help create positive conditions in the school context for teachers' and students' learning *(Milwaukee Public Schools)

Lessons   Organized instructional plans aligned to assessment targets. The concept of backward design suggests that you start your design work with the assessment targets and tasks fully described. Once that is accomplished, you design our lessons so that students area fully instructed around that content and skills that will be called for in those assessments. It is a reverse of the model that asks for lesson plans and

then later for assessment designs. "Backward design" provides a clear lens for examining your instructional time to make certain that it is purposeful toward benchmarks and standards *(Jacobs, H. H. and Johnson, A.)

Literacy Coach A highly trained, school-based teacher who engages colleagues in collaborative problem solving and inquiry-oriented conversations in order to change instructional practices that improve student achievement *(Lyons, C. and Pinnell, G.)

Literacy Readiness Preparedness to cope with the literacy learning task (Harris, T. & Hodges, R.)

Literacy Specialist A highly trained district support teacher who provides training and models coaching strategies for literacy coaches *(Milwaukee Public Schools)

Media Literacy Basic awareness and understanding of the ways in which the mass communication forms are used in society or culture; ability to apply critical thinking skills to the task of analyzing the appeals made to the mass audience by various forms of communication *(WI DPI)

Mentor Text A selection of writing chosen to act as a coach of purposeful technique in the elements of writers' craft; mentor texts help students and teachers continually reinvent themselves as writers *(Adapted from Dorfman, L.R. and Cappelli, R.)

Metacognition The ability to be conscious of and, to some degree, control over one's own thinking. Educators have come to use the prefix "meta" to refer to the application of a process to the process itself. (For example, meta-analysis is analysis of a large number of research studies on a particular topic.) In this case, cognition is thinking, so metacognition means thinking about one's own thinking. You are using metacognition when you can track your progress is solving a multi-step problem or when you realize that you have been looking at a page in a book without following the meaning and backtrack until you find the place where your mind began to wander *(ASCD)

Mini lesson A short, focused lesson, often at the beginning of the workshop [writing block] designed to address an issue or relevant to the community of writers in the classroom *(Fletcher, R. and Portalupi, J)

Model An assessment model using a variety of assessment methods and processes to determine student progress toward reaching predetermined outcomes *(Stiggins, R.)

Modeled Writing A mode of writing where the teacher writes and verbalizes thinking aloud; students read and listen. Also called write aloud *(Adapted from Cooper, J.D.)

Modeling Teaching methods and resources that serve as an example for imitation and comparison *(Reeves, D.)

Modes of Writing Different ways that writing can take place, moving from teacher-directed writing to student independence. Usually there are five modes of writing: write aloud/modeled writing,

	collaborative/interactive writing, shared writing, guided writing, and independent writing *(Adapted from Cooper, J.D.)
Multiple Measures	Assessment that measures student performance in a variety of ways. Multiple measures may include standardized tests, teacher observations, classroom performance assessments, and portfolios *(WI DPI)
Narrative	The mode of discourse that tells a story or creates a chronological account, actual or fictional, either orally or in writing *(WI DPI)
Needs Assessment	A broad-based appraisal of objectives and conditions in a particular situation as they interrelate; an attempt to relate goals to existing strengths, weaknesses, and feasible changes *(Harris, T. and Hodges, R.)
Non-negotiables	The core elements that must be taught in the curriculum *(Jacobs, H. H. and Johnson, A.)
Observation	Looking at student performance of literacy tasks in order to note achievement and draw inferences on which to base instruction *(Cooper, J.D.)
On-Demand Assessment	Measurement of learning, the timing of which is determined by the teacher, administrator, district, or state rather than as an ongoing component of the instructional process *(WI DPI)
Open-Ended	Question or task with no single "right" answer. Allows responses from multiple perspectives, understandings, and experiences *(Reeves, D.)
Outcome	Describes what a student will be able to do with what she knows in personal, professional, and/or academic contexts as a result of a set of learning experiences *(Alverno College)
Pedagogy	The art, science, or profession of teaching; instructional strategies and activities *(WI DPI)
Peer Conference	Conference between two students having to do with reading or writing *(Cooper, J.D.)
Performance Assessment	Direct, systematic observation of an actual student performance or examples of student performances and rating of that performance according to pre-established performance criteria
Performance Standards	Explicit definitions and concrete examples of how well students are expected to learn the material represented by content standards
Performance Task	An authentic, meaningful task that requires the students to synthesize knowledge and skills learned apply them to construct a response, create a product and/or performance that demonstrates understanding *(DOD Schools)
Personal Narrative	A story told from first-person perspective. Usually true *(Fletcher, R. and Portalupi, J.)
Persuasive	The goal of persuasive writing is to convince readers to accept a debatable, or even controversial, position *(L. Kirszer, and S. Mandell)
Phonemic Awareness	The ability to manipulate the sounds in words orally (Tompkins, G.)

Phonics/Alphabetic Principle	Sound-symbol relationships (Harris, T. & Hodges, R.)
Picture Writing	**A** stage in writing development; the child draws a picture to tell a story *(Cooper, J.D.)
Planning	Another term for "selecting the topic," this is the first step in process writing; during this step students decide what they want to write about *(Cooper, J.D.)
Portfolio	A well-defined, purposeful collection of pupil products or performances that shows pupil achievement of particular skills over time *(Adapted from Airasian, P.W.)
Prerequisite Knowledge and Skill	The knowledge and skill required to successfully perform a culminating performance task or achieve a targeted understanding *(Wiggins, G. and McTighe, J.)
Prewriting	The early and creative expressive stages of writing, prior to drafting, in which the writer questions, explores, and formulates ideas, gathers information, and considers organizational matters; planning *(WI DPI)
Process Interview	In literacy, a series of questions designed to elicit how a student thinks about reading or writing; used to plan future teacher support *(Cooper, J.D.)
Process Writing	A writing instruction model that views writing as an ongoing process and in which students follow a given set of procedures for planning, drafting, revising, editing, and publishing their writing *(Harris, T. and Hodges, R.)
Product	The tangible and stable result of a performance and the processes that led to it *(Wiggins, G. and McTighe, J.)
Professional Learning Community (PLC)	An organization whose membership strives to embody the following characteristics; a shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; and results orientation *(Adapted from DuFour, R. and Eaker, R.)
Proficiency Standards	Standards that describe the quality of student work in relation to a content standard (i.e. minimal, basic, proficient or advanced) *(CESA #1)
Proficiency-Based Learning	A learning model in which student achievement is measured in relation to specific standards and outcomes *(CESA #1)
Proficient	The level of performance students must meet to demonstrate competency in a particular standard or set of standards *(Reeves, R.)
Projected Map	A map that has been created prior to teaching a course or subject and then revised on an ongoing basis as the school year progresses *(Jacobs, H. H. and Johnson, A.)
Prompt	An assignment that directs students to generate a particular kind of writing (usually Expository,

	Narrative, Expository, and/or Persuasive) *(Fletcher, R. and Portalupi, J
Quick Write	A strategy for activating prior knowledge by writing for three to five minutes about a topic *(Cooper, J.D.)
Recursive Processes	Characterized by moving back and forth through a document in either reading or creating it, as new ideas are developed or problems encountered. In creating a written composition, moving back and forth among the prewriting, drafting, revising, and editing phases of writing *(WI DPI)
Reflection	The process of thinking about one's practice and experiences, whether by internal musing, dialogue, or expressive writing, as in a journal *(WI DPI)
Reliability	The extent to which an assessment consistently assesses whatever it is assessing; if an assessment is reliable, it will yield the same or nearly the same information on reassessment *(Airasian, P.W.)
Resultant Knowledge and Skill	Knowledge and skill that are meant to result from a unit of study. In addition to the targeted understanding, teachers identify other desired outcomes (for example, "skill in listening") *(Wiggins, G. and McTighe, J.)
Revising	The third part of process writing, during which students examine their work in terms of such things as ideas, organization, word choice, (sentence) flow, and voice and make changes to improve each of these *(Cooper, J.D.)
RTI	Response to Intervention; the three tiers of Response to Intervention (RtI) initiative that identify struggling students quickly, promote effective classroom instruction, provide interventions and increase the likelihood that students will be successful (Mellard & Johnson in Tompkins, G.)
Rubric	An established set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks
Scaffolding	Instructional strategy used to offer students a system of support (e.g., a vocabulary list of definitions, a visual example showing how to design a word web, the use of both visual and verbal directions, etc.) for achieving competence in the learning task *(Reeves, D.)
SCANS (Secretary's Commission on Achieving Necessary Skills) Report	A report issued in 1991 by the Department of Labor identifying the knowledge, skills, and abilities that future workers would need to succeed in entry-level jobs. Competencies listed in the SCANS report included basic skills (reading, writing, mathematics, listening, and speaking), thinking skills (creative thinking, decision making, problem solving, visualizing symbols, reasoning, and knowing how to learn), and personal qualities (responsibility, self-esteem, sociability, self-management, and integrity). The SCANS 2000 Center at Johns Hopkins University continues to promote the teaching of these skills in elementary, middle, and secondary schools *(ASCD)
Scenario	An outline or dramatic plot or situation *(Reeves, D.)

Scribble Writing	A stage in literacy development; the child makes scribble marks on paper that are clearly attempts at writing and not a picture *(Cooper, J.D.)
Seed Idea	The main idea or theme in a piece of written work produced by a student. The pedagogical concept is part of the writing process and of the writing workshop model *(Ravitch, D.)
Selected Response	Preferred by some testing specialists over the more common term "multiple choice" because it is more specific and contrasts with "constructed response," meaning items that require the student to provide an answer *(ASCD)
Self-Assessment	The process of doing a systematic review of one's own performance, usually for the purpose of improving future performance
Semantics	The study of the meaning of language, generally by analysis of the literal and implied meanings of words, phrases, sentence, and whole texts *(WI DPI)
SEN/EEN/SWD	SEN = Special Education Needs/ EEN = Exceptional Education Needs/ SWD = Student With a Disability
Sentence Combining	A teaching technique designed to improve writing skills by means of manipulating basic sentences to build more complex sentences and paragraphs. Sentence combining is often used to replace the traditional diagramming or parsing of sentences, shown by research to be ineffective for improving writing *(WI DPI)
Shared Writing	A part of the writing block in which the class writes together, working with the teacher; shared writing is used to assist students when they need a large amount of support in their writing before they try the technique on their own *(Adapted from Cooper, J.D.)
Six Trait Writing	A research-based writing model that assesses student performance in each of the six main components (traits) of writing. Through the use of the Six Trait Model, teachers are able to assess specific strengths and weaknesses in students' writing, and plan instruction accordingly. Students are provided effective feedback that allows them to improve their writing by using purposeful revision and editing strategies. The six components of the model are: ideas, organization, voice, word choice, sentence fluency and variety, and conventions *(Adapted from Spandel, V.)
Sizing-up Assessments	Assessments used by teachers in the first weeks of school to get to know pupils so that they can be organized into a classroom society with rules, communication and control *(Airasian, P.W.)
Small Group Instruction	Students are organized in small groups based upon instructional goals rather than only on placement along a continuum of text levels. Participation in small group is flexible and determined by level of student need. *(Adapted from Honig, Diamond and Gutlohn)
Specifications for Learning Targets	Detailed information that describes what students are expected to know and do to achieve a Learning Target including the range of concepts, ideas, and skills; the size or quantity of number, words and

	elements; specification are the "teachable components" of the Learning Targets *(Milwaukee Public Schools)
Spiral Curriculum	A curriculum designed to present important concepts, skills, topics, etc., for additional, more complex study at successive levels of student maturity *(Harris, T. and Hodges, R.)
Standard	Defines the level of skill students must demonstrate on the learning outcome
Standard American English	That variety of American English in which most educational texts, government, and media publications are written in the United States *(Harris, T. and Hodges, R.)
Standardized Tests	Assessments that are administered and assessed in exactly the same ways for all students. Traditional standardized tests are typically mass-produced and machine-assessed and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and assessed in the same way for all students. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups *(Michigan Curriculum Framework)
Standards Achievement Report (SAR)	One type of scoring guide designed to replace the traditional report card, consisting of the rubric (e.g., for English Language Arts, "read and recognize literature as an expression of human experience"), a description of the Performance Standard (e.g., 4=exemplary, 3=proficient, 2=progressing, 1= not meeting the standards), teacher and parent comments and a plan for meeting the standard *(Reeves, D.)
Story Frame	A basic outline for a story with key information omitted; the student fills in the empty slots. A frame may focus on a particular story element or on the while story *(Cooper, J.D.)
Strategy	A practiced but flexible way of responding to recognizable contexts, situations, or demands. Because no single study technique or writing process is best for all students, effective teachers design tasks to help every student to acquire a range of strategies and to learn how to choose and apply those that best fit their needs and the literacy situation at hand *(WI DPI)
Students Share	
Study Techniques	Techniques taught to students to help them study, think about, and remember information; common techniques are underlining, note taking, outlining, and using mapping or graphic organizers *(Cooper, J.D.)
Summary	Based on something read, an oral or written statement of key story elements, theme or main ideas *(Cooper, J.D.)
Summative Evaluation	The final evaluation, usually quantitative in practice, of the degree to which the goals and objectives of a program have been attained *(Harris, T. and Hodges, R.)

Syntax	The study of sentence formation; the pattern of word order in sentences, phrases, and clauses *(WI DPI)
Teacher Self-Assessment	The process of making decisions about one's own teaching performance based on evidence and reflection *(Airasian, P.W.)
Test	A formal, systemic procedure for obtaining a sample of pupils' behavior; the results of a test are used to make generalizations about how pupils would perform on similar but untested behaviors *(Airasian, P.W)
Theme	The major focus of a unit that crosses curricular areas; usually a concept or understanding and may involve more than one topic *(J.D. Cooper)
Think Aloud	A kind of explicit modeling in which the teacher shares his or her own thinking processes when performing a task *(J.D. Cooper)
Transferability	The ability to use knowledge appropriately and fruitfully in a new or different context from that in which it was initially learned *(Wiggins, G. and McTighe, J.)
Transitions	
Uncoverage	A teaching approach that is required for all matters of understanding. To "uncover" a subject is to do the opposite of "covering" it, namely to go into depth *(Wiggins, G. and McTighe, J.)
Understanding	An insight into ideas, people, situations, and processes manifested in various appropriate performances. To understand is to be able to make sense of what one knows, to be able to know why it's so, and to have the ability to use it in various situations and contexts *(Wiggins, G. and McTighe, J.)
Usage	The linguistic forms and expressions considered to be correct by a discourse community *(WI DPI)
Validity	A reflection of the intended measure. Validity means that we are assessing what we think we are assessing *(Adapted from Reeves, D.)
WKCE-CRT	Wisconsin Knowledge and Concepts Examination Criterion-Referenced Test *(WI DPI)
Workplace Literacy	Literacy that "focuses attention on individuals in relation to the societal and economic concerns of a nation" *(Newman & Beverstock in Harris, T. and Hodges, R.)
Writers' Notebook	A blank book used specifically to think about developing one's skills as a writer. A writer's notebook is typically used to collect ideas for writing and about writing and to experiment with writing techniques in a risk-free manner; a writer's notebook has two sections: a expressive journal and area to record notes on writers' craft *(Adapted from Fletcher, R. and Portalupi, J)
Writers' Workshop	A curricular unit of school time during which students plan, draft, revise, edit, and collect their written work, often involving peer collaboration and teacher conferences *(WI DPI)

Writing Acquisition	Natural, developmental progression in writing to communicate, starting with the young child's use of scribbles and drawings and developing as the student gains control of the processes and products of writing *(WI DPI)
Writing Center	A classroom area designed to provide students with a comfortable setting with appropriate tools for writing, illustrating, editing, and sharing written communication *(WI DPI)
Writing Circles	Small groups of students [who] meet regularly to share drafts [of writing], choose common writing topics, practice positive response, and, in general, help each other become better writers *(Vopat, 2009)
Writing Strategies	Techniques that help students plan, write, revise and edit their compositions *(Ravitch, D.)
Writing to Learn	Using writing as a means of exploring, clarifying, and expressing knowledge and concepts as students read, view, and listen; writing across the curriculum *(WI DPI)
WSAS	Wisconsin Student Assessment System *(WI DPI)
Zone of Proximal Development	The distance between a child's actual development level as determined through independent problem solving and (his or her) potential development (level) as determined through problem solving under adult guidance or a collaboration with more capable peers *(Vygotsky, L. in Harris, T. and Hodges, R.)

Resource: Weins, M.S. (1998). "A is For Assessment and Accountability."
Research in Developmental Education, Volume 15, Issue 2.

* Indicates source other than Weins.

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