

# Newberg School District

## K-8 Level Literacy Guidelines



### Preparing Our Students for Success in the 21<sup>st</sup> Century

Antonia Crater Elementary · Dundee Elementary · Edwards Elementary  
Ewing Young Elementary · Joan Austin Elementary · Mabel Rush Elementary  
Chehalem Middle School · Mountain View Middle School

Revised Draft April 24, 2015

# Newberg School District K-8 Literacy Guidelines

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# **Newberg School District K-8 Literacy Guidelines**

## **Section One: Rationale**

Teaching students to read and write is the primary goal for K-8 teachers and staff of the Newberg School District. The ability to read and write in elementary and middle school not only prepares students to be successful throughout the rest of their educational career, but also helps them develop as responsible citizens in society. Because of our belief in the importance of this role, a literacy leadership team has been formed to develop guidelines for each school to help improve student achievement in literacy. These guidelines are a living document that will help guide the staff as they consider current teaching practices and curriculum, student performance data and goals, professional development and the needs and expectations of the school and community.

The creation of district literacy guidelines will allow Newberg Public Schools to:

- Facilitate consistent communication and practices among K-8 school buildings
- Sustain successful literacy initiatives
- Strengthen tiered instruction district-wide
- Allow professional development and training in literacy for all K-8 schools
- Establish a district-wide team and school-based teams who will focus their discussions upon improving literacy instruction and student learning

# Newberg School District K-8 Literacy Guidelines

## Section Two: Goals

*The goal of this comprehensive effort is to significantly raise the level of literacy achievement for all students.  
We believe all students need good teaching of reading and writing from kindergarten through high school.*

- Communicate consistent expectations, research-based best practices, and instructional strategies aligned with the district literacy guideline and goals.
- Ensure that all students read at grade level or above as early as possible and continue to advance their grade-level reading skills every year.
- Build knowledgeable and effective literacy teachers in every classroom through ongoing, sustainable, and systematic professional development.
- Improve the academic achievement of our most struggling readers through a multi-tiered system of prevention and intervention.
- Support students and teachers K-8 in reading and writing across the curriculum, in all subject areas.
- Decrease the achievement gap in literacy through writing goals and action plans in School Improvement Plans and the Achievement Compact.

# **Newberg School District K-8 Literacy Guidelines**

## **Section Three: Assessment**

Newberg School District's K-8 literacy model is grounded in assessment. Using a variety of assessments helps teachers identify the students who are meeting the reading and writing standards, those who have already mastered the standard, those who may soon experience reading and/or writing difficulties, and those who are already falling behind. Assessments are used to inform instruction and to increase student achievement.

Complete literacy frameworks include a variety of evaluation tools: universal screening, progress monitoring, formative assessments, and summative assessments. It is important for educators to have a clear understanding of the evaluation system: what is measured in various assessments, how it is measured and, most importantly, how to use the data for making instructional decisions. The CURRV Framework (consequences, usefulness, roles, responsibilities, reliability, and validity) guides assessment by utilizing questions to help determine the suitability of reading assessment:

1. What are the positive consequences of this assessment?
2. What are the negative consequences?
3. What is the usefulness to teachers, students, or others?
4. What are the specific roles and responsibilities for teachers, students, and administrators when using this assessment?
5. What are the reliability issues related to this assessment?
6. What are the validity issues related to this assessment?

### **Assessments and Reading:**

#### **Universal Screening:**

Universal screening tools allow for quick and efficient identification of potential risk factors and identify students who may need additional support or intervention. Screening measures are brief assessments that focus on critical reading skills that predict future reading growth and development, conducted at the beginning, middle and end of the school year.

#### **Progress Monitoring:**

Progress monitoring assessments are conducted on a routine basis using comparable and multiple test forms to:

1. Estimate rates of reading improvement.
2. Identify students who are not progressing adequately and may require different instruction.
3. Evaluate the effectiveness of instruction for struggling readers and provide direction for developing more effective instructional programs for those challenged learners.

In the Three-Tiered Instructional Plan, students in Tiers 2 and 3 are given weekly or bi-weekly progress monitoring assessments (i.e., fluency checks) so that instruction can be quickly adjusted to meet each student's needs.

**Formative Assessment:**

Formative assessments are on-going assessments and observations in the classroom. Teachers use formative assessments to inform their planning and to give students feedback throughout the teaching and learning process.

**Summative Assessment:**

Summative assessments are used for the purpose of determining whether students achieved grade-level proficiency of a standard or demonstrated improvement.

Assessments can be a measure of students':

1. Cognitive reading strategies and skills
2. Motivation for reading
3. Social uses of reading
4. Independence in reading
5. Using reading in collaborative learning environments
6. Choosing reading over other alternatives

**Assessments and Writing:**

A comprehensive writing assessment includes the following features:

- Relies on measures of writing that demonstrate reliability and validity for the purpose(s) they are being used (e.g., timed assessments to evaluate fluency and productivity).
- Includes writing assessments and measures that are linked explicitly to writing goals.
- Is organized, integrated, and composed of multiple sources of data (e.g., student reading data, formative measures to monitor progress, summative assessments to examine writing achievement, and learner-centered portfolios that discuss student goals and provide multiple writing samples that illustrate student progression through the writing process).
- Uses data from writing assessments, portfolios, and teacher judgments to make informed instructional decisions regarding the areas in which students might need additional instructional support.

The use of formative writing assessments help determine what students currently know and are able to do, as well as potential areas of need that require evidence-based adjustments to instruction.

Formative assessment is concerned with how judgments about student responses [performances, pieces, or works] can be used to shape and improve the student's competence. (Sadler, 1989). Formative assessment is the use of assessment for

learning because the results of the assessment are used to adapt instruction to meet students' needs (Black & Wiliam, 1998). Therefore, the primary goal of conducting formative assessment is to determine the degree to which a student is (or is not) making writing progress and obtain data that can be used to make instructional decisions and plan next steps for instruction (Calfee & Miller, 2007). Formative assessment is not used to evaluate the level of knowledge or skill students have acquired.

Another data source in writing is summative assessments. Summative assessments require students to demonstrate writing skills at only one point in time and to a relatively neutral writing prompt. Summative assessments should include the following components:

- Multiple samples of student writing
- Writing samples from multiple genres (e.g., opinion/argument, informative/explanatory, and narrative) and multiple levels within each genre (e.g., sentences, paragraphs, etc.)
- Use of writing prompts that are explicit, authentic, and engaging
- Focus on the writing process in addition to the final product
- Use analytic scoring systems that focus on three main components of writing: (1) content and organization, (2) writing style, and (3) mechanics and conventions

Assessment data helps a school and our district set priorities and analyze the overall efficacy of the K-8 Literacy guideline. Using disaggregated data will help identify equity gaps and will help us ensure that all students succeed.

To prepare students for the Smarter Balanced Assessment, standards for reading and writing will be guided by the Common Core Curriculum State Standards for English Language Arts & Literacy adopted by Oregon in October of 2010. Teachers will provide students with more informational texts and purposeful modeling and/or instruction of the components of a close reading using grade-level texts: summarizing, describing, interpreting, analyzing, and synthesizing.

# Newberg School District K-8 Literacy Guidelines

## Section Four: Instruction

### Framework for Literacy Instruction:

The instructional framework is designed to provide a kindergarten through eighth-grade model for whole school and whole classroom instruction. Differentiated learning opportunities through a combination of whole class activities and instruction, heterogeneous and homogeneous small group work, and individualized instruction based on student need are embedded. Schools may choose to group students within a class, across classes, and/or across grades to maximize student learning.

### Reading Instruction

Acknowledging the fact that reading instruction is both an art and a science, Newberg teachers will use the most current and relevant scientific reading research alongside their experience with children and professional intuition to make instructional decisions to serve the needs of their students. The foundational skills of reading, including phonemic awareness, phonics, and fluency, are emphasized in the early years. These skills are built upon in the later grades through continuous instruction in writing, word study, and spelling. ***Comprehension of the text is the goal of all reading instruction.*** There is a focus on vocabulary and comprehension strategy and skill instruction. Teachers will focus on motivating students to read and engage in complex texts.

First through fifth grade students will receive two and a half hours of literacy instruction throughout the day. Although this document focuses on explicit instruction in reading and writing, literacy instruction may also include foundational skills such as spelling and handwriting as well as oral communication instruction. Full day kindergarten will receive two and a half hours a day, extended day kindergarten will receive ninety-minutes and regular kindergarten will receive eighty-minutes of literacy instruction daily. Grades six through eight will receive a recommended 40-60 block of daily reading instruction. To the highest degree possible, this time will be protected by the administration as an uninterrupted instruction block.

<b>Recommended Time Allocations for Reading Instruction for ALL Students</b>		
Grade Level	Amount of Instruction	Per
K-3	90 minute reading block	Day
4-5	90 minute reading block and literacy-connected learning across the instructional areas	Day
6-8	40-60 minute reading class for all students (grouped based on skill level) and separate from English Language Arts • 2-4 hours of literacy-connected learning across the instructional areas	Day



## Definitions of Essential Elements of Reading

**Phonemic Awareness:** The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds.

**Phonics:** The study of the relationships between letters and the sounds they represent.

**Fluency:** Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

**Vocabulary:** Instruction in word meaning and pronunciation that is important for text comprehension, listening, speaking, and writing. This includes explicit instruction in both content words and academic vocabulary words.

**Comprehension:** Understanding what one is reading, including literal, inferential and analytical.

The foundational skills and elements of reading can be taught through several models, each will explicitly teach the strategies and skills contained in the Common Core State Standards. *See Appendix A for the Common Core Reading Anchor Standards.* The CCSS recommend following NAEP's lead in balancing literacy and information texts in the classroom:

### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

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

#### Literature includes

- Stories
- Drama
- Poetry

#### Informational Text includes

- Literary Nonfiction
- Personal essays
- Speeches
- Opinion pieces
- Biographies
- Memoirs

## **Instructional Models**

### **Interactive Read Aloud:**

*Teacher reads a selection aloud, modeling a reading process or strategy.*

- Introduces quality literature in a variety of genre.
- Engages students in a series of activities including previewing, predicting, questioning, story analysis, feature analysis, and responding to literature.
- Expands background knowledge and builds vocabulary.
- Introduces students to strategies proficient readers use.

### **Shared Reading:**

*Teacher and students read text and interact together.*

- Provides a model for fluency (including speed, accuracy, and expression).
- Promotes the development of phonological skills.
- Text is available visually to both teacher and students (i.e. big books, charts, projected text).
- Promotes problem solving, discussion, and critical thinking.
- Engages students in discussion about the strategy or process being taught.
- Primary level: multiple readings of text over a period of time.
- Intermediate and upper grades: text selection is often divided into smaller pieces and read over a period of days.

### **Guided Reading:**

*Teacher works with small groups, often with similar reading needs, to introduce, re-teach or reinforce a certain concept, skill or strategy. This teacher-scaffolding provides students access to grade level texts.*

- Various decoding, vocabulary and comprehension strategies are explicitly taught.
- Teachers scaffold instruction and guide students as they discuss and analyze the text.
- Observations and assessments are used to guide instruction.
- Student groups are flexible and changed based on needs.

### **Independent Reading:**

*Note for upper grades: Not all independent reading will be self-selected. Because wide reading is shown to have a major impact on student achievement, independent reading of informational text (often at grade level) should be done every day in some format, whether it is in content classes or ELA classes.*

*Students self-select texts based on independent reading level and interest and apply strategies that the teacher has taught during previous instruction.*

- Teacher monitors student's ability to demonstrate understanding of texts.

- Feedback is provided based on observation.
- Promotes fluency through successful reading of text.
- Provides opportunity for students to gain confidence and increase their ability to read and interpret text independently.
- Engages and motivates reader by encouraging reading of self-selected texts.
- Provides practice

### **Word Study:**

*Through both explicit instruction and an inquiry-based approach, students are taught the foundational skills of the spoken and written language.*

- The classroom environment encourages word-awareness and allows for incidental and intentional learning of words.
- Explicit instruction in academic vocabulary used across contents.
- Spelling patterns are studied along with root words, suffixes, and prefixes.
- Beginning readers receive systematic instruction in the foundational skills of phonemic awareness and phonics.

### **Academic Language:**

Academic language is the language used in textbooks, in classrooms, and on tests. Students must be able to use the language of academic disciplines in order to explain, debate, and persuade. Acquiring this skill requires students to speak, listen, read, and write using the vocabulary of the disciplines they are studying. Native speakers as well as second language learners need instruction in academic language as they learn to master the sciences, history, mathematics, and the arts. Instruction must provide exposure as well as the opportunity to practice with others. In addition, quality instruction includes language supports such as sentence frames, teacher modeling, and oral and written practice in context.

### **Constructing Meaning:**

It is the goal of the district to train all instructional staff in Constructing Meaning. The purpose of this is to “equip students with the language they need to express the sophistication of their thinking” (Dutro & Levy, 2008).

### **Close Reading:**

Close Reading is defined as an investigation of a short text\*, with multiple readings done over multiple instructional lessons. Students are guided through a deep analysis and appreciation of the text through text-based questions and discussion. It is through multiple readings that students discover different levels of meaning within a passage. Through the practice of close reading, students critique the reasoning of others, apply critical thinking skills and learn the skill of evidence gathering to present logical arguments.

#### Attributes of a Close Reading Lesson:

1. Selection of a brief, high-quality, complex text\*
2. Individual reading of the text
3. Group reading aloud
4. Text-based questions and discussion that focus on discrete elements of the text
5. Discussion among students
6. Discussions are exploratory in nature
7. Writing about the text

*\* Among the most significant of the shifts in Common Core English Language Arts standards is the expectation that all students will be able to read increasingly complex texts proficiently and independently. To learn more about text complexity as it relates to the CCSS, see the Tool Kit on the ODE website: <http://www.ode.state.or.us/search/page/?id=3494>*

#### **Paired Text Reading:**

Close Reading is often followed with a pairing of two texts on a similar topic to compare/contrast, to prepare for a debate, or to synthesize the information. This pairing allows students to examine the differences in text structures, learn common vocabulary, and differentiate factual information from story elements. Skills taught and practiced with the nonfiction articles include predicting, fact recall, making inferences, determining main ideas, summarizing, cause/effect, compare/contrast, and sequencing of events. Graphic organizers such as timelines and Venn diagrams are provided as supports for learning these critical skills.

#### **Higher Level Questioning, Inductive Reasoning, and Class Discourse:**

- Learning is improved when teachers ask questions that require higher level thinking skills. Students have better recollection of factual information, are better at critical thinking, and can comprehend text better when teachers emphasize high-order questions. This instruction gives students the tools they need to understand and infer, categorize and synthesize, evaluate and apply the information they have learned.
- Through inductive reasoning, teachers help students discover relationships between big ideas and key details. Learning to classify information and working to prove or disprove a hypothesis are strategies that will raise student achievement.
- Meaningful discussions are an essential component of a thoughtful classroom. Students are encouraged and given time to think deeply about content. Successful discussions include a high degree of student participation, a strong focus on essential content, and high levels of thinking. Writing is often a strategy used to incorporate good thinking, sharing, and wait time.
- Marzano and Simms (2014) recommend using *questioning sequences* as an approach to questioning that elicits deeper and more rigorous thinking. The sequence begins with questions about details (the building blocks of complex thought), then moves to categorizing and common characteristics. Elaboration questions are next in the sequence and include asking students to make claims and

defend them. Questions that require students to provide evidence for their elaborations is the final step in the sequence.

### **Constructed Response:**

A constructed response (CR) is a type of open-ended essay question that demonstrates cognitive knowledge and reasoning. When responding, students construct their own responses rather than selecting from a set of given possibilities. Students write clear, comprehensible responses, realizing that they are writing to a remote audience. Students make explicit connections between their conclusions and the text evidence. Student's responses must be provided using information that can be found in a particular text (map, picture, graphic organizer, etc.) and is not meant to demonstrate opinion, but to show how the student can extract information and use it as the basis for completing an answer.

### **Note-Taking:**

Cornell Notes is a strategy used during and after reading that teaches students how to take notes and organize information. It is useful for complicated texts, videos, and lectures in any subject. Note-taking will help students read informational texts more carefully and practice the important skill of summarization. Other formats of note-taking such as outlining and annotating texts should also be taught.

Link to Cornell Notes teaching notes, template, and video tutorial:

<http://www.ode.state.or.us/search/page/?id=3907>

## **Writing Instruction**

Research reports published by the Alliance for Excellent Education and documented in *Reading Next* (2004) and *Writing Next* (2007) clearly show that reading and writing are complementary skills. Instruction and growth in reading leads to student growth in writing skills. Likewise, growth in writing leads to growth in reading. To become fully literate, students need to learn to not only read with understanding, but to write skillfully and with clarity. Writing about text is part of the close reading process—students learn to summarize, analyze, describe, and synthesize their learning from text in written form. Research is clear about the elements of instruction that can improve writing skills. Models of instruction that incorporate these research-based elements are listed below.

### **Designing an Effective Writing Program**

For all students, the adoption of Common Core Standards will most likely focus and transform writing instruction by providing teachers and schools with a set of expectations for the skills, processes, and products that will be needed to meet the rigor of the standards. Students will be expected to write for multiple purposes and varied audiences. They will need to write to analyze, organize, interpret and build knowledge about content read across domain-specific subjects.

Writing well matters. It matters in *any* academic setting and in *any* academic discipline. It also matters in a growing number of work environments where doing *any* job effectively requires employees to communicate clearly and precisely through print (ODE K-12 Writing Framework, 2012).

Writing plays an important part as a communication mechanism, as a means to influence others, and as a tool for learning and recording, analyzing, connecting, and manipulating key information from text. It is important that teachers know why writing is important, how writing develops, and have effective tools for teaching writing.

Current research offers 4 major recommendations for writing instruction. These include:

- 1. Provide daily time for students to write.**
  - Integrate instruction across curriculum to create approximately 30 minutes at Kindergarten and 60 minutes grades 1-8. This includes instruction, modeling, guided practice and independent practice.
- 2. Teach students to use the writing process for a variety of purposes.**
  - Plan, draft, share, evaluate, revise, edit and publish
  - Teach students to select and use writing strategies through the gradual release of responsibility.
  - Teach students that writing is used for a variety of purposes and audiences.
  - Expose students to quality mentor texts to help them adopt the features of good writing.
- 3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.**
- 4. Create an engaged community of writers.**
  - Through giving students writing choices, encouraging them to collaborate as writers, providing opportunities for giving and receiving feedback, and sharing and publishing student writing will help convey the message that writing is important, valued and rewarding.

References:

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch).

Graham, S., C. MacArthur, and J. Fitzgerald, eds. *Best Practices in Writing Instruction*. 2nd ed. New York, NY: The Guilford Press, 2013.

"Oregon K-12 Literacy Framework - Writing." *Oregon Department of Education*. ODE, Mar. 2012. Web. 1 Apr. 2015. <<http://www.ode.state.or.us/search/page/?id=3514>>.

**Teaching the Writing Process:**

Explicit instruction of the specific strategies for teaching the writing process including incorporating strategies for planning, prewriting, drafting, and editing and revising text across modes follows evidence-based instructional recommendations. *See Appendix B for the Common Core Writing Standards.*

**Modeled Writing:**

*The teacher models a writing process or strategy both visually and verbally.*

- Teacher introduces students to strategies proficient writers utilize.
- Uses other texts as models.
- Teacher demonstrates a writing process while students listen and observe.
- Teacher thinks aloud and verbalizes the process that happens during the writing, related to content, process, and craft.

**Interactive or Shared Writing:**

*The teacher and class compose together to create a variety of written text using a shared pen technique. The group agrees on what to write through discussion and negotiation.*

- Engages students in direct teaching of literacy skills and strategies.
- Supports the development of concepts of print and understanding of how words work in a meaningful context.
- Serves as a model and resource for students' independent writing.

**Guided Writing:**

*Teachers work with small flexible groups that have similar writing needs.*

- Provide an environment where students can work towards independence with support and feedback.
- Choosing objectives that specifically meet the needs of the learner.
- Using other texts as models.
- Creating flexible groups as needed.

**Independent Writing:**

*Students have the opportunity to apply strategies that the teacher has taught during previous instruction.*

- Students choose topics appropriately related to current instructional focus.
- Teacher monitors students' ability to demonstrate application of strategies previously taught.
- Teacher provides feedback based on observation.

Understanding that no one strategy or approach to writing will meet the needs of all students, there are several effective practices that research has shown to be effective at the upper grades. The meta-analysis of research reported in *Writing Next* (2009) shows

these eleven elements to have a statistically significant impact on improving writing achievement in grades 4 to 12:

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. Writing Strategies     | 7. Prewriting                    |
| 2. Summarization          | 8. Inquiry Activities            |
| 3. Collaborative Writing  | 9. Process Writing Approach      |
| 4. Specific Product Goals | 10. Study of Models              |
| 5. Word Processing        | 11. Writing for content learning |
| 6. Sentence-Combining     |                                  |

The ultimate goal of strategy development is for students to deliberately and independently activate taught strategies when writing.

**Integrating writing across the curriculum:**

The CCR Anchor Standards for Writing (see Appendix B), particularly Standards 7-10, emphasize the use of writing for thinking and learning and specify the need for students to develop the capacity to build knowledge in literature, history/social studies, science, and technical subjects through short, as well as longer, focused research projects and to respond analytically to literature and informational sources. The National Writing Commission (National Commission on Writing, 2003) also strongly endorses this approach to improve learning. (*Oregon K-12 Literacy Framework — Writing, 2009*)

*As in the area of reading, the CCSS recommend aligning writing assessments with the framework for the 2011 National Assessment of Educational Progress which outlines the distribution of writing purposes across grade levels as seen in the following chart:*

**Distribution of Communicative Purposes  
by Grade in the 2011 NAEP Writing Framework**

Grade Assessed	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

All of the components and elements in the literacy program need to work together to support each other. Balance is important in all areas of a complete program to ensure the success of the literacy framework. Both the context of the instruction and the content of the lessons and curriculum need to be strategically considered by the district, the school and the teacher when selecting curriculum, developing lessons, and planning a method for delivery.



Areas needing to be considered in **contextual balance** are:

1. Authenticity: How authentic is the task?
2. Classroom discourse: Who has the control, teacher or students?
3. Teacher's role: How much scaffolding, participation, explicit instruction and modeling? Curricular content: Who will have the control in content selection: student, teacher, school or district?

Areas needing to be considered in **content balance** are:

1. Skill contextualization: skill driven scope and sequence or contextually driven with "teachable moments".
2. Text genres: narrative, expository, digital, etc. and instructional texts vs. authentic texts.
3. Text difficulty.
4. Response to literature.
5. Content area reading.
6. Reading instruction: balance between code instruction vs. meaning-emphasis.

**Leveling Systems:**

<b>Grade</b>	<b>2012 CCSS</b>	<b>“Stretch” Lexile Band for CCSS</b>	<b>Guided Reading (F &amp; P)</b>	<b>DRA (Joetta Beaver)</b>
<b>K</b>	—	—	A - D	1-4
<b>1</b>	190L-530L	—	E-J	3-16
<b>2</b>	420L-650L	420L-820L	K-M	18-30
<b>3</b>	520L-820L		N-P	30-40
<b>4</b>	740L-940L	740L-1010L	Q-S	50
<b>5</b>	830L-1010L		T-V	60
<b>6</b>	925L-1070L	925L-1185L	W-Y	70
<b>7 &amp; 8</b>	970L-1120L		Z	80
	1010L-1185L			
<b>9 &amp; 10</b>	1050L-1260L	1050L-1335L	—	—
	1080L-1335L			
<b>11 &amp; 12</b>	1185L-1385L	1185L-1385L	—	—

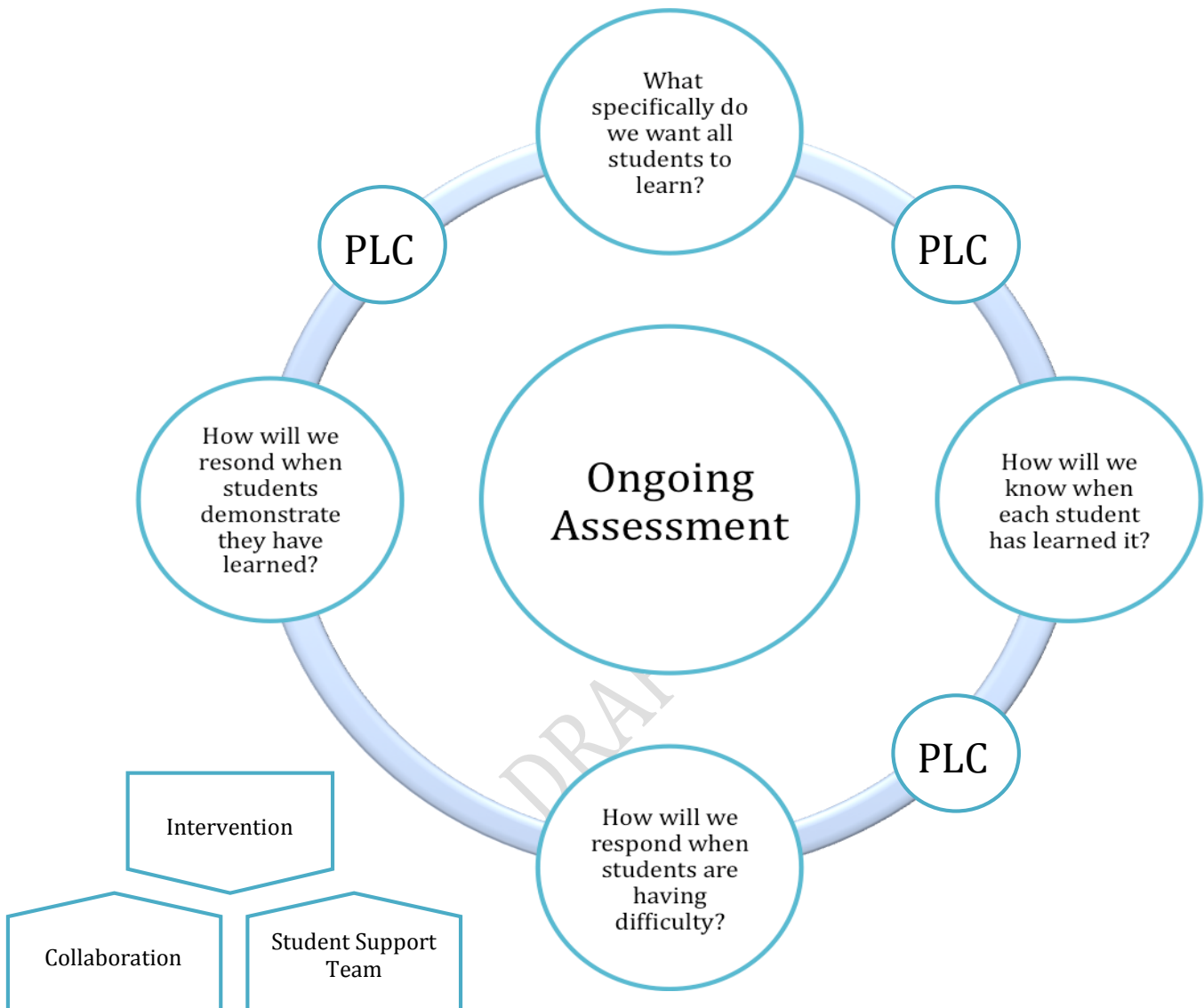
When determining the readability of a text, teachers should consider not only the quantitative measure of a text, but qualitative factors and reader and task considerations as well. The CCSS defines text complexity as a measure of three factors:

1. Qualitative factors
  - Levels of meaning
  - Text structure
  - Language conventionality and clarity
  - Knowledge demands
2. Quantitative factors
  - Readability measures using word length or frequency, sentence length, text cohesion (for example, Lexiles)
3. Reader and task considerations
  - Reader variables (motivation, knowledge, experiences)
  - Task variables (purpose, complexity of the task assigned)



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## Teaching and Learning Cycle:



*The use of a teaching and learning cycle is essential. Teachers should study their content deeply to ensure they are clear about what students should know and be able to do. This means they must do the work of “unpacking” the standards and be very clear about what it means to demonstrate proficiency of those standards during Professional Learning Communities (PLC). It is critical that teachers plan together to ensure quality instruction for all students. Teachers must be masterful at delivering instruction that is clearly aligned with learning targets, differentiated for the various needs of his/her student and calls upon students to utilize 21<sup>st</sup> century skills and higher levels of thinking. Effective assessment is indistinguishable from instruction and will provide feedback to individual teachers and PLC’s to help guide appropriate instruction. Once teachers teach the content, they must analyze student results and adjust to meet the needs of students who need further instruction to master the content.*

## **Newberg School District K-8 Literacy Guidelines**

### **Section Five: Interventions**

As students are identified as struggling readers through screening measures and classroom assessments, resources will be made available to them through flexible grouping, more explicit curriculum, support staff, and increased time for instruction. Curriculum will be differentiated for students in order to meet the needs of all students.

The amount of instruction time provided beyond the recommended reading block is based on what students need to become grade-level readers. Students who are well below reading goals need more reading instruction than students who are close to meeting reading goals or who are meeting or exceeding reading goals. For students with the most intensive reading needs (e.g., students who are in the very low category on the OAKS in Reading/Literature), it is critical for schools to make available intensive interventions provided by qualified specialists.

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## Newberg School District K-8 Literacy Guidelines

### Section Six: Leadership Roles and Responsibilities

#### **District:**

- Upholds, supports and communicates the vision of every student performing at benchmark or above.
- Serves as a guiding force for educational decisions at every level. Supports the principals, teachers, students and families by providing professional development, materials, communication and resources.
- Ensures that all stakeholders have access to all necessary data sets. Empowers staff by disseminating current research in best literacy practices.
- Creates, coordinates, and communicates literacy successes

#### **Principal:**

- Communicates the schools reading mission and expectations to staff and stakeholders.
- Articulates a clear vision for reading success.
- Establishes common practices to generate improved reading and writing results.
- Communicates high expectations for students and staff.
- Participates in professional development related to literacy and assessment.
- Participates in grade level collaboration team meetings.
- Conducts informal classroom walk-throughs during literacy time to provide instructional leadership.

#### **District Literacy Leadership Team:**

- Communicate vision to each school.
- Regularly analyzes systems with mid-year reports and end of year literacy data.
- Examines systems-level problems with program evaluation tools.
- Plans and schedules professional development days with suggestions from Site Council/Leadership Team.

#### **Teacher:**

- Creates a classroom culture that promotes literacy.
- Employs effective teaching strategies daily that support District goals.
- Collaborates with colleagues to ensure consistency of literacy instruction for each and every student.
- Facilitates progress monitoring, formative and summative assessments
- Communicates student literacy goals, gains and needs to families and students.
- Pursues professional development in research-based practices.
- Celebrates student successes in the classroom and school community.

**Reading Specialist and Title IA Reading Teacher:**

- Attends collaboration meetings for problem solving, data collection and review, sharing of instructional practices and determining professional development needs.
- Assist teams in analyzing data and making instructional decisions.
- Supports the development of and adherence to the literacy schedule.
- Attends professional development relating to role
- Shares information with principal and staff as needed.
- Problem solves regularly and provides focus to teachers as they make instructional decisions.
- Focuses on continuing development of personal professional skills.
- Analyzes data with teacher/school/district teams to help guide instruction.
- Assists in implementation and coordination of instructional time requirements, including intervention time and assessment schedules.

**Site Council:**

- In collaboration with site-based literacy team, regularly analyzes systems with mid-year reports and end of year literacy data.
- Examines systems-level problems with program evaluation tools.
- Plans and schedules professional development days with suggestions from Site Council/Leadership Team.

## **Newberg School District K-8 Literacy Guidelines**

### **Section Seven: Professional Development**

It is expected that teachers engage in ongoing, focused, challenging, job-embedded professional learning. High-quality professional development will be provided that is focused on helping teachers become better equipped to meet the needs of their students.

Six principles of high-quality professional development:

1. Guided by assessment data to attain school reading goals.
2. Focused on the implementation of research-based programs and practices.
3. Consistent time allocated for educators to plan, reflect on, and refine instruction.
4. Multifaceted, coordinated and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities.
5. Differentiated by position and need.
6. Results in a thorough understanding of, and ability to implement reading priorities and practices effectively.

DRAFT

## Newberg School District K-8 Literacy Guidelines

### Section Eight: Literacy in the 21<sup>st</sup> Century

Global economies, new technologies, and easy access to vast amounts of information are transforming our society. As educators, we need to prepare students for this world with problem solving, collaboration, and analysis — as well as skills with word processing, hypertext, LCDs, Webcams, podcasts, smartboards, and social networking software.

The International Reading Association issued a position statement on adolescent literacy which called for a renewed interest in and dedication to the rights and needs of adolescent readers:

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed" (Moore, Bean, Birdyshaw, & Rycik, 1999, p. 99).

Key skills are as follows:

- **Increased Reciprocal Communication:**  
Technology provides more opportunities for students to collaborate with each other, so literacy will not only involve writing alone but combining ideas with others. Students will communicate and collaborate with others within their classrooms and schools, but also across the globe, including various individuals from different nationalities and cultural backgrounds.
- **Analyzing Multimedia:**  
Not only must students analyze text, but they must also analyze multimedia such as images, sound and video. With text, students must understand how the appearance of print impacts the understanding of ideas.
- **Efficient Research:**  
While most students use the Internet frequently, they often need help effectively locating information, since not all of the best sources are easily accessed by popular search engines. Also, students need greater critical evaluation skills to assess various sources and determine if these sources are reliable.
- **New Forms of Writing:**  
Technological changes have lead to changes in how most individuals in society write. Writing has become more concise and students must understand



the various choices that they can make when writing, and educators must develop new criteria for assessing writing to accommodate new expectations.

- **Critical Thinking:**  
Today's students are bombarded with information. They must think critically about what they learn and the decisions that they make when reading or writing.
- **Choosing Communication Medium:**  
Communication mediums come with different benefits and drawbacks. Students must think about the ways in which different forms of communication impact the audience so that they can use the most effective channels of communication to deliver a message.
- **Adaptability:**  
Technology changes constantly and some forms of technology become obsolete or less popular. Since educators can never predict which mediums of literacy will become obsolete, they must focus more on the underlying principals of literacy in technology.
- **Student Expertise:**  
Students come to the classroom with different literacies depending on the activities that they're engaged in outside of school. Students can teach each other about technologies that the instructor may not have mastered.

David Warlick (educator, author, programmer and public speaker), recently wrote in his blog, *Redefining Literacy for the 21st Century*: "Being literate in this future will certainly involve the ability to read, write, and do basic math. However, the concept of literacy in the 21st century will be far richer and more comprehensive than the 3 Rs of the one room school house. "

# **Newberg School District K-8 Literacy Guidelines**

## **Section Nine: Commitment**

The purpose of the Newberg School District Literacy Guidelines is to ensure that all students read at grade level or above as soon as possible after entering school, and that they continue to advance in grade-level reading skills across the instructional areas in grades K-8. For students reading below grade-level, schools specify how they will provide the strongest reading instruction and interventions possible to help students read at grade level.

### **District Commitment in Relation to the District Literacy Guidelines Includes:**

- Implementing the actions necessary to support all students meeting or exceeding grade-level reading goals.
- Providing reports on summative reading outcomes to school and district staff and sharing information on progress with parents and the community.
- Using staff and resources effectively.
- Seeking the active involvement of parents and community members in fostering and promoting reading achievement.

### **Expectations for Schools in Relation to the District Literacy Guidelines:**

- Establishing an active site-based Literacy Team meeting on a consistent basis
- Establishing a building reading plan based upon the guidelines found under the Oregon Frameworks.
- Using the site-based Literacy Plan as a guide to make site-based decisions involving goals, instruction and professional development.
- Following the framework and agreements set forth by the Newberg School District Literacy Guidelines and District Literacy Lead Team.

# Newberg School District K-8 Literacy Guidelines

## Section Ten: Appendixes

### Appendix A : College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>
- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

## **Appendix B: College and Career Readiness Anchor Standards for Writing**

### **Text Types and Purposes**

- [CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [CCSS.ELA-Literacy.CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- [CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- [CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- [CCSS.ELA-Literacy.CCRA.W.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.

Reading Planning Framework for Grades K-2

Planning Priorities	2-3 Times Weekly	Practice Often	Don't forget to...
<p>Independent Reading</p> <ul style="list-style-type: none"> <li>- At independent level</li> </ul> <p>Guided Reading/Instruction at grade level using <i>scaffolding</i></p> <p>Word Work</p> <ul style="list-style-type: none"> <li>- Vocabulary study</li> <li>- academic</li> <li>- content</li> <li>- Phonics/decoding</li> <li>- Sight words</li> <li>- Spelling</li> <li>- Morphology</li> <li>- Grammar</li> </ul> <p>Comprehension skill instruction</p> <p>Model fluency, comprehension strategies, decoding skills, etc.</p> <p><b>CCSS Standards for K-2</b>  <i>Foundational Skills</i>  <i>Teach Key Ideas and Details</i>  <i>Teach Author's Craft and Structure</i>  <i>Integrate Knowledge and Ideas</i></p>	<p>Independent Reading in book of choice at level (student is held accountable through Reading Log, SRC, conferences, etc.)</p> <p>Fluency practice through Repeated Reading (K-alphabet, words; Grades 1-2 words, phrases, sentences, connected text)</p> <p>Interactive Teacher Read Aloud</p> <p>Read/discuss with small groups (homogeneous and heterogeneous) to scaffold instruction:</p> <ol style="list-style-type: none"> <li>1. As an extension of a close read</li> <li>2. As a preview for later reading</li> <li>3. To address skill needs of specific students</li> </ol>	<p>Close Read</p> <ul style="list-style-type: none"> <li>- A worthy text</li> <li>- Text dependent questions</li> <li>- Question sequencing</li> <li>- Annotations</li> <li>- Cite evidence</li> </ul> <p>Small Group discussions</p> <p>Productive group work</p> <p>Academic Language (Constructing Meaning)</p> <p>Constructed Response</p> <p>Paired Text reading</p> <p>Note Taking</p> <p>Varied genre of literature and informational text</p>	<p>Establish a purpose for the lesson</p> <p>Balance informational text with literature</p> <p>Write in the reading block</p> <p>Integrate formats, media and technology, and content</p> <p>Teach Text Structure</p> <p>Use The Gradual Release of Responsibility</p> <p>Scaffold instruction as needed*</p> <p>Assess formatively to guide instruction</p> <p>Work on building reading stamina</p> <p>Build background knowledge through wide reading</p>
<p><b>High Priority Routines:</b></p> <p>Sentence Frames</p> <p>Reciprocal Teaching</p> <p>Think-Pair-Share/Square</p> <p>Numbered Heads Together</p>		<p><b>*Scaffolding Techniques</b></p> <p>Repeated Readings</p> <p>Annotations</p> <p>Small Group Discussion/Reading: give prompts to trigger thinking, cues to notice important information, ask questions to check for understanding</p> <p>Conversation Round Table</p> <p>Four Corners</p> <p>Socratic Circle</p> <p>Allow for Think Time</p> <p>Class Discussions</p> <p>Text-dependent Questions</p>	

Reading Planning Framework for Grades 3-8

Planning Priorities	2-3 Times Weekly	Practice Often	Don't forget to...
<p>Independent Reading</p> <ul style="list-style-type: none"> <li>- At grade level and/or</li> <li>- At independent level</li> </ul> <p>Guided Instruction at grade level using <i>scaffolding</i></p> <p>Word Work</p> <ul style="list-style-type: none"> <li>- Vocabulary study</li> <li>- academic</li> <li>- content</li> <li>- Phonics/decoding</li> <li>- Sight words</li> <li>- Spelling</li> <li>- Morphology</li> <li>- Grammar</li> </ul> <p>Comprehension skill instruction</p> <p>Model fluency, comprehension strategies, decoding skills, etc.</p> <p><b>CCSS Standards for 3-8</b>  <i>Foundational Skills (Grades 3-5)</i>  <i>Teach Key Ideas and Details</i>  <i>Teach Author's Craft and Structure</i>  <i>Integrate Knowledge and Ideas</i></p>	<p>Independent Reading in book of choice at level (student is held accountable through Reading Log, SRC, conferences, etc.)</p> <p>Fluency practice through Repeated Reading</p> <p>Interactive Teacher Read Aloud</p> <p>Read/discuss with small groups (homogeneous and heterogeneous) to scaffold instruction:</p> <ol style="list-style-type: none"> <li>1. As an extension of a close read</li> <li>2. As a preview for later reading</li> <li>3. To address skill needs of specific students</li> </ol>	<p>Close Read</p> <ul style="list-style-type: none"> <li>- A worthy text</li> <li>- Text dependent questions</li> <li>- Question sequencing</li> <li>- Annotations</li> <li>- Cite evidence</li> </ul> <p>Small Group discussions</p> <p>Productive group work</p> <p>Academic Language (Constructing Meaning)</p> <p>Socratic Seminars, debates, etc.</p> <p>Constructed Response</p> <p>Paired Text reading</p> <p>Note Taking</p> <ul style="list-style-type: none"> <li>- Cornell</li> <li>- Outline</li> </ul> <p>Varied genre of literature and informational text</p>	<p>Establish a purpose for the lesson</p> <p>Balance informational text with literature (5<sup>th</sup> 50%-50%, 8<sup>th</sup> 55%-45%)</p> <p>Write in the reading block</p> <p>Integrate formats, media and technology, and content</p> <p>Teach Text Structure</p> <p>Use The Gradual Release of Responsibility</p> <p>Scaffold instruction as needed*</p> <p>Assess formatively to guide instruction</p> <p>Work on building reading stamina</p> <p>Build background knowledge through wide reading</p>
<p style="text-align: center;"><b>High Priority Routines:</b></p> <p>Sentence Frames</p> <p>Reciprocal Teaching</p> <p>Think-Pair-Share/Square</p> <p>Numbered Heads Together</p>	<p>Conversation Round Table</p> <p>Four Corners</p> <p>Socratic Circle</p> <p>Allow for Think Time</p>	<p style="text-align: center;"><b>*Scaffolding Techniques</b></p> <p>Repeated Readings</p> <p>Annotations</p> <p>Small Group Discussion/Reading: give prompts to trigger thinking, cues to notice important information, ask questions to check for understanding</p>	<p>Class Discussions</p> <p>Text-dependent Questions</p>

Literacy in History/Social Studies/Science, and Technical Subjects Framework for Grades 6-8

Planning Priorities	2-3 Times Weekly	Practice Often	Don't forget to...
<p>Independent Reading</p> <ul style="list-style-type: none"> <li>- At grade level</li> <li>- Articles, short stories, textbooks, etc.</li> </ul> <p>Guided Reading at grade level using <i>scaffolding</i></p> <p>Word Work</p> <ul style="list-style-type: none"> <li>- Vocabulary study</li> <li>- academic</li> <li>- content</li> <li>- Morphology</li> </ul> <p>Comprehension skill instruction</p> <p>Teacher models fluent reading of content material and comprehension strategies used to understand text</p> <p><b>CCSS Standards for 3-8</b>  <i>Teach Key Ideas and Details</i>  <i>Teach Author's Craft and Structure</i>  <i>Integrate Knowledge and Ideas</i></p>	<p>Read/discuss with small groups (homogeneous and heterogeneous) to scaffold instruction:</p> <ol style="list-style-type: none"> <li>4. As an extension of a close read</li> <li>5. As a preview for later reading</li> <li>6. To address skill needs of specific students</li> </ol>	<p>Close Read</p> <ul style="list-style-type: none"> <li>- A worthy text</li> <li>- Text dependent questions</li> <li>- Question sequencing</li> <li>- Annotations</li> <li>- Cite evidence</li> </ul> <p>Small Group discussions</p> <p>Productive group work</p> <p>Academic Language (Constructing Meaning)</p> <p>Socratic Seminars, debates, etc.</p> <p>Constructed Response</p> <p>Paired Text reading</p> <p>Note Taking</p> <ul style="list-style-type: none"> <li>- Cornell</li> <li>- Outline</li> </ul> <p>Varied genre of literature and informational text</p>	<p>Establish a purpose for the lesson</p> <p>Integrate formats, media and technology, and content</p> <p>Teach Text Structure:</p> <ul style="list-style-type: none"> <li>- Chronological/Sequence</li> <li>- Cause/Effect</li> <li>- Problem/Solution</li> <li>- Compare/Contrast</li> <li>- Description or List</li> </ul> <p>Scaffold instruction as needed*</p> <p>Assess formatively to guide instruction</p> <p>Work on building reading stamina in the content area</p> <p>Build background knowledge through wide reading</p> <p>Write arguments focused on discipline-specific content.</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes</p>
<p style="text-align: center;"><b>High Priority Routines:</b></p> <p>Sentence Frames</p> <p>Reciprocal Teaching</p> <p>Think-Pair-Share/Square</p> <p>Numbered Heads Together</p>		<p style="text-align: center;"><b>*Scaffolding Techniques</b></p> <p>Repeated Readings</p> <p>Annotations</p> <p>Small Group Discussion/Reading: give prompts to trigger thinking, cues to notice important information, ask questions to check for understanding</p> <p>Conversation Round Table</p> <p>Four Corners</p> <p>Socratic Circle</p> <p>Allow for Think Time</p> <p>Class Discussions</p> <p>Text-dependent Questions</p>	

## Planning Guide: Writing Framework for Grades K-1

Priority Planning and Practices	Don't forget to...	
<ul style="list-style-type: none"> <li>- Establish a positive, supportive classroom environment where writing development can flourish.                             <ul style="list-style-type: none"> <li>▪ Writing is visible, displayed and published for reading.</li> <li>▪ Students are encouraged to be writers, practicing strategies and devices.</li> <li>▪ High, realistic expectations are set for all students to be writers.</li> </ul> </li> <li>- WRITE ! (30-40 min. a day)</li> <li>- Model, model, model                             <ul style="list-style-type: none"> <li>▪ Think Aloud</li> </ul> </li> <li>- Model in connection with decoding skills, etc. CCSS Standards for K-2 <i>Foundational Skills:</i> <ul style="list-style-type: none"> <li>• <i>Phonemic awareness and phonetics</i></li> <li>• <i>Spelling</i></li> <li>• <i>Sentence construction</i></li> <li>• <i>Handwriting</i></li> <li>• <i>Academic Language</i></li> </ul> </li> <li>- Provide guided writing support</li> <li>- Adult support given as needed.</li> <li>-Include drawing and dictation</li> </ul>	<ul style="list-style-type: none"> <li>- Teach revising and editing practices</li> <li>- Writing Process                             <ul style="list-style-type: none"> <li>- Plan, Draft, Revise, Edit, Publish</li> </ul> </li> <li>- Across the curriculum and in all modalities.                             <ul style="list-style-type: none"> <li>▪ Argumentative/Opinion</li> <li>▪ Informative/Explanatory</li> <li>▪ Narrative</li> <li>▪ Short reports</li> </ul> </li> <li>- Incorporate digital tools and word processing</li> <li>- Monitor students' progress frequently in order to guide instruction or individual support for students.                             <ul style="list-style-type: none"> <li>▪ Use rubrics to score and discuss</li> </ul> </li> <li>- Provide individualized writing support via student conferences (setting specific, reasonable goals to improve their writing)</li> <li>- Connect writing with reading                             <ul style="list-style-type: none"> <li>▪ Show examples of specific types of text (fictional and informational) to serve as mentor texts, demonstrate the types of writing they are working to create.</li> <li>▪ Surround students with numerous types of literature and styles of print.</li> <li>▪ Model writing styles during Read Alouds.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Establish a purpose for writing.</li> <li>Integrate formats, media and technology, and content.</li> <li>Keyboarding Exposure – 10 min. a day or for homework</li> <li>Scaffold instruction as needed, planning for those who are struggling, ELLs, and SPED students:                             <ul style="list-style-type: none"> <li>• Copying</li> <li>• Small groups</li> <li>• Sentence stems</li> <li>• Key vocabulary</li> <li>• Sentence prompts</li> <li>• Writing together</li> <li>• Partner writing</li> </ul> </li> <li>- Work on building writing stamina.</li> <li>- Create authentic and meaningful literacy activities for students.</li> <li>- Provide book making materials for students.</li> </ul>



## Planning Guide: Writing Framework for Grades 2-8

Priority Planning and Practices	Don't forget to...	
<ul style="list-style-type: none"> <li>- Establish a positive, supportive classroom environment where writing development can flourish.                             <ul style="list-style-type: none"> <li>▪ Writing is visible, displayed and published for reading.</li> <li>▪ Students are encouraged to be writers, practicing strategies and devices.</li> <li>▪ High, realistic expectations are set for all students to be writers.</li> </ul> </li> <li>- WRITE ! (30-40 min.)                             <ul style="list-style-type: none"> <li>▪ For varied purposes</li> <li>▪ Across the curriculum</li> </ul> </li> <li>- Explicitly teach and model writing strategies</li> <li>- Word Work:                             <ul style="list-style-type: none"> <li>▪ Spelling</li> <li>▪ Grammar</li> <li>▪ Sentence structure</li> <li>▪ Paragraph structure</li> <li>▪ Transitional words</li> </ul> </li> <li>- Writing Process                             <ul style="list-style-type: none"> <li>▪ Plan, Draft, Revise, Edit, Publish</li> <li>▪ Beginning in grade 4: Plan, Draft, Share, Evaluate, Revise, Edit, Publish</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Teach revising and editing practices                             <ul style="list-style-type: none"> <li>- Across the curriculum and in all modalities.                                     <ul style="list-style-type: none"> <li>▪ Argumentative</li> <li>▪ Informative/Explanatory</li> <li>▪ Narrative</li> <li>▪ Research</li> </ul> </li> <li>- Provide guided writing support in small group instruction.</li> <li>- Incorporate digital tools and word processing</li> <li>- Monitor students' progress frequently in order to guide instruction or individual support for students.                                     <ul style="list-style-type: none"> <li>▪ Use rubrics to score and discuss</li> </ul> </li> <li>- Individualize writing support via student conferences (setting specific, reasonable goals to improve their writing)</li> <li>- Connect writing with reading                                     <ul style="list-style-type: none"> <li>▪ Show examples of specific types of text (fictional and non-fictional) to serve as mentor texts, demonstrate the types of writing they are working to create.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Include writing to both real and remote audiences                             <ul style="list-style-type: none"> <li>- Create meaningful, interesting, thoughtful writing experiences for students</li> <li>- Allow for collaborative writing experiences, both on paper and through digital means</li> <li>- Integrate formats, media and technology, and content</li> <li>- Practice keyboarding – 15 min a day or for homework</li> <li>- Work on building writing stamina.</li> </ul> </li> <li>- Scaffold instruction as needed, planning for those who are struggling, ELLs, and SPED students:                             <ul style="list-style-type: none"> <li>• Copying</li> <li>• Small groups</li> <li>• Outlines</li> <li>• Sentence stems</li> <li>• Key vocabulary</li> <li>• Sentence prompts</li> <li>• Writing together</li> <li>• Partner writing</li> </ul> </li> </ul>