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**The Laurens County School System believes in a systematic and explicit approach to literacy that encompasses instruction & intervention, assessment & evaluation, family & community engagement, leadership, standards alignment, and professional development.**

**Diagram

Description automatically generatedSystemic to this systematic approach is the Structured Literacy for all Through a Multi-Tiered System of Support that includes:**

A close-up of a machine

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**High**

**Quality**

**Curriculum**

**Evidence-based**

**Instruction**

**Tiered**

**Supports &**

**Structures**

**Monitoring**

**&**

**Adjusting**

**Practice**

(See the Laurens County School System We Believe Literacy

Changes the World document for further definition.)

**Laurens County is committed to teaching all students to proficiently decode and read fluently by using the science of reading to guide explicit, systematic instruction in phonemic awareness, phonics, word recognition and sentence fluency.**

**![A picture containing person, watch, hand

Description automatically generated]()**

**The learning environment during the literacy block is sacred and thus free from disruption or interruption. Kindergarten, first, and second grade classrooms have a minimum of a 120-minute literacy block, while third, fourth, and fifth grade classrooms have a minimum of a 90-minute literacy block.**

(see Text Reading Fluency)

**Kindergarten Literacy Block**

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| **Estimated**  **Allotted**  **Time**  **to total a minimum of 120 minutes** | **Literacy**  **Component** | **EXAMPLES of Specific Activities**  The activities below are **EXAMPLES** of activities that could be a part of the required Literacy Components. |
| **20**  **minutes** | **Phonics & Fluency**  **Letters, Sounds, Making/blending words, High- frequency words, Fluency w/skills** | * Introduce new letter/sound * Review previously learned letters/sounds with decoding and encoding activities * Make/build words with sounds already learned * Introduce new high-frequency words * Review previously learned high-frequency words * Play word/sound wall game(s) * Use letter/sound fluency activities * Use word fluency activities |
| **10-15**  **minutes** | **Phonological Awareness**  **including**  **phonemic**  **awareness** | * Introduce new skill * Review previously-learned skill(s) * Play game with skill(s) (pocket chart games, kinesthetic movement games, etc.) |
| **15-20**  **minutes** | **Comprehension & Vocabulary** | * Introduce strategy to be focused on * Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text * Use a graphic organizer to help students organize information/ thinking * Have students respond to text by discussing /writing/drawing something related to using the strategy (e.g., main idea sentence, summary, questions they have, words they had difficulty understanding, mental image(s) they created as you read)   **Read Aloud Focused on Vocabulary**   * Introduce 2-4 words each day and pre-teach them using student- friendly definitions, examples, nonexamples, visuals, etc. * Read text (or part of text) aloud with these words in it; stop when you come to a word and review the word’s meaning in context * After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| **15-20**  **minutes** | **Writing** | * Introduce/review an aspect of writing taking students through the different progressions of genre writing * Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing * Model: Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing * Have students write their own independent pieces focusing on specific aspect(s) of genre writing * Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
| **60**  **minutes** | **Data-Driven, Needs-based groups & Learning Stations**  **Including**  **Independent**  **reading and**  **conferencing** | * Work with struggling students based on data every day on phonological awareness, letters, sounds, high-frequency words, reading connected texts (e.g., decodable texts) * Work with more independent readers every other day on reading fluency, vocabulary, & comprehension * Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension), writing, and other content areas |

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| **Estimated**  **Allotted**  **Time**  **to total a minimum of 120 minutes** | **Literacy Component** | **EXAMPLES of Specific Activities**  The activities below are **EXAMPLES** of activities that could be a part of the required Literacy Components. |
| **20**  **minutes** | **Phonics**  **Phonological Awareness & Sounds, Making/blending words, High- frequency words** | * Review previously-learned phonological awareness skill(s) * Play game with PA skill(s) (pocket chart games, kinesthetic movement games, etc.) * Introduce new sound/spelling pattern/morpheme * Review previously learned sounds/spelling patterns with decoding and encoding activities * Make/build words with sounds/spelling patterns/morphemes already learned * Introduce new high-frequency words * Review previously learned high-frequency words * Play word/sound wall game(s) |
| **10-15**  **minutes** | **Fluency** | * Use sound fluency activities * Use word fluency, phrase fluency, and sentence fluency activities * Use modeling, partner reading, echo reading, etc. |
| **15-20**  **minutes** | **Comprehension, Vocabulary, and Grammar** | * Introduce strategy to be focused on * Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read book * Use a graphic organizer to help students organize information/ thinking * Have students respond to text by discussing/writing/drawing something related to using the strategy (e.g., main idea sentence, summary, questions they have, words they had difficulty understanding, mental image(s) they created as you read)   **Read Aloud Focused on Vocabulary**   * Introduce 2-4 words each day and pre-teach them using student- friendly definitions, examples, nonexamples, visuals, etc. * Read text (or part of text) aloud with these words in it; stop when you come to a word and review word’s meaning in context * After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| **15-30**  **minutes** | **Writing** | * Introduce/review an aspect of writing as it connects to a text in reading or other content areas. * Incorporate in content area * Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing * Model: Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing * Have students write their own independent pieces focusing on specific aspect(s) of genre writing * Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
| **60**  **minutes** | **Data-Driven, Needs-based groups & Learning Stations**  **Including**  **Independent**  **reading and**  **conferencing** | * Work with struggling students based on data every day on phonemic awareness, sounds/spelling patterns, making & blending words, high- frequency words, reading connected texts (e.g., decodable) * Work with more independent readers every other day on reading fluency, vocabulary, & comprehension * Utilize centers that cut across the reading components (P.A.,   phonics, fluency, vocabulary, comprehension), writing, and other content area |

**First Grade Literacy Block**

**Second Grade Literacy Block**

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| **Estimated**  **Allotted**  **Time**  **to total a minimum of 120 minutes** | **Literacy Component** | **EXAMPLES of Specific Activities**  The activities below are **EXAMPLES** of activities that could be a part of the required Literacy Components. |
| **20**  **minutes** | **Phonics**  **Sounds, Making/blending words, High- frequency words,** | * Practice more advanced phonemic awareness with and without letters (e.g., sound deletion) until mastery * Introduce new sound/spelling pattern/morpheme * Review previously learned sounds/spelling patterns/morphemes with decoding and encoding activities * Make/build words with sounds/spelling patterns/morphemes learned * Introduce new high-frequency words * Review previously learned high-frequency words * Play word/sound wall game(s) * Use word/phrase fluency activities |
| **10**  **minutes** | **Fluency with high quality fiction and nonfiction text at the student’s instructional level** | * Have students make predictions about what they will learn * Have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves   read, to figure out the main idea of a paragraph, etc.   * Use word fluency, phrase fluency, and sentence fluency activities * Use modeling, partner reading, echo reading, Cloze reading, etc. |
| **15-20**  **minutes** | **Comprehension, Vocabulary, Grammar** | * Introduce strategy to be focused on * Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text * Use a graphic organizer to help students organize information/thinking * Have students respond to text by writing related to using the strategy (e.g., main idea sentence, summary, questions they have, words they had difficulty understanding, mental image(s) they created as you read) * Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support * Have students respond to text by discussing/writing something related to using the strategy (e.g., main idea sentence, summary, etc.)   **Read Aloud Focused on Vocabulary**   * Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. * Read text (or part of text) aloud with these words in it; stop when you come to a word and review word’s meaning in context * After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| **15 -30**  **minutes** | **Writing** | * Introduce/review an aspect of writing * Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing * Model: Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing * Have students write their own independent pieces focusing on specific aspect(s) of genre writing * Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
| **60**  **minutes** | **Data-Driven, Needs-based groups & Learning Stations**  **Including**  **Independent**  **reading and**  **conferencing** | * Work with struggling students based on data every day on phonemic awareness, sounds/spelling patterns, making & blending words, high-frequency words, reading connected texts (decodable or other), comprehension * Work with more independent readers every other day on reading fluency, vocabulary, & comprehension * Utilize centers that cut across the reading components (P.A., word   study/recognition, fluency, vocabulary, comprehension), writing and other content areas |

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| **Estimated**  **Allotted**  **Time**  **to total a minimum of 90 minutes** | **Literacy Component** | **EXAMPLES of Specific Activities**  The activities below are **EXAMPLES** of activities that could be a part of the required Literacy Components. |
| **10-15**  **minutes** | **Word Study**  **Oral Reading Fluency Activities with high quality fiction and nonfiction texts** | * If necessary, practice more advanced phonemic awareness (e.g., sound deletion) * Introduce sound/spelling pattern (multisyllable words) /morphemes * Review previously learned sounds/spelling patterns/morphemes with decoding and encoding activities * Make/build words with sounds/spelling patterns/morphemes learned * Word Study Activities * Use word/phrase fluency activities * Have students make predictions about what they will learn * Have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves   read, to figure out the main idea of one paragraph, etc. |
| **30-35**  **minutes** | **Comprehension, Vocabulary, Grammar** | * Introduce strategy to be focused on * Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text * Use a graphic organizer to help students organize information/thinking * Have students respond to text by writing related to using the strategy (e.g., main idea sentence, summary, questions they have, words they had difficulty understanding, mental image(s) they created as you read) * Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support   **Read Aloud Focused on Vocabulary**   * Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. * Read text (or part of text) aloud with these words in it; stop when you come to a word and review word’s meaning in context * After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| **20-30**  **minutes** | **Writing** | * Introduce/review an aspect of writing * Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing * Model: Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing * Have students write their own independent pieces focusing on specific aspect(s) of genre writing * Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
| **30-45**  **minutes** | **Data-Driven, Needs-based groups & Learning Stations**  **Including**  **Independent**  **reading and**  **conferencing** | * Work with struggling students based on data every day on sounds/spelling patterns/ morphemes, making & blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension * Work with more independent readers every other day on reading fluency, vocabulary, & comprehension * Utilize centers that cut across the reading components (Word study/   recognition, fluency, vocabulary, comprehension), writing, and other content areas |

**3rd Grade Literacy Block**

**4th Grade Literacy Block**

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| **Estimated**  **Allotted**  **Time to total a minimum of 90 minutes** | **Literacy Component** | **EXAMPLES of Specific Activities**  The activities below are **EXAMPLES** of activities that could be a part of the required Literacy Components. |
| **10-15**  **minutes** | **Word Study,**  **Oral Reading Fluency Activities with high quality fiction and nonfiction texts** | * Introduce sound/spelling pattern/morpheme * Review previously learned sounds/spelling patterns/morphemes * Make/build words with sounds/spelling patterns/morphemes learned * Play word/sound wall game(s) * Use word/phrase fluency activities * Have students make predictions about what they will learn * Have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves   read, to figure out the main idea of one paragraph, etc. |
| **30-35**  **minutes** | **Comprehension, Vocabulary, Grammar** | * Introduce strategy to be focused on * Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text * Use a graphic organizer to help students organize information/thinking * Have students respond to text by writing related to using the strategy (e.g., main idea sentence, summary, questions they have, words they had difficulty understanding, mental image(s) they created as you read) * Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support   **Read Aloud Focused on Vocabulary**   * Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. * Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context * After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| **20-30**  **minutes** | **Writing** | * Introduce/review an aspect of writing * Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing * Model: Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing * Have students write their own independent pieces focusing on specific aspect(s) of genre writing * Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
| **30-45**  **minutes** | **Data-Driven, Needs-based groups & Learning Stations**  **Including**  **Independent**  **reading and**  **conferencing** | * Work with struggling students based on data every day on sounds/spelling patterns/ morphemes, making & blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension * Work with more independent readers every other day on reading fluency, vocabulary, & comprehension * Utilize centers that cut across the reading components (Word study/   recognition, fluency, vocabulary, comprehension), writing, and other content areas |

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| **Estimated**  **Allotted**  **Time to total a minimum of 90 minutes** | **Literacy Component** | **EXAMPLES of Specific Activities**  The activities below are **EXAMPLES** of activities that could be a part of the required Literacy Components. |
| **10-15**  **minutes** | **Word Study, Fluency with skills** | * Introduce sound/spelling pattern/morpheme * Review previously learned sounds/spelling patterns/morphemes * Make/build words with sounds/spelling patterns/morphemes learned * Play word/sound wall game(s) * Use word/phrase fluency activities * Have students make predictions about what they will learn * Have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves * read, to figure out the main idea of one paragraph, etc. |
| **45**  **minutes** | **Comprehension, Vocabulary, Grammar** | * Introduce strategy to be focused on * Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text * Use a graphic organizer to help students organize information/thinking * Have students respond to text by writing related to using the strategy (e.g., main idea sentence, summary, questions they have, words they had difficulty understanding, mental image(s) they created as you read) * Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support   **Read Aloud Focused on Vocabulary**   * Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. * Read text (or part of text) aloud with these words in it; stop when you come to word and review word’s meaning in context * After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| **20-30**  **minutes** | **Writing** | * Introduce/review an aspect of writing * Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing * Model: Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing * Have students write their own independent pieces focusing on specific aspect(s) of genre writing * Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
| **30-45**  **minutes** | **Data-Driven, Needs-based groups & Learning Stations**  **Including**  **Independent**  **reading and**  **conferencing** | * Work with struggling students based on data every day on sounds/spelling patterns/ morphemes, making & blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension * Work with more independent readers every other day on reading fluency, vocabulary, & comprehension * Utilize centers that cut across the reading components (Word   study/recognition, fluency, vocabulary, comprehension), writing, and other content areas |

**5th Grade Literacy Block**

**A Structured Literacy approach to literacy utilizes multiple modalities of literacy instruction to provide students with both explicit skills instruction and authentic reading and writing learning experiences across the curriculum. Students actively engage in learning opportunities that focus on building the five essential elements/pillars of reading: comprehension, fluency, vocabulary development, phonics and phonological awareness.**

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| **Read Aloud** | **Shared Reading** | **Word Study** | **Reading** | **Writing** |
| * The teacher **models** how a proficient reader navigates through a text as they demonstrate through a think-aloud. * The students build conversation & comprehension skills using accountable talk. * The students interactively engage in conversation as the teacher facilitates learning. | * The students actively participant in reading with teacher. * The teacher **models** multiple reading strategies in context along with students. * The students have on-grade level text to utilize collaboratively with the teacher. * The students read using fluency, articulation, voice, & reading strategies. | Explicit teaching and **modeling** of:   * Phonological and phonemic awareness (phonology) * Symbol/sound recognition * Spelling patterns * High Frequency Words * Word meaning and structure (semantics and morphology) * Word solving actions (syntax) * Grammar * Components of Structured literacy= Decoding, syntax, morphology, semantics, syllable work, phonology | * Explicit teaching and **modeling** of reading skills and strategies to establish the purpose for reading. * Students read independently and/or with a partner. * Teachers meet with small groups based on needs and confer with students utilizing anecdotal notes and conduct ongoing assessments to progress monitor. | * Explicit teaching and **modeling** of writing process, concepts, strategies, and techniques by encouraging students to write different genres and styles. * Independent Writing: Students are prewriting, drafting, revising, editing, and publishing their pieces. * Teacher confers and conducts small groups based on needs and progress monitor utilizing ongoing assessments. |
| **Comprehension**  **Fluency**  **Vocabulary Development** | **Comprehension**  **Fluency**  **Phonological Awareness**  **Phonics**  **Vocabulary Development** | **Comprehension**  **Fluency**  **Phonological Awareness**  **Phonics**  **Vocabulary Development** | **Comprehension**  **Fluency**  **Phonological Awareness**  **Phonics**  **Vocabulary Development** | **Comprehension**  **Phonics**  **Vocabulary Development** |

**Structured Literacy for Read Aloud**

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| **Grade** | **Purpose** | **Teacher Expectation** | **Student Expectation** |
| Pre-K - 2nd | * Build Background Knowledge * Build Conversation Skills   • Build Comprehension Skills  • Model how proficient readers read and think  • Develop accountable talk  • Expose students to text structure. | • Teacher modeling (Think Aloud)  • Planned stopping points (Teacher demonstrates skills) (Plans written in lessons or on sticky notes placed in read aloud books, etc.)  • Pre-planned questions/discussions for students to stop turn and talk to partners  • Take notes to use for formative assessments | * Turn and talk with peers (Accountable talk)   • Utilize accountable talk  • Students should be good speakers and listeners  • Make connections  • Think critically about the text  • Quick writes/stop, jot and or draw |
| 3rd - 5th | * Build Background Knowledge * Build Conversation Skills   • Build Comprehension Skills   * Connects with content areas   • Model how proficient readers read and think   * Supports Reading Development * Accountable Talk | • Teacher modeling (Read-Aloud/Think Aloud)  • Planned stopping points (Teacher demonstrates skills)  • Pre-planned questions/discussions two or three to pose that encourages deep thinking  • Take notes to use for formative assessments | * Active listening   • Turning and talking with peers  • Accountable Talk  • Stopping and Jotting  • Making Connections  • Support thinking beyond the text  • Asking questions  • Making Predictions  • Drawing Conclusions  • Thinking critically about the text |
| 6th - 8th | • Build Conversation Skills  • Build Comprehension Skills   * Connects with content areas   • Model how proficient readers read and think  • Supports reading development  • Supports discussions centered around the characteristics of texts | • Teacher modeling reading and thinking behaviors  • Teacher prompting students to interact with one another  • Pre-planned questions and stopping points to demonstrate multiple strategies  • Teacher providing feedback on learning • Selects appropriate grade-level & age appropriate texts  • Keeps conversation grounded in the text  • Teacher using feedback to assess | * Self-evaluating conversations about text   • Accountable talk  • Interacting with age-appropriate and grade appropriate text  • Thinking beyond the text  • Adjusting thinking to understand fiction and nonfiction genres  • Making connections between and among texts  • Sharing their thinking  • Applying strategies to their own texts |
| 9th - 12th | * Connects with content areas   • Extended discussions   * Build Comprehension skills   • Support reading development  • Supports discussions centered around the characteristics of texts  • Discover new authors & text structures | • Teacher prompting students to interact with one another  • Pre-planned questions and stopping points to demonstrate multiple strategies  • Keeps the conversation grounded in the text  • Teacher using feedback to assess | • Making connections between and among texts  • Adjusting thinking to understand fiction and nonfiction genres  • Accountable talk  • Sharing their thinking  • Discussions that expand thinking  • Applying strategies to their own texts |

**Structured Literacy for Shared Reading**

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| **Grade** | **Purpose** | **Teacher Expectation** | **Student Expectation** |
| Pre-K - 2nd | • Teach skills and strategies  • Increase reading fluency  • Collaborative learning experience  • Involves an enlarged text for all eyes to view | • Teacher leads group helping students to process text  • Teacher reads with clarity, fluency, and intonation  • Teacher has planned for questions   * Teacher uses a grade level text showing students how to employ varies strategies while reading.   • Assesses student learning throughout lesson | • Read in unison with the teacher  • Navigate through the text utilizing various strategies to strengthen fluency, comprehension, word study  • Unison Reading  • Turning and talking  • Students reading using fluency, articulation, voice, reading strategies |
| 3rd - 5th | • Teach skills and strategies  • Increase reading fluency  • Providing multiples exposures to vocabulary and details  • Cooperative learning  • Focus on comprehension | • Reading a text that is higher than the students’ level  • Engage students in a discussion of the text  • Identify teaching points  • Models think aloud & fluent, expressive reading and deliberately focuses on appropriate reading behaviors, phonics instruction, or critical concepts of print needed by his/her students  • Observes responses and behaviors of students to determine the appropriate next steps for assessing | • Follow along with their eyes on text  • Express personal connections to the texts  • Make connections between the texts  • Partner reading or small group reading  • Student engagement and discussion  • Join in and read the text silently or orally with the teacher |
| 6th - 8th | • Reinforces skills and strategies  • Builds background knowledge  • Provides access to grade level text outside of independent reading time  • Supports vocabulary and comprehension  • Engages students in the reading process | • Identify teaching points ahead of time  • Engage students in a think aloud  • Engage students in discussion about text  • Modeling appropriate reading behaviors  • Observing students to determine appropriate steps for assessment   * Facilitating Book Talks/Clubs | Access to own text  • Self-correcting and self-monitor  • Making predictions and connections  • Determining importance of text  • Adjusting reading to reflect the genre  • Making inferences and meaning  • Use voice to convey multiple views and figurative meaning of words |
| 9th - 12th | • Reinforces skills and strategies  • Builds background knowledge  • Provides access to grade level text outside of independent reading time  • Supports vocabulary and comprehension | • Identify teaching points ahead of time  • Reinforcing skills and strategies  • Engage students in discussion about text  • Modeling appropriate behaviors  • Gradual release of responsibility  • Observing students to determine appropriate steps for assessment   * Facilitating Book Talks/Clubs | • Access to own text  • Self-correcting and self-monitor  • Making predictions and connections  • Determining importance of text  • Adjusting reading to reflect the genre  • Making inferences and meaning  • Students performing texts in small groups |

**Structured Literacy for Word Study**

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| **Grade** | **Purpose** | **Teacher Expectation** | **Student Expectation** |
| Pre-K - 2nd | • Targeted and focused instruction on letters, sounds, and words  • Expand and increase students' reading and writing powers | • Teach early literacy concepts, phonological, and phonemic awareness (phonology), letter knowledge, symbol/sound relationships, spelling patterns, high frequency words, word meaning, word solving actions(decoding) , and grammar  • Demonstrate, Explain, Facilitate, Provide guided practice  • Connect to other components of balance literacy  • Continuous assessment throughout literacy block | • Independent practice through letter/picture/word sorts, the use of magnetic letters or activities  • Apply knowledge in reading and writing  • Students practicing, decoding, applying strategies |
| 3rd - 5th | • Examine words in order to reveal consistencies within our written language system and to help students master the recognition, spelling, and meaning of specific words  • Supports both general knowledge and specific knowledge  • Focuses on teaching students to utilize word analysis and word recognition strategies to decode longer, multisyllabic words | • Identify and break words into syllable types  • Read multisyllabic words by blending the parts together  • Recognize irregular words that do not follow predictable patterns  • Understand the meanings of common prefixes, suffixes, inflectional endings, and roots. (Semantics)  • Break words into word parts and combine word parts to create words based on their roots, bases, or other features  • Use structural analysis to decode unknown words. (Morphology)  • Conducts ongoing assessments for learning | • Students’ work is finding, recognizing, and generalizing patterns in words  • The focused patterns are informed by students’ spelling analyses and sequenced by spelling development stages that build on one another connecting the new to the known and move from simple to complex  • Syllables and Affixes: multisyllabic words – study of syllable junctures, accented syllables, and affixes |
| 6th - 8th | • Impacts comprehension  • Provides support to general and content knowledge  • Provides a wide range of grade level content words  • Provides knowledge of word origins, structure, and meaning | * Explicitly teach words in context (Semantics)   • Use a variety of genres  • Provide appropriate organizers  • Model vocabulary within context  • Explicitly teach word solving actions  • Selects appropriate words for study  • Understand the meanings of common prefixes, suffixes, inflectional endings, and roots. (Semantics)  • Break words into word parts and combine word parts to create words based on their roots, bases, or other features  • Use structural analysis to decode unknown words. (Morphology)  • Conducts ongoing assessments for learning | • Applying learning of syllables and affixes  • Apply learning to reading and writing  • Use vocabulary strategies to define terms  • Encounter new words through text, verbal discussion, and research  • Apply word solving actions |
| 9th - 12th | • Impacts comprehension  • Provides support to general and content knowledge  • Provides a wide range of grade level content words  • Provides knowledge of word origins, structure, and meaning | • Use a variety of genres  • Provide appropriate organizers  • Model vocabulary within context (Syntax)  • Teach vocabulary strategies  • Explicitly teach word solving actions  • Understand the meanings of common prefixes, suffixes, inflectional endings, and roots. (Semantics)  • Break words into word parts and combine word parts to create words based on their roots, bases, or other features  • Use structural analysis to decode unknown words. (Morphology)  • Conducts ongoing assessments for learning | • Applying learning of syllables and affixes  • Apply learning to reading and writing  • Use vocabulary strategies to define terms  • Encounter new words through text, verbal discussion, and research.  • Apply word solving actions |

**Structured Literacy for Reading**

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| **Grade** | **Purpose** | **Teacher Expectation** | **Student Expectation** |
| Pre-K - 2nd | • Foster independence  • Focus on strategies to support student independent reading  • Develop strong well-rounded readers  • Providing time for reading of “just right” books and books of interest  • Support partnership work | • Provide explicit focus on a particular skill  • Connect, teach, engage, and link learning for students before sending them to independently read  • Confer with students, Conduct small groups  • Use formative assessment data to adjust instruction | • Engage within the mini lesson by practicing strategy with teacher and or with partners  • Utilize strategies taught within person reading  • Read independently for sustain periods of time building stamina  • Read and discuss books in partnerships |
| 3rd - 5th | • Provide students with a supportive reading environment  • Provides explicit instruction for strategic reading to help students read to learn  • Enjoyment & Fluency  • Practice strategies that have been internalized  • Student choice/ Student voice | • Teacher models reading processes and shares reading practices, use of read alouds /think alouds, demonstrations  • Strategic reading emphasized  • Modeling of skills/ strategies  • Providing explicit instruction  • Conferring with students (individually or small group)  • Ongoing assessments and observations of individual students to determine their strengths and weakness to adjust instruction | • Students involved independent reading (Just right books)  • Confer with teacher  • Implement strategies (transfer) from the teaching  • Students read independently, in pairs, and small groups  • Students read at their own pace; they can move ahead or re-read as necessary  • Ownership and responsibility for: choosing books, reading independently, using strategies, preparing for conferences  • Writing occurs before, during, and after reading |
| 6th - 8th | • Provides opportunity to read high interest books of choice  • Provides independent time to read  • Provides explicit instruction of processes and skills for reading during mini lesson  • Provides opportunities to talk about text  • Provides assessment-based instruction to meet learners needs | • Working with students in small groups  • Differentiating instruction  • Modeling strategies/skills  • Providing explicit instruction  • Conferring with students  • Provide environment for conferencing, individual writing, and partner work  • Provide literacy-rich environment  • Conduct formative assessments to adjust instruction | • Independent reading  • Applying strategies to their choice of text  • Students collaborating  • Students involved in book clubs or partner talk  • Responding to reading by writing in reading notebooks |
| 9th - 12th | • Provides opportunity to read high interest books of choice  • Provides independent time to read  • Provides explicit instruction of processes and skills for reading during mini lesson  • Provides opportunities to talk about text  • Provides assessment-based instruction to meet learners needs | • Working with students in small groups  • Differentiating instruction  • Modeling strategies/skills  • Providing explicit instruction  • Modeling Think Aloud  • Conferencing with students  • Provide environment for conferencing, individual writing, and partner work  • Conduct formative assessments to adjust instruction | • Independent reading  • Stopping and jotting on sticky notes  • Applying strategies to their choice of text  • Students collaborating  • Students involved in book clubs or partner talk  • Responding to reading by writing in reading notebooks |

**Structured Literacy for Writing**

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| **Grade** | **Purpose** | **Teacher Expectation** | **Student Expectation** |
| Pre-K - 2nd | • Build strong and independent writers by providing them with authentic writing experiences  • Provide a link between Reading and Writing  • Compose pieces that are personally meaningful to students. | • Provide explicit teaching on writing process  • Model aspects of writing such as writer's craft, conventions, skills, and strategies as well as the writing process  • Share "think-alouds" when demonstrating the process  • Demonstrate using various formats and genres  • Uses formative assessments to drive instruction | • Independently write applying strategies taught during mini lesson  • Write on self -selected topics that matter to you, your life, who you are, and who you are as a writer  • Listen to, ask questions about, and comment on others’ writing in ways that help them as writers  • Use an individualized proofreading list that you check your writing against when you edit |
| 3rd - 5th | • Compose and write for a variety of purposes and audiences in a variety of genres  • Demonstrate how the writing process works by focusing on grade level specific features of composing, written expression, grammar and mechanics usage in context, at the editing stage, and as needed  • Integrate reading and writing instruction as process  • Teacher and students work together to co-construct a piece of text  • Involves all students | • Provide explicit teaching on writing process  • Model aspects of writing such as writer's craft, conventions, skills, and strategies as well as the writing process  • Shares "think alouds" when demonstrating the process  • Writes using various formats and genres • Allow opportunities to conference with individual students and small groups  • Use conferencing daily to access students' needs and to provide individualized instruction and enrichment  • Writing rubrics and writing samples | • Observe use of effective writing strategies  • Write for a variety of purposes and genres  • Use conventions of print developmentally appropriate for their grade level  • Publish writing when appropriate  • Conference with teacher and peers  • Understand that writing should make sense  • Write legibly  • Use variety in sentence structures  • Utilize technology when it is appropriate |
| 6th - 8th | • Provides a bridge between oral and written language  • Involves all students  • Provides opportunities to write from experiences and ideas  • Provides a link to the reading workshop  • Engages students in the writing process | • Provide explicit instruction on writing process  • Models writing and thinking in writing notebook  • Facilitates writing/research process  • Confers with students  • Observe student growth in writing  • Monitor student discussion/ responses  • Provides adequate feedback  • Small group instruction  • Differentiated instruction  • Set goals for writing based on assessments | • Maintains writer’s notebook and portfolio  • Self-reflects on writing and research process  • Share writing with teacher and peers  • Apply effective writing strategies  • Conference with teacher and peers  • Work independently on task  • Students monitor progress with writing checklist  • Self-assess writing according to rubrics |
| 9th - 12th | • Provides a bridge between oral and written language  • Involves all students  • Provides opportunities to write from experiences and ideas  • Provides a link to the reading workshop  • Engages students in the writing process | • Provide explicit instruction on writing process  • Models writing and thinking in writing notebook  • Facilitates research/writing process  • Confers with students  • Observe student growth in writing and discussion  • Monitor student discussion and responses  • Small group instruction  • Differentiated instruction based on assessment data | • Maintains writer’s notebook and portfolio  • Self-reflects on writing and research process  • Share writing with teacher and peers  • Apply effective writing strategies  • Conference with teacher and peers  • Work independently on task  • Students monitor progress with writing checklist  • Self-assess writing according to rubrics |