

Harrison Elementary Literacy Policy

This document shall serve as the official way of facilitating Literacy instruction at Harrison. Teachers will review this document prior to the beginning of each school year and revisit throughout the year. This is a “living” document and will be updated as the staff undergoes additional professional development. It is imperative that we are explicit and systematic with our instruction, utilizing data to guide our instruction and make decisions that are best for our students at Harrison.

Literacy Block

The daily minimum time for literacy block (reading and writing) is 2 hours 30 minutes for both primary and intermediate. This time is protected with no interruptions. Every effort will be made not to schedule special programs during this block.

Planning for Instruction

Team Planning

Daily common planning will be provided for grade level teams. Grade level teams and/or administrators will meet allowing teachers to augment core program lessons based on student data, focus on the five essential components of literacy: Phonemic Awareness (PA), Phonics, Fluency, Vocabulary, Comprehension and align it with Common Core Standards for English Language Arts (ELA).

Grade level teams and administrators will meet for plan review, data analysis, goal setting, motivation and/or professional development weekly.

Explicit Planning

Administrators and grade level teams will work together to develop explicit and sequential instructional plans that are congruent to Kentucky Core Academic Standards for ELA in order to ensure all students are successful. As a team, whole group lessons will be planned so that all students in any given grade are provided with systemic instruction. The team will scaffold lessons according to the needs of the students. Multiple forms of assessment data will be used to differentiate and align instruction according to the 3 Tiers (Tier 1 – Core, Tier 2– Supplemental, Tier 3 – Intervention).

****See Tiers of Instruction- Appendix A1**

**** See Explicit Lesson Observations- Appendix A2**

Time with Text

During the literacy block, students should spend 80% of time engaged with text. During whole group (Tier I) time, all students should be reading, discussing, and writing about grade level text (with support as necessary). During small group reading, students should be reading instructional leveled text. They should respond with appropriate comprehension activities including but not limited to graphic organizers, semantic mapping, response journals, high level discussions

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(verbal or through technology), multi-level product creations (flip books, character scrapbook, photo story, flip camera presentations PowerPoint presentations, etc).

Delivery of Instruction

Delivery of instruction should be brisk with active student engagement (i.e., choral response and partner talk). Instruction should begin with explicit instruction using the gradual release beginning with the teacher model (**I Do**) then provide Guided Practice: Teacher-Student; Small group of students working together; and/or Partner work (**We Do**). Finally, students perform task independently (**You Do**). Daily Flashbacks, Exit Slips, and other forms of assessment should be used to determine if students have met the expectations of the skill and strategy taught. Multiple forms of assessment will be used to determine which tier of instruction a student will receive.

Tiers of Instruction

A student's instructional tier is determined by assessment criteria.

There are three tiers of instruction:

- ❖ Tier 1 – Core;
- ❖ Tier 2– Supplemental;
- ❖ Tier 3 – Intensive.

Tier 1 (Core): All students will receive both Whole and Small group instruction. Instruction is driven by rigorous texts aligned to Kentucky Core Academic Standards. Texts should be selected by Lexile or the guided reading levels appropriate to the grade. During small group, students read text at their instructional reading level.

Tier 2 (Supplemental): Tier 2 instruction is needs based. Students identified as **Strategic** will receive specific skills based instruction identified according to assessment results and observations. These students are performing below 50thile in reading. Students' deficit skills will be targeted.

Tier 3 (Intensive): students identified as **Intensive** will receive all three tiers: (Tiers 1, 2, & 3). These are students performing below 15th percentile (15thile) in reading. The School Problem Solving (SPS) team will meet to create explicit systemic instructional plans where all three tiers are aligned.

Assessments for Reading Monitoring

Tier I – Running Records given monthly (Use A-Z or Jan Richardson kits)

Benchmark – Fountas & Pinnell Benchmark given in fall, winter, and spring

Strategic – progress monitor skill using curriculum based measure every two weeks (unless needed more frequently)

Intensive- progress monitor every week with selected program (LLI, Reading Recovery, or specific curriculum measure)

****See Tiers of Instruction Table with Criteria and Procedures - Appendix A1**

Workstations (when applicable)

As teachers plan independent practice opportunities, they should consider time spent in independent leveled text, practicing whole skills and strategies, and reading/responding to small group instruction.

- Differentiated and driven by current (within two weeks) achievement data
- Activities connected to familiar text
- Must include student accountability measure for all work
- Independent work will include written responses
- Independent groups should be monitored
- Routines taught & enforced

Classroom Libraries and Environment

All classroom libraries should contain at least 500 books. These books should be organized by guided reading levels and genres. Texts should be an even mixture of informational and literary (@50% of each) and contain a range of culturally diverse titles. Each library should provide below, on, and above level books for the students in that classroom as leveled by Fountas and Pinnell. Students will be taught how to pick “just right books.” Students should spend a large portion of their literacy block reading instructional and independent level text. The classroom environment should be organized, inviting, student centered, and grade level appropriate.

Writing

Writer’s Workshop Time

Primary will allocate 30-45 minutes daily. Intermediate will allocate a minimum 45 minutes daily. Writer’s Workshop instruction will adhere to Harrison’s Writing Policy with writing instruction guided by Lucy Calkins’ Units of Study and 4 Point Scoring Rubric.

Handwriting

Teachers will model appropriate letter formation and expectations. Teachers should hold all students accountable for quality work and ask students to revise as needed.

- K-1st grade: teachers provide explicit instruction for 3-5 minutes (during whole group, morning message, or writer’s workshop time)
- 2nd grade: review manuscript according to students’ needs and begin cursive handwriting the last quarter of the school year

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- 3rd grade: teach cursive the 1st 9 weeks during whole group or writer's workshop time

Role of Para-Educators in Literacy

As available, Para-educators should provide instructional support to students whether individually or in small group. They are **NOT** to conduct any clerical duties during the literacy block. Further, their primary focus will be to assist in delivering Tier II instruction in the classrooms. The teacher of record will plan all instruction in collaboration with the Para-educator. The Para-educator is to maintain daily assessment records to be shared with the teacher.

Assessment

Student data will be organized in a data notebook along with a computerized “**Watch List**” on Harrison’s Sharepoint. Notebooks and Watch Lists should be updated as each assessment is given. The “Watch List” and/or notebook should be brought to team and/or Proof Positive meetings so administrators and grade level teams can analyze the data to plan appropriate instruction to meet the needs of each student.

Suggestions for **Primary Notebooks** include fluency data, running records, unit assessments, Literacy First PAST / Phonics assessment, and formal guided reading assessment. **Intermediate Notebooks** include unit assessments, learning checks, goal calculator goals, Literacy First Phonics assessment (as needed), fluency data, and formal guided reading assessments.

****See Literacy First PAST/Phonics Continuum – Appendix B3, 4, 5, 6**

***See Running Record – Coding and Scoring Errors At-A-Glance – Appendix B7**

Extended Response Questions – Given weekly, these are usually related to previously learned comprehension objectives from whole group instruction, a good indication of whether or not the students can apply the knowledge of the comprehension strategy to a cold (never read) passage. Teachers should analyze and record this information each week. Teachers should use this information to indicate areas that may need more focus or standards that need to be retaught.

****See Assessment and Data Compilation Chart in Appendix B1, 2 for more detailed information.**

Professional Development

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Professional Development needs are determined by the needs of the staff, staff surveys, classroom observations, walk-throughs, and achievement data. Professional Development opportunities will be:

- Job embedded
- During Faculty Meetings
- Observing other professionals
- Individual PD opportunities as needed
- Instructional Lead Team – Train the Trainer Model
- Book Studies to Support Guided Reading Fidelity
 - Jan Richardson – Next Steps in Guided Reading
 - Continuum of Literacy and Learning by Fountas and Pinnell
- <http://www.education.ky.gov/KDE/Instructional+Resources/Reading+First+in+Kentucky/Professional+Development/Literacy+Snapshots.htm>

Resources

<http://sharepoint.fcps.net>- Literacy Center

<http://ischool.fcps.net>

<http://www.corestandards.org/>

<http://www.education.ky.gov/KDE/Instructional+Resources/Reading+First+in+Kentucky/Professional+Development/Literacy+Snapshots.htm>

<http://www.readingrockets.org/>

<http://www.fcrr.org/assessment/ET/index.html>

<http://reading.ecb.org/>

<http://www.scoe.org/pub/htdocs/schoolresource.htm>

<http://jeopardylabs.com/all/>

<http://jeopardylabs.com/play/reading16>

<http://www.readinglady.com>