

## USD 262 Valley Center Common Literacy Practices

Our overarching literacy goal as Valley Center educators is to create effective communicators through authentic, purposeful reading, writing, speaking, and listening opportunities.

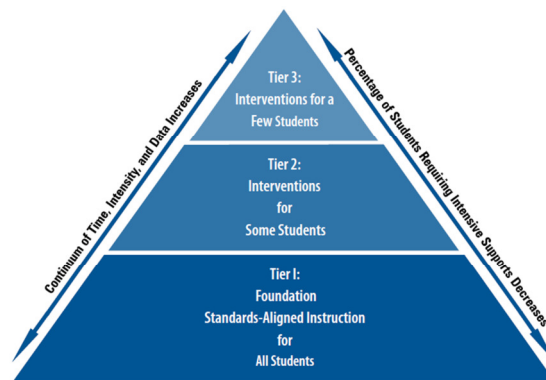
		<b>Tier I: CORE ALL STUDENTS</b>	<b>Tier II: STRATEGIC SOME STUDENTS</b>	<b>Tier III: INTENSIVE FEW STUDENTS</b>
<b>GOAL</b>		<b>80% or more meeting grade level norms</b>	<b>15% or less needing strategic intervention</b>	<b>5% or less needing intensive intervention</b>
<b>Focus</b>		<ul style="list-style-type: none"> <li>•More holistic-developing a love of and effectiveness in reading, writing, speaking, and listening.</li> <li>•Reading and writing are taught as interconnected processes.</li> </ul>	<ul style="list-style-type: none"> <li>•Targeted with the purpose of addressing specific areas of need within phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>•Intensive work on multiple deficit skills, or extension areas, that reflect the needs of the reader.</li> </ul>
<b>Type of Support</b>		<p>CORE INSTRUCTION:</p> <ul style="list-style-type: none"> <li>•Guaranteed and Viable Curriculum (Grade Level Standards)</li> <li>• Gradual Release of Responsibility Model</li> <li>•Flexible Grouping</li> <li>•Ongoing Assessment and Feedback</li> </ul>	<p>SUPPLEMENTAL SUPPORT:</p> <ul style="list-style-type: none"> <li>• Standard Protocol Interventions</li> </ul>	<p>INTENSIVE SUPPORT:</p> <ul style="list-style-type: none"> <li>• Customized Interventions</li> <li>• SIT Team process might determine specially designed instruction if needed (IEP, Title I, etc.)</li> </ul>
<b>Assessment</b>	<b>Assessment Flowchart</b>	<p>Common reading assessments for the core:</p> <ul style="list-style-type: none"> <li>•AIMSweb Screener, K-9 (3 x year)</li> <li>•Standards-Based Assessments (ongoing)</li> <li>•Regular use of Running Records (ongoing)</li> <li>•KCA Formatives, 3-HS (BOY, MOY)</li> </ul> <p>Common writing assessments for the core:</p> <ul style="list-style-type: none"> <li>•Six-Trait writing checklists/rubric</li> </ul>	<p>Appropriate diagnostic assessments are used to determine learning needs and assess skill development (assessed by the classroom teacher).</p> <ul style="list-style-type: none"> <li>• DRA-2</li> <li>• Phonological Awareness Skills Test (PAST)</li> <li>• Word Learning Diagnostic</li> </ul> <p>Appropriate assessments are used to monitor learning during Tier II instruction (assessed by Tier II teacher).</p> <p>AIMSweb progress monitoring assessments are used bi-monthly to ensure that the interventions are working and the student is progressing as a reader (assessed by the classroom teacher).</p>	<p>Diagnostic assessments are used to determine learning needs.</p> <p>AIMSweb Progress Monitoring assessments are used weekly to ensure interventions are working and the student is progressing as a reader (assessed by the Tier III interventionist).</p>

<b>Curriculum</b> (See Grade Level Curriculum Guides on USD 262 website and Desired Outcomes documents)	<b>Essential Learning Outcomes</b>	Lessons highlight content, skills, and strategies as stated on local grade level curriculum guides and the 21 <sup>st</sup> Century Learning Skills. <ul style="list-style-type: none"> <li>•Reading focuses on weaving together word learning, vocabulary, comprehension, and fluency.</li> <li>•Writing focuses on weaving together the 6 + 1 traits and the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons target a specific, deficit skill. These skills are applied to connected text through reading and writing experiences.</li> <li>• Extension opportunities are provided for students working significantly above grade level expectations.</li> </ul>	<ul style="list-style-type: none"> <li>•Lessons intensively focus on multiple, deficit skills at a more comprehensive level. These skills are applied to connected text through reading and writing.</li> <li>•Extension opportunities are provided for students working significantly above grade level expectations.</li> </ul>
	<b>Common Instructional Resources</b> (For additional ideas see the Gradual Release of Responsibility Model in the CIA notebook or on the USD 262 website)	<p><b><u>Required Literacy Resources</u></b></p> <ul style="list-style-type: none"> <li>•<i>Pathways to Reading</i> and decodable text (K-2)</li> <li>•<i>Animated Literacy</i> (PreK-K)</li> <li>•<i>Sounds in Action</i> by Zgonc (For phonological awareness learning) (PreK-1)</li> <li>•<i>Phonemic Awareness</i> by Fitzpatrick (For phonemic awareness learning) (PreK-1)</li> <li>•Shared Text for modeling and shared demonstration (i.e. trade books, big books, basal/text books, articles, Reader’s Theatre, Internet resources, etc.) (PreK-12)</li> <li>•Instructional Leveled Text (i.e. Reading A-Z, guided reading leveled texts, Internet resources, etc.) (K-12)</li> <li>•Independent Reading Resources (classroom library, library books, magazines, Internet resources, etc.)(K-12)</li> <li>•Strategy Cards (Decoding, Fluency, Comprehension) and Text Structure Posters (K-12)</li> <li>•Fry Words</li> <li>•Lifetime Words</li> <li>• Six Trait Posters (K-12)</li> </ul> <p><b><u>Optional/Highly Encouraged Resources (Instructional Resources for all areas of the Gradual Release):</u></b></p> <ul style="list-style-type: none"> <li>•Chipper Chat</li> <li>•<i>Words Their Way</i> and Spelling Inventory</li> <li>•<i>Phonics From A to Z</i> by Blevins</li> <li>•<i>Increasing Fluency</i> by Fry/Rasinski</li> <li>•Literacy website resources</li> <li>•Education City/Study Island</li> <li>•<i>Creating Robust Vocabulary</i> by Beck, McKeown, &amp; Kucan</li> <li>•<i>Writing Essentials</i> by Routman</li> <li>•<i>Units of Study for Primary Writing</i> by Calkins</li> </ul>	<p><b><u>Phonological/Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>•Chipper Chat</li> <li>•<i>Sounds in Action</i> by Zgonc</li> <li>•<i>Phonemic Awareness</i> by Fitzpatrick</li> <li>•<i>Pathways to Reading</i> (Targeted skill lessons)</li> </ul> <p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>•<i>Words Their Way</i> (Targeted word patterns)</li> <li>•<i>Pathways to Reading</i> (Targeted skill lessons)</li> <li>•<i>Animated Literacy</i></li> <li>•Reading A-Z Phonics Resources (from tubs of premade materials in elementary resource rooms)</li> <li>•Decodable Texts and Strategy Cards</li> </ul> <p><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>•<i>Read Naturally</i></li> <li>•<i>Increasing Fluency</i> by Fry/Rasinski</li> <li>•Repeated readings of independent level text and Strategy Cards</li> <li>•Reader’s Theater Resources</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>•<i>Words Their Way</i> (K-12)</li> <li>•Graphic organizers such as the Frayer Model</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>•Comprehension Strategy Cards</li> <li>•Comprehension Activities Notebook (K-5)</li> <li>•Instructional Leveled Text</li> <li>•FCRR website (all areas)</li> </ul>	<ul style="list-style-type: none"> <li>•Steck Vaughn Decodable Books (K-5)</li> <li>•<i>Read Naturally</i> (K-5)</li> <li>•<i>Pathways to Reading</i> (K-2) (Targeted skill Lessons)</li> <li>•<i>SPIRE</i> (utilizing Orton Gillingham Approach) (K-5)</li> <li>•<i>READ 180</i> (6-HS)</li> </ul>

<b>Instruction</b> (See Instructional Framework and Desired Outcomes Documents in the Curriculum, Instruction, and Assessment Notebook)	<b>Time</b>	<ul style="list-style-type: none"> <li>•<b>90 minutes for reading</b> (intentionally focused on the reading curriculum, gradual release model, and progressing students as readers—other content area standards should be embedded into the process).</li> <li>•<b>60 minutes for writing (30 min. for half-day kindergarten)</b> (a portion of the 60 minutes should intentionally focus on the writing curriculum, gradual release model, and progressing students as writers—the remaining portion of time may integrate writing in all other content areas).</li> </ul> (See Instructional Framework Guidelines)	<ul style="list-style-type: none"> <li>•30 minutes <u>in addition</u> to Tier I</li> </ul>	<ul style="list-style-type: none"> <li>•60 minutes <u>in addition</u> to Tier I (intensive intervention during Tier 2 may count as 30 minutes of this time if it is used as intensive intervention for the student)</li> </ul>
	<b>Grouping</b>	<ul style="list-style-type: none"> <li>•Grouping for instruction includes whole class, small/cooperative groups, and individual learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Groups of 3-5 students with similar needs</li> <li>•The students strategically at-risk are paired with the most qualified staff.</li> </ul>	<ul style="list-style-type: none"> <li>•Groups of 1-3 students with similar needs</li> <li>•The students intensively at-risk are paired with specialized staff.</li> </ul>
	<b>Instructional Model</b>	<ul style="list-style-type: none"> <li>•Explicit and Systematic Instruction</li> <li>• Gradual Release Model is used (Demonstration, Shared Demonstration, Guided Practice, and Independent Practice).</li> <li>•Within Guided Practice, differentiation is based on the learning needs of students within each stage of reader/writer development.</li> </ul>	<ul style="list-style-type: none"> <li>•Explicit and Systematic Instruction</li> <li>•All four areas of the Gradual Release Model are used for instruction.</li> <li>•Flexible grouping is based on needed skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Explicit and Systematic Instruction</li> <li>•All four areas of the Gradual Release Model are used for instruction with an increased emphasis on Guided Practice.</li> <li>•Orton-Gillingham approach may be applied.</li> </ul>

**\*\*Please keep in mind that our goal is prevention. As needed, we will design and redesign services and supports to match the needs of students.**

**\*\*\*Standard Protocol Interventions-A standard protocol intervention is scientifically research-based and has a high probability of producing change for large number of students. Customized Intervention-Specialized supports for the most severe learning difficulties.**



**\*Resource: <http://www.pattan.net/files/Rtl/Rtl-WhatItI.pdf>**