

Richland Parish Literacy Plan



Literacy Plan Advisory Committee

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District-wide Literacy Plan for Richland Parish School District

Mission: Richland Parish School District (RPSD) is deeply committed to providing students with a comprehensive and enriching literacy foundation to prepare them to successfully participate in a global society. Rigorous and relevant instruction in listening, speaking, reading and writing is the focus for literacy learning in all content areas and in all classrooms.

Expected outcomes for students in RPSD as aligned with state Goals are:

- By 2014 every student will meet or exceed state standards in reading and writing as measured by state assessments.
- Each year, every school will progressively increase the percentage of students meeting or exceeding the standards in reading and writing as measured by quarterly assessments.
- Each year, every student will make at least one year's progress in reading and writing as measured by district quarterly assessments and state or district annual assessments.

Literacy must be a priority K-12.

By meeting or exceeding the state standards students will:

- become critical users and producers of literacy and technology
- become self-confident critical thinkers proficient in applying literacy skills (reading, writing, and communicating) across the curriculum.

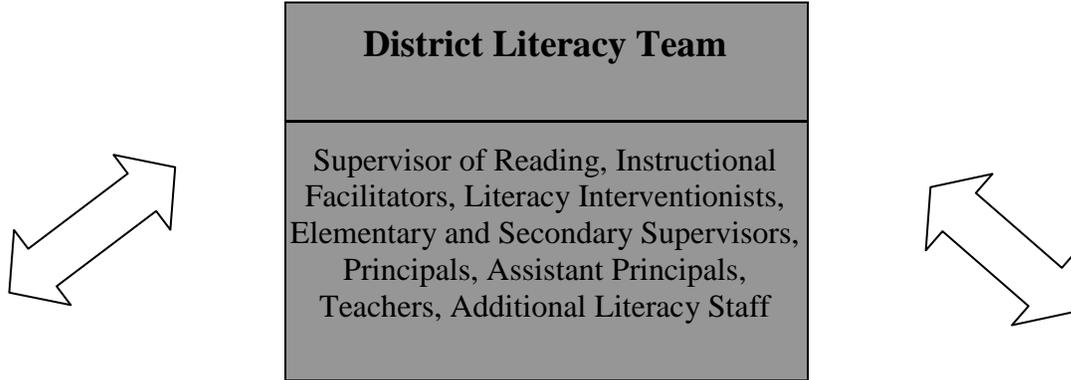
RPSD supports *consistent, high quality, long-term and in-depth professional learning* in best practices that support literacy. The district will allocate resources to ensure equitable access to effective literacy education for all students. All RPSD employees are committed to and responsible for implementation of this literacy plan. This plan will be continually reviewed and revised to promote student literacy.

The Literacy Plan contains the following components:

- **Literacy Infrastructure:** The infrastructure includes systems in place that allow for the implementation of the literacy plan. This might include time, monitoring, scheduling structure, personnel organization, professional development, etc.
- **Curriculum/Instruction**
- **Assessment**
- **Professional Development**
- **Program Evaluation**

Because each component of the school system is a lever for change, we have divided the responsibilities of the stakeholders into: District, Site and Teacher. The assumption is that instructional practice has the greatest impact on student learning and achievement and that leadership, school change, and district policy should support student learning.

1. LITERACY INFRASTRUCTURE



Advisory Groups

- Elementary Advisory
- Secondary Advisory
- K-12 Principal Advisory
- K-12 Stakeholder Advisory

School Site Implementation

- Principals/Assistant Principals, LIs, IFs, Teachers, Any Additional Literacy Staff
- K-5 Implementation
 - 6-8 Implementation
 - 9-12 Implementation

District Responsibilities:

- Create and support a District Literacy Team to monitor the systematic implementation of the Literacy Plan comprised of supervisors and administrators, instructional facilitators (IFs), literacy interventionists (LIs), literacy teachers and any additional literacy staff, such as paraprofessionals.
- Publish and distribute a District Literacy Program annual report of results to all stakeholders.
- Provide ongoing professional development to the District Literacy Team on the systematic implementation of the District Literacy Plan and on best practices for literacy development.
- Support and monitor all school sites (to ensure equity and consistency) in the attainment of literacy goals and student achievement.
- Provide written guidelines for embedding literacy opportunities and quality literacy instruction across the curriculum.
- Among K-12 teachers, provide opportunities for on-going professional development and collaboration during the school day to discuss, collaborate, and refine their literacy techniques/practices.
- Ensure the alignment of assessments, benchmarks, and standards and develop a snapshot of literacy development by grade for each school in the district.
- Seek additional funding through grants and other sources to support literacy.
- Provide opportunities to display schools' writing and literacy projects within the schools, district, and community.

School Responsibilities:

- Integrate the District Literacy Plan into each of the school's School Improvement Plans.
- Establish and maintain cross-curricular school site literacy teams (teachers, administrators, Instructional Facilitators (IFs), Literacy Interventionists (LIs), and any additional literacy staff)
- Maintain high quality school/individual classroom libraries that reflect student/language diversity.
- Ensure uninterrupted daily time to teach literacy to ALL students regardless of their educational placement.
- Ensure uninterrupted time to teach English Language Development for English Language Learners (ELLs).
- Provide ongoing professional development and collaboration among teachers to discuss, collaborate, and refine their literacy techniques/practices.
- Provide opportunities to display students' writing and literacy projects in the school environment and in the community.
- Support and monitor all teachers to ensure equity and consistency in the attainment of literacy goals and student achievement.

Teacher Responsibilities:

- Implement guidelines from the Literacy Plan in the classroom on a daily basis.
- Establish an effective literacy-learning environment which encompasses scientifically-based strategies for teaching to varied learning styles for all students.
- Provide opportunities for students to complete and design a publishable product.

2. CURRICULUM/INSTRUCTION

District Responsibilities:

- Establish priorities for the use of the adopted Louisiana Comprehensive Curriculum with a focus on established standards, curriculum, instruction, intervention, and assessment.
- Investigate and select appropriate high quality, research-based, culturally relevant instructional and intervention materials.
- Provide ongoing professional and technical assistance for the implementation and use of these materials and technologies to accomplish district literacy goals.
- Train site administrators on evaluation methodology of the literacy curriculum and instructional practices.

School Responsibilities:

- Include the literacy goals and strategies into the school improvement plan (SIP).
- Evaluate and provide feedback to teachers in relationship to the district literacy plan.
- Establish site-based literacy facilitators who will research, observe, and model effective literacy instruction.
- Provide opportunities for grade-level/departmental groups (professional learning communities – PLCGs) to meet quarterly to analyze literacy strategies, assessment data and student work.

- Provide ongoing support for the implementation and use of the literacy materials and technology to accomplish district literacy goals.

Teacher Responsibilities:

- Use research-based practices and data analysis to guide instruction, learning, make informed decisions to guide instruction, learning, and intervention.
- Analyze student data and create “snapshots” of student strengths and areas for improvement.
- Develop instruction to increase student independence in literacy across the curriculum.
- Select materials and methods to accomplish literacy goals.
- Deliver rigorous and relevant instruction that is explicit to the Louisiana content standards and the Richland Parish School Board Literacy Plan.
- Analyze literacy strategies, assessment data and student work on an ongoing basis.
- Use district literacy and technology resources to improve students’ literacy achievement and proficiency.

3. ASSESSMENT

District Responsibilities:

- Provide guidelines for the implementation of district and state assessment strategies and benchmarks.
- Provide resources for collaboration among district grade-level groups to analyze the effectiveness of various literacy approaches and strategies.
- Research assessment strategies in literacy.
- Develop effective reading benchmarks by grade-level to be implemented district wide including means for collecting pre and post data.
- Develop/refine effective writing benchmarks by grade level to be implemented District-wide including the use of writing rubrics (Leap, iLEAP, etc) and exemplars/anchor papers, with emphasis on multiple writing opportunities across the curriculum.
- Provide professional development in assessment strategies and data analysis.
- Provide benchmark data to teachers in a format that is easily understandable and usable.
- Include a proportional representation of teachers, administrators, and district personnel to evaluate the District’s Literacy assessment program annually, report results and make changes based on results.

School Responsibilities:

- Monitor, and evaluate the effective implementation of a variety of literacy assessments to inform instruction and advance achievement (including both standardized and teacher developed assessments).
- Provide time and resources for collaboration among instructional staff to analyze and/or use reading and writing assessment data.
- Collect, analyze, use, and communicate school assessment data.
- Collaborate with District Literacy Team annually to evaluate literacy assessments.
- Provide time and resources for department/grade level groups to develop and implement

common formative and summative assessments.

- Use data to evaluate how instruction is meeting all student needs and addressing learning objectives.

Teacher Responsibilities:

- Collect, analyze and use data on student literacy achievement on an ongoing basis as part of the instructional planning cycle.
- Actively participate in school and grade-level collaboration on analysis and use student data.
- Conference with students regarding literacy assessment data on a regular basis (fall, winter, spring).
- Provide frequent opportunities for student self-assessment, reflection, and goal setting.
- Work with department/grade-level team to develop and use common diagnostic, formative, and summative assessments.
- Organize student data for reporting and communicate with parents regarding student progress.
- Use methods to assess learning based on the purpose of the assessment and mastery objectives.

4. PROFESSIONAL DEVELOPMENT

District Responsibilities:

- Ensure professional development adheres to National Staff Development Council's Standards and occurs in a variety of structures.
- Provide relevant professional development aligned to curriculum, standards, and assessments in literacy instruction in all areas of the curriculum to prepare all teachers to be teachers of reading.
- Solicit teachers to participate in designing professional development for literacy instruction through District collaborative meetings.
- Coordinate and focus research-based professional development opportunities and best practices at the district level, across central office departments.
- Communicate professional development offerings to all sites and in a centralized location and on the parish Web site accessible to all.
- Support and include equitable funding or in-kind compensation for certified classroom teacher participation in literacy trainings.
- Provide sufficient resources for high-quality, and consistent professional development.
 - Provide substitutes so teachers may attend regional, district, and site trainings, collaboration meetings, coaching, classroom visits, and team meetings
 - District, regional and/or national resource personnel to support sites (web seminars, district seminars, on-site technical assistance).
 - Materials including assessment, intervention, enrichment, ESL, and core curriculum

materials are provided.

- Identify and provide a variety of professional literature to develop a repertoire to match student needs and the opportunity to use in a variety of ways (district library, study groups, independent study).
- Evaluate the professional development and its effectiveness and impact on student learning.
- Continue to research and use best-practices in professional development.
- Ensure consistency and equity of professional development implementation system wide.
- Provide professional literature and Web resources to schools on literacy instruction.
- Provide clear guidance and expectations on the role of the principal in teaching reading and literacy skills and in creating a culture of learning that also creates a context supportive of that learning; assisting teachers in understanding English acquisition
- Encourage parents to serve as role models for reading and to be positive role models for reading in the home or other environments.
- Provide proficient model sites that work with ESL students in their native language and in English.
- Ensuring that after school and 21st century learning centers provide research-based reading instruction.
- Develop a website/ document for reading interventions, literacy strategies, and best practices

School Responsibilities:

- Assess the professional development needs of the site based on the school improvement plan.
- Provide literacy professional development aligned to curriculum, standards, and assessments to all teachers based on site needs and district plan.
- Maintain and distribute a District wide online calendar to inform teachers of what will be offered for school-wide professional development.
- Establish consistency in site-based professional development by focusing on a limited number of topics each year. These areas of development will be interconnected and directly related to school improvement plans.
- Provide consistent opportunities for professional learning communities to collaborate within each school, grade levels and instructional literacy strategies.
- Evaluate the professional development and its effectiveness and impact on student learning
- All school personnel (paraprofessionals, counselors, computer techs, family liaisons, itinerants, substitute teachers, novice teachers, etc.) will be included during professional development to best support their job responsibilities and student learning if it is applicable to their roles.
- Provide collaborative opportunities to conduct non-evaluative classroom visits/walk-thru(s) in order to share and refine instructional practices.
- Provide quality in-depth professional development from the following options:
 - Study groups based on student and data needs
 - Trainer of trainer model for building capacity
 - Live or videotaped observations (Facilitate interaction/discussion)
 - Publisher provided
 - Examination of student work
 - Teacher mentoring
 - Online courses
 - Literacy experts/consultants
 - Grade level collaboration

- Cross grade level collaboration
- Teacher initiated and delivered
- Participate and present at professional Conferences/Workshops
- School improvement planning
- Examine technological resources to supplement lessons
- Book study
- Video conference call
- Visiting model schools and programs
- Developing curriculum
- Differentiated professional development opportunities are provided.
- Accountability for classroom implementation of ideas in professional development is provided by administrators.
- Collegial support and feedback on literacy instruction is provided by instructional coaches at each site.

Teacher Responsibilities:

- Establish professional development as an essential part of one's professional practice and evaluation documentation.
- Apply knowledge and implement literacy strategies learned in professional development to become teachers of reading across the curriculum.
- Continue to update knowledge and skills in literacy by participating in professional development.
- Participate and collaborate with colleagues in both formal and informal capacities.
- Conduct professional development in areas of expertise when site needs determine.

5. PROGRAM EVALUATION

- Evaluate the District Literacy instructional program annually and report results.
- Provide a mechanism for teachers to contribute feedback regarding the literacy program (instruction, curriculum, assessment). District will use data to evaluate and adjust literacy program.
- Ensure effective evaluation of the school's literacy program and prompt reporting of the results.

Infrastructure

General Timeline for Development and Implementation

2009-10

- Create K-12 District Literacy Advisory Group.
- Evaluate current practices aligned with district goals.
- Continue to refine use of benchmarks and benchmark data to inform instruction and district needs.
- Develop K-5 District Literacy Plan Implementation Guide.
- Summer Literacy incorporated into curriculum.
- Examine areas of need for continued growth.

2010—11

- Revise pacing calendar, benchmarks, and other district infrastructure documents.
- Develop 6-12 District Literacy Plan Implementation Guide.
- Compile Appendices to serve as resource guides for components of the District Literacy Plan.
- Develop professional development plan to support teachers and administrators in implementing components of the District Literacy Plan (ex., Reading Specialist courses).
- Emphasize innovative and technology driven instructional techniques for the K-12 classroom.
- Develop and offer professional learning in literacy to support the District Literacy Plan.
- Create and implement District-wide infrastructure for curriculum.
- Create Writing curriculum draft for grades K-12.
- Young Author's Contest to Celebrate and Publish Literacy.

2011-12

- Revise pacing calendar, benchmarks, and other district infrastructure documents.
- Begin Vertical Alignment curriculum for grades 6-12.
- Summer Literacy across the curriculum.
- Extensive Reading libraries for all schools (to increase materials associated with all content areas.)
- Systematic evaluation of literacy plan.

2012-13

- Revise pacing calendar, benchmarks, and other district infrastructure documents.
- Monitor innovative and technology driven instructional techniques for the K-12 classroom.
- Continue to coordinate and integrate literacy work across the district, defining quality work K-12, building coherence and alignment regarding K-12 curriculum, building a common vision of literacy K-12.

2013-2014

- Revise pacing calendar, benchmarks, and other district infrastructure documents.
- Continue innovative and technology driven instructional techniques for the K-12 classroom.
- Continue to coordinate and integrate literacy work across the district, defining quality work K-12, building coherence and alignment regarding K-12 curriculum, building a common vision of literacy K-12.

Pages 9-22 contain initial articulation of structure for the main components of the plan.

Elementary	Middle	Secondary
Grades 1-3 English Language Arts (ELA) 165 minutes a day	Grade 6 – English Language Arts (ELA) 120 minutes a day	Grades 9 – 12 1 period a day of grade level ELA instruction.
Grades 4-5 (ELA) 120 minutes a day	Grades 7 – 8 (ELA) 110 minutes a day	

Instruction, both whole group and small group should include:

- Components of effective reading
 1. phonemic awareness
 2. phonics
 3. vocabulary
 4. comprehension
 5. fluency
 6. writing
 7. research
- Vocabulary focus/word study
- Read-Alouds/HOTS
- Independent Sustained Reading
- Explicit Writing Instruction Block/Interactive Writing (ex. 4 Square and 6+1 Writing)
- Review

Interventions

Elementary	Middle	Secondary
Extra reading period for remediation and intervention of at risk students (outside the regular classroom reading period) for an additional 45 to 60 minutes for grades 1-5, using a research based program not being used in the regular education program (My Sidewalks, SRA, Headsprout, Language, Fast Forward, AR, ALS, Kids College)	Extra reading period for remediation and intervention of at risk students (outside the regular classroom reading period) for an additional 50 to 60 minutes for grades 6-8, using a research based program not being used in the regular education program (SRA, Read 180, Language, Fast Forward, AR, ALS, Kids College)	Additional period of instruction for at-risk students in grades 9-12 using a research based program other than the program being utilized in the regular education program. (Ex. SRA, Language, Read 180, ALS, and Odyssey Ware)
Literacy (reading, writing, academic language) is taught explicitly in all content areas in a context that is meaningful and relevant to all students.	Literacy (reading, writing, academic language) is taught explicitly in all content areas in a context that is meaningful and relevant to all students.	Literacy (reading, writing, academic language) is taught explicitly in all content areas in a context that is meaningful and relevant to all students.
ESL Students will receive a minimum of 30 minutes per day or 150 min. per week of the explicit English language development outside the regular ELA block.	ESL Students will receive a minimum of 30 minutes per day or 150 min. per week of the explicit English language development outside the regular ELA block.	ESL Students will receive a minimum of 30 minutes per day or 150 min. per week of the explicit English language development outside the regular ELA block

Curriculum and Programs

Richland Parish School District has selected instructional tools and curricular materials that have a scientific research base (see tables below). All teachers in pk-12 will be considered to be teachers of reading. Collaboration will occur from class to class, grade to grade, and school to school. The district chose a single core curriculum for each level, serving approximately 51.6 % (Spring 2008) of the students, bringing them to benchmark standards or above. Approximately 13.1% of the students require specialized materials in addition to, or in place of, the core curriculum to reach benchmark standards. These materials may provide a focus in a specific function of reading (i.e. – fluency, phonemic awareness) or they may change the pace and delivery of reading instruction. These supplementary materials are used when individual student assessment scores and teacher verification indicate a need for intervention. Beginning with the summer of 2009, students will receive a summer reading list. Students are to select a project to demonstrate comprehension of a book from the reading list.

In order to establish priorities in standard, curriculum, instruction, intervention, and assessment in all subject areas, Richland Parish School District will require all teachers to incorporate Louisiana ELA Standards in lessons. The District approved curriculum will stress the need for effective teaching strategies that will address interventions for students as needed. Richland Parish School District will require that all teachers create snapshots of students' strengths and areas that need improvement to guide instructional planning and enhance student instruction.

Beginning in 2008, Richland Parish School District adopted a policy to standardize the purchase of core texts as subject adoptions occur. These texts are aligned to the Louisiana Comprehensive Curriculum. The District has selected and purchased high quality, research-based culturally relevant instructional and intervention materials as can be seen in the tables below.

Richland Parish School District will provide continuous training for implementation and use of adopted materials and technology to accomplish district literacy goals in grades pk-12. Representatives from all purchased programs provide continuous training to ensure that teachers understand and use the materials effectively.

Richland Parish School District provides a two day workshop to train administrators on evaluation of literacy curriculum and instruction in grades pk-12. Additionally, all District administrators are trained to serve on DIG and LANA teams. District administrators are encouraged to attend the training provided to teachers on the use of purchased materials.

Lower Elementary Level (K-2)

Grades K-2 is the time when the focus for most students is learning to read. The core program must include explicit instruction in phonemic awareness, phonics, and fluency. Motivation levels must be maintained and a joy of reading must be shared with all students. Diagnostic reading assessment is required to identify reading areas that need to be supported as well as determine the reading interventions and instructional strategies to be applied. Richland Parish School District will use strategies and structures that are based on informative assessment and *best* instructional practices, research, and innovative thinking. Reading groups and centers should be established to enhance instruction.

Curricula:

K	1	2
<p>Core: <i>Reading Street</i>, Scott Foresman</p> <p>Supplementary: <i>Headsprout</i>(software)</p>	<p>Core: <i>Reading Street</i>, Scott Foresman</p> <p>Supplementary: <i>Accelerated Reading</i> (software) <i>Headsprout</i>(software) <i>My Sidewalks</i>, Scott Foresman <i>Kids College</i> (software)</p>	<p>Core: <i>Reading Street</i>, Scott Foresman</p> <p>Supplementary: <i>Accelerated Reading</i> (software) <i>My Sidewalks</i>, Scott Foresman <i>Kids College</i> (software)</p>

Upper Elementary (3-5)

Students at this level are beginning to move from learning to read to reading to learn. Generally their reading skills require practice for increased fluency, vocabulary development, and comprehension building. Some students may still require instruction in word attack and phonics skills, and the core program must include instruction to build vocabulary and comprehension proficiency. A substantial amount of time must be spent reading to increase fluency levels. Motivation levels must be addressed and a joy of reading must be shared with all students. Individual schools will develop an awards program for the *Accelerated Reading* program. Additional software programs include *A+LS* and *Kids College*.

Curricula:

3	4	5
<p>Core: <i>Reading Street</i>, Scott Foresman</p> <p>Supplementary: <i>A+LS</i> (software) <i>Accelerated Reader</i> (software) <i>Kids College</i> (software)</p>		

Middle School Level (6-8):

Most students at this level are now focused on reading to learn. Middle level students now should have fluency levels that allow them to keep up with required class reading across different content areas. They have also developed a strong set of skills for developing new vocabulary and understanding what they have read. Some students will require specific vocabulary and comprehension instruction as they begin to acquire knowledge from content specific texts. The core program used at this level should include instruction in further vocabulary development and comprehension proficiency. An even smaller group of students may need explicit instruction in decoding and fluency to be successful at this level. The table below indicates core and supplementary materials appropriate for grades 6-8.

Curricula:

6	7	8
Core: <i>Elements of Literature Introductory Course</i> , Holt, Rhinehart and Winston (2008)	Core: <i>Elements of Literature First Course</i> , Holt, Rhinehart and Winston (2008)	Core: <i>Elements of Literature Second Course</i> , Holt, Rhinehart and Winston (2008)
Supplementary: <i>Kids College</i> (software) <i>Accelerated Reading</i> (software) <i>A+LS</i> (software)		

High School Level (9-12)

Students at this level are putting their vocabulary and comprehension skills to work daily as they read content area texts and materials to gain new knowledge and solve more complex problems. The high school core program should continue to include instruction in vocabulary development and comprehension proficiency. A small percentage of students will continue to require explicit instruction in decoding and fluency to be successful in high school.

Curricula:

9	10	11	12
Core: <i>Elements of Literature Third Course</i> , Holt, Rhinehart and Winston (2008)	Core: <i>Elements of Literature Fourth Course</i> , Holt, Rhinehart and Winston (2008)	Core: <i>Elements of Literature Fifth Course</i> , Holt, Rhinehart and Winston (2008)	Core:

Supplementary:

A+LS (software)

Special Programs:

In K-12 students may be served by special programs as well as with the supplementary curricula described above.

Supplementary Materials/Programs

DRA Assessment– 1-3 State Mandated – DES, MES, RES, SES

DIBELS Assessment- K-3 State Mandated - HRES

DSC – Kindergarten – State Mandated

Core Basal Reading Program: Grades K-5 Scott Foresman Reading Street; Grades 6-12 Holt Elements of Literature

Intervention Programs: My Sidewalks – Scott Foresman ; IDEA Intervention – SRA;

Other programs: A+LS, Accelerated Reading (AR)

Other Resources:

Multi-sensory programs recommended by state for At-Risk Readers: Language!, Sounds & Letters, Project Read Comprehension

Special needs multi-sensory programs: SRA, McCracken Spelling, Telian Multisensory Mnemonic Letter Card

Instructional Practices

K-12

Reading instruction is research based and includes the following:

- The LA comprehensive curriculum guides all instruction
- Incorporate literacy strategies which allow students to become independent, self directed readers with vocabulary, fluency, and comprehension skills
- All teachers are teachers of reading, creating a cross curricular literacy connection
- Differentiated instruction based on assessment results from formative/summative assessments: DRA (1-3), DIBELS (K-3), Snapshots, Baseline, Brigance, previous LEAP)
- Literacy resources are available and specific to units of study
- Literacy strategies will be implemented for all ELLs and SPED-ELLs
- Individualized instruction promotes students demonstration of GLE competencies
- Variety of reading experiences (self-selected, small group, whole group)
- Diverse and relevant writing experiences are provided
- Positive classroom climate supports literacy
- Student engaged in meaningful learning activities
- Technology rich instruction that supports literacy development
- Large Group Instruction
 - Driven by Literacy Strategies
 - Explicit & focused
 - Linked to the GLE's
 - Teacher directed
 - Cooperative Learning
- Small Group Instruction
 - Guided reading that supports individual skill development
 - Differentiated instruction (meaningful engaged learning)
 - Explicit instruction targeting individual needs
 - Teacher-directed and self-directed learning centers
 - Adjustable lesson design
- Individual
 - Independent Reading

Comprehensive Curriculum Literacy Strategies

<i>Literacy Goal</i>	<i>Students will use reading and writing strategies to enhance learning in all classes.</i>
<u>Literacy Strategies</u> (contained in comprehensive curriculum)	Brief Definition
<u>BrainStorming</u>	Students quickly and freely generate ideas and lists.
<u>DR-TA -Directed Reading-Thinking Activity</u>	Students make predictions before reading, and then check during and after reading.
<u>GISTing</u>	Students summarize and paraphrase essential information.
<u>Graphic Organizer</u>	Students create or complete visual displays to organize information. Examples include: flowcharts, semantic maps, t-charts, webs, KWL charts, and Venn diagrams.
<u>Learning Logs</u>	Students record ideas, questions, reactions, reflections, or summarize newly learned content in some type of binder or notebook.
<u>Opinionnaire/Anticipation Guide</u>	In the opinionnaire, students take a position and defend it. In the anticipation, guide students give a list of statements in a response to a topic before and after reading.
<u>Professor Know-It-All</u>	This is a review strategy that places the student in the position of “expert” on the topic to inform their peers.
<u>Process Guide</u>	As students progress through information sources about content area topic, a process guide can help scaffold students' comprehension to prompt higher order thinking skills.
<u>Questioning the Author</u>	Students should be encouraged to ask questions of authors as they read to construct meaning of text.
<u>RAFT Writing</u>	After students have acquired new content knowledge they need the opportunity to rework, apply, and extend their understanding.
<u>Reciprocal Teaching</u>	The teacher models and the students use summarizing, questioning, clarifying, and predicting to better understand content text.
<u>SPAWN writing</u>	The Five Categories for writing prompts are: Special Powers, Problem Solving, Alternative Viewpoints,

<i>Literacy Goal</i>	<i>Students will use reading and writing strategies to enhance learning in all classes.</i>
	What If, and Next.
<u>Split-Page Notetaking</u>	Students create an organized system of taking notes that facilitates meaningful reading and listening.
<u>SQPL -Student Questions for Purposeful Learning</u>	Students ask and answer their own questions about content to provide a purpose to reading.
<u>Story Chains</u>	Small group of students write a story using the information and concepts learned that include a beginning, middle and end.
<u>Vocabulary Cards</u>	Students write on an index cards with new vocabulary or concept in the middle of the card and on each corner is the definition, characteristics, example, and illustration.
<u>Vocabulary Self-Awareness</u>	Students can assess how well they understand the content vocabulary by completing a vocabulary chart. Revisit the chart to add new information and update their growing knowledge about key vocabulary.
<u>Word Grid</u>	A visual technique that uses a grid that allows students to analyze the similarities and differences of key features.

Literacy Strategies

<i>Literacy Goal</i>	<i>Students will use reading and writing strategies to enhance learning in all classes.</i>
Literacy Strategies (sources are with each title)	Brief Definition
<u>Circle of Life</u>	Students divide a circle to represent what they have learned in Math (or any subject) in the years prior
<u>Determining Importance*</u>	A learning method for helping learners decide what is most important about what they are reading. <u>Graphic Organizer</u>
<u>Exit Slips*</u>	An Exit Slip requires students to answer questions asked at the end of class. <u>Example Exit Slips</u>
<u>Math Gallery Walk*</u>	The teacher posts words problems. Students walk around and choose a problem to work on for that month.
<u>Jigsaw</u>	A type of cooperative learning where students become “experts” on a topic and then return to their group to teach the others.
<u>Quick Writes*</u>	Teacher asks students to quickly write the answer to a question about the current topic. S/He then collects the papers to determine students’ prior knowledge.
<u>Read, Cover, Remember, Retell</u>	Read only as much as your hand can cover. Cover what you have read, retell as much as you can remember. It is ok to look again.
<u>R.E.S.T.</u>	Record, Edit, Synthesis, Think
<u>RRI (Rapid Retrieval of Information)*</u>	The teacher prepares a list of tasks for including higher order thinking skills based on the material being read. The teacher presents the questions orally, and students must find the place in the book that answers the questions.
<u>T.A.P.P.S</u>	<u>Thinking Aloud Paired Problem Solving</u>
<u>T.O.A.S.T*</u>	<u>Test, Organize, Anchor, Say, Test</u>

<i>Literacy Goal</i>	<i>Students will use reading and writing strategies to enhance learning in all classes.</i>

Assessment

GRADE	Assessment	Schedule	Purpose
K	DSC	Entering K	Diagnostic Screening
	-----	-----	-----
	Baseline(SF)	Fall	Group for Instruction
	-----	-----	-----
	Skills Assessment Checks	Each 6 weeks	Mastery of skills (individual growth)
-----	-----	-----	
Fluency checks/Phonemic Awareness	6 times a year(end of each unit)	Monitor Fluency and Phonemic Awareness	
-----	-----	-----	
End of Year Assessment (SF)	April/May	Determine growth	
1 and 2	Baseline (SF)	Entering 1 st or 2 nd grade	Group for Instruction
	-----	-----	-----
	DRA/DIBELS	Fall	Diagnostic/Reading Levels
	-----	-----	-----
	Benchmark Tests, Fluency, Running Records, Phonemic Awareness, if needed	Each Unit	Monitor reading skills
-----	-----	-----	
DRA/DIBELS	Spring	Determine Growth	
-----	-----	-----	
End of Year Assessment (SF)	April/May	Determine Growth	
3	Baseline (SF)	Entering 3 rd grade	Group for Instruction
	-----	-----	-----
	DRA/DIBELS	Fall	Diagnostic/Reading Levels
	-----	-----	-----
	Running Records, Phonemic Awareness if needed, Fluency	Each Unit	Monitor reading skills
	-----	-----	-----
iLEAP	April	Criterion Ref. State Test	
-----	-----	-----	
DRA/DIBELS	Spring	Determine Growth	
-----	-----	-----	
End of Year Assessment (SF)	April/May	Determine Growth	
4	Baseline (SF)	Entering 4 th grade	Group for Instruction
	-----	-----	-----

	<p>DRA for at-risk students</p> <hr/> <p>Running Records, Phonemic Awareness if needed, Fluency</p> <hr/> <p>LEAP</p> <hr/> <p>End of Year Assessment (SF)</p>	<p>Periodically</p> <hr/> <p>Each Unit</p> <hr/> <p>April</p> <hr/> <p>April/May</p>	<p>Diagnostic/Reading Levels</p> <hr/> <p>Monitor reading skills</p> <hr/> <p>Criterion Ref. State Test</p> <hr/> <p>Determine Growth</p>
5	<p>Baseline (SF)</p> <hr/> <p>DRA for at-risk students</p> <hr/> <p>Running Records, Phonemic Awareness if needed, Fluency</p> <hr/> <p>iLEAP</p> <hr/> <p>End of Year Assessment (SF)</p>	<p>Entering 3rd grade</p> <hr/> <p>Periodically</p> <hr/> <p>Each Unit</p> <hr/> <p>April</p> <hr/> <p>April/May</p>	<p>Group for Instruction</p> <hr/> <p>Diagnostic/Reading Levels</p> <hr/> <p>Monitor reading skills</p> <hr/> <p>Criterion Ref. State Test</p> <hr/> <p>Determine Growth</p>
K-5 at risk of failing to read (At-risk is defined as scoring below 60 on the SF baseline or below level on DRA or Strategic or below on the DIBELS)	<p>In addition to grade-level assessments, monitoring will be more frequent for at-risk students.</p> <ul style="list-style-type: none"> • Provide intervention programs for Tier III instruction <hr/> <ul style="list-style-type: none"> • Chart student progress (fluency, reading levels, and/or phonemic awareness) 	<p>Every 3 weeks</p> <hr/> <p>Weekly</p>	<p>Determine Growth</p> <hr/> <p>Student progress and needs</p>
6-7	<p>Baseline (Holt Entry Level Test)</p> <hr/> <p>GLE progress (EAGLE)</p> <hr/> <p>iLEAP</p> <hr/> <p>Holt End of Year Test</p>	<p>Entering grade</p> <hr/> <p>Quarterly (Nov. 15th, Jan. 30th, March 30th)</p> <hr/> <p>April</p> <hr/> <p>April/May</p>	<p>Group for Instruction</p> <hr/> <p>Student progress and needs</p> <hr/> <p>Criterion Ref. State Test</p> <hr/> <p>Determine Growth</p>

8	<p>Baseline (Holt Entry Level Test)</p> <hr/> <p>GLE progress (EAGLE)</p> <hr/> <p>LEAP</p> <hr/> <p>Holt End of Year Test</p>	<p>Entering grade</p> <hr/> <p>Quarterly (Nov. 15th, Jan. 30th, March 30th)</p> <hr/> <p>April</p> <hr/> <p>April/May</p>	<p>Group for Instruction</p> <hr/> <p>Student progress and needs</p> <hr/> <p>Criterion Ref. State Test</p> <hr/> <p>Determine Growth</p>
6-8 at risk of failing to read (Determination of at-risk can be determined by using literacy matrix)	<p>In addition to grade-level assessments, monitoring will be more frequent for at-risk students.</p> <ul style="list-style-type: none"> • Provide intervention programs for Tier III instruction (flexible schedule) <hr/> <ul style="list-style-type: none"> • Chart student progress (fluency, reading levels, and/or phonemic awareness) 	<p>Every 3 weeks</p> <hr/> <p>Weekly</p>	<p>Determine Growth</p> <hr/> <p>Student progress and needs</p>
9	<p>Baseline (Holt Entry Level Test)</p> <hr/> <p>GLE progress (EAGLE)</p> <hr/> <p>iLEAP</p> <hr/> <p>Holt End of Year Test</p>	<p>Entering grade</p> <hr/> <p>Quarterly(Nov. 15th, Jan. 30th, March 30th)</p> <hr/> <p>April</p> <hr/> <p>April/May</p>	<p>Group for Instruction</p> <hr/> <p>Student progress and needs</p> <hr/> <p>Criterion Ref. State Test</p> <hr/> <p>Determine Growth</p>
10	<p>Baseline (Holt Entry Level Test)</p> <hr/> <p>GLE progress (EAGLE)</p> <hr/> <p>GEE</p>	<p>Entering grade</p> <hr/> <p>Quarterly (Nov. 15th, Jan. 30th, March 30th)</p> <hr/> <p>April</p>	<p>Group for Instruction</p> <hr/> <p>Student progress and needs</p> <hr/> <p>Criterion Ref. State Test</p>

	Holt End of Year Test	April/May	Determine Growth
11-12	Baseline (Holt Entry Level Test) ----- GLE progress (EAGLE) ----- Holt End of Year Test	Entering grade ----- Quarterly (Nov. 15 th , Jan. 30 th , March 30 th) ----- April/May	Group for Instruction ----- Student progress and needs ----- Determine Growth
9-12 at risk of failing to read (Determination of at-risk can be determined by using literacy matrix)	In addition to grade-level assessments, monitoring will be more frequent for at-risk students. <ul style="list-style-type: none"> • Provide intervention programs for Tier III instruction (flexible schedule) ----- <ul style="list-style-type: none"> • Chart student progress (fluency, reading levels, and/or phonemic awareness) 	Every 3 weeks ----- Weekly	Determine Growth ----- Student progress and needs

*As End of Course Testing (EOC) becomes relevant for ELA high school credits, this information will be added as a factor in determining student growth.

Informal assessments should be regular and ongoing to inform the teacher and the student of areas for improvement. Informal assessments include, but are not limited to:

- Teacher observation of student practice and application of skills and strategies
- “Running Records” of errors made during oral reading to the teacher
- Anecdotal records, checklists, forms done by the teacher on student performance
- Portfolio of student work over time
- Standards-based reports
- Teacher developed assessments
- Textbook content Assessments

Appendix

Elementary	Middle	High
<i>Reading Strategies for Content Areas</i> by: Sue Beers	<i>Reading Strategies for Content Areas</i> by: Sue Beers	<i>Reading Strategies for Content Areas</i> by: Sue Beers
<i>The Yellow Brick Road</i> by Janet Allen	<i>The Yellow Brick Road</i> by Janet Allen	<i>The Yellow Brick Road</i> by Janet Allen
<i>Words, Words, Words</i> by Janet Allen	<i>Words, Words, Words</i> by Janet Allen	<i>Words, Words, Words</i> by Janet Allen
<i>Bringing Words To Life</i> by: Isabel L. Beck	<i>Bringing Words To Life</i> by: Isabel L. Beck	<i>Bringing Words To Life</i> by: Isabel L. Beck
<i>Differentiation Through Learning Styles and Memory</i> by: Marilee Sprenger	<i>Differentiation Through Learning Styles and Memory</i> by: Marilee Sprenger	<i>Differentiation Through Learning Styles and Memory</i> by: Marilee Sprenger
<i>How To Teach Reading When You're Not a Reading Teacher</i> by: Dr. Sharon H. Faber	<i>How To Teach Reading When You're Not a Reading Teacher</i> by: Dr. Sharon H. Faber	<i>How To Teach Reading When You're Not a Reading Teacher</i> by: Dr. Sharon H. Faber
<i>What Successful Literacy Teachers Do</i> by: Neal A. Glasgow and Thomas S. C. Farrell	<i>Differentiated Instruction – a Guide For Middle and High School Teachers</i> by: Amy Benjamin	<i>Differentiated Instruction – a Guide For Middle and High School Teachers</i> by: Amy Benjamin

<i>Making The Most of Small Groups – Differences for All</i> by: Debbie Diller	<i>Differentiated Assessment – For Middle and High School Classrooms</i> by: Deborah Blaz	<i>Differentiated Assessment – For Middle and High School Classrooms</i> by: Deborah Blaz
	<i>But I’m Not A Reading Teacher: Strategies for Literacy Instruction in the Content Areas</i> by: Amy Benjamin	<i>But I’m Not A Reading Teacher: Strategies for Literacy Instruction in the Content Areas</i> by: Amy Benjamin
	<i>Best Practices for Teaching Reading</i> by: Randi Stone	<i>Best Practices for Teaching Reading</i> by: Randi Stone
	<i>Inside Words</i> by: Janet Allen	<i>Inside Words</i> by: Janet Allen
	<i>What Successful Literacy Teachers Do</i> by: Neal A. Glasgow and Thomas S. C. Farrell	

Suggested Summer Reading Book List for Teachers and Administrators

Book List

Summer Reading

1. *My Stroke of Insight*, by Jill Bolte Taylor, (2006)
2. *No Challenge Left Behind*, by Paul Houston, (2008)
3. *Schools That Change*, by Lew Smith, (2008)
4. *The Daily 5*, by Boushey & Moser, (2006)
5. *The Global Achievement Gap*, by Tony Wagner, (2008)
6. *The Necessary Revolution*, by Peter Senge, (2008)
7. *The Six Secrets of Change*, by Michael Fullan, (2008)
8. *Bringing the District Back In*, by Mac Iver & Farley-Ripple, (2008)

Top 20 Book List

(Alphabetical by Title)

1. *A Whole New Mind*, by Daniel Pink, (2006)
2. *Boy Writers*, by Ralph Fletcher, (2006)
3. *Building Background Knowledge*, by Robert Marzano, (2004)
4. *Change Leadership*, by Tony Wagner, (2006)
5. *Finding Our Way*, by Margaret Wheatley, (2005)
6. *Firms of Endearment*, by Sisodia, Sheth & Wolfe, (2007)
7. *I Read It But I Don't Get It*, by Cris Tovani, (2000)
8. *Just This Side of Normal*, by Elizabeth Gerlach, (1999)
9. *Leadership on the Line*, by Heifetz & Linsky, (2002)
10. *MicroTrends*, by Mark Penn, (2007)
11. *Millenials Rising*, by Howe & Strauss, (2000)
12. *On Common Ground*, by DuFour, Eaker, et al., (2005)
13. *Out-of-the-Box Leadership*, by Paul Houston, (2006)
14. *Reading Reasons*, by Kelly Gallagher, (2003)
15. *Savage Inequalities*, by Jonathan Kozol, (1991)
16. *Sustainable Leadership*, by Hargreaves & Fink, (2006)
17. *Teach With Your Heart*, by Erin Gruwell, (2007)
18. *The Knowing-Doing Gap*, by Pfeffer & Sutton, (2000)
19. *The World Is Flat*, by Thomas Friedman, (2005)
20. *Whatever It Takes*, by Rick DuFour, (2004)

<http://www.slane.k12.or.us/departments/superintendent/book-list>

Richland Parish
Summer Reading List

Elementary 1-5

Students should choose **one** of the books and read for his/her designated grade level before school starts in the fall and complete **one** activity to demonstrate comprehension.

Entering 1st Grade in the fall

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss

Goodnight Moon by Margaret Wise Brown

Corduroy by Don Freeman

Entering 2nd Grade

Amelia Bedelia by Peggy Parish

Mike Mulligan and His Steam Shovel by Virginia Lee Burton

Leo the Late Bloomer by Robert Kraus

Entering 3rd Grade

Junie B. Jones and The Stupid Smelly Bus by Barbara Park

Freckle Juice by Judy Blume

Sylvestor and the Magic Pebble by William Steig

Entering 4th Grade

Beezus and Ramona by Beverly Cleary

Crow Boy by Taro Yashima

Harry the Dirty Dog by Gene Zion

Entering 5th Grade

Number the Stars by Lois Lowery

The Matchlock Gun by Walter Edmonds

Harriet the Spy by Louise Fitzhugh

The Secret Life of Hubie Hartzel by Susan Rowan Masters

Mississippi Bridge by Mildred Taylor

Choose **one** of the following activities to complete:

1. Design a poster about a scene in your book.
2. Create a new book jacket design.
3. Write a poem about the plot or main character in the story.
4. Write a letter to the character.
5. Write a letter to the author.
6. Create a model of a scene using shoe box or diorama.
7. Create a news report describing events in the story.
8. Research and write about the setting of the story.

Junior High 6-8

Students should choose **one** of the books and read for his/her designated grade level before school starts in the fall and complete **one** activity from the list to demonstrate comprehension.

Entering 6th Grade

Bud, Not Buddy by Christopher Paul Curtis

Magician's Nephew by C.S. Lewis

From the Mixed-up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg

Taking Sides by Gary Soto

Sammy Keyes and the Hotel Thief by Wendelin Van Draanen

Maniac McGee by Jerry Spinelli

Entering 7th Grade

The Voyages of Doctor Doolittle by Hugh Lofting

Catherine Called Birdy by Karen Cushman

Rascal by North Sterling

Island of the Blue Dolphins by Scott O'Dell

A Wrinkle in Time by Madeleine L'Engle

The House of Dies Drear by Virginia Hamilton

Souder by William H. Armstrong

Dogsong by Gary Paulsen

Surviving the Applewhites by Stephanie S. Tolan

Entering 8th Grade

The Giver by Lois Lowery

Fahrenheit 451 by Ray Bradbury

Awakening by Robin Wasserman (Series Chasing Yesterday)

A Gathering of Days by Joan W. Blos

The Pigman by Paul Zindel *Johnny Tremain* by Ester Forbes

The Adventure of Tom Sawyer by Samuel Clemens – <http://www.enotes.com/tom-sawyer-text>

Jacob Have I Loved by Katherin Paterson

Dragonwings by Laurence Yep

Little Women by Louisa May Alcott

Holes by Louis Sachar

Choose **one** of the following activities to complete:

1. Create a children's book. Turn the novel you read into a children's story by retelling the plot in a simple way that a young child could understand. Create colorful illustrations for your story.
2. Rewrite a scene that could have happened in the book you read. Write in the same style as the author. Also, explain why you made the changes you did and how they would have affected the ending.
3. Rewrite the ending to the book you read. On a separate page describe the original ending and the changes you made and explain why you made these changes.
4. Create a test for the book. Include a variety of types of questions such true/false, multiple choice, matching, short answer, and essay. You need fifty questions and at least one should be an essay. Write directions for each section of your test. Attach a completed answer key.
5. Create a model of the setting of the story. Create your model in either a large box, or on a piece of cardboard. Make it realistic and include details. On a piece of paper, write at least a one page description of the setting and its significance to the rest of the story.
6. Create a comic book based on the novel you read. Retell the story using dialog and descriptions of the setting and character. Put your writing in bubbles. Create colorful illustrations that help tell the story. The comic book should retell the story and it will need to be at least 6 to 8 pages long.

Summer Reading List
High School 9-12

Students should choose **one** of the books and read for his/her designated grade level before school starts in the fall and complete **one** activity from the list to demonstrate comprehension.

Entering 9th Grade

The Red Badge of Courage by Stephen Crane

Tom Sawyer by Mark Twain

A Town Like Alice by Nevil Shute

The Pearl by John Steinbeck (RHS) <http://www.scribd.com/doc/8703693/The-Pearl-John-Steinbeck>

Entering 10th Grade

To Kill a Mockingbird by Harper Lee

I Know Why the Caged Bird Sings by Maya Angelou

The Once and Future King by T. H. White

The Call of the Wild by Jack London (RHS) <http://london.sonoma.edu/Writings/CallOfTheWild/>

Entering 11th Grade

The Pearl by John Steinbeck

Brave New World by Aldous Huxley

The Scarlett Letter by Nathaniel Hawthorne

The Adventures of Tom Sawyer by Mark Twain (RHS) <http://www.enotes.com/tom-sawyer-text>

Entering 12th Grade

Lord of the Flies by William Golding

The Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Brontë

The Picture of Dorian Gray by Oscar Wilde (RHS) <http://upword.com/wilde/dorgray.html>

Choose **one** of the following activities to complete:

1. Create a web page about the plot.
2. Create a power point describing major events in the novel (Must be at least 10 pages).
3. Design a brochure based upon the setting and events in the story.
4. Create a list of major events that occurred from the beginning to end and then organize them in a time line. The events should be in the actual order that they took place in real life. (The book may not have been written in chronological order) If dates are not possible, you may use seasons for the event.
5. Create a diary of one of the main characters from the novel you read from his/her point of view that reveals all the major events in his/her life as well as the character's feelings about these events including his/her hopes, dreams, problems, concerns and frustrations.
6. Create a script and video tape a TV talk show like Ricki Lake, Oprah, or Montel Williams, only you are the host. Develop a "controversial" topic (it Must have a "G" rating) and gather your friends and family to take on these roles and tape the show "live" on video. You are required to write a script and make sure each person who is in your video has a copy to study. Turn the script in with the videotape.
7. Create a scrapbook for one of the main characters that reflects the many events that occur to him or her in the novel you read. You can include photographs, letters, post cards, telegrams, a family tree, newspaper article clippings, or memorable items. If you include objects or photographs, be sure to write captions below describing what they are or what's going on and their significance to the character.