

# K-3 Literacy: Putting it all Together



## Teaching Students

### Tier I: The Literacy Block

All K-3 classrooms should implement the daily, 90 minute research-based, literacy block that aligns to the framework developed by the Early Childhood team for all K-3 students to ensure that all students have access to grade level standards content through developmentally appropriate, evidence based strategies. The K-3 classrooms should facilitate differentiated learning environments that incorporate the strategies identified to lead students through explicit reading, writing and word study instruction so that they are engaged in shared practice moving towards independent work. The literacy block framework outlines the specific strategies to use and it also provides a list of supported resources that align well to the identified expectations and Ohio's Learning Standards. Additional resources and recommendations can be made upon request.

### Tier II: Targeted, Small Group Intervention

All K-3 classrooms should develop a schedule and structure for providing intervention for students who are deemed as 'off-track' in reading. Intervention should take place for a minimum of 3, 25-30 minute blocks in addition to the literacy (tier I) instruction. Intervention should be in a small group setting with no more than 4 students. The intervention should be intensive, systematic and specifically targeted towards the areas of reading deficit identified through the analysis of assessments. Research based strategies and resources should be used to provide the interventions to students who are off track in reading. A comprehensive list of resources is provided within the Literacy Block Framework. Schools that use Leveled Literacy Intervention materials should make sure to use these tools during this tier II intervention time for at risk readers.

### Tier III:

### Intensive Intervention Support

K-3 classrooms have access to different resources and tools for tier III intervention support. Tier III intervention should be systematic, intense, focused and targeted toward individual students or groups of two at the most. Schools that have Reading Recovery Teachers will be using Reading Recovery as a tier III intervention strategy for first grade students who are at risk in the area of reading. There are other options to provide tier III support for students. Selected resources and strategies should align to the theory and practice outlined in the CMSD Literacy Framework. Group size, ratio and strategically focused instruction are used to intensify the interventions.



# Tracking Student Progress

## Universal Screening/Benchmark Assessment

CMSD uses a variety of assessment tools and two universal screening measures to benchmark student performance around reading. NWEA is used three times a year for select grades (please see updated assessment calendar for grades that administer NWEA). NWEA reports can and should be used to guide instructional planning as well as Reading Improvement and Monitoring Plan (RIMP) identification in grades 1-3 through the analysis of fall data each year. Kindergarten uses the Kindergarten Readiness Assessment (KRA) data to identify off track readers who need a RIMP in Kindergarten. The Language and Literacy score from the KRA is used to determine who needs intervention and RIMP tracking support in K each fall. Grade Three also uses the Ohio State Test results to identify students who need intervention and monitoring support through a RIMP. These results are usually provided to the District during the second week of December each school year. aimswebPlus is used as a universal screener in reading for grades K-3 and it is administered in the fall, winter and spring each year. The aimswebPlus tool is used to create electronic RIMPs for all students who are off track. Because of this, all students must be screened using the tool in K-3 during universal screening assessment windows.

## Progress Monitoring

aimswebPlus serves as the progress monitoring tool in K-3. Once all students are screened, the teacher is able to set up RIMPs for the off track students within the aimswebPlus system. Each teacher needs to use the data/Teacher Based Team Process to identify areas of reading deficit for each child. Using this information, a prescriptive, targeted, systematic intervention plan must be created for those students. Teachers can create the plan in the system identifying the strategies and duration of the intervention dosage. Each child who is off track in reading in K-3 must be progress monitored bi-weekly using the aimswebPlus system. This data is extracted and reported to the Ohio Department of Education and it fulfills a portion of the compliance requirement for K-3 Literacy and The Third Grade Reading Guarantee. K-3 classrooms should also use formative assessments to monitor student progress and for instructional planning purposes. The formative assessments may be a combination of teacher created tools as well as curriculum and publisher resources. Formative assessments must not replicate benchmark assessments but they should be embedded into instruction and not disrupt the flow of the instructional day.

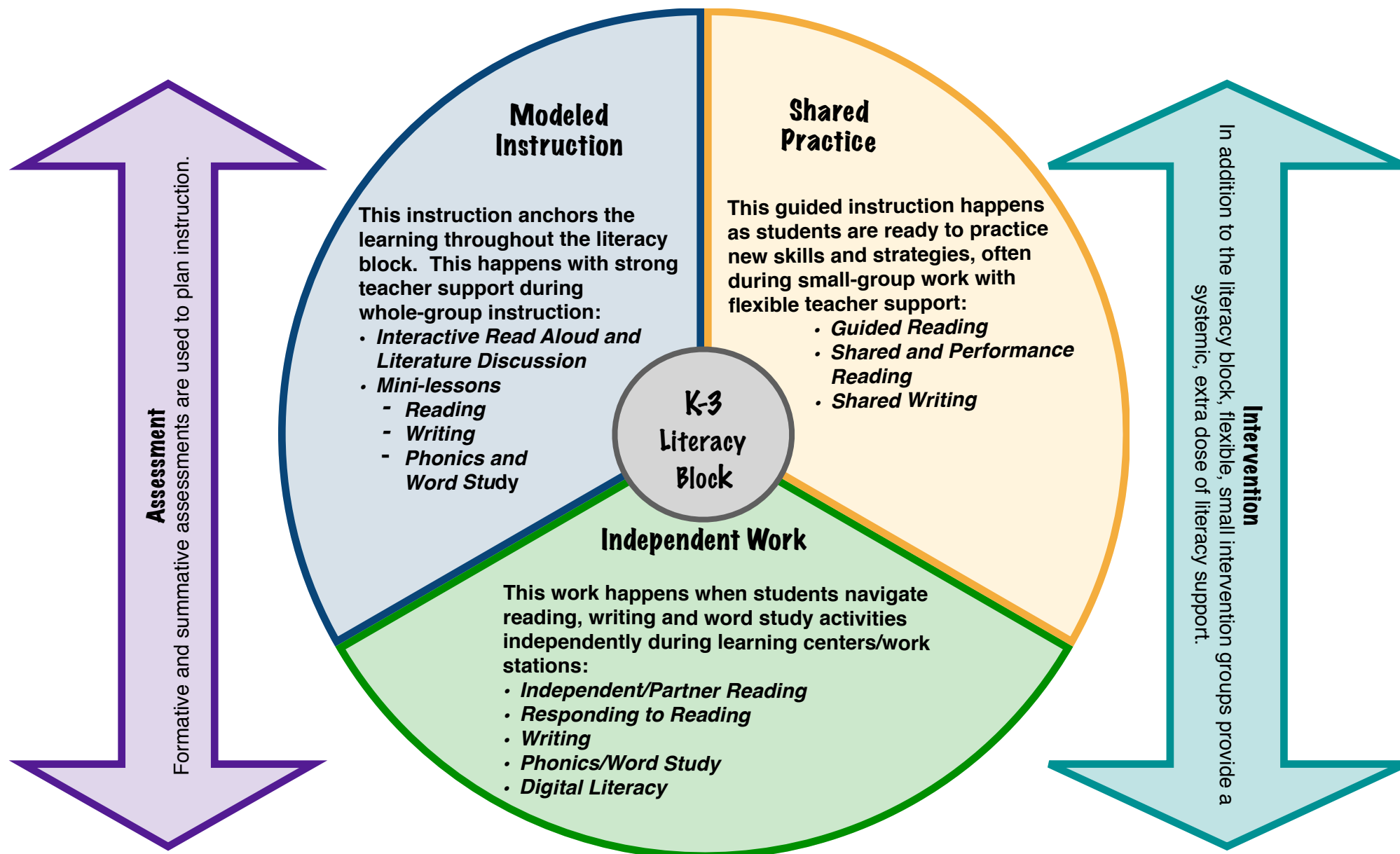
## The Teacher Based Team Process in K-3

The TBT form for K-3 uses aimswebPlus progress monitoring data for Step 1 and Step 5 data in order to focus the conversation around reading foundational skills. Any schools implementing the TBT process have all students set up to be monitored with TBT listed in the intervention column. Students being monitored for TBT only need progress monitoring at the beginning / end of the 5 step process. Students monitored for RIMP purposes need to have an intervention code listed in the intervention assignment column and it is required that they are monitored every two weeks to be in compliance with TGRG guidelines. The revised forms are required in K-3 for any school implementing the TBT process in CMSD. This form has been revised in collaboration with the State Support Team, Cleveland Teachers Union, and the Office of Early Childhood.



# CMSD K-3 Literacy Framework

These are the recommended daily components of an effective K-3 literacy block. These practices support teachers & leaders in designing instruction that leads students in **explicit reading, writing & word study instruction** so that students can engage in **shared practice** and move towards **independent work**. Early Childhood Professional Learning will be aligned to this framework.



# Modeled Instruction

## (Daily teacher-led whole group instruction)

Teacher gathers students in **close proximity** in a designated whole group meeting area. Teacher **explicitly models a skill or strategy** using exemplar, **grade-level appropriate text** that is purposefully selected. Resources should include a combination of narrative, informational and expository texts that contain grade-level specific vocabulary across content areas. The teacher models how to use the skill or strategy using “think-alouds” to help students construct meaning during the demonstration. Higher order, authentic questions are included to stimulate discussions and learning. Modeled instruction prepares students to work independently.

\*\*\*Time spent in whole group activities should not exceed 40% of the literacy block\*\*\*

### Interactive Read Aloud & Literature Discussion

Teacher intentionally chooses a text and reads it aloud, includes opportunities for discussion and deepening comprehension (including retelling & summarizing but also inferring, synthesizing and analyzing), and shares the joy and engagement of book experiences.

\*\*\*Recommended Duration:  
10-20 min.

#### Students are:

- actively listening to teachers
- using discussion techniques (turn & talk, fishbowl, think pair share, jigsaw)
- sharing their thinking
- responding to grade level questions use grade level vocabulary

### Phonics and Word Study Mini Lesson

Teacher models the relationships of letters to sounds, as well as the structure and meaning of words, to help students in reading and writing.

\*\*\*Recommended Duration:  
10-20 min.

#### Students are:

- manipulating sounds, breaking apart words and making different words using their sound/pattern knowledge
- working with magnetic letters, whiteboards, letter tiles and sound boxes to build words
- practicing high-frequency words within decodable texts
- recognizing and using concept words

### Writing Mini Lesson

Aspects of craft, conventions, and process are explicitly taught and modeled. Teacher demonstrates examples of a variety of genres, written for varying purposes and audiences.

\*\*\*Recommended Duration:  
10-20 min.

#### Students are:

- participating in interactive writing experiences
- learning from mentor texts
- recording new ideas to apply to their own writing

# Shared Practice

## (Daily small group instruction in groups of 3-5 students)

Teacher provides intentional instructional support to help students process and understand text across content areas through writing, fluency, comprehension and vocabulary development. Differentiated learning experiences are designed to responsively support students' instructional needs based on content, process and product.

### Guided Reading

A teacher forms groups of readers at similar levels and enables students to read with effective processing and learn how to efficiently problem-solve by reading a text that is just the right fit-not too easy and not too hard. Teaching is explicit with opportunity to practice built into the lesson; groups are dynamic and should change over the year, as students grow.

Recommended Frequency:

*below level groups: 4-5 times/week*

*on level groups: 3-4 times/week*

*above level groups: 2-3 times/*

#### Students are:

- reading books on their instructional level
- practicing decoding, vocabulary, comprehension skills and fluent reading
- talking to deepen comprehension
- self-correcting and monitoring

**Dependent upon student need, guided reading may occasionally be substituted or enriched with any of the following:**

#### Strategy Groups

Similar to guided reading, the teacher forms a small group, but rather than being at similar levels, readers are working on a similar skill (inference, analyzing) through a text-based experience. Like guided reading, teaching is explicit, practice is built-in, and groups are dynamic.

#### Shared Reading

Teacher carefully chooses a text and students and teachers are able to read it together -- students see the text projected or have a copy, and are able to join in on subsequent readings. Supports early print concepts (especially in K/1st) and models rich content & complexity (especially in 2nd/3rd).

#### Shared Writing

At the whole group meeting area, students and teachers gather for demonstration and shared writing opportunities to support students in seeing and "sharing the pen" as they develop craft, apply conventions, use technology and communicate for a variety of audiences and purposes.



# Independent Work

## (Daily opportunities for students to practice meaningful work on their own)

Students receive explicit instruction on managing choice, problem-solving and building stamina around independent learning opportunities. Activities are organized around clear routines & are strategically designed to provide scaffolding, ensuring that students are engaged in meaningful learning experiences with appropriate levels of rigor. Differentiated practices should integrate grade-level content standards and vary through process, content and/or product.

## Learning Centers/Work Stations

Centers have appropriate materials to enable children to explore and work independently (as individuals, with partners, or in small groups) as active learners. Centers are task-oriented and there are clear expectations; the most productive centers involve open-ended inquiry.

*Recommended Frequency: Daily*

### Independent/ Partner Reading

Self-selection of reading materials that students can read with understanding, practice skills, grow fluency and experience the joy of reading.

Students are:

- reading self-selected books at their independent reading level
- reading with and to partners, taking time to talk about their thinking

### Phonics/ Word Study

Independent practice of the strategies learned during phonics/word study lessons.

Students are:

- working on phonics and word study activities from their instructional word list
- manipulating words and sounds in meaningful differentiated activities

### Digital Literacy

Reinforce demonstrated teaching through the use of diverse technology tools for tasks ranging from basic technology functions to more complex tasks.

Students are:

- using tech skills to create presentations, books & multi-media projects
- using tech tools to practice and reinforce skills

### Responding to Reading

Demonstrate evidence of thinking and comprehension based on skills modeled during read alouds and shared practice.

Students are:

- creating authentic work to demonstrate understanding
- responding to text across the content areas

### Writing

Use of strategies taught during the writing mini-lesson to bring together thinking, language, and mechanics through the writing process.

Students are:

- planning, drafting, revising, editing, and publishing
- writing narrative, informational and opinion pieces

# Assessment

**Diagnostic assessment** is normally not graded and often precedes instruction.

**Formative assessment** is ongoing and occurs concurrently with instruction, provides feedback and guides instruction.

**Benchmark assessment** is administered at different intervals throughout the year to evaluate knowledge and skills relative to a specific set of academic goals.

**Summative assessments** summarizes what students have learned and often is used at the end of course or a school year, but it often comes too late to affect instruction.

Assessments	Diagnostic	Formative	Benchmark	Summative
Rubrics		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Checklists	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Running records, including comprehensive conversation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Exit tickets and check for understanding		<input checked="" type="checkbox"/>		
On-demand writing pieces	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Student Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Anecdotal records		<input checked="" type="checkbox"/>		
End of unit test				<input checked="" type="checkbox"/>
Phonemic awareness/phonics inventory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
aimswebPlus		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
STAR/STAR: Early Literacy			<input checked="" type="checkbox"/>	
NWEA MAP			<input checked="" type="checkbox"/>	
Kindergarten Readiness Assessment (KRA)	<input checked="" type="checkbox"/>			
Ohio State Test (OST)				<input checked="" type="checkbox"/>
Ohio Writing Diagnostic				<input checked="" type="checkbox"/>
Ohio English Language Proficiency Assessment (OELPA)				<input checked="" type="checkbox"/>

# Intervention

(In addition to the literacy block)  
Small group instruction of 1-4 students

*Shared, small group intervention for leveled reading and strategy lessons that supplement strong core instruction to help struggling readers make progress. In order to support readers who are not yet on grade level, these intentionally-designed targeted lessons support readers in building skills and strategies. Lessons have a specific focus and groups are often short-term and linked to regular progress monitoring, to measure growth and make adjustments. Resources for planning intervention are available through the online monitoring tool.*

Recommended Frequency: 4-5 times/week for struggling readers, in addition to other daily instructional components.

## Leveled Reading

A teacher forms groups of readers at **similar levels** and enables students to read with effective processing and learn how to efficiently problem-solve by reading a text that is just the right fit-not too easy and not too hard. Teaching is explicit with opportunity to practice built into the lesson; groups are dynamic and should change over the year, as students grow.

or











































## Strategy Groups

Similar to leveled reading, the teacher forms a small group, but rather than being at similar levels, readers are working on a **similar skill** (inference, analyzing) through a text-based experience. Like guided reading, teaching is explicit, practice is built-in, and groups are dynamic.



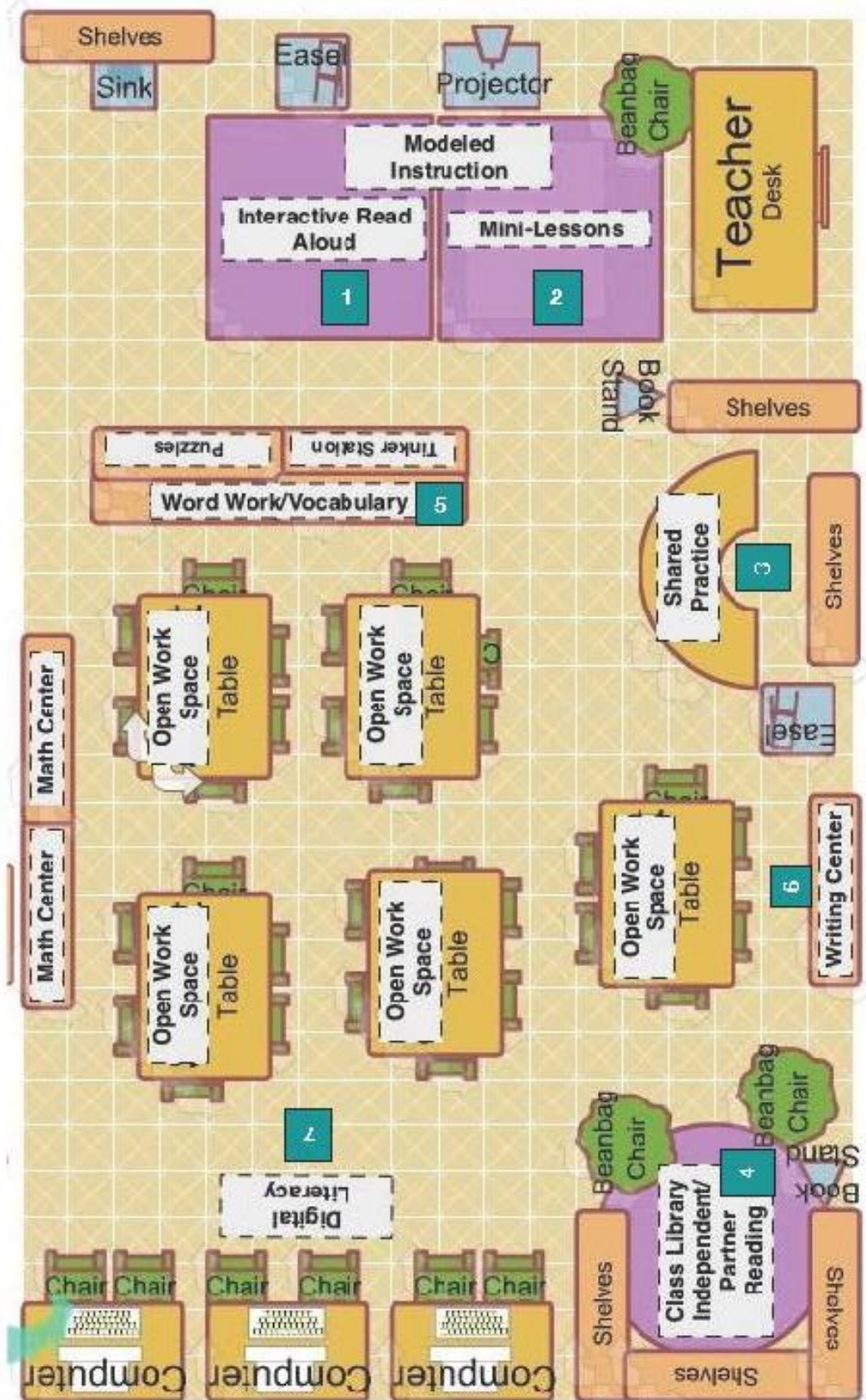
# Recommended Resources

*In order to support teachers and leaders in making decisions about the best tools and resources necessary to implement the literacy framework, these recommendations below are organized by components and considered high quality.*

Recommended Resource	Modeled	Shared	Independent	Intervention	Assessment
The Fountas & Pinnell Literacy Continuum					
Units of Study in Writing from Teachers College Reading and Writing Project					
Six+1 Trait Writing resources					
<i>Primary Comprehension Toolkit</i> by Harvey and Goudvis					
Small-Group Lessons for the Primary Comprehension Toolkit					
<i>Connecting Comprehension and Technology</i> by Harvey, Goudvis, Muhtaris, Ziemkie					
<i>The Reading Strategies Book</i> by Jennifer Serravallo					
<i>The Writing Strategies Book</i> by Jennifer Serravallo					
<i>Literacy Beginnings</i> by Fountas & Pinnell					
<i>Road to the Code</i> by Blachman, Ball, Black, Tange					
Wilson FUNdations					
<i>Phonemic Awareness: The Skills That They Need To Help Them Succeed!</i> by Michael Heggerty					
Scholastic Text Talk					
<i>Systematic Sequential Phonics</i> by Patricia Cunningham					
Cleveland Schools Book Fund Books					
Trade Books					
Classroom library					

Recommended Resource	Modeled	Shared	Independent	Intervention	Assessment
Journeys Read Aloud collection	<input checked="" type="checkbox"/>				
Journeys word study materials	<input checked="" type="checkbox"/>				
Fountas and Pinnell Word Study Materials	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
<i>The Intensive Phonological Awareness (IPA) Program</i> by Schuele, Murphy, and Moats	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Journeys leveled readers		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Reading A-Z		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Leveled text materials (e.g., <i>Fountas &amp; Pinnell Classroom</i> , <i>Scholastic Leveled Bookroom</i> )		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
big books		<input checked="" type="checkbox"/>			
chants/rhymes/poem		<input checked="" type="checkbox"/>			
projected texts		<input checked="" type="checkbox"/>			
eBooks		<input checked="" type="checkbox"/>			
multiple copies of texts		<input checked="" type="checkbox"/>			
Lakeshore materials			<input checked="" type="checkbox"/>		
<i>Literacy Work Stations</i> by Debbie Diller			<input checked="" type="checkbox"/>		
Fountas & Pinnell Workboard			<input checked="" type="checkbox"/>		
<i>Daily 5</i> by Boushey and Moser			<input checked="" type="checkbox"/>		
Developmental Reading Assessment (DRA2)					<input checked="" type="checkbox"/>
Next Step Guided Reading Assessment					<input checked="" type="checkbox"/>
Fountas & Pinnell Benchmark Assessment System (BAS)					<input checked="" type="checkbox"/>
Leveled Literacy Instruction (LLI)				<input checked="" type="checkbox"/>	
CMSD RIMP Intervention Strategies (found in aimswebPlus)				<input checked="" type="checkbox"/>	

# K-3 FLOOR PLAN





# K-3 FLOOR PLAN KEY

<b>1: Interactive Read Aloud</b>	<ul style="list-style-type: none"> <li>Teachers model fluency and how readers think when they read</li> <li>Use context to teach rich vocabulary</li> <li>Promote critical thinking by asking higher order questions and inviting students to Think, Turn and Talk.</li> <li>Model close reading strategies</li> <li>Linked to learning standards</li> </ul>
<b>2: Mini-Lessons</b>	<ul style="list-style-type: none"> <li>Demonstration and direct instruction of learning standard</li> <li>Read-aloud and independent reading, word work and writing are linked to the mini-lesson standard</li> <li>Check for understanding</li> </ul>
<b>3: Shared Practice</b>	<ul style="list-style-type: none"> <li>Instruction based on similar Fountas &amp; Pinnell reading levels of 3-5 students</li> <li>Staggered whisper reading-NO choral or round robin reading</li> <li>"Just in time" teacher intervention based on observations</li> <li>Strategy groups based on similar skill deficits</li> </ul>
<b>4: Class Library: Independent/Partner Reading</b>	<ul style="list-style-type: none"> <li>Most books are at an independent level</li> <li>Self-selected according to interest</li> <li>Individual book boxes or bags</li> <li>Read the whole time stopping only to "stop and jot" ideas</li> <li>Respond to reading during Writing Center</li> </ul>
<b>5: Word Work/Vocabulary</b>	<ul style="list-style-type: none"> <li>Linked to learning standard (phonological awareness, phonics, spelling, word work, and word study/vocabulary)</li> <li>Differentiated based on assessment</li> <li>Use of magnetic letters, white boards, manipulatives and games rather than worksheets</li> </ul>
<b>6: Writing Center</b>	<ul style="list-style-type: none"> <li>Linked to learning standard</li> <li>Prewriting, drafting, revising, editing</li> <li>Response to independent reading, read-aloud, or listen to reading</li> </ul>
<b>7: Digital Literacy</b>	<ul style="list-style-type: none"> <li>Use technology at a functional level (how and why to use different devices to create documents, find information and communicate with others)</li> <li>Read and search for information online</li> <li>Compose and publish digital texts</li> </ul>



# Video Examples

**Balanced Literacy Instruction:**

<https://vimeo.com/79142145>

<https://vimeo.com/96242515>

**Teaching Reading in Small Groups:**

<https://www.youtube.com/watch?v=yJsHXpxBBYk>

**Balanced Literacy:**

<https://vimeo.com/96242515>

<https://vimeo.com/79142145>

**Phonics and Decoding:**

<http://www.readingrockets.org/atoz/1139/video>

**Small Group Strategy Lesson:**

<https://www.youtube.com/watch?v=azi2iASKv3I>

**Interactive Read Aloud with Informational Text for Grades K-2:**

<https://vimeo.com/55950927>

**Guided Reading:**

<https://www.youtube.com/watch?v=6MgW2iCWFc8&t=42s>

**Foundational Reading Skills in K-2:**

<https://vimeo.com/55954406>

**Comparing and Contrasting Fairy Tales Grades K-2:**

<https://vimeo.com/55950930>

**Guided Reading in Kindergarten:**

<https://vimeo.com/238698489>

**Shared Reading Grade 1:**

<https://vimeo.com/85961675>

**Guided Reading Grade 2:**

<https://vimeo.com/83687473>

**Reading Mini-Lesson Grade 2:**

<https://vimeo.com/85966628>

**Guided Reading Grade 2:**

<https://www.youtube.com/watch?v=6MgW2iCWFc8>

**Interactive Read Aloud Grade 3:**

<https://www.youtube.com/watch?v=nznO1BMtahw>

**Leveled Literacy Intervention:**

<https://www.youtube.com/watch?v=6MgW2iCWFc8>

**Reading Informational Text Fluently: Main Ideas and Key Details Grades 3-5**

<https://vimeo.com/55966243>

**Interactive Read Aloud of Gorillas for Grades 3-5**

<https://vimeo.com/55965891>

**Integrating Two Texts on Pilgrims: Small Group Reading for Grades 3-5**

<https://vimeo.com/55965888>

**Assessing Reading Skills:**

<http://www.readingrockets.org/atoz/1113/video>

**Formative Assessment:**

<https://vimeo.com/62513898>