



PreK – Grade 3 Literacy Plan

Board Report

June 19, 2017

2016 – 2017 End of the Year District Reading Data Cohorts At or Above Grade Level RIT



Research says...

...we now know that the majority of students can learn to read irrespective of their backgrounds – if their reading instruction is grounded in the converging scientific evidence about how reading develops, why many students have difficulties, and how we can prevent reading failure (Lyon, 2002; Moats, 1999; Shaywitz, 2003).

What does the data tell you?

- Accelerate classroom instruction to close achievement gaps.
- Curriculum/standards alignment is essential.
- Enhance teacher knowledge of grade level standards and language of instruction.
- Lessons must be well designed to increase student achievement.
- *Explicit and direct instruction* in phonological awareness, phonics and vocabulary is essential.

PreK – Grade 3 Foundational Skills

- Intentional phonological awareness instruction
 - PreK, K & 1st Grade
- Explicit routine for Phonics across district
 - Spelling
 - Word Work
- Explicit vocabulary instruction and oral language development
- Intentional fluency practice daily

Phonemic awareness is central in learning to read and spell. (Ehri, 1984)

PreK – Grade 3 Foundational Skills (cont.)

- Explicit teaching of comprehension strategies
 - Inferring
 - Creating mental images
 - Summarizing
 - Sequencing
 - Making connections
 - Questioning

How will we achieve this goal?

Teacher Expert Teams are working to develop a guaranteed and viable curriculum.

Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.



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PreK - GRADE 3 LITERACY PLAN

Learning is not a spectator
sport

We must have a systematic method of teaching with an emphasis on high-quality instruction in reading and writing with a laser focus on the foundational skills of reading to ensure that all students are reading on or above grade level by the end of 3rd grade.



Building the Foundations of Literacy

Ensuring Literacy Success for ALL Students

PreK—Grade 3

A Plan for Implementing a Comprehensive District/Campus—Based Literacy Plan

PreK—Grade 3



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PreK - GRADE 3 LITERACY PLAN

Ensures that every Tyler ISD student is reading on or above grade level by the end of third grade and is prepared for the literacy expectations needed to be successful throughout their academic career.

Foundations of PreK – Grade 3 Literacy Plan

The majority of children who enter kindergarten and elementary school at risk for reading failure can learn to read at average or above-average levels—if they are identified early and given **systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies** (Lyon et al., 2001; Torgesen, 2002a).

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PreK – Grade 3 Literacy Plan

Action Steps:

Provide a balanced literacy framework that includes the five components of effective reading instruction daily.

- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Literacy Lesson Example

Opening Routines		Workshop Model				TEKS	Resources
Phonological Awareness/Book & Print Awareness 10-15 mins.	Phonics/Word Study 15-20 mins.	Vocabulary 15-20 mins.	Comprehension 45 mins.	Fluency 30 mins.	Workstations Guided Reading Groups 55 mins.		
<p><u>Book & Print Awareness</u> Students will identify the information that different parts of the book <u>Lily's Purple Plastic Purse</u>.</p> <p>Title Author Illustrator</p> <p><u>Phonological Awareness</u> Teacher will use the PA Booklet Lesson 1 – Tasks 1-2 (rhyming) and Lesson 1 Tasks 4-5 (blending).</p>	<p>Master Phonics List – spelling pattern long a spelled <u>a</u> and a <u>e</u>. (open syllable; silent e syllable).</p> <p>Phonics Routine – introduce spelling words. Guided practice – sort words in pocket chart using thumbs up/down strategy. Dictation – use dry erase boards. Dictate two 7-Up sentences. Students check and correct sentence.</p>	<p>Introduce new vocabulary from Lily's Purple Plastic Purse. Vocabulary Routine – introduce the word, provide student friendly definition, provide real-life example.</p> <p>Students create graphic organizer in their interactive notebooks for each definition.</p> <p>Graphic organizer – FCRR V.013.SS2</p>	<p>Comprehension Strategy: Make inferences and use textual evidence.</p> <p>Set comprehension focus: 'Sometimes the author doesn't tell us everything in a story. We have to be good readers and sometimes make inferences using what we know and what is in the story. Almost like detectives!' Show visual of a magnifying glass.</p> <p>Tell students to think about the Essential Question before reading the story, <u>Lily's Purple Plastic Purse</u>, p. 33</p> <p>Have students listen as the story is read. Stop at the sticky notes in the story and have students think about and discuss the questions for inferring.</p>	<p>Accuracy: Word Recognition</p> <p>Model fluent reading for students. How does reading fluently help you comprehend a story? Set the purpose for why fluency is important. Give an example of fluent reading and non-fluent reading. Have students discuss the differences and which sounded like a good reader.</p> <p>Students practice sight words for automaticity. Use leveled sight word lists for differentiated fluency practice.</p> <p>Students practice leveled readers and time each other. Students will check for accuracy.</p>	<p>Workstations</p> <ul style="list-style-type: none"> PA – Initial sound match Phonics – Spelling sort Vocabulary – Student friendly definitions Comprehension – Leveled reading/create bookmark Fluency – Leveled reading/graph fluency <p>Guided Reading Groups</p> <p>Group 1 – Decoding/sight word fluency (Level C)</p> <p>Group 2 – Inferring(Level F)</p> <p>Group 3 – Fluency practice (Level G)</p> <p>Group 4 – Blending phonemes</p>	<p>1.1F Identifying different parts of a book 1.2A Orally generate original rhyming words 1.2D Blend spoken phonemes to form one and two syllable word 1.3Aii Single letters, long vowels 1.3Civ Vowel-consonant silent 'e' words 1.6C Determine what words mean and how they are used in a sentence 1.6D Identify and sort words Fig.19D Make inferences and use textual evidence to support 1.5A Read aloud grade-level appropriate text with fluency 1.4C Establish a purpose for reading</p>	<p>www.fcrr.org</p> <p>Journeys Children's Learning Institute – PA All Day; Phonological Awareness Routine Vaughn Gross Center for Reading and Language Arts – Vocabulary Routine</p>

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PreK – Grade 3 Literacy Plan (cont.)

Action Steps:

- Provide all PreK – Grade 3 students literacy instruction that is aligned to state guidelines.
- Provide evidence-based writing instruction through the Writing Workshop Model.

Implementation Plan/District

- Restructuring Reading Workshop K – Grade 3
- Align reading/writing curriculum
- Monitor and assess progress
- Provide technical assistance visits
- Coordinates professional development
- Ensures continuity of service for all students, including special education and bilingual
- Organizes data protocols

Implementation Plan/Campus

Not a cookie-cutter model

Campus goals are set based on individual, identified campus needs.

- **Establish campus leadership teams focused on literacy implementation**
 - Assess campus needs
 - Create campus goals
 - Review data and progress toward literacy goals
- **Utilize accountability rubrics for assessing literacy implementation**
- **Plan monthly campus leadership team meetings**
- **Ensure professional development is aligned to the campus goals**

Conclusion

- Educators must understand and act on scientific evidence to promote student success in reading.
- The schools' fundamental responsibility is to ensure that all students read proficiently.



Thank you

Stacy Pineda
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