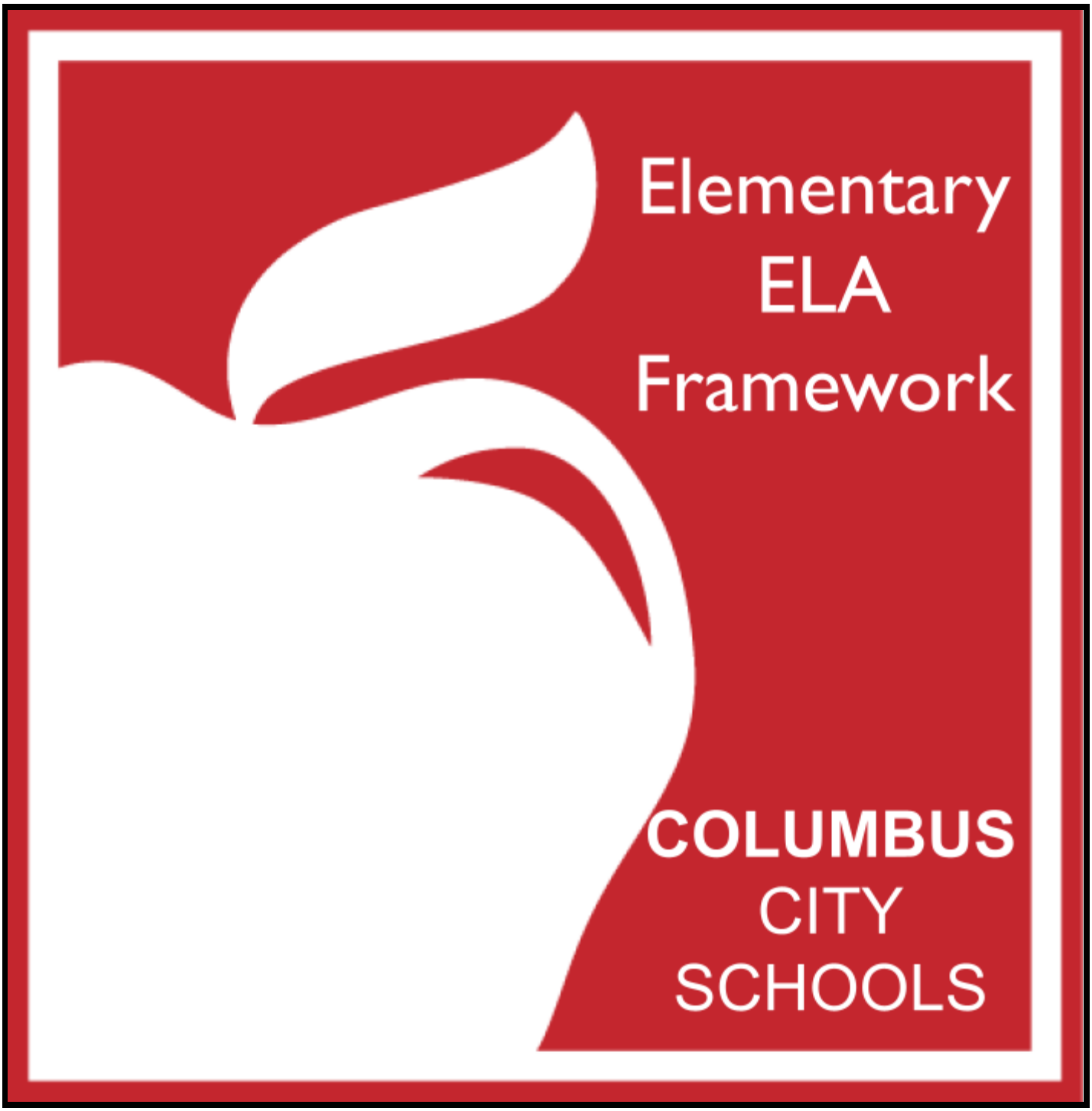


Department of Academic Services
Office of Teaching and Learning

Columbus City Schools ELA Framework

Curriculum Division

Table of Contents

Framework Overview

The Elementary English Language Arts Framework was created to make visible the current direction of literacy instruction for Columbus City Schools. In Ohio's Plan to Raise Literacy Achievement, released in 2020, The Ohio Department of Education outlined the research and best practices expected to guide curricular decisions in Ohio's schools.

In this document, you will find the key components of Ohio's next-generation literacy instruction--including relevant research references, theoretical models and instructional implications.

The Common Core State Standards, which form the foundation of Ohio's English Language Arts Standards, place an emphasis on high instructional rigor, complex texts, and 21st century collaboration skills. Further, the current body of research around literacy acquisition emphasizes an understanding of children's neurological development. It is out of this understanding that the approved practices come.

It is essential that Columbus City School teachers are aware of current research and changing expectations related to the science of reading and literacy instruction. The 2020 curriculum adoption in Reading aligns and responds to these changes, and a strong philosophical base for understanding them will enable teachers to make the necessary shifts.

In this document, you will find guidance that will serve as a point of reference for individual elements of classroom literacy experience. Professional development support will undergird this document and scaffold effective use of the document.

In addition to Ohio's Plan to Raise Literacy Achievement, Columbus City Schools Literacy Framework is representative of the collective work and voices of an Instructional Design team consisting of teachers, administrators, and curriculum directors who have provided ideas, insights and feedback throughout the development process.

The Instructional Design Team determined the following instructional practices to be critical to a Guaranteed and Viable Curriculum:

English Language Arts	Instructional Practices
• Standards aligned, grade-level instruction • Integration of reading and writing across all content areas • Content-based literacy for building knowledge and connecting to current background knowledge • Systematic and explicit phonemic awareness and phonics instruction • Explicit vocabulary instruction • Explicit instruction of the writing process and structures that support writing	• A range of Depth of Knowledge levels • Opportunities for productive struggle • Gradual release model of instruction with opportunities for independent practice • Close reading of complex text • Instructional read aloud aligned to grade-level standards with an intentional purpose that is developmentally appropriate for the grade-level • Small group instruction to scaffold and support mastery of grade-level instruction and strategies • Discourse using standards-based academic language that has been introduced and taught • Teacher modeling of thinking and problem solving

A consistently implemented instructional framework, in conjunction with standards-aligned curricular resources and evidence-based strategies, ensures each student has equitable access to a Guaranteed and Viable Curriculum and the opportunity to learn grade level standards and beyond.

Shifts in Literacy Required by the CCSS

The Common Core was based on solid research and practice evidence to ensure college and career readiness through a set of standards that were fewer in number, clearer in expected outcomes, and at a higher level than previous standards. The key to success with Common Core is teaching less at a much deeper level. To achieve this, the following shifts are necessary in English Language Arts/Literacy:

Complexity: Practice regularly with complex text and its academic language.

Research revealed a significant gap (4 years) between the complexity of texts read in high school and those read for college and careers. Reading proficiency has been defined as skill in using reading strategies, at times even separating those strategies from the actual content of the text. Common Core shifts the focus to activating reading strategies successfully *in response to* the challenges faced when reading a complex text, and in understanding the academic language of that text.

Teachers and instructional materials will need to provide scaffolded support for all students to access complex texts. Possible scaffolds to support students during reading rather than before include: multiple readings of the text, as done in close reading; teacher reading aloud the text while students follow along; chunking the text into smaller sections; text specific questions that point to vocabulary, require text evidence, and demand re-reading; and pointing out text structures and features that may provide support or pose a challenge while reading.

Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.

This can be thought of as “reading like a detective and writing like a reporter.” College and career skills require a writer to take a position and defend or inform that position citing evidence from a text, a shift from the more common practice of students making text-to-self connections and responding in narrative form. Requiring students to use evidence should begin with our youngest students during oral discussions about read alouds and continue across all content areas and grade levels. Using text-dependent questions requires a student to focus on the text to draw evidence from it, leading to deeper, more rigorous discussions about the text and in writing about the text to demonstrate comprehension.

Knowledge: Build knowledge through content-rich non-fiction.

Students in grades K-5 should have a 50/50 balance of literary and informational texts. Kindergarten and first grade students, who are learning to read, can demonstrate understanding of complex texts through classroom read alouds. Students in 2nd grade and up should be reading increasingly more complex texts, strengthening their foundational skills with reading comprehension. Teaching literacy across all content areas leads to an understanding of the content being taught and builds background knowledge, leading to increased ability to comprehend complex text.

Achieve The Core: Introduction to the ELA Literacy Shifts
Ohio's Learning Standards for ELA Appendix A: Research Supporting Key Elements of the Standards

Text Complexity

Text complexity refers to the level of challenge a text provides. Students must be able to comprehend texts at increasing complexity as they progress through school to ensure they are able to read and comprehend independently and proficiently the complex texts found in college and careers. "According to the Partnership for Assessment of Readiness for College and Careers (2011), one of the assessment consortia for the Common Core State Standards,

> A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (p. 7)"

Reading Anchor Standard 10 requires students to read increasingly complex text. This applies to all students in all content areas, requiring that teachers assign texts that may be more challenging than they have assigned in the past--and teachers will need to scaffold instruction to ensure students are able to independently read and comprehend appropriately complex texts by the end of the school year.

Text complexity ranges from slightly complex to exceedingly complex as determined by the consideration of three factors:

1. ***Quantitative features:*** those that can be counted, such as number of syllables, sentence length, word length or frequency, or other factors that can be calculated on a computer. Quantitative features do not assess the *content* of the text.
2. ***Qualitative features:*** language used, complexity of shared ideas, and other attributes of the text such as text structure, language features, meaning and author's purpose. Evaluating the qualitative dimensions of a text allows the teacher to identify potential teaching points in relationship to the chosen text and the group of students.
3. ***Reader/text features:*** how challenging the text is for a specific reader or group of readers. We "cannot consider text complexity without careful and deliberate consideration of our students and their strengths and needs along with the demands of the tasks we give them." There are four areas of consideration essential for student success of close reading with complex text: (1) reading and cognitive skills, (2) experience and background knowledge, (3) motivation and engagement, and (4) specific task concerns.

[ASCD Book- Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K–5, Chapter 1-Understanding and Evaluating Text Complexity]

Depth of Knowledge

Depth of Knowledge is a scale of cognitive demand (thinking) to align standards with assessments, based on the research of Dr. Norman Webb, University of Wisconsin Center for Education Research and the National Institute for Science Education. The Depth of Knowledge (DOK) is not determined by the verb, but by the context in which the verb is used and the depth of thinking required. DOK is about the intended learning outcome, not the difficulty.

Webb's DOK model describes four levels of complexity:

1. **Level 1: Recall & Reproduction -** basic tasks that require students to recall or reproduce knowledge and/or skills. Content at DOK 1 involves working with facts, terms, details, calculations, principles, and/or properties, with little or no transformation of the knowledge or skill required by the tasks at this level. Answering a DOK 1 item can involve following a simple, well known formula or procedure. "A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be figured out or solved."
2. **Level 2: Skill/Concept -** the engagement of mental processing beyond recalling, reproducing, or locating an answer. Content at DOK 2 requires students to compare or differentiate, apply multiple concepts, classify or sort items into meaningful categories, describe or explain relationships such as cause and effect or relationships between characters, and provide and explain examples and non-examples. "At this level, students are asked to transform/process target knowledge before responding."
3. **Level 3: Strategic Thinking & Reasoning -** demands the use of planning, reasoning, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes. Content at DOK 3 requires an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 3 requires deep understanding, exhibited through planning, using evidence, and more demanding cognitive reasoning. At this level, students demonstrate an in-depth understanding of one text, one data set, one investigation, or one key source. Assessment items may have more than one possible answer and require students to justify their response.
4. **Level 4: Extended Thinking -** extended and integrated use of higher order process skills such as critical and creative-productive thinking, reflection, and adjustment of plans over time. Content at DOK 4 requires students to employ and sustain strategic thinking processes over a longer period of time to solve the problem or produce an authentic product. At this level, students engage with authentic problems and audiences, and collaborate within a project-based setting.

Productive Struggle

Questions and problems that meet the level of DOK of the standard, can prove to be challenging for students. Allowing students to engage in productive struggle helps to develop strong habits such as perseverance and flexible thinking. Students should not have the expectation that they will know how to solve a problem immediately. Productive struggle is the process of learning that develops a growth mindset and creative problem solving. Questions and problems need to be at just the right level of challenge so students have an opportunity for meaningful struggle.

Effective teaching should consistently provide students, individually and collectively with opportunities and support to engage in productive struggle as they grapple with ideas and relationships. (National Council of Teachers of Mathematics. 2014 *Principles to actions: Ensuring mathematical success for all.)* Research shows that learning is enhanced when students persist until successful. When students are doing the hard work of learning, they deepen their understanding of the concept. This struggle helps stretch students' thinking and performance just beyond the level they can do on their own. (Ermeling, Hiebert, and Gallimore, *Beyond Growth Mindset: Creating Classroom Opportunities for Meaningful Struggle, Dec. 2015.)*

Engaging in challenging questions or problems helps students gain meaning and understanding beyond the correct answer. Students might feel stuck and lack the initiative to persevere. Teachers need to resist the feeling that they have to step in and help support students. Students need to engage in the hard work. Teachers can provide a better approach by posing pointed questions that enable students to engage in the struggle that leads to real understanding. (Hintz, Gibbons, and Knapp, *Beyond the Right Answer,* 2015) Questions can help students make connections with what they already know or understand. Teachers need to pose questions that help make connections so concepts are more visible to students. When teachers facilitate discourse between students, they are encouraging students to question and build on students' ideas.

A Guide for Using Webb's Depth of Knowledge with CCSS
https://www.challenginglearning.com/learning-pit/

Gradual Release Model

The Gradual Release of Responsibility Model was first developed by Pearson & Gallagher in 1993. It is a research-based instructional model that promotes independent application of skills and understanding. The teacher gradually decreases support as students demonstrate success and if necessary, increase the level of support when students are struggling. The Gradual Release Model helps teachers identify where students are for future targeted instruction.

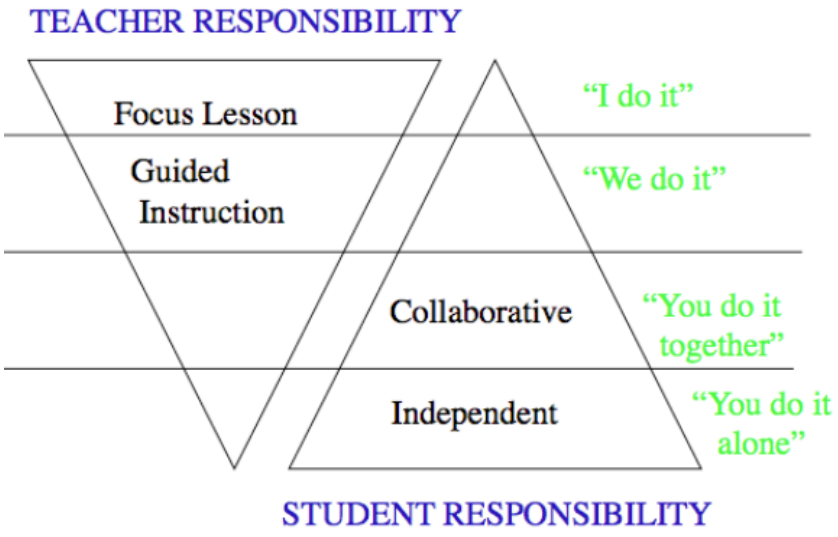
Learning requires interaction. The need for interaction with a teacher, the content, and peers is essential for learning. The Gradual Release Method is a systematic approach for shifting the cognitive work from the teacher to the learner. Important instructional moves occur during a lesson regardless of the content being taught. Lessons are organized to meet the learning needs of students so the components can be sequenced in any order.

Focused Lesson- Describes the way students are alerted to and primed for learning. This includes establishing purpose, modeling or demonstrating skills and concepts, and conducting think-alouds.

Guided Instruction- The teacher uses robust questions, prompts, and cues to scaffold when necessary as students put new knowledge into play.

Collaborative Learning- students work together to consolidate their understanding. It is a time for the teacher to gather information, make observations, and listen for evidence of problem solving and reasoning. Student learning begins as teachers take a step back. If a group stalls, the teacher can step in and offer further guided instruction, then step back again to monitor.

Independent Learning- students work independently. Tasks are designed to move students to mastery. Tasks can be fluency building, spiral review, application of skills and concepts, or extensions.



Roles & Responsibilities

	Teacher	Student
I do it Focused Lesson	• Provides direct instruction • Establishes goals and purpose • Models • Think aloud	• Actively listens • Takes notes • Asks for clarification
We do it Guided Instruction	• Interactive instruction • Works with students • Checks, prompts, clues • Provides additional modeling • Meets with needs-based groups	• Asks and responds to questions • Works with teacher and classmates • Completes process alongside others
You do it independently Independent Practice	• Provides feedback • Evaluates • Determines level of understanding	• Works alone • Relies on notes, activities, classroom learning to complete assignment • Takes full responsibility for outcome
You do it together Collaborative Learning	• Moves among groups • Clarifies confusion • Provides support	• Works with classmates, shares outcome • Collaborates on authentic task • Consolidates learning • Completes process in small group • Looks to peers for clarification

Developed by Ellen Levy

Culturally Responsive Practices

Culture is defined as the system of shared beliefs, values, customs, behaviors, and artifacts with which the members of society use to understand their world and one another. (The National Center for Culturally Responsive Education Systems, http://www.nccrest.org)

Culturally-responsive practices involve being aware and including the strengths all students bring to the classroom. Teachers are also intentional about creating learning experiences that are relevant to the culture of all students

Ohio's literacy plan promotes culturally responsive practices through Hammond's (2015) Ready for Rigor Framework, which addresses four areas of practice in culturally responsive teaching:

1. Awareness: Educators acknowledge their own socio political positions to sharpen their cultural lenses while managing their own social-emotional responses to student diversity.

2. Learning Partnerships: Educators establish and capitalize on mutual trust and respect to help their students rise to high expectations, respond to feedback and be intellectually challenged.

3. Information Processing: Educators understand how culture influences information processing in the brain and how to plan for and use culturally relevant information-processing strategies that are common to oral cultures.

4. Community Building: Educators integrate cultural elements into the classroom and use cultural practices to create a socially and intellectually safe space, while creating routines that reinforce self-directed learning and academic identity.

Establishing an explicit approach to culturally responsive teaching will enhance all learners' experiences through respecting and valuing their diverse cultural and linguistic backgrounds (Ohio's Plan to Raise Literacy, 2020)

Ohio Department of Education
Ohio's Plan to Raise Literacy Achievement

Including All Learners in the Language and Literacy Development Continuum

Language and literacy develop along a continuum. Starting at birth, children develop skills and move through and between the phases of emergent, early, conventional and adolescent literacy. Aspects of these phases overlap.

Language and Literacy Development Continuum

Each level is different, and there are differences even within conventional literacy grade bands.

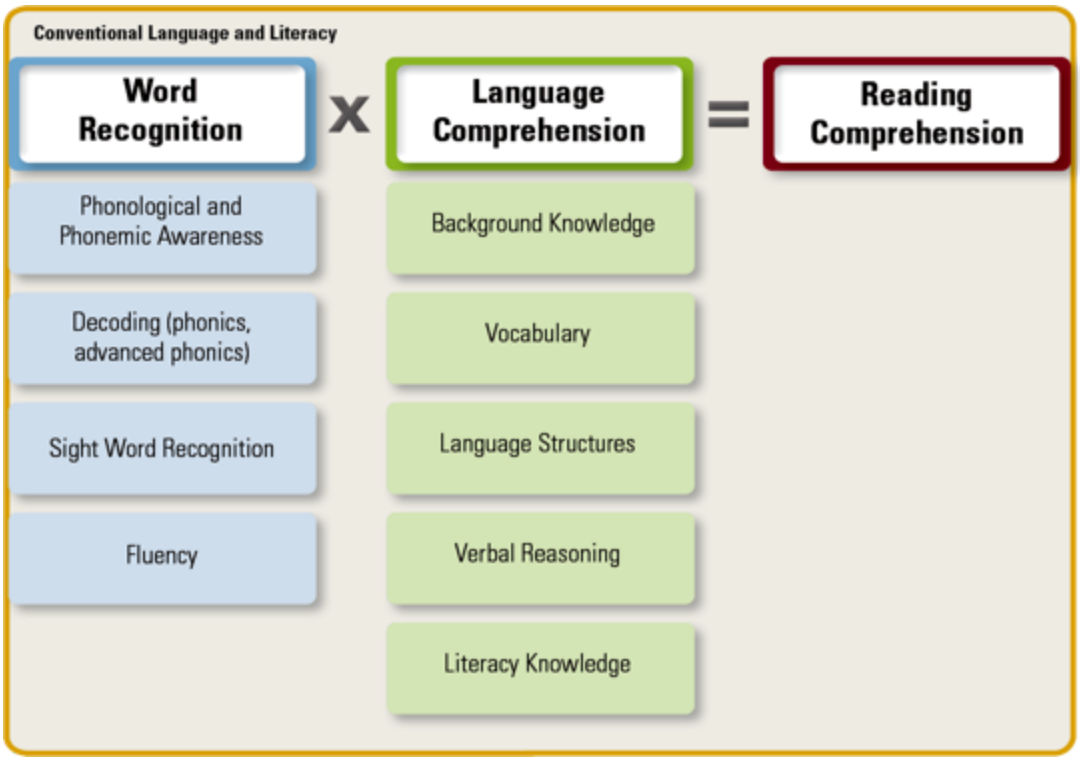
[Ohio's Plan to Raise Literacy Achievement]

Ohio Department of Education
Ohio's Plan to Raise Literacy Achievement

The Simple View of Reading

The Simple View of Reading is a formula based on the widely accepted view that reading includes two basic components: decoding (word-level reading) and language comprehension.

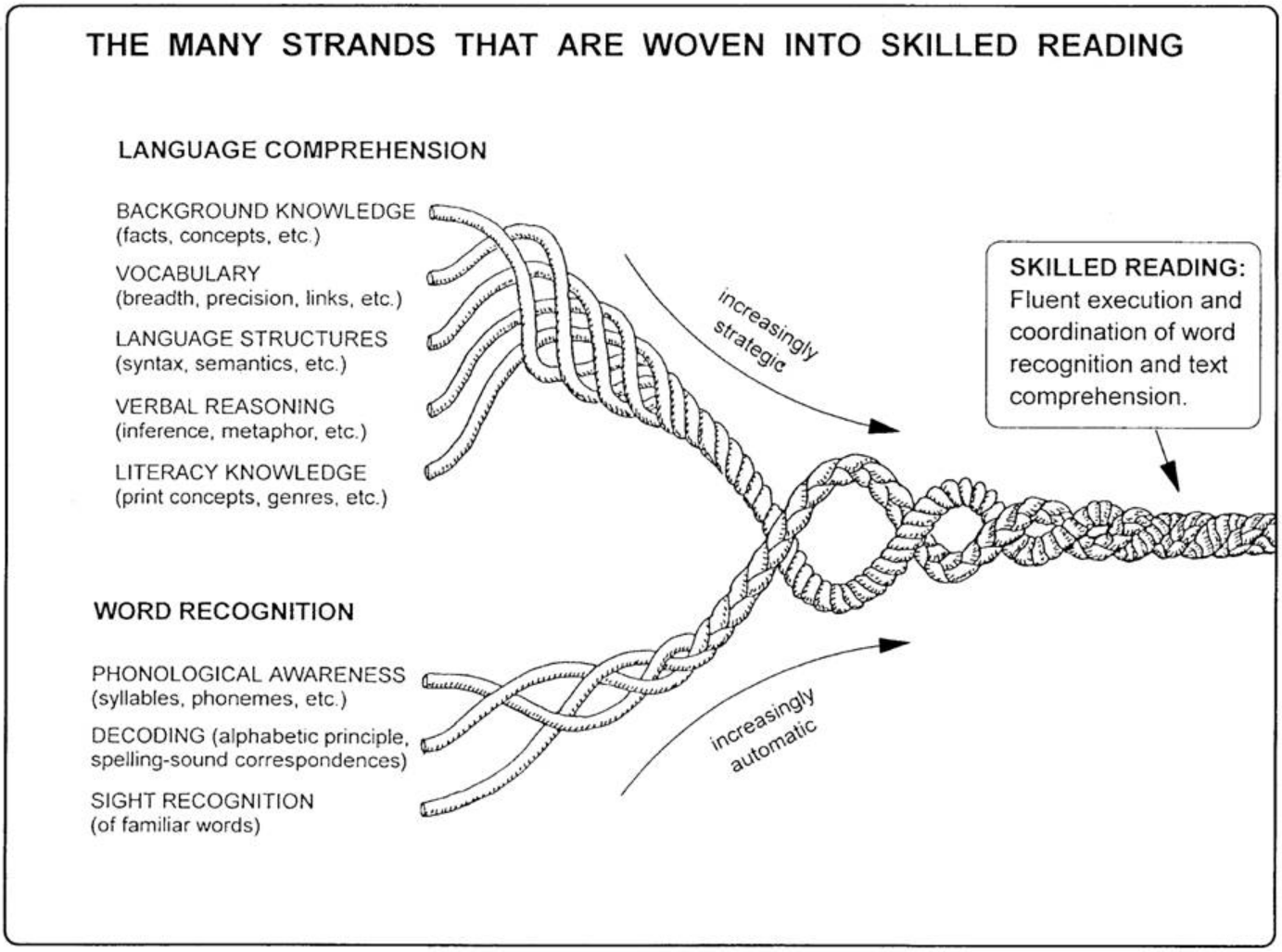
Items listed under Word Recognition identify the components that must become "increasingly automatic" in word-level reading. Items listed under Language Comprehension identify areas learners become "increasingly strategic" at using when they become more skilled (Scarborough, 2001).



Scarborough's Reading Rope

(Scarborough, H.S. 2001)

The Reading Rope, developed by Dr. Hollis Scarborough, provides a simplistic but profound infographic to illustrate the challenging undertaking of learning to read.



"The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader. This does not happen overnight; it requires instruction and practice over time."

Scarborough's Reading Rope

Changing Emphasis of the Subskills of the Five Components of Reading

(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

The components of reading identified in the Simple View of Reading are represented throughout Ohio's Learning Standards and Extended Standards for English Language Arts in Kindergarten through grade 5. They are evident in these strands, or areas of the standards: Foundational Skills; Speaking and Listening; Language; Literature; Informational Text; and Writing.

Although all grades from K-5 contain standards addressing each component of reading, the emphasis of instruction shifts throughout the grade levels as students progress toward proficiency.

<table>
<tr><th>Component</th><th>K</th><th>1st</th><th>2nd</th><th>3rd</th><th>4th</th><th>5th</th></tr>
<tr><td>Phonemic Awareness</td><td colspan="2">Blend & Segment</td><td colspan="4">Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation</td></tr>
<tr><td>Phonics</td><td colspan="2">Sounds/Basic Phonics</td><td colspan="2">Advanced Phonics & Multisyllabic</td><td colspan="2">Multisyllabic & Word Study</td></tr>
<tr><td>Fluency</td><td colspan="2">Sounds and Words</td><td colspan="2">Words & Connected Text</td><td colspan="2">Connected Text</td></tr>
<tr><td>Vocabulary</td><td colspan="2">Speaking & Listening</td><td colspan="2">Listening, Reading & Writing</td><td colspan="2">Reading & Writing</td></tr>
<tr><td>Comprehension</td><td colspan="2">Speaking & Listening</td><td colspan="2">Listening, Reading & Writing</td><td colspan="2">Reading & Writing</td></tr>
</table>

(Appendix F: Changing Emphasis of the Subskills of the Five Components of Reading Components of the Literacy Block)

The 5 Essential Components of Reading

The National Reading Panel released a report in 2000 identifying 5 essential components of reading instruction:

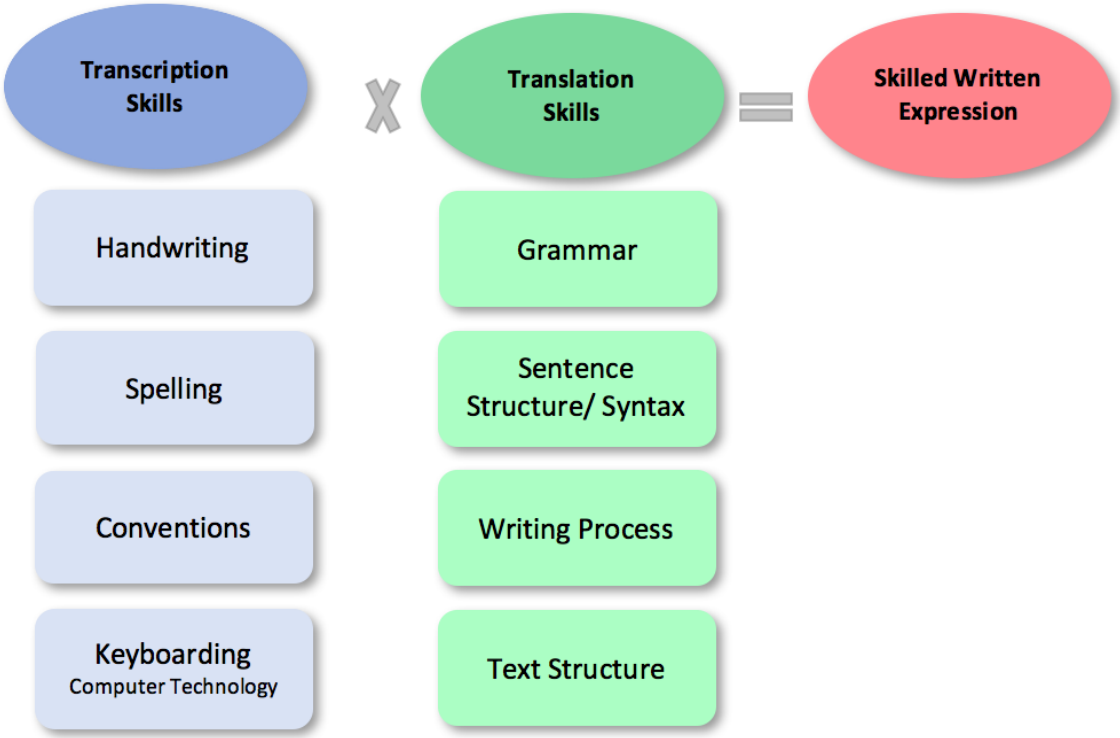
1. Explicit instruction in **Phonemic Awareness**: the understanding that all spoken words are made up using a subset of about 44 individual sounds, called phonemes. Mastery of the skill of phonemic awareness as to be to the point of automaticity for fluency to be developed.
2. Systematic **Phonics** instruction: learning that the sounds in spoken words relate to the patterns of letters in written words. Mastery of and automaticity in the skills of systematic phonics is also necessary for fluency to be developed. Systematic Phonics instruction uses a "planned, sequential introduction of a set of phonics elements along with teaching and practice of those elements" (National Reading Panel, 2-89).
3. Techniques to improve **Fluency**: accuracy, speed, understanding and prosody. Word calling is not the same as fluency. A reader must be able to move quickly enough through a text to develop meaning.
4. Teaching vocabulary words or **Vocabulary Development**: learning the meaning of new words through direct or indirect instruction, and developing tools like morphemic analysis, to discover the meaning of unknown words.
5. **Reading Comprehension**: strategies a reader can use to better comprehend a text. Comprehension is more than understanding words in isolation; it is putting them together and using prior knowledge to develop meaning.

The National Reading Panel
The National Reading Panel and the Big Five
The Five Essential Components of Reading

The Simple View of Writing

Writing, like reading, is defined from a developmental standpoint. It begins with the acquisition of foundational skills and then systematically leads to the application of more sophisticated techniques (Intensifying Literacy Instruction, 2020). The Simple View of Writing is a formula based on the view that writing includes knowledge and skills necessary during the writing task that include two components: transcription and text generation or translation. Explicit instruction in both areas are necessary to produce skilled written expression. Students' ability to self-regulate, which allows people to focus, plan and complete tasks impacts skilled writing. Use of graphic organizers and visual aids can help support this function. Working memory (activating short- or long-term memory depending on the writing task) is considered to affect the whole writing process and this is represented by it being shown inside the triangle (Berninger & Amtmann, 2003).

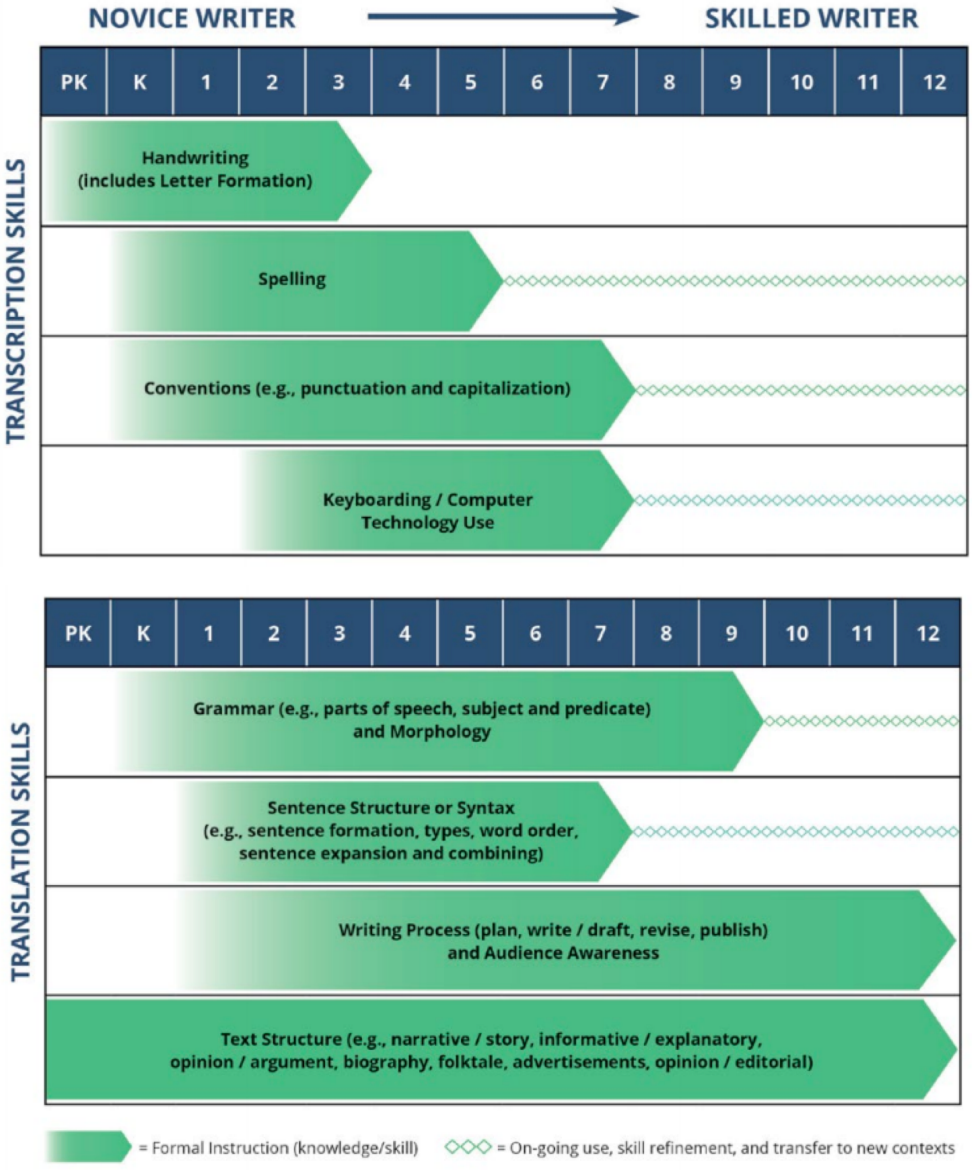
Transcription skills involve letter formation, handwriting, spelling, conventions, spatial organizations of words and sentences and keyboarding. “These foundational skills must become accurate and fluent so as to not interfere with higher-level skills needed for composition,” (Kim & Schatschneider, 2017). Translation Skills involve grammar, sentence structure and syntax and the writing process. “Explicit instruction and practice in vocabulary, grammar and conversation-level oral language is needed to support students in text generation,” (Kim & Schatschneider, 2017).



Writing Progression

The two figures below, taken from the Michigan Department of Education, provides a learning progression for teaching writing. It begins with easy skills then progress to more complex skills needed for skilled written expression.

“Each of the component skills for writing foundations and composition are represented by a shaded bar that is placed within a specific grade-level band. Each bar represents an evidence based estimate for when these skills should be mastered by typical writers
Each of the component skills listed within green bars can and should be further operationally defined and presented in a more in-depth instructional scope and sequence.” (Intensifying Literacy Instruction, 2020)



The Strands that are Woven into Skilled Writing

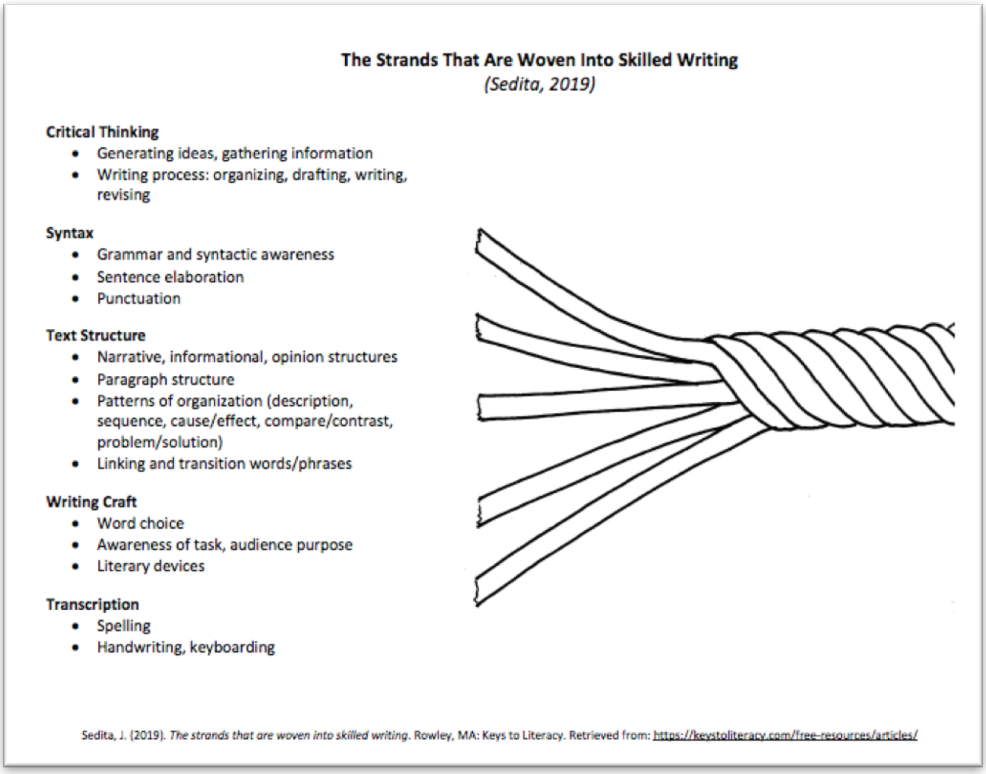
(Sedita, J, 2019)

The Strands that are Woven into Skilled Writing, developed by Joan Sedita, provides an infographic to illustrate what is required for students to become fluent, skilled writers.

The Critical Thinking strand focuses on the role of critical thinking and developing background knowledge about a writing topic. Students also need an awareness and understanding of the writing process (i.e., organizing, drafting, writing, revising). Within the Syntax strand, students need an understanding of grammar, how written text is made up of individual sentences that convey an idea. The Text strand provides explicit instruction of text structures which supports writing and reading comprehension.

Within the Writing Craft strand, explicit instruction on skills and strategies that address word choice, audience, purpose and literary devices are taught. In the Transcription strand spelling and handwriting and keyboarding skills are addressed.

“The sooner students become automatic and fluent with spelling and handwriting, the sooner they will be able to focus their attention on the other strands of the writing rope,” (Sedita, 2019).



[The Strands That Are Woven into Skilled Writing]

Components of the Literacy Block

Foundational Skills

What is it?

Foundational Skills are a set of skills students must master before they can become fluent readers. Foundational reading skills include print concepts, phonological awareness, phonics and word recognition, and fluency.

- **Print concepts:** understanding of what print represents and how it works; the features and organization of print
- **Phonological Awareness:** identifying and manipulating units of oral language, such as words, syllables, onsets and rimes
- **Phonemic Awareness:** an awareness of sounds in spoken words
- **Phonics:** the relationship between letters and sounds
- **Word recognition:** transforming print into spoken language
- **Fluency:** reading accurately, at an appropriate rate, and with expression

Why is it important?

Foundational Skills foster students' understanding of sounds and the ability to manipulate sounds through a range of tasks, such as the ability to modify, change, or move the individual sounds in a word. These skills then translate into a working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. Foundational Skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Foundational skills provide access to more complex texts. "Early, explicit, and systematic instruction in phonics, along with direct instruction in phonological awareness, can prevent reading difficulties and can also remediate reading difficulties." (Kilpatrick, 2015)

What does it look like?

Foundational skills should be taught explicitly, systematically (following a specific scope and sequence), and cumulatively with multisensory strategies as part of Tier 1 core instruction. Instruction of the foundational skills should follow a consistent and integrated approach to ensure that students develop these skills through fifth grade. Teachers must use diagnostic assessments to determine student strengths and needs, to inform instruction and intervention, and to monitor progress. Additional Tier 2 instruction of Foundational Skills should be provided for at-risk students needing strategic and targeted intervention. Explicit instruction of handwriting should be included in the instruction of foundational skills. Handwriting should be taught within the context of reading and writing to emphasize the connection between handwriting, reading, and spelling skills.

Phonological and Phonemic Awareness

What is it?

Phonological awareness is the ability to produce, identify, isolate and manipulate units of spoken language. The most critical of all phonological awareness when beginning to learn to read is the subcategory known as phonemic awareness. Phonemic awareness is the awareness of speech sounds (phonemes), including the ability to isolate, identify, blend, segment, and manipulate sounds in words; it focuses only on individual sounds.

Why is it important?

Phonological awareness forms the foundation for learning phonics skills and is critical for learning to read any alphabetic writing system (Ehri, 2004). A continuum of phonological awareness skills develop over time and are central to learning to decode and encode (spell) printed words. Phonemic awareness is one of the best predictors of how well students will learn to read in the first two years of school.

What does it look like?

Phonological and phonemic awareness skills should be taught explicitly (teacher directed) and systematically (following an evidence-based sequence). “Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.’” (Phonological and Phonemic Awareness, 2016) Phonological awareness moves along a continuum beginning with whole words, then syllables, onset and rimes, and finally moving to phonemic awareness and phonemes.
Phonemic awareness tasks include:

- Phoneme isolation: recognizing individual phonemes in a word (first, last, medial)
- Phoneme identification: recognizing the same phonemes in different words
- Phoneme matching: recognizing the word in a set that does not match
- Phoneme blending: combining a sequence of individually spoken phonemes into a word
- Phoneme segmentation: segmenting a word into individual phonemes; counting or tapping each phoneme as it is said
- Phoneme manipulation
    - Deletion: removing a phoneme from a word to create a new word
    - Addition: adding a phoneme to a word to create a new word
    - Substitution: substituting one phoneme for another to create a new word

https://heggerty.org/blog/phonological-awareness-and-phonemic-awareness/
https://www.readingrockets.org/helping/target/phonologicalphonemic

Decoding: Phonics and Advanced Phonics

What is it?

Phonic decoding is “the process of sounding out a word using letter-sound knowledge and [phonologically] blending those sounds together to pronounce the word.” (Kilpatrick 2015) Phonics instruction teaches the relationship between the sounds of spoken language and printed letters. The English language has 26 letters, or graphemes, that represent about 44 sounds, or phonemes. In order to read an unknown word, students need to be able to connect the grapheme (letter) to a phoneme (unit of sound). As students move through 2nd grade and beyond, they begin to learn more advanced concepts such as how to decode using word analysis of advanced phonics patterns, the remaining of the six syllable types, and morphology.

Why is it important?

Understanding that written language involves a code and knowing the relationship between written letters and spoken sounds helps students read familiar words accurately and automatically, as well as decode unknown words, both in isolation and in connected text. Phonics instruction connects word recognition with language comprehension and lays the foundation for self-teaching. Explicit and systematic phonics instruction helps prevent reading difficulties in at-risk students, helps struggling readers overcome reading difficulties, is beneficial for all students regardless of their background, and significantly improves reading comprehension. Below are some of the top research findings regarding phonics (Blevins, 2017):

- Phonics instruction can help all children learn to read.
- Explicit phonics instruction is more beneficial than implicit instruction.
- Most poor readers have weak phonics skills and a strategy imbalance.
- Phonics knowledge has a powerful effect on decoding ability.
- Good decoders rely less on context clues [to figure out an unfamiliar word] than poor decoders.
- The reading process relies on a reader’s attention to each letter in a word.
- Phonemic awareness is necessary for phonics instruction to be effective.
- Phonics instruction improves spelling ability.
- A teacher’s knowledge of phonics affects his or her ability to teach phonics.

What does it look like?

Phonics should be taught explicitly (teacher directed instruction) and systematically (following an evidence-based sequence). Lessons are interactive, teaching concepts and skills through multi-sensory (visual, auditory, tactile, and kinesthetic) activities. Concepts and skills are taught clearly and directly by the teacher, not implied by the teacher or inferred by the students. New skills

and concepts are taught in small units, building on previously learned information. Students are given many opportunities for cumulative practice and their progress is monitored regularly to ensure mastery of the skills and concepts taught. “Students who have truly mastered the material in a lesson can more easily learn new material. They are learning incrementally and solidifying their knowledge each step of the way. . . . Mastering new material is also highly motivating and boosts kids' self-esteem and confidence because they see that they can be successful.” (Phonics: In Depth, 2021)

Encoding (spelling) activities should also be included with decoding lessons to solidify the connection between written letters and spoken sounds. Decoding lessons should also be paired with vocabulary (meaning making), and “sense-making” to ensure comprehension is taking place during reading. Explicit instruction of handwriting should be included in the instruction of foundational skills. Handwriting should be taught within the context of reading and writing to emphasize the connection between handwriting, reading, and spelling skills.

http://www.ascd.org/publications/books/103316/chapters/Phonics-and-Decoding.aspx
https://www.readingrockets.org/teaching/reading-basics/phonics
https://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth

Sight Word Recognition

What is it?

Sight words are “any previously learned words that are part of a person’s sight vocabulary and thus are immediately recognized ‘on sight,’ regardless of whether the word is phonically regular or irregular.” (Kilpatrick, 2015) When readers encounter words, they create a grapheme-phoneme (letter-sound) “map” that allows them to read the word instantly and effortlessly from memory. Words with irregular patterns are read by creating a “phonological framework” with the regular grapheme-phoneme correspondences and then making a mental note of (or “learning by heart”) the irregular element.

Why is it important?

Building a sight word vocabulary - a bank of words that are instantly and effortlessly recognized - increases fluency, reduces the reader’s reliance on decoding efforts, and frees working memory to be used on comprehension. Having a robust sight word vocabulary is necessary for fluent reading. “Once a reader has a word in their sight word vocabulary, they cannot suppress its sound and possible meanings when they come to that word again.” (Lyn Stone)

What does it look like?

Sight word vocabularies are built through orthographic mapping when students are taught to recall the sequence of letters. Orthographic mapping is “the mental process used to store words for immediate, effortless retrieval.” (Kilpatrick, 2015) Orthographic mapping requires phonemic awareness, letter-sound recognition, and the alphabetic principle. “With orthographic mapping, students will take a whole word and break it into its sound parts and connect to the correct graphemes (letters or letter combinations), paying special attention to the exact sequence of letters and how it connects to the sounds. (Whole to parts.) It’s this process that helps get the word stored in long-term memory.” (How Do We Learn, 2021)

To teach sight words, readers must be taught to make a connection to the sounds in the words. Even irregularly spelled words have regular sound patterns for students to connect to. They can then be taught to remember the irregular elements of the word “by heart.” Phoneme-grapheme mapping activities, like Elkonin boxes, can be done following a phonics sequence to help students build a sight word vocabulary.

https://sarahsnippets.com/how-do-we-learn-new-words-orthographic/?fbclid=IwAR0wZ15vMsxoxubawYzBZui22NOn-vn0EINx7Vi3lrWLfSbAUgFFBC-U2e4
https://www.reallygreatreading.com/heart-word-magic

Fluency

What is it?

Fluence is “the ability to read connected text at varying degrees of complexity accurately, appropriately paced, with logical phrasing and prosodic expression, with little conscious attention to the mechanics of reading.” (Sedita, 2019) Fluent readers recognize words automatically--they have instant access to most or all of the words on a page. Skilled word-level reading and a large sight vocabulary lead to fluent reading.

Why is it important?

Fluent reading is the bridge between word-reading skills and reading comprehension. “Any working memory effort devoted to reading unfamiliar words compromises the amount of working memory available for comprehension.” (Kilpatrick, 2015) “Skilled readers read words accurately, rapidly, and efficiently. Children who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with great effort.” (National Reading Panel)

What does it look like?

Students develop the ability to process texts accurately and effortlessly over time through the use of phonemic awareness and word decoding skills, vocabulary development, and comprehension skills. Building a sight vocabulary of words that can be identified with automaticity is another facet of fluent reading. As students develop accurate reading, and grow in confidence, teachers encourage students to increase the rate of reading and to use rhythm, phrasing (or chunking of the text), and expression so that reading sounds like natural speech. (Hasbrouck)

Teachers read aloud daily to their class, reading effortlessly and with expression to demonstrate how a reader’s voice can help written text make sense. Students are provided daily opportunities for building sight vocabularies through orthographic mapping. Explicit instruction is provided for the use of punctuation, phrasing, intonation, and print concepts that promote fluent reading. Frequent opportunities for students to read together including, but not limited to, shared reading, choral reading, partner reading, and Reader’s Theater (***not*** including Round Robin reading).

Students in Kindergarten and 1st grade demonstrate fluency with sounds and words. First graders then move toward fluency of words and connected text, and this emphasis remains through 2nd and 3rd grades. During 4th and 5th grades students continue to focus on developing fluency with connected text.

Components of the Literacy Block

Language Structures

What are they?

Ohio's Literacy Plan identifies language structures as including syntax (the arrangement of words in a sentence) and semantics (the meaning in language). It can be defined as the relationship between words and sentences in a text (Munger, 2016). Language structures include grammar, syntax, morphology, spelling and comprehension.

Why are they important?

Skilled readers must be able to connect sentences, read to interpret and understand the meanings of texts (Willingham, 2017). When students are unfamiliar with the structure or grammar patterns of a text, it will be difficult for them to comprehend what they have read. A reader needs at least an implicit understanding of the grammatical structure of language and may need additional support if the language structure of text differs from that of the learner's normal communication method (Ohio's Literacy Plan, 2020). Students who have the ability to decode and read fluently will struggle with comprehension if they are not proficient with language structures.

What do they look like?

- Explicit instruction on how words are arranged in sentences to convey thoughts and ideas.
- Building knowledge by choosing texts that support concepts from a variety of content areas and activate background knowledge
- Intentional vocabulary instruction
- Vocabulary instruction that focuses on Tier 2 and 3 words
- Explicit and systematic instruction in grammar (syntax and morphology) and spelling based on Ohio's ELA Standards
- Model and explicitly teach language use (academic language)
- Integration of these concepts within the Reading, Writing, Speaking and Listening instruction

Ohio's Plan to Raise Literacy Achievement
Steps to Success: Crossing the Bridge Between Literacy Research and Practice- Chapter 4- Language Comprehension Ability: One of Two Essential Components of Reading Comprehension

Vocabulary

What is it?

Words that children hear and speak make up their vocabulary. “Children use the words they hear to make sense of the words they will eventually see in print… By understanding words and their connections to concepts and facts, children develop skills that will help in comprehending text” (Erickson, et. al., 2009, Neuman and Dwyer, 2009).

According to Isabel Beck, words can be divided into 3 tiers. Knowing how words are classified helps educators determine the appropriate method of vocabulary instruction (Liben, 2013).

1. **Tier 1 Words**
   - These words are more common, typically a part of everyday speech. These words are extremely important to early learning, but because they are learned largely through conversational language, they are not often considered challenging beyond the early grades (Liben, 2013).

2. **Tier 2 Words**
   - These words are typically considered “academic vocabulary”. Less common than Tier 1 words, they usually are not a part of children’s everyday language. These words are found across a range of text. These words require particular instructional attention, as they are often vital to comprehension, reappear in many texts, and frequently are part of a word family or semantic network (Liben, 2013). The CCSS require instructional attention to these words because of the meaning they carry within literary and informational text.

3. **Tier 3 Words**
   - Considered “content-specific vocabulary,” these words are unique to a specific literary, science, social studies or math topic. These words are unfamiliar to most students. Definitions of these words are sometimes provided in the text. Since it is important to understand these words to comprehend the text, these terms are typically defined prior by the teacher prior to reading the text. It is also helpful to check for understanding of these new terms after reading the text.

Why is it important?

The level of a child’s vocabulary knowledge is a strong predictor of reading comprehension (Duncan et al., 2007). As students’ academic vocabulary increases, they are better equipped to comprehend text. Increased vocabulary knowledge is also transferred to formal writing pieces.

What does it look like?

Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network.

Strong vocabulary instruction includes explicit instruction of new words with many examples and using new words in a variety of contexts. Instruction should focus on the core meaning of words and less inferring from context. Teaching explicit morphology (the study of the forms of words) equips learners with the skills needed to determine challenging words when reading.

Which Words Do I Teach and How?
Guidance for Educators Using A Balanced Literacy Program

Background Knowledge

What is it?

Background knowledge is the information or knowledge a learner brings with them about various topics in the world. This can include facts, vocabulary and personal experiences. Traveling, attending community and social events, watching television programs and reading are a few ways that children are able to build background knowledge. This information plays an important role in reading comprehension. Background knowledge helps a child more deeply understand the text by applying any relevant knowledge he or she already possesses (Ohio's Literacy Plan, 2020).

Why is it important?

When a learner listens or reads a text, they pull on their background knowledge to process and comprehend the text. The more you know about a topic, the easier it is to read a text, understand it, and retain the information (Neuman, Kaefer and Pinkham, 2017). Research indicates an individual with more expertise in a subject will comprehend texts within that expertise better than texts outside of that expertise, and an individual with some knowledge in many subjects will comprehend more texts than a person without knowledge in many subjects (Willingham, 2017; Cunningham & Stanovich, 1993, 1997, 1998). Learners who have deficits in background knowledge will need explicit instruction to build these connections for them.

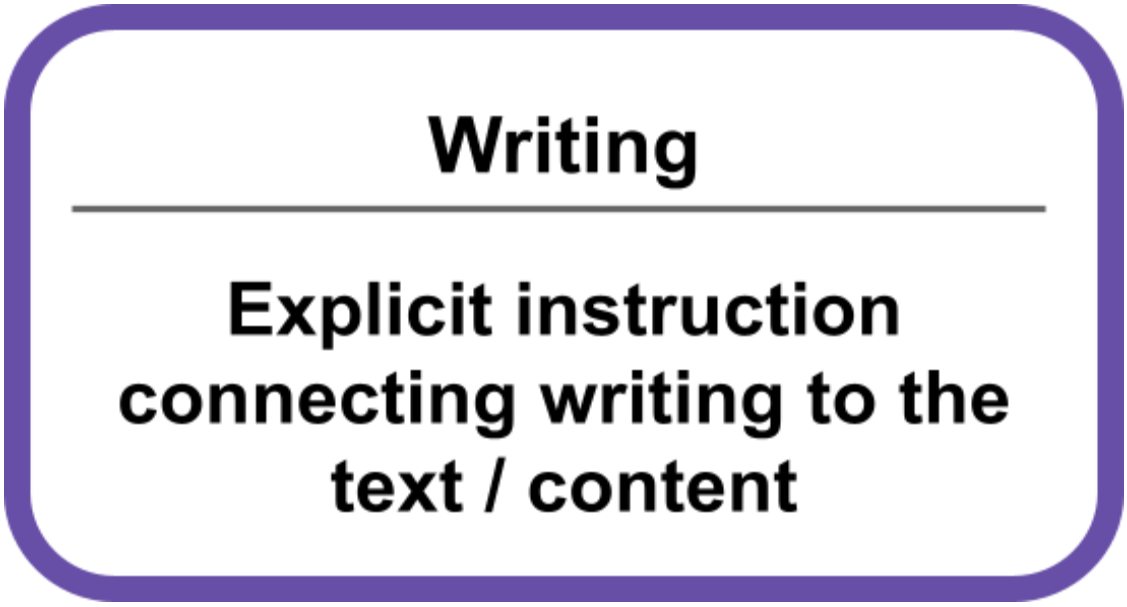
What does it look like?

Educators must design learning opportunities to include rich and explicit teaching of knowledge and skills across content areas that develops background knowledge for all learners, including students with disabilities and English learners (Wexler, 2019). Below are some examples of ways to build background knowledge for learners:

- Integrate literacy instruction with content area topics
- Use text sets--multiple texts on the same topic
    - Text sets may include varied genres (e.g., fiction, nonfiction, poetry, etc.) and media (e.g., blogs, maps, photographs, art, primary-source documents, and audio recordings).
- Take virtual field trips
- Provide informational videos for students to watch

Guidance for Educators Using A Balanced Literacy Program

Components of the Literacy Block



Writing

What is it?

Writing is an essential component of learners' academic experiences and, like reading, requires explicit, evidence-based instruction (Ohio's Plan to Raise Literacy Achievement, 2020) that follows a scope and sequence. The Simple VIew of Writing is founded in the belief that skilled writing can only occur when explicit instruction is provided in transcription and translation skills. Skilled writing is a valuable tool for learning, communication, and self-expression (WWC, 2012). Writing instruction should include handwriting, spelling, sentence formation, sentence expansion, syntax, paragraph formation, note taking, types of writing and multi-paragraph essay formation.

Why is it important?

Writing is critical to student success in education (Troia, 2014). Writing benefits reading in many ways, including reinforcing decoding skills through the encoding process and making connections between the components of language comprehension through writing in response to what is read (Ohio's Plan to Raise Literacy Achievement, 2020). Writers use this versatile skill to learn new ideas, persuade others, chronicle experiences, and explore the meaning of events and situations (Graham, 2019).

Writing assignments quickly alert students and their teachers to information students have missed or failed to understand, enabling them to fill in gaps or correct errors before it's too late. If students have absorbed the right information, writing about it forces them to retrieve it in a way that lodges it in their long-term memories, where it can be drawn on in the future. Cognitive scientists call this retrieval practice (Wexler, 2019).

What does it look like?

- Writing instruction should be explicit and follow a scope and sequence.
- Explicit instruction should include handwriting, spelling, conventions, keyboarding, grammar, syntax, writing process and text structures.
- Writing instruction is connected to text daily, with reciprocal connections between them
- Writing instruction is connected to text in other content areas
- Writing instruction occurs over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- The gradual release model is followed with additional time spent on guided practice of appropriate skills (Ohio Writing Restart Plan, 2020-2021)
- Students write effectively and thoughtfully on substantive topics producing various types of writing including opinion/argument, informative/explanatory, and narrative pieces of writing.
- Various processes and tools, including technology are used to produce, improve, and publish writing and to interact and collaborate with others.
- Handwriting is taught within the context of writing and emphasizes the connection between writing, spelling skills, and reading.

In Common: Effective Writing for All Students - Collection of All Students Work Samples, K-12

Spelling

What is it?

Spelling is a linguistic task that requires knowledge of sounds and letter patterns (Moats, 2008-2009). Spelling instruction involves systematic and explicit instruction in language structures of English. According to researchers, nearly 50 percent of English words are predictable based on sound-letter correspondences that can be taught (e.g., the spellings of the /k/ sound in back, cook, and tract are predictable to those who have learned the rules). 34 percent of words are predictable except for one sound (e.g., knit, boat, and two). When word origin and word meaning are taken into consideration, only 4 percent of English words are truly irregular and may have to be learned visually *(*Hanna, Hanna, Hodges, and. Rudorf, Jr.,1966).

The spelling of almost any word can be explained if one or more of the following five principles of English spelling is taken into account:
1) Words' language of origin and history of use can explain their spelling.
2) Words' meaning and part of speech can determine their spelling.
3) Speech sounds are spelled with single letters and/or combinations of up to four letters.
4) The spelling of a given sound can vary according to its position within a word.
5) The spellings of some sounds are governed by established conventions of letter sequences and patterns (Moats, 2005).

Why is it important?

Overall, "students who spell poorly write fewer words and write compositions of lower quality. Writers who struggle to remember spelling often limit themselves to words they can spell, losing expressive power. In addition, non-automatic spelling drains attention needed for the conceptual challenges of planning, generating ideas, formulating sentences, and monitoring one's progress. The written work of poor spellers, moreover, is judged more harshly than that of students who present neat, correctly spelled work. Readers expect accurate spelling as a courtesy of communication, and inaccurate spelling may result in poor grades or poor job evaluations," (Moats, 2008).

What does it look like?

Teachers will need an understanding of phonology, orthography, and morphology linked with etymology as a foundation for understanding the English writing system so they are equipped to provide spelling instruction that will make sense of English orthography for students.

Instruction should be daily, direct, explicit, and aligned to phonics instruction beginning in Pre- K. Teachers should provide opportunities for students to engage in word analysis and writing practice. Attempts at memorizing words "by sight" are not encouraged. Word study should include information about word origin, word history, word structure and meaning, and the patterns of allowable letter sequences in English (Moats, 94).

Integrating Reading and Writing Instruction

There are multiple relationships between the skills needed to read and the skills needed to write. When these relationships are understood, it helps to know how teaching one skill can enhance and strengthen other skills both needed for reading and writing (Glaser, 2018).

Many skills required for reading and comprehension are also practiced and strengthened through writing (Glaser, 2018):

- **Phonemic Awareness** - When encoding, or spelling, young writers stop to segment the sounds in words in order to write them.

- **Decoding Skills** - When young students write, they segment the phonemes (individual sounds) in words and then must search their orthographic processors to find the graphemes (letters or groups of letters) to represent those phonemes. When older students write, they must recall the syllables and morphemes (a distinct collection of phonemes) to spell the words they will use to express their learning.

- **Letter Formation and Handwriting Skills** - Pencil to the paper writing, as opposed to keyboarding, in grades K-4, supports the integration of thought. When writing letters, forming letters through the motor movements, as opposed to finding a letter and typing it, creates stronger learning for letters.

- **Verbal Reasoning** - When students self-explain, put into words the connections and linkages in text, this helps them build comprehension skills. Students develop deeper learning of the content when they write briefly each day about what they are learning.

- **Vocabulary** - When younger and older students write about what they have read, they are required to call upon their newly learned vocabulary to write about the content. Spelling the learned words also helps transfer them to a deeper level of knowledge.

- **Daily Writing** - Students need practice writing every day. Plan brief writing exercises that ask students to respond to what they are learning. Remember to provide opportunities to orally rehearse what they will write before they write. Turn and talk to a partner, or whole group share works well for this oral language practice.

To Write or Not to Write: There is No Question!

The Writing Process

What is it?

Writing is a process through which students communicate thoughts and ideas. It is a highly complex, cognitive, self-directed activity, driven by the goals writers set for what they want to do and say and the audience(s) for whom they are writing. To meet these goals, writers must skillfully and flexibly coordinate their writing process from conception to the completion of a text. Components of the writing process include prewriting, drafting, revising, editing, and publishing (WWC, 2012).

Why is it important?

Writing supports the development of critical thinking and problem-solving skills. Success in writing greatly depends on a student's attitude, motivation, and engagement. The writing process takes these elements into account by allowing students to plan their writing and create a publishable, final draft of their work of which they can be proud. In using the writing process, students are able to break writing into manageable chunks and focus on producing quality material (International Literacy Association, 2012). Studies show that students who learn the writing process score better on state writing tests than those who receive only specific instruction in the skills assessed on the test. This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects (International Literacy Association, 2012)

What does it look like?

- Explicit instruction of the writing process and structures that support writing should occur daily and across content areas.
- Teachers create a supportive writing environment by including the frequent use of personally relevant and authentic writing tasks, modeling, teacher-student and peer conferencing, collaborative writing activities, and praise for effort.
- Students produce various types of writing including opinion, informative, and narrative pieces.
- Teachers utilize mentor texts to help students understand the characteristics of high quality writing.
- Teachers provide students with feedback about their writing to make improvements in content, organization, and form. Struggling writers will require greater explicitness, more practice, and enhanced scaffolding (e.g. repetitive modeling, graphic aids, checklists, and incremental goals).
- Students have the opportunity to improve their writing quality when they use explicit criteria such as rubrics to self-evaluate their writing performance.

Evidence-Based Practices for Writing Instruction

- **The Steps in the Writing Process**

  Prewriting: This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece. Students may also gather information from reading, prior knowledge, and discussions with others.

  Drafting: Students work independently and focus on creating a preliminary version of a text. When drafting, students must select the words and construct the sentences that most accurately convey their ideas, and then transcribe those words and sentences into written language. Students share ideas or drafts with teachers, other adults, and peers throughout the writing process enabling them to obtain feedback and suggestions for improving their writing.

  Revising: Content changes occur after students first have evaluated problems within their text that obscure their intended meaning. Students should make changes to clarify or enhance their meaning. These changes may include reorganizing their ideas, adding or removing whole sections of text, and refining their word choice and sentence structure.

  Editing: Changes are made to ensure that a text correctly adheres to the conventions of written English. Students should be particularly concerned with reviewing their spelling and grammar and making any necessary corrections. Editing changes make a text readable for external audiences and can make the writer's intended meaning clearer.

  Publishing: Typically occurs at the end of the writing process, as students produce a final product that is shared publicly in written form, oral form, or both. Not all student writing needs to be published, but students should be given opportunities to publish their writing and celebrate their accomplishment.

WWC: Teaching Elementary School Students to Be Effective Writers. (n.d.)

Implementing the Writing Process - ReadWriteThink. (n.d.)

Three Types of Writing

Ohio's Learning Standards require students to produce writing for various tasks and purposes to build a foundation for college and career readiness. Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined events.

Below are the Ohio Department of Education's definitions of the writing standards three text types from Ohio's Learning Standards for English Language Arts Appendix A: Research Supporting Key Elements of the Standards.

Opinion/Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term "opinion" is used to refer to this developing form of argument.

Informational/Explanatory

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know

and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Ohio's Learning Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A Research Supporting Key Elements of the Standards

Instructional Practices

Teaching and learning practices to ensure grade level standards are achieved by all students in any context or classroom.

Explicit Instruction

What is it?

Explicit instruction is “a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students” (Archer, 2011). Explicit instruction is a structured, systematic methodology that is unambiguous and direct in its approach to instruction. It is characterized by a series of scaffolds that support and guide students as they are learning. To put it simply, explicit instruction means “teaching a skill very clearly and giving lots of feedback and opportunities to practice.” (Greene, 2021)

Why is it important?

Explicit instruction provides clarity by modeling for students how to begin a task, how to succeed on a task, and by providing sufficient time to practice. It breaks learning into smaller parts, freeing up working memory and enabling the student to learn new information and skills. Explicit instruction cues students to the most vital pieces of information, allowing students who struggle with attention to attend to the most critical parts of the lesson. Use of consistent and clear language when providing explicit instruction supports English Learners managing new language demands.

What does it look like?

Explicit instruction follows a set of sequential steps (Greene, 2021):

1. *Identify a clear, specific objective.* Build on prior learning by establishing and communicating learning intentions and success criteria that follow a learning progression. Plan for content/skill and task aligned to the learning intention and progress toward mastery that is measured by the success criteria.
2. *Break the information into chunks.* Identify necessary background knowledge, vocabulary, and skills for the lesson. Plan for pre-teaching where needed.
3. *Model with clear explanations.* Plan for multiple examples and prepare to model multiple times if necessary.
4. *Verbalize the thinking process.* Consider places where students may struggle and plan how to verbalize working through the difficult spots.
5. *Provide opportunities to practice.* Begin with guided practice and pre-correct or correct errors as they occur. Move toward independent practice to establish fluency with the skill or strategy. Finish the lesson with a cumulative review of previously learned and new material to build automaticity.
6. *Give feedback.* Feedback should be immediate and actionable to reduce the chance that students will practice a skill or strategy with errors.

Explicit instruction aligns with the Gradual Release of Responsibility Model. Explicit instruction with clear, concise language and modeling occurs during the Focus Lesson (“I do”). Guided Instruction (“We do”) provides students with ample time to practice. Collaborative Learning (“You do it together”) and Independent Learning (“You do it alone”) provides additional time for practice with intentional feedback from the teacher.

https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-explicit-instruction
https://meadowscenter.org/files/resources/10Key_ExplicitInstruction.pdf

Text Sets

What is it?

“Text sets are collections of texts tightly focused on a specific topic. They may include varied genres (fiction, nonfiction, poetry, and so forth) and media (such as blogs, maps, photographs, art, primary-source documents, and audio recordings).” (Garrison, 2016) Text sets are designed to build background knowledge and vocabulary of a topic. Some text sets are organized to grow in complexity while others are organized with an anchor/focus text and supporting texts that align with the content and theme of the anchor text.

Why is it important?

There are many benefits to using text sets in the classroom, including but not limited to:

- *Student voice and choice*: during independent reading, students may select texts about a topic that interests them, is relevant to their life and experiences, or provides new and different perspectives.
- *Build knowledge of the topic of an anchor text:* students may read additional texts that align to the topic of the anchor text being read during whole class instruction. This may be done before, during, or after reading the anchor text to expand the students' understanding by increasing background knowledge and vocabulary of the topic being discussed.
- *Support Science and Social Studies content:* Teachers may provide cross curricular learning opportunities by reading texts that align to grade-level Science and Social Studies standards and content during the literacy block.
- *Support authentic writing and research:* Students can keep track of the new information they are learning as they read the various texts included in the text set.

Research shows that background knowledge and topic-specific knowledge are essential for reading comprehension. Background knowledge allows students to make inferences and has a greater impact on reading than how well the student can read.

What does it look like?

1. The teacher selects a topic of focus for the text set. This may be the topic of an anchor text, topic or standard from another content area (e.g., Science, Social Studies, Art, P.E., etc.), or student interest.
2. Look for texts that build knowledge and vocabulary of the selected topic. Select texts at a variety of complexity levels. Text sets should include a variety of genre and media types (e.g., videos, photographs, infographics, etc.).

3. Consider how one text may support another. The goal of using text sets is to quickly build background knowledge and vocabulary and to provide scaffolded support as needed so students are able to move to increasingly complex texts.
4. Make a plan for introducing students to the text sets. When and why will they interact with the texts? During whole group instruction, small group instruction, or independent reading? Before reading the anchor text, or after? How will students demonstrate evidence of what they have learned?

https://achievethecore.org/content/upload/Text%20Set%20Guidance.pdf
https://fordhaminstitute.org/national/commentary/what-are-text-sets-and-why-use-them-classroom

Close Reading

What is it?

“Close reading is an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.” (Shanahan, 2012) Close reading asks a student to carefully and purposefully read and reread a text, focusing on what the author has to say, the author’s purpose, the meaning of the words, and how the structure of the text impacts the meaning.

Why is it important?

Teaching our students to become close readers develops independent readers that are able to interpret a variety of texts and to make deeper connections based on their own background knowledge and experiences. “A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.” (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)

What does it look like?

“Close reading should occur with appropriately complex text. There are a number of factors that contribute to text complexity. Teachers should differentiate, or vary, how they approach a text with students depending on the text complexity and students’ needs.” (Burke) Close reading typically takes place over multiple days/lessons. Students are expected to read the text multiple times, each reading has a different purpose to deepen students’ understanding of the text. Close reading expects readers to focus on the information in a text without relying on a lot of support, or “front loading” of information.

1. **First Read: Key Ideas and Details** - Determine what the text says
    a. Students will build background knowledge, develop general understandings, determine key ideas and supporting details, and retell or summarize the text.
2. **Second Read: Craft and Structure** - Figure out how the text works
    a. Students will determine the author’s purpose, the structure or organization of the text, vocabulary and word choices, and point of view or perspective of the characters.
3. **Third Read: Integration of Knowledge and Ideas** - Analyze and compare the text
    a. Students make deeper connections and develop a deeper understanding of the text, make connections to themselves, the world, and other texts, determine the author’s point, and evaluate the quality of the work to convey meaning.

Discussion Questions Aligned to Anchor Standards for Reading

First Read: What is the author saying? (Anchor Standards 1-3: Key Ideas and Details)

1. What is the first thing that jumps out at you and why?
2. What do you know now that you didn't know before?
3. What do you think are the most important details in this part of the text? Why?
4. What details surprised you? Why?
5. What is the author's message in this story? How does the author show this through the events that took place?
6. How does the setting impact the problem?
7. How does one event lead to another?
8. How does the main character's motivations affect his/her interactions with others?

Second Read: How is the author saying it? (Anchor Standards 4-6: Craft and Structure)

1. How does the author play with words - in a variety of ways - to add meaning?
    a. Tone - How did the author's choice of words add to the meaning? (e.g., The boy trudged home with his report card. The boy skipped home with his report card.
    b. Figurative Language - How did the author's use of metaphors/similes/ idioms/personification add to the meaning?
    c. Multiple Meanings - Determine the meaning of the word as it is used in the text.
2. How has the author crafted the introduction of the text to get readers' attention?
3. Why did the author place this word first in the sentence instead of last, and what effect does that have?
4. Does this passage include description, narration, or argument?
5. How does the author vary sentence length and why?
6. Who is telling the story and how do you know?
7. How does the narrator's point of view affect the events of the text?
8. How would the story change if it was told from another point of view?
9. What does the author believe about this topic? How do you know?

Third Read: Why is the author saying it? (Anchor Standards 7-9: Integration of Knowledge & Ideas)

1. Based on the illustration/photograph, what can you infer from the picture?
2. What questions does this image raise in your mind?
3. Is the information in this text current?
4. Does the author present the topic fairly, respecting varying points of view?
5. Has information been omitted?
6. What details support the author's opinion or message?

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https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/
https://www.corwin.com/sites/default/files/upm-binaries/60099_ch_5.pdf

Read-Aloud

What is it?

A Read-Aloud is a time when the teacher reads a carefully and purposefully selected complex text. Text should be 2-3 levels above grade level in grade K-2. It allows equal access to text for all students. Read-Alouds promote active listening and interactive discussion. A read-aloud is an excellent opportunity for teachers to build students' background knowledge and expand their vocabulary. In grades 3-5, students are closely reading a text on or above grade level. All students should have the ability to see the written text by having a personal copy or viewing a projection of the text.

Why is it important?

Reading aloud improves listening skills, builds vocabulary, aids reading comprehension, and has a positive impact on students' attitudes toward reading (Routman, 1994). It allows teachers to create shared literary experiences as a foundation for learning how to comprehend texts. When teachers read aloud to students, the students experience a variety of quality complex texts in different genres and learn information from different content areas. Reading to students helps expand vocabulary by presenting words in context. As teachers read, they can demonstrate ways to derive word meanings from context by "thinking aloud." Group discussions after the read aloud helps students focus on new words, new meanings for words, or connotations for words.

Read-Alouds provide students with an opportunity to extend and synthesize their understanding through speaking and listening. Having students "turn and talk" during the read aloud gives individuals the opportunity to engage in more talk than would otherwise be possible in a whole- group discussion.

Reading to children in the early grades helps build (background) knowledge and comprehension while students are learning and practicing the foundational skills they need to know to do this for themselves. Along the way, it can develop essential academic vocabulary, cultivate comfort with more complex syntax and build knowledge--three of the building blocks essential to building capacity with comprehension (Liben and Liben).

Achieve the Core: Read Aloud Project

What does it look like?

Read-Aloud Considerations

Consider where students may need support with the ***meaning***, ***structure***, ***language*** and ***knowledge*** when determining if a text has the appropriate complexity to be read aloud.

Meaning	Structure
• Layers of meaning • Purpose • Concept complexity	• Text Features • Genre • Organization
Language	**Knowledge**
• Vocabulary • Sentence length and structure • Figurative Language • Regional/historical usage (dialects)	• Background • Experiences

Ask Text-Dependent Questions

Questions should support the understanding of meaning, structure, language and knowledge. These questions bring students back to the text to find evidence that supports their response. Create questions which require students to analyze, synthesize or evaluate information and that address DOK levels 2, 3 and 4. Use questions to address difficult portions of the text and focus on big ideas.

Focus on Vocabulary

- Academic vocabulary
- Part of semantic word families
- Key to understanding the text
- Abstract words
- Unfamiliar ideas and concepts

Check for understanding after the text is read. A text that can be read multiple times will ensure greater depth and meaning of the text. In grades K-1, reading aloud provides an opportunity for students to learn print concepts, fluent reading, build background and vocabulary. In grades 2-5, reading aloud provides an opportunity for students to build background, vocabulary and comprehension skills.

Achieve the Core: Read Aloud Project

Conversation (Discussion or Discourse)

What is it?

Hattie (2019) defines classroom discussion as "A form of instruction in which students are invited to speak about the topic at hand. It involves much more than a teacher asking a class a question, then another, etc., but involves students discussing with each other, often prompted from an open and not closed set of questions." (Visible Learning Meta[x] Influence Glossary.) "Discourse," or language in practice, is formally defined by Hennessy, et. al (2016) as "attunement to others' perspectives and continuous co-construction of knowledge through sharing, critiquing and gradually reconciling contrasting ideas" (p.16). Discourse can generally be used interchangeably with "classroom discussion," according to Olaussen (2016).

Why is it important?

A child's ability to proficiently decode and understand written text is built upon skills such as listening and speaking vocabulary, the ability to understand the boundaries of words in oral language, and an understanding of the structure of spoken language (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990: Snow, Burns, & Griffin, 1998). In addition, research has determined that through the middle school years, listening comprehension is higher in students than reading comprehension, at least through grade 8 (Sticht and James, 1984.) Hattie's *Visible Learning* found that classroom discussion has a "potential to considerably accelerate student achievement," with an effect size of .82, or over 2 years' growth. In addition, College and Career Readiness Anchor Standards for Speaking and Listening emphasize speaking and listening in grades K-12.

What does it look like?

An early literacy classroom should devote instructional time to building learners' listening capacity, in addition to providing regular opportunities for content and text-based discussions. Meaningful and structured conversations with an adult in response to written texts that are read aloud will allow students to orally engage in cognitive tasks such as comparing and contrasting, synthesizing and analyzing (Bus, Van Ijzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqui, & Share, 1993; Whitehurst et al., 1988).

Intermediate classrooms should see students engaging in many kinds of strategic engagement of teachers and peers through collaboration and discussion. Ohio's Learning Standards for English Language Arts say this regarding student speaking and listening in all grades K-5:

"To build a foundation for college and career readiness, students must have many opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains."

Teaching Conversation/Discussion/Discourse in the K-5 Classroom

Practical elements to include in a K-5 classroom around conversation/discussion/classroom discourse include:

- Teaching speaking and listening skills such as active listening as part of classroom routines (Found in Classroom Community section of *Into Reading*'s "Guiding Principles and Strategies")
- Building active discussion of collective and individual background knowledge of a topic to be read about--including drawing conclusions about connections from the known to the unknown
- Active discussions about mindset before, during and after lessons
- Deliberate use of word wall vocabulary terms in classroom discussion (teacher and students)
- Giving and discussing feedback on student work (teacher-student, student-student)
- Discussion during whole-group and small-group text reading to build and gauge comprehension.

Mentor Texts

An Instructional Strategy from Ohio's Model Curriculum

What is it?

Mentor texts are familiar texts that serve as a model of exemplary writing that students can use to generate their own original piece. Examples of mentor texts include books, poems, essays, passages, letters, comic strips, etc. The texts are read for the purpose of studying the author's craft, or the way the author uses words and structures the writing. The goal is to provide students a model they could emulate in crafting their own writing (Thompson & Reed, 2019).

Why is it important?

The students' familiarity with the mentor texts enables the teacher to concentrate on writing skills and strategies which ignites the writer's imagination and determination to create high-quality text that mirrors the mentor text in many ways. Mentor texts help students envision the kind of writer they can become; they help teachers move the whole writer, rather than each individual piece of writing forward. Writers can imitate the mentor text and continue to find new ways to grow. In other words, mentor texts help students and teachers continually reinvent themselves as writers (Dorfman & Cappelli, 2007).

What does it look like?

Mentor text lessons are organized around the 6 Writing Traits. The 6 Writing Traits are key characteristics that define high quality writing. Teachers should find examples of mentor texts in which the author's purpose for using a specific writing trait is clear and model the trait they hope to see their students use in their own writing (Dorfman & Cappelli, 2007). The 6 Writing Traits are:

- Ideas - The main idea or message of a piece of writing.
- Organization - The internal structure of the writing.
- Voice - The personal tone of the author's message.
- Word Choice - The vocabulary a writer chooses to convey meaning.
- Sentence Fluency - The rhythm and flow of the language.
- Conventions - The mechanical correctness in terms of spelling, grammar, punctuation, and other rules.

Small Group Instruction

What is it?

The teacher forms small groups consisting of 4-6 students based on student needs as determined by assessment data and classroom observations. Differentiated instruction is focused on specific skills and strategies needed by the varied groups of students and allows the teacher to reteach or reinforce those skills.

Why is it important?

Small group instruction allows the teacher to work closely with students to locate gaps in learning and tailor lessons to meet the individual needs of the students. Teachers are able to scaffold grade-level instruction and reteach or reinforce the skills and strategies taught during the whole group lesson, or extend instruction for those that have mastered grade-level standards. Small group instruction also allows for closer monitoring of student actions to provide more frequent and specific feedback to improve reading skills and increase achievement. Teachers may choose to utilize small group instruction time to pre-teach vocabulary, challenging text structures, or prerequisite knowledge for English Learners or any student experiencing difficulty with grade level material. Small group instruction fosters collaboration among the students in the group as they work on the same skills and strategies and work toward achieving the same goal. The small group setting can provide a comfortable, “safe” environment and increase the confidence of students that may not participate in a whole group setting.

What does it look like?

“Based on frequent, on-going progress monitoring (and some diagnostic) assessments, students are often grouped and regrouped by a shared skill deficit.” There are a variety of options for teachers to choose from as they engage students in small group instruction including, but not limited to:

- Groups with scaffolded support to assist the student in accessing grade-level texts.
- Foundational skills development focused on phonological awareness, phonemic awareness, fluency through orthographic mapping, decoding skills, etc.
- Targeted support for specific skills and strategies taught during the whole group lesson.
- Pre-teaching vocabulary, text structures, prerequisite knowledge for English Learners and students experiencing difficulty.

K-2 ELA Framework

Columbus City Schools K-2 Framework						
	Foundational Skills Phonological Awareness, Phonemic Awareness, Phonics, Word Recognition, Spelling	**Fluency** Accuracy, Rate, Expression	**guage Structures** Grammar, Syntax, Morphology, Spelling, Comprehension	**Read Aloud** Fiction and Nonfiction 2-3 levels above grade level	**Conversation** Collaborative speaking and listening that support meaning making	**Writing** Mechanics (K-1), Response to Text, Culminating Task
Word Recognition: **transforming print into spoken language** Phonological and Phonemic Awareness, Decoding (phonics, advanced phonics), Sight Word Recognition, Fluency	**DAILY:** Implement a systematic, explict phonemic awareness and phonics curriculum that follows a specific scope and sequence and incorporates multisensory strategies. **WEEKLY:** Regular administration of assessments to monitor progress and inform instruction and differentiation groups. **DAILY:** Provide 30 minutes of explicit instruction and practice of foundational skills, including instruction with connection to texts.	**DAILY:** Sight word recognition built through phoneme-grapheme mapping. **DAILY:** Modeling fluent reading through shared reading, read alouds, and guided reading. **DAILY:** Explicit instruction for the use of punctuation, phrasing, intonations, and print concepts that promote fluency. **WEEKLY:** Small group instruction with scaffolded instructional supports to access complex texts.	**DAILY:** Instruction in handwriting practicing the spelling of sounds and words that are taught (encoding). **WEEKLY**: Use of decodable texts aligned with spelling skills taught. **WEEKLY** Engage students in drawing and dictation, progressing to writing words, phrases, or sentences that include sounds taught using correct or reasonable attempts at spelling.	**DAILY:** Model what automatic, accurate, expressive reading of texts sounds like. **WEEKLY:** Choose poems and text that have rhyming patterns (K-1)	**DAILY:** Embed taught vocabulary into classroom conversations to provide contextual practice and promote long-term word and vocabulary recognition as well as fluency. **WEEKLY:** Engage in text-based discussion to allow informal evaluation of, and accountability for, comprehension of text. **WEEKLY:** Engage in phonological awareness activities orally with manipulating (addition, substitution, subtraction) of phonemes.	**DAILY:** Instruction in handwriting practicing the spelling of sounds and words that are taught (encoding). **WEEKLY:** Engage students in drawing and dictation, progressing to writing words, phrases, or sentences that include sounds taught using correct or reasonable attempts at spelling.
Language Comprehension: **understanding spoken language** Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge	**DAILY:** Explicit instruction for understanding the meaning of words, both spoken and written. **WEEKLY:** Discuss word origins and spelling patterns in the context of text read.	**DAILY:** Opportunities for students to read together (e.g., choral reading, Reader's Theater). **DAILY:** Access to a variety of reading materials within the grade level expectation ranges with scaffolded support.	**WEEKLY:** Explicit teaching and review of academic and content vocabulary to build background knowledge and deepen understanding of the text. **DAILY:** Explicit vocabulary instruction before reading with practice and review after reading.	**DAILY:** Model print concepts during reading (K-1). **WEEKLY:** Choose text that help build background knowledge. **WEEKLY:** Choose text that expose students to rich vocabulary. **WEEKLY:** Analyze and discuss sentence structure to build meaning. **WEEKLY:** Model think alouds and provide pompts that cause students to attend to verbal reasoning.	**DAILY:** Include at least one form of text-based discussion aimed at encouraging students to think, make and discover meaning from text. **DAILY:** Re-read text. **DAILY:** Use text-dependent and evidence-based questions. **DAILY:** Deconstruct sentence structures.	**DAILY:** Explicit instruction of the writing process and structures that support writing. **DAILY:** Writing instruction connected to texts from across content areas. **WEEKLY:** Students respond to text, in writing progressing from drawing and dictating to words to phrases to complete sentences. **WEEKLY:** Select texts from various genres for students to engage in shared writing
Reading Comprehension	**DAILY:** Opportunities to practice taught sounds and words. **DAILY:** Opportunities to practice foundational skills and sight vocabulary with connected text.	**DAILY:** Content based text sets that contain a variety of genres, a range of complexity, and a variety of media types.	**DAILY** Make students aware of sentence structures, word origins and spelling patterns. **WEEKLY** Provide opportunities to apply word knowledge and vocabulary strategies to demonstrate understanding of the text.	**DAILY:** Model fluent reading. **DAILY:** Establish a purpose that aligns to an ELA standard. **DAILY:** Provide opportuinites for speaking and listening focused on making meaning from the text. **WEEKLY:** Choose text that integrate content from other subjects (Science, Social Studies, Math, Art).	**DAILY**: Incorporate the use of vocabulary taught from the text into conversations. **OFTEN:** Engage in text-based conversation to ensure students are comprehending what they read.	**DAILY:** Students respond to text in writing to demonstrate comprehension. **DAILY:** Students have opportunities to compose opinion, informative/explanatory and narrative types of writing. **DAILY**: Students incorporate voabulary that has been taught from the text into writing.
						May 2021

3-5 ELA Framework

Columbus City Schools 3-5 Framework						
	Foundational Skills Phonological Awareness, Phonemic Awareness, Phonics, Word Recognition	**Fluency** Accuracy, Rate, Expression	**guage Structures** Grammar, Syntax, Morphology, Spelling, Comprehension	**Read Aloud** Fiction and Nonfiction texts at grade level	**Conversation** Collaborative speaking and listening that support meaning making	**Writing** Response to Text, Culminating Task
Word Recognition: **transforming print in to spoken language** Ongoing development of decoding skills and word recognition, additional explicit instruction and practice for students that have not developed automatic decoding	**DAILY:** Regular administration of assessments to determine student needs, monitor progress, and inform instruction and differentiation groups. **DAILY:** Explicit instruction of advanced phonemic awareness (e.g., phoneme addition, deletion, and substitution). **DAILY:** Explicit instruction of morphological awareness (e. g., roots, prefixes, suffixes).	**WEEKLY:** Regularly assess and monitor progress of automaticity, accuracy, and expression of student reading. **DAILY:** Provide opportunities to practice reading a diverse range of grade-level texts with scaffolded supports as needed.	**DAILY:** Provide explicit instruction of spelling patterns and morphology, with practice combining these with decoding knowledge to read multisyllabic words, both within a text and outside of text **DAILY:** Explicitly provide explanation of sentence structures encountered in text and provide students with practice creating their own sentences with the same structure	**WEEKLY:** Model fluent reading of unfamiliar multisyllabic words and new word parts (roots and affixes) sounds like in the context of a text	**DAILY**: Incorporate collaborative, text-based discussion to provide accountability and support for reading comprehension of text.	**DAILY:** Instruction in writing aligned with spelling of taught sounds, word parts and words. **WEEKLY:** Engage students in writing words, phrases, or sentences that include taught spellings and words.
Language Comprehension: **understanding spoken language** Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge		**WEEKLY:** Provide a variety of class and group read aloud opportunities (e.g., choral reading, echo reading, whisper reading, NOT round robin). **DAILY:** Provide an opportunity for oral reading.	**WEEKLY:** Teach how to determine or clarify the meaning of unknown words or multiple meaning words or phrases. **WEEKLY** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. **WEEKLY:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **WEEKLY** Explicitly teach how to choose words and phrases for effect and to convey precise information. **WEEKLY:** Explicitly provide instruction regarding formal and informal discourse. **WEEKLY:** Word walls to reinforce vocabulary.	**WEEKLY:** Choose text that help build background knowledge. **WEEKLY:** Choose text that expose students to rich vocabulary. **WEEKLY:** Analyze and discuss sentence structure to build meaning.	**DAILY**: Discuss texts to build language comprehension, practice vocabulary and connect to content standards in science and social studies. Includes rereading; text-dependent questions; evidence-based questions, analysis of sentence structure and meaning. Incorporate elements of culturally diverse background knowledge elements to build connection to text content.	**DAILY:** Explicit instruction of the writing process and structures that support writing. **DAILY:** Writing instruction connected to texts from across content areas. **DAILY:** Students respond to text, in writing using complete sentences. **WEEKLY**: Select texts from various genres for students to engage in shared writing.
Reading Comprehension	**DAILY:** Provide opportunities to practice taught words and spellings. **DAILY:** Opportunities to practice foundational skills and build sight vocabulary with connected text.	**DAILY:** Content based text sets that contain a variety of genres, a range of complexity, and a variety of media types.	**WEEKLY:** With texts, draw students attention to sentence structure, word origin, and spelling patterns. **WEEKLY:** Provide opportunities for students to compare and contrast the various forms of English (e.g. dialects) used within stories, dramas and poems	**DAILY:** Model fluent reading of different genres. **DAILY:** Establish a purpose that aligns to an ELA standard. **WEEKLY:** Provide opportunities for close reading of text with evidence-based questions to deepen understanding of the text. **WEEKLY:** Choose text that integrate content from other subjects (Science, Social Studies, Math, Art).	**DAILY:** Engage in text-based discussion to provide accountability and support for reading comprehension. **DAILY**: Incorporate the use of vocabulary taught from the text into conversations.	**DAILY:** Students respond to text in writing to demonstrate comprehension. **DAILY:** Students have opportunities to compose opinion, informative/ explanatory and narrative types of writing. **DAILY:** Students incorporate vocabulary that has been taught from the text into writing.
						May 2021

Literacy Block Schedule

Grade Band	Daily Time Frame	Components
Grades K-2 [135 minutes]	10-15 minutes	Phonemic Awareness: Explicit and systematic instruction of phonemic awareness [Heggerty]
	30 minutes	Foundational Skills: Explicit and systematic instruction of phonemic awareness and phonics; handwriting [Fundations]
	15 minutes	Background Knowledge, Language, Explicit vocabulary instruction
	25-30 minutes	Whole group, grade-level reading instruction: Focused/explicit instruction, guided instruction, collaborative learning
	25-30 minutes	Small group instruction and independent practice: scaffolded support of grade level reading, skill and strategy lessons, foundational skill development
	25-30 minutes	Writing: explicit instruction of the writing process and structures that support writing connected to texts across content areas; daily reinforcement of handwriting as a component of writing instruction
30 minutes - *in addition to* the Literacy Block		Intervention: Tier 2 and Tier 3 support aligned to the evidence-based core instruction and specific to the needs of the student
Grades 3-5 [120-135 minutes]	15-30 minutes	Foundational Skills: Explicit instruction of advanced phonemic awareness and morphological awareness, word study and spelling; handwriting
	15 minutes	Background Knowledge, Language, Explicit vocabulary instruction
	30 minutes	Whole group, grade-level reading instruction: Focused/explicit instruction, guided instruction, collaborative learning
	30 minutes	Small group instruction and independent practice: scaffolded support of grade level reading, skill and strategy lessons, foundational skill development
	30 minutes	Writing: explicit instruction of the writing process and structures that support writing connected to texts across content areas; daily reinforcement of handwriting as a component of writing instruction
30 minutes - *in addition to* the Literacy Block		Intervention: Tier 2 and Tier 3 support aligned to the evidence-based core instruction and specific to the needs of the student

Glossary of Terms

Classroom Discussion: "A form of instruction in which students are invited to speak about the topic at hand. It involves much more than a teacher asking a class a question, then another, etc., but involves students discussing with each other, often prompted from an open and not closed set of questions." (Hattie)

Decoding: "efficient word recognition" (Hoover & Gough, 1990). The meaning of decoding expands to include fast and accurate reading of familiar and unfamiliar words in both lists and connected text (Gough & Tunmer, 1986). (Farrell, et al)

Encoding: using letter sounds to write. (Achieve the Core)

Fluency: reading accurately, at an appropriate rate, and with expression. (Achieve the Core)

Language Comprehension: the ability to derive meaning from spoken words when they are part of sentences or other discourse. Language comprehension abilities, at a minimum, encompass "receptive vocabulary, grammatical understanding, and discourse comprehension" (Catts, Adlof, & Weismer, 2006). (Farrell, et al)

Letter-sound Knowledge: the ability to recognize the phonic attributes of consonants, vowels, blends, digraphs, and vowel combinations. This is foundational to both phonic decoding and orthographic mapping. (Kilpatrick)

Morphological Awareness: thinking about the smallest units of meaning in language, which are called morphemes. These units include root words that can stand alone as words, prefixes, suffixes, and bound roots, which are roots that must have a prefix or suffix added to become a word. (International Dyslexia Association)

Orthographic Mapping: the mental process used to store words for immediate, effortless retrieval. It is the mechanism for sight-word learning. It requires good phonemic awareness, letter-sound knowledge, and the alphabetic principle. (Kilpatrick)

Phonemic Awareness: an awareness of individual sounds/phonemes in spoken words. It represents the most precise subcategory of phonological awareness. Because letters are designed to represent spoken phonemes, phonemic awareness is the type of phonological awareness that is essential for reading. (Kilpatrick)

Phonics: a system for approaching reading that focuses on the relationship between letters and sounds. Phonics helps with sounding out unfamiliar words. (Kilpatrick)

Glossary of Terms

Phonological Awareness: having an awareness of sounds in spoken words, whether syllables, onsets, rimes, or individual phonemes. (Kilpatrick)

Print Concepts: include the features of print and organization of print. The most important early print concept is letter recognition, which should begin immediately in kindergarten. Additionally, students should begin learning basic skills such as page-by-page reading, and following words from left to right and top to bottom. They should begin noticing that words are separated by spaces and that these spaces are the same size. Key terms include: *return sweep* (moving your eyes from the end of one line of text to the start of another line), *one-to-one correspondence of words* (matching the printed word to the spoken word), and *letter recognition* (visually recognizing the name of a printed letter). (Achieve the Core)

Science of Reading: all the methods or approaches that have been found, through research, to give kids a learning advantage in reading. (Shanahan)

Sight Vocabulary: the pool of words that a person can identify immediately and effortlessly, without the need to sound out the word or use context clues. It does not matter if these words are phonetically regular or irregular, only that they are instantly familiar when encountered. (Kilpatrick)

Simple View of Reading: a formula demonstrating the widely accepted view that reading has two basic components: word recognition (decoding) and language comprehension. Research studies show that a student's reading comprehension score can be predicted if decoding skills and language comprehension abilities are known. (Farrell, et al) The Simple View formula presented by Gough and Tunmer in 1986 is:
Decoding [Word Recognition] (D) x Language Comprehension (LC) = Reading Comprehension (RC)

Word Recognition: recognizing words in the moment of reading. Transforming print into spoken language. (Achieve the Core)

Articles and Resources

- Academic Word Finder https://achievethecore.org/academic-word-finder/
- “Advancing Our Students’ Language and Literacy: The Challenge of Complex Texts” https://www.aft.org/sites/default/files/periodicals/Adams.pdf
- “At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers” https://www.apmreports.org/story/2019/08/22/whats-wrong-how-schools-teach-reading
- “‘Both and’ Literacy Instruction K-5: A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom” https://achievethecore.org/page/687/both-and-literacy-instruction-k-5-a-proposed-paradigm-shift-for-the-common-core-state-standards-ela-classroom
- Chapter 1: Understanding and Evaluating Text Complexity http://www.ascd.org/publications/books/114008/chapters/Understanding-and-Evaluating-Text-Complexity.aspx#:~:text=What%20exactly%20does%20the%20term,answers%20to%20Questions%205%E2%80%939.
- Closing in on Close Reading http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx
- Developing Fluent Readers https://www.readingrockets.org/article/developing-fluent-readers
- Guidance for Educators Using a Balanced Literacy Framework https://achievethecore.org/page/3258/guidance-for-educators-using-a-balanced-literacy-program
- How Spelling Supports Reading: And WHy It Is More Regular and Predictable Than You May THink https://www.aft.org/sites/default/files/periodicals/Moats.pdf
- How Words Cast Their Spell: Spelling is an Integral Part of Learning the Language not Memorization https://www.aft.org/sites/default/files/periodicals/joshi.pdf
- Intensifying Literacy Instruction Essential Practices https://intensiveintervention.org/sites/default/files/Intensifying_Literacy_Instruction_Essential_Practices.pdf

- Language Comprehension Ability: One of Two Essential Components to Reading Comprehension https://courses.lumenlearning.com/literacypractice/chapter/4-language-comprehension-ability-one-of-two-essential-components-of-reading-comprehension/

- Ohio's Learning Standards for English Language Arts (Revised 2017) & Appendices to the Standards http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards

- Ohio Writing Restart Plan http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Writing-Restart-Plan.pdf.aspx?lang=en-US

- Priority Instructional Content in English Language Arts/Literacy and Mathematics https://achievethecore.org/page/3267/priority-instructional-content-in-english-language-arts-literacy-and-mathematics

- Teaching Reading *Is* Rocket Science, 2020 https://www.aft.org/sites/default/files/moats.pdf

- The Learning Pit https://www.challenginglearning.com/learning-pit/

- The Read Aloud Project https://achievethecore.org/page/944/read-aloud-project

- The Strands that are Woven Into Skilled Writing https://keystoliteracy.com/wp-content/uploads/2020/02/The-Strands-That-Are-Woven-Into-Skilled-WritingV2.pdf

- Transcription Skills: Why They Matter http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/Literacy-Academy-On-Demand/WVanCleave_LitAcad2021.pdf.aspx?lang=en-US

- What the Words Say https://www.apmreports.org/episode/2020/08/06/what-the-words-say

- Which Words do I Teach and How? https://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf

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