



EAST POINTE COMMUNITY SCHOOLS

Kindergarten Reading Power Standards

Reading Literature

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustrations depicts)

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Reading Informational

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.K.4 Read emergent-reader texts with purpose and understanding.

Reading Foundational

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- **RF.K.1.a** Follow words from left to right, top to bottom, and page by page.

Reading Foundational (continued)



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- **RF.K.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.1.c** Understand that words are separated by spaces in print.
- **RF.K.1.d** Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- **RF.K.2.a** Recognize and produce rhyming words.
- **RF.K.2.b** Count, pronounce, blend, and segment syllables in spoken words.
- **RF.K.2.c** Blend and segment onsets and rimes of single-syllable spoken words.
- **RF.K.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- **RF.K.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF.K.3.a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3.b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **RF.K.3.c** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **RF.K.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



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First Grade Reading Power Standards

RL.1.1 Ask and answer questions about key details in a variety of texts.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories and in poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Knows and uses various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use illustrations and details in a text to describe its key ideas.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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Second Grade Reading Power Standards

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2* topic or subject area.

RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3 Know and apply grade level phonics and word analysis, skills and decoding words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.



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Third Grade Reading Power Standards

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words.

3.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

3.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

3.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

3.RI.3.2 Determine main idea of a text; recount the key details and explain how they support the main idea.
3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.



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Fourth Grade Reading Power Standards

4.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.).

4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade four topic or subject area.

4.RI.4.5 Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.4.7 Interpret information presented visually, orally, quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.



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Fifth Grade Reading Power Standards

5.RL.5.3 Compare and contrast two or more characters, settings, or events, in a story or drama, drawing on a specific detail in the text.

5.RI.5.5 Compare and contrast overall structure (chronology, comparison, cause and effect, problem and solution).

5.RI.5.1 Quote accurately from a text when explaining what the text (informational) says explicitly and when drawing inferences from the text.

5.RI.5.7 Draw on information from multiple print or digital sources to locate or solve a problem.

5.RL.5.1 Quote accurately from a text when explaining what the text (narrative) says explicitly and when drawing inferences from the text.

5.RL.5.2 Determine a theme of a story drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem upon a topic, summarize the text.

5.RL.5.3 Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific informational in the text.

5.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

5.RL.5.2 Determine 2 or more main ideas and explain how they are supported by 2 details.

5.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



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Kindergarten Writing Power Standards

Writing

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.K.2.a-d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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First Grade Writing Power Standards

Writing

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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Second Grade Writing Power Standards

Writing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3).

Language

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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Second Grade Writing Power Standards

L.2.4 Determine or clarify the meaning of unknown and multiple words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.



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Third Grade Writing Power Standards

Writing

W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W3.8 Recall information from experiences or gather information from print and digital sources take brief notes and sort evidence into provided categories.

W3.10 Write routinely over both extended and short time frames for a range of discipline specific tasks, purposes, and audiences.

Speaking and Listening

SL3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts, and relevant descriptive details, speaking clearly at an understandable pace.

SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification.

Language

L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3.6 Learn and apply grade level appropriate conversational, academic, and domain specific words and phrases, including those that signal temporal relationships



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Fourth Grade Writing Power Standards

Writing

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information.

W.4.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, & clear event sequences.

W.4.4 Produce clear & coherent writing in which development & organization is appropriate for task, purpose, & audience.

W.4.5 With guidance and support from peers and adults develop & strengthen writing as needed by planning, revising, and editing.

W.4.6 Use technology to produce & publish; demonstrate command of keyboarding skills.

W.4.9 Draw evidence to support analysis, reflection, & research.

Speaking and Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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Fifth Grade Writing Power Standards

Writing

W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose

W.5.1.D Provide a concluding statement or section related to the opinion presented.

W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topics.

W.5.2.E Provide a concluding statement or section related to the information or explanation presented.

W.5.3.E Provides a conclusion that follows from the narrated experiences or events.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9 Draw evidence from literary or informational text to support analysis, reflection, and research.

Language

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reader's Workshop Strategy Implementation Guide Grades K-5

Critical Component How does this component contribute to the overall outcome of this practice?	“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
<p style="text-align: center;">Benchmark/Summative Assessment</p> <p>M-Step NWEA MAISA Reading Unit Tests DRA Fountas/Pinnell (when accessible)</p>	<ul style="list-style-type: none"> ✓ Teachers identifying essential learnings from NWEA <ul style="list-style-type: none"> ○ Literature ○ Informational text ○ Vocabulary ✓ Instructional needs identified from other summative assessments ✓ Data Walls (student) ✓ Correct instructional placement ✓ High level of student effort during test administration 	<ul style="list-style-type: none"> ✓ Utilize the practice NWEA assessments ✓ ORRs (Oral Reading Records) ✓ MAISA unit assessments 	<ul style="list-style-type: none"> ✓ Assessment not given with fidelity ✓ Students not supervised during assessment ✓ No Data Wall ✓ Teaching to the assessment until mastered
<p style="text-align: center;">Formative Assessment to Measure effectiveness of instruction and student growth</p> <ul style="list-style-type: none"> • 3-4 formative assessments in for each MAISA unit to check for understanding <ul style="list-style-type: none"> ➢ Exit slips ➢ Response journals ➢ Independent reading logs ➢ Grade Level common assessments ➢ Anecdotal records/Formalizing conferences ➢ ORR (Oral Reading Record) ➢ M-STEP prep materials 	<ul style="list-style-type: none"> ✓ Data being analyzed by teachers to determine strategies learned and applied by the students ✓ Identifying skills/strategies needing additional instruction ✓ Teachers keeping anecdotal notes/conferencing ✓ Data walls ✓ Teachers having high expectations of students ✓ Students performing at their best ability ✓ Teachers creating assessments level DOK 2,3 	<ul style="list-style-type: none"> ✓ Scaffolding for students needing additional support ✓ Teacher generating assessments by reading levels 	<ul style="list-style-type: none"> ✓ No formative or diagnostic assessments ✓ Not using data to guide instruction ✓ Teachers teaching to the curriculum instead of following the students ✓ No planning ✓ No anecdotal notes ✓ Repeating the assessment until mastered

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Organizational Framework</p> <ul style="list-style-type: none"> ➤ Systematic, explicit instruction following: <ul style="list-style-type: none"> ● To: I do ● With: We do ● By: You do ➤ Wide variety of texts accessible to students <ul style="list-style-type: none"> ○ Variety of authors ○ Variety of genres ○ Classroom libraries ○ Leveled books 	<ul style="list-style-type: none"> ✓ Students applying strategies in independent reading/writing ✓ Each student has their own book bag of independent reading materials (3-5) ✓ Students have a balance of informational and narrative texts in book bags ✓ Students setting goals and keeping track of progress ✓ Students developing fluency ✓ Students applying comprehension strategies ✓ Discussions on the meaning is grounded in the text and expands thinking ✓ Teachers knowledgeable about learning continuums 	<ul style="list-style-type: none"> ✓ Teacher assisting students in adjusting goals when needed ✓ Teachers supporting students in the selecting of independent reading materials ✓ Teachers scaffolding students in the progression of skills 	<ul style="list-style-type: none"> ✓ Lack of Management ✓ Students not engaged ✓ Not following lesson ✓ Teachers not scaffolding instruction ✓ Lack of appropriate instructional materials ✓ Teachers not understanding the progression of skills

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Reader’s Workshop Components RW Component #1</p> <p>Read Aloud with Accountable Text</p> <ul style="list-style-type: none"> ➤ 10-15 min. ➤ Can occur beyond the structure of Readers workshop ➤ Provides the foundation for the mini lesson/shared reading 	<ul style="list-style-type: none"> ✓ Whole group ✓ Interactive ✓ Teacher giving a focus for listening ✓ Conversations (Turn and Talk) ✓ Teacher modeling reading strategies ✓ Questioning beyond the literal level—approaching DOK level 4 	<p>Reread when needed for clarity</p> <ul style="list-style-type: none"> ✓ Beginning to chunk text ✓ Some turning and talking 	<ul style="list-style-type: none"> ✓ No read aloud ✓ No accountable talk ✓ No modeling ✓ No chunking of text
<p>Reader’s Workshop Components RW Component #2 Mini Lesson/Shared Reading</p> <ul style="list-style-type: none"> ➤ 10-15 minute whole group lesson from unit 	<ul style="list-style-type: none"> ✓ Teacher follows gradual release of responsibility model to teach strategy or skill ✓ Teaching point is demonstrated as to what we want students to do as readers with comprehension checks 	<ul style="list-style-type: none"> ✓ May need more time on some lessons ✓ Teacher may need to develop additional lessons 	<ul style="list-style-type: none"> ✓ Not following lesson plan ✓ Making inappropriate substitutions for the lesson ✓ Skipping the lesson

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Reader’s Workshop Components RW Component #3 Independent Reading with Conferring</p> <ul style="list-style-type: none"> ➤ 20 minutes ➤ Students read independently while teacher confers with 3 to 4 students ➤ Students apply strategy taught during mini lesson 	<ul style="list-style-type: none"> ✓ Students read self-selected and teacher selected <i>just right books</i> ✓ Students read wide range of texts and genres – 4 or 5 books in book bags ✓ Teacher moves about classroom conferring with students ✓ Teacher recording anecdotal notes ✓ Teacher watching for application of strategy lesson learned in mini lesson/shared reading ✓ Students update reading logs daily 	<ul style="list-style-type: none"> ✓ Students build stamina gradually up to 20 minutes ✓ Teacher/student may need to adjust level of texts in book bags ✓ Teachers giving ORRs when needed 	<ul style="list-style-type: none"> ✓ students not held accountable ✓ Students reading the wrong text levels ✓ Students not responding in logs/response journals ✓ Once students reach 20 minutes, do not reduce time
<p>Reader’s Workshop Components RW Component #4 Guided Reading</p> <ul style="list-style-type: none"> ➤ 45–60 minutes ➤ Small groups based on instructional reading level (90–94%) <p>See Guided reading Critical component guide.</p>	<ul style="list-style-type: none"> ✓ Students are reading appropriate selected books ✓ Students are engaged in discussions about the reading ✓ Students may be applying strategy taught during mini lesson ✓ Teacher elevating discussion to DOK 4 ✓ Teachers giving ORRs when needed 	<ul style="list-style-type: none"> ✓ Start with one group and build to 2 or 3 groups per day ✓ ORRs by-weekly with at-risk students ✓ May need to reinforce a focus for several days ✓ May need to change focuses. 	<ul style="list-style-type: none"> ✓ Not a time for completing worksheets/graphic organizer ✓ Not a time to write in journals (Needs to happen during Daily 5) ✓ Too many focuses
<p>Reader’s Workshop Components RW Component #5 Sharing</p> <ul style="list-style-type: none"> ➤ 5-10 minutes ➤ Students and teacher shares successes or challenges 	<ul style="list-style-type: none"> ✓ Students share how they incorporated the day’s mini lesson into their reading ✓ Teacher may share his/her observations ✓ Management – Praise/prompts for skills applied Turning and talking to partners 	<ul style="list-style-type: none"> ✓ Students can share their book through book talks 	<ul style="list-style-type: none"> ✓ Not a time to teach a new strategy

Guided Reading Strategy Implementation Guide Grades K-5

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
<p>Benchmark/Summative assessment</p> <p>NWEA DRA Fountas/Pinnell</p>	<ul style="list-style-type: none"> ✓ Correct placement of students for guided reading groups. ✓ Instructional needs of students identified ✓ Homogeneous small group of 4-6 ✓ Students need to know their DRA/lexile level to set goals once a month 	<p>NWEA: Adjust score by converting the lexile</p> <ul style="list-style-type: none"> ✓ Add 100 to low score 	<p>If assessment is not given with fidelity, DRA has no reliability or validity and can cause systemic problems across grade levels.</p>
<p>Organizational framework</p> <ul style="list-style-type: none"> • Readers workshop in place • Guided Reading (A component of Readers workshop) <p>Students engaged in---</p> <ul style="list-style-type: none"> ➤ Meaningful Literacy tasks 	<p>Management must be in place</p> <p>Teacher tasks:</p> <ul style="list-style-type: none"> ✓ Selects books at students instructional level ✓ Develops lesson plan <ul style="list-style-type: none"> ○ 1-2 focuses per day ✓ # of books each week: <ul style="list-style-type: none"> ○ Levels A-8: 3 books per week ○ Levels 9-16: at least 2 books per week ○ Levels 18 and up: # of books based on length. <p>While teacher is teaching Guided Reading, Students are:</p> <ul style="list-style-type: none"> ✓ Working on <i>meaningful</i> literacy tasks in whole group, small groups, partners, and individually. <p>Literacy tasks include:</p> <ul style="list-style-type: none"> ✓ Independent reading ✓ Partner reading ✓ Writing ✓ Word work ✓ Listening station 	<ul style="list-style-type: none"> ✓ A plan could extend up to 3 days 	<ul style="list-style-type: none"> ✓ Lack of classroom management

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Differentiated Instruction Guided Reading-1 hr of literacy block time for kdg-2nd grade</p> <p>Guided reading- 45 minutes for grades 3-5</p> <ul style="list-style-type: none"> ✓ Reading materials are selected based on students’ instructional levels. ✓ Students working within their zone of proximal development ✓ 2-3 groups per day 	<ul style="list-style-type: none"> ✓ Students making adequate gains at their instructional level. ✓ Students decoding text at their instructional level (90-94% accuracy) ✓ Students developing fluency ✓ Students using comprehension strategies ✓ Students applying skills/strategies in independent reading ✓ Discussions taken to meaning that is grounded in the text and expands thinking as required by state assessments 	<p>Wide variety of leveled texts</p> <ul style="list-style-type: none"> ✓ Multiple leveled sets ✓ Core reading materials ✓ Internet resources <ul style="list-style-type: none"> ○ Eg: readworks.org ○ Eg: newsela.org ✓ Poetry 	<ul style="list-style-type: none"> ✓ Round robin reading ✓ Whole group instruction

<p>Formative assessment To measure effectiveness of instruction and student growth</p> <p>Example: ORR (oral reading record)</p> <p>Assess for:</p> <ul style="list-style-type: none"> ✓ Accuracy ✓ Fluency ✓ Comprehension <ul style="list-style-type: none"> ✓ Written ✓ Oral ✓ Cloze procedure to measure comprehension <p>Use data for next steps in instruction</p> <p>Progress Monitoring with ORRs</p> <p>Intensive Students (2 or more years behind): 1 ORR on each student every 2 weeks</p> <p>Strategic Students (1 year behind): 1 ORR each month</p> <p>Benchmark Students (on or above grade level): No ORRs during Guided Reading required</p>	<ul style="list-style-type: none"> ✓ Students advancing up levels ✓ Students developing fluency ✓ Students applying comprehension strategies ✓ Anecdotal notes taken while students are reading ✓ Teacher completing ORR for 1 minute or up to 100 words while other students at the table are rereading familiar texts 	<ul style="list-style-type: none"> ✓ May check fluency, accuracy and comprehension at different times 	<ul style="list-style-type: none"> ✓ No formative or diagnostic assessment
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<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Consistent Protocol for Actual Guided Reading Lesson</p> <p>Before Reading –Essentials/ Non-negotiables per Guided Reading lesson plan template</p>	<p>Teacher...</p> <ul style="list-style-type: none"> ✓ Has selected appropriate text ✓ Briefly introduces story, keeping in mind language, interest level, meaning, and visual information ✓ Engages readers in making predictions and connecting topics to their personal lives ✓ Identifies and discusses 2 (tier 2) words per day ✓ Leaves some questions to be answered through reading ✓ Sets purpose for reading 1 -2 pages or by chunks <p>Students...</p> <ul style="list-style-type: none"> ✓ identify 2-3 unknown words per day ✓ Engage in conversation about the text ✓ Raise questions ✓ Build expectations ✓ Relate text to prior knowledge 	<p>May find you have to build background knowledge with lots of oral language</p>	<p>Teacher doing all the work</p> <ul style="list-style-type: none"> ○ Asking and answering own questions ○ Teacher making all the predictions

<p>During Reading Essentials/ Non-negotiables</p>	<p>Teacher...</p> <ul style="list-style-type: none"> ✓ Observes behavior for evidence of strategy use ✓ Confirms student's problem solving attempts ✓ Assists problem-solving at difficulty when appropriate without telling them what to do ✓ Interacts with individuals as needed ✓ Takes anecdotal notes on strategies students are using while listening to individuals read <p>Students...</p> <ul style="list-style-type: none"> ✓ Read the whole text or a unified part to themselves ✓ Read softly or silently, not trying to stay in concert with others ✓ Solve problems while reading for meaning with occasional help from the teacher ✓ Apply strategies ✓ Reread parts if they finish earlier than others or may engage in assigned response 	<ul style="list-style-type: none"> ✓ On occasion, the text selected may be too hard. Use a choral or shared reading of text for that day. ✓ A different text must be selected, for the following day. 	<ul style="list-style-type: none"> ✓ Teacher doing all the work, <ul style="list-style-type: none"> ○ Asking and answering own questions ✓ No turning and talking opportunities for the students
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<p>After Reading Essentials/ Non-negotiables</p>	<p>Teacher...</p> <ul style="list-style-type: none"> ✓ Sets stage for all students to engage in conversation <ul style="list-style-type: none"> ○ Must make sure all students can hear ✓ Poses ideas raised in the introduction ✓ Invites personal response ✓ Assesses students' understanding of what they read ✓ Returns to the text for teaching opportunities – allow rereading for fluency, finding evidence, discussing problem-solving strategies ✓ Poses questions at DOK levels 2-4 ✓ Assigns daily writing in response journals <ul style="list-style-type: none"> ○ How students use a strategy ○ Reflects on text read <p>Students...</p> <ul style="list-style-type: none"> ✓ Talk about the text they have read ✓ Check predictions and answer questions ✓ Revisit the text at points of problem-solving as guided by the teacher ✓ Reread the text with partners or independently for fluency • Respond in writing journal at their seats after the lesson is complete <ul style="list-style-type: none"> ○ May bring this to group the next day to share 	<ul style="list-style-type: none"> ✓ Turn discussion over to students as you pose open ended questions. ✓ Every selection does not need to be followed up with an activity. ✓ May need to use 3-4 minutes on word work especially with intensive students ✓ Teacher may add another comment to anecdotal notes 	<ul style="list-style-type: none"> ✓ Too many follow up activities, not enough student reading miles on the pages. ✓ Not enough discussion, not enough student responses. ✓ Teacher interpreting the text for the students ✓ Not enough student talk
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Writer's Workshop Strategy Implementation Guide

Grades K-5

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Benchmark/Summative Assessment</p> <p>M-Step (grades 3-5)</p> <p>MAISA Writing Unit Pre and Post Assessments</p> <ul style="list-style-type: none"> • Narrative • Informational • Opinion 	<ul style="list-style-type: none"> ✓ Analyze Pathways rubrics to determine student needs ✓ Teachers identifying essential learnings from Assessment <ul style="list-style-type: none"> • Narrative • Informational • Opinion ✓ Instructional Decisions based on Pre and post summative assessments ✓ High level of student effort during test administration 	<ul style="list-style-type: none"> ✓ Analyze Rubrics for groupings 	<ul style="list-style-type: none"> ✓ Assessment not given with fidelity ✓ Students not supervised during assessment ✓ Not using Assessment scores to drive instruction
<p>Formative Assessment to Measure effectiveness of instruction and student growth</p> <ul style="list-style-type: none"> • 3-4 formative assessments in for each MAISA unit to check for understanding <ul style="list-style-type: none"> ➤ Exit slips ➤ Response journals ➤ Independent writing logs ➤ Grade Level common assessments ➤ Anecdotal records/Formalizing conferences <p>Materials</p> <ul style="list-style-type: none"> • Student notebook • Student folders with resources • Portfolio for finished work • Anchor charts • Mentor texts 	<ul style="list-style-type: none"> ✓ Data being analyzed by teachers to determine writing strategies learned and applied by the students ✓ Identifying skills/strategies needing additional instruction ✓ Teachers taking anecdotal notes/conferencing ✓ Data walls ✓ Teachers having high expectations of students ✓ Students performing at their best ability 	<ul style="list-style-type: none"> ✓ Scaffolding for students needing additional support ✓ Teacher generating lessons based on rubric scores 	<ul style="list-style-type: none"> ✓ No formative or diagnostic assessments ✓ Not using data to guide instruction ✓ Teachers teaching to the curriculum instead of following the students ✓ No planning ✓ No anecdotal notes ✓ Repeating the assessment until mastered

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Organizational Framework</p> <ul style="list-style-type: none"> ➤ Systematic, explicit instruction following: <ul style="list-style-type: none"> ● To: I do ● With: We do ● By: You do ➤ Wide variety of mentor texts accessible to students <ul style="list-style-type: none"> ● Variety of authors ● Variety of genres ➤ WRITING IS NON-LINEAR (Recursive) <ul style="list-style-type: none"> ● Need flexibility in allowing students choice in: <ul style="list-style-type: none"> ● Time in each stage ● Topics 	<ul style="list-style-type: none"> ✓ Students applying strategies in independent writing ✓ Available mentor text in all 3 forms of writing <ul style="list-style-type: none"> ● Narrative ● Informational ● Opinion ✓ Students setting goals and keeping track of progress ✓ Allowing students to turn and talk before writing ✓ Essential components <ul style="list-style-type: none"> ● Notebook ● Working folder ● Portfolio ● Mentor text ✓ Teachers knowledgeable about learning continuums 	<ul style="list-style-type: none"> ✓ Teacher assisting students in adjusting goals when needed ✓ Teachers supporting students in the writing tasks ✓ Teachers scaffolding students in the progression of skills 	<ul style="list-style-type: none"> ✓ Lack of Management ✓ Students not engaged ✓ Not following lesson ✓ Teachers not scaffolding instruction ✓ Lack of appropriate instructional materials ✓ Teachers not understanding the progression of skills

<p align="center">Critical Component</p> <p align="center">How does this component contribute to the overall outcome of this practice?</p>	<p align="center">“Gold Standard” for Implementing a Critical Component</p> <p align="center">What would you see when this component is implemented well?</p>	<p align="center">Acceptable Variation for Implementing a Critical Component</p> <p align="center">What adaptations are acceptable/contextual without losing value?</p>	<p align="center">Unacceptable Variation for Implementing a Critical Component</p> <p align="center">Define the boundaries of unacceptable implementation.</p>
<p>Writer’s Workshop Process/Writing Cycle</p> <p align="center">Non-linear</p> <p align="center">WW Process #1</p> <p align="center">Prewriting—Rehearse/brainstorm</p> <p>Warm up precedes actual writing</p> <p>Emerge students into many different writing strategies</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Provide and demonstrate a variety of Mentor texts <ul style="list-style-type: none"> ✓ Provide models of teacher and student examples • Provide and teach the use of a variety of graphic organizers • Immersion into many genres <p>Students:</p> <ul style="list-style-type: none"> • Making decisions on appropriate graphic organizers to use/ what works for them • Talk with other students • Jot lists of ideas/ topics • Scan through mentor texts • Notebook for listing ideas 		<ul style="list-style-type: none"> ✓ No Mentor texts ✓ No instruction on how to use graphic organizers ✓ Not allowing students to confer with other students ✓ Not follow writers workshop format
<p>Writer’s Workshop Process</p> <p align="center">WW Rough draft #2</p> <p align="center">Drafting</p> <p align="center">Mini/Focus Lesson</p> <ul style="list-style-type: none"> ➤ 10-15 minute whole group lesson OR ➤ 10-15 minute small group of focused instruction <p align="center">Writing</p> <ul style="list-style-type: none"> ➤ 30 minutes for students working independently 	<ul style="list-style-type: none"> • A mini lesson could be based on: <ul style="list-style-type: none"> ✓ Procedural routines ✓ Genre study ✓ Author Study ✓ Skill related ✓ Component related • Make sure students know what is being taught and why • Lesson has both showing and telling • Make sure we look for evidence in student work 	<ul style="list-style-type: none"> • Revisit mini lesson as needed • Small group reinforcement of mini lesson • Small group writing with the teacher 	<ul style="list-style-type: none"> ✓ No modeling ✓ No student engagement ✓ Students copying off the board ✓ Not following a “To” “With” and “by” model ✓ No student evidence of attempts

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Writer’s Workshop Process WW Component #3</p> <p>Revising</p> <ul style="list-style-type: none"> ➤ A way to enhance a piece ➤ Peer conferring ➤ Each student revising independently 	<ul style="list-style-type: none"> • Change the beginning • Change the ending • Add a section • Delete a part • Change the order—sequencing • Change the point of view • Change the tone • Confer with a partner • Confer with the teacher 	<ul style="list-style-type: none"> ✓ Teacher may conference with a small group 	<ul style="list-style-type: none"> • No attempts to revise • No opportunity to meet with a partner • NO teacher conferencing
<p>Writer’s Workshop Process WW Component #4</p> <p>Editing–Proofreading Conventions of language</p> <ul style="list-style-type: none"> ➤ Peer Editing ➤ Each student editing independently 	<ul style="list-style-type: none"> • Making sure the conventions of language are used correctly for that grade level • Editing checklists 	<ul style="list-style-type: none"> ✓ Teacher editing with a small group ✓ Teacher editing with individuals 	<ul style="list-style-type: none"> • Teacher unaware of student’s stage of writing
<p>Writer’s Workshop Process WW Component #5</p> <p>Publishing—Final draft</p> <ul style="list-style-type: none"> ➤ Minimum of 4 final pieces a year ➤ Sharing 	<ul style="list-style-type: none"> • Write lots, publish little • All share <ul style="list-style-type: none"> • 2 or 3 students share for whole class • Other students share in partners or small group • Give praises and prompts • Keep a portfolio 	<ul style="list-style-type: none"> ✓ For shy students, share with teacher, another student and move to a group sharing 	<ul style="list-style-type: none"> • No sharing

Spelling Strategy Implementation Guide

Grades K-5

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Benchmark & Summative Assessments</p> <ul style="list-style-type: none"> ➤ Spelling inventory ➤ Known words (write and read) 	<ul style="list-style-type: none"> ✓ Teacher analyzing error patterns ✓ Look at the way students write words rather than the score they receive on a test ✓ Correct placement for spelling instruction ✓ Students learning the major principles and patterns of English ✓ High level of student effort on assessments 	<ul style="list-style-type: none"> ✓ Accepting approximations on new words ✓ Students making attempts 	<ul style="list-style-type: none"> ✓ Not building a desire to explore and learn new words ✓ No attempts
<p>Organizational Framework</p> <ul style="list-style-type: none"> ✓ Systematic, explicit instruction. Following: <ul style="list-style-type: none"> ○ To: I do ○ With: We do ○ By: You do ✓ Using Literature that matches students' instructional level ✓ Meaningful spelling activities during meaningful literacy time ✓ Reading/writing foundation ✓ not skipping levels) 	<ul style="list-style-type: none"> ✓ Students working on meaningful spelling tasks in small group, partners, and individually. ✓ Spelling tasks include: <ul style="list-style-type: none"> • DOING word walls • Spelling journals • Using Spelling strategies that can apply to both familiar and unfamiliar words • Students learning the major principles and patterns of English Spelling • Students becoming aware of the rich network of spelling-meaning relationships ✓ Memorizing only the irregularly spelled sight words (Dolch list) ✓ Students using analogies to spell regular words ✓ Teacher dictates sentences for application purposes ✓ Students applying skills in reading and writing tasks ✓ Students demonstrating knowledge of spelling principles and patterns 	<ul style="list-style-type: none"> ✓ Within the stage, teachers can alternate between skills. ✓ Select words that follow the spelling stage as well as words from the Dolch list ✓ For all stages, the number of words may vary. ✓ Teacher and students may select words to learn. 	<ul style="list-style-type: none"> ✓ Not meaningful activities ✓ Seeing spelling as a memorization task on all words ✓ Not applying spelling strategies to written work ✓ Only memorizing words for Friday test

<p>Critical Component How does this component contribute to the overall outcome of this practice?</p>	<p>“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?</p>	<p>Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?</p>	<p>Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.</p>
<p>Differentiated Instruction</p> <ul style="list-style-type: none"> ➤ Students can learn the regularities of English spelling if instruction is paced to their development (instructional) level ➤ Move from what students know to what they are developmentally ready to learn ➤ Must provide appropriate, enjoyable and systematic instruction 	<ul style="list-style-type: none"> ✓ Students making adequate gains at stage of development. ✓ Students applying conventional spelling in their written work. ✓ Students progressing through the developmental levels of spelling ✓ Lots of meaningful activities 	<ul style="list-style-type: none"> ✓ Teachers accommodating students with activities for different levels ✓ Adjust word lists 	<ul style="list-style-type: none"> ✓ All students learning the same words ✓ Whole group instruction ✓ Students writing each word a number of times ✓ Low level, dull exercises
<p>Formative Assessment to measure effectiveness of instruction and student growth</p> <ul style="list-style-type: none"> ➤ Spelling tests ➤ Application in reading and writing ➤ Exit slip ➤ Sentence dictation using previous and new words ➤ Scoring a piece of written work for spelling errors in addition to their grade for writing ➤ Anecdotal notes 	<ul style="list-style-type: none"> ✓ Students advancing to the next stage of spelling ✓ Students applying spelling strategies. 	<ul style="list-style-type: none"> ✓ Flexibility of assessment # of words ✓ Reuse words from previous tests not mastered 	<ul style="list-style-type: none"> ✓ No formative or diagnostic assessment ✓ Teacher not aware of progression of skill development

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<p>DEVELOPMENTAL STAGES OF SPELLING</p> <p>Teachers should know where students must be at the end of the year if they are to succeed in subsequent grades and meet state standards.</p> <p>1. Emergent Stage</p> <ul style="list-style-type: none"> ➤ Ages: 1-7 Grades: preK to mid-1 ➤ Consistent directionality ➤ Some letter sounds match. <p>2. Letter Name Stage</p> <ul style="list-style-type: none"> ➤ Ages: 4-9 Grades K to early 3 ➤ Consistently matches letters and sounds in a left-to-right fashion. <p>3. Within word Stage</p> <ul style="list-style-type: none"> ➤ Ages 6-12 Grades: 1 to mid-4 ➤ This level provides information about sounds that a group of letters, or patterns represents. <p>4. Syllables /Affixes Stage</p> <ul style="list-style-type: none"> ➤ Ages 8-18 Grades: 3 to 8 ➤ Polysyllabic words ➤ Syllable juncture (2 syllables joining) <p>5. Meaning Stage</p> <ul style="list-style-type: none"> ➤ Ages 10+ Grades: 5 to 12 ➤ This level reflects the consistent spelling of meaning elements or morphemes, despite sound changes. Eg: word families 	<ul style="list-style-type: none"> ✓ Students applying skills in reading and writing tasks ✓ Students demonstrating knowledge of spelling principles and patterns ✓ Teacher selecting words within student's instructional level ✓ Follow scope and sequence to determine letters/sounds to teach <p>Emergent Level</p> <ul style="list-style-type: none"> ✓ Initial Consonants ✓ Final Consonants <p>Alphabet Letter Naming Level</p> <ul style="list-style-type: none"> ✓ Single consonants ✓ Consonant digraphs and clusters (Blends) ✓ Short vowel patterns <p>Within-word Pattern Level</p> <ul style="list-style-type: none"> ✓ Common long vowel patterns ✓ Vowel teams ✓ Other vowel patterns ✓ r- and l-influenced vowels ✓ Common spelling for diphthongs /ow/, /oi/ <p>Syllables/Affixes Level</p> <ul style="list-style-type: none"> ✓ Less-frequent vowel patterns ✓ Sound and meaning of common prefixes and suffixes ✓ Common syllable patterns examined ✓ More complex prefixes and suffixes <p>Derivational Relations Level</p> <ul style="list-style-type: none"> ✓ Spelling-meaning connection in base words and derived words ✓ Greek and Latin word roots ✓ “Absorbed” prefixes 	<ul style="list-style-type: none"> ✓ Words must be selected within student's instructional level ✓ Allowing exploration ✓ Use Elkonin boxes (sound boxes) ✓ Teach most common prefixes and suffixes to automaticity first 	<ul style="list-style-type: none"> ✓ Skipping stages ✓ Spelling words only orally ✓ Not teaching to instructional level ✓ Not being aware of letters /sounds that are hard to learn ✓ Not being aware of the frequency of use ✓ Moving too rapidly ✓ Not watching for application in reading/writing ✓ Not checking to see what students are applying in reading/writing

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<p>Strategies/Activities</p> <p>1. Emergent</p> <ul style="list-style-type: none"> ➤ Picture sorts ➤ Auditory discrimination ➤ Elkonin (sound) boxes ➤ Letter sorts <ul style="list-style-type: none"> • Caps/small • Letter characteristics ➤ Predict words (cloze) for meaning—Leave beginning letter visible ➤ Building sentences <p>2. Letter Naming</p> <ul style="list-style-type: none"> ➤ Find consonants, digraphs, blends, and vowels in books ➤ Onset and rime—build lists and select 2 or 3 to be used in sentences ➤ Select a word and substitute vowels to make new words. Eg: pan, pin, pen ➤ Word wall- guess my word ➤ Making words ➤ Letter/word sorts <p>3. Within-words</p> <ul style="list-style-type: none"> ➤ Word wall- guess my word ➤ Making words ➤ Letter/word sorts ➤ Dictated words ➤ Prefix/suffix of the week ➤ <p>4. Syllables</p> <ul style="list-style-type: none"> ➤ Word search around selected prefix/suffix ➤ Spelling journals ➤ Word sorts 	<p>Emergent</p> <ul style="list-style-type: none"> ✓ Talk with and read to students to share the sounds and meaning of language ✓ Build vocabulary with concept words ✓ Develop phonological awareness with picture sorts, songs, and games ✓ Enhance alphabet knowledge with games, matching activities and sorts <p>Letter Naming</p> <ul style="list-style-type: none"> ✓ Use picture sorts to compare and contrast initial and final consonant sounds ✓ Develop sight-word vocabularies with word banks ✓ Sort pictures and words to contrast single consonant sounds with consonant blends ✓ Compare and contrast short-vowel word families ✓ Focus on the sound and spelling of one short vowel, than compare across short-vowel families ✓ Examine consonant-vowel-consonant (CVC) families <p>Within-words</p> <ul style="list-style-type: none"> ✓ Sort pictures to contrast long and short vowels ✓ Use word sorts to examine long-vowel patterns ✓ Collect words in word-study notebooks ✓ Sort words by grammatical and semantic features ✓ Conduct word hunts for specific long and complex vowel patterns 	<ul style="list-style-type: none"> ✓ Words may vary depending on Letters/sounds students know ✓ Students create open sorts and songs ✓ Add letters gradually ✓ Start with initial sounds and move to final ✓ Scaffold instruction for CVC patterns: In the following sequence: <ul style="list-style-type: none"> ○ initial sound, ○ onset/rime, ○ whole word ✓ Allow students to explore ✓ Teach open and closed before other syllable patterns ✓ ✓ Teach relationships of words/word families ✓ Circle prefixes/suffixes, underline root word 	<ul style="list-style-type: none"> ✓ Not matching skills with knowledge known ✓ Not addressing needs of students ✓ ✓ Teaching vowel sounds and short vowel families too fast ✓ Not following the progression of phonetic skills ✓ Too many sight words at one time ✓ Not checking to see if learning is solid ✓ Not allowing students to experiment and explore ✓ Not meaningful activities ✓ No Instruction ✓ No expectation of student application in reading/writing ✓ Not teaching syllables ✓ Not holding students accountable for use in reading/writing ✓ ✓ No "Root" word instruction ✓ Not stressing the relationship of word families

- Find words in independent, and instructional student reading materials
- Chart words by number of syllables
- Clap syllables

5. Meaning

- Word families – sweet, sweeter, unsweetened,
- Word webs

- ✓ Play board games to contrast r-influenced vowels
- ✓ Play card games such as Homophone Rummy

Syllables

- ✓ Use sorts and word hunts to study consonant doubling, common suffixes, and past-tense endings
- ✓ Examine open and closed syllables
- ✓ Examine placement of syllable stress in homographs
- ✓ Compare accents in words
- ✓ Compare words that end in el, er, and cher sounds
- ✓ Study common prefixes
- ✓ Interrelate spelling and meaning in word-study groups
- ✓ Study words from reading by patterns in spelling and meaning

Meaning

- ✓ Examine the spelling-meaning connection
- ✓ Study internal morphology in syllables and prefixes
- ✓ Note derived forms in bases and roots
- ✓ Examine etymologies in the content areas

Use root books and dictionaries to look up Greek and Latin forms and foreign borrowings

Vocabulary Strategy Implementation Guide Grades K-5

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
Benchmark/Summative Assessment <ul style="list-style-type: none"> • NWEA/Foundational Skills/Vocabulary • Multiple Measure • Vocabulary Test • Dibels 	<ul style="list-style-type: none"> ✓ Teachers identifying essential learnings from NWEA—VOCABULARY data ✓ Administering test with fidelity 	<ul style="list-style-type: none"> ✓ Utilize practice NWEA assessments ✓ Teacher may review length of time students are spending on the assessment ✓ Students pacing themselves during the assessment 	<ul style="list-style-type: none"> ✓ Assessment not given with fidelity ✓ Students not attending to task
Organizational framework is in place <ul style="list-style-type: none"> ➤ Teach through authentic texts ➤ Teach words using gradual release of responsibility <ul style="list-style-type: none"> • I do • We do • You do ➤ Use wide and extensive reading ➤ 3 Voc. Tiers <ul style="list-style-type: none"> • Everyday lang. • Academic voc. • Domain specific ➤ Instruction in specific words ➤ Instruction in independent and word learning strategies ➤ Instruction in word consciousness 	<ul style="list-style-type: none"> ✓ Direct, systematic and explicit instruction: minimum 20 min. 2 times a week ✓ Students becoming responsible for their own learning ✓ Word walls ✓ Words appropriately selected for student growth ✓ Engaging activities ✓ 3-5 words per selection ✓ Academic voc. <ul style="list-style-type: none"> • Marzano's word list • Jim Burke's list • Smarter Balanced list ✓ Domain specific content words ✓ Students setting and evaluating goals 	<ul style="list-style-type: none"> ✓ Word lists may vary by instructional level of students ✓ Support students in setting goals ✓ May use individual folders/notebooks to house words 	<ul style="list-style-type: none"> ✓ Lack of classroom management ✓ Memorizing words ✓ No Plan/no instruction

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
Differentiated Instruction <ul style="list-style-type: none"> ✓ During Guided reading at instructional level ✓ During Independent Reading/ Student selected words 	<ul style="list-style-type: none"> ✓ Students making adequate gains at their instructional level ✓ Wide variety of texts <ul style="list-style-type: none"> • Multiple leveled texts • Core Reading materials • Internet resources • Poetry ✓ Activities needed to learn and apply new words 	<ul style="list-style-type: none"> ✓ Lists may vary according to: <ul style="list-style-type: none"> • Content area • Instructional level ✓ May need more time and activities to learn words for application 	<ul style="list-style-type: none"> ✓ Too many words per lesson ✓ NO lesson plan ✓ Too many different activities ✓ Not enough practice applying one activity
Formative assessment To measure effectiveness of instruction and student growth <ul style="list-style-type: none"> ✓ Vocabulary Self-Awareness Chart ✓ Exit slip ✓ Vocabulary notebooks ✓ ILC ✓ Data walls 	<ul style="list-style-type: none"> ✓ Data gives evidence of student growth ✓ Students developing fluency in learning new words ✓ Students understanding Vocabulary at the word, sentence, and text level ✓ Students being agents of their own learning 	<ul style="list-style-type: none"> ✓ May check application of accurately using words ✓ May take anecdotal notes on vocabulary during guided reading ✓ Give cloze procedures monthly to show progress 	<ul style="list-style-type: none"> ✓ No formative or diagnostic assessment ✓ No anecdotal note taking

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
<p>Independent reading</p> <p>Wide or extensive independent reading to expand word knowledge (Work of Michael Graves)</p>	<ul style="list-style-type: none"> ✓ Students choosing words from independent reading books and logging them into their voc. Notebooks (tier 2 and 3 words) ✓ Activities used to develop understanding of words ✓ Wide Reading ✓ Management system for words students are learning 	<ul style="list-style-type: none"> ✓ Words will vary based on student's instructional level ✓ Vocabulary words may be housed in student's individual notebook 	<ul style="list-style-type: none"> ✓ Little or no independent reading—30–40 minutes daily ✓ NO entries in students' independent reading log ✓ No system in place for teacher checking reading logs ✓ No system in place for teacher checking student's voc. Reflective notebooks ✓ All students always learning the same list of words ✓ No management system for housing words

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<p>Specific word instruction</p> <p>Instruction of specific words to enhance comprehension of texts.</p> <p>Tier 2 words/Academic voc. Words</p> <p>Thematic words:</p> <ul style="list-style-type: none"> • determination • responsibility • integrity 	<ul style="list-style-type: none"> ✓ Identify important words for understanding ✓ Follow this model <ul style="list-style-type: none"> • To • With • By ✓ Provide many exposures to new words <p>Possible activities</p> <ul style="list-style-type: none"> • 4 square • Frayer model • Semantic Maps <p>Carefully select the activity that fits the word</p>	<ul style="list-style-type: none"> ✓ Allow student selection of activity on occasion ✓ May involve individual, small group or whole class 	<ul style="list-style-type: none"> ✓ Not enough activities/strategies to learn the words ✓ NO instructional plan ✓ Wrong selection of words

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WORD LEARNING STRATEGIES Instruction in prefixes, suffixes, root words, words origins, and parts of speech	Follow this model: <ul style="list-style-type: none"> • To • With • By ✓ Use direct, explicit, and systematic instruction Possible activities <ul style="list-style-type: none"> • Prefixes/suffixes by frequency • Latin roots & Greek Roots • Context clues • Word families (based on root word) • Parts of speech • Reference sources: <ul style="list-style-type: none"> • Eg: Dictionary, glossaries, thesauruses • ROUTINES: <ul style="list-style-type: none"> • Vocabulary strategy • Pave • (These follow a certain pattern) Many exposures to any of the above strategies/routines	<ul style="list-style-type: none"> ✓ Can be applied during meaningful literacy activities ✓ Connect to reading/writing ✓ Watch for application during Guided Reading 	<ul style="list-style-type: none"> ✓ Using the dictionary as the first and only resource, not as a confirming resource ✓ No systematic plan

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.
<p>Word Consciousness</p> <p>Exploration, discovery and word play activities to motivate and enhance learning</p>	<ul style="list-style-type: none"> ✓ Activities that build self confidence and the desire to learn more <p>Possible activities</p> <ul style="list-style-type: none"> • Linear arrays • Riddles • Word play • Vocabulary notebooks • Tongue twisters • Five Senses simile webs • Word games <ul style="list-style-type: none"> ✓ Activities that challenge students to know: "Learning New Words Can Be Fun" 	<ul style="list-style-type: none"> ✓ Give students choice of activities when applicable. ✓ Can be applied during Daily 5 word work 	<ul style="list-style-type: none"> ✓ No instructional plan ✓ No variation of activities