



PreK-12
Indicators
of High-Quality
Literacy Instruction



Macomb Intermediate School District
www.misd.net

Collaborating to Strengthen Literacy Skills for all Macomb County Students

“Reading is complex, and teaching children to read is equally complex.” (Cunningham & Allington, 2011).

In order to increase literacy skills, teachers must have a clear understanding of research based instructional practices in reading and writing, in addition to receiving consistent support and professional development.

This document identifies and defines the essential components of PreK-12 literacy instructional practices, and provides a common framework for high-quality literacy instruction throughout Macomb County.

This document is intended to serve as a quick, ongoing reference for classroom teachers, and seamlessly integrates the Essential Practices in Early and Elementary Literacy, as well as the Michigan English Language Art Standards, into this framework.

As we work collaboratively to strengthen literacy skills for all students in Macomb County, it is important to establish non-negotiables such as:

- A guaranteed daily reading block of at least 90-120 minutes
- Essential literacy practices integrated into all content areas
- Small group and individualized instruction, using a variety of grouping strategies (flexible groups) with targeted instruction and progress monitoring to address individual student needs
- Adapted Literacy Model implemented with fidelity
- Maximize teaching and learning time – eliminate distractions
- Strong Core/Tier I instruction for all students

High-quality, research-supported Core/Tier I instruction enables most children to meet grade-level expectations for reading comprehension and writing (Duke, 2017).

A companion document, “PreK-12 Literacy Professional Development”, is also available. The trainings are based on the components embedded in the MISD PreK-12 Literacy Framework, and provide many examples of practical application at the classroom level.

We must demonstrate a collective sense of urgency, shared responsibility, and high expectations for all students.

We must work together to leverage our collective resources and to strengthen the literacy skills for all Macomb County Students.



Dr. Alesia L. Flye

Macomb Intermediate School District

Chief Academic Officer



MISSION

Macomb Intermediate School District:
Service, Support and Leadership

VISION

We are the Macomb Intermediate School District.

We provide quality service to special education and general education students, instructional and technical support to school staff, and cutting-edge educational leadership in Macomb County.

We are committed to all the students of Macomb County. To serve them well, we are resolute in involving parents, school personnel, and the community at large, including business, government, and civic organizations as active partners in planning, delivering, and evaluating our services.

We work directly with individuals with disabilities who reside in Macomb County School Districts. We serve students of all ages, from newborns to adults, meeting their unique learning needs and supporting their families all along the way.

Within the twenty-one local districts and public charter schools, we focus our efforts on building capacity with school staff. Through quality training and instructional support, we increase their knowledge, skills, and abilities, so all students receive a rigorous and effective educational experience.

We promote all aspects of the educational process through our development and support of technology. We provide training in the use of essential technology tools that enhance curricular, instructional, and administrative services in our schools and, as a result, opportunities are expanded for all.

We work collaboratively with colleges and universities, and are leaders in state and national programs. We anticipate needs and opportunities, all with the single purpose of identifying, developing and implementing programs and practices that, through education, improve the quality of life in Macomb County.

Introduction

The Indicators of High-Quality Literacy Instruction were created to support the MISD Literacy Framework document. Like the MISD Literacy Framework, the Indicators of High-Quality Literacy Instruction document is based on Michigan’s Content Standards and Essential Practices for Literacy. The goal of the Indicators document is to help teachers evaluate the match between what is observable in their classroom and the most effective practices that lead to student learning. These indicators can be used as a focus and as a guide to plan instruction, learning activities, and outcomes for student achievement.

This document describes observable, research-supported practices that have been proven to have a positive effect on student learning. These observable practices may differ from one grade-level band to another, so teachers are encouraged to read the indicators below and above their grade in order to achieve a deep understanding of how students should progress through each element.

This document may support evaluative conversations by providing common language and research-supported descriptions of high-quality classroom practices for teachers and students. We encourage teachers to use it as a tool to reflect on their current practice. School staff members may choose to use the indicators to guide classroom observations.

This document does not encompass every state standard or literacy essential. It does surface the minimum practices that should be embedded within tier one literacy instruction. Teachers are encouraged to review Michigan’s state standards and the Michigan Essential Practices for Literacy to ensure their practice is aligned with what students need to know, understand, and be able to do as they progress along the literacy continuum.

The following recommendations can support teachers in daily instructional practice.

- Professional learning opportunities
- Observation visits to other classrooms
- MISD Support
- Mentoring, and/or peer observation and coaching
- Utilizing a literacy coach

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Reading

Modeled Read Aloud

Modeled Read Aloud in Grades PreK

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read Alouds promote a love of reading.

Teacher:

- Involves children in reading for enjoyment
- Reads to individual and to large and small groups of children at least 2-3 times daily
- Demonstrates appropriate fluency (accuracy, automaticity, prosody) when reading
- Includes verbal and nonverbal strategies to draw students' attention to print (print awareness)
- Reads age appropriate books and other materials, print or digital, including sets of text that are thematically and conceptually related
- Points out common types of texts (storybooks, poems)
- Reads a text multiple times to help children develop comprehension skills and expand their speaking and listening vocabulary such as:
 - ◊ Higher-order discussion with children before, during, and after reading
 - ◊ Child-friendly explanations of words within the text
 - ◊ Revisiting of words after reading and using the words at other points in the day and over time
 - ◊ Teaching of clusters of words related to those in the text
- Discusses various aspects of narrative and expository text and invites children to follow-up in activities
- Provides student access to previously read text
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Demonstrates skillful listening by attending to the text and illustrations
- Develops an understanding of the roles of authors and illustrators
- Engages in the text by responding to questions, prompts, or by asking questions
- Talks about preferences for favorite authors, kinds of books, and topics, and questions the content and author's choices
- Makes connections to the text (text-text, text-self, text-world)
- Responds to the text by drawing, writing, or retelling
- Shares their opinion(s) of the text
- Revisits text that has been read aloud
- Draws, paints, role plays, or participates in other activities that help them understand the text

Notes:

Modeled Read Aloud in Grades K-3

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read Alouds promote a love of reading.

Teacher:

- Models reading for purpose and enjoyment
- Creates a community of readers through the enjoyment of reading and shared knowledge
- Plans purposeful lessons related to a focus area or essential question/s
- Reads age-appropriate books and other materials, print or digital, including sets of text that are thematically and conceptually related
- Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics
- Teaches common types of texts and the structures of those texts
- Embeds the teaching of story elements (characters, plot, setting, etc.)
- Reads a text multiple times in grades K-1 to help children develop comprehension skills and expand their speaking and listening vocabulary such as:
 - ◊ Higher-order discussion with children before, during, and after reading
 - ◊ Child-friendly explanations of words within the text
 - ◊ Revisiting of words after reading and using throughout the day
 - ◊ Teaching of clusters of words related to those in the text
- Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary
- Models appropriate fluency (accuracy, automaticity, prosody) when reading
- Models comprehension strategies by “thinking aloud”
- Describes and models “fix-up” strategies to use when comprehension breaks down
- Describes and models strategies for word recognition
- Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text

Student:

- Demonstrates active listening by attending to the text and illustrations
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Can retell the text and move toward paraphrasing and summarizing
- Makes connections to the text (text-text, text-self, text-world)
- Applies “fix-up” strategies when comprehension breaks down
- Responds to the text by drawing, writing, or retelling
- Shares their opinions of the text
- Revisits text that has been read aloud
- Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable

Notes:

Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read Alouds promote a love of reading.

Teacher:

- Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related
- Carefully selects texts that provide the grist for rich discussion and analysis
- Teaches the structure, features, and literary elements of text
- Models appropriate fluency (accuracy, automaticity, prosody) when reading
- Models explicit comprehension strategies and guides students to be metacognitive while reading
- Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary
- Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student

- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Makes connections to the text (text-text, text-self, text-world)
- Can paraphrase and summarize what was read
- Responds to the text through writing, discussion, or other forms
- Shares their opinion and understanding of the text by providing evidence
- Revisits text that has been read aloud
- Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking
- Applies reading strategies that were explicitly taught
- Understands that authors write for a variety of purposes
- Develops a reading identity and takes risks through reading a variety of topics, genres, and increasingly complex text

Notes:

Modeled Read Aloud in Grades 6-8

An instructional practice in which the teacher models, verbally (or provides access to a high-quality recording), to the students a reading process or strategy depending on the grade level and student's needs. Read Alouds promote a love of reading.

Teacher:

- Carefully selects text that provides the grist for rich discussion and analysis
- Shares clear expectations for engaged student behavior during read alouds
- Demonstrates appropriate fluency (accuracy, intonation, pacing) when reading
- Models comprehension strategies by “talking to the text” and using think-alouds
- Describes and models “fix-up” strategies to use when comprehension breaks down
- Provides explicit instruction in general academic and content area vocabulary
- Asks questions that lead to a deeper understanding of text (profundity scale)
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Demonstrates skillful listening by attending to the text
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Makes connections to the text (text-text, text-self, text-world)
- Responds to the text through writing, discussion, paraphrasing, or summarizing
- Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading and writing opportunities

Notes:

Modeled Read Aloud in Grades 9-12

An instructional practice in which the teacher models, verbally (or provides access to a high-quality recording), to the students a reading process or strategy depending on the grade level and student's needs. Read Alouds promote a love of reading.

Teacher:

- Carefully selects text that provides the grist for rich discussion and analysis
- Shares clear expectations for engaged student behavior during read alouds
- Demonstrates appropriate fluency (accuracy, intonation, pacing) when reading
- Models comprehension strategies by “talking to the text” and using think-alouds
- Describes and models “fix-up” strategies to use when comprehension breaks down
- Provides explicit instruction in general academic and content area vocabulary
- Asks questions that lead to a deeper understanding of text (profundity scale)
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Demonstrates skillful listening by attending to the text
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Makes connections to the text (text-text, text-self, text-world)
- Responds to the text through writing, discussion, paraphrasing, or summarizing
- Demonstrates independence as a reader by incorporating new vocabulary, knowledge and strategies into reading and writing opportunities

Notes:

Shared Reading

Shared Reading in Grades PreK

An instructional practice that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. Shared reading can also include reading a text with the teacher taking the lead and the students following along either silently or orally. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

Teacher:

- Uses an enlarged text/format (big book, poems/songs/rhymes written on charts, morning message, etc.) that all children can see
- Incorporates a variety of genres including culturally responsive text
- Introduces (including a picture walk if using a big book), reads, and discusses the enlarged text as a read aloud
 - ◊ rereads the text the second day and points under the words so children can see the print
 - ◊ rereads the text on the third day and invites children to join in
 - ◊ rereads on days four and five until children are comfortable joining in
- Draws attention to concepts of print such as:
 - ◊ front of the book / back of the book
 - ◊ title
 - ◊ directionality
 - ◊ first word / last word on page
 - ◊ letter vs. word
- Provides playful opportunities to sing songs, rhymes, and chants through the shared reading experience
- Includes an extension activity (innovation of the story, retelling of the text, listening for rhyming words, etc.)
- Revisits the text again at a later time
- Makes sure texts are accessible for children to read and reread
- Creates a community of readers through the enjoyment of reading and shared knowledge
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Enjoys and participates in reading the enlarged text with teacher scaffolding
- Engages in the lesson and is attending to the print
- Tracks print from left to right and word by word
- Understands print and book handling concepts including directionality, title, etc.
- Focuses on both the pictures and the text to make predictions and to generate meaning
- Participates in an extension activity (innovation of the story, retelling of the text, listening for rhyming words, etc.)
- Rereads text at other times during the day

Notes:

Shared Reading in Grades K-3

An instructional practice that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. Shared reading can also include reading a text with the teacher taking the lead and the students following along either silently or orally. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

Teacher:

- Creates a community of readers through the enjoyment of reading and shared knowledge
- Uses a variety of text (narrative and informational) including texts related to science, social studies, and mathematics
- Uses an enlarged text/format or makes text visible and accessible to all students (eg. via document camera, big book, poems/songs/rhymes written on charts, morning message, etc.)
- Explains the purpose and revisits continuously
- Identifies a focus skill or strategy
- Models the strategies and skills of reading texts (grade level and challenging) as a proficient reader and invites students to join in
- Guides students to be metacognitive
- Models appropriate fluency (accuracy, automaticity, prosody) when reading
- Provides explicit instruction in general academic (Tier 2) and content area (Tier 3) vocabulary
- Builds knowledge of text features and text structures
- Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text
- Ensures that all students feel successful by providing support to the entire group
- Makes sure texts are accessible for children to read and reread

Student:

- Joins the teacher in reading challenging text
- Follows along with the teacher as they read aloud
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Revisits the text and uses the text as a mentor text
- Incorporates new vocabulary in speaking and writing
- Transfers knowledge, vocabulary, and skills taught to new situations or in other content areas if applicable
- Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading and writing opportunities
- Takes risks as a reader

Notes:

Shared Reading in Grades 4-5

An instructional practice that occurs when students join in or share the reading of a text while guided and supported by the teacher. Shared reading can also include reading a text with the teacher taking the lead and the students following along either silently or orally. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

Teacher:

- Refrains from round-robin reading
- Models the strategies and skills of reading challenging texts and invites students to join in
- Provides access to the text, ie. makes it visible
- Sets the purpose for reading
- Identifies a focus skill or strategy
- Demonstrates the processes of reading extended texts
- Carefully selects text that provides the grist for rich discussion and analysis
- Models appropriate fluency (accuracy, automaticity, prosody) when reading
- Models explicit comprehension strategies and guides students to be metacognitive while reading
- Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary
- Builds knowledge of features and structures contained within text
- Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text
- Creates a community of readers through the enjoyment of reading and shared knowledge
- Incorporates maps, graphs, or other text features found in content area text

Student:

- Joins the teacher or follows along in reading challenging text
- Follows along with the teacher as they read aloud
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Revisits texts and uses as a mentor text
- Incorporates new vocabulary in speaking and writing
- Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking opportunities
- Takes risks as a reader

Notes:

Shared Reading in Grades 6-8

An instructional practice that occurs when students join in or share the reading of a text while guided and supported by the teacher. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

Teacher:

- Carefully selects text that provides the grist for rich discussion and analysis
- Provides access to the text, ie. makes it visible
- Explains the purpose for reading
- Names and models the strategies and skills of reading challenging texts across content areas and invites students to join in
- Demonstrates the processes of reading extended texts
- Models appropriate fluency (accuracy, automaticity, prosody) when reading complex texts
- Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary
- Models the difference between summarizing and paraphrasing for students
- Builds knowledge of features and structures contained within text
- Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text
- Guides students to be metacognitive while reading
- Creates opportunities for students to practice summarizing and paraphrasing with feedback
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Follows along with the teacher as they read aloud
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Revisits texts and uses as a mentor text when needed
- Incorporates new vocabulary in speaking and writing
- Transfers knowledge and skills taught to new situations
- Demonstrates growing independence as a reader by incorporating new Tier 2 and Tier 3 vocabulary, knowledge, and strategies into reading and writing opportunities
- Summarizes the text, including only main points, in a format shorter than the original text
- Paraphrases passages from source materials by putting main points in their own words
- Uses summary, paraphrases, and quotations to demonstrate comprehension and strengthen claims

Notes:

Shared Reading in Grades 9-12

An instructional practice that occurs when students join in or share the reading of a text while guided and supported by the teacher. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

Teacher:

- Carefully selects text that provides the grist for rich discussion and analysis
- Provides access to the text, ie. makes it visible
- Explains the purpose for reading
- Names and models the strategies and skills of reading challenging texts across content areas and invites students to join in
- Demonstrates the processes of reading extended texts
- Models appropriate fluency (accuracy, automaticity, prosody) when reading complex texts
- Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary
- Models the difference between summarizing and paraphrasing for students
- Builds knowledge of features and structures contained within text
- Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text
- Guides students to be metacognitive while reading
- Creates opportunities for students to practice summarizing and paraphrasing with feedback
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Follows along with the teacher as they read aloud
- Engages in the text by responding to questions or prompts or by asking questions
- Constructs meaning through personal thoughts, knowledge, and experiences
- Revisits texts and uses as a mentor text when needed
- Incorporates new vocabulary in speaking and writing
- Transfers knowledge and skills taught to new situations
- Demonstrates growing independence as a reader by incorporating new Tier 2 and Tier 3 vocabulary, knowledge, and strategies into reading and writing opportunities
- Summarizes the text, including only main points, in a format shorter than the original text
- Paraphrases passages from source materials by putting main points in their own words
- Uses summary, paraphrases and quotations to demonstrate comprehension and strengthen claims

Notes:

Guided Reading

Guided Reading in Grades K-3

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

Teacher:

- Intentionally plans lessons that set a purpose for reading, address the specific needs of the readers within the group, and includes a variety of reading genres across content areas
- Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/skill-based needs
- Employs practices for developing reading fluency
- Ensures that students use most of their time actually reading or responding to text, or working toward this goal
- Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies
- Moves students toward reading more complex text independently
- **Before Reading:**
 - ◇ Introduces lesson with prediction making, story walk, building prior knowledge, learning new vocabulary, discussing various text features
 - ◇ Selects a purposeful, high-quality text that students can read with support (instructional level)
 - ◇ Introduces or reviews specific reading strategies that the students have been taught and reminds them to apply the strategies to their reading
- **During Reading:**
 - ◇ Listens and provides guidance while students “whisper read” simultaneously, but not chorally
 - ◇ Takes anecdotal notes and informal observation to determine what students know and what they need to learn
 - ◇ Pauses and notices specific strategy use
 - ◇ Takes a short running record of the child’s reading

Student:

- Understands that meaning comes from text
- **Before Reading:**
 - ◇ Relates text to prior knowledge
 - ◇ Engages in a conversation about the text
 - ◇ Understands the purpose for reading the text
 - ◇ Accesses background knowledge and strategies to effectively construct meaning
 - ◇ Makes connections between the new text and previously read text
- **During Reading:**
 - ◇ Reads the whole text or a unique part to themselves (softly or silently)
 - ◇ Uses various problem-solving strategies taught and requests help if stuck
 - ◇ Engages in discussion about the text and raises questions or makes comments to clarify confusion and expand understanding
- **After Reading:**
 - ◇ Revisits the text for additional problem solving guided by the teacher
 - ◇ Rereads text to his/herself or with a partner as an independent activity to develop fluency
 - ◇ Provides evidence from the text
 - ◇ Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding
 - ◇ Participates in extended activities
 - ◇ Takes risks as a reader

- **During Reading Continued:**
 - ◇ Observes the readers' behaviors and gives specific feedback to improve reading
 - ◇ Coaches students by using scaffolded reading prompts
- **After Reading:**
 - ◇ Discusses what has been read to check a students' understanding
 - ◇ Invites personal responses
 - ◇ Uses the text for a few teaching points such as finding evidence, discussing problem-solving strategies, etc.
 - ◇ Makes connections to how a strategy can be used in independent reading
 - ◇ Highlights successful strategy-use

Notes:

Guided Reading in Grades 4-5

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

Teacher:

- Intentionally plans lessons that set a purpose for reading, address the specific needs of the readers within the group, and includes a variety of reading genres across content areas
- Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/skill-based needs
- Employs practices for developing reading fluency
- Ensures that students use most of their time actually reading or responding to text
- Includes explicit instruction as needed in word recognition strategies, text structure and comprehension strategies
- Moves students toward reading more complex text independently
- **Before Reading:**
 - ◊ Encourages readers to connect text to their own lives, to knowledge of the world, or to their literary experience
 - ◊ Introduces the gist or unified sections of the text, keeping in mind the demands of the text and the knowledge, experience, and skills of the readers
 - ◊ Introduces or reviews specific reading strategies that the students have been taught and reminds them to apply the strategies to their reading
- **During Reading:**
 - ◊ References or monitors comprehension strategies and guides students to be metacognitive while reading
 - ◊ Listens to individuals read a segment orally
 - ◊ Interacts briefly to assist with problem solving difficulty
 - ◊ Engages readers in a discussion about the text and supports efforts to think deeply and critically
 - ◊ Pauses and notices specific strategy use

Student:

- Understands that meaning comes from text
- **Before Reading:**
 - ◊ Engages in a conversation about the text
 - ◊ Understands and/or sets the purpose for reading the text
 - ◊ Accesses background knowledge and strategies to effectively construct meaning
- **During Reading:**
 - ◊ Uses various problem-solving strategies that were taught and requests help if stuck
 - ◊ Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding
 - ◊ Self-monitors for understanding using a variety of comprehension strategies
 - ◊ Makes text-to-text, text-to-self, and text-to-world connections
- **After Reading:**
 - ◊ Revisits the text for additional problem solving guided by the teacher
 - ◊ Raises questions or makes comments to clarify and/or expand understanding
 - ◊ Provides evidence from the text
 - ◊ Responds orally or in writing to extend thinking about what was read
 - ◊ Engages in discussion about the text

- **During Reading Continued:**

- ◇ Assess students' understanding of what they read
- ◇ Observes reading behaviors and make notes about the strategy use of individual readers

- **After Reading**

- ◇ Returns to text for one or two teaching opportunities such as finding evidence/discussing problem-solving
- ◇ Assesses students' understanding of what they've read
- ◇ Sometimes engage students in discussion or in writing personal responses, questions, comments, or other forms to extend understanding
- ◇ Sometimes engages students in isolated word work to increase flexibility and speed in word solving
- ◇ Makes connections to how a strategy can be used in independent reading
- ◇ Highlights successful strategy-use
- ◇ Observes and makes notes about reading behaviors
- ◇ Assesses students' understanding of what they've read by observing evidence of skill and strategy use

Notes:

Guided Reading in Grades 6-8

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or can read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

Teacher:

- Works with a small group of readers with similar reading processes-typically grouped by strategy/skill-based needs
- Selects texts that are appropriate to the needs of the group
- Models explicit comprehension strategies and guides students to be metacognitive while reading
- Introduces or reviews specific reading and word-solving strategies that the students have been taught and reminds them to apply the strategies to their reading
- Listens to individuals read a segment orally when needed; may interact briefly to assist with problem solving difficulty
- Engages readers in a discussion about the text and support efforts to think deeply and critically
- Returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving
- Encourages readers to connect the text to their own lives, to their knowledge of the world, or to their literary experience
- Observes and makes notes about reading behaviors
- Assesses students' understanding of what they've read by observing evidence of skill and strategy use

Student:

- Reads the whole text or a unique part independently (softly or silently)
- Uses background knowledge and strategies effectively to construct meaning
- Actively uses the processing strategies they control to solve problems while reading
- Raises questions to clarify confusion and expand understanding
- Uses strategies such as deconstructing and context clues to understand unknown words
- Engages in discussion about the text
- Self-monitors for understanding

Notes:

Guided Reading in Grades 9-12

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or can read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

Teacher:

- Works with a small group of readers with similar reading processes-typically grouped by strategy/skill-based needs
- Selects text that are appropriate to the needs of the group
- Models explicit comprehension strategies and guides students to be metacognitive while reading
- Introduces or reviews specific reading and word-solving strategies that the students have been taught and reminds them to apply the strategies to their reading
- Listens to individuals read a segment orally when needed; may interact briefly to assist with problem solving difficulty
- Engages readers in a discussion about the text and support efforts to think deeply and critically
- Returns to the text for one or two teaching opportunities such as finding evidence/discussing problem- solving
- Encourages readers to connect text to their own lives, to their knowledge of the world, or to their literary experience
- Observes and makes notes about reading behaviors
- Assesses students' understanding of what they've read by observing evidence of skill and strategy use

Student:

- Reads the whole text or a unique part independently (softly or silently)
- Uses background knowledge and strategies effectively to construct meaning
- Actively uses the processing strategies they control to solve problems while reading
- Raises questions to clarify confusion and expand understanding
- Uses strategies such as deconstructing and context clues to understand unknown words
- Engages in discussion about the text
- Self monitors for understanding

Notes:

Independent Reading

Independent Reading in Grades PreK

Reading is an essential part of preschool literacy. Children must be given daily opportunities to explore various texts and genres. This includes books/materials connected to children's interests and that reflect children's backgrounds and cultural experiences. Children are encouraged to interact with reading materials throughout the classroom environment.

Teacher:

- Provides daily opportunities for dramatic play by modeling the use of, and encouraging children's engagement with, appropriate literacy artifacts (order pads, menus, traffic signs, envelopes, stationery, etc.)
- Provides daily opportunities to interact with reading and writing materials throughout the classroom as a natural extension of their play. For example:
 - ◇ Simple recipes
 - ◇ Menus
 - ◇ Labels that indicate where items go
 - ◇ Children's names, for example, on cubbies and sign-in sheets
 - ◇ Environmental print
- Provides daily opportunities for children to have access to and explore a variety of genres throughout the room
- Provides literacy materials that reflect children's backgrounds and cultural experiences
- Provides wide access to a variety of digital, print, and recorded forms of books (used in balance and age appropriate)
- Provides books and literacy opportunities that make connections across domains and that relate to learning projects
- Provides time daily for students to experience reading alone, with partners, and in small groups
- Provides students and families with literacy resources

Student:

- Understands that ideas can be written and then read by others
- Understands that printed materials have various forms and functions (signs, letters, labels, notes, etc.)
- Interacts with reading and writing materials throughout the room
- Demonstrates reading-like behaviors with familiar written materials
- Talks about preferences for favorite authors, kinds of books, and topics
- Questions the content and author's choices
- Engages in rich conversation with peers about books they have heard read to them or are reading

Notes:

Independent Reading in Grades K-3

An instructional practice that gives students consistent opportunities to apply strategies the teachers has taught during previous instruction. Students are able to choose books based on interest and level.

Teacher:

- Plans ways in which to develop students' skills as readers
- Provides daily opportunities for children to be engaged with text of varying genre, structure, language and interest that includes children's backgrounds and cultural experiences
- Makes use of environmental print
- Creates or provides access to a library that includes print, audio, video, and digital texts
- Develops a clear instructional purpose
- Models reading for purpose and enjoyment
- Models behaviors of an independent reader
- Offers opportunities for choice and guides students in the selection of text
- Guides students in the setting of reading goals
- Establishes a tool or protocol to formatively assess
- Establishes protocols to monitor the reading progress of each student
- Coaches and confers with students using an explicit structure for assessment
- Shares goals and expectations with students, including how they will be assessed
- Creates multiple opportunities for students to talk about what they are reading with their peers
- Models and instructs students in discussion protocols

Student:

- Establishes reading goals (volume, stamina, fluency, comprehension, etc.)
- Selects appropriate books to move toward goals *noting things such as structure of the text and text sections* (Duke & Pearson, 2008-2009)
- Regularly monitors progress toward their goals
- Previews the text before reading noting things such as text features
- Discusses book with peers
- Uses the strategies taught to self-monitor during reading
- Spends the majority of time reading
- Understands the purpose for their reading
- Records evidence of reading engagement (logs, annotations, etc.)
- Reflects on how reading independently strengthens their identity, behavior, and skills as a reader and writer
- Uses discussion moves

Notes:

Independent Reading in Grades 4-5

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level.

Teacher:

- Focuses on ways to develop students' skills as readers by developing a clear instructional purpose
- Establishes protocols to monitor the reading progress of each student
- Provides daily opportunities for children to be engaged with text of varying genre, structure, language, and interest that includes children's backgrounds and cultural experiences
- Creates or has access to a library that includes print, audio, video, and digital texts
- Develops a clear instructional purpose
- Coaches and confers with students
- Models reading for purpose and enjoyment
- Offers opportunities for choice and guides students in the selection of text
- Guides students in the setting of reading goals
- Collaborates with students to set goals and expectations with students, including how they will be assessed
- Creates multiple opportunities for students to talk about what they are reading with their peers
- Models and instructs students in collaborative conversations

Student:

- Establishes reading goals (volume, stamina, fluency, comprehension, etc.) and monitors progress toward their goals
- Selects appropriate books to move toward goals *noting things such as structure of the text and text sections* (Duke & Pearson, 2008-2009)
- Previews the text before reading noting things such as text features, pictures, captions, etc.
- Discusses book with peers using collaborative conversation skills
- Uses the strategies taught to self-monitor during reading
- Spends the majority of time reading and responding to the text
- Understands the purpose for their reading
- Records evidence of reading engagement (logs, annotations, etc.)
- Reflects on how reading independently strengthens their identity, behavior and skills as a reader and writer
- Builds behaviors that lead to the independent reading of more complex text

Notes:

Independent Reading in Grades 6-8

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level.

At the 6-8 level, Independent Reading is effective in a workshop model.

Teacher:

- Creates access to a wide variety of print and digital texts
- Shares goals and expectations with students and parents/guardians, including how they will be assessed
- Guides student in the selection of text and the setting of reading goals through modeling and strategic conversations
- Encourages variety in genre and topic to challenge students to read widely
- Establishes protocols to monitor the reading progress of each student
- Provides frequent, dedicated time for independent reading
- Creates multiple opportunities for students to talk about what they are reading with their peers
- Reads with students; shares how each title helps build their identity and skills as a reader

Student:

- Establishes reading goals (volume, stamina, genre, text complexity, topic); goals may be short-term (marking period) and long-term (course-long)
- Selects appropriate texts to move toward goals with guidance from the teacher as well as parent/guardian(s)
- Regularly monitors progress toward individual goals
- Engages in thoughtful conversation with peers about texts they are reading
- Reflects on how reading independently strengthens their identity and skills as a reader and writer

Notes:

Independent Reading in Grades 9-12

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level.

At the 9-12 level, Independent Reading is effective in a workshop model.

Teacher:

- Creates access to a wide variety of print and digital texts
- Shares goals and expectations with students, including how they will be assessed
- Guides student in the selection of text and the setting of reading goals through modeling and strategic conversations
- Encourages variety in genre and topic to challenge students to read widely
- Establishes protocols to monitor the reading progress of each student
- Provides frequent, dedicated time for independent reading
- Creates multiple opportunities for students to talk about what they are reading with their peers
- Reads with students; shares how each title helps build their identity and skills as a reader

Student:

- Establishes reading goals (volume, stamina, genre, text complexity, topic); goals may be short-term (marking period) and long-term (course-long)
- Selects appropriate texts to move toward goals
- Regularly monitors progress toward individual goals
- Engages in thoughtful conversation with peers about texts they are reading
- Reflects on how reading independently strengthens their identity and skills as a reader and writer

Notes:

Text Features and Structures

Text Features and Structures in Grade PreK

Text Features are elements existing independently of the main text and intended to enhance readers' experiences with the text. Text features can help students identify text structure.

Text Structures refers to the way the information or story is organized within a written text. Examples may include story elements, cause/effect, compare, description, problem/solution, or sequence.

Teacher:

Text Features: The teaching of text features is embedded in shared and modeled reading.

- Teaches the difference between words and pictures
- Asks students to notice a variety of text features such as:
 - ◇ A picture, diagram, or photograph in expository text
 - ◇ Bolded words or italicized words
 - ◇ titles, headings, and subheadings
 - ◇ Captions
 - ◇ Labeling in pictures
 - ◇ Maps or simple charts

Text Structures: The teaching of text structures is embedded in shared and modeled reading.

- Provides the name of the text structure to students
- Scaffolds children's understanding of the structures in narrative and expository text

Student:

Text Features:

- Participates in the identification of a picture and words within text
- Understands a variety of text features
- Knows that a picture or text feature helps to understand what is being read

Text Structures:

- Knows that different texts have different structures

Notes:

Text Features and Structures in Grades K-3

Text Features are elements existing independently of the main text and intended to enhance readers' experiences with the text. Text features can help students identify text structure.

Text Structures refers to the way the information or story is organized within a written text. Examples may include story elements, cause/effect, compare, description, problem/solution, or sequence.

Teacher:

Text Features: The teaching of text features is embedded in shared, modeled, and guided reading.

- Asks students to notice a variety of text features such as, **but not limited to:**
 - ◇ A picture, diagram, or photograph
 - ◇ Bolded words or italicized words
 - ◇ Titles, headings, and subheadings
 - ◇ Captions
 - ◇ Labeling in pictures
 - ◇ Maps or simple charts
 - ◇ Table of contents, glossaries, and indexes

Text Structures: The teaching of text structures is embedded in shared, modeled, and guided reading.

- Analyzes the structure of text with students
- Provides explicit examples of a variety of narrative and expository text structures, identifying ways in which text structure defines genre (i.e. fable vs fairy tale) and impacts meaning
- Teaches the signal words for each text structure

Student:

Text Features:

- Identifies and uses a variety of text features and structures to understand the main text
- Knows that text features support the text and aid in comprehension
- Uses text features in their writing

Text Structures:

- Knows that as expository text becomes more complex, it can have more than one type of structure (third grade and above)
- Begins to notice an author's purpose for choosing a particular text structure or feature
- Uses linking words or signal words to differentiate text structure use
- Incorporates a variety of structures within their writing that is appropriate to their grade level

Notes:

Text Features and Structures in Grades 4-5

Text Features are elements existing independently of the main text and intended to enhance readers' experiences with the text. Text features can help students identify text structure.

Text Structures refers to the way the information or story is organized within a written text. Examples may include story elements, cause/effect, compare, description, problem/solution, or sequence.

Teacher:

Text Features: The teaching of text features is embedded in shared, modeled, and guided reading of expository text.

- Asks students to notice a variety of text features such as, **but not limited to:**
 - ◇ A picture, diagram, or photograph in expository text
 - ◇ Bolded words or italicized words
 - ◇ Titles, headings, and subheadings
 - ◇ Captions
 - ◇ Labeling in pictures
 - ◇ Maps or simple charts
 - ◇ Table of contents, glossaries, and indexes

Text Structures: The teaching of text structures is embedded in shared, modeled, and guided reading.

- Analyzes the structure of text with students
- Provides explicit examples of a variety of narrative and expository text structures, identifying ways in which text structure defines genre (i.e. poetry vs. prose vs. drama) and impacts meaning
- Teaches the signal words for each text structure

Student:

Text Features:

- Identifies a variety of text features and structures
- Knows that text features support the text and aid in comprehension
- Uses text features in their writing

Text Structures:

- Knows that as expository text becomes more complex, it can have more than one type of structure
- Analyzes ways in which text structure defines genre (i.e. poetry vs. prose vs. drama) and impacts meaning
- Notices an author's purpose for choosing a particular text structure or feature
- Uses linking words or signal words to differentiate text structure use
- Incorporates a variety of structures within their writing

Notes:

Text Features and Structures in Grades 6-8

Text Features are elements existing independently of the main text and intended to enhance readers' experiences with the text. Text features can help students identify text structure.

Text Structures refers to the way the information or story is organized within a written text. Examples may include story elements, cause/effect, compare, description, problem/solution, or sequence.

Teacher:

Text Features: The teaching of text features is embedded in shared, modeled, and guided reading of expository text.

- Asks students to notice a variety of text features such as, **but not limited to:**
 - ◇ A picture, diagram, or photograph in expository text
 - ◇ Bolded words or italicized words
 - ◇ Titles, headings, and subheadings
 - ◇ Captions
 - ◇ Labeling in pictures
 - ◇ Maps or charts
 - ◇ Table of contents, glossaries, and indexes

Text Structures: The teaching of text structures is embedded in shared, modeled, and guided reading.

- Analyzes the structure of text with students
- Provides explicit examples of a variety of narrative and expository text structures, identifying ways in which text structure defines genre (i.e. poetry vs. prose vs. drama) and impacts meaning

Student:

- Uses a variety of text features to help construct meaning
- Determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- Analyzes the impact of specific word choice on meaning and tone (i.e. analogies, allusions)
- Analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
- Analyzes how differences in the points of view of the characters and the audience or reader (i.e., created through the use of dramatic irony or voice) create effects such as suspense or humor
- Analyzes ways in which text structure defines genre (i.e. poetry vs. prose vs. drama) and impacts meaning
- Intentionally creates text structures when composing to create a desired effect for the reader

Notes:

Text Features and Structures in Grades 9-12

Text Features are elements existing independently of the main text and intended to enhance readers' experiences with the text. Text features can help students identify text structure.

Text Structures refers to the way the information or story is organized within a written text. Examples may include story elements, cause/effect, compare, description, problem/solution, or sequence.

Teacher:

Text Features: The teaching of text features is embedded in shared, modeled, and guided reading of expository text.

- Asks students to notice a variety of text features such as, **but not limited to:**
 - ◇ A picture, diagram, or photograph in expository text
 - ◇ Bolded words or italicized words
 - ◇ Titles, headings, and subheadings
 - ◇ Captions
 - ◇ Labeling in pictures
 - ◇ Maps or charts
 - ◇ Table of contents, glossaries, and indexes

Text Structures: The teaching of text structures is embedded in shared, modeled, and guided reading.

- Analyzes the structure of text with students
- Provides explicit examples of a variety of narrative and expository text structures, identifying ways in which text structure defines genre (i.e. poetry vs. prose vs. drama) and impacts meaning

Student:

- Uses a variety of text features to help construct meaning
- Determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- Analyzes the impact of specific word choices on meaning and tone (i.e. analogies, allusions)
- Analyzes how a central idea develops over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text, including how they interact and build upon one another to provide a complex analysis
- Analyzes how differences in the points of view of the characters and the audience or reader (i.e., created through the use of dramatic irony or voice) create effects such as suspense or humor
- Analyzes ways in which text structure defines genre (i.e. poetry vs. prose vs. drama) and impacts meaning
- Intentionally creates text structures when composing to create a desired effect for the reader

Notes:

Digital Literacy

Digital Literacy in Grade PreK

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (American Library Association). Digital literacy is integrated within modeled, shared, interactive, and independent reading.

Teacher:

- Uses technology integrated into the classroom in ways that enhance, but never replace, the opportunity for young children to have direct experiences with peers, adults, and/or real materials
- Uses technology as an enriching tool that keeps students actively engaged, avoiding the use of computers as digital workbooks
- Uses technology to maintain a diverse picture of childrens' learning progress (i.e., audio recordings, handhelds for quick assessments, photos of artwork, scans of writing efforts)
- Takes advantage of technology that supports children who have special learning needs
- Takes advantage of technology that supports children who are learning two languages
- Organizes the classroom so that children can use digital technology with multiple areas of the curriculum; e.g., a camera in the science area, a computer or tablet in the writing area, an interactive whiteboard to expand understanding of math concepts
- Helps parents understand safe and appropriate uses of technology for their children and assists them in locating digital opportunities (i.e., free internet, learning apps, websites)

Student:

- Uses a variety of developmentally appropriate digital tools to learn and create
- Collaborates with other children when using developmentally appropriate digital tools
- Uses developmentally appropriate digital resources (with adult support) to locate and use information relating to a topic under study
- Explains some ways that technology can be used to solve problems
- Begins to understand how technology can be used appropriately or inappropriately
- Begins to learn to use and talk about technology tools appropriately
- Uses age appropriate interactive digital games as one way to explore and learn new content in a variety of areas of the curriculum

Notes:

Digital Literacy in Grades K-3

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (American Library Association).

Teacher:

- Provides e-books that engage and develop language
- Uses technology to enhance direct instruction
- Demonstrates how to use technology appropriately
- Asks students to explain what they are learning
- Advocates safe, legal, and responsible use of information and technology
- Selects apps that are developmentally appropriate for age and skill levels
- Teaches use of text features of electronic texts such as tools that allow for highlighting and annotation of text
- Teaches the foundational skills necessary to navigate and compose text

Student:

- Uses technology as one aspect of their learning
- Interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media
- Communicates information and ideas effectively to multiple audiences using a variety of media and formats
- Practices safe, legal, and responsible use of information and technology
- Understands that reading a digital text requires the same strategies as reading hard copies of text
- Makes use of tools that allow for highlighting and annotation of text
- Uses technology to publish writing
- Uses technology to interact with others

Notes:

Digital Literacy in Grades 4-5

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (American Library Association).

The following indicators are reflective of the International Society for Technology in Education (ISTE) standards for educators and students.

Teacher:

- Creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community
- Models critical examination of online resources by conducting an initial search and delving into multiple sources, stories, and/or sites related to a single topic to identify accuracy, credibility, reliability, or bias
- Mentors students in the safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property
- Models and promotes management of personal data and digital identity and protects student data privacy
- Uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs
- Designs authentic learning activities that align with content standards and use digital tools and resources to maximize active, deep learning

Digital Reading:

- Demonstrates how to search for and distinguish between a variety of genres, fiction and nonfiction, across web sources
- Uses bookmarking or other tools to manage online sources
- Identifies reliable sources for information
- Guides students in the purpose and accessibility of embedded hyperlinks or multi-media sources within text
- Distinguishes between digital-only sources, print-only sources, and sources that can be accessed digitally and in print

Digital Writing:

- Creates digital stories, podcasts, screencasts, and presentations

Student:

- Uses technology to demonstrate their learning in a variety of ways
- Is aware of the permanence of their actions in the digital world
- Engages in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices
- Demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property
- Manages their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online
- Plans and employs effective research strategies to locate information and other resources for their intellectual or creative pursuits with attention to avoiding plagiarism
- Evaluates the accuracy, perspective, credibility and relevance of information, media, data, or other resources
- Creates original works or responsibly repurpose or remix digital resources into new creations
- With teacher support, uses digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning
- Uses collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints
- Contributes constructively to project teams, assuming various roles and responsibilities, to work effectively toward a common goal.

Notes:

Digital Literacy in Grades 6-8

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (American Library Association).

The following indicators are reflective of the International Society for Technology in Education (ISTE) standards for educators and students. Additional guidance taken from the ISTE standards for students and educators.

Teacher:

- Creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community
- Models critical examination of online resources
- Mentors students in the safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property
- Models and promotes management of personal data and digital identity and protects student data privacy
- Uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs
- Designs authentic learning activities that align with content standards and use digital tools and resources to maximize active, deep learning

Student:

- Begins to build networks and customize their learning environments in ways that support the learning process
- Uses technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
- With parent permission and involvement, begins to cultivate and manage their digital identity and reputation and is aware of the permanence of their actions in the digital world
- Engages in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices
- Demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property
- Manages their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online
- Plans and employs effective research strategies to locate information and other resources for their intellectual or creative pursuits
- Evaluates the accuracy, perspective, credibility, and relevance of information, media, data, or other resources
- Creates original work or responsibly repurposes or remixes digital resources into new creations
- Uses digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning
- Uses collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints

- Contributes constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Uses collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints
- Contributes constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Notes:

Digital Literacy in Grades 9-12

The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (American Library Association)

The following indicators are reflective of the International Society for Technology in Education (ISTE) standards for educators and students. Additional guidance taken from the ISTE standards for students and educators.

Teacher:

- Creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community
- Models critical examination of online resources
- Mentors students in the safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property
- Models and promotes management of personal data and digital identity and protects student data privacy
- Uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs
- Designs authentic learning activities that align with content standards and use digital tools and resources to maximize active, deep learning

Student:

- Builds networks and customizes their learning environments in ways that support the learning process
- Uses technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
- Cultivates and manages their digital identity and reputation and is aware of the permanence of their actions in the digital world
- Engages in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked device
- Demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property
- Manages their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online
- Plans and employs effective research strategies to locate information and other resources for their intellectual or creative pursuit
- Evaluates the accuracy, perspective, credibility, and relevance of information, media, data or other resources
- Creates original work or responsibly repurposes or remixes digital resources into new creations
- Uses digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning
- Uses collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints
- Contributes constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal

Notes:

Writing

Modeled Writing

Modeled Writing in Grade PreK

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

Teacher:

- Plans lessons specific to students' needs
- Includes narrative, informative/expository, and opinion text that is meaningful to students
- Constructs the text while the students listen and observe
- Writes in large print on chart paper/easel so all children can see (text at eye-level)
- Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words)
- Demonstrates (when writing) saying the words slowly and encourages students to listen for sounds and the letters they represent
- Models how writing can be used for a variety of purposes (menus, lists, signs, labels, stories, etc.)
- Places emphasis on keeping writing simple and easy for children to understand
- Rereads the text (with students) using a pointer
- Shares enthusiasm for writing
- Reminds students to use their knowledge to write independently

Student:

- Demonstrates skillful listening by attending to the text being written
- Engages with the written text by responding to questions, prompts, or by asking questions
- Begins to understand purposes for writing (menus, lists, signs, labels, stories, etc.)
- Learns about language, sounds in words, letters, and how print is organized
- Shares their opinion of the text being written
- Rereads and revisits the text
- Transfers what they have learned in a modeled writing lesson to their independent writing
- Understands that we write for different purposes

Notes:

Modeled Writing in Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

Teacher:

- Plans lessons specific to students' needs
- Attends to and considers the developmental stages of writing when planning
- States a purpose for the mini-lesson
- Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words)
- Constructs the text or parts of text while the students listen and observe
- Demonstrates writing a variety of text, for a variety of purposes and audiences
- Rereads the text with students to check for meaning and understanding
- Reminds students to use their knowledge to write independently
- Shares enthusiasm for writing
- Uses classroom resources (word walls, dictionary, etc.)
- Incorporates writing across content areas and specific to disciplinary practices (scientific explanations, addressing both sides of an argument)

Student:

- Demonstrates skillful listening and notices the teacher's writing behaviors
- Engages in the written text by responding to questions, prompts, or by asking questions
- Learns about language, sounds in words, letters, and how print is organized
- Shares their opinion of the text being written
- Identifies elements of writing specific to a genre or task
- Understands that we write for different purposes
- Rereads and revisits the text
- Transfers what they have learned in a modeled writing lesson to their independent writing

Notes:

Modeled Writing in Grades 4-5

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

Teacher:

- Plans lessons specific to students' needs
- Demonstrates writing a variety of text, for a variety of purposes and audiences
- States a purpose for the mini-lesson
- Models thinking explicitly
- Constructs the text while the students listen
- Demonstrates the conventions of written language
- Explicitly teaches how to organize print
- Places emphasis on skills and strategies identified in the state standards
- Rereads the text with students
- Uses classroom resources (word walls, dictionary, etc.)
- Reminds students to use their knowledge to write independently
- Shares enthusiasm for writing
- Incorporates writing across content areas and specific to disciplinary practices (scientific explanations, addressing both sides of an argument)

Student:

- Demonstrates skillful listening by attending to the text being written
- Engages in the written text by responding to questions, prompts, or by asking questions
- Learns about language, syntax, and how print is organized
- Shares their opinion of the text being written
- Rereads and revisits the text
- Transfers what they have learned to their independent writing
- Identifies elements of writing specific to a genre or task
- Uses the writing as a mentor text across content areas
- Understands that we write for different purposes

Notes:

Modeled Writing in Grades 6-8

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use. In the secondary grades, modeled writing should take place within the content areas. Communication among teachers of different contents will help facilitate an aligned experience for students.

Teacher:

- Plans lessons specific to students' needs
- States a purpose for the mini-lesson
- Places emphasis on skills and strategies identified in the state standards
- Constructs text while the students observe
- Makes thinking explicit
- Demonstrates the conventions of written language
- Demonstrates writing a variety of texts, for a variety of purposes and audiences
- Rereads the text with students
- Reminds students to use their knowledge to write independently
- Uses classroom resources (word walls, dictionary, etc.)
- Provides occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (i.e. scientific explanations, addressing both sides of an argument, citation, explaining proofs, identifying bias, etc.)
- Models expectations for source attribution appropriate to context and assignment
- Shares enthusiasm for writing

Student:

- Pays attention to the text being written
 - ◊ Shares their observations of the text being written
 - ◊ Engages in the written text by responding to questions, prompts, or by asking questions
- Learns about language, syntax, organization, and rhetoric
- Identifies elements of writing specific to a genre or task
- Rereads and revisits the text
- Transfers what they have learned in a modeled writing lesson to their independent writing

Notes:

Modeled Writing in Grades 9-12

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use. In the secondary grades, modeled writing should take place within the content areas. Communication among teachers of different contents will help facilitate an aligned experience for students.

Teacher:

- Plans lessons specific to student needs
- Places emphasis on skills and strategies identified in the state standards
- States a purpose for the mini-lesson
- Constructs text while the students observe
- Makes thinking explicit
- Demonstrates the conventions of written language
- Demonstrates writing a variety of texts, for a variety of purposes and audiences
- Rereads the text with students
- Reminds students to use their knowledge to write independently
- Uses classroom resources (word walls, dictionary, etc.)
- Provides occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (i.e. scientific explanations, addressing both sides of an argument, citation, explaining proofs, identifying bias, etc.)
- Models expectations for source attribution appropriate to context and assignment
- Shares enthusiasm for writing

Student:

- Pays attention to the text being written
 - ◊ Shares their observations of the text being written
 - ◊ Engages in the written text by responding to questions, prompts, or by asking questions
- Learns about language, syntax, organization, and rhetoric
- Identifies elements of writing specific to a genre or task
- Rereads and revisits the text
- Transfers what they have learned in a modeled writing lesson to their independent writing

Notes:

Shared Writing

Shared Writing in Grade PreK

An instructional practice where the teacher acts as the scribe and the teacher and students collaborate to compose meaningful text.

Teacher:

- Creates a meaningful shared experience that will give children something to talk or write about
- Includes narrative, informative/expository, and opinion text that is meaningful to students
- Places emphasis on creating simple texts that are easy for children to read
- Introduces the purpose and models the thought process involved in writing
- Acts as the scribe and children participate in all aspects of the writing process
- Writes in large print on chart paper/easel so all children can see
- Models the conventional spelling of words
- Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.)
- Plays the role of the “expert” through questioning and prompting (where should I begin writing, does this sentence make sense, etc.) as they write with the students
- Rereads the text with student several times using a pointer for 1-1 matching
- Keeps shared writing text to reread and revisit as a shared reading
- Reminds students to use their knowledge to write independently

Student:

- Discusses, brainstorms, and shares their ideas about what to write with teacher support
- Participates in all aspects of the writing process while the teacher acts as the scribe
- Rereads and revisits the text several times with teacher support
- Uses what they have learned when they independently write

Notes:

Shared Writing in Grades K-3

An instructional practice where the teacher acts as the scribe and the teacher and students collaborate to compose meaningful text.

Teacher:

- Includes narrative, informative/expository, and opinion text that is meaningful to students
- Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning
- Engages students in a rich discussion about how the text will be composed (brainstorming)
- Acts as the scribe, writing the text as composed and making it visible to all students
- Incorporates and explicitly teaches the elements of the writing process
- Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.)
- Models proper syntax and conventions in conjunction with fluent writing
- Elaborates on using a diverse vocabulary
- Scaffolds aspects of writing and applies specific skills and strategies
- Asks guiding questions that improve the writing
- Rereads the completed text
- Reinforces the reciprocal process of reading and writing
- Builds students' writing confidence
- Reviews and reinforces all the elements of writing addressed in the session
- Revisits the piece as a mentor text

Student:

- Engages in the discussion about what to write
- Constructs the text with the teacher
- Transfers their known skills and strategies to the shared writing experience
- Incorporates new skills and strategies learned into their independent writing
- Rereads and revises the text, modeling what good writers do
- Asks questions about the writing process
- Attempts to replicate a variety of writing genres
- Refers to shared writing pieces to guide their writing
- Increases their confidence as a writer
- Takes risks as a writer

Notes:

Shared Writing in Grades 4-5

An instructional practice where the teacher acts as the scribe and the teacher and students collaborate to compose meaningful text.

Teacher:

- Includes narrative, informative/expository, and opinion text that is meaningful to students
- Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning
- Acts as the scribe, writing the text as composed and making it visible to all students
- Builds stamina, discussion, and knowledge for stronger writers
- Models proper syntax and conventions in conjunction with fluent writing
- Intentionally uses a diverse vocabulary including content-specific vocabulary (tier 2 and tier 3 words)
- Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing process)
- Reviews and reinforces all the elements of writing addressed in this session
- Negotiates and discusses the writing jointly by asking guiding questions (Does this make sense? Can I add more detail, etc.)
- Draws evidence from literary or informational text to support analysis, reflection, and research (apply the reading standards to literature and informational text - write about what is read)
- Revisits the piece as a mentor text
- References mentor text to highlight a writing strategy, skill, or element
- Uses with whole or small group

Student:

- Contributes to the writing development of the writing piece
- Notices the teacher's writing behaviors
- Asks questions to clarify thinking
- Responds to the teacher's guided questions
- Connects what was taught with their own writing
- Develops their own schema as a writer
- Uses the writing as a mentor text
- Incorporates new skills and strategies learned into their independent writing
- Rereads and revises the text, modeling what good writers do
- Replicates a variety of writing genres
- Refers to shared writing pieces to guide their writing
- Develops more complex ideas and language and fosters critical awareness as a writer

Notes:

Shared Writing in Grades 6-8

An instructional practice where the teacher acts as the scribe and the teacher and students collaborate to compose meaningful text.

Teacher:

- Constructs narrative, informative/expository, and argument texts that are meaningful to students
- Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning
- Models writing for a variety of purposes, to a variety of audiences, and across the content areas
- Models proper syntax and conventions in conjunction with fluent writing
- Intentionally uses content-specific vocabulary (tier 2 and tier 3 words)
- Scaffolds aspects of writing and applies specific skills and strategies
- Leads students to develop more complex ideas and language and fosters their critical awareness as writers
- Asks guiding questions that improves the writing (How can I strengthen my argument? Where can I add more detail, etc.)
- Draws evidence from literary or informational text to support analysis, reflection, and research (apply the reading standards to literature and informational text - write about what is read)
- Negotiates and discusses the writing jointly with students
- Builds stamina, discussion, and knowledge for stronger writers
- Reviews and reinforces all the elements of writing addressed in the session

Student:

- Engages in the discussion about what to write
- Constructs the text with the teacher
- Transfers their known skills and strategies to the shared writing experience
- Incorporates new skills and strategies learned into their independent writing
- Rereads and revises the text, modeling what good writers do
- Asks questions about the writing process
- Attempts to replicate a variety of writing genres
- Begins to break from formulaic writing (beyond the “5 paragraph essay”)
- Refers to shared writing pieces to guide their writing
- Builds their confidence as a writer

Notes:

Shared Writing in Grades 9-12

An instructional practice where the teacher acts as the scribe and the teacher and students collaborate to compose meaningful text.

Teacher:

- Constructs narrative, informative/expository, and argument texts that are meaningful to students
- Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning
- Models writing for a variety of purposes, to a variety of audiences, and across the content areas
- Models proper syntax and conventions in conjunction with fluent writing
- Intentionally uses content-specific vocabulary (tier 2 and tier 3 words)
- Scaffolds aspects of writing and applies specific skills and strategies
- Leads students to develop more complex ideas and language and fosters their critical awareness as writers
- Asks guiding questions that improves the writing (How can I strengthen my argument? Where can I add more detail?, etc.)
- Encourages less formulaic writing which may intentionally “break the rules” for effect
- Draws evidence from literary or informational text to support analysis, reflection, and research (apply the reading standards to literature and informational text - write about what is read)
- Negotiates and discusses the writing jointly with students
- Builds stamina, discussion, and knowledge for stronger writers
- Reviews and reinforces all the elements of writing addressed in the session

Student:

- Engages in the discussion about what to write
- Constructs the text with the teacher
- Transfers their known skills and strategies to the shared writing experience
- Incorporates new skills and strategies learned into their independent writing
- Rereads and revises the text, modeling what good writers do
- Asks questions about the writing process
- Attempts to replicate a variety of writing genres
- Breaks from formulaic writing (beyond the “5 paragraph essay”)
- Refers to shared writing pieces to guide their writing
- Builds their confidence as a writer

Notes:

Interactive Writing

Interactive Writing in Grade PreK

An instructional practice used to teach (usually younger) students how to write. The process involves the 'sharing of the pen' between the teacher and the students. The teacher and the students work together to construct meaningful text.

Teacher:

- Creates a meaningful shared classroom experience and sets the purpose for writing
- Includes narrative, informative/expository, and opinion text that is meaningful to students
- Places emphasis on creating very simple, easy to read texts
- Uses conversation to guide what to write
- Plays role of the "expert" as they write with students
- Writes in large print on chart paper/easel so all children can see
- Models various methods to help students think about words and how they are written, ex., sound boxes, stretching words, word patterns, concept of a word, conventions, letter formation, clapping syllables, etc., (Selecting a few teaching points to emphasize)
- Encourages group responses with students (whispering letters, whiteboards or magna doodles)
- Writes most of the text; carefully selects places to invite students to "share the pen" by contributing a letter, letters, part of a word, or a punctuation mark
- Provides models of handwriting in view as reminders of letter formation and the difference between upper and lowercase letters (may guide the children's hand)
- Revisits and rereads the text several times (with students), using a pointer
- Has references such as a name chart and/or alphabet chart available during a lesson
- Reminds students to use their knowledge to write independently

Student:

- Discusses what to write about with teacher support
- "Shares the pen" with the teacher and contributes a letter, letters, part of a word, or even a punctuation mark
- Rereads and revisits the text several times with teacher support
- Refers to resources (that they have visual access to in the room) such as a name chart and/or alphabet chart during the lesson
- Uses what they have learned when they independently write
- Draws pictures (optional) to add to the interactive text
- Uses their knowledge to write independently

Notes:

Interactive Writing in Grades K-2 (emphasis ends in grade 2)

An instructional practice used to teach (usually younger) students how to write. The process involves the 'sharing of the pen' between the teacher and the students. The teacher and the students work together to construct meaningful text.

Teacher:

- Creates a meaningful shared classroom experience and sets the purpose for writing
- Includes narrative, informative/expository, and opinion text that is meaningful to students
- Writes in large print on chart paper so all children can see
- Plays the role of the “expert” when writing with the students
- Models and actively engages students in the writing process
- Composes the text with the students (a jointly written piece)
- Selects a few teaching points
- Models the conventional spelling of words
- Involves children in constructing words using letter-sound relationships and other strategies
- Teaches for sound analysis (clap the parts you hear, say the word slowly, how many sounds do you hear, etc).
- Turns the pen over to different students and invites them to contribute a letter, part of a word, or even sentences to the text being written together
- Teaches for visual analysis (does it look right, what would look right there, think about how the word looks, etc).
- Places emphasis on creating texts that are easy for children to read
- Has references such as name charts, alphabet linking charts, word walls, and word charts available during a lesson
- Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing

Student:

- Discusses what to write about with teacher support
- Writes together with the teacher - a jointly written piece
- “Shares the pen” with the teacher and contributes a letter, part of a word, or even sentences to the text being written together
- Refers to resources (that they have visual access to in the room) such as the word wall while constructing the text
- Uses the text as a model or resource for their own writing
- Revisits or rereads the text several times
- Uses what they have learned when they independently write
- Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing

Notes:

Independent Writing & Conferencing

Independent Writing / Conferring in Grade PreK

Writing is an essential part of preschool literacy. Children must be given daily opportunities to experiment with writing and explore various ways to convey messages in print. Children are encouraged to interact with writing materials throughout the classroom environment.

Teacher:

- Accepts and understands writing at all levels
- Provides meaningful ideas on what children can write about
- Provides plenty of daily opportunities for children to write throughout the day. For example:
 - ◇ Sign-in sheets to take attendance - this allows children to start each day with writing
 - ◇ Journals to scaffold emergent writing, use as a reference, and to use as informal assessment
 - ◇ Blank books for children to write and illustrate
 - ◇ Writing notes and cards
 - ◇ Creates and maintains a writing center
- Incorporates, for student access, writing materials in all of the interest areas as a natural extension of their play. For example:
 - ◇ Crayons, colored pencils, markers
 - ◇ Pencils and ballpoint pens
 - ◇ Tape, stapler, and child safety scissors
 - ◇ Envelopes, index cards, and paper
 - ◇ Rubber stamps
- Provides a variety of non-paper writing tools such as
 - ◇ Computers
 - ◇ Magnetic doodle boards
 - ◇ Dry erase boards
 - ◇ Chalkboards
- Provides references such as individual name cards, alphabet charts, and child-friendly picture dictionaries
- Provides models of handwriting in view as reminders of letter formation and the difference between upper and lowercase letters

Student:

- Chooses what they would like to write about (making signs for their traffic constructions block in the block area, taking orders during restaurant play in the dramatic play area, writing a friend a special message, etc.)
- Uses a variety of forms of early writing (scribbling, drawing, letter strings, copied environmental print) and moves toward the beginning of phonetic and/or conventional spelling
- Talks about and shares their writing with others
- Uses a variety of writing tools
- Shows a beginning sense of the need to look over and modify their writing (adding a picture or writing)
- Uses references such as name cards, alphabet charts, and child-friendly dictionaries to assist in their writing
- Participates daily in reading and writing experiences
- Develops greater control over the physical skills needed to write letters and numbers
- Sees themselves as a writer

- Confers with students about their writing
- Provides children the opportunity to write alone or with others
- Provides children the opportunity to share their writing
- Creates space for displaying children's writing

Notes:

Independent Writing / Conferring in Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

Teacher:

- Provides daily protected writing time
- Provides purpose and choice when writing
- Provides opportunities to write across the content areas using a variety of genres
- Teaches the writing process whole group, small group, and individually through conferencing
- Supports students in setting writing goals
- Provides immediate and specific feedback related to student goals or a specific teaching point
- Fosters creativity and voice in the writing process
- Uses an explicit conferring structure
- Confers with students to develop voice, craft, structure, vocabulary, use of conventions
- Incorporates lessons on grammar and mechanics
- Encourages students to construct words using current knowledge of letter-sound relationships and other strategies
- Provides access to mentor text
- Provides opportunities to publish and share writing
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Responds to student needs by studying writing samples
- Gives access to digital tools
- Shares success stories as a group

Student:

- Engages in writing for a variety of purposes and audiences
- Increases stamina in writing
- Applies skills and strategies previously learned
- Views writing as an ongoing process of revision and editing
- Uses mentor text
- Works toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by incorporating suggestions
- Publishes and shares their writing
- Demonstrates use of a variety of text types and genres
- Moves toward “on demand” writing
- Offers feedback to peers on their writing
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed
- Draws evidence from text to support analysis, reflection, and research
- Incorporates appropriate tier 2 and tier 3 vocabulary
- Views themselves as a writer

Notes:

Independent Writing / Conferring in Grades 4-5

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

Teacher:

- Provides daily protected writing time
- Provides purpose and choice when writing
- Provides opportunities to write across the content areas using a variety of genres
- Incorporates “on-demand” writing across content areas
- Teaches the writing process whole group, small group, and individually through conferencing
- Collaborates with students in setting writing goals
- Provides immediate and specific feedback related to student goals or a specific teaching point
- Fosters creativity and voice in the writing process
- Uses an explicit conferring structure and establishes a method to document conferring sessions
- Confers with students to develop voice, craft, structure, vocabulary, use of conventions
- Encourages students to construct words using current knowledge of letter-sound relationships and other strategies
- Provides access to mentor text and writing models
- Provides access to a variety of references that aide students in their writing
- Incorporates lessons on grammar and mechanics
- Provides opportunities to publish and share writing
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Responds to students needs by studying writing samples
- Gives access to digital tools
- Shares success stories as a group

Student:

- Engages in writing for a variety of purposes and audiences
- Increases stamina in writing
- Applies skills and strategies previously learned
- Views writing as an ongoing process of revision and editing
- Uses mentor text as a model for writing
- Works toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by incorporating suggestions
- Publishes and shares their writing
- Demonstrates use of a variety of text types and genres
- Writes “on demand”
- Offers feedback to peers on their writing
- Demonstrates command of the conventions
- Uses grade appropriate conversational, general academic, and domain specific words and phrases accurately
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Uses vocabulary and voice appropriate to a genre
- Draws evidence from text to support analysis, reflection, and research
- Accesses reference materials that aide in the writing process
- Views themselves as a writer

Notes:

Independent Writing / Conferring in Grades 6-8

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

Teacher:

- Provides protected writing time on a regular basis
- Provides purpose and choice for student writing
- Encourages students to write in a variety of genres and in different timeframes (timed writing, process pieces, etc.)
- Supports students in setting writing goals
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Supports the writing process whole group, small group, and individually through conferring
- Confers with students to develop voice, vocabulary, use of conventions
- Provides timely, targeted feedback related to student goals or a specific teaching point
- Incorporates lessons on grammar and mechanics
- Encourages precise word choice and sentence variety
- Provides opportunities to share and publish writing
- Provides access to mentor text
- Provides access to digital tools for the writing process
- Fosters creativity and voice in the writing process

Student:

- Engages in writing for a variety of purposes and audiences
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Applies skills and strategies previously learned
- Uses mentor texts as models
- Attributes summaries and paraphrases to original authors appropriately for context and assignment
- Demonstrates use of a variety of text types and genres
- Writes “on demand” and “over time”
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Begins to develop a strong writing voice
- Uses vocabulary and voice appropriate to grade level and genre
- Views writing as an ongoing process of revision and editing
- Monitors progress toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by making meaningful revisions
- Offers feedback to peers on their writing
- Increases stamina and length of writing
- Publishes and shares their writing
- Views self as a writer

Notes:

Independent Writing / Conferring in Grades 9-12

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

Teacher:

- Provides protected writing time on a regular basis
- Provides purpose and choice for student writing
- Encourages students to write in a variety of genres and in different timeframes (timed writing, process pieces, etc.)
- Supports students in setting writing goals
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Supports the writing process whole group, small group, and individually through conferring
- Confers with students to develop voice, vocabulary, use of conventions
- Provides timely, targeted feedback related to student goals or a specific teaching point
- Incorporates lessons on grammar and mechanics
- Encourages precise word choice and sentence variety
- Provides opportunities to share and publish writing
- Provides access to mentor text
- Provides access to digital tools for the writing process
- Fosters creativity and voice in the writing process

Student:

- Engages in writing for a variety of purposes and audiences
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Applies skills and strategies previously learned
- Uses mentor texts as models
- Attributes summaries and paraphrases to original authors appropriately for context and assignment
- Demonstrates use of a variety of text types and genres
- Writes “on demand” and “over time”
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Further develops a strong writing voice
- Uses vocabulary and voice appropriate to grade level and genre
- Views writing as an ongoing process of revision and editing
- Monitors progress toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by making meaningful revisions
- Offers feedback to peers on their writing
- Increases stamina and length of writing
- Transitions to a self-directed writer
- Publishes and shares their writing

Notes:

Speaking & Listening

Collaborative Conversations

Collaborative Conversations in Grade PreK

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

Teacher:

- Talks to children extensively, makes comments, extends conversation, and asks meaningful questions to encourage vocabulary and conversation skills
- Prepares topics/prompts for collaborative conversations that relate to content and encourages inquiry and deep thinking
- Encourages children to initiate conversation, take turns, repeat, expand, or rephrase their comments
- Provides students time to respond and expand their conversation
- Models appropriate social behaviors of conversation, listening, and responding
- Uses observational data from classroom conversations for formative assessment purposes
- Assists parents in understanding the significance of having a conversation with their children, versus one-word responses, to develop vocabulary and social skills

Student:

- Participates in collaborative conversations by being prepared and listening attentively
- Understands the roles of participants in conversation (i.e., taking turns in conversation, relating their own comments to what is being talked about, and asking relevant questions)
- Takes part in different kinds of roles as a speaker (i.e., part of a group discussion, role-playing, fantasy play, storytelling, and retelling)
- Asks the meaning of words and uses new words as they play and interact with others

Notes:

Collaborative Conversations in Grades K-3

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

Teacher:

- Includes multiple opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Prepares topics/prompts/stems for collaborative conversations that relate to content and encourages inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Models the use of conventional English grammar when speaking
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students
- Guides students in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- Participates in collaborative conversations by being prepared and listening attentively
- Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Asks for clarification as needed about the topic and texts under discussion
- Speaks audibly and expresses thoughts, feelings, and ideas clearly and in complete sentences
- Incorporates the use of conventional English grammar when speaking
- Reflects on conversations

Notes:

Collaborative Conversations in Grades 4-5

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

Teacher:

- Includes multiple opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Prepares topics/prompts/stems for collaborative conversations that relate to content and encourages inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Models the use of conventional English grammar when speaking
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students
- Guides students in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- Participates in collaborative conversations by being prepared and listening attentively
- Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Asks for clarification as needed about the topic and texts under discussion
- Paraphrases or summarizes important information and views presented
- Incorporates the use of conventional English grammar when speaking
- Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Notes:

Collaborative Conversations in Grades 6-8

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

Teacher:

- Includes multiple opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Prepares topics/prompts/stems for collaborative conversations that relate to content and encourages inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students
- Guides students in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- Participates in collaborative conversations by being prepared and listening attentively
- Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Notes:

Collaborative Conversations in Grades 9-12

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

Teacher:

- Includes multiple opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Guide students to prepare topics/prompts for collaborative conversations that relate to content and encourages inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students, including how they will be assessed
- Guides students in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- Participates in collaborative conversations by being prepared and listening attentively
- Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation
- Helps determine topics for conversations
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Notes:

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