

# Literacy Program

## Overview



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## CCS Balanced Literacy Program

Literacy is a high priority of instruction at CCS. Literacy includes reading, writing, and communication skills and processes and it forms the foundation of all learning. At CCS, literacy expectations include making meaning, communicating, problem solving, and participating in decision-making through a biblical worldview that fosters the integration of faith and learning. We teach literacy with the following goals in mind:

- *To learn the knowledge of God and His truth, and to respond appropriately*
- *To live in harmony with God, His truth, and His people*
- *To acquire an appropriate wealth of knowledge*
- *To learn who we are intended to become in the plan of God*
- *To learn how to impact others with the knowledge of God and His truth*

*"Gaining a Biblical Worldview through Reading Instruction", Clawson, E. Penny*

Our literacy program is guided by what we want our students to know and be able to do (E/LA standards), balanced assessment, research about effective and best teaching practices, and our knowledge as experienced Christian educators. The following principles guide our literacy instruction:

- Literacy is the way we learn, communicate, and construct ideas
- Literacy is an active, thinking process and the learner brings background knowledge to the text to help construct meaning
- Literacy is best developed in an environment that builds community and honors students' learning needs and background experiences
- Literacy acquisition is developmental
- Access to books and time to read and write are fundamentals to literacy development
- Literacy instruction is most effective when teachers provide explicit instruction and scaffolding of strategies and gradually release responsibility to the student to own the strategies
- Literacy is best taught in an integrated approach

## K-8 Adopted English/Language Arts Standards

CCS has adopted English/Language Arts standards as our learning goals in the strands of reading, writing, language, and speaking/listening. The standards in each strand guide us in what students should know and be able to do at each grade level. Literacy, and the teaching of reading and writing, is a shared responsibility across disciplines. The standards set requirements not only for English Language Arts, but also for literacy in content areas. All elementary classroom teachers and middle school core content teachers are expected to align instruction, curriculum, and assessment with the E/LA standards. The literacy standards are meant to supplement other content standards in social studies, science, and technical subjects.

### *Key Elements of the E/LA Standards:*

- A balance of literature and informational texts (K-5) with slightly more emphasis on informational text in grades 6-12.
- Wide range of text
- Research (short projects)
- Appropriately complex text
  - Progression of complexity
  - Close reading and analysis of texts, using evidence to back up claims and conclusions
  - Appropriate and necessary scaffolding and supports for students reading below grade level
- Writing about texts, citing sources
  - Narrative still plays an important role
  - Emphasis is on writing to inform and to make an argument using evidence
- Academic vocabulary
  - Vocabulary to access grade level, complex texts and content areas
- Higher-level thinking skills
- Rigor (depth and focus)

## Overview of CCS-E/LA Standards

K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Foundational Skills:</b> Print Concepts & Phonological Awareness										
<b>Foundational Skills:</b> Phonics & Word Recognition Fluency										
<b>Reading Literature &amp; Informational Text, including literary nonfiction:</b> Balance K-5 = 50% literature & 50% informational text						<b>Reading Literature – stories, drama, poetry:</b> Balance grade 6-8 = 45% Balance grades 9-12 = 30%				
						<b>Reading Informational, including literary nonfiction:</b> Balance 6-8=55% Balance grades 9-12=70%				
<b>Writing Standards:</b> Balance of Text Types: Grade K-5 = 30% opinion; 35% information; 35% narrative						<b>Writing Standards:</b> Grades 6-8=35% argument; 35% information; 30% narrative Grades 9-12=40% argument; 40% information; 20% narrative				
<b>Speaking &amp; Listening Standards</b>										
<b>Language Standards, including vocabulary acquisition and use</b>										

<b>READING</b>
<b>Key Ideas and Details</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Craft and Structure</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of the texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b>
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Range of Reading and Level of Text Complexity</b>
10. Read and comprehend complex literary and informational texts independently and proficiently.

<b>Writing</b>
<b>Text Types and Purposes</b>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Production and Distribution of Writing</b>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet to produce and publish writing and interact and collaborate with others.
<b>Research to Build and Present Knowledge</b>
7. Conduct short as well as more sustained research projects based of focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language
Conventions of Standard English
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English Capitalization, punctuation, and spelling when writing.
Knowledge and Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Creating a Culture of Literacy**

Building a culture of literacy involves being purposeful and intentional about setting up a literacy rich environment.

### Safe and Supportive Environment

A safe and supportive environment is very important in creating literate students. When students feel valued and know that they are in a safe environment they are more willing to take risks in their learning and in pursuing goals.

### Gradual Release

The Gradual Release of Responsibility Model has been shown in research to be an effective approach for increased reading comprehension and writing achievement. In this model, the responsibility for learning moves from greater teacher responsibility towards greater student responsibility. New skills are introduced and modeled (“I do it.”). Then the students join the teacher in working with the new skill together. This is followed by an opportunity for students to try the newly learned skill on their own with the teacher ready to support as needed. (“We do it.”) Finally, students take ownership of the skill/strategy as they practice the skill/strategy independently and self-monitor as the teacher observes. (“You do it.”)

### Ownership

Student choice and sense of ownership are characteristics of a supportive learning environment. Self-selection and inquiry encourage students to become independent thinkers and learners. When students take on the ownership of their own learning, they also take an active role in assessing their own learning, goal setting, and planning for new learning.

### Language-Rich

A culture of literacy includes classrooms that are language-rich. In these classrooms, language is fun and productive. Students are expected to:

- o Read and write every day for fun
- o Read and write every day to learn
- o Talk about what they are reading and writing
- o Use language to think, communicate, and learn
- o Think about how words and language work while reading and writing
- o Talk about strategies used to read and write
- o Notice strategies used by others to read and write
- o Ask for help with reading and writing

## Time

A very important element in learning to read and write is having plenty of time to practice reading and writing. Uninterrupted blocks of time to read and write contribute to the development of accuracy, fluency, and comprehension.

CCS Policy:

- K-5<sup>th</sup> grade teachers should plan for a minimum of 90 minutes for a daily, balanced literacy program (to include reading, writing, language, word study/spelling and vocabulary)
- 7-12<sup>th</sup> grade teachers will integrate literacy instruction into all content areas.

## Classroom Organization

Literacy-rich classrooms are organized for a variety learning situations – an area for whole group modeled instruction, desks/tables arranged for collaborative learning, and spaces for independent reading/writing. The room arrangement accommodates working with whole and small groups of students. Literacy routines and expectations are clearly taught, established, and monitored.

## Access to Books and Libraries

The classroom library is another essential element in a literacy-rich classroom to support individual student needs for independent reading. The library can be arranged to meet the needs of the classroom. Books should be grouped in a way to foster appropriate student book choices. Books can be arranged by topic, author, series, genre, and level. Teaching students how to choose “just right” books for independent reading helps ensure success and growth. When students read independently, they need to be reading texts that they can enjoy and understand for longer periods of time.

Access to appropriate leveled books for guided reading instruction is also important. Providing multi-level book sets in varying genres will help to meet the needs of diverse learners.

Tools for finding book levels:

[www.scholastic.com](http://www.scholastic.com)

<http://lexile.com/fab/>

The school library is also important in the development of independent reading. Access to the school library promotes life-long learning and connects the students with the larger school/learning community.

## Elements of CCS Balanced Literacy Program

A balanced literacy program is a comprehensive program of language arts acquisition, and it begins with a genuine appreciation for literacy learning. CCS's balanced literacy program includes teaching phonics, grammar, reading comprehension strategies, and writing forms and skills in experiences that provide direct and indirect instruction, shared reading/writing and independent reading/writing. The goal is to create a culture of literacy in which the students are strategic, reflective, confident, and ready to learn through reading and writing.

Comprehension	Comprehending text is the reason for reading. Through direct instruction, guided reading, and independent reading, students build skills and strategies to gain meaning from text. Good readers think actively as they read. They combine their experiences and background knowledge (schema), knowledge of vocabulary and language structure, and reading strategies to make sense of text and build deeper meaning as well. Good readers know when their comprehension breaks down and can choose from a bank of strategies to fix their comprehension.
Fluency	Fluency is the ability to read a text accurately and with appropriate speed. Fluency connects word recognition and comprehension. Fluent readers do not have to concentrate on decoding words which allows them to focus their attention on the meaning of the text. Fluency can be developed with intentional practice.
Language, Word study, Vocabulary	Being created by in God's image, we have been given the gift of language and the ability to communicate with one another and with God, as part of His plan for our lives. Students discover the intricacies of language as they work in a variety of genres including literature, poetry, informational and technical texts. They also examine the meaning, origins, structure of words and conventions and forms of written language. Language and words study include phonemic awareness, phonics, vocabulary, spelling (Words Their Way), grammar, and punctuation.
Genres/Text Types	An understanding of text genre can help students learn from text. Literate students will use the features of different genres to help them

access and learn information quickly and efficiently. Students need to develop and understanding of the forms, formats, audiences, and purposes of various texts. As students learn how to recognize and use genres, they will build the background they need to manage new and unfamiliar text, as well as use this knowledge of text features when they are writing and speaking.

## Writing

The primary purpose of writing is to communicate. The purpose, audience, form and topic vary according to the reason for writing. Literate students can communicate well in a variety of situations. To become good writers, students need explicit instruction, frequent opportunities to practice, and effective feedback. Writing promotes thinking and allows a line a thought to be developed, extended, examined and shared. By composing written text, writers learn about themselves and their world and can communicate their understanding to others.

## Comprehension Strategies

Strategy	Student Definition	Strategy Prompts
Making Connections Schema	Good readers connect what they know with what they are reading.	<ul style="list-style-type: none"> <li>✓ Does this remind me of something?</li> <li>✓ Has this ever happened to me?</li> <li>✓ Do I know someone like him or her? Am I like this character</li> <li>✓ Have I ever felt this way?</li> <li>✓ What do already know that will help me understand what I'm reading?</li> <li>✓ Does this information confirm or conflict with what I've read in other sources?</li> <li>✓ How does this connect to God and His character?</li> </ul>
Predicting	Good readers think about what's going to happen and make predictions based on what they know and what they have read.	<ul style="list-style-type: none"> <li>✓ What do I think will happen next/</li> <li>✓ Since _____ happened, I think _____ will happen.</li> <li>✓ While looking over the material before reading, I predict I will learn about _____.</li> <li>✓ I'm predicting this will be about _____.</li> <li>✓ This title/heading/picture makes me think _____.</li> </ul>
Questioning	Good readers ask themselves questions when they read and keep their brains busy.	<ul style="list-style-type: none"> <li>✓ What is the author saying?</li> <li>✓ Why is this happening?</li> <li>✓ Why did the</li> </ul>

		<p>character ____?</p> <ul style="list-style-type: none"> <li>✓ Is this important?</li> <li>✓ This makes me wonder _____.</li> <li>✓ How does this information connect with what I have already read?</li> </ul>
Monitoring Comprehension	Good readers stop to think about their reading and know what to do when they don't understand.	<ul style="list-style-type: none"> <li>✓ Is this making sense?</li> <li>✓ What's going on in this part?</li> <li>✓ What have I learned?</li> <li>✓ Should I slow down? Speed up?</li> <li>✓ Do I need to reread?</li> <li>✓ What does this word mean?</li> <li>✓ What text clues can help me fill in missing information?</li> </ul>
Visualizing	Good readers picture what is happening while they read.	<ul style="list-style-type: none"> <li>✓ What are the pictures/scenes in my mind?</li> <li>✓ What do I hear, taste, smell or feel?</li> <li>✓ What do the characters, the setting, and the events of the story look like in my mind?</li> <li>✓ Can I picture this new information?</li> </ul>
Inferring	Good readers figure out what the author is saying even though it might not be directly in the text.	<ul style="list-style-type: none"> <li>✓ What are the clues given in the text, illustrations, or captions?</li> <li>✓ What do I already know that might help?</li> <li>✓ What conclusion can I make?</li> </ul>

<p>Determining Importance</p>	<p>Good readers can tell between key ideas and less important ideas. They also use text format and features to help make decisions about what is important.</p>	<ul style="list-style-type: none"> <li>✓ In a few words, what is this selection about?</li> <li>✓ What is the most important idea about this topic?</li> <li>✓ Did the author state the main idea or do I have to infer it?</li> </ul>
<p>Summarizing</p>	<p>Good readers identify the most important ideas and retell them in their own words.</p>	<ul style="list-style-type: none"> <li>✓ This story is mainly about _____.</li> <li>✓ How is the story organized?</li> <li>✓ Who and what is this about?</li> <li>✓ What are the key details?</li> </ul>
<p>Synthesizing</p>	<p>Good readers combine new information with what they already know to form a deeper meaning or interpretation.</p>	<ul style="list-style-type: none"> <li>✓ What are the similarities and differences I can notice?</li> <li>✓ What do I notice about the author's craft?</li> </ul>
<p>Evaluating</p>	<p>Good readers critique and establish opinions.</p>	<ul style="list-style-type: none"> <li>✓ How does this connect to God and His truth?</li> <li>✓ What was the author's intent or viewpoint?</li> <li>✓ What can I apply to my own life or the world?</li> </ul>

## Writing

### The goals for writing at CCS include:

- Students writing for a variety of purposes (narrative, informative, and argument)
- Students writing for a variety of tasks and audiences
- Students utilizing the writing process to develop an effective piece (generating, drafting, revising, editing and publishing)
- Students including details to illustrate and elaborate their ideas, effective organization of their writing, and appropriate conventions
- Students valuing writing as a way to reflect, make connections, and communicate

### Six Traits Writing

Six Traits Writing is a model designed to teach students the craft of quality writing. It provides a common language for teachers and students to communicate about what good writing looks like and sounds like. Assessment rubrics help identify strengths and areas of growth in student writing, while also helping teachers provide effective feedback to students for improving writing performance. These traits of good writing can be applied to the different genres and forms of writing and across the content areas. A comparison of the Six Traits Writing Model and the argument, informative, and narrative writing standards will be provided at the end of this document.

The 6+1 Traits Writing Model includes the following traits

Ideas and Content	The message the writer has to say-The ideas and content reflect the writer's purpose and should be original and unique to the writers' personal experience. The content should contain details to support the main message.
Organization	The overall logical and efficient structure of the piece-The introduction of the plot or theme, the build-up, the climax, and the resolution should all be introduced and addressed with effective sequence and strong transitions.
Word Choice	Words that are precise and accurate-The writer should use strong action verbs and descriptive adjectives.

Voice	The unique personality of the writer-Writing that has strong voice is engaging and hard to put down. Voice encompasses concern for the reader and purpose, enthusiasm for the topic, and individual style.
Sentence Fluency	The ability to create smooth flow and rhythm of the sentences structure-Sentences are crafted carefully. The fluency of short vs. long sentences should carry the reader along seamlessly.
Conventions	Punctuation, grammar, spelling, capitalization, paragraph structure-These elements should be used to make the writing easy to read, accessible to the reader, and provide a polished piece to be enjoyed.
Presentation	The visual and textual elements-The presentation of a piece is how the author presents the message on paper or electronically. It is the overall appearance that invites in a reader.

## Reading Incentive Programs

### Reading Homework and Incentives

Developing independent, life-long readers is a primary goal of instruction. Teachers should encourage outside reading through homework expectations and reading incentive programs. Classroom teachers are expected to provide continual reading incentive programs. These may include program opportunities, such as the *I Read It/Giovanni's* program (October-March), the Stingers Reading Program or AR incentives. Other teacher-developed incentives are encouraged.

### Accelerated Reading (AR)

AR can be used for the independent reading practice component of a balanced literacy program or for homework reading. AR should never be a replacement for direct comprehension instruction/assessment and alternatives should be allowed to meet homework requirements. AR quizzes can be helpful in monitoring comprehension of independent reading practice. Conferring and goal setting with students is part of the AR independent reading program.

Summary of the latest AR research:

#### Strengths:

- It can be motivating for students.
- Students choose material to read independently at their own level and pace.
- Students are provided with immediate results.
- AR reports are generated.
- Teachers can monitor reading habits and progress.
- Lists of leveled books are provided to match students' reading levels.

#### Weaknesses:

- Students are limited to titles available.
- Tests do not assess inferential or critical thinking skills.
- AR has not been proven to increase reading comprehension.
- AR has not been proven to have long-term effects on reading frequency and enthusiasm.
- AR may actually detour students away from more meaningful reading choices and higher level comprehension activities.

#### Appropriate Uses:

- Tracking/documentation of student independent reading if combined with other reading choices/assignments.
- Assessment tool for helping students choose books at the appropriate level.
- Goal setting for comprehension achievement at student's independent reading level (ex. 85% correct)
- Conferring about student's use of comprehension strategies

#### Inappropriate Uses:

- A major grading tool (i.e.: scores or points factored into a student's reading grade).
- Replacement of quality teacher-led reading instruction.
- Replacement of more comprehensive assessment tools.

#### CCS Policy:

- Teachers may include AR reading as part of a choice to fulfill reading homework requirements. Other options should be available, such as reading journals, short book reports, reading logs, reading conferences, or other comprehension activities.
- Reading homework requirements should not weigh in at more than ten percent of the overall reading grade.

NWEA is a formative reading assessment tool given twice a year for grades 1-8. Students apply the knowledge that they have gained during the school year and answer question on Informational Text, Literature, Vocabulary and Foundational Skills. The test is given in the fall and then again in the spring to show student growth. Students are allowed to take the test in as much time as they need to complete the questions. NWEA is research based to foster growth in literacy.

**NWEA is a true catalyst, helping to identify which data are most helpful, which programs are most effective for particular students, and which instructional resources and strategies are best suited for each student. This includes not only greater information on reports generated by NWEA assessments, but program evaluation and professional development for teachers, administrators, and parents. The diagnostic element of NWEA provides strategies to foster growth for a student in each of the areas assessed.**

**Title I Students that have not met growth on NWEA and or in other classroom assessments will be given an opportunity for direct instruction at a fast pace to develop skills necessary to meet grade level expectations.**

**Special needs students will work in areas of fluency, and comprehension to make growth gains using specialized instruction.**

# ***NWEA Reading, Math and Science Rit Norms for Fall and Spring 2015-2016***

<b><i>Math</i></b>	<b><i>Grade</i></b>	<b><i>Fall</i></b>	<b><i>Spring</i></b>
	<b><i>1</i></b>	<b><i>162</i></b>	<b><i>181</i></b>
	<b><i>2</i></b>	<b><i>177</i></b>	<b><i>192</i></b>
	<b><i>3</i></b>	<b><i>190</i></b>	<b><i>203</i></b>
	<b><i>4</i></b>	<b><i>202</i></b>	<b><i>214</i></b>
	<b><i>5</i></b>	<b><i>211</i></b>	<b><i>221</i></b>
	<b><i>6</i></b>	<b><i>218</i></b>	<b><i>225</i></b>
	<b><i>7</i></b>	<b><i>222</i></b>	<b><i>229</i></b>
	<b><i>8</i></b>	<b><i>226</i></b>	<b><i>231</i></b>
<b><i>Reading</i></b>	<b><i>1</i></b>	<b><i>161</i></b>	<b><i>178</i></b>
	<b><i>2</i></b>	<b><i>175</i></b>	<b><i>189</i></b>
	<b><i>3</i></b>	<b><i>188</i></b>	<b><i>199</i></b>
	<b><i>4</i></b>	<b><i>198</i></b>	<b><i>206</i></b>
	<b><i>5</i></b>	<b><i>206</i></b>	<b><i>212</i></b>
	<b><i>6</i></b>	<b><i>211</i></b>	<b><i>216</i></b>
	<b><i>7</i></b>	<b><i>214</i></b>	<b><i>218</i></b>
	<b><i>8</i></b>	<b><i>217</i></b>	<b><i>220</i></b>
<b><i>Science</i></b>	<b><i>3</i></b>	<b><i>189</i></b>	<b><i>200</i></b>
	<b><i>4</i></b>	<b><i>199</i></b>	<b><i>207</i></b>
	<b><i>5</i></b>	<b><i>206</i></b>	<b><i>212</i></b>
	<b><i>6</i></b>	<b><i>211</i></b>	<b><i>215</i></b>
	<b><i>7</i></b>	<b><i>214</i></b>	<b><i>218</i></b>
	<b><i>8</i></b>	<b><i>216</i></b>	<b><i>219</i></b>