Ohio Reading Restart Plan 2020-21

Introduction

In an effort to share best practices in education for student learning, the team relied on research based on the science of reading to create this document. We believe the best way to teach students the fundamentals of reading and to help students at-risk of reading failure to succeed is the implementation of a robust research-based literacy process. We agree that writing is also an imperative part of literacy development but for the purposes of this document the focus is on PreK-12 reading. We worked to build a document that aligns the standards with best practice to assist all educators in the State of Ohio in reaching each student through a robust multi-tiered system of supports on the path to enjoying lifelong literacy. Teaching literacy skills is the responsibility of every teacher, not just ELA teacher, in any Ohio school.

The resources, assessments, and suggestions for professional development are based upon colleagues' experiences from a variety of districts around the state. These are not endorsed by the Ohio Department of Education nor are they mandated by the ODE. They are recommended resources for districts that may choose to use them. Research shows a single process or program will not work for all children. Therefore, districts need to utilize multiple literacy and numeracy measures to reach all children.

Theoretical models associated with the science of reading, including the Simple View of Reading, Scarborough's Rope, the 4 Part Processing System, and the Changing Emphasis of Big Ideas of Reading, should be considered during the selection process to ensure resources match the needs of the learner.

NOTE: When considering plans for implementing a strong restart, please consider the following:
- Examining current Multi-Tiered System of Supports and ensure that the systems include Universal Screening, Decision Rules, Diagnostics, and Progress Monitoring;
- Examining current supports and practices for students not making progress;
- Intentional collaboration focused on planning and implementation between general and special education teachers for reading instruction and supports.

What does robust reading instruction look like?

The National Reading Panel Report provides an answer to this question. The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas of reading. These areas are often referred to as reading pillars or the foundations of reading. They are Phonemic Awareness, Phonics (Word Study/Advanced Word Study), Fluency, Comprehension, Vocabulary and Writing. As one closely reviews the Ohio Curriculum Standards, each of these areas are represented across the Reading/English Language Arts standards. In addition,

[Ohio's Plan to Raise Literacy Achievement](#) outlines a language and literacy development continuum (see page 21). While we recognize that the emphasis on the standards will vary based on grade band, the critical areas that must be included in K - 12 literacy instruction are:

1. **Phonemic awareness:** Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words. It includes skills such as:
   - Phoneme isolation
   - Phoneme identity
   - Phoneme categorization
   - Phoneme blending
   - Phoneme segmentation
   - Phoneme deletion
   - Phoneme addition
   - Phoneme substitution

Phonological awareness as an umbrella also includes skills such as identifying the number of words in a sentence, counting syllables in words, alliteration, rhyming, phoneme segmenting, phoneme blending, and phoneme manipulation.

Advanced phonemic awareness (phoneme addition, subtraction, and substitution) plays a critical role in accurate and automatic word recognition. Early phonological and basic phonemic awareness skills are taught to prepare students for automaticity and accuracy in advanced phonemic awareness.

2. **Phonics:** The National Reading Panel Report states, "The focus of systematic phonics instruction is on helping children acquire knowledge of the alphabetic system and its use to decode new words, and to recognize familiar words accurately and automatically." In short, readers learn the relationship between letter-sound correspondences and their use to read and spell words. Students require systematic, explicit phonics instruction that follows a strong scope and sequence, includes judicious practice with blending routines, and incorporates connected decodable texts to build a foundation for reading.

   Phonics skills range from simple to complex:
   - Letter-Sound Correspondences
   - CVC Words
   - Blends and Digraphs
   - Complex Vowels
   - Complex Consonants
   - Multi-syllable Words
   - 6 Syllable Types
   - Morphology

Beginning at grade six, the pillars of phonemic awareness and phonics are reclassified as one new pillar entitled "Advanced Word Study." This pillar focuses on the morphology of words, affixes, and grammatical structure of words for students in grades 6-12.

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3. **Fluency:** Fluent readers can read text with speed, accuracy, phrasing, and proper expression. When too much of the cognitive load is dedicated to decoding and automaticity is low, readers will often struggle to increase their reading rate. This can disrupt comprehension. It is important to remember, however, that fluency does not only refer to rate. Students must be fluent in sounds, words, phrases, sentences, and passages.

4. **Vocabulary:** Knowledge of word meanings is essential to building comprehension when reading.

   The National Reading Panel Report offers the following guidance in vocabulary instruction:
   ● Vocabulary should be taught both directly and indirectly.
   ● Repetition and multiple exposures to vocabulary items are important.
   ● Learning in rich contexts is valuable for vocabulary learning.
   ● Vocabulary tasks should be restructured when necessary.
   ● Vocabulary learning should entail active engagement in learning tasks.

5. **Comprehension:** Comprehension is the understanding, or meaning-making that the reader does in a text. It is often taught as skills and strategies that help support readers as they interact with text. However, vocabulary, automaticity, and background knowledge play a large part in construction of meaning. Comprehension strategies should be used as tools to gain meaning from text, build background knowledge, and increase vocabulary. Comprehension strategies, though important, should be tools, not content. The content is the text.

6. **Writing:** Writing is included in the Writing Reset Plan to allow for the standards to be clarified. However, reading and writing are integrated and should be taught in an integrated manner. Teaching writing, explicitly, beginning with foundational writing instruction in handwriting and spelling and then moving to composition skills will not only improve written expression, it will also improve reading comprehension outcomes for students.

Best Practice in Teaching

As Ohio looks to "restart and reset" students' missed learning, it is important to recognize those research-based practices that are recognized as effective for students who have learning challenges and who are English Language Learners. It is equally as important to recognize that these strategies work well for all students.

Explicit or direct instruction of skills has been validated as a method that, when used correctly, closes the learning gap in less time than other practices. What exactly is explicit instruction? In the early 1990's explicit instruction was often referred to as direct instruction. Direct instruction included a teacher model, a practice with the teacher and after certainty that students understood, independent practice. Today, we refer to explicit instruction as both gradual release of instruction and explicit instruction.

The purpose of explicit instruction is to provide information in a very accurate, effective and efficient way so that time is not wasted on correcting misinformation or inaccuracies in the instructional process. Explicit instruction or gradual release, as the means of delivery, is essential for teaching skills,

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strategies, concepts, and vocabulary. In closing the gap that has occurred due to school closure, explicit instruction must be considered as a vehicle for recovery of the learning lost.

Providers and Resources for Professional Development

- *Explicit Instruction: Effective and Efficient Instruction (2011)*, Anita Archer and Charles Hughes
- *Developing Fluent Readers – Jan Hasbrouck*
- *Language Essentials for Teachers of Reading and Spelling (LETRS)*, 3rd Edition, Louisa Moats and Carol Tolman
- *The Reading Teacher's Top Ten Tools – Deb Glaser*
- *Keys to Literacy – Joan Sedita*
- *Making Content Comprehensible for English Learners: The SIOP Model* (2000), Jana Echevarria
- Principles of Instruction (Article), Dr. Barak Rosenshine
- Putting Students on the Path to Learning: The Case for Fully Guided Instruction (Article), Richard E. Clark, Paul A. Kirschner, and John Sweller
- Unlocking the Research on English Learners What We Know—and Don't Yet Know—about Effective Instruction (Article), Dr. Claude Goldenberg

Resources

- **Understanding the Science of Reading- Dr. Stephanie Stollar**
- Disciplinary Literacy Workshops with Tim Shanahan
- Essentials of Assessing, Preventing, and Overcoming Reading Difficulties – A Book Study
- Why a Structured Phonics Program is Important – David Liben
- A Fresh Look at Phonics – Wiley Blevins
- Explicit Instruction Workshops from Anita Archer
- Florida Center for Reading Research (FCRR)
- Keys to Literacy, Joan Sedita
- Kim St. Martin Integrated MTSS and Implementation Science Workshops
- Reading Rockets
- Scarborough's Reading Rope
- The Four Pillars to Reading Success- NCTQ
- The Ohio Department of Education Literacy Academy resources
  - 2019
  - 2020
- The Reading League
- The Reading Teacher's Top Ten Tools, Deb Glaser
- The Simple View of Reading
- Three Minute Reading Assessments
- William Van Cleave Teacher Workshops

Direct Instruction During Times of Distance/Remote Learning

Direct or explicit instruction can and should occur during times when distance or remote learning is necessary. Gradual release can be used to deliver instruction through a live online lesson or through a recorded lesson that is sent to students via a link or through the district's Learning Management System (LMS).

Resources and Considerations for Distance/Remote Learning
- [Explicit Instruction Online Series: The Magic Is in the INSTRUCTION, Part 1](#) (Video), Anita Archer
- [Ohio's Remote Learning Resource Guide](#)
- [UFLI Virtual Teaching Resource Hub](#)
- [Rethinking Direct Instruction in Online Learning](#)
- [Sample Remote Learning Tool for Using Gradual Release in Distance Learning](#)
- [Suggestions for Including Direct Instruction (DI) in Distance Learning](#)

Elementary Instruction
Grades K-3
Pillar # 1: Phonemic Awareness
Curriculum/Standards Identified

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

RF.1.2: Demonstrate understanding of spoken words, syllables, and phonemes (sounds)
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    b. Orally produce single-syllable words by blending phonemes, including consonant blends.
    c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual phonemes.

Assessment

- First Sound Fluency (Acadience Reading, formerly DIBELS Next)
- Phoneme Segmentation Fluency (Acadience Reading, formerly DIBELS Next)
- Phoneme Manipulation
- Initial Sounds (AIMSweb Plus)
- Phoneme Segmentation (AIMSweb Plus)
- Heggerty Phonemic Awareness Assessments (PK-2)
- FCRR Phonological Awareness Cool Tools
- Phonological Awareness Screening Test (PAST)
- NWEA MAP
- NWEA Reading Fluency Assessment (K-3)
- STARS
- i-Ready

*Note: Phonemic awareness is best assessed one-on-one in person and not through online assessments.

PD, Resources and Strategies

- Understanding the Science of Reading (Example session from the 95% Group)
- Heggerty Phonemic Awareness PD Sessions
- Science of Reading Series
- *Phonemic Awareness in Young Children* (1998), Marilyn Adams
- *Ladders to Literacy* (1998), O'Connor, R.E., Notari-Syverson, A., and Vadasy, P.F.
- *Equipped for Reading Success* (2016), David Kilpatrick
- Advanced Phonemic Awareness in 3 Tiers of Instruction (Webinar)

Pillar # 2: Phonics

Curriculum/Standards Identified

RF.K.1: Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

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

RF.1.1: Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3:   Know and apply grade-level phonics and word analysis skills in decoding words.
      a. Know the spelling-sound correspondences for common consonant digraphs.
      b. Decode regularly spelled one-syllable words.
      c. Know final -e and common vowel team conventions for representing long vowel sounds.
      d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
      e. Decode two-syllable words following basic patterns by breaking the words into syllables.
      f. Read words with inflectional endings.
      g. Recognize and read grade-appropriate irregularly spelled words.

RF. 2.3:   Know and apply grade-level phonics and word analysis skills in decoding words.
      a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
      b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.
      d. Decode words with common prefixes and suffixes.
      e. Identify words with inconsistent but common spelling-sound correspondences.
      f. Recognize and read grade-appropriate irregularly spelled words.

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
      a. Identify and know the meaning of the most common prefixes and derivational suffixes.
      b. Decode words with common Latin suffixes.
      c. Decode multisyllabic words.
      d. Read grade-appropriate irregularly spelled words.

Assessment

- Letter Naming Fluency (Acadience Reading, formerly DIBELS Next)
- Nonsense Word Fluency (Acadience Reading, formerly DIBELS Next)
- Oral Reading Fluency (Acadience Reading, formerly DIBELS Next)
- Developmental Spelling Assessment (DSA)
- Words Their Way
- Word Reading Fluency (AIMSweb Plus)
- Oral Reading Fluency (AIMSweb Plus)
- Diagnostic Decoding Survey
- CORE Phonics Survey, Scholastic
- NWEA MAP
- STARS
- NWEA Reading Fluency Assessment (K-3)
- i-Ready

PD, Resources and Strategies

- The Science of Reading (Example session from the 95% Group)
- The Use of Decodable Texts in Primary Grades
- Teaching with Decodable Texts (webinar by the 95% Group)
- Grade 3 +, Strategies to Decode Multisyllable Words
- *PHONICS for Reading* (2002), Anita Archer, James Flood, Diane Lapp and Linda Lungren
- Orton Gillingham
- *A Fresh Look at Phonics* (2016), Wiley Blevins

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- *Teaching Reading Sourcebook*, 3rd Edition, (2018), Bill Honig, Linda Diamond and Linda Gutlohn
- Enhanced Core Reading Instruction (ECRI) from the University of Oregon
- Explicit Decoding Instruction, Anita Archer
- Explicit Word and Sentence Dictation Instruction, Anita Archer

Pillar # 3: Fluency

Curriculum/Standards Identified

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

RF.1.4, RF.2.4, RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level text *(grade 3: "prose and poetry")* orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Assessment
- Oral Reading Fluency (Acadience Reading, formerly DIBELS Next)
- Oral Reading Fluency (AIMSweb Plus)
- NWEA MAP Fluency (K-3)
- STARS

PD, Resources and Strategies
- University of Oregon Fluency Development PD
- Jan Hasbrouck – What do we need to know about reading Fluency (Video)
- From Phonics to Fluency: Effective and Engaging Instruction to Two Critical Areas of the Reading Curriculum, Tim Rasinski
- Alternative Passage Reading Procedures, Anita Archer
- 6 Minute Solution

Pillar # 4: Vocabulary

Curriculum/Standards Identified

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

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Grade 1
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

Grade 2
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

Grade 3
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Assessment
- NWEA MAP
- STARS
- AIMSweb
- i-Ready
- Marzano's Vocabulary Assessments
- MAZE (Acadience Reading, formerly DIBELS Next)
- Webinar Presentation Link: Vocabulary Assessment
- Book Chapter: Vocabulary Assessment and Organization
- CORE Phonics Survey, Scholastic

PD, Resources and Strategies
- Explicit Vocabulary Instruction (Steps), Anita Archer
- Marzano's 6-Step Process to Teaching Academic Vocabulary
- The Frayer Model
- Flocabulary
- University of Oregon Vocabulary Development PD
- *Academic Vocabulary Toolkit* (2013), Kate Kinsella
- Systematic method for teaching critical vocabulary words
- Explicit Vocabulary Instruction- 2nd Grade (Anita Archer)
- Explicit Vocabulary Instruction- Kindergarten (Anita Archer)
- Scaffolding Complex Texts
- Developing Language Comprehension

Pillar # 5: Comprehension

Curriculum/Standards Identified

Kindergarten
RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

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

RL.K. 9 With prompting and support, compare and contrast the adventures and experiences of

characters in familiar stories.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Grade 1

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Analyze literary text development.
    a. Demonstrate understanding of the lesson.
    b. Retell stories, including key details.

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

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

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Analyze informational text development.
    a. Identify the main topic.
    b. Retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Grade 2

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

RL.2.2 Analyze literary text development.
    a. Determine the lesson or moral.
    b. Retell stories, including fables and folktales from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

RI.2.2 Analyze informational text development.
    a. Identify the main topic of a multi-paragraph text.
    b. Identify the focus of specific paragraphs within the text.

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

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

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

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

RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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

RI.3.2 Analyze informational text development.
    a. Determine the main idea of a text.
    b. Retell the key details and explain how they support the main idea.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Assessment
- Retelling (rubric or checklist)
- *A Teacher's Guide to Reading Conferences* (2019), Jennifer Serravallo
- AIMSweb
- NWEA MAP
- STARS
- i-Ready
- Reading A-Z
- Oral Reading Fluency, including retell (Acadience Reading, formerly DIBELS Next)
- MAZE (Acadience Reading, formerly DIBELS Next)

PD, Resources and Strategies
- Modeling Retell, 1st Grade (Video), Anita Archer
- Read Aloud, 2nd Grade (Video), Anita Archer
- Teaching Students to Read Complex Texts, Tim Shanahan
- Background Knowledge and Complex Texts

- [Scaffolding Complex Texts](#)
- [Developing Language Comprehension](#)

Grades 4-5

Pillar # 1: Phonemic Awareness

Curriculum/Standards Identified

Grade 4
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

Grade 5
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Assessment
- Phonological Awareness Screening Test (PAST)
- First Sound Fluency (Acadience Reading, formerly DIBELS)
- Writing Samples
- Phoneme Segmentation Fluency (Acadience Reading, formerly DIBELS)
- AIMSweb
- STARS
- NWEA MAP

PD, Resources and Strategies
- MAZE Passage Generator: Intervention Central
- SIOP Model: Online Pearson Training
- *Equipped for Reading Success* (2016), David Kilpatrick
- *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (2015), David Kilpatrick

Pillar # 2: Phonics

Curriculum/Standards Identified

Grade 4
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and

phrases.

Grade 5
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

L.5.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

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Assessment

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- Equipped for Reading Success, David Kilpatrick-1-minute drills
- Phonological Awareness Screening Test (PAST)
- NWEA MAP
- i-Ready
- Letter Naming Fluency (Acadience Reading, formerly DIBELS)
- AIMSweb
- CORE Phonics Survey, Scholastic
- STARS
- Informal and Formal Word Recognition Assessments (pages 43-48): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano
- Diagnostic Decoding Survey
- Words Their Way Primary Spelling Inventory

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PD, Resources and Strategies

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- *PHONICS for Reading (*2002), Anita Archer, James Flood, Diane Lapp and Linda Lungren
- MAZE Passage Generator
- Orton Gillingham
- CORE Phonics Survey, Scholastic
- The Science of Reading (Example session from the 95% Group)
- Grade 3 +, Strategies to decode Multi-Syllable words
- *6 Step Process for Teaching Vocabulary: Vocabulary for the Common Core* (2013), Robert J. Marzano and Julia A. Simms
- *Morphology Matters: Building Vocabulary Through Word Parts* (2019), William Van Cleave
- *Improving Morphemic Awareness using Base Words and Affixes* (2008), Sandra Donah
- *Improving Morphemic Awareness using Latin Roots and Greek Combining Forms* (2008), Sandra Donah
- Language! Live, Louisa Moats (Grade 5+)

Pillar # 3: Fluency

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Curriculum/Standards Identified

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Grade 4
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Assessment
- Oral Reading Fluency (Acadience Reading, formerly DIBELS)
- AIMSweb
- Informal and Formal Word Recognition Assessments (pages 43-48): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano

PD, Resources and Strategies
- University of Oregon Fluency Development PD
- Tim Razinski on Fluency (Video)
- From Phonics to Fluency: Effective and Engaging Instruction to Two Critical Areas of the Reading Curriculum
- MAZE Passage Generator
- Use of a variety of text types, strategies and opportunities for students to engage in discourse would help with fluency

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Pillar # 4: Vocabulary

Curriculum/Standards Identified

Grade 4
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

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

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

L.5.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figurative language, including similes and metaphors, in context.
    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Assessment

- NWEA MAP
- STARS
- i-Ready
- DAZE
- Vocabulary in Context from Benchmark Assessment Systems-optional assessments (in BAS kit)
- Teaching Academic Vocabulary Across All Content Areas: Vocabulary Assessment: presentation by Kay Stahl
- Chapter Excerpt: Vocabulary Assessment and Organization
- CORE Vocabulary Screening Test

PD, Resources and Strategies

- *Academic Vocabulary Toolkit* (2013), Kate Kinsella
- *Explicit Instruction: Effective and Efficient Instruction* (2011), Anita Archer and Charles Hughes
- Flocabulary
- Kinsella, K. (2013). *Academic Vocabulary Toolkit 1 & 2: Professional Development DVD*. National Geographic Learning.
- MAZE Passage Generator
- The Art and Science of Teaching / Six Steps to Better Vocabulary Instruction
- Teaching Vocabulary from Word Roots
- Marzano's 6-Step Process to Teaching Academic Vocabulary
- The Frayer Model
- Vocabulary Review, 4th Grade, Anita Archer: Systematic method for teaching critical vocabulary words
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Pillar # 5: Comprehension

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

RL.4.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.

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

RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.

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

RI.4.2 Analyze informational text development.
a. Determine the main idea of a text and explain how it is supported by key details.
b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

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

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

RI.4.8 Explain how an author uses evidence to support particular points in a text.

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

RL.5.2 Analyze literary text development.
a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
b. Summarize the text, incorporating a theme determined from details in the text.

RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing

inferences from the text.

RI.5.2 Analyze informational text development.
    a. Determine the main ideas of a text and explain how they are supported by key details.
    b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Assessment
- Retelling
- NWEA MAP
- STARS
- AIMSweb
- Oral Reading Fluency, including retell (Acadience Reading, formerly DIBELS Next)

PD, Resources and Strategies
- MAZE Passage Generator
- Reading A-Z
- Question Answer Retelling (QAR)
- Marzano Nonlinguistic representations
- ELA/Literacy Classroom Resources from Achieve The Core
- *Notice and Note: Strategies for Close Reading* (2012), Kylene Beers and Robert E. Probst
- *Strategies that Work* (2000), Stephanie Harvey
- Vocabulary and Background Knowledge Frontloading, 4th Grade, Anita Archer

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Secondary Instruction

Grades 6-8

Pillar # 1: Advanced Word Study

Curriculum/Standards Identified

SL.6.6- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.)

L.6.4-8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.

      a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

      b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

      c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.

      d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Assessment

- NWEA MAP
- STARS
- Writing Samples
- [Phonological Awareness Screening Test](#) (PAST)
- NWEA MAP
- Informal and Formal Word Recognition Assessments, (pages 43-48): *The New Art and Science of Teaching Reading* (2018), Julia A. Simms and Robert Marzano
- [Diagnostic Decoding Survey](#)
- *Word ID Assessment Across the Content Areas* (2014), Linda Gutlohn and Frances Bessellieu

PD, Resources and Strategies

- SIOP Model: [Online Pearson Training](#)
- *Equipped for Reading Success* (2016), David Kilpatrick
- *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (2015), David Kilpatrick
- [Marzano's 6-Step Process to Teaching Academic Vocabulary](#)
- *Morphology Matters: Building Vocabulary Through Word Parts* (2019), William Van Cleave
- *Improving Morphemic Awareness using Base Words and Affixes* (2008), Sandra Donah
- *Improving Morphemic Awareness using Latin Roots and Greek Combining Forms* (2008), Sandra Donah
- [Language! Live](#), Louisa Moats (Grade 5+)
- [Pronunciation of Multi-Syllabic Passage Words](#), Anita Archer

Pillar # 2: Fluency

Curriculum/Standards Identified

RL.6.10-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

RI.6.10-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Assessment
- Running Records   - NWEA MAP   - STARS   - Informal and Formal Fluency Assessments, (pages 43-49): *The New Art and Science of Teaching Reading* (2018), Julia A. Simms and Robert Marzano
PD, Resources and Strategies
- Creating Fluent Readers, with Tim Rasinski   *From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School* (2012), Timothy Rasinski and Nancy D. Padak   - MAZE Passage Generator

Pillar # 3: Vocabulary

Curriculum/Standards Identified
RL6.5-8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol type="a"> - Interpret figures of speech (e.g., personification) in context.   - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.   - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).   **RL.6.4-8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone. **RI.6.4-8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Assessment
- NWEA MAP   - STARS   - i-Ready   - Vocabulary in Context from Benchmark Assessment Systems (in BAS kit)   - CORE Vocabulary Screening Test
PD, Resources and Strategies
- Keys to Literacy / Keys to Vocabulary   - Marzano's 6-Step Process to Teaching Academic Vocabulary   - Vocabulary (Chapter 3): *Explicit Instruction* (2011), Anita Archer and Charles Hughes   *Academic Vocabulary Toolkit* (2013), Kate Kinsella   - Systematic method for teaching critical vocabulary words

Pillar # 4: Comprehension

Curriculum/Standards Identified

RL.6.1-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2-8.2 Analyze literary text development.
>   a. Determine a theme of a text and how it is conveyed through particular details.
>   b. Incorporate a theme and story details into an objective summary of the text.

RL.6.6-8.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

RI.6.1-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2-8.2 Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details.

RI.6.6-8.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.

RI.6.7-8.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Assessment
- NWEA MAP
- i-Ready
- STARS

PD Resources and Strategies
- *Strategies that Work* (2000), Stephanie Harvey
- Keys to Literacy / Keys to Comprehension

Grades 9-12

Pillar # 1: Advanced Word Study

Curriculum/Standards Identified

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

Assessment

- MindPlay
- [Phonological Awareness Screening Test](#) (PAST)
- NWEA MAP
- STARS
- i-Ready
- Informal and Formal Word Recognition Assessments (pages 43-48): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano

PD, Resources and Strategies

- Scaffolding Techniques (SIOP Feature 14): *Making Content (*2008), Echevarria, Vogt, and Short
- *Comprehensible for English Learners: The SIOP Model*, p. 100, (2000), Jana Echevarria
- Read Aloud for Introducing New Genres and Building Background Knowledge (p. 242), *Reading Reconsidered* (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- Embedding Out Loud (p. 141): *Reading Reconsidered* (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- NWEA Learning Continuum
- [Vocabulary's Three-Legged Stool: The Place for Dictionary Skills in Vocabulary Instruction: *Shanahan on Literacy* (2016)](#), Blog entry by Tim Shanahan
- [Pronunciation and Meaning of Critical Unknown Vocabulary Words: Archer (2019) "Intervening With Older Students," *ODE 2019 Literacy Academy*](#)
- Four-Step Strategy for Inferring Word Meanings From Context (p. 88): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano
- Control the Game and Decoding (p.233-238): Reading Reconsidered (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- Key Vocabulary Emphasized (SIOP Feature 9, p. 58): *Making Content Comprehensible for English Learners: The SIOP Model* (2008), Echevarria, Vogt and Short
- *Improving Morphemic Awareness using Base Words and Affixes* (2008), Sandra Donah
- *Improving Morphemic Awareness using Latin Roots and Greek Combining Forms* (2008), Sandra Donah
- [Language! Live](#), Louisa Moats
- *Morphology Matters: Building Vocabulary Through Word Parts* (2019), William Van Cleave

Pillar # 2: Fluency

Curriculum/Standards Identified

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
By the end of grade 10, read and comprehend literature, including stories,
dramas, and poems, at the high end of the grades 9–10 text complexity band
independently and proficiently, building background knowledge and activating
prior knowledge in order to make personal, historical, and cultural connections
that deepen understanding of complex text.

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high
end of the grades 9–10 text complexity band independently and proficiently.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Assessment
- NWEA MAP
- STARS
- i-Ready
- Informal and Formal Fluency Assessments (p. 43-49), *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano

PD, Resources and Strategies
- Control the Game (p. 172): *Teach Like a Champion 2.0* (2015), Doug Lemov
- Oral Cloze (p. 179): *Teach Like a Champion 2.0* (2015), Doug Lemov
- Reader's Theater (p. 159): *Thinking Strategies for Student Achievement: Improving Learning Across the Curriculum K-12* (2006), Denise D. Nessel and Joyce M. Graham
- Read, Talk, Write (p. 155): *Thinking Strategies for Student Achievement: Improving Learning Across the Curriculum K-12* (2006), Denise D. Nessel and Joyce M. Graham
- Read-Aloud (p. 249): *Reading Reconsidered* (2016), Doug Lemov

- NWEA Learning Continuum
- Use of a variety of text types, strategies and opportunities for students to engage in discourse would help with fluency
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Pillar # 3: Vocabulary

Curriculum/Standards Identified

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

RL.11-12.4 Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Assessment
  ● Open-ended Vocabulary Assessments (p. 49): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano

- Vocabulary Assessment and Organization
- Teaching Vocabulary Across all Content Areas: Vocabulary Assessment, Kay Stahl
- CORE Vocabulary Screening Test

PD, Resources and Strategies

- https://www.unbounded.org/
- Achieve The Core
- Vocabulary Instruction: Breadth and Depth, Chapter 6: *Reading Reconsidered* (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- Vocabulary, Chapter 3: *Explicit Instruction: Effective and Efficient Instruction* (2011), Anita Archer and Charles Hughes
- *Academic Vocabulary Toolkit* (2013), Kate Kinsella
- Semantic NWEA MAP for Figurative Language (p. 77): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano
- Marzano's Six Steps to Better Vocabulary Instruction
- Systematic method for teaching critical vocabulary words
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Pillar # 4: Comprehension

Curriculum/Standards Identified

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2 Analyze literary text development.
   a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
   b. Provide an objective summary of the text that includes the theme and relevant story elements.

RL.11-12.2 Analyze literary text development.
   a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
   b. Produce a thorough analysis of the text.

RI.9-10.2 Analyze informational text development.
a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

RI.11-12.2 Analyze informational text development.
a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.
b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Assessment

- Knowledge NWEA MAPs (p. 66): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano
- HMH Reading Inventory
- Enacted Reading Comprehension (p. 125): *The New Art and Science of Teaching Reading* (2018), Julia Simms and Robert Marzano
- Achieve The Core

PD, Resources and Strategies

- Close Reading (p. 57): *Reading Reconsidered* (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- Front the Writing (page 303): *Teach Like a Champion 2.0* (2015), Doug Lemov
- Read, Talk, Write (page 155): *Thinking Strategies for Student Achievement* (2006), Denise D. Nessel and Joyce M. Graham
- Embedding Texts to Increase Absorption Rate and Build Background Knowledge (p. 123): *Reading Reconsidered* (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- Close Reading Bursts (p. 102): *Reading Reconsidered* (2016), Colleen Driggs, Doug Lemov, and Erica Woolway
- Read Works
- READi
- Reading Like a Historian
- Reading Apprenticeship

Content Area Literacy

As students master the task of learning to read and transition into intermediate grade levels and beyond, reading becomes a means to gather knowledge and skills in other complex academic areas. Simply put, content area literacy is the collection of common strategies used across all content areas to support the general learning in a discipline. To contrast, disciplinary literacy is the use of strategies that focus on the specialization within a content area, such as sourcing in history and use of logic in mathematics. In order to read and understand complex and technical texts commonly used in the content areas, students must employ several reading skills related to comprehension and word study of academic vocabulary

Best Practices for Content Area Literacy

Content area teachers should provide students with direct instruction in effective comprehension strategies. This would include explicit instruction around strategies for highly effective content area reading, and classroom time needs to be devoted to quality, open discussion of the reading content.

Seven Strategies of Highly Effective Readers

Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information
Summarizing	Restating the meaning of text in one's own words--different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

40 Ways to Support Struggling Readers in the Content Classrooms, Grades 6-12 (2007), by Elaine K. McEwan. Thousand Oaks, CA: Corwin Press, www.corwinpress.com.

Teachers should set high standards by selecting quality texts and expecting students to master the related content vocabulary. Evidence-based questioning strategies, such as QARS, should be incorporated as well.

Students can easily become disengaged in content area reading if they struggle to read and/or if they are not interested in the topics. Disciplinary literacy engages content area teachers with strategies that motivate students, like giving choice and autonomy, focusing on the relevancy of the academic reading to their lives, and utilizing a wide variety of learning strategies for reading such as cooperative learning and use of diverse texts. The Ohio Department of Education is developing resources for disciplinary literacy. A few resources specific to disciplinary literacy are listed below

What's the Buzz Around Disciplinary Literacy?
Disciplinary Literacy in Science and Mathematics video
Teaching Students to Read Complex Texts video

Curriculum/Standards Identified

Key Ideas and Details:
CCSS.ELA-LITERACY.CCRA.R.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.
CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.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.

CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of 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.

CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.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.

CCSS.ELA-LITERACY.CCRA.R.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.

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Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Assessment
- STARS   - i-Ready   - SRI   - Phonological Awareness Screening Test (PAST)   - Easy CBM Oral Reading Fluency (ORF)   *Word ID Assessment Across the Content Areas (Grades 6-12)*, Linda Gutlohn and Frances Bessellieu

PD Resources and Strategies
- IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices What is Disciplinary Literacy?   - Explicit Instruction Webinars with Anita Archer: Part 1, Part 2   - Before, During, and After Reading Strategies   - Secondary Literacy Instruction and Intervention Guide   - Middle and High School Reading Achievement: A School-Wide Approach   - Adolescent Literacy Addressing the Needs of Students in Grades 4–12   - Evidence Based Adolescent Literacy Strategies for All Three Tiers   - Vocabulary.com   - Commonlit.org   - Newsela.com   - Noredink.com   - Closing in on Close Reading, Nancy Boyles   - The Core Six: Essential Strategies for Achieving Excellence with the Common Core

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6/30/2020

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Financial Considerations

This document outlines a clear model for student academic success. The screeners, assessments, resources and professional development referenced in this document reflect the collective thoughts of our team for implementing a comprehensive literacy program. It would be irresponsible to not mention the potential cost for implementing our recommendations. The supporting professional development offered by experts in literacy and research based instructional practice have a cost and should be supported by local, state and federal recovery funds.

If funds are not available as noted above, the school districts that have worked to design this document are willing to build a collaborative model to share information, strategies, and best practices with districts that serve the children of the State of Ohio.
Understanding how the brain works as children learn to read is paramount to breaking the cycle of poverty. To frame the argument for the Science of Reading, literacy in *Ohio's Plan to Raise Literacy Achievement* links reading and writing. Castles' literacy also links reading and writing, as it was asserted in *Ending the Reading Wars,* "There is intense public interest in questions surrounding how children learn to read and how they can best be taught. Research in psychological science has provided answers to many of these questions but, somewhat surprisingly, this has been slow to make inroads into educational policy and practice" (Castles, 2018). Literacy for all can be achieved if we work collectively and fiscally to prioritize the unique needs of our children.

Conclusion
All of Ohio's school districts must place a high priority on literacy as they help students restart from the loss of instruction due to the COVID-19 pandemic. This literacy plan is designed to minimize unnecessary repetition of prioritizing the English Language Arts content standards, identifying effective literacy teaching strategies and assessments, and connecting teachers to high-quality professional development resources related to the teaching of literacy. The principles of direct/explicit instruction and best practices shared here can also be applied to other curriculum subjects as Ohio schools provide a reset of learning for our students.