



RCK12 English Language Arts Secondary Instructional Manual



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RCK12 Instructional Framework



ASSESS

Compile Learner/Class Profiles (TKES Standards 6 and 8)

- Set Learning Goals for each Student
- Adjust/Differentiate Instruction based on Lexile Data from iReady

PLAN

Understand the Standards (TKES Standard 1 & 2)

- Review Learning Targets and Success Criteria for each Unit
- Identify Key Vocabulary

Design Standards-Based Units and Lessons (TKES Standards 2 and 3)

- Review District Developed Standards-Based Units
- Review and/or Develop Pre and Post Assessments for the Unit based on the Learning Targets

TEACH

Implement Unit (TKES Standards 3, 4, 5, 7, 8)

- Teach Three-Part Lesson and use Formative Assessment
- Provide interventions for Struggling Students
- Enrich Students Who Have Met Standards

MONITOR

Assess Student Work (TKES Standard 6)

- Analyze Student Work to Identify Strengths and Gaps
- Provide Feedback

Evaluation and Reflection (TKES Standard 2)

- Revisit Student Goals and Make Adjustments According to Student Assessment Data
- Identify Interventions for Struggling Students
- Identify Students Who Have Met Standards and Need Enrichment

Tiers of Instruction Overview

Tier 1 *core* instruction is the English Language Arts (reading and writing) instruction that all students receive. It entails universal screening of all students from grades 6-9, regardless of reading proficiency, using valid measures to identify students at risk for future academic failure—so that they can receive intervention. The characteristics of instruction is that it is “high quality.”

Tier 2 *targeted group* interventions—schools provide additional assistance to students who demonstrate difficulties on screening measures or who demonstrate weak progress. Tier 2 students receive supplemental small group instruction aimed at building targeted reading and writing proficiencies. Student progress is monitored throughout the intervention (no more than seven students per group).

Tier 3 *intensive* interventions are provided to students who are not benefiting from tier 2 and require more intensive assistance. Tier 3 usually entails one-on-one instruction along with an appropriate mix of instructional interventions. Ongoing analysis of student performance data is critical in this tier (no more than 3 students per group).

Tier 4 is the *most intensive* tier of instruction for students identified as eligible for Special Education. Students at this level receive specially designed instruction as determined by the Special Education Department.

RCK12 Universal Screening and Progress Monitoring Recommendations

Screen all students in grades 6-9 to identify those at risk for potential reading difficulties and provide interventions to students identified as at-risk.

The recommendations for Progress Monitoring in reading are based on the information teachers get from the diagnostic assessments, and the progress monitoring recommendations are outlined below.

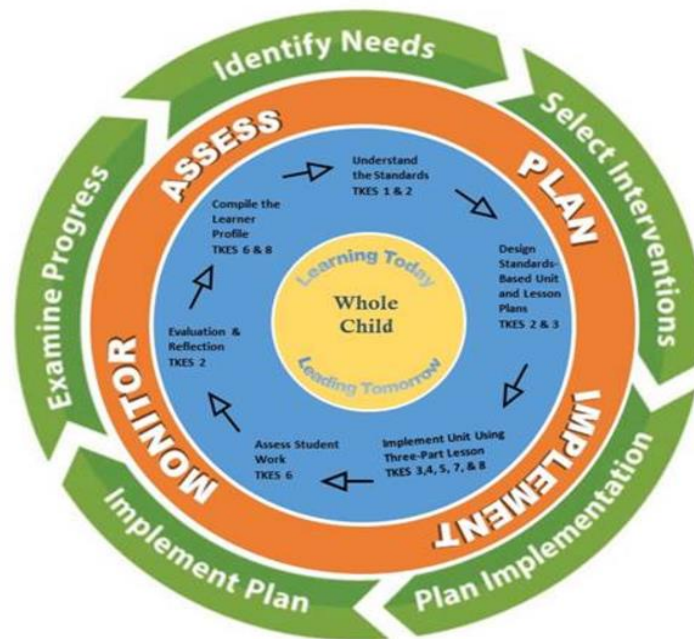
- Tier 3 students (Red): every two weeks
- Tier 2 students (Yellow): once a month
- Tier 1 students (Green): at least once each 9 weeks (teacher discretion as needed)

The measures for progress monitoring – and subsequent screenings – are equivalent in difficulty to the assessments given at the beginning of year. Progress is gauged by administering the same measures over time and tracking if students are able to perform on grade level in reading.

How is Progress Monitoring Connected to Instruction?

The Richmond County Instructional Framework supports setting goals for students utilizing instructional data and making adjustments based upon progress monitoring.

Progress monitoring is directly tied to instruction, so teachers should focus first on creating and implementing an instructional plan for each student. Progress monitoring results are a critical tool in making these adjustments as they will tell if student growth is indeed occurring and if it is at the appropriate rate for students to be on track by the next benchmark assessment period.



When identifying the area in which students need instruction, it is critical that teachers review all reading, Lexile measures. The student's score in each measure provides focus on the most critical areas for the student's growth. Students who score more than one grade level below should receive intensive intervention on a continual basis.

English Language Arts



RCK12 Pyramid of Interventions for English Language Arts

Assessment Resources:

Universal Screeners

Grade	Screener	Progress Monitoring
K – 9 th	i-Ready	i-Ready

Other Assessments

Speaking and Listening Skills Checklist

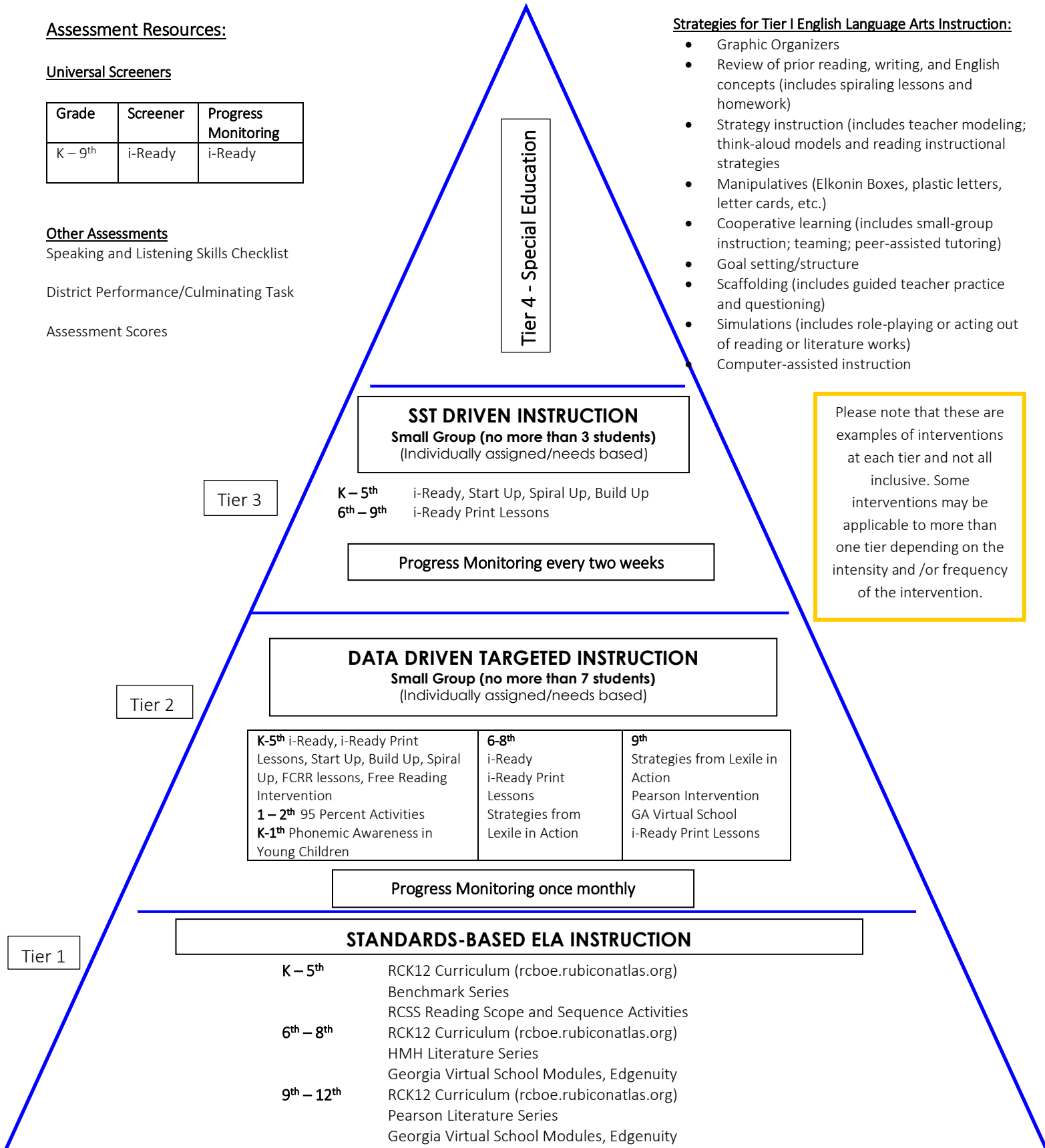
District Performance/Culminating Task

Assessment Scores

Strategies for Tier I English Language Arts Instruction:

- Graphic Organizers
- Review of prior reading, writing, and English concepts (includes spiraling lessons and homework)
- Strategy instruction (includes teacher modeling; think-aloud models and reading instructional strategies)
- Manipulatives (Elkonin Boxes, plastic letters, letter cards, etc.)
- Cooperative learning (includes small-group instruction; teaming; peer-assisted tutoring)
- Goal setting/structure
- Scaffolding (includes guided teacher practice and questioning)
- Simulations (includes role-playing or acting out of reading or literature works)
- Computer-assisted instruction

Please note that these are examples of interventions at each tier and not all inclusive. Some interventions may be applicable to more than one tier depending on the intensity and /or frequency of the intervention.



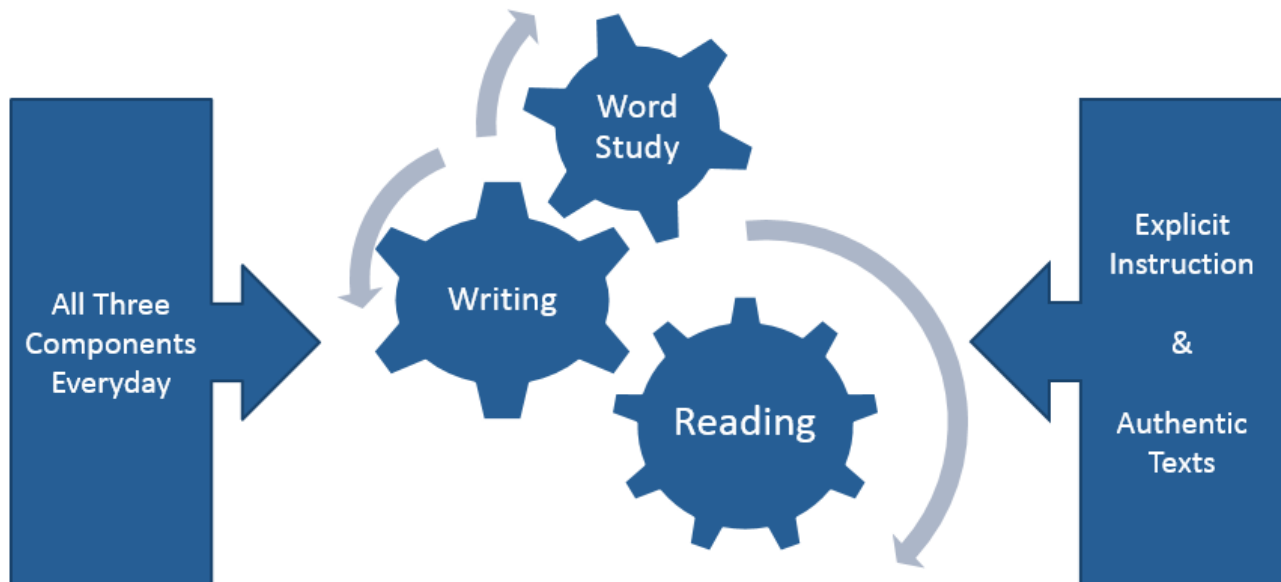
Reference: IES Practice Guide: Assisting Students Struggling with Reading, February 2009

Tier 1

Instructional Expectations

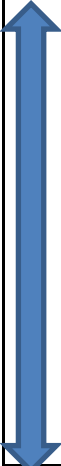
RCK12 Balanced Literacy

The Richmond County School System provides a Standards Based Balanced Literacy Approach with a total integration of reading, writing, and word study. The RCK12 Curriculum includes authentic texts, engaging curriculum, Unit Pacing Guides, Pre/Post Assessments, Mini Tasks and Culminating Tasks, Writing Anchor Papers, and ten days of lesson plans for the first ten days of each unit. The Standards Based Balanced Literacy approach will effectively prepare students to be College and Career Ready but also instill a passion for reading. The **RCSS Curriculum** and **Balanced Literacy** approach addresses the following key components:



- 1. Word Study:** Students engage in explicit instruction of word parts, Greek and Latin roots, vocabulary, and spelling in whole group and small group in 6 – 12.
- 2. Reading:** Students engage in several different types of reading.
 - **Read Alouds:** Students engage in teacher facilitated Read-Alouds to think critically about texts, articulate and support ideas about concepts shared in books, build comprehension of fiction and non-fiction texts, and hear models of fluent reading.
 - **Guided Reading:** Teachers guide students in small-group reading instruction designed to provide differentiated teaching that supports students on their reading level.
 - **Shared Reading:** Students participate in a whole group interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher.
 - **Independent Reading:** Students engage in daily reading in-school and at-home on their Lexile level to practice reading, build stamina, develop comprehension, and read for enjoyment.
- 3. Writing:** Students engage in several different types of reading and writing.
 - **Guided Writing:** Teachers guide students in small group writing instruction designed to provide differentiated teaching that supports students through the writing process.
 - **Shared Writing:** Students participate in whole group interactive writing experiences that occur when students work through the writing process while being guided and supported by a teacher.
 - **Independent Writing:** Students engage in independent writing, and the teacher supports students through conferencing.

RCK12 Balanced Literacy Classroom Expectations

Readers Workshop	Opening	Work Session	Closing
<p>The Readers Workshop block starts with a Read Aloud and a Modeled Think Aloud to build vocabulary and comprehension.</p> 	<p>Explicit whole class guided and shared reading instruction on fluency, vocabulary, comprehension analysis, evaluation, justification, compare, contrast, etc. to understand authentic literature</p>	<p>Purposeful small group explicit instruction for:</p> <ul style="list-style-type: none"> • Word Work/ Greek and Latin Roots, Prefixes, Suffixes • Fluency • Vocabulary • Comprehension • Analysis • Evaluation • Justification <p>Small group stations provide students the opportunity to:</p> <ul style="list-style-type: none"> • Partner Read • Collaborate • Read Independently • Research, etc. 	<p>Purposeful Reflection</p> <ul style="list-style-type: none"> • Encourage students to reflect on what they have learned, how they learned, and what assisted them in their learning.
Writers Workshop	Opening	Work Session	Closing
<p>The Writers Workshop block starts with a brainstorming or prewriting activity.</p>	<p>Explicit whole class guided and shared writing instruction using modeled lessons and mini lessons</p>	<p>Purposeful small group, partner, or individual writing on short constructed responses or the writing process using different genres</p> <p>Teacher and peers conference and provide timely feedback</p> <p>Anchor papers are used with students to set goals</p> <p>Revision Assistant Prompts and Performance Tasks</p>	<p>Publish and share their writing.</p>

Tier 2 - 3

Instructional Expectations

Five Recommendations for Reading Interventions

This manual offers five recommendations for supporting students struggling in reading. The recommendations are intended to be implemented within an RtI framework (four tiers for Georgia). For RtI tiers 2 and 3, recommendations 1 through 5 focus on the most effective content and pedagogical practices that can be included in reading interventions.

1. Screen all students for potential reading problems at the beginning of the year, middle of the year, and again at the end of the year. Regularly monitor the progress of students at risk in reading.
2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.
3. Provide intensive systematic instruction on word work (Greek and Latin Roots, prefixes, suffixes, etc). skills, fluency, comprehension, etc. in small groups to students who score below the benchmark score on universal screening. I-Ready print lessons can be used as a resource.
4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school wide teams should design a tier 3 intervention plan.
5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

Reference: IES Practice Guide: Assisting Students Struggling with Reading, February 2009

Intervention CONTENT Expectations

Grade Level	Intervention Content Focus
Fifth - Ninth	**Fluency Vocabulary Comprehension

**First Area of Concentration

Fluency

Reading fluency has generally been thought of as within the domain of the elementary grades. It is unlikely that fluency is taught directly or systematically in the middle and secondary grades, but it is critical for secondary struggling readers to become proficient in reading. Many middle school and high school teachers implement the practice of Round Robin Reading and Popcorn Reading. Research has repeatedly shown that these strategies are not effective in helping struggling readers build fluency or comprehension. However, middle and high school students can get sufficient fluency instruction by integrating reading fluency into regular classroom instruction using the strategies listed below:

Choral reading is for the less fluent reader to read along with a more fluent partner or entire class. That partner could be the teacher, a tutor, a classmate, or a parent. The entire class should read aloud together.

Wide reading is when students read a wide variety of independent-level material and the teacher guides the students as they read instructional-level material.

Repeated reading is one of the most powerful ways to increase reading fluency. Through repeated readings of a particular text, students increase their fluency and comprehension of the passage practiced. Repeated or practiced reading is best accomplished through performance activities. Texts such as poetry, scripts, oratory, and song lyrics are meant to be performed and could be incorporated into any secondary content area classroom with a bit of creative planning by the teacher.

Assisted reading is when students read a passage while simultaneously listening to a fluent oral rendering of the same text by a person or persons or on a previously recorded version of the reading.

Fluency is more than reading fast. Although reading rate is a method for assessing reading fluency, reading fast does not represent the full meaning of fluency. Reading fluency is reading with appropriate accuracy and rate but also with good and meaningful phrasing and expression.

http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/reading_comprehension/

Vocabulary

1. Use rich vocabulary in grading and feedback. Students will be more motivated as they learn more-sophisticated words. Connecting language to their work is motivating to students and helps them remember new words and phrases.
2. Use Greek and Latin roots with students. Help students understand the meaning of these roots and how they apply to other words.
3. Make a word wall or have students create vocabulary word rings.
4. Incorporate rich vocabulary into daily discussions.
5. Use the 12 Most Powerful Words with the students daily. Larry I. Bell, a nationally-recognized educational consultant and author, has identified 12 words that are commonly used on standardized tests and that cause students difficulty when they encounter them. <https://wvde.state.wv.us/teach21/12PowerfulWords.html>

12 Powerful Words

WORD	STUDENT FRIENDLY PHRASE
1. Trace	List in steps
2. Analyze	Break apart
3. Infer	Read between the lines
4. Evaluate	Judge
5. Formulate	Create
6. Describe	Tell all about,
7. Support	Back up with details
8. Explain	Tell how
9. Summarize	Give me the short version
10. Compare	All the ways they are alike
11. Contrast	All the ways they are different
12. Predict	What will happen next

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Comprehension

Before reading

- **Help students tap into what they already know about the material.** Before assigning them to begin a new book, chapter, or other text, give them a chance to review what they learned from previous assignments, write down any important questions or points of confusion related to the topic, and/or discuss any assumptions or opinions likely to influence their understanding of the material.
- **Provide important background information.** For example, use vocabulary, specialized terminology, context, and content that students might not know, but which they'll need in order to make sense of the text.
- **Preview the text.** Encourage students to glance through the material before they read it in order to get a sense of the overall length, tone, and direction of the piece. Point out any headings, subheadings, and other information that might be useful, or have them discuss or write down predictions as to what the text is likely to say.

During reading

- **Help students monitor their own comprehension.** Struggling readers often focus so intently on the mechanics of reading that they neglect to attend fully to the meaning of what they read. Some may even assume that it's more important to "get through" the text, so as to "complete" the assignment, than to understand it. And others may be unsure what to do when text becomes hard to follow. It might be obvious to skilled readers that they can stop and review paragraphs to make sure they understood them correctly, or re-read confusing passages, or look up an item in a dictionary or encyclopedia, or jot down questions as they go, but some students need to be taught such "fix-up" strategies.
- **Teach students to take notes and draw visual representations of what they read.** It may not occur to students that they can read with a pen in their hand, making notes on paper or, when appropriate, on the text itself. A great deal of research has shown that the use of "graphic organizers" — any kind of outline, annotation, mapping out of the text, or other visual representation of what the text means, how it connects to other material, what questions it raises, and so on — tend to be particularly helpful in boosting comprehension.

After reading

- **Teach students to summarize accurately.** Summarizing texts can help both to clear up any confusion about the meaning of a text and to secure it more firmly in students' memories. However, it can take a lot of practice to become adept at writing concise accurate summaries that focus on main points and skip extraneous information. Teachers may want to provide samples for their students and model their own work, showing how they would identify key points, paraphrase them, and condense them. Further, they may want to assign students to start with relatively short simple passages before going on to summarize longer and more complicated texts.
- **Discuss the text.** Probably the most important comprehension strategy of all — but one that is surprisingly rare in the nation's secondary classrooms — is to give students frequent and extensive opportunities to discuss what they've read. Teachers need to come up with provocative questions, keep the conversation focused, guide it through lulls, and help students to learn and stick to important classroom norms and rules (having to do with turn-taking, respecting others' opinions, staying on point, and so on). However, when students do engage in high-quality text-based discussions, they tend to come away with much clearer and more nuanced understandings of course materials.

http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/reading_comprehension/