Elementary

Literacy Expectations

SPENCERPORT

CENTRAL SCHOOL DISTRICT
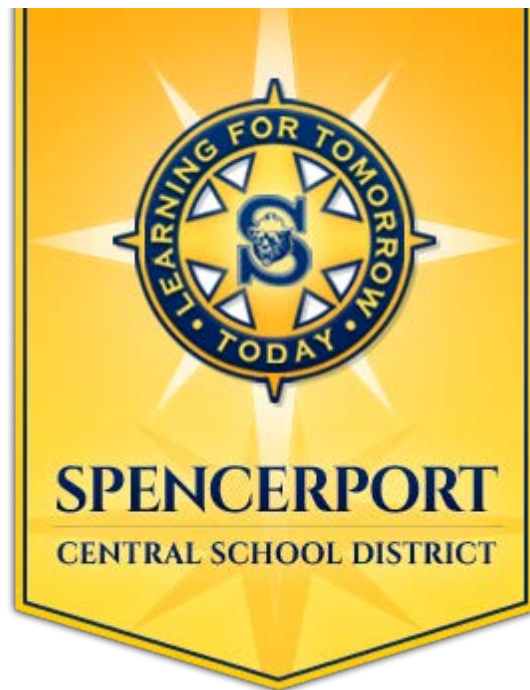
The mission statement of Spencerport Central Schools challenges each educator within our district to provide an educational experience that inspires each student to contribute respectfully and confidently to an ever changing global community. In order to fulfill this challenge, our educational program must be built upon a solid balanced literacy foundation. This foundation should develop reading, writing, listening, speaking and technological skills that enable each student to:

- achieve his/her goals;
- develop his/her knowledge and potential;
- participate fully in the wider society.

The literacy goals for our district include the following:

- All of our students will possess the literacy skills that are required for success in post-secondary education and/or the 21st Century workforce.
- The district implements the McGraw Hill Reading Wonders program; a scientifically research-based literacy program that first teach our students to read in Kindergarten – Grade 3 and then teaches our students to use their literacy skills to enhance all of their learning in Grades 3 – 5.
- The district will provide research-based writing instruction Kindergarten – Grade 5 that will enable each student to develop the skills needed to competently share their thoughts, ideas and new learnings in a variety of written forms. The district utilizes McGraw Hill Reading Wonders, the 6 + 1 Writing Traits as well as the Writer's Workshop model.
- The district is committed to on-going literacy assessment and the resulting data analysis designed to measure student growth and to inform student instruction.
- The district is committed to dedicating sufficient time to literacy instruction.

Instructional Minutes for K-5:

The chart below outlines recommended instructional minutes per day for Literacy (ELA) instruction.

Subject	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA (Reading and Writing)	155	155	155	140	140	140

Differentiation in Literacy Instruction

Differentiation of instruction means tailoring instruction to meet individual student needs. It is the expectation of the District that elementary literacy instruction will be regularly differentiated. Teachers may differentiate literacy instruction based upon student readiness, content, process, product and/or the learning environment. Differentiated instruction is guided by the assignment of respectful tasks to all students, ongoing assessment of student skills and/or learning and the establishment of flexible learning groups.

Components of a Balanced Literacy Program

Spencerport Central School District is a balanced literacy district. The components of a balanced literacy program, based upon the research of Fountas and Pinnell, are as follows:

	Reading Components	Teacher's Role/Responsibility	Students' Role/Responsibility
Read Aloud (Whole or small group)	• Exposure to children's literature • Modeling of what a good reader sounds like • Vocabulary development	• Teacher selects quality children's literature to be shared • Teacher has the only copy of text • Teacher reads orally to the class • Teacher engages students in discussion about text	• Students listen to text being read • Students participate in discussion about text • Students learn new and challenging vocabulary • Students develop a love of literature
Shared Reading (Whole or small group)	• Uses text to teach and/or model a specific skill • May expose students to complex text using close reading strategies	• Teacher selects materials to be read based on Wonders Resources • Teacher reads text with students • Teacher provides explicit skill instruction including modeling • Teacher provides guided practice for skills	• Students read the text with the teacher • Students participate in instruction • Students participate in guided practice
Guided Reading (Small group)	• Purpose is to make the student a better reader and accelerate the reading progress of each student • Provide students the time to apply reading skills and strategies taught • May expose students to complex text using close reading strategies	• Teachers groups students based upon skill level and assessment data • Teacher selects the text to be read based on Wonders resources and student readiness • Teacher identifies specific skills to be taught • Teacher prepares students to interact with text • Teacher monitors, observes, and confers with students as they read silently • Teacher adjusts instruction • Teacher completes informal record of reading behavior and analyzes data	• Students participate in discussion prior to reading text • Students read the selected text independently • Students participate in discussion after reading text • Students independently problem solve while reading • Students apply skills while reading • Students ask for support if needed • Students ask and answer questions about the text
Independent Reading (Independent or small group)	• Build student confidence as a reader • Develop personal reading interests	• Teacher provides students with time for independent reading during the instructional day • Teacher observes students reading • Teacher talks with students about what they are reading	• Students identify the text to be read • Students choose to read alone, with a partner or with a small group • Students independently apply learned reading skills and/or strategies

Explicit Phonics Instruction is included with the Wonder Reading Program.

	Writing Components	Teacher's Role/Responsibility	Students' Role/Responsibility
Modeled Writing (Whole or small group)	• May take the form of a mini lesson • Exposure to quality writing in a variety of genres • Modeling of what a good writer does during the writing process • Provide a writing sample that meets expectations and/or requirements of the given prompt	• Teacher controls what is written • Teacher creates the piece of writing for the class, sharing the thinking process • Teacher shares and discusses the writing model	• Students participate in class discussion and instruction
Shared Writing (Whole or small group)	• May take the form of a mini lesson • Exposure to writing in a variety of genres • Provides explicit instruction with reference to a specific skill • Develop understanding of the writing process • Uses text and/or a piece of writing to teach and/or model a specific writing skill • Purpose is to make the students better writers	• Teacher and students share ideas for the piece • Teacher models the specific skill that is being taught • Teacher starts to write and gradually shares the pen with students • Teacher eventually turns the responsibility for the writing over to the students as appropriate	• Students participate in instruction • Students share ideas for the writing to be completed as a group • Students accept responsibility for the writing to be done as appropriate • Students practice the writing as a group before being asked to do it on their own
Guided Writing (Whole or small group)	• May take the form of a mini-lesson or a writing conference • Develop understanding of the writing process in a variety of genres • Purpose is to make the student a better writer	• Teacher groups students for differentiation • Teacher identifies specific skills to be taught • Teacher prepares students to begin writing • Teacher monitors student progress • Teacher adjusts instruction • Teacher completes writing conference; records and analyzes that data	• Students participate in discussion prior to beginning the writing • Students participates in discussion during the writing process • Students apply skills while completing the guided writing • Students ask for support if needed • Students ask and answer questions as needed
Independent Writing (Independent or small group)	• Builds confidence as a writer • Fosters creativity within writing	• Teacher provides students with time for independent writing during the instructional day • Teacher observes students, records and analyzes data • Teacher confers with students about their writing	• Students may decide what is to be written • Students write independently • Students independently apply learned writing skills for a variety of genres

Implementation of Balanced Literacy Reading Components

- Spencerport Central Schools utilizes the *McGraw Hill Reading Wonders* program for literacy instruction.
- The program includes skill development in phonemic awareness, phonics, vocabulary development, fluency and comprehension.
- Read aloud should happen minimally 3 times per week with the ideal being a daily experience for approximately 10 minutes.
- Shared reading should occur on a daily basis for approximately 30 minutes. Reading Wonders provides mini lessons designed to introduce vocabulary and skills to support other components of the program.
- Guided reading instruction should occur on a daily basis for a period of approximately 60 minutes to 90 minutes. Reading Wonders provides three levels for K-1 and four levels for Grades 2-5 consisting of Apprentice (gr. 2-5), Approaching, On Level, and Beyond (see Appendix A). Novel studies may also be incorporated during guided reading instruction. As guided reading is being implemented the students should be working independently on literacy based centers.
- Independent reading for students should occur on a daily basis.
- Phonics instruction should occur on a daily basis integrated into the shared and guided reading lessons. Phonics instruction should introduce an identified skill and be followed by guided and independent practice. Phonics practice may also be incorporated into literacy centers.

Instructional Text Levels and Assessment

Reading Wonders utilizes a 3 level approach for grades K-1 and a 4 level approach for grades 2-5. Reading groupings should be flexible and driven by student data consisting of Fountas and Pinnell Benchmark Assessment, Informal Records of Reading Behavior (Appendix B), and teacher anecdotal notes.

Apprentice (Grades 2-5)	2 grade levels below
Approaching	1 grade level below
On Level	On grade level
Beyond	1 grade level above

Fountas and Pinnell Benchmark assessment outline expected grade level performance throughout the school year. Each grade level indicates the instructional expectations.

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K	-	-	-	A	A/B	B	B/C	C	C/D	D
1	D	D/E	E	F	F/G	G	H	I	J	J
2	J	J	J/K	K	K/L	L	L	L	M	M
3	M	N	N	N	O	O	O	P	P	P
4	P	Q	Q	Q	R	R	R	S	S	S
5	S	T	T	T	U	U	U	V	V	V

Spencerport Central Schools
Leveling Chart

After administering a Fountas and Pinnell Benchmark Book assessment use the following leveling chart to determine an overall rating for the level tested based upon your student scores. This may also be found your Fountas and Pinnell kit.

Key for Determining Independent/Instructional/Hard Levels

LEVELS A - K

Comprehension Score

Accuracy Score	Proficient (5-6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (0-2)
95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

LEVELS L - Z

Comprehension Score

Accuracy Score	Proficient (8-9)	Approaching Proficiency (6-7)	Limited Proficiency (4-5)	Not Proficient (0-3)
98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

Lexile level bands are research based from Meta Metrics for the Common Core ELA Learning Standards. As per the Common Core Learning Standards, students reading within these bands should be college and career ready by the end of their high school career. A Lexile Level represents a range of readers within the classroom setting. A Lexile Level only measures text difficulty based upon word frequency and sentence length.

Lexile Level bands for each grade level:
- Grade 1: 190-530
- Grade 2: 420-650
- Grade 3: 520-840
- Grade 4: 740-940
- Grade 5: 830-1010
- Grades 6-8: 925-1185
- Grades 9-12: 1050-1385

Oral Reading Rate should be calculated beginning at F&P level J using the chart below:

Fountas & Pinnell Recommended Oral Reading Rates
(Words per Minute)

Expected oral reading rates at grade and instructional levels

End of Grade (Level)	Oral Reading Rate (WPM)
1 (J-K)	75-100
2-3 (L-M-N)	90-120
3 (N-O-P)	100-140
4 (Q-R-S)	120-160
5 (T-U-V)	140-180
6 (W-X-Y)	160-200
7-8 (Y-Z)	180-220

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Implementation of Writer's Workshop

- Writers' Workshop should occur on a daily basis.
- Spencerport Central Schools utilizes the Reading Wonders program as a support to Writer's Workshop.
- As outlined within the standards, all students are expected to write in a variety of genres including narrative, opinion/persuasive and expository pieces.
- Students should have opportunities to engage in the writing process. (See Appendix C)
- Within each unit of study, students should engage in an on demand writing that teachers will evaluate using the Spencerport Rubric.
- Students should engage in multiple analytical writing experiences that may occur throughout their instructional day.

Organizational Framework for Writer's Workshop Daily Lesson

Component	Time Frame	Expectations
Mini-lesson	10-15 minutes	- To teach/model a specific writing skill for a group of writers - Can be a whole group or small group experience
Guided/Independent Practice	15-30 minutes; varies by grade level	- The students apply the skill presented in the mini lesson to their own writing - As the students are writing the teacher conferences with individual students on their writing
Sharing	5-10 minutes	- Teacher identifies students to share their writing with their peers - Students share comments with their peers sharing their work

On Demand Writing Assessment:

The genre type scored writing piece is determined by the curriculum map. Teachers will offer student choice of topic within the genre type. The scored writing piece will be an on demand piece near the end of a unit of study. Students should work on this piece 1-3 days based on age appropriateness. Teachers should allow students to use all resources from the unit of study to generate their best sample of writing, however, should not support nor guide students through the process. This piece will be scored by Spencerport Central School's identified rubric.

The 6 + 1 Traits of Writing is a research-based model that provides the student and the teacher with a method of looking at the main characteristics of good writing and the ability to assess each trait independent from one another. Although students may be exposed to any of the writing traits during their academic career, the District instructional expectations to the mastery level for the 6 + 1 Traits of Writing across the K – 5 levels are as follows:

Grade	Ideas	Organization	Conventions	Presentation	Word Choice	Sentence Fluency	Voice
K							
1							
2							
3							
4							
5							

Digital Literacy

According to Fountas and Pinnell learning how to use technology for clear and precise communication is an absolute necessity in today's society.

Digital and Media Literacy

At a functional level students need to understand how and why to use computers, tablets, and other digital devices to create documents, find information and communicate with others. Online text structures and features require students to develop new comprehension strategies. From basic web searching and documentation in the early grades to more sophisticated integration of multiple sources of information, reading online texts and developing information literacy skills have become key components of our students' overall literacy development.

Communication and Publishing

As our concept of writing broadens to include the processes of composing images, websites, presentations and audio and visual media, students now have a number of ways to communicate their messages to a wider variety of audiences. Students can integrate what they have learned about how to comprehend online texts in order to develop their own texts. Our students need to be as effective in comprehending and creating oral, visual, and technological media as they are with comprehending and creating traditional print texts.

Handwriting

Teachers should be consistent with daily instruction and practice. (See Appendix D) In addition to letter formation, this instruction can support fine and gross motor skills.

Literacy Assessment Requirements

Spencerport Central School District understand that assessment is an ongoing process by which teachers gather information and data to help guide instruction. Throughout this progression, Spencerport teachers engage students in both formal and informal assessment measures.

Assessment	K	1	2	3	4	5
Early Literacy Skills	Administered in Fall					
Fountas & Pinnell RRB	Administered in Winter & Spring	Administered Fall, Winter, Spring				
Sight Words	3 times a year					
On Demand Writing	6 times a year					
I-Ready	Administered in Winter and Spring	Administered Fall, Winter, Spring				
Informal Records of Reading Behavior	Ongoing during daily guided reading instruction Goal: Assess each student 1/week					

Appendix A 　　　　　　　**Sample Guided Reading Lesson Plan Framework**

Reading Group: _____　　**Week of:** _____

Text Read: _____

Wonders Level: _____Apprentice Group _____ Approaching Group _____On-Level Group _____Beyond Level Group

Lesson Component	Monday	Tuesday	Wednesday	Thursday	Friday
Introduction: • Activate background knowledge • Activate prior knowledge • Vocabulary development • Introduce genre • Text features • Provide purpose for reading • Picture walk (if appropriate)					
Skill/Word Work: • Decoding skills • Making and/or conforming predictions • Making connections • Inferring • Determining importance • Questioning • Synthesizing • Monitoring/repairing					
Discussion: • Revisit purpose for reading • Comprehension discussion • Questions • Discussion points • Discuss skill/strategy used to complete the reading					
Follow-up Activity: • Response to reading activity • Writing assignment linked to the reading • Close reading experience • Text dependent question					

Informal Record of Reading Behavior Recording Sheet

Name: _____   Book Title: _____

Grade: _____   Book Level: _____   Rate: _____WPM

Date: _____   Accuracy: _____%   IND   INS   FRS

Decoding Strategies Used:

- ☐ Blends letter sounds
- ☐ Attends to beginning of word
- ☐ Looks at picture clues
- ☐ Finds little word inside big word
- ☐ Inserts a word that makes sense
- ☐ Skips word, reads on, comes back
- ☐ Rereads for meaning
- ☐ Appeals to teacher
- ☐ No observable attempt to solve word

Miscues Analysis:

Miscue	Error			Self-Correction		
	M	S	V	M	S	V

Fluency:

0	1	2	3
Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.	Reads primarily in two-word phrases with some three and four word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.	Reads primarily in three or four word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.	Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Comprehension Conversation:

0	1	2	3
Reflects **no** understanding of the text. Either does not respond or talks off the topic.	Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.	Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.	Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Appendix C

The Spencerport Writing Process

Integrated in the writing experiences that are included in a balanced literacy program is a writing process that will allow a student of any grade level to bring a piece of writing to publication. Not all pieces of student writing must go through the entire writing process.

The writing process used within Spencerport Central Schools is as follows:

Step 1 – Prewrite   *Think about it*   **(Ideas)**

- warm up by jotting in a notebook, talking, looking through books, and thinking
- form ideas
- think about what you want to say
- plan how you will say it
- discuss ideas with others

Step 2 – Draft   *Write it down*   **(Ideas, Organization)**

- get words on paper
- organize your thoughts
- choose idea and develop them
- sequence what you want to say
- write a draft

Step 3 – Revise   *Make it Better*   **(Organization, Sentence Fluency, Word Choice and Voice)**

- make a good piece of writing even better by adding, subtracting, rearranging, or replacing parts
- complete unfinished thoughts
- replace overused or unclear words

Step 4 – Edit   *Make it Correct*   **(Conventions)**

- make sure all sentences are complete
- check spelling , capitalization, and punctuation
- look for words not used correctly
- have someone check your work; peer or teacher editing
- read it several times

Step 5 – Publish   *Celebrate and share it with others*   **(Presentation)**

- read it aloud to a person or group
- display it for others to see
- talk it over with someone
- illustrate it or perform it
- make it part of a personal collection of your work
- publish using technology

Handwriting Guidance Document

Time Allotment: Teachers should be consistent with daily instruction and practice. Recommended time allotment is 10 minutes per day. In addition to letter formation, this instruction can support:

- Visual perceptual skills
- Visual motor skills
- Controlling the paper to stay within the lines
- Understanding left to right progression
- Tracking the movement of the hand, pencil and paper
- Crossing midline skills
- Bilateral coordination skills
- Fine motor skills including in-hand manipulation

Verbal Pathway: A verbal pathway helps children to understand the directional movement that is essential, or the "directions for making a letter." It also provides a common language for teachers, students and across grade levels. **Spencerport Central Schools uses the stroke directions as outlined by the Reading Wonders program**. These directions support line identification, pencil placement and can be found within the Wonders Handwriting Teacher Edition located in Atlas.

At times it is helpful when air writing or other non-paper-pencil activity, for students to say aloud the directions for letter formation. Spencerport Central Schools supports the Fountas and Pinnell Verbal Pathways to provide a simplistic approach that echoes Wonders stroke directions.

Line Identification: Top Line
Middle Line
Bottom Line
Next row

Materials:

Kindergarten: Reading Wonders Teacher Edition and Student practice pages can be found on Atlas. This resource has been re-ordered to align with the weekly letter of focus. Letter formation can be reinforced within the Word Work lessons found within the Wonders Teacher Manual.

First Grade: Reading Wonders Teacher Edition and Student practice pages can be found on Atlas.

Example Weekly Plan:

Day1:	Day 2:	Day 3:	Day 4:	Day 5:
Introduction of letter, letter sound, verbal pathway of uppercase. Verbal pathway reinforced with modeling and "writing" on partner's back.	Review of letter, letter sound. Stroke directions reinforced with paper/pencil practice.	Review of letter, letter sound, words that begin with letter sound. Introduction of lower case letter verbal pathway. Reinforce verbal pathway with tackle materials (ie. Sand, playdough)	Review of letter, letter sound. Reinforce stroke directions for lowercase with paper/pencil practice.	Review of Upper and lower case. Use back page lines in student workbook for additional practice.