

The School District of Philadelphia



The Comprehensive Literacy Framework **Administrator's Guide** Pre-K to Grade 5

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INTRODUCTION

The following Administrator's Guide was created to supplement the Comprehensive Literacy Framework. The contents of this guide will shape and inform the role that principals and other staff will play in supporting literacy programming within schools.

The underlying beliefs of the literacy curriculum include:

- The goal of the curriculum is to ensure that all students, regardless of where they are on the path to literacy, are provided with appropriate opportunities for reaching the standards.
- Reading, writing, speaking, listening, and thinking develop simultaneously as learners grow into literacy.
- Reading and writing are reciprocal processes that require that students apply perceptual and cognitive strategies, both of which share common relationships with written language. As students become more competent in one area, similar advances will be observed in the other area.
- Reading is a meaning-making, problem-solving process. When students read they apply a range of problem-solving strategies that are guided by their desire to gain meaning from the text.
- Effective teachers integrate approaches and strategies as they intentionally build on what learners already know, extend their students' skills and knowledge, and encourage inquiry, problem-solving, self-monitoring, and independent thinking.

ADDITIONAL DOCUMENTS

Scope and Sequence

- Look at the document as a whole and then plan for daily instruction within each quarter using the Backward Design Model.
- Identifies goal statements of what students will be able to do at the beginning and end of the quarter.
- Provides a broad dose of the content that teachers will be planning.
- Connects the teaching objectives to the PA Common Core Standards.
- Details what the students will do to demonstrate the expected learning and end of the year competencies in relation to the PA Common Core Standards.
- Details how the students will apply their knowledge and skills.
- Specifies phonics, decoding, and language skills to teach.
- Describes writing modes and conventions to be taught.

- Clarifies the performance indicator/what students must know and be able to do by the end of the school year.
- Defines the level of proficiency for teaching and learning the standard.
- Explains what teachers need to understand about the performance indicator.

Multi-Tiered Support Systems/Response to Instruction and Intervention Manual

- This manual provides educators and administrators with policies, procedures and guidelines on the implementation of Multi-Tiered Support Systems/Response to Instruction and Intervention (MTSS/RtII).
- Discusses in depth explanations of the key components of MTSS/RtII Implementation.
- Step by step instructions for schools to plan and prepare for their school's specific needs and resources based on the MTSS/RtII model.
- Examines screeners, interventions, progress monitoring and strategies to meet each student's individual needs.
- Reviews the roles of the MTSS/RtII leadership team along with all school personnel and how critical each team member is to solve student problems and promote student success.

THE COMPONENTS OF A COMPREHENSIVE LITERACY FRAMEWORK

In the Comprehensive Literacy Framework teachers integrate approaches and strategies as they intentionally build on what their students already know, extend their students' skills and knowledge, and encourage inquiry, problem-solving, self-monitoring, and independent thinking. Literacy contexts are social, purposeful, contextualized, and functional. The components provide structure for teaching and practicing the skills and strategies of effective reading and writing.

UNDERSTANDING THE COMPONENTS

1. **Read Aloud** – The teacher selects the text and reads to the students. The purpose of the read aloud is to demonstrate that reading is an enjoyable activity and to model what good reading sounds like. The teacher will model fluent, expressive reading or model and teach a needed skill or strategy. Teachers read from texts of all genre; literature, magazines, newspapers, letters, and informational. Teachers should read aloud as part of teaching in every content area. Reading aloud from informational sources during science and social studies supports students as they make needed connections between the content and the real world. In the primary grades teachers read aloud several times during the day.
2. **Shared Reading** – Teachers directly teach skills and strategies of effective reading that students need to become strategic readers. Students have a copy of the text and can follow as the teacher reads the text.
3. **Guided Reading** – Small group instruction is delivered to students who have similar needs and instructional reading levels. Teachers select a text that is challenging, but within students' skill range, (highest instructional reading level) and introduces the text by previewing the content to support comprehension, introducing new and interesting vocabulary and setting a purpose for the reading. Each student reads the text selection on his/her own.
 - Students read aloud independently in a quiet voice from text levels A through J as the teacher concentrates on a single reader and observes the strategies being used effectively and consistently to decode unknown words and construct meaning from the text. Teacher notes which strategies still need support, explanation or practice. The teacher guides the student to return to a difficult part of the text and teaches a needed strategy or skill. The teacher works with each student in the group.
 - Students read silently from texts levels K and higher. The teacher listens to each student read aloud a portion of the text and observes the strategies being used effectively and consistently to decode unknown words and construct meaning from the text. Teacher notes which strategies still need support, explanation or practice. The teacher guides the student to return to a difficult part of the text and teaches a needed strategy or skill. The teacher works with each student in the group.

4. **Independent Reading** – Students spend time each day quietly reading books they select to read. The “just right” book is on their independent reading level. This is an opportunity for students to select books from all categories of genre and interest. As students read they are practicing and perfecting strategies and skills needed by effective readers: revisiting a favorite book, learning from informational books, and enjoying magazines, newspapers and books.

5. **Modeled Writing** – Teachers demonstrate how they think about and compose text while students watch and listen. Teachers teach students all the strategies and skills used by effective writers: how to choose a topic, stretch and write the sounds in a word, develop content, write a powerful lead sentence, etc.

6. **Interactive Writing/Shared Writing** – Teachers work with a small group or whole group of students to compose a message or text together. Teachers directly teach the skills and strategies of effective writing by demonstrating and/or inviting students to participate in the writing.

7. **Guided Writing** – Small group instruction for students with similar instructional needs. Students share their written work with the teacher and the teacher teaches a needed skill or strategy.

8. **Independent Writing** – Students spend time each day writing their own text. Topics are suggested by the teacher or selected by students. As students write, they are practicing and perfecting strategies and skills needed by an effective writer.

ELEMENTS OF MULTI-TIERED SUPPORT SYSTEMS/RESPONSE TO INSTRUCTION AND INTERVENTION (MTSS/RTII)

IMPLEMENTING MTSS/RTII WITH LITERACY

Tier 1

The best way to address MTSS/RtII at Tier 1 in the classroom setting is for teachers to develop and implement a lesson plan that addresses the various needs of all students. Students on Tier 1 receive core literacy instruction using the District's Scope and Sequence aligned to the PA Core Standards English Language Arts along with the Comprehensive Literacy Framework (CLF). The CLF focuses on the five essential components of reading instruction: Phonics, Phonemic Awareness, Fluency, Vocabulary and Comprehension that are explicitly taught within a balanced literacy program.

Tier 1 represents teachers providing high-quality instruction in the classroom along with scaffolding supports to help students succeed. All students receive a standards-based core curriculum delivered with fidelity and differentiated instruction. The focus at Tier 1 is demonstration of core competencies, continued grade-level mastery with the objective of reading at least on their grade level. Strategies are used at Tier 1 to meet the needs of all students and to differentiate instruction. Examples of strategies are: daily guided reading, use of graphic organizers, interactive charts, alphabetic principle activities, etc. Additional strategies are listed in Appendix I of the Comprehensive Literacy Framework K-5.

Tier 2

Students who do not make adequate progress in Tier 1 that are struggling with content and skills that are within two reading levels below the grade appropriate reading level, would receive instruction using a Tier 2 research-based intervention program. Intervention programs may be administered in the classroom by the teacher or a specialist. Explicit instruction and targeted support with supplemental materials that enhance but not supplant the core curriculum is the goal. The instruction should be engaging, integrated and offer multiple opportunities for student mastery. On-going progress monitoring is essential to adjust instruction and assess achievement.

Tier 3

Those students who are two or more reading levels below the grade appropriate reading level, as well as struggling with content and skills that are not responding to Tier 2, must receive instruction using a Tier 3 research-based intervention program. The classroom teacher or a specialist must provide intense instruction using an intervention program provided in either small groups or individually at Tier 3. The intervention programs target academic-level mastery with acceleration into grade-level mastery. On-going progress monitoring is essential to adjust instruction and assess achievement.

CLASSROOM ENVIRONMENT

EVIDENCE OF CLASSROOM ENVIRONMENT

- Objectives are clearly communicated in accordance with the Scope and Sequence aligned to the PA Core Standards.
- Area in the classroom dedicated for Guided Reading including a schedule, materials and use of the Reading Behaviors.
- Obvious routine established for whole group, small group, independent and cooperative work, as well as Guided Reading.
- Teacher planning is evident (e.g., post-its in Shared Reading and use of higher order thinking questions to be modeled and asked by teachers to encourage students to respond critically and to ask their own higher order questions).
- Charts posted that reflect the skills and strategies being taught in all content areas.
- Evidence of instruction in all modes of writing (narrative, informative/explanatory and opinion/argumentative).

MANAGING CLASSROOM TEACHER VISITS

TOOLS FOR CLASSROOM VISITS

The following list includes informal observational tools (“look fors”) that will be particularly helpful to administrators as they prepare to give feedback to teachers.

Note: This list is merely to describe the tools. See Appendix at the end of this guide for copies of the tools in chart form for use during observation.

1. *Classroom Walkthrough Checklist for Literacy Instruction:*

This “look for” provides a general overview of the instructional materials and strategies an administrator should ideally observe over the course of a literacy lesson. A checklist enables the administrator to indicate the presence or absence of these resources and strategies, while a chart enables the administrator to monitor student engagement over the course of the lesson. The crosswalk for this checklist is aligned to the Danielson Domains.

2. *Literacy Environment Protocols:* This chart describes several key artifacts that one would hope to find in a workshop-based literacy classroom. It can be used to evaluate whether the classroom space and materials are organized in a manner that promote and facilitate student learning.

SAMPLE CLASSROOM WALKTHROUGH CHECKLIST FOR LITERACY INSTRUCTION WITH DANIELSON DOMAINS CROSSWALK

Literacy Instruction	PA Teacher Evaluation	Instructional Practices	Evident	Not Evident
During the reading block, a variety of reading materials are implemented with a high degree of expertise. Teachers should be using a variety of materials/resources to teach a skill or strategy.	1d; 3c	3, 4, 5, 6		
The District's identified supplemental and intervention materials are used with fidelity.	1d; 3c	3, 4, 5, 6		
Explicit instruction occurs during most of the observation (Model-Prompt-Practice) "I Do, We Do, You Do."	1a; 3a	1, 2, 3, 4, 5		
Objective(s) for the lesson are clearly articulated and reinforced throughout the lesson.	1c; 3a;	1, 2, 3, 4, 5		
Reading materials are organized, accessible, and used effectively.	2b; 2c;	1, 2, 3		
Re-teaching occurs when necessary.	1f; 3d; 3e	3, 4, 6		
Modeling is provided by the teacher, followed by guided practice with ample opportunities for students to practice skill(s).	1c; 3a;	1, 2, 3, 4, 5		
Direct instruction of vocabulary-word identification and word meaning.	1a; 1e;	1, 2, 3, 4, 5, 6		
Comprehension skills are modeled and directly taught for literal, inferential, and critical questions. Higher order thinking skills are thoroughly taught.	3a; 3b	1, 3, 5		
Teacher sets a purpose for reading.	1c; 3a;	1, 2, 3, 4, 5		
Pacing of the lesson is grade appropriate with high exceptions for all students.	1e; 2b; 3c	1, 2, 3, 4, 5, 6		

Teacher Behaviors	PA Teacher Evaluation Danielson Domain(s)
Teacher moves around the room (proximity), provides support for struggling students and checks for understanding.	1f; 2e; 3d
Teacher demonstrates proficient classroom management with clear instructional routines and procedures.	1d; 2b; 2c; 3c

Students are Engaged			
Teacher Talk (Record in Minutes)	Number of Student Responses (Use √)	Time Viewed (Record in Minutes)	1e; 2a; 3b; 3c;

Comments/Feedback

The Literacy Environment What To Look For Grades **K-5** With Danielson Domains

Classroom Libraries	Libraries that contain both literature and informational text that are appealing to the children and reflective of the student population. Additionally, a portion of the library is leveled according to a research based leveling system. Books are easily accessible to the children. Whenever possible, a system for a home lending library. (1b, 1d, 2c, 2e, 3c)	Check If Evident
Posters & Charts	Posters and charts in the classroom that reflect current learning and also act as reminders of past learning. Posters and charts that are made: for, with and/or by the learners. Few, if any, store bought charts. Walls that talk. (1b, 1d, 1e, 3a,)	
Student Work	Current, reflective of learning, differentiated, engaging, specific feedback given. (2b, 3d)	
Student Centered Activities	Students may or may not be in Centers or Work Stations. Activities are relevant, engaging, differentiated and focused on students becoming more proficient readers and writers. (1a, 1b, 1c, 1d, 1e, 2e, 3c)	
Student Writing	Writing representative of one or more of the following genres: narrative, opinion/argument, informative/expository, and/or reading responses. (1a, 1c, 1e, 3a, 3c, 3e)	
Read Alouds	The teacher reads from texts of all genres: literature, magazines, newspapers, poems, letters, and informational text. While reading, the teacher is modeling fluent, expressive reading as well as modeling and teaching a needed strategy. (1a, 1b, 1d, 1e, 2b, 3b, 3c)	
Shared Reading	The teacher is explicitly modeling the skills and strategies of proficient readers. The text can be seen by everyone. The text may be any genre, a big book, anthology, on chart paper, viewed on a white board, etc... (1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3c)	
Guided Reading	The teacher is working with a small group acting as a coach as students put into action skills and strategies that the teacher has modeled and explicitly taught. Children reading leveled texts. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2c, 2b, 3b, 3c)	
Independent Reading	Children reading from leveled texts practicing the skills and strategies that have been modeled, taught explicitly in Shared Reading and practiced along with the teacher in Guided Reading. (1b, 1c, 1e, 2a, 3d, 4c)	

Elements of Reading/Writing Workshop	(1) short mini lesson; (2) guided practice; (3) independent reading; (4) teacher conferring/ coaching individuals or small groups. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
*Message Time Plus © <small>*CLI Schools K-3 only</small>	Used in classrooms where teachers have received training from Children’s Literacy Initiative (CLI). Shared Reading/Modeled Writing. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
Modeled Writing	Whole group or small group instruction with teacher modeling and demonstrating the craft of writing. The teacher is thinking aloud and modeling explicit skills or strategies as well as controlling the pen. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
Interactive Writing	Whole group or small group instruction with the teacher demonstrating the process and students participating by sharing the pen. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
Shared Writing	Whole group or small group with the teacher in control of the pen but there is collaboration between the teacher and the students to develop the text. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
Guided Writing	Small group or individuals are working with the teacher to improve upon a specific aspect of their writing. Students are in control of the pen. The teacher is acting as a “coach” and conferring with the student(s). At this time, the other children are engaged in Independent Writing. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
Independent Writing	Students taking responsibility for their own writing putting into practice the skills, strategies and crafts learned through the other elements of the literacy block. At this time, the teacher is working with a small group or individuals in Guided Writing. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	
Types of Writing	<u>Narrative</u> : writing that relates a series of events of an actual occurrence at a particular time and place <u>Informative/Explanatory</u> : writing used to share knowledge and convey messages, instructions or ideas <u>Opinion/Argumentative</u> : writing that moves the reader to take an action or to form or change an opinion. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 3b, 3c)	

<p>Phonemic Awareness K-3</p>	<p>Students practicing the ability to hear, identify and manipulate the smallest unit of sound in spoken words (phoneme) (1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3c)</p>	
<p>Phonics/ Word Study K-3</p>	<p>Phonics: Correlating sounds with letters or groups of letters. Phonics + Spelling + Vocabulary = Word Study (1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3c)</p>	
<p>Vocabulary Development</p>	<p>Process of acquiring new words. Some research indicates 3 Tiers: Tier I: Basic words that rarely require instructional focus (<i>door, house, book</i>). Tier II: Words that appear with high frequency, across a variety of domains, and are crucial when using mature, academic language (<i>coincidence, reluctant, analysis</i>). Tier III: Frequency of these words is quite low and often limited to specific fields of study (<i>isotope, Reconstruction, Buddhism</i>). (1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3c)</p>	
<p>Fluency</p>	<p>Reading with speed (rate: WCPM = words correct per minute), accuracy, and proper expression (prosody = phrasing, tone, pitch) (1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3c)</p>	
<p>Comprehension</p>	<p>The active process of constructing meaning from the text. (1a, 1b, 1c, 1d, 1e, 2a, 2b, 3b, 3c)</p>	

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**Special Thanks to Allison Walters, Antoine Okarma, Colleen Bowen, Danielle Wolfe, Joanne Beaver, Michael Lowe and Rosemary Leslie for their dedication to this work.*