

Mounds View Balanced Literacy Implementation Guide

		2015-16/2016-2017	2017-2018	2018-2019
Y	Whole Group	<ul style="list-style-type: none"> • The whole group lesson has a clear learning target based on standards, that is posted in student friendly language. • Whole group time is 15 to 20 minutes or less in one sitting. • Teacher thinks aloud and uses anchor charts or other visuals to model higher order thinking using, strategic comprehension, and/or word analysis strategies.(I Do) • Student mastery of learning target and/or standard is assessed. 	<ul style="list-style-type: none"> • The whole group lesson has a clear learning target based on standards, that is posted in student friendly language. • Whole group time is 15 to 20 minutes or less in one sitting. • Teacher thinks aloud and uses anchor charts or other visuals to model higher order thinking using, strategic comprehension, and/or word analysis strategies.(I Do) • Student mastery of learning target and/or standard is assessed. • There is a balance between teacher and student talk. Teacher uses strategies such as turn and talk and call and response. • Teacher uses a gradual release model to transfer use of strategies that effective readers use while reading. (We Do) 	<ul style="list-style-type: none"> • The whole group lesson has a clear learning target based on standards, that is posted in student friendly language. • Whole group time is 15 to 20 minutes or less in one sitting. • Teacher thinks aloud and uses anchor charts or other visuals to model higher order thinking using, strategic comprehension, and/or word analysis strategies.(I Do) • Student mastery of learning target and/or standard is assessed. • There is a balance between teacher and student talk. Teacher uses strategies such as turn and talk and call and response. • Teacher uses a gradual release model to transfer use of strategies that effective readers use while reading. (We Do) • Students are engaged in a planned, purposeful, and interactive read aloud nearly every day, in addition to a whole group mini lesson. • Teacher selects, reads, and rereads grade level (or above) books to expose students to a wide variety of quality texts, genres, and rich vocabulary. • Students are given an opportunity to come back together and reflect on

updated (1/15/16)

				their strategy use, the learning target, and/or their reading goals.
		2015-16/2016-2017	2017-2018	2018-2019
Y	Small Group	<ul style="list-style-type: none"> • Small group instruction takes place daily (guided reading, strategy groups, book clubs). • The groups are flexible and are based on student need demonstrated through formative assessment and/or the whole group learning target. • Students read a variety of authentic texts individually at their own pace and engage in strategy use while they read. 	<ul style="list-style-type: none"> • Small group instruction takes place daily (guided reading, strategy groups, book clubs). • The groups are flexible and are based on student need demonstrated through formative assessment and/or the whole group learning target. • Students read a variety of authentic texts individually at their own pace and engage in strategy use while they read. • Teacher engages students in interactive conversations and encourages participation with peers. • Teacher specifically discusses keywords, concepts, and strategies, but students are doing most of the thinking work. 	<ul style="list-style-type: none"> • Small group instruction takes place daily (guided reading, strategy groups, book clubs). • The groups are flexible and are based on student need demonstrated through formative assessment and/or the whole group learning target. • Students read a variety of authentic texts individually at their own pace and engage in strategy use while they read. • Teacher engages students in interactive conversations and encourages participation with peers. • Teacher specifically discusses keywords, concepts, and strategies, but students are doing most of the thinking work. • Teacher coaches and supports students in the reading of texts at their instructional level. • Teacher records anecdotal notes around student strategy use as they listen, and provide feedback based on their notes and observations.

updated (1/15/16)

		2015-16/2016-2017	2017-2018	2018-2019
Y	Independent Practice	<ul style="list-style-type: none"> Independent reading takes place everyday with “good-fit” student selected texts. Classroom libraries are organized to support independent reading Routines and structures to support independent reading and stamina are firmly in place. Teachers are conferring in small groups or individually. Independent literacy work is aligned to learning targets, individual goals, and student need. 	<ul style="list-style-type: none"> Independent reading takes place everyday with “good-fit” student selected texts Classroom libraries are organized to support independent reading Routines and structures to support independent reading and stamina are firmly in place. Teachers are conferring in small groups or individually. Independent literacy work is aligned to learning targets, individual goals, and student need. Students make their thinking visible by stopping and jotting on post-its and/or reading notebooks. Students apply the strategy from the lesson to their independent reading and work. 	<ul style="list-style-type: none"> Independent reading takes place everyday with “good-fit” student selected texts. Classroom libraries are organized to support independent reading Routines and structures to support independent reading and stamina are firmly in place. Teachers are conferring in small groups or individually. Independent literacy work is aligned to learning targets, individual goals, and student need. Students make their thinking visible by stopping and jotting on post-its and/or reading notebooks. Students apply the strategy from the lesson to their independent reading and work. Students set reading goals. Teacher is meeting with students either in small groups or conferring and engaging in conversations to assess development, recording assessments, anecdotal notes, and observations about reader.

updated (1/15/16)

				<ul style="list-style-type: none"> Teacher provides specific, targeted feedback to students based on notes and observations.
		2015-16/2016-2017	2017-2018	2018-2019
○	Intervention	<ul style="list-style-type: none"> All students receive grade level core instruction. Intervention is provided to students with a demonstrated need according to common district entrance and exit criteria. Interventions are provided according to tier recommendations (see intervention framework document). Diagnostic assessments are used to determine specific needs of student and to guide instruction. Progress monitoring is used to measure the impact of intervention and is used to determine next steps for instruction. Ongoing professional development and support for staff is provided at the district and site level. 	<ul style="list-style-type: none"> All students receive grade level core instruction. Intervention is provided to <u>all</u> students with a demonstrated need according to common district entrance and exit criteria. Interventions are provided according to tier recommendations (see intervention framework document) Diagnostic assessments are used to determine specific needs of student and to guide instruction. Progress monitoring is used to measure the impact of intervention and is used to determine next steps for instruction. Ongoing professional development and support for staff is provided at the district and site level. Classroom teachers provide Tier 1 intervention when needed. interventions include opportunities for students to read continuous text 	<ul style="list-style-type: none"> All students receive grade level core instruction. Intervention is provided to <u>all</u> students with a demonstrated need according to common district entrance and exit criteria. Interventions are provided according to tier recommendations (see intervention framework document) Diagnostic assessments are used to determine specific needs of student and to guide instruction. Progress monitoring is used to measure the impact of intervention and is used to determine next steps for instruction. Ongoing professional development and support for staff is provided at the district and site level. Classroom teachers provide Tier 1 intervention when needed. interventions include opportunities for students to read continuous text

updated (1/15/16)

			<p>and apply reading strategies.</p> <ul style="list-style-type: none"> • Interventions are comprehensive rather than focused on isolated skills. 	<p>and apply reading strategies.</p> <ul style="list-style-type: none"> • Interventions are comprehensive rather than focused on isolated skills. • Highly skilled teachers provide Tier 2 and Tier 3 interventions. • Interventions are matched to classroom instruction so that students can transfer knowledge.
--	--	--	--	---