

Mounds View Schools Elementary Literacy Framework

Our Literacy Narrative:

*The Mounds View literacy experience will foster life long readers and writers who engage in real reading and writing for real purposes. Students will be engaged in authentic reading and writing, worthwhile literacy tasks and accountable conversations across all content areas. All students will see themselves as readers and writers and value their continuous growth in those areas.*

To consider:

- Full Balanced Literacy implementation should be considered in terms of a 3-4 year plan.
- MV elementary sites are all in a different place along the Balanced Literacy continuum. Current realities at each site need to be considered as they progress towards full Balanced Literacy implementation.
- Each site will need to continue along this continuum in a pace and structure that meets the needs of their students, staff, building realities, etc.

## Assumptions

FIXED
Quality core instruction in the five pillars of reading which includes: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary as determined by student need and aligned to the Minnesota ELA Standards
There is a <b>balance</b> between whole group instruction, small group instruction and independent practice
The literacy block provides opportunities for read aloud, shared reading, guided reading and independent reading each day.
Teachers use a gradual release model of explicit instruction in all areas of literacy instruction
Teachers use instructional strategies that promote high student engagement
Students have daily access to a wide variety of authentic texts at a variety of levels, both fiction and nonfiction throughout the instructional day
Teachers use frequent formative and summative assessments in order to provide specific feedback to students and guide instructional decisions
Early identification of struggling readers using consistent entrance and exit framework/criteria
Additional acceleration and intervention support that meets student need, connects to core instruction and aligned to district intervention framework.

Ongoing and consistent professional development at district and site levels that help support and provide for highly skilled teachers of reading

**FLEXED**

Staffing roles

Instructional models

Resources - teacher and student materials

Specific instructional strategies - Research-based, based on student needs

Types and frequency of formative assessments