

Aligning ELA Reading Standards Using a 10 STEP Framework for Elementary Grades (K through 6th grade)

This framework of an ELA program is intended for a Title 1 elementary school to close academic literacy gaps as well produce grade level readers. It is effective for schools with high percentages of economically disadvantaged students as well as English Language Learners. The objective for these challenging demographics of students is to academically perform on par with their more affluent counterparts attending medium and high socioeconomic elementary schools. Teachers are trained in effective class management techniques and efficient daily routines. All program implementations are monitored for classroom consistency. All supplementary programs are simply designed so a teacher of any experience level possesses equal efficacy. Finally, all aspects of an ELA program (*Fluency, Phonics/Phonemic Awareness, Comprehension and Vocabulary*) are present and aligned.

STEP 1: K-2 Word Fluency	STEP 2: K-2 Non-Negotiable Words	STEP 3: K-2 ELA Programming	Note
<p><u>1,000 Word FLUENCY Program</u></p> <p>Kinder – First 100 words (use the Kinder version of words)</p> <p>1st Grade – First 600 words (use standard program)</p> <p>2nd Grade – All 1,000 words (use standard program)</p> <p><i>All programs monitored weekly by admin or Instructional Leadership Team (ILT).</i></p>	<p><u>800 Word Non-Negotiable Program</u></p> <p>Kinder – None (Standard spelling/invented spelling programs.)</p> <p>1st Grade – Special Non-Negotiable Program (write sentence with 5 weekly words – stress capital letter and punctuation.)</p> <p>2nd Grade – 6th grade (use standard program)</p> <p><i>All programs monitored weekly by admin or Instructional Leadership Team (ILT).</i></p>	<p><u>Basic Literacy Prac./Phonics/Phonemic Awareness</u></p> <p>Standard daily literacy practices (Read aloud, independent/guided reading, choral reading etc.)</p> <p>Structured and consistent Implementation of Phonics and Phonemic Awareness Programs – Vendor purchased – Science of Reading Press.</p> <p>Stress and motivate students to move towards independent reading --- use chapter books (monitor via AR/myON by a second semester second grade target date. Use GNI in 2nd grade – second semester</p> <p><i>All programs monitored weekly by admin or ILT.</i></p>	<p><i>Align these programs horizontally and vertically. Target each student's weekly progress, so students do not fall behind in first and second grades!</i></p> <p><u>Close Literacy Word Gaps.</u></p>

Note: Fluency and Non-Negotiable Word Programs provide a basic foundation and symbiotic mastery of the most frequently/commonly used English words.

STEP 4: Gr. 3-6 Word Fluency	STEP 5: 3-6 Non-Negotiable Words	STEP 6: Teacher Led - Guided Novel Instruction (GNI).
<p><u>1,000 Word FLUENCY Program</u></p> <p>3rd – 6th grade – All 1,000 words – (Standard Program) – Check newly enrolled students or students from primary grades that did not master 1,000 words. (<i>ILT monitoring</i>)</p> <p>4th - 6th grades – All 1,000 words – (Standard Program) – Strategic targeting. Review ENGLISH state assessment (SA) results. If student scored at least 70%, student is amply fluent. If not, use FL Program.</p>	<p><u>800 Word Non-Negotiable Program</u></p> <p>3rd – 6th grade – All 800 words – (Standard Program) – Spot check newly enrolled students or students from primary grades that demonstrated a lack of mastery on the 800-word program. Strategically target students that demonstrate misspellings of common words. (<i>ILT monitoring</i>)</p> <p>NOTE: The 1,000 and 800 word programs are primary grade based programs. Catch-up only in grades 3-6.</p>	<p><u>Novel Studies GNI Methodology – All Students possess digital/paper book</u></p> <p>3rd – 6th grades – Quality Novels – Applicable Literature Selected.</p> <p>At the beginning of the school year, teacher reads <u>with prosody</u> for 15 to 20 minutes per day as students follow along. <u>Quick comprehension</u> quiz follows – character, events, prediction or summary can be the focus. Teacher increases reading time per day slowly over weeks <u>building student stamina</u> for reading. All words are <u>pronounced correctly</u> for students – teacher <u>pauses during reading and questions students</u> – include foreshadowing, inferences, predictions, similes/metaphors, character analysis, main idea and vocabulary elements. <u>Students can also volunteer to read.</u> Teacher may use reading/writing connection with student notebooks or customized novel packet for standard assessment alignment (e.g. Olga Montee Packets – Purchase on TPT). Finally, students take AR/myON quiz after finishing novel.</p>

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STEP 7: Grade 2 (second semester) – Grade 6th – Accountable Independent Reading.

Accountable Independent Reading

2nd – 3rd grades –Students check out books from library or digital library (with the assistance of librarian and teacher based on individual reading levels of students – to select a viable reading level for the student. Assist students in 4th through 6th grade, as needed.

3rd – 6th grades –Students check out two books per week. One book for fun and the other book an AR book – allowing student choice, but both books can count as Accelerated Reader (AR) books. Students read a nightly page limit each night (not time limit). Nightly Page Limits: 2nd grade: 20 pages. 3rd grade: 25 pages. 4th grade: 30 pages. 5th grade: 35 pages. Teacher can use New 3Rs independent reading accountability template to hold students responsible for nightly reading page limits. The teacher and teacher should make weekly AR goals, but a 9-week summative goal. This weekly goal holds students accountable over a weekly period and not lose sight of a longer 9-week time span. Teachers can assign a letter grade on these goals, or they can use a different performance metric. Finally, an incentive program is beneficial to encourage performance – Examples of point totals per grade level: 25 AR points for 2nd grade, 50 AR point for 3rd grade, 75 points for 4th grade and 100 points for 5th and 6th grades. **Note:** *The admin and ILT should monitor all students via the AR – Accelerated Reader – student report monitoring capabilities. Students not performing may require admin conversation after parent-teacher contact proves unsuccessful.*

Note

The objective of ELA programs is for students to become fluent and functional independent readers. The novel studies and independent reading is key to this process. However, this process must be monitored and pressed by teachers and all members of the ILT. It is important to note that the 1,000-word fluency and 800 word programs are skill-based programs and are applied in the guided reading, novel studies and the independent reading aspects of an ELA intermediate program. It is also important to note that the more children read (practice), the better readers they become.

Note: Whatever students consistently practice, they will know. Whatever they do not consistently practice, they will NOT know.

STEP 8: Gr. 2 – 6th Vocabulary Program

Structured Vocabulary Program

2nd – 6th grades –Implement a structured, weekly vocabulary program (e.g. Wordly Wise - WW) that is covered each week. **Use modified** WW program for daily classroom using a dictionary. A comprehension reading passage is also available with Wordly Wise and should be read daily. **Include** Words to the weekly vocabulary program and classroom word wall from the novel - GNI reading program. **Teachers may employ** a spaced repetition process, sentence inclusion and kinesthetic learning techniques each day to afford students assistance in memorization/use of weekly words.

Note: Include & use monolingual dictionary.

STEP 9: Gr. 2 – 6th Comprehension/Passage Strategy

State Assessment ALIGNED – Comprehension Strategy

2nd – 6th grades – Employ an acronym to assist students toward ‘attacking’ a reading passage. Recommend **TQRAP**. – Title, Questions, Read (twice), Answers, Proof. Students should write the acronym at the top of reading passage and check-off step after it has been completed. Proof of answer choice should be notated specifically in the reading passage.

2nd – 6th grades – Students should approach comprehension of a Bridge Resource reading passage in a systematic means, as stated above. However, students should also annotate along each paragraph of the passage a one or two sentence summary. Teachers should practice with students so they are adept at this skill. Finally, it is recommended to break down the literary elements (main idea, character analysis, etc.) and focus specifically on one each week – assessing on Friday.

STEP 10. Other ELA Programming

Other ELA Programming

1st – 6th grades – Implementation of consistent grammar exercises and reinforcing developmental writing practices that include developing simple and compound sentence structures and layering sequential sentences that support a main idea in a paragraph for both fiction and nonfiction writings.

Classroom teachers also may choose to implement other ELA programming on varied student development skills such as rhyming, poetry, spelling and biographical writing. **Note:** Inclusion of monolingual dictionary practice with vocab. work is key.