



## CLARK COUNTY LITERACY IMPLEMENTATION GUIDE

This document is designed to assist teachers, literacy coaches, and principals as they continue implementing the Literacy First Process and reflect on the effectiveness of implementation.

**PLANNING AND PRESENTING LESSONS**

- Review state/district benchmarks
- Review assessment data (phonological awareness class profile, phonics class profile, spelling inventory, fluency assessment) to determine student instructional needs
- Plan lessons consistent with student needs as identified by student assessment data and student maturation
- Review resources: basal reading program, Literacy First Teacher Manual resource books, decodable books, leveled/ chapter books, etc., to identify appropriate student learning activities
- Use *Anatomy of a Lesson* and appropriate lesson progressions to teach the content of the lesson (phonological awareness lesson progression, phonics lesson progression, comprehension skill/tool lesson progression)
- Ensure the instructional activities are aligned to the lesson objective
- Use a variety of learning strategies to actively engage all students, e.g., manipulatives, signal response, paired discussions
- Use small flexible skill groups on a daily basis
- Use **ME** (Teacher Think Aloud), **WE** (Interactive Think-Aloud) **TWO** (Paired Practice), **YOU** (Independent practice) for lesson progressions

**PHONOLOGICAL AWARENESS, PHONICS, ADVANCED DECODING, AND SPELLING**

- Design lessons to teach/reinforce phonemic awareness skill (see profile)
- Design phonological awareness needed as transition from previous learning and to introduce phonics skill needed (skill identified from class profile)
- Teach or reinforce how to sound out words to develop automaticity
- Teach or reinforce how to generalize from a word the student knows to unknown words that are in the same word family
- Teach spelling and phonics simultaneously during “word study” lessons
- Base phonics/spelling lessons on student data gathered from the *Literacy First Phonics Assessment* and spelling inventory found in Words Their Way
- Teach or reinforce advanced decoding skills for students needing instruction (e.g., prefixes and suffixes)

### VOCABULARY DEVELOPMENT

- Teach or reinforce that vocabulary in text affects comprehension of that text
- Identify words or terms that need to be taught explicitly prior to students reading the text
- Provide interactive opportunities, pair discussions, for students to build vocabulary by having discussions using graphic organizers, images, sorts and other activities designed to teach/reinforce new vocabulary words
- Provide connections between the word students know (established) with a word that is somewhat familiar (acquainted) and the unknown word to ensure understanding and transfer of meaning
- Provide fun ways to experience vocabulary
- Teach or reinforce how text can be rich or lean and how that affects comprehension
- Provide daily opportunities for student oral language development through extensive discussions. If presented as a whole class activity, plan for many pair discussions. AVOID extended whole class discussion where only a few students actually speak
- Continue building background knowledge through teacher read-alouds and shared reading

### FLUENCY

- Assess fluency three time per year and record student progress
- Incorporate fluency activities (e.g., timed readings, repeated reading, partner reads) into small group and center activities
- Model fluent reading on a regular basis (read-alouds, listening centers)
- Provide systematic and explicit instruction, in small flexible skill groups, of phrasing and intonation
- Provide 20 minutes each day for students to do *Monitored Independent Reading Practice* (MIRP) as outlined in this document

## COMPREHENSION

Teach explicitly each comprehension skill, i.e., **Retelling Fiction and Nonfiction, Summarizing (including basic signal words), Predicting, Questioning (including QAR), Clarifying (including fix-up strategies)**

**RETELLING FICTION**—pictures, props, graphic organizers

**RETELLING NONFICTION**—structures that support retelling:

- Determine what is already known about the topic
- Identify text features (e.g., fonts, headings, photographs, text organizers, etc.)
- Identify text structure (advanced readers)
- Use text features (and text structures for advanced readers) to identify key information

**SUMMARIZING** critical attributes:

- Identify main idea from **TOPIC SENTENCE** if there is one. If no topic sentence, use basic signal words as guide to determining the main idea
- Identify important information by finding **KEY WORDS**
- **DELETE** less important information
- Analyze information that is **REPEATED**
- Collapse, **CATEGORIZE** and label repeated information
- Write the summary statement

**PREDICTING** (an informed guess) critical attributes:

The 4 P's of Predicting are:

- **PATTERNS** By knowing the pattern (organization) of the text (starting with the very easy first readers that young children almost memorize to progressively more difficult text structures such as compare/contrast, cause/effect, etc.,) students can determine the organization or pattern of the text and thus better comprehend what they read
- **PRIOR KNOWLEDGE** Without knowledge of a topic, predictions cannot be made. Thus, if the concept is unknown, those understandings must first be developed
- **PICTURES**, maps, charts, labels, headings, bold print, etc., are text features that help readers predict what is going to be read
- **PROVE** By proving a prediction in a text, a reader is actively involved and more likely to comprehend

**QUESTIONING** critical attributes:

To comprehend better, students formulate questions to:

- Think about what is **IMPORTANT** in the text
- **CLARIFY** information or **SEEK** additional information
- **CHECK** someone else's understanding

**COMPREHENSION Cont.**

**CLARIFYING** critical attributes:

Clarifying is MONITORING what is being read so that one is aware of what does not makes sense and when understanding ceases

Clarifying requires DEVELOPING A PLAN: reread, read aloud, read slowly, study word parts, read ahead, look up word, ask...

- ◇ To help students clarify, determine if the student is ACQUAINTED (has some information about) the word or concept that does not make sense or if the word or concept is UNKNOWN (the student has little or no knowledge)
- ◇ To clarify UNKNOWN, first teach the CONCEPT
- ◇ To clarify ACQUAINTED, teach the "label," i.e., a synonym for the new word or concept

**SMALL FLEXIBLE SKILL GROUPS**

- Student assessment data is used to form flexible skill groups
- Each group should include 5-7 students who are working on the same reading skill or process
- Groups are referred to by the word study skill or comprehension skill they are learning
- Each teacher should have no more than four groups and no more than two preparations
- Students move to a new group as soon as they have mastered the skill or process being taught in their group
- Grouping can be done between classrooms and across grade levels as long as there is no more than one grade level difference in the group
- The fewest students as possible, should be moved the shortest distance possible
- Kindergarten and first grade students usually are not moved until after the first month of the school year

**LITERACY CENTERS**

- Ensure the objective for each center is specific and appropriate to assess student need
- Ensure each student will experience at least a 95% to 98% success during each center activity
- Ensure the center provides the opportunity for students to actively manipulate the content of the lesson objective
- Provide a procedure for students to be accountable
- Provide a management system with clear rules for rotation and behavior
- Provide instruction and practice in using the management system

**WALLS THAT TEACH** — Word Walls, Labels, Graphic Organizers and Informational Charts

- Determine a specific reinforcement objective for all *Walls That Teach* activities, e.g., high frequency words, word families, prefixes/suffixes, vowel digraphs, basic signal words, comprehension skills, content area vocabulary and instructional processes, such as water cycle
- Use *Walls That Teach* activities such as Read My Mind, Guess the Word, Wordo, etc., each day (approximately 10 minutes)
- Ensure the print on *Walls That Teach* is easily seen from any part of the classroom

**Word Wall Reminders**

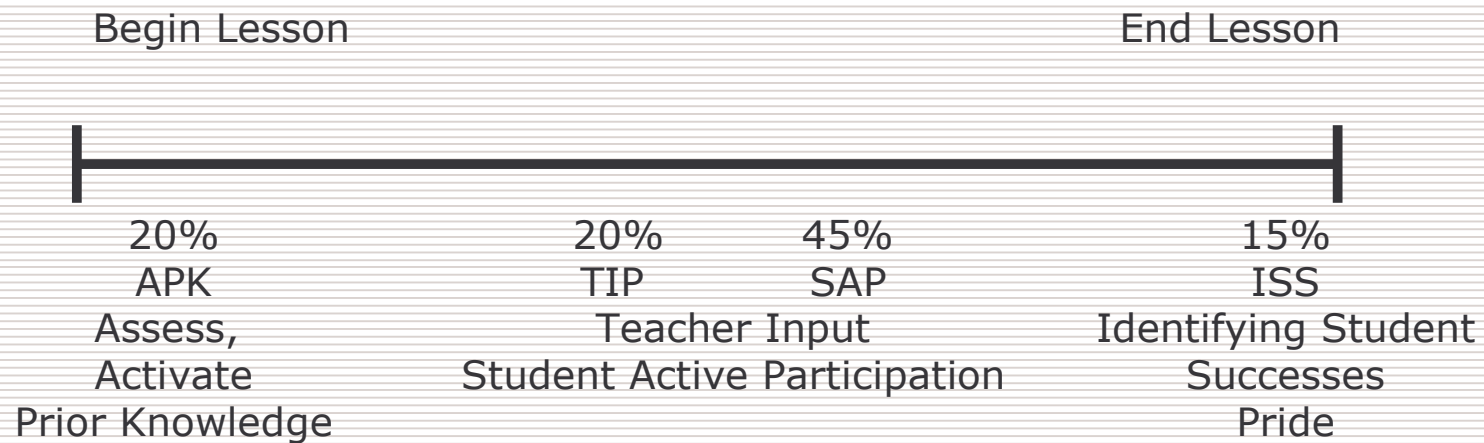
- ◇ Begin with a blank wall for each *Wall That Teaches* and restrict each wall to a specific topic
- ◇ Add five words per week (primary)
- ◇ Add ten words per week (intermediate)

**MONITORED INDEPENDENT READING PRACTICE (MIRP)**

- Monitor to ensure students are comprehending 95-98% of text they are reading during MIRP (rule of 5, 95 of 100 words read correctly)
- Listen to students read during PR (5 per day) to determine if they are comprehending 95-98% of text and are reading fluently
- Guide students' selection of books to ensure they are comprehending 95-98% of the text and are reading fluently
- Devote 20 minutes per day, 5 days per week, for MIRP. Modify as appropriate for K-2
- Encourage parents to have child read 25 minutes per day, 4 days per week at home. Modify as appropriate for K-2
- Ensure students are reading at least 60% nonfiction titles
- Ensure that time is provided (approx. 2 minutes) following each MIRP for brief pair discussions
- Provide classroom libraries with a minimum of 350+ different titles, at least 60% nonfiction, and a range of 3-5 grade levels. This collection may also include periodicals and newspapers
- Implement a recordkeeping system for each child to record progress

# Anatomy of a Lesson to Accelerate Student Comprehension...

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## Lesson Planning Template

Lesson Objective(s)

APK  
20%

Activate Prior Knowledge

TIP  
20%

ME:

SAP  
45%

WE:

TWO:

YOU:

ISS  
15%

Indicators of Student Success