**District Support Team for Elementary Literacy**

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| **TIER 1** | | | | | |
| **ANCHOR STANDARDS FOR FOUCUSED INSTRUCTION**   1. **Reading Foundations Standard 3**   **Grades K-5** Know and apply grade-level phonics and word analysis skills in decoding words.   1. **Reading Foundations Standard 4**   **Grades 1-5** Read grade-level text with sufficient accuracy and *fluency* to support comprehension.  **Kindergarten** Read *grade-appropriate* texts with purpose and understanding.   1. **Language Standard 3**   **Grades 2-5** Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.   1. **Language Standard 4**   **Grades 1-5** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on [grade level] reading and content,  choosing flexibly from an array of strategies.  **Kindergarten** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | | | | | |
| **School** | **Growth Score** | **Grade** | **Literacy Focus** | **District Support Offered** | **Follow-Up** |
| **BALE**  This school has new nine teachers, including:   * Three new to the district * Five are new to the profession   In addition, this school has a new principal. |  | F | **KINDERGARTEN**  **RF.K.3.A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.  **RF.K.3.B** Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g. open- go, closed- got).  **L.K.2.D** Write a letter or letters for most consonant and short-vowel sounds (phonemes).  **FIRST GRADE**  **RF.K.3.D (Review)** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).  **RF.1.3.B** Know the letter/sound correspondences.   * silent e (e.g., a-e, e-e, i-e, o-e, u-e) * vowel teams   vowel digraphs (e.g., ee, oo, ai, ay, ea)  **L.1.2.D** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   * Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.   **SECOND GRADE**  **RF.1.3.A (Review)** Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).  **RF.1.3.B** **(Review)** Know the letter/sound correspondences.   * silent e (e.g., a-e, e-e, i-e, o-e, u-e) * vowel teams * vowel digraphs (e.g., ee, oo, ai, ay, ea)   **2nd grade:** dipthongs (e.g. oi, oy, ou, ow)  **L.2.4.B**  Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/*retell*).  **THIRD GRADE**  **L.2.4.C (Review)** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  **RF.2.3.D** (**Review)** Decode words with common prefixes and suffixes.  **RF.3.3.A** Identify and know the meaning of the most common prefixes and derivational suffixes.  **FOURTH GRADE**  **L.3.2.D (Review)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **RF.4.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  **FIFTH GRADE**  **L.4.4.B (review)**  Use common, *grade-appropriate* Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  **RF.5.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | * Applying explicit teaching strategies for phonological awareness and phonics skills based on current RISE Academy training and students’ needs * Determining specific areas for whole group and small group intervention and work with teachers to plan explicit intervention * Guiding teachers to use successful teaching strategies leading students to fluency in key areas. Support is provided via RISE academy, PLCs and classroom support on instructional methods specific to fluency (phonological awareness skills, letter/sound knowledge, decoding, encoding, connected text) * Training teachers how to use NWEA Map reports and Map skills efficiently to monitor student progress and provide additional practice of newly learned skills * Providing coaching to principal on TESS observations and reflective feedback |  |
| **ROMINE**  This school has six teachers new to the district; four are new to the profession. |  | F | **KINDERGARTEN**  **RF.K.3.A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.  **RF.K.3.B** Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g. open- go, closed- got).  **FIRST GRADE**  **RF.K.3.D (Review)** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).  **RF.1.3.B** Know the letter/sound correspondences.   * silent e (e.g., a-e, e-e, i-e, o-e, u-e) * vowel teams   vowel digraphs (e.g., ee, oo, ai, ay, ea)  **SECOND GRADE**  **RF.2.3.B** Know the letter/sound correspondences, including distinguishing long and short vowel sounds.  ● r-controlled vowels (e.g., er, ir, ur, ar, or) ● regularly spelled one-syllable words  **THIRD GRADE**  **L.2.2.D (Review)** Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).  **L.3.2.D** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **FOURTH GRADE**  **RF.3.2.D (Review)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **RF.4.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.    **FIFTH GRADE**  **RF.3.2.D (Review)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **RF.5.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | * Utilizing of assessments and data to determine immediate areas of need and to monitor student growth weekly * Differentiating for students via small group instruction (and whole group intervention when needed) using NWEA learning continua and classroom assessments to determine intervention needs and instructional time periods * Implementing of successful classroom and time management strategies and proactive support for positive student behaviors * Determining needs of instructional time period and specific skills on the learning continua at each grade level for intensive whole group interventions * Planning with teachers to provide explicit, systematic lessons in identified areas * Identifying and using appropriate assessments for progress monitoring and resources for instruction * Determining teachers who need additional, intensive support to provide successful instruction and implement successful classroom management strategies * Supporting principal to successfully monitor fidelity of implementation throughout the year * Training teachers how to use NWEA Map reports and Map skills efficiently to monitor student progress and provide additional practice of newly learned skills |  |
| **STEPHENS**  This school has three new teachers, all of whom have previous teaching experience. Several teachers in this school were moved to different grades for this school year. |  | F | **KINDERGARTEN**  **RF.K.3.A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.  **RF.K.3.B** Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g. open- go, closed- got).  **FIRST GRADE**  **RF.K.3.D (Review)** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).  **RF.1.3.B** Know the letter/sound correspondences.   * silent e (e.g., a-e, e-e, i-e, o-e, u-e) * vowel teams   vowel digraphs (e.g., ee, oo, ai, ay, ea)  **SECOND GRADE**  **RF.1.3.A (Review)** Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).  **RF.1.3.B** **(Review)** Know the letter/sound correspondences.   * silent e (e.g., a-e, e-e, i-e, o-e, u-e) * vowel teams * vowel digraphs (e.g., ee, oo, ai, ay, ea)   **2nd grade:** dipthongs (e.g. oi, oy, ou, ow)  **THIRD GRADE**  **RF.2.3.D** (Review) Decode words with common prefixes and suffixes.  **RF.3.3.A** Identify and know the meaning of the most common prefixes and derivational suffixes.  **FOURTH GRADE**  **L.3.4.B (Review)** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat.)  **RF.4.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  **L.4.4.B**  Use common, *grade-appropriate* Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).    **FIFTH GRADE**  **L.3.4.B (Review)** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat.)  **RF.4.3.A (Review)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  **RF.5.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | * Applying explicit teaching strategies based on previously provided RISE Academy professional development in grades K-2 * Applying explicit teaching strategies based on current RISE Academy training for teachers in grades 3-5 * Assisting teachers in disaggregating data and subsequently plan effective instruction during PLC meetings * Examining ongoing data sources to determine if whole group and small group interventions are yielding adequate student progress * Training teachers how to use NWEA Map reports and Map skills efficiently to monitor student progress and provide additional practice of newly learned skills * Merging use of Lexia data and NWEA data sources to efficiently determine progress and plan for focused instruction with whole classes and small groups * Supporting administration to examine lesson plans and daily instruction for evidence of methods and strategies provided in professional development sessions |  |
| **WASHINGTON** The staff at this school is stable with only one new teacher to the school this year. |  |  | **KINDERGARTEN**  **RF.K.3.A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.  **RF.K.3.D** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).  **L.K.2.D** Write a letter or letters for most consonant and short-vowel sounds (phonemes).  **FIRST GRADE**  **RF.K.3.D (Review)** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).  **RF.1.3.B** Know the letter/sound correspondences.   * silent e (e.g., a-e, e-e, i-e, o-e, u-e) * vowel teams * vowel digraphs (e.g., ee, oo, ai, ay, ea)   **SECOND GRADE**  **RF.2.3.B** Know the letter/sound correspondences, including distinguishing long and short vowel sounds.   * r-controlled vowels (e.g., er, ir, ur, ar, or) * regularly spelled one-syllable words   **THIRD GRADE**  **RF.2.3.D** (Review) Decode words with common prefixes and suffixes.  **RF.3.2.D** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **RF.3.3.A** Identify and know the meaning of the most common prefixes and derivational suffixes.  **FOURTH GRADE**  **RF.3.2.D (Review)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **RF.4.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  **FIFTH GRADE**  **RF.3.2.D (Review)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  **RF.5.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | * Supporting teachers to prioritize and plan weekly, efficient PLCs and collaborative planning sessions * Identifying the critical, key areas of instructional focus for predetermined periods of time * Applying explicit teaching strategies for phonological awareness and phonics skills based on current RISE Academy training and students’ needs * Training teachers how to use NWEA Map reports and Map skills efficiently to monitor student progress and provide additional practice of newly learned skills * Intensifying teaching methods and time management for each instructional component * Assisting principal to determine level of implementation fidelity at each grade level and in each critical area of instructional focus * Demonstrating for principal and staff how to observe for and determine implementation fidelity |  |