

# **Beverly Public Schools Elementary Literacy Manual**

## Introduction:

In 2002, the Beverly Reading Committee was created to investigate and propose a new reading model for the Beverly elementary schools. One goal was to provide consistency in language arts instructions within our six elementary schools. We reviewed research regarding “best practices” in reading instruction as well as surveying classroom teachers. Upon completion of this task, the committee investigated and selected core programs that would meet the needs of literacy instruction within the district and follow the guidelines of the Massachusetts English Language Arts Framework.

This elementary literacy manual is designed to be helpful to current and new teachers coming into our school system, parents of school age children, and administrators within the district. It is structured to explain the Beverly Public Schools Elementary Reading Philosophy, the description and definition of our core reading program, the components of reading, and the assessments and interventions provided by our elementary staff. Resources and references are also included for you to refer to or provide you with a better understanding of the diversity and thoroughness of our mission.

## **Beverly Public Schools Reading Philosophy**

The Beverly Public Schools will foster the development of each student's full reading potential through the integration of home, school and community efforts. Beverly believes strongly that every student can be successful in learning to read and has the capability of becoming an independent reader by the end of third grade. Through carefully planned reading instruction and a balanced literacy approach, students will learn strategies that will support their continued growth as lifelong readers. The overall goal is to develop students who are self motivated to read for both pleasure and information.

Reading instruction must be designed around scientifically based research and the "building blocks" for teaching children to read. These building blocks include instruction in the areas of phonemic awareness, phonics (decoding and encoding), fluency, vocabulary, and text comprehension. Mastery of these areas will foster self-confidence and motivation. Instruction will emphasize "reading to learn" from a wide variety of genres and for various purposes throughout all grades.

### **General Methodology**

Reading instruction must take place in a language-rich environment. Students will be exposed to a consistent and sequential phonemic awareness curriculum in grades Pre-K through Grade 1. Early readers should be taught a variety of strategies for letter/sound relationships and word recognition, including the use of visual, meaning and structural information. Phonics instruction in Kindergarten through Grade 3 must be explicit, systematic, and multi-sensory: phoneme-grapheme relationships as well as blending skills will be directly taught. Throughout the elementary grades all teachers will continue to teach word analysis skills as well as model and instruct self-monitoring and self-correcting strategies.

Vocabulary will be taught implicitly and explicitly through oral language experiences, "read alouds", and independent reading. Oral language and vocabulary will be developed and enhanced at each grade level.

Reading instruction will be guided by on-going assessment including teacher observation, running records/miscue analysis, and formal and informal diagnostic assessment. An emphasis in all grades will be matching students with appropriate leveled books for reading instruction and practice. Reading fluency will be modeled and monitored with ample opportunities for readers to engage in repeated readings. Each reader will develop automaticity and fluency.

Text comprehension strategies will focus on metacognitive development and will be emphasized at each grade level. Through direct instruction and teacher modeling (think alouds), students will learn to use comprehension-monitoring strategies to improve comprehension. Graphic organizers and question-answering instruction will teach students to learn more as they read. All students, including beginning readers, will be taught that the ultimate goal of reading is comprehension.

## Glossary of Terms

Automaticity- quick, automatic reading

Balanced (Comprehensive) literacy approach – a literacy program that incorporates different types of reading (i.e. shared reading, guided reading, independent reading) as well as writing (i.e. guided writing, modeled writing, independent writing).

Decoding- converting letters into sounds and blending the sounds into words

Encoding – spelling

Explicit, systematic, multisensory phonics- is the direct teaching of the letter/sound relationships that follow a sequential order and utilize multisensory techniques such as “tapping” sounds for reading and spelling of words.

Metacognitive development- good readers use “thinking about thinking” strategies in order to think about and have control over their reading (i.e. clarifying, monitoring).

Phonemic awareness- awareness that words are made up of separate sounds or phonemes and the ability to manipulate the sounds

Phoneme/grapheme relationship- sound/letter relationship

## **Beverly Public Schools Core Reading Program K-5**

**In 2002, The Beverly Reading Committee designed a core reading program for the Beverly Public Schools. Three programs were adopted as our core reading program for the elementary schools. These programs provide our students with the necessary components and solid foundation to become successful readers.**

Rigby Literacy, Wilson Foundations, and Phonemic Awareness in Young Children are used in our kindergarten and grade one classrooms. Rigby Literacy and Wilson Foundations are used in our second and third grade classrooms. An updated version of Rigby Literacy, Literacy by Design, is the program that has been chosen for our fourth and fifth grade classrooms.

### **Phonemic Awareness in Young Children** by Marilyn Adams

Phonemic Awareness is a type of phonological awareness that research has shown to be a necessary factor in becoming a successful reader. A child that lacks a solid understanding of phonemic awareness is highly likely (92%) to become a struggling reader.

Phonemic Awareness is an understanding of the sounds/phonemes that are associated with words. Direct instruction includes discrimination of sounds, isolation of sounds, blending of sounds, segmenting sounds, deletion of sounds and the substitution of sounds.

- **Kindergarten Reading Instruction Sequence (KRIS)**

This packet was designed to assist kindergarten teachers with a direct, systematic and sequential development for phonemic awareness instruction at the beginning of the year. Students are provided with many different opportunities to work with sounds in relationship to rhyming words, syllables, and letters.

### **Wilson Foundations**

Wilson Foundations is a K-3 research –based program that provides students with a foundation for reading and writing. Wilson Foundations was chosen as our phonics/word study component for our core-reading program. Explicit, systematic and multi-sensory instruction is provided in daily lessons. Students learn to apply phonics skills to decode and spell new words. Foundations lessons also provide supplemental instruction in the areas of phonological awareness, vocabulary, fluency, handwriting, and listening skills.

### **Rigby Literacy (gr.k-3) and Literacy by Design (gr.4-5)**

Rigby Literacy and Literacy by Design are both “balanced (comprehensive) literacy programs” that supply teachers and students with many opportunities in the area of reading and writing. These areas include: shared reading, guided reading, vocabulary

instruction, and explicit comprehension strategies. Through whole and small group instruction, students are guided to become independent readers through the “gradual release of responsibility.” These two programs support, guide, and encourage students to become successful readers and writers through direct instruction, modeling and explicit teaching of reading and writing skills.

## **Core Reading Program By Grade Level**

### Kindergarten

- Phonemic Awareness in Young Children
- Wilson Foundations
- Rigby Literacy

### First Grade

- Phonemic Awareness in Young Children
- Wilson Foundations
- Rigby Literacy

### Second Grade

- Wilson Foundations
- Rigby Literacy

### Third Grade

- Wilson Foundations
- Rigby Literacy

### Fourth Grade

- Literacy By Design

### Fifth Grade

- Literacy By Design

## Core Reading Components

***Phonemic Awareness in Young Children***  
**Phonemic Awareness Sequence**  
**K- 1**

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**Wilson Foundations**  
**K-3**

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**Rigby Literacy**  
**K-3**

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**Literacy By Design**  
**4 - 5**

# Three-Tiered Model of Instruction

## **Explanation:**

Reading Specialists and Reading Coaches will collaborate with classroom teachers, special education and Title 1 teachers to support this model of instruction within the classroom.

Reading specialists can provide services in Tier 2 (core + additional resources); however, it is recommended that they collaborate with classroom teachers in a flexible grouping model. If it is determined that a student requires more specialized service (Tier 3), this may be an appropriate service for the Reading Specialist to deliver in a small pull-out group. It should be noted that students should be receiving Tier 3 services in addition to their core and supplemental core instruction. Tier 3 services are also provided by Title 1 and special education teachers.

## **Three-tiered Model:**

**Tier 1** is comprised of three main elements:

1. A core reading program grounded in scientifically based reading research. The program and classroom instruction should address the critical elements in reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. Progress monitoring of all kindergarten through third-grade students. Students are administered a benchmark test at least three times per year (fall, winter, and spring) to determine instructional needs. Subsequent progress monitoring probes are then administered by classroom teachers to all students who scored below the initial benchmark. The data that is collected serves to guide the reading instruction provided by the teachers.
3. Ongoing professional development provides teachers with the necessary tools to ensure every student receives quality reading instruction. Professional development workshops are designed specifically for each grade level and contain three key elements:
  - a. Progress monitoring and its use in guiding instructional decision making.
  - b. Elements of a successful reading program including: oral language development, phonological awareness, alphabetic principle, word study, spelling, fluency, listening comprehension, reading comprehension, and written expression.
  - c. Features of effective instruction including grouping, mastery teaching, and scaffolding learning.

Primary intervention is provided by the classroom teacher to all students in the general education classroom. It is designed to serve the majority of students in a school and to reduce the number of children who later become at-risk for reading problems. <sup>1</sup>

## **Tier 11**

One reading program is not likely to meet the needs of all students. Therefore, it is necessary to provide supplemental, or secondary, programs to address the reading skills of students who are not making adequate progress in their core reading instruction. The purpose of secondary intervention is to prevent these students from a continued lack of progress and a need for more intensive intervention.

Tier 11 provides additional, small group instruction to students who score below benchmark criteria in one or more critical areas of reading. Tutoring is provided to groups of four to five students for 30 minutes per day. Content of the tutoring sessions reflects the important components of reading based on the grade-level of the students and is planned according to progress monitoring data. Students who progress to grade level are exited and their progress is monitored to assure on-level reading. Those who do not exit are provided with the third tier of intervention.

## **Tier 111**

Tier 111 is designed for students with low reading skills and sustained lack of adequate progress when provided with primary and secondary intervention. Tutoring at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of struggling readers. Group size is smaller, and the duration of daily instruction is longer.

<sup>1</sup>Good, R.H., Kame'enui, E>J> Simmons, D.S., & Chard, D.J. (2002). *Focus and nature of primary, secondary, and tertiary prevention: The CIRCUITS model* (Tech. Rep. No. 1). Eugene; University of Oregon, College of Education, Institute for the Development of Educational Achievement.

## Balanced Literacy

Balanced literacy or “comprehensive literacy” is a philosophy that combines the balance of skill development and literacy activities. This is accomplished by incorporating different types of reading (i.e. shared reading, guided reading, and independent reading) as well as writing (i.e. shared writing, guided writing, modeled writing, and independent writing) into the curriculum.

The Beverly Public Schools reading philosophy is based upon a balanced literacy approach which incorporates the “building blocks” for becoming a successful reader. These building blocks include instruction in the areas of phonemic awareness, phonics and word study, fluency, vocabulary, and text comprehension.

The Beverly Public Schools reading philosophy was designed according to the recommendations from the National Reading Panel (NRP) issued in 2000. After reviewing these recommendations, the Beverly Reading Committee incorporated NRP guidelines into the development of our Language Arts Program.

\*1. Milwaukee Partnership Academy—Council of Milwaukee County. Balanced Literacy. Retrieved: Dec. 2, 2006 from [www.wisconsin.edu/news/2002/April\\_BOR.Simpher\\_UWM/April\\_2002.pdf](http://www.wisconsin.edu/news/2002/April_BOR.Simpher_UWM/April_2002.pdf)

# Phonemic Awareness Instruction

## Overview

Students need to have a strong understanding of spoken language before they can understand written language. This knowledge of how language works is called phonemic awareness. Phonemic awareness refers to the ability to notice, think about, and work with the individual sounds or phonemes in spoken words. Before students learn to read print, they need to become aware of how the sounds in words work and understand that words are made up of individual speech sounds or phonemes.

Phonemic awareness is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.

Phonemic awareness is one component of effective reading instruction. Research indicates that students who have phonemic awareness skills are likely to have an easier time learning to read and spell than students who have few or none of these skills. Phonemic awareness is not innate, and can be taught and learned through direct and sequential instruction.

Phonemic awareness is **not** phonics. Phonemic awareness is the understanding that the sounds of **spoken** language work together to make words. Phonics is the understanding that there is a relationship between phonemes and graphemes, which are the letters that represent those sounds in **written** language. Students need to develop the ability to hear and work with the phonemes of spoken words first before they can understand how phonemes relate to letters in written words.

## Phonemic Awareness Instruction in Beverly Public Schools

The following programs are used in grades K-1:

- Kindergarten and Grade 1
- Phonemic Awareness Sequence
- Phonemic Awareness in Young Children, Marilyn Jager Adams
- Rigby Literacy, Phonemic Awareness component

# Phonics and Word Study Instruction

## Overview

Phonics instruction teaches students the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Phonics instruction is one component of effective reading instruction because it teaches students to use these relationships to read and write words. The goal of phonics instruction is to teach the alphabetic principle, which is an understanding of the relationships between written letters and spoken sounds. Knowledge of the alphabetic principle allows students to decode or read words in isolation and in context.

Research indicates that systematic and explicit phonics instruction is the most effective way to learn phonics. Systematic phonics instruction significantly improves word recognition, spelling, and reading comprehension and is particularly beneficial when introduced early as part of a reading program in grades K-2 or when used as an intervention for struggling readers in any grade.

Word study (structural analysis) instruction teaches students additional strategies to read and understand multisyllabic words when reading increasingly complex texts. Skilled readers use phonics to determine a word's pronunciation and structural analysis, or knowledge of word parts, to determine both a word's meaning and pronunciation. Instruction in word study can improve students' ability to interpret, remember the meanings of, as well as read and spell new multisyllabic words. Word study instruction should be explicit and include areas such as syllabication, compound words, chunking, prefixes, suffixes, base words, homophones and the six syllable types. Word study instruction takes place once students are able to read one syllable words effortlessly and have shown mastery of basic phonetic skills.

## **Phonics and Word Study Instruction in Beverly Public Schools**

The following programs are used in grades K-5:

### Kindergarten

- Wilson Foundations, Level K/1
- Rigby Literacy Poetry Charts

### Grade 1

- Wilson Foundations, Level K/1
- Rigby Literacy Poetry Charts

### Grade 2

- Wilson Foundations, Level 2
- Rigby Literacy Poetry Charts

Grade 3

- Wilson Foundations, Level 3
- Rigby Literacy Poetry Charts

Grade 4 & Grade 5

- Literacy By Design

# Fluency Instruction

## Overview

Fluency is the ability to read text accurately and quickly. Fluency is important because it frees students to understand what they read. Fluent readers can focus their attention on comprehension, while less fluent readers must focus their attention on decoding individual words, having little attention left for comprehending the text.

Reading fluency develops gradually over time with substantial practice. It is important to provide students with instruction and practice in fluency as they read connected text. Repeated and monitored oral reading improves reading fluency and overall reading achievement. Students become more fluent readers by providing them with models of fluent reading and by having students repeatedly read passages aloud with guidance from the teacher. There are several ways that students can practice orally rereading text, including student-adult reading, choral reading, tape-assisted reading, partner reading, and reader's theater.

Reading fluency should be informally and formally assessed beginning in mid-first grade. The most informal assessment is simply listening to students read aloud and making a judgment about their progress in fluency. Formal assessments should include timed samples of student's oral reading, using oral reading fluency norms. Monitoring student progress in reading fluency over time is useful in evaluating instruction and setting instructional goals. Reading fluency instruction can also be motivating to students.

## **Fluency Instruction in Beverly Public Schools**

The following programs are used in grades K-3:

### Kindergarten

- Rigby Literacy, Kindergarten
- Wilson Foundations, Level K/1

### Grade 1

- Rigby Literacy, Grade 1
- Wilson Foundations, Level K/1
- Wilson Foundations Fluency Kit

### Grade 2

- Rigby Literacy, Grade 2
- Wilson Foundations, Level 2
- Wilson Foundations Fluency Kit

### Grade 3

- Rigby Literacy, Grade 3
- Wilson Foundations, Level 3
- Wilson Foundations Fluency Kit

### Grade 4 & Grade 5

- Literacy By Design –a fluency component within the program
- Many opportunities for partner reading, interactive reading and reading independently which helps to build fluency through repeated readings
- Fluent Reader is provided as another component to the program that allows for individual computer assistance to improve a student's fluency that aids in comprehension

## Vocabulary Instruction

### Overview

Vocabulary refers to the words we must know to communicate effectively. Vocabulary plays an important part in learning to read as well as developing comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As students read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Research on vocabulary instruction reveals that most vocabulary is learned indirectly. Students learn word meanings indirectly by engaging in oral language, listening to adults read to them, and reading extensively on their own. Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly to help students learn difficult words that are not part of the student's everyday experiences. Providing students with specific word instruction and teaching word-learning strategies deepens comprehension. Specific word instruction should focus on teaching important words, useful words and difficult words, such as words with multiple meanings. Word-learning strategies include use of dictionaries and other reference aids, use of word parts, and use of context clues. Word parts include prefixes, suffixes, base words and word roots.

### **Vocabulary Instruction in Beverly Public Schools**

The following programs are used in grades K-3:

#### Kindergarten

- Rigby Literacy, Kindergarten
- Wilson Foundations, Level K/1

#### Grade 1

- Rigby Literacy, Grade 1
- Wilson Foundations, Level K/1

#### Grade 2

- Rigby Literacy, Grade 2
- Wilson Foundations, Level 2

#### Grade 3

- Rigby Literacy, Grade 3
- Wilson Foundations, Level

#### Grade 4 & Grade 5

- Literacy By Design

## **Text Comprehension Instruction**

### Overview

Text comprehension is important because comprehension is the reason for reading. Text comprehension is both purposeful and active. Good readers have a purpose for reading and think actively as they read.

Research shows that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others what they read. Specific comprehension strategies can be used to improve text comprehension. Research has shown that it is important to explicitly teach comprehension strategies such as monitoring comprehension, using graphic organizers, answering questions, recognizing story structure, and summarizing. Effective strategy instruction requires direct explanation and modeling by the teacher as well as guided practice and application by the student. Strategies can be taught in cooperative learning groups which allows students to work together to better understand the content and apply comprehension strategies.

Text comprehension instruction should begin in the primary grades in order to build a solid foundation for understanding text. At each grade level, direct instruction and modeling of comprehension strategies should take place. All students, including beginning readers will be taught that the ultimate goal of reading is comprehension.

### **Text Comprehension in Beverly Public Schools**

The following programs are used in grades K-3:

#### Kindergarten

- Rigby Literacy, Kindergarten
- Wilson Foundations, Level K/1

#### Grade 1

- Rigby Literacy, Grade 1
- Wilson Foundations, Level K/1

#### Grade 2

- Rigby Literacy, Grade 2
- Wilson Foundations, Level 2

#### Grade 3

- Rigby Literacy, Grade 3
- Wilson Foundations, Level 3

#### Grade 4 & Grade 5

- Literacy By Design

**Beverly Public Schools  
Literacy Block  
Elementary Schools**

A “literacy block” has been created in each of our five elementary schools. The purpose of this 90-120-minute period is to provide direct and explicit instruction of our core reading program. Within this block of time all children receive whole group, direct instruction from their teacher for no more than 30 minutes. The remaining time is divided into small group settings or centers, creating opportunities for the teacher, interventionist and Paraprofessional, to differentiate their literacy instruction and implement literacy interventions. These centers will focus on two areas, reading and writing in response to reading in all content areas. Instruction in process writing will occur outside this block during a writing block. Homework should be a continuous flow of information that supports and reinforces student’s reading and comprehension.

Both Rigby Literacy and Literacy by Design have developed a systematic writing program within the comprehensive literacy program. It provides teachers and students with the tools and the process of effective writing. Each school will schedule a writing block, creating time daily to provide direct instruction for students to learn new skills and strategies, as well as time to support conferencing and peer editing.

## **The Writing Process**

Rigby Literacy and Literacy by Design are two balanced literacy programs that have writing components within the program. These programs, Rigby’s, Wonder Writers, and Literacy by Design’s, 5 Step writing program, guide the teacher and student through various forms of writing, organizational patterns of how each form, writing traits to help explain what good writing looks like and the process of writing (prewriting, drafting, revising, editing and publishing written work). Writing is seen as a critical component of any comprehensive literacy program.

### **Writing Instruction**

Rigby Literacy and Literacy by Design believe that all children need to be engaged in many writing activities that will provide them with many opportunities to feel successful and encourage them to achieve. They also believe and support teachers in providing explicit instruction of how to attend to all facets of writing: “genre, process, traits, craft and convention.” Rigby Literacy and Literacy by Design strongly believe that through modeled writing, shared writing, and guided writing lessons and strategies all students can become independent and successful writers.

The various forms of writing that were introduced through First Steps Writing previously are continued and supported by our two reading programs.

### **Beverly Elementary School’s Writing Sequence**

Type of Writing	Introduce	Develop	Independent
Recount	K	1,2	3,4
Procedure	K	1,2,3	3,4
Narrative	1,2	3,4,5	4,5
Report	2	3,4,5	
Explanation	3	4,5	
Exposition	3	4,5	

<p style="text-align: center;"><b><u>Recount</u></b></p> <ul style="list-style-type: none"> <li>• <b>Setting</b> Who? What? Where? When? Why?</li> <li>• <b>Events in Time Order</b> 1. 2. 3.</li> <li>• <b>Concluding Statement /Ending</b></li> </ul>	<p style="text-align: center;"><b><u>Procedure</u></b></p> <ul style="list-style-type: none"> <li>• <b>Goal, Aim</b> What is to be done?</li> <li>• <b>Requirements</b> What is needed to complete this task? a) tools, instruments, utensils.. b) data, ingredients, parts</li> <li>• <b>Steps</b> First step to last step a) What is to be done? b) How is it to be done?</li> <li>• <b>Evaluation, Testing</b> Was the goal achieved?</li> </ul>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>• <b>Orientation</b> Who, When, where</li> <li>• <b>Events Which Lead to a Complication or Problem</b> Includes details which will enhance the later Development of the story. Complication involves main Characters and generally mirrors complications of real life. There may also be minor complications.</li> <li>• <b>Resolution</b> Complications are resolved in a satisfying manner.</li> </ul>
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<p style="text-align: center;"><b><u>Report</u></b></p> <ul style="list-style-type: none"> <li>• <b>Classification or Generalization</b> What is the focus?</li> <li>• <b>Description</b> What are the important features to be elaborated?</li> <li>• <b>Summarizing Comment</b></li> </ul>	<p style="text-align: center;"><b><u>Explanation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Definition of Phenomenon</b></li> <li>• <b>Sequenced Explanation</b></li> <li>• <b>Components/ Parts</b> Description of parts</li> <li>• <b>Operations</b> How it works... Why it works... Cause and effect</li> <li>• <b>Applications</b> When and where it works or is applied Interesting comments, special features Evaluation</li> </ul>	<p style="text-align: center;"><b><u>Persuasive</u></b></p> <ul style="list-style-type: none"> <li>• <b>Thesis</b> What position is to be taken? What background information is needed? What general line will follow?</li> <li>• <b>Assertions/ Arguments</b> What points are important to support the stated position? What evidence and examples will strengthen the case?</li> <li>• <b>Summary/Conclusion</b> How can the points be reiterated to evaluate and concisely re-define the position taken?</li> </ul>
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Each writing form is designed with a specific framework that teachers can use in their direct teaching with many opportunities for guided practice prior to student's independent writing. Rigby Literacy and Literacy by Design believe in providing many opportunities for investigation, discovery, problem- solving and making connections.

A writing portfolio is begun in kindergarten with specific writing examples that demonstrate each student's writing ability and progress. This portfolio continues with each student through the elementary grades and then one sample writing form is sent to the middle school for continuity.

## **Spelling Instruction**

Spelling is incorporated into the balanced literacy philosophy through student's writing and reading. Teachers provide modeling and support for students as they develop spelling skills. Activities and strategies are taught according to the student's level of development and these are provided through whole group instruction and small group instruction. Direct phonics instruction is taught in Rigby Literacy as well as Literacy by Design and our younger students also receive direct phonics and spelling instruction through the Wilson Foundations program that occurs in grades k-3. In Wilson Foundations there is a structured format for our student to use and become familiar with decodable words from each lesson as well as sight words. Content area words and personal words from student's writing are encouraged in a print rich environment, word banks, journals, have-a-go pads, and partner tests. Our students begin in kindergarten with students manipulating sounds and letters, and follow a sequence that provides more responsibility to the student for his/her own spelling.

**Beverly Public Schools  
Rigby Literacy  
Literacy by Design  
Wonder Writers/ LBD Writing**

**Clarification Statement:**

Rigby Literacy and Literacy by Design are two programs that are titled “comprehensive literacy programs.” These programs provide explicit and systematic instruction in the five elements of reading along with the elements of successful writing. Reading and writing activities are provided in whole class instruction, small group instruction and independent formats. The program is designed to provide concrete strategies and resources that will help students excel at all different levels.

**Expectation:**

The Beverly School System has adopted Rigby Literacy and Literacy by Design to meet the needs of all students. The programs are designed to provide teachers with the necessary tools and support to achieve individual student success as readers and writers. Teachers are expected to implement the programs with integrity.

**Rigby Literacy:**

Within the Rigby Literacy program (grades K-3), children are engaged in authentic writing experiences that provide direct instruction in skills, strategies and process necessary to becoming a successful writer. Teachers are provided with lessons and writing activities that follow a systematic and sequential plan, promoting writing forms, organizational patterns, writing traits and the steps to the writing process.

**Five Step Writing Process**

Prewriting	(Think! Think! Think!)
Drafting	(Let’s Get Started)
Revising	(Making It Better)
Publishing	(I’m an Author)
Assessment	

**Literacy by Design**

Within the Literacy by Design program, children in the fourth and fifth grades follow the same format as Rigby Literacy. Reading and writing are introduced as two components that are intertwined with a literacy foundation. Children are provided with all facets of writing: genre, process, traits, craft, and the conventions of writing. Explicit instruction and daily practice in these aspects of writing are critical components of this comprehensive literacy program. Literacy by Design provides “Mentor texts” that are key reading selections that exemplify the traits of good writing. Mentor texts are used as models for student writing, helping students gain an explicit understanding of the characteristics they need to apply in their own writing.

## **Five Step Writing Process**

- Prewriting (think about the topic, audience & purpose, and gather information)
- Drafting (organize prewriting into sentences - add interesting and supporting details)
- Revising (read and look for ways to make it better--change, delete, move)
- Editing (check for punctuation, grammar, capitalization, spelling) – exchange with a friend
- Publishing (make a neat copy of the writing and share with an audience)

## Assessments by Grade Level

### Assessment Purposes:

- To obtain instructional information in order to provide instruction in the area of language arts
- To monitor student progress periodically to guide instruction
- To diagnose areas of strengths and weaknesses in order to provide optimum instruction
- To monitor student's writing progress and improve instructional practices

### Reading Assessments:

**Brigance K and I Screen 11** is a screening assessment given to all kindergarten students at the beginning of the school year. The screening provides a sampling of the student's development and skills in areas such as language, letter and number readiness, and fine motor skills. The screening is criterion referenced and normed.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** are measures of critical skills that underlie early reading success. These assessments consist of three or four short tasks at each grade level. Teachers are able to locate, monitor, and intervene with at-risk students. These assessments predict how well students performed in areas such as letter naming, phoneme segmentation, non-word fluency and oral reading fluency. It is a norm referenced standardized test.

**Rigby Reads Diagnostic Test** is a standardized diagnostic reading test that is given to third, fourth and fifth grade students at the beginning and the end of the year. This test identifies strengths and weaknesses in areas such as vocabulary, phonics, reading comprehension and auditory and visual discrimination. It helps the classroom teacher to differentiate instruction.

**Rigby Literacy Benchmark Books** are informal reading assessment given by the classroom teachers to determine a student's instructional level in Rigby and other texts. These assessments can be used at any time during the school year to help monitor progress and determine the correct instructional level.

### Additional Assessments:

**Gates MacGinitie Reading Test** is a standardized reading test given by reading specialists as a screening test for additional reading help. Based upon referrals, this test can be given at any time to any grade level student.

**Woodcock Diagnostic Reading Battery** is a standardized test that is specifically used for diagnostic purposes for a team evaluation. It is made up of a series

reading tests such as word identification, word attack, reading comprehension and reading vocabulary and listening comprehension.

**Open Response Grade Level Prompts** are designed and incorporated into the reading programs in grades three, four and five. These prompts are used to encourage students to read more thoroughly and be able to understand the importance and details of the assigned text. These prompts have been included into our programs in order to provide more direct practice and instruction in answering open response questions similar to those used on MCAS.

**MCAS** is a state mandated test given to elementary students to measure growth in reading and writing, as well as other areas. The testing takes place each year in the spring in grades three, four and five.

Assessments by Grade Level:

**Kindergarten**

- Brigance
- DIBELS
- Rigby Benchmark Books

**First Grade**

- DIBELS
- Rigby Benchmark Books

**Second Grade**

- DIBELS
- Rigby Reads Diagnostic Test
- Rigby Benchmark Books

**Third Grade**

- DIBELS
- Rigby Benchmark Books
- MCAS
- Open Response Grade Level Prompt
- Rigby Reads Diagnostic Assessment

**Fourth Grade & Fifth Grade**

- DIBELS
- Literacy by Design Benchmark Books
- MCAS
- Open Response Grade Level Prompt
- Rigby Reads Diagnostic Assessment

## Resources/ References

### Phonemic Awareness Instruction

Phonemic Awareness In Young Children  
Neuhaus Reading Readiness  
University of Texas Center for Reading and Language Arts  
Florida Reading Research  
Texas Reading Initiative  
Massachusetts Department of Education –Teacher Reading Academy  
Florida Center for Reading Research  
Scholastic Teacher.com  
Phonemic Awareness Activities by Wiley Blevins

### Phonics and Word Study

Write Source Handbook  
Phonics from A-Z by Wiley Blevins  
Teaching Phonics and Word Study by Wiley Blevins  
Systematic Sequential Phonics They Use –Patricia Cunningham  
First Steps Reading Resource Book  
First Steps Spelling Resource Book  
Rhymes and Reasons by Michael F. Optiz

### Fluency Instruction

Fluency by Wiley Blevins  
First Steps Reading Resource Book  
First Steps Writing Resource Book  
The Fluent Reader by Timothy V. Rasinski  
Creative Drama for the Classroom Teacher by Ruth Beall Heinig

### Vocabulary Instruction

Bringing Words to Life by Isabel Beck  
Write Source  
First Steps Spelling  
First Steps Reading  
First Steps Writing  
The Multiple Intelligences of Reading and Writing—making words come alive by Armstrong

## Comprehension Instruction

Write Source

Flyleaf Decodable Books

Scholastic Fiction and Non Fiction Books with teaching cards

## Educational Books

- Reading Strategies That Work by Laura Robb
- Strategy Instruction in Action by Harvey and Goudvis
- Guided Reading by Fountas & Pinnell
- Literacy Helping Children Construct Meaning
- Mosaic of Thought by Keene & Zimmerman
- Literature Circles by Harvey Daniels
- Reading With Meaning by Debbie Miller
- On Solid Ground by Sharon Taberski
- Guided Reading: Making It Work by Mary Browning, Schulmann and Carleen de Cruz Payne
- Instruction for All Students (Mass Insight)
- The Reading Teacher Magazine
- Subjects Matter by Daniels and Zimmerman
- I Read But I Don't Get It by Cris Tovani
- Big Brother and the National Reading Curriculum by Richard Allington
- Reading Essentials by Regie Routman
- Improving Comprehension With Think Aloud Strategies by Wilhelm
- Action Strategies For Deepening Comprehension by Wilhelm
- Teaching for Comprehension in Reading K-2 by Pinnell
- Time for Meaning by Bomer
- Flexible Grouping in Reading by Michael Optiz
- Reaching Readers by Michael Optiz
- Differentiated Small-Group Reading Lessons by Margo Southall
- Differentiation in Action by Judith Dodge
- That's a Great Answer! By Nancy N. Boyles
- Teaching Meaning through Kid-Friendly Comprehension Strategy Instruction by Nancy N. Boyles

## ARTICLES AND PUBLICATIONS:

Preventing Reading Difficulties in Young Children

Evaluating the Suitability of Phonological Awareness Programs for Children Who Are At Risk –The Council for Exceptional Children

Catch Them Before They Fall Identification and Assessment to Prevent Reading Failure in Young Children---Joe Torgesen

Beginning Reading Instruction in the United States by Marilyn Jager Adams

## Appendix