

## Acknowledgements

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- Dr. Timothy Rasinski, professor of literacy education, Kent State University
- Dr. Jan Rozelle, executive director, School-University Research Network

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- Lindsey Caccavale, educational consultant
- Amy Colley, Assistant Superintendent for Instruction and Support Services
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## Introduction

During the spring of 2011 the School University Research Network (SURN) conducted an audit of the K-5 reading instructional program in Poquoson City Public Schools (PCPS). The audit was conducted in response to lower than expected performance by students on the Virginia Standards of Learning (SOL) tests in reading. The following recommendations resulted:

**Recommendation 1:** Align the literacy program within and across schools to allow for consistency in teaching and learning.

**Recommendation 2:** Increase the focus on explicit teaching of comprehension strategies within the context of authentic text, rather than in isolation.

**Recommendation 3:** Identify, develop and improve common reading assessment within and across schools to inform instructional decision making.

**Recommendation 4:** Update reading resources, including book rooms in each school with varied, leveled fiction and non-fiction texts for students with varied interest.

**Recommendation 5:** Revise schedules and implement strategies to increase instructional time devoted to literacy development.

**Recommendation 6:** Implement ongoing, comprehensive individually and school-wide professional development that targets teacher and student achievement needs for literacy instruction.

**Recommendation 7:** Foster collaborative practices and a culture of inquiry.

**Recommendation 8:** Provide formative, nonjudgmental feedback to teachers.

PCPS received a Department of Defense Educational Activity (DoDEA) grant in 2011 to fund efforts to create a cohesive balanced literacy model for K-5 instruction. The grant, Reading for All, provides funding for materials, professional development and technology resources to support literacy instruction in PCPS.

## Balanced Literacy

### Poquoson City Public Schools Beliefs

We believe in implementing research based best practices that support a cohesive, multi-dimensional framework for literacy instruction.

We believe in utilizing curriculum, instruction and assessment to anchor and guide literacy development.

We believe in a K-5 continuum of instruction that respects the individual developmental level of each student and that cultivates lifelong readers and writers.

We believe in fostering academic excellence in our students by providing literacy rich environments throughout the school community.

We believe in optimizing student learning through active engagement in authentic literacy activities.

We believe in a developmentally appropriate release of responsibility for learning from teachers to students. A gradual release of responsibility suggests that the cognitive load should shift slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice as a learner (Fisher & Frey, 2008). Another variation of the gradual release model is teacher model, teacher guides student, student guides teacher, students work in cooperative pairs, and individual students practice the new learning (T, T-S, S-T, S-S, S).

### Definition

Balanced literacy is a framework that integrates the elements of reading, writing, and word study, focusing on specific literacy components while also recognizing their interdependence. This framework provides a unified structure which allows teachers flexibility to honor the needs of individual learners.

Balanced literacy is developmental in nature, building upon student prior knowledge, developing literacy strategies which extend across all curricula to foster student independence as learners.

## Responsibilities of Teachers and Students in Literate Environments

In a literate environment:

- ✓ A variety of print and other materials is available
- ✓ Classrooms are flexibly arranged to take advantage of opportunities for interactions between students
- ✓ There is an easy access to reading, writing, listening and speaking
- ✓ Student work is displayed to promote ownership

### **In a literate environment, teachers:**

- ✓ Are involved in the reading/writing process themselves and they share their experiences with their students
- ✓ Review the District's standards and curriculum
- ✓ Design instructional blocks for in-depth study
- ✓ Support, encourage and model application of skills and strategies
- ✓ Support a dialogue that allows for student ownership and collaboration
- ✓ Provide instruction in small group and whole class depending on instructional needs and/or interests
- ✓ Confer with students
- ✓ Assess prior knowledge and help students build connections to new learning
- ✓ Celebrate students' efforts and accomplishments
- ✓ Facilitate an environment in which students are engaged in active and authentic learning experiences to include the use of technology
- ✓ Assess using informal/formal assessments

### **In a literate environment, students:**

- ✓ Make choices and accept responsibility for their own learning
- ✓ Accept responsibility to contribute to a community of learners
- ✓ Share their knowledge and learning
- ✓ Use time in meaningful ways
- ✓ Develop flexible strategies in reading, word study, and writing multiple ways to demonstrate learning
- ✓ Take risks by trying out new ideas, voicing an opinion or response, attempt increasingly complex tasks and use new strategies
- ✓ Demonstrate higher level thinking abilities as they engage in literacy activities
- ✓ Engage in active learning experiences, share responses/products and metacognitive thinking

## Instructional Time

The Balanced Literacy Model for PCPS provides the opportunity for teachers to work with students for sustained and uninterrupted periods of time. Teachers should create an environment for learning so that students are working in reading, writing and word study every day. The amount of time allotted to any given activity and the order in which activities are completed must be flexible for teachers to meet the diverse literacy needs of their students. As developmental hurdles are cleared, the time spent in each area should be adjusted to meet new needs. Timeframes and pacing should reflect the gradual release of responsibility for learning from teacher to students.

Principals will create master schedules that support the following minimum time allocations for balanced literacy instruction in PCPS, and teachers will create lesson plans and instructional activities that reflect all elements of balanced literacy and adhere to the minimum time allocations.

Balanced Literacy Elements	K-1	2-3	4-5
	Minimum Total Time		
<b>Reading</b> <ul style="list-style-type: none"> <li>• Modeled</li> <li>• Guided/Independent</li> </ul>	2.5 hours	2.5 hours	2 hours
<b>Writing</b> <ul style="list-style-type: none"> <li>• Modeled</li> <li>• Shared</li> <li>• Guided/Independent</li> </ul>			
<b>Word Study</b> <ul style="list-style-type: none"> <li>• Word Wall</li> <li>• Word Work</li> </ul>			

## Literacy Resources

The K-5 PCPS Balanced Literacy Curriculum is intended to be taught through a balanced literacy framework for instruction, allowing teachers flexibility to honor the needs of individual learners and enable students to become strategic readers, writers, thinkers, and communicators. The PCPS Balanced Literacy Model and the Virginia Standards of Learning were guiding documents in the development of the PCPS K-5 Balanced Literacy Curriculum. Each grade level curriculum is structured into three sections: Reading, Writing, and Word Study. The following are literacy resources teachers will have access to when planning for classroom instruction:

### **Reading: Modeled/Shared/Guided**

- PCPS Balanced Literacy Curriculum
- Virginia Standards Of Learning Resources
- Benchmark Literacy materials
- Power Tools for Adolescent Literacy, Rozzelle, J. & Scarce, C. (2009).
- Comprehension Connections, McGregor, T. (2007)
- SURN Professional Development Resources
- Each school maintains a bookroom with leveled readers and a professional library with additional appropriate resources
- Additionally, teachers will maintain a classroom library for students to access for independent reading

### **Writing**

- PCPS Balanced Literacy Curriculum
- Virginia Standards Of Learning Resources
- Benchmark Literacy materials
- Zaner Bloser handwriting materials
- Power Tools for Adolescent Literacy, Rozzelle, J. & Scarce, C. (2009).
- Crate Traits (Grades 3-5)
- A Guide to the Writing Workshop, Calkins, L. (2006). Grades 3-5
- Launching the Writing Workshop, Calkins, L. & Martinelli, M. (2006).  
Grades 3-5

### **Word Study**

- PCPS Balanced Literacy Curriculum
- Virginia Standards Of Learning Resources
- Benchmark Literacy materials
- Words Their Way, Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. (2000).

## Reading

Reading is a complex process that requires students to make meaning of text. Through reading instruction, teachers guide students to be able to successfully and independently decode both familiar and unfamiliar words, read fluently, and utilize strategies to bring meaning to text. In order to develop proficient readers, students must be exposed to and engaged in different types of text through modeled, guided, and independent reading.

### Components of Reading

#### Modeled Reading

In a whole group setting, the teacher provides explicit reading instruction through a shared reading experience. The process is purposeful to model specific reading skills and strategies before, during and after reading.

The teacher will...

- Set a purpose for the shared reading experience
- Choose appropriate text for strategy/skill instruction
- Highlight important vocabulary and build background knowledge
- Utilize think aloud while reading

The student will...

- Be able to read and understand text above their reading level
- Actively participate in discussions/reflections before, during, and after shared reading experience
- Share thinking about reading strategies/skills when appropriate

#### Guided Reading

In a small group setting, students have the opportunity to practice reading strategies and skills before, during and after reading. Reading material is on the students' instructional level, but groups are flexible allowing for individual student needs and growth.

The teacher will...

- Set instructional focus
- Listen to student reading (coach as needed)
- Assess using informal/formal assessments (running record, anecdotal notes, rubrics, checklists)
- Elicit student responses

The student will...

- Read (choral, echo, whisper, silent)
- Share responses and metacognitive thinking related to reading

### Independent Reading

The purpose of independent reading is to build stamina and fluency while instilling in students the importance of reading for enjoyment. Students read self-selected text at their independent reading level and/or to satisfy individual interest. Students are accountable for what they have read through teacher monitoring and conferencing and/or through a variety of responses to reading activities.

The teacher will...

- Provide access to a variety of texts and materials
- Monitor student progress
  
- Provide response activities and/or opportunities

The student will...

- Read self-selected texts and material independently
- Respond to their reading (to teacher, to other students, or by writing)
- Increase stamina
  
- Set reading goals

### Read Aloud

It is important to read aloud to students in order to model fluency, expression and metacognitive strategies. Teachers select varied and appropriate read alouds and incorporate them into daily practice. This component is considered informal and supplements daily reading instruction. It is designed to encourage the enjoyment and love of reading.

### **Understanding Skills and Strategies**

Skills are the basic ability to make meaning by identifying key elements of the text. Skills are important but not sufficient in isolation. It is important for readers to interconnect skills and strategies while reading. Examples of this include identifying story elements, main idea and details, fact and opinion, sequencing, cause and effect, etc. within the context of authentic text.

Strategies are complex, interconnected decisions that require high-level thinking. Readers are actively involved with the author and the text to create meaning. By using strategies, readers develop metacognition, which stimulates their ability to understand at a deeper level and form original ideas and interpretations of the text.

### Comprehension Strategies\*\*

Specific strategies can and should be used to increase comprehension. PCPS teachers intertwine comprehension strategies into daily literacy instruction. Students learn to use multiple comprehension strategies together. The following strategies are used to both teach comprehension and improve comprehension.

Making connections	using background knowledge and experiences to bring meaning to text (text-text, text-self, text-world)
Visualizing	creating pictures in the readers' minds using their five senses
Predicting	using clues from the text to think ahead about what might happen
Questioning	generating and reflecting on questions to guide thinking
Drawing Inferences	combining clues from the text with what is known to figure out what the author did explicitly state
Determining Importance	identifying the most essential information and themes in the text
Synthesizing/summarizing	sifting and sorting to find important information and form new interpretations
Clarifying/fix-up	monitoring understanding of text and applying appropriate corrective actions when meaning breaks down (re-reading, chunking words, using context clues)

\*\*Benchmark Literacy materials refer to comprehension skills as comprehension strategies and refer to comprehension strategies as metacognitive strategies. As explained above, The PCPS Balanced Literacy Model and Balanced Literacy Curriculum use the term comprehension strategy to define strategies that require metacognition and the term comprehension skills to define those skills requiring the reader's basic ability to make meaning.

## Writing

Writing is a process by which we communicate thoughts and ideas through the act of putting letters, symbols, numbers, or words on paper or a computer screen. This occurs when there is explicit instruction through modeled, shared, guided, and/or independent writing. Writing is done purposefully and intentionally through students having an opportunity to apply phonetic principles, understand the basics of written communication, learn about the writing process, and celebrate their work. Writing skills develop simultaneously and in support of reading and word study skills. This approach is commonly referred to as writers' workshop.

### Components of Writing

#### Modeled Writing/Mini Lesson

Whole group instruction occurs as the teacher writes, thinks aloud, and provides explicit modeling of the strategies and skills that proficient, thoughtful writers implement to clearly convey their intent.

The teacher will...

- Share teacher writing or mentor text that shows a specific style or type of writing
- Think aloud while writing in front of the class
- Use mini lessons to model steps of the writing process as well as grammar and mechanics

The student will...

- Listen actively
- Responds to the teacher's prompts and questions

#### Shared Writing

Teacher leads whole class or small groups in collaborating while adding onto the teacher model or creating an example that reflects the strategies and skills being taught.

The teacher will...

- Work together with students to compose messages and stories
- Support the process as scribe

The student will...

- Work together with other students to compose messages and stories
- Support the process as scribe

Note: In a writer's workshop approach, modeled writing and shared writing blend seamlessly and may even be interpreted as one instructional event.

### Guided and/or Independent Writing

Teacher conferences and supports small groups or individual students at their instructional level(s) while remainder of class works independently on their writing pieces. Students will have opportunities to celebrate their writing by sharing or displaying.

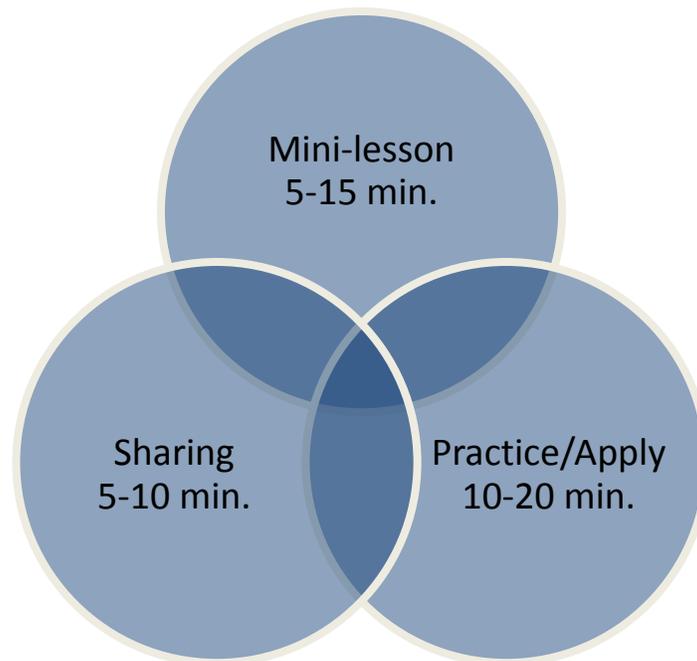
The teacher will...

- Provide opportunities for students to demonstrate effective writing skills or strategies through conferencing and assessing their work
- Support the process as scribe

The student will...

- Make choices and take responsibility for his/her own writing
- Publish and/or share writing

### Writer's Workshop Model



### Production of Writing

Handwriting is taught throughout the grades. Manuscript letter formation is explicitly taught in Kindergarten during word study and is reinforced during writing. In first grade, correct manuscript print is reinforced during writing time. At the mid-point of second grade, cursive handwriting is explicitly taught (3 times a week for approximately 15 minutes). Grades 3, 4, and 5 reinforce cursive handwriting through authentic writing experiences. All handwriting instruction should be applied authentically to the student's daily work and should be

balanced with appropriate uses of technology for writing and productivity. In grades 3 – 5, at a minimum, one writing sample should be constructed on the computer start to finish, and at a minimum, one writing sample should be hand written in cursive.

Foundation of Writing

The writing component of balanced literacy in PCPS is undergirded by the writing domains found in the Virginia Standards of Learning and the six traits of writing.

**SOL Writing Domains**

**Six Trait Correlation**

Composing

- Central Idea
- Elaboration
- Organization
- Unity

Ideas  
Organization

Written Expression

- Vocabulary
- Information
- Voice
- Tone
- Sentence Variety

Voice  
Word Choice  
Sentence Fluency

Usage & Mechanics

- Grammar
- Spelling
- Punctuation
- Capitalization
- Sentence Formation

Conventions

## Word Study

Word study is a systematic, sequential structure for exposing students to grade level word knowledge while also differentiating individual student needs. The explicit instruction of phonemic awareness, phonics, high frequency words, vocabulary and word structure is done purposefully and intentionally through comparing/contrasting, categorizing, and by manipulating letters, sounds, words, and word patterns. Word study is integrated into and supportive of reading and writing.

### Components of Word Study

#### Word Wall

A word wall is a literacy tool composed of an organized (typically in alphabetical order) collection of words which are displayed in large type on a wall. The word wall is designed as an interactive tool for student use during reading and/or writing. In grades K-3 classrooms, the word wall is used for high-frequency and commonly used words, to include student names. In grades 4 and 5 classrooms, the word wall is used for content vocabulary and/or meaning patterns including but not limited to Greek and Latin roots, prefixes, suffixes.

A word wall is part of an explicit instructional program and designed to be flexible, interactive and used in daily literacy activities.

The teacher will...

#### **Teach and Model**

- Introduce new words each week
- Reinforce previous words

#### **Reflect and Close**

- Discuss importance of using this resource during reading and/or writing

The student will...

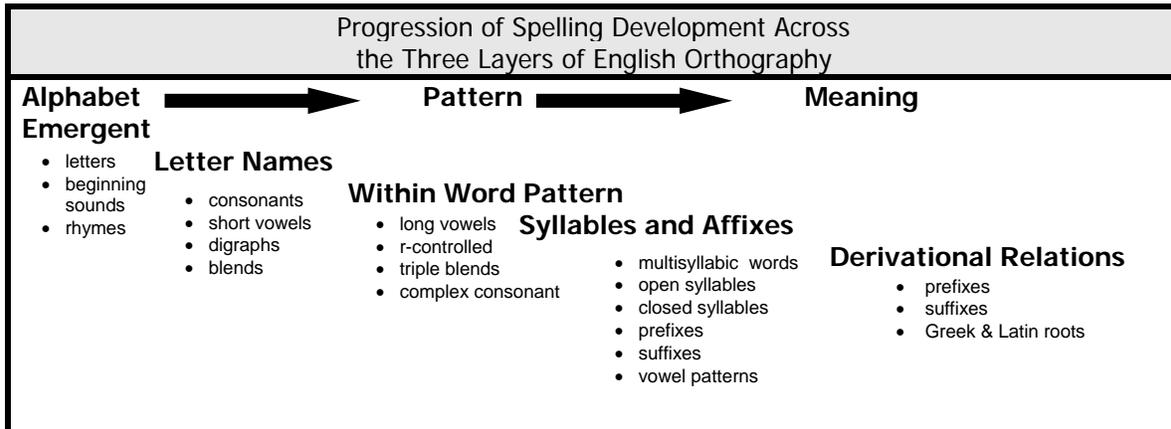
#### **Practice and Apply**

- Practice reading and spelling new words and previous words
- Will be responsible for using the word wall as a resource in his/her reading and writing
- Define words as appropriate

#### Word Work

Word work consists of recognizing, manipulating, sorting and comparing letters, sounds, word patterns and word meanings for reading, writing and spelling. This will be done using a variety of multisensory tasks and using resources such as letter tiles, word sorts, graphic organizers and available technology.

The following is a continuum of spelling development:



Word work is a daily component of word study.

The teacher will...

**Teach and Model**

- Introduce and explicitly teach letters, sounds, word patterns, and word meanings
- Group for instruction based on student's developmental spelling

**Reflect and Close**

- Restate the generalization that explains the letters, sounds, and word patterns

The student will...

**Practice and Apply**

- Manipulate letters, sounds, and word patterns using resources such as letter tiles, word sorts, or graphic organizers
- Write sounds, words, and/or sentences from the lesson
- Define word parts and word meanings

## **Sample Instructional Models**

The following sample instructional models are examples of how to structure time during a balanced literacy instructional block. Inherent in each sample instructional model is a gradual release of responsibility from teacher to student. Sample models and times are formulated with the time allocations detailed in the *Instructional Time* section on page six. Therefore, teachers may have to flex times accordingly to adjust to the demands of the instructional school day. In addition, schedules may be merged to adjust to classroom instructional needs. For example, Instructional Model 1 for reading may combine with Instructional Model 2 for writing. Ultimately, these models are samples, intended to provide a framework and starting point for planning the balanced literacy block. Teachers have the flexibility to create a framework that best meets the instructional needs of their students each year.

## Sample Instructional Model 1: Strategy/Concept/Skill Introduction

The table below represents an example of a daily balanced literacy instructional block when new learning is introduced to students through explicit instruction in the areas of reading, writing and word study.

Balanced Literacy Component	K-1	2-3	4-5
<b>Reading</b>			
Teacher Model	25 minutes	25 minutes	20 minutes
Shared Practice	10 minutes	10 minutes	10 minutes
Cooperative Pairs	10 minutes	10 minutes	10 minutes
Independent Practice	10 minutes	10 minutes	10 minutes
Small Group Re-teaching/ Independent Practice	10 minutes	10 minutes	10 minutes
Formative Assessment	10 minutes	10 minutes	10 minutes
<b>Writing</b>			
Modeled	15 minutes	20 minutes	20 minutes
Shared Writing *	10 minutes	5 minutes	5 minutes
Practice/ Apply	10 minutes	10 minutes	10 minutes
Share	5 minutes	5 minutes	5 minutes
* Shared Writing is not necessarily part of Writer's Workshop, but another time within the instructional reading block when teachers and students collaborate to write text (i.e., morning message). Grades 2-5 may find it most appropriate to add this time into their modeling or practice/apply in the Writer's Workshop model.			
<b>Word Study*</b>			
Word Wall	5-10 minutes	5-10 minutes	5-10 minutes
Word Work	20-30 minutes	15-25 minutes	10-15 minutes
* Reference <i>Weekly Word Study Schedules</i> in the K-5 Balanced Literacy Curriculum			

## Sample Instructional Model 2: Continued Learning

The table below represents an example of a daily balanced literacy instructional block when students are continuing to practice and apply a reading, writing, or word study concept that has been explicitly taught on a previous day.

Balanced Literacy Component	K-1	2-3	4-5
<b>Reading</b>			
Teacher Model/ Shared Practice (Use formative assessment from previous day to re-model new learning)	20 minutes	20 minutes	20 minutes
Guided Reading/ Independent Reading/ Literacy Centers	60 minutes	60 minutes	40 minutes
<b>Writing</b>			
Modeled	10 minutes	10 minutes	10 minutes
Shared Writing *	10 minutes	*	*
Practice/ Apply	15 minutes	25 minutes	30 minutes
Share	5 minutes	5 minutes	5 minutes
* Shared Writing is not necessarily part of Writer's Workshop, but another time within the instructional reading block when teachers and students collaborate to write text (i.e., morning message). Grades 2-5 may find it most appropriate to add this time into their modeling or practice/apply in the Writer's Workshop model.			
<b>Word Study*</b>			
Word Wall	5-10 minutes	5-10 minutes	5-10 minutes
Word Work *	20-30 minutes	15-25 minutes	10-15 minutes
* Reference <i>Weekly Word Study Schedules</i> in the K-5 Balanced Literacy Curriculum			

## Assessment and Monitoring

Formative assessment is embedded within the PCPS Balanced Literacy Curriculum and should be used on a daily basis to guide teacher instructional practice and respond to student learning with differentiation, remediation, and/or enrichment. Below are universal screening measures with established benchmark scores intended to provide targeted student data to assist in determining individual students in need of intervention. Intervention can be provided both in the classroom and outside the classroom in a small-group setting. Students receiving interventions need to be assessed regularly using an aligned AIMS Web progress monitoring tool to determine intervention effectiveness.

	<b>Sight Word Inventory</b>	<b>PALS</b>	<b>DRA</b>	<b>SOL Tests</b>
<b>K</b>	End of Quarter 2* End of Quarter 3* End of Quarter 4*	Fall Mid-Year** EOY	Quarter 4	NA
<b>1</b>	NA	Fall Mid-Year** EOY	Quarter 2 Quarter 4	NA
<b>2</b>	NA	Fall Mid-Year** EOY	Quarter 2 Quarter 4	NA
<b>3</b>	NA	Fall** Spring**	Quarter 2 Quarter 4	Reading Math
<b>4</b>	NA	NA	Quarter 2 Quarter 4	Reading Math Virginia Studies
<b>5</b>	NA	NA	Quarter 2 Quarter 4	Reading Math Science

\*K Sight Word Inventory will consist of words explicitly taught during current and previous quarters.

\*\* PALS mid-year testing is required for students not meeting the fall benchmark in grades K-2; PALS is required in the fall for third grade for students not meeting the spring benchmark in second grade. Additional PALS testing will be done in the spring for third grade students not meeting the fall benchmark.

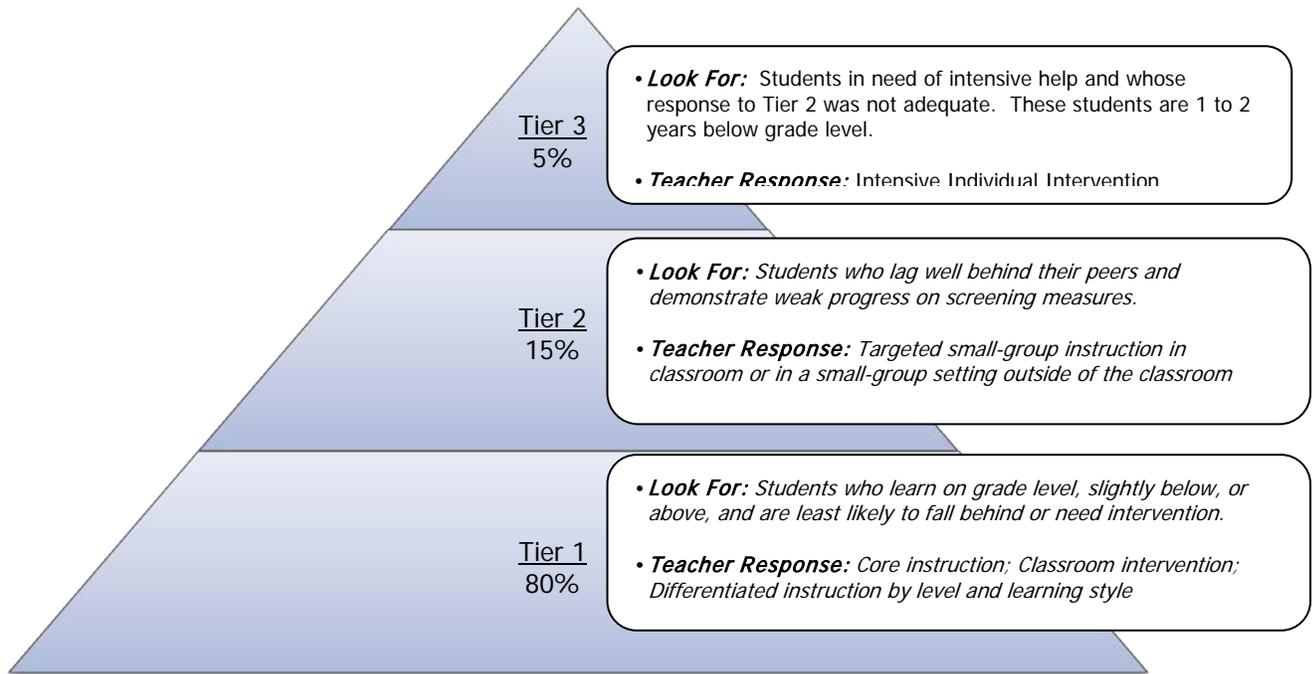
Below are the DRA Independent Reading Benchmarks and ceilings for beginning of year, Quarter 2, and Quarter 4.

Beginning of Year DRA Independent Benchmark Reading Levels					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten					
1 <sup>st</sup> Grade	1	2	3	4	8
2 <sup>nd</sup> Grade	10	12-14	16-18	20	24
3 <sup>rd</sup> Grade	20	24-26	28-30	34	38
4 <sup>th</sup> Grade	34	38	40	50	50
5 <sup>th</sup> Grade	38	40	50	60	60

(Quarter 2) Mid-Year DRA Independent Benchmark Reading Levels					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten					
1 <sup>st</sup> Grade	4	6	8	10	14
2 <sup>nd</sup> Grade	16	18	20-24	28	30
3 <sup>rd</sup> Grade	28	30	34	38	50
4 <sup>th</sup> Grade	34	38	40	50	60
5 <sup>th</sup> Grade	38	40	50	60	70

(Quarter 4) End-of-Year DRA Independent Benchmark Reading Levels					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten	1	2	3	4	8
1 <sup>st</sup> Grade	10	12-14	16-18	20	24
2 <sup>nd</sup> Grade	20	24-26	28-30	34	38
3 <sup>rd</sup> Grade	34	38	40	50	50
4 <sup>th</sup> Grade	38	40	50	60	60
5 <sup>th</sup> Grade	40	50	60	70	70

## Intervention



## Interventions: Table of Corresponding Interventions

<b>Tier 1 Interventions</b>	Benchmark Literacy Resources for Reading, Writing, and Word Study
	Research-based Reading Interventions Menu
	The Pre-Referral Intervention Manual (PRIM)
	Florida Center for Reading Research Materials (FCRR)* <ul style="list-style-type: none"> <li>• <i>K&amp;1: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension</i></li> <li>• <i>2&amp;3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</i></li> <li>• <i>4&amp;5: Advanced Phonics, Fluency, Vocabulary, and Comprehension</i></li> </ul>
<b>Tier 2 Interventions</b>	Fountas & Pinnell Guided Reading with Reading Specialist (K-2)
	Small-group with Reading Specialist (3-5)
	Foundations: Classroom Teacher/ Para educator in a group of 6 or less
	Florida Center for Reading Research Materials (FCRR): Targeted Small-Group* <ul style="list-style-type: none"> <li>• <i>K&amp;1: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension</i></li> <li>• <i>2&amp;3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</i></li> <li>• <i>4&amp;5: Advanced Phonics, Fluency, Vocabulary, and Comprehension</i></li> </ul>
<b>Tier 3 Interventions</b>	Small group with specialist
	1:1 instruction with specialist

\* FCRR Activities in Tier 1 are provided to all students, typically as a literacy center rotation. FCRR Activities in Tier 2 are used in a targeted small-group setting for students presenting difficulty in a specific area of reading.

## Professional Development Timeline and History

<i>Professional Development Date &amp; Participants</i>	<i>Facilitators</i>	<i>Professional Development Description</i>
12/13/2011 & 12/14/2011 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Explicit Teaching of Reading and Comprehension
1/18/2012 PP S& PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Peer observations and coaching sessions; Collaborative planning with administration and literacy leadership team
1/30/2012 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Visible Teaching for Engagement in Comprehension
2/22/12 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Peer observations and coaching sessions; Collaborative planning with administration and literacy leadership team
3/12/2012 & 3/13/2012 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Increasing Thinking and Learning Using Non-Fiction Text
5/3/2012 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Reader's Theatre Implementation; Creating a Culture of Thinking
2012-13 Preservice Week PPS & PES	Principals	Interactive Walkthrough of PCPS Balanced Literacy Model
8/27/2012 PPS & PES	Benchmark Literacy Staff	Benchmark Literacy Management Phonics/Word Study Writer's Workshop
8/30/2012 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Creating a Crosswalk to the Poquoson City Public Schools' Balanced Literacy Model
1/28/2013 PPS & PES	Dr. Jan Rozelle & Dr. Valerie Gregory, <i>SURN</i>	Professional Learning Communities
5/22/2013 Reading Committee	Amy Colley & Lindsey Caccavale, Assistant Superintendent for Instruction; Educational consultant	Revised Balanced Literacy Model: Lesson Planning Template, Assessment, and Intervention
May/ June 2013 PPS & PES (Grade Level Teams and Resource Teachers)	Lindsey Caccavale, Educational consultant	Orientation to the PCPS Balanced Literacy Curriculum Framework
2013-14 Preservice Week PPS & PES	Principals Benchmark Universe Staff	Interactive Walkthrough of PCPS Balanced Literacy Model; webinar training for Benchmark Universe
2013-14 School Year* PPS & PES	Principals, Leadership Teams, Reading Specialists, PLCs Reading: <u>Comprehension Connections</u>	Ongoing professional development on assessment, intervention and instructional practices

**PCPS Balanced Literacy Model**  
Implementation DRAFT – Spring 2014

October 7, 2013 PES October 9 PPS	Barbara Andrews, Benchmark Literacy consultant	Grade level professional development on formal and informal assessments in Benchmark materials, follow up on Benchmark Universe and Q&A
November 2013 – January 2014 PPS & PES	Jan Rozelle & Valerie Gregory, SURN consultants	Optional professional development and growth activity for peer observation and reflection in literacy instruction
January 27, 2014 PPS & PES	Amy Colley, Assistant Superintendent for Instruction, principals and staff	Intervention strategies for the classroom teacher: Intervention defined, strategies explored
June 2, 2014 Reading Committee	Amy Colley, Assistant Superintendent for Instruction	Revised Balanced Literacy Model, planned for 2014-15
June 9, 2014 PES June 10, 2014 PPS	Amy Colley, Assistant Superintendent for Instruction	Provided copies of revised Balanced Literacy Model, overview of implementation and focus for 2014-15

\*Both PPS and PES teachers participated in site-based professional development throughout the implementation years, based on need and to include: Comprehension strategies, leveling books, phonological awareness, running records, using data to inform instruction, managing the literacy block, writing, word walls, word study, iPad applications and utility, other technology to support literacy instruction, planning, implementation and intervention.

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10. conscientious / conscious. Most people are of the need to protect the environment. workers should be rewarded for their hard work.  
11. continual / continuous. A trade embargo has badly affected the economic infrastructure. The computer has given us problems ever since we installed it.  
12. control / inspect. Environmental health officers regularly kitchens and other food preparation areas. The city of Quito near the equator. The manager made it clear he intended to down some strict rules.  
22. look at / watch. We must the situation in Lugumba carefully, and be prepared to act if violence flares again. We need to the problem carefully and decide if there is anything we can do about it.  
23. permission / permit. I'm afraid we can't photography in here. Read the text and decide which answer (A, B, C or D) best completes each. collocation or fixed phase. A report on the notorious Fiveways School, visited recently by government. school. On the day of their visit, our reporters learned that one disruptive pupil. had been given a 3-week (6). for punching a teacher in the face. Our. reporters saw pupils virtually (7). We are very pleased with Susan's effort - she. herself very well. to the task in hand. Incidentally, the comment I have just made to Smith. equally. Thank you again for inviting me to the Conference, it was a wonderful experience. The level and diversity of discussion were outstanding. You have just the right mix of subjects, people and time. I think the Conference was a success and I wish to congratulate you and your colleagues at the Center for Energy and Security Studies. Jianqun TENG Director, Center for Arms Control and International Security Studies, China. Thanks a lot for your invitation to such a wonderful Conference in Moscow. We have benefited a lot from this event. Heather WILLIAMS Ph.D. Candidate, Department of War Studies, King's College London, United States/ United Kingdom.