In answer to the call for a new Literacy Plan, we are offering a Best Practices Framework that includes Literacy as a key component.

Audience: Teachers and Admin and Coaches

Leadership Development

- Principals as instructional leaders
- Teachers as leaders

Collaboration in Professional Learning Communities

- Cross-discipline
- Includes specialists and administrators proactively
- Use of protocols
- Data-centered
- Student-centered
- Instructional deprivatization

Standards-Based Education

Standards

- Core is standards
- Core for all, with scaffolding
- Standards drive Curriculum, Instruction, and Assessment
- Standards-driven planning follows a natural learning progression
- Standards expressed in Content & Language Objectives
- Literacy is for all subject areas

Curriculum: *resources used to teach standards*

- Tied to Standards
- Authentic Literacy
- Native Language Literacy
- Follows Text Distribution guidelines

Grade	Literary	Informational
up to 4	50%	50%
5-8	45%	55%
9-12	30%	70%

- Follows Writing Mode Distribution guidelines

Grade	To Persuade (Persuasive)	To Explain (Expository)	To Convey Experience (Narrative)
up to 4	30%	35%	35%
5-8	35%	35%	30%
9-12	40%	40%	20%

- Addresses Text Complexity
  - o Quantitative (lexile)
  - o Qualitative (levels of meaning, purpose, structure, language & clarity, knowledge/thematic demands, connection to standards)
  - o Reader & Task (cognitive abilities, motivation and engagement/relevance, prior knowledge/experience)

Instruction

- **Connected to students and standards**
- Clarify intent, purpose, and desired outcomes
- Authentic Student Engagement
- Promotes positive classroom environment and culture?
- Bilingualism, Biliteracy, and Biculturalism are assets
- Reteach, Reassess, Reflect cycle
- Integrates Literacy—**Reading, Writing, Speaking, and Listening**
    - Reading, Writing, Speaking, and Listening are intentionally linked and not taught in isolation
    - Content Literacy across all subjects
    - FIELD
    - Language Scaffolding
    - Oral Practice
        - Frequent
        - Scaffolding
- Incorporates Academic Behaviors
    - Critical and Creative Thinking
    - Mathematical Practices
    - Webb's Depth of Knowledge
    - Bloom's Hierarchy
    - Costa's Levels of Inquiry
    - *Habits of Mind*
    - Dagget's Rigor and Relevance Framework
- Flexible, Intentional Grouping (Dynamic)
    - Tied to purpose
    - Homogenous or heterogeneous
    - Interest-area
    - Multiple intelligences—strength or weakness based
    - Learning styles—strength or weakness based
    - Grouping should change frequently (e.g. every two weeks)
    - Students requiring most scaffolding work with most-qualified professional
- ELL/Monitor
    - Teacher is knowledgeable of student Language Proficiency Level
    - Collaborate between teacher and Bilingual Coach/ELL Specialist
- Gifted
    - Homogenous grouping **or** Cluster grouping
    - Differentiation
        - *New learning every day, at the appropriate rate and level.*
        - Different, not more.
        - Not tutors
    - Self-advocacy in the primary years
    - Practice with safe failure
- Special Education
    - Knowledge of IEP goals
    - Focus on strengths
    - Planned, effective use of Paraprofessionals

Assessment

- **Tied to Standards**
- Student Involvement
    - Rubrics First
    - Reflective Learning/Evaluation
    - Peer Review
- Language Proficiency Level (Languages of Instruction and Native Languages)

- Receptive Language Proficiency
  - Listening: ELPA, WM,
  - Reading: ELPA, OAKS, DRA, EDL, running record, Fountas &Pinnell, Sistema de evaluacion de la lectura, Rigby, easyCBM (PRF and MCRC), ORF, SRI (Scholastic Reading Inventory, lexile), MAZE probes
  - Vocabulary: easyCBM
- Expressive Language Proficiency
  - Speaking: ORF-Prosidy,
  - Writing: Writing samples
  - Vocabulary
- Includes Formative Assessments
  - Formal or Informal
  - Common Formative
  - Interim
  - Screeners
  - Diagnostic
  - Benchmarking
- Includes Summative Assessments
  - End of standards-based unit
  - Portfolio
  - Common Summative
  - State/National