

Guidelines for Elementary Literacy Instruction

Goal: All students are reading at grade-level or above by the end of third grade.¹

Task: Form a Committee to research and review evidence-based instructional delivery models in Reading during the 2017-2018 school year, publishing guiding principles of evidence-based instructional delivery models in Reading.

Quality Literacy Instruction....

- Is founded on scientifically-based reading research (SBRR) and includes the following five key components:
 - Comprehension
 - Vocabulary
 - Fluency
 - Phonics
 - Phonemic Awareness
- Means that the key components of literacy are explicitly and systematically taught; and are taught in teacher-directed small groups.
- Includes a positive school-home partnership which supports reading achievement.
- Builds upon the implementation of Consortium of Reading Excellence (“CORE”) and has been taught and embedded in the district.
- Systematic and explicit structured phonics instruction (refer to [Chariho’s Phonics Scope and Sequence](#)) for students to master foundational skills.
- Incorporates read-aloud, shared reading paired with discussions, and close reading skills, to build students’ knowledge, vocabulary, and higher level of reading comprehension using texts of grade-level complexity and beyond (read-aloud).
- Is most effective for improving vocabulary and reading comprehension when word-meanings are pre-taught and specific to the text.
- Encompasses the teaching of writing in response to text to raise students’ word reading, fluency, and comprehension skills.
- Is driven by the use of screening and diagnostic data used to group students for instruction, monitor their progress, and solve instructional dilemmas.
- Is best delivered when students are flexibly grouped homogeneously and then reassessed and regrouped as they meet those learning objectives.
- Is enhanced when students are grouped heterogeneously across other content areas to support all components of literacy.
- Provides for early intervention in Grade K &1 to make a measurable impact.

- Provides additional instructional time for students in need of Tier II and Tier III literacy interventions.
- Includes scheduled time for the Literacy Team to collaborate in order to provide targeted and consistent service delivery.

¹ The study, [“Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation.”](#) found that students who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers. About 16% of children who are not reading proficiently by the end of third grade do not graduate from high school on time at a rate four times greater than that for proficient readers.

Elementary Literacy Committee Members:

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Recommendation:

Based on the following:

- The *Guidelines for Elementary Literacy Instruction* above,
- Lack of evidence-based research on grouping students homogeneously across a grade level vs. grouping students homogeneously within a classroom for Tiered Reading instruction, and
- The district’s successful multi-year positive results in Reading;

Tiered Reading across the grade levels should continue. However, Principals have the autonomy to organize their reading instructional model based on the performance data of a particular grade level, as well as input from that grade-level Literacy Team, as long as the guidelines above are followed.

Resources:

- [CORE's Teaching Reading Sourcebook, 2nd Edition Updated](#)
- [Assessing Reading: Multiple Measures, 2nd Edition](#)
- [CORE Phonics Survey](#)
- [Fountas and Pinnell Running Record Kit](#)
- [Qualitative Spelling Inventory](#)
- [Chariho's Phonics Scope and Sequence](#)
- <https://www.unbounded.org/>
- [RIDE Comprehensive Literacy Plan](#)
- [Delaware Writing Rubrics](#)
- *Beck, Isabel L., Margaret G. McKeown, and Linda Kucan, **Bringing Words to Life; Robust Vocabulary Instruction.** 2nd ed., The Guilford Press, 2013.*
- [STAR Reading Resources](#)
- [Chariho Endorsed Software List](#)