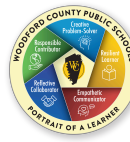




**WOODFORD COUNTY PUBLIC SCHOOLS**



## Instructional Vision for English Language Arts

### *Foundational Beliefs*

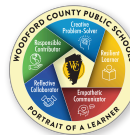
- Effective literacy instruction is grounded in exposing students, at all levels, to grade level appropriate texts and using standards to guide instruction.
- We believe that Scarborough's "Reading Rope" illustrates how strong foundational skills in both language comprehension and word recognition must be tightly woven together to develop skilled, proficient readers.
- We believe that the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—are essential, interconnected foundations that empower learners to become confident, skilled, and lifelong readers.
- We believe that background knowledge is a critical component of reading comprehension, as it provides the context and connections necessary for readers to make meaning, think critically, and engage deeply with a variety of texts.
- To progress through complex texts, students need timely feedback from skilled readers, ensuring they meet grade-level standards for comprehension, analysis, and fluency.
- Many programs and materials support literacy, but no single resource can fully meet students' diverse learning needs. Only trained educators can design comprehensive literacy instruction that integrates all essential components and adapts to individual learners.

### *Priorities for Curriculum Design*

- The multi-dimensional nature of literacy, as outlined in the Kentucky Academic Standards, emphasizes the integration of reading, writing, speaking, and listening, encouraging students to engage with texts and ideas from multiple perspectives and to apply their learning across various contexts and disciplines.
- Grade-level texts are essential for students to engage with in order to interpret meaning through the lens of academic standards, develop critical thinking skills, and effectively express their understanding through writing.
- Inquiry and literacy go hand in hand, as strong literacy skills empower students to ask meaningful questions, analyze information critically, and construct knowledge through reading, writing, and discussion.
- There should be a variety of writing types; however, writing is not just about expressing ideas; it is a process for asking questions, exploring perspectives, and developing deeper understanding.



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### *Priorities for Tier 1 (Core) Instruction*

- Effective Tier 1 instruction, grounded in Scarborough's "Reading Rope," combines language comprehension and word recognition, focusing on the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—to create proficient, lifelong readers.
- Literacy practices promote deeper learning by engaging students in meaningful tasks with grade-level texts that build critical thinking and understanding, leading to higher levels of depth of knowledge and fostering independent, lifelong learning.
- Woodford County literacy practices align with Kentucky Academic Standards, ensuring all students engage with grade-level texts, develop essential skills, and meet learning expectations across disciplines.
- Vocabulary development is crucial for knowledge building, helping students make connections, deepen understanding, and engage with grade-level texts and ideas.
- Engagement with literacy motivates students to interact with grade-level texts, develop critical thinking skills, and foster a lasting interest in reading and writing across subjects.
- Schools must allocate dedicated time for high-quality literacy instruction, using a variety of structures and frameworks to help all students reach their highest potential.
- Effective collaboration, monitoring, and data-driven adjustments require schools to define, communicate, and track both tight and loose literacy structures.

### *Priorities for Assessment*

- Schools should have a comprehensive assessment system that allows for assessment and monitoring of foundational reading skills as well as comprehension reading skills.
- Kentucky academic standards guide literacy instruction by setting clear targets for student achievement, while assessment progress helps track whether students are meeting these standards and informs necessary instructional adjustments.
- Assessment of comprehension focuses on students' ability to analyze, synthesize, and apply information from complex texts, providing valuable data to inform instructional decisions and support the development of critical thinking and deep understanding.
- Multiple assessment methods, tied to essential standards, guide data-informed decisions in literacy instruction, helping educators identify needs, monitor progress, and adjust strategies to support student success.
- We must facilitate growth and measure this growth systematically in all components of literacy.



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- At all K-12 levels, writing assessments measure students' ability to organize ideas, communicate clearly, and apply language conventions, guiding instruction and supporting skill development across genres.
- Once data has been discussed and interpreted, teachers should provide interventions and enrichment surrounding specific skills.