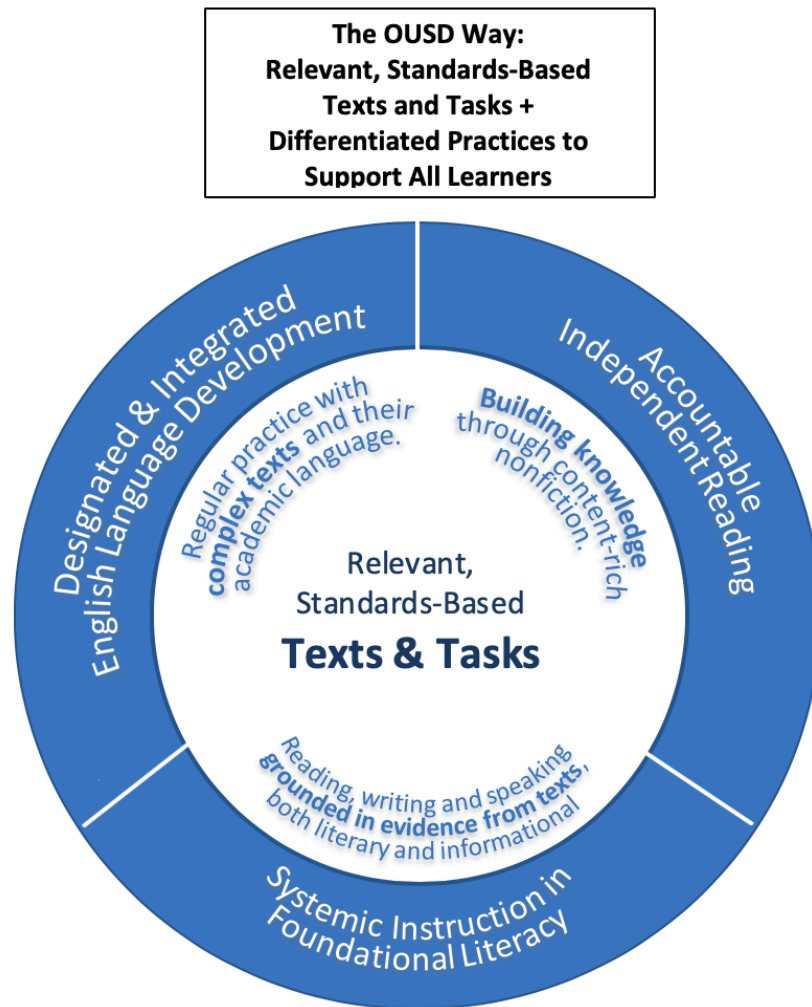


## “The OUSD Way” Our Comprehensive Approach to Common Core Literacy



### ***At the Core: Relevant, Standards-based Texts and Tasks***

The [tasks](#) that students do every day are the best predictors of the knowledge, skills and dispositions they will develop over time. That is why students in every grade must consistently engage with complex texts--reading for purpose, building knowledge of academic language and content, and writing and speaking grounded in evidence from the text (see [Common Core Key Shifts in ELA](#)). This evidence-based reading, writing and discussion is important for all students and critical for English Language Learners and Academic Language Learners (ELLs and ALLs) to develop the literacy they will need for college, career and community life. To plan and assess language arts and content-based literacy lessons, we ask three essential questions:

1. Is the lesson focused on a high quality text/s (at/above the complexity level for the grade)?
2. Do the tasks and questions address analytical thinking required by grade-level standards?
3. Are all students provided opportunities to engage in the work of the lesson? (see [Instructional Practice Guide](#)).

Utilizing a quality curriculum is the most effective method to ensure standards-aligned texts and tasks, but teachers must bring the content to life, drawing connections to students' lives and to community and career application. This is our collective commitment--relevant and rigorous tasks for every student, every day!

**“The OUSD Way”**  
**Our Comprehensive Approach to Common Core Literacy**

***Differentiated Practices to Support All Learners***

<p style="text-align: center;"><i>Systematic Instruction in Foundational Literacy</i></p>	<p style="text-align: center;"><b>English Language Development: Integrated <u>and</u> Designated ELD</b></p>	<p style="text-align: center;"><i>Accountable Independent Reading</i></p>
<p><i>Explicit, systematic instruction in foundational literacy skills*</i> is required for most students to crack the alphabetic code and become fluent readers (see <a href="#">Foundational Reading Standards</a>). These skills should be taught sequentially (e.g., blending spoken sounds into words precedes fluent decoding) until they are mastered by each student. We provide additional time, frequent assessment, and differentiated instruction to ensure students meet critical K-2 benchmarks.</p> <p>In grades 3-12, students with foundational skill gaps must receive targeted interventions to become fluent readers. The Reading Inventory should be used to screen students for further diagnostic assessments of foundational skills (e.g., <a href="#">BPST</a> or SIPPS Inventory).</p> <p>*Concepts of print, phonological awareness, phonics and word recognition, fluency</p>	<p>According to the ELA/ELD California state framework, “English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.” (p. 119)</p> <p>Integrated ELD is the practice of intentionally teaching language <u>all day long</u> in every content area. Increasing student talk, providing graphic organizers and academic vocabulary are common practices. Making meaning of complex text also supports students in developing complex language.</p> <p>Designated ELD is a protected time to provide focused language development that attends to a student's proficiency level. Designated ELD should be directly connected to core instruction, thereby making the language learning and application more meaningful. The shift is toward “interacting in meaningful ways,” and away from isolated grammar practice.</p> <p>For more guidance and resources, visit the ELLMA website at <a href="https://ousd.org/ellma">ousd.org/ellma</a>.</p>	<p><i>Engagement in accountable, independent Reading (AIR)</i> is a key daily practice for all students. The primary goals of independent reading are to build a love of reading while developing students’ efficiency, stamina and comprehension.</p> <p>AIR is a highly structured and purposeful reading time in which students independently apply the strategies they’ve learned.. Prior to reading, students are given questions and prompts that they are responsible for responding to orally and/or in writing. The purpose is for students to actively make meaning of and respond to what they have read. AIR is a time for students to practice habits and strategies that build their capacity as skilled readers.</p> <p>In preparation for AIR time, teachers attend to student needs by ensuring that selected texts are accessible, engaging, culturally relevant, and of the appropriate length and complexity as students develop as accountable and independent readers.</p> <p>In addition, AIR provides opportunities to build fluency, vocabulary, and love of reading.</p>

Tell us what you think. [Share here](#).