



Boyer City Public Schools

Literacy Framework

Essentials Component & Characteristic

Tier I: Foundational Skills Instruction

Students receive targeted, explicit instruction that matches their instructional level and their grade level skills in each of the essential areas listed below. We will use whole group practices to provide differentiated instruction as needed within the classroom environment.

Phonological Awareness/Phonics: systematic - skills are scaffolded and built on prior skills; consistent & common assessments

Decoding: taught together with encoding, integrated with vocabulary

Encoding: using letter/sound knowledge to write; spelling - word study with phonics and vocabulary integrated

Grammar: parts of speech, punctuation, capitalization

Tier I: Engaged Reading (SHARED/Interactive Reading)

(will integrate Science/Social Studies)

Students will engage in shared reading and interactive read-alouds, using texts chosen to explicitly model and teach the following literacy practices.

Shared Reading (fiction/non-fiction)- Choral/Echo Reading of grade level text to build **fluency**.

Model Interactive Read Aloud (fiction/non-fiction)- the reading of above grade-level texts to focus on **vocabulary** (including morphology in 3rd-5th grades) and comprehension. Higher-order discussion to develop print concepts, text features, and story elements.

These texts are designed to model and support comprehension by engaging kids in conversation and discussion in support of identified standards and strategies.

Tier I: Writing (and spelling, handwriting, conventions)

(will be connected to Science/Social Studies themes)

All grade level students need experience and instruction in narrative, informational and persuasive/argumentative/opinion writing, etc.

Modeling- Mini-lessons to support grade level skills using mentor texts or interactive writing (K-1)

Writing Process- Brainstorming, drafting, editing/revising, publishing

Semantics- Sentence, paragraph structure

Handwriting- Handwriting Without Tears (PK-K)

Teachers should pull students for small differentiated groups or individual conferences around areas of identified instructional need as well as create ability and routines for students to use rubrics to conference and give feedback to each other.

Tier I: Small Group Differentiated Reading Instruction

DAILY: Students should be placed in groups of ideally no more than 4-8 students based upon common Benchmark assessment and ongoing common formative assessment. Areas of focus should guide assessment, regrouping, and targeted instructional focus. These groups may be more focused on fluency and comprehension (once one-syllable phonics skills have been mastered) or more explicitly focused on foundational skills. Each session should include focused practice on:

- foundational skills and/or strategy instruction
- reading of connected text leveled for reading ability and chosen to support skill practice
- short writing is recommended (to help consolidate - encoding-phonics skill practiced or with older students an assignment to "write in response to reading" as in a guided reading model).

Teachers may meet less frequently with students at/above grade level targets than those below. A progress monitoring process will be required for each class/grade.

Independent Reading should allow students to read "independently". Routines should be established in the first 4-6 weeks of the school year with the expectations revisited throughout the year.

- Instructional and coaching in how to select texts
- Instructional and coaching in employing productive strategies during reading
- Feedback on children's reading
- Post-reading response activities, including text discussion

Learning Centers should allow students to work "independently" (could be in small groups) to free teachers up to do small group differentiated reading. These are intended to be aligned and meaningful. Routines should be established during the first 4-6 weeks of school to create the conditions to successful implementation of teacher facilitated small groups by mid-October.

Intervention (Tier II & Tier III)

This is IN ADDITION to small group reading time and is determined by the results of various assessments. This instruction is coordinated with reading teachers/classroom instruction to ensure coherent instructional planning in areas of need. Tier II occurs as part of classroom instruction/teaching. Tier III involves external support. Students should be placed in groups of ideally no more than 2-6 students.