| **Components** | **Goal/Vision**  **Students will…** | **Pre- and Post-Tests** | **Strategies** | **Interventions** | **Benchmark** | **Responsible Staff** | **What Principals Should See in the Classroom** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading/Listening** | | | | | | | |
| **Reading (Grade) Level** | Read within two years of their grade | * DRP (grades 6-9) * Practice ACT Reading Assessment (10-11) * Leveled reading passages * District reading assessment | * Repeated and/or wide reading at grade-appropriate levels * Guided Highlighted Reading using ACT and NC passages | Program Examples   * Read 180 * Corrective Reading * Academic Literacy Course | * DRP: Reading within two years of their grade * Practice ACT: 80% correct | Administrator, literacy coach, or trained teacher | Students independently reading many kinds of text |
| **Reading Fluency** | Read fluently | * Multidimensional Fluency Scale * NAEP Oral Reading Scale * Accuracy/Rate CBM/ORF (oral reading) * CBM/SRF (silent reading) | * Guided Highlighted Reading to increase the pace of reading * Choral reading * Readers’ Theater * Repeated Reading | Repeated readings for juncture and phrasing | >8 on Multidimensional Fluency Scale  100 – 160 WCPM  To match student’s grade level | All staff | Charts that reflect  Individual student growth; kept by students  Students reading independently |
| **Close and Critical Reading or Listening for Comprehension** | Comprehend complex text. | * Answer Question # 1: What does the text say? * Read/Listen to text and write a summary with evidence or answer multiple choice questions. | * Guided Highlighted Reading for Summary and/or multiple choice questions * Talking to the text/ annotations/marginalia | Whole-class or small-group brainstorming of words or ideas that would be essential to the summary  Differentiate using leveled texts | * A score of at least 3 on the Summary with Evidence Rubric * At least 80% correct on multiple choice questions | ELA and content area teachers | Discussions that lead to summary  Teachers prompting students to highlight text for summary |
| **Close and Critical Reading** | Read/analyze multiple texts for craft and meaning; identifying theme, principles, concepts, theories, or big ideas | Write responses to meet rubrics for CCR Questions # 2 through # 4:  How does the author say it? What does the text mean? What does it mean to me? | * Guided Highlighted reading for author’s craft * Mining for craft chart * Levels of Meaning -Extraction chart for identifying salient points from facts to theory * Identify common theme across texts | Students work collaboratively to generate responses.  Differentiate using leveled texts | A rubric score of at least 3 on responses to questions 2-4 | Informational Text - Rotate among all staff who use informational text or teach content | Craft charts and salient point charts available and on walls Discussion about authors’ craft, perspective, and genre |
| **Profundity for Reading Fiction** | Read fiction and determine the themes/principles/big ideas. | Respond to the scales of profundity with a piece of fiction scored using the profundity scales. | Written or oral response to each plane of the profundity scale. | Students work collaboratively to generate responses to each plane of the scale | Internalized profundity applied seamlessly | ELA teachers | Literature discussion focusing on character that leads to theme and life lessons |
| **Read Informational Text for Argument** | Recognize argument in text | Analyze text written as argument to identify the parts of an argument: claim, evidence, counterclaim, and rebuttal | Inquiry and/or GHR to identify and compare Toulmin’s elements of argument: claim, evidence, counterclaim, and rebuttal  Graphic organizers | Differentiate using leveled argument texts | MS: Correctly identify claim and evidence.  HS: Correctly identify claim, evidence, counterclaim, and rebuttal. | All teachers using informational text and literary non-fiction | Students using the Stephen Toulmin's elements of argument in discussion |
| **Writing/ Speaking** | | | | | | | |
| **Modes of Discourse** | Compose written and spoken narrative, informative/explanatory, and argumentative text. | All-school writing to prompts or performance tasks. Score with SBAC and MEAP/MME rubrics | * Shift focus from narrative; increase informative/ explanatory, and argument. * Mini lessons on Smarter Balanced rubric traits, text structure, and formal style (CCSS Appendix C Student writing samples) * Text structure charts * Text structure card game * Use mentor texts as models for student writing * Analyze and discuss traits of mentor texts * Go Edit Card Game * Revision Rummy | * “They Say, I Say” templates * Graphic organizer for structure * Text structure card game | Students score at least a 3 on the Smarter Balanced rubrics for argument and informative/explanatory writing | ELA and content- area teachers | Students’ access to rubrics for each mode of discourse,  exemplary writing pieces, and Toulmin’s elements of an argument |
| **Writing Fluency** | Write continuously for five minutes. | Choice or prompted writing for five minutes. Students count and record the number of words written. | * Writing Tracker * Quick writes * Prompted writes * Turn and talk in preparation for writing. * Text structure card game * Brainstorm domain-specific words | * Brainstorm verbs and nouns * Mnemonics (ex: parts on your fingers) | MS: 100–125 words per 5 minutes  HS: 125-150 words  per 5 minutes  Students score at least a 3 on the Smarter Balanced rubric for brief writing | Rotate among mathematics, science, social studies | Writing tracker folders with pieces of writing and tracker chart  Students writing during content-area class time |
| **Persuasive Writing** | Create a persuasive essay on demand. | ACT prompt/rubric  Practice ACT Assessment  Electronic version on MeL.org  Student ACT writing exemplars | * Pro-Con research, discussion, and debates * Analyze and discuss methods used in effective persuasive texts. * Mini-lessons on ACT rubric traits, text structure, and formal style * Persuasive writing prompts * Steps for revising ACT writing to score of 5 or 6 | * Provide students with research on opposing viewpoints. * Graphic organizers for structure | ACT Standards  rubric scored, revised to a 5 or 6 | ELA high school teachers | The ACT rubrics and sample persuasive essays  Essays from the previous year’s 11th grade students  Students writing/revising |
| **Handwriting** | Write legibly and fluently | Students copy a passage for 1.5 minutes. Score with grade level/gender chart and legibility rubric. | ---- | * Training on proper holding of pencil (ex: hold cotton ball with ring finger and pinky) * Practice copying text | * Letters per minute: Students score at level consistent with grade level and gender * Score at least 4 on rubric for legibility | All teachers | Legible student writing |
| **Oral Language** | Speak in complete sentences with proper pronunciation and prosody. | Middle School: Recite the Pledge of Allegiance  High School: Gettysburg Address  Score with rubric | Students select 2-3 sentences from text and read out loud to small groups to enhance listeners’ understanding of the content.  Readers’ Theater  Choral reading  Repeated readings  Poetry Recitation | More practice with Readers’ Theater, choral reading, repeated readings, and recitation of poetry. | Recite with complete, coherent sentences | All teachers | Students speak in an articulate manner |
| **Word Study** | | | | | | | |
| **Vocabulary** | Acquire general academic vocabulary knowledge, particularly words found on the Smarter Balanced grade level vocabulary list | Pre and post with a cloze procedure on selected words  Pre-Assessment : Vocabulary self-awareness  chart  Post assessment : Jim Burke Vocabulary Squares | * GHR for Vocabulary * Marzano’s 6 Steps * Vocabulary Squares * Frayer Concept Attainment Model * Linear Arrays * Vocabulary Trees * Vocabulary Notebook * Word sorts * Word Lists (SBAC, academic and domain-specific) | Struggling students should be given more opportunities for speaking, writing, and using the words through activities listed under strategies. | 100% of Grade and content- appropriate academic vocabulary words from Smarter Balanced grade level vocabulary list | All teachers | Self-awareness chart, data chart, word walls, evidence of vocabulary activities |
| **Spelling** | Understand how words are constructed | *Words their Way* Upper level spelling inventory  Feature guides | * Word study activities * Syllables, affixes and   derivational relations   * Students analyze their spelling assessment using the feature analysis chart. They document areas of need. | Activities to support students’ stage through derivational relations stage (ex: word sorts, separating root words, prefixes, suffixes, etc.) | Spelling skills up through derivational relations stage | ELA Teachers | Appropriate word study activities |
| **Grammar and Word Usage** | | | | | | | |
| **Grammar of the ACT and ELA Common Core Standards** | Use correct grammar and word usage in the context of text at the appropriate grade level | Identify and correct 15 errors of grammar and word usage (ACT English Test Preparation from Dakota State University) or  ACT mock assessment for grammar and word usage.  Grammar assessments from MISD HS Literature Units | * Guided Highlighted Reading for grammar errors and word usage * Mini-Lessons (10 min.) based on student need * Peer editing practice * Mock assessments with explanations of choice * Use diagnostic tests for continued progress monitoring | Use diagnostic tests for continued progress monitoring  Correction and explanations of grammar and word usage – limit to 2-3 daily  One-to-one teacher student conferences  Additional mini-lessons based on student need | Students score at least 80% on assessment | English teachers and/or literacy coaches | Guided Highlighted Reading activities for grammar errors and word usage  Students collaborating to identify grammar errors and make corrections  Short grammar mini-lessons |