

Laconia School District Reading Non-Negotiables Implementation Guide

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Laconia School District
Version 1.0

Overview

The Laconia School District curriculum is grounded in literacy across all disciplines and grade levels. The Reading Non-Negotiables, which are based on the reading “Key Ideas and Details” Common Core State Standards, are foundational in students thinking critically, accessing knowledge, and integrating ideas. According to Harvey and Goudvis in *Strategies That Work* (2007), “(W)riting about reading can inform and deepen understanding.”

According to the English Language Arts Common Standards for Reading:

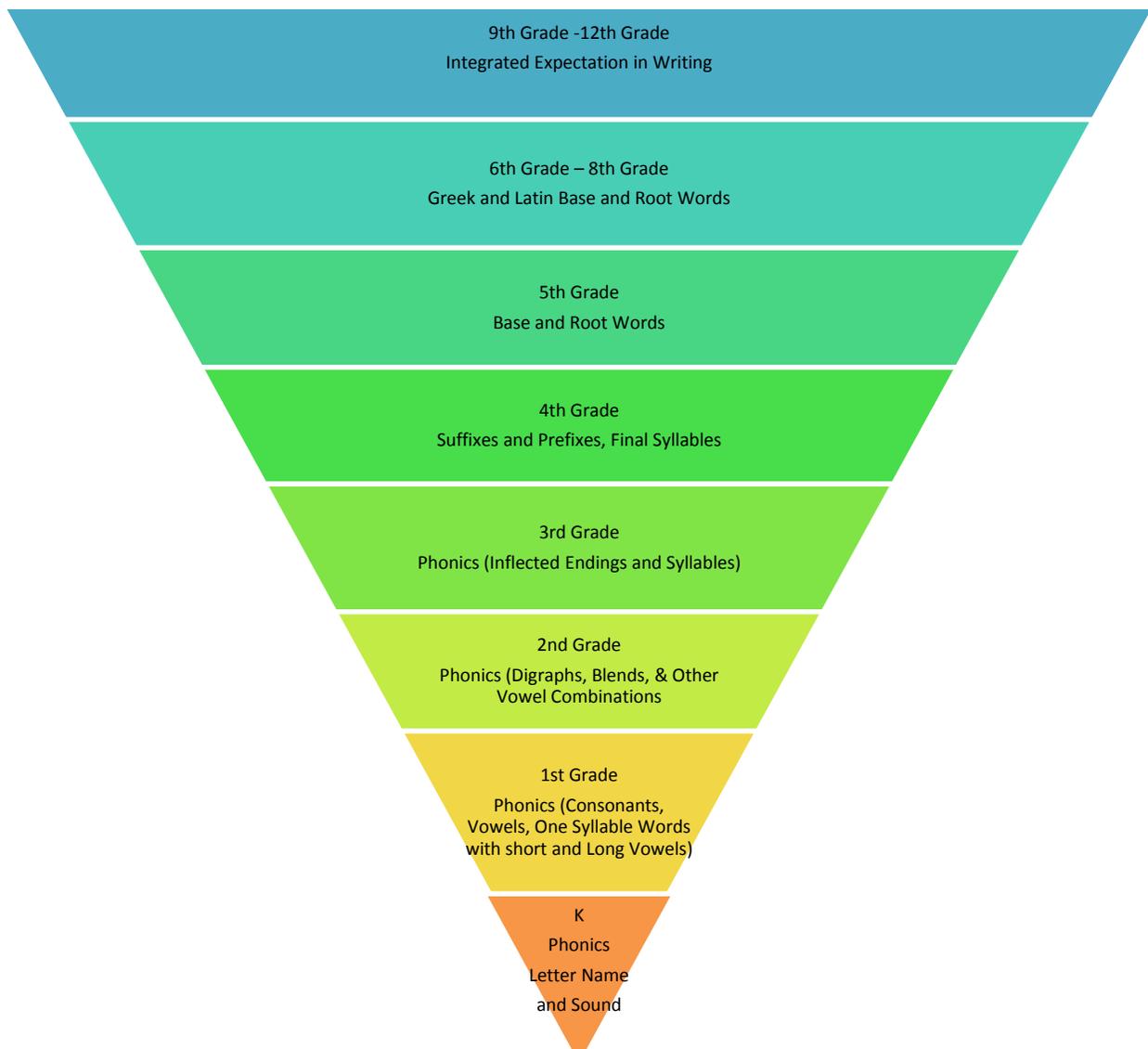
“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.” (Common Core State Standards, 2010)

Instructions for Use

This document establishes a base-line for grade-level expectations to guide District K-12 teachers in their instruction of reading. It provides instructional reading practices that support the development and use of effective reading strategies.

Word Study

Word Study incorporates skills that build throughout Kindergarten to Eighth Grade and are then utilized and integrated into student writing in high school. The foundational non-negotiable skills for each grade level represented in the pyramid below. The skill(s) should be incorporated into writing and reading instruction in order to ensure that students master the skill(s) by the end of the school year. Instruction that reinforces, expands, and enhances the non-negotiable skills from the preceding grade levels should also be incorporated into instruction since these skills build on one another in order to support effective and efficient readers and writers.



Reading Standards: Foundational Skills (K-5)*

These standards foster understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. (Common Core State Standards, 2010)

Print Concepts (K - 1)
Kindergarten - First grade students will demonstrate understanding of organization and basic features of print.
Phonological Awareness (K - 1)
Kindergarten - First grade students will demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Phonics and Word Recognition (K -5)
Kindergarten - Fifth grade students will know and apply grade-level phonics and word analysis skills in decoding words.
Fluency (K -5)
Kindergarten students will read emergent-reader texts with purpose and understanding. First- Fifth grade students will read with sufficient accuracy and fluency to support comprehension.

**Refer to Common Core State Standards for specific grade level Foundational Skills.*

K – 12 Non-Negotiable Reading Instructional Practices

1. **Reading Instruction** takes place in all disciplines.
2. **Teacher Modeling** – the teacher demonstrates the reading process and strategies.
3. **Mentor Texts:** a mentor text exemplifies the reading strategy, such as student writing, articles, journals, and other texts.
4. **Text Sets** – the use of multiple texts based on the same subject, topic, or content area.
5. **Read-Aloud** – teacher reads the text to model and demonstrate reading strategy. Reading aloud, also, supports listening comprehension.
6. **Think-Aloud** – detailed process of making our thinking public by showing students how we construct meaning while reading.
7. **Shared Reading** – teacher and students read the same text to model and practice reading strategies.
8. **Instructional Structures:**
 - a. Whole Group
 - b. Small Group – collaborative practice
 - c. Independent practice
9. **Guided Discussion** – teacher facilitates and models the process of active participation in discussions based on the readings.
10. **Anchor Lessons and Anchor Charts** – created with the students to record instruction and thinking about a text, lesson, or a strategy to remember the process.

Reading Non-Negotiables

Kindergarten	
Literary	Informational
<p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

1 st Grade	
Literary	Informational
<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

2nd Grade

Literary	Informational
<p>CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

3rd Grade

Literary	Informational
<p>CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>

4th Grade	
Literary	Informational
<p>CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>

5th Grade	
Literary	Informational
<p>CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

6th Grade	
Literary	Informational
<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

7th Grade	
Literary	Informational
<p>CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

8th Grade

Literary	Informational
<p>CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>

9th-10th Grade

Literary	Informational
<p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

11th-12th Grade

Literary	Informational
<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>

**RECOMMENDED PROFESSIONAL RESOURCES FOR
THE TEACHING OF READING**

Title	Author
<i>Building Academic Vocabulary : Teacher’s Manual (2005)</i>	Robert Marzano and Debra Pickering
<i>Comprehension and Collaboration (2009)</i>	Stephanie Harvey and Harvey “Smokey” Daniels
<i>Deeper Reading: Comprehending Challenging Texts, 4-12 (2004)</i>	Kelly Gallagher
<i>Focus: Elevating the Essentials To Radically Improve Student Learning (2011)</i>	Mike Schmoker
<i>Laconia School District Writing Non-Negotiables</i>	Laconia School District
<i>Notice and Note: Strategies for Close Reading (2013)</i>	Kylene Beers and Robert E. Probst
<i>Overcoming Textbook Fatigue: 21st Century Tools to Revitalize Teaching and Learning</i>	ReLeah Cossett Lent
<i>Read It Again: Revisiting Shared Reading (2000)</i>	Brenda Parkes
<i>Strategies That Work (2007)</i>	Stephanie Harvey and Anne Goudvis
<i>Teach Like a Champion (2010)</i>	Doug Lemov
<i>Text Complexity: Raising Rigor in Reading (2012)</i>	Douglas Fisher, Nancy Frey, and Diane Lapp
<i>When Kids Can’t Read: What Teachers Can Do (2003)</i>	Kylene Beers
<i>When Readers Struggle: Teaching That Works, K-3 (2009)</i>	Gay Su Pinnell and Irene C. Fountas
<i>Word Matter: Teaching Phonics and Spelling in the Reading / Writing Classroom (1998)</i>	Gay Su Pinnell and Irene C. Fountas