

**Illuminating Literacy
Avon Grove School District's
Comprehensive Literacy Plan**

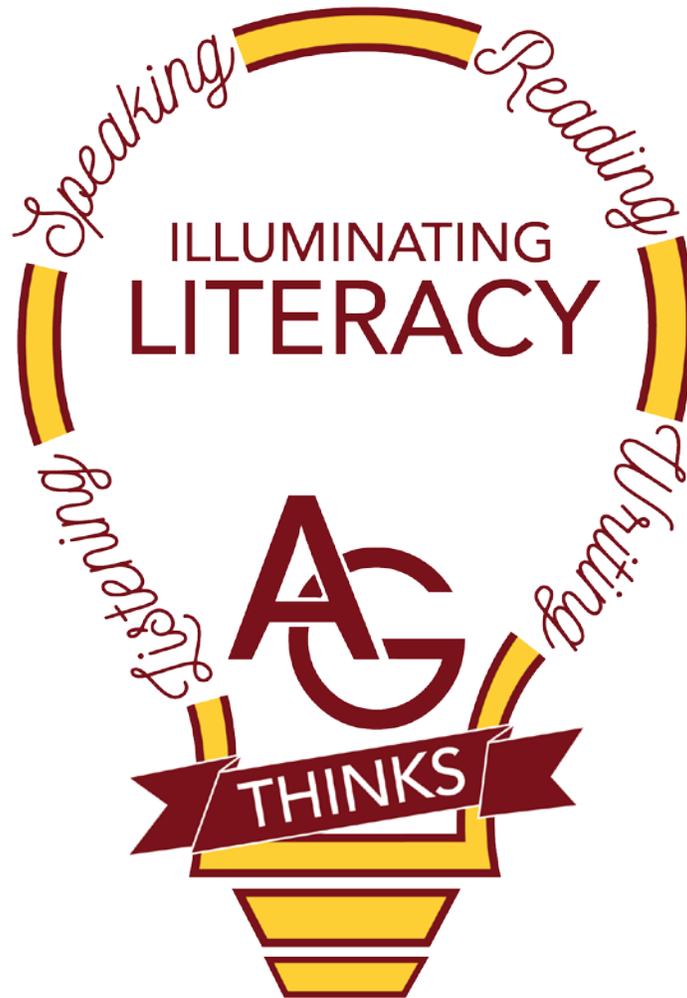


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The Avon Grove School District is committed to providing the foundations of literacy that will prepare our students for life. We wish to acknowledge the following people for their time, expertise, and input into the creation of this document. Your commitment to our children is inspiring!

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Introduction



Purpose

The Avon Grove School District (AGSD) is committed to ensuring that all students achieve the highest levels of literacy performance. In order to accomplish this goal, AGSD embarked upon developing a comprehensive literacy plan during the 2018-2019 school year. The plan is modeled after the Pennsylvania Department of Education's "Pennsylvania State Literacy Plan" (PaSLP) and embodies a theme of "Illuminating Literacy." The PaSLP encompasses a system that includes a comprehensive, research-based approach to support teacher effectiveness and student achievement. The purpose of this plan, much like the Pennsylvania State Literacy Plan, is to provide a system that ensures literacy growth for all students from the early years through high school graduation.

According to the Pennsylvania Department of Education, "Students graduating from Pennsylvania schools in the 21st century need to be "future-ready" at the end of grade 12. Educators need to rethink the ways by which they approach literacy instruction at all levels, including early learning for students ages birth through five years of age. Students must be able to read more challenging and complex text; moreover, they will need experiences that enable them to use literacy as a tool for learning the content in each of the academic disciplines (i.e., science, social studies, math, and English language arts). The availability of technology has created a need for new ways of thinking about how students learn, as students of today have access to many different technological devices and social media." The Avon Grove School District's local literacy plan seeks to ensure that all Avon Grove graduates are "future-ready" in all aspects of literacy. A comprehensive literacy program provides equitable opportunities for all children and youth, especially those living in poverty, English learners, and those with disabilities (MSDE, 2017).

The Avon Grove School District's plan to illuminate literacy is built upon the notion that literacy is the foundation for all learning. "Students develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, talking, and thinking, which that discipline values and uses" (McConachie et al., 2006). By illuminating literacy, the spotlight will be placed upon the concept of disciplinary literacy in all content areas. Schmoker (2018) stated that "ELA contributes mightily to career success and advancement." Illuminating all aspects of literacy development will undoubtedly advance the notion of all Avon Grove graduates being "future-ready."

Development of the Literacy Plan

The Avon Grove School District implements a curriculum review cycle that is structured upon a six-year rotation consisting of five stages (Appendix A). As part of the English Language Arts review cycle, it was decided that a local comprehensive plan for literacy would be a tremendous benefit in addition to the regular review cycle stages, which include:

- Stage 1: Assess, Research, and Development
- Stage 2: Continued Development and Field Study
- Stage 3: Initial Implementation and Professional Development
- Stage 4: Full Implementation
- Stage 5: Evaluation and Monitoring

The timeline for the development of AGSD’s local comprehensive literacy plan, “Illuminating Literacy,” is as follows:

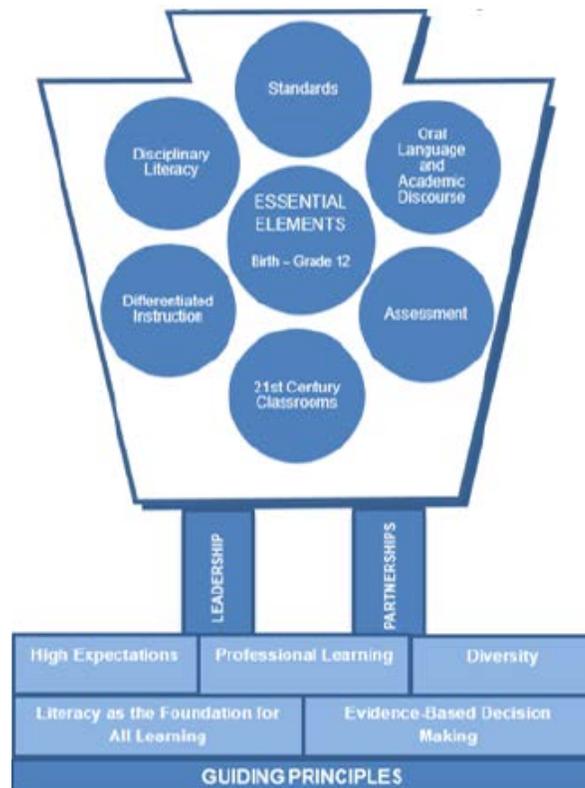
| Curriculum Review Cycle | School Year | Action Plan |
|--|-------------|---|
| Stage 1: Assess, Research, and Development | 2017-2018 | <ul style="list-style-type: none"> ● Data analysis determined the need to expedite the ELA curriculum review cycle and to begin with the purchase of new resources. ● Professional development pertaining to evidence-based practices that promote high literacy achievement began. |
| Stage 2: Continued Development and Field Study | 2018-2019 | <ul style="list-style-type: none"> ● Schoolwide resources for reading, writing, and grammar were purchased for grades K-8 and Stage 2 of the curriculum review cycle was implemented. ● It was decided that to truly bring about improved performance and the complete development of a comprehensive literacy program, a local comprehensive literacy plan should be developed. ● A Literacy Needs Assessment was completed by the District’s Literacy Panel team and the results were analyzed. ● A team of four members came together to draft the plan in the spring of 2019. During the summer of 2019, the plan was reviewed by |

| | | |
|--|-----------|---|
| | | <p>additional staff members and stakeholders. Revisions were made based on their input.</p> <ul style="list-style-type: none"> ● Schoolwide consultants provided professional learning related to Guiding Readers and Writers. |
| Stage 3: Initial Implementation and Professional Development | 2019-2020 | <ul style="list-style-type: none"> ● The Literacy Plan is rolled out to all staff members and implementation process begins. ● Stage 3 of the curriculum review cycle happens in grade-level PLCs. Pacing guides continue to be used as a “roadmap” for PLCs so that all members are implementing the same units of study within the same timeframe. ● Curriculum writers continue to work on existing needs within the curriculum maps and pacing guides (ex. writing, grammar, spelling, etc.) using two substitute days throughout the year and 20 hours paid stipend per writer beyond the teacher contract hours. |
| Stage 4: Full Implementation | 2020-2021 | <ul style="list-style-type: none"> ● The curriculum is vetted by the CCIU. ● The Literacy Plan is in full implementation mode. ● A Guaranteed and Viable curriculum is in place for all students. |
| Stage 5: Evaluation and Monitoring | 2021-2022 | <ul style="list-style-type: none"> ● A curriculum monitoring process begins. ● Literacy Needs Assessment is administered. ● Conclusion of the Action Items within the current Literacy Plan. |

Vision, Mission, & Beliefs

To maintain alignment with the Pennsylvania State Literacy Plan, this plan incorporates the AGSD local vision and mission with the PaSLP vision and mission.

| | Vision | Mission |
|-----------------------------------|---|--|
| Avon Grove School District | All Avon Grove students are well prepared to create their futures. | The purpose of the Avon Grove School District is to foster a learning environment for all students to be exceptionally well-prepared to succeed and lead full and meaningful lives. |
| PA State Literacy Plan | All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals. | The Pennsylvania State Literacy Plan (PaSLP) provides guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan identifies and describes (1) essential evidence-based notions about the content of literacy (birth-Grade 12) and (2) processes by which all stakeholders (e.g., parents, caretakers, educators, community members, etc.) involved in students' literacy learning can facilitate that learning in a coherent and consistent manner. |



Beliefs: Guiding Principles and Essential Elements

The Pennsylvania State Literacy Plan consists of five Guiding Principles and six Essential Elements. This plan portrays the Avon Grove School District's beliefs about those components of the PaSLP. In order to bring the belief statements to life, bottom lines for literacy instruction are identified.

Guiding Principles

Literacy as the Critical Foundation of all Learning

We BELIEVE...

Literacy serves as a foundation for opportunity and success and is essential at all levels of development (Birth-Grade 12). Students' linguistic and literacy competencies impact their success in reading, writing, speaking, and listening, which extends to all academic content areas.

So, therefore...

AGSD Bottom Line: A comprehensive literacy plan will be implemented across all grade levels and content areas to ensure students are adequately prepared for a future in which they will be expected to think critically and communicate effectively.

High Expectations

We BELIEVE...

In providing equitable opportunities that ensure each and every child learns through the best effort of every adult every day.

So, therefore...

AGSD Bottom Line: All stakeholders will set the same high educational standards for all learners.

Diversity

We BELIEVE...

The strongest education connects to and celebrates students' knowledge, backgrounds, individuality, identity, and experiences.

So, therefore...

AGSD Bottom Line: We will place value on the culture and language of the home in classrooms as a means of enriching the learning experience for all students.

Professional Learning

We BELIEVE...

Teachers equipped with a growth mindset who are well networked, highly trained, and fully invested are a determining factor of building internal capacity towards student success.

So, therefore...

AGSD Bottom Line: A commitment to high-quality professional learning and collaboration is necessary to generate effective instruction for all learners.

Evidence-Based Decision Making

We BELIEVE...

Decisions made regarding literacy practices, programs, and resources must be evidence-based; meaning they are grounded in valid and reliable scientific research and have a record of success.

So, therefore...

AGSD Bottom Line: Evidence-based literacy instruction that is responsive to the needs and interests of the students and is most likely to lead to high rates of achievement will be provided for ALL learners.

Beliefs: Guiding Principles and Essential Elements

Essential Elements

Standards

We BELIEVE...

ALL students must have a consistent and cohesive learning experience across classrooms and grade levels that are aligned to PDE standards for ELA.

So, therefore...

AGSD Bottom Line: A guaranteed and viable curriculum will be provided for ALL learners through the use of district-approved curriculum maps, pacing guides, resources, and common assessments.

Oral Language and Academic Discourse

We BELIEVE...

Academic collaboration

between and among students and teachers is fundamental to student engagement and fosters comprehension as well as critical thinking, listening and speaking skills.

So, therefore...

AGSD Bottom Line: Academic conversations facilitated with accountable talk will be purposefully incorporated into daily literacy instruction.

Assessment

We BELIEVE...

A comprehensive reading and writing assessment system must be aligned to the PA Core Standards, complete with common measurements to guide instruction from Pre-K to grade 12.

So, therefore...

AGSD Bottom Line: Formative and summative assessments will be administered according to the content and timeline of the curriculum documents and pacing guides.

21st Century Classrooms

We BELIEVE...

Literacy skills guided by the 6 C's of 21st-century skills (M. Fullan, 2018) are an essential component of a comprehensive educational program, which produces students who are well prepared to create their own futures.

So, therefore...

AGSD Bottom Line: Media literacy, including the agile use of media to acquire and share knowledge, is crucial to our students' success and requires access to both technology and training.

Differentiated Instruction

We BELIEVE...

Awareness of every child's developmental and academic potential enables daily responsive instruction that can be leveraged to make academic growth.

So, therefore...

AGSD Bottom Line: The individual needs of students will be addressed within the instructional framework of the Gradual Release of Responsibility (GRR) and the Workshop Model.

Disciplinary Literacy

We BELIEVE...

Literacy development should prepare secondary students to identify and use specialized reading practices to understand, analyze, and interpret important ideas in discipline-specific texts.

So, therefore...

AGSD Bottom Line: Students will be provided with explicit instruction in the disciplinary-specific practices for effective reading, writing, and thinking about what they are learning within a discipline.

Avon Grove's Literacy Program

The Avon Grove School District is committed to providing a literacy-rich environment that meets the diverse needs of all students. The district's language arts program reflects a literacy-rich curricular methodology because there is a focus on both explicit instruction, the immersion in and use of high-quality mentor texts, and reading and writing for authentic purposes and across disciplines. Our curriculum prioritizes purposeful reading, writing, word study, speaking, and listening and is aligned to the Pennsylvania Core Academic Standards for English Language Arts. The PA Core Standards include Foundational Skills (K-5), Reading Informational, Reading Literature, Writing, and Speaking and Listening.

We believe that *how* we teach is as important as *what* we teach. Our mission in ELA is to develop, expand, and build student's analytic and critical thinking skills, using evidence-based teaching strategies and tools that students can use to make meaning of and interact with complex text across all content areas and into the future.

Literacy Framework:

- **Language** (Vocabulary, Phonics, Spelling, Word Study, Grammar, and Conventions): In grades K-3, explicit phonics instruction occurs daily. In grades 4-12, students receive instruction in word study where there is a focus on word patterns in morphemic units, as well as Greek and Latin roots.
- **Reading:** The 5 essential elements of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension) are represented in the PA Core Standards and are addressed in our curriculum and instruction. In grades K-1, there is an emphasis on phonological awareness and phonics as well as fluency, vocabulary, and comprehension. In grades 2-5, the emphasis is on phonics, fluency, vocabulary, and comprehension. Finally, in grades 6-12, the focus is on fluency, vocabulary, and comprehension. In all grades, children read for a variety of purposes and interests.
- **Writing:** Student writers write in response to reading and write across the genres. Students are taught to write about topics that interest them. They are guided in the process by the teacher's presentation of "mentor" texts, which models the format and style of accomplished authors. Writing can also be in response to a prompt or question related to a particular text. In this type of writing, children closely read a text to find evidence that supports a claim, opinion, or argument. The teacher consistently gives students opportunities to read and to write so that students build the stamina and fluency needed to become proficient readers and writers.
- **Listening and Speaking:** Students will practice and refine communication skills that enable critical listening and effective presentation of ideas, in both small and large groups, across grade levels and disciplines.

"It's imperative to recognize that, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more that students can solve words, derive the meaning of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease." (Fountas & Pinnell, 2017 p. 2)



Avon Grove School District Literacy Framework K-12



Reading

ELA PA Core Standards

Writing

Language/Word Study

Listening and Speaking

Focus Lesson/Interactive Read Aloud – Teacher conducts whole group direct instruction of skills and strategies related to Language, Word Study, and/or Comprehension. Teacher uses modeling, thinking aloud, reading aloud, or demonstrating what good readers do, while reading a variety of fiction and non-fiction texts, in accordance with grade level, content area, and PA Core Standards for ELA.

Shared Reading - Teacher takes turns reading with students or reads chorally in whole group and/or small group, modeling habits and behaviors of fluent readers and encouraging students to practice strategies and share their thinking while using fiction and non-fiction texts.

Guided Reading, Strategic Reading, and Conferencing - Teacher responds to the individual needs of students by conferencing and/or meeting one-on-one and/or in small groups. Students in guided reading read books at their instructional level, while strategy groups reinforce skills and strategies using a variety of familiar and new texts.

Independent Reading - Teacher provides regular opportunities for readers to read, respond, and apply taught strategies to self-selected fiction and non-fiction text at their independent reading level, allowing readers time to gain an appreciation of literature, as well as develop the stamina, perseverance, and motivation as life-long readers.

Vocabulary
Teachers will provide direct instruction on grade level and/or content area Tier 2 and 3 vocabulary.

Phonics/Spelling
Teachers explicitly teach phonics concepts based on the developmental needs of the student. Spelling is taught using the integrated word study approach. This direct instruction should be, when appropriate, embedded into reading and writing instruction.

Word Analysis
Teachers intentionally teach grade level and/or content area roots and affixes for students to know and apply word analysis skills in decoding words.

Grammar/Conventions
Conventions of punctuation, capitalization, and grammar usage are best learned through authentic application.

Focus Lesson/Interactive Read Aloud/Interactive Writing - Teacher conducts whole group direct instruction of skills and strategies related to a writing technique or strategy, or to teach a writing workshop procedure by modeling, thinking aloud, reading aloud, or demonstrating all phases and modes of writing in front of students, in accordance with grade level, content area, and PA Core ELA Standards.

Shared Writing - Teacher writes while “sharing the pen” with students in whole group and/or small group, by modeling habits and behaviors of the writing process and the writer’s craft, as it pertains to a specific genre or focus.

Guided Writing and Conferencing - Teacher conferences with individuals and/or small groups of students to support their practice and to refine components of the writing process that have been previously demonstrated.

Independent Writing - Teacher provides regular opportunities for writers to apply their understandings of the writing process and writer’s craft, including writing fluency, as students write in a variety of contexts and across content areas.

Essential Practices
K-12 (unless otherwise noted)

| Practice | Description |
|---|--|
| 21 st Century Literacy Skills | A combination of Learning, Literacy, and Life skills that makes up the 12 abilities that today's students need to succeed in their careers during the Information Age. These skills include the six C's of Critical thinking, Creativity, Collaboration, Character, Citizenship, and Communication. Additionally, these skills also include a variety of literacies and soft skills such as Information Literacy, Media Literacy, Technology Literacy, Flexibility, Leadership, Initiative, Productivity, and Social skills. |
| Academic Conversations and Accountable Talk (Active Listening and Speaking) | Individuals engage in collaborative, academic discussions with agreed-upon rules, building on and evaluating others; ideas, points of view, and use of evidence. Effective speakers consider their audience and purpose, using the appropriate tone, voice, and vocabulary to express their ideas and/or opinions clearly. Active listeners pay attention through eye contact and body language and respond to what others say through relevant comments and questions. |
| Academic Vocabulary | The words that are traditionally used in academic dialogue or text that are not commonly encountered in everyday conversation. This type of Tier 2 vocabulary is critical to understanding the concepts students encounter across content areas. |
| Anchor Chart | Anchor charts are authentic representations of teaching and create opportunities for students to access information that will support them as independent learners. They are co-created with students and are representative of the learning taking place in the classroom. They are also a good resource for students to use to support them with their learning. It is important to keep the anchor charts displayed either on the walls or if wall space is limited you can take pictures of them. |
| Annotating Text/Active Reading/ Talking to the Text/ Thinking Notes, etc. | Annotating text is a reading strategy used to show the reader's thinking while reading. Good readers need to practice interacting with text independently. Through this practice readers mark up the text to show what is clear and what is not clear while engaging in multiple readings of the text. Readers must be explicitly taught how to annotate the text to notice and note confusing, important, and interesting parts of the text. The goal is for readers to independently use this strategy: knowing how, when, and what to annotate. This strategy can begin in kindergarten by teachers modeling the process through a think-aloud and continue through post-secondary. |
| Classroom Library | A designated space for a classroom library will help facilitate an ongoing love for reading. Classroom libraries should be organized and inviting for students. It is optimal to have a section of the library organized by reading level and a section organized by genre and/or topics, themes, categories, etc. Students can and should be involved in the organization and maintenance of the library. Having labeled baskets is a nice way to keep books organized, inviting to students, and helps with book choice. This organization helps children be more purposeful in their self-selection of books. Students can keep their selected books in a book box or book baggie. Teachers will need to guide students to select books that match their abilities/interests and goals. |
| Close Reading | Close reading requires the reader to read and annotate, to identify what the text says, how the text says it, and what the text means. Close reading is meant to engage the reader in a thoughtful, critical analysis of a complex while engaging in a series of repeated readings connected to text dependent questions. The goal of close reading is to foster independent reading of complex text. It is a key requirement of the PA Core Standards. |

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| Conferring: Reading and Writing | The purpose of conferring is to work one on one with students to observe, teach, and assess how students are doing with information being taught. When conferring, teachers initiate conversations with individual students to see how they are doing and to provide differentiated support. These conversations provide the most useful opportunities for formative assessment, feedback, and goal setting. They allow teachers to gather information about their students' reading and writing habits, interests, processes, and strategies. Conferring provides the opportunity to make instructional decisions that match the individual reader/writer and to choose methods that grow and change with the student. |
| Guided Reading (K-6) | Guided reading is used to facilitate a student's growth as an independent reader. To become proficient readers, students need opportunities to read more challenging texts with teacher support. This helps to ensure each reader's continued development. The purpose is to use the text as a vehicle to help students gain control of important reading strategies they can use when they read the next piece of text independently. |
| Independent Reading | Students should have the opportunity to independently read in the classroom daily. During this time, students read individually from a variety of materials and genres at their independent or instructional reading level. The books are primarily self-chosen using a previously taught method to determine "just right" or "good-fit" books or student reading levels. Books are kept in individual book boxes or bags and a system is used to monitor and replace books at appropriate times. "Primarily, the learners are using what they have already learned and practiced to problem solve successfully on their own. |
| Independent Writing | The purpose of independent writing is to encourage students to experiment in all three writing types (narrative, informational, argumentative), choose their own topics, problem-solve, monitor, and explore the use of written language based on audience and purpose. During independent writing teacher/students choose a form or genre and students utilize their newly acquired knowledge and skills to improve their craft and become lifelong writers. Students may practice writing numerous drafts prior to choosing one to take through the entire writing process to publication. |
| Interactive Read Aloud and Reading Aloud | Reading aloud creates a classroom community by establishing a known text that can be used as the basis for building on critical thinking skills that are related and unrelated to reading. Discussions generated by reading aloud can be used to encourage listeners to construct meanings, connect ideas and experiences across texts, use their prior knowledge, and question unfamiliar words from the text that is at or above the listener's reading level. Reading aloud gives students an opportunity to hear the instructor model fluency and expression while reading technical or literary language. |
| Mentor Text | Carefully selected pieces of literature used to build a community of readers and to return to often to model how authors craft text and how readers engage with the text. Classroom conversations about these stories, characters, subjects, structures, illustrations, or themes become part of the classroom culture where talking and thinking deeply about books are at the heart of literacy. |
| Partnerships and Small Groups (Book Club, Literature Circle, etc.) | Reading together and talking about books can provide partners with enriching experiences, conversations, and thinking that would not take place if reading independently. |
| Reader's and Writer's Notebook (2-12) | A notebook that students use to build their reading and writing lives over the course of the school year. Readers and writers use notebooks to respond, react, and reflect on what they read, as well as to record thoughts and observations about the world to use in their writing. Teachers modeling the use of a notebook by keeping one themselves is |

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| | just as crucial and powerful an experience as it is for the students. In this way, teachers are living this practice along with the students, modeling what writers do, finding teaching points, and most importantly, showing that vulnerability revealed through writing can teach us so much about ourselves and each other. |
| Strategy Groups (K-8) | The purpose of a strategy group is to differentiate reading instruction in a focused, intense manner to address specific skill or strategy gaps. This is an alternative to the traditional guided reading group that is more fluid and flexible. Based on formative assessment, students are placed in groups (ideally of no more than 5 participants) based on trends related to a targeted skill or strategy gaps for short term intense instruction. Students may be reading at different reading levels but have the same targeted need. The lesson sequences align to the gradual release model with modeling then guided instruction eventually leading to independent application. Students may read the same or different texts during the lessons with the outcome of applying the focused strategy. Groups can last as little as 3 days or 3 weeks depending on need. Some students may need to stay longer than others. |
| Think Aloud/Meta-cognition | Teachers describe out loud for students the things they are doing in their head as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers use their schema to construct meaning from a text. This can also be used by teachers to share their thoughts while engaging in the writing process. |
| Total Participation Techniques (TPTs) | Total Participation Techniques are teaching techniques that require evidence of participation and higher-order thinking from all students at the same time. |
| Turn and Talk (Partner Talk) | Turn and Talk is an oral language support strategy that provides students scaffolded interactions to formulate ideas and share their thinking with another student. |
| Workshop Model | Instruction that is designed similar to GRR to help teachers address each child's individual learning, explicitly teach strategies students will use not only the day they are taught, but whenever they need them, support small-group work and conferring, with multiple opportunities for personalizing instruction, tap into the power of a learning community as a way to bring all learners along, build choice and assessment-based learning into the very design of the curriculum, help students work with engagement so that teachers are able to coach individuals and lead small groups. The routines and structures of the reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners. |
| Word Wall | A word wall is an ongoing, organized display of important words used during instruction. These should include sight words and vocabulary words. Word walls provide a visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of academic experiences across the day. |

Curriculum Overview

The Avon Grove School District is directly aligned to the Pennsylvania state standards for each course and organized around the Big Ideas students will take with them to each subsequent course in their educational career. The development and revision of curricular documents and expectations follow a multi-year cycle so that all curricular areas regularly monitor and adjust to the expectations for teaching and learning in the 21st century.

The Avon Grove School District's ELA curriculum mapping process utilizes the three-stage backward design model of Understanding by Design (UbD). The district firmly believes that effective curriculum is planned backward from long-term, desired results through a three-stage design process to avoid the common problems such as treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent. Embedded in this process is an underlying philosophy that teachers are the driving force behind the curriculum, therefore, teachers must be the primary participants in the creation of curriculum maps. Furthermore, ongoing curriculum revisions and development of learning plans must occur with all members of a grade-level team within a PLC structure. The curriculum mapping process is critical in order to ensure that a cohesive, guaranteed, and viable curriculum is in place for all students in our district.



Curriculum Resources
ELA Core Instruction (Tier 1)

| Literacy Components | Grades K-3 | Grades 4-5 | Grades 6-8 | Grades 9-12 |
|----------------------|--|--|--|---|
| Phonics & Word Study | Phonics and Spelling: Foundations | Word Study/Spelling: Word Journeys and Words Their Way* | Vocabulary/Word Study: Morphemic Analysis of Greek and Latin Roots, Prefixes, and Suffixes* | <ul style="list-style-type: none"> • Sadlier Academic Vocabulary (Grades 9-10) • SAT Vocabulary (Grades 11-12) |
| Reading | <ul style="list-style-type: none"> • Schoolwide Reading Fundamentals Units • Leveled Text using the Fountas and Pinnell System | <ul style="list-style-type: none"> • Schoolwide Reading Fundamentals Units • Leveled Text using the Fountas and Pinnell System | <ul style="list-style-type: none"> • Schoolwide Reading Fundamentals Units • Leveled Text and Articles | <ul style="list-style-type: none"> • Mentor Text: Fiction and Nonfiction Text and Novels |
| Writing | <ul style="list-style-type: none"> • Schoolwide Writing Fundamentals Units • Schoolwide Grammar Units | <ul style="list-style-type: none"> • Schoolwide Writing Fundamentals Units • Schoolwide Grammar Units | <ul style="list-style-type: none"> • Schoolwide Writing Fundamentals Units • Schoolwide Grammar Units | <ul style="list-style-type: none"> • Mentor Text: Fiction and Nonfiction Text and Novels |
| Speaking & Listening | Schoolwide Reading and Writing Units | Schoolwide Reading and Writing Units | Schoolwide Reading and Writing Units | <ul style="list-style-type: none"> • Literature Discussion • Academic Conversations • Book Club • Reciprocal Teaching • Socratic Seminar |

*currently under review

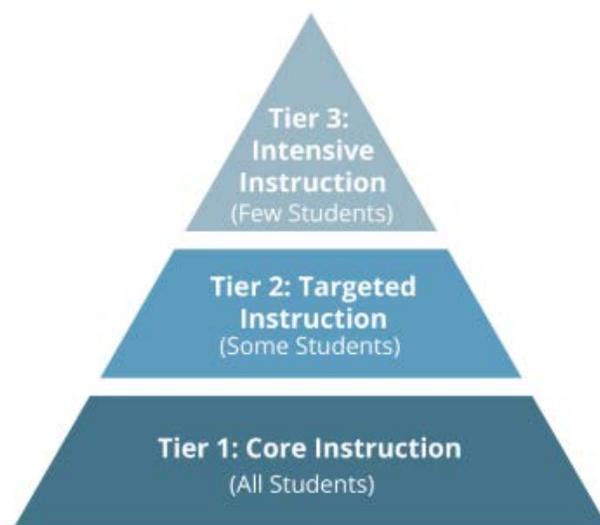
Multi-Tiered System of Supports (MTSS) Overview

The Avon Grove School District believes in providing high-quality literacy education for every student. To meet this goal, the district implements a three-tiered approach to instruction known as Multi-Tiered System of Supports (MTSS). The core ELA curriculum and instruction are referred to as Tier 1. Each school provides all students in Tier 1 with access to high-quality ELA curriculum, instruction and assessment support in the general education classroom. In addition, classroom teachers use evidenced-based literacy strategies to address individual student needs.

Students needing reading intervention will be monitored regularly using appropriate literacy assessment tools. The type and degree of each intervention will vary to the extent necessary for the student to obtain mastery. These interventions are provided in addition to the instruction students receive in their classroom, and take place in small groups several times each week. Students will continue to participate in the classroom Tier 1 curriculum even if they need the support of Tier 2 or Tier 3 interventions.

In the Avon Grove School District, literacy assessments are used throughout the school year to provide additional data on each student's progress. Data from literacy assessments and a variety of other sources will help the MTSS Data Team make informed decisions concerning the level of service for each child, as well as any changes in literacy interventions. This system of intervention will ensure that each child is provided with the most appropriate level of support and instruction. Information from assessments will guide instruction as well as keep parents informed of how their child is progressing.

The Avon Grove School District recognizes that all students learn differently, and we are committed to helping all students succeed. Therefore, your support in implementing this three-tiered approach to meet the academic and behavior needs of each child in our school is essential. Additional information can be found in the [AGSD MTSS Manual](#).



AGSD MTSS Resource Chart - ELA Intervention

| Tiers | Grades K-2 | Grades 3-6 | Grades 7-8 | Grades 9-12 |
|-------|--|--|---|--|
| 1 | See Curriculum Resources ELA Core Instruction (Tier 1) | See Curriculum Resources ELA Core Instruction (Tier 1) | See Curriculum Resources ELA Core Instruction (Tier 1) | See Curriculum Resources ELA Core Instruction (Tier 1) |
| 2 | <p>Exact Path</p> <p>Decoding - K-2: Foundations</p> <p>Comprehension- Grade 2: Fountas and Pinnell LLI Kits</p> | <p>Exact Path</p> <p>Decoding – Gr. 3: Foundations; Level 3</p> <p>Grades 4-6: Just Words, Wilson Reading System</p> <p>Comprehension - Grades 3-5: Fountas and Pinnell LLI Kits</p> <p>Mastery Learning Model w/ push-in support</p> | <p>Comprehension- Exact Path: Individualized Learning Path</p> | <p>Comprehension- Leveled Text</p> <p>Reciprocal Teaching</p> |
| 3 | <p>Decoding - K-2: Foundations</p> <p>Phonemic Awareness - Manipulating Phonemes (Kilpatrick)</p> <p>Comprehension- Grade 2: Fountas and Pinnell LLI Kits</p> | <p>Decoding - Grade 3: Foundations Level 2 Grade 4 - 6: Just Words (Wilson Intervention Program)</p> <p>Comprehension - Grade 3- 6: Fountas & Pinnell Leveled Literacy Intervention (LLI)</p> <p>Assorted Leveled Text (from bookroom)</p> | <p>Comprehension- Read 180</p> | N/A |

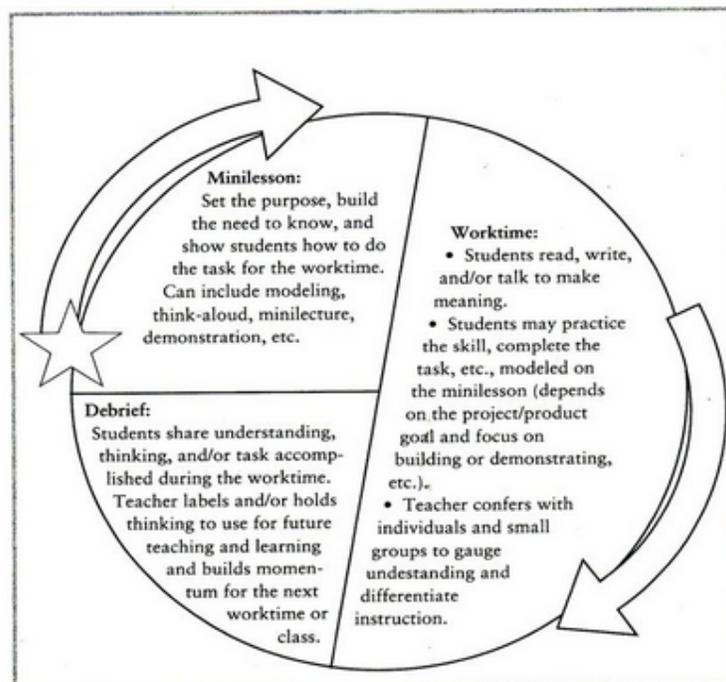
Instruction Overview

The Avon Grove School District addresses literacy through the instructional framework of Reader's and Writer's Workshop. The workshop model reflects the "Gradual Release of Responsibility" or GRR model in which the teacher provides a focus or mini-lesson to model/demonstrate literacy skills and strategies. Students spend the bulk of their time participating in guided practice, collaborative practice, and independent practice resulting in more opportunities for student-centered learning with increased student talk. Our goal is for each student to become a lifelong reader and writer and the workshop model greatly supports students in achieving this goal. The Workshop Model is a researched-based instructional model that allows for gradual release of responsibility, leading to student independence. The workshop provides a structure to carry out the components of balanced literacy and differentiation for students. The Workshop Model may be used for both reading and writing instruction and provides extended time for independent practice while allowing time for:

- Whole group
- 1:1 conferring
- Partner work
- Small group

The graphic below provides an example of how much time, out of the entire ELA block, should be allotted to each of the workshop components. The recommendation is that the bulk of workshop time is dedicated to students independently reading and writing, conferring one-on-one or in small groups with the teacher, and/or meeting with the teacher in small groups for other instructional purposes (guided reading, reading strategy groups, and guided writing, etc.).

Figure 1.2 Workshop as a Cyclical Structure

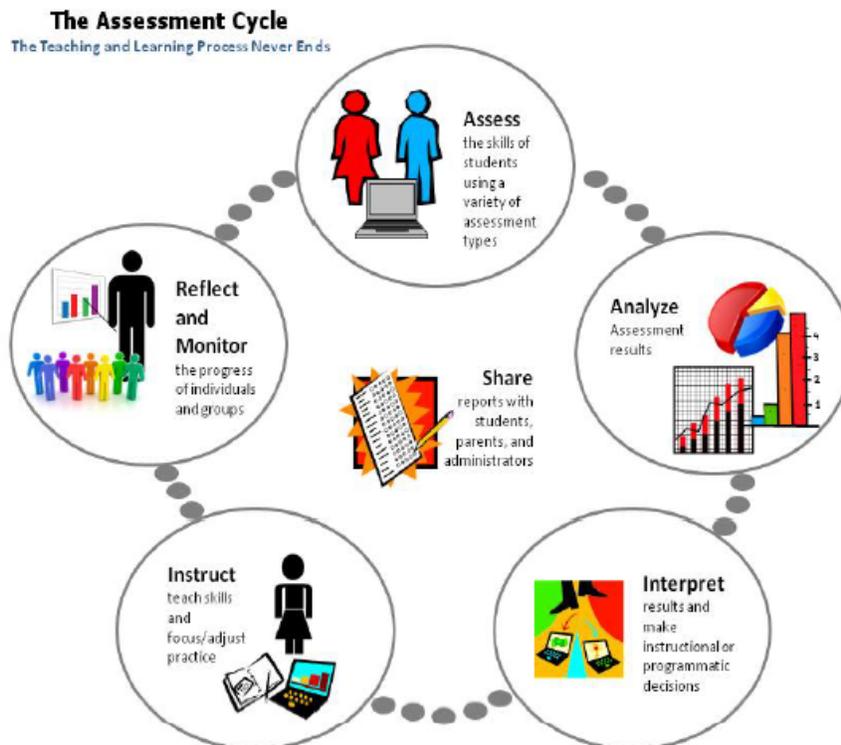


Assessment Overview

Students in the Avon Grove School District participate in a comprehensive literacy assessment program that provides important information to teachers, students and parents regarding the progress of all students toward their goals in reading, writing, listening and speaking. Assessment in Literacy takes place when we gather and analyze information from various sources to understand and evaluate students' knowledge and understanding, as well as their proficiencies and skills. The results should be used to guide and shape ongoing (and future) instruction.

In other words, we believe that literacy assessments should be used to respond to students' needs, not simply to rank them or assign them scores or grades that may not lead to deeper learning (see Assessment Cycle graphic below). Combining diagnostic and formative assessments, common assessments, state assessments (PSSA, Keystone, WIDA, etc.), and national assessments (AP, PSSA, SAT, Exact Path, etc.), teachers and administrators will work together to analyze student performance and develop literacy learning paths to help all students reach their full potential. Assessment data and learning goals will be shared with students and parents to promote learning partnerships with families, as well as encourage students to have an active role in their learning path.

Furthermore, summative assessments, including standardized tests, can be used to evaluate and reconsider what and how content and skills are taught in ELA and across content areas. Teachers and Administrators use literacy assessment data to continuously evaluate the level of rigor, expectations, and alignment reflected in ELA curriculum, assessments, and instructional practices.



AGSD Literacy Assessment

| Name | Type | Purpose | Grade | When? | How is the data used? |
|---|----------------------|--|-------|--------------------------|---|
| Early Literacy Assessment (COP, PAST) | Diagnostic Benchmark | Reading | K-2 | Ongoing | <ul style="list-style-type: none"> • Responsive instruction • Intervention focus |
| Exact Path | Diagnostic Benchmark | Reading | K-6 | Fall Winter Spring | <ul style="list-style-type: none"> • Responsive and individualized instruction • Projects performance on PSSA • Intervention focus |
| Developmental Spelling Assessment (DSA) | Diagnostic Benchmark | Word Study | 4-6 | Fall Spring | <ul style="list-style-type: none"> • Responsive instruction • Intervention focus |
| F&P Reading Records | Diagnostic Benchmark | Reading Accuracy Fluency Comprehension | K-6 | Ongoing | <ul style="list-style-type: none"> • Responsive instruction • Intervention focus |
| Common Assessments | Summative | Reading Writing Language Grammar | K-12 | Ongoing | Measures end-of-unit proficiency |
| PSSA | Summative | Reading Writing Language Grammar | 3-8 | End of course | Measures grade-level proficiency |
| Study Island | Formative | Reading | 3-10 | Ongoing | Identifies learning focus for intervention |
| CDT | Diagnostic Benchmark | Reading | 7-10 | Fall Winter Spring | <ul style="list-style-type: none"> • Projects adequate progress towards proficiency on PSSA and Keystone • Identifies learning focus for intervention • Scores used for course placement recommendations |
| PSAT SAT | Summative | Reading/Writing/Math | 10-12 | | <ul style="list-style-type: none"> • Measures college readiness • Use by universities as a common data point for college admissions applications |
| Keystone | Summative | Reading | 10 | End of course | <ul style="list-style-type: none"> • Measures end of course proficiency • Pathways to Graduation |
| AP Exam | Summative | Content of AP Course | 10-12 | End of course | Measures end of course proficiency of college-level content |

AGSD Literacy Action Plan Overview 2019-2021

The purpose of the Literacy Action Plan is to create a timeline for school improvement through a focus on literacy. The action plan is essential to generate change and to assist in making decisions around instruction, programs, and resources. The work embedded in the literacy action plan is a direct result of data collected from our Literacy Needs Assessment and will rely on the input and guidance of district stakeholders and literacy leaders.

| Goals to Illuminate Literacy | Action Step 1 w/ Timeline | Action Step 2 w/ Timeline | Action Step 3 w/ Timeline | Lead | Measure of Success |
|--|--|--|---|-----------------------------|--|
| Framework for Teaching Domains 2 and 3 | Domain 2 Walkthroughs using bottom lines for teachers established last year K-6: 2019-2020 7-12: 2020-2021 | Domain 3 PD for teachers to learn and administrators to identify bottom lines for future walkthroughs K-6: 2019-2021 7-12: 2021-2022 | Evidence and management of the Workshop Model K-6: 2019-2021 7-12: 2019-2021 | Harvey and Schmaltz | Observation Ratings Literacy Learning Walks |
| Curriculum Implementation | Curriculum Rollout of Curriculum documents and pacing guide, Share Literacy Plan with teachers K-12: 2019 | Pacing Guides and Common Assessments implemented K-12: 2019-2020 | Align Writing, Spelling, and Grammar to Stage 1 and 2 curriculum documents K-12: 2019-2020 | Harvey and Schmaltz | Pacing Guides: Learning Walks, Walkthrough data PSSA, Keystone, Common Summative Assessments, Formative Assessments, (ExactPath, CDT, etc.) |
| Evidence-Based Instructional Practices | See Literacy Consultant Schedule | | | Harvey and Schmaltz | Learning Walks, Walkthrough data PSSA, Keystone, Common Summative Assessments, Formative Assessments, (ExactPath, CDT, etc.) |
| Build Administrator Capacity in Literacy | Administrators meet to conduct ELA learning walks to identify points of feedback connected to the Literacy Essential Practices | Administrators participate in Inter-rater Reliability sessions to calibrate walkthrough and ELA observation feedback and ratings | Administrators participate in book studies related to the Inter-rater Reliability study | Harvey, Schmaltz, and Snead | Learning Walks and Walkthrough data Teacher input related to the quality of feedback |

| | | | | | |
|--|--|--|--|---------------------|---|
| | K-8: 2019-2021 | K-12: 2019-2021 | K-12: 2019-2021 | | received from Administrators |
| Word Study Program Development | Evaluate the current word study program in grades 3-6 to determine goals 3-6: 2019-2020 | Establish Word Study committee to research effective, evidence-based Word Study programs 3-6: 2019-2020 | Create an effective and evidence-based Word Study curriculum 3-6: 2019-2020 | Harvey and Schmaltz | Curriculum Documents Walkthrough data Word Study data |
| 21st Century Classrooms | Investigate and evaluate the current role of digital literacy tools in the classroom, including the role of the district librarian K-12: 2019-2020 | Research the role of digital literacy tools in other school districts, including the role of the district librarian K-12: 2019-2020 | Clarify and make explicit the role of digital literacy tools in the classroom, including the role of the district librarian K-12: 2019-2021 | Harvey and Schmaltz | Survey data Walkthrough data |
| Establish Literacy Leaders District-wide Team | Establish Literacy Leaders Team – Recruit representatives from each building to participate in district meetings with the purpose of supporting the goals of the AGSD Literacy Plan K-12: 2019-2020 | Literacy Leaders meet to support the goals of the Literacy Plan K-12: 2020-2021 | Literacy Leaders meet towards the end of 2021 school year to identify progress made towards supporting the goals of the Literacy Plan and areas of the continued need K-12: End of School Year 2021 | Harvey and Schmaltz | Needs Assessment data Walkthrough data Revisions to current AGSD Literacy Plan |
| Disciplinary Literacy | Establish a foundation for understanding Disciplinary Literacy Review the Reading and Writing Standards for Social Studies, Science, and Technical Subjects 6-12: 2019-2020 | Study and engage in action research of topics associated with Disciplinary Literacy Integrate the Reading and Writing Standards for Science and Technical Subjects into the curriculum writing process with Science. 6-12: 2020-2021 | Integrate the PA Core ELA (Reading and Writing) Standards for Science, Social Studies, and Technical Subjects into all other content-area groups going through the curriculum writing process 6-12: 2020-2022 | Harvey and Schmaltz | Content area curriculum maps completed and aligned to the ELA Standards for Science, Social Studies, and Technical Subjects Increase in Reading PSSA and Keystone scores |

2019-2020 District Literacy Consultant Schedule

| K-8 Focus: Guiding Readers and Writers | | | | | 9-12 Focus: Writer's Workshop | | | | |
|--|--|--------|---------------|-------|-------------------------------|--|--------|------------|-------|
| Date | Focus | Day(s) | Consultant | Grade | Date | Focus | Day(s) | Consultant | Grade |
| 8/12/19 | District - ELA Feedback | 1 | Pat and Erica | Admin | 10/9/19 | District Inservice: Writer's Workshop - Author's Style and Voice | .5 | Jolene | 9-12 |
| 8/13/19 | District - Guiding Readers and Writers | 1 | Pat and Erica | K-8 | 10/24/19 | Writer's Workshop Structure - Modeling sessions for teachers | .5 | Jolene | 9-12 |
| 9/18/19 | FSEMS - Small-Group Instruction | 1 | Erica | 7-8 | 11/19/19 | Writer's Workshop – Half-day sessions | 1 | Jolene | 9-12 |
| 9/19/19 | FSEMS - Small-Group Instruction | 1 | Erica | 7-8 | 3/6/20 | District Inservice (Secondary) – Writing in Response to Reading | .5 | Jolene | 9-12 |
| 10/9/19 | District Inservice: Small-Group Instruction - Strategy Groups vs Guided Reading | 1 | Akilah | K-6 | TBD | Writer's Workshop topic | .5 | Jolene | 9-12 |
| 10/10/19 | PLE - Small-Group Instruction - Modeling for 2nd Grade teachers | 1 | Akilah | K-2 | | | | | |
| 11/5/19 | District Inservice: Create Lesson Plans for Small-Group Instruction - Guided Reading and/or Strategy Group | 1 | Akilah | K-6 | | | | | |
| 11/6/19 | PLE - Small-Group Instruction - Modeling for Kindergarten teachers | 1 | Akilah | K-2 | | | | | |
| 1/21/20 | District Inservice (Elementary) - Small Group Instruction and Reader's Notebook | 1 | Erica | K-6 | | | | | |
| 1/22/20 | AGI – Workshop Model Demo Lesson (Whole and Small-Group Instruction) Grade 6 teachers | 1 | Erica | 3-6 | | | | | |
| 3/10/20 - 3/11/20 | AGI - Small-Group Instruction - Modeling for Grade 4 and 5 teachers | 2 | Erica | 3-6 | | | | | |
| 3/30/20 - 3/31/20 | PLE - Small-Group Instruction - TBD | 2 | Akilah | K-2 | | | | | |
| 5/13/20 | FSEMS - Small-Group Instruction | 1 | Erica | 7-8 | | | | | |

Glossary of Terms

21st Century Skills – A combination of Learning, Literacy, and Life skills that makes up the 12 abilities that today’s students need to succeed in their careers during the Information Age. These skills include the six C’s of Critical thinking, Creativity, Collaboration, Character, Citizenship, and Communication. Additionally, these skills also include a variety of literacies and soft skills such as Information Literacy, Media Literacy, Technology Literacy, Flexibility, Leadership, Initiative, Productivity, and Social skills.

Balanced Literacy – Balanced literacy includes a variety of reading and writing instructional models. These models should be incorporated during the reading and writing workshop block at various times throughout the week to ensure student success. The idea of balanced literacy does not mean equal time dedicated to each instructional model. Literacy models must change as students progress through the years, with varying amounts of time being allocated to different areas of literacy across grades.

Benchmark Assessment – Evaluates student performance at periodic intervals, frequently at the end of a grading period. Can predict student performance on end-of-the-year summative assessments.

Comprehension – Reading comprehension is the ability to read a text, process it, and understand its meaning. Comprehension comes from engaging with ideas and constructing a sense of a whole text or work. Comprehension is evident when readers can interpret and evaluate events, dialogue, ideas, and information; connect information to what they already know; adjust their current knowledge to include new ideas or look at those ideas in a different way; determine and remember the most important points in the reading; and read “between the lines” to understand underlying meanings.

Curriculum – An educational plan that ensures that all students have an equal opportunity to learn the content of a particular course. The curriculum must be “guaranteed” in its commitment that each student has access to effective teachers, the same content, knowledge, and skills to have the opportunity to succeed in school. The curriculum must also be “viable” in that it ensures that students have been allotted enough time to learn the guaranteed curriculum.

Diagnostic Assessment – Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction. Also, can be used as a baseline to start instruction from or administered only to students who demonstrate a deficit in a particular area.

Disciplinary Literacy – The joining together of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given content area or field. These abilities are important in ALL courses and subjects.

Fluency – Fluency is the ability to read text accurately and quickly. During independent reading, fluent readers recognize words automatically and group them so they can understand

what they are reading. Fluent readers do not concentrate on decoding words. Instead, they focus their attention on what the text means.

Formative Assessment – Assesses a student’s performance during instruction, and usually occurs regularly throughout the instruction process like a doctor’s “check-up” to provide data to revise instruction.

Gradual Release of Responsibility (GRR) – This instructional model moves classroom instruction from teacher-centered, whole-group delivery to student-centered, collaborative work and, finally, to independent practice. It is also known as the “I do, we do, you do” model.

Guided Reading – This kind of small-group, homogeneous reading instruction is designed to provide differentiated teaching that supports students in developing reading proficiency. The guided reading instructional model scaffolds students by supporting them in dealing with challenges as they read and comprehend text. In guided reading, all students are using the same text. The teachers use a text that matches each student’s instructional level or ability. The teacher introduces the text, listens to students read, prompts and guides students, and engages in conversation to provide readers with the tools they need when reading independently. It is important to note that the teacher may be pulling these students together to provide specific instruction that only applies to that group, especially in the case of above or below level readers. Additionally, there are times when the teacher wants to use the guided group as a touchpoint to determine reading strengths and weaknesses (as suggested by the definition), and there are times when a specific lesson is needed.

Media Literacy – Media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. It is the ability to access, analyze, and evaluate, create and act using all forms of communication to be critical thinkers and makers, effective communicators and active citizens.

Metacognition – Metacognition is the self-awareness that people have of their mental or thought processes. It includes their ability to monitor, regulate, and direct those processes to the desired outcome (e.g., problem-solving).

Phonics – Phonics can also be referred to as sound-symbol connections or graphophone. It is the understanding of how letters or spelling patterns (graphemes) represent sounds of speech (phonemes). Phonics involves awareness of the sounds of individual letters or letter combinations. It requires the understanding that sounds can blend to make a word and a mastery of rules about certain sound patterns.

Phonological awareness – This is awareness that spoken language can be taken apart in many ways: Sentences can be broken into words, words can be divided into syllables (e.g., sis/ter), and syllables can be divided into smaller individual sounds (i.e., phonemes, such as /c/

/a/ /t/). Phonological awareness includes knowledge of rhyming, intonation, and alliteration (i.e., hearing the similarity of sounds, as in “Peter Piper picked a peck of pickled peppers”).

Summative Assessment – Measures a student’s achievement at the end of instruction. Important questions to ask after it is over are what went right and what went wrong?

Vocabulary – Vocabulary includes the words that people must know to communicate effectively, including oral and reading vocabulary. Oral vocabulary is comprised of words we use when we speak and words we recognize when we listen. Reading vocabulary is comprised of words we recognize and use in print.

Word Study – Word study is any instruction used by the teacher to introduce, teach, and provide students with opportunities to practice using their knowledge of phonological and phonemic awareness, letter recognition, letter-sound relationships, phonics, spelling patterns, and vocabulary. The purpose is to help students achieve the automatic word recognition necessary for fluency and proficient comprehension. Examples include phonics, phonemic awareness, phonological awareness, spelling, and vocabulary.

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