

**Literacy Plan: 3rd Grade of /// Elementary**

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### **Literacy Need**

Our group received third grade data from /// Elementary School. The data consisted of benchmark testing for the first, second, and third quarter for all five classes. Each student is classified by an ethnicity code 1-6 and gender M/F. The county consists of one elementary, one middle, and one high school. With a very small county, reports for the entire county show an accurate representation of the elementary school. /// County racial and ethnic group population is as follows: 49.6% white, 38.1% black, 7.2% multiple races, 4.8% Hispanic, 0.2% American Indian, 0.2% Asian, and 0.1% Native Hawaiian. 12% of students in /// County have disabilities. More than half of the population, 61.3%, of students are economically disadvantaged, but every student in the school has free breakfast and lunch. Lastly, the county has 2% of students as English Learners. (school quality)

From a coach's lens, to determine what need was prevalent, we looked across all five classes of benchmark data for the first three quarters of the year, and we saw a need in reading comprehension skills. This was true over the spread of all three benchmarks taken, but specifically benchmark 1. 44% of students scored below a 60% on benchmark 1, so we looked into specific SOLs that were weaker links for the entire grade level. The weakest SOLs on the first benchmark include 3.5c make, confirm, and revise predictions using specific details (32% accuracy), 3.5d compare and contrast setting, characters, and plot events (29% accuracy), and 3.5i identify conflict and resolution (30% accuracy). With accuracy across the grade level, we

thought it was important to focus on these SOLs pertaining to reading comprehension as the focus of the professional development.

Analyzing data from a specialist's standpoint, we looked student by student at the MAPS reading data to show what students were making growth over the course of the year and which students were not making growth. The assessments were given 2<sup>nd</sup> grade spring, 3<sup>rd</sup> grade fall, and 3<sup>rd</sup> grade spring. It is common for some regression to occur between 2<sup>nd</sup> grade spring and 3<sup>rd</sup> grade fall, but we looked for weaknesses among data from 3<sup>rd</sup> grade fall to spring. Students who did not increase their MAPS score or increased by less than 7 are students who may need additional help and strategies for that will be included in the professional development. 35% of students did not improve by 7 or more points on the MAPS reading data. This data also shows students who are still behind where they should be by spring 183 or less, but several students who are behind in the spring have made significant growth since fall. One final observation made from the MAPS data is students who are more advanced, scoring above a 205 in the fall did not make significant growth from fall to spring showing they are not being challenged with their learning. Differentiation should occur on all parts of the continuum.

### **Possible Solutions**

#### **Lucy Calkins Reading Program**

Due to the school's literacy need of comprehension, the Lucy Calkins reading program covers four units of study. It contains two fiction and two nonfiction units. The program contains minilessons, teaching points, conferences, and small group work needed to teach a comprehensive workshop. The program even includes performance assessments, student

checklists, and rubrics. In terms of the literacy need, Lucy contains resources that foster comprehension, such as pre-made anchor charts, narrative reading learning progression that shows what students in each grade level should be able to understand about a text, and a variety of modeled comprehension strategies, such as making predictions, going through tricky vocabulary words, and questioning. The necessary requirements needed in order to implement the program are first the funds needed in order to purchase the program and the resources that are not included with the program, including the fiction and nonfiction books. Due to the high expenses of reading programs, the most likely pitfall of this solution would be the county not having the funds to purchase this program. This is a very practical solution once teachers are trained and familiar with the program.

### **Literacy by Design**

Literacy by Design is a research-based literacy program that is trademarked by Houghton Mifflin Harcourt and published by Rigby. It highlights Reading and Writing Workshop in the classroom and is aligned with Common Core State Standards. This program uses shared reading, guided reading, and interactive reading practices along with a writers workshop to cover vocabulary, comprehension, and fluency. There are opportunities to adjust rigor levels based on the needs of students and the programs give support in measuring success. Literacy by Design uses comprehension strategies for explicit comprehension instruction, which is what our school needs for students. Comprehension checks are incorporated before, during, and after instruction. Literacy by Design promotes thinking of the text by telling readers explicitly what to look for while reading. This built in scaffolding supports the students during the reading and the teachers while giving instruction. The explicit comprehension questions allow for teachers to quickly

assess comprehension of their students. Teachers are supported through tasks and modules that develop instruction in a rationale way. When checking comprehension, Literacy by Design provides opportunities through authentic responses to the literature through multiple ways of expression including discussions, shared responses, and independent writing. In order to implement this program, the program will have to be purchased and staff will have to be educated on how to use the program. In order to implement the program, all resources come in a package that can be purchased. The program can be purchased by grade level, which can be beneficial or a pitfall based on a school's resources in terms of price. The structure of modules also doesn't leave a lot of room for remediation or revisiting for students. Teachers will have to be aware of this going into the program.

### **Reading Street**

Reading Street is a literacy program developed by Pearson Education. This program works to develop a strong foundation of reading with a practice for writing. Reading Street places a high emphasis on instruction for developing comprehension skills, such as working with and analyzing story elements. The program also gives instruction for vocabulary, fluency, phonics, and word knowledge. The overall program is very connected and detailed for teachers to follow instruction. Support and enhancement opportunities are given through the text as well. Opportunities to integrate science and social studies are present through the text. With the text, students can use the same text over a weekly routine to use close reads and build comprehension along the way through questions and thinking skills. The writing practice is then connected to the reading, practicing comprehension for students. Reading Street considers the classroom and provides instruction for small group activities and whole group instruction. In order to implement

this program, the program must be bought, which includes supplies and materials. The program also includes a “Response to Intervention Kit” for teachers to utilize when needed. Assessments are provided to be used every week, every unit, and at the end of the year, keeping progress monitoring a priority. Support of English Language Learners (ELLs) is also provided. In order to use the program, it will have to be purchased. The purchase includes the materials needed, but it comes with a hefty cost. This includes technology support as well. A possible pitfall to this program is that it is costly, and it is costly to purchase additional supplies or replacements so that multiple teachers can use the program at once.

### **Solution: Lucy Calkins**

The best solution to this school’s literacy need is the Lucy Calkins program. The school’s major literacy need is comprehension, and this program discusses explicit instruction needs, fluency, progress monitoring, and scaffolding. Lucy Calkins also contains resources that foster comprehension, such as pre-made anchor charts, narrative reading learning progression that shows what students in each grade level should be able to understand about a text, and a variety of modeled comprehension strategies, such as making predictions, going through tricky vocabulary words, and questioning. According to the data, students struggled with three particular SOL components; 1) 3.5c - making, confirming, and revising predictions using specific details, 2) 3.5d - comparing and contrasting setting, characters, and plot events, and 3) 3.5i - identifying conflict and resolution. Beginning at first grade, the program introduces comprehension strategies, including making, confirming, and revising predictions. The program even encourages teachers to help students enrich their predictions to have them think on a higher

level and think deeply about the characters and the story. This program includes instruction on how to teach comparing and contrasting within texts. Students are asked to discuss similarities and differences and notice a theme. Students are also asked to compare and contrast different versions of the text, such as comparing the book to the movie.

Lucy Calkins provides many instructional strategies to help students comprehend the text. This program consistently includes mini lessons. Lucy Calkins states that there are an abundance of ways to foster comprehension. During these mini lessons, the teacher is to make connections with the students, teach the content (usually using an anchor chart), use active engagement (such as think, pair, share), and link it to reading.

To implement this instructional plan, all school personnel, particularly literacy coaches, literacy specialists, and classroom teachers, must analyze and understand their school's data. The 1.44% of students who scored below a 60% are in need of literacy support. Each day, these students will have small group time with a literacy specialist for at least 30 minutes for intensive support. Using the data, the students will be placed in instructional groups based on their individual needs. Using the Lucy Calkins program, the literacy specialist will support the students in their area of need regarding comprehension. The literacy coach will observe the classroom teacher and will assist them in what will benefit the needs of the students. Literacy specialists and/or coaches can present this information to school personnel through a professional development meeting. Using each of the anchor charts provided on the Lucy online resources, literacy coaches/specialists can present these to teachers to show them how they are used and how they will meet the needs of the students.

### **Professional Development Plan**

The professional development plan consists of a year of learning and reflecting for all third grade educators, special education teachers, teacher assistants, and reading specialists. The plan will introduce the new program by explaining the need for a new program to meet the needs of all third grade students in the school: reading comprehension. The reading specialist will provide a rationale for the program in order for teachers to see a need for the program including using data and introducing a book for the summer read: *Read, Write, Lead*. This will allow teachers to see the importance of change, and that it is okay for teachers to make changes in their room. It is not a bad thing to get help from a reading specialist.

The third grade educators will be split into multiple groups to learn about different aspects of the program and the expectations for the professional development. Small groups will allow for collaboration with different people and personal conversations to occur. Building a strong rapport with teachers and instructors will be necessary for change to want to occur. Each group will spend time in three sessions: learning about the needs as a grade level and sharing personal needs for their own classrooms, learning about the Lucy Calkins program with all it has to offer (online resources), and model lessons to watch and practice to bring into their own classroom. After everyone has attended all three sessions, they will participate in a jig-saw collaboration to meet with other people and share perspectives on what they learned. At the end of the session, they will fill out what they learned, questions they have, and what they do not yet understand.

Using the adult learning theory that “adult learning is purpose driven”, we will make direct connections to this during the professional development sessions (Pappas, 2018). Since it



is a choice for educators to learn from these professional development sessions, we will motivate educators to learn by relating the topics directly into their work. As current instruction is not benefitting all students, it is time to implement a plan that will benefit all students. We will ask the educators to reflect on their own students and comprehension. This is a way to build internal motivation for the participants, another adult learning strategy based on theories (Pappas, 2018). The benefits and purpose of the professional development plan will be clear for educators to understand. The message that we are improving for students through ourselves will be spread.

In order to assure teachers we will be their constant support system, the expectations need to be clear from the beginning. Teachers need to see you as a collaborator, not an authoritative figure. The facilitator (reading specialist) will take time to go into each classroom, focusing on what the teacher needs, and providing a model for the teachers to use. Teachers and specialists will remain in constant communication in order to answer questions and provide opportunities for feedback and reflection.

### **Timeline for Implementation**

#### **Timeline of Hypothetical Dates**

<b>Dates</b>	<b>Students</b>	<b>Educators</b>
Over Summer	At home reading encouraged	Read <i>Read, Write, Lead</i> by Regie Routman
August - Mid September	Take assessments to determine instructional levels.	Analyze students' data. Begin professional development through Lucy Calkins training of instruction and methods.
Mid September	Begin Lucy Calkins intervention procedures.	Begin Lucy Calkins intervention procedures.

December	Take assessments to reassess instructional levels.	Analyze students' data. Reassess instructional levels. Monitor growth.
March	Take assessments to reassess instructional levels.	Analyze students' data. Reassess instructional levels. Monitor growth.
June	Take final assessments.	Analyze students' data and determine students' growth and the effectiveness of intervention.

### **Assessment/Monitor Plan**

Full assessments will be administered in August to mid-September to determine instructional plans for students. Assessments will be given again in December and March for progress monitoring. This data will give light into what is work and what needs to be changed. Students will also be encouraged to take continuous progress monitoring data through formative assessments. In June, students will take post assessments to determine overall results.

If a student is not showing growth during progress monitoring, a more intensive and individualized intervention plan will be designed using the Lucy Calkins program. If teachers are not following the Lucy Calkins program, the reading coach will sit down with the teacher and determine the issue or misunderstanding. The reading coach can then enter the classroom and provide support until resolved.

Overall, the Lucy Calkins program is designed to assist teachers and coaches with literacy instruction. This program will be used to help improve comprehension throughout our grade. Educators will be coached in the procedure of how and why to use the program. This implementation will support both students and teachers in the school.

### References

Pappas, C., 2018. *7 Top Facts About The Adult Learning Theory (2018 Update)*. [online]

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