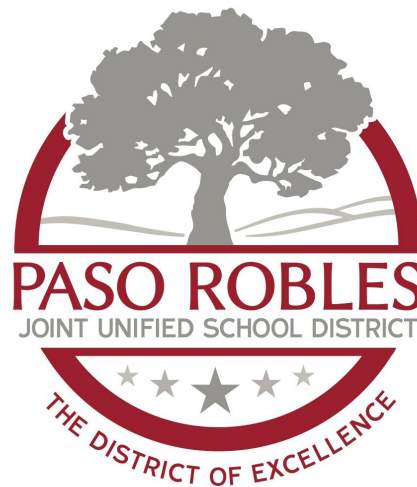


Early Literacy TaskForce





*Without a strong foundation in reading, children are left behind at the beginning of their education. They lag in every class, year after year because more than 85 percent of the curriculum is taught by reading. **By the end of third grade, 74 percent of struggling readers won't ever catch up. In fact, one of the most important predictors of graduating from high school is reading proficiently by the end of third grade.***

-The Children's Reading Foundation-

Early Literacy Task Force

Purpose of the Early Literacy Task Force: The purpose of the task force is to collaborate around thoughtful considerations for a balanced early literacy program.

Early Literacy Task Force Members: The K-2 Early Literacy Task Force consists of 14 members: 3 kindergarten teachers, 3 first grade teachers, 3 second grade teachers, 3 intervention teachers, and 2 elementary principals.



Structures for Reading Instruction

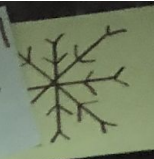
Progress Monitoring

Foundational Reading Skills

Relevant + Right Materials

Ongoing Professional Development for all Stakeholders

Foundational Language Skills



Guided Reading

Ind Rdg

Authentic ongoing assessment

Phonemic Awareness

Guided Reading Books

T training in early literacy ongoing PD

Vocabulary development/building background knowledge

Vocabulary building

Guided Rdg

Small group instruction

Common assessment (RR, ESGI, etc)

Phonological awareness

engaging materials/ classroom & school library

Trained staff in various elements of literacy development

Read alouds

Guided Reading

Shared Reading

multiple measures common assessment

Foundational Skills

Good litt. Books

Program Identify Successes and impediments

listening/oral (speaking)

TIME to read self-selected reading

Intervention

Oral Language

a writing program that works

Board support

Shared Experiences

Writing Instruction

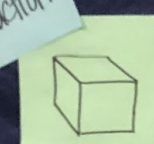
concepts of print

fluency

Effective Collaboration by grade level, staff, intern.

Common practices - researched based

Staffing (hrs of support)

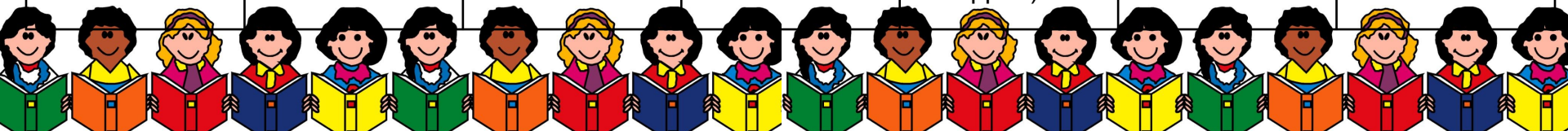


shared writing
↓
guided writing
↓
independent writing

Modeled Writing

writing across curricular areas: modeled, shared, independent

Structure for Reading Instruction	Progress Monitoring	Foundational Reading Skills	Relevant and Right Material	Relevant Ongoing Professional Development for all Stakeholders	Foundational Language Skills	Writing Instruction
<ul style="list-style-type: none"> - Guided Reading - Independent Reading - Small-Group - Instruction - Shared Reading - Time to Read - - Self-Selected Reading 	<ul style="list-style-type: none"> - Authentic Ongoing Assessment - Common Assessment (RR, ESGI) - Multiple Measures - Common Assessment - Intervention 	<ul style="list-style-type: none"> - Phonemic Awareness - Phonological Awareness - Foundational Skills - Oral Language - Concepts of Print - Fluency 	<ul style="list-style-type: none"> - Guided Reading Books - Engaging Materials: classroom and school library - Good Literature books - A writing program 	<ul style="list-style-type: none"> - Teacher Training in Early Literacy - Ongoing PD - Trained Staff in Various Elements of Literacy Development - Program: Identify Success and Impediments - Board Support - Effective Collaboration - by Grade, Level, Staff, Intervention - Common Practices: Researched Based - Staffing (Tiers of Support) 	<ul style="list-style-type: none"> - Vocabulary Development: Building Background Knowledge - Read Aloud - Listening/Oral (speaking) - Shared Experiences 	<ul style="list-style-type: none"> - Shared Writing - Guided Writing - Independent Writing - Modeled Writing - Writing Across Curricular Areas: Modelled, Shared, Independent



K-2 Early Literacy

Current and Next Steps

(Superintendent's Core Instruction Goal)

- Early Literacy Task Force
- After School Tutoring
- LCAP Intervention Supports
- K-2 Balanced Literacy Program: Presenter Dr. Mary Howard
- K-2 Guided Reading Books for Every Classroom
- Reading Assessment Teacher Survey
- Increase LCAP Intervention Actions Pending LCAP Process Completion



Early Literacy TaskForce

