Literacy Support Schools
NON-NEGOTIABLES
School Year 2022-2023

Access to High-Quality Instructional Materials (HQIM)

HQIM are aligned to the MS CCRS, are externally validated, comprehensive, and include engaging texts (books, multimedia, etc.) and assessments.

- MDE HQIM Vision – "Every student in every Mississippi classroom reads meaningful complex texts and expresses their ideas effectively through writing and speaking, all to build knowledge of the world!"
- What does this look like: MS Adoption List
- Classroom Example: Wit & Wisdom Lesson
- Articles/Websites: Mississippi Instructional Materials Matter

Interactive Learning Walls

Interactive learning walls, such as sound walls and word walls, are displayed classroom instructional tools

- Sound walls support students by focusing on the articulation of sounds and the letter/letter patterns that represent those sounds;
- Word walls support students by focusing on a collection of words and their relationships.
- Research Aligned to SOR
- What does this look like?
- Classroom Example
- Articles/Websites

Data-Driven Instruction

Assessments provide information about a student's progress toward mastery of the grade-level expectations found in the Mississippi College and Career Readiness Standards. Data from these assessments and the MS-CCRS should inform instructional decisions.

- Administrators or district personnel will grant digital access to screener data/reports to the MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.
- Universal Screeners should be administered three times per year: beginning, middle, and end. See the Universal Screener and Diagnostic Assessment link for more information.
- Diagnostic Assessments should be administered to students who fail the screening assessment. For links to specific diagnostic tools, see the Universal Screener Companion Guide.
- Evidence of data-driven instruction includes updated data walls/binders that follow FERPA guidelines, homogenous small groups at the teacher/assistant tables, data meetings/PLCs with supporting documents (example: school-wide and/or grade-level goals).
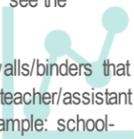
Accountability in Action

To assist schools and district leaders in the process of evaluating, implementing, and sustaining evidence-based literacy practices supported by the Science of Reading. This action process includes:

- Individual Reading Plan serves as a tool for documenting intensive reading instruction and interventions for students with reading deficiencies.
- School Literacy Action Plan provides a plan for addressing areas of concern in reading that have been identified through data analysis.
- Learning Walks provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom.
- Administrator/Literacy Coach Debrief occurs weekly to review data and make recommendations for adjustments in instructional practices.
- Science of Reading/Lead for Literacy Framework

Knowledge Building and Support

Professional Learning Communities (PLCs) consist of a group of educators that meet during a regularly designated time to collaboratively analyze evidence of student learning in order to adjust instructional practices while addressing individual student needs.

- PLCs are a form of professional development in which educators work together to improve student achievement.
- There are three main types of PLCs:
  - Content PLC - enhance and build teacher capacity (e.g., book studies, articles, program specific, etc.).
  - Planning PLC - build instructional plans with grade level or subject area (e.g., planning for centers).
  - Data PLC - review and plot data to guide data-driven instruction.

Multi-Tiered System of Supports

The Three Tier Instructional Model is a part of State Board Policy 41.1. This model is designed to meet the needs of every student and consists of three tiers of instruction.

- The LBPA was amended in 2016 to include the Individual Reading Plan (IRP) and increased expectations for 3rd-grade students beginning in 2018-2019. Any students in K-3 that exhibit a substantial deficiency in reading as well as students who were promoted to 4th grade under a Good Cause Exemption should have an IRP on file.
- The MTSS-IRP process aligns closely with the science of reading. Through targeted, specific interventions (Approved Interventions), students receive interventions that fill foundational gaps in areas of literacy.
- The IRP (Appendix E in MTSS Documentation Packet) serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies.
- Classroom Examples: Flowchart, IRP Alignment Checklist, Universal Screener Companion Guide - Diagnostic Assessments
- IRP Guidance Links: The LBPA, LBPA/IRP PowerPoint, Parent Read at Home Plan

Uninterrupted Reading Block

The uninterrupted 90–120-minute reading block consists of data-driven instruction aligned to the MS-CCRS focused on the five components of reading and writing.

- "The National Reading Panel Report shows that all students need at least 90 minutes of uninterrupted reading instruction each day..." (The National Reading Panel Report, 2005)
- The uninterrupted literacy block includes systematic, explicit instruction in both whole group and small group.
- Instructional Routines for Kindergarten & First - Fifth grade

Interactive Anchor Charts and Print-Rich Environment

Interactive anchor charts reinforce learning and serve as tools to connect teaching and student learning. They build a culture of literacy in the classroom by making both the teachers' and students' thinking visible.

- The print-rich environment emphasizes the importance of speaking, reading, and writing to promote learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design, and intentional instruction and facilitation by teachers and staff. (Reading Rockets, 2015)
- Throughout the school year, teachers create anchor charts with their students. These will be displayed around the classroom for student reference. While premade anchor charts are aesthetically pleasing, they are not always effective because the students did not assist in creating them.
- 3rd grade RL and RI Standards Graphic Organizers with Corresponding Anchor Charts
- Literacy-Rich Environments
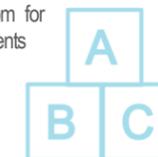
Writing Connected to Text

Writing is in response to text, with responses being dependent upon a student's reading and comprehension of a text. Explicit instruction focuses on the three types of writing: narrative, informative, and opinion.

- "Literacy knowledge, vocabulary, background knowledge of facts and concepts, and text structures can be explicitly taught through writing instruction. It creates a two for one lesson plan that capitalizes on precious instructional time while honing both reading and writing skills." (Auray, 2020).
- What does this look like: Writing Strategies Guide
- Classroom Example: Sample Reading Block Schedule
- Articles/Websites: Literacy Focus of the Month (January); Writing Rubric Webinar

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