**Treasures**

**2012-13 Bills Of Rights (Non-Negotiables) for Effective Reading Instruction**

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| **Literacy Component**   * Minimum of 90 minutes of uninterrupted High Quality Instruction & Practice in CORE Reading Block every school day of the year (\* 60 min. for half day kinder) * Grade Level teams will stay on pacing guide for benefit of all kids * \*Teacher’s Guide open to this week’s lesson, annotated (tabs, sticky notes) for engagement and extra practice and used * \*Meet monthly in data grade level teams to discuss assessment data and implications for instruction delivery changes, intervention changes and grouping changes * \*Small group start no later than Monday of 3rd week of school; MAXIMIZE SMALL GROUPS! * \*Tier 2 Interventions start the second week of school for grades 2-5 | | | | | | |
|  | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** |
| Phonemic Awareness (K)  And/or Phonics (K-2)  Spelling (2-5) | A-Z Sound Spelling Cards posted in front of room and referred to | 44 Sound Spelling Cards Posted in Front of Room; Cards turned as taught | 44 Sound Spelling Cards turned to the multiple spelling side with visual posting of this week’s review sounds | Spelling lists come from Treasure \*apply Rebecca Sitton routines, procedures & practice to Treasures word lists | Spelling comes from Treasures \*apply Rebecca Sitton routines, procedures & practice to Treasures word lists | Spelling comes from Treasures \*apply Rebecca Sitton routines, procedures & practice to Treasures word lists |
| High Frequency (sight) Words  (Dolch words… are embedded in HF List) | -This week’s sound and sight words visually posted, highlighted taught  -Practiced in WORD WORK | -This week’s sound and sight words visually posted, highlighted, taught  -Practiced in WORD WORK | -This week’s sounds and  sight words visually posted, highlighted, taught  -Practiced in WORD WORK | -This week’s sight words visually posted and highlighted verify if HF words still identified in Treasures  -Practiced in WORD WORK | -This week’s sight words visually posted and highlighted verify if HF words still identified in Treasures  -Practiced in WORD WORK | -This week’s sight words visually posted and highlighted verify if HF words still identified in Treasures  -Practiced in WORD WORK |
| Vocabulary | This week’s sound and sight words in centers and seat work | This week’s sound and sight words in seat work and independent work | This week’s sound and sight words in seat work and independent work  Treasures Vocabulary Posted  \*Word  \*Student friendly definition  \*picture | Treasures Vocabulary  Posted  \*Word  \*Student friendly definition  \*picture | Treasures Vocabulary  Posted  \*Word  \*Student friendly definition  \*picture | Treasures Vocabulary  Posted  \*Word  \*Student friendly definition  \*picture |
| WORD WORK | -Build HFW with a variety of tools  -Write HFW with a variety of mediums | -Tactile (manipulatives)  -HFW lists and spelling lists | -Word Sorts  -Rainbow Spelling | Practice Treasure’s Spelling words which may include the following choices – whiteboards, computer, yarn, bubble and/or rainbow letters, word sorts and tiles.  Practice Vocabulary words by creating vocabulary dictionary including word, meaning and sketch. As year progresses and each skill introduced and practiced other features will be added such as synonym, antonym, parts of speech and sentences. | -Interactive Flip charts  -Vocab graphic organizer | -Treasures word-sort, spelling strategies – text  -Vocab word-definition  (look word up-write definition out.) |
| **Guided reading in small groups**  **MAIN SELECTION** | **Every child reads orally in a small group every day** | **Every child reads orally in a small group every day** | **Every child reads orally in a small group every day** | **Every child reads orally in a small group every day** | **- On & Above level students read orally in small group at least 3 times per week.**  **-Below level students read orally in small group daily** | **-On & Above level students read orally in small group at least 3 times per week.**  **-Below level students read orally in small group daily** |
| **Reading Practice for fluency & comprehension**  Partner/Independent Reading  READ TO SOMEONE/READ TO SELF /LISTEN TO READING | **Every Child participates in Main selection reading/read to**  -Every child reads decodable from cover to cover every week (correctly, with no word guessing)  -LISTEN TO READING (from person or device) | **Every Child participates in Main selection reading/read to**  -Every child reads decodable from cover to cover every week (correctly, with no word guessing)  -LISTEN TO READING (from person or device) | **Every Child participates in Main selection reading/read to**  -Every child reads decodable from cover to cover every week (correctly, with no word guessing)  -LISTEN TO READING (from person or device) | **Every child reads main selection.**  -Above Level Students read Main Selection and Above Level Reader  -Below level students read Main Selection and Approaching Level or ELL Reader(Treasure Chest)  -On level Students read main selection and on level reader | **Every child reads main selection.**  -Above Level Students read Main Selection and Above Level Reader  -Below level students read Main Selection and Approaching Level or ELL Reader (Treasure Chest)  -On level Students read main selection and on level reader | **Every child reads main selection.**  -Above Level Students read Main Selection and Above Level Reader  -Below level students read Main Selection and Approaching Level or ELL Reader(Treasure Chest)  -On level Students read main selection and on level reader |
| **Self-selected text**  **READ TO SELF** | **Students have 5-10 minutes daily to read (look at pictures, read, retell) self- selected “just right” text which includes Treasures materials** | **Students have 5-10 minutes daily to read self- selected “just right” text which includes Treasures materials** | **Students have 10-20 minutes daily to read self- selected “just right” text which includes Treasures materials** | **Students have 10-20 minutes daily to read self- selected “just right” text which includes Treasures materials** | **Students have 10-20 minutes daily to read self- selected “just right” text which includes Treasures materials** | **Students have 10-20 minutes daily to read self -selected “just right” text which includes Treasures materials** |
| **Responding to reading same as...**  **WORK ON WRITING** | **Students write/draw DAILY in response to reading to develop writing skills and demonstrate comprehension in student appropriate paper *(not worksheets)*** | **Students write DAILY in response to reading to develop writing skills and demonstrate comprehension in student appropriate journals *(not worksheets)*** | **Students write DAILY in response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contract and organize text visually) in student appropriate journals *(not worksheets)*** | **Students write in DAILY response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contract and organize text visually) in student appropriate journals *(not worksheets)*** | **Students write in DAILY response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contract and organize text visually) in student appropriate journals *(not worksheets)*** | **Students write DAILY in response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contract and organize text visually) in student appropriate journals *(not worksheets)*** |
| **Formative Assessment of Reading** | Begin using Treasures assessment at mid-year | All students take the weekly comprehension test on the selection.  Teachers score and use results to adjust instruction. | All students take the weekly comprehension test on the selection.  Teachers score and use results to adjust instruction. | All students take the weekly comprehension test on the selection.  Teachers score and use results to adjust instruction. | All students take the weekly comprehension test on the selection.  Teachers score and use results to adjust instruction. | All students take the weekly comprehension test on the selection.  Teachers score and use results to adjust instruction. |
| **Interventions for Tier I and II; taught by most skilled adult** | Provide daily interventions for Tier II and Tier III (outside of 90-minute block)  using scientifically based reading research strategies and materials – Triumphs, Treasure Chest, or see district approved list | Provide daily interventions for Tier II and Tier III (outside of 90-minute block)  using scientifically based reading research strategies and materials – – Triumphs, Treasure Chest, or see district approved list | Provide daily interventions for Tier II and Tier III (outside of 90-minute block)  using scientifically based reading research strategies and materials – – Triumphs, Treasure Chest, or see district approved list | Provide daily interventions for Tier II and Tier III ((outside of 90-minute block)  using scientifically based reading research strategies and materials – – Triumphs, Treasure Chest, or see district approved list | Provide daily interventions for Tier II and Tier III (outside of 90-minute block)  using scientifically based reading research strategies and materials –  Triumphs, Treasure Chest, or see district approved list | Provide daily interventions for Tier II and Tier III (outside of 90-minute block)  using scientifically based reading research strategies and materials –  Triumphs, Treasure Chest, or see district approved list |