

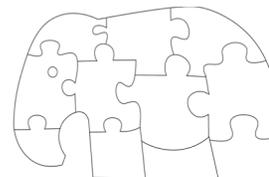
# Organizational Systems and Structures

Leadership I - Grades K-5 - Day 5



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## Diagnosing Your System



### Directions

Use the guiding questions to compare the system you currently have at your school with the components listed below.

For each, consider the Leadership Questions and make note of:

- Plus Evidence – What evidence do you have that your students are benefitting from this practice?
- Deltas – What changes or upgrades need to be made?
- Information Needed – What information do you still need to answer these questions?

#### Knowledge-Building/Topic-Based Curriculum

“Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students.” (page 33 of CCSS ELA)

#### Leadership Questions

Does your curriculum build knowledge of the world and words within and across grades?  
Is there any aspect of your system that is doing this for students?

#### Plus Evidence

#### Deltas

#### Information Needed

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**Text Complexity and Text Selection**

The standards (and readiness for college and careers) demand exposure and work with increasingly complex texts; grade-specific standards interact with text complexity in an integrative manner, and as such, text complexity and selection are a foundation for strong literacy implementation.

**Leadership Questions**

How are texts selected for students? Who is selecting them? Do they have the knowledge about text complexity that is necessary to make these choices?

**Plus Evidence****Deltas****Information Needed****Systematic Phonics**

This is a program that directly teaches the spelling/sound patterns of English in a clear sequence (e.g., beginning with consonant sounds then moving to short vowel sounds, long vowel sounds, consonant blends, and so forth). It's important in K-2 to be consistent within and across grades otherwise the "structure" or "system" is compromised.

**Leadership Questions**

What program do you use? Is it consistent in Grades K-2?

**Plus Evidence****Deltas****Information Needed**

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**Work with Syntax and Morphology**

As part of a deep focus of the language of complex texts, students should work with syntax—the arrangement of words and phrases—and morphology—analysis of root words, affixes, parts of speech—to deconstruct authorial choices and their impact. This should not only be a separate set of student materials, but a regular part of instruction with complex texts.

| <b>Leadership Questions</b>   | <b>Plus Evidence</b> | <b>Deltas</b> | <b>Information Needed</b> |
|---|----------------------|---------------|---------------------------|
| Do students use the grade-level complex texts to work with syntax and morphology? Do teachers know how to do this work with students? |                      |               |                           |

**Volume of Reading/Independent Reading/Love of Reading**

Students should experience “miles on the page” and practice beyond mastery with decoding spelling/sound patterns of English, and time has to be made in the literacy block/school day for experiencing a volume of reading of text that can be read independently by students. This includes teacher-assigned texts and student-selected texts. This should not include limiting students exclusively to their F&P level.

| <b>Leadership Questions</b>   | <b>Plus Evidence</b> | <b>Deltas</b> | <b>Information Needed</b> |
|---|----------------------|---------------|---------------------------|
| Are there regular opportunities for students to read independently or with peers based on their personal interests? Is there an accountability system for this? Are students able to read books outside of “their level”? Are there opportunities for students to explore topics of interest through independent reading? |                      |               |                           |

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**Guided Reading/Read-Aloud/Close Reading**

These are all shared reading experiences that should use grade-level, complex texts for maximum impact. Thus, this interacts with nearly all the parts of the elephant, with the possible exception of volume of reading and aligned interventions.

**Leadership Questions**

Does your curriculum ensure that all students, regardless of independent reading level, are exposed to complex, grade-level text in whole-class instruction?" Do teachers use these texts to model and teach syntax and morphology? Does your guided reading program use grade-level, complex texts?

**Plus Evidence****Deltas****Information Needed****Coordinated Interventions**

Make sure that if you are pulling kids out for interventions, it is in the interest of moving kids into the same work that the rest of the class is in; look for opportunities here to build knowledge and vocabulary on a topic prior to students reading the grade-level text. Similarly, interventions may involve increased exposure to phonics, syntax, writing, etc., to build capacity in these areas and accelerate the student towards grade-level demands. Tier II interventions can be 'aligned' work around building knowledge. Tier III interventions would likely not be grade-level work but rather in the interest of moving students into grade-level work—such as work with phonics for a student in 5th grade and above.

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|   |                             |                      |                                  |
|---|-----------------------------|----------------------|----------------------------------|
| <p><b>Leadership Questions</b><br/>         Are your Tier II interventions aligned around the grade-level work students are learning with the rest of their classmates? Are K–2 interventions aligned to the phonics program?</p>   | <p><b>Plus Evidence</b></p> | <p><b>Deltas</b></p> | <p><b>Information Needed</b></p> |
| <p><b>ELLs and Language Amplification</b><br/>         ELLs and Language Minority students benefit from amplified language, a concept from Aida Walqui that can be paraphrased in this context to mean providing students with repeated opportunities to encounter and practice (through reading, writing, listening, and speaking) language and content from multiple perspectives and activities. Amplification of text is often presented in opposition to simplification of text.</p> |                             |                      |                                  |
| <p><b>Leadership Questions</b><br/>         Is your support system for ELL students focused on amplifying texts rather than simplifying them?</p>   | <p><b>Plus Evidence</b></p> | <p><b>Deltas</b></p> | <p><b>Information Needed</b></p> |

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|--|----------------------|---------------|---------------------------|
| <p><b>Speaking and Listening</b><br/>         These sets of standards, often overlooked due to their not being formally assessed, are a crucial aspect of not only building the primacy of text-based discourse but also a classroom culture that exemplifies a supportive growth mindset. Speaking and Listening interacts with all parts of the elephant in a classroom setting.</p> |                      |               |                           |
| <p><b>Leadership Questions</b><br/>         Are the Speaking and Listening standards present in the curriculum to which you are exposing your students? Are teachers including them in their lesson planning and delivery on a regular basis (vs. intermittently and as a part of special projects)?</p>   | <b>Plus Evidence</b> | <b>Deltas</b> | <b>Information Needed</b> |
| <p><b>Writing</b><br/>         Writing should never happen in a manner divorced from reading primarily, and speaking, listening, and language secondarily. Writing should always be about something—even when it is narrative. Writing is a means to build AND express understanding, and should happen for a variety of purposes and contexts.</p>                                    |                      |               |                           |
| <p><b>Leadership Questions</b><br/>         Does writing happen primarily in conjunction with reading? Do your grade levels have a system for writing that ensures there are a variety of purposes in all subject areas? Is student writing aligned to the requirements of the writing standards?</p>  | <b>Plus Evidence</b> | <b>Deltas</b> | <b>Information Needed</b> |

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**Vocabulary**

Vocabulary is supported through work with complex texts and discipline/domain-specific texts that is frequent and systematic, and integrated into the reading, writing, speaking and listening instruction.

**Leadership Questions**

Is vocabulary instruction happening as part of work with complex texts and/or building knowledge with discipline/domain-specific texts?  
Is there attention to focusing on the RIGHT vocabulary words? (i.e., words needed to fully comprehend the text/words likely to appear in future texts in any discipline and/or words that are part of a word family)

**Plus Evidence****Deltas****Information Needed**

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**Fluency**

Fluency is developed throughout the ELA block and content area instruction and this happens in two ways: (1) instruction that builds fluent readers (hearing, reading and discussing content-rich, complex texts and promoting a volume of student reading); and (2) specific fluency building activities (e.g., choral reading, repeated oral reading, reader’s theater).

**Leadership Questions**

Is fluency on the radar of the ELA/content area teachers at all grade levels? Do ELA teachers engage in the aspects of ELA instruction that support fluency AND specific fluency-building activities?

**Plus Evidence****Deltas****Information Needed**

**List additional aspects of the literacy program that are currently present in your school—but do not fit into a category on this list:**

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## IDENTIFYING PRIORITIES

**What do you want to SEE happening differently** in classrooms for students in literacy? Write **up to five substantive and visible changes** for the first six months of school.

- 1.
- 2.
- 3.
- 4.
- 5.

What systems or structures are necessary?

To make that happen for children, **what do you want to SEE teachers and/or leaders doing differently** in literacy?

- 1.
- 2.
- 3.
- 4.
- 5.

What systems or structures are necessary?

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## ANALYZING LEVEL 3 SYSTEMS AND STRUCTURES

**Leadership Support** – What protection, direction, and order have been communicated? Are expectations clear? How will these efforts be protected from intrusion? How will problems be identified and quickly addressed? How will successes be recognized? Does the budget reflect the vision and support? What about technology and materials?

**Policies and Procedures** – Do any policies conflict with the vision’s outcomes and/or activities? Are any policies directly or indirectly affected by this plan?

**Systems and Structures for Student Learning** – Is the time that students spend in literacy designed for their standards-based learning needs? Are the student systems placing the right emphasis on the right things?

**Systems and Structures for Teachers** – On what are teachers asked to spend their time and attention? Consider: planning, collaboration, professional learning and development, data-analysis, observation and feedback, evaluation, etc.

Adapted from Guskey, Thomas. *Evaluating Professional Development*. 2000. Corwin Press.

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## ACTION PLANNING

Design a set of actions that integrate into one coherent intervention for this next school year. Look for places where your systems, structures, and supports overlap. Include key decisions, and identify those that will require strong direction from the leadership.

Make sure you include plans for:

- Aligned curriculum and text selection
- Professional development
- Instructional lesson planning
- Development through observation with feedback

| What? | Who will lead?<br>Who will be included? | Key Dates |
|-------|---|-----------|
|       |   |           |
|       |   |           |
|       |   |           |

# The K-2 Elements of Aligned ELA Instruction

Students (Ss) need repeated exposure to a large amount of text – across a wide variety of genre and topics – to acquire a deep inventory of words that are instantly recognized or efficiently decoded. This exposure to text and reading also deepens the reader’s knowledge and vocabulary, in turn supporting their fluency, comprehension, and ability to read even more.

|  | <b>Foundational Skills</b><br>(K-1) Print Concepts,<br>(K-1) Phonological Awareness,<br>Phonics & Word Recognition (K-2)   | <b>Fluency</b><br>Accuracy, Automaticity,<br>Expression  | <b>Language</b><br>Grammar, Syntax,<br>Morphology, Spelling  | <b>Read Aloud</b><br>Fiction and nonfiction 2-3<br>levels above grade level  | <b>Conversation</b><br>Collaborative speaking and<br>listening that support meaning<br>making   | <b>Writing</b><br>(K-1) Mechanics, Response to<br>Text, Culminating Task   |
|--|--|--|--|--|---|--|
|  <p><b>60 MINUTES DAILY</b><br/><b>Building Decoding Skills and Word Recognition</b></p> <p>Instruction and practice reading targeted at building decoding skills and word recognition, using decodable texts.</p>   | <p><b>Always:</b> Use a K-2 curriculum that follows an explicit scope and sequence of phonics and word recognition and includes print concepts, phonological awareness, and frequent assessment to monitor progress toward mastery of discrete skills and inform differentiated groupings for practice and support</p> <p><b>Daily:</b> Provide explicit instruction and practice with foundational skills; both within a text and decoupled from the text</p> | <p><b>Daily:</b> Provide reading practice with texts and word lists (decodable and/or high frequency) to support accuracy and automaticity of decoding and word recognition</p> <p><b>Weekly:</b> Partner reading (aloud)</p> <p><b>Weekly:</b> Have Ss read aloud the same text multiple times (repeated oral reading)</p> <p><b>Weekly:</b> Monitor and track automaticity and accuracy of</p> | <p><b>Always:</b> Follow and explicit scope and sequence of punctuation and grammar instruction</p> <p><b>Often:</b> Draw Ss attention to sentence structure, word roots, prefixes, suffixes, and spelling patterns, and irregular word in the decodable texts they read</p> | <p><b>Weekly:</b> Model print concepts during reading (K,1)</p> <p><b>Weekly:</b> Model what automatic, accurate, expressive reading of what decodable texts sounds like</p>                               | <p><b>Often:</b> Engage in text-based discussion to ensure Ss are accountable for comprehending what they are reading</p>   | <p><b>Daily:</b> Provide opportunities for handwriting and spelling of taught sounds and words</p> <p><b>Often:</b> Engage Ss in drawing and dictation, progressing to writing of words, phrases, or sentences comprised of taught sounds using correct or reasonable attempts at spelling</p> <p><b>Often:</b> Engage in shared writing that models the expressive writing process (various genres)</p> |
| <b>Knowledge and Vocabulary:</b> Use texts that are as rich with content and vocabulary as decoding skills will allow, encouraging students to use known words and word parts to understand new words  |  |  |  |  |   |  |
|  <p><b>45-60 MINUTES DAILY</b><br/><b>Working with Texts of Grade-level Complexity or Beyond</b></p> <p>Read-aloud and shared reading paired with discussion to build students knowledge, vocabulary, and understanding of text meaning, using texts of grade-level complexity or beyond (read aloud)</p>                  |  | <p><b>Daily:</b> Include at least one form of Ss reading aloud together: choral reading; repeated reading; reader’s theater (1,2); Ss should be reading together versus waiting for their turn</p>   | <p><b>Often:</b> Analyze and discuss of sentence structure (juicy sentences) to build meaning during read-aloud and shared reading</p> <p><b>Often:</b> Discuss word origins and spelling patterns in the context of texts read or shared</p>                                | <p><b>Often:</b> Model fluent reading, particularly for new genres and more complex text</p> <p><b>Often:</b> Provide opportunities for speaking and listening focused on making meaning from the text</p> | <p><b>Daily:</b> Include at least one form of text-based discussion aimed at pushing students to think and make, and discover meaning from the text: rereading; text dependent questions; evidence based questions, deconstruction of juicy sentences</p> | <p><b>Often:</b> Have Ss respond to text, in writing progressing from drawing and dictating to words to phrases to complete sentences</p> <p><b>Often:</b> Engage in shared writing related to the text (various genres)</p>   |
| <b>Knowledge and Vocabulary:</b> Read sets of texts (fiction and nonfiction), intentionally selected to build knowledge and vocabulary related to a topic  |  |  |  |  |   |  |
|  <p><b>AS MUCH TIME AS POSSIBLE</b><br/><b>Volume of Engaged Reading Beyond Instruction</b></p> <p>Additional reading (guided, independent, or shared) within the ELA block and across all content areas to support all aspects of reading, including engagement and motivation, using texts at a variety of levels.</p> | <p><b>Daily:</b> Additional reading to practice taught sounds and words, or allow students to challenge themselves reading beyond what has been taught</p>   | <p><b>Weekly:</b> Provide opportunities for partner reading (aloud)</p> <p><b>Weekly (content areas):</b> Include at least one form of Ss reading aloud together: choral reading; repeated reading; reader’s theater; Ss should be reading together versus waiting for their turn</p>  | <p><b>As opportunity arises through the texts:</b> Draw Ss attention to sentence structure, word origin, and spelling patterns</p>   | <p><b>Often:</b> Model what fluent reading sounds like, particularly for new topics, genres and more complex text</p>  | <p><b>Often:</b> Engage in text-based discussion to ensure Ss are accountable for comprehending what they are reading</p>   | <p><b>Often:</b> Have Ss respond to text in writing to ensure they are accountable for comprehending what they are reading</p>   |
| <b>Knowledge &amp; Vocabulary:</b> Allow Ss to read sets of texts compiled to build knowledge and vocabulary based on topics of student interest or selected to scaffold knowledge required for grade-level texts  |  |  |  |  |   |  |

# The Grades 3–5 Elements of Aligned ELA Instruction

Students (Ss) need repeated exposure to a large amount of text — across a wide variety of genre and topics — to acquire a deep inventory of words that are instantly recognized or efficiently decoded. This exposure to text and reading also deepens the reader’s knowledge and vocabulary, in turn supporting fluency, comprehension, and ability to read even more.

|  | Foundational Skills<br>Phonics & Word Recognition   | Fluency<br>Accuracy, Automaticity, Expression  | Language<br>Grammar, Syntax, Morphology, Spelling  | Read Aloud<br>Fiction and nonfiction 2-3 levels above grade level  | Conversation<br>Collaborative speaking and listening that support meaning making  | Writing<br>Response to Text, Culminating Task   |
|--|---|--|--|--|---|---|
|  <p><b>Ongoing Development of Word Recognition</b></p> <p>Instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition</p> <p><b>30+ MINUTES DAILY IN ADDITION TO THE ELA BLOCK</b></p> <p><b>Code Remediation</b></p> <p>For Ss who have not developed automatic decoding, provide additional explicit instruction and decoding practice; both within a text and for isolated words or lists</p> | <p><b>Always:</b> Use frequent assessment to determine needs, monitor progress toward mastery of discrete skills and inform differentiated groupings for practice and support</p> <p><b>Often:</b> Explicit instruction and decoding practice of syllabication patterns and multisyllabic words; both within a text and decoupled from the text</p> <p><b>Often:</b> Explicit instruction and practice with grade-appropriate irregular words</p> | <p><b>Daily:</b> Provide reading practice with texts and word lists (decodable and/or high frequency) to support decoding and word recognition</p> <p><b>Weekly:</b> Provide opportunities for partner reading (aloud)</p> <p><b>Weekly:</b> Conduct repeated oral reading</p> <p><b>Often:</b> Monitor and track automaticity, accuracy, and expression of Ss reading</p> | <p><b>Often:</b> Provide explicit instruction of spelling patterns and morphology, with practice combining these with decoding knowledge, to read multisyllabic words, both within a text and decoupled from the text</p> <p><b>Often:</b> Explicitly provide explanation of sentence structures encountered in text and provide students with practice creating their own sentences with the same structure</p> | <p><b>As Needed:</b> Model what fluent reading of unfamiliar multi-syllabic words, new syllabication patterns, and new word parts (roots and affixes) sounds like in the context of a text</p> | <p><b>Often:</b> Engage Ss in collaborative, text-based discussion to ensure Ss are accountable for comprehending what they are reading</p>   | <p><b>Daily:</b> Provide opportunities for writing aligned with instruction (spelling of taught sounds, word parts, and words)</p> <p><b>Often:</b> Engage Ss in writing of words, phrases, or sentences comprised of taught spellings and words</p> <p><b>Often:</b> Engage in shared writing that models new genres as they are introduced (various genres)</p> |
| <p><b>Knowledge and Vocabulary:</b> Use texts that are as rich with content and vocabulary as decoding skills will allow, encouraging students to use known words and word parts to understand new words</p>   |   |  |  |  |   |   |
|  <p><b>45-60 MINUTES DAILY</b></p> <p><b>Working with Texts of Grade-level Complexity or Beyond</b></p> <p>Supported reading, shared reading, and read-aloud paired with discussion to build students’ knowledge, vocabulary, and understanding of text meaning, using texts of grade-level complexity or beyond (read aloud)</p>  | <p><b>As Needed to Support Learners:</b> Discuss syllabication patterns and irregularly spelled words in the text, providing Ss practice and support reading unfamiliar multisyllabic words and words with irregular spelling</p>   | <p><b>Daily:</b> Include at least one form of oral reading: fluent read-aloud; choral reading; repeated reading; reader’s theater</p>  | <p><b>Often:</b> Analyze and discuss sentence structure (juicy sentences) during read-aloud and shared reading of complex texts</p> <p><b>Often:</b> Discuss spelling patterns and morphology, providing Ss practice reading unfamiliar multisyllabic words within the text</p>  | <p><b>Often:</b> Model fluent reading, particularly for new genres and more complex text or to model unfamiliar, multisyllabic words</p>   | <p><b>Daily:</b> Include at least one form of text-based discussion aimed at pushing students to think and make, and discover meaning from the text: rereading; text-dependent questions; evidence-based questions, deconstruction of juicy sentences</p> | <p><b>Often:</b> Have Ss respond to text, in writing using complete sentences</p> <p><b>Often:</b> Engage in shared writing that models new genres as they are introduced (various genres)</p>  |
| <p><b>Knowledge and Vocabulary:</b> Read sets of texts (fiction and nonfiction), intentionally selected to build knowledge and vocabulary related to a topic</p>   |   |  |  |  |   |   |
|  <p><b>AS MUCH TIME AS POSSIBLE</b></p> <p><b>Volume of Engaged Reading Beyond Instruction</b></p> <p>Additional reading (guided, independent, or shared) within the ELA block and across all content areas to support all aspects of reading, including engagement and motivation, using texts at a variety of levels</p>   | <p><b>Daily:</b> For struggling readers, select texts to provide practice with taught spellings and words, occasionally allowing students to challenge themselves reading beyond what has been taught</p>   | <p><b>Weekly:</b> Provide opportunities for partner reading (aloud)</p> <p><b>Weekly (content areas):</b> Include at least one form of oral reading: fluent model (read-aloud); choral reading; repeated oral reading; reader’s theater</p>  | <p><b>As opportunity arises through the texts:</b> Draw Ss attention to sentence structure, word origin, and spelling patterns</p>   | <p><b>Often:</b> Model what fluent reading sounds like, particularly for new topics, genres, and more complex text</p>   | <p><b>Often:</b> Engage in text-based discussion to ensure Ss are accountable for comprehending what they are reading</p>   | <p><b>Often:</b> Have Ss respond to text in writing to ensure they are accountable for comprehending what they are reading</p>  |
| <p><b>Knowledge &amp; Vocabulary:</b> Allow Ss to read sets of texts compiled to build knowledge and vocabulary based on topics of student interest or selected to scaffold knowledge required for grade-level texts</p>   |   |  |  |  |   |   |