



ASSISTANT SUPERINTENDENT - ELEMENTARY

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Susan Abplanalp, Assistant Superintendent for Elementary Schools

Daniel A. Nerad, Superintendent of Schools

October 14, 2010

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: K-12 Literacy Alignment Related to Equity

APPENDIX MMM-4-18
October 25, 2010

As part of the curriculum review cycle to provide a systematic, ongoing method for the MMSD to update its curricular materials in each of the content areas, base line data is currently being acquired from each school, K-12 in literacy. An additional goal of this review cycle is to provide all students with equitable access to research-and standards-based curricular materials and programs district wide.

Attached are matrixes that went to all schools seeking information about the Core Practices, Interventions, Assessments, and Resources in each of the buildings. Please note: these documents are a tool to gather information. It is NOT to evaluate buildings or individual teachers. Curriculum and Assessment will use the information provided to determine ways to better support the schools and more equitable ways.

This questionnaire is being distributed to the Instructional Resource Teachers at the elementary level, the Learning Coordinators at the middle level, and the Literacy Coaches at the high school level. The intention is to gather information from a literacy expert who serves the entire school as the focus of their job. We have also asked these staff members to confer with other literacy experts who work in their building: Read 180 teachers or six grade Literacy Coaches, for example. Once the information is shared with principals it will be returned day on Wednesday, October 27, 2010.

This gathering of information serves several initiatives within the strategic plan including better support the schools and more equitable ways.

School: _____

Current Literacy Programs & Practice Core Practice / Support / Assessment / Intervention Practices

Please complete this form to provide a snapshot of our current reality as a district. The information you share will be used to assist the Literacy Evaluation Committee to improve the support provided to schools. *Please return this form to Beccah Raciti by Wednesday, October 27, 2010 or before.* Thank you for your time and consideration!

For each item in each category below, please identify to what degree the following is being implemented in your building.

0-not at all 1- partially 2-mostly 3-fully

Core Practice: Reading	K Grade				1st Grade				2nd Grade				3rd Grade				4 th Grade				5 th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
60-Minute Reading Workshop																								
Read Aloud																								
Shared Reading																								
Guided Reading																								
Independent Reading																								
Daily 5/CAFE																								

Core Practice: Writing	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
60-Minute Writing Workshop	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Model Writing																								
Shared Writing																								
Interactive Writing																								
Independent Writing																								

Core Practice: Word Study	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
Daily Word Study Instruction	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
High Frequency Words																								
Word Study/Spelling																								
Language & Usage Concepts																								

Core Instructional Resources	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Primary Literacy Notebook																								
Comprehension Toolkit																								
Units of Study for Teaching Writing																								
Building Curriculum Map/Pacing Guide																								
Words Their Way																								
Other Supplemental Spelling Programs																								

Supports	K Grade				1st Grade				2nd Grade				3rd Grade				4 th Grade				5 th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
IRT																								
Interventionist																								
Other:																								

Assessments	K Grade				1st Grade				2nd Grade				3rd Grade				4 th Grade				5 th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
PLAA																								
F & P Benchmark Assessment																								
SRI																								
Spelling Inventory																								
Writing Sample																								
Progress Monitoring Wall System																								

Formal Interventions	K Grade				1st Grade				2nd Grade				3rd Grade				4 th Grade				5 th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Tier I/SIMS Implementation																								
Tier 2 Supplemental Small Group:																								
Tier 3 Individualized Intervention																								
Rock & Read (teacher, volunteer or assistant delivery)																								
Reading Recovery																								
Other:																								

School: _____

High School Literacy Core Practice / Intervention /Assessment Practices

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For each item in each category below, please identify to what degree the following is being implemented in your building.

0-not at all 1- partially 2-mostly 3-fully

Core Practice	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Reading																
Comprehension Strategy Instruction																
Critical Reading Instruction																
Use of Varied Texts																
Content-Specific Practices																
Incorporation of Choice Content-Specific Reading																
Language Study (Grammar, etc)																
Vocabulary																

Core Practice	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Writing	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Variety in Purpose and Audience, in all classes																
Ideas & Content																
Style / Tone																
Fluency																
Organization																
Conventions																
Writing Process																
Content-Specific Writing Strategies																
Modeled Writing																
Peer Revision																
Interactive Writing																
Independent Writing																
Research Skills																

Core Practice	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Speaking & Listening	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Active Listening																
Organize, Prioritize Information																
Skillful Questioning																
Purposes for Speaking																

Interventions	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Tier 1: Core Interventions	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Classroom accommodations and modifications																
Supplemental Materials																
Team Taught Supported Class																
Tier 2: Interventions	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Read 180																
System 44																
Another Reading Course																
1:1 Small Group Instruction																

Assessment	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
SRI																

Resources	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Literacy Coach																
Writing Center																

School: _____

Middle School Literacy Core Practice / Intervention /Assessment Practices

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For each item in each category below, please identify to what degree the following is being implemented in your building.

0-not at all 1- partially 2-mostly 3-fully

Core Practice	Sixth				Seventh				Eighth			
	0	1	2	3	0	1	2	3	0	1	2	3
Comprehension Strategy Instruction												
Independent Reading Time												
Modeled Read Alouds												
Reading Across the Curriculum												
Gradual Release of Responsibility (model/guide/shared/independent)												
Writing Process (brainstorm/plan/draft/revise)												
6+1 Traits of Writing												
Writer's Workshop												
Writer's Craft												
Presentation/Performance												
Language Study (grammar, etc)												
Vocabulary												
Fluency												
Accountable Talk												

Interventions	Sixth				Seventh				Eighth			
	0	1	2	3	0	1	2	3	0	1	2	3
Tier 1:												
Classroom accommodations and modifications												
Team Taught Classes												
Supplemental Materials												
Tier 2:	0	1	2	3	0	1	2	3	0	1	2	3
Read 180												
System 44												
Another Reading Course												
Small Group Instruction												
Tier 3: Individual Intervention	0	1	2	3	0	1	2	3	0	1	2	3

Assessments	Sixth				Seventh				Eighth			
	0	1	2	3	0	1	2	3	0	1	2	3
SRI												
Resources	0	1	2	3	0	1	2	3	0	1	2	3
Literacy Coach/Interventionist												
Learning Coordinator's Role has a literacy focus												
Literacy Notebook												
Comprehension Toolkit												