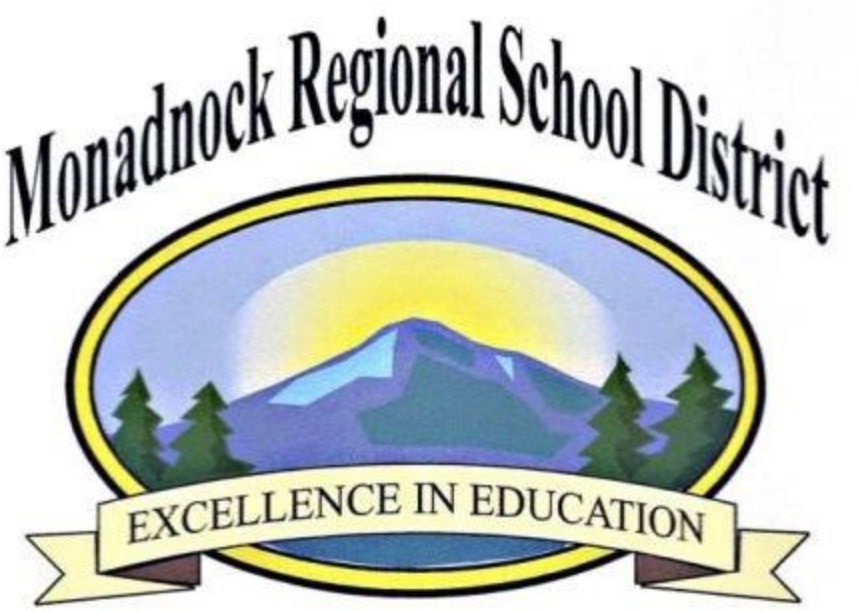

District Literacy Plan

2017-2022

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Written by the Monadnock Literacy Team

Jeremy Rathbun, Director of Curriculum and Instruction
Audrey Salzmann, Principal
Kevin Stone, Principal
Melissa Suarez, Principal
Jennie Calnan, Reading Specialist
Heather Gigliello, English Department Chair
Marilyn Hurley, Reading Specialist
Kath Mullen, Reading Specialist
Megan Naso, Reading Specialist
Bethany Rafail, Reading Specialist
Kim Tomer, Reading Specialist
Marianne Van Valkenburg, Reading Specialist

Introduction

VISION

Monadnock Regional School District (MRSD), in unison with the International Literacy Association, believe:

- *The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world. International Literacy Association,* (ILA, 2016)

We define literacy as:

- *The ability to identify, understand, interpret, compute, create, and communicate using visual, audible, and digital materials across disciplines and in any context. International Literacy Association,* (ILA, 2016)

PHILOSOPHY

The foundation of literacy pedagogy at MRSD is a balanced, multi-text, responsive approach. Our goal is to lift students' literacy learning through authentic experiences in reading, thinking, speaking, and writing. In doing so we create literature-rich environments and foster the love of literacy in all students. The intention is for vertical alignment and cohesion between classrooms, special education, and intervention.

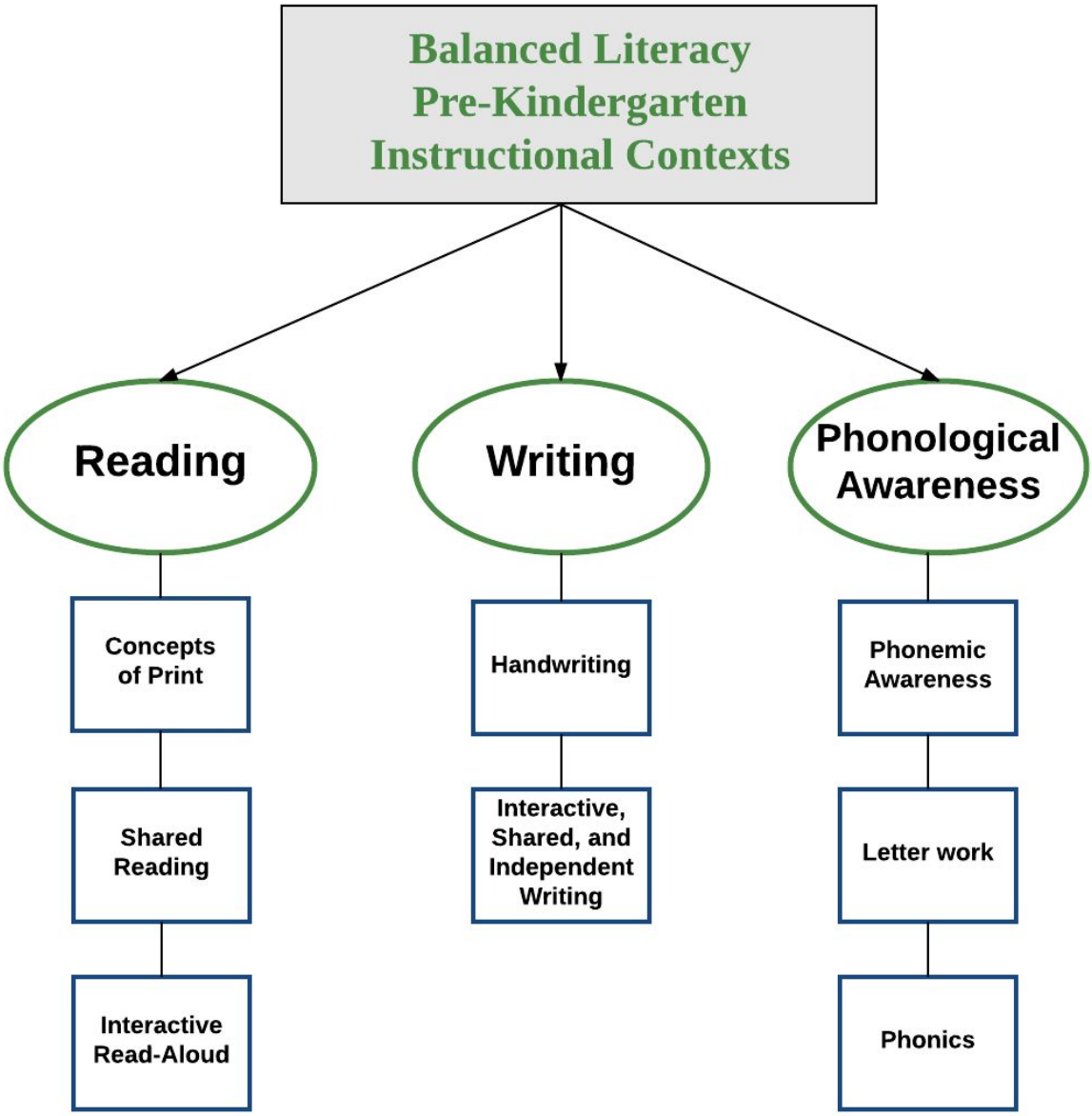
MISSION

Students will become literate. They will possess the ability to:

- Read fluently and purposefully with understanding and appreciation
- Write effectively for a variety of purposes and audiences
- Speak purposefully and articulately
- Listen and view attentively and critically
- Think and respond critically and creatively
- Access, manage, critique, integrate, analyze, evaluate, create and communicate information using 21st century technology tools responsibly

Pre-Kindergarten

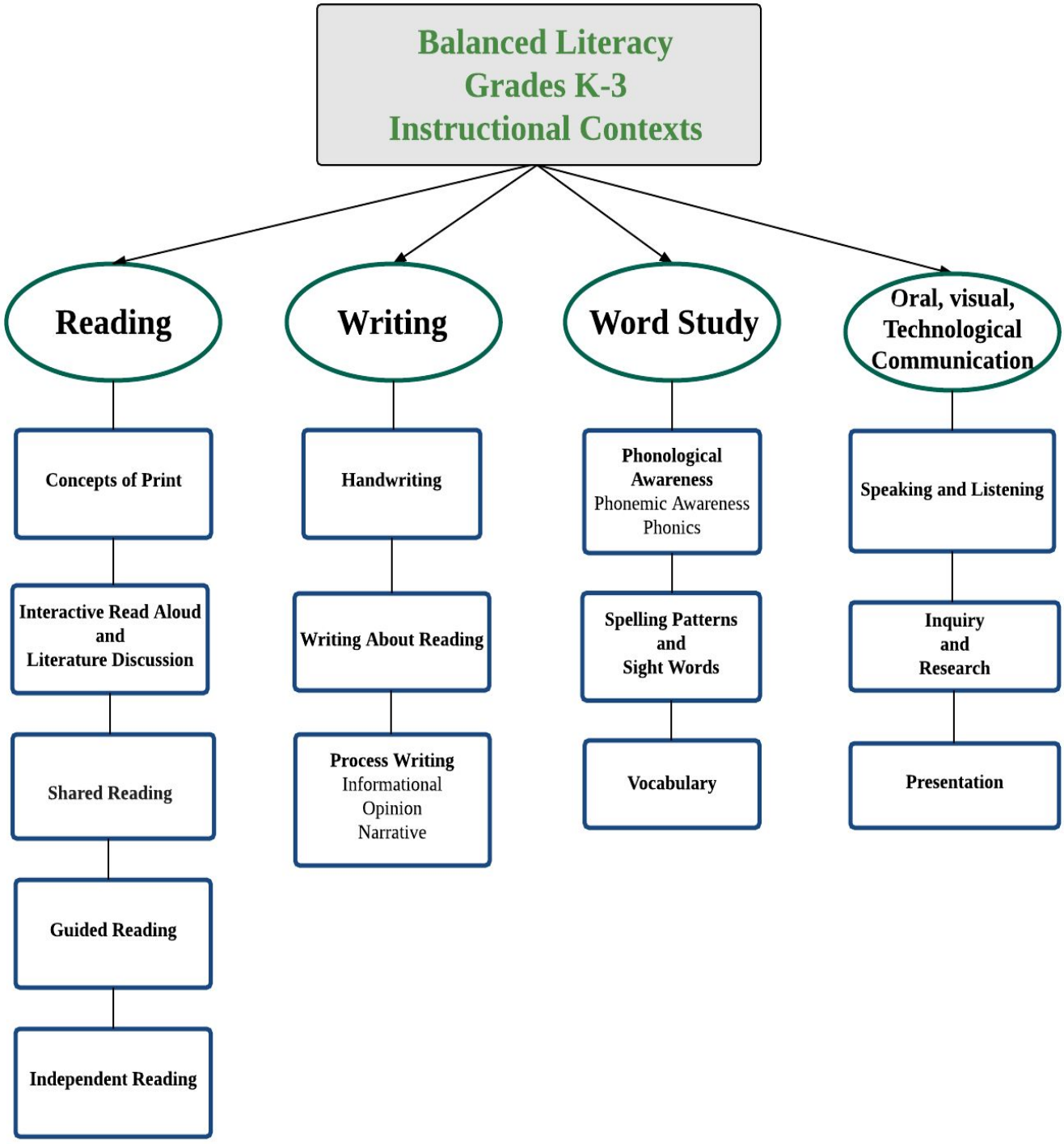
The most effective, research-based, pre-kindergarten classrooms are made up of a community of learners. They are child-centered, play-based, and include choice. Students take part in developmentally appropriate, literacy-rich experiences. These experiences engage students in inquiry, talking, observing, wondering, and exploring. Students build a strong oral language foundation to meet the demands of a literacy-rich world.



*Some instructional contexts will not be appropriate until later in Pre-K (i.e. handwriting).

Pre-Kindergarten Instructional Context Definitions

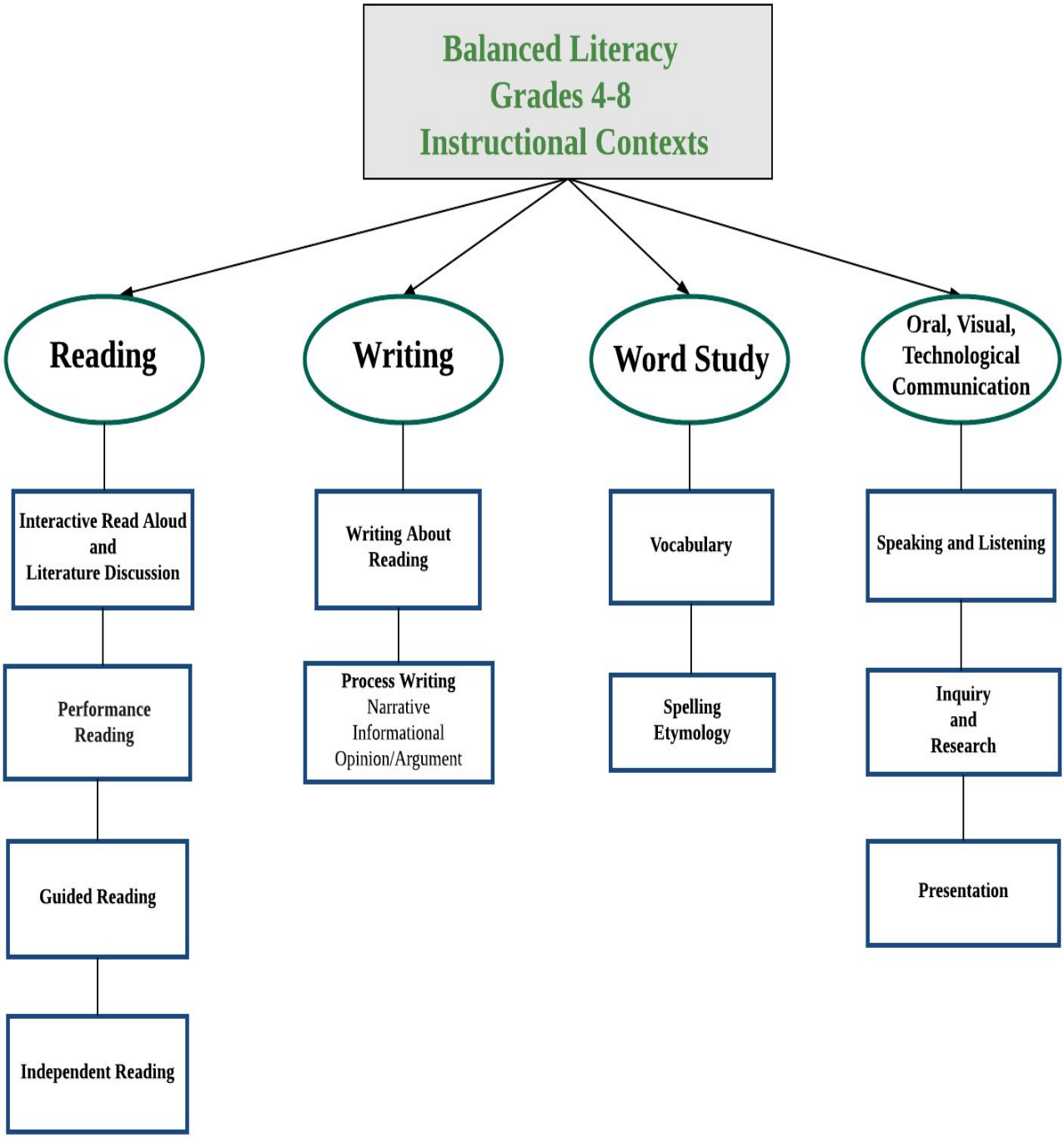
Reading	Concepts of Print	Very early understandings related to how written language or print is organized and used-- how it works.
	Shared Reading	Teacher involves students in the reading of a big book, projected text, poem, song, rhyme, etc. in order learn early reading behaviors and build vocabulary.
	Interactive Read Aloud	Students actively listen to an oral reading, then think and talk together about the text.
Writing	Handwriting	Students develop the ability to hold a writing tool and paper with satisfactory grip; begin to approximate writing or letters.
	Interactive, Shared, and Independent Writing	Mostly in the form of drawing, painting, labeling, or dictating, students participate in quick lessons as well as practice on their own.
Phonological Awareness	Phonemic Awareness	Students attend to the individual sounds in the words of oral language. It begins with general phonological awareness of rhymes and word parts.
	Letter Work	Students notice the distinctive features of letters (what makes them different from all the rest) and learn their names.
	Phonics	Students learn the relationship between letters and sounds.



*As students develop into readers and writers, some instructional contexts will become unnecessary. For example, a student in kindergarten will engage in learning about Concepts of Print. As they demonstrate understanding of these behaviors the need for this teaching goes away. Conversely, some instructional contexts will not be developmentally appropriate until later on. For example, guided reading is not necessary in Pre-Kindergarten.

Kindergarten - 3rd Grade Instructional Context Definitions

Reading	Concepts of Print	An early understanding about the way written language works. (i.e., print and pictures are different but connected, concept of words, letters, uppercase vs. lowercase, directionality, etc.) --reading has directionality and the concept that upper and lower case letters are combined to create words with meaning.
	Interactive Read Aloud and Literature Discussion	Students engage in discussion with one another about a text that they have heard read aloud or one they have read independently (i.e. book clubs, literature circles).
	Shared Reading	Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices.
	Guided Reading	Students read a teacher selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.
	Independent Reading	A systematic way of supporting and guiding students as they read on their own.
Writing	Handwriting	Students develop the ability to write fluently with appropriate spacing.
	Writing About Reading	Students extend their understanding of a text through a variety of writing genres and sometimes with illustrations
	Process Writing	Students compose and write their own examples of a variety of genres (i.e narrative, informational, and opinion) written for varying purposes and audiences. Aspects of craft, conventions, and process are evident in students' writing.
Word Study	Phonological Awareness	Phonemic Awareness-Students recognize the individual sounds in words and have the ability to identify, isolate, and manipulate them. Phonics-Students connect specific sounds with letters.
	Spelling Patterns Sight Words	Students notice and use spelling patterns to understand the way words are constructed, Students can read and write words that occur often in the spoken and written language with automaticity.
	Vocabulary	Students develop a more complex understanding of words by developing connections and categories.
Oral, visual, Technological ommunication	Speaking and Listening	Students learn by listening and responding to others through dialogue, collaboration, and problem-solving in order to sustain a deeper understanding of academic content.
	Inquiry and Research	Students will engage in large group, small group and independent inquiry/research to investigate topics of individual and shared interest and to interpret, integrate, analyze and present information.
	Presentation	Students use technological tools that enable them to combine media and present using appropriate voice, conventions, organization, word choice, and ideas and content.



*As students develop into readers and writers, some instructional contexts will become unnecessary. For example, students in 6th grade who demonstrate the systems of strategic actions necessary for proficient, fluent, processing of text may no longer engage in Guided Reading.

4th - 8th Grade Instructional Context Definitions

Reading	Interactive Read Aloud and Literature Discussion	Students engage in discussion with one another about a text that they have heard read aloud or one they have read independently (i.e. book clubs, literature circles).
	Performance Reading	Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices.
	Guided Reading	Students read a teacher selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.
	Independent Reading	A systematic way of supporting and guiding students as they read on their own.
Writing	Writing About Reading	Students extend their understanding of a text through a variety of writing genres and sometimes with illustrations.
	Process Writing	Students compose and write their own examples of a variety of genres (i.e narrative, informational, and opinion) written for varying purposes and audiences. Aspects of craft, conventions, and process are evident in students' writing.
Word Study	Vocabulary	Students develop a more complex understanding of words by developing connections and categories.
	Spelling Patterns	Students notice and use spelling patterns to understand the way words are constructed.
	Etymology	Students study of the origin of words and the way in which their meanings have changed throughout history.
	Sight Words	Students automatically recognize sight words that have high-frequency.
Oral, Visual, and Technological Communication	Speaking and Listening	Students learn by listening and responding to others through dialogue, collaboration, and problem-solving in order to sustain a deeper understanding of academic content.
	Inquiry and Research	Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.
	Presentation	Students use technological tools that enable them to combine media and present using appropriate voice, conventions, organization, word choice, and ideas and content.

Grades 7-12

Monadnock School District Middle High School Literacy Mission Statement

(proposed for the middle/high school)

The mission of the Monadnock School District's Middle High School Literacy Plan is to provide students with the best practices in literacy strategies to help support their reading, writing, speaking, listening, viewing, thinking, and learning within each content area.

Husky Habits

Communication: The transfer of ideas and information

Problem-Solving: The application of previous learning to new situations

Informational Literacy: The ability to locate, analyze, evaluate, manage and synthesize information

Wellness: The creation of healthy environments for everyone to learn and grow

Creativity: The development of new and innovative ideas and artifacts

Civic, Social, and Professional Readiness: The successful navigation of life after high school

Need

The term literacy, which in the past most likely referred to reading and writing, has changed over the years. Literacy in most high schools was once taught in a vacuum, usually within the ELA department. Each content area taught a particular subject. However, there has been a shift in the philosophy where literacy has become a shared responsibility across content areas.

This is particularly true at Monadnock Regional High School (MRHS). In our 2010-2013 literacy plan, this shift in understanding was first introduced. The data from 2008-2016 New England Common Assessment Program (NECAP) and Smarter Balanced Assessment Consortium (SBAC) literacy scores indicate an increase in our students' skills in the areas of reading and writing. In addition, there has been a positive change in our school culture concerning literacy. According to a literacy survey conducted on March 23, 2017, one teacher reported, "Kids are reading and writing across content areas in many different ways." An ELA teacher acknowledged that, "Every teacher in every subject is responsible for literacy." Although this is a positive shift in the culture, there is always work that can be done to ensure a consistent commitment to schoolwide literacy.

MRHS has had several changes in administrators since the implementation of the 2010-2013 literacy plan. In addition, like many schools, there have been changes within our faculty. As a result, we also need to consider ways to review literacy strategies with our new teachers. In the last five years, not only has our staff changed, but the way we assess students has changed too. The data below is taken from NECAP and SBAC assessments. This 2016-2017 we moved from SBAC to the PSAT and SAT for our yearly assessment data. In addition, although we used Northwest Evaluation Association's

Measure of Academic Progress (NWEA-MAP) testing for literacy and math for several years, the use of this assessment ended in 2015. However, according to the data collected prior to the 2016-2017 school year, it appears that the high school was on a somewhat consistent pattern of growth in the areas of reading and writing. The need for a new plan comes from the desire not to slip or fall behind now that we have gained ground since the roll out of the 2010-2013 literacy plan.

Grade 11 NECAP	Proficient or Proficient with Distinction	Proficient or Proficient with Distinction
Testing Year	Reading	Writing
2008-2009	77%	38%
2009-2010	74%	56%
2010-2011	84%	52%
2011-2012	86%	47%
2012-2013	82%	50%
2013-2014	86%	61%
Grade 11 SBAC	Percent at Level 3 & 4: Meets or Exceeds the Achievement Level Benchmarks	
	English Language Arts (ELA)	State Scores
2014-2015	60%	58%
2015-2016	66%	61%

NH Department of Education

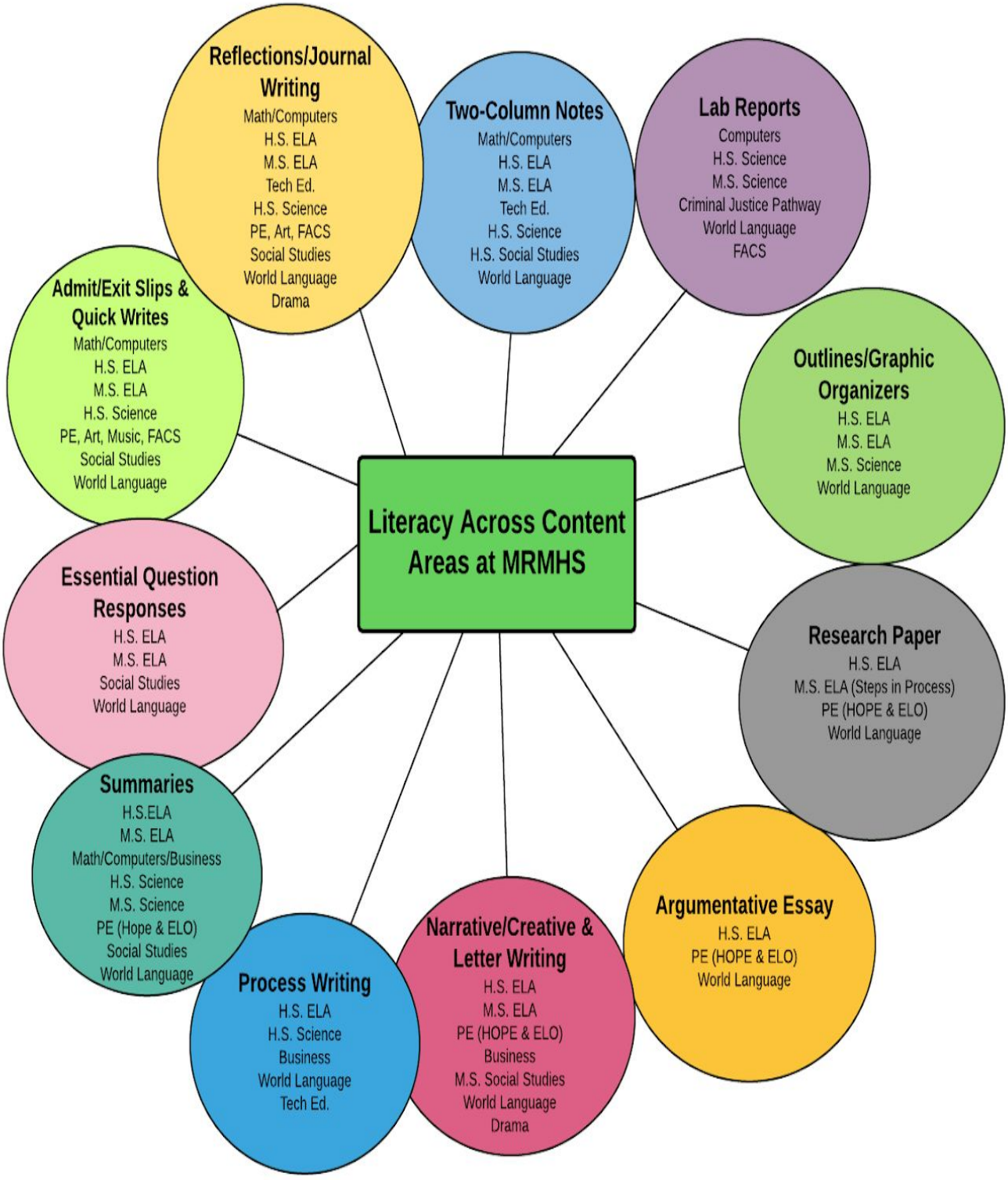
How are 9-12 teachers teaching literacy across content areas?

In April 2017, teachers were asked for their feedback concerning how they use literacy within their content areas. The mind map below illustrates the how literacy is being used across content areas.

At the high school level, writing is not assigned simply to teach writing. Writing instead is used as a system to communicate ideas and to illustrate learning and understanding. If we organize the types of writing by the relationship they can have with the content area, the meaning and purpose of writing shifts from a task that needs to be done to a way for students to relate to a particular content. The writing becomes a tool for discovery whether it is a lab report in a science or cooking class, a research paper in English class, or a performance reflection in a music class.

Grades 7-12 Content Area Writing Tools

Writing Tool	Description
Reflection & Journal Writing	Writing used to analyze or examine a specific event, memory, or observation usually with specific detail
Two-Column Notes	(Cornell Notes) A note-taking format that places main topics or ideas in the left column and supporting details and/or evidence in the right column
Lab Reports	A tool to describe or analyze an experiment or authentic learning experience
Outlines & Graphic Organizers	Tools to help students structure their thinking and writing about specific topics or questions
Research Paper	A sustained writing project that investigates a specific debatable argument by using several secondary sources for evidence
Argumentative Essay	A piece of writing that includes supportive evidence for a clear, concise, and defined thesis statement
Narrative	Narrative essays are often written from the first person point of view and tell a story or share an experience with a specific point in mind
Creative Writing	Writing that expresses ideas and thoughts in an imaginative way
Process Writing	A tool to show the specific steps in a particular project or activity
Summaries	A brief retelling of the main ideas in a text
Essential Question	A question that helps guide students with their inquiry surrounding a specific topic
Admit/Exit Slips & Quick Writes	A type of quick write that can be used at the beginning or end of a lesson to gauge understanding or prior knowledge


Literacy Across Content Areas at MRMHS
Reflections/Journal Writing
Math/Computers
H.S. ELA
M.S. ELA
Tech Ed.
H.S. Science
PE, Art, FACS
Social Studies
World Language
Drama
Two-Column Notes
Math/Computers
H.S. ELA
M.S. ELA
Tech Ed.
H.S. Science
H.S. Social Studies
World Language
Lab Reports
Computers
H.S. Science
M.S. Science
Criminal Justice Pathway
World Language
FACS
Admit/Exit Slips & Quick Writes
Math/Computers
H.S. ELA
M.S. ELA
H.S. Science
PE, Art, Music, FACS
Social Studies
World Language
Outlines/Graphic Organizers
H.S. ELA
M.S. ELA
M.S. Science
World Language
Essential Question Responses
H.S. ELA
M.S. ELA
Social Studies
World Language
Research Paper
H.S. ELA
M.S. ELA (Steps in Process)
PE (HOPE & ELO)
World Language
Summaries
H.S.ELA
M.S. ELA
Math/Computers/Business
H.S. Science
M.S. Science
PE (Hope & ELO)
Social Studies
World Language
Argumentative Essay
H.S. ELA
PE (HOPE & ELO)
World Language
Process Writing
H.S. ELA
H.S. Science
Business
World Language
Tech Ed.
Narrative/Creative & Letter Writing
H.S. ELA
M.S. ELA
PE (HOPE & ELO)
Business
M.S. Social Studies
World Language
Drama

Strategic Goals, Grades 7-12

1. Training & Moving Forward

One of our goals must be centered on training teachers how to use literacy as a tool in their content areas. Training does not always need to be formal. It will be important for teachers to teach each other by sharing their practice and experience with literacy. This should become part of our culture during faculty and division meetings.

Literacy training for new teachers also needs to be improved. Teachers coming to MRMHS need to be trained not only in the best practices in literacy more veteran teachers are familiar with, but they also need to understand the history and philosophy concerning literacy in the building. This will be very important for the sustainability of this literacy plan.

Training for all teachers needs to be based not only on best practices in literacy but also in the assessment we will be consistently using: the SAT. Teachers should be trained in preparing students for the SAT. They should also be trained in analyzing the data received from SAT results in order to better inform the curriculum and their instruction. Once the school-wide analytic rubrics for the Husky Habits are created, teachers also need to be trained in how to use the rubrics.

2. Assessment

The way we have assessed students' literacy skills has changed several times in the past seven years. However, the district has recently made a commitment to using the PSAT and SAT for the foreseeable future. In addition, the faculty will create rubrics based on our Husky Habits: Communication (writing, reading, speaking, listening, and viewing), Problem-Solving, Technology Literacy, Informational Literacy, Wellness, and Creativity.

The school-wide rubrics for the Communication and Informational Literacy Husky Habits will directly assess students' literacy skills and growth related to the literacy plan. These rubrics will need to play a central part in the measure of our students' skills in literacy. Wiggins & McTighe (2007) describe the benefits of rubrics for students, "Learners don't have to guess about what is most important or how their work will be judged-both within and across classrooms. When they understand a rubric, students can self-assess their work. In this way, common rubrics serve to enhance the quality of student learning and support the long-term growth needed to achieve the ultimate transfer goals" (p. 94). In addition, teachers will spend time assessing work with common rubrics together in order to "calibrate" their thinking and assessing. Wiggins & McTighe (2007) discovered, "Educators who have worked in teams to score student work often observe that the very process of evaluating student work against a common rubric teaches them a great deal about what makes the products and performance successful. As teachers internalize the qualities of solid performance, they become more attentive to those qualities in their teaching" (p. 94). This is a practice that has not been given much attention at the high school; however, it will prove to be a fruitful one if used with fidelity.

There will also be more of an emphasis on the deliberate collecting of data surrounding common assignments. For instance, the research paper assessment and the Senior Project are both common assessments at the high school. Every student in every grade writes a research paper for English class. This assignment is also a competency every student needs to meet before he or she is eligible to move to the next grade level. The research paper already has a common rubric; however, English teachers could add the team scoring approach to their practice. This will ensure that teachers are approaching the common research paper rubric and assessments in similar ways. This approach is already being used with the Senior Project where the final presentation is assessed by three panelists.

3. Climate

According to the April 2017 survey and content area feedback, the faculty believes that literacy is and should be a shared responsibility. One teacher wrote,"Kids are reading and writing across content areas in many different ways." In addition another teacher responded, "Every teacher in every subject is responsible for literacy." These philosophy is also conveyed in the survey grade 9 and 12 students took in April 2017.

In order to keep morale high, it will be important for teachers to be reminded that their voices matter. They will need to continue to be polled and asked for their input. In addition, they will also need to participate in the process of sharing ideas concerning best practices in literacy.

4. Curriculum & Instruction

Although there is an overall consensus at the high school that literacy is a shared responsibility and that writing is a tool used for thinking, we need to have a clear direction concerning what is taught and a consistency of the use of the best practices strategies and tools in literacy in all classes. We also need to make sure we embed the Husky Habits for communication and informational literacy into the curriculum. Once these rubrics are written during the summer of 2017, they should be used purposefully across content areas.

In addition, although many teachers are already using essential questions to guide their curriculum, a few content areas are not consistently using essential questions as noted in the April 2017 feedback from students and teachers. One of the goals for the curriculum will be to look at the value of essential questions for not only guiding the curriculum but to also allow students an opportunity to reflect through writing on what they are learning. Wiggins & McTighe (2007) posit that "We must identify these big ideas as elements that recur in all instruction and assessment. These big ideas are framed around provocative essential questions that focus teaching and learning and help uncover the content…" (p. 71). These reflective pieces are crucial tools for students' understanding of the content. As Cornish (2004) writes, "We tend to think of writing as communicating with others, but it is an invaluable tool for communicating with ourselves, helping us think creatively about the future (or anything else)" (p. 128).

Implementation

Action Step	Responsible	Resources Needed	Timeline
• Use the data from the from the content area and literacy responsibility feedback to discuss the consistency of what is being done in the classrooms. • Make note of any strategy that needs to be taught or retaught to teachers. • Continually discuss and demonstrate ways writing can be used as a tool for understanding in each of the content areas.	• Division Leaders will oversee this exercise • Principal and assistant principal will meet with Division Leader to discuss findings	• Meeting time • Google Docs for shared input and minutes	September-October
• Training from teachers across content areas for teachers who expressed needing the most support.	• Division Leaders • Teachers from across content areas	• Best practices and strategies in literacy handouts • Planning time for teacher-led trainings	October Workshop January Workshop Faculty & Division meetings
• New teacher training on the vision and beliefs surrounding the use of literacy as a shared responsibility and tool for learning	• Division leaders • Content area teachers • Oversight from principal and assistant principal	• Materials for best practices and strategies in literacy	New Teacher Workshop day in August New Teacher meetings and mentorship meetings through the fall
• The ELA department will make a greater effort in including the faculty with the Monadnock	• ELA Teachers • ELA & VPA Division Leader • Librarian	• Meeting time during the school year and summer work time	Ongoing

READS summer community reading program			
• Create a website/google classroom resource for Best Practices in Literacy and ways to use writing as a tool in specific content areas	• Division Leaders • Content area teachers • IT department	• Templates for graphic organizers (in google) • Templates for admit/exit slips and two-column notes (in google)	September-December for the creation of the site Ongoing/fluid additions to the site
• SAT prep training for members of the faculty: ELA, Math, Science, and Social Studies	• Outside trainer • Principal and curriculum director will set up training (on or off site)	• Money for the training • Possible money for substitutes	October-February
• School-wide Husky Habits rubrics training (communication and informational literacy) training	• Division Leaders • Rubric committee writing members • Principal	• Time for training • Possible time out of school for teachers for training	September-January
• Research Paper Packet training and request for feedback for additional material to help all content areas	• ELA Teachers • ELA & VPA Division Leader	• Money for correlating the packets for each teachers • Time	October Workshop

Evaluation

Progress will be monitored in a few different ways:

- The Husky Habits rubrics for communication and informational literacy will be used and discussed regularly.
- SAT data will be disseminated to administrators, division leaders, and teachers for review and discussion.
- The faculty will be given opportunities for their written feedback concerning what types of literacy and best practices in strategies for literacy work best within their content areas.
- The students will be surveyed using many of the same questions asked in April 2017 as a way to show progress and/or sustainability from their perspectives on how they are using literacy across content areas.

- Frequent check-ins at faculty and division meetings will be essential to measure how teachers are feeling about the plan and whether or not they need more support in implementing the plan.

Assessment

Reading	Concepts About Print	As deemed necessary by administration and teachers
	Sight Word Assessment	Students below text level P will be assessed three times a year during benchmark window
	Benchmark Assessment System	● Tier 1 will be assessed at least once a year ● Tier 2 and Tier 3 students will be assessed three times a year during benchmark window
	Ongoing Running Records	● Used to progress monitor a student's reading ability with both familiar and unfamiliar texts ● When assessing a text that has typically been read once the day before assessment, teachers can see how students are responding to teaching ● When completed on an unfamiliar text teachers can see what the children can do independently

		● Track results on an Individual Record of Book Reading Progress
	Teacher notes	● Anecdotal notes from guided reading and small group instruction ● One-on-one notes from conferring sessions
Writing	Rubrics	Writing rubrics are being created using Keys to Literacy and the Common Core State Standards.
	Exemplars	Keys to Literacy and Lucy Calkins Writing Pathways exemplar writing samples will be reviewed.

Suggested Reading to Support Instruction

Calkins, L. (2001). *The art of teaching reading.* New York: Longman

Calkins, L., Hohne, K. B., & Robb, A. K. (2015). *Writing pathways: performance assessments and learning progressions, grades K-8*. Portsmouth, NH: Heinemann.

Clay, M. (1993). *An observation survey of early literacy achievement.* Portsmouth, NH: Heinemann.

Clay, M. (2000). *Concepts about print*. Portsmouth, NH: Heinemann.

Clay, M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.

Cornish, E. (2004). *Futuring: The exploration of the future*. Bethesda, MD: World Future Society.

Fountas, I. C., & Pinnell, G. S. (2011). *Fountas & Pinnell benchmark assessment system guide*. Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2009). *Fountas & Pinnell prompting guide, part 1 for oral reading and early writing*. Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2017). *Guided reading: Responsive teaching across the grades* (2nd ed.). Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching* (Expanded ed.). Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2012). *The Fountas & Pinnell prompting guide, part 2 for comprehension: thinking, talking, and writing*. Portsmouth, NH: Heinemann.

Fry, E. (2000). *1000 Instant words: The most common words for teaching reading, writing and spelling*. Westminister, CA: Teacher Created Resources.

The International Literacy Association. (n.d.). Retrieved May 16, 2017, from http://literacyworldwide.org/

Pinnell, G. S., & Fountas, I. C. (2011). *Literacy beginnings: A prekindergarten handbook*. Portsmouth, NH: Heinemann.

Wiggins, G. & McTighe, J. (2007). *Schooling by design: Mission, action an achievement.*

Appendices

Sight Word Assessment Guidelines

Developed August 2016
Updated April 2017

Rational	In Fountas and Pinnell's, *The Continuum of Literacy Learning, Grades PreK-8* (2011), high frequency words are addressed in the Detailed Phonics Continuum PreK-8 section. A core of known high-frequency words is a valuable resource as students build processing strategies for reading and writing. Young children notice words that appear frequently in the simple texts they read; eventually, their recognition of these words becomes automatic. In this way, their reading becomes more efficient, enabling them to decode words using phonics as well as the meaning in the text. These words are powerful examples that help them grasp that a word is always written the same way. They can use known high-frequency words to check on the accuracy of their reading and as resources for solving other words (for example, *this* starts like *the*). In general, students learn the simpler words earlier and in the process develop efficient systems for learning words. They continuously add to the core of high-frequency words they know as they move to late primary and early intermediate grades. Lessons on high-frequency words help them look more carefully at words and develop more efficient systems for word recognition (p. 384). Fountas and Pinnell discuss high frequency words as they relate to children developing word-solving systems. In *When Readers Struggle, Teaching that Works* (2009) they note, A core of high-frequency words is a valuable resource as children build their reading and writing processing systems. We can also call them "high utility" words because they appear often and can sometimes be used to help solve other words. Making recognition of high-frequency words automatic frees the attention to understand meaning as well as solve other new words. In general, children learn the simpler words and in the process develop efficient systems for learning more words; the process accelerates. They continuously add to the core of high-frequency words they know. Lessons on high-frequency words can develop automaticity and help children look more carefully at the features of words (p. 235). essing children's high frequency words will also aid educators in diagnosing a struggling reader nd inform intervention. In *When Readers Struggle, Teaching that Works* (2009), Fountas and Pinnell note the value in developing a core of HFW quickly and automatically. Struggling readers generally have a lower repertoire of words that they can recognize effortlessly and their word solving is inefficient, slow, and tedious; sometimes they passively move through texts not even attempting to solve words that are hard for them. With a low repertoire of words, the reader has difficulty monitoring and correcting reading. Fluency and comprehension are affected. They tend to appeal rather than work actively at words (p. 261).
Who is Tested	ccording to *The Continuum of Literacy Learning, Grades PreK-8* (2011), students should have omatic knowledge of the first 500 most frequent words (Fountas and Pinnell, 226) by the end of grade. By the end of the 3rd grade, independent readers will be on text level P, therefore, every ent below text level P should be tested for Fry Words. Everyone above text level P is presumed to be a fluent reader with working knowledge of these 500 most frequent words. * Testing does not need to go beyond the 600 most frequent words (Fry's sixth 100 words).

Word List	he list of words to be used must come from *Dr. Fry's 1000 Instant Words, The Most Common Words for Teaching Reading, Writing and Spelling* (Fry, 2000) or Unique Teaching Resources, http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html
Frequency	dents below level P will be tested 3 times a year at benchmark assessment time *until they reach the 600 most frequent words.
esting Protocol	chers mark words read correctly within 3 seconds. Kindergarten students are shown word cards y order), and if a kindergarten student can't read any words or only reads a few words, stop and ore the test. Teachers in other grades may use word cards if they so choose. Teachers may go the next list of 100 words with 10 or less words left unknown on the previous list. Stop testing en the student misses 10 words (does not have to be consecutive words). At any time a student shows frustration the test is stopped and scored or restarted later. * Testing does not need to go beyond the 600 most frequent words (Fry's sixth 100 words).
porting on Data Sheet	achers will report the number of words a student knows automatically compared to the highest ord list tested. For example, 198/200 (This means a student can read 198 words total from the First 100 Words and the Second 100 Words lists.)

References

Fry, E. (2000). *Dr. Fry's 1000 instant words, the most common words for teaching reading, writing and spelling*. Westminster, CA: Teacher Created Resources, Inc.

Pinnell, G. S, & Fountas, I. C. (2011). *The continuum of literacy learning, grades Pre-K to 8: A guide to teaching* (2nd ed.). Portsmouth, NH: Heinemann.

Pinnell, G. S, & Fountas, I. C. (2009). *When readers struggle, teaching that works*. Portsmouth, NH: Heinemann.

Running Record Guidelines

Text Levels	Running Words
A-F	Up to 100 words
G-K	about 150 words
L-Z	about 200 words

Tier	Frequency	Material
3	every 2 weeks (about twice a month)	• Familiar text (hot read) • Instructional level • From your guided reading lesson
2	at least every 3-4 weeks	• Familiar text (hot read) • Instructional level • From your guided reading lesson

1	once per month	● Familiar text (hot read) ● Instructional level ● Benchmark Assessment can be used in place of running record

*Running records are used to guide instruction and/or create student goals. They inform teachers as to what reading strategies a student has under control and what reading strategies are still lacking.