

Tucson Unified School District Balanced Literacy Framework

The Tucson Unified School District uses a Balanced Literacy Framework for Literacy instruction. The minimum 90 minute Literacy Block for reading includes whole group instruction that includes a mini lesson that is standards focused (15-20 min), Guided Reading Small Group Instruction or One-on –One Instruction targeting individualized instruction (60 minutes) . During the 60 minutes of Small or Individual instruction, students are engaged in small group independent tasks or activities that reinforce the targeted skill(s). A closure at the end of the block is intended to reflect, reinforce or assess focus skills (10-15 min).

Students are assessed 3 times a year using a Universal Screener (Acadience) to identify students in need of additional instruction, the Next Steps in Guided Reading is an assessment that levels students according to their instructional need and focus’ instruction to students’ academic needs. The diagnostic (Assessing Reading Multiple Measures) targets specific skills of difficulty for striving readers and defines teachers’ areas of instructional support. Students also take district benchmark assessments quarterly to assess their progress toward grade level standards.

Core Adopted Reading Program

	Program	Description	Research- or Evidence-Base
2019-2020 Core Tier 1 Adoption	Benchmark Advanced / Benchmark Adelante	<p><i>Benchmark Advance</i> and <i>Benchmark Adelante</i> are comprehensive English and Spanish Reading/Language Arts programs from <u>Benchmark Education Company</u> for Kindergarten through sixth grade. These programs are built to address key shifts in curriculum and instruction to meet the demands of the new standards. Rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with strong resources for differentiated instruction and responsive teaching based upon ongoing assessments.</p> <p>Engaging Texts That Build Knowledge Students are provided wide, deep, and meaningful engagement with high-quality literary and informational texts that build knowledge. Whole-group instruction focuses on core, grade-level texts. Small-group instruction provides a wealth of leveled texts at a variety of levels and reader's theater to support differentiation. All texts are connected to the unit topic.</p> <p>Backward Mapping Beginning with the End in Mind A backward-mapped instructional design provides a clear path to each unit’s end. Students are set up for success from Week 1, where they use a short text that includes all of the potential text complexity barriers that they will encounter in extended texts during Weeks 2 and 3. Students are practicing and applying skills assessed at the end of the unit right from Week 1.</p> <p>Climbing the Staircase of Text Complexity The texts in <i>Benchmark Advance</i> climb a staircase of complexity – across the grades and within a grade. The</p>	Currently, there are three Benchmark Advance studies that fit into the promising ESSA evidence. Two studies are related to the Chula Vista Elementary School District school participating in the initial Benchmark Advance study, designed and conducted by Main Street Academix (MSA), and the other is related to the 71 districts in California who adopted Benchmark Advance during the 2016–2017 school year. A fourth study’s report, related to the School District of the City of York, Pennsylvania implementation, is still being finished, but the high-level details can be found in the report.

		<p>program’s backward-mapped instructional design provides a clear instructional path along with scaffolding to help students climb those stairs!</p> <p>50/50 Literary and Informational Texts Students will encounter an evenly-balanced selection of 50% informational and 50% literary texts, including authentic literature. In <i>Benchmark Adelante</i>, 70% of the literary selections are authentic Spanish literature!</p> <p>Authentic Practice Connected texts provide authentic practice, which is key to the transfer of phonics skills as students begin to see themselves as readers and writers! Students cement their learning in authentic practice that is presented in context of their texts. In <i>Benchmark Advance</i> and <i>Benchmark Adelante</i>, foundational skills practice goes beyond simple worksheets and into meaningful practice opportunities - authentic and in context.</p>	
<p>2019-2020 Core ELD Tier 1 Adoption</p>	<p>Cengage Reach</p>	<p>The next generation of language, vocabulary, reading, writing, and content for elementary students is within Reach! Reach actively engages and immerses students in a connected, expanding, and dynamic language environment. It layers and scaffolds essential skills and strategies to move all learners to independence and teaches, models, and applies close reading in whole group with print and digital resources. Whole group, small group, and independent practice ensure teachers meet the demands of the Common Core. Students have multiple opportunities in Reach for Reading fluency and word study lessons to apply word knowledge to reading and writing activities. <i>Reach into Phonics Foundations</i> provides resources for students that allow them to gain the foundational building blocks they need to be fluent readers. Reach offers frequent and varies assessments to inform instruction.</p>	<p>One cluster-randomized study evaluated Reach in 31 third-grade classrooms across 7 schools. In comparison to a control group receiving typical ESL instruction, students in classrooms using Reach scored higher on</p> <p>GMRT-4 Total Reading. The effect size was +0.40 for the Comprehension subtest. Results were not significant at the school level but were at the student level, qualifying Reach for the ESSA “Promising” category.</p> <p>https://www.evidenceforessa.org/programs/reading/elementary/reach</p>

Supplemental Programs			
	Program	Description	Research
2018-2019 & 2019-2020 Tier 2 & 3 Adoption	SuccessMaker	<p>Grades K-8 reading. It makes EVERY student more successful. This is “true” adaptive learning for intervention, differentiation, and personalization. Every student interaction adjusts instruction in real time to real learning needs. <i>SuccessMaker</i>® delivers tutorials, practice, challenge, and remediation. It instantly adjusts pacing and sequencing. It continuously assesses in a natural, unobtrusive way. <i>SuccessMaker</i>® not only reports on student progress, it predicts it! Predictive analysis helps teachers improve student success over time. Keep students on pace to master target skills and standards.</p>	<p>SuccessMaker shows a statistically significant and positive effect on student outcomes Kindergarten and First Grade students achieved statistically significant gains on all aimsweb Plus Test of Early Literacy (TEL) subtests.</p> <p>Kindergarten grew by 23-31 percentiles across subtests.</p> <p>First grade grew by 26-37 percentiles across subtests.</p> <p>Third, fifth and seventh grade levels significantly outperformed the comparison group on the Group Reading Assessment and Diagnostic Evaluation (Grade™) Total Test.</p> <p>Third Grade grew by 6 more percentiles than the average comparison student.</p> <p>Fifth grade grew by 3 more percentiles than the average comparison student.</p> <p>In 2010-11, SuccessMaker Reading was studied in 8 school districts in 7 states. The study sample was diverse with 1,711 students.</p> <p>Fifth grade grew by 3 more percentiles than the average comparison student.</p> <p>The 2014-15 field test studied SuccessMaker Reading in 4 districts in 3 states. The study sample was diverse with 719 students.</p>

<p>2018-2019 & 2019-2020 Tier 2 Adoption</p>	<p>Scholastic Bookroom-Guided Reading</p>	<p>Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). After systematic assessment to determine their strengths and needs, students are grouped for efficient reading instruction. While individuals always vary, the students in the group are alike enough that they can be effectively taught in a group. Texts are selected from a collection arranged along a gradient of difficulty. The teacher selects a text that students will be able to process successfully with instruction.</p>	<p>Nell Duke’s early literacy research (2016)—recommends 10 essential literacy practices that prekindergarten children should experience every day. These include:</p> <ol style="list-style-type: none"> 1. Intentional use of literacy artifacts in dramatic play throughout the classroom. Reading and writing materials are not only present but used throughout the classroom environment. 2. Read-aloud with reference to print. Daily read-alouds include verbal and nonverbal strategies for drawing children’s attention to print. 3. Interactive read-alouds with a comprehension and vocabulary focus. The teacher reads aloud age-appropriate books and other materials, print or digital, including sets of texts that are thematically and conceptually related and texts that are read multiple times. 4. Play with sounds inside words. Teachers help children develop phonological awareness of sounds within language and especially phonemic awareness, which involves the ability to segment and blend individual phonemes within words. 5. Brief, clear, explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed. Instruction that is effective in fostering development of letter-sound knowledge is supported by tools such as cards with the children’s names, alphabet books, and references throughout the day to letters and sounds in the environment. 6. Interactions around writing. Adults engage in deliberate interactions with children around writing. Opportunities for children to write their name as well as informational, narrative, and
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