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Forest Hills K-5 Literacy Framework

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2023 English Language Arts Course of Study

A team of professional, dedicated and knowledgeable K-12 educators in the Forest Hills School District developed the ELA Framework outlined in the document below. This document was created following careful review of the Ohio's Learning Standards for English Language Arts (adopted 2017) as well as careful attention to current learning theory and best practice in Forest Hills.

Areas of Focus for Forest Hills ELA Courses

Reading - Students demonstrate the ability to read, comprehend, and evaluate content of increasing complexity from all genres and media. Students must also make connections among ideas and between texts and consider a wide range of textual evidence.

Writing - Students demonstrate the ability to plan, write, revise, edit, and publish narrative, argumentative, and informative/explanatory works. Students write in response to reading, research, and independent ideas.

Speaking and Listening - Students develop a range of broadly useful oral communication and interpersonal skills. Students learn to work together; express and listen carefully to others' ideas; express and defend their own ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; and adapt speech to context and task.

Language: Conventions, Effective Use, and Vocabulary - Students demonstrate understanding of the essential conventions of written and spoken English. Students understand when it is most effective and appropriate to approach language either formally or creatively. Students focus on understanding words and phrases and on acquiring new vocabulary.

**Adapted from the [Ohio Standards for English Language Arts \(adopted 2017\)](#)

Forest Hills School District Language Arts Philosophy

Forest Hills teachers believe reading, writing, speaking and listening, and language skills are fundamental to all learning and life experiences. A balanced approach to instruction, which focuses on reading a complex array of texts and writing in a variety of formats, will encourage a lifelong appreciation for literacy and also empower students with the skills necessary for a literate life. Engaging content that includes extensive reading and writing experiences will support student achievement and growth. Students will experience a balance of student-chosen and teacher-selected texts throughout their time in Forest Hills.

Key components of a strong curriculum include communication, critical thinking, and individualized learning. These will serve students in a world that values not only what people know but how they choose to communicate that knowledge. Innovative opportunities for students coupled with rigorous expectations and appropriate support will foster student learning and achievement.

Educators establish a student-centered atmosphere in which learners feel safe to collaborate with each other so that all voices are heard. This promotes positive classroom, local, and global communities in which students can think critically by making literacy connections. Teachers intentionally build positive relationships and a community of learners to provide the best personalized learning opportunities while using common assessments to drive instructional strategies.

Highly effective instruction has the greatest overall effect on the quality of a student's future. All students learn, grow, and achieve at their own pace. Instruction based on individual student needs is the hallmark of a student-centered learning environment. Evidence of student learning and teacher collaboration are essential elements in the process of teaching and learning.

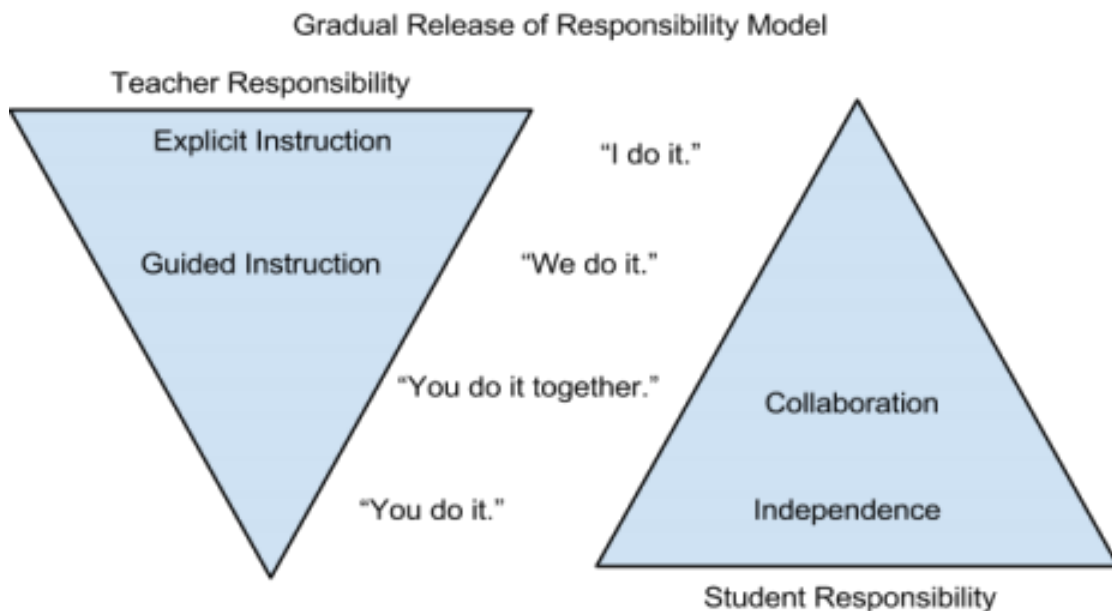
Ultimately, Forest Hills students will utilize their literacy experiences pre-K through 12th grade to embody the Forest Hills School District's Portrait of a Learner.

English Language Arts Instructional Practices

Forest Hills students will become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print/digital materials. Students will read purposefully and listen attentively to deepen their understanding of content. Students will be engaged, open-minded, critical readers and listeners. They will refine and share their knowledge through writing and speaking with an authentic audience.

In Forest Hills ELA classrooms, a *Gradual Release of Responsibility Model* is used as the framework for instruction. Instruction is based on the following sequence:

- **Explicit Instruction*** - The teacher demonstrates, models, and explains the focus of the lesson, skill, or concept.
- **Guided Instruction** - In early grades students are supported by the teacher in small reading/writing groups and conferences. Students are grouped according to their flexible needs and/or interests. As students become more independent in later grades, teachers transition toward an instructional model that supports students through guided practice, small group targeted instruction*, effective feedback, formative assessment, and tiered support.
- **Collaboration** - Students work with peers in small groups or with partners to practice skills with support.
- **Independent Learning** - Students have dedicated time to work independently on language arts experiences. Students apply skills to analyze and demonstrate understanding across a variety of texts and writing styles.



Adapted from Fisher 2008, https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf

Forest Hills K-5 Literacy Framework

Forest Hills Local School District's K-6 Literacy Framework incorporates bodies of research from The Ohio Department of Education's Plan to Raise Literacy Achievement (Jan. 2020), including the Language and Literacy Continuum and The Simple View of Reading. These bodies of work are summarized here for alignment purposes.

Ohio Department of Education Ohio's Plan to Raise Literacy Achievement

Ohio's Plan to Raise Literacy Achievement serves as a guide to evidence-based language and literacy teaching and learning for all learners from birth through grade 12. The plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings.

Language and Literacy Continuum

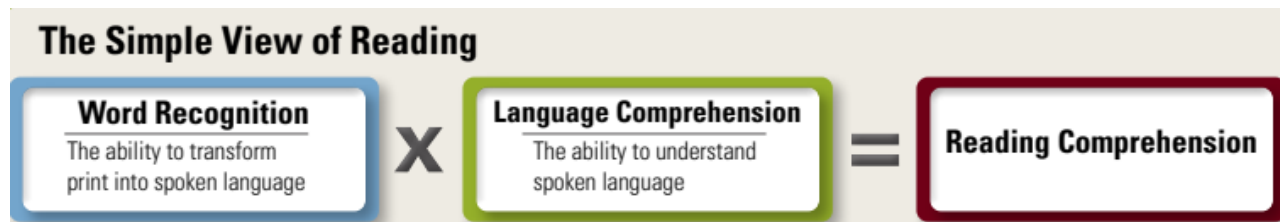
Language and literacy develop along a continuum. Starting at birth, children develop skills and move through and between the phases of emergent, early, conventional and adolescent literacy. Aspects of these phases overlap.

The Forest Hills K-6 Literacy Framework focuses on the Conventional Language and Literacy stage. Conventional language and literacy generally refers to decoding*, oral reading fluency, reading comprehension, writing and spelling. They are represented in Ohio's Learning Standards and Extended Standards for English Language Arts in kindergarten through grade 12.

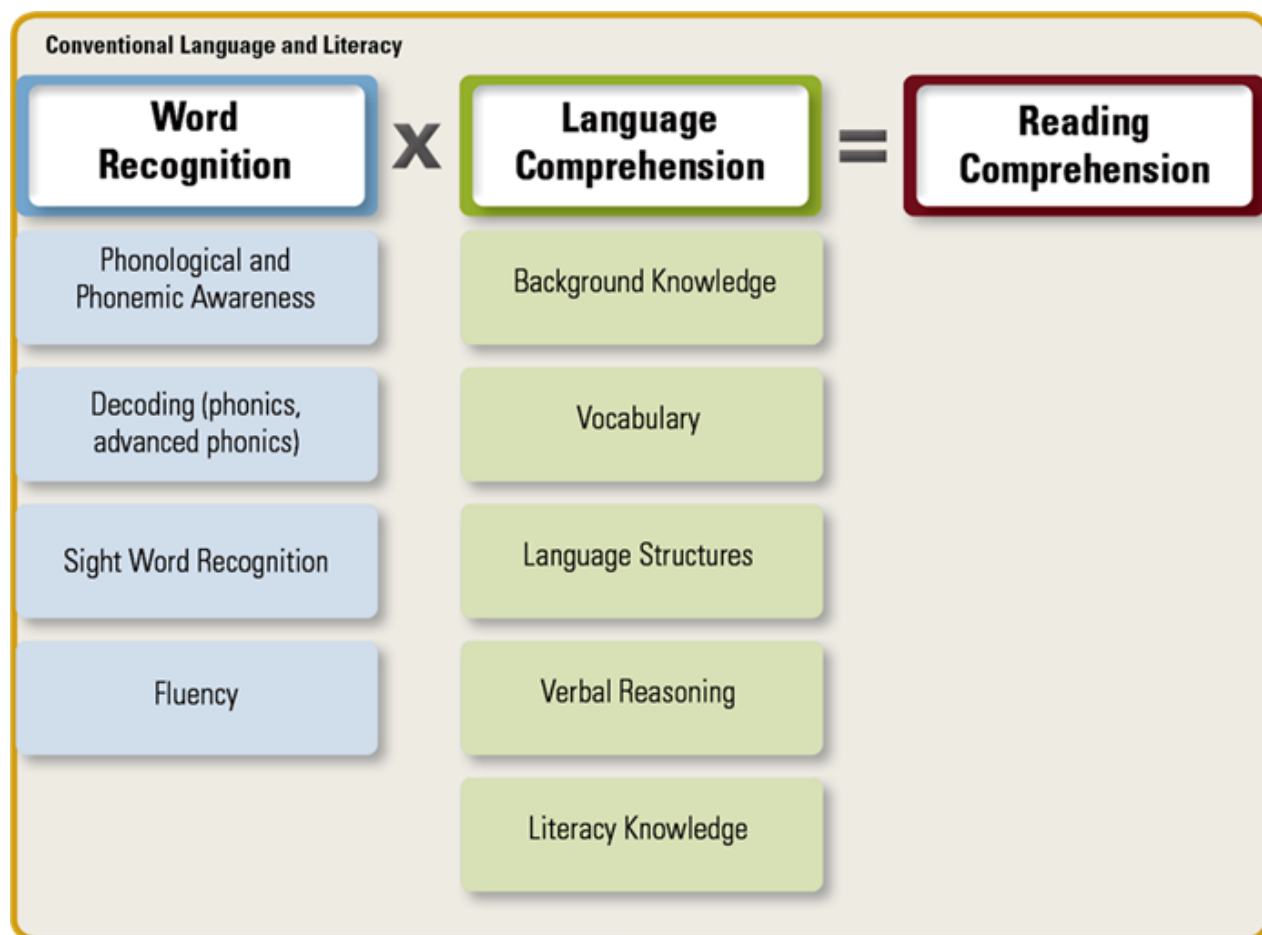


The Simple View of Reading

The Simple View of Reading is a formula based on the widely accepted view that reading includes two basic components: decoding* (word-level reading) and language comprehension.



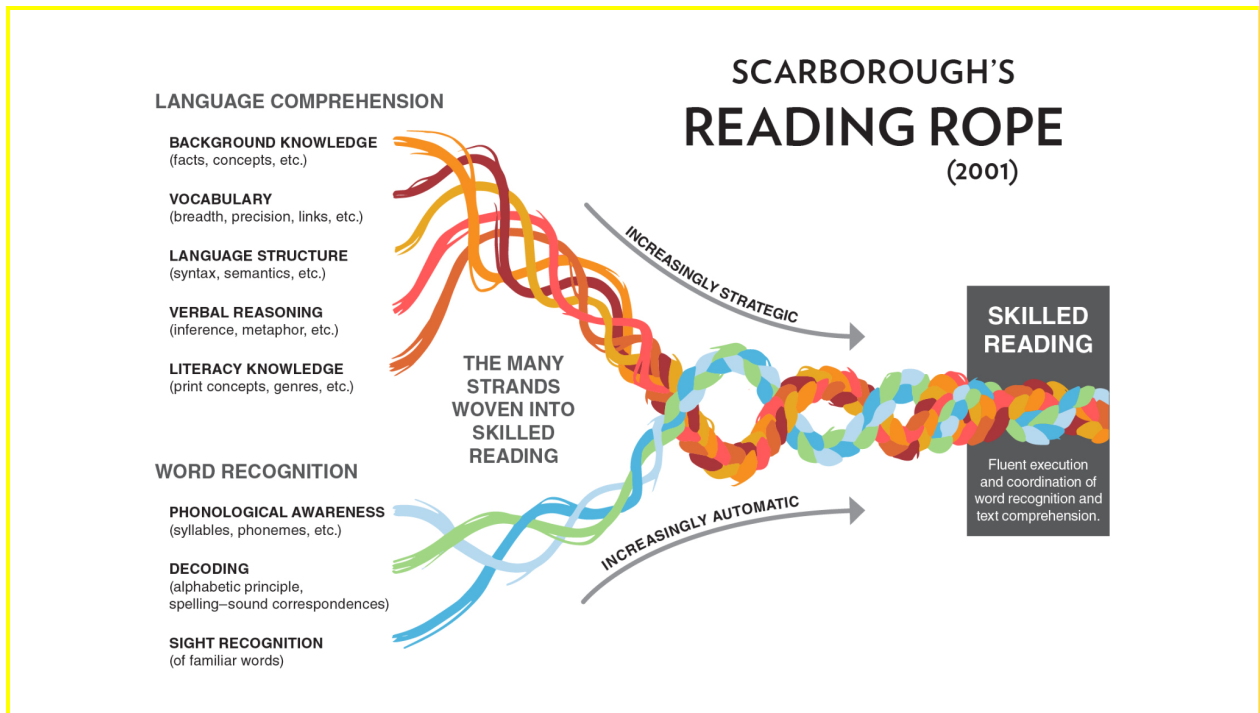
Items listed under Word Recognition identify the components that must become “increasingly automatic” in word-level reading. Items listed under Language Comprehension identify areas learners become “increasingly strategic” at using when they become more skilled (Scarborough, 2001).



Scarborough's Reading Rope

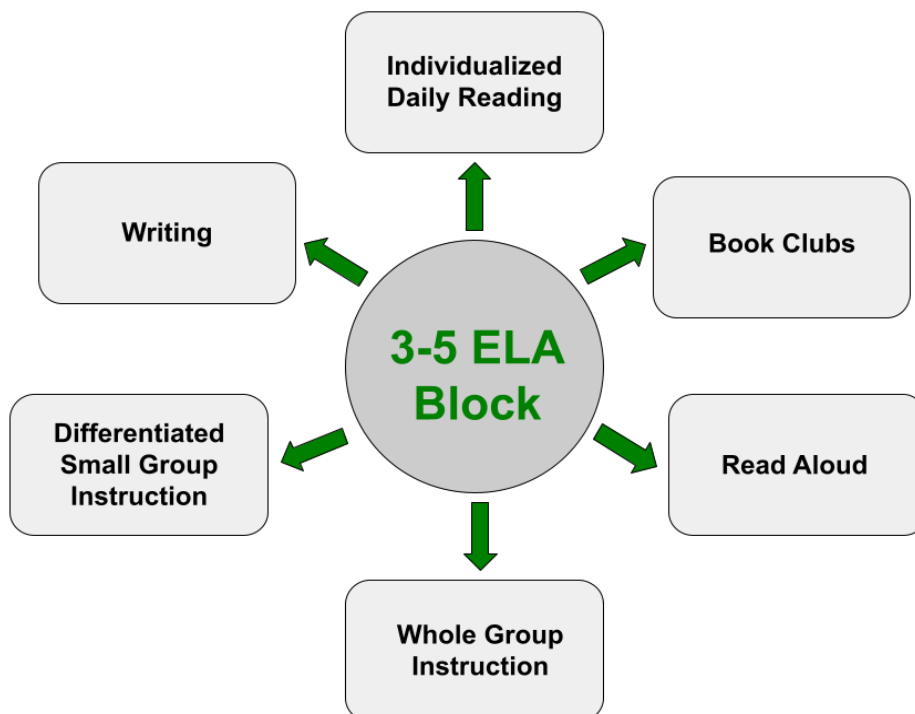
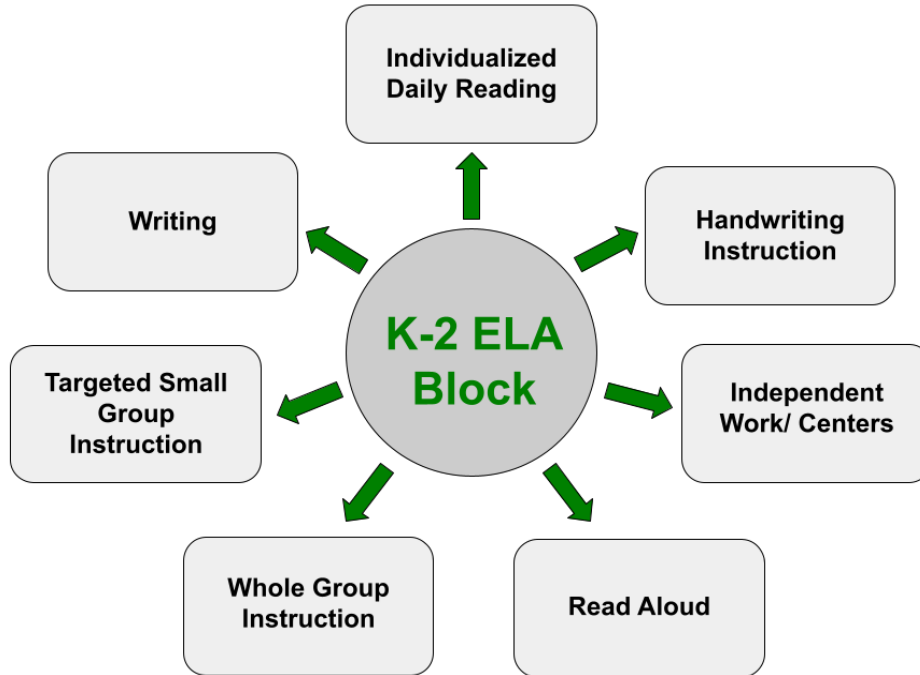
Dr. Hollis Scarborough developed the Reading Rope to provide a simplistic infographic to illustrate the complexity of learning to read.

The rope consists of two strands. The Word Recognition strands (Phonological Awareness, Decoding* and Sight Recognition) work together as the reader becomes accurate, fluent and increasingly automatic with repetition and practice. At the same time, the Language Comprehension strands (Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning and Literacy Knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.



Forest Hills K-5 Literacy Framework At-a-Glance

Utilizing the research outlined in the proceeding section, an overview of the ways in which teachers might structure their classrooms and use the instructional strategies outlined in this framework are below.



Forest Hills K-5 Literacy Framework Agreements

The Forest Hills K-6 Literacy Framework was collaboratively developed and includes voices from all grade levels at all six elementary schools. It is assumed that all K-6 literacy teachers and reading specialists, along with all elementary administrators, will hold to the core beliefs outlined in the Forest Hills K-6 Literacy Framework.

The ***District Core Curriculum*** for grades K-5 is *Being a Reader* and *Being a Writer* by Collaborative Classroom. Teachers are committed to using these materials as the foundation for all ELA instruction.

District Adopted Instructional Resources are the core materials that support the Forest Hills K-6 Literacy Framework and have been Board approved. These materials have been purchased and are available to all teachers. All teachers are committed to utilizing these curriculum materials across the district as an instructional foundation.

District Approved Instructional Resources are materials that support the Forest Hills K-6 Literacy Framework and align with research and our beliefs. These materials do not require Board approval, but are approved for use if a teacher has them and has been trained to use them.

Instructional Time Allocation for K-5 Literacy Blocks

For consistency across elementary buildings, Forest Hills administrators came to a consensus for these allotted time frames as a way to ensure all Forest Hills students have similar access to subject area instruction. Reading and writing instruction should be included within these allotted time blocks.

KDG (All Day)	130 minutes	Grade 3	130 minutes
KDG (Half-Day)	75 minutes	Grade 4	90-100 minutes
Grade 1	130 minutes	Grade 5	90-100 minutes
Grade 2	130 minutes	Grade 6	90-100 minutes

Comprehension

Comprehension is making meaning of texts through actively thinking and connecting with the text. Comprehension requires metacognition (monitoring our thoughts as a reader, thinking about one’s own thinking process) and can be demonstrated in oral and written form as students engage with varied texts across the curriculum for the purpose of constructing meaning. Comprehension instruction includes a balance of inquiry*, target explicit instruction*, and independent daily practice. In order to strengthen and build comprehension, students are given multiple opportunities to engage in a variety of ways to respond to reading.

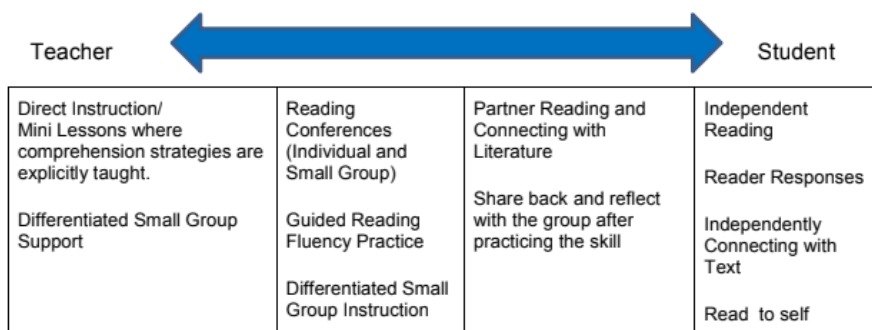
What does Comprehension include?

Comprehension strategies include, but are not limited to activating schema*, determining students’ background knowledge, analyzing, evaluating, inferring, visualizing, reflecting, questioning, and monitoring understanding.

Forest Hills’ Core Beliefs About Comprehension

- Comprehension is the driving force for all literacy instruction.
- Students engage with texts across a variety of genres and content areas for the purpose of constructing meaning.
- Comprehension instruction includes a balance of targeted explicit instruction*, collaborative experiences, and independent daily practice.
- Students will have the opportunity to apply various comprehension strategies daily.
- Students are given multiple opportunities to engage in writing in response to reading.
- Students are given opportunities to practice comprehension strategies that align with their developmental stage on the Language and Literacy Continuum (pg 6).
- Teachers use formative assessments and evidence based decisions to determine student’s needs and target instruction within the gradual release delivery model.
- The release of responsibility for constructing meaning from texts is gradually released to students using, but not limited to, the learning structures below:

Gradual Release of Responsibility Model



Word Recognition

Word recognition is the ability to transform print into spoken language.

What does Word Recognition include?

1. **Foundational Skills:** A set of skills students work to master before they can become fluent readers. Foundational reading skills include print concepts*, phonological awareness, phonemic awareness, decoding* and sight word recognition.
 - **Print Concepts*:** Understanding what print represents and how it is organized and works.
 - **Phonological Awareness:** Being aware of the speech sound system, including words, syllables, onset-rime, first sounds and phonemes.
 - **Phonemic Awareness:** Being able to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
 - **Decoding* and Encoding* (Phonics/ Advanced Phonics):** Understanding the relationship between written letters and sounds. This includes single syllable and multisyllabic words.
 - **Sight Word Recognition:** Being able to instantly and effortlessly (automaticity) retrieve regularly and irregularly spelled words.
2. **Fluency:** Reading with sufficient accuracy, rate and expression to support comprehension.

Forest Hills' Core Beliefs About Word Recognition

Foundational Skills

- Foundational skills are taught explicitly and systematically following a specific shared scope and sequence.*
- Teachers use formative and diagnostic assessments to determine student strength and need. These assessments are used to target instruction.
- Connections between phonemes and graphemes are illustrated by utilizing a consistent district-wide A-Z Linking Chart, Digraph Linking Chart and Spelling Sound Chart (see Appendix B).
- Students learn to read and spell high frequency words* that are both regularly and irregularly spelled. The words that K-2 students are expected to read and spell by the conclusion of each grade level are listed [HERE](#).

Fluency

- Students build a collection of words that can be read by sight with automaticity. These words are referred to as sight words.*
- Teachers explicitly teach for rhythm, phrasing and expression with the goal that reading sounds like natural speech.
- Being able to read fluently aids in reading comprehension (see Appendix G).

Language Comprehension

Language Comprehension is the ability to understand spoken and written language.

What does Language Comprehension include?

1. **Background knowledge:** The knowledge a learner brings with them about various global topics. This knowledge influences a reader's ability to more deeply understand a text.
2. **Vocabulary:** Vocabulary is the body of words known to an individual and includes the words that are spoken (expressive) and heard (receptive).
3. **Language Structures:** Language structure is the relationship between words and sentences in a text. It includes syntax (the arrangement of words in a sentence) and semantics (the meaning of language). Language structures include grammar, syntax*, morphology*, spelling and comprehension.
4. **Verbal Reasoning:** Constructing meaning through drawing conclusions, making inferences and understanding figures of speech.
5. **Literacy Knowledge:** Understanding print concepts*, text genres, visual images* and digital media* literacy.

Forest Hills' Core Beliefs About Language Comprehension

Background knowledge

- Educators acknowledge, plan for, and respond to the variability in background knowledge of our learners.
- Learners need the opportunity to build background knowledge in a variety of ways including daily interactive read alouds across the curriculum, immersion in quality literature, multimedia* and language experiences.
- Background knowledge can be strengthened through experiential learning* and explicit teaching.

Vocabulary

- Vocabulary instruction includes explicit instruction* of new words from a variety of contexts, with multiple exposures and a variety of examples.
- The appropriate method of vocabulary instruction is determined by the 3 tiers that words can be divided into.
 - Tier 1: These words are common and are typically part of everyday language.
 - Tier 2: These words are less common than Tier 1 words and usually are not part of children's everyday language. They require particular instructional attention. These words may have multiple meanings depending on context.
 - Tier 3: These words are typically considered "content-specific vocabulary." These words are unfamiliar to most students.

- Morphology* (the study of the forms of words, how they are formed, and their relationship to other words) is taught to ensure learners have access to moderately challenging reading materials.

Language Structures

- Language structure is taught through oral practice, conversations, sentence formation, writing opportunities, and exposure to quality texts.
- The connection between language structures and comprehension is built through engagement with a variety of texts composed for a variety of purposes.
- Grammar, syntax*, morphology*, spelling and comprehension is integrated within the Reading, Writing, Speaking and Listening instruction.

Verbal Reasoning

- Learners need opportunities to make inferences and construct meaning from a variety of texts across content areas.
- Learners need opportunities to think logically while reading to make meaning and integrate their own experiences with the text to make connections using new and existing knowledge.

Literacy Knowledge

- Students are exposed to a variety of genres, visual images* and digital media*.

Writing

Writing is transferring ideas into meaningful text. It requires the ability to express oneself and clearly communicate in an organized manner and for different purposes.

What does Writing Include?

1. **Writing:** Writing is transferring ideas into meaningful print. It requires the ability to express oneself and clearly communicate through written words in an organized manner and for different purposes.
 - **Integrating reading and writing instruction:** There are multiple relationships between the skills needed to read and the skills needed to write. While each set of skills may be distinct, they should be taught in concert with each other.
 - **Implementing a process that is aligned to the purpose of the writing task:** Students should learn the procedures and steps needed to successfully write for a variety of purposes.
 - **Three types of writing:** Ohio's Learning Standards for English Language Arts include Opinion/Argument Writing, Informational/Explanatory Writing, and Narrative Writing.
 - **Range of writing opportunities:** Students write for a variety of purposes and audiences, utilizing strategies and conventions of different genres, including multimodal* and non-traditional forms of writing.
2. **Handwriting:** Effective handwriting instruction begins with teaching the manuscript alphabet and then expands to explicit cursive instruction.
3. **Keyboarding:** Keyboarding is a skill that is separate from writing but with cognitive automaticity, allows students to write their ideas at the speed of thought and with higher level thinking.

Forest Hills' Core Beliefs About Writing

Writing

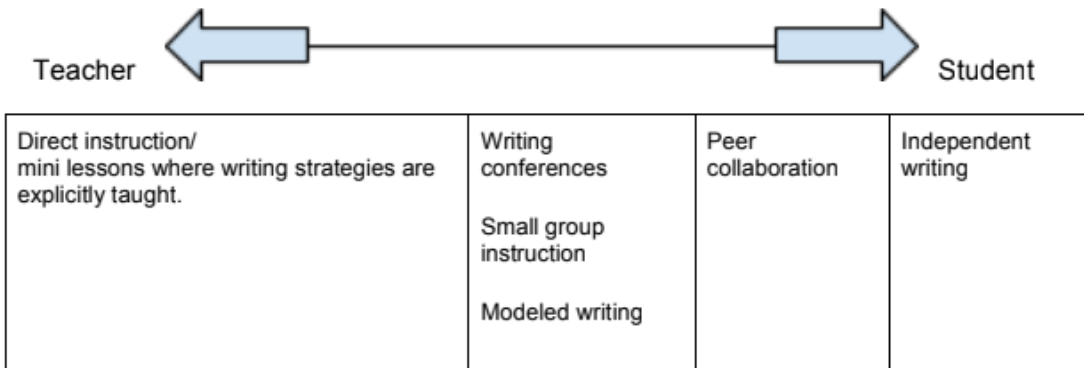
- Reading and writing instruction is integrated daily, making reciprocal connections between the two.
- Students regularly practice writing through explicit instruction* and daily writing opportunities.
- A focus on developing student writing processes builds flexible writers who are prepared to compose for any situation/purpose.
- Teachers use authentic mentor texts* as models to guide composition to improve student skill and efficacy.
- Students learn how to compose effectively for a variety of purposes and audiences when given authentic writing opportunities and choices.
- Targeted instruction* for writing is taught and practiced across the curriculum.
 - Students are expected to use appropriate language skills, syntax*, spelling, and grammar in their writing.
 - Grammar is taught through the context of mentor texts* and authentic

student writing.

- Writing is instructed as a craft and an art.
- Writing is assessed systematically through standards-based rubrics, with teachers providing regular and ongoing feedback.
- The release of responsibility for writing is gradually released to students using, but not limited to, the learning structures below:

Gradual Release Model: Use a structured writing time to teach students how to be writers

Gradual Release of Responsibility from Teacher to Student



Handwriting

- Handwriting is taught within the context of reading and writing to emphasize the connection between handwriting, reading and spelling skills.
- Manuscript and cursive handwriting should be explicitly taught to students using the FHSD Handwriting Progression below:

Handwriting Progression in Forest Hills	
Kindergarten	<ul style="list-style-type: none"> ● Explicit instruction of all manuscript uppercase and lowercase letters
Grade 1	<ul style="list-style-type: none"> ● Explicit instruction/ review of all manuscript uppercase and lowercase letters
Grade 2	<ul style="list-style-type: none"> ● Review of all manuscript uppercase and lowercase letters ● Explicit cursive instruction of all uppercase and lowercase letters
Grade 3	<ul style="list-style-type: none"> ● Review of all manuscript and cursive uppercase and lowercase letters as needed for individual student needs
Grades 4-6	<ul style="list-style-type: none"> ● Legible manuscript and cursive handwriting should be maintained. Opportunities to reinforce both forms of handwriting should be embedded into grade level instructional plans. Teachers should model writing in both formats.

Keyboarding

- Students effectively compose for a variety of purposes when given authentic writing opportunities and choices, which includes appropriate technical skills such as effective keyboarding.
- Keyboarding starts in Grade 2.
- The goal of keyboarding in Forest Hills is to create and provide opportunities for students to learn and practice keyboard skills that will assist them when typing in order to express their thinking across content areas. Therefore, keyboarding instruction must be embedded and shared by all of the teachers across the grade level, with additional support from each building Innovation Specialist.

Appendix A: Comparison of 2015 & 2023 Framework

Old Literacy Framework (2015)	New Literacy Framework (2023)
<p>Set in Stone <i>Once it was made, it was never adjusted.</i></p>	<p>Working Document <i>Improvements will continually be made through ongoing PLC work.</i></p>
<p>Minimal ELA Resources <i>Teachers were expected to follow the framework by creating their own resources which resulted in inequitable experiences for students district-wide.</i></p>	<p>Collaborative Classroom Resource Adoption K-5 <i>All ELA teachers are provided the same consistent framework and resources.</i></p>
<p>Minimal Professional Development <i>There has not been any district level Professional Development in ELA for years.</i></p>	<p>LETRS Training & Collaborative Classroom Professional Development <i>LETRS training will be provided to K-3 teachers, K-12 Intervention Specialists and some administrators. All K-5 teachers will be exposed to consistent and ongoing Collaborative Classroom Professional Development.</i></p>
<p>Organized by Big 5 <i>The framework was mainly organized by the big five areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). It also contained sections for writing and speaking & listening.</i></p>	<p>Organized by the Simple View of Reading <i>The framework is organized by the Simple View of Reading, which focuses on Comprehension being the product of Word Recognition and Language Comprehension.</i></p>
<p>Progression of Skills for Phonics Instruction <i>The framework contained a broad phonics continuum to be used as a guide for phonics instruction.</i></p>	<p>Collaborative Classroom Scope & Sequence <i>Collaborative Classroom provides a more detailed "Scope & Sequence" that shows the progression for skills being taught in phonics, phonemic awareness, vocabulary and comprehension.</i></p>
<p>High Frequency Words <i>The framework contained a list of Fry high frequency words that students were expected to read and write in grades K-2. Many teachers referred to these words as "sight words."</i></p>	<p>Sight Words <i>Sight words are referred to as any word a student knows through sight, sound, and meaning and has stored away in the visual word form area of the brain for quick retrieval. The goal is to continually build students' sight word vocabularies. In addition, grade level words that K-2 students are expected to learn to read and write are listed in the new framework. Some of the words on the list can be decoded, while others cannot. Teachers are expected to make sure students can read and spell all words on their grade level list and previous grade level lists by the end of the school year.</i></p>
<p>Handwriting Expectations <i>Zaner-Bloser was used for all handwriting instruction. Grade 2 reviewed manuscript in the fall and then taught cursive handwriting in the winter and spring.</i></p>	<p>Handwriting Instruction <i>K-1 teachers will teach manuscript handwriting using Collaborative Classroom. Grade 2 Teachers will use Zaner-Bloser to teach cursive handwriting and to review manuscript handwriting as needed.</i></p>

<p align="center">Old FHSD Expectations (Prior to 2023)</p>	<p align="center">FHSD Expectations Moving Forward (2023 on)</p>
<p>Required DRA (K-2) Administration of the DRA was required for all K-2 students 2-3 times a year. Results were reported to families on report cards.</p>	<p>DRA As Needed The DRA is an optional assessment that teachers can give to any student at any time. In addition to informing instruction, this assessment provides useful data that can be brought to problem solving meetings for students in Tier 2 and/or Tier 3. DRA scores will no longer be reported to families on report cards.</p>
<p>No Requirements for Read Aloud Instruction Teachers were not required to read aloud to students. Read alouds were not always paired with intentional instruction.</p>	<p>Intentional Read Aloud Instruction Read aloud lessons in Collaborative Classroom provide intentional instruction that focuses on language development, increasing background knowledge, building vocabulary and comprehension.</p>
<p>Formal Reading Assessments Teachers were required to administer assessments such as DRA and Aimsweb Curriculum Based Measures, which in turn, provided opportunities for teachers to listen to their students read.</p>	<p>Listening to Students Read Teachers should be regularly listening to their students read. This can be done during individual reading conferences, independent daily reading, during small group instruction, etc.</p>
<p>No Consistent A-Z Linking Chart Teachers were not required to use an A-Z linking chart. Teachers who chose to use one, could pick any A-Z linking chart to use.</p>	<p>Consistent A-Z Linking Chart & Spelling Sound Chart All teachers are required to use the Collaborative Classroom A-Z Linking Chart and Spelling Sound Chart (depending on grade level) to have consistency across all teachers and buildings.</p>
<p>Daily Guided Reading Groups Students were selected for guided reading groups according to their reading level. The focus of the instruction was to learn about all areas of literacy in an integrated way.</p>	<p>Targeted Small Group Instruction Students are grouped according to their flexible needs. The focus is to target instruction on a continuum of specific skills.</p>
<p>Inconsistent Phonics Instruction Districtwide Phonics instruction was delivered through a variety of instructional practices pulling from a variety of resources and/or teacher made materials. This instruction included both whole group and small group instruction.</p>	<p>Phonics Instruction in Small Groups Phonics is taught through small group instruction. Students are placed into Collaborative Classroom “Sets” according to the Collaborative Classroom Placement Assessment, which depending on grade level, consists of phonics skills, word reading and/or passage reading.</p>
<p>Leveled Book Room Books Provided Texts provided for instruction were leveled and housed in a Book Room in each building.</p>	<p>Variety of Texts Provided A variety of texts are provided. Collaborative Classroom provides decodable texts and read aloud books. Book Rooms will continue to provide leveled texts that can be used for Independent Daily Reading.</p>

Appendix B: Linking Charts

All teachers that work with students in Grades K-2 will display and utilize a consistent A-Z Linking Chart, Digraph Linking Chart and [Spelling Sound Chart](#) to have consistency across all teachers and buildings. The letter and picture representations below should be used.

A-Z Linking Chart	
A (short): at (cat at chair)	M: monkey
A (long): acorn	N: nest
B: balloon	O (soft): on (cat sitting on chair)
C (hard): caterpillar	O (long): oval
C (soft): circle	P: pencil
D: dog	Q: queen
E (short): edge (cat on edge of chair)	R: ring
E (eagle): eagle	S: snake
F: fish	T: turtle
G (hard): gate	U (short): under (cat under the chair)
G (soft): giraffe	U (long): unicorn
H: hat	V: vacuum
I (short): in (cat sitting in chair)	W: wheel
I (long): ice	X: box
J: jeans	Y: yo-yo
K: key	Z: zipper
L: lamp	

Digraphs Linking Chart	
ch: chipmunk	th: thumb
th: sheep	wh: whale

Appendix C: Order of Instruction for Teaching Letter Names & Sounds

When teaching letter names and letter sounds, letters should be introduced and taught in the following order.

Order of Instruction			
1	Rr	14	Gg
2	Tt	15	Ee
3	Nn	16	Bb
4	Ss	17	Hh
5	Ii	18	Kk
6	Ll	19	Ww
7	Cc	20	Oo
8	Dd	21	Xx
9	Mm	22	Zz
10	Aa	23	Jj
11	Pp	24	Qq
12	Ff	25	Yy
13	Vv	26	Uu

Appendix D: Additional FHSD Resources

The resources below are intended to be used, as needed, as additional resources to enhance the district's core ELA curriculum resource.

Phonemic Awareness

- **Heggerty Phonemic Awareness:** Can be used in addition to the Phonemic Awareness instruction provided in Collaborative Classroom for Grades K & 1.

Handwriting

- **Zaner Bloser Handwriting - Practice Masters (Manuscript):** Can be used in addition to handwriting instruction provided in Collaborative Classroom.
- **Zaner Bloser Handwriting - Practice Masters (Cursive):** Should be used by grade 2 teachers as the primary resource for cursive instruction. Can be used by grade 3 teachers, as needed, for handwriting review.

Keyboarding

- **TypingClub** is the suggested resource for keyboarding practice. TypingClub can be accessed at [typingclub.com](https://www.typingclub.com).

Appendix E: Tier 1 Assessments

Tier 1 assessments are to be given to all students. Although it is best for the classroom teacher to give most of these assessments, there are times when support staff, such as Reading Specialists, may help administer these assessments. More information can be found on the district's [Aligned Assessment Plan](#) or by asking your building's Reading Specialist(s).

Assessment	K	1st	2nd	3rd	4th	5th	6th
i-Ready Diagnostic	X	X	X	X	X	X	X
i-Ready Literacy Tasks: <i>Mixed Case Letter Naming Fluency</i>	X	X					
i-Ready Literacy Tasks: <i>Pseudoword Decoding Fluency</i>		X	X				
i-Ready Literacy Tasks: <i>Passage Reading Fluency</i>			X	X	AN	AN	AN
Forest Hills KDG Screener	X						
Kindergarten Readiness Assessment (KRA)	X [^]						
Collaborative Classroom Placement Assessments	X	X	X				
Phonological Awareness Skills Test (PAST) Teachers are only required to give their grade level questions on the assessment. The grade above and/or below may be given as needed. (Recording Sheet)	AN	AN	AN				
High Frequency Words Teachers are responsible for knowing which words their students know and can assess however they see fit.	AN	AN	AN	AN			
Developmental Reading Assessment (DRA)	AN	AN	AN	AN			
<p>Key X: Assessment is mandatory AN: Assessment can be given as needed ^: Assessment must be given by a trained KRA test administrator</p>							

Appendix F: Reading Level Correlation Chart

Forest Hills Reading Level Correlation Chart				
Grade Level	RR Level	F & P Level	DRA	Typical Lexile (iReady)
Kindergarten	A, B	A	A	BR120L-295L
	1		1	
	2	B	2	
	3	C	3	
4	4			
Grade 1	5	D	6	
	6			
	7	E	8	
	8			
	9	F	10	
	10			
	11	G	12	
	12			
	13	H	14	
	14			
	15	I	16	
	16			
Grade 2	17	J	18	
	18	K	20	
	20	L	24	
Grade 3	20	M	28	
	22	N	30	
	24	O	34	
Grade 4	24	P	38	
	26	Q, R, S	40	
Grade 5	28	T, U, V	44	
Grade 6	30	W, X, Y		
Grade 7	32	Z		

Appendix G: Oral Reading Fluency Norms

Hasbrouck and Tindal (2017) generated norms to identify the range of words correct per minute (WCPM) that are typical for students in grades 1-6. The 50th percentile is more than adequate for students to demonstrate sufficient fluency to support comprehension.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM= Words Correct Per Minute

Appendix H: Grade Level Word Lists (K-2)

Students learn to read and spell high frequency words* that are both regularly and irregularly spelled. The words that K-2 students are expected to read and spell by the conclusion of each grade level are listed in the FHSD Grade Level Word List document below. Although teachers are not required to formally assess these words, progress with these words can be monitored by listening to students read and by analyzing student writing samples.

[FHSD Grade Level Word List](#)

Glossary

Words with (*) in the FHSD K-6 Literacy Framework are listed in the glossary.

Decoding: The process of turning print into speech by matching a letter or combination of letters (graphemes) to their sounds (phonemes).

Digital Media: Any form of media that uses electronic devices for distribution. Examples include software, videos, websites, social media, etc.

Encoding: The process of using individual sounds to build and write words.

Experiential Learning: Learning that takes place through experience; also defined as “learning through reflection or doing”.

Explicit Instruction: Teacher-led instruction where the teacher gives clear, guided instruction to the students.

High Frequency Words: Words that appear most often in printed materials.

Inquiry: Asking for information or investigating a topic

Mentor Texts: Written pieces that serve as an example of good writing for student writing.

Morphology: The study of the forms of words, how they are formed, and their relationship to other words.

Multimedia: Combines five basic types of media into the learning environment: text, video, sound, graphics, and animation.

Multimodal: Require the processing of more than one mode and the recognition of the interconnections between modes. The five main modes include:

- linguistic – written and spoken words.
- visual – images (moving or still)
- aural – sound, music.
- gestural – movement, expression, body language.
- spatial – position, physical arrangement, proximity.

Print Concepts: Understanding what print represents and how it is organized and words. Concepts include directionality, concepts of letters/words/sentences, spacing, alphabetic knowledge and print having meaning.

Schema: A mental structure that helps us understand how things work. It is how new knowledge is organized. When new information comes in, it is connected to other things we know, believe, or have experienced.

Scope and Sequence: Used to identify the amount of content an educator will teach (scope) and the order in which they teach the selected content (sequence).

Semantics: The meaning of language.

Sight Words: Words that are instantly and effortlessly (automatically) retrieved. These words can be regularly and irregularly spelled words. These words are not to be confused with high frequency words*.

Standards-Based Rubrics: A way to assess students on standards regardless of how the students demonstrate such knowledge. It outlines the standard(s) that must be met in the assessment and lets the students decide how they will show they have mastered the content.

Syntax: The arrangement of words in a sentence.

Targeted Instruction: Instruction that aligns to students' specific needs and learning goals.

Visual Images: This can include, but is not limited to, photographs, charts, diagrams, artwork, etc.

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