



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Section Grade 4	Indicator Number	Publishers Comments	Evidence
Instructional Design	#30	<p><i>Literacy by Design</i> was crafted to support the entire teaching and learning community as one cohesive unit. Assessment tools inform teachers, reading specialists, ESL teachers and others who might wish to identify exceptional learners, or students who have mastered particular skills. Highly supportive in nature, the instruction is intended for those who are engaged in literacy instruction with children. The author papers within the Professional Handbook offer additional insight concerning some of the most current research-based practices. As the whole-group instruction is supportive of all learners, while including scaffolds for struggling readers and English language learners, the small group instruction is designed to meet students at their level of instruction.</p>	<p><u>Comprehensive Teacher’s Guide:</u> The Professional Handbook pp. T59-T83 provides specific instructions for teachers to implement the gradual release model in both reading and writing workshops. All steps include an example teacher’s classroom.</p> <p><u>Comprehensive Teacher’s Guide:</u> ELL Suggestions for Preview View and Review are ideal for ESL teachers.</p> <p><u>Leveled Readers and Small Group Reading Teacher’s Guide</u> can be used by either the classroom teacher or reading specialist. Assessment data is designed to be shared by the entire teaching and learning community and supports a variety of reporting methods.</p> <p>See also <u>Comprehensive Teacher’s Guide pg T59-83, The Professional Handbook.</u></p>



Instructional Design	#31	<p><i>Literacy by Design</i> instruction includes whole class and small group lessons for a diverse learning community. Designed to support a true balanced approach to literacy, classroom setting recommendations, classroom management tools and other teaching resources are made available in the program to ensure implementation of instruction with fidelity and ease. Both the Small Group Reading Teacher’s Guide and the Comprehensive Teacher’s Guide support teachers as they identify the ideal classroom and instructional setting for their students.</p>	<p><u>Comprehensive Teacher’s Guide pg T59-83:</u> The Professional Handbook provides specific instructions for how to implement the gradual release model in both reading and writing workshops. All steps include a examples. Several tools aid in the overall instructional setting of the classroom. Within the <i>Small Group Reading Teacher’s Guide Overview</i> there are suggestions for ways to create a successful environment for a reading workshop.</p> <p><u>Comprehension Organizers:</u> Inspire independence in a community of small-group instruction while teachers are able to foster a community of independence as students demonstrate how they used their skills.</p> <p><u>Independent Reading Log:</u> Evaluate what kind of reading is being done over the course of the unit.</p> <p><u>Independent Reading Self-Assessment:</u> A self-evaluative tool that allows students to reflect on data and determine next-steps with the teacher.</p> <p><u>Leveled Readers:</u> Carefully crafted texts that meet very specific criteria per level. As a student’s level is identified and then matched with a text, LBD is appropriate for students of all performance levels.</p>
Phonics	#10	Phonics review from grades K-3 skills occurs at the beginning of grade 4 instructional year.	<p><u>Skills Masters:</u> Provide a phonics review at start of grade. Comprehension strategies and writing skills are frequently and cumulatively</p>



			reviewed.
Phonics	#11	<i>Literacy by Design</i> provides phonics fluency practice for phonics components.	There is an emphasis on fluency practice with every small group lesson. Please see attached Phonics Scope for examples, such as consonant blends in Theme 2.
Phonics	#15	<i>Literacy by Design</i> follows a Phonics scope to provide explicit instruction in syllable types.	Please see attached Phonics Scope . For example, vowel-consonant-e instruction is in Grade 4 Theme 3.
Fluency	#13	Following the research of Dr. Michael Opitz, <i>Literacy by Design</i> provides daily fluency focus with repeated readings, teacher modeling, reader's theater, and choral reading with texts including multisyllabic words.	Systematic fluency instruction in <i>Literacy by Design</i> gives students multiple daily opportunities to practice reading multisyllabic words including choral readings, repeated readings, reading in phrases, and echo reading.
Fluency	#19	<i>Literacy by Design</i> provides fluency practice but does not encourage interrupting reading for error correction.	As part of every two-week gradual release model cycle, teachers model how to use a specific fluency skill such as reading with expression and students join by reading along with the teacher. This allows students to practice the skill while simultaneously receiving teacher support and feedback.
Fluency	#24	Fluent Reader software provides opportunities for students to time and graph themselves after reading the same text.	In partnership with Renaissance Learning, the Fluent Reader software provides tools for students to time and record themselves reading text. The program graphs student results automatically.



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Fluency	#26	<i>Literacy by Design</i> provides instruction for teachers to pair partners strategically.	Comprehensive Teacher's Guide pg T67: The Professional Handbook provides partner work instruction for teachers.
Vocabulary	#23	Sourcebook glossaries in <i>Literacy by Design</i> provide a customized, grade-level reference for students.	Dictionary use is not explicitly taught. A glossary in each Sourcebook provides a labeled sample entry instructing students on the parts of a dictionary. Theme centers provide additional opportunities for students to utilize dictionaries.
Vocabulary	#25	With all materials available online, <i>Literacy by Design</i> allows teachers to choose when technology is an appropriate choice to use in instruction.	Theme Centers are available online. Grade 4 Theme 14 Technology Center gives students opportunities to utilize technology for vocabulary activities. Online Leveled Readers (including non-fiction texts with glossaries) can be used for online vocabulary support.
Comprehension	#19	<i>Literacy by Design</i> provides explicit instruction in both narrative and expository text.	Comprehensive Teacher's Guide: Reading selections provide mentor texts in these forms with instruction in steps 1 and 2 of the daily lesson plan. Themes 5 and 13 focus on personal narrative and Theme 7 focuses on procedural text.
Professional Development	#5	<i>Literacy by Design</i> Implementation DVDs provide a range of Professional Development support.	The Implementation DVDs include classroom videos and modeling, explicit instructions on how to implement the program, and author tips for teaching strategies.
Professional Development	#5	More customized professional development options are available in our PD brochure at a charge.	See PD brochure for customized professional development options above and beyond product implementation. These are at a charge to the district.