ReadyGEN ©2016 empowers teachers to grow their knowledge base, and study what students actually do when reading and writing in order to teach responsively.

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| Instructional Resource | Purpose | Frequency |
| Backwards Mapping design principle  | Used to ensure that activities are explicitly linked to and driven by targeted standards. Text-based instruction has been developed to enable students to acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and insight of the world.  | Throughout instruction |
| Baseline Assessment  |

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| Provides a snapshot of students’ instructional needs at the onset of the year. |

 | 1 per year  |
| Foundational SkillsLessons  | Systematic support for phonics, phonemic awareness, and fluency as called for by the CCSS. | Appears in every lesson as well as at the back of each Teacher’s Guide. |
| Reading Keystones | Assesses students’ ability to understand key vocabulary, key text structure and features and key ideas in reading and writing to make progress towards the Performance-Based Assessment | Appear in every lesson next to:Benchmark VocabularyText Analysis Write in Response to Reading |
| Writing Keystone Checklists |

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| Assess students’ opinion, narrative, or informative writing. These checklists help you determine how students are progressing toward the task in the Performance-Based Assessment. |

 | 1 per unit  |
| Performance-Based Assessment | Allows students to connect their learning through reading, writing, and exploring text. |  1 per module |
| Independent ReadingRoutine | Opportunity for students to learn how to read independently and participate in independent, self-selected reading. | 1 per lesson |
| Close ReadingRoutine | Teaches students how to read closely citing evidence in text. | 1 per lesson |
| Close Reading How To video | Allows all students, including ELLs, struggling readers, and accelerated learners, to successfully participate in and progress through the daily lesson with their peers.  | 1 per grade-band:* K-1
* 2-3
* 4-6
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| Alignment to Webb’s Depthof KnowledgeLevels  | Identifies the complexity or depth of understanding required to answer or explain an assessment related item. | Throughout instruction next to:Close Reading questionsSleuth questionsCenter ActivitiesPerformance-Based Assessments |
| Generative VocabularyInstruction | Develops students’ conceptual knowledge of words, how they work, and how they’re connected.  | Vocabulary appears in every lesson and ties back to the text students are reading. |

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| Scaffolded Strategies Handbook | Designed to meet the intent of the Council for the Great City Schools “Framework for Raising Expectations.” Provides support for working with students one-on-one, in pairs, and in whole or small groups, as well as explicit intervention strategies and routines to unlock text and writing. | Intended to work in tandem with the *ReadyGEN* Teacher’s Guide |
| Qualitative Measure of Text Complexity  | Allows teachers to immediately determine if a selection is too easy or too challenging for struggling students. | 1 per text  |
| Strategic Support and Extension mini-lessons | Offer a clear choice for teacher-directed small group instruction, and also provides a number of options for engaging independent learners during small group | Multiple opportunities throughout instruction |
| Scaffolded instruction notes  | Addresses common stumbling blocks frequently encountered by English language learners or struggling readers and writers | Appears in every lesson |
| Routines and Activities  | Discrete lessons focusing on grade-level-appropriate, complex grammatical structures as part of the instruction on language conventions. | Appears at the back of the Scaffolded Strategies Handbook |
| SuccessReady | Scaffolded instruction for ReadyGEN students who need additional support with critical print skill, vocabulary, reading, and writing competencies that will enable them to fully meet the challenges of college and career. | As needed, throughout instruction |
| Explicit Writing Instruction  | Writing lesson focused on one writing mode as specified in the CCSS guides students through the writing process, requiring them to analyze good writing models from the texts they read. | Appears in every lesson |
| Conventions mini lesson | Provide instruction for critical grammar skills that students can apply in their speaking and writing. | Appears In every lesson |
| End-of-Unit Assessment | Students answer selected-response and technology-enhanced comprehension and vocabulary questions. They also respond to narrative, informational, and opinion writing prompts. Use this assessment to give you additional information on students’ progress and to inform your instruction. | 1 per unit  |
| AuthenticTrade Books | Engage students intellectually and emotionally. | 12 titles per student |
| Leveled TextLibrary | Topically-related texts at each grade allow students to develop self-extending reading and thinking strategies | 60 titles, six copies each |
| Text Collection | Topically related reads spanning multiple genres and cultures | 1 per student |
| Sleuth | Short, nonfiction passages to support close reading | 1 per student |
| Decodable and Practice Readers |  | Grade K* 36 titles, six copies each

Grade 1* 3 volumes, six copies each

Grades 2-5* 2 volumes, six copies each
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