Laconia Elementary Schools' Common Definitions

STRUCTURES OF LEARNING

These terms describe the various structures our teachers use to deliver instruction. Our instructional model requires teachers to transition from assuming full responsibility for performing a task to having all students independently perform the task. The ultimate result of this model is a confident learner who strives for independent mastery of skills.

Term	Definition	Characteristics	Examples

Academic Choice	A specific learning cycle that involves accomplishing a learning goal by providing student choice with an embedded learning cycle of planning, working, and reflecting.	• Learning goal must be present
		• Students allowed to make own choices
		• Choices provided in one of two categories: What (Content) or How (Process)
		• Planning Phase- Teacher guides discussion around students' thinking regarding their choices; modeling
		• Working Phase – Teacher circulates to meet with all students and differentiates when needed (does not pull small groups).
		• Reflecting Phase – Teacher and students discuss what worked, challenges, and plans for next time
			• Goal Setting
			• Choice of
			    ○ topic
			    ○ resources used
			    ○ practice technique
			    ○ presentation
			• Exit Ticket
			• Group/Partner Share
			• Work Study Practice Reflection

Core	The curriculum taught in all content areas. It includes the Laconia Academic Competencies, Common Core State Standards, Next Generation Science Standards, and ISTE Standards.	• Provided to all students by the classroom teacher • "What" we teach, opposed to "How" we teach	• Laconia Academic Competencies, Common Core State Standards, LSD Non-negotiables, Next Generation Science Standards, and ISTE Standards • UBD Units of Study
Differentiated Instruction	A range of instructional strategies provided to students based on student needs and data.	• Students are progress monitored to keep groups flexible. • Occurs throughout the day during all learning opportunities.	• Questioning Techniques • Modifying/Extending Assignments • Re-teaching • Individual, small, whole
Independent	Tasks completed by students without adult support.	• Individual, small group, or partner work • Application of previously taught skills • Requires self-management skills	• Centers • Independent Reading • Project Based Learning • Performance based tasks • Transitions and School Routines • Assessments

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Intervention	Specific supplemental instruction provided by Highly Qualified Teachers/Therapists to support the individual needs of students.	• Push-in or pull-out; provided during WIN or other times during the day • Specific short-term instruction based on observable data • Small homogeneous groups/individual • Provided by Classroom Teacher, Special Education Teachers or Interventionists	• 5-Day Literacy/Math Plans • Behavior Plans • Social Skills Groups • Related Services • Targeted Instruction
Small Group Instruction	Teacher directed instruction provided to 2-6 students and focuses on specific content or highlighted skills.	• Occurs inside or outside the classroom in all subject areas • Homogeneous or heterogeneous groupings • Flexible, targeted groups, extending learning, practice	• Guided reading, writing, math • Personalized learning activities

What I Need (WIN) Time	A dedicated time during the school day where extended learning opportunities are administered by highly qualified staff in small group settings to meet the individual needs of all students.	• Connected to the Laconia Academic Competencies, Common Core State Standards, and ISTE Standards
		• Students are grouped heterogeneously or homogeneously based on need
		• Small Groups
		   ○ Classroom Teacher (max 6)
		   ○ Interventionist (max 4)
		• Pull-out or push-in, as well as group or individual, as stated in IEPs for Special Education students
			• Students working independently/pairs/ small groups, while classroom teacher and Interventionists provide small group instruction and intervention

Whole Group Instruction	All-inclusive teacher directed instruction.	• Instruction is provided to all students • All subject areas	• Core Instruction • Mini Lessons • Routine and expectations of the lesson

Laconia Elementary Schools' Common Definitions

PILLARS of READING

These terms are organized in a hierarchy to outline the progression our students move through during literacy instruction in order to reach the ultimate goal of independent comprehension when reading, writing, listening and speaking.

Term	Definition	Characteristics	Examples
Phonics & Phonemic Awareness	**Phonemic Awareness:** The ability to hear and manipulate the sound structure of language by working with sounds at the word, syllable, and phoneme level. **Phonics:** Unlocking the alphabetic code using sound-symbol relationships to recognize words.	• Rhyming • Syllabication • Word Boundaries • Sound-Symbol Relationships • Decoding/Encoding words • Chunking syllables • Spelling Patterns, Prefixes and Suffixes	• Word Study • Making Words Lessons • Letter Sound work with ABC Linking Chart • Onset/rime Work • Word Family • Words Their Way
Listening Comprehension	The students apply comprehension skills when listening to text or multi-media presentations in order to find enjoyment, gain new information, and/or make connections to their own life.	• Comprehension strategies - retelling, summarizing, making inferences, predicting, and analyzing, cause/effect, theme, main idea • Vocabulary • Ability to determine when things "don't make sense" and the skills to find understanding	• Read aloud • Multi-media presentations • Oral Presentations • Book Buddies • Text to Speech • Ask and answer oral and/or written comprehension questions • Discuss the story with a peer

Vocabulary	The ability to use strategies to understand the meaning of words when reading, writing, and speaking.	• Recognize a wide range of words in all subject areas
		 • Use fluent ways to access word meanings
		 • Determine or clarify meaning of unknown and multiple meaning words
		 • Demonstrate understanding of figurative language and word relationships
		    o Synonyms, antonyms, homographs
		    o Parts of speech
		 • Semantics
			• Vocabulary word walls
			 • Teach dictionary, glossary, thesaurus skills
			 • Use common Greek and Latin affixes and roots as to clues find meaning
			 • Use context clues to figure out meaning words which leads to deepening comprehension
			 • Activate prior knowledge before reading a text

Laconia Elementary Schools' Common Definitions

Comprehension	The ability to respond to a text or multi-media presentation by making specific connections between the details in the presentation and prior knowledge to gain new understanding.	• Summarize, Analyze. Compare/contrast • Making predictions and inferences when responding to a variety of questions • Formulate opinions in response to text • Retain and Retell Information • Synthesize information across different texts • Identify theme/main idea • Textual evidence	• Ask and answer oral and/or written comprehension questions • Discuss the story with a peer • Research projects • Book talks • Literature circles • Math word problems/reasoning • Presentations
Fluency	The ability to read phrases and sentences with proper intonation quickly and smoothly so that meaning can be easily accessed.	• Rate- accuracy and self-monitoring • Phrasing- based on punctuation, expression, inflection and intonation • Decoding strategies- types of syllables, multisyllabic words, roots and affixes, letter-sound correspondence • Recognizing high frequency words	• Shared, pair or choral reading • Poetry • Rhyming • Reader's Theater • Rereading familiar texts • Singing • Read aloud • Book Buddies • Voice recording • Build a bank of decoding strategies to apply when silent reading
Silent Reading Comprehension	Students apply independent decoding, vocabulary, fluency and comprehension skills when reading silently to find enjoyment, gain new information, and/or make connections to their own life.	• Fluency • Comprehension Strategies – Summarizing, Making Inferences, Predicting, • Vocabulary • Decoding Strategies • Reading stamina • Ability to determine when things "don't make sense" and the skills to find understanding • Confidence	• Independent Reading Time • Reading within content areas, for enjoyment and across genres • Informal Reading Inventories • Fountas and Pinnell Benchmarks • Performance Based Assessments