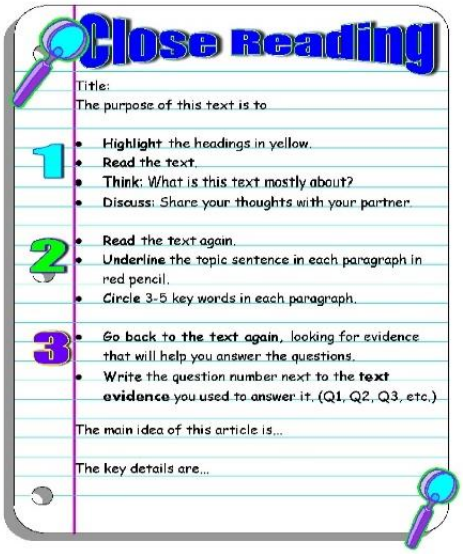
Literacy Plan
2026-2027

Rationale: Four of the six primary BEST strategies will be consistently implemented across all departments throughout the year. Training for each strategy will be provided during Wednesday Workshops or Professional Study Days to ensure all teachers are well-versed in their application. It is expected that at least one strategy will be utilized daily and documented in each teacher's lesson plans. Each year, additional strategies will be introduced to expand the variety of options available to teachers. The BEST strategies will be listed in our MCA Teacher Hub on Canvas, giving teachers access to not only the six strategies listed, but also other research-based strategies.

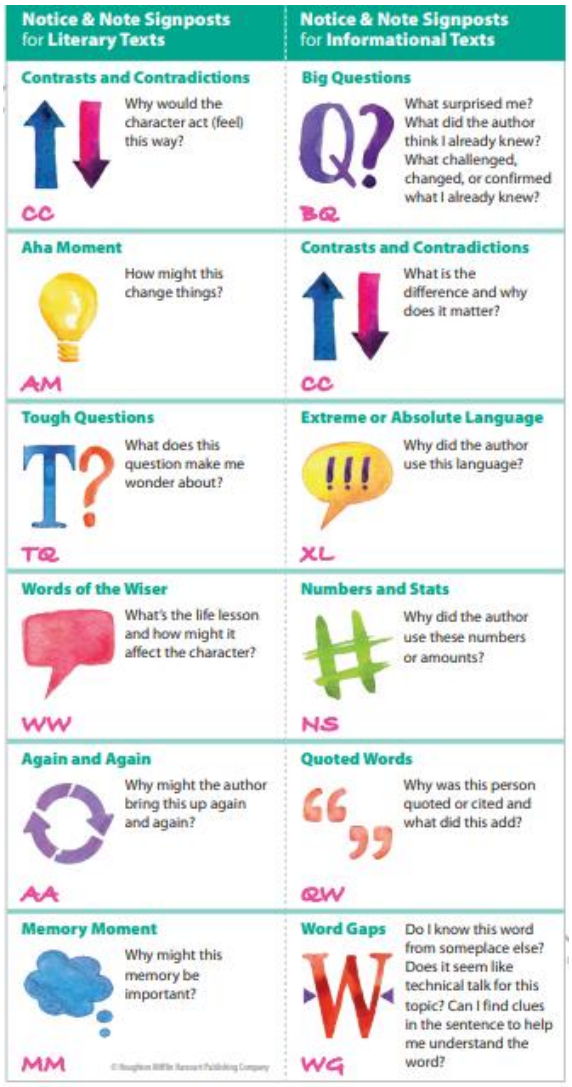
Close Read: Close reading expects readers to focus on the information that a text provides, without relying on much information or support. This is different from other kinds of reading lessons, in which teachers frontload by introducing teacher-set purposes, discussions of students' life experiences, picture walks, and so on. Close reading discourages front-loading. The goal of close reading instruction is to foster independent readers who can analyze a text by considering only the text itself.

The goal of any close reading is the following:

- an ability to understand the general content of a text even when students do not understand every word or concept in it.
- an ability to spot techniques that writers use to get their ideas and feelings across and to explain how they work.
- an ability to judge whether techniques the writer has used succeed or fail and an ability to compare and contrast the successes and failures of different writers' techniques.



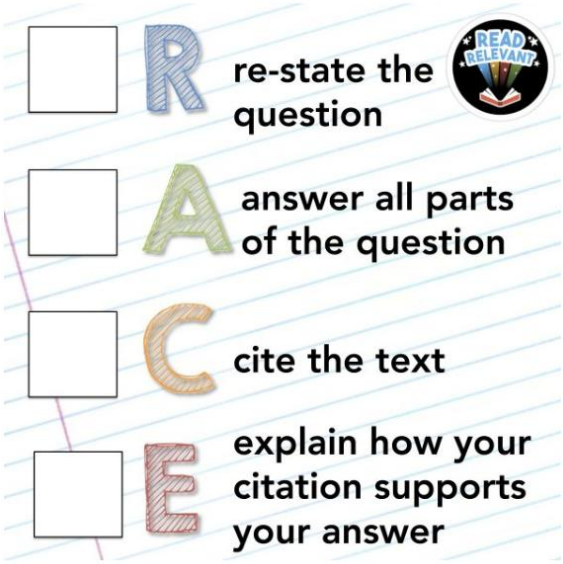
Note & Notice: Notice and Note are particularly noticeable points in a text that stand out and help students connect deeply with text. It provides insight into or raises questions about a wide range of literature and nonfiction texts, supporting improved comprehension.



Notice & Note Signposts for **Literary Texts**		Notice & Note Signposts for **Informational Texts**	
Contrasts and Contradictions	Why would the character act (feel) this way?	**Big Questions**	What surprised me? What did the author think I already knew? What challenged, changed, or confirmed what I already knew?
CC		BQ	
Aha Moment	How might this change things?	**Contrasts and Contradictions**	What is the difference and why does it matter?
AM		CC	
Tough Questions	What does this question make me wonder about?	**Extreme or Absolute Language**	Why did the author use this language?
TQ		XL	
Words of the Wiser	What's the life lesson and how might it affect the character?	**Numbers and Stats**	Why did the author use these numbers or amounts?
WW		NS	
Again and Again	Why might the author bring this up again and again?	**Quoted Words**	Why was this person quoted or cited and what did this add?
AA		QW	
Memory Moment	Why might this memory be important?	**Word Gaps**	Do I know this word from someplace else? Does it seem like technical talk for this topic? Can I find clues in the sentence to help me understand the word?
MM		WG	

R.A.C.E. Strategy: RACE is an acronym that helps guide students to respond to open-ended constructed questions in reading and cross-curricular content areas.

- **R:** Restate the question
- **A:** Answer all parts of the question
- **C:** Cite the text to provide evidence
- **E:** Explain your citation

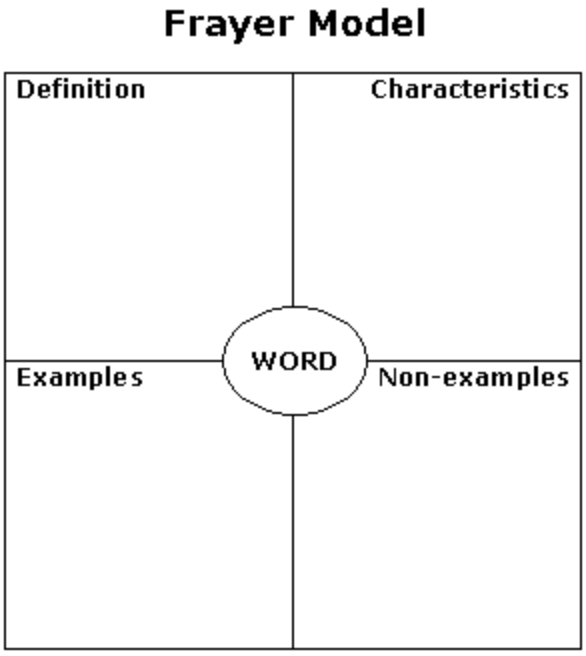


M.E.E.A.L. Writing Strategy - The MEEAL plan matches the general format of academic writing on many levels: that of assertion, evidence, and explanation. Many students make the mistake of writing toward a topic sentence or claim, rather than from one; keeping the MEEAL plan format helps students write paragraphs strongly and develop their analysis thoroughly.

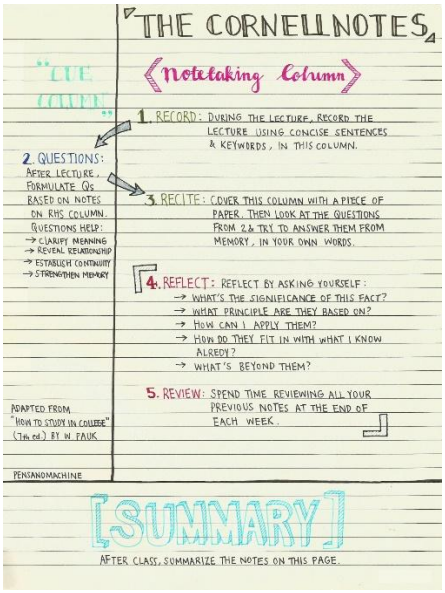
M.E.E.A.L. Writing Strategy

(**M**)ain Idea of this paragraph/ Reason #1 restated/ Thesis or Topic Sentence
(**E**)vidence (Text evidence that supports your topic in this paragraph/Back up your point with facts; evidence; examples).
(**E**)laborate on the evidence/main point
(**A**)nalysis (Tell why those facts; evidence; examples are important/Elaborate on why you included the evidence above)
(**L**)inking Sentence (Link this point to the next point in the following paragraph or back to the main idea or restate your main idea)

Frayer Model: The Frayer Model is a graphic organizer for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word.



Cornell Notes: A system for taking, organizing, and reviewing notes.



Use of district approved web-based programs:

- **Beanstack** : Motivational independent reading program complete with student book review and badges.

Use of the media center:

- Teachers will make regular use of the media center for students' research and to choose books for leisure reading.
- Media Specialist will work with teachers to provide lessons to students on research and presentation tools.
- Teachers will sign their students up for various lessons with the media specialist.

Conventions expected by all students:

- All sentences will begin with a capital letter.
- All sentences will end with the correct punctuation.
- All proper nouns will begin with capital letters.
- The word "I" will always be a capital letter.
- All paragraphs will be indented.
- You must write in complete sentences.
- All subjects and verbs should agree.
- Whenever possible, students will use 3rd person in their writing.