Highland Park ISD

Balanced Literacy Framework

Kindergarten–Eighth Grade

Updated August 2020

About the Education Services Series:

The Education Services team at Highland Park Independent School District has created this series to document best practices and procedures. These documents provide assistance for staff in implementation and communication for stakeholders regarding HPISD programs.

Vision

Highland Park Independent School District engages in high-quality, research-based practices in literacy to develop strong reading, writing, and communication skills for all students.

Background

In the fall of 2017, HPISD convened a committee of early literacy practitioners to review research-based practices and make recommendations for continuous improvement in all K-2 classrooms. This Early Literacy Learning Team gathered information from their colleagues about current practices and collaborated around a consistent model and anchor resources for approaching early literacy instruction. During the following year updates were made to extend the Balanced Literacy Framework to K-8. The result is this framework to share the commitments HPISD makes to its learners in the area of literacy. Teachers should utilize the framework in conjunction with district curriculum and district resources when planning instruction for their students.

Beliefs

The following beliefs establish a commitment to literacy instruction in all schools grades K-8:

1. Educators must foster each student's love of reading and writing.
2. Literacy instruction is a foundation for student success.
3. Students deserve to read quality literature of their choice with independence.
4. Students deserve to write for authentic purposes and share with authentic audiences.
5. Students will become more successful through celebration.
6. Students need the opportunity to actively engage with peers and teachers to develop listening and speaking skills.
7. Students need clear goals and frequent feedback to accelerate learning.
8. Students will become successful communicators through explicit instruction and ample opportunities for practice in reading and writing.
9. The reading/writing workshop model supports the balanced literacy approach.
10. A balanced literacy approach is essential and should incorporate a gradual release of responsibility model (I Do, We Do, You Do) in reading, writing, speaking, and listening.
11. Reading and writing skills are multi-faceted and interconnected; these skills should occur in all content areas.
12. Word study skills including phonological awareness, phonics, spelling, grammar, and vocabulary, should be taught explicitly and also transferred and applied to authentic and independent reading and writing contexts.
13. Consistent academic vocabulary and instructional approaches across grade levels and campuses provide a more systemic and effective instructional experience for students.

Commitments

Highland Park ISD is committed to balanced literacy instruction in every K-8 classroom. Therefore, the following are **instructional expectations** for K-8 classrooms in HPISD:

1. Students will master the **Texas Essential Knowledge and Skills** through balanced literacy instruction.
2. Elementary students will **engage** in a literacy block consisting of **Reading Workshop, Writing Workshop, Word Study, Interactive Read Aloud,** and **Handwriting,** for at least **120 minutes** of their instructional day, while intermediate and secondary students will **engage** in an abbreviated version of a literacy block.
3. Teachers will **scaffold learning** (shared, interactive, guided, independent) for students through a gradual release of responsibility (I Do, We Do, You Do), ultimately leading to student independence in reading, writing, listening, speaking, and thinking.
4. Each classroom will contain a **classroom library** with books on grade appropriate levels, representing various genres and cultures.
5. Students will be **assessed** on literacy skills so teachers may gather data, frame instruction, and monitor student progress. Students will receive interventions when they are not meeting grade level standards based on state, district, and/or classroom assessments, including teacher observations and interactions.
6. Students in grades K-5 will receive instruction in **handwriting** as it connects to developing literacy skills.
7. Teachers will use **district-designated anchor resources** in addition to teacher-selected resources to meet the individual needs of their learners.

Balanced Literacy Approach

The balanced literacy approach contains multiple elements of reading, writing, and word study at various levels of scaffolding. Teachers use the gradual release of responsibility method, often referred to as I Do, We Do, You Do, to teach explicit skills and strategies, allow time for guided and independent practice, and give feedback to students.

The components of balanced literacy allow students to engage in Shared Reading (K-2), Interactive Read Alouds (K-8), Guided Reading (K-3), Independent Reading (K-8), Shared Writing (K-2), Interactive Writing (K-3), Independent Writing (K-8), and Word Study (K-8). Word Study includes several foundational components such as phonological awareness, phonics, spelling, vocabulary, and grammar.

As illustrated in the first graphic below, Word Study is the foundation of literacy, which leads to listening, speaking, reading, and writing proficiently. On the left listening and reading represent receptive language while speaking and writing, on the right, represent expressive language. These are recursive and connected. To accomplish all of this, a scaffolded approach and gradual release of responsibility is used within Shared, Interactive, Guided, and Independent work, with independence as the goal.

The second graphic illustrates the 7 strands of the Texas Essential Knowledge and Skills for English Language Arts, grades kindergarten-twelve. While this Balanced Literacy Framework document does not dive into all of our separate curriculum documents, know that it is grounded in the TEKS. Curriculum may be found on the HPISD Curriculum Website.

Highland Park ISD Balanced Literacy
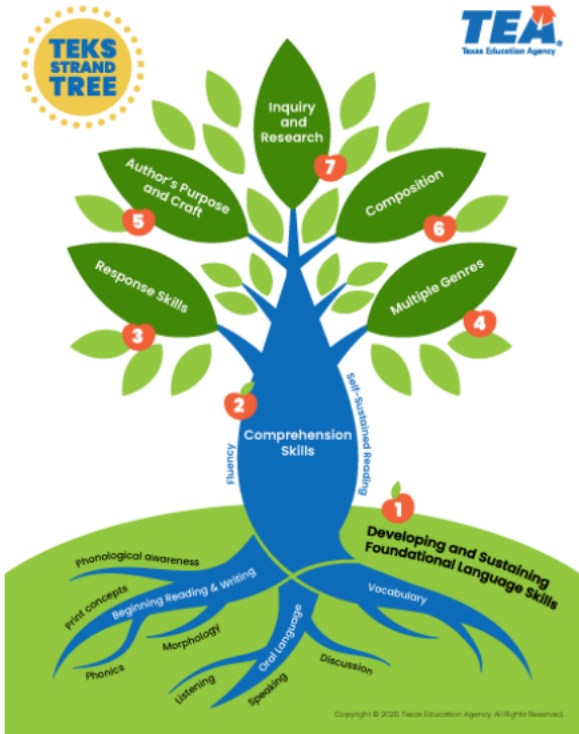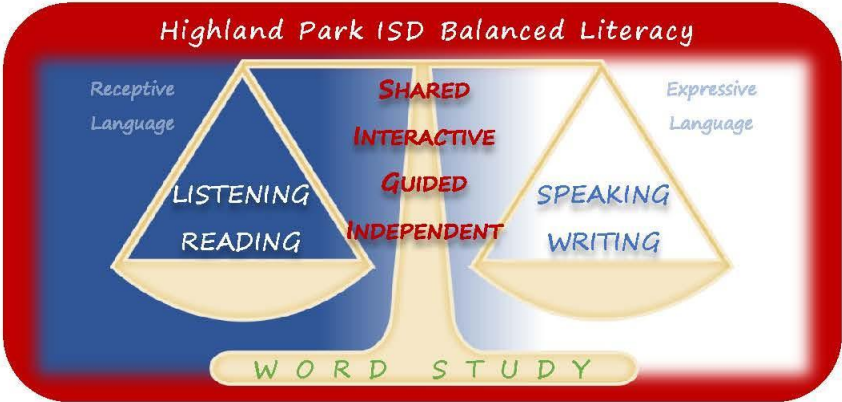
Literacy Block Grades K-4

K-4 teachers will have at least two hours dedicated to a literacy block each day. Literacy is a critical part of the educational development of the child; therefore, every attempt to prioritize literacy daily is crucial. **Reading and writing should be taught every day.**

Possible Schedules

50 min.	Writing Workshop
20 min.	Word Study and Handwriting
50 min.	Reading Workshop
15 min.	Interactive Read Aloud

45 min.	Reading Workshop
15 min.	Interactive Read Aloud
30 min.	Word Study and Handwriting
45 min.	Writing Workshop

Components may be separated throughout the day. Word Study is embedded throughout Reading Workshop, Writing Workshop, and Interactive Read Aloud; the time listed is for explicit instruction.

Literacy Block Grades 5-6

Fifth and sixth grade teachers will have 60 minutes dedicated to a literacy block each day. The block will be comprised of Reading Workshop or Writing Workshop, Interactive Read Aloud, and Word Study. Fifth grade may alternate Word Study and Handwriting. Units of Study in Reading and Writing will alternate throughout the year. While in a writing unit, however, one day a week will be dedicated to reading so as not to lose volume and stamina in reading.

Possible Schedules

40 min.	Reading or Writing Workshop
10 min.	Word Study or Handwriting
10 min.	Interactive Read Aloud

40 min.	Reading or Writing Workshop
20 min.	Interactive Read Aloud
-OR-	
20 min.	Word Study
Homework assigned for opposite area	

Word Study is embedded throughout Reading Workshop, Writing Workshop, and Interactive Read Aloud; the time listed is for explicit instruction. Note where foundational language skills differ between 5th and 6th grade TEKS.

Literacy Block Grades 7-8

Seventh and Eighth grade teachers will have 45 minutes each day. Units of Study in Reading and Writing will alternate throughout the year. While in a writing unit, however, one day a week will be dedicated to reading so as not to lose volume and stamina in reading. Word Study and Interactive Read Alouds are embedded in each unit.

Balanced Literacy Components

Shared Reading (K-2)	*Interactive Read Aloud (K-8)*
Shared Reading is often used to enhance alphabetic principles, phonological awareness, phonics, accuracy, and fluency. Teachers select a shared text that is slightly above the level of most students in the class. The text can be a Big Book, poem, song, or book under the document camera for all to see. Teachers and students read out loud, together. Often, the text contains rhyming words or patterns that are predictable for students to read with the teacher. The teacher can cover up certain parts of the text (a letter, a word, or a phrase) to have students predict what makes sense based on the skill being covered. Shared Reading may take place as a whole class or small group and inside or outside of the designated workshop time.	Interactive Read Aloud is a time to model reading strategies for students using a mentor text, while providing opportunities for accountable talk and/or written response. Note that in many cases students' listening comprehension can be two grade levels higher than independent reading comprehension; therefore, book selection is important.

Unlike the mini lesson, the Interactive Read Aloud is where skills and strategies culminate into one reading, rather than focusing on one particular skill/strategy.

The teacher can model using think alouds, jotting, or acting out parts of the book while the students stop and think, turn and talk, stop and jot, or stop and act. It is not always important to finish a book within the session. What is important is that the students are seeing and hearing reading in action. |

Guided Reading (K-3)	*Independent Reading (K-8)*
Guided Reading is often conducted in a small group focusing mainly on accuracy and fluency. In a Guided Reading group, all students (4-5) read the same book, based on instructional reading level. The teacher gives a heavily scaffolded book introduction, pointing out vocabulary words, simple text structures, and allowing students to do a picture walk. Students then read their individual books at their own pace (teachers can stagger the start) while the teacher listens in and assists when appropriate. A simple check for comprehension is completed at the end of the small group. Guided Reading may occur more often for particular students, but groups should be fluid and based on progress. Guided Reading may take place as a whole class or small group and inside or outside of the designated workshop time.	The heart of the workshop model revolves around students independently reading books on their independent reading level. Ample time to practice skills and strategies is provided each day. Students are responsible for volume and stamina as grade level appropriate. During Independent Reading, students spend most of their time reading and thinking with occasional stop and jots. Reading skills and strategies are mostly passive; therefore, teachers must check in with students during conferring and small groups to gather individual data on each student regarding students' application of reading skills. Students may use a reading mat or reading log to organize their independent reading and keep track of their own reading.

Shared Writing (K-2) Shared Writing is a heavily scaffolded lesson where teachers model writing as students help in the composition. The teacher does all of the physical writing, explicitly noting certain skills along the way. Teachers model a wide range of skills that may include phonics, grammar, punctuation, and spelling, to author's craft and the writing process itself. Shared Writing take place as a whole class or small group and inside or outside of the designated workshop time.	*Interactive Writing (K-3)* Interactive Writing is similar to shared writing, but in this case students help with Word Study components. Students can assist the teacher in the physical act of writing as the class composes the piece together. Teachers purposefully select opportunities for students to practice particular phonics, grammar, punctuation, and spelling skills. Students may make mistakes while sharing the pen. The teacher can choose whether or not to correct it or let it slide, depending on the focus of the lesson, the skills that have already been taught, and the individual student. Interactive Writing may take place as a whole class or small group and inside or outside of the designated workshop time.
Independent Writing (K-8) The heart of the workshop model revolves around students writing independently. Ample time to practice	*Word Study (K-8)* Word Study combines phonological awareness, phonics, spelling, vocabulary, and grammar in the

skills and strategies should be provided each day. Students are responsible for volume and stamina, as grade level appropriate. Students work through the writing process to develop pieces of writing based on the genre being studied.

Teachers must check in with students during conferring and small groups to gather individual data on each student.

context of reading and writing. In short, Word Study is the explicit and applicable study of words, their parts, and how they are used. Word Study is its own explicit lesson but also embedded into reading and writing. Students are held accountable for application and transference into their independent reading and writing.

See more details regarding Word Study on the pages that follow.

"It's important to recognize that, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more that students can solve words, derive the meaning of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease." (Fountas & Pinnell, 2017 p. 2)

Word Study

Phonological Awareness (K-2)

Phonological awareness is the ability to detect and manipulate the sound structures of spoken language at the sentence, word, syllable, and phoneme level.

Phonological awareness is an overarching term that refers to a continuum of skills that include sentence segmentation, alliteration, rhyming, syllabication, onset-rime, and phonemic awareness. Students will progress through the continuum at different stages. In the early stages, teachers should provide phonological awareness instruction and distributed opportunities to practice with larger phonological units (syllables, rhymes, onset-rime). More advanced phonological awareness instruction includes blending, segmenting, and manipulating phonemes. (TEA, 2020, Reading Academy, Module 6)
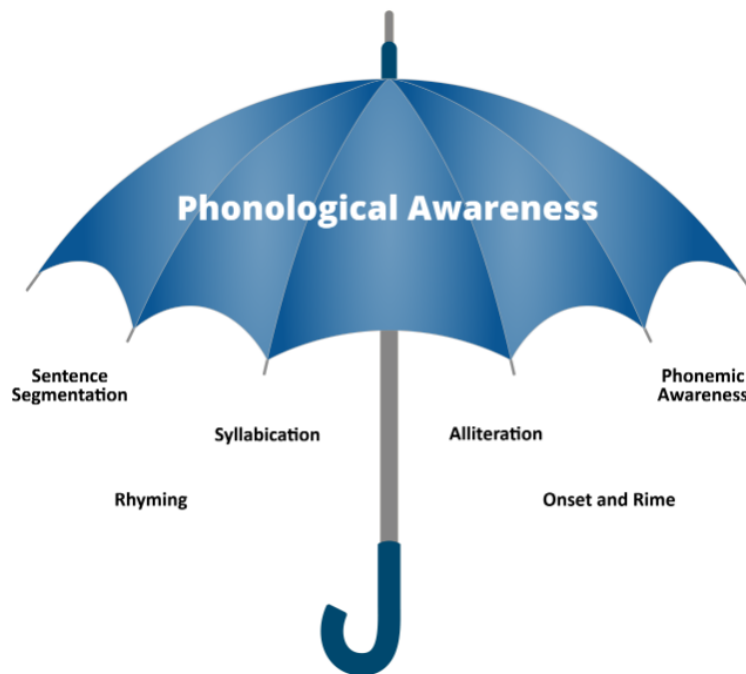
Phonics (K-5)

Phonics is an integral foundational skill and should be taught explicitly, based on TEKS, as well as integrated into reading, writing, and other word study lessons. It is important for students to be assessed and held accountable for developmental

phonics skills in their reading. Students who have not met developmental standards in phonics should have explicit instruction in small intervention groups.

District resources for phonics instruction are the Units of Study in Phonics (K-2) and Words Their Way (3-5).

Suggested Phonics Activities
- Alphabet charts   - Alphabet arcs   - Letter tiles or other manipulatives   - Word wall activities   - Letter/Word sorts   - High frequency words   - Songs   - Poems   - Rhyming activities   - Multi-sensory activities (play-doh, shaving cream, rice, air writing, aerobics etc.)   - Big books- shared reading   - Shared/Interactive writing   - Interactive read alouds   - Guided Reading groups   - Decoding small groups   - Phonemic awareness small groups   - MSV Analysis   - Application in independent reading   - Application in independent writing

Spelling (K-5)

Research has shown memorization alone does not improve spelling skills. Instead, explicit lessons should be taught within the Word Study time, and then skills should be transferred to independent writing. It is important for students to be assessed and held accountable for their developmental spelling stage in their

writing. Expectations for spelling should be based on TEKS and developmental stages of spelling.

District resources for spelling instruction are the Units of Study in Phonics (K-2) and Words Their Way (3-5).

Developmental Spelling Stages	
Emergent- Early Letter Name	- Neglect to use any sound-symbol correspondence - Represent strongest sounds with a single letter - Have an incomplete knowledge of the alphabet
Letter Name	- Apply the alphabet literally using the letter names to spell sounds - Spell phonetically; represent most strong sounds and beginning consonants - Omit most silent letters and preconsonantal nasals
Within Word Pattern	- Correctly spell most single-syllable, short vowel words, beginning consonant digraphs, and two letter consonant blends - Attempt to use silent long-vowel markers - Use but confuse long vowel patterns
Syllables and Affixes	- Connect word knowledge with vocabulary growth - Correctly spell most single-syllable, short vowel and long vowel words and high frequency words - Make errors at syllable juncture points and in unaccented syllables
Derivational Endings	- Connect word knowledge with vocabulary growth - Spell most words correctly - Make errors on low frequency multisyllabic words derived from Latin and Greek forms

Stages of Spelling (Bear, 2016)

Suggested Spelling Activities
Word wall activities

- Word sorts
- High frequency words
- Songs
- Poems
- Multi-sensory activities (play-doh, shaving cream, rice, air writing, aerobics etc.)
- Big books- shared reading
- Shared/Interactive writing
- Interactive read alouds
- Application in independent writing

Vocabulary

Vocabulary is essential in the development of readers and writers. As students continue to read with more volume and stamina, in increasingly higher levels of text, their vocabulary sharpens and comprehension deepens. Recursively, they build a bank of vocabulary knowledge that assists them with writing. Vocabulary is not just about word meaning and definitions but also includes synonyms, antonyms, homonyms, prefixes, suffixes, and Greek and Latin roots.

Suggested Vocabulary Activities
- Word wall activities   - Word sorts   - Mentor sentences   - Songs   - Poems   - Big books- shared reading   - Guess the Covered Word games   - Shared/Interactive writing   - Interactive read alouds   - Application in independent writing

Grammar and Conventions

A solid understanding of conventions is needed in order to be able to communicate and write successfully. Research informs us that the conventions of punctuation, capitalization, grammar usage and spelling are best learned through application. Expectations should be based on TEKS and developmental stages of approximation. In the 2017 TEKS grammar is embedded inside of composition, and is not its own knowledge and skills statement.

Suggested Grammar and Conventions Activities
- Word wall activities   - Word sorts   - Mentor sentences   - Songs   - Poems   - Big books- shared reading   - Guess the Covered Word games   - Shared/Interactive writing   - Interactive read alouds

- MSV Analysis
- Application in independent writing

Handwriting (K-5)

Teaching students the mechanics of handwriting provides an essential foundation for school success as it engages both the mind and the body. In Highland Park ISD, handwriting is an integral part of our curriculum. Our goal is to provide explicit, multisensory instruction in the processes and techniques of writing legibly and efficiently across the curriculum.

In the beginning years of school, it is important to facilitate handwriting foundations and habits as well as proper upper and lowercase letter formation, which results in fluid and legible handwriting. Once a student develops automaticity with letter formation they can be free to concentrate on the process of writing.

Foundations that must be included in handwriting instruction:
- Proper pencil grasp i.e.: tripod or quadrupod grasp
- Line orientation
- Spatial awareness between letters and words
- Letter placement within line boundaries

Functional and Efficient Pencil Grasps.
Mature dynamic pencil control from the fingers.

Dynamic Tripod   Dynamic Quadrupod

Lateral Tripod   Lateral Quadrupod
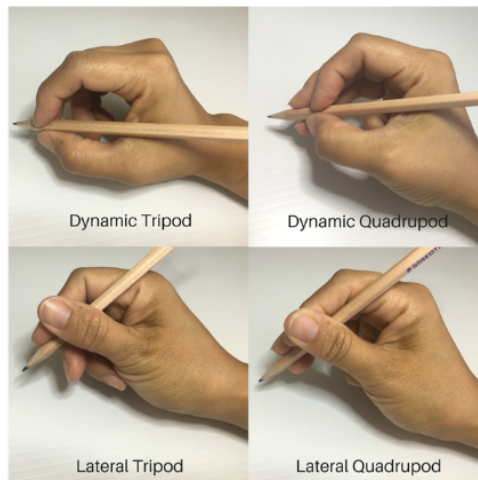
Manuscript handwriting instruction will generally be accomplished in kindergarten and first grade. Handwriting (forming letters on paper) is not writing (composition). Handwriting facilitates written expression.

Cursive handwriting instruction begins in second grade and continues through fifth grade. Continued practice will need to be incorporated in to the student's curriculum beyond third grade to maintain the skill. Direct, guided, multisensory instruction and practice are required for automaticity and fluid cursive writing.

Writing must be:
- Legible with letters conforming to standard features so that words are readable
- Organized within line boundaries with spacing between words
- Produced with some fluency so that the writer does not have to expend too much mechanical difficulty
- Taught in a multisensory manner that includes visual step by step instruction combined with consistent verbal steps/ instructions

Listening and Speaking

Listening and speaking are embedded throughout the school day and modeled by the teacher. Students should have ample time to learn new strategies and practice foundational language skills of listening and speaking explicitly. It is important for students to express their thoughts and listen to others for new perspectives and understanding. Teachers should coach students in partner work and book clubs to converse with one another.

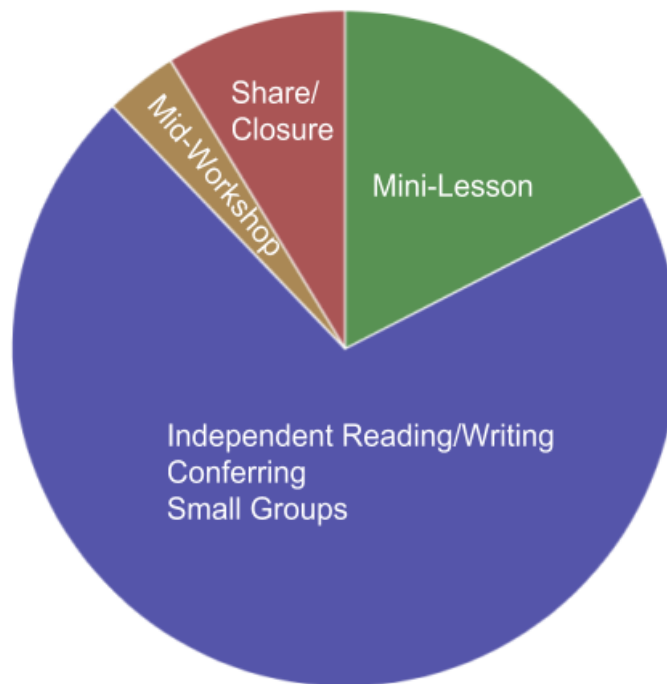| Suggested Listening and Speaking Activities |
| --- |
| Turn and Talks Grand Conversations Interactive Read Alouds Partner Work Book Clubs |

- Conferences
- Small Groups
- Sharing Work

Workshop Model

The Workshop Model is a researched-based instructional model that allows for gradual release of responsibility, leading to student independence. A workshop provides an extended time for independent practice while allowing time for:

- whole group
- 1:1 conferring
- Partner or club work
- small group learning

The workshop provides a structure to carry out the components of balanced literacy and differentiation for students. The Workshop Model may be used for both reading and writing instruction (as well as other content areas).

Workshop Structure and Components

Mini Lesson (No more than 10 minutes)	Teacher provides an engaging whole group lesson with one concise, focused Teaching Point that addresses a skill, strategy, or habit. The goal of the mini lesson is introduction and approximation, not mastery.
	Connection: Quick link to recent teaching point or story to highlight skill; end with Teaching Point.
	Teaching Point (TP): The Teaching Point should be repeated throughout the mini lesson. The Teaching Point contains the skill and strategy- WHAT do you do and HOW do you do it. Example: "Readers practice fluency by scooping up their words in phrases." or "Readers get to know a character by noticing what the character says and does."
	Teach: Teacher models the Teaching Point using a shared mentor text or piece of writing that is known to the class.
	Active Engagement: Students practice the TP in their own books/writing or with partners.
	Link: Quick link to the work that is expected during the workshop that day, end with TP.

Independent Reading/Writing, Conferring, Small Group	The sections below take place within this time frame.
	Independent Reading/Writing (15 minutes): The allotted time is used for students to read their self-selected independent level books or craft their pieces and apply all that they know as a reader and writer. As they become more accustomed to the workshop, students can also refer to anchor charts from previous lessons to apply other strategies.
	Mid-Workshop Teaching (2-5 minutes): Midway through the workshop, the teacher grabs the students' attention. This could be a reminder from a previous day's TP, something new that is easy to do, a quick assessment, or partner work. Use consistent language from the mini lesson and refer to anchor chart, if applicable.
	Partner Reading/Writing (K-2) (15 minutes) or Continue Independent Reading/Writing: Partner Reading is a daily activity to promote authenticity, fluency, and accuracy, while providing a small scaffold for students working on same level books. Partners sit together in the meeting area, as well as during their Independent Reading Time. About halfway through the workshop the teacher queues students to transition from independent to partner reading. Explicit partner reading skills should be taught and reinforced during the workshop. Meeting with a partner during Writing Workshop is also an option.

Independent Reading/Writing, Conferring, Small Group, continued	**Conferring:** Conferring takes place during independent time. Teacher pulls students one-on-one or joins student to discuss his/her independent book or piece. Conference can be led by teacher or student. Teacher takes anecdotal notes about the conference for formative assessment and follows up at a later date. Several students needing work in the same skill can be pulled into a small group. See conferring section for different types of conferences.
	Small Groups: Small groups take place during independent time and are conducted when a need develops. See small groups section for different types of small groups.
	Share/Closure (5 minutes): The Workshop concludes with a short time for students to share and reflect with others.

Workshop Details

Conferring

Conferring is an opportunity for the teacher to understand the students' thinking and level of mastery of the different skills and strategies introduced. In addition to formative assessment, this is a chance for students to work with the teacher 1:1. The teacher gathers individual data, makes notes, and allows time for follow up or small group at a later date.

Compliment Conferences: Quickly move from student to student to notice the skills, strategies, and habits students are doing well and give a compliment to reinforce that behavior. No teaching point. Use this strategy at the beginning of the year to build routines and throughout the year as routines are challenged. Voice over a compliment to the whole class, every once in a while, to support routines and structure.

Research Conferences: Quickly move from student to student to gather data- about 2 minutes per student. No teaching point. Get through the whole class and use data to determine small groups.

Research, Decide, Compliment, and Teach Conferences: Research into the student's skills, strategies, and habits with lean questions. Decide what you want to focus on, compliment the student in an area, and provide a Teaching Point. Teacher provides practice time before leaving an artifact (sticky note) with the Teaching Point and/or icon for the student to use independently.

Coaching Conferences: Research into the student's skill and strategy work. As they are working pop out a trend and coach into what the student is doing with lean questions.

Keep questions lean and let the student do the talking
● What are you working on as a reader/writer?
● What have you done really well?
● What is challenging?
● What tools have you used lately?
● Can you tell me more?
● And?

During a conference, the teacher can think about the following questions as they are observing and interacting with the student. Is the student...
● using concepts of print?
● using academic language?
● referring to anchor charts or checklists?
● naming strategies that were taught?
● working on strategies that you've specifically taught in a conference or small group?
● showing evidence of transference in their reading/writing notebooks or folders?

Small Groups

Guided Reading (K-3): Guided Reading is often conducted in a small group focusing mainly on accuracy and fluency. In a Guided Reading group, all students (4-5) read the same book, based on instructional reading level. The teacher gives a heavily scaffolded book introduction, pointing out vocabulary words, simple text structures, and allowing students to do a picture walk. Students then read their individual books at their own pace (teachers can stagger the start) while the teacher listens in and assists when appropriate. A simple check for comprehension is completed at the end of the small group. Guided Reading may occur more often for particular students, but groups should be fluid and based on progress. Guided Reading may take place as a whole class or small group and inside or outside of the designated workshop time. Guided Reading does not need to occur each day.

Strategy Lessons: Strategy lessons are one type of small group where 3-4 students are working on the same skill and strategy. Students do not have to be on the same level, nor reading the same book to be in the same strategy group. The teacher pulls the group, states the purpose, and teaches an explicit skill/strategy by modeling. Often a mentor text, exemplar text, or teacher created text is used. Students then practice the same skill/strategy in front of the teacher while the teacher observes, takes notes, and coaches each student. Strategy groups can last for one day or several depending on the need of the students. The breakdown should be about 2 min. of teaching and 8 min. of practice.

Anecdotal notes should be taken to monitor progress, plan for instruction, and document mastery for grade reporting. There is no one way to take notes that makes sense for every teacher and every classroom.

Responding to Reading

There are several ways for students to respond to reading orally and in written form. Engaging in these activities helps to promote the connected nature of reading, writing, listening, and speaking, as well as to gain insight into the students' comprehension and metacognition. Strategies below may take place within the workshop time or during interactive read aloud.

Discussion
It is important for students to talk about their books, comprehension strategies, and metacognition. When discussing books, students are reminded of and held accountable for skills and strategies already taught. Students should use grade level appropriate academic language and refer to text evidence, as well as charts and other teaching tools. This can happen in:

- Turn and Talks
- Grand Conversations
- Interactive Read Alouds
- Partner Work
- Oral Rehearsal for Writing
- Book Clubs
- Conferences
- Small Groups
- Sharing Work

Grand Conversations
Grand Conversations combine oral language and comprehension skills. Students will respond to an interactive read aloud in a culminating with a Grand Conversation, while sitting in a large circle. It is important for the teacher to take a back seat and let the students run the conversation. Scaffolds such as prompting cards, anchor charts, and whispering in can aid in predictable problems.

Book Clubs (2-8)

Partners combine to form a 4-person book club. Skills from the Grand Conversation and partner work transfer to book clubs and become more independent. The teacher listens in for data but does not become part of the book club. Explicit teaching into expectations should be done prior to starting book clubs and at any point where reminders are needed.

Writing About Reading

Students often use stop and jots to write about reading. While using most of their time for independent reading and thinking, stop and jots can provide an insight into the students' comprehension and metacognition.

Beginning in second grade students may start writing longer about their books in a reading notebook. This can be used to prepare their thoughts for an upcoming book club discussion or as an assessment of comprehension. It is important that students move beyond retelling and summarizing and use the academic language and strategies being taught in their writing about reading.

Writing Process

For students to develop as writers, the writing process must be continuously applied. Students must understand writing is done in steps that can be linear or cyclical, from planning, drafting, revising, editing, to sharing authentic work.

- *Planning* can include oral rehearsal, drawing pictures, labeling pictures, or using graphic organizers.
- *Drafting* is where students write fast and long, paying attention to volume and stamina. Drafts are for getting ideas down; mistakes will be made.
- *Revising* is a core skill to the writing process. Students will attempt different versions of their piece to strive for improvement in different areas such as the lead, conclusion, voice, clarity, story structure, elaboration, or organization. Revision can be within a piece, or a complete restart to a piece.

- *Editing* is putting the final touches on small things such as capitalization, word choice, spelling, or punctuation.
- *Sharing* writing with an authentic audience is an important part of the writing process. When possible, attempts to share to an authentic, safe community should be made. Student writing can be posted in the library, at a local coffee shop, or online (when appropriate). Writing celebrations with parents, different grade levels, and community members are routine.

Reading & Writing Connection

Reading and writing are closely connected, recursive skills. When planning for instruction it is important to think about the strategies and skills introduced in each subject and how they can be taught in conjunction to strengthen the students' understanding. Students may mimic author's craft, style, and writing strategies in their own writing after reading mentor texts from the same genre. In addition, students are exposed to spelling, vocabulary, and grammar skills within independent level texts and can approximate those skills in their own writing. For example, as students become more familiar with dialogue and quotation marks, they may attempt to use them in their own writing. At first, the punctuation may not be completely accurate, but the attempt to learn from their own reading and transfer skills into their writing should be celebrated.

Assessment

Formative Assessment

Formative assessment used to drive instruction takes place consistently throughout the year to determine students' strengths, weaknesses, and progress. This can be in the form of running records, conferences, small groups, pre-assessments, and other class work. Anecdotal notes should be kept to aid teachers in planning of instruction and reflect on progress made. Often, it is helpful for teams to come together to discuss formative assessment across the grade level, noticing trends, gaps, and success overall. From there, teachers may help each other with predictable problems for the grade, or "tricky" situations.

Fountas and Pinnell Benchmark Assessment System

Grades tested: K-4

FPA is a comprehensive 1:1 assessment designed to assess students on reading, comprehension, and early literacy skills in K, 1, and 2. Cut scores are utilized to identify at-risk students and to inform reading instruction.

Reading level, fluency, and comprehension data are gathered through FPA. Early reading tasks provide information on phonics, phonemic awareness and word knowledge.

Administration and data collection:

- Each teacher has an assessment kit
- Classroom teacher administers 1:1
- Assessment window is published annually on the District Testing Calendar
- Fall and spring administrations (*district required*)
- Winter administration (*optional*)
- Teachers collect data on checklist
- All data is entered by teachers into Edugence under Reports on the FPA data entry screen

Fountas and Pinnell Grade Level Expectations- Instructional Level

When planning for Reading Workshop, independent levels are used during independent reading time. This means the student can read the book with a high level of accuracy, fluency, and comprehension on their own, without teacher support. In addition, the student can demonstrate skills, strategies, and habits appropriate for the particular level while reading the book.

The key for Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Meet Expectations is to be used as a guide.

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Fountas & Pinnell
INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C	D	E
		B	C	D
		A	B	C
				Below C
Grade 1	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W	X	Y	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grades 7–8	Z	Z	Z	Z
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/ district requirements and professional teacher judgment.

Fluency Expectations

Students should maintain a high level of fluency and prosody while reading. If fluency is too low, it may impact comprehension. Fluency can be assessed beginning at level D, but Words Correct Per Minute (WCPM) are not assessed until level J.

Target Fluency Ranges as Measured by Words Correct Per Minutes (WCPM)

Grade	Fall	Winter	Spring
1		20-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140
4	70-120	80-130	90-140
5	80-130	90-140	100-150

(Raskinski & Smith, 2018).

Dyslexia Screener

Shaywitz DyslexiaScreen™

Grades screened: K-1

The Shaywitz DyslexiaScreen™ is an efficient, reliable, and user-friendly dyslexia screening tool for K-3 students who may be at risk for dyslexia. It emphasizes reading-related behaviors, including phonological, linguistic, and academic performance based on teacher observations.

The Shaywitz DyslexiaScreen™ utilizes a cut score norm, which provides a reference point for each form to divide the data set into two groups: At Risk for Dyslexia and Not At Risk for Dyslexia. The teacher ratings must exceed the cut score in order to classify a student as At Risk for Dyslexia.

This instrument is not used to screen students with severe cognitive or communication disabilities. Other classroom performance and evaluation data should be used to determine the individual needs of these students.

Running Records

During the year running records should be administered to students to inform instruction. Teachers can use books and pre-made forms or simply mark errors and SC (self-corrections) on a blank sheet of paper while looking on as a child reads. The point of the running record and miscue analysis is to get a better glimpse into each child at certain points throughout the year. It is recommended that running records be administered every 4-6 weeks in primary grades.

MSV Miscue Analysis

A Miscue Analysis is one way to gain insight into the student's reading. By looking at what the student did correctly to the point of error, the teacher can better understand the processes and cueing systems used. For our purpose the following are often interchangeable: meaning and syntax, structure and semantics, and visual and graphophonemic.

MSV Miscue Analysis

Look through the point of error, not to the end of the sentence.
Find what the student did correctly.
One error can have more than one cueing system.

MEANING: Does it make sense?

kids
At the park, the ~~children~~ were playing ball.

STRUCTURE: Does it sound right? Is it grammatically correct?

around
She walked ~~behind~~ the desk.

VISUAL: Does it look right? Look at all parts of word.

horse
They went back to their ~~house~~ to take a nap.

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On Demand Writing

Students will be assessed using on demand writing in each genre. Teachers will use the writing samples to plan future instruction including small groups and conferences. On demand writing pieces may be collected over time to show growth and progress, both individually and as a district.

On demand writing should be tied to a genre, free of prompts and teacher input. Teachers may choose to do on demand writing at the end of the unit to compare genre to genre writing.

Grading

The written, taught, and assessed curriculum should align. Teachers may make decisions on what work is to be reported for grades and should follow campus and district guidelines. It is appropriate to use rubrics or checklists for subjective matter.

Intervention

RtI
Refer to district and campus RTI documents.

Leveled Literacy Instruction (LLI)

LLI is a researched-based, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. For entry into *LLI,* it is necessary to assess the students' instructional and independent reading levels in order to group students appropriately. The *LLI* systems are designed to be used with students who need intensive support to achieve grade-level competencies. The system includes a wide selection of engaging, carefully written and leveled student books and fast-paced lessons designed for students who are falling below grade-level expectations in reading. (http://www.fountasandpinnell.com/lli/)

Take Flight

Take Flight is a comprehensive intervention for students with dyslexia written by the education staff of the Luke Waites Center for Dyslexia and Learning Disorders at the Texas Scottish Rite Hospital for Children. Students, 7 or older, identified with dyslexia may be placed in Take Flight taught by a Certified Academic Language Therapist.
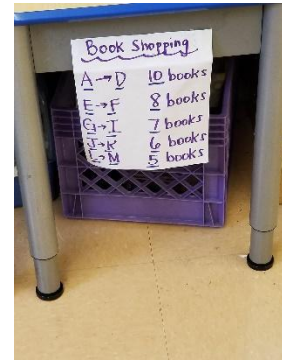
Progress Monitoring
Refer to campus RTI documents.

Instructional Materials

Reading Workshop

- Books based on genre
- Student or class written books
- Familiar songs and poems available (K-2)
- Number of books based on level (see photos for suggested numbers)
- Post-it notes
- Notebook (2+)
- Folder
- Mini anchor charts and artifacts
- Writing utensil
- Reading mat (K-1)
- Book Box (K-4)

Classroom Libraries

Classroom libraries contain leveled books in order to assist students in finding a "Just Right Book" on their independent reading level. It is important that students are reading books with high levels of accuracy and fluency, so they can do the comprehension work needed to understand. Reading independent-level books allows students to practice the skills and strategies being taught in the workshop.

While books are leveled, we know students are not. Students can often read successfully within a text band. Students have choice in book selection within the genre being studied. In addition, high levels of interest and expectations have been shown to motivate students when reading.

Highland Park ISD has adopted the Heinemann Libraries that coordinate with the Units of Study, including the extra "shelves" for genre specific units.

HPISD uses the Fountas and Pinnell leveling system for books:

Independent A-K = 95-100%

Instructional A-K= 90-94%

Independent L-Z= 98-100%

Instructional L-Z= 95-97%

(Fountas & Pinnell, 2017)

Word Walls (K-5)

Word walls should be displayed prominently in classrooms as a visual aid for students. Words are introduced throughout the year and will be added to the word wall as a resource. Words can also be removed. Students should be taught explicitly to use the word wall as a resource when reading and writing. The teacher should engage students in Word Study activities using the word wall on a regular basis.

Reading Mats (K-1)
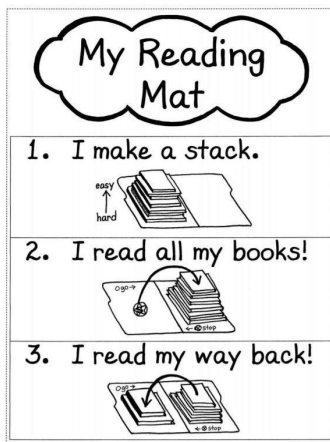
Reading Mats assist kids in building stamina by having a tangible folder that enforces the kids to "Read MORE and MORE," keep track, and set goals. They give students a visual of how many books they have read during their independent or partner reading time.

Students start their reader's mat by making a stack with their books from their book box on the green square on one side of the file folder. Then, as they read each book they move it from the green square to the red square on the other side. As they move each book they mark a tally mark on a post it note that they have stuck on the file folder. If they read all of their books, then they begin reading their way back by rereading and moving them back to the green square.
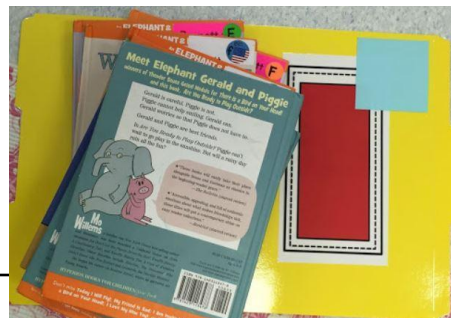
At the end of the reading time, students notice how many books they read and set goals for the next day.

Reading Logs (3+)
Reading logs should be used as a tool to show progress in reading stamina, interest in books, genres approached, etc. Students expected to track their reading with a reading log they should be taught to set goals and teachers should confer with them about their progress on a regular basis. Reading logs should not be used as a compliance tool.

Writing Workshop

- A variety of writing paper (K-4)
- Journals (3+)
- Folder to hold writing, checklists, and artifact
- Pencils
- Colored pens (one color for editing, one color for revising, one color for partner work)
- Post-its
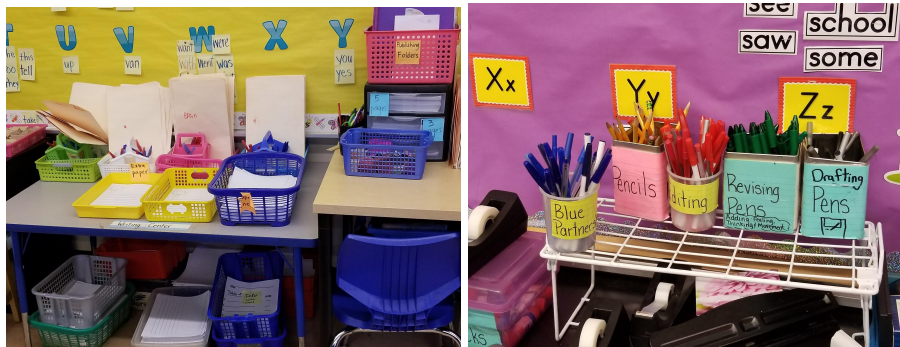
Writing Center

It is helpful to have a writing center with different styles of paper (student choice), pencils, pens, markers, revision flaps (strips of paper), tape, scissors, stapler, etc. Students may access the writing center, as needed, during workshop time.

General (K-8)

Environment

Classrooms should invite students to read and write, filled with classroom libraries, anchor charts, and student work. Access to books on students' independent reading levels is a necessity. A class meeting area for mini lessons is essential. Small groups can take place in the meeting area or at a teacher table. Conferences usually take place where the student is working.

Meeting Area

Students sit next to their reading or writing partner in a compact space near the teacher and the current anchor chart. Teachers can put charts under document cameras or have large post-it charts for all to see.

Students should have an area for reading and writing independently, which can be assigned or at random, based on teacher discretion. Students go to this spot each day, sitting near their reading or writing partner for a quick transition into partner work. Students have folders, notebooks, and book boxes or bags to keep reading, writing, and word study materials. Routines involving the meeting area should be put into place at the beginning of the year.

Anchor Charts

Anchor charts are said to anchor the students' learning to the walls. They are presented by the teacher within the mini lesson and are referred to several times within a session and a unit. Anchor charts from the current unit should be left where students can see and use the information to assists in reading and writing. Mini anchor charts can be printed and given to students needing specific reminders. Some anchor charts are appropriate to leave up year-round.

Mentor Texts

Mentor Texts are used throughout the literacy block on a regular basis. These texts are chosen for demonstrating specific skills, strategies, and habits of readers and writers.

Professional Learning

Professional learning is an ongoing, job embedded process. Teachers are always honing their craft and perfecting instructional strategies based on their current students. Professional learning will be provided by the district ELA Coordinator, Instructional Coaches, HPISD staff, and outside consultants as needed. A variety of coaching meetings, face to face workshops, hands-on experiences, and online opportunities will be offered throughout the year.

District Designated Resources

Anchor Resources
Heinemann Classroom Libraries (K-8)

Handwriting Without Tears (Pre-K-5)

Units of Study in Reading, Calkins (K-8)

Units of Study in Writing, Calkins (K-8)

Units of Study in Phonics, Calkins (K-2)

Words Their Way, Bear (3-5)

Mentor Texts (various)

Supplemental Resources
Abydos resources (various)

Comprehension Connections, McGregor

Fountas and Pinnell Phonics Lessons, Fountas and Pinnell

Fundations Tier 1

Mentor Texts (various)

Patterns of Power, Anderson

Reading Strategies, Serravallo

Systematic Sequential Phonics They Use, Cunningham

Units of Study in Phonics, Calkins

Writing Strategies, Serravallo

Definitions

Decoding – using letter-sound relationships and letter patterns to sound out words.

Dysgraphia - a condition that impacts writing. It can involve difficulties with the physical aspects of writing, spelling, orthography, writing fluency, and/or the expression of thoughts in written form.

Dyslexia - a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and poor spelling and decoding abilities. These difficulties typically result from a deficit in phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experiences that can impede growth of vocabulary and background knowledge.

Encoding - using letter-sound relationships and letter patterns to spell words; the opposite of decoding

Grammar - the study of the parts of speech and how they connect to written language and its meaning

Handwriting - the ability to write letters with the correct letter formation, proper line orientation, and proper grip, the physical mechanics of writing

Phonemic Awareness - understanding that words are composed of segments of sounds smaller than a syllable and that their distinctive features can be blended to make different sounds (i.e. sound awareness, individual phonemes).

Phonics - connecting letter symbols and the sounds that they make - for example: consonants, vowels, digraphs, blends

Phonological Awareness - the explicit understanding of a word-sound structure. How words can be broken into smaller units. Manipulating sounds in letters outside of language and meaning (e.g. - onset/rime, rhyming, blending, segmenting, elision, deleting)

Spelling - see encoding

Vocabulary - includes oral vocabulary and reading vocabulary. Receptive - words we understand when we listen. Expressive - words we use in speaking. Reading - words we recognize in print. Written - words we use to communicate.

Word Study- the overall umbrella of work in phonological awareness, phonics, spelling, grammar, and vocabulary

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Notes: