

FISD K-5 Literacy Instruction Beliefs

In Friendswood ISD, we believe ...

- In the value of text shared aloud
- All children have the ability and should be given the opportunity to read and write every day
- All readers and writers deserve individualized instruction
- Literacy teachers are in a constant state of growth and reflection
- Literacy instruction should prepare all students to be life-long learners and develop a love of reading and writing

- Parents will be empowered with literature to help their children at home
- Teachers should be equipped with the resources needed to support readers and writers
- Teachers foster environments that actively engage all readers and writers
- Assessments should be ongoing, purposeful, authentic, and used to drive instruction
- Teachers will follow a gradual release model of instruction
- Teachers provide students with an authentic and responsive approach to reading and writing

Here's what we know about learners in our classrooms today:



- Learners come to us with various starting points, diverse world experiences, and different schema.
- Learners need a balance of exposure to “on-level” text with text on their “just right” level.
- Learners need ample time to apply their learning.
- Learners engage more readily with new learning when given voice and choice in how they process their learning.

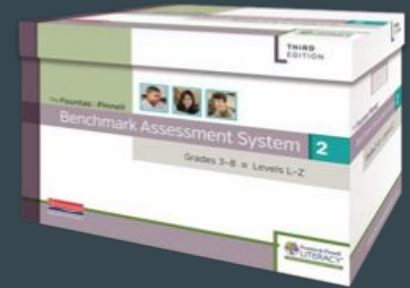
Balanced Literacy Approach



- Learners will experience a balance of listening, speaking, reading, and writing.
- Learners will engage daily with a variety of text levels (above, on, and “just right”).
- Learners will receive instruction aligned to their unique learning path (determined by authentic assessment given 1:1 by a teacher- BAS, as well as other various forms of informal and formal assessment).
- Learners will engage in a variety of instructional designs - whole group, small group, and 1:1 conferencing. This is known as the gradual release model of instruction, also known as reader’s and writer’s workshop.

BAS Assessment

- Benchmark Assessment System
 - Measures levels in letters
 - Assesses your child's instructional level
 - Completed individually with your child's teacher
 - Assesses
 - Accuracy
 - Fluency
 - Comprehension
 - Writing



DRA vs BAS

DRA	BAS
Measures reading levels in numbers	Measures reading levels in letters
Focuses on independent reading level	Focuses on instructional reading level
Relies on memorization or “regurgitation”	Relies on the use of text evidence
Emphasis on fluency and lower level comprehension	Emphasis on comprehension
Exposure to fiction assessment text	Exposure to fiction and nonfiction text



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What does it look like?

- Teacher sits with one student at a time
 - Introduces the book
 - Student reads the book aloud while the teacher is checking for accuracy and fluency
 - Teacher and student engage in a comprehension conversation about the book (biggest difference)
 - Increased Comprehension Expectations
 - Within-the-Text
 - Beyond-the-Text
 - About-the-Text

How is it scored?

- Teacher looks at the accuracy percentage along with the comprehension score to determine if the text is at an instructional level

Comprehension	Proficient 8-9	Approaching Proficiency 6-7	Limited Proficiency 4-5	Not Proficient 0-3
98-100% Accuracy	Independent	Independent	Instructional	Hard
95-97% Accuracy	Instructional	Instructional	Hard	Hard
Below 95% Accuracy	Hard	Hard	Hard	Hard