

**GISD**

**Elementary Literacy Framework  
PreK – 6<sup>th</sup> Grade**



Curriculum Office

2019-2020

# Gainesville ISD

## Literacy Framework for Tier I Instruction PreK – 6<sup>th</sup> Grade

---

*We engage and encourage students and staff every day through  
meaningful work in a safe and caring environment.  
All students succeed in a future they create.*



**Gainesville Independent School District**

**800 S. Morris St.**

**Gainesville, TX 76240**

**940.665.4362**

# Table of Contents

---

Overview

Roles and Responsibilities

Balanced Literacy

Literacy Instruction

    Reading Workshop

    Writing Workshop

Assessment Tools

Professional Training

Professional Resources

Glossary

Bibliography

# Overview

---

**T**he Gainesville Independent School District provides comprehensive educational services to over 3,000 students in grades Pre-K through 12. GISD’s commitment is to ensure that every student graduates ready for college, career, and life. The foundation of that ambitious goal is insurance that every student develops proficient literacy skills.

Ensuring comprehensive literacy for all students requires powerful instructional strategies, rigorous and engaging assignments, and high expectations for student work. Every teacher in GISD is responsible for building the students' literacy skills, and every teacher must take advantage of every opportunity to prepare our students for the future.

This framework represents an overview of professional standards for literacy teachers, instructional guidelines, and resources to support effective literacy instruction. The intent of this framework is to define beliefs, align practices, and take action for continuous improvement. It is a starting point for instructional planning, professional development, and systemic, school-wide improvement efforts. GISD is committed to substantial and sustainable gains for student achievement in all aspects of the foundations of literacy— reading, writing, listening, speaking and thinking.



# Roles and Responsibilities

---

## What is the role of the Curriculum Advisory Committee?

- Serve as an advisory for developing the GISD Literacy Framework
- Define Tier 1 reading instruction in GISD
- Ensure that elementary campuses commit to and implement GISD Literacy Framework with fidelity
- Participate in supporting and implementing the GISD Literacy Framework
- Provide feedback to administration at the district and campus levels
- Advocate for high quality effective literacy instruction
- Review, expand and update the GISD Literacy Framework



## What is the role of Central Office?

- Plan, develop and deploy GISD curriculum documents
- Preview and provide required district resources
- Develop and deliver a Professional Learning Plan
- Construct appropriate professional learning units for the district based upon the GISD Literacy Framework and district data
- Review and report implementation timeline and status

## What is the role of the Principal?

- Review and use data to make instructional decisions for campus continuous improvement as designated in the individual Campus Improvement Plan
- Review campus data to determine specific campus needs for professional development in the area of literacy
- Ensure staff participation in district/campus professional development
- Manage time and resource allocation to maximize learning in the area of ELAR/SLAR (English Language Arts and Reading/Spanish Language Arts and Reading as defined by TEA)
- Conduct regular walkthroughs to monitor the implementation of balanced literacy
- Provide guidance regarding high-quality effective literacy instruction based on the five components of reading

### **What is the role of Teachers?**

- Implement the GISD Literacy Framework with fidelity
- Attend and actively participate in professional literacy learning modules
- Participate in collaborative partnerships (PLCs or professional learning communities) to design and deliver high quality and effective literacy instruction based on state standards and district directives
- Follow district curriculum guidelines
- Maintain a balanced literacy approach to include systematic explicit instruction in the five components of reading
- Use ongoing assessment to design instruction to meet individual student needs
- Use the continuous improvement process to provide students with timely feedback
- Incorporate instructional best practices for reading and writing
- Integrate reading, writing, speaking, listening, thinking and research across content areas

### **What is the role of the Students?**

- Develop habits of mind to succeed in school, work and life
- Use critical thinking, self-assessment and reflection in personal growth as a reader and a writer
- Participate in collaborative discussions about reading and writing
- Engage in rich, relevant, and authentic reading and writing experiences
- Collaborate, communicate and connect through the use of technology
- Set goals, chart personal progress, and be able to select appropriate strategies for self-improvement





# Balanced Literacy

# Philosophy

---

**G** **ISD** Language Arts Curriculum is aligned with state guidelines. The curriculum is delivered through a balanced literacy approach, which includes reading instruction (decoding/phonics/phonemic awareness, vocabulary, fluency and comprehension) as a partner of writing instruction (encoding).

The teaching of literacy includes a balance of reading, writing, speaking, listening and thinking activities. This integration of skills is a social endeavor that provides a variety of instructional strategies to meet the needs of all diverse learners. It is taught in the context of authentic literature and includes a blend of whole group, small group and individual instruction. In addition, teachers need to scaffold students' learning experiences to ensure students are in a zone of proximal development. Teachers need to be reflective in their practice, stay current in best practices and continually grow professionally.

The teacher provides the literacy resources and structures for this learning process. In order to select the most appropriate resources and instruction for each student, the teacher continually assesses each student's strengths and weaknesses, determines progress, and adjusts accordingly. It is a model that teaches students to become independent readers and writers.

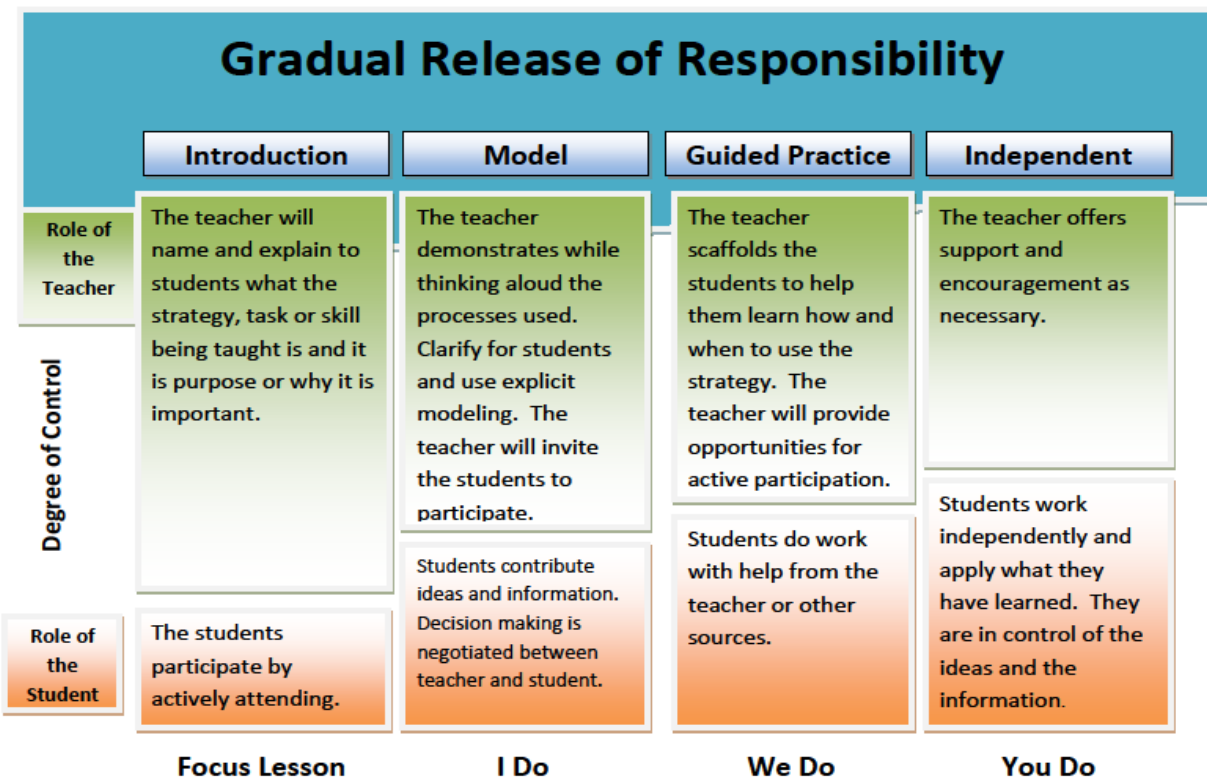
Source: Irene C. Fountas and Gay Su Pinnell, *Guided Reading: Good First Teaching for All Children, Guiding Readers and Writers, and Benchmark Assessment System*

Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*



# Gradual Release of Responsibility

The underlying goal of all ELAR/SLAR (English Language Arts and Reading, Spanish Language Arts and Reading) instruction is to guide students to independent mastery of a skill or concept. The gradual release of responsibility model of instruction is a documented effective approach for improving literacy outcomes for all students, such as reading comprehension and writing achievement. This instructional model emphasizes teaching that mentors students into becoming capable thinkers and learners. The guiding goal of scaffolding to independence allows teachers to begin with "high support/very explicit instruction" activities, and then release students to the "low support / more independent" activities. This gradual release may occur over a day, a week, or a semester.



Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317–344.

# Balanced Literacy

---

**B**alanced literacy is a comprehensive, differentiated approach to reading and writing instruction. It is based on a block model of time segments that is designed to help all students learn to read and write effectively. Assessment-based planning is at the core of this model. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Through various organizational structures, the teacher implements a well-planned comprehensive literacy approach that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students.

Balanced literacy is implemented through the Reading and Writing **Workshop Model**. The teacher begins by *modeling* the reading/writing strategy that is the focus of the workshop. Subsequently, students are engaged in practicing the focal strategy in small, guided groups or independently as the teacher monitors and provides guidance. Selected students *share* their work. Then, students read leveled texts independently or write independently for an extended period of time as the teacher observes, record observations and confers. At the close of the literacy blocks for reading and writing, students *reflect* on their learning by discussing how they applied a skill or process, sharing their experiences, or thinking about their own growth.

Direct instruction in phonics and word study is also included in the balanced literacy approach. For emergent and early readers, the teacher plans and implements a focused lesson. After the teacher explicitly teaches a phonemic or phonic skill, students practice reading and/or writing other words following the same word pattern. For advanced readers, the teacher focuses on the etymology of a word. Students who are reading at this stage are engaged in analyzing the patterns of word derivations, root words, prefixes and suffixes.

**Guided reading** is implemented during the independent reading block. Based upon assessment, the teacher works with small groups of students on a leveled text (through a variety of resources, including but not limited to current basal adoption: *Pearson*). The teacher models specific strategies before reading and monitors students while they read independently. After reading, the teacher and students engage in activities in word study, fluency, and comprehension. The purpose of guided reading is to

systematically scaffold the decoding and/or comprehension strategies of students who are having similar challenges.

**Guided writing** is implemented during the independent writing block. Based upon individual data such as assessment, rubrics, and individual student conferences the teacher works with small groups of students to promote success in the writing process. The teacher models specific strategies before writing and monitors students while they write independently. After writing, the teacher and students engage in activities to improve word choice, sentence structure, and development of ideas. The purpose of writing instruction is to ensure that all students are able to compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

The overall purpose of balanced literacy is to provide students with differentiated instruction which supports the reading and writing skill development of each individual. Each component reflects best classroom practices and helps students focus on the new learning task, rather than learning a new way to do something. Routines help teachers scaffold and organize instruction, set clear expectations, and maximize student participation.



# Balanced Literacy in A Workshop Model

## Read Aloud/Modeled Reading

- Demonstrates proficient reading
- Expands access to text beyond child's abilities
- Exposes children to a variety of genres

## Write Aloud/Modeled Writing

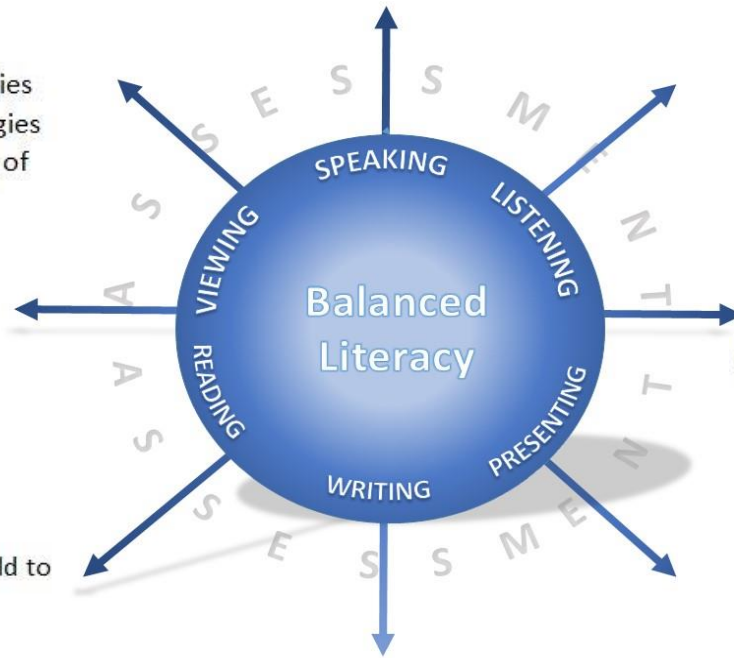
- Demonstrates proficient writing
- Expands access to writing beyond child's abilities
- Exposes children to a variety of genres

## Shared Reading

- Models reading strategies
- Teaches reading strategies
- Extends understanding of the reading process
- Teacher reads

## Shared Writing

- Models writing strategies
- Teaches writing strategies
- Extends understanding of the writing process



## Interactive Reading

- Teacher chooses text
- Teacher & child share reading
- Teacher encourages child to read

## Interactive Writing

- Teacher and child chose topic
- Teacher and child share pen
- Teacher and child compose together

## Guided Reading

- Teacher reinforces skills
- Teacher engages child in questioning and discussion
- Teacher acts as a guide
- Child does the reading
- Child practices strategies
- Child builds independence

## Guided Writing

- Teacher reinforces skills
- Teacher engages child in questioning & discussion
- Teacher acts as a guide
- Child does the writing
- Child practices strategies

## Independent Reading

- Child chooses the text
- Child practices at his independent level
- Time to practice demonstrates the value of reading

## Independent Writing

- Child chooses topic
- Child practices at his independent level
- Time to practice demonstrates the value of writing



## Literacy Instruction Content Strands

Literacy teachers must be readers and writers themselves. Within the context of a Literacy Workshop structure, teachers scaffold students' reading and writing processes by sharing their own thoughts and processes. Direct instruction is provided through whole group, small group, and individual instruction designed to address students' specific needs. Students read and write every day using authentic texts representing a wide range of genres and topics as well as participate in discussions of these texts. They engage in regular self-assessment and reflection on their growth as readers and writers. Rubrics are used to provide specific feedback for setting individual and class goals.

Literacy TEKS (Texas Essential Knowledge and Skills) are organized into seven strands that encompass and integrate necessary skills for developing proficient readers and writers. Each strand contains content specific to that set of skills:

### Foundational Language Skills

- oral language
- beginning reading and writing
- vocabulary
- fluency
- self-selected reading

### Comprehension Skills

- establishing purpose for reading
- generating questions
- making connections and predictions
- creating mental images
- making inferences
- evaluating details read

## **Response Skills**

- using text evidence
- retelling, paraphrasing, or summarizing text
- discussing ideas in the text
- using newly acquired vocabulary appropriately

## **Multiple Genres**

- theme
- characters
- plot elements
- setting

## **Author's Purpose and Craft**

- author's purpose, audience, and message in a text
- text structure
- print and graphic features
- figurative language and sound devices
- literary and rhetorical devices

## **Composition**

- planning a draft
- developing focused, structured, and coherent pieces including introductions, transitions, and conclusions
- developing ideas
- editing drafts using standard writing conventions and correct spelling
- personal narratives and poetry
- informational and persuasive/argumentative texts
- correspondence

## **Inquiry and Research**

- generating questions
- developing and following a research plan
- demonstrating an understanding of information gathered
- presenting information

Instruction is designed to incorporate a balance of reading and writing concepts across strands to ensure the highest levels of engagement and understanding during the Literacy Block.

# Guiding Principles

---

GISD literacy instruction is developed around the following guiding principles to ensure a balanced approach:

- **Emphasizes the processes** of reading to include direct instruction in the five components: phonemic awareness, phonics, vocabulary, fluency and comprehension
- **Emphasizes the stages** of the writing process
- **Creates a comprehensive and collaborative approach** to support all students including those needing greater support
- **Delivers whole class instruction and small group instruction** (guided reading/flexible groups) with systematic attention to individuals through modeling and authentic rich text examples
- **Incorporates instructional best practices and provides explicit skills instruction** in purposeful and meaningful learning to include the use of technology
- **Uses systematic assessment**, including ways to examine individual student progress within the group and to determine their level of need (e.g., benchmarking and running records).
- **Provides differentiated instruction and intervention using evidenced-based structures and strategies** (through content, process, and product)
- **Plans for a wide range of literacy-related reading and writing activities across all content areas** (including literacy work stations, word work, and independent reading)
- **Respects** both students and teachers as readers and writers
- **Fosters self-assessment and self-improvement** on students' growth as readers and writers
- **Acknowledges the text demands** of an ever-changing world through the study of a variety of genres and modes, both classical and contemporary



# Effective Literacy Instruction Best Practices

These research-based practices are positive and purpose-driven actions, attitudes, and words that highly effective teachers use to communicate with students during literacy instruction. When used these effective instructional practices can provide an opportunity for professional growth and positively impact student achievement.

<b>Instructional Techniques</b>	<b>Teacher Exemplar</b>	<b>Teacher Non-exemplar</b>
<b>Activating</b>	The teacher generates interest in learning, activates prior knowledge, and connects instruction to the real world or to the solution of real world problems.	The teacher does not tap into the experiences and background knowledge of her students. Lessons are presented as they are found in the teachers' manual with no observable modifications for the unique make-up of the class.
<b>Affirming</b>	The teacher appreciates, encourages, praises, or rewards students' actions, attitudes, thinking processes, verbal statements, and work products. The praise is specific and focuses on excellent work products as well as improvements in students' thinking and efforts.	The teacher is seldom observed praising or affirming students, and many teacher statements are negative, sarcastic, or punitive.
<b>Annotating</b>	The teacher adds additional information while reading a text with students or during a group discussion-information that students do not have, but need in order to make sense of the discussion or text. The teacher builds background and vocabulary knowledge as often as possible using relevant examples from students' experiences.	The teacher does not add information to that provided in the textbook, information that would enable struggling students make connections to what is being taught. She simply assigns the story, leaving struggling students confused about what the text means.
<b>Assessing</b>	The teacher determines both formally (through testing) and informally (through questioning) what students have learned and where instruction needs to be differentiated for all students to achieve mastery.	The teacher rarely uses informal assessments during instruction and uses formal assessments only to assign report card grades.
<b>Attributing</b>	The teacher communicates in specific ways to students that their accomplishments are the result of effort, wise decision making, attending to the task, and exercising good judgment and perseverance, rather than their intelligence or ability.	The teacher acts surprised when students do well and generally attributes their success to either their ability levels or to good luck.
<b>Coaching-Facilitating</b>	The teacher thinks along with students and helps them develop their own ideas, rather than directing their thinking and telling the in what to do.	The teacher gives the right answers to students who ask questions so they can fill in the blank, turn in the worksheet, and get credit.
<b>Constructing</b>	The teacher and students work collaboratively to construct multiple meanings from conversations, discussions, and the reading of text.	The teacher does not work collaboratively with students to discuss the meaning of a story or article. He tells them his interpretation of the text.
<b>Differentiating</b>	The teacher calibrates the difficulty of learning tasks so as to create the best match possible with students' assessed skills and knowledge.	The teacher does not provide additional opportunities for learning to students who are struggling. Instruction is based on the textbook and moves at a pace suited to the most advanced students.
<b>Direct Instruction</b>	The teacher uses a direct, explicit, systematic, and supportive approach to teaching.	The teacher does not directly instruct students. All instruction is delivered in a whole-class setting and is designed for average students.



<b>Explaining</b>	The teacher tells students what will happen in a lesson, what the goal is, why it's being done, how it will help students, and what the roles of the teacher and students will be during the lesson.	Students seldom have an idea of the objective or purpose of a lesson. If asked by an observer what the lesson is about or what they are supposed to be learning, students are unable to respond.
<b>Giving Directions</b>	The teacher gives clear and concise verbal instructions (supported by written directions, picture cues, or modeling as needed) that help students see how they are going to get from where they are at the beginning of a lesson, task, or unit to the completion of the task.	The teacher gives only verbal directions for assignments and activities. She does not ask students if they have questions, and she does not provide visual cues, more detail, or a repetition of the instructions for struggling students.
<b>Grouping</b>	The teacher uses benchmark assessment results to group and re-group students according to their specific academic needs for scaffolded instruction, enrichment, or specialized interventions.	The teacher uses only one kind of grouping arrangement: whole-group instruction. Students never have opportunities to work with a partner or complete a collaborative group project with classmates. The teacher does not form small groups to provide extended teaching or more practice for struggling students.
<b>Guided Practice</b>	The teacher leads students through rehearsals of skills, processes, or routines to ensure understanding, accuracy, and automaticity.	The teacher does not provide extra practice during class time for struggling students. Instead, he sends worksheets to parents asking them to provide practice at home,
<b>Literacy Work Stations</b>	The teacher plans for purposeful, independent practice of a previously taught skill or lesson. A station is an area where students work in pairs using instructional materials to practice reading, writing, speaking, listening and working with words.	The teacher plans for “busy work” using worksheets, computer games, etc., void of accountability.
<b>Modeling</b>	The teacher thinks aloud regarding the cognitive processing of text and physically represents that thinking by constructing graphic organizers or writing in response to reading while students observe.	The teacher does not think aloud for students about her own reading comprehension, and she does not model how to construct organizers or write in response to reading. She gives assignments, collects work, and gives grades.
<b>Monitoring</b>	The teacher will monitor student progress closely. Carefully watch and listen to student responses, so that you can verify student mastery, as well as make timely adjustments in instruction if students are making errors. Includes use a range of assessment tools such as running records, fluency checks, teacher created rubrics etc.	The teacher does not allow time for investigation of individual student data over time to compare the rate of growth against age like peers.
<b>Motivating</b>	The teacher encourages, inspires, and stimulates his students to achieve both personal and group goals by scaffolding instruction, affirming academic efforts, and providing extrinsic rewards as needed to jump-start struggling students.	The teacher uses teaching behaviors that undermine student motivation. Examples of this are competition rather than cooperation, public grading, very easy or boring tasks, giving negative feedback, and highlighting students' failures. Other examples include attributing students' successes and failures to luck, ability, or task difficulty, scapegoating students, and administering frequent reprimands.

<b>Nurturing-Mentoring</b>	The teacher communicates positive expectations and a caring attitude, and takes a personal interest in the success of students.	The teacher uses teaching behaviors that communicate low expectations, apathy regarding the success of his students, and a distant attitude toward students.
<b>Questioning</b>	The teacher uses a variety of questioning techniques and types of questions to stimulate students' thinking, while also teaching students how to ask and answer their own questions.	The teacher uses one type of question, often questions to which she has a preconceived answer in mind. A small group of students in the classroom answer almost all of the questions that are asked.
<b>Recapping</b>	The teacher summarizes what has been concluded, learned, or constructed during a given lesson or discussion, tells students why this new learning is important, and lets them know where they can apply it in the future.	Lessons end abruptly with no closure, and the teacher rarely summarizes what was accomplished or learned.
<b>Redirecting</b>	The teacher monitors the level of student attention and engagement and uses a variety of techniques, prompts, and signals to regain or redirect students' attention to the learning task. The teacher is able to transition students from one activity to another with minimal time loss.	The teacher does not regularly pay attention to students who are off task. When he does, he has a limited repertoire of attention-getting signals, with most of them being negative in tone.
<b>Reminding</b>	The teacher causes students to remember or think more deeply about an idea or concept that has been previously taught, or restates something that has been previously taught in a novel way to ensure their remembering.	The teacher does not consider that students might need reminding and does not help students make connections between the learning of today and prior learning.
<b>Reteaching</b>	The teacher teaches recursively by repeatedly coming back to important skills, concepts, outcomes, or standards, giving students multiple opportunities to achieve mastery.	The teacher teaches a concept or skill, tests students, considers the concept taught, and moves on without regard for the students who have not achieved mastery.
<b>Scaffolding</b>	The teacher supports students at their independent learning levels, enabling them to solve problems, carry out tasks, master content and skills, utilize appropriate cognitive strategies, and generally achieve goals that would otherwise be impossible for them.	The teacher consistently responds to students as though <i>they</i> are totally responsible for their own learning. He does not scaffold difficult material for struggling students and frequently says to students and colleagues, "Well, I had to get it on my own. Nobody ever explained it to me."

Source: *Literacy Look-Fors, An Observation Protocol to Guide K-6 Classroom Walkthroughs*, Solution Tree Press, p.18-24, 2011, *Literacy Work Stations, Making Centers Work*, Stenhouse Publishers, p.2-5, 2003.

# Literacy Workshop Reading and Writing



# Instructional Delivery of Reading Workshop

---

**R**esearch shows that when children spend more time reading, they become better readers. Reading Workshop is an instructional model that provides explicit instruction in the five components in reading with opportunities for students to practice each reading strategy independently, with a peer, and in small groups.

In 2000, the National Reading Panel compiled a report that identifies methods that consistently relate to reading success. The five essential components of effective reading instruction represent ingredients that must be present in order for children to learn to read. Effective teachers know how to blend these ingredients in the right proportions to meet the unique needs of each child. They understand the roles of *phonemic awareness* and *phonics* in building word-recognition skills, and they know how to identify and correct students' weaknesses in these areas. They also know that these two foundational components will receive less emphasis as students gain competence as readers. Effective teachers know how *fluency* facilitates comprehension, and they know how to use research-based strategies for helping students become fluent readers. These teachers are continually building each student's *vocabulary* and the ability to learn the meanings of new words through a variety of word-learning strategies. Finally, they know that *comprehension* is the ultimate goal of reading instruction, and they are adept at helping students learn to apply appropriate comprehension strategies as they read. The responsibility for teaching children to read is a commitment to continually search for more effective ways to help children gain competence in this very important skill.

Reading Workshop emphasizes the importance of student engagement and the interaction between readers and text. It provides differentiated instruction in reading and involves students in authentic reading experiences that focus on the strengths and needs of each individual student. The purpose of this instructional model is to foster independence among readers and develop life-long passionate readers.

The instructional blocks of Reading Workshop are word work, craft lessons, guided reading and reflection. First, the teacher models a reading skill/strategy during the craft lesson. During this craft lesson, teachers clearly define learning expectations for the students to apply during their independent reading time. Next, students engage in a large instructional block of time for application of reading strategies. The teacher is conferring with students one on one or meeting with small groups. Guided Reading occurs concurrently. Students apply the skill/strategy taught that day and continue applying previously taught skills. Lastly, students gather and meet to share the skill/strategies they have applied during the independent reading block and reflect in whole group with feedback.

# The Five Components of Reading Instruction

## PHONEMIC AWARENESS

The knowledge and manipulation of sounds in spoken words.

What Students Need to Learn	How to Teach It
<ul style="list-style-type: none"> <li>○ How to make connections between words and concepts</li> <li>○ How to accurately use words in oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending</li> <li>○ Begin with auditory phonemic activities and link sounds to letters as soon as possible</li> <li>○ Use letters to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing</li> </ul>

## PHONICS and Word Study

The relationship between written and spoken letters and sounds.

What Students Need to Learn	How to Teach It
<ul style="list-style-type: none"> <li>○ Accurate and rapid identification of the letters of alphabet</li> <li>○ The alphabetic principal (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word)</li> <li>○ Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts)</li> <li>○ How to apply phonics elements as they read and write</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations</li> <li>○ Provide explicit instruction in blending sounds to read words</li> <li>○ Includes practice in reading texts</li> <li>○ Give substantial practice applying phonics as students read and write</li> <li>○ Monitor students' progress to inform instruction</li> </ul>

## READING FLUENCY, INCLUDING ORAL READING SKILLS

The ability to read with accuracy, and with appropriate rate, expression, and phrasing.

What Students Need to Learn	How to Teach It
<ul style="list-style-type: none"> <li>○ How to read words (in isolation and in connect text) accurately and quickly with little attention or effort</li> <li>○ How to automatically recognize words (decoding)</li> <li>○ How to increase speed (or rate) of reading while maintaining accuracy</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide opportunities for oral repeated reading that include support and feedback</li> <li>○ Match reading texts and instruction to individual students' reading levels</li> <li>○ Provide opportunities to read narrative and expository texts</li> <li>○ Monitor student progress in both rate and accuracy</li> </ul>

## VOCABULARY DEVELOPMENT

The knowledge of words, their definitions, and context.

What Students Need to Learn	How to Teach It
<ul style="list-style-type: none"> <li>○ The meanings for most of the words in a text so they can understand what they read</li> <li>○ How to apply a variety of strategies to learn word meanings</li> <li>○ How to make connections between words and concepts</li> <li>○ How to accurately use words in oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide instruction in the meanings of words and in word learning strategies</li> <li>○ Actively involve students in making connections between concepts and new vocabulary in both oral and written language</li> <li>○ Provide many opportunities for students to read in and out of school</li> <li>○ Promote wide reading (reading a lot and reading different types of texts)</li> </ul>

## READING COMPREHENSION STRATEGIES

The understanding of meaning in text. Must be based on scientifically based research.

What Students Need to Learn	How to Teach It
<ul style="list-style-type: none"> <li>○ How to read both narrative and expository</li> <li>○ How to apply a variety of strategies to learn word meanings</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide instruction in the meanings of words and in word learning strategies</li> <li>○ Actively involve students in making connections between concepts and new vocabulary in both oral and written language</li> </ul>

# Guide for Reading Workshop: Grades K-3

LITERACY BLOCK	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p><b>READING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group, partner or independent reading/writing, guided reading/writing, and literacy stations</li> <li>❑ Comprehension strategy instruction</li> <li>❑ Reading <i>To</i> Children               <ul style="list-style-type: none"> <li>○ Read aloud</li> <li>○ Reading demonstration</li> <li>○ Interactive read aloud</li> <li>○ Shared writing</li> </ul> </li> </ul>	<p><b>Reading Workshop:</b> Whole group craft lesson followed by partner/independent reading and reading conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Read To</b> (Read Aloud)/ <b>Read With</b> (Shared Reading): Teacher and/or students read aloud in order to build background, develop vocabulary and literary concepts, and explore expository text structure.</li> <li>❑ <b>Read With/Read By (Guided Reading):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> <li>❑ <b>Read By (Independent Daily Reading):</b> Students silently read books on independent levels and respond accordingly, depending on teacher directions.</li> <li>❑ <b>Literacy Stations (to also include Science/Social Studies):</b> Students work independently to practice skills.</li> </ul>
<p><b>GUIDED READING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Independent Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p>	<p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Reading <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive read aloud</li> <li>○ Shared reading</li> <li>○ Guided reading</li> <li>○ Reading Workshop</li> <li>○ Reading conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Reading <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided reading</li> <li>○ Partner/independent reading</li> <li>○ Reading Workshop</li> <li>○ Literature circles</li> </ul> </li> <li>❑ Literacy Stations               <ul style="list-style-type: none"> <li>○ Authentic reading &amp; writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul>	<p>❑ <b>Read By (Independent Daily Reading):</b> Students silently read books on independent levels and respond accordingly, depending on teacher directions.</p> <p>❑ <b>Literacy Stations (to also include Science/Social Studies):</b> Students work independently to practice skills.</p>
<p><b>REFLECTION</b></p> <p><i>Whole Group</i></p>	<p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>	<p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing reading/writing selections, or thinking about growth as readers and writers. This may happen in whole group discussions, small groups, or through independent responses in literacy journals.</p>

# Guide for Reading Workshop: Grades 4-6

Literacy BLOCK	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p><b>WORD WORK</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group instruction               <ul style="list-style-type: none"> <li>○ Word work</li> <li>○ Spelling</li> <li>○ Vocabulary</li> <li>○ Greek and Latin Roots</li> </ul> </li> </ul>	<p><b>Word Work:</b> Teacher and students interact and manipulate word parts in order to identify words, increase fluency, and develop comprehension</p>
<p><b>READING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I DO</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group instruction</li> <li>❑ Comprehension strategy instruction</li> <li>❑ Reading <i>To</i> Children               <ul style="list-style-type: none"> <li>○ Read aloud</li> <li>○ Reading/Writing demonstration</li> <li>○ Interactive read/write aloud</li> </ul> </li> </ul>	<p><b>Reading Workshop:</b> Whole group craft lesson followed by partner/independent reading and reading conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Read To</b> (Read Aloud)/ <b>Read With</b> (Shared Reading): Teacher and/or students read aloud in order to build background, develop vocabulary and literary concepts, and explore expository text structure.</li> </ul>
<p><b>GUIDED READING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Independent Practice</i></p> <p><i>Intervention</i></p> <p><b>WE DO/YOU DO</b></p>	<p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Partner or independent reading, guided reading, and literacy stations</li> <li>❑ Reading <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive read aloud</li> <li>○ Shared reading</li> <li>○ Guided reading</li> <li>○ Reading Workshop</li> <li>○ Reading conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Reading <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided reading</li> <li>○ Partner/independent reading</li> <li>○ Reading Workshop</li> <li>○ Literature circles</li> </ul> </li> <li>❑ Literacy Stations               <ul style="list-style-type: none"> <li>○ Authentic reading &amp; writing practice</li> <li>○ Independent work time</li> </ul> </li> </ul> <p>Intervention</p>	<ul style="list-style-type: none"> <li>❑ <b>Read With/Read By (Guided Reading):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> <li>❑ <b>Read By (Independent Daily Reading):</b> Students silently read books on independent levels and respond accordingly, depending on teacher directions.</li> <li>❑ <b>Literacy Stations (to also include Science/Social Studies):</b> Students work independently to practice skills.</li> </ul>
<p><b>REFLECTION</b></p> <p><i>Whole Group</i></p>	<p><b>5-10 minutes</b> (Whole class/individual/conferences)</p>	<p><b>Reflection:</b> Students reflect on learning by discussing and applying a skill or process, sharing reading/writing selections, or thinking about growth as readers/writers. Whole group discussions, small groups, or independent responses in literacy journals are used.</p>

# Instructional Delivery of Writing Workshop

---

**S**tudents in Gainesville ISD learn writing by writing. They participate daily in a writing workshop that includes a daily craft lesson, daily independent writing, and daily reflection on what they have learned and how they are growing as writers.

They write in a variety of genres and purposes, including personal narratives, poetry, and informational writing. Voice and choice are critical components of students' independent writing. Whether they write for self-selected or assigned purposes, they have a say in the topic they choose and the approach they use to convey their message.

Within the workshop, students utilize all of the writing processes to produce clear, cohesive written communication. The writing processes are taught as recursive, interdependent parts of effective communication and include:

- generating and planning ideas
- drafting
- rereading drafts and gathering feedback
- revising to improve clarity
- editing to improve accuracy
- sharing or publishing writing with authentic audiences beyond the teacher





# Writing Process

---

<b>Planning-PreWrite</b> Generating and Planning Ideas	
What Students Need to Learn	How To Teach It
<ul style="list-style-type: none"> <li>• How to organize thoughts into a sequence</li> <li>• How to make decisions about audience and purpose</li> <li>• How to choose a topic</li> <li>• How to gather details</li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to model</li> <li>• Involve students into making connections to personal understanding</li> </ul>
<b>Drafting</b> Drafting and Rereading Drafts While Gathering Feedback	
What Students Need to Learn	How To Teach It
<ul style="list-style-type: none"> <li>• Work independently at this stage.</li> <li>• Confer with students individually as they write, offering praise and suggestions while observing areas with which students might be struggling and which might warrant separate conference time or minilessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of mini lessons through individual conferences.</li> </ul>
<b>Revising</b> Revising to Improve Clarity	
What Students Need to Learn	How To Teach It
<ul style="list-style-type: none"> <li>• Show students how to revise specific aspects of their writing to make it more coherent and clear during craft lessons.</li> <li>• Model reading your own writing and do a think aloud about how you could add more details and make it clearer.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students to reread their own work more than once as they think about whether it really conveys what they want to their reader.</li> <li>• Read work aloud to classmates and other adults to help them to understand what revisions are needed.</li> </ul>
<b>Editing</b> To Improve Accuracy	
What Students Need to Learn	How To Teach It
<ul style="list-style-type: none"> <li>• Editing is when students have already revised content but need to correct mistakes in terms of spelling, grammar, sentence structure, punctuation, and word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Edit their own work using a checklist, such as the Editing Checklist.</li> </ul>
<b>Publishing</b> Sharing or Publishing Writing with Authentic Audience Beyond the Teachers	
What Students Need to Learn	How To Teach It
<ul style="list-style-type: none"> <li>• Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, or website. Use a variety of examples such as, flyers, book covers, editorials and booklets. Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of examples such as, flyers, book covers, editorials and booklets.</li> </ul>

# Guide for Writing Workshop: Grades K-3

This tool is for organizing instruction in a writing workshop approach. It is a guideline for arranging schedules and integrating the curriculum components into the instructional day. The schedule is flexible, allowing for numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

BLOCKS	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p><b>WRITING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group, partner or independent writing, shared writing, and writing stations</li> <li>❑ Specific skill or strategy instruction</li> <li>❑ Writing With Children               <ul style="list-style-type: none"> <li>○ Writing-read aloud</li> <li>○ Writing demonstration</li> <li>○ Interactive write aloud</li> </ul> </li> </ul>	<p><b>Writing Workshop:</b> Whole group craft lesson followed by partner/independent writing and writing conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Write To (Write-Aloud)/ Write With (Shared Writing):</b> Teacher and/or students write aloud in order to build background, develop writing structure to include revising and editing.</li> </ul>
<p><b>INDEPENDENT WRITING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p>	<p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Writing <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive write aloud</li> <li>○ Shared writing</li> <li>○ Guided writing</li> <li>○ Writing workshop</li> <li>○ Writing conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Writing <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided writing</li> <li>○ Partner/independent writing</li> <li>○ Writing workshop</li> <li>○ Partner Share-Pair Share</li> </ul> </li> <li>❑ Literacy/Writing Work Stations               <ul style="list-style-type: none"> <li>○ Authentic writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Write With/Write By (Guided Writing):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> <li>❑ <b>Write By (Independent Daily Writing):</b> Students write on independent levels and respond accordingly, depending on teacher directions. Students develop and maintain a proofreading consciousness that reflects pride in the quality of their work.</li> <li>❑ <b>Literacy/Writing Work Stations:</b> Students work independently to maintain skills.</li> </ul>
<p><b>REFLECTION</b></p> <p>Whole Group</p>	<p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>	<p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing writings elections, or thinking about growth as writer. This may happen in whole group discussions, small groups, or through independent written responses.</p>

# Guide for Writing Workshop: Grades 4-6

This tool is for organizing instruction in a writing workshop approach. It is a guideline for arranging schedules and integrating the curriculum components into the instructional day. The schedule is flexible, allowing for numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

BLOCKS	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p><b>WRITING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group, partner or independent writing, shared writing, and writing stations</li> <li>❑ Specific skill or strategy instruction</li> <li>❑ Writing with children               <ul style="list-style-type: none"> <li>○ Writing aloud</li> <li>○ Writing demonstration</li> <li>○ Interactive write aloud</li> </ul> </li> </ul>	<p><b>Writing Workshop:</b> Whole group craft lesson followed by partner/independent writing and writing conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Write To</b> (Write Aloud)/ <b>Write With</b> (Shared Writing): Teacher and/or students write aloud in order to build understanding of writing concepts and explore purpose of craft.</li> </ul>
<p><b>INDEPENDENT WRITING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p>	<p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Children Writing               <ul style="list-style-type: none"> <li>○ Interactive write aloud</li> <li>○ Shared writing</li> <li>○ Guided writing</li> <li>○ Writing workshop</li> <li>○ Writing conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Writing By Children               <ul style="list-style-type: none"> <li>○ Guided writing</li> <li>○ Partner/independent writing</li> <li>○ Writing workshop</li> <li>○ Peer practice and sharing</li> </ul> </li> <li>❑ Writing stations               <ul style="list-style-type: none"> <li>○ Authentic writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Write With/Write By (Guided Writing):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop writing fluency of increasingly difficult tasks.</li> <li>❑ <b>Write By (Independent Daily Writing):</b> Students write on independent levels and respond accordingly, depending on teacher directions. Students maintain a proofreading consciousness that reflects pride in the quality of their work.</li> <li>❑ <b>Writing Work Stations:</b> Students write independently to maintain skills.</li> </ul>
<p><b>REFLECTION</b></p> <p>Whole Group</p>	<p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>	<p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing writing selections, or thinking about growth as writers. This may happen in whole group discussions, small groups, or through independent writing tasks.</p>



## Literacy Expectations - Pre K

---

- **PreK students read every day.** Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and information books, helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. As children become readers, this understanding of how stories work facilitates their reading comprehension which is the end goal of reading. With prompting and support, students ask and answer questions about key details in texts, recognize common types of texts, and retell familiar stories using key details.
- **PreK students write every day.** PreK students develop the understanding that print conveys meaning. Drawing is the earliest stage of writing. Young children sketch lines and scribble “notes” to imitate adults’ writing behaviors and begin to make connections between print and spoken words. Students understand that marks convey meaning (what they think, they can say; and what they say, they can write). Writing is a thought process that moves from thinking of an idea to a well-developed idea or piece of writing. Teachers model and interact with students to compose writing. With guidance and support, students respond to questions and suggestions to add details that strengthen their writing.
- **Literacy Workshop Framework**  
**Reading and Writing Workshops are integrated and fluid for our students. The goal is to ‘read like a writer and write like a reader.’ Craft lessons are designed so that each workshop takes approximately one hour.**
  - **Opening:** (10-15 min) A short reader’s craft lesson where a target skill/strategy based on the Prekindergarten Guidelines and Frog Street Curriculum is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - **Work Period:** (30 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students will show and share their work while discussing their understanding, application, and progress toward mastery of the target skill/strategy.

Grade	Pre-Kindergarten Emergent Literacy Expectations	
<p style="text-align: center;">E M E R G E N T  L I T E R A C Y</p>	<p><b>Circle CLI Engage Progress Monitoring</b>            Three times during the year:            Beginning (BOY), Middle (MOY), End (EOY)</p> <ul style="list-style-type: none"> <li>• Recognize and identify alphabet: letter names and sounds</li> <li>• Phonemic Awareness skills: syllables, alliteration, onset-rime, and rhyming</li> <li>• Recognize, spell, write first name</li> <li>• Hold a pencil, marker, crayon correctly</li> <li>• Retell familiar stories</li> <li>• Draw pictures and dictate sentences about stories and experiences</li> <li>• Answer questions about stories</li> <li>• Repeat nursery rhymes and finger plays</li> <li>• Concepts of print: left to right direction, holding a book right-side-up</li> <li>• Build new vocabulary</li> <li>• Build listening skills</li> <li>• Strengthen communication skills</li> <li>• Strengthen visual discrimination</li> </ul> <p style="text-align: center;">Sequencing</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• listen and respond to questions about texts and/or retell parts of a story</li> </ul> <hr/> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• the development of oral language is crucial for the Pre-K child</li> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul>



## Literacy Expectations-Kindergarten

---

- **Kindergarteners read every day.** Students should be immersed in books and reading daily; actively engaging in individual, partner, and group reading activities. In addition to learning strategies for decoding words, students should show a growing ability to make fuller use of texts. With prompting and support, students should ask and answer questions about key details in texts, recognize common types of texts, and retell familiar stories using key details. The goal for kindergarten students is to develop strategies and skills that will enable them to independently read increasingly complex texts. Their stamina for independent reading increases to 15-20 minutes or longer.
- **Kindergarteners write every day.** Kindergarten students also write every day, choosing and developing their topics. Students should use a combination of drawings and writing to compose pieces that communicate their ideas and thinking across various genres (opinion, informative/explanatory, narrative). With guidance and support, students respond to questions and suggestions to add details that strengthen their writing. Their stamina for independent writing increases to 15-20 minutes or longer.
- **Literacy Workshop Framework**  
**Reading and Writing Workshops are integrated and fluid for our students. Both comprise the components of Literacy Workshop and flow together for students to make deep connections with text. The goal is to 'read like a writer and write like a reader.'** Craft lessons are designed so that each workshop takes approximately one hour.
  - ❖ **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - ❖ **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - ❖ **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students will show and share their work from reader's or writer's notebooks while discussing their understanding, application, and progress toward mastery of the target skill/strategy.

- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Read Alouds:** Teachers read aloud to students in order to model comprehension, fluency, and decoding strategies while engaging with text. Good reading habits that develop comprehension require explicit instruction and daily reinforcement by the teacher. Every day, the teacher reads interesting, challenging, and engaging texts with students modeling effective comprehension habits. Some of these include: pre-planned stopping points throughout to 'wonder' or ask questions, making connections to children's lives or experiences OR to other texts, modeling fluency and expression.
- **Shared Reading:** A structured time in which students have access to a shared text for the purpose of explicitly teaching the strategies of proficient readers Early reading behaviors. These include: directionality, voice print match, punctuation, and letter sound relationships. Students will reread the text for a specific instructional purpose individually, in pairs, or chorally with the teacher. Shared Reading texts create a body of known texts students can use for independent reading and as a resource for writing.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.
- **Book Boxes:** Provide students with texts to engage in reading independently. Developing readers need generous amounts of time for becoming successful, independent, proficient readers. Book boxes contain a supply of books that students can and want to read. This resource provides opportunities to integrate reading skills and strategies into an automatic, independent reading process.
- **Shared/Interactive Writing:** An activity in which teacher and students share the composing process; constructing words through sound analysis, developing concepts of letter, word, and punctuation, increasing letter knowledge and gaining familiarity with frequently encountered words. The teacher acts as the scribe to compose messages, stories, prose, nonfiction, etc. Students learn foundational language skills to support the development of phonological skills and attach meaning to print.
- **Word Study/Skills Block:** A daily investigation of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently. Word study includes phonemic awareness, phonics, spelling, high frequency words, handwriting, and vocabulary development.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Kindergarten Literacy Mastery Expectations	
<p><b>R E A D I N G</b></p>	<p><b>Texas Primary Reading Inventory (TPRI)</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 70</li> <li>• MOY ≤ 60</li> <li>• EOY ≤ 99</li> </ul> <p><b>Tejas Lee - Español</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 88</li> <li>• MOY ≤ 113</li> <li>• EOY ≤ 135</li> </ul> <p><b>Reading Levels</b></p> <ul style="list-style-type: none"> <li>• BOY-DRA2/EDL2 - A+</li> <li>• MOY-DRA2/EDL2 - 3+</li> <li>• EOY-DRA2/EDL2 - 6+</li> </ul> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Reads 25+ high frequency words)</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections –at different levels of depth and complexity –both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> </ul> <p>understand the difference between effective text evidence and flawed text evidence</p> <hr/> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• the development of oral language is crucial to the kindergarten child</li> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul>
<p><b>W R I T I N G</b></p>	<p>Apply letter-sound knowledge and simple sentence structures to compose personal narrative and informational responses that can be read without interpretation by the student. Responses should demonstrate accurate application of foundational conventions, including:</p> <ul style="list-style-type: none"> <li>▪ correct letter formation</li> <li>▪ appropriate spacing between words and alignment to the left and right margins</li> <li>▪ capitalization of pronoun I</li> </ul> <p>accurately and automatically spelling of Kinder sight words</p>	<p>Students write daily. A minimum of 3 responses each six weeks grading period are used to monitor and assess students’ writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> <li>1. Dictate or write sentence to tell a story and put the sentences in chronological sequence</li> <li>2. Write short poems</li> <li>3. Dictate or write information for lists, captions or invitations</li> </ol>





# Literacy Expectations-First Grade

---

- **First grade students read every day.** Students should be immersed in books and reading daily; actively engaging in individual, partner, and group reading activities. In addition to learning strategies for decoding words, students should show a growing ability to make fuller use of texts. With prompting and support, students should ask and answer questions about key details in texts, recognize common types of texts, and retell familiar stories using key details. The goal for kindergarten students is to develop strategies and skills that will enable them to independently read increasingly complex texts. Their stamina for independent reading increases to 20-25 minutes or longer.
- **First grade students write every day.** First grade students also write every day, choosing and developing their topics. Students should use a combination of drawings and writing to compose pieces that communicate their ideas and thinking across various genres (opinion, informative/explanatory, narrative). With guidance and support, students should respond to questions and suggestions to add details that strengthen their writing. Their stamina for independent writing increases to 20-25 minutes or longer.
- **Literacy Workshop Framework**

**Reading and Writing Workshops are integrated and fluid for our students. Both comprise the components of Literacy Workshop and flow together for students to make deep connections with text. The goal is to 'read like a writer and write like a reader.' Craft lessons are designed so that each workshop takes approximately one hour.**

- **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
- **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
- **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students will show and share their work from reader's or writer's notebooks while discussing their understanding, application, and progress toward mastery of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Read Alouds:** Teacher reads selection aloud to students for making meaning and modeling comprehension and decoding strategies while engaging with a text. Building good habits in reading comprehension requires explicit instruction and daily reinforcement

by the teacher. Every day, the teacher reads interesting, challenging, and engaging texts with students and models good comprehension habits by pausing at pre-planned stopping points throughout.

- **Shared Reading:** A structured time in which students have access to a shared text for the purpose of explicitly teaching the strategies of proficient readers. Early reading behaviors such as directionality, voice print match, punctuation, and letter sound relationships can be the instructional focus for shared reading experiences. Students will reread the text for a specific instructional purpose individually, in pairs, or chorally with the teacher. The Shared Reading texts create a body of known texts that students can use for independent reading and as a resource for writing.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.
- **Browsing Boxes:** Provide students with texts in which they can engage in independent reading. Developing readers need enormous amounts of successful reading to become independent, proficient readers. Thus, book boxes/browsing boxes should contain a supply of easy books that students can and want to read; thus, providing them with an opportunity to integrate complex skills and strategies into an automatic, independent reading process.
- **Shared/Interactive Writing:** An activity in which the teacher and students share the composing process; constructing words through sound analysis, developing concepts of letter, word, and punctuation, increasing letter knowledge and gaining familiarity with frequently encountered words. The teacher acts as the scribe to compose messages, stories, prose, nonfiction, etc. Students learn foundational language skills to support the development of phonological skills and attach meaning to print.
- **Word Study/Skills Block:** A daily investigation of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently. Word study includes phonemic awareness, phonics, spelling, high frequency words, handwriting, and vocabulary development.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	First Grade Literacy Mastery Expectations	
<b>R E A D I N G</b>	<p><b>Texas Primary Reading Inventory (TPRI)</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 91</li> <li>• MOY ≤ 84</li> <li>• EOY ≤ 130</li> </ul> <p><b>Tejas Lee - Español</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 60</li> <li>• MOY ≤ 77</li> <li>• EOY ≤ 93</li> </ul> <p><b>Reading Levels:</b></p> <ul style="list-style-type: none"> <li>• BOY DRA2/EDL2 - 6+</li> <li>• MOY DRA2/EDL2 - 12+</li> <li>• EOY DRA2/EDL2 - 16+</li> </ul> <p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize all letters and sounds</li> </ul> <p><b>Word Recognition:</b></p> <ul style="list-style-type: none"> <li>• Reads 100+ high frequency words (Fry's/District's)</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul>
		<p><b>Fluency Levels:</b></p> <ul style="list-style-type: none"> <li>• MOY=35+</li> <li>• EOY =70+</li> </ul>
		<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections—at different levels of depth and complexity—both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• understand the different between effective text evidence and flawed text evidence</li> </ul>
<b>W R I T I N G</b>	<p>Logically sequence ideas and provide simple details (e.g., name, number, location, color) to retell a personal experience or convey information about a familiar topic. Responses should demonstrate accurate application of foundational conventions, including:</p> <ul style="list-style-type: none"> <li>▪ consistent application of kindergarten skills</li> <li>▪ complete sentences, including capitalization and punctuation of simple sentences</li> <li>▪ capitalization of familiar names</li> <li>▪ legible handwriting, including spacing and alignment to the margins</li> <li>▪ consistent, accurate spelling of short vowel words and K/1 sight words</li> </ul>	<p>Students write daily. A minimum of 3 responses each six weeks grading period are used to monitor and assess students' writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> <li>1. Write brief stories that include a beginning, middle, and end</li> <li>2. Write short poems that convey sensory details</li> <li>3. Write brief compositions about topics of interest to the student</li> <li>4. Write short letters that put ideas in sequence and use appropriate conventions</li> <li>5. Write brief comments on literacy or informational texts</li> </ol>



## Literacy Expectations-Second Grade

---

- **Second graders read every day.** Students should be immersed in books and reading daily; actively engaging in individual, partner, and group reading activities. Students enjoy stories that verify and extend their own experiences with friends, family, and school. Texts have more characters and longer plots, including easy chapter books and beginning series books. Their stamina for independent reading increases to 25-30 minutes or longer.
- **Second graders write every day.** Students chose and develop their topics. They are often most comfortable writing about personal experiences but also write about the things they learn or experience in math, science and social studies. Their stamina for independent writing increases to 25-30 minutes or longer.
- **Literacy Workshop Framework**

**Reading and Writing Workshops are integrated and fluid for our students. Both comprise the components of Literacy Workshop and flow together for students to make deep connections with text. The goal is to 'read like a writer and write like a reader.' Craft lessons are designed so that each workshop takes approximately one hour.**

- **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
- **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
- **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students will show and share their work from reader's or writer's notebooks while discussing their understanding, application, and progress toward mastery of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.

- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader's/Writer's Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.
- **Browsing Boxes:** To provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Shared/Interactive Writing:** An activity in which the teacher and students share the composing process; constructing words through sound analysis, developing concepts of letter, word, and punctuation, increasing letter knowledge and gaining familiarity with frequently encountered words. The teacher acts as the scribe to compose messages, stories, prose, nonfiction, etc. Students learn foundational language skills to support the development of phonological skills and attach meaning to print.
- **Word Study/Skills Block:** Word Study is a daily investigation of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently. Word study includes phonemic awareness, phonics, spelling, high frequency words, handwriting, and vocabulary development.

Grade	Second Grade Literacy Mastery Expectations	
<b>R E A D I N G</b>	<p><b>Texas Primary Reading Inventory (TPRI)</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 77</li> <li>• MOY ≤ 75</li> <li>• EOY ≤ 88</li> </ul> <p><b>Tejas Lee - Español</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 89</li> <li>• MOY ≤ 106</li> <li>• EOY ≤ 130</li> </ul> <p><b>Reading Levels:</b></p> <ul style="list-style-type: none"> <li>• BOY DRA2/EDL2 - 18+</li> <li>• MOY DRA2/EDL2 - 20-24+</li> <li>• EOY DRA2/EDL2 - 28+</li> </ul> <p><b>Word Recognition:</b></p> <ul style="list-style-type: none"> <li>• Reads 300+ high frequency words (Fry's/District's)</li> </ul> <p><b>Fluency Levels:</b></p> <ul style="list-style-type: none"> <li>• BOY=70+</li> <li>• MOY=90+</li> <li>• EOY=112+</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul> <hr/> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections—at different levels of depth and complexity—both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>•</li> </ul>
	<b>W R I T I N G</b>	<p>Write 2-4 complete paragraphs (3-5 sentences minimum) that tie together. Paragraphs have coherence and a central idea is introduced within the paragraphs. Sentences within the paragraph use correct conventions.</p> <ul style="list-style-type: none"> <li>▪ K-1 language conventions are applied accurately and automatically.</li> <li>▪ Capitalization and punctuation are used to mark simple sentences. However, more sophisticated sentences may lack appropriate sentence boundaries.</li> <li>▪ Proper names are capitalized.</li> </ul> <p><u>ELA</u></p> <ul style="list-style-type: none"> <li>▪ Apostrophes are used in simple contractions.</li> <li>▪ consistent, accurate spelling of K-2 sight words, grade level vocabulary, and academic language</li> </ul> <p><u>SLA</u></p> <ul style="list-style-type: none"> <li>▪ Words that have a prosodic or orthographic accent on the last syllable (palabras agudas) and second-to-last syllable (palabras graves)</li> <li>▪ Words commonly used in questions and exclamations and verbs in the simple past in the indicative mode (marking accents appropriately)</li> <li>▪ Abbreviations (e.g., Sr., Dra.)</li> <li>▪ consistent, accurate spelling of K-2 sight words, grade level vocabulary, and academic language</li> </ul>



## Literacy Expectations-Third Grade

---

- **Third graders read every day.** Students should write or talk about what they are reading on a daily basis. Books for 3rd grade students should include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for 3rd grade students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading should increase to 25-30 min.
- **Third graders write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 25-30 minutes or longer.
- **Reader's and Writer's Workshop:** Each of these workshops lasts approximately one hour. The following format should be used during each workshop.
  - **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students often show their work from reader's or writer's notebooks while discussing their understanding and application of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** Guided Reading is an instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.

- **Book Clubs:** Book Clubs is an instructional practice whose purpose is to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text, corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.
- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader’s/Writer’s Workshop. During conferences, teachers check on student progress, work to meet students’ individual learning needs, and work with students to set learning goals.
- **Browsing Boxes/Book Bags:** The purpose of the Browsing Boxes/Book Bags is to provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and phonics/spelling skills.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Third Grade Literacy Mastery Expectations	
<b>R E A D I N G</b>	<b>Pearson Literacy Benchmark- My View</b> <ul style="list-style-type: none"> <li>• BOY <math>\geq</math> 70%</li> <li>• MOY <math>\geq</math> 80%</li> <li>• EOY <math>\geq</math> 90%</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul>
	<b>Pearson Literacy Benchmark- Mi visión</b> <ul style="list-style-type: none"> <li>• BOY <math>\geq</math> 70%</li> <li>• MOY <math>\geq</math> 80%</li> <li>• EOY <math>\geq</math> 90%</li> </ul> <b>Word Recognition</b> <ul style="list-style-type: none"> <li>• Reads 400+ high frequency words (Fry’s/District’s)</li> </ul> <b>Reading Levels</b> <ul style="list-style-type: none"> <li>• BOY DRA2/EDL2 - 30+</li> <li>• MOY DRA2/EDL2 -34+</li> <li>• EOY DRA2/EDL2 - 38+</li> </ul> <b>Oral Fluency Levels</b> <ul style="list-style-type: none"> <li>• BOY =95+ wcpm</li> <li>• MOY =115+ wcpm</li> <li>• EOY= 123+ wcpm</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections –at different levels of depth and complexity –both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• understand the difference between effective text evidence and flawed text evidence</li> </ul>



W  
R  
I  
T  
I  
N  
G

Students regularly write one-page essays on a variety of topics. Both narrative and expository topics are explored. Students can effectively use an introduction with a central idea and end with a strong concluding sentence. Correct conventions are used within sentences.

- K-2 language conventions are applied accurately and automatically.
- Capitalization and punctuation are used to mark simple and compound sentences.
- Fragments and run-on sentences are recognized and revised.
- Comas are use to separate items in a series

ELA

- Apostrophes are used in simple and complex contractions.
- Spells multi-syllable words, with and without suffixes, that have predictable patterns
- consistent, accurate spelling of K-3 sight words, grade level vocabulary, and academic language

SLA

- "Sangrías"
- Words that have a prosodic or orthographic accent on the last syllable (palabras agudas), second-to-last syllable (palabras graves) and third-to-last syllable (palabras esdrújulas)
- Words commonly used in questions and exclamations and verbs in the simple past in the indicative mode (marking accents appropriately)
- Abbreviations (e.g., Sr., Dra.)
- consistent, accurate spelling of K-3 sight words, grade level vocabulary, and academic language

Students write daily. A minimum of 3 responses each six weeks grading period are used to monitor and assess students' writing progress. Throughout the year students will demonstrate the following proficiencies:

1. Write imaginative stories that build the plot to a climax and contain details about the characters and setting
2. Write short poems that convey sensory details using conventions of poetry
3. Write about important personal experiences
4. Create brief compositions that (i) establish a central idea in a topic sentence, (ii) include supporting sentences with simple facts, details and explanations, (iii) contain a concluding statement
5. Write letters whose language is tailored to the audience and purpose and use appropriate conventions
6. Write responses to literary or expository texts that demonstrate an understanding of the texts.



## Literacy Expectations-Fourth Grade

---

- **Fourth graders read every day.** Students should write or talk about what they are reading on a daily basis. Books for fourth grade students should include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for 4th grade students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading increases to 30-35 minutes or longer.
- **Fourth graders write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 30-35 minutes or longer.
- **Reader's and Writer's Workshop:** Each of these workshops lasts approximately one hour. The following format should be used during each workshop.
  - **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students often show their work from reader's or writer's notebooks while discussing their understanding and application of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.
- **Book Clubs:** An instructional practice designed to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text,

corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.

- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader's/Writer's Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.
- **Browsing Boxes:** The purpose is to provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and phonics/spelling skills.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Fourth Grade Literacy Mastery Expectations	
<p><b>R E A D I N G</b></p>	<p><b>Pearson Literacy Benchmark-My View</b></p> <ul style="list-style-type: none"> <li>• BOY ≥ 70%</li> <li>• MOY ≥ 80%</li> <li>• EOY ≥ 90%</li> </ul> <p><b>Pearson Literacy Benchmark-Mi visión</b></p> <ul style="list-style-type: none"> <li>• BOY ≥ 70%</li> <li>• MOY ≥ 80%</li> <li>• EOY ≥ 90%</li> </ul> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Reads 500+ high frequency words (Fry’s/District’s)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and information reading</li> </ul>	<p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text</li> <li>• decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitoring comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections—at different levels of depth and complexity—both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• understand the different between effective text evidence and flawed text evidence</li> </ul> <p><b>Fluency Levels</b></p> <ul style="list-style-type: none"> <li>• BOY = 111+ wcpm</li> <li>• MOY= 130+ wcpm</li> <li>• EOY =144+ wcpm</li> </ul>
<p><b>W R I T I N G</b></p>	<p>Students regularly write one page essays on a variety of topics and genres such as narrative and expository. Grammar skills and conventions are used within sentences.</p> <ul style="list-style-type: none"> <li>▪ K-3 language conventions are applied accurately and automatically.</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>▪ proper nouns capitalized</li> <li>▪ consistent use of appropriate punctuation</li> <li>▪ consistent, accurate spelling of K-4 sight words, grade level vocabulary, and academic language</li> </ul> <p><b>SLA</b></p> <ul style="list-style-type: none"> <li>▪ historical events, documents, and the first words of titles of books, stories, and essays are capitalized</li> <li>▪ consistent use of appropriate punctuation</li> <li>▪ consistent, accurate spelling of K-4 sight words, grade level vocabulary, and academic language</li> </ul>	<p>Students write daily. A minimum of 3-5 responses each six weeks grading period are used to monitor and assess students’ writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> <li>1. Write imaginative stories that build the plot to a climax and contain details about the characters and setting</li> <li>2. Write short poems that convey sensory details using conventions of poetry</li> <li>3. Write about important personal experiences</li> <li>4. Create brief compositions that (i) establish a central idea in a topic sentence, (ii) include supporting sentences with simple facts, details and explanations, (iii) contain a concluding statement</li> <li>5. Write letters whose language is tailored to the audience and purpose and use appropriate conventions</li> <li>6. Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding</li> <li>7. Write persuasive essays for appropriate audiences that establish a position and use supporting details.</li> </ol>



## Literacy Expectations-Fifth Grade

---

- **Fifth graders read every day.** Students should write or talk about what they are reading on a daily basis. Books for 5<sup>th</sup> grade students should include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for 5th grade students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading increases to 30 minutes or longer.
- **Fifth graders also write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 30 minutes or longer.
- **Reader's and Writer's Workshop:** Each of these workshops lasts approximately one hour. The following format should be used during each workshop.
  - Opening: (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - Work Period: (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - Closing: (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students often show their work from reader's or writer's notebooks while discussing their understanding and application of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.

- **Book Clubs:** An instructional practice designed to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text, corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.
- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader's/Writer's Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.
- **Browsing Boxes:** The purpose is to provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and phonics/spelling skills.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Fifth Grade Literacy Mastery Expectations	
<b>R E A D I N G</b>	<p><b>Pearson Literacy Benchmark- My View</b></p> <ul style="list-style-type: none"> <li>• BOY ≥ 70%</li> <li>• MOY ≥ 80%</li> <li>• EOY ≥ 90%</li> </ul> <p><b>Pearson Literacy Benchmark- Mi visión</b></p> <ul style="list-style-type: none"> <li>• BOY ≥ 70%</li> <li>• MOY ≥ 80%</li> <li>• EOY ≥ 90%</li> </ul> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• read 600+ high frequency words (Fry’s/District’s)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and information reading</li> </ul>	<p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text</li> <li>• decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections—at different levels of depth and complexity—both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• understand the different between effective text evidence and flawed text evidence</li> </ul> <p><b>Fluency Level</b></p> <ul style="list-style-type: none"> <li>• BOY =132+</li> <li>• MOY =150+</li> <li>• EOY =155+</li> </ul>
	<p>Students regularly write one page essays on a variety of topics and genres such as narrative and expository. Grammar skills and conventions are used within sentences. Students effectively transition from one paragraph to another.</p> <ul style="list-style-type: none"> <li>▪ K-5 language conventions are applied accurately and automatically.</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>▪ punctuates adverb clauses</li> <li>▪ consistent, accurate spelling of K-5 sight words, grade level vocabulary, and academic language</li> </ul> <p><b>SLA</b></p> <ul style="list-style-type: none"> <li>▪ words of titles of books, stories, and essays are capitalized</li> <li>▪ words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas)</li> <li>▪ consistent, accurate spelling of K-5 sight words, grade level vocabulary, and academic language</li> </ul>	<p>Students write daily. A minimum of 3-5 responses each six weeks grading period are used to monitor and assess students’ writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> <li>1. Write imaginative stories that include (i) a clearly defined focus, plot, and point of view, (ii) a specific believable setting created through the use of sensory details, (iii) dialogue that develops the story</li> <li>2. Write poems using: (i) poetic techniques, (ii) figurative language, (iii) graphic elements</li> <li>3. Write a personal narrative that conveys thoughts and feelings about an experiences</li> <li>4. Create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs, (ii) guide and inform the reader’s understanding of key ideas and evidence, (iii) include specific facts, details and examples in an appropriately organized structure, (iv) use a variety of sentence structures and transitions to link paragraphs.</li> <li>5. Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions.</li> <li>6. Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding</li> <li>7. Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence and consideration of alternatives.</li> </ol>



## Literacy Expectations-Sixth Grade

---

- **Sixth graders read every day.** Students should write or talk about what they are reading on a daily basis. Books for 6<sup>th</sup> grade students should include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for 6th grade students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading increases to 40 minutes or longer.
- **Sixth graders also write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 30 minutes or longer.
- **Reader's and Writer's Workshop:** Each of these workshops lasts approximately one hour. The following format should be used during each workshop.
  - Opening: (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - Work Period: (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - Closing: (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students often show their work from reader's or writer's notebooks while discussing their understanding and application of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.



- **Book Clubs:** An instructional practice designed to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text, corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.
- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader's/Writer's Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.
- **Browsing Boxes:** The purpose is to provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and phonics/spelling skills.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Sixth Grade Literacy Mastery Expectations	
<b>R E A D I N G</b>	<p><b>Pearson Literacy Benchmark- My View</b></p> <ul style="list-style-type: none"> <li>• BOY ≥ 70%</li> <li>• MOY ≥ 80%</li> <li>• EOY ≥ 90%</li> </ul> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• read 600+ high frequency words (Fry’s/District’s)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and information reading</li> </ul> <p><b>Fluency Level</b></p> <ul style="list-style-type: none"> <li>• BOY =150+</li> <li>• MOY =155+</li> <li>• EOY =162+</li> </ul>	<p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text</li> <li>• decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections—at different levels of depth and complexity—both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• understand the different between effective text evidence and flawed text evidence</li> </ul>
<b>W R I T I N G</b>	<p>Students regularly write one page essays on a variety of topics and genres such as narrative and expository. Grammar skills and conventions are used within sentences. Students effectively transition from one paragraph to another.</p> <ul style="list-style-type: none"> <li>▪ K-6 language conventions are applied accurately and automatically.</li> <li>▪ punctuates adverb clauses</li> <li>▪ consistent, accurate spelling of K-6 sight words, grade level vocabulary, and academic language</li> </ul>	<p>Students write daily. A minimum of 3-5 responses each six weeks grading period are used to monitor and assess students’ writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> <li>8. Write imaginative stories that include (i) a clearly defined focus, plot, and point of view, (ii) a specific believable setting created through the use of sensory details, (iii) dialogue that develops the story</li> <li>9. Write poems using: (i) poetic techniques, (ii) figurative language, (iii) graphic elements</li> <li>10. Write a personal narrative that conveys thoughts and feelings about an experiences</li> <li>11. Create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs, (ii) guide and inform the reader’s understanding of key ideas and evidence, (iii) include specific facts, details and examples in an appropriately organized structure, (iv) use a variety of sentence structures and transitions to link paragraphs.</li> <li>12. Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions.</li> <li>13. Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding</li> <li>14. Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence and consideration of alternatives.</li> </ol>



## Assessment Tools

# Assessment Tools For Planning

---

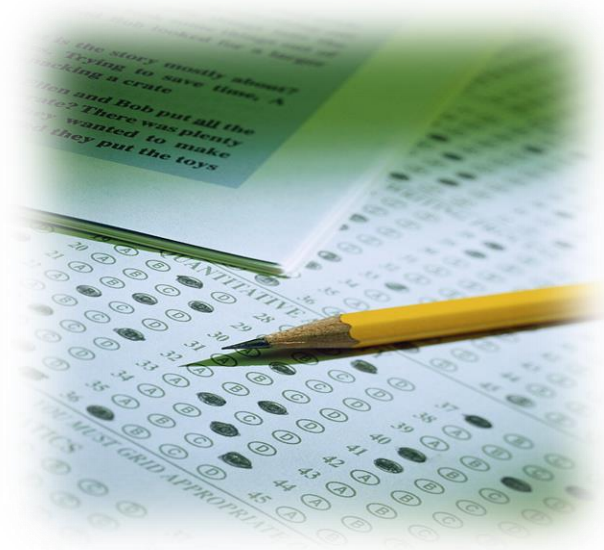
Students learn in different ways and at different speeds. Some students pick up concepts and skills very quickly so they are ready to move to independent practice. Other students need a little more support, or they need a little more time for independent practice. Every student in GISD must develop proficient literacy skills, but the instructional support required for proficiency varies from student to student.

Teachers in GISD are encouraged to use a variety of data to inform instruction. Needs that are identified through assessment become the focus for whole-class or small-group instruction. Students struggling with basic reading skills have more opportunities to practice those skills until they are proficient. Students who have difficulty with certain strategies for reading, such as comprehension or writing practice those strategies with teacher support. When students are confused about these concepts, the teacher provides intervention using researched evidenced based strategies.

Teachers use informal assessments such as running records, oral reading fluency, and rubrics to determine student instructional needs. Teachers also use formal assessments provided district-wide to monitor students' learning, growth, and mastery.

## District Wide Literacy Assessments

GISD administers a variety of assessments to all students beginning in pre-kindergarten. Each assessment serves a specific purpose and provides data to inform instruction.



Assessment Tools		Grades	Purpose
Universal Screener	<b>Children’s Learning Institute – Circle Progress Monitoring</b>	PreK	<p>Research based efficient tool assessing school readiness measures and learning areas. TEA approved Progress Monitoring. English and Spanish.</p> <ul style="list-style-type: none"> <li>• Individually Administered Computer Adaptive (approx. 20 minute per student) * BOY, MOY, EOY</li> </ul>
	<b>Renaissance Star Early Literacy</b>	K-1	<p>Diagnostic tool used to determine early literacy skills development.</p> <p>Reading scores are generated in subtests related to overall reading, comprehension, word analysis, vocabulary, and text fluency.</p> <ul style="list-style-type: none"> <li>• Group Administered Multi-Choice Computer Adaptive (approx. 20 minutes per student) :* BOY, MOY, EOY</li> </ul>
	<b>Renaissance Star Reading</b>	2-5	<p>Diagnostic Tool used to determine student’s reading level and individual strengths and weaknesses.</p> <p>Reading scores are generated in subtests related to overall reading, comprehension, word analysis, vocabulary, and text fluency.</p> <ul style="list-style-type: none"> <li>• Group Administered Multi-Choice Computer Adaptive (approx. 20 minutes per student) :* BOY, MOY, EOY</li> </ul>
Diagnostic	<b>TPRI (Texas Primary Reading Inventory)</b>	K-2	<p>Diagnostic early reading assessment designed to identify the reading development of students.</p> <p>Scores are based on foundational reading skills, reading, and comprehension.</p> <ul style="list-style-type: none"> <li>• Individually Administered (approx. 30 minutes per student)* BOY, MOY, EOY</li> </ul>
Formative	<b>CBA’s Curriculum Based Assessments</b>	2-5	<p>Grade-level reading and writing tests maintaining alignment with district curriculum. Developed by GISD in English and Spanish (in elementary grades) to assess student understanding of text and specific literary concepts in the curriculum.</p> <ul style="list-style-type: none"> <li>• Group Administered Multi-Choice, short answer and essay questions. (approximately 45 minutes)</li> </ul>
Summative	<b>TELPAS The Texas English Language Proficiency Assessment System</b>	K-5	<p>Designed to assess the progress of limited English proficient (LEP) students make in learning the English language.</p> <ul style="list-style-type: none"> <li>• Individual and group administered to students who are English Language Learners.</li> </ul>
	<b>STAAR State of Texas Assessments of Academic Readiness</b>	3-5	<p>A grade-level reading comprehension test assessing reading comprehension and writing skills on grade-appropriate texts. Aligned with the standards (focusing on Readiness and Supporting Standards).</p> <ul style="list-style-type: none"> <li>• Group Administered Multi-Choice with some short answer and essay questions (4 hour time limit)</li> </ul>

<b>Progress Monitoring</b>	<b>Fluency Probes</b>	1-5	Assess key reading behaviors such as fluency and word identification. Fluency refers to a student's speed, smoothness, and ease of oral reading. Fluent readers read more quickly and can skip decoding in favor of comprehension. The probes can be used to both assess a student's current reading skills and to monitor a student's reading growth across the academic year. • Individually Administered (approx. 2 min. per student)
	<b>Running Records</b>	K-5	Used to determine a child's reading level by examining accuracy and the types of errors made. Running records provide an indication of text ease or difficulty, as well as specific areas for improvement. • Individually Administered (approx. 5 min. per student)
<b>Extension and Support</b>	<b>Success Maker</b>	K-2	Personalized learning path for mastery of essential reading concepts providing outcome-based data to inform educational decision-making.  • Computer Adaptive (15 minute daily literacy station opportunity)
<b>Intervention</b>	<b>iRead</b>	2	Designed to move students to mastery of all foundational reading skills using a personalized learning progression.  • Small Group Teacher and Computer Adaptive (approx. 30 minute daily per student)
	<b>System 44</b> <b>Read 180</b>	3-5	Intensive lessons designed to move students to mastery of all foundational reading skills using a personalized learning progression.  • Small Group Teacher and Computer Adaptive (approx. 30 minute daily per student)
	<b>Exact Path</b>	K-5	Targeted instruction and learning paths to move students to mastery of foundational reading skills  • Computer Adaptive (approx. 30 minute daily per student)

\*Denotes administration times: BOY-Beginning of Year, MOY- Middle of Year, EOY- End of Year



## Professional Training

### Professional Training

- Literacy TEKS Training Academies
- Pearson Implementation and Support
- Balanced Literacy Implementation
  - Guided Reading
  - Literacy Stations
- Planning for Instruction Using Assessment Data
- Explicit Instruction
- Sky Rocket Coaching Framework
- Professional Learning Communities
- RtI (Response to Intervention)
- TPRI (Texas Primary Reading Inventory)



## Professional Resources for Best Practices

Provided and/or Included in Training from The District

- TEA Website Resources
- Pearson
- Renaissance
- Literacy Learning Framework – Provided by Pearson and Curriculum Department
- Gomez and Gomez
- Lead 4Ward
- Eduphoria
- Sky Rocket Coaching Framework



# Instructional Tools: Explicit Comprehension

---

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read; (2) make connections between what they read and what they already know (3) think deeply about what they have read; and (4) monitor and adjust their comprehension as they read. Students' knowledge of the vocabulary in the text is strongly related to their understanding of the text.

Students who have strong comprehension skills are able to understand, analyze, make inferences, and draw conclusions about the structure and elements of a variety of texts. They are able to provide evidence from text to support their understanding and are expected to respond to text in a variety of ways.

Students develop effective comprehension skills through explicit instruction that occurs daily. This instruction occurs throughout the Literacy framework.

## Whole Group Craft lesson

At the beginning of the lesson, teachers activate prior knowledge and lead students to determine the purpose for reading.

- **K•W•L CHART**—A K•W•L chart helps to both activate background knowledge and encourage students to reflect on their own learning. The teacher divides a paper into thirds and writes K, W, and L at the top of each section. The K stands for "What do you already KNOW about this subject?" And the W stands for "What do you WANT to know about this subject?" These two sections are completed before the lesson and the reading. Near the end of the lesson, the teacher returns to the K•W•L Chart and completes the last section with information about what the students LEARNED from the lesson.
- **QUICK REVIEW**—When a lesson extends more than one class period, teachers should have students review what they learned the previous day before continuing with the new learning. Ideally, the teacher would give the students some specific questions that can be answered by reviewing the text that was read the previous day, and then give students 3 minutes to work with their classmates to find answers to those questions.
- **IDENTIFY ESSENTIAL OR GUIDING QUESTIONS**—The teacher focuses the learning and gives the students an objective by identifying a few key essential or guiding questions that are central to the learning objective. The essential questions may come from the KWL chart, or the teacher may have planned them in advance (usually a bit of both). This helps to make the learning more relevant to the students and gives the lesson a focus.

## Small Group Instruction

- **CHUNKING AND DISCUSSING** — During reading, the teacher supports comprehension of difficult text by reading small portions of the text with the students (perhaps a paragraph or two), and then asking an open-ended question for the students to answer and discuss. At each stopping point, the teacher might ask a very general question such as "What did we just learn?" or "Who can summarize what we just read?" Or a teacher might ask a more specific question such as "What does this word mean?" or "What examples of \_\_\_\_\_ did we just read about?"  
The teacher also models "fixing" strategies when students are confused: "I'm going to read this again very carefully and see if it makes more sense."
- **REVIEW TEXT STRUCTURE FEATURES** —Teacher explicitly teaches the structure and features of the text, and teach students strategies for navigating and organizing information contained in the text.
- **SUMMARIZING** — Students regularly (both verbally and in writing) summarize information, synthesizing the important information and communicating that information in their own words. The summarization may be a summary of information that the students read, or it may be a summary of an event or procedure. Students should also summarize their own learning, describing what they learned, how they will remember and apply it, and why it is important. (Breaking up material into smaller units, then summarizing is especially helpful for beginning English Language Learners.)
- **STATEMENT STRATEGY** —After the students read a passage of text, the teacher gives them a statement describing some aspect of the text. Students must then go back into the text and find evidence for or against that statement. For example, after reading a short excerpt from Mark Twain's *Huckleberry Finn*, the teacher would make a statement like "Huck Finn is a bad friend." Students then go back into the text to locate support for, or evidence against, that statement. This can be repeated with the same passage of text several times.

## Literacy Work Stations

Work stations are for all children. Teachers plan purposeful, independent practice of a previously taught skill or strategy lesson aligned with literacy standards. Designed for practice with intent and purpose, the emphasis is on hands on learning that engages students.

Work station center around the following concepts:

- Reading Response Work Station
- Word Work Station
- Poetry Station
- Classroom Library Work Station
- Writing Work Station

# Independent Reading

Students engage in independent reading in a variety of genres. These selections such are chosen by, with, and for the student. Students participate in a variety of activities to develop independent fluency at an individual level.

Sample comprehension activities students might accomplish during independent reading are provided below:

- **FOUR SQUARE METHOD:** Students record in the squares where they have a connection, prediction, question, or visualization, for example.

This reminds me of . . .	I predict that . . .
I wonder . . .	I can picture (visualize) . . .

## RE-READING –REPEATEDLY READING TEXT FOR DIFFERENT PURPOSES

The practice of reading a text more than once assists in deeper understanding and insights for comprehending its content. Strategies used for repeated reading support students’ abilities to view text with from a variety of perspectives with varying objectives in mind.

# Reflection

Near the end of the reading block, the teacher builds in opportunities for reflection to reinforce student learned. A variety of activities assist in reflection, such as small-group, round-robin sharing, pair-share, or a variety of activities where students engage in thoughtful, reflective discussion regarding new learnings.

- **TEACHER TALK TO ENGAGE AND LEAD DISCUSSION:** "Tell your group one thing you learned in this lesson." Alternatively, the teacher may ask for an "Exit Ticket" for getting out of the class at the end of the day. Effective reflection ties back to the essential or guiding questions or possibly all the way back to the K•W•L chart the students started prior to the lesson.



# Glossary

Academic and Professional Terms Included:

<b>Term</b>	<b>Definition</b>
Affix:	A general term that refers to prefixes and suffixes.
Alliteration:	The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).
Alphabetic Principle:	The principle that letters and letter combinations represent individual phonemes in words in written language.
Assessment:	A process used to gather information about students. It may be a screening, progress monitoring, diagnostic, or outcome measure and should be used to help inform instruction.
Authentic Text	Natural or real teaching material. Often this material is taken from newspaper, magazines, or podcasts.
Benchmark:	A critical target that occurs for each reading skill at a single assessment period.
Blending:	Quickly combining sounds to accurately represent a word.
Box & Whiskers Graph:	A way to visually represent a range of scores. For example, how a classroom is performing in relation to a target score.
Code Focused:	Any planned or unplanned instructional activity that is intended to provoke language learners to pay attention to linguistic form. Code focused activities stress letter-sound correspondence and emphasizes decoding to the point of automatic recognition.
Cognitive:	Relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering).
Coherence:	In terms of linguistics, it is what makes a text semantically meaningful.
Comprehension:	Understanding what one is reading, the ultimate goal of all reading activity.
Conceptual Categories:	As related to words, vocabulary that is grouped based on common attributes.
Conjunction:	An uninflected linguistic form that joins together sentences, clauses, phrases, or words.
Connected Text:	Words that are linked as opposed to words in a list, as in sentences, phrases, and paragraphs.
Contextual Analysis:	A word-learning strategy used to infer meaning from the surrounding text and definitions.
Core Reading Program:	The primary instructional tool that teachers use to teach children to learn to read; typically referred to as a basal because it serves as the base of reading instruction.
Criterion Referenced:	Results are according to a standard already in place. It reflects the extent to which goals are met and more effectively describes content mastery.

Decoding:	The ability to translate a word from print to speech, usually by using knowledge of sound-symbol correspondences; also, it is the act of deciphering a new word by sounding it out.
Derivational Suffix:	A suffix that is added to the end of a word to change the word's grammatical role or its part of speech. Derivational endings may change the root word's spelling or pronunciation considerably (-ous, -tion, -ful).
Diagnostic:	Used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a student is behind in reading growth, they will usually be given only if a student fails to make adequate progress after receiving extra help in learning to read. Diagnostic tests are designed to provide a more precise and detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned.
Differentiated Instruction:	A profess to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.
Direct Instruction:	The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.
Effectiveness of Core Reading Instruction (ECI):	Index that shows the percentage of students who begin the year reading "on grade level", continue to meet grade level expectations at the mid-year assessment, and make grade level expectations at the end-of-year assessment.
Effectiveness of Instruction (EI):	This index shows the percentage of students who begin the year at some level of risk for reading difficulties (reading below grade level) but progress to a lower level of risk or to grade level at the mid-year or end of year assessment (e.g. they move from "Intensive" to "Strategic" or "Initial", or from "Strategic" to "Initial").
Emergent Literacy Skills:	The skills, knowledge, and attitudes that are developmental forerunners to conventional forms of reading and writing.
Explicit Instruction:	Teacher-led, interactive instruction that directly presents both the material and the relationships which need to be learned. The teacher models expectations; provides teacher-student practice (which supports students by giving immediate corrective feedback), student practice, and opportunities for independent practice. Recognizes learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction. <ul style="list-style-type: none"> <li>• Clarify an explanation with additional examples or details.</li> <li>• Model with more intensity and clarity during a small group or one-on-one setting.</li> <li>• Provide additional guided practice opportunities with further teacher support.</li> <li>• Increase teacher monitoring and feedback during independent practice.</li> </ul>

Expository Text:	Genre of reading that reports factual information and highlights relationships among ideas. Expository text tends to be more difficult for students than narrative text due to its density of long, difficult, and unknown words or word parts.
Expression:	Lively indication or depiction of mood or sentiment while reading text; this includes facial movement or vocal intonation to indicate feeling and is indicative of a student's fluency and comprehension.
Fluency:	Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.
Formal Assessment:	Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.
Guided Practice:	Students practice newly learned skills with the teacher providing prompts and feedback.
Guided Reading:	Guided reading is a strategy that a teacher uses to help students become great readers. The teacher's role is to provide support to a small group of students by using a variety of reading strategies to guide them to become successful in reading.
High-Frequency Words:	A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.
Immediate Intensive Intervention:	Specifically designed and customized instruction for homogeneous small group or one-on-one reading instruction. It is considered "immediate" because it should begin as soon as the teacher is aware that a student is lagging seriously behind in one or more critical reading skills. It involves systematic and explicit instruction that specifically address the student's deficiency in a component skill. It also involves more progress monitoring on target skills to ensure adequate progress.
Independent Reading Level:	The level at which a reader can read text with 95%-98% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader. (As defined by the assessment tool...)
Inflectional Suffix:	In English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. A major difference between inflectional and derivational morphemes is that inflections added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).
Informal Assessment:	Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests, and running records are all examples of informal assessment.
Informational Text:	Genre of reading that includes expository, persuasive, and procedural writings.

Instructional Reading Level:	The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.
Intonation:	The rise and fall of pitch in the voice while reading a text aloud.
Letter-Sound Correspondence:	Students identify letter sounds (one to one correspondence) and then match the sound.
Linguistic:	Of, or relating to, language to a letter (initial, final, medial).
Literary Text:	Genre of reading that includes fiction, literary non-fiction, and poetry.
Mastery:	Full understanding of a skill at a predetermined level.
Meaning Focused:	Instruction that teaches students how to extract and construct meaning from text. It focuses on general comprehension by stressing the functional nature of printed words.
Minimal Pairs:	Two words that differ by one phoneme.
Modeling:	When the teacher overtly demonstrates a strategy, skill, or concept that students will be learning.
Morpheme:	The smallest meaningful unit of language.
Morphemic Analysis:	A word-learning strategy that uses an analysis of words formed by adding prefixes, suffixes, or other meaningful word units to a base word.
Narrative Text:	Genre of reading consisting of stories about fictional or real events.
Nonsense Words:	Words that follow the patterns of Standard English, but are not real words.
Norm Referenced:	Results are determined on comparison with other students (peers). Its name is derived from the normal curve and teachers use it to establish what is commonly called a “grading curve”. This curve is based on percentages of students’ score distribution (e.g. top 15% receive an A).
Onset and Rime:	In a syllable, the onset is the initial consonant or consonants. The rime is the vowel and any consonants that follow (e.g., the word “sat”: the onset is “s” and the rime is “at”. In the word “flip” the onset is “fl” and the rime is “ip”).
Outcome Measure:	An assessment used to measure the success of instruction throughout the year. The FCAT is an example of an Outcome Measure.
Outlier:	A student with a score in the top or bottom 5 percent of the class.
Percentile Rank:	Percentage of students the same age, whose scores equal or surpass that of a particular child. These scores cannot be averaged
Phoneme:	The smallest unit of sound within our language system.
Phonemic Awareness:	The ability to notice, think about, or manipulate individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: an awareness of individual phonemes in words.
Phonics:	The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.
Phonological Awareness:	One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a

	student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences.
Point of View:	The way a story is written based on who is telling the story (ie. First person or third person).
Prosody:	Reading with the rhythmic and intonational aspect of language.
Phrasing:	To express in words or in appropriate or telling terms; a style of expression.
Print Awareness:	Ability to recognize written language and understand that printed words carry meaning.
Progress Monitoring:	Tests that keep a teacher informed about a student's progress in learning to read during the school year. The tests are a quick sample of critical reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year. They can be administered to a student every week, every two to three weeks, or monthly
Pronoun Reference: Pronouns usually refer to	Other words called antecedents (nouns or other pronouns) because they come before the pronoun. Pronouns must refer clearly to distinct, close, and single antecedents so as not to interfere with a reader's comprehension of the text.
Psychometric Standards:	Rules pertaining to the theory and technique of educational and psychological measurement, which includes the measurement of knowledge, abilities, attitudes, and overall aptitudes.
Qualitative:	Relating to or involving comparisons based on qualities.
Quote:	To repeat the exact words from a source; credit should be given to the original source.
R-controlled:	A vowel that is followed by the consonant r, such that its pronunciation is influenced by the /r/and is neither a long or short vowel sound (e.g., farm, her, first).
Rate:	The timed speed at which a reader navigates the text (e.g., words per minute).
Raw Score:	The score that is first acquired when scoring a test or performance task. It is often changed to a type of derived score for interpretation (e.g., standard scores or percentile rank).
Reader Characteristics:	The levels of knowledge a reader brings to the text, with respect to linguistic, cognitive, and affective areas.
Recall:	To bring back to mind what one had already read; a display of comprehension.
Recognize:	To acknowledge, or take notice of, given and new information within a text in some definite way.
Reciprocal Pronoun:	A pronoun expressing a mutual relationship (e.g., each other and one another).
Recommended Instructional Level (RIL):	The level of instruction needed by individual students to have success at grade-level reading and are derived from combining scores on tests given at each assessment period. These levels include: <ul style="list-style-type: none"> <li>•Initial: Outcome of the DIBELS® assessment that indicates a student is performing on grade level.</li> </ul>



	<ul style="list-style-type: none"> <li>•Strategic: Outcome of the DIBELS® assessment that indicates a student would benefit from additional assistance in targeted areas.</li> <li>•Intensive: Outcome of the DIBELS® assessment that indicates a student is in need of immediate intensive intervention (iii).</li> </ul>
Relative Pronoun	A pronoun that refers to an antecedent (e.g., whom in the man whom you were talking to).Relative pronouns link a dependent clause to a main clause in a sentence.
Reliability:	Refers to the consistency of the outcomes; how dependable a test is. It is also a prerequisite of validity.
Reliable Source:	A credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?
Remediation:	Remediation is instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.
Resolution:	The point in a literary work at which the story's problem is worked out.
Response to Intervention:	Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.
Restrictive Relative Clause:	A phrase or clause that limits the essential meaning of the noun or noun phrase it modifies (e.g., who had a camera in The man who had a camera took our picture).
Retell:	To tell again, or in another form, to convey comprehension of a text.
Rhetorical Device:	A technique that an author or speaker uses to influence or persuade an audience.
Rhetorical Fallacy:	An argument that is not sound but may still be convincing. Rhetorical fallacies may be divided into three categories: 1) Emotional fallacies appeal to the audience's emotions. 2) Ethical fallacies unreasonably advance the writer's own authority or character. 3) Logical fallacies depend upon faulty logic.
Rhetorical Purpose:	The author's primary aim in a piece of writing. The rhetorical purpose could be to narrate, to argue, to review, to explain, or to examine
Rhetorical Technique:	Different techniques used in essays or to improve them (ie. Point of view, word choice or point of view)
Rhyming:	Words that have the same ending sound.
Rhyme Scheme:	The pattern of rhyming lines (e.g., ABAB, ABBA).
Rime:	The terminal syllable of a word that can be rhymed (e.g., /at/ in cat and fat).

Risk Levels:	<ul style="list-style-type: none"> <li>•High: Seriously below grade level and in need of substantial intervention. A student at high risk who does not receive immediate intensive intervention (iii) has about a 10 percent chance of reading on grade level at the end of the year.</li> <li>•Moderate: Moderately below grade level. Targeted instruction is needed to improve at least one skill. Without targeted instruction, a student at moderate risk has about a 50 percent chance of achieving grade level at the end of the year.</li> <li>•Low: The current classroom instruction is sufficient for meeting the student’s needs. A student at low risk has a about an 80 percent chance of reading at grade level at the end of the year.</li> <li>•Above Average: The student’s performance in a particular skill is above average in proficiency</li> </ul>
Rule of three:	A principle that states that things grouped or presented in threes create a more effective, satisfying, and memorable pattern. Examples include the three little pigs, the three Musketeers, or Aristotle's three types of speeches.
Running Record:	A running record is one method of assessing a child's reading level by examining both accuracy and the types of errors made.
Sarcasm:	A bitter form of irony, intended to taunt or hurt.
Scaffolding:	Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.
Scheme:	A figure of speech that concerns word order, syntax, letters, and sounds, as opposed to the meaning of words. Some types of schemes include: parallelism/parallel structure, antithesis, inverted word order, repetition of words, and reversed structures.
Scientifically-based Research:	<p>Education related research that meets the following criteria</p> <ul style="list-style-type: none"> <li>· Analyzes and presents the impact of effective teaching on achievement of students</li> <li>· Includes large numbers of students in the study</li> <li>· Includes study and control groups</li> <li>· Applies a rigorous peer review process</li> <li>· Includes replication studies to validate results</li> </ul>
Screening:	Provides the teacher with a beginning assessment of a student’s preparation for grade level reading instruction. They are a “first alert” that a student may need extra help to make adequate progress in reading during the year.
Script:	1) A written version of the speech and actions of performers, as in a play or film.2) Handwriting.
Scope and Sequence:	A “roadmap” or “blueprint” for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught.
Secondary Source:	A source that is a step removed from the original accounts of an event or experience.

Segmenting:	Separating the individual phonemes (or sounds) of a word into discrete units.
Semantic Maps:	A strategy for graphically representing concepts and portraying their schematic relations.
Sensory Detail:	A detail in writing that describes what is seen, heard, smelled, tasted, or touched.
Sensory Language:	Words an author uses to help the reader experience the sense elements of the story. Sensory words are descriptions of the five senses: sight, sound, touch, smell, and taste.
Setting:	The time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural, or historical background against which the story takes place.
Shared Reading:	Using an enlarged text that all children can see, the teacher involves children in reading together following a pointer.
Sight Words:	Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
Simile:	A comparison of two things that are essentially different, usually using the words like or as (e.g.... my love is like a red, red rose from Robert Burns, A Red, Red Rose).
Simple Sentence:	A sentence with one subject and one predicate (e.g., The chicken crossed the road).
Slant Rhyme:	An imperfect rhyme that usually has the same end consonant sound but not the same vowel sound; also called a half rhyme (e.g., found and kind, grime and game, ill and shell, dropped and wept).
Soliloquy:	A dramatic convention in which a speech is given by a character while or as if alone; literally, "talking to oneself"
Stanine:	A standard score that has a range of 1 to 9 with a mean of 5. Each stanine is one-half of a standard deviation wide, except 1 and 9 at the ends of the distribution.
Stated Assumption:	Persuasive works are based on statements that are assumed to be accurate. When an author clearly states the premise in the persuasive work, it is a stated assumption.
Stereotyping:	A rhetorical fallacy in which one classifies a person or group according to a common aspect that is oversimplified, rigidly applied, and often uncomplimentary
Story Line:	The plot of a story or drama.
Strategic Interventions Specific to Needs:	Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions
Structure of Fiction:	How a literary work is constructed or put together.
Student-Friendly:	When everyday language is used to simplify and explain information to students.

Structural Element:	One basic form of a poem, including its visual presentation (e.g., line, stanza, or verse).
Structural Pattern:	The pattern that emerges when the various literary parts (i.e., character, setting, theme, and plot) come together to form the whole.
Style:	The way something is written, in contrast to its content (e.g., Hemingway's writing style is terse, blunt, and conversational).
Stylistic Device:	A technique used by an author to express meaning, ideas, or feelings in a written work (e.g., metaphor, simile, alliteration, etc.). The use of these techniques is related to the tone of the piece and the style of the author.
Subjective Point of View:	See "point of view:"
Subjunctive Mood:	A verb mood expressing a wish, command, or hypothetical or anticipated condition (e.g., If I were finished eating, I would go to the party).
Subordinate Clause:	A clause containing a subject and a verb that modifies a main or independent clause but cannot stand alone; also called a dependent clause (e.g., until he goes in I will wait until he goes).
Subordinating Conjunction:	A conjunction that introduces a dependent clause and connects it to an independent clause (e.g., because, when, unless).
Summarize:	To reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original source.
Superlative:	An adjective indicating the greatest degree of something; a superlative is usually formed using (e.g., the best and the brightest).-est.
Suspense	The sustained interest created by the buildup of events and delayed resolution of the plot's conflict.
Syllable:	A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.
Syntax:	Rules that specify the arrangement of words and the relationships between words in phrases and sentences.
Symbolism:	The use of symbols to represent abstract ideas in concrete ways.
Syntax:	The arrangement and sequence of words in sentences, clauses, and phrases.
Synthesize:	To combine elements and parts to form a coherent whole.
Systematic Instruction:	A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are planned. Instruction is clearly linked within, as well as across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.
Sustained Evidence:	Textual evidence or argumentation in support of the thesis that is unflawed and remains strong • throughout the paper
Target:	An interim goal that occurs at every assessment period.

Targeted Instruction:	Instruction that is aimed at a particular skill or set of skills.
Technical Vocabulary:	Specialized vocabulary that is used within a particular context and usually by a limited group of people who know and understand the specialized terms.
Temporal Ordering:	Terms such as before, after, when, and while convey information on the order of events, length of events, and events that are occurring at the same time. These terms give the reader a context of time and allow for fuller comprehension of the text.
Testimonial:	A statement in support of a particular truth, fact, or claim; a recommendation. Testimonials are often used in advertising.
Teacher of Record:	Teacher of record is the person responsible for assigning the grades.
Text Genre:	Different styles of text that reflect a variety of purposes which children encounter when reading (e.g., narrative, expository, persuasive, informative).
Text Structure:	The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).
Thematic Link:	A logical connection made between or among texts that share similar themes.
Theme:	The central or universal idea of a piece of fiction or the main idea of a nonfiction essay. A universal theme transcends social and cultural boundaries and speaks to a common human experience. A theme may be explicit or implicit. In a work with an explicit theme, the author overtly states the theme somewhere within the work. Implicit theme refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme.
Validity:	The extent to which a test measures what it was intended to measure. <ul style="list-style-type: none"> <li>•Construct validity: When a test produces results that conform well to real-world applications.</li> <li>•Content validity: When a test reflects the curriculum that is taught.</li> </ul>
Vocabulary:	Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading, and writing.
Thesis:	1) A statement or premise supported by arguments. 2) The subject or theme of a speech or composition.
Third-Person Limited:	Third person limited point of view is a method of storytelling in which the narrator knows only the thoughts and feelings of a single character, while other characters are presented only externally. Third person limited grants a writer more freedom than first person, but less than third person omniscient.
Third-Person Omniscient:	Third person omniscient is a method of storytelling in which the narrator knows the thoughts and feelings of all of the characters in the story, as opposed to third person limited, which adheres closely to one character's perspective.

Tier I:	Tier I instruction is the core general education instruction in the content areas.
Tier II:	Student receives small group instruction in addition to core instruction.
Tier III:	Student receives intensive small group intervention with a highly skilled intervention teacher in addition to core instruction.
Tone:	The author's particular attitude either stated or implied in the writing.
Traditional Literature:	Stories that were originally oral and later became written text.
Tragic Flaw:	A flaw or defect in a tragedy's hero or heroine that eventually causes his or her downfall.
Transitional Words and Phrases:	Words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.
Understatement:	A rhetorical technique, often incorporating irony or humor, in which something is represented as less than it actually is.
Universal Screening:	Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.
Universal Theme:	A universal theme is a message about life that can be understood by most cultures.
Valid Source:	A correct and truthful source. Some questions useful for evaluating validity of a source might be: <ul style="list-style-type: none"> <li>• Does the author present facts with supporting evidence?</li> <li>• Does the information in this source match information in other sources?</li> </ul>
Voice:	Articulation or expression in coherent form, either verbally or in a piece of writing.
Vowel Digraph or Vowel Pair:	Two vowels that together represent one phoneme or sound (e.g., ea, ai, oa).
Word Boundary:	The boundary or division between two words.
Word Choice:	The author's thoughtful use of precise vocabulary to fully convey meaning to the reader
Word Segmentation:	The division of words into syllables or segments; also called syllabication.

# Bibliography



## Bibliography

---

Anderson, Carl. 2005. *Assessing Writers*. Portsmouth, NH: Heinemann

Archer, Anita and Charles Hughes, 2011. *Explicit Instruction-Effective and Efficient Teaching*, The Guilford Press, New York, NY, The Guilford Press

Austin ISD –Curriculum Department. 2012. *Comprehensive Literacy Handbook*. Austin, TX: AISD

Boushey, Gail and Joan Moser, 2008. *Cafe*. Portland, Maine: Stenhouse

Boushey, Gail and Joan Moser, 2006. *The Daily Five-Fostering Literacy Independence in the Elementary Grades*. Portland, Maine: Stenhouse

Calkins, Lucy. 2006. *Launching the Writing Workshop*. Portsmouth, NH: Heinemann

Calkins, Lucy. 2003. *The Nuts and Bolts of Teaching Writing*. Portsmouth, NH: Heinemann

Calkins, Lucy and Kathleen Tolan. 2010. *Building A Reading Life*. Portsmouth, NH: Heinemann

Calkins, Lucy and Kathleen Tolan. 2010. *A Guide to the Reading Workshop*. Portsmouth, NH: Heinemann

Fletcher, Ralph, and JoAnn Portalupi. 2001. *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann

Graham, Steve and Delores Perin. 2007. *Writing Next, Effective Strategies to Improve Writing*.

Graves, Donald and Penny Kittle, 2010. *Inside Writing-How To Teach The Details of Craft*. Portsmouth, NH: Heinemann

Hasbrouck, Jan and Carolyn Denton. 2005. *The Reading Coach: A How-To Manual For Success*. Longmont, CO: Sopris West

Leograndis, Denise, 2008. *Launching the Writing Workshop*. New York, NY: Scholastic

McEwan-Adkins, Elaine, 2011. *Literacy Look-Fors, An Observation Protocol to Guide K-6 Classroom Walkthroughs*, Bloomington, IN: Solution Tree Press,

Miller, Debbie, 2002. *Reading With Meaning*. Portland, Maine, Stenhouse Publishers

Miller, Debbie, 2008. *Teaching With Intention*. Portland, Maine, Stenhouse Publishers

Pinnell, Gay Su and Irene C Fountas, 2011, 2008. *The Continuum of Literacy Learning, Grades Prek-8*. Portsmouth, NH: Heinemann

Pinnell, Gay Su and Irene C Fountas, 2010. *Guided Reading: Good First Teaching for All Children, Guiding Readers and Writers, and Benchmark Assessment System*; Portsmouth, NH: Heinemann

Tomlinson, Carol Ann, 1999. *The Differentiated Classroom: Responding to the Needs of All Learners*; Alexandria, VA: ASCD

### **Websites and Other Resources:**

CLI Engage - <https://cliengage.org/home/Dashboard/sign-in>

Florida Center For Reading Research - <http://www.fcrr.org/>

Hasbrouck & Tindal Oral Reading Fluency Data Chart-  
<http://www.readnaturally.com/pdf/oralreadingfluency.pdf>

Intervention Central- <https://www.interventioncentral.org/>

Meadows Center-University of Texas @ Austin- <http://www.meadowscenter.org/>

Reading Recovery of North America- <http://readingrecovery.org/>

Renaissance Learning- <https://global-zone50.renaissance-go.com/welcomeportal/228312>

Texas Education Agency- <http://www.tea.state.tx.us/>

Texas Education Agency-STAAR- <http://www.tea.state.tx.us/student.assessment/staar/>

Texas Education Agency-State Literacy Plan- <https://tea.texas.gov/literacy/TLI/>

Texas Education Agency-TEKS <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>