

Manor ISD Primary Grades Literacy Initiative



<http://tinyurl.com/PreK2ndPlan>



@ManorISD

#ManorISD #literacy #FPLiteracy #learningtoread



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Overview:

This handbook is designed to provide guidance on expectations, quality resources, and examples of research-based strategies for use in all classrooms. In presenting this resource of best practices, we hope to create a shared knowledge base for all Manor ISD teachers and administrators regarding literacy acquisition and instruction. Thank you to all the committee members who worked together to ensure a vision focused on primary students' literacy development.

Components of Literacy Instruction:

The National Reading Panel's report titled "Teaching Children to Read," was released in 2000. The report identified five essential components of reading instruction:

- Phonological Awareness
- Alphabetic Knowledge (Phonics)
- Reading Fluency
- Vocabulary
- Reading Comprehension.

All these components combined are the basis for literacy instruction in Manor Independent School District. Manor also believes in the value of written expression and oral language development to support early literacy skills in all PreK-2nd grade classrooms.



ISD

Manor ISD Beliefs of Primary Literacy Instruction:

- We believe in the value of reading and writing for self-enjoyment and learning contexts.
- We believe that creating lifelong learners is critical for our students' future successes.

- We believe all students should have daily access and engagement with texts across both print and digital platforms.
- We believe students should have opportunities to self-select texts and reading materials.
- We believe literacy is a social act and that meaning can be made through shared classroom experiences.
- We believe that reading is a complex process and that readers need explicit instruction in a variety of strategies (including phonological awareness, phonics, comprehension, and vocabulary) to become stronger readers.
- We believe that writing is a complex process and that writers need intentional spaces to develop their skills; including explicit instruction, authentic audiences, individualized instruction, and time to write each day.
- We believe literacy instruction should be informed by data (quantitative and qualitative) and that students should have differentiated instruction based on their strengths and needs.
- We believe students come to our schools with a wealth of cultural knowledge to be appreciated, shared, and valued.
- We believe students' primary language is an asset in literacy development. We believe that a comprehensive approach to bilingual literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing.
- We believe our teachers are a valuable resource in the lives of our students. We appreciate their dedication to our students and encourage their continued growth to learn more about literacy instruction for the benefit of current and future MISD students.

Manor ISD District Goals:

District Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

District Improvement Plan

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students

Performance Objective 2: 95% of students will read at or above grade level by the end of 2nd grade as determined by the DRA2/EDL2 assessment

Objective 6: Align district level systems, processes, instructional resources and professional development initiatives to ensure a consistent implementation of Bilingual/ESL programming to support ELLs.

Objective 13, Strategy 4: ensure effective implementation of RtI and data collection prior to referral for special education evaluation, and to reduce African American representation in special education

Objective 16, Strategy 2: Utilize research based intervention program for students with dyslexia



Primary Grades Literacy Initiative Goals:

1. Implement an effective and holistic literacy program so that 95% of 2nd graders are reading on or above grade level at the end of the year as measured by the DRA/EDL 2.

- Utilize balanced literacy to teach reading in grades PK-2
 - Guided Reading, Shared/Interactive Reading, Independent Reading, Daily Read Alouds
 - Explicit Writing Instruction, Guided Writing, Shared/Interactive Writing, Independent Writing,
 - Systematic inclusion of the 5 essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension
 - Adopt and use a phonics program across all 9 elementary campuses

2. Promote literacy growth for all students through daily engaging text interactions with both print and digital formats as well as systematic inclusion of speaking, listening, writing in and beyond the literacy classroom using a balanced literacy framework.

- Encourage a love of reading through daily engagement with authentic literature
- Prepare readers for 21st century skills including using digital media
- Daily inclusion of reading, writing, speaking, and listening

3. Align district resources to support strong foundations for reading

- Ensure the district curriculum and teacher instruction supports all learners with a particular focus on English Language Learners, students with identified special educational needs, and incorporates culturally responsive pedagogy and practices
- Continue to foster the dual language biliteracy initiative with research-based practices for English Language Learners.
- Clearly communicate district curriculum and expectations that support teachers' instructional practices for the benefit of student learning

We want our K - 2 students to experience the love of reading and writing.

Primary Grades Literacy Initiative Additional Details:

- PK-2 Literacy Coaches on each elementary campus trained by literacy experts and supported by C & I and Bilingual Department focused solely on literacy support for teachers. Literacy Coaches will meet monthly with C&I and/or Bilingual Department for PD and provide PD to PLCs each week.
- Interventionists support K-2 Tier 3 students through targeted small group instruction
 - Ideally utilizing a pedagogical approach that maximizes professional collaboration
 - Resources: LLI Kits and TPRI/Tejas Lee intervention materials
 - Interventionists will meet monthly with Continuous Improvement and C&I.

- Balanced Literacy & Writer's Workshop instructional models continued in all PK-2 classrooms with dedicated professional development in August and monthly follow-ups through after school PD and PLCs.
- English phonics program and a Spanish multisensory language program to address district needs implemented with professional development in August and PLCs follow-ups (F&P, Esperanza, Estrellita)
- Literacy Leadership Training (Principals and APs) during leadership week with follow-up training 3 times a year
- Assessment in K-2 Classrooms using TPRI/Tejas Lee and DRA/EDL (diagnostic) tracked through digital data analysis tool. Running records once every month will serve as the ongoing formative assessment for reading. Students reading progress will be monitored on a school-wide data wall.
- PreK assessment using RSK (diagnostic screener) tracked through digital analysis tool. Students reading progress will be monitored on a school-wide data wall.
- Literacy Handbook that reflects MISD policies and systems

Instruction:

Balanced Literacy Framework:

Balanced Literacy is a model for teaching children in a student-centered classroom. It is based on the work of Marie Clay, Irene Fountas, Gay Su Pinnell, Lucy Calkins, and others. Students read and write daily in both independent settings and in a range of flexible group settings. Students have opportunities to read, write, speak, and listen throughout the day. Connections between oral language practices and written language practices should be directly addressed so that students can see the alignment of all language components. The balanced literacy approach is deeply rooted in the belief that teachers should be constantly aware of students' individual needs and progress. By arming themselves with an array of informal and formal assessment tools, teachers can determine and provide differentiated support for their students, thus enabling all students to increase their levels of literacy development.



The teacher's roles within the classroom are varied throughout the literacy block. Some literacy tasks are modeled (and controlled) by the teacher, while others are scaffolded with the support of the teacher, eventually leading to the student's independent capacity. All tasks are monitored so that students who are experiencing success can be further challenged and those students who are facing difficulty with mastery have systematic support within the classroom

READING WORKSHOP

WRITING WORKSHOP

<p style="text-align: center;">Interactive Read Aloud</p> <ul style="list-style-type: none"> •Teacher reads a selection aloud, engaging students in a series of cognitive strategies: previewing, predicting, questioning, text analysis, feature analysis, and response. 	<p style="text-align: center;">Interactive Writing</p> <ul style="list-style-type: none"> •Teacher and students work together to compose various forms of writing--students provide the ideas and the teacher supports the process as a facilitator. •The teacher facilitates a “shared pen” technique. The group agrees on what to write through discussion and negotiation. Together the teacher and students navigate through the writing process.
<p style="text-align: center;">Shared Reading</p> <ul style="list-style-type: none"> •Teacher and students read text together to promote discussion, problem-solving and critical thinking. •It is an <u>interactive</u> experience in which an enlarged text is used for all students to see. At the primary level, texts are usually read multiple times over a period of days or weeks. 	<p style="text-align: center;">Shared Writing (Modeled Writing)</p> <ul style="list-style-type: none"> •Teacher and students work together to compose various forms of writing. •Students provide the ideas and the teacher supports the process as a scribe. •The teacher provides full support, modeling and demonstrating the process of writing. Explicit instruction in the writing process
<p style="text-align: center;">Guided Reading</p> <ul style="list-style-type: none"> •Teacher works with small groups of 3-6 children who have similar reading needs. Students may be grouped by reading level or by focus skill. The teacher selects and introduces new texts specifically chosen to match the instructional levels of students. •Readers are carefully prepared when introduced to a new text, and strategies are <u>explicitly</u> taught. Ongoing observation and assessment (running records, fluency timing, etc.) inform instruction and grouping of students is flexible and may be changed often. 	<p style="text-align: center;">Guided Writing</p> <ul style="list-style-type: none"> •Teacher works with small groups of children who have similar writing needs. •Teacher selects and introduces new techniques and strategies carefully chosen to match the instructional levels of students, and various strategies are explicitly taught.

<p style="text-align: center;">Reading Conferences</p> <ul style="list-style-type: none"> •Teacher meets with an individual student, engaging in a dialogue about the student’s reading skills and reading choices. •Teacher may listen to the student read, noting the reader’s strengths, providing explicit instruction in terms of reading strategies, and setting reading goals. 	<p style="text-align: center;">Writing Conferences</p> <ul style="list-style-type: none"> •Teacher meets with an individual student, engaging in a dialogue about the student’s writing. •Student may read their writing aloud, the teacher reinforces the writer’s’ strengths, provides explicit instruction on areas of growth, sets goals for future writing.
<p style="text-align: center;">Independent Reading</p> <ul style="list-style-type: none"> •Students self-select and independently read appropriate books based on reading level and interest. •Students should have access to print and digital texts. 	<p style="text-align: center;">Independent Writing</p> <ul style="list-style-type: none"> •Students write independently within a variety of genres and take pieces through the writing process (though not every piece of writing will go through every stage). •Writing topics are either directed by the teacher or may be self-selected.
<p>Shared Learning and/or Reflection</p> <p>A few students share their learning/reading/writing from the day. Everyone reflects upon their own reading and writing to explain how they have used the information learned from the read aloud, shared reading/writing, interactive writing, conferences and guided reading/writing.</p>	
<p>Mini-lessons:</p> <p>Teacher directs a short, efficient lesson focused on a specific principle or procedure. This may be through a shared or interactive format, but a portion includes explicit instruction. Mini-lessons are recommended to last 10-15 minutes, no longer than 20 minutes.</p>	
<p>Oracy</p> <p>Bilingual teacher plans opportunities for ELLs to purposefully use the academic language from the TEKS throughout his/her daily instruction.. Teacher uses strategies such as TRP, ART, conceptual attainment, word/picture sorts and sentence stems in order to</p>	

scaffold the instruction of language, literacy and content.

The Bridge/Metalanguage

The Bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences in the phonology, morphology, syntax and grammar and pragmatics between the two languages, that is, to undertake contrastive analysis and transfer what they learned from one language to the other.

Inclusion of all Balanced Literacy components is a non-negotiable for Manor ISD classrooms. All components must be present and included with fidelity. Teachers have flexibility within their 120 minute literacy block and across the school week to determine how much time is needed for activities throughout the day/week/year.

The blue oracy and bridge section reflect that multilingual students require multilingual instructional strategies. The district recognizes that not all monolingual literacy strategies will support the needs of multilingual students, however the components of balanced literacy should be evident in all classrooms. We also recognize that methods appropriate for developing first language literacy for ELLs in Spanish differ from those that are most effective for developing second language literacy in English. Bilingual and Dual Language programs place a strong emphasis on the development of oracy (the language needed to interact with texts) and metalanguage (the language used to talk about language). Consequently, balanced literacy may look different in a bilingual/dual language classrooms due to time allocations for language of instruction and evidence of the additional components of oracy and metalanguage.

K-2 Literacy Instruction Non-Negotiables:

➤ Schedule

- 120 minutes of literacy instruction daily, schedule reflects balanced literacy framework
- Daily opportunities for reading, writing, speaking, and listening
- Daily opportunities for engagement with self-selected texts
- Instructional delivery across the week should include whole group, small group, guided practice, independent work time, and workstations/centers
- Bilingual teachers follow the language of instruction framework ([bilingual, dual language](#))
- Flexible scheduling to provide solid tier 1 instruction to students who are also pulled for inclusion and resource.

➤ Environment

- Classroom is a flexible print rich environment that changes to reflect current curriculum, student interests, and the language of instruction; this includes anchor charts, alphabet cards, letter walls (preK), word walls, labels, etc.
- Bilingual classrooms color code environmental print (English in blue and Spanish in green)
- Classroom has a space for whole group, shared reading/writing, and guided reading/writing.
- Classroom library includes authentic literature across a variety of genres
 - Your classroom library should have enough choices for students to find a variety of books that would match both their reading level and interest
 - Your classroom library should be placed in an area that is accessible to students
- Student centers are well managed and students are self-directed so the teacher may focus on small group guided instruction
- Centers/Workstations are aligned with standards that have been previously taught and assessed and include opportunities for students to use ELA strategies across content areas; centers should be updated with each new unit to address the ongoing TEKS, and skills/standards that students need additional time to master

➤ Materials

- Phonics

- Fountas & Pinnell Phonics Lessons (English)
- Lenguaje y Lectura PK/K Language Lessons (Spanish Whole Group)
- Esperanza 1st/2nd Language Lessons (Spanish Whole Group)
- Estrellita PreK & Kinder (Spanish Small Group during Intervention block)
- Phonemic Awareness
 - Heggerty
- Guided Reading
 - Leveled readers or authentic texts: slightly above children's independent level
 - Teacher record keeping system to track student progress over time
 - Guided Reading Teacher Text
 - F&P Literacy Continuum Teacher Text - Guided Reading Section for setting goals
- Read Aloud
 - Authentic children's literature
 - F&P Literacy Continuum Teacher Text - Interactive Read Aloud Section
 - Questions to teach within, beyond, and about and across texts (*see pages 17-18 of literacy continuum*)
- Shared Reading/Writing
 - Projected digital texts and/or big books
 - MyOn
 - Chart Paper
 - Explicit Instruction Lessons
- Independent Reading
 - Student selected texts
 - Technology to access digital texts
 - Student accessible bookshelves
- Independent Writing
 - Writer's notebooks
 - Brainstorming/Drafting section & Grammar/Mentor Sentence section
 - Writing supplies (pencils, pens, markers, crayons, tape, paper, stickers, etc.)
 - Writing Portfolios (2 pieces per nine weeks)
- Literacy Stations
 - Teacher created stations that reinforce previously taught skills and concepts
 - Pre-made stations that align with grade level standards/guidelines

- Station games from F&P phonics kits
- Technology (if available on your campus)
- Debbie Dillard’s Practice with Purpose is available on campuses, if center activities are needed

➤ Connections

- Reading and Writing instruction should spiral each other and inform each other.
- It is important to make explicit the connections between reading and writing and to think of reading standards as ‘practice’ for writing. For example, when you are engaged in a read aloud or shared reading experience, you can bridge the connection to using a specific writing strategy or skill the way the author did “in real life.”
- Likewise, when engaged in writer’s workshop lessons, using mentor texts that reinforce your reading standards would be beneficial to assist students in making those deep level connections.
- Teachers should help students bridge from oral language to written language across the literacy continuum.
- Bilingual students should be encouraged to explore similarities and differences between English and Spanish in order to transfer linguistic repertoires and content.

BALANCED LITERACY RUBRIC:

[Click here to view the balanced literacy rubric](#)

Literacy Sample Schedules

Kindergarten Monolingual	1st/2nd Monolingual	Dual Language K-2
Shared Reading (15 mins)	Read Aloud (15 mins)	English Block : rotates between read aloud, interactive reading, writing

		opportunities, and oral language development. <i>Students should receive instruction in English all 4 aspects of literacy (Listening, Speaking, Reading, Writing) over the course of a unit.</i> (30 minutes)
Guided Reading (15 mins)	Shared Reading (10 mins)	Shared Reading (10 mins)
Phonological Awareness and Phonics (20 mins)	Guided Reading (20 mins)	Guided Reading (30 mins)
Guided Reading (20 mins)	Phonics (15 mins)	Esperanza (20 mins)
Shared/Interactive Writing (15 mins)	Guided Reading (20 mins)	Writer's Workshop (20 mins)
Writer's Workshop (20 mins)	Independent Writing (25 mins)	Interactive/Shared Writing (10 mins)
Read Aloud (15 mins)	Interactive & Shared Writing (15 mins)	

This is a SUGGESTED schedule. The orange indicates Whole Group Time. Feel free to adjust according to your students' needs. Ideally students would receive 45+ minutes of writing: 10-15 minutes in centers, 15 minutes in shared writing, and 20+ minutes of independent writing time.

Instruction Checklist:

- I have a weekly schedule that includes all aspects of balanced literacy
- I have walls with dedicated space for print (anchor charts, alphabets, word walls, student work, etc.)
- I have a space dedicated for whole class lessons and student sharing
- I have a classroom library with a variety of books across many levels and genres
- I have a space to work with students during guided reading that is clear of papers/teacher materials
- Students will have an opportunity to read when...

- Students will have an opportunity to write when...
- Students will have an opportunity to speak when...
- Students will have an opportunity to listen when...
- Students will have an opportunity to work independently when...
- Students will have an opportunity to work with others when...

- My system for managing students while I work with small groups is:
- My system for tracking student progress during guided reading is:
- My system for tracking students during reading and writing conferences is:
- My system for changing centers throughout the year is:

- Do I have a balance of whole group and small group instruction?
- How long are my students sitting during the literacy block?
- Does my instructional plan have space for independent and collaborative work?
- Where can my time be flexible for “teachable moments” and where do I need to hold tightly to a schedule?
- Is my schedule developmentally appropriate for my students?
- What other literacy activities can students do while I am working with small groups? How will my centers remaining engaging across the school year so I can effectively work with small groups? How often will I change centers? What will my center management look like?
- How will I scaffold/enrich instruction to meet the needs of English learners, 504, SPED, and GT students?
- Am I using culturally relevant pedagogical techniques? (Do my materials and instructional references reflect the schema of the students I serve? Am I using an appreciative lens towards my students cultural and linguistic funds of knowledge?)

Curriculum Links:

[PreKindergarten](#)

[Kindergarten](#)

YAG, Pacing Guide, Week By Week

[First Grade](#)

YAG, Pacing Guide, Week By Week

Second Grade

YAG, Pacing Guide, Week By Week

Clever Link: Access to Studies Weekly, MyOn, Reading Street, Calle de Lectura, OWL

Eduphoria Link: Access to register for Professional Development, Access Curriculum Documents, Instructional Focus Document (IFD), Learning Progression Documents (LPD) for each unit

PreK-2nd Literacy Initiative Materials List

Assessment and Data:

Assessment:	Who/When:	More Info:
DRA2/EDL2 (Developmental Reading Assessment/Evaluacion Del Desarrollo De La Lectura)	All K-2nd grade students should be assessed for their BOY level in September (1-2) or October (K) Input data into campus data document (see example here)	Class should be tested within a 2 week frame for valid data. DRA Data DRA/EDL procedures DRA/EDL expectations chart pdf
TPRI/TEJAS LEE http://tprijl.tangosoftware.com	Kinder: October, January, April 1 - 2: September, January, April	http://www.tango-central.com (reports)

<p>(web testing portal)</p> <p>District ID: 227907</p> <p>You must test either on web or app across the year. Classes should be tested within a 2 week frame for valid data. The district recommends using the web-based portal.</p> <p>Training Powerpoint</p>		<p>Steps To Pull Reports: FOR REGISTRAR: Ondemand Report Grant Report Early Reader Indicator Codes Comparison Report</p> <p>FOR PARENTS per TEA: Select your grade/assessment Student Report Parent Notification Letter V2</p> <p>FOR INSTRUCTION: Multiple reports will provide data. Work with your coach to determine which reports will provide the necessary data for making instructional decisions.</p>
<p>RSK Ready Set Kindergarten!</p>	<p>PreK October, December, March, May</p>	<p>Data entered by end of each nine weeks</p>
<p>Circle Progress Monitoring (Formerly CPALLS+)</p>	<p>PreK: BOY September 19-Oct 2 MOY January 16-29 EOY April 16-27</p>	<p>https://www.childrenslearninginstitute.org/resources/circle-progress-monitoring/</p>
<p>CBAs (Curriculum Based Assessments)</p>	<p>2nd Grade - 2nd Semester: Writing and Science</p>	<p>CBAs will be created with a team of teachers from across campuses.</p> <p>C&I will translate into Spanish, enter into Eduphoria, and distribute to coaches.</p>
<p>Writing Portfolios</p>	<p>PreK: Teachers should collect 1 sample per week per student. These samples should reflect emerging reading and writing skills as outlined in the PreK Guidelines. See PreK section on page 23 for more information.</p>	<p>K-2 MISD Writing Rubrics</p> <p>2017-2018 MISD Writing Plan</p> <p>Clarification on using rubrics in</p>

	<p>K - 2: Two writing samples per grading period (one expository, one choice)</p> <p>Writing in the portfolio does not need to be a published piece. It could be a sample from their science notebook, a response to a book, a letter to a friend, etc. The goal is to track progress in writing, so if a sample shows growth, then it is a good choice to include!</p> <p>Physical writing portfolios should house the writing samples and the rubric. (A rubric so you can analyze the writing)</p>	<p>Kindergarten: The rubric for Kinder in the above links are for teachers to think deeply about student writing goals on one specific piece of writing.</p> <p>The developmental stages are listed on the Kindergarten progress reports (1-7) are meant to show a more holistic view of the the students as a writer over time.</p>
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Progress Monitor:	Who/When:	Data Tracking Tool:
<p>Running Records (DRA, RR Form to be used with any leveled text)</p> <p>Reading & Writing Conferences</p>	<p>All K-2 Tier 1 students: Once a month during GR (3-5 minutes per child while at the GR table).</p> <p>Or as needed if there is apparent growth in reading level</p> <p>If a child is not yet reading (pre level A) then a running record is not necessary.</p> <p>Input data into campus data document (see example here)</p>	<p>Physical Data Wall with student names and DRA2/EDL2 reading level</p> <p>Google Docs Data Tracking Tool</p> <p>DRA Progress Monitor Materials</p> <p>F&P LLI Blank Running Record</p> <p>Reading and Writing Project RR passages and assessments for pre-readers: concepts about print, high frequency words, letter-sound assessments, etc. (To reach some assessments you may need to create a FREE account).</p>

		DRA blackline masters can be found on MISD Shared Drive in the DRA folder.
TPRI/TEJAS LEE Progress Monitoring	T2: TPRI/Tejas Lee Every 2 weeks Running record once a month	Through TPRI: web-based or iPads http://tprijl.tangosoftware.com/ District ID 227907
LLI with interventionist and Dibels SIL with teacher or interventionists	T3: Weekly administration of tools specific to skill being measured such as phoneme, letter name/sound, oral reading etc. For example: -DIBELS -Running record	
Resource and Inclusion Students	Progress Monitor based on IEP goals	Use eSPED to document student growth and collaboration between general education teacher and special education teacher

Why we use two assessments for reading in K-2.

TPRI/Tejas Lee gives us the information about at risk/not-at risk and gives teachers information about specific reading skills that need to be targeted. This assessment acts as both a screener and a diagnostic. Once teachers know which skill the child needs to improve upon, they can spiral that skill into many part of the balanced literacy components (i.e. rhyming during read aloud and again during shared reading and direct teach in small group).

DRA/EDL provides teachers with independent reading level. By knowing a child's independent reading level, teachers can assign books and they will be able to form guided reading groups that scaffold instruction at a higher level than the child can access independently. This does not drill down to specific skills. The literacy continuum provides goals you can set for students at each independent reading level.

Progress Monitoring: Running records can be done with ANY text at the guided reading table. If teachers want to use the DRA books to check a level, they are welcome to do so, but they could also use any leveled book that they are reading during guided reading time. PM with running records should take no more than 3-4 minutes per child (they are just capturing a snapshot of the child's reading growth).

T1 – Running Record Progress Monitoring 1x a month

T2 – Running Record Progress Monitoring 1 x a month AND TPRI/Tejas Lee PM every 3 weeks
 --- TPRI intervention with classroom

T3 – Running Record Progress Monitoring 1 x a month AND Dibels every 2 weeks
 --- LLI intervention with interventionists

Assessment Name	2017-2018 Official Testing Window
TPRI & Tejas Lee (1st and 2nd Grade)	September 5-15
Initial DRA (1st and 2nd Grade)	September 11-29
TPRI, & Tejas Lee (Kinder)	October 2 -12
Initial DRA (Kinder)	October 23 - Nov 3
TPRI, & Tejas Lee (K - 2nd Grade)	January 9-23
TPRI & Tejas Lee (1st and 2nd Grade)	April 9-20
TPRI, & Tejas Lee (Kinder)	April 30 - May 11
<i>Writing Portfolio 1st Nine Weeks</i>	August 21 - October 13
<i>Writing Portfolio 2nd Nine Weeks</i>	October 23 - December 22
<i>Writing Portfolio 3rd Nine Weeks</i>	January 8 - March 9

Writing Portfolio 4th Nine Weeks	March 19 - May 18
Final DRA	May 7 - May 18
DRA/Running Record - All K-2nd Grade Students	Once a month after initial DRA, student movement on data wall by: Sept 29, October 31, November 30, December 22, January 31, February 28, March 29, April 30, and May 18.
BOY RTI Data Meeting: RTI Coordinator, all coaches and interventionists	September 15 8am - 4pm
MOY RTI Data Meeting: RTI Coordinator, all coaches and interventionists	January 26 1pm - 4pm
EOY RTI Data Meeting: RTI Coordinator, all coaches and interventionists	May 18th 1pm - 4pm

Intervention Framework:

LINKS:	Tier 1	Tier 2	Tier 3
Identify	Universal Screener: TPRI/Tejas Lee	Universal Screener TPRI/Tejas Lee	Universal Screener TPRI/Tejas Lee
Diagnostic	DRA2/EDL2	DRA2/EDL2	DRA2/EDL2
Determine Tiers of Support	Universal Screening Diagnostic See DRA K-2 Levels	Progress monitoring Data	Progress monitoring Data Disability related diagnostic
<i>Grouping</i>	Flexible Grouping	Targeted 3-5 students	Intensive 1-3 students

Frequency Resources	Flexible timing, based on instruction	In addition to core instruction: 90 minutes per week	In addition to core instruction: 20-40 minutes, Daily
	District Instructional Resources/Curriculum	Literacy Continuum TPRI/ Tejas Lee	SIL and LLI Kits
Monitor	Universal Screener 3 times a year; Monthly running records	TPRI/Tejas Lee PM Monthly running record	Tools specific to skill being measured such as phoneme, letter name/sound, oral reading etc DIBELS (by interventionist if applicable) Once weekly running record
Decide	Review BOY, MOY, EOY data, as well as common/district assessment data	Recent research suggests using 8-12 weeks of data - Progress = below aim-line, modify/increase the intensity of instruction. - Progress = well above aim line, increase the goal and reduce support -Progress = near the aim line, continue current instruction	Recent research suggests using 8-12 weeks of data - Progress = below aim-line, modify/increase the intensity of instruction. - Progress = well above aim line, increase the goal and reduce support -Progress = near the aim line, continue current instruction

PreKindergarten Plan:



Overview:

Prekindergarten students will participate in literacy enriched activities to promote conceptual learning and the acquisition of basic skills. Students should have multiple opportunities to participate in relevant and meaningful learning experiences on a daily basis. The Prekindergarten curriculum is based upon interdisciplinary units of study that are designed to develop problem solving skills, oral language development, content-related vocabulary, and listening/reading comprehension. Experts agree that language and literacy development play a vital role in general child development and in learning. The relationship between language and literacy begins in the pre-school years and evolves toward increasing refinement and specificity through the elementary and middle school years. (Connecticut Commission on Children, 2007)

Balanced Literacy in PreK:



- Provide a literacy-rich environment
- Plan and deliver multiple daily interactive read-alouds
- Model and demonstrate the behaviors of good readers and writers through shared reading/writing
- Established times for students to participate in daily reading and writing activities
- Intentionally plan for reading and writing activities at each center
- Encourage students to talk and listen to each other
- Ask students open-ended questions to promote higher-level thinking and oral language
- Provide opportunities for discussion and discovery to build new vocabulary
- Create a positive community to develop social and emotional skills
- Give students immediate feedback

The Essential of Early Literacy Instruction ([NAEYC](#))

1. Rich Teacher Talk

- a. Vocabulary usage
- b. Extension of students' comments and grammatically mature statements
- c. Discussion of cognitively challenging content

2. Storybook Reading

- a. Twice daily read aloud
- b. Before, during, and after reading activities
- c. Use of culturally relevant, authentic texts

3. Phonological Awareness Activities

- a. Increase in awareness of sounds
- b. Precise and Intentional lessons on rhyme, alliteration, sound matching
- c. "In the moment" teachable extensions of rhyme, alliteration, sound matching

4. Alphabet Activities

- a. Engage with materials that promote identification and deep knowledge of the alphabetic principle
- b. Use of direct instruction to teach letter names
- c. Use of materials to support letter knowledge (ABC books, blocks, letter walls, etc.)

5. Support for Emergent Reading

- a. Well designed library center
- b. Repeated readings
- c. Functional print linked to class activities
- d. Play-related print

6. Support for Emergent Writing

- a. Writing materials accessible to students
- b. Shared writing demonstrations

- c. Functional writing opportunities that are connected to class activities
 - d. Play related writing materials
- 7. Shared Book Experiences**
- a. Reading large print (big book or projected) texts together
 - b. Distinction between pictures and print
 - c. Book concepts
 - d. Repetition of stories
- 8. Integrated, content-focused activities**
- a. Use oral language, reading, and writing to learn about the world
 - b. Use emergent writing to record information and observations
 - c. Engage in dramatic play to consolidate and express learning

Literacy Instruction Non-Negotiables:

PreK Scope and Sequence: [Click Here for Creative Curriculum Scope and Sequence](#)

[Please refer to the MISD Early Childhood Expectations Document](#)

[PreK Environmental Checklist 1 - CLI](#)

[PreK Environmental Checklist 2 - DISD & Early Childhood Community Partnerships](#)

Assessment:

[RSK: Ready! Set! Kindergarten!](#) - Formative Assessment

[RSK Guidelines Document](#)

[Circle Progress Monitoring](#) - Summative Assessment

Portfolios: Teachers should collect 2 student samples as week. Over the course of a 9 weeks, teachers should include items from the Early Childhood Guideline Domains: Language and Communication, Emergent Literacy Reading, and Emergent Literacy Writing

Professional Development Plan:

<p>PreK: 1st Wednesday of the Month 3:30-4:30p.m. Sept. 6, 2017 @ Lagos Rich Teacher Talk</p> <p>Oct. 4, 2017 @ Blake Manor Integrated, Content-Focused Activities & Small Group</p> <p>Nov. 1, 2017 @ Shadow Glen Storybook & Shared Book Experiences</p> <p>Dec. 6, 2017 @ Decker Phonological Awareness Activities</p> <p>Jan. 10, 2018 @ Pioneer Crossing Literacy Continuum</p> <p>Feb. 7, 2018 @ Oak Meadows Support for Emergent Reading & Writing</p> <p>March 7, 2018 @ Bluebonnet Trail Alphabet Activities</p> <p>April 4, 2018 @ Presidential Meadows Vertical Alignment in Primary Grades</p> <p>May 2, 2018 @ Manor Elementary Show and Tell (Teacher tricks, tools, and wins!)</p> <p>Sessions will be:</p>	<p>K-2nd: 1st Wednesday of the Month 3:30-4:30p.m. Sept. 6, 2017 @ Lagos Guided Reading & Centers Management</p> <p>Oct. 4, 2017 @ Blake Manor Intervention & Looking at data</p> <p>Nov. 1, 2017 @ Shadow Glen Shared reading & writing</p> <p>Dec. 6, 2017 @ Decker Phonics Check-in</p> <p>Jan. 10, 2018 @ Pioneer Crossing Literacy Continuum</p> <p>Feb. 7, 2018 @ Oak Meadows Writer's Workshop</p> <p>March 7, 2018 @ Bluebonnet Trail Interactive Read Aloud</p> <p>April 4, 2018 @ Presidential Meadows Vertical Alignment in Primary Grades</p> <p>May 2, 2018 @ Manor Elementary Show and Tell (Teacher tricks, tools, and wins!)</p> <p>Sessions will be:</p>	<ul style="list-style-type: none"> ● Weekly PD through PLCs with Literacy Coach to be determined by campus needs & PLCs ● Campuses are encouraged to set monthly goals for implementation and to post those goals in the PLC meeting room/literacy coach's office.
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<ul style="list-style-type: none"> • Differentiated by grade level • Led by district staff and literacy coaches 	<ul style="list-style-type: none"> • Differentiated by grade level • Led by district staff and literacy coaches
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LITERACY COACHES:	WEDNESDAYS	FRIDAYS	DATES:
<ul style="list-style-type: none"> • Non-Evaluative Balanced Literacy Walkthroughs on all PK-2 Teachers <ul style="list-style-type: none"> • Meet with PK-2 PLCs • Monitor reading growth and writing portfolios • Complete coaching cycles with model lessons, co-teaching, reflective videos, focused observations, and other tools that support literacy achievement in MISD <ul style="list-style-type: none"> • Assist in creating classroom assessments & centers • Provide campus follow up on monthly district focus • Support and collaborate across the district with literacy coaches from other campuses <ul style="list-style-type: none"> • PK-2 Literacy Coaches will have bi-monthly PD with C&I on the third Friday of each month (8:00-4:00) and 2nd Wednesday (3:00-4:00). • Interventionists will have monthly meetings with Continuous Improvement Department on the last Friday of each month from 1:30-3:30 p.m. 	<p>1st Wednesday: District PD for all PK-2 Teachers (Gen Ed and Special Education), Literacy Coaches, and Interventionists</p>		<p>Sept. 6, 2017 @ Lagos Oct. 4, 2017 @ BME Nov. 1, 2017 @ SGE Dec. 6, 2017 @ DES Jan. 10, 2018 @ PCE Feb. 7, 2018 @ OME March 7, 2018 @ BTE April 4, 2018 @ PME May 2, 2018 @ MES</p>
	<p>2nd Wednesday: Literacy Coaches Only Meeting 3-4pm Follow through plan</p>		<p>Sept. 12-13, 2017 (Full Day F&P coach) Oct 11, 2017 Nov 8, 2017 February 14, 2018 March 21, 2018 April 11, 2018 May 9, 2018</p>
		<p>Fridays: 8:00-4:00 LC Meeting with C&I - AM: Coaching the Coaches, LC PLCs PM: Planning PD (Tonda join 12-2)</p>	<p>September 12-14 Literacy Academy OSU Sept. 22, 2017 Oct 25, 2017* (Wed due to Oct Break) Nov 17, 2017 Dec 11-13, 2017 Literacy Academy OSU Jan 16-18, 2018* OSU Academy Rescheduled February 23, 2018 March 28, 2018* Wednesday April 20, 2018 May 18, 2018</p>
		<p>Last Friday of Month: 1:30-3:30 p.m. Interventionist meeting to discuss data with</p>	<p>Sept. 29, 2017 Oct 27, 2017 Nov 17th, 2017 Dec 21, 2017 (Thursday) Jan 26, 2018 (1-4pm, RTI meeting)</p>

		C&I/Continuous Improvement	February 23, 2018 March 29, 2018 April 27, 2018 May 18, 2018 (1-4pm, RTI meeting)
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Committee Members:

Dr. Royce Avery - Superintendent
 Dr. Brian Yearwood - Assistant Superintendent
 Michael Perkins - Executive Director of School Improvement
 Dr. Robert Sormani - Director of Curriculum & Instruction
 Tonda Brown - Director Early Childhood Education
 Meredith Roddy - Director Bilingual
 Deborah Ewald - Director SPED

Lo DeWalt - Elementary Literacy Coordinator
 Jennifer Brewer - Continuous Improvement Coordinator
 Muya Ogiste-Hayes - Early Childhood Education Coordinator
 Jacob Luevano - iTeach Coordinator
 Lauri Webb - Special Education 504 Coordinator
 Carlos Ordonez - English as a Second Language (ESL) Coordinator
 Sharon Gibson - Special Education Coordinator
 Kathy McKay - Lead Dyslexia Specialist

Jamie Haywood - BME Principal

Will Davies - DES Instructional Coach
Wendy Boatright - SGE Instructional Coach
Mary Grimm - BTE Instructional Coach
Lisa Baker - PME Instructional Coach
Pamela Gray - MES Instructional Coach
Chandria Ridgeway - BME Instructional Coach
Amanda McGary - PME Instructional Coach

Anita Yanez - Shadow Glen Elementary PreK
Nicole Willis - Pioneer Crossing Elementary Kindergarten
Maritza Becerra - Presidential Meadows Elementary 1st Bilingual
Caralisa Reese - Presidential Meadows Elementary 2nd
Rose Ann Chavez - Shadow Glen Elementary 2nd
Jenna Reynolds - Blake Manor Elementary Kindergarten
Stacy McCoy - BTE - Kindergarten
Christa Trimm - SGE - Kindergarten
Elsa Perez - SGE - Kindergarten
Jenny Kim - BTE - 1st Grade
Amanda Dorner - BTE 1st grade
Virginia Martinez - SGE 1st grade
Heather Stein - SGE 1st Grade
Lisa Santana - OME - Kindergarten

Marina Hadderton - OME - Reading Intervention
Kat Rowley - SGE - Reading Intervention
Dora Rodriguez - MES - Bilingual Reading Intervention

The committee was open to all K-2 teachers and any district staff member interested in hearing about our work.

“The world wouldn’t be complete without ALL our stories”

Jacqueline Woodson, Award Winning Children’s Book Author