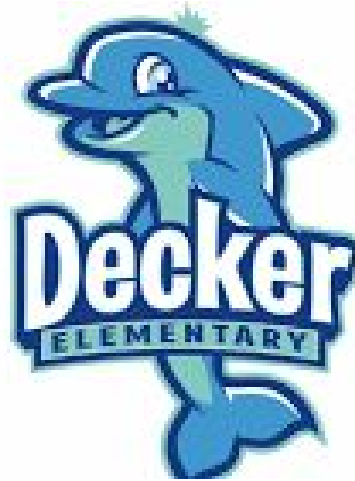


DES Grades 3-5 Literacy Framework



@ManorISD @DeckerES
#ManorISD #literacy #learningtoread

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 DES teachers and administrators regarding literacy acquisition and instruction.

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 ISD also believes in the value of written expression and oral



language development to support literacy skills in all upper elementary classrooms.

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.

DES 3rd-5th Grade Literacy Goals:

1. Implement an effective and holistic literacy program so that 95% of 3rd-5th 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-5 students to experience the love of reading and writing.

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>	

Oracy

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 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.

3-5 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 books should be leveled by DRA or AR
 - 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: ([Literacy Resources](#))

○ Phonics

- [Fountas and Pinnell Word Study 3](#) (Eng)
- [Tejas Lee Actividades de Intervención](#) (Span)
- [TPRI Intervention Activities](#) (Eng)
- [Fountas and Pinnell LLI Kits](#) (Eng)
- [Phonics and Spelling Campus Folder](#)
- Reading A-Z
 - [Reading A-Z Decodable books and phonics lessons](#) (Eng)
 - [Reading A-Z Word Sorts](#) (Eng)
 - Reading A-Z [Phonics Packs](#) (Eng)
 - Reading A-Z [Alphabet Packs](#) (Eng/Span)
- [Words Their Way](#) (Eng)
- [Palabras a su paso](#) (Span)
- [FCRR Student Centers Activities/ Phonics Routines \(K-1\)/Phonics Routines \(2-3\)](#) (Eng)
- [Ohio Resource Center Phonics](#)
- Saxon Phonics (Eng)
- [Word Recognition and Fluency](#)- Meadows Center(Eng)
- [My Virtual Reading Coach](#) (Eng)
- [Teacher Reading Academy](#) (Eng)
- [MVRC Phonics Intervention Lessons](#)
- [6 Syllable Types](#) (Eng)
- Graphophonemic Knowledge: Routines and Teaching Tools - [English](#) and [Spanish](#)
- [Rewards](#) - (Username: wdavies01, Password: changeme1, Eng, 3-5)

○ Phonemic Awareness

- [TPRI](#) and [Tejas Lee](#) Intervention Activities ([Eng/](#)[Span](#))
- Reading A-Z
 - [Reading A-Z Phonological Awareness Lessons](#) (Eng)
 - Reading A-Z [Phonological Awareness Packs](#) (Eng)
 - Reading A-Z [Poetry and Nursery Rhymes](#) (Eng)

- [FCRR](#) PA (K-5 Eng, hard copies available in the Lit Lab)
- Vaughn Gross Center Resources
 - PA All Day([Eng/Span](#))
 - [Additional Resources](#) (Eng/Span)
- [Heggerty Phonemic Awareness program](#) (Eng/Span)
- [MVRC Phonemic Awareness Lessons](#)
- Guided Reading
 - [Guided Reading Campus Folder](#)
 - 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
 - [Fountas and Pinnell LLI Kits](#) (K-5 Eng)
 - [Comprehension Toolkit](#) (Eng)
- [Read Aloud](#)
 - [Reading Street/Calle de Lectura](#)
 - 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
 - [Reading Street/Calle de Lectura](#)
 - Projected digital texts and/or big books
 - MyOn
 - Chart Paper
 - Explicit Instruction Lessons
 - FCRR – Fluency Instructional Routines ([K-1](#)), ([2-3](#)) (Eng)
- Independent Reading
 - [Reading Street/Calle de Lectura](#)
 - 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
 - Technology (if available on your campus)
 - Debbie Dillard's Practice with Purpose is available on campuses, if center activities are needed
 - [FCRR](#)- Comprehension, Vocabulary (Eng)
 - [Istation](#) Practice (Eng/Span daily minimum of 20 min)
 - [Istation](#) Intervention Lessons from Teacher Resources (Eng/Span)
 - [My Virtual Reading Coach](#) (Eng)
 - Reading A-Z [Comprehension Skills Packs](#) (close reading or skill packs) (Eng)
 - Reading A-Z [Fluency Packs](#) (Eng)
 - [Tejas Lee Actividades de Intervencion](#) (Span)
 - [TPRI Intervention Activities](#) (Eng)
 - [HFW lists](#) (Eng/Span)
 - [Word Recognition and Fluency](#)- Meadows Center(K-5 Eng)
 - [Read Naturally](#) (Eng/Span)
 - Ohio Resource Center [K-2](#) or grades [3-5](#). (Eng)
 - Reader's Theatre (English-Teacher Created Materials, Spanish-Benchmark)
- Writing
 - [Gradual Release in Writing](#)
 - [Getting Started with Writer's Workshop](#)
 - [Heart of Texas Writing Resources](#)
 - Lucy Caulkins Units of Study
 - [TLI Writing Resources](#)

➤ 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

3rd Mono	3rd BIL	4th Mono	4th BIL	5th
Shared Reading: Remember to make explicit connections to writing instruction (15 mins)	English Block : rotates between phonics (F and P for 3rd), read aloud, interactive reading, writing opportunities, and oral language development.	Shared Reading: Remember to make explicit connections to writing instruction (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,</i>	Shared Reading: Remember to make explicit connections to writing instruction (15 mins)

	<i>Students should receive instruction in English all 4 aspects of literacy (Listening, Speaking, Reading, Writing) over the course of a unit. (30 minutes)</i>		<i>Speaking, Reading, Writing) over the course of a unit. (30 minutes)</i>	
Teacher - Guided Reading	Shared Reading: Remember to make explicit connections to writing instruction (15 mins)	Teacher - Guided Reading	Shared Reading: Remember to make explicit connections to writing instruction (15 mins)	Teacher - Guided Reading
Students - Independent Reading/Writing/Book Clubs (40 mins)	Teacher - Guided Reading	Students - Independent Reading/Writing/Book Clubs (60 mins)	Teacher - Guided Reading	Students - Independent Reading/Book Clubs (60 mins)
Word Study (20 mins)	Students - Independent Reading/Writing/Book Clubs (30 mins)		Students - Independent Reading/Book Clubs (45 mins)	
Read Aloud (15 mins): Utilize picture books and chapter books for interactive read alouds.	Read Aloud (15 mins): Utilize picture books and chapter books for interactive read alouds.	Read Aloud (15 mins): Utilize authentic grade appropriate texts for interactive read alouds.		Read Aloud (15 mins): Utilize authentic grade appropriate texts for interactive read alouds.
Modeled/Shared/Independent Writing (30m)	Modeled/Shared/Independent Writing (30m)	Modeled/Shared/Independent Writing (45 m will occur in writing rotation)	Modeled/Shared/Independent Writing (45 m will occur in writing rotation)	Modeled/Shared/Independent Writing (30 m will occur in writing rotation)

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: 30-45 minutes in centers/independent reading, 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?
 - Where do my students have opportunities to read, write, speak, and listen?
 - 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:

Manor ISD Curriculum Framework 17.18

Third Grade

YAG, Pacing Guide, Week By Week

Fourth Grade

YAG, Pacing Guide, Week By Week

5th 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

Assessment and Data:

Assessment:	Who/When:	More Info:
Mindplay Raps 360 Universal Screener	<p>All 3-5 grade students should be assessed online</p> <p>Sept 1-15 Jan 9-19 April 9-20</p>	<p>Mindplay Raps 360 informational folder</p>
DRA2/EDL2 (Developmental Reading Assessment/Evaluacion Del Desarrollo De La Lectura)	<p>All 3-5 grade students should be assessed for their BOY level in September</p> <p>3rd and 4th Bilingual should assess in Spanish and English</p> <p>Input data into campus data document -</p> <ul style="list-style-type: none"> • 2016-2017 DES MISD DRA/EDL and Fluency Monitoring Spreadsheet • 2017-2018 DES K-5 DRA Data Protocol and Plan 	<p>Class should be tested within a 2 week frame for valid data.</p> <p>DRA/EDL procedures</p> <p>DRA/EDL expectations chart pdf</p> <p>EDL and DRA Teaching for Biliteracy expectations chart</p>
Core Phonics Screener	<p>All 3-5 BOY T3 Students (according to DRA/EDL expectations chart pdf or EDL /DRA</p>	<p>CORE Phonics Survey English / Spanish</p>

	Teaching for Biliteracy expectations chart)	
CBA (Curriculum Based Assessments)	3rd-5th Grade - Reading & Writing	CBAs will be created with a team of teachers from across campuses. C&I will translate into Spanish, enter into Eduphoria, and distribute to coaches. 17-18 MISD Assessment Plan
Writing Portfolios	Two writing samples per grading period (one expository, one choice) 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! Physical writing portfolios should house the writing samples and the rubric. (A rubric so you can analyze the writing)	2017-2018 MISD Writing Plan
Progress Monitor:	Who/When:	Data Tracking Tool:
Running Records (DRA, RR Form to be used with any leveled text)	All 3-5 Tier 1 students: Once a month during GR (3-5 minutes per child while at the GR table).	Physical Data Wall with student names and DRA2/EDL2 reading level Google Docs Data Tracking Tool

Reading & Writing Conferences	<p>Or as needed if there is apparent growth in reading level.</p> <p>Input data into campus data document</p> <ul style="list-style-type: none"> • 2017-2018 DES K-5 DRA/EDL Data Protocol and Plan 	<p>Running Record Materials District / Campus</p> <p>F&P LLI Blank Running Record</p> <p>DRA blackline masters can be found on MISD Shared Drive in the DRA folder.</p>
DRA Progress Monitoring (RR and comprehension)	<p>T2: Once every two weeks</p> <p>T3: Once a week</p>	<p>DRA Progress Monitor Materials</p>
Mindplay Raps 360 Progress Monitoring (3rd/4th Mono, 4th BIL if intervention is in English, 5th both)	<p>T2/T3: Once every two weeks</p>	<p>Mindplay Raps 360 informational folder</p>
TEJAS LEE (3rd/4th Bilingual)	<p>T2/T3: Once every 3 weeks</p>	<p>http://www.tango-central.com (reports)</p> <p>http://tpritjl.tangosoftware.com (web testing portal)</p> <p>District ID: 227907</p> <p>The district recommends using the web-based portal.</p> <p>Training Powerpoint</p> <p>FOR PARENTS per TEA: Select your grade/assessment Student Report Parent Notification Letter V2</p> <p>FOR INSTRUCTION:</p>

		Multiple reports will provide data. Work with your coach to determine which reports will provide the necessary data for making instructional decisions.
LLI with interventionist and Dibels SIL with teacher or interventionists	T3: Dibels Every 2 weeks, Running record every month	
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 3-5.

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.

Core Phonics Survey As a diagnostic, this tool can indicate whether or not a student needs instruction in select phonics concepts. By 3rd grade, it is assumed that only T3 students will need this. This survey provides information that is *additional* to the DRA/EDL diagnostic benchmark assessment.

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 2 x a month

AND DRA/EDL PM every 2 weeks

AND Mindplay PM every 2 weeks

OR Tejas Lee PM every 3 weeks (Bilingual 3rd/4th)

T3 – Running Record Progress Monitoring 2 x a month AND Dibels every 2 weeks

AND DRA/EDL PM every 1 week

AND Mindplay PM every 2 weeks

OR Tejas Lee PM every 3 weeks (Bilingual 3rd/4th)

--- LLI intervention with interventionists

Literacy Screeners

Assessment Name	2017-2018 Official Testing Window
TPRI & Tejas Lee BOY (1st and 2nd Grade)	September 5-15
Raps 360 BOY (3rd-5th)	September 1-15
DRA BOY (3rd-5th)	September 1-31
DRA BOY (1st and 2nd Grade)	September 11-29
CPALLS, TPRI, & Tejas Lee (PreK and Kinder)	October 2 -12
DRA BOY (Kinder)	October 23 - Nov 3

CPALLS, TPRI, & Tejas Lee (PreK - 2nd Grade)	January 9 - 19
Raps 360 MOY (3rd-5th)	January 9-19
DRA MOY (K-5th)	January 9-31
TPRI & Tejas Lee (1st and 2nd Grade)	April 9-20
Raps 360 EOY (3rd-5th)	April 9-20
CPALLS, TPRI, & Tejas Lee (PreK and 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
<i>Writing Portfolio 4th Nine Weeks</i>	March 19 - May 18
Final DRA (K-5th)	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.

Intervention Framework:

LINKS:	<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
Identify	Universal Screener: Raps 360	Universal Screener Raps 360	Universal Screener Raps 360

Diagnostic	DRA2/EDL2	DRA2/EDL2	DRA2/EDL2
<u>Determine Tiers of Support</u>	Universal Screening And Diagnostic	Progress monitoring Data	Progress monitoring Data Disability related diagnostic
Grouping	Flexible Grouping	Targeted 3-5 students	Intensive 1-3 students
	Frequency	Flexible timing, based on instruction	In addition to core instruction: 90 minutes per week
	Resources	District Instructional Resources/Curriculum	Literacy Continuum TPRI/ Tejas Lee MVRC
Monitoring	Universal Screener 3 times a year, monthly running records	Universal Screener 3 times a year; Bi-weekly running records with comprehension questions; Tejas Lee PM (bilingual only, optional)	once weekly
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

