Mansfield ISD

K-6 Balanced Literacy Instructional Guide

The Mansfield ISD K-6 Reading and Language Arts program follows a Balanced Literacy framework for teaching reading and writing. All content is based on the Texas Essential Knowledge and Skills for English/Language Arts, a collection of professional resources for evidence-based practices, and the Fountas and Pinnell Literacy Continuum.

Balanced Literacy Overview

   The term - Balanced Literacy - comes, in part, from the recognition that readers need a variety of different opportunities to learn. Balanced Literacy encompasses all of the learning methods that are used to teach students how to read, write, speak, and think critically about text. The components of Balanced Literacy are listed and detailed below:
   • Interactive Read Alouds
   • Shared Reading
   • Guided Reading
   • Independent Reading
   • Word Work (Phonics/Spelling/Vocabulary)
   • Modeled/Interactive (Shared) Writing
   • Guided Writing
   • Independent Writing

   Balanced Literacy reading instruction provides students with multiple ways to encounter texts. Based on the research that supports students needing daily opportunities to hear wonderful literature read aloud, along with frequent opportunities to participate in meaningful conversation around text, the MISD expectation is that teachers lead Interactive Read-Alouds daily. Students also participate in a classroom Shared Reading weekly that includes explicit instruction in the skills and strategies of proficient reading. Because students develop at varying rates, individualized instruction through the component of Guided Reading is also part of the daily literacy block. During Guided Reading students read text at their instructional level with the guidance of the teacher. The end goal of Interactive Read-Alouds, Shared Reading, and Guided Reading is to develop proficient, *independent readers*.

   Balanced Literacy writing instruction includes the study of conventions of written language, punctuation, handwriting, the writing process, and writer's craft. Writing instruction is provided with the direct guidance of the teacher through Modeled, Interactive (Shared), and Guided Writing. Independent Writing, using appropriate conventions and rich craft, is the final step in this process.

   In addition, either as part of the reading or writing instruction, or both, students need time to study words, learn spelling patterns, and analyze meaning of terms in context. This is known in Balanced Literacy as Word Work. Word Work is combination of explicit, teacher-led instruction and small-group/independent practice.

   Professional Development opportunities, provided annually by MISD, are listed below:
      ✓ Early Literacy Academy (K-2)
      ✓ Critical Reading Strategies (K-6)
      ✓ Best Practices in Writing Instruction with Mentor Texts (K-6)
      ✓ Guided Reading (K-6)
      ✓ Literacy Stations with Daily 5 (K-6)
      ✓ Explicit Phonics Instruction (K-2)
      ✓ The ELAR Block
      ✓ Reading Interventions for Struggling Students (K-2)

   Professional Resources, provided by MISD, related to Balanced Literacy are listed below:
      ✓ The Continuum of Literacy Learning by Fountas and Pinnell
      ✓ The Reading Strategies Book by Jennifer Serravallo
      ✓ Guided Reading by Fountas and Pinnell

Based on The Literacy Continuum by Fountas and Pinnell, 2017

Instructional Frameworks

K-1 ELAR Block
2nd-4th ELAR Block
K-4 Guided Reading
5th-6th ELAR Block
5th-6th Guided Reading

English Language Arts and Reading
Kindergarten-1st Grade

Balanced Literacy Instructional Framework
- ✓ Interactive Read-Alouds– 15 Minutes
- ✓ Word Work—15 minutes
- ✓ Shared Reading– 20 Minutes
- ✓ Small Group Guided Reading/Literacy Stations – 60 Minutes
- ✓ Interactive/Shared Writing with Mentor Texts – 20 Minutes
- ✓ Guided/Independent Writing – 20 Minutes

Time	Instruction	Balanced Literacy Component	District Resources
35 Minutes	Whole Group	Reading Interactive Read Alouds Shared Reading	Texas Treasures Anthology, Reading A-Z, Junior Great Books, Trade Books, The Reading Strategies Book
15 Minutes		Word Work Phonics/Spelling, Vocabulary	MISD Phonics/Spelling Framework, Phonics Flipcharts, Letter Tiles Lead4Ward Academic Vocabulary
20 Minutes		Writing Interactive/Shared Writing Grammar/Convention Mini-Lessons	Write Source, Empowering Writers, Mentor Text Framework
60 Minutes	Small Group	Guided Reading *Literacy Stations, Daily 5, IStation, RAZ Kids*	Reading A-Z, Texas Treasures Leveled Readers, Literacy Library, *GT- Junior Great Books*
20 Minutes		Guided/Independent Writing	Write Source, Empowering Writers, Mentor Text Framework

Interactive Read-Alouds
Interactive Read Alouds are the foundation of a balanced literacy classroom. An Interactive Read Aloud is comprised of a series of purposeful comprehension activities including vocabulary, fluency, text response, and summarization. Texts used during the Interactive Read Aloud are from a wide variety of genres. Texts selected should tap into the readers' interests and be full of rich vocabulary, as the goal of the Read Aloud is to provide a non-threatening, enjoyable reading experience. *Allows opportunities to integrate Social Studies TEKS*.

Shared Reading
Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book while guided and supported by the teacher. Students use the text throughout the week to infer, draw conclusions, and analyze. Texts are genre-specific and the teacher provides explicit instruction throughout the reading and student response activities. *Allows opportunities to integrate Social Studies TEKS*.

Word Work
Word Work includes explicit phonics instruction to teach spelling patterns and sight words. Using the whole-part-whole model, students will have the opportunity to explore a mentor text and are invited to notice the skill. Then students will work with words in isolation and find like words. Students will understand the purpose of learning these decoding and encoding skills by applying in context.

Interactive/Shared Writing
Interactive/Shared Writing encompasses all of the elements of the whole-group writing instruction that students receive. The goal is that the teacher uses Mentor Texts as a model for effective writing (conventions **and** craft). The class then works together to practice the skill/technique, followed by guided and independent writing. *Allows opportunities to integrate Social Studies TEKS.*

Guided Reading
Guided Reading is small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows students to be taught in a way that is intended to be more focused on their specific needs. Texts used during Guided Reading are matched to the reading level of the students. During this time, teachers not only pull students that are struggling, but also pull GT and advanced students to provide instruction at their level.

Based on The Literacy Continuum by Fountas and Pinnell, 2017

English Language Arts and Reading
2ⁿᵈ-4ᵗʰ Grade

Balanced Literacy Instructional Framework
- ✓Interactive Read-Alouds, Shared Reading– 30 Minutes
- ✓Small Group Guided Reading/Literacy Stations – 30 Minutes
- ✓Interactive/Shared Writing with Mentor Texts – 25 Minutes
- ✓Guided/Independent Writing – 15 Minutes

Time	Instruction	Balanced Literacy Component	District Resources
30 Minutes	Whole Group	Reading Interactive Read Alouds Shared Reading	Texas Treasures Anthology, Reading A-Z, NewsELA, Junior Great Books, Trade Books, The Reading Strategies Book
Embedded		Word Work Phonics/Spelling, Vocabulary	MISD Phonics/Spelling Framework, Word Stems (*Prefix, Suffix, Roots*), Lead4Ward Academic Vocabulary, **2ⁿᵈ Grade Phonics Flipcharts*
25 Minutes		Writing Interactive/Shared Writing Grammar/Convention Mini-Lessons	Write Source, Empowering Writers, Mentor Text Framework
30 Minutes	Small Group	Guided Reading **Literacy Stations, Daily 5, Independent Reading*	Reading A-Z, NewsELA, Texas Treasures Leveled Readers, Literacy Library, **GT- Junior Great Books*
15 Minutes		Guided/Independent Writing	Write Source, Empowering Writers, Mentor Text Framework

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Word Work

Word Work includes explicit instruction in academic vocabulary, word stems, and conventions. Word Work can also be embedded in the Read Aloud or Shared Reading as students identify terms that are unknown and learn to employ various methods to determine word meaning (i.e. context clues, stems, and dictionary)

Interactive/Shared Writing

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Guided Reading is small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows students to be taught in a way that is intended to be more focused on their specific needs. Texts used during Guided Reading are matched to the reading level of the students. During this time, teachers not only pull students that are struggling, but also pull GT and advanced students to provide instruction at their level.

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Mansfield ISD
K-4 Guided Reading Framework

GR Component	Teacher Interactions	Student Interactions
Selecting the Text	❑ Frames the lesson ❑ Provides appropriate introduction to the text, setting the purpose for reading ❑ Makes connections	❑ Reads instructional level text (90 – 95% accuracy rate)
Book Introduction	Guides students to: ❑ Notice features of the text (title, picture walk, captions) ❑ Activate background knowledge ❑ Make Predictions ❑ Introduce vocabulary	❑ Participates and responds to teacher generated prompts and questions

During Reading	Models fluency/prosody:
	  ❑ Choral Reading or Echo Reading
	❑ Instructs individual students and provides 1-2 teaching points
	❑ Provides specific feedback about student's accuracy
	❑ Emphasizes distinctive features of the text
	❑ Engages students in discourse around new concepts and/or vocabulary
	❑ Asks genre-specific questions that require higher level thinking skills
	❑ Demonstrates the task – Think Alouds
	❑ Proceeds in step-by-step fashion
	❑ Limits language to demonstration of skill
	❑ Monitors/records progress
		(Check all observed- <u>No round robin reading.</u>)
		Reads Independently:
		  ❑ Whisper reading to self
		  ❑ Reading aloud to teacher
		  ❑ Silent reading
		Practices fluency/prosody:
		  ❑ Choral Reading
		  ❑ Echo Reading
		❑ Demonstrates an understanding of the skill/strategy being taught
		❑ Demonstrates a change in reading behaviors as a result of direct/explicit instruction
		❑ Engaged and on task

Formative Assessment	❑ Uses running records, fluency checks, and/or anecdotal notes to collect student data ❑ Uses information to choose a brief, direct teaching point to help students engage in processing of text	❑ Reads the text orally ❑ Retells the story ❑ Answers questions about the text ❑ Shares think-alouds to illustrate strategy
After Reading	❑ Engages the students in meaningful conversation around the text ❑ Asks students genre-specific, higher-level thinking questions	❑ Responds to questions with text evidence ❑ Makes connections to other texts ❑ Answers questions accurately ❑ Demonstrates an understanding of the skill/strategy being taught ❑ Demonstrates a change in reading behaviors as a result of direct/explicit instruction
Word Work	❑ Instructs explicitly in letter ID, high-frequency words/sight words, word families/spelling patterns, vocabulary, word analysis ❑ Engages the students in word study using manipulatives (letter tiles, flash cards) ❑ Provides opportunities for students to apply letter/sound knowledge to decode new words. ❑ Provides opportunities for students to take-apart words and identify meaningful units within words (prefixes, suffixes, compound words)	❑ Sorts, builds, or takes apart words ❑ Reads and spells high frequency words to recognize patterns that will allow them to decode and spell unfamiliar words ❑ Makes, writes and reads words
Extension (optional)	❑ Assigns work addressing one of the five components of reading (phonemic awareness, fluency, comprehension, phonics, vocabulary) ❑ Engages the students in writing activities.	❑ Responds to the text with an extension activity (i.e. graphic organizer, written summary, journal response, making connections)

<u>Mansfield Guided Reading Expectations:</u>
- ✓ *60 Minutes Daily (K-1), 30 Minutes Daily (2-4)*
- ✓ *Start Dates – 26th Day of School for 1st-4th/30th Day of School for Kinder*

Based on The Literacy Continuum by Fountas and Pinnell, 2017

English Language Arts and Reading
5th -6th Grade

Balanced Literacy Instructional Framework
✓Whole Group (Interactive Read-Alouds, Shared Reading, Writing/Grammar) – 55 Minutes
✓Small Group (Guided Reading/Literature Circles) – 20 Minutes

Time	Instruction	Balanced Literacy Component	District Resources
55 Minutes	Whole Group	Reading Interactive Read Alouds Shared Reading	Journeys/Holt Anthology, Reading A-Z, NewsELA, Common Lit, MISD Novel List, The Reading Strategies Book *Pre-AP (Junior Great Books, SpringBoard)*
		Word Work Vocabulary	Word Stems (*Prefix, Suffix, Roots*), Lead4Ward Academic Vocabulary, Terms in Context
		Writing Modeled/Shared/Independent Grammar/Convention Mini-Lessons	Write Source, Mentor Text Framework
20 Minutes	Small Group	Guided Reading Literature Circles *Independent Reading*	Reading A-Z, NewsELA, Pearson Quick Reads, Lakeshore Texts, Scholastic Short-Reads
30 Minutes	*Intervention*	*Guided Reading* *Literacy Stations, IStation, Fluency*	*Reading A-Z, NewsELA, Pearson Quick Reads, Lakeshore Texts, Scholastic Short-Reads, IStation Lessons*

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Mansfield ISD
Intermediate Guided Reading Framework

Guided Reading, *at the 5th and 6th grade,* may be used as a <u>Tier 1 and/or Tier 2 Instructional Strategy</u>. Close Reading is the process of interacting with the text and analyzing a selection in fine detail, as with a magnifying glass, under the *guidance* of the teacher. The lesson focus and reading text level will be decided using individual student data (ISIP).

Guided Reading Component	Teacher	Student
Before Reading	❑ Frame the Lesson ❑ Set a Purpose for Reading ❑ Choose a Direct Teaching Point 　(i.e. Tone, Mood, Author's Purpose, Imagery) ❑ Make Predictions/Inferences ❑ Introduce Vocabulary	❑ Participate and Respond to teacher generated prompts and questions ❑ Interact with the passage and make predictions/inferences ❑ Has a writing utensil to annotate the text.
During Reading	❑ Emphasize Text Features ❑ Discuss Vocabulary ❑ Model using Think Alouds ❑ Guide Students in Annotating Text ❑ Remind Students of the Specific Focus ❑ Provide Clarification/Assistance as needed	❑ Read independently to themselves, the teacher, or silently ❑ Underline key vocabulary and circle words they don't know ❑ Annotate the text…noting specifically the selected focus (*i.e. Tone, Mood, Author's Purpose, Imagery,*)
After Reading	❑ Engage students in meaningful conversation about the text ❑ Asks students Higher-Level Thinking questions ❑ Require students to provide Text Evidence to support their answers ❑ Use Graphic Organizers	❑ Summarize the selection ❑ Answer higher-level questions ❑ Use text evidence with each answer, thought, or idea shared ❑ Makes connections to other texts and experiences. ❑ Participate in discussion about the text

*It is best practice to see the same group of students <u>twice in one week</u> – guided/close reading is designed for students to read the selection a second time to analyze it more deeply and make further connections.

<u>Mansfield Guided Reading Expectations:</u>
- ✓ *20 Minutes Daily in the ELAR Block*
- ✓ *30 Minutes Daily in Reading Intervention*
- ✓ *Start Date – No later than the 26th Day of School*

Based on The Literacy Continuum by Fountas and Pinnell, 2017

Literacy Benchmarks
K-2 MISD
K-6 Fountas and Pinnell

Mansfield ISD
English/Language Arts and Reading
K-2 Literacy Benchmarks

MISD Literacy Benchmarks provide teachers with valuable information on the reading and writing development of each student which helps them make informed instructional decisions to facilitate literacy growth. Students are benchmarked three times a year (September, January, and May).

Kindergarten Literacy Expectations			
Literacy Assessment	**Beginning of Year**	**Middle of Year**	**End of Year**
ISIP Overall Reading	177+	193+	201+
DRA2	A	2	4-6
Guided Reading Level	A	B	C
Fluency (WCPM)	N/A*	N/A*	N/A*

1st Grade Literacy Expectations			
Literacy Assessment	**Beginning of Year**	**Middle of Year**	**End of Year**
ISIP Overall Reading	199+	210+	218+
DRA2	4	10	16-18
Guided Reading Level	C/D	F	J
Fluency (WCPM)	N/A*	45	60

2nd Grade Literacy Expectations			
Literacy Assessment	**Beginning of Year**	**Middle of Year**	**End of Year**
ISIP Overall Reading	218+	226+	231+
DRA2	16	24	28
Guided Reading Level	J	L	M
Fluency (WCPM)	60	75	90

Assessment Descriptors

* **ISIP (IStation's Indicators of Progress)** – this is a required early literacy assessment composed of short tests that determine a student's overall reading ability. The computer-based assessment measures students in the areas of phonemic awareness, letter knowledge, alphabetic decoding, vocabulary, comprehension, spelling, and text fluency. For additional information about ISIP, go to www.istation.com.

* **Development Reading Assessment Level (DRA2):** The DRA2 is assessed using the numeric levels (A-44) associated with the Developmental Reading Assessment instrument. Students read a leveled text while the teacher records the way the story is read to determine a child's accuracy (number of words pronounced correctly), fluency, and comprehension. This assessment is only mandatory for Tier 3 readers.

* **Guided Reading Level**: Based on ISIP scores and/or DRA2, students are assigned a Guided Reading level which determines which books they can read with little/no support.

* **Fluency:** Fluency is reading text with speed, accuracy, and expression. Fluency is assessed by student's reading a passage aloud (*Fluency Passages from Reading A-Z*) while the teacher makes notes about speed, accuracy, and expression. *Fluency passages begin at Level F - for students reading on Levels A-E, fluency will be measured the MISD Sight Word List.

Instructional Level Expectations for Reading

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

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations: Needs Short-Term Intervention

Does Not Meet Expectations: Needs Intensive Intervention

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