

Manchester Township

School District

Ocean County, NJ

**K-5**

**Literacy Guide**

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## Literacy Expectations

In order to create opportunities and experiences for students to become expert in the New Jersey Student Learning Standards that require certain mastery of skills in Reading, Writing, Language, Foundational Skills, and Speaking and Listening, it is imperative that all teachers adhere to the guidelines outlined in this Literacy Guide. This guide serves as a framework to conduct effective instruction in a balanced literacy block. Please provide suggestions for further clarity and discussion points to your building principal and literacy coaches.

For support and a thorough explanations of the requirements of teaching the learning standards

New Jersey Department of Education – <http://www.state.nj.us/education/>

International Reading Association – [www.literacyworld.org](http://www.literacyworld.org)

Achieve NJ -- <http://www.state.nj.us/education/AchieveNJ/>

Thank you for your diligence in supporting and utilizing our district's literacy goals and initiatives, and making recommendations for the future success of the children in our district.

Sincerely,

Mrs. Diane Pedroza

Director of Curriculum

## Language Arts/Literacy Overview

Reading and writing is the basis for student learning in all subject areas. However, the strategies and lenses students need to successfully process or produce subject specific text will vary. Integrating reading and writing skills into the content areas not only builds student skills for literacy, but also deepens student comprehension of the core content being taught. We must ask ourselves three questions:

1. What is it that the child knows and can demonstrate?
2. In what area does the child need to have further instruction and practice opportunities?
3. How will the teachers provide that particular instruction and those practice opportunities?

Students need an intensive early literacy program that includes three solid periods of uninterrupted English Language Arts instruction that includes the following activities and concepts:

- Whole group instruction
- Small group instruction
- DRA2
- Guided Reading
- Shared Reading
- Independent Reading
- Systematic phonics instruction (Wilson Foundations)
- Writer's Workshop
- 6+1 Writing Traits of Writing
- Authentic Reading Literature
- Reading and Writing Fundamental Units of Study
- Writing across the content areas
- Integrated instructional materials
- A leveled classroom library that reflects the diversity and needs of all students

# Pyramid of Intervention

## Manchester Township Tiered Systems of Support for Elementary

### 9 Essential Components

- Effective district and school leadership
- Family and community engagement
- Positive school culture and climate
- High quality learning environments, curricula, and instructional practices
- Universal screening
- Data based decision making
- Collaborative problem solving teams
- Progress monitoring
- Staff professional development



# Balanced Literacy

## Components of a Balanced Literacy Block

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21<sup>st</sup> century literacy skills.

A literacy block of 135 minutes, or 3 instructional periods, is essential for teachers to provide explicit instruction in order to promote the development of skills necessary for students to become proficient readers. This is most effectively done through best practices of Reading and Writing Workshop. The components of each are described below.

**Wilson Foundations (Kindergarten-Grade 2)** should be included in the literacy block for K-2. This systematic language program allows for students to build a solid foundation for phonemic awareness and phonics skills. Scope and Sequence in Foundations should be followed and instruction should begin within the first days of school.

**Informational text** should be used and embedded into Literacy instruction. There should be a balanced between both fiction/nonfiction, and students should be taught essential reading skills related to all types of text.

**Reading Workshop** is comprised of a mini lesson, ongoing reading work time, guided reading/strategy group work, individual conferences, and a time for sharing at the end of the lesson.

**Mini lesson:** Reading Workshop begins with a quick, short lesson (10-15 min) demonstrating an important reading strategy. This lesson teaches students grade level appropriate "good reader" strategies outlined in the Common Core Standards.

**Reading Work Time:** During Reading Work Time, students are engaged in Daily Five activities while the teacher is working with a balance of guided reading, strategy groups, and literature circle/book talks (10-25min). Conferences with individual students as well as 3 guided reading groups should be conducted during this time. Struggling readers should be met with every day. During daily independent reading time, students should be using book boxes with self-selected high interest books on their level.

**Share Time:** This is a short sharing session (5-10min) where students come back together to share successes and reflect on reading and writing experiences. This is also a time to review the mini lesson and discuss how instructional objectives were met.

**Writing Workshop** works similarly to Reading Workshop in that it is comprised of a mini lesson, writing work time, teacher conferences with individual or small groups of students, and then a share time at the end at the end of the lesson.

**Mini Lesson:** Writing Workshop begins with a short focused lesson (10-15min) where the teacher demonstrates an important writing strategy. This lesson should teach students grade level appropriate "good writer" strategies outlined in the Common Core Standards.

**Writing Work Time:** During Writing Work Time, students turn to their ongoing writing work that involves self-selected topics. While students are writing independently, the teacher is conferencing with individual or small groups of students on specific areas of need. Struggling writers should be seen or checked in with each day.

**Share Time:** This is a short session (5-10min) where students can share as a group or work with partners to discuss writing work time.

### Essential Literacy Experiences

**Read Aloud:** Time spent each day reading aloud to students is an essential way to model and teach effective reading strategies and thinking skills. The books chosen to be read aloud to students can help motivate and extend students' thinking. They can expose students to various curricula topics and genres, as well as give students experiences that they may not have had outside of school. Read aloud stories should also be used during mini lessons as mentor texts to introduce concepts and skills, help create deeper meaning of concepts, launch Word Work activities and reinforce previous teaching points. This is also a time when students should be given the opportunity to talk about books they have read.

**Shared/Interactive Reading:** This is a time when the teacher and the students read together. The teacher is given time to introduce/reinforce a skill using a text that every student in the classroom is able to see. It may be a big book with large print, a large chart or poem, copied passage of a story or poem, printed set of a story created for every student, teacher modeled piece of writing, an anthology passage, or text projected onto a large screen. These shared readings provide students with opportunities to work together to practice important reading and writing skills. It may also be a way to provide our students with opportunities to have meaningful conversations and discuss books in small groups or with partners. This should be done in a short, focused mini lesson format.

**Daily Five:** The Daily Five is a management system that helps a teacher facilitate guided reading, strategy groups and literature circles in a literacy block. Daily Five should be done 4-5 times a week and activities should be directly related to skills taught in whole group and small-group instruction. It is a way to foster the important reading, writing, speaking and listening skills that are essential to become proficient readers and writers in the 21<sup>st</sup> century.

During Daily Five, students are given the choices of Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work. It is critical that Read to Self occurs every day with students reading books on their appropriate reading level. Students should log their progress and should be given appropriate opportunities to work collaboratively and engage in book discussions with their classmates.

**Reading Fundamentals Units of Study:** Reading Fundamentals has a central mission to develop, expand, and enhance the skills, strategies, and tools students can use to make meaning of and interact with text. Reading Fundamentals Units of Study exist inside a balanced literacy framework. Within this framework, there are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books and other texts at their independent reading levels).

**Writing Fundamentals Units of Study:** Schoolwide's Writing Fundamentals Units of Study have a central mission to improve students' writing by providing explicit instruction that focuses on demonstrating why writers write and how writers communicate their ideas effectively. In order for students to write with power and purpose, the Writing Fundamentals units use quality literature and informational texts to provide authentic examples of various genres and text types.

**Ready New Jersey Reading Instruction (Grades 2-5):** The Ready New Jersey Reading program uses a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the New Jersey Student Learning Standards at each grade level. Targeted resources for differentiation are outlined within the resource and align to Diagnostic Assessment reports. Teacher Toolbox provides online access to additional resources, prerequisite and extension lessons, as well as video tutorials and additional assessments.

**Guided Reading:** Guided Reading is small group instruction with students reading text (Fiction and Nonfiction) on their instructional reading level. During guided reading, the teacher should introduce the lesson and book by previewing, discussing, introducing important vocabulary, and then accessing background knowledge. The teacher should also set a purpose for reading the text. Students are then given the opportunity to read the text quietly to themselves and the teacher works with each student individually to hear them read, reinforce necessary skills, and provide specific goals for reading. During this time, the teacher facilitates discussions, reinforces skills, reviews vocabulary and takes anecdotal notes. Occasionally extension activities may be assigned. Guided reading is an effective form of reading instruction that builds reading skills, extends independent reading time, provides opportunity to expand vocabulary and phonemic awareness, gives students guided practice time to write about reading, and creates engagement and motivation.

**Strategy Groups:** Strategy groups can be done in place of guided reading on some days. The teacher may discover that specific students need more intensive instruction on specific reading or writing strategies in order to progress with literacy development. These groups are flexible and additional groups should be created as ongoing formative assessment takes place.

**Literature Circles:** In literature circles, small groups of children meet after reading a text that is on their independent reading level. The students guide their discussion about the text or portion of the text that was just recently read independently. Literature circles are a great way to foster critical thinking, reflection, and collaboration within a classroom, and they guide students to create deeper understanding of what they read through written work and guided discussions.

**Wilson Foundations:** Manchester Township's approved phonics-based program for Kindergarten-Grade 2 focuses on a systematic approach to teaching print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, encoding, vocabulary, fluency, and spelling.

[Administering the DRA2](#)

[Curriculum and Instruction](#)

[Fundations Level K-2](#)

[Understanding iReady in the Elementary Schools](#)

[Reader's Workshop, Guided Reading and Daily Five](#)

[Writer's Workshop, 6+1 Traits of Writing, Writing Fundamentals and Ready Writing](#)

## The Case for Informational Text

Nell K. Duke

Younger students need to expand their repertoire and build literacy skills with informational text.

Think about the way you come to understand the world around you. What do you read to find out about the climate of a region you plan to visit? What do you consult to identify the bird that just flew past your window? In fact, what are you reading right now? The answer to all these questions is *informational text*.

We are surrounded by text whose primary purpose is to convey information about the natural or social world. Success in schooling, the workplace, and society depends on our ability to comprehend this material. Yet many children and adults struggle to comprehend informational text.

We should not wait to address this problem until students reach late elementary, middle, and high school, when learning from text is a cornerstone of the curriculum. Four strategies can help teachers improve K-3 students' comprehension of informational text. Teachers should:

- Increase students' access to informational text.
- Increase the time students spend working with informational text in instructional activities.
- Explicitly teach comprehension strategies.
- Create opportunities for students to use informational text for authentic purposes.

### *Increase Access*

Chances are that your personal bookshelves, magazine racks, and Web site bookmarks are replete with informational text. Many young students, however, have limited access to such text. One study of 20 1st grade classrooms found that on average, informational text constituted less than 10 percent of classroom libraries. And informational text represented an average of less than 3 percent of the materials displayed on these classrooms' walls and other surfaces (Duke, 2000).

Young students need to learn about the range of purposes that text can serve (Duke, 2003). By filling the classroom with books on insects, weather, firefighters, the ocean, families, trucks, reptiles, pets, and other topics that fascinate young children, teachers can demonstrate to their students that reading can help them obtain important information.

When teachers include informational text in the classroom, they also expand opportunities for home-school connections that support literacy (Duke & Purcell-Gates, 2003). Research and experience suggest that even parents who rarely read fiction for pleasure can become inspired when teachers invite them to interact with their children around nonfiction texts, newspapers, magazines, and reference books (Duke, Bennett-Armistead, & Roberts, 2002, 2003).

Increased access to informational text can also better motivate the many students who prefer this kind of text or who have strong interests in the topics addressed in such text (Caswell & Duke, 1998; Jobe & Dayton-Sakari, 2002). One student with whom I worked had shown little enthusiasm for the storybooks that his teachers had been providing, but genuinely enjoyed the informational books that we introduced, especially on his favorite topics: outer space, animals, and machines. When reading informational books, he was more willing to persist in decoding difficult words, and he applied background knowledge more readily. As he experienced success with informational books, both his overall reading ability and his self-confidence grew to the point where his narrative reading also seemed to benefit.

### *Increase Time*

In addition to including informational text in the classroom environment, teachers also need to include such text in instructional activities. The study of 1st grade classrooms showed that students spent an average of only 3.6 minutes each day interacting with informational text—even less in low-socioeconomic-status schools (Duke, 2000).

One way to incorporate informational text in the classroom is to read it aloud to students. When teachers read aloud from informational text, young students become familiar with its characteristics and conventions (Duke & Kays, 1998). Listening to informational text can be a valuable tool for knowledge building, especially when combined with other ways of learning about the world, such as hands-on investigations (Anderson & Guthrie, 1999). Research also suggests that students are more likely to select informational text for independent reading if their teacher has read it aloud to them (Dreher & Dromsky, 2000).

Teachers can also use informational text in guided and independent reading, in writing, and in content-area instruction. For example, one teacher with whom I worked taught the *sp* blend during a guided reading of an informational book about spiders. Another teacher taught students how to summarize as they wrote reviews of favorite informational books. And a science teacher used a combination of hands-on experiences and informational text reading to build students' knowledge of simple machines.

Some educators worry that informational text may be too difficult for young students, or that spending time with informational text will distract students from learning basic reading skills. Research evidence does not support this concern, however (Duke, Bennett-Armistead, & Roberts, 2002, 2003). In one study, 1st grade students whose teachers included more informational text in their classroom libraries, on classroom wall displays, and in classroom activities showed growth on standardized tests of decoding and word identification equal to those of students whose teachers focused less heavily on informational text. For classes whose students entered school with relatively low letter-sound knowledge, those exposed to more informational text actually had higher

growth in this area. The study also documented other benefits, including better informational text writing and increased enthusiasm for recreational reading (Duke, Martineau, Frank, & Bennett-Armistead, 2003).

### *Teach Comprehension Strategies*

In addition to exposing young students to informational text, teachers must also teach them *how* to read it.

Research shows that good readers are strategic in their reading (Pressley & Afflerbach, 1995) and that explicit teaching of comprehension strategies can foster comprehension development (Duke & Pearson, 2002). Although most of this research has been conducted with older students, it makes sense to begin this long-term endeavor early on (Duke & Bennett-Armistead, 2003; Pearson & Duke, 2002).

Strategies that appear to improve comprehension include monitoring students' understanding and making adjustments as needed; activating and applying relevant prior knowledge (for example, by making predictions); generating questions; thinking aloud; attending to and uncovering text structure; drawing inferences; constructing visual representations; and summarizing. With each strategy, explicit teaching should include information about *what* the strategy is, *when* it is used, *how* it is used, and *why* it is worth using.

When talking with young students, I often discuss the strategies in terms of good readers, as in "Good readers think about what might be coming next." I also model the uses of comprehension strategies by thinking aloud as I read. For example, to model the importance of monitoring understanding, I make comments such as, "That doesn't make sense to me because . . ." or "I didn't understand that last part—I'd better go back." Accompanying the reading with written activities—such as constructing a Venn diagram when reading a text with compare/contrast structure or writing questions about a text for classmates to answer—can also help foster students' strategy development.

Research suggests that teaching even one comprehension strategy can lead to improved comprehension and that teaching multiple strategies can have an even larger impact (National Reading Panel, 2000; Pressley, 2000). One approach to teaching multiple strategies simultaneously that has received considerable support in the research literature—and that has been used with students as early as 1st grade—is *reciprocal teaching* (Palincsar, Brown, & Campione, 1993). In this approach, the teacher explicitly teaches and models the use of four strategies: asking questions, summarizing, clarifying, and making predictions. In small groups, students take turns playing teacher and applying these strategies themselves, with help from the teacher and their peers as needed. Eventually, students apply these strategies on their own as they read increasingly complex and varied texts.

Another important aspect of teaching students how to read informational text is making them aware of the differences between informational text and other kinds of text, especially fictional narratives. For example, we typically read fictional narrative texts in their entirety, from beginning to end, and at a steady pace. In contrast, we typically read informational texts selectively—just the parts that might meet our needs or interest us. We might start at the index, then check a passage on page 38, then read a whole

section on page 15. We may vary the pace of reading from section to section, reading some parts carefully and just scanning others. Students need to learn the differences between various kinds of text and the consequences of these differences for their reading processes (Symons, MacLatchy-Gaudet, Stone, & Reynolds, 2001).

### *Use Informational Text for Authentic Purposes*

When you read informational text, you do so for an authentic purpose—to obtain information that you want or need to know (Purcell-Gates, Duke, Hall, & Tower, 2002). You may read a book on financial management to help you make good investments, a magazine article that deepens your knowledge of Buddhism, or a field guide to identify birds in your yard.

In contrast, students in school usually read informational text to answer questions at the back of the chapter, to complete a test prep worksheet, or simply because the teacher said to do so. Some of these activities may be unavoidable, but we need to create classrooms in which students read informational text as often as possible for more compelling purposes. In a recent study, 2nd and 3rd grade students whose teachers encouraged more authentic reading and writing of informational and how-to texts in science showed higher growth in reading comprehension as well as in writing (Purcell-Gates & Duke, 2003).

Teachers can use many strategies to create authentic purposes for reading informational text. They can set up situations in which students need information, then encourage students to read to obtain that information. Students may want to find information about the life cycles of frogs before setting up a tadpole tank or learn about the needs of growing things before planting a window box. Teachers can pique students' curiosity: putting out some earthworms for students to observe; demonstrating that water left out in a pan on Friday has “disappeared” on Monday; setting out some magnets with various materials that the magnets will or will not attract. Students will read informational books and other print materials on earthworms, evaporation, and magnetism with greater interest and purpose after such activities as these.

*Reading-for-writing* may also increase authenticity. Students can read about electricity to write their own class book on the subject for the school library. They can read about pond life to prepare a brochure for a local nature center. They can read about trash and recycling before embarking on a letter-writing campaign to decrease trash output in their community.

In my experience, young students working to comprehend informational text for such purposes look noticeably different from those reading it simply because the teacher assigned it. The first set of students reads more strategically and pays more attention to components of the text, such as headings, vocabulary, and summary statements. Indeed, instruction that emphasizes reading to learn and sharing information with others has proven effective in increasing students' engagement, application of strategies, and comprehension (Guthrie, 2003).

### *Increasing Reading Achievement*

The four strategies discussed in this article provide a good start for our efforts to improve young students' ability to read informational text. In the years to come, I hope that teachers and researchers will work together to develop and test techniques, observe and experiment, and gain new insights about how to help students with this important goal. Incorporating informational text in the curriculum in the early years of school has the potential to increase student motivation, build important comprehension skills, and lay the groundwork for students to grow into confident, purposeful readers.

## K-2 Literacy Block

\*A literacy block of minimally 135 min (3 periods) every day is necessary to create Balanced Literacy instruction to benefit our students in Manchester.

\*Phonics, Vocabulary, Grammar, and Word Work can and should be incorporated into Daily Five/Guided Reading and Writing Workshop.

\*Basic Skills students should be met with each day in small group instruction and should be provided instructed by both the classroom teacher and Basic Skills teacher

Time	Classroom Instruction		Co-Teacher (if present)
30 min	Wilson Foundations Lesson – whole class		Co-Teacher would not be present at this time
75 min	<p>Reading Workshop</p> <p>Reading Instruction/Daily Five</p> <p>*Independent Reading should be incorporated daily</p> <p>*Student book bins should include books on independent reading level and at least one choice book</p> <p>*Word Work should align to Foundations instruction</p>	<p>Mini lesson (15-20min) Whole Group Reading Strategy Instruction</p> <p>2 Guided Reading/Strategy groups – (15-20 min each)</p> <p>Tier II intervention groups are included in these rounds</p> <p>Quick check-in of student progress between groups</p> <p>Check In and Conferencing (10-15 min)</p> <ul style="list-style-type: none"> <li>● Reading conferences</li> <li>● Fluency checks</li> <li>● Sight Word checks</li> <li>● Additional guided reading/strategy group instruction</li> <li>● Students continue Daily Five activities</li> </ul> <p>Closure (5min)</p>	<p>Co-Teach Mini Lesson</p> <ul style="list-style-type: none"> <li>● Team Teaching</li> <li>● Parallel Teaching</li> </ul> <p>1-2 Guided Reading groups (dependent on Tier II interventions lessons) – approximately 15-20 min each</p> <p>1-2 (15-20 min) Tier II intervention groups depending on student instructional needs</p> <p>Individualized instruction as needed</p> <p>Check In and Conferencing (10-15 min)</p> <ul style="list-style-type: none"> <li>● Reading conferences</li> <li>● Fluency checks</li> <li>● Sight Word checks</li> <li>● Additional guided reading/strategy group instruction</li> <li>● Students continue Daily Five activities</li> </ul> <p>Closure (5min)</p>

30 min	<p>Writing Workshop</p> <p>*Students continue to work on independent writing activities in Daily 5 Work on Writing</p>	<p>5-10 min Mini-Lesson</p> <p>15-20 min Independent Writing</p> <p>Individual conferences -3-5 min each and/or peer conferencing</p> <p>5 min closure – refocus on mini-lesson topic and share 1-2 kids’ successes or partner share so that all share some days</p>	<p>Co-Teach Mini Lesson</p> <ul style="list-style-type: none"> <li>● o Team Teaching</li> <li>● o Parallel Teaching</li> </ul> <p>Guided Writing Groups</p> <p>Individual student conferences</p> <p>Facilitate peer conferencing</p> <p>Co-lead closure activities</p>
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## Grade 3 Literacy Block

\*A literacy block of minimally 135 min (3 periods) every day is necessary to create Balanced Literacy instruction to benefit our students in Manchester.

\*Grammar, Vocabulary, and Word Study can and should be incorporated into Daily Five/Guided Reading/Strategy Groups and Writing Workshop.

\*Daily Five must include Read to Self and Work on Writing each day.

\*Basic Skills students should be met with each day in small group instruction and should be provided instructed by both the classroom teacher and Basic Skills teacher

Time	Classroom Instruction		Co-Teacher (if present)
90 min	<p>Reading Workshop</p> <p>Reading Instruction/Daily Five</p> <p>*Independent Reading should be incorporated daily</p> <p>*Student book bins should include books on independent reading level and at least one choice book</p> <p>*Word Work should align to Foundations instruction</p>	<p>Mini lesson (20-25min) Whole Group Reading Strategy Instruction</p> <ul style="list-style-type: none"> <li>o Grade level complex text</li> <li>o Mentor Text</li> <li>o Novel Study</li> <li>o Skill based instruction</li> </ul> <p>2 Guided Reading/Strategy groups – (15-20 min each)</p> <p>Tier II intervention groups are included in these rounds</p> <p>Quick check-in of student progress between groups</p>	<p>Co-Teach Mini Lesson</p> <ul style="list-style-type: none"> <li>● Team Teaching</li> <li>● Parallel Teaching</li> </ul> <p>1-2 Guided Reading groups (dependent on Tier II interventions lessons) – approximately 15-20 min each</p> <p>1-2 (15-20 min) Tier II intervention groups depending on student instructional needs</p> <p>Individualized instruction as needed</p>

		<p>Check In and Conferencing (10-15 min)</p> <ul style="list-style-type: none"> <li>• Reading conferences</li> <li>• Fluency checks</li> <li>• Sight Word checks</li> <li>• Additional guided reading/strategy group instruction</li> <li>• Students continue Daily Five activities</li> </ul> <p>Closure (5min)</p>	<p>Check In and Conferencing (10-15 min)</p> <ul style="list-style-type: none"> <li>• Reading conferences</li> <li>• Fluency checks</li> <li>• Sight Word checks</li> <li>• Additional guided reading/strategy group instruction</li> <li>• Students continue Daily Five activities</li> </ul> <p>Closure (5min)</p>
45 min	<p>Writing Workshop</p> <p>*Students continue to work on independent writing activities in Daily 5 Work on Writing</p>	<p>15-20 min Mini Lesson (Writing Strategy)</p> <p>20-25 min Independent Writing</p> <p>Individual conferences -3-5 min each and/or peer conferencing</p> <p>Guided Writing Groups</p> <p>Closure (5 min) – Review lesson objective and share</p>	<p>Co-Teach Mini Lesson</p> <ul style="list-style-type: none"> <li>• Team Teaching</li> <li>• Parallel Teaching</li> </ul> <p>Guided Writing Groups</p> <p>Individual student conferences</p> <p>Facilitate peer conferencing</p> <p>Co-lead closure activities</p>

## Grade 4-5 Literacy Block

\*A literacy block of minimally 135 min (3 periods) every day is necessary to create Balanced Literacy instruction to benefit our students in Manchester.

\*Grammar, Vocabulary, and Word Study can and should be incorporated into Daily Five/Guided Reading/Strategy Groups and Writing Workshop.

\*Daily Five must include Read to Self and Work on Writing each day.

\*Basic Skills students should be met with each day in small group instruction and should be provided instructed by both the classroom teacher and Basic Skills teacher

Time	Classroom Instruction	Co-Teacher (if present)
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<p>90 min</p>	<p>Reading Workshop</p> <p>Reading Instruction/Daily Five</p> <p>*Independent Reading should be incorporated daily</p> <p>*Student book bins should include books on independent reading level and at least one choice book</p> <p>*Word Work should align to Foundations instruction</p>	<p>Mini lesson (25-30min) Whole Group Reading Strategy Instruction</p> <ul style="list-style-type: none"> <li>o Grade level complex text</li> <li>o Mentor Text</li> <li>o Novel Study</li> <li>o Skill based instruction</li> </ul> <p>2 Guided Reading/Strategy groups – (20 min each)</p> <p>Tier II intervention groups are included in these rounds</p> <p>Quick check-in of student progress between groups</p> <p>Check In and Conferencing</p> <ul style="list-style-type: none"> <li>● Reading conferences</li> <li>● Fluency checks</li> <li>● Sight Word checks</li> <li>● Additional guided reading/strategy group instruction</li> <li>● Students continue Daily Five activities</li> </ul> <p>Closure (5min)</p>	<p>Co-Teach Mini Lesson</p> <ul style="list-style-type: none"> <li>● Team Teaching</li> <li>● Parallel Teaching</li> </ul> <p>1-2 Guided Reading groups – approximately 15-20 min each if Tier II Wilson Just Words instruction is given during that day's instructional block.</p> <ul style="list-style-type: none"> <li>● Wilson Just Words 30 min lesson</li> </ul> <p>2-3 Guided Reading/Strategy/Literature Circle Groups if Tier II intervention is not instructed on that day</p> <p>Individualized instruction as needed</p> <p>Closure (5min)</p>
<p>45 min</p>	<p>Writing Workshop</p> <p>*Students continue to work on independent writing activities in Daily 5 Work on Writing</p>	<p>15-20 min Mini Lesson (Writing Strategy)</p> <p>20-25 min Independent Writing</p> <p>Individual conferences -3-5 min each and/or peer conferencing</p> <p>Guided Writing Groups</p> <p>Closure (5 min) – Review lesson objective and share</p>	<p>Co-Teach Mini Lesson</p> <ul style="list-style-type: none"> <li>● Team Teaching</li> <li>● Parallel Teaching</li> </ul> <p>Guided Writing Groups</p> <p>Individual student conferences</p> <p>Facilitate peer conferencing</p> <p>Co-lead closure activities</p>

## Assessment Calendar



# New Jersey Student Learning Standards Articulation Grid

*"In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.*

*Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.*

*The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:*

*21st Century Life and Careers  
Comprehensive Health and Physical Education  
English Language Arts  
Mathematics  
Science  
Social Studies  
Technology  
Visual and Performing Arts  
World Languages*

*The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016." --taken directly from <http://www.state.nj.us/education/cccs/>*

Please refer to the following link for the New Jersey Student Learning Standards for Reading Language Arts for Kindergarten through Grade 5. You must sign in to your account to access this resource.

<https://www.manchestertwp.org/departments/curriculum/elementary-supervisor/language-arts>

[New Jersey Student Learning Standards English Language Arts](#)



# Literacy Guidelines and Expectations

## DISTRICT APPROVED READING ASSESSMENT

### Developmental Reading Assessment (DRA2)

#### The Basics

The DRA2 Benchmark Assessment measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. Administer the Benchmark Assessment to identify an instructional plan that will meet the needs of each student.

#### The Process

By following the straightforward, four-step process, the DRA2 Benchmark Assessment pinpoints student strengths, abilities, and needs.

##### Step 1: Reading Engagement

Observe Student reading habits, preferences, and goals

##### Step 2: Oral Reading Fluency

Analyze and record oral reading

##### Step 3: Comprehension

Evaluate how well students understand the information they have read

##### Step 4: Teacher Analysis

Use Assessment results to personalize instruction to meet the needs of every learner

## DRA2 Guidelines

### Kindergarten:

- NO Student Reading Survey is required if your students are below a level 28 (end of second grade reading level)
- Levels A-3 test printed language concepts
- Levels 4 and up test comprehension
- Benchmark Levels (where students need to be in order to be considered ON GRADE LEVEL):
  - January: Level 1
  - June: Level 4

### First Grade:

- NO Student Reading Survey is required if your students are below a level 28 (end of second grade reading level)
- Levels 4 and up test comprehension
- Benchmark Levels (where students need to be in order to be considered ON GRADE LEVEL):
  - September: Level 4-6
  - May/June: Level 16-18

### Second Grade:

- NO Student Reading Survey is required if your students are below a level 28 (end of second grade reading level)-Student Surveys will most likely be used by most students during May/June testing only
- Beginning with level 28 students will answer comprehension questions (summary, literal comprehension, interpretation and reflection) in the Student Booklet. You are required to record their predictions.
- Benchmark Levels (where students need to be in order to be considered ON GRADE LEVEL):
  - September: Level 16-20
  - May/June: Level 28

### Third Grade:

- A Student Reading Survey is required if your students are reading at a level 28 (end of second grade reading level) or HIGHER- most of your students will need to fill one out in September and May/June
- Beginning with level 28 students will answer comprehension questions (summary, literal comprehension, interpretation and reflection) in the Student Booklet. You are required to record their predictions up to level 38. At level 40 students record their own predictions.
- Benchmark Levels (where students need to be in order to be considered ON GRADE LEVEL):
  - September: Level 28-34

May/June: Level 38

Fourth Grade:

- A Student Reading Survey is required if your students are reading at a level 28 (end of second grade reading level) or HIGHER- most of your students will need to fill one out in September and May/June
- Beginning with level 28 students will answer comprehension questions (summary, literal comprehension, interpretation and reflection) in the Student Booklet. You are required to record their predictions up to level 38. At level 40 students record their own predictions.
- Benchmark Levels (where students need to be in order to be considered ON GRADE LEVEL):  
September: Level 38-40  
May/June: Level 40

Fifth Grade:

- A Student Reading Survey is required if your students are reading at a level 28 (end of second grade reading level) or HIGHER- most of your students will need to fill one out in September and May/June
- Beginning with level 28 students will answer comprehension questions (summary, literal comprehension, interpretation and reflection) in the Student Booklet. You are required to record their predictions up to level 38. At level 40 students record their own predictions.
- Benchmark Levels (where students need to be in order to be considered ON GRADE LEVEL):  
September and May/June: Level 50

## Helpful Tips for Testing

- If your students require a **Student Reading Survey**, have them fill one out prior to you testing them. This can be done as a whole class, but students should generate their own AUTHENTIC responses. If you have your students keep a Reading Log they are allowed to refer to this when completing their survey.
- Students reading on levels **A-24** will need to sit next to you for the entire test. (Beginning Kindergarten to middle second grade.)
- Students reading on levels **28-38** will complete the oral reading fluency with you as well as predictions (no use of the book is permitted when making predictions). Then send them on their way with the book and directions to finish the rest of the story and to complete their student booklets. Once they leave score their reading engagement and oral reading fluency results on the Continuum; then begin to test a new student on their oral reading fluency and predictions.
- Students reading on levels **40 and higher** will complete the oral reading fluency with you. They will make their predictions on their own in the student booklet (no

book allowed to do so). In the meantime, score their reading engagement and oral reading fluency results on the Continuum. When they return send them on their way with the book and directions to finish the rest of the story and student booklet. Then begin to test a new student on their oral reading fluency.

- Score all **comprehension** sections for levels 28 and higher after you have met with ALL your students or at the end of the day if there is no time to do so after the test is administered.
- Record all results on the **assessment forms** (on CD-Rom or located in Blackline Masters) to help group your students based on need.
- Benchmark levels that include **Nonfiction texts** are 16, 28, 38, and 40. It is important to make sure students are able to read/decode and comprehend both fiction and nonfiction text on their present grade level before moving them up to an above grade level text.
- The **Focus for Instruction** tool is used to determine what students need in order to move forward. Three to five activities should be checked off to address students' needs.
- **DRA Word Analysis** is a diagnostic assessment to observe how struggling and emerging readers work with and understand words. The assessment is broken down into phonological awareness, printed language, letter/high frequency word recognition, phonics, and structural analysis and syllabication. The number of tasks that students complete will vary depending on previous experiences, strengths and needs. Assessment should stop once three tasks (not necessarily in order) score in the Little or Some Control range. Rules for when to administer the Word Analysis are as follows...
  - Emerging readers in kindergarten and beginning of first grade to identify their level of phonological awareness and basic knowledge of phoneme/grapheme relationships.
  - Struggling readers in the latter part of first grade through third grade who are reading below grade level due to ineffective word solving skills and strategies.
  - Fourth and fifth grade students whose independent DRA level is 38 or below.
  - The Word Analysis is not intended for students who can decode a text but have difficulty demonstrating comprehension of what they have read. Or students who's silent and oral reading rates are slow but only make a few miscues.
- Guidelines for choosing an appropriate level text at the beginning of the year are as follows

Student's Current Grade	If the student's level of reading was...	Select a text from the following level(s) at the beginning of the year
Kindergarten	n/a	Optional

First Grade	On grade level in Kindergarten Below grade level in Kindergarten Above grade level in Kindergarten	3-4 A-2 8-14
Second Grade	On grade level in 1 <sup>st</sup> grade Below grade level in 1 <sup>st</sup> grade Above grade level in 1 <sup>st</sup> grade	16-18 10-14 28-34
Third Grade	On grade level in 2 <sup>nd</sup> grade Below grade level in 2 <sup>nd</sup> grade Above grade level in 2 <sup>nd</sup> grade	28-30 18-24 34-38

## Developmental Reading Assessment (DRA) ON GRADE LEVEL Benchmarks

	Beginning of the Year	Middle of the Year	End of the Year
Kindergarten		1	4
First Grade	4 Independent - 6	10	16 Independent - 18
Second Grade	16-20	20-24	28
Third Grade	28 Independent - 34	30-34	38
Fourth Grade	38-40	40	40
Fifth Grade	40-50	50	50

## **DRA2: *Important!* When Not to Reassess at a Lower Level**

**For Levels 28-80: (\*see below for levels 4-24)**

When a student's Oral Reading WPM & Percent of Accuracy fall within the Independent or Advanced range, but Comprehension falls in the Instructional range on the Continuum, the student should NOT be reassessed using a lower DRA2 level. (DRA2 K-3 Teacher's Guide P 57)

Why??? According to DRA, "without instruction it is highly improbable that they will perform any better when asked to write similar responses with a slightly lower-level text."

- On the front of folder, place an \* next to DRA2 Text Level, ie. 28\*.
- On the inside of folder, place an \* next to the comprehension score.
- On the back of folder, record the score in the Instructional range (28\* falls in the grey area).
- The score on Multiple Measure forms would be the number with "Instructional," ie. DRA2 28\* Instructional.
- Use the Focus For Instruction page to check off specific Comprehension Skills to be addressed.

Please note: At any level, if Comprehension falls into the Intervention range, then DO reassess at a lower level.

**\*For Levels 4-24:**

If WPM & Accuracy are Independent or Advanced, but Comprehension is Developing on levels 4-12 or Instructional on levels 14-24, then DO reassess at a lower level.

## DRA2 Word Analysis

DRA2 Word Analysis is a diagnostic assessment that provides teachers with a systematic means to observe how struggling and emerging readers attend to and work with various components of spoken and written words. It enables teachers to determine every student's level of control of each task, to group students according to instructional needs, to plan more effectively for instruction and to document students' progress over time.

There are 5 Strands addressed:

1. Phonological awareness
2. Metalinguage: language used to talk about printed language concepts
3. Letter/high-frequency word recognition
4. Phonics
5. Structural analysis and syllabication

DRA2 Word Analysis is composed of 40 Tasks which reflect what students need to know and do, in order to successfully problem-solve unknown or less familiar words as they read meaningful texts. The tasks are sequenced in order of difficulty based upon the DRA2 texts levels as well as research-based expectations for phonological awareness.

DRA2 Word Analysis Components:

- Teacher's Guides (inside DRA2 box)
- Introduction & Overview (Pgs. 4 – 29)
- Blackline Masters for tasks (see binder for easy access of all masters)
- Developing Proficient Readers with Word Analysis (Pgs. 8-10)
- Guidelines & Procedures for Administering and Identifying a Focus for Instruction (Pgs. 11-21)
- Student Cumulative Recording & Scoring Forms (Pgs. 22-28)
- Analysis of Oral Reading & Spelling Miscues (Pgs. 160-164)
- Group Profiles P164-171
- Sample Mini-lessons & Learning Activities (Pgs 172-232)
- Glossary of Terms (Pgs 233-236)
- Training CD (inside DRA2 box)

## DRA2 Progress Monitoring Assessment Tips for Implementation

The DRA2 Progress Monitoring Assessments were created to work in conjunction with the DRA2. Together they provide a comprehensive profile of a reader's strengths and instructional needs. Both assess oral fluency and comprehension but responses on the Progress Monitoring Assessment are all oral, not written, in order to provide a tool that can be administered in just a few minutes. (See Progress Monitoring Assessment binder P 7)

Binders have been created for each grade level and contain 95 one-page Student Passages for Levels 4 through 60. These assessments can be used to monitor at-risk readers in first grade through sixth grade. They should be administered to struggling readers every 2 - 3 weeks to monitor progress and to identify instructional needs. (P 7)

To find an Instructional level, go up one level from the student's most recent DRA2 Independent level. (P 12)

If the student's percent of accuracy or words per minute (wpm) fall below the Instructional range on the continuum, then stop the assessment. Reassess at another time with a lower-level passage to find the student's Instructional level. (P 14)

If the student's percent of accuracy and wpm fall in the Independent range, then complete the assessment to determine if any instructional needs are identified. (P 14)

*Analyzing Student Responses & Selecting a Focus for Instruction* section is in the DRA2 Progress Monitoring binder beginning on P 18.

*Moving into Instruction - Suggested Skill Instruction, "If...Then" statements, which correlate to each passage, begin on P 24 in the binder.*

*Teacher Routine Cards for Instruction* are in the front pocket of the binder.

### **NOTE \* When working with ELL students:**

- Do not count mispronunciations as reading errors on Records of Oral Reading. Some ELL students may not have acquired English language sounds, and some may have an accent. (See P 9)
- Use fluency, phrasing and expression as key indicators for comprehension. (See P 9)
- Use bilingual staff to assess ELL students when possible.

## Stages of Reading Development

Stages	Levels	Student Characteristics
<b>Stage 1</b> Emergent Reader PreK-K	DRA A-2 F&P A-B	Knows less than half the alphabet, has little concept of word, has little phonemic awareness, and recognizes few sight words
<b>Stage 2</b> Beginning Reader Late K-Early 1 <sup>st</sup>	DRA 3-6 F&P C-D	Starting to develop print-related understandings, recognition of at least three quarters of alphabet, understand concept of word, one to one tracking of words, beginning to attend to initial sounds of words, recognizes at least 10 sight words
<b>Stage 3</b> Progressing Reader Early/Mid 1 <sup>st</sup>	DRA 8-12 F&P E-G	Demonstrates directionality, one to one matching, and uses beginning letters. Can quickly recognize 50 sight words, can begin to decode, can easily read text with simple sentence structure, uses picture clues, reads familiar text with fluency, confirms words with beginning and ending sounds, checks and confirms predictions, and feels comfortable discussing what was read
<b>Stage 4</b> Transitional Reader Mid/Late 1 <sup>st</sup>	DRA 14-16 F&P H-I	Working towards reading independently, can read at least 100 sight words, can read one syllable and short vowel words with consonant blends and digraphs, uses decoding and comprehension strategies, recognizes word families, enjoys reading longer and more complex texts, engages in conversations about what they read, and reading fluency rate is increasing
<b>Stage 5</b> Independent/ Fluent Reader Early 2 <sup>nd</sup> -Late 2 <sup>nd</sup>	DRA 18-28 F&P J-M	Working towards reading independently, can read 100+ sight words, uses word patterns in reading and writing, ability to apply decoding and comprehension strategies, uses diverse strategies to cope with difficult text, reads a variety of genres, remembers and revisits parts of text that seem important, read with a fluency speed of 70-100 wpm, can quickly skim through text to retrieve information, can perform word recognition and comprehension at the same time, and reads and writes independently
<b>Stage 6</b> Evolving Reader Late 2 <sup>nd</sup> -Early 4 <sup>th</sup>	DRA 30-40 F&P N-T	Best described as readers who have made the transition from learning to read to reading to learn, transforming from basic decoder to comprehender of text, increased fluency of 80-110 wpm, applying patterns in words, have and apply an extensive sight vocabulary, "chunks" unknown words, depends less on finger pointing to words, knows short vowels, blends, and digraphs, begins to learn about the meaning connections of simple prefixes and suffixes
<b>Stages 7 and 8</b> Advanced Reader Early 4 <sup>th</sup> -Late 8 <sup>th</sup>	DRA 40-50 F&P U-Z	Reads fluently with increased speed (100+ wpm) accuracy, and proper expression, reads longer texts and a variety of genres, uses a variety of strategies to comprehend, spells most one syllable words, continues to study the meaning of spelling and vocabulary, fluent

		and avid reader, understands basic and more complex syllable patterns, evaluates and critiques text, able to retell main ideas and events as well as provide supporting details
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## Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with your skillful support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies. ([www.scholastic.com](http://www.scholastic.com))

### **What is the purpose of guided reading?**

You select books that students can read with about 90 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies,

supported by your introduction. They focus on meaning but use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

### **Why is guided reading important?**

Guided reading gives students the chance to apply the strategies they already know to new text. You provide support, but the ultimate goal is independent reading.

### **When are children ready for guided reading?**

Developing readers have already gained important understandings about how print works. These students know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies.

The ultimate goal of guided reading is reading a variety of texts with ease and deep understanding. Silent reading means rapid processing of texts with most attention on meaning, which is achieved as readers move past beginning levels (H, I, J). At all levels, students read orally with fluency and phrasing.

### **Matching Books to Readers**

The teacher selects a text for a small group of students who are similar in their reading behaviors at a particular point in time. In general, the text is about right for students in the group. It is not too easy, yet not too hard, and offers a variety of challenges to help readers become flexible problem solvers.

### **You should choose Guided Reading Program books for students that:**

- match their knowledge base.
- are interesting to them.
- help them take the next step in
- offer just enough challenge to support learning to read.

### **Supporting Students' Reading**

In working with students in guided reading, you constantly balance the difficulty of the text with support for students reading the text. You introduce the story to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the words and ideas in the text. In this way, you refine text selection and help individual readers move forward in developing a reading process.

Good readers employ a wide range of word-solving strategies, including analysis of sound-letter relationships and word parts. They must figure out words that are embedded in different kinds of texts. Reading a variety of books enables them to go beyond reading individual words to interpreting language and its subtle meanings.

### **Procedures for Guided Reading**

- The teacher works with a small group of students with similar needs. (4-6 students)—each student has their own individual copy of the same text
- Text is student’s instructional reading level—one level above DRA independent reading level
  - DRA assessment will assist in leveling, as well as provide a focus for instruction
- The teacher provides introductions to the text that support children’s later attempts at problem solving.
- Each student reads the whole text or a unified part of the text silently.
- Readers figure out new words while reading for meaning.
- The teacher prompts, encourages, and confirms students’ attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

#### **Guided Reading To Dos:**

- Every guided reading lesson begins with a brief mini lesson
- Teachers will meet with guided reading groups on a rotating basis and make adjustments to the placement of students according to performance and needs
- At risk readers need to be met with every day
- On grade level readers will be met with three to four times a week
- Above average readers need to be with a minimum of two times a week
- Strategies from the anthology, CAFÉ menu and/or read aloud should be a focus for guided reading group instruction

Scholastic article by Gay Su Pinnell, with links to basic info about Guided Reading -

<http://teacher.scholastic.com/reading/bestpractices/guidedreading.htm>

Scholastic article about Guided Reading in the primary classroom -

<http://www2.scholastic.com/browse/article.jsp?id=4343>

ProTeacher blog about Guided Reading -

[http://www.proteacher.org/c/424\\_Guided\\_Reading.html](http://www.proteacher.org/c/424_Guided_Reading.html)

## Guided Reading Lesson Plan (Levels A-L)

Title: \_\_\_\_\_ Le  
vel: \_\_\_\_\_

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual)
  
  
  
  
  
  
  
  
  
  
- Difficult Words/Vocabulary
- Suggested Teaching Point: (refer to Behaviors to Notice and Support)

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

After Reading: (5-7 min.)

- Discuss the story
  
  
  
  
  
  
  
  
  
  
- Return to Teaching Point
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Guided Reading Lesson Plan (Levels M-Z)

Title: \_\_\_\_\_ Level  
I: \_\_\_\_\_

Before Reading: (5-7 min.)

- \*Summarize plot (M)
- \*Discuss pictures (M)
- \*Unfamiliar book language/character names (S)
- \*Draw upon students' experiences (M)

Words/Text Layout:

- \*New or important words (V)
- \*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

- \*Discuss the story
  - clarify confusion, revisiting parts of the text that posed problems for readers
  - acknowledge partially correct responses, seeking to understand students' perspectives
- \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Writing Connection:

## Dolch Sight Words

Many of the 220 Dolch words cannot be "sounded out" and have to be learned by "sight," or memorized. The list is divided into grade levels. It includes pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs. The basic list excludes nouns, which make up a separate 95 wordlist.

The Dolch Word List is also called Sight Words or The Dolch 220. It includes the most frequently used words in the English language. Sight words make up 50 to 70 percent of any general text. Therefore, teaching The Dolch Word List is a crucial goal of education in grades kindergarten through 3.

Grade Level Expectations:

Kindergarten	PrePrimer
First Grade	Primer and First Grade
Second Grade	Second Grade
Third Grade	Third Grade

Pre-Primer	Primer	First Grade	Second Grade	Third Grade
the	he	of	would	if
to	was	his	very	long
and	that	had	your	about
a	she	him	its	got
I	on	her	around	six
you	they	some	don't	never
it	but	as	right	seven
in	at	then	green	eight
said	with	could	their	today
for	all	when	call	myself
up	there	were	sleep	much
look	out	them	five	keep
is	be	ask	wash	try
go	have	an	or	start
we	am	over	before	ten
little	do	just	been	bring
down	did	from	off	drink
can	what	any	cold	only
see	so	how	tell	better
not	get	know	work	hold
one	like	put	first	warm
my	this	take	does	full
me	will	every	goes	done
big	yes	old	write	light
come	went	by	always	pick
blue	are	after	made	hurt
red	now	think	gave	cut
where	no	let	us	kind
jump	came	going	buy	fall
away	ride	walk	those	carry
here	into	again	use	small
help	good	may	fast	own
make	want	stop	pull	show
yellow	too	fly	both	hot
two	pretty	round	sit	far

play	four	give	which	draw
run	saw	once	read	clean
find	well	open	why	grow
three	ran	has	found	together
funny	brown	live	because	shall
	eat	thank	best	laugh
	who		upon	
	new		these	
	must		sing	
	black		wish	
	white		many	
	soon			
	our			
	ate			
	say			
	under			
	please			

# Writer's Workshop

Welcome to Writer's Workshop!

*The idea behind Writer's Workshop is simple: if we know from experience that a workshop approach to the teaching of writing works well for aspiring professional writers, why shouldn't we use this approach in our classrooms? As in a professional writer's workshop, each student in the class is a working author. The teacher is a writing professional and peer coach, guiding authors as they explore their craft. Instead of spending the majority of class time on spelling tests, grammar worksheets, handwriting practice, and other isolated sub-skills of writing,*

*Writer's Workshop is designed to emphasize the act of writing itself—students spend most of their time putting pencil to paper, not just learning about it. Over time, students learn to choose their own topics and to manage their own development as they work through a wide variety of writing projects in a sustained and self-directed way.*

*In Writer's Workshop classrooms, full class lessons are short and tightly focused on practical real-world issues. As in professional writing workshops, emphasis is placed on sharing work with the class, on peer conferencing and editing, and on the collection of a wide variety of work in a writing folder, and eventually in a portfolio. Teachers write with their students and share their own work as well. The workshop setting encourages students to think of themselves as writers, and to take their writing seriously.*

*Writer's Workshop is a popular way of organizing a writing class for one simple reason: it works better than any other management system yet devised. And it works because it is based on the idea that students learn to write best when they write frequently, for extended periods of time, on topics of their own choosing. (Welcome to Writer's Workshop by Steve Peha)*

## So What Exactly is Writer's Workshop?

For some, Writer's Workshop is a philosophy, but I like to look at it simply as a way of managing the class. Each Writer's Workshop period follows the same basic format:

Mini-Lesson (5-15 minutes). A short lesson focused on a single topic that students need help with. You don't need to give a mini-lesson each day; 2-3 times a week is usually just fine.

Status of the Class (2-5 minutes). A quick way of finding out what each student is working on.

Writing Time (20-45 minutes or more!). They write. You can write and/or conference with individual students or small groups.

Sharing (5-15 minutes). Writers read what they have written and seek feedback from their audience. You can share your writing, too.

# 6+1 Traits of Writing

[www.educationnorthwest.org](http://www.educationnorthwest.org)

## *Ideas*

The Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme. The Ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not "tell" readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white ...". Successful writers "show" readers that which is normally overlooked; writers seek out the extraordinary, the unusual, the unique, the bits and pieces of life that might otherwise be overlooked.

## *Organization*

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When Organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions while still leaving the reader something to think about.

## *Voice*

Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call Voice.

## *Word Choice*

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In descriptive writing, strong Word Choice resulting in imagery, especially sensory, show-me writing, clarifies and expands Ideas. In persuasive writing, purposeful Word Choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as

metaphors, similes and analogies articulate, enhance, and enrich the content. Strong Word Choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.

### *Sentence Fluency*

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length, beginnings, structure, and style, and are so well crafted that the reader moves through the piece with ease.

### *Conventions*

The Conventions trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing. Writing that is strong in Conventions has been proofread and edited with care. Since this trait has so many pieces to it, it's almost an analytical trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. Conventions is the only trait where we make specific grade level accommodations, and expectations should be based on grade level to include only those skills that have been taught. (Handwriting and neatness are not part of this trait. They belong with Presentation.)

### *Presentation*

Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well-constructed, the writing will not be inviting to read unless it follows the guidelines of Presentation. These include: Balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, and overall appearance. Think about examples of text and visual presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of Presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is key to a polished piece ready for publication.

### *Writing Rubrics:*

These rubrics provide a frame for assessing student writing and fitting instruction to specific student needs. Use this framework when introducing the Traits to your

students. Introduce one trait at a time and allow students time to apply the skills and strategies taught. When students in grades 2-5 write a final piece of writing, their writing should be comprehensive and address all 6 Traits.

6+1 Traits of Writing Rubrics:

Grades K-2: 5 Point Scale

Grades 3-5: 6 Point Scale

# Five-Point 6+1 Traits Writing Rubric

	5	4	3	2	1
	Strong	Proficient	Developing	Emerging	Beginning
<b>Ideas &amp; Content</b> <i>* main theme</i> <i>* supporting details</i>	* Clear, focused, interesting ideas with appropriate detail	* Evident main idea with some support which may be general or limited	* Main idea may be cloudy because supporting detail is too general or even off-topic	* Purpose and main idea may be unclear and cluttered by irrelevant detail	* Lacks central idea; development is minimal or non-existent
<b>Organization</b> <i>* structure</i> <i>* introduction</i> <i>* conclusion</i>	* Strong order and structure * Inviting intro and satisfying closure	* Organization is appropriate, but conventional * Attempt at introduction and conclusion	* Attempts at organization; may be a "list" of events * Beginning and ending not developed	* Lack of structure; disorganized and hard to follow * Missing or weak intro and conclusion	* Lack of coherence; confusing * No identifiable introduction or conclusion
<b>Voice</b> <i>* personality</i> <i>* sense of audience</i>	* Appropriate to audience and purpose * Writer behind the words comes through	* Evident main commitment to topic * Inconsistent or dull personality	* Voice may be inappropriate or non-existent * Writing may seem mechanical	* Writing tends to be flat or stiff * Little or no hint of writer behind words	* Writing is lifeless * No hint of the writer
<b>Word Choice</b> <i>* precision</i> <i>* effectiveness</i> <i>* imagery</i>	* Descriptive, broad range of words * Word choice energizes writing	* Language is functional and appropriate * Descriptions may be overdone at times	* Words may be correct but mundane * No attempt at deliberate choice	* Monotonous, often repetitious, sometimes inappropriate	* Limited range of words * Some vocabulary misused
<b>Sentence Fluency</b> <i>* rhythm, flow</i> <i>* variety</i>	* Easy flow and rhythm * Good variety in length and structure	* Generally in control * Lack variety in length and structure	* Some awkward constructions * Many similar patterns and beginnings	* Often choppy * Monotonous sentence patterns * Frequent run-on sentences	* Difficult to follow or read aloud * Disjointed, confusing, rambling
<b>Conventions</b> <i>* age appropriate, spelling, caps, punctuation, grammar</i>	* Strong control of conventions; errors are few and minor	* Control of most writing conventions; occasional errors with high risks	* Limited control of conventions; frequent errors do not interfere with understanding	* Frequent significant errors may impede readability	* Numerous errors distract the reader and make the text difficult to read

# Six-Point 6+1 Traits Writing Rubric

	6	5	4	3	2	1
	<b>Exemplary</b>	<b>Strong</b>	<b>Proficient</b>	<b>Developing</b>	<b>Emerging</b>	<b>Beginning</b>
<b>Ideas &amp; Content</b>	* Exceptionally clear, focused, engaging with relevant, strong supporting detail	* Clear, focused, interesting ideas with appropriate detail	* Evident main idea with some support which may be general or limited	* Main idea may be cloudy because supporting detail is too general or even off-topic	* Purpose and main idea may be unclear and cluttered by irrelevant detail	* Lacks central idea; development is minimal or non-existent
<i>* main theme</i>						
<i>* supporting details</i>						
<b>Organization</b>	* Effectively organized in logical and creative manner	* Strong order and structure and inviting intro and satisfying closure	* Organization is appropriate, but conventional	* Attempts at organization; may be a "list" of events	* Lack of structure and hard to follow	* Lack of coherence, confusing
<i>* structure</i>						
<i>* introduction</i>						* No identifiable introduction or conclusion
<i>* conclusion</i>	* Creative and engaging intro and conclusion		* Attempt at introduction and conclusion	* Beginning and ending not developed	* Missing or weak intro and conclusion	
<b>Voice</b>	* Expressive, engaging, sincere	* Appropriate to audience and purpose	* Evident main commitment to topic	* Voice may be inappropriate or non-existent	* Writing tends to be flat or stiff	* Writing is lifeless
<i>* personality</i>	* Strong sense of audience	* Writer behind the words comes through	* Inconsistent or dull personality	* Writing may seem mechanical	* Little or no hint of writer behind words	* No hint of the writer
<i>* sense of audience</i>	* Shows emotion: humor, honesty, suspense or life					
<b>Word Choice</b>	* Precise, carefully chosen	* Descriptive, broad range of words	* Language is functional and appropriate	* Words may be correct but mundane	* Monotonous, often repetitious, sometimes inappropriate	* Limited range of words
<i>* precision</i>	* Strong, fresh, vivid images	* Word choice energizes writing	* Descriptions may be overdone at times	* No attempt at deliberate choice		* Some vocabulary misused
<i>* effectiveness</i>						
<i>* imagery</i>						
<b>Sentence Fluency</b>	* High degree of craftsmanship	* Easy flow and rhythm	* Generally in control	* Some awkward constructions	* Often choppy	* Difficult to follow or read aloud
<i>* rhythm, flow</i>	* Effective variation in sentence patterns	* Good variety in length and structure	* Lack variety in length and structure	* Many similar patterns and beginnings	* Monotonous sentence patterns	* Disjointed, confusing, rambling
<i>* variety</i>					* Frequent run-on sentences	
<b>Conventions</b>	* Exceptionally strong control of standard conventions of writing	* Strong control of conventions; errors are few and minor	* Control of most writing conventions; occasional errors with high risks	* Limited control of conventions; frequent errors do not interfere with understanding	* Frequent significant errors may impede readability	* Numerous errors distract the reader and make the text difficult to read
<i>* age appropriate, spelling, caps, punctuation, grammar</i>						

MANCHESTER TOWNSHIP SCHOOL DISTRICT WRITING TASK CHART FOR GRADES 2-

5

	1 <sup>st</sup> Marking Period	2 <sup>nd</sup> Marking Period	3 <sup>rd</sup> Marking Period	4 <sup>th</sup> Marking Period
<b>Grade 2</b>	<p><b>Paragraph:</b> Writing to Describe Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Narrative Writing:</b> Example: After reading/listening to two stories, students write a narrative about a character trait that they can make a connection to. Use evidence from the text(s) to support reasoning.</p>	<p><b>Narrative Writing:</b> Write a clear description of a well elaborated event or sequence of events including a main character, a problem, and a solution</p> <p><b>Literary Analysis:</b> After reading and or/listening to two selections, students write a constructed response using evidence from both selections</p>	<p><b>Informative/Explanatory Writing:</b> Example: – Give students a science related task. Use multiple sources such as a video clip, article, or selection, to gather evidence. Students write an organized essay examining the topic and conveying the important ideas clearly. Facts, definitions, and details from the text should be included.</p> <p><b>Opinion Writing:</b> Write an opinion piece by introducing a topic or book, state an opinion, supply reasons to support the opinion, use linking words that connect the opinion and reasons, as well as provide a concluding statement.</p>	<p><b>Respond to Literature and/or Poetry:</b> Example: After reading/listening to two or more selections, students use details from the stories to explain the moral or lesson of the story and how this affected the sequence of events.</p> <p><b>Narrative Writing:</b> Example: Continue the story – After reading a story or passage and analyzing the text, instruct students to continue the story by writing an alternative ending. This should include a solution to a problem.</p> <p><b>Opinion Writing:</b> Write an opinion piece by introducing a topic or book, state an opinion, supply reasons to support the opinion, use linking words that connect the opinion and reasons, as well as provide a concluding statement.</p>
<b>Grade 3</b>	<p><b>Paragraph:</b> Writing to Describe Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Opinion:</b> Write an opinion piece on topics or texts supporting a point of view with reasons. Example-Neighbors are an important part of our communities. Think about qualities that make a great neighbor. Write to state your opinion about the qualities that a person should have to be a good neighbor in your community</p> <p>OR</p> <p>Illustrations can tell a story without words. Think about your favorite illustrations that you have seen in books. Write to share your opinion about what qualities or characteristics are necessary to make the best illustrations.</p>	<p>Research simulation task related to a topic. Students will respond to an essential question by researching two sources, then citing evidence in their constructed response.</p> <p><b>Writing to Inform:</b> Animals take a lot of time and attention to care for properly. Think about another animal that you would like to raise and take care of. Write to explain the steps you would take in raising and taking care of this animal.</p>	<p><b>Literary Analysis:</b> Respond to literature and/or poetry while responding to an evidence based question that allows for students to think critically.</p> <p><b>Narrative Writing:</b> Example: After reading a fiction passage, write a story that continues where the passage ended. Be sure to use what you have learned about the characters and the setting to tell what happens next. Example: Write a comparative essay to explain how two characters are alike/different. Use evidence from the text to explain your reasoning.</p>	<p>Research simulation task related to a science topic. Students will respond to an essential question by researching two sources, then citing evidence in their constructed response.</p> <p><b>Writing to Inform:</b> Write a letter to an incoming student to inform them about the most memorable learning event from the year. Students will use evidence from their own personal experiences and explain how it affected their year.</p>
<b>Grade 4</b>	<p><b>Narrative Writing:</b> Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Example: Use a mentor text or leveled text to write an alternative</p>	<p><b>Narrative Writing:</b> Example: Write a continuation of a story from the point of view of one character. Use information from the text as a basis for the narrative. Thoroughly describe a problem and solution.</p>	<p><b>Literary Analysis:</b> Response to Literature Example: Read and respond to two folktales. Compare and contrast similar themes and topics and patterns of events. Use evidence to support your findings.</p>	<p><b>Literary Analysis:</b> Response to Literature <b>Opinion:</b> Write an opinion piece on topics or texts supporting a point of view with reasons. Use text as a basis for reasoning. <b>Writing to Inform:</b> Write a letter to an incoming student to inform them about two of the most</p>

	<p>ending to the story while developing character traits in a main character. Thoroughly describe a problem and solution. Describe in depth a character, setting, or event.</p> <p><b>Opinion:</b> Write an opinion piece on topics or texts supporting a point of view with reasons.</p>	<p>Describe in depth a character, setting, or event.</p> <p><b>Informative/Explanatory:</b> Research Simulation Task—related to science. Students should read/view/listen to multiple sources and respond to a science related text dependent question. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>Informative/Explanatory:</b> Example: Write an informative essay that compares and contrasts the themes of a story and a poem.</p> <p><b>Narrative:</b> Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Example: After reading a selection, rewrite the story using a different character's point of view.</p>	<p>memorable learning events from the year. Students will use evidence from their own personal experiences and explain how it affected their year.</p>
<b>Grade 5</b>	<p><b>Opinion Writing:</b> Write opinion pieces on topics or texts, supporting a point of view. Example: Your principal is looking for ideas for an after school club or activity. Write a letter to the principal explaining your opinion about what might be the best idea for an after school club or activity. Include details from your own experiences and articles or books you have read. Cite evidence to include details about why your idea is the best idea for the school.</p> <p><b>Research Simulation:</b> Related to science. Students should read/view/listen to multiple sources to respond to a science related text dependent questions.</p> <p><b>Routine Writing (RACER)</b></p>	<p><b>Informative/Explanatory:</b> Research Simulation – related to science. Students should read/view/listen to multiple sources to respond to a science related text dependent questions.</p> <p><b>Routine Writing (RACER)</b></p>	<p><b>Narrative:</b> Write a narrative to develop real or imagined experiences or events. Use text to develop ideas and make connections. Example: Most people want to make their school community a better place. Write a story about a group of children who do something to make their school or community a better place to live, learn, and/or play.</p> <p><b>Narrative:</b> After reading a story, students will write an original story to continue where it left off. Students will use what they learned about the character to tell the story of what happens next. Thoroughly describe a problem and solution. Describe in depth a character, setting, or event.</p> <p><b>Literary Analysis:</b> Constructed Response – Identify theme(s) and/or a point of view of one narrative text and one poem. Analyze using evidence from both texts. Read two or more informational articles or passages and compare how the author portrayed their ideas in order to convey their message. Cite evidence from the texts.</p> <p><b>Routine Writing (RACER)</b></p>	<p><b>Informative/Explanatory:</b> Research Simulation – related to science. Students should read/view/listen to multiple sources to respond to a science related text dependent questions.</p> <p><b>Writing to Inform:</b> Write a letter to an incoming student to inform them about three memorable learning events from the year. Students will use evidence from their own personal experiences and explain how it affected their year.</p> <p><b>Routine Writing (RACER)</b></p>

## K-2 Writing Portfolio Checklist for Teachers

*Portfolio and reflection is an ongoing process that occurs all year, not just at the time the portfolio goes home. The process includes author's chair, student self-reflections, conferences, peer review, writer's notebook etc.*

	Mandatory Rubric	Types of Writing Included	When To Send Home	Components For Grades K-2

<p><b>Kindergarten</b></p> <p><b>6+1 Writing Traits</b></p> <p><i>Ideas</i></p> <p><i>Conventions</i></p> <p><i>Presentation</i></p>	<ul style="list-style-type: none"> <li>• Rubrics must be visible and used within instruction, including special education classrooms.</li> <li>• 5 Point Writing Traits Rubric will be used throughout classroom instruction</li> <li>• Various 6+1 Writing Trait rubrics may be used to score writing specific to one trait throughout the marking period.</li> <li>• Grade Level specific Writing Task Scoring Rubrics will be used on Benchmark assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Free Writing</li> <li>• Journal Writing</li> <li>• Handwriting Practice</li> <li>• Detailed pictures with labels and/or simple sentence(s)</li> <li>• Response to Literature</li> <li>• Process Writing</li> <li>• Interdisciplinary Writing</li> <li>• All CCSS modes of writing covered in your curriculum for your grade level</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> MP parents should be shown the portfolio with rubrics and procedures during conferences. Then the portfolio should be sent home with the report card.</li> <li>• 2<sup>nd</sup>- 3<sup>rd</sup> marking period the portfolio should go home with the report card and all writings should come back to school.</li> <li>• 4<sup>th</sup> marking period the entire portfolio stays home.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios are brown legal sized portfolios. These will be distributed every September.</li> <li>• Portfolios need to be visible and used.</li> <li>• 3-6 pieces should be included in each portfolio distribution.</li> <li>• Family Writing Reflection sheet must be completed each marking period and included in the portfolio</li> </ul>
<p><b>1<sup>st</sup> grade</b></p> <p><b>6+1 Writing Traits</b></p> <p><i>Ideas</i></p> <p><i>Organization</i></p> <p><i>Voice</i></p> <p><i>Word Choice</i></p> <p><i>Conventions</i></p> <p><i>Presentation</i></p>	<ul style="list-style-type: none"> <li>• Rubrics must be visible and used within instruction, including special education classrooms.</li> <li>• 5 Point Writing Traits Rubric will be used throughout classroom instruction</li> <li>• Various 6+1 Writing Trait rubrics may be used to score writing specific to one trait throughout the marking period.</li> <li>• Grade Level specific Writing Task Scoring Rubrics will be used on Benchmark assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Free Writing</li> <li>• Journal Writing</li> <li>• Response to Literature</li> <li>• Process Writing</li> <li>• Interdisciplinary Writing</li> <li>• Graded, ungraded and holistically scored writing</li> <li>• Paragraph Writing</li> <li>• All CCSS modes of writing covered in your curriculum for your grade level</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> MP parents should be shown the portfolio with rubrics and procedures during conferences. Then the portfolio should be sent home with the report card.</li> <li>• 2<sup>nd</sup>- 3<sup>rd</sup> marking period the portfolio should go home with the report card and all writings should come back to school.</li> <li>• 4<sup>th</sup> marking period the entire portfolio stays home.</li> </ul>	<ul style="list-style-type: none"> <li>• The Family Reflection Guide (letter) must be placed in the portfolio.</li> <li>• Place end of year district writing assessment in students' cumulative folder.</li> </ul>
<p><b>2<sup>nd</sup> grade</b></p> <p><b>6+1 Writing Traits</b></p> <p><i>Ideas</i></p> <p><i>Organization</i></p> <p><i>Voice</i></p>	<ul style="list-style-type: none"> <li>• Rubrics must be visible and used within instruction, including special education classrooms.</li> <li>• 5 Point Writing Traits Rubric will be used throughout classroom instruction</li> <li>• Various 6+1 Writing Trait rubrics may be used to score writing</li> </ul>	<ul style="list-style-type: none"> <li>• Free Writing</li> <li>• Journal Writing</li> <li>• Reading Response</li> <li>• Process Writing</li> <li>• Timed Writing</li> <li>• Graded, ungraded and holistically scored writing</li> <li>• Interdisciplinary Writing</li> <li>• All CCSS modes of writing covered in your curriculum for your grade level</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> MP parents should be shown the portfolio with rubrics and procedures during conferences. Then the portfolio should be sent home with the report card.</li> <li>• 2<sup>nd</sup>- 3<sup>rd</sup> marking period the portfolio should go home with the report card and all writings should come back to school.</li> </ul>	

<i>Word Choice</i> <i>Sentence</i> <i>Fluency</i> <i>Conventions</i> <i>Presentation</i>	specific to one trait throughout the marking period. <ul style="list-style-type: none"> <li>Grade Level specific Writing Task Scoring Rubrics will be used on Benchmark assessments.</li> </ul>		<ul style="list-style-type: none"> <li>4<sup>th</sup> marking period the entire portfolio stays home.</li> </ul>	
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### 3-5 Writing Portfolio Checklist for Teachers

*Portfolio and reflection is an ongoing process that occurs all year, not just at the time the portfolio goes home. The process includes author's chair, student self-reflections, conferences, peer review, writer's notebook etc.*

	Mandatory Rubric	Types of Writing Included	When To Send Home	Components For Grades 3-5
<b>3<sup>rd</sup> -5<sup>th</sup> grade</b>  <b>6+1 Writing Traits</b> <i>Ideas</i> <i>Organization</i> <i>Voice</i> <i>Word Choice</i> <i>Sentence</i> <i>Fluency</i> <i>Conventions</i> <i>Presentation</i>	<ul style="list-style-type: none"> <li>Rubrics must be visible and used within instruction, including special education classrooms.</li> <li>6 Point Writing Traits Rubric will be used throughout classroom instruction.</li> <li>Various 6+1 Writing Trait rubrics may be used to score writing specific to one trait throughout the marking period.</li> <li>RACER response rubrics may be used to score open ended constructed responses based on Literary Analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Various writing across genres</li> <li>Process Writing</li> <li>Interdisciplinary Writing</li> <li>Timed Writing</li> <li>Graded, ungraded, and holistically scored writing</li> <li>Literary Analysis</li> <li>RACER response writing</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> MP parents should be shown the portfolio with rubrics and procedures during conferences. Then the portfolio should be sent home with the report card.</li> <li>2<sup>nd</sup>- 3<sup>rd</sup> marking period the portfolio should go home with the report card and all writings should come back to school.</li> <li>4<sup>th</sup> marking period the entire portfolio stays home.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios are brown legal sized portfolios. These will be distributed every September.</li> <li>Portfolios need to be visible and used.</li> <li>3-6 pieces should be included in each portfolio distribution.</li> <li>Family Writing Reflection sheet must be completed each marking period and included in the portfolio</li> <li>The Family Reflection Guide (letter) must be placed in the portfolio.</li> </ul>

	<ul style="list-style-type: none"><li>• PARCC rubrics will be used on Benchmark Assessments</li></ul>			<ul style="list-style-type: none"><li>• Place end of year district writing assessment in students' cumulative folder.</li></ul>
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# Manchester Township School District Writing Portfolio

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## K-2 Family Reflection Guide

The portfolio assessment is the key piece that defines writing instruction across grades K-2. Students recognize themselves to be developing writers as they participate in the portfolio process. Our goal for our students is for them to have a love of writing and to effectively express themselves. Your involvement helps your child grow as a writer.

With assistance from their teacher, your child has chosen several pieces to reflect on their growth as a writer. Please sit with your child and review their progress in the portfolio process.

This portfolio may include various types of writing:

- Graded
- Ungraded
- Final drafts
- Rough drafts
- Timed writings
- Various types of writing (ex. narrative, opinion, poetry, etc.)
- Holistically scored based on the enclosed rubric
- Completed writing process (brainstorming, rough copy, final copy)
- Interdisciplinary writing ( writing through science and social studies)

Process writing is developed through multiple steps and drafts, often involving teacher and peer conferences.

**The entire contents of the portfolio, along with your completed family reflection sheet, must be returned to the teacher.**

# Manchester Township School District Writing Portfolio

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## 3-5 Family Reflection Guide

Manchester Township School District uses a system in which the students' work is collected in personal folders and saved for the purpose of evaluating their process in writing. This system is not only educationally beneficial for the students, it is also fun. It gives the students the feeling that they have ownership over their own learning. Students recognize themselves to be developing writers as they participate in the portfolio process. Our goal is to create literate citizens who can effectively express themselves in writing. Your involvement helps your child grow as a writer.

This portfolio consists of a variety of writing samples at different stages: some are timed writings, while others go through the entire writing process. Not all of the pieces will be scored.

Your child is now bringing this portfolio home for you to review as a family. Please complete the following:

- Discuss the writing pieces with your child
- Allow your child to explain the writing they selected
- Ask questions about how your child feels about the writing
- Ask why certain choices have been made
- Please complete the enclosed reflection form

The entire contents of the portfolio, along with your family reflection sheet *must* be returned to the teacher.

[Family Reflection Guide K-2](#)

[Family Reflection Guide 3-5](#)

[Kindergarten Reflection Sheet MP 1/2](#)

[Kindergarten Reflection Sheet MP 3/4](#)

[Grades 1-2 Portfolio Reflection Sheet](#)

[Grades 3-5 Portfolio Reflection Sheet](#)

## Disciplinary Literacy

Disciplinary literacy has been at the forefront of literacy work within our district. To further support our efforts, the below link includes the International Literacy Association's position paper on developing disciplinary literacy with students in grades 6 - 12. The position paper addresses the differences between disciplinary literacy and basic reading strategy instruction, which is also applicable to the elementary grades.

<http://www.literacyworldwide.org/docs/default-source/where-we-stand/ccss-disciplinary-literacy-statement.pdf?sfvrsn=4>