

**Monroe Township School District**  
**English Language Arts**  
 K-5 Program Overview  
 2021-2022

Monroe Township follows a **balanced literacy** approach that includes a workshop model for reading and writing, Foundations (K-1) and Words Their Way (2-5) for word study (phonics, spelling and vocabulary).

**Benchmark Assessment**

Benchmark assessments are conducted 2-3 times per year to drive instructional planning and identify students in need of additional support. Below are the benchmark assessments used.

Core Assessments for Tier 1 (All Students)	Additional Assessments for Tiers 2 and 3 and <b>SPED</b>
<b>KINDERGARTEN</b>	
<ul style="list-style-type: none"> <li>• MAP Fluency</li> <li>• Foundations Assessments</li> <li>• Writing Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• DRA Word Analysis</li> </ul>
<b>GRADE 1</b>	
<ul style="list-style-type: none"> <li>• MAP Fluency</li> <li>• Foundations Assessments</li> <li>• Writing Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• DRA Word Analysis</li> </ul>
<b>GRADE 2</b>	
<ul style="list-style-type: none"> <li>• MAP Growth 2-5</li> <li>• MAP Fluency</li> <li>• Elementary Spelling Inventory (WTW)</li> <li>• Writing Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• DRA Word Analysis</li> </ul>
<b>GRADE 3</b>	
<ul style="list-style-type: none"> <li>• MAP Growth 2-5</li> <li>• Elementary Spelling Inventory (WTW)</li> <li>• Writing Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• DRA Word Analysis</li> </ul>
<b>GRADE 4</b>	
<ul style="list-style-type: none"> <li>• MAP Growth 2-5</li> <li>• Elementary or Upper Elementary Spelling Inventory</li> <li>• Writing Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• DRA Word Analysis</li> </ul>
<b>GRADE 5</b>	
<ul style="list-style-type: none"> <li>• MAP Growth 2-5</li> <li>• Elementary or Upper Elementary Spelling Inventory</li> <li>• Writing Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• DRA Word Analysis</li> </ul>

## Formative Assessment

Running records are done between benchmark assessments to drive instruction and monitor growth. Running records must be done for all students, with the frequency of assessment determined by the student's currently independent reading level. See chart below for guidance.

Teachers may use the following for running records: [Teachers College Running Records](#), Schoolwide Fundamentals Unlimited running records, Raz Kids running records, or any leveled text with questions appropriate to that level.

*\*Students with IEPs will be progress monitored using DRA2 Progress Monitoring.*

Reading Development Stage**	Approximate Grade Level Correlation	Fountas & Pinnell	DRA	Lexile*	Required Frequency of Running Record
Emergent readers	Kindergarten/ Early Grade 1	A-D	A-3	BR-75	Every 2-4 weeks
Early readers	Late Kindergarten to Early Grade Two	D-J	4-16	100-275	Every 4-6 weeks (once per month)
Transitional readers	Late Grade 1 to Grade 3	J-P	18-38	300-675	Every 6-8 weeks
Fluent readers	Grade 3 and up	P-Z	40-80	700+	Every 8-10 weeks (at least once per trimester or MP)

\*As predicted by the MAP Fluency. The range will be 150 points and a student's independent level can be predicted by adding 100 to the lower range and subtracting 50 from the upper range.

\*\*This matrix identifies reading level correlations, not necessarily equivalents.

## Classroom Instruction

Workshop Component	Description	Resources
<p><b>Mini-Lesson (5-10 minutes)</b></p> <p>Marzano Elements:            DQ1: 1, 3            DQ2: 6, 8, 9, 10            DQ3: 14, 15, 19, 20            DQ5: 24, 26, 28, 29, 30            DQ6: 4, 5            DQ7: 33, 34, 35            DQ8: 37, 38            DQ9: 39, 40, 41</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Skill or strategy driven lessons derived from the Common Core Standards and will be applied in students' reading and/or writing. Mini-lessons may also include the shared reading or read aloud to help model the skill with authentic literature (mentor text).               <ul style="list-style-type: none"> <li><input type="checkbox"/> Connection – Connect with previous content, other subjects, or use an anecdote</li> <li><input type="checkbox"/> Teach – Teach students a skill through explicit, direct instruction and modeling</li> <li><input type="checkbox"/> Active Involvement – Ask students to quickly practice the skill or strategy</li> <li><input type="checkbox"/> Link - Link the work to the day's work, unit, and upcoming shared reading or discussion</li> </ul> </li> </ul>	<p>District curriculum</p> <p>Lucy Calkins's Units of Study in Reading and Writing</p> <p>Fundamentals Unlimited</p> <p><i>The Reading Strategies Book</i></p> <p><i>The Writing Strategies Book</i></p>
<p><b>Independent Work</b></p> <p><i>Independent work is the core of the workshop. This time should be protected. If the instructional block needs to be cut for any reason, time should not be taken from this component.</i></p> <p>Marzano Elements:            DQ1: 1, 2, 3            DQ2: 6, 7, 8, 9, 10, 11, 12, 13            DQ3: 14, 17, 18, 19, 20            DQ4: 21, 22, 23            DQ5: 24, 26, 28, 29, 31, 32            DQ6: 4            DQ7: 33, 34, 35            DQ8: 36, 37, 38            DQ9: 39, 40, 41</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Independent reading               <ul style="list-style-type: none"> <li><input type="checkbox"/> Kindergarten: 7-20 minutes</li> <li><input type="checkbox"/> Grade 1: 15-25 minutes</li> <li><input type="checkbox"/> Grade 2: 20-35 minutes</li> <li><input type="checkbox"/> Grades 3-5: 40-45 minutes (by the end of grade 3 students should sustain this)</li> </ul> </li> <li><input type="checkbox"/> Word work (Words Their Way)</li> <li><input type="checkbox"/> Partner reading               <ul style="list-style-type: none"> <li><input type="checkbox"/> Kindergarten: 7-10 minutes (daily)</li> <li><input type="checkbox"/> Grade 1: 5-10 minutes (daily)</li> <li><input type="checkbox"/> Grade 2: 5-10 minutes (daily)</li> <li><input type="checkbox"/> Grades 3-5: 5-10 minutes w/ a partner or club (2x per week)</li> </ul> </li> <li><input type="checkbox"/> Writing</li> </ul> <p>While students are working independently, the teacher confers with readers/writers and/or conducts small group instruction.</p>	<p>Classroom library</p> <p>Library books</p> <p>Fundamentals unlimited texts</p> <p>Words Their Way Teacher Resource Guide</p> <p>Fountas &amp; Pinnell Continuum of Literacy Learning</p> <p>Foutas &amp; Pinnell Conferring Guides</p> <p><i>The Reading Strategies Book</i></p> <p><i>The Writing Strategies Book</i></p>
<p><b>Interactive Read Aloud</b></p> <p><i>Done outside of the literacy block IN ADDITION to the 90 minutes allotted for ELA</i></p> <p>Marzano:            DQ2: 6, 9, 11, 12, 13            DQ3: 14, 18, 19, 20            DQ5: 24, 28, 29            DQ6: 4            DQ7: 33, 34, 35            DQ9: 39, 40, 41</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive Read Aloud with Accountable Talk               <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher models effective fluency and comprehension strategies</li> <li><input type="checkbox"/> Students are asked to think, talk, and write about grade-level text</li> </ul> </li> </ul>	<p>Interactive Read Alouds (Hoyt)</p> <p>Fundamentals Unlimited</p>

## Small Group and Individual Instruction

During independent work, teachers will pull small groups and confer with students.

	Guided Reading	Strategy Group
<b>Goal</b>	<ul style="list-style-type: none"> <li>To scaffold an instructional level text.</li> </ul>	<ul style="list-style-type: none"> <li>To provide targeted instruction in an area for growth using data</li> </ul>
<b>Students/ Grouping</b>	<ul style="list-style-type: none"> <li>All students are at the same instructional level</li> <li>Primary focus is the content of the text and text features of the level</li> </ul>	<ul style="list-style-type: none"> <li>Students are grouped based upon needs</li> <li>Students may be of mixed ability</li> <li>Primary focus is the strategy or skill</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>Students are working with a teacher-selected text at the students' instructional level</li> <li>The text requires the teacher to scaffold as it is slightly above their level</li> </ul>	<ul style="list-style-type: none"> <li>Students are working with their independent level texts (student selected)</li> <li>Students <i>may</i> work with a teacher-selected text as he/she models, but must transfer into their independent level text</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>Introduction               <ul style="list-style-type: none"> <li>Activate prior knowledge</li> <li>Preview the text</li> <li>Review the structure of the text</li> <li>Look at author's craft</li> <li>Prompt predictions</li> <li>Notice text/genre features</li> </ul> </li> <li>Reading the text               <ul style="list-style-type: none"> <li>Teach for, prompt, or reinforce effective strategic actions: self-monitoring, self-correcting, solving words, fluent reading)</li> </ul> </li> <li>Discussing the text               <ul style="list-style-type: none"> <li>Gather evidence of comprehension</li> <li>Have students ask questions and clarify understanding</li> </ul> </li> <li>Teaching for Processing Strategies               <ul style="list-style-type: none"> <li>Revisit the text and demonstrate or reinforce aspects of reading</li> </ul> </li> <li>Word Work (as necessary, based upon student need)</li> <li>(See Fountas &amp; Pinnell Continuum p. 402)</li> </ul>	<ul style="list-style-type: none"> <li>Follows a mini-lesson structure:               <ul style="list-style-type: none"> <li>Connection                   <ul style="list-style-type: none"> <li>"I noticed when you're reading..."</li> <li>We are going to build upon that...</li> <li>We are going to try...</li> </ul> </li> <li>Teach                   <ul style="list-style-type: none"> <li>Explicitly name the strategy</li> <li>Model the strategy</li> </ul> </li> <li>Active Engagement                   <ul style="list-style-type: none"> <li>Students practice the strategy in their text</li> <li>Teacher checks in with students, prompting as needed</li> </ul> </li> <li>Link to ongoing work                   <ul style="list-style-type: none"> <li>The teacher explains that this strategy is a tool they can use</li> </ul> </li> </ul> </li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>15-20 minutes</li> <li>Multiple sessions; students can move out of the group sooner than others based upon data</li> </ul>	<ul style="list-style-type: none"> <li>5-10 Minutes</li> <li>Can be a single or multiple sessions depending upon student outcomes</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Continuum</li> <li>Scholastic Guided Reading Books or Short Reads</li> <li>Any leveled text that expose students to the features and complexity of the level</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent reading texts</li> <li>Reading Strategies Book</li> <li>Fountas &amp; Pinnell Continuum</li> </ul>

## **Reading**

The workshop model focuses on building students' skills and is highly differentiated. The mini-lessons for each unit are embedded into the curriculum documents. To help in planning and assessing, the following resources are recommended:

- Fountas & Pinnell Continuum of Literacy
- The Reading Strategies Book
- Units of Study in Reading
- Interactive Read-Alouds
- Reading Fundamentals Units of Study (Schoolwide)

## **Writing**

The performance task in each unit of the curriculum is the focus piece of the writing unit. The Language strand of the Common Core should be taught through writing as opposed to isolating grammar and engaging in learning activities out of context.

Handwriting should be practiced during independent writing time, helping younger students with letter formation as needed.

The mini-lessons for each unit are embedded. To help in planning and assessing, the following resources are recommended:

- Fountas & Pinnell Continuum of Literacy
- The Writing Strategies Book
- Units of Study in Writing
- Writing Fundamentals
- The Fundamentals of Grammar and Conventions

## **Phonics, Word Study and Vocabulary**

Students in K and 1 learn foundational reading skills and are progress monitored using Foundations.

In grades 2-5, students work at their developmental level to further explore phonics, spelling and vocabulary through words study using Words Their Way. Word study promotes integrated spelling, phonics and vocabulary, supported by research that students learn through exposure to patterns, not rules or memorization. Word study should be reinforced through both reading and writing. This may be done through conferring, or during small groups (strategy or guided reading).

Assessment may consist of some of the words in the sort, some bonus words, or other words that will help to determine if students have mastered the generalization of the particular sort. Summative weekly assessments (spelling test) are not required; students should be formatively assessed in order to progress to the next sort.

Academic vocabulary should be explicitly taught in all content areas and used as part of "accountable talk."