

Elementary Literacy Framework 2.0



English Language Arts

Forest Hills School District

Updated: 5/2015

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Forest Hills School District Language Art Philosophy

Forest Hills ELA teachers believe that passionate readers, critical thinkers, and superior communicators will thrive in college and careers. A balanced approach to instruction which focuses on reading a complex array of texts and writing in a variety of formats will foster a command of language in our students which will serve them in a world which values not only what a person knows but how he or she chooses to communicate that knowledge. Unique and engaging content coupled with rigorous expectations and appropriate supports will foster student learning and achievement.

Forest Hills ELA teachers believe that all students grow and achieve at their own pace and that an atmosphere of respect for the learner, the teacher, and the learning pervades our community and makes a Forest Hills education valuable and highly desired. Test scores and standardized assessment help Forest Hills teachers learn about their students but these scores do not represent a complete picture of the whole student.

Forest Hills ELA teachers believe that highly effective instruction has the greatest overall effect on the quality of a student's future in college, careers, and beyond. Instruction based on student needs is the hallmark of a student-centered learning environment. Modifications and enrichments are a natural part of this environment; therefore teacher collaboration and planning to meet these needs is an essential element of the process of teaching and learning.

Forest Hills ELA teachers engage students through listening, speaking, reading, writing, using digital tools, creating, sharing, and publishing individual and collective student work. Classrooms should consist of active learners, creators, and thinkers who practice regular writing, work to increase their academic vocabulary, and use creative and critical thinking to understand each other and the world they inhabit. The work to produce literate and productive citizens is shared by all Forest Hills ELA teachers, from Kindergarten through Commencement. A shared language of instruction is vital to this work as is the commitment of students to work diligently toward the betterment of their own knowledge and skills.

Created by: Forest Hills Schools District English Language Arts K-12 Committee

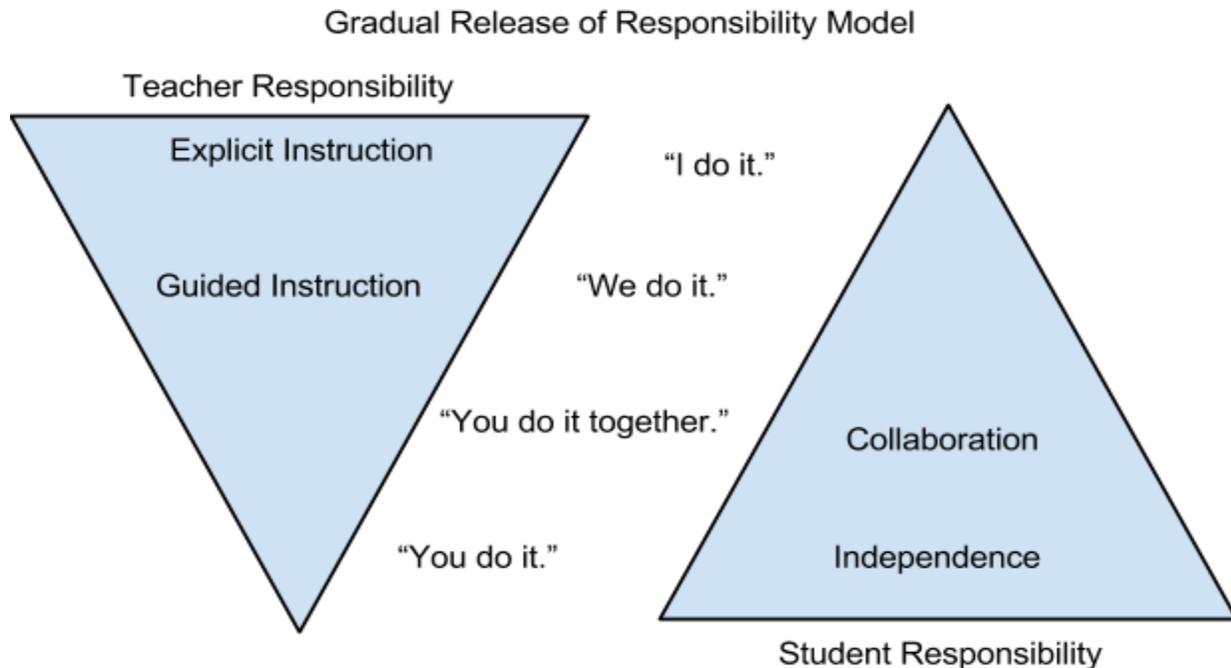
English Language Arts Instructional Practices

Forest Hills students will become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print/digital materials. Students will read purposefully and listen attentively to deepen their understanding of content. Students will be engaged, open-minded, critical readers and listeners. They will refine and share their knowledge through writing and speaking with an authentic audience.

In Forest Hills ELA elementary classrooms, a *Gradual Release of Responsibility Model* is used as the framework for instruction. Instruction is based on the following sequence:

- **Explicit Teaching** - The teacher demonstrates, models, and explains the focus of the lesson, skill, or concept.
- **Guided Instruction** - Students are supported by the teacher in Guided Reading Groups, which are a necessary, daily component of the literacy block. Students are selected for their guided reading group according to their reading level, not skill deficiencies. Guided Reading groups are the setting for students to learn about all areas of literacy in an integrated way.
- **Collaborative Learning** - Students work with peers in small groups or with partners to practice skills with support. This is the beginning of the transfer of responsibility from the teacher to the student.
- **Independent Learning** - Students have dedicated time each day for Independent Reading. Students read self-selected texts that are appropriately leveled. Teachers devise accountability measures to ensure that students are reading and comprehending. Some effective accountability measures are:
 - Response Journals/ Reader's Notebooks/Blog Entries
 - Quick Conferences
 - Teacher Listen-ins (in which teachers provide feedback on oral reading)
 - Accelerated Reader (when used only as an accountability measure)
 - Partner reading in K - 1st grade
 - Status of Class
 - Think Marks

Research shows a positive relationship between a student's volume (amount) of reading and their reading achievement. Therefore, this is a critical component in the literacy block.

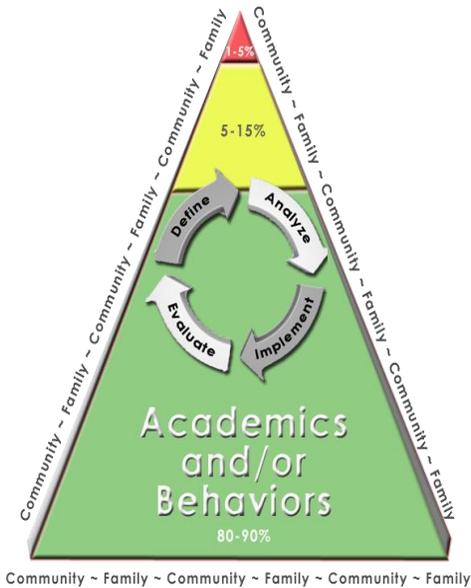


Adapted from Fisher 2008, https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf

[Response to Intervention: RtI](#)

In English Language Arts, and across content areas, the RtI framework is used to meet the needs of all learners. As teachers, we must meet the varying needs of our students from support instruction to rigorous coursework to enrichment opportunities in an engaging learning environment. By using a systematic approach to know our students as learners including data analysis and multi-tiered systems of support, we maximize the learning potential for individual students.

RtI is a structured process that schools use to meet the academic, behavioral, and social-emotional needs of all learners. The multi-tiered system of support provides varying layers of intensity and includes strong core curriculum, differentiated instruction, and responsive intervention and enrichment.



[Rtl on a Page - Overview](#)

Tier 1	Tier 2	Tier 3
Research-based core curriculum and instructional strategies	Targeted instruction	Intensified targeted support
Should be: <ul style="list-style-type: none"> ● Core Curriculum which all students access ● Research-based instructional strategies such as <ul style="list-style-type: none"> ○ Marzano’s Key Strategies ○ Visible Learning Key Strategies ○ Explicit Instruction (I do, We do, You do) ● Differentiated ● Enriched for higher-performing students ● Scaffolded and supported for <ul style="list-style-type: none"> ○ English Language Learners ○ Students With Disabilities 	Should be: <ul style="list-style-type: none"> ● Small group ● Supplemental to tier 1 ● Targeted instruction focused on specific skills and/or learning strategies ● Frequently progress monitored ● Explicit ● Timely (starting efficiently and lasting at least 4-6 weeks) ● Planned ● Documented 	Should be: <ul style="list-style-type: none"> ● Determined through collaborative problem solving ● Inclusive of parents, teachers, and all other relevant people ● A smaller teacher-student ratio ● More intensive supplemental interventions (frequency, duration, group size) ● More frequently progress monitored ● Comprehensive (addressing all areas of concern) ● The “go to” process when Tier 2 is not enough

21st Century Learners

As students gain confidence and independence in their reading and writing they will move toward becoming self-directed learners. By utilizing technology and digital tools students will enhance their reading, writing, speaking, listening, and language use. No longer will students be limited by the walls of the classroom. Forest Hills students will have opportunities to connect, collaborate, and create with others in the global community. They will evaluate other points of view critically and constructively, strengthening their independent thought. Students will self-evaluate and reflect upon their learning process contributing to their overall growth.

According to the National Council of Teachers of English, “literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups.”

Resources:

[Context for NCTE’s 21st Century Literacies Framework](#)

[Improving Practice](#) (video explaining and modeling the *Gradual Release Model*)

[FHSD RTI Guidance Document](#)

[RTI on a Page - Overview](#)

Comprehension

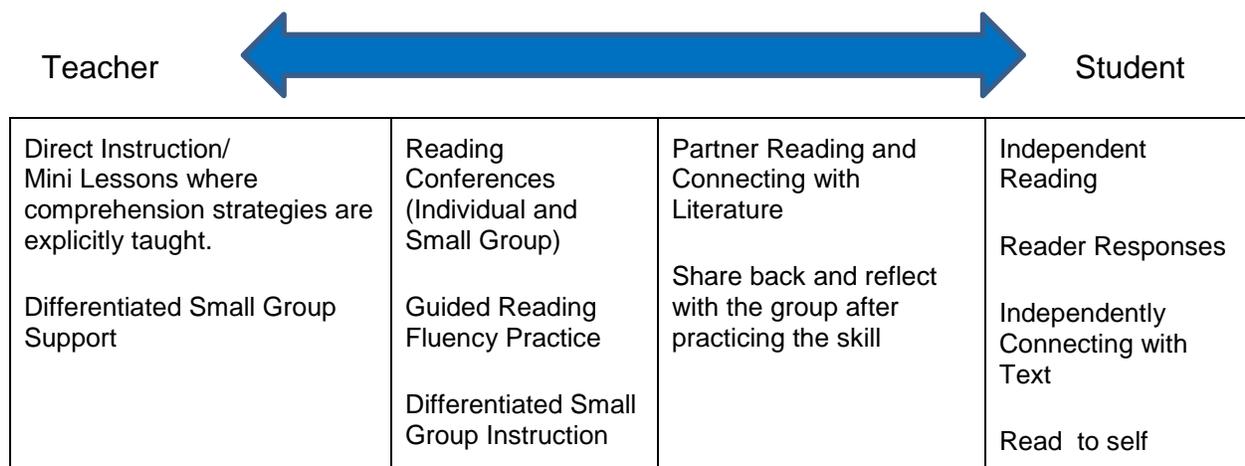
Comprehension is making meaning of the text through actively thinking and connecting with the text. Comprehension requires metacognition (monitoring our thoughts as a reader, thinking about one’s own thinking process) and can be demonstrated in oral and written form. Comprehension strategies include analyzing, evaluating, applying, inferring, responding, visualizing, reflecting, questioning, monitoring, and activating schema.

As Lucy Calkins cautions in Pathways to the Common Core, “...reading must never be mere word calling; accuracy without strong literal comprehension is not reading.”

“Reading comprehension is the evolution of thought that occurs as we read. Understanding happens when readers engage in an inner conversation with the text, merge their thinking with it, ask questions, infer, think about what’s important, and summarize and synthesize. This enables them to use their understanding to ask further questions and guide new learning.” -Stephanie Harvey, Comprehension Toolkit

What Are Teachers Doing?

Gradual Release of Responsibility Model



*This direct teaching, and scaffolding, as reading skills are learned are components of a *Reading Workshop*. As shown on the graphic above, reading strategies are modeled through mini lessons, students then practice the skill with the group and/or turn and talk partner, then engage in independent practice, and whole group sharing.

Metacognition teaches students to monitor their thinking. Metacognition sets a foundation on which to build future comprehension strategies.

Comprehension Strategies Include:

- Analyzing, reflecting, evaluating (stating opinion, using evidence)
- Activating Schema (make connections, retrieve and activate prior knowledge)
- Inferring (draw conclusions, make predictions, form interpretations)
- Visualizing (create mental images supported by the five senses)
- Questioning (generate questions before, during, and after reading)
- Determining Importance (sift out relevant and useful information)
- Synthesizing (changing thinking in response to text)
- Retelling (recalling all story events and characters; tell it again)
- Summarizing (identifying major sequential features of text)
- Connecting (text to self, text to text, and text to world)

Interactive Read Aloud uses high level texts as an interactive way to teach and practice comprehension skills. During an interactive read aloud, teachers:

- read text aloud to activate prior knowledge while using appropriate phrasing, expression, and tone
- use and model comprehension strategies (refer to list above)
- use questioning techniques to push students to actively think about and connect with text
- Engage students in planned and purposeful discussions reading the read aloud (see link below)

Guided Reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. Using benchmark assessments (as outlined within the “[FHSD Grade Level Literacy Assessment Chart](#)” for each grade, located within [ELA Grade Level Folders](#)), or other systematic observation, including Running Records, the teacher has determined the approximate instructional reading level of students and forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time. In selecting a text for the group, the teacher uses the level designation; thinks about the strengths, needs, and background knowledge of the group; and analyzes the individual text for opportunities to support students' successful engagement with the meaning, language, and print of the text. The teacher uses the text to help the children expand what they know how to do as readers. Burkins & Croft (2010) identify these common elements of Guided Reading:

- Working with small groups
- Matching student reading ability to text levels
- Giving everyone in the group the same text
- Introducing the text

- Listening to individuals read
- Prompting students to integrate their reading processes
- Engaging students in conversations about the text
- Independent Literacy Stations (centers) are used to create balanced literacy model

Guided Reading groups are the setting for students to learn about all areas of literacy in an integrated way. For example, Guided Reading provides opportunities for our students to transfer/apply/practice phonics skills, increase vocabulary and respond to literature through writing. Capitalizing on this integrated approach helps our students understand how aspects of literacy connect.

Think Alouds are opportunities for teachers to verbalize while reading, “like eavesdropping on someone’s thinking.” Teachers model how to monitor their own comprehension as they read, reread, clarify, ask questions, etc...

Reading Responses are an extension of read aloud, guided reading, group and independent reading. This can take place in traditional notebook form, online blogging, letters to teachers/peers, and visual representations. The teacher is modeling, actively involved, monitoring, questioning, and challenging students to carefully show their thinking for higher level responses.

Book Talks are an opportunity for teachers/students to share their thoughts and feelings about a book or a specific genre. This is an opportunity to build excitement, “book buzz”, around particular titles/genres/authors.

Anchor Charts/Graphic Organizers are an opportunity for teachers to create a visual of “thinking” or “learning” and to remind students of prior knowledge. This tangible document can be referred to as a reference and synthesize ideas that have been taught.

Book Selection is the process of modeling “Good Fit Books” that are at the student’s instructional reading level and assisting students with the selection of books in a variety of fiction and nonfiction genres.

Reading Conferences Teacher-led individualized, or small group, discussions between teacher and students. Reading conferences can be used for both assessment and instruction. The conferences should be kept brief and focused. Emergent and early readers will need help with word-level as well as text-level skills, and must be taught how to self-monitor and self-correct their reading.

Active Engagement Strategies: Literature Circles/Socratic Circles/Turn and Talk
Literature Circles: Teachers will model expectations for collaboration during literature groups. Furthermore, teachers will monitor and support students as they participate in literature circles. Students may be assigned roles in a group to focus their

discussion. Teachers will provide feedback to groups on their collaboration and the reading strategies that have been instructed.

Teachers will encourage discussion among students over fiction/nonfiction texts. This is particularly useful over challenging pieces. [Socratic Circles](#) are one method for encouraging discussion. Teacher needs to model what effective collaboration looks like. A group of students discuss text in depth, sharing their opinions and citing evidence. A second group of students focuses on the conversation and shares what they noted.

Turn and Talk is an impromptu opportunity for students to discuss text with a partner. Teacher will pause during read aloud, guided reading, giving partners time to discuss a topic or further discuss their thinking about the text.

Explicitly Teaching Nonfiction Reading Comprehension Strategies including taking notes, sorting and recording nonfiction facts on graphic organizers, teaching nonfiction text features, reading graphs/charts/captions, etc.

What Are Students Doing?

Interactive Read Aloud occurs when students are actively engaged in listening to a text read aloud. Active listening involves predicting, questioning, and connecting within their head. Often students are using prior knowledge to make connections, ask questions, make predictions, and then share their feedback. This can be shared orally or in written form.

Guided Reading students are...

- working in small groups
- reading books or texts at their instructional level
- reading the same text within the group
- having opportunities to read to themselves as well as to the teacher
- integrating multiple sources of information
- engaging in conversations about the texts

Think Aloud is an opportunity for students to listen to the teacher as he/she models metacognition. As students become more skillful with think aloud, they practice and generate their own questions as they comprehend the material.

Reading Responses are an opportunity for students to formulate their opinions, infer, draw conclusions, evaluate text, connect, and recall. These responses can be shared with others in the classroom, or a global community to further develop their thinking. This can take place in traditional notebook form, online blogging, letters to teachers/peers, and visual representations.

Book talks are an opportunity for students to practice speaking in front of an audience. The goal is for students to comprehend the reading material, be able to discuss highlights of the book and build excitement/interest within their peers about titles/genres/authors.

Anchor Charts are a visual representation that allows students to keep track of their thinking and new learning. These will look different depending upon the topic, the teacher, and the grade level. Students will often participate in the creation of the charts, and utilize the charts to assist them throughout the learning process.

Book Selection is when students pick books in a variety of genres at their individualized reading level. Students are often given choice in both nonfiction and fiction.

Reading Conferences are when students meet with the teacher individually or in a small group. This is an opportunity for students to discuss their reading with the teacher.

Active Engagement Strategies: Literature Circles/Socratic Circles/Turn and Talk

Literature Circles are opportunities for students to have meaningful conversations with peers whereby they make connections with their text, analyze characters, analyze plot, ask questions, and further develop their thinking. Students will make predictions and draw inferences. Students collaborate and show patience with one another to encourage thoughtful discussion.

Socratic Circles allow students to meet in a larger group to discuss and share their thoughts backed up by textual evidence. A second group of students focuses on the conversation and shares what they noted.

During *Turn and Talk* students are assigned a partner with whom they routinely meet with to discuss text. They will often share out their observations with the entire class.

Nonfiction Reading Comprehension Strategies

Students are asking questions, taking notes, interpreting graphs/charts/diagrams, filling in graphic organizers with important facts under correct categories/big ideas, using text features to enhance learning and find out meaning of concepts and words, and learning from the nonfiction text.

Important Instructional Considerations

With all of the instructional strategies listed on this document, beginning with the graphic at the top of “What Teachers Do,” keep in mind that both fiction and nonfiction reading comprehension strategies will need to be taught, modeled, and practiced (for example,

teaching text features in nonfiction expository text and using graphic organizers to sort and record important information/facts in nonfiction text).

There is an increase in the emphasis of nonfiction reading in the Common Core. The following chart should be taken into consideration (across the grade levels) to ensure that students are exposed to more nonfiction text each year in order to meet the upper level expectations:

Grade	Literary	Information
4	50%	50%
8	45%	55%
12	30%	70%

Source: [CCSS Key Design Consideration](#)

There should be an appropriate balance of fiction and nonfiction reading materials (see chart above) in the classroom, with increasing text complexity. Text complexity must be aligned with the college and career readiness expectations for all students (reference [“Text Complexity Grade Bands and Associated Lexile Ranges” of CCSS Appendix A, page 8](#)).

Instructional Materials Statement

The *Comprehension* section of the *FHSD Elementary Literacy Framework* defines how we teach reading comprehension and the essential elements of reading within our K-6 classrooms. The *Instructional Resources* assist educators as they carry out the ELA Framework, in conjunction with the K-6 Curriculum Maps, to deliver instruction.

Instructional Resources

Adopted Resources:

Scholastic Guided Reading Nonfiction Focus, Levels A-Z

Scholastic Guided Reading Text Types, Levels J-V

Scholastic Short Reads, Levels A-Z

Scholastic Core Clicks

The Next Step in Guided Reading by [Jan Richardson](#)

Rigby Books, Grades K-2

Fluency

Fluency is the integration of accurate reading with pausing, phrasing, intonation/rhythm, stress, and rate when reading to enhance comprehension of independent or instructional level text.

What Are Teachers Doing?

- **Modeling fluent reading** through shared reading, read alouds and Guided Reading (with explicit instruction on the use of punctuation, phrasing, intonation, and other print conventions that promote fluency).
- **Directing Repeated Readings** (multiple readings of the same or several passages, poems, or books on the same reading level).
- **Directing Paired Readings** (partners reading to one another). Typically a more fluent student would be paired with a less fluent student, so the more fluent student can model fluent reading to the less fluent student.
- **Ensuring students are reading on appropriate levels.** The teacher provides frequent, and consistent, opportunities for students to read within their lexile level range, independent reading level according to DRA or another leveled reading assessment. In addition, teachers monitor reading level progress by conducting Running Records.
- **Ensuring students have access to a wide variety of reading materials at independent levels.**
- **Audio recording students reading and providing feedback.**
- **Monitoring the amount of daily reading.**

What Are Students Doing?

- Students are engaged in daily, independent reading activities multiple times a day.
- Listening to modeled reading by teacher, peer, or audio/video.
- Recording their reading and listening for improvement.
- Participating in directed repeated readings of varied, familiar reading materials.
- Increasing the volume, amount of text read.
- Engaging in paired reading activities on their independent or instructional reading level.
- Tracking amount of reading. (i.e. books, pages, minutes etc.)
- Reading poetry and songs, Reader's Theatre, Choral readings

Important Instructional Considerations

- The explicit teaching of fluency should include modeling and opportunities for practice with feedback.
- Daily practice with independent reading level text occurring multiple times throughout the day
- Independent leveled text needs to be used for fluency practice.
- For students struggling, use a fluency intervention, found in materials selection

Working with Words: Words for Reading and Writing

“Words” make reading and writing possible. When we begin to read and write, we have to learn the relationship between letters and sounds and the patterns and sequences that are used within words.

According to Patricia Cunningham in Phonics They Use (2013), “information about a word is gained from its spelling (orthography), its pronunciation (phonology), its meaning (semantics) and the context in which the word occurs. The brain processes this information in parallel, or simultaneously. Research suggests that the brain is a *pattern detector*, rather than an *applier of rules* (Cunningham, 2004). If our brains are indeed “pattern detectors,” then we should provide our students with plenty of opportunity to investigate and organize those patterns.

When “working with words”, students must have the opportunity to manipulate words (and parts of words) in order to recognize letters, sounds, and patterns. Through these opportunities they are able to create meaning. Reading and writing abilities can develop dramatically as word lessons develop experience with:

- **Phonemic Awareness:** ability to hear, identify, and manipulate sounds (phonemes) in spoken words
- **Phonics:** the understanding that there is a predictable relationship between the sounds (phonemes) of spoken language, the letters (graphemes) and spellings that represent those sounds in written language
- **High Frequency Words:** the most common words in the English language ranked in order of frequency
- **Spelling “Word Work”:** components of words (such as root, prefixes, suffixes), patterns of how words are spelled (word families)
- **Vocabulary:** knowledge of receptive and expressive language; understanding the meaning of words and the messages or descriptions the words convey

By “working with words” children will learn that there are “relationships between letters and sounds, that written words are composed of letter patterns representing the sounds of spoken words, that recognizing words quickly and accurately is a way of obtaining meaning from them, and that they can blend sounds to read words and segment words into sounds to spell” (Adams, 1990; Chard & Osborn, 1999; NRP, 2000).

Phonemic Awareness

Phonemic awareness is the ability to hear, identify, and manipulate sounds (phonemes) in spoken words. It is a subset of phonological awareness which includes the ability to auditorily discriminate words, rhymes, syllables, and phonemes. Phonemic awareness does not involve print.

[CCSS, Appendix A \(pp. 18-20\)](#)

What Are Teachers Doing?

Teachers are modeling and providing opportunities to practice phonemic awareness through meaningful classroom experiences. The following skills are outlined in the CCSS:

- isolating sounds (Ex. What is the first sound in sun? /s/)
- segmenting sounds (Ex. Tell me the sounds in “sun” /s/ /u/ /n/.)
- blending sounds (Ex. What word is this? /s/ /u/ /n/=sun)
- deleting sounds (Ex. What is sun without the first sound? /un/)
- substituting/manipulating sounds (Ex. Change the first sound in sun to a /b/=bun)
- identifying beginning, medial, and ending sounds
- identifying and producing rhymes
- syllable counting, blending, and segmenting

What Are Students Doing?

Students are listening to and practicing these skills in whole group, small group, and/or individually by:

- listening to poems, nursery rhymes, songs and identifying rhymes
- producing rhymes
- clapping and counting syllables in words
- sorting pictures (by rhymes, syllables, sounds)
- using manipulatives to segment sounds (Elkonin boxes, bingo chips, sound beads, etc...)
- orally demonstrating proficiency in the isolation, substitution, deletion, and manipulation of sounds, rhyming, and syllables

Important Instructional Considerations

Phonemic Awareness is typically mastered by 2nd grade; however, students who are struggling in higher grades may need additional instruction with this skill set. Additional instruction could include targeted, small group instruction.

Time spent on teaching phonemic awareness can be up to 3 times weekly for 10-15 minutes in primary. Time allotments in intermediate levels will vary based on individual student need.

The duration of phonemic awareness instruction should be brief. However, the instructional pacing of the lessons throughout the year needs to ensure that all of the phonemes are taught.

Phonics

Phonics is the understanding that there is a predictable relationship between the sounds (phonemes) of spoken language, the letters (graphemes) and spellings that represent those sounds in written language.

In the early grades, students are learning letter/sound/patterns relationships to decode and spell words accurately.

In the later grades, students are applying early phonics skills automatically and fluently to read grade level text and applying spelling rules.

[CCSS, Appendix A \(pp. 17-22\)](#)

What Are Teachers Doing?

Phonics skills often follow a developmental progression ([Phonics Continuum](#)). Within Forest Hills, our teachers are instructing phonics skills based on Common Core Standards and students' individual needs.

Phonics instruction is delivered, reinforced and mastered through a variety of instructional practices. The following instructional practices may be used (in isolation or in combination) to teach phonics:

- [Direct/Explicit Instruction](#): At times, teachers will deliver direct instruction (or model) to a whole group, small group or individual student in order to teach a phonics skill.
- [Guided Instruction](#): Through guided instruction, teachers use cues, prompts, strategic scaffolding and questions to provide opportunities for students to apply the phonics skills and knowledge they have obtained. These lessons often include manipulatives, multisensory tools and interactive materials. More importantly, throughout the lesson, teachers are able to assess students' abilities as they monitor their work and provide feedback to individuals or groups, as needed, in order to strengthen skills and/or increase knowledge base.
- [Word Work Activities](#): As students develop phonics skills, they need meaningful opportunities to practice, reinforce, and strengthen their skills. These opportunities can **occur with partners/small groups** or **independently**, based on the needs of the students. A variety of activities could be used, such as: word sorts, use of manipulatives, making words and multisensory activities.

Throughout all of these instructional strategies, teachers are able to assess student learning in order to determine the ideal instructional plan for their students.

What Are Students Doing?

Students are actively participating in whole, small group, and independent phonics instruction through direct instruction, guided instruction and independent activities, such as:

- use of manipulatives (ex. letter cards, magnets, word cards, onset and rime puzzles, white boards)
- word sorts
- multisensory activities (ex. sand/rice, color coding, textured surfaces)
- opportunities to apply and reinforce phonics skills when reading (text selections will vary based on individual needs and abilities)
- opportunities to apply and reinforce phonic skills when writing

Important Instructional Considerations

Phonics should be integrated with other reading instruction to create a balanced reading program.

Time spent on phonics instruction should not exceed 25% of the language arts block.

Phonics skills should be taught systematically and explicitly, through the use of an organized, sequential scope and sequence.

Phonics instruction should be connected to text to be effective. As educators, we need to intentionally provide our students with opportunities to transfer, apply and practice phonics skills when reading and writing. To ensure that students are able to apply and practice phonics skills automatically and fluently when reading, teachers need to strategically select the text for individual students based on abilities and needs.

High Frequency Words

The [Fry Word List](#) is a systematically researched high frequency sight word list. Dr. Edward Fry created this list to represent the most common words in English ranked in order of frequency. Sight words are words that you recognize, by sight, with automaticity. According to Fry’s research:

- 25 words make up approximately $\frac{1}{3}$ of all items published
- 100 words comprise approximately $\frac{1}{2}$ of all of the words found in publication
- 300 words make up approximately 65% of all written material

FOREST HILLS ELEMENTARY “Sight Words”

It is recommended that students be expected to identify, and correctly read the grade level Fry words, as listed in the chart below:

Mastery of Reading by Grade Level	Number of Fry Words by End of the Year
Kindergarten	25 out of first 100 Fry Words (these words may vary depending upon the reader)
1st Grade	1-100 Fry Words
2nd Grade	1-300 Fry Words <ul style="list-style-type: none">• 1-100 Assessed and targeted instruction provided to students who have not mastered 1-100• Instruction will focus on words 100-300
3rd Grade	Review 1-300 Fry Words as needed for students who have not mastered these words when reading

4th - 6th grade students who have not mastered 1-300 will need additional support.

FOREST HILLS ELEMENTARY “Spelling of Sight Words”

Students not only need to be able to identify and correctly read these words, they need to be able to spell them as well. It is recommended that students be able spell these words by the end of each grade level:

Mastery of Spelling by Grade Level	* Number of Fry Words by End of the Year
Kindergarten	20 out of first 100 Fry Words (these words may vary depending upon the reader)
1st Grade	1-75 Fry Words
2nd Grade	1-150 Fry Words <ul style="list-style-type: none">• Review 1-75 from previous year and provide support to students in need of mastery• Instruction, and opportunities for practice, will focus on words 75-150
3rd Grade	1-300 <ul style="list-style-type: none">• Review 1-150 from previous year and provide support to students in need of mastery• Instruction, and opportunities for practice, will focus on words 150-300

4th - 6th grade students who have not mastered 1-300 will need additional support.

*The “End of the Year” expectations align with a “3” on the district report card (Meeting the Standard) for *“Applies correct spelling of grade level sight words in written work”*.

Student Materials

Teacher created classroom word wall in grades K-3 (displayed or portable)

Instructional Resources

[Fry Word List](#)

[Fry Word List](#)

Word Wall

Spelling: Word Study

“Spelling offers perhaps the best window on what an individual knows about words.”
– Shane Templeton

Spelling instruction needs to focus on *Word Study*. *Word Study* provides students with opportunities to investigate and understand the patterns in words. [Word Study](#) is a well-researched method for teaching spelling. A *Word Study* program is a cohesive and systematic approach that addresses word recognition, vocabulary, and phonics as well as spelling (Zutell, 1992). Furthermore, a significant amount of reading and writing are critical if students are to advance in spelling ability.

Recent research recommends explicit instruction in word reading and spelling that connects phonological, orthographic, syntactic, and morphemic elements (Carlisle & Stone, 2005; Bryant, Nunes, & Bindman, 2000; Treiman & Cassar, 1996; Rubin, Patterson, & Kantor, 1991).

According to Shane Templeton, in the article [Reconceptualizing Spelling and Development](#), given the studies that have investigated the effect of examining words in the context of an active search for pattern, some general conclusions are strongly suggested:

- Significant amounts of reading and writing are critical if students are to advance in spelling ability.
- For all children in the early years of schooling, invented spelling should be encouraged. Once students begin to explore spelling on a regular basis, they should be encouraged to look for patterns; this reflects the importance of the visual comparison of words.
- For most students an inductive or exploratory approach is appropriate; for severely struggling spellers who are working at an appropriate developmental level, a more deductive, systematic, and direct approach often is preferred.
- There should be an emphasis on the interrelatedness of spelling and phonics, morphology, and vocabulary as students move farther along in development. This emphasis should include the explicit presentation and discussion of how morphology or meaning is represented in the spelling system. Students who make errors such as SOLEM for solemn and DEFANITE for definite have the cognitive sophistication to conceptualize how the orthographic representation remains constant, despite changes in sound, in related words such as solemnity and define (Templeton, 1989, [1992b](#)).

In order to provide appropriate instruction, however, teachers need first to assess their students' levels of spelling knowledge. *Spelling: Word Study* includes assessing a student on his/her spelling development knowledge through a spelling inventory, strategic group formation, instruction, and practice. Instruction should scaffold the introduction and practice of spelling patterns based, in part, on student developmental profiles. Students will recognize and implement common spelling patterns, letter sound

correspondence, as well as spell grade level high frequency words correctly. Conventional spelling is acquired on a gradual continuum of complexity, with upper elementary grades incorporating applied spelling procedures.

In order to establish a systematic approach to *Spelling: Word Study*, the following process should be utilized:

- Assess what your students know about how words work by administering a spelling inventory/assessment
- Analyze the data collected through the spelling inventory/assessment
- Utilize the spelling assessment results to form instructional groups and organize your class for “*Word Study*”
- Plan instruction for the various groups
- Word Study will be reinforced through both Guided Reading Groups and “Literacy Work Stations”
- Consistently monitor progress over time and determine if changes need to be made in groups or instructional plans need to be adjusted

Resources:

Words Their Way

Research Based Methods: Phonics and Word Study

Reconceptualizing Spelling and Development

Instructional Materials Statement

The *Spelling: Word Study* section of the *FHSD Elementary Literacy Framework* defines how we teach spelling (word study) and the essential elements of spelling (word study) within our K-6 classrooms. The *Instructional Resources* assist educators as they carry out the ELA Framework, in conjunction with the K-6 Curriculum Maps, to deliver instruction.

Instructional Resources

Approved Resources that support the FHSD Elementary ELA Framework:

The following resources strongly support the *Spelling: Word Study* section of the ELA Framework and are therefore recommended.

Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction

Words Their Way Study in Action with English Language Learners

Phonics They Use, Cunningham

The Next Step in Guided Reading, by Jan Richardson, contains a variety of information and resources that support word study. The ideas and resources can be embedded within Guided Reading in order to create a balanced literacy program.

[Summary of Word Study and Writing Activities for Levels A-J](#)

Vocabulary

Vocabulary refers to knowledge of receptive and expressive language; understanding the meaning of words and the messages or descriptions the words convey.

What Are Teachers Doing?

Explicit instruction in the area of vocabulary is essential. At times, vocabulary instruction may need to be broken down into smaller parts and taught whole class, within small groups or individually. Instruction will involve explanation, modeling and opportunities for practice.

Marzano's Six Steps to Effective Vocabulary Instruction were developed based on educational research. The research revealed that classroom teachers have defined how to best use instructional strategies to teach vocabulary. This strategy is referred to as the *six-step process*. The six steps are outlined below:

- teacher introduces word with personal reference
- students restate understanding in own words
- students create nonlinguistic representations
- students engage in activities to deepen understanding
- students discuss/use words with peers
- students play games to review

Text-Talk interactions are based on open-ended questions that the teacher poses during reading that ask children to consider the ideas in the story and talk about and connect them as the story moves along (Beck and McKeown 2001). Text-Talks have the following six components:

- selecting texts that have some complexities of events for children to build meaning
- interspersed open-ended questions that require students to explain and describe text ideas
- follow-up questions that encourage elaboration of initial ideas
- pictures, which are presented after students have responded to the text
- background knowledge, which is used to support meaning building
- vocabulary words, which engage students in direct discussion after the story is completed

Fruyer Model is a visual organizer that helps students understand key words and concepts. Through the use of "Fruyer Model" graphic organizers, students will:

- develop understanding of key concepts and vocabulary
- draw on prior knowledge to make connections among concepts
- compare attributes and examples
- think critically to find relationships between concepts and to develop deeper understanding
- make visual connections and personal associations

Guided Reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. Using benchmark assessments (as outlined within the “[FHSD Grade Level Literacy Assessment Chart](#)” for each grade, located within [ELA Grade Level Folders](#)), or other systematic observation, the teacher has determined the approximate instructional reading level of each of the students. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time. In selecting a text for the group, the teacher uses the level designation; thinks about the strengths, needs, and background knowledge of the group; and analyzes the individual text for opportunities to support students' successful engagement with the meaning, language, and print of the text. The teacher uses the text to help the children expand what they know how to do as readers.

Contextual instruction

- across disciplines-domain specific (i.e. terms in math)
- across genres
- purposeful text selection
 - pairing fiction and nonfiction texts in graduated difficulty and various formats

Teaching word associations/word relationships

- antonyms
- synonyms
- analogies
- root analysis, suffixes and prefixes
- metaphors
- figurative language, word nuances, denotation, connotation

Three Tiers of Words must be taken into consideration when planning in order to “understand the instructional and learning challenges that words in each category represent” as noted in an excerpt from [CCSS Appendix A](#) (pages 33-35) based on the research of Isabel Beck. The following are definitions of the “Three Tiers of Words”:

- Tier One Words: **High Frequency Words** are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- Tier Two Words: **Academic Vocabulary** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

- Tier Three Words: **Domain Specific Words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

Visually emphasizing higher level vocabulary words

- word wall
- spotlight substitutes for “tired words” (*rasped* instead of *said*)
- displayed on board, key ring, journal
- internet, PowerPoints and videos
- content area words
- visual / non-linguistic cue of meaning

Verbally emphasizing higher level vocabulary words

- modeling
- interacting with students

What Are Students Doing?

Purposefully Interacting with the Vocabulary

- Creating non-linguistic representations--drawing and acting out words
- Utilizing a vocabulary notebook, key ring, journal, etc.
- Language Games (synonyms/antonyms/analogies)
- Word sorts
- Enactive learning (Pantomime, “motion-vocab”)
- Structured usage--deliberately targeting a word in:
 - spoken language
 - retelling a story,
 - concept mapping (ex: Frayer Model)
 - using new vocabulary in their writing
- Developing habits of checking environmental references (ex: word wall, thesaurus)

Important Instructional Considerations

Whether planning for a brief instructional cycle (or extended units of study), vocabulary instruction should be guided by relevancy, deliberation, and opportunity for mastery.

Instruction should happen daily and is embedded across content areas, explicitly teaching domain specific words, word parts, origins and etymologies.

There is an important distinction between purposeful instruction and ongoing student practice; both are critical components of vocabulary acquisition and mastery.

Instructional sequencing and weight/emphasis (literary vs. informative) is dependent on grade level instructional mapping.

Students are recognized as having a wide disparity in range of working vocabulary; considerations must be given to extend or remediate this knowledge base.

Instructional Resources

Approved Resources that support the FHSD Elementary ELA Framework:

The following resources strongly support the Vocabulary section of the ELA Framework and are therefore recommended.

Vocabulary for the Common Core, by Robert J. Marzano

Building Academic Vocabulary: Teacher's Manual, by Robert J. Marzano

Vocabulary Games for the Classroom, by Robert J. Marzano

Bringing Words to Life, by Isabel L. Beck

Writing

Writing is transferring ideas into meaningful print. It requires the ability to express oneself and clearly communicate through written words in an organized manner and for different purposes.

The Forest Hills School District uses the 6+1 Traits Model to guide the assessment of student writing and to plan instruction.

“The traits of writing are the common foundational language that students build on every year as they learn new skills within a spiraling curriculum. The traits are the tools teachers use to assess what students know and understand about writing and what they still need to be taught. The traits are present in every mode of writing (narrative, informative/explanatory and opinion/argumentative).” – Ruth Culham

Narrative	Narrative writing communicates an experience, real or imagined. The written experience includes a beginning, middle and end. The writing uses sensory details to help the reader to feel that he/she is part of the experience. <i>A more comprehensive writing piece would include an element of tension, resolution and a climax.</i>
Opinion/Argumentative	Opinion writing is making a claim and using supporting, logical and reasoned positions to change another’s point of view, raise awareness or bring action from the reader.
Informational/Explanatory	Informative writing is used to increase the readers’ knowledge of a subject, to help readers better understand a procedure, process, or to provide readers with an enhanced comprehension of a concept or topic. The writer needs to use supporting resources to gather information about the topic. The aim is to make the reader understand rather than to persuade them to accept a certain point of view.

Resources:

CCSS Appendix A & C

6+1 Traits of Writing The Complete Guide Grades 3 and Up By: Ruth Culham, 2003

What Are Teachers Doing?

6+1 Traits Model: “The 6+1 Traits Model is more than an approach to teaching and assessing writing. It is the vocabulary teachers use to describe the vision of what good writing looks like – any kind of writing” (Culham, 6+1 Traits of Writing, p.7).

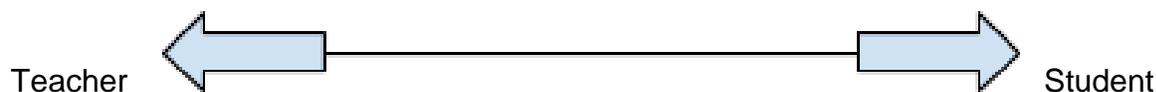
Regardless of the mode of writing, certain characteristics make the writing work. Those characteristics are:

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

The 6+1 Traits Model gives teachers a shared vocabulary for speaking about and working with texts that students create. The shared vocabulary established by the traits allows both teachers and students to note the strengths and weaknesses in a piece of writing as it moves through the writing process. This model captures the qualities of what good writing looks like, results in meaningful feedback to students and it provides students with the opportunity to become self-evaluators.

Gradual Release Model: Use a structured writing time to teach students how to be writers

Gradual Release of Responsibility from Teacher to Student



Direct instruction/ mini lessons where writing strategies are explicitly taught.	Writing conferences Small group instruction Modeled writing	Peer collaboration	Independent writing
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Assessment: Writing assessment enables teachers to understand what students know and are able to do. Assessment results help drive instruction.

- **Rubrics:** In order to provide clear expectations and opportunities for effective feedback, district wide rubrics have been created for ALL teachers and students.
 - Each grade level, or grade band, has a “Mode of Writing” rubric for: Narrative, Opinion/Argumentative, Informative/Explanatory (Appendix A).

- Each grade level, or grade band, has Trait Based Rubrics and/or a Generic Traits rubric, which can be used when concentrating on a particular trait of writing (see Appendix A).
- The “Modes of Writing Rubrics” and the “Trait Based Rubrics” are used in order to:
 - Teach the modes of writing
 - Teach “key qualities” of the traits
 - Model the expectations for writing
 - Assess student writing
 - Guide Teacher/Student Conferences
 - Plan instruction (based off assessment results)
 - Support Peer Conferencing
- **Writing Exemplars:** Exemplar papers (anchor papers) are used in order to help students understand what good writing looks like and sounds like. Most often, exemplars are used to help our students gauge the expectations and reveal the qualities (and/or components) of good writing before students write. However, exemplars can be used for whole class instruction, mini-lessons, small group instruction, and within teacher-student conferences in order to reinforce writing. These exemplars help create common expectations not only for our students, but teachers as well.

Daily Writing: In the classroom, writing can take many forms, including both informal and formal. To practice “living like a writer”, teachers will provide students with opportunities to increase their writing fluency by engaging in various forms of writing across all content areas. Narrative, informative/explanatory or opinion/argumentative will be explicitly taught with a focus on authentic writing opportunities.

Mini-Lessons: These lessons differ in scope and sequence. Topics for mini-lessons are determined by standards, formative assessments, and student needs. The lessons are brief in duration (10-15 minutes) and explicitly taught. Teacher modeling is a critical component, followed by student practice.

Modeling: Modeling is a sequential demonstration of both concrete and abstract skills or concepts that lead from introduction to mastery. Modeling is an essential step in the “gradual release of responsibility from teacher to student”.

Generating Ideas: Generating ideas (prewriting or brainstorming) can be broken into two components. One component would be the student generating his/her own writing topic. The other would be the teacher giving the writing topic. In both of these components, students will add depth to a topic by generating thoughts/details to support the topic.

Generating ideas helps students add interesting details to the topic, increases writing efficiency, maintains a clear focus to the topic, tailors the piece to the audience and

heightens student motivation. Through instruction on generating ideas, and ample opportunities for practice, students are able to launch the writing process more effectively.

Writing Process and the Traits

The writing process and the traits support one another. As teachers of writing, we use the language of the traits to help our students understand the stages of the writing process. This process is not linear; rather, it is fluid and flexible depending on the needs of our students.

- **Prewriting/Brainstorming:** Discover what you want to say by generating ideas through the use of writer's notebook, graphic organizers, sketching... (*Ideas, Organization Voice*)
- **Drafting:** The act of writing your generated ideas into an order that makes sense (*Word Choice, Sentence Fluency*)
- **Revising:** To reconsider and modify one's writing to ensure it is clear and concise to the reader and that all components address the topic (*Ideas, Organization, Voice, Word Choice and Sentence Fluency*)
- **Editing:** To add final touches such as punctuation, grammar and spelling corrections to make the text readable (*Conventions*)
- **Share/Feedback:** Find out what worked and what needs work (*this could include one or more traits or the piece as a whole*)
- **Publication:** A final form of communication to an audience (*Presentation*)

Peer Collaboration: The act of working together with a peer on any step of the writing process. Students should be explicitly taught how to collaborate and give helpful feedback to improve the writing piece.

Teacher/Student Writing Conferences: The purpose of the teacher/student conference is to increase the writing skill of the student, rather than to "fix" a particular piece of writing. As Lucy Calkins said, "[\[We\] are teaching the writer and not the writing. Our decisions must be guided by 'what might help this writer' rather than 'what might help this writing' \(1994\).](#)" The teacher may teach the student a strategy, or technique, that could be used in their current or future writing pieces.

Teacher/Student Writing conferences can take on a variety of forms (whole group format, small group format or individualized). Teachers use writing pieces, observations and/or assessment results from district rubrics, in order to plan the conference. Below is a typical conference format:

- meet with the student (or students) to review their writing piece and/or rubric results
- compliment/celebrate what they are doing well
- talk with student about what they are working on as a writer/identify student need
- teach a writing strategy or technique
- try applying the strategy in the writing piece

- use the conference as an opportunity to collect information on your students through anecdotal records
- work with students to generate writing goals and reflect on their progress towards these goals

Increase writing vocabulary: Grade level curriculum maps must be referenced to identify the domain specific vocabulary in each area listed.

- **Knowledge of Language Conventions**
 - conventions of standard English
 - editing
 - grammar and usage, making sure meaning is clear
- **Written Expression**
 - development of the topic
 - purposeful and controlled organization
 - details and description that attend to the norms and conventions of the discipline. i.e.: precise/clear
 - language, sensory details, linking and transitional words, and/or domain specific vocabulary
- **6 +1 Traits Vocabulary**
 - **Ideas:** Ideas make up the content of the piece of writing – the heart of the message.
 - **Organization:** Organization is the internal structure of the piece, the thread of meaning, the logical pattern of the ideas.
 - **Voice:** Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings and convictions come out through words.
 - **Word Choice:** Word choice is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader.
 - **Sentence Fluency:** Sentence fluency is the flow of the language, the sound of word patterns – the way the writing plays to the ear, not just to the eye.
 - **Conventions:** Conventions presents the piece's level of correctness – the extent to which the writer uses grammar and mechanics with precision.
 - **Presentation:** Presentation zeros in on the form and layout – how pleasing the piece is to the eye.

Cross curricular connection: Provide multiple opportunities across content for students to practice the [various types of writing](#). Provide opportunities for teachers to collaborate with grade level colleagues in order to create cross curricular connections.

What Are Students Doing?

- Engage in daily writing practices
- Learning and applying the key qualities of the 6+1 Traits of Writing
- Using exemplar papers to understand expectations and qualities of good writing
- Using writing rubrics throughout the writing process
- Actively participating in teacher/student conferences to enhance writing skills
- Using writing rubrics to self-assess and set writing goals
- Recognizing, identifying, and attempting modeled practices
- Organizing thoughts using procedural prompts
- Uses graphic organizers and other prewriting tools
- Using a process for writing
- Creating various types of writing
- Collaborating with peers
- Conferencing with teacher and peers
- Sharing a final document
- Increasing stamina for writing
- Incorporating technology to produce, publish, and share writing
- Write using a variety of forms (such as: letters, emails, journals, essays, reports, pamphlets, short stories....) across content areas
- Learning and applying knowledge attained from mini-lessons

Important Instructional Considerations

Scope and sequencing along with pacing is outlined in the curriculum map.

Students will apply Language Standards and Foundational Skills Standards (grammar, spelling, mechanics, punctuation, etc.) to their writing.

Students will use various forms of technology to collaborate, peer edit, increase audience, share writing, etc.

Skills used in writing workshop/writing instruction will be transferred to reading responses, as well as written responses in every area of the curriculum. Students will draw information from text, and use that information appropriately to form a well-constructed written response, which references the text.

Instructional Materials Statement

The *Writing* section of the *FHSD Elementary Literacy Framework* defines how we teach writing and the essential elements of writing within our K-6 classrooms. The *Instructional Resources* assist educators as they carry out the ELA Framework, in conjunction with the K-6 Curriculum Maps, to deliver instruction.

Instructional Resources

Adopted Resources:

6+1 Traits of Writing: Primary Grades Professional Book Bundle, by Ruth Culham

6+1 Traits of Writing: 3-5 Professional Book Bundle, by Ruth Culham

Traits of Writing Middle School Professional Book Bundle, by Ruth Culham

District Writing Rubrics (see Appendix A)

Approved Resources that support the FHSD Elementary ELA Framework:

Launching the Writer's Workshop: K-2, by Kristina Smekens

Launching the Writer's Workshop: 3-12, by Kristina Smekens

Units of Study in Opinion, Information, and Narrative Writing : A Common Core

Workshop Curriculum, by Lucy Calkins

Common Core Writing Book, by Gretchen Owocki

Language

Language, when correctly used, is the currency of our social interaction and cognitive development.

Having a command of correct language usage and grammar allows the writers' and/or speakers' message to be clearly understood and heard. When the message is written or spoken following grammar and language rules, the message appears polished, clear, and concise. Therefore the goal of getting a coherent message heard and respected is met.

There is also a value in understanding language patterns, rules, and the complexity of each. Students grow cognitively by following these rules and patterns. Such attention to correctness is crucial for students to be college and career ready.

Students learn about language, punctuation, and parts of speech and how those components mesh together to create a message that is understood. Communication and writing are composed of content, ideas, and language usage.

Grammar should be taught naturally, within the context of students' everyday writing. However, grammar rules also need to be methodically and explicitly taught. Teachers should reference their grade level Core Curriculum Standards and teach each of those grammar skills within the context of student writing and through direct instruction on each skill. Students should learn and practice the skills of revising and editing their writing continually according to these rules. Ultimately, we are striving to create writers who are able to apply grammatical knowledge naturally into their written work.

Instructional Resources

[Reading Street Language/Grammar Resources](#)

Handwriting

Manuscript and cursive handwriting should be explicitly taught to students.

Effective handwriting instruction begins with teaching the manuscript alphabet, in grades **K-2**. Forming the vertical and horizontal lines (top to bottom, left to right) of the manuscript alphabet helps the students look carefully at the letters they will process when they are learning to read.

Explicit cursive writing starts in the **“Winter” of Second Grade** and continues until the end of the year. Students will be taught the formations of lower and uppercase letters. This will be a *developing* skill by the end of second grade (see chart below for details). Explicit instruction of cursive should continue through third grade resulting in mastery by the end of the year. Legible manuscript and cursive handwriting should be maintained in grades 4-6, through meaningful practice embedded within the curriculum. It is important to target students that need additional support and provide authentic opportunities to practice reading, writing, and analyzing cursive texts for all students.

Handwriting Progression in Forest Hills

Kindergarten: All Year	Explicit instruction of uppercase and lowercase letters Mastery of uppercase and lowercase
Grade 1: Fall Term	Review of uppercase and lowercase
Grade 1: Winter-Spring Terms	Mastery of manuscript handwriting
Grade 2: Fall Term	Review of manuscript handwriting
Grade 2: Winter and Spring Terms	Explicit Instruction of lower and uppercase cursive letters By the end of 2 nd grade, students should be able to write all the lower and upper case letters legibly and will continue to “develop”, and refine, their cursive writing throughout 3 rd Grade.
Grade 3	Reinforcement of manuscript handwriting through daily routine writing throughout the year In FALL, review upper and lower case cursive. Throughout the year, students will be refining their cursive writing with the expectation of mastery by the end of the year.

Grades 4-6	<p>Legible manuscript and cursive handwriting should be maintained. Opportunities to reinforce both forms of handwriting should be embedded into grade level instructional plans. Teachers have the freedom to select opportunities to embed practice into their school routines.</p> <p>As teachers, we need to model writing in both formats so students are exposed to manuscript and cursive.</p> <p>6th grade students may choose a hybrid of manuscript and cursive</p>
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Important Instructional Considerations:

Students in grade 3-6 should be provided with opportunities to read cursive writing (Morning Meeting Charts, visual displays, historical documents, etc...) throughout the school day.

Grades K-2 will implement the **Handwriting Progression in Forest Hills** in 2014-2015.

Grade 3 will implement the **Handwriting Progression in Forest Hills** in 2015-2016 (following the completion of our previous cursive program, D’Nealian, during the 2014-2015 school year).

Beginning in the FALL of 2015, 3rd Grade will begin with **“Unit 2: Cursive Writing: Getting Started”**. This unit will reinforce what the students learned in Grade 2. Once this introductory unit is complete, **“Unit 3: Cursive Letters”** will be used to assist students as they refine their cursive writing with the expectation of mastery by the end of the year. **“Unit 1: Reviewing Manuscript Writing”** and **“Unit 4: Using What You Have Learned”**, although not required, may be used by teachers to reinforce manuscript or cursive based on the needs of the students.

Handwriting, and the subject of writing, should be taught separately

Intentional, direct instruction, for 10-15 minutes daily

Instructional settings may vary (whole group, small group, as a center)

To maintain consistency from grade to grade, the Zaner-Bloser terminology must be used when providing instruction and reinforcing letter formation (paper terminology and stroke terminology). Reference: [Crucial Concepts for Handwriting Success](#)

Instructional Resources

Adopted Resources:

Zaner-Bloser Handwriting

Zaner-Bloser Cursive

Keyboarding

Keyboarding is an important psychomotor skill that all students need to learn. Cognitive automaticity frees students from the slowness of handwriting, allowing students to write their ideas at the speed of thought and with higher level thinking. Keyboarding is a skill that is separate from writing.

Keyboarding is a skill that spans across all subject areas. The goal of keyboarding in the Forest Hills School District is to create provide opportunities for students to learn and practice keyboarding skills that will assist them when typing in order to express their thinking across content areas. Therefore, keyboarding instruction must be embedded and shared by all of the teachers across the grade level with additional support from each building Media Specialist.

Keyboarding Progression in Forest Hills

	Role of the Classroom Teacher	Role of the Media Specialist
KDG	<p>Area of Focus: Raising awareness of digital device “basics” (use poster and guided discovery when needed to support use of digital devices)</p>	
1st	<p>Area of Focus: Familiarizing students with “Computer Essentials”</p> <p>Intentional GUIDED DISCOVERY will occur in the following areas</p> <ul style="list-style-type: none"> • Layout out of the keyboard • Home Row • Mouse • Important Keys <p>When digital devices (computers/tablets) are used within a classroom, designated time will be allotted for “Guided Discovery”. Teachers will use the Guided Discovery Keyboarding poster to support the students. In addition, teachers will monitor the use of these devices and when needed incorporate additional opportunities for “Guided Discovery” and/or classroom discussions to assist students with the use of these devices.</p>	<p>Area of Focus: Familiarizing students with “Computer Essentials”</p> <p>Intentional GUIDED DISCOVERY will occur in the following areas</p> <ul style="list-style-type: none"> • Layout out of the keyboard • Home Row • Mouse • Important Keys <p>When digital devices (computers/tablets) are used within a classroom, designated time will be allotted for “Guided Discovery”. Teachers will use the Guided Discovery Keyboarding poster to support the students. In addition, teachers will monitor the use of these devices and when needed incorporate additional opportunities for “Guided Discovery” and/or classroom discussions to assist students with the use of these devices.</p>

<p>2nd</p>	<p>Area of Focus: Instruction on “Computer Essentials” and “Keyboarding Skills”</p> <p>Trimester 1 and Trimester 2: When digital devices (computers/tablets) are used within a classroom, designated time will be allotted for instruction in the following areas:</p> <ul style="list-style-type: none"> • Layout out of the keyboard • Home Row • Mouse • Important Keys <p>Teachers will use the Guided Discovery Keyboarding poster to support the students.</p> <p>Trimester 3: Explicit Keyboarding Instruction will occur for 6 weeks. This will be led by the Media Specialist and it will be supported by the regular education teachers. They will work collaboratively to support keyboarding instruction.</p> <ul style="list-style-type: none"> • Explicit keyboarding instruction will be provided on days in which students do not have a scheduled special. This block of time (50 minutes) can be spent on both cursive and keyboarding skills. • Teachers will also embed opportunities for keyboarding practice (1-3 times a week) into their curriculum, such as: morning work, as an independent literacy activity within reading workshop... 	<p>Area of Focus: Instruction on “Computer Essentials” and “Keyboarding Skills”</p> <p>Trimester 1 and Trimester 2, When digital devices (computers/tablets) are used within a classroom, designated time will be allotted for instruction in the following areas:</p> <ul style="list-style-type: none"> • Layout out of the keyboard • Home Row • Mouse • Important Keys • District wide communication will be sent out to all of the 2nd grade families highlighting the keyboarding progression for the year <p>Teachers will use the Guided Discovery Keyboarding poster to support the students.</p> <p>Trimester 3: Explicit Keyboarding Instruction will occur for 6 weeks. This will be led by the Media Specialist and it will be supported by the regular education teachers. They will work collaboratively to support keyboarding instruction.</p> <ul style="list-style-type: none"> • Explicit keyboarding instruction • Collaborate with regular education teachers to support keyboarding within the classroom • Media Specialist send home a district wide parent communication regarding the explicit keyboarding instruction within 2nd Grade and ways in which families can support keyboarding
<p>3rd</p>	<p>Area of Focus: Instruction on “Computer Essentials” and “Keyboarding Skills”</p> <p>Trimester 1: Explicit Keyboarding Instruction will occur for 6 weeks. This will be led by the Media Specialist and it will be</p>	<p>Area of Focus: Instruction on “Computer Essentials” and “Keyboarding Skills”</p> <p>Trimester 1: Explicit Keyboarding Instruction will occur for 6 weeks. This will be led by the Media Specialist and it will be</p>

<p>supported by the regular education teachers. They will work collaboratively to support keyboarding instruction.</p> <ul style="list-style-type: none"> • Explicit keyboarding instruction will be provided on days in which students do not have a scheduled special. This block of time (50 minutes) can be spent on both cursive and keyboarding skills. • Teachers will also embed opportunities for keyboarding practice (1-3 times a week) into their curriculum, such as: morning work, as an independent literacy activity within reading workshop... <p>Trimester 2 and Trimester 3: Reinforce keyboarding skills as needed.</p> <ul style="list-style-type: none"> • Teachers will also embed opportunities for keyboarding practice (1-3 times a week) into their curriculum, such as: morning work, as an independent literacy activity within reading workshop... <p>Suggested 3rd Grade Homework Component: 7 minutes of practice 3x per week</p>	<p>supported by the regular education teachers. They will work collaboratively to support keyboarding instruction.</p> <ul style="list-style-type: none"> • Explicit keyboarding instruction • Collaborate with regular education teachers to support keyboarding within the classroom • Media Specialist send home a district wide parent communication regarding the explicit keyboarding instruction within 3rd Grade and ways in which families can support keyboarding <p>Trimester 2 and Trimester 3: Reinforce keyboarding skills with students as needed.</p>
<p>The following will be pursued by the FHSD to further support keyboarding instruction and increase the home/school connection:</p> <ul style="list-style-type: none"> • Enrichment Keyboarding Clubs • Summer Opportunities for students • Parent Resources 	

Instructional Resources

Guided Discovery Keyboarding poster will be created for all classroom teachers (K-3)

FHSD Keyboarding Scope and Sequence Guide

Approved Resources:

- [Typing Club](#)
- [Typing Agent](#)
- [Keyboarding Online](#)
- [Dance Mat Type](#)
- [Nitro Type](#)

Speaking and Listening

Language is the currency of social interaction and development. The power of spoken language is as important as written language.

Speaking and listening is generally the dominant means by which our youngest students form constructs, with reliance on these domains gradually reduced as learners gain communication proficiency in the reading and writing areas.

Especially at the earliest grades, students need concentrated and guided exposures, experience with interactive read alouds, and other transactional oral language opportunities as a means to acquire content knowledge, vocabulary, and develop concepts.

Students need to be able to discern between contextually different types of speaking and adjust accordingly the purpose of listening. Students must practice and master the cultural semantics of English spoken language to prepare them for success in the workplace and social domain.

Addressing speaking and listening skills in the earliest grades is important to improve literacy levels. Oral language instruction and practice should be systematically and purposefully incorporated into daily routines in a maturational progression.

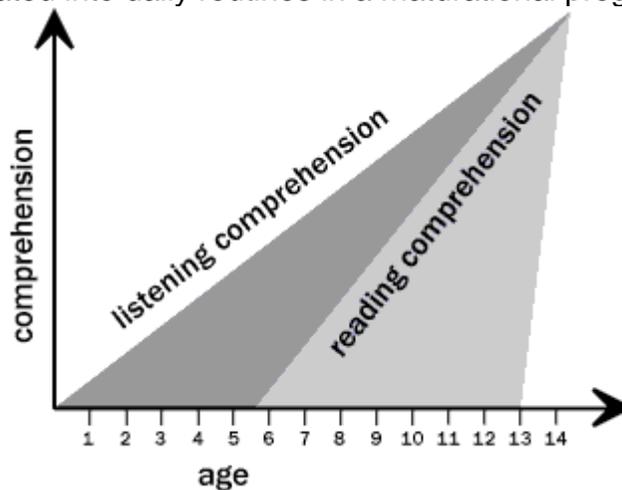


Figure 15: Listening and Reading Comprehension, by Age (CCSS, Appendix A)

Many of the strategies in speaking and listening are the instructional foundation of related strategies in reading instruction (interpreting and identifying emotion, mood, attitude, or tone, predicting, inferring.)

FHSD teachers will naturally embed and model the following speaking and listening instructional practices:

- how to gather and articulate one's thoughts
- how to actively listen to speakers

- how to give constructive feedback
- how to construct a reason for argument
- how to be persuasive
- how to ask open ended questions or questions for a specific purpose
- how to correctly engage in an exchange of ideas, opinions and information

Instructional Materials Statement

The *FHSD Elementary Literacy Framework* defines how we teach and the essential elements of English Language Arts within our K-6 classrooms. The *Instructional Resources* assist educators as they carry out the ELA Framework, in conjunction with the K-6 Curriculum Maps, to deliver instruction.

Adopted Resources are materials that have been selected to assist educators across the district with the delivery of the Elementary Literacy Framework. The district expectation is that *Adopted Resources* will be utilized by teachers across the district to deliver instruction.

Approved Resources are materials that support the Elementary Literacy Framework. The approved resources may be used to supplement instruction.

Electronic APPENDIX “A”



The following resources support the delivery of ELA instruction and assessment in Forest Hills:

[Elementary English Language Art Grade Level Resources](#)

[District K-6: 6+1 Traits of Writing Resources](#)

[District Rubrics and Resources for Assessing Writing](#)