

Comprehensive Literacy Framework

Reading

- Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading

Writing

- Modeled/Shared Writing
- Shared Reading
- Guided Reading
- Independent Reading



I do
We do
You do



I do
We do
You do



Word Study



Comprehensive literacy consists of a number of components that provide significant amounts of reading and writing on a DAILY basis. Opportunities for reading and writing are arranged on a continuum based on more or less teacher support.



EAST POINTE COMMUNITY SCHOOLS

Lower Elementary Non-Negotiables

Intentional Instruction with Fidelity

- Common Core State Standards/Power Standards taught with fidelity
- Follow daily schedules including all components of the literacy block
- Follow the District Assessment Plan for Grades K-2
- Reading Block is 120 minutes
 - Structure of the MAISA Reading Unit must be upheld including the use of required Mentor Text and mini lessons
 - Must follow the prescribed schedule (Curriculum Map)
 - Anchor charts must be accessible to students visually
- Guided Reading is 60 minutes of the literacy block
 - Must be taught every day, 3-4 groups daily/at risk students daily
 - Written Plans required daily
 - Anecdotal notes on each group
 - Students must be assessed and taught using books at their instructional level
 - **ORR must be done:**
 - **Intensive** students every 2 weeks
 - **Strategic** students must be 1 time a month
 - **Benchmark** students do not need ORRs during Guided Reading
- Writing Block is 40 minutes daily instruction with the use the MAISA Writing Units
 - Utilize the Rubrics provided in the Writing Pathways Units to score Pre and Post assessments
 - Must follow the prescribed district schedule (Curriculum Map)
 - Word Wall words must be expected to be spelled correctly when writing independently
- Phonics must be taught daily (30 minutes) utilizing the Fountas and Pinnell materials
- 15 minutes daily for Phonological awareness for KDG all year and 1st grade first 3 months at least.
- Story Champs (Oral Language/Retelling) taught 2 or 3 times a week for (20 minutes).
- Assessment Plan
 - Follow schedule and noted due dates
 - Each assessment must be done with fidelity
 - Students must do a written retell when they reach Level 20 on a DRA assessment

- Word Walls
 - o Setup
 - Use the largest wall in the room
 - Spaces between letter cubes—Include both capital and small letter (K-1 should have a picture by each letter heading)
 - Words need to be large enough to see at students' seats/ or where they are doing writing
 - Irregular words need to be identified with **red**
 - Regular words should be written using a black marker on white paper
 - Letters on board need to be sequential
 - Purchased words are usually too small for students to see
 - o Daily Usage
 - 3-5 words should be taught and added each week -- These words should be chosen based on students' writing
 - Students need to be engaged in word wall activities weekly
 - Once on the word wall, words become NO excuse words—Must be spelled correctly when writing.

The following is an example:

Aa	Bb	Cc	Dd	Ee
and	by	can		
Ff				

Approximate Number of Words on Word Wall:

Grade Level	Beginning	Middle	End
K	0	20	40
1	25	65	100
2	25	65	100



EAST POINTE COMMUNITY SCHOOLS

Upper Elementary 3-5

Language Arts Instruction Non-Negotiables

Intentional Instruction with Fidelity

- CCSS/Power Standards and their targets are assessed via pre and post-tests for **all MAISA Reading Units**
 - Pre assessments must be given prior to the teaching of that unit
 - Post assessments (must be independent) must be given at the end of each teaching unit

- Guided Reading
 - Must be taught every day
 - Meet with the lowest group every day
 - Written plans for each day are required and must be dated
 - Phonics and Phonemic Awareness need to be addressed according to student needs
 - Students must be assessed to determine appropriate instructional level and taught using books and materials at that appropriate level. The selection of materials must match students instructional level
 - Intensive students will receive an ORR every 2 weeks
 - All others as needed
 - ORRs must include a comprehension and fluency check
 - ORRs must be recorded and dated
 - Anecdotal notes are taken daily, recorded and dated regarding specific students and kept in an organized manner to help teacher inform her instruction and have a record of student progress and instruction

- Fidelity of MAISA Units
 - The structure of the units must be upheld, including the use of mentor texts and read aloud materials
 - Anchor Charts need to be visually accessible to students

- o The sequence of instruction should follow the unit plan (ie. Read aloud, mini lesson, independent/partner reading, guided reading, sharing)
- o Supplementary materials not directly relating to the unit may only be brought in outside of the literacy block time frame (ie. Social Studies, Science, etc.)
- Writing Block
 - o Writing pieces will be assessed using the Writing Pathways Rubrics
 - o Writing Pretests will be given and recorded before the MAISA Writing Unit is taught, not several writing pieces assigned at the beginning of the school year
 - o Writing Unit Post tests will be given and recorded at the end of each writing unit
- Spelling
 - o The Words Their Way Spelling Inventory (Shane Templeton et al) will be given 3 times a year (Sept., Jan. and May)
Results will be used to help determine spelling groups (2 groups)
Results in Sept. will help in the determination of Reading Groups
 - o Weekly Spelling tests will include sentence dictation (3 sentences per assessment) and include those words from the first 100 words students struggle with, as well as, words from the grade level results
 - o Spelling lists of words Grades 3, 4, 5 will be provided:
 - Grades 3, 4, 5 First 100 Core Words
 - Grade 3 Word Frequencies #131-265, 134 words
 - Grade 4 Word Frequencies #266-400, 134, words
 - Grade 5 Word Frequencies #401-600, 200 words
 - o Assessment: Words Their Way
Grade 3, 4, 5 Elementary Assessment for all students 3 times a year
- Daily Oral Language
 - o Grammar lessons will utilize an inquiry, discovery based approach and utilize a To, With and By Model (Jeff Anderson Model)
 - Notice, What do I See?
 - Name, What is it called?
 - Creating Theories, What is the rule or generalization?
 - Application, Can I use this rule?
 1. Provide an exemplar demonstrating teaching point
 2. Create similar response as a class
 3. Each student writes their own response



EASTPOINTE COMMUNITY SCHOOLS

Lower Elementary (Grades K-2) 120 Minute Reading Block

10 Minutes	Read Aloud	MAISA Unit Can take place during breakfast, after specials, etc.	Teacher led, teacher read, with student engagement.
15-20 Minutes	Whole Group Mini Lesson/Shared Reading	MAISA Unit Lesson <ul style="list-style-type: none"> • Tips for teacher • Connection - setting a purpose • Teach - demonstration • Active engagement 	
20 Minutes	Independent Reading and conferring	MAISA Independent practice	
60 Minutes (This time is not part of the MAISA Units)	Guided Reading/ Daily 5 (Meaningful Literacy stations)	Teacher <ul style="list-style-type: none"> • Guided Reading Students <ul style="list-style-type: none"> • May do more Read to self • Word Work/Vocab/ Spelling • Partner Reading • Response Journals • Listen to Reading 	3 to 4 groups with teacher. Teacher sees at-risk students daily and rotates others.
5-10 Minutes	Whole Group Closure	MAISA Celebration/Sharing Student sharing and reflections on unit focus	



EASTPOINTE COMMUNITY SCHOOLS

K-2 Components for Daily Schedule

- 120 minutes Reading Block
 - 10 min. Read Aloud (2-3 per day)
 - 15-20 min. Mini Lesson/Shared Reading
 - 20 min. Independent Reading
 - 60 min. Guided Reading (3-4 groups per day)
 - 5-10 min. Sharing

- 60 minutes Math

- 40 Minutes Writing block

- 20 Minutes Oral Language—Story Champs (2-3 per week, not everyday)

- 30 Minutes Fountas & Pinnell Phonics/word study (direct correlation to guided reading)

- 30 Minutes Social Studies/Science

- 50 Minutes Special

- 30 Minutes Lunch

Sample Schedule Grades

K-2

Time	Activity	Resource
8:05-8:15	Breakfast, Morning Message, Writing	
8:15-8:25	Read Aloud	MAISA Unit
8:25-8:45	Mini Lesson/Shared Reading	MAISA Unit
8:45-9:05	Independent Reading/Conferencing	MAISA Unit
9:05-9:15	Sharing	MAISA Unit
9:15-9:45	Phonics	Fountas & Pinnell
9:45-9:58	Brain Break	
9:58-10:50	Special	
10:50-11:45	Guided Reading (3-4 groups)	Leveled Text
11:45-12:15	Lunch	
12:15-1:00	Writing	MAISA Unit
1:00-2:00	Math, Calendar, Weather, etc	Everyday Math
2:00-2:20	Story Champs (2x a week) or 1 additional Guided Reading	Language Leveled Text
2:20-3:00	Science/Social Studies	
3:00	Dismissal	



EASTPOINTE COMMUNITY SCHOOLS

Upper Elementary (Grades 3-5) 90 Minute Reading Block

10 Minutes	Read Aloud	MAISA Unit Can take place during breakfast, after specials, etc.	Teacher led, teacher read, with student engagement.
10-15 Minutes	Whole Group Mini Lesson	MAISA Unit lesson (Introduction, Demonstration, Guided practice)	
20 Minutes	Independent Reading and conferring	MAISA Independent practice	
45 Minutes (this time is not part of the MAISA Units)	Guided Reading/ Meaningful literacy tasks	Teacher <ul style="list-style-type: none">• Guided Reading Students <ul style="list-style-type: none">• May do more Read to self• Word Work/Vocab• Partner Reading• Response Journals• Listen to Reading	2-3 groups with teacher. Teacher sees at-risk students daily and rotates others.
5-10 Minutes	Whole Group Closure	MAISA Student sharing and reflections on MAISA unit focus	

Sample Schedule Grades

3-5

Time	Activity	Resource
8:30-8:45	Breakfast, Morning Meeting, Sponge Activity	
8:45-9:30	MAISA Reading: Read Aloud, Mini Lesson/Shared Reading, Independent Reading/Conferencing, Share Time	MAISA Unit
9:30-10:15	Guided Reading (2-3 groups)	Leveled Text
10:15-11:00	Writer's Workshop: Mentor Text, Mini Lesson, Writing Time, Conferencing, Share Time	MAISA Unit
11:00-11:30	Lunch	
11:30-12:20	PLT Intervention	
12:20-1:30	Math	Everyday Math
1:30-1:50	Brain Break	
1:50-2:40	Special	
2:40-3:15	Science/Social Studies	
3:25	Dismissal	