



K-5 RLA Instructional Framework

Overview:

Center ISD instructional framework for K-5 reading follows the Structured Literacy model. This framework utilizes principles that support the Science of Teaching Reading which incorporates methods that have been shown to support all students, regardless of background or skill level.

CISD believes that reading instruction is an interconnected process that should follow these components for the Science of Teaching Reading:

- The five pillars of reading instruction
 - Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
- Scarborough's Reading Rope/The Simple View of Reading
 - Word Recognition X Language Comprehension= Reading Comprehension
- Structured Literacy
 - Explicit, Systematic & Cumulative, Multi-Sensory, Diagnostic/Responsive

Systems for Implementing the Five Pillars of Reading Instruction:

Five Pillars:	Implementation:	Curriculum Resources
Phonemic Awareness	Whole Group/Small Group	Heggerty/mCLASS
Phonics	Whole Group	Neuhaus/McGraw Hill
Fluency	Small Group/Independent Practice	Neuhaus/McGraw Hill/mCLASS
Vocabulary	Whole Group/Small Group	McGraw Hill
Comprehension	Whole Group/Small Group	McGraw Hill/mCLASS

Practices that Support the Simple View of Reading:

- Word Recognition: CISD follows the scope and sequence for the McGraw Hill Reading Curriculum. Decodable readers are utilized in small groups to provide practice with decoding words. A supplemental phonics curriculum is provided to students in Kindergarten through Second Grade for explicit instruction with Reading Readiness and Language Enrichment using Neuhaus. The Fry Word Lists are used to practice and master sight words at each grade level.
- Language Comprehension: CISD utilizes the instructional resources provided with the McGraw Hill Reading Curriculum. Daily instruction includes emphasis on a specific phonics/spelling pattern that is studied each week. The stories follow that phonics pattern and are arranged by genres to provide complex, grade-level texts for students to practice listening and reading comprehension skills. The teachers build students' background knowledge for each genre and develop vocabulary concepts as new words are presented in the text.

Systems that ensure the Structured Literacy Model:

- Explicit/Systematic Instruction: Neuhaus Phonics is taught daily in Kindergarten-second grades. mCLASS intervention lessons are used to target skill deficits daily in small groups.
- Diagnostic/Responsive: mCLASS is used as the district's reading screener for grades kindergarten-fifth grade. Data from these benchmarks is used to determine small groups and intervention support. Progress monitoring is completed regularly to analyze student performance and adjust instructional groups and intervention activities.
- Cumulative/Multi-sensory: Neuhaus phonics and mCLASS intervention activities provide scripts that follow best practices to keep instruction paced appropriately. These programs promote engagement with hands-on activities to increase mastery of skills and close achievement gaps.

Instructional Minutes for Reading Language Arts Block

	Curriculum Resources	K	1	2	3	4	5
Whole Group Instruction							
Phonemic Awareness (explicit and systemic oral practice with hearing, blending, segmenting, and manipulating sounds)	Heggerty / mCLASS	15	15	15			
Phonics (Letter recognition, Phonological awareness, Multisensory letter introduction, handwriting)	Neuhaus / McGraw Hill	30	30	30	45	45	45
Fluency (connected text, accuracy, rate, prosody)	Neuhaus/ McGraw Hill/mCLASS	60	60	60			
Vocabulary (Introduce vocabulary, Activate Background Knowledge, language structures)	McGraw Hill						
Comprehension (Check for vocabulary understanding, literal, inferential, and evaluative questioning through read aloud or independent text and text-based written responses)	McGraw Hill / mCLASS						
Small Group Instruction							
mCLASS Lessons/Literacy Rotations (Explicit Instruction of foundational skills, language, reading and writing skills. Check for understanding should be used to intervene or accelerate instruction. Individual literacy practice activities at stations.)		70	70	70	45	45	45
Total Time		175 min.	175 min.	175 min.	90 min.	90 min.	90 min.

CISD Mission: Preparing students for their future.



CENTER
INDEPENDENT SCHOOL DISTRICT

Kinder – 2nd Grade

175 minute RLA Block

Explicit Instruction in Phonemic Awareness/Phonics

45 minutes	Phonemic Awareness - Teachers deliver effective, whole group phonemic awareness instruction daily in 12 minutes or less utilizing Heggerty & Neuhaus. Phonics - Reading deck review - Teacher introduces a new concept - Reading practice - Oral language - Scientific spelling - Handwriting practice
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Reading Whole Group Instruction

60 minutes	Introduction - Building background knowledge and spiral review utilizing LoneStar Learning. - Teacher activates prior knowledge and introduces vocabulary. Whole Group Instruction - Teacher explicitly models thinking about the text (analysis of text to grow knowledge) utilizing McGraw Hill. - Teacher invites students to discuss the text with pre-planned questions to minimize misconceptions. - Teacher directly teaches a new foundational skill/phonics pattern and allows students to practice with teacher support and feedback using the grade level text and decodable reader. - Explicit writing and grammar/conventions are built in throughout lessons. - Daily writing should occur. - Writing is text-based. - Teacher uses a check for understanding to adjust instruction. Guided / Independent Practice
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CISD Mission: Preparing students for their future.

	• Students apply what was taught in the whole group read aloud. Practice should connect to instruction. • Students may read appropriate text (decodable reader) in partnerships or independently to enhance fluency and comprehension. • Students are responding to the read aloud or an independent text in a structured text-based writing activity.
Small Group Instruction / Literacy Rotations	
70 minutes	Rotation Design and Example Activities: (15–20 minutes each rotation) • Teacher table: Systematic mCLASS intervention lessons based on skills, decodable reader practice, fluency practice • Para table: Heggerty Phonemic Awareness practice, supplemental mCLASS intervention activities, fry word list practice • Technology Applications: Amplify Boost online interventions, get Epic online read alouds, McGraw Hill digital learning tasks • Writing: Reader's response activities, phonics & spelling applications, TEKS based practice for grammar & writing conventions • Reading: read to self or partner reading using complex texts with a variety of topics to improve fluency and comprehension Rotation Requirements: • Tier III students will see the teacher and para daily for small group practice. • Tier II students will see the teacher daily and could see the para following a designated schedule each week. • Tier I students will see the teacher or para daily, but are more capable of practicing literacy skills independently using grade level texts with teacher check-ins weekly.
RLA Block Total – 175 minutes	



3rd – 5th Grade 90 minute RLA Block

Reading Whole Group Instruction

75 minutes (3rd
Grade)

45 minutes (4th &
5th grades)

Introduction

- Building background knowledge and spiral review utilizing LoneStar Learning.
- Teacher activates prior knowledge and introduces vocabulary.

Whole Group Instruction

- Teacher explicitly models thinking about the text (analysis of text to grow knowledge) utilizing McGraw Hill.
- Teacher invites students to discuss the text with pre-planned questions to minimize misconceptions.
- Teacher directly teaches a new foundational skill/phonics pattern and allows students to practice with teacher support and feedback using the grade level text and decodable reader.
- Explicit writing and grammar/conventions are built in throughout lessons.
- Daily writing should occur.
 - Writing is text-based.
- Teacher uses a check for understanding to adjust instruction.

Guided / Independent Practice

- Students apply what was taught in the whole group read aloud. Practice should connect to instruction.
- Students may read appropriate text (decodable reader) in partnerships or independently to enhance fluency and comprehension.
- Students are responding to the read aloud or an independent text in a structured text-based writing activity.

Small Group Instruction / Literacy Rotations

60 minutes (3rd)
45 minutes (4th- 5th)

Rotation Design and Example Activities: (15-20 minutes each rotation)

- Teacher table: Systematic mCLASS intervention lessons based on

	skills, grade level text practice, fluency practice • Para table: Supplemental mCLASS intervention activities, reading fluency practice, text based practice for grammar & writing practice • Technology Applications: Amplify Boost online interventions, get Epic, McGraw Hill and IXL for TEKS based practice • Reading: read to self or partner reading using complex texts with a variety of topics to improve fluency and comprehension Rotation Requirements: • Tier III students will see the teacher daily for small group practice. • Tier II students will see the teacher daily for small group practice. • Tier I students will see the para daily, but are more capable of practicing literacy skills independently using grade level texts with teacher check-ins weekly.
RLA Block Total -135 minutes (3rd grade) 90 minutes (4th & 5th) * Students receive additional intervention 2 days a week for 45 minutes. Interventions are based on mCLASS data, local CBA's, informal observations, etc.	

 CENTER INDEPENDENT SCHOOL DISTRICT Instructional Schedules & Resources	
K-5th grade RLA	
Instructional Minutes/Campus Master Schedules	Instructional Minutes • F.L. Moffett Master Schedule • Center Elementary Master Schedule
District Curriculum	District Curriculum & Supplemental Resources Link