

## Asheville City Schools PreK-12 ELA Framework

### Components of Balanced Literacy

*Balanced literacy incorporates both reading and writing through a variety of instructional strategies including but not limited to teacher modeling, shared practice, guided practice, and independent practice. Teachers integrate explicit instruction with authentic reading and writing experiences so students learn how to use literacy strategies and skills.*

Reading				Writing	Word Study
<b>Foundational Skills</b>	<b>Language Comprehension</b>	<b>Explicit Instruction</b>	<b>Opportunities to Listen and Read</b>	<b>Transcription</b>	<b>Spelling</b>
<p><b>Phonological Awareness</b> Sensitivity to the sound structure of spoken language</p> <p><b>Phonemic Awareness</b> Ability to detect and manipulate individual speech sounds in spoken words</p> <p><b>Phonics</b> The explicit and systematic teaching of sound to letter correspondences and practice reading words to develop instant word recognition</p> <p><b>Fluency</b> Reading with adequate speed and prosody to maintain attention and process meaning</p>	<p><b>Vocabulary</b> Developing rapid access to words meanings and usages</p> <p>Building world or background knowledge</p> <p><b>Text Comprehension</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>* monitoring</li> <li>* fix-up strategies</li> <li>* summarizing</li> <li>* questioning</li> <li>* synthesizing</li> <li>* visualizing</li> <li>* connecting</li> <li>* inferring</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>* graphic organizers</li> <li>* K-W-L</li> <li>* Think-Pair-Share</li> <li>* Frayer Model</li> <li>* Summary frames</li> <li>* Two-column notes</li> <li>* Rubrics</li> <li>* Think aloud</li> </ul>	<p><b>Whole Group</b> Teacher introduces, reviews, or provides practice for necessary core concepts and skills to the whole class and engages all students actively and reflectively.</p> <p><b>Small Group</b></p> <p><b>* Core</b> Instruction that supports the core curriculum and meets students needs</p> <p><b>* Intervention</b> Targeted instruction for students who do not meet benchmarks</p> <p><b>* Focused</b> Independent work that reinforces targeted skills</p>	<p><b>Read Aloud/Think Aloud</b> Teacher models reading strategies, fluency, and phrasing. Teacher explicitly makes thinking transparent to students by talking out loud about the reading.</p> <p><b>Shared Reading</b> Teacher and students read a text together. Teacher scaffolds the text that may be too difficult. Teacher models comprehension strategies.</p> <p><b>Scaffolded Reading</b> Teacher meets with small groups of students who read at the same level or have the same instructional need.</p> <p><b>Independent Reading</b> Students read self-selected just right books.</p>	<p>In whole and small group instruction, students learn, review, and practice:</p> <ul style="list-style-type: none"> <li>* handwriting</li> <li>* spelling</li> <li>* conventions of writing (grammar and sentence/paragraph/essay construction)</li> </ul> <p style="text-align: center;"><b>Text Generation</b></p> <p>In whole and small group instruction, students learn, review, and practice:</p> <ul style="list-style-type: none"> <li>* vocabulary</li> <li>* planning</li> <li>* monitoring</li> <li>* revising</li> </ul> <p style="text-align: center;"><b>Opportunities to Speak and Write</b></p> <p><b>Interactive Writing</b> Teacher and students collaborate to create text</p> <p><b>Shared Writing</b> Teacher models the process of writing with the students</p> <p><b>Independent Writing</b> Students are able to write on their own and share.</p>	<p>In small group instruction, students will discover and practice patterns and generalizations about spelling.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Increase knowledge of words:</p> <p><b>* Breadth</b> meaning of words</p> <p><b>* Depth</b> Multiple meaning, synonyms, antonyms, figurative expressions</p> <p><b>Academic language</b> Vocabulary words that are used across domains</p> <p><b>Content-specific language</b> Vocabulary words related to a particular domain (reading, science, social studies, math)</p> <p><b>Morphology</b> Latin and Greek words parts that carry meaning.</p>

**Assessments:** On-going and diagnostic assessments allow the teachers to plan instruction and monitor progress

**Classroom Assessments:** Fluency probes, analyzing spelling errors, anecdotal notes, self-assessments, response journals, graphic organizers, presentations, running records, writing, summative, formative, etc

**State Assessments:** mClass, EOGs, EOCs

## PreK ACS ELA Framework: Components of Early Literacy

### NC Foundations for Early Learning and Development

#### Foundations for Reading- Language Development and Communication Goals:

Goal LDC-8: Children develop interest in books and motivation to read.

Goal LDC-9: Children comprehend and use information presented in books and other print media.

Goal LDC-10: Children develop book knowledge and print awareness.

Goal LDC-11: Children develop phonological awareness.

Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

Daily Components of Literacy	Instructional Format	Suggested Instructional Minutes	Instructional Practices
Read Aloud	Large or small group	10-15 minutes	<ol style="list-style-type: none"> <li>1. Model and demonstrate the behaviors of good readers</li> <li>2. Activate prior knowledge and make connections to learning</li> <li>3. Scaffold questions to promote deeper thinking</li> <li>4. Explore important ideas and build new vocabulary</li> <li>5. Prompt students to listen and respond to feedback</li> <li>6. Provide opportunities for students to explain their ideas</li> <li>7. Develop social skills and emotional control</li> </ol>
Whole Group (Pre Literacy skills)	Large group	10-15 minutes	
Learning Centers	Student-directed	2 hours	
Small Group	Small group	10-15 minutes	
Routines and Transitions	On-going	On-going	

## K-8 ACS ELA Framework

DAILY COMPONENTS OF LITERACY	RESPONSIBLE PARTY	INSTRUCTIONAL FORMAT	SUGGESTED INSTRUCTIONAL MINUTES	INSTRUCTIONAL PRACTICES
<b>Reading</b>				
<b>Interactive Read Aloud</b>	Teacher driven	Whole Group	K-2: 10-20 Minutes 3-5: 10-15 Minutes 6-8: 10-15 Minutes	Select various genres to <ul style="list-style-type: none"> <li>● Model Think Aloud</li> <li>● Model use of reading strategies</li> <li>● Model fluent reading</li> <li>● Facilitate discussion (Turn and Talk)</li> <li>● Build background knowledge</li> </ul>
<b>Mini Lesson</b> <ul style="list-style-type: none"> <li>● Present objective</li> <li>● Make connections to previous learning</li> <li>● Build/connect to background knowledge</li> <li>● Introduce and model strategies/skills</li> <li>● Explain rationale for strategy/skill</li> <li>● Elicit student feedback</li> </ul>	Teacher driven	Whole Group	K-2: 8-10 Minutes 3-5: 10-15 Minutes 6-8: 10-20 Minutes	Anticipation Guides Quick Writes Think/Pair/Share Think Aloud Student/Teacher led discussions Shared Mentor Texts
<b>Independent/Small Group Practice</b> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>● Students independently apply comprehension strategies/skills.</li> <li>● Monitor student progress using conferences and reteach as necessary.</li> </ul> <p><b>Small Group Practice</b></p> <ul style="list-style-type: none"> <li>● Guided Reading groups</li> <li>● Strategy/comprehension groups</li> <li>● Provide differentiated instruction based on student data and instructional needs.</li> </ul>	Independent Practice: Student Driven  Small group practice: Teacher Led	Groupings based on assessment data/student needs	<b>Small Group: Rotation Time</b>  K-2: 8-10 Minutes 3-5: 10-20 Minutes 6-8: 10-20 Minutes  <i>**All groups are typically happening simultaneously.</i>	<b>Independent Practice</b> <ul style="list-style-type: none"> <li>● Independent Reading               <ul style="list-style-type: none"> <li>○ Student independent reading level text</li> <li>○ Listening Center</li> <li>○ Partner Read</li> </ul> </li> <li>● Teacher Led Conferencing</li> <li>● Literature circles/Book clubs</li> </ul> <p><b>Small Group Practice</b></p> <ul style="list-style-type: none"> <li>● Use of leveled texts and grade level text</li> <li>● Reading comprehension strategies</li> <li>● Vocabulary strategies</li> <li>● Word study</li> <li>● Collaborative Work</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>● Differentiated instruction using leveled text. Grouping is flexible based on student needs and data.</li> </ul> <p><b>Strategy Groups</b></p> <ul style="list-style-type: none"> <li>● Provides explicit skill or strategy instruction based on student needs and data. Student grouping is flexible and not limited to book level.</li> </ul>
<b>Lesson Close</b> <ul style="list-style-type: none"> <li>● Utilize formative assessments to inform instruction</li> </ul>	Teacher Driven	Whole group	K-8: 5-7 minutes	Exit tickets Anticipation Guides Reflections

Vocabulary				
<b>Academic Vocabulary</b>	Teacher Driven	Small or Whole Group	K-8: 10-15 minutes	<p>Direct instruction of groups of words generated in the following ways:</p> <ul style="list-style-type: none"> <li>● Within common text</li> <li>● Tier 2 or Tier 3 vocabulary</li> <li>● Greek and Latin roots</li> </ul> <p>Instructional Tools:</p> <ul style="list-style-type: none"> <li>● Frayer model</li> <li>● New to known charts</li> <li>● List/group/label</li> <li>● Generative sentences</li> <li>● Word walls</li> </ul>
Writing				
<p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>● Model writing strategies</li> <li>● Provide Instruction on: <ul style="list-style-type: none"> <li>○ Informational Writing</li> <li>○ Narrative Writing</li> <li>○ Persuasive Writing</li> <li>○ Writer's Craft</li> <li>○ Pre-Writing/Planning</li> <li>○ Revising and Editing</li> <li>○ Language Standards</li> </ul> </li> </ul>	Teacher Driven	Whole group	K-8: 8-10 Minutes	<p>Think Aloud Graphic organizers Collaborative Work: Student/Student or Student/Teacher Writing notebooks Writing samples</p> <p>May include: Shared/Interactive Writing</p> <ul style="list-style-type: none"> <li>● Teacher as scribe</li> <li>● Discussion of writing examples</li> <li>● "Share the pen" with students</li> <li>● Model self-monitoring</li> </ul>
<p><b>Independent/Small Group Practice</b></p> <p><b>Small Group Writing</b></p> <ul style="list-style-type: none"> <li>● Small groups to provide differentiated writing instruction</li> <li>● Planning</li> <li>● Revising</li> <li>● Editing</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>● Students independently complete writing tasks.</li> <li>● Monitor student progress using conferences and reteach as necessary.</li> </ul>	Teacher/ Student Collaboration	Small Group  Independent	<p><b>Small Group Rotation Time</b> 10-15 minutes</p> <p><b>Independent Writing</b> 20-30 Minutes</p> <p>**All groups are typically happening simultaneously.</p>	<p>Collaborative Work: Student/Student or Student/Teacher Writing notebooks Rubrics Graphic organizers</p> <p>Provide Instruction on: Writer's Craft Pre-Writing/Planning Drafting Revising Editing/Conventions/Grammar Publishing</p> <p>Graphic organizers Teacher notes Rubrics</p>

## 9-12 ACS ELA Framework

<b>Instructional Practices for ELA Teachers</b>
1. Activate and build background knowledge and connect to new learning, ensuring academic vocabulary is developed.
2. Provide explicit instruction in reading including modeling and teaching metacognitive skills to monitor reading comprehension.
3. Facilitate reading and comprehension of complex texts through both shared and independent reading to build stamina and provide opportunities for authentic reading of a variety of texts.
4. Scaffold questions to promote deeper thinking and critical analysis.
5. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
6. Provide explicit instruction in writing and opportunities to write in multiple genres for various purposes and audiences.
7. Establish structures for students to build communication skills and engage in academic, text-based discourse.
8. Facilitate the development of research projects, teaching students to synthesize information and present in multiple formats.
9. Increase learning through the use of technology by developing technological skills and media literacy
10. Utilize teacher and student developed rubrics and give students timely and specific feedback.