ELEMENTARY LANGUAGE ARTS PROGRAM
Kindergarten - Fifth Grade

Program Description – The Plano I. S. D. Elementary Language Arts Program provides a balanced approach to literacy instruction requiring a curriculum framework that gives reading and writing equal status and combines the best theory and learning strategies to match the learning styles of individual children. This framework recognizes the importance of the cognitive and affective dimensions of literacy and acknowledges the meaning-making involved in the reading and writing processes. The Elementary Language Arts program is designed to:

1. Orchestrate a safe classroom environment which facilitates student experiences that provide opportunities for listening and speaking.

2. Provide authentic settings for practicing strategies and skills taught in large and small groups.

3. Assure a climate that promotes a love of reading and writing that will nurture lifelong learning.

4. Provide a literacy-rich environment where texts are read aloud daily as a model for fluent reading expression, for developing structural awareness of fiction and non-fiction while facilitating growth in vocabulary.

5. Include authentic literature of various genres, e.g. fiction, informational or expository text, poetry, fantasy, folktales, fables, legends, myths, plays, biography, and autobiography, etc.

6. Instill teacher-student discourse to facilitate higher-order thinking skills.

7. Teach phonemic awareness and letter knowledge in a sequential way to facilitate reading and writing development.

8. Provide a continuous progress program facilitating students as they advance to more difficult reading levels across the grades.

9. Provide a basic skills focus with early introduction and continuous maintenance of oral and written language, word attack, vocabulary, and comprehension skills.

10. Promote reading growth through a balanced program that ties phonics, spelling, and language skills to connected texts in reading and writing.

11. To produce readers who approach the reading task expecting meaning and who use phonologic, syntactic, and semantic clues in decoding.

12. Deliver guided reading instruction daily at the child’s instructional reading level (90-94% accuracy) allowing students to move from level to level in such a way that they are successful but challenged to grow.

13. Guide students to use the strategies of making connections, questioning, visualizing, inferring, determining importance, and synthesizing during the reading and rereading process.
14. Provide all students reading materials and time for independent (oral and silent) reading (95-100% accuracy) daily. This is essential for developing fluency and appropriate rate.

15. Insure that students develop reading comprehension strategies as outlined by the Texas Essential Knowledge and Skills (TEKS).

16. Deliver writing instruction based on the five step writing process, six traits of effective writing, and the support needed by students as they grow in written composition. Written communication will integrate proficient penmanship and the mechanical skills of writing.

17. Use reflective teaching practices to continually assess student progress through observing, evaluating, and planning instruction.

18. Provide instruction that meets the developmental needs of all students but is designed to promote acceleration in the language arts processes with the goal of all students reading and writing at their potential.

Students
The classroom instructional program, referenced above, includes all students in kindergarten through grade five. Bilingual and special education students are included in this program. Some of these students will be served in other supplemental programs in addition to the regular classroom. These programs include:

Response to Intervention (Tier 2) Accelerated Instruction (PAR K-5): This is a program of accelerated reading instruction for students not showing adequate progress in reading development and who are at-risk for reading difficulties. The program addresses areas of reading difficulties identified through information from the diagnostic reading assessment instruments administered at kindergarten, 1st, 2nd, 3rd, 4th, and 5th grades. The Plano Accelerated Reading instruction program includes a sequence of instruction for each of the target areas, a correlation of instructional materials and software, a list of professional references, and a process for ongoing progress monitoring.

Strategic Reading: Small group reading instruction for special education students who exhibit delayed expressive and/or receptive language.

Dyslexia Program: Students identified as dyslexic through the school assessment committee using the state criteria for identification.

Title I Programs: Non-special education students in schools who meet the qualifications for free and reduced lunch.

English as a Second Language: Students whose native language is not English and who qualify for ESL services are placed in this program through the Language Proficiency Assessment Committee (LPAC).

Regular classroom teacher-to-pupil ratio will meet the state guidelines. Teaming with teachers from supplemental programs can further reduce teacher-student ratio.

Teachers
All classroom teachers are state certified in elementary education. Teachers receive building-level and district-level training designed to strengthen their knowledge of theory, brain-research, best practices in research-based reading instruction, and strategies for practical application of materials provided by the district and the state.
Every grade level is organized to plan as a team for program delivery that meets the needs of every student. Grade level teachers also team with teachers who serve students in supplemental programs. A third type of teaming (vertical) allows the teachers to work with representatives from each of the grade levels as they set campus goals for supporting students as they progress from grade to grade eliminating gaps and unnecessary reteaching. This vertical team analyzes campus and grade level data to determine instructional goals to meet student needs.

Teachers are responsible for implementing the Plano ISD elementary language arts program and providing a classroom environment that facilitates actively engaged learners. Each teacher is responsible for teaching the instructional targets of the Texas Essential Knowledge and Skills and evaluating student progress toward mastery. Using this information the teacher plans appropriate instruction.

**Classroom Description**
The elementary classroom furniture is arranged to facilitate flexible grouping. The teacher is working with large groups, small groups and/or individual students throughout the day. Because students are actively engaged in teacher-led groups, student groups, and/or independent learning, multi-tasking provides the environment for meeting the needs of students in this heterogeneous classroom. The classroom is a community where teacher and students read and write for various purposes all day. The settings for these reading and writing activities include conferencing, formal instruction, student-led groups, computer projects, and independent tasks designed for specific students.

A multi-tasking classroom allows the teacher to share the responsibility for learning with the student. This occurs within a literacy-rich environment, which could include a browsing box, trade books, big books, charts of songs and poems, student writing, and graphic organizers. These resources are used for read aloud, shared reading, guided reading, and independent reading. Computers provide opportunities for the practical application of listening, speaking, reading, and writing. Students use technology to research and synthesize information as they create multimedia presentations. Language arts instruction is implemented throughout the day, in all areas of the curriculum.

**Resources**
The elementary teachers and students have a variety of resources. The student text for grades K-5 is McGraw-Hill Treasures (Tesoros for bilingual students). This program includes a digital interactive student text and print version, leveled books for guided reading, decodable stories, and big books. All print materials for both students and teachers are available digitally. Numerous associated phonics software programs and videos, along with correlated website activities, are included. Materials from the previously adopted reading program, McGraw-Hill Reading leveled readers and student anthologies, are available for supplemental reading. Spelling is incorporated within the reading series through an integrated instructional sequence. The writing and grammar instructional program for grades 2-5 is Houghton Mifflin Harcourt The Write Source. This resource includes print and digital formats. Perfection Learning publishes the Benson Handwriting program for K-3, using slant manuscript and cursive handwriting. The district encourages Plano elementary schools to provide a literacy library that supports guided reading instruction.

The library media specialist provides guidance in the use of materials for reading, media literacy, and research in the library media center. In the classroom, students have access to a variety of technology resources that support the district-adopted curriculum in language arts. These include district approved web sites, computer software specific to integrated curriculum content, and word processing software. The library media specialist is also a resource for teachers as they plan instructional units of study.
Plano Independent School District
Reading Curriculum Continuum for All Students

PreK  K  1  2  3  4  5  6  7  8  9  10  11  12

- **PreK, PPCD**
- **Head Start**

**Elementary**
- General Ed. Balanced Literacy Program
  - Guided Small Groups
- Classroom
  - Accelerated Reading Instruction
  - Small Group PAR K-5
- Accelerated Reading Instruction
  - Additional Time Small Group PAR K-5

**Secondary**
- General Ed. Content Area Instruction
  - Classroom
  - Content Area Reading Strategy Instruction
  - Small Group Targeted Intervention
- Power Reading
  - Pull-out Classroom
- Reading I, II, III
  - Pull-out Classroom

**Student Participation:**
- Blue: All: Tier 1
- Red: Many: Tier 2
- Green: Few: Tier 3

- **Tier 1**
  - Multisensory Literacy
  - Herman Method Reading

- **Tier 2**
  - Small Group (Dyslexia)
  - Small Group 1-3 (Dyslexia)

- **Tier 3**
  - Strategic Reading: Continuous Progress Reading Program (Special Education)
  - Small Group Instruction from Emergent Level to Sixth Grade Reading Level