



# K-5 Reading Language Arts

EVERY CHILD, EVERY DAY

## MISD'S GUIDING PRINCIPLES OF K-2 LITERACY

UNLOCK A WORLD OF  
KNOWLEDGE AND  
IMAGINATION!



## WHAT YOU WILL SEE IN OUR CLASSROOMS

- 1 Daily foundational skill instruction using HMH or Benchmark resources
- 2 Small group instruction targeted to student needs
- 3 Comprehension taught through rich discussions and writing
- 4 Tandem use of interactive sound walls and tricky heart word walls
- 5 Writing and spelling tasks connected to daily phonics
- 6 Regular mCLASS progress monitoring
- 7 Vocabulary instruction tied to texts and morphology
- 8 Curated book boxes and take home books for every student

DECODABLE

VS

AUTHENTIC



Decodable texts provide practice applying phonics skills to build accuracy and confidence. Authentic texts provide opportunities to engage in meaning-making, language development, and reading for joy. **Both** text types are essential and used intentionally based on student needs.



PROGRESS MONITORING DRIVES INSTRUCTION.

TEACHERS USE MCLASS TO ASSESS FOUNDATIONAL SKILL PROGRESS EVERY 2-3 WEEKS FOR ALL STUDENTS UNTIL THEY DEMONSTRATE MASTERY THROUGH THE AREA OF DECODING ON THE SCORING CONTINUUM. THIS ONGOING DATA HELPS IDENTIFY GAPS, GUIDE GROUPING, AND TARGET INSTRUCTION. STUDENTS WHO HAVE NOT YET MASTERED SKILLS THROUGH DECODING SHOULD RECEIVE MCLASS INTERVENTION LESSONS DURING SMALL GROUP INSTRUCTION OR THE INTERVENTION BLOCK TO ACCELERATE GROWTH AND PREVENT READING DIFFICULTIES.

**Our Commitment to Support and Growth**

We are here to support you every step of the way. Our curriculum team provides resources and collaborative learning opportunities to help teachers and leaders implement these practices with confidence.

**McKINNEY ISD**  
TEACHING & LEARNING

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# Elementary 3-5 RLA

EVERY CHILD, EVERY DAY

## MISD'S GUIDING PRINCIPLES OF 3-5 LITERACY

DEEPENING KNOWLEDGE,  
EXPANDING THINKING



### WHAT YOU WILL SEE IN OUR CLASSROOMS

- 1 Daily modeling and practice of comprehension strategies
- 2 Targeted small group instruction driven by formative assessment
- 3 Daily vocabulary instruction focused on word meaning, morphology, and academic language
- 4 Close reading, analysis, and, daily practice citing text evidence to support thinking
- 5 Students writing everyday-responding to texts and composing across genres
- 6 Opportunities for academic discussion to strengthen thinking and comprehension
- 7 Reading and writing used together as tools for thinking, reflecting, and learning
- 8 Curated libraries with diverse texts students take home and engage with in class

### SMALL GROUPS, BIG IMPACT

Small group instruction in Grades 3–5 is responsive, targeted, and flexible. Groups are formed based on ongoing assessment data and classroom observations. Instruction is focused on students' immediate needs and may include:

- Fluency practice for students needing accuracy and automaticity
- Targeted decoding support when necessary
- Vocabulary and morphology work
- Strategy groups to strengthen comprehension and use of text evidence
- Book clubs or literature circles that are focused on discussion, text evidence, and critical thinking
- Guided writing to support genre structures, conventions, and elaboration

Small group lessons are intentionally designed to accelerate student growth and provide just-right support for mastering grade-level expectations.

Small group time should be protected in the daily instructional minute schedule.



### WRITING WITH PURPOSE AND PROOF

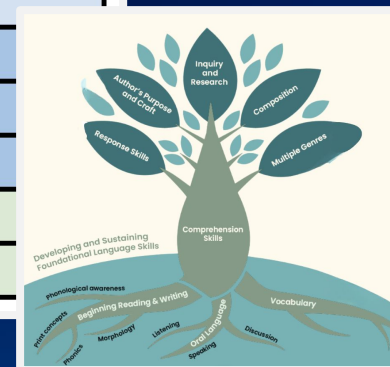
In Grades 3–5, writing about reading is a critical part of developing deep comprehension. Students are expected to respond to texts daily, summarizing, analyzing, and supporting their thinking with clear, specific text evidence.

Explicit instruction teaches students how to find, cite, and explain evidence, helping them become precise, thoughtful readers and writers.

The expectation to use evidence is woven across all curricular areas – reading, writing, science, and social studies – reinforcing the habit of grounding ideas in texts and building strong communication skills for life.

# RLA K-5

First Grade Reading Language Arts Framework-130 Minutes	
	<b>Word Study &amp; Language Foundations</b>
10 minutes	Phonological & Phonemic Awareness
20 minutes	Explicit & Systematic Phonics Instruction
10 minutes	Oral Language & Vocabulary
	<b>Structured Reading</b>
15 minutes	Read Aloud & Comprehension-Mini Lesson
15 minutes	Reading Response & Output
	<b>Writing For Communication</b>
15 minutes	Shared or Guided Writing-Mini Lesson
15 minutes	Independent Writing
	<b>Targeted Literacy Instruction &amp; Literacy Practice</b>
30 minutes	Small-Group Instruction



Updated instructional frameworks to closely align to the Science of Teaching Reading

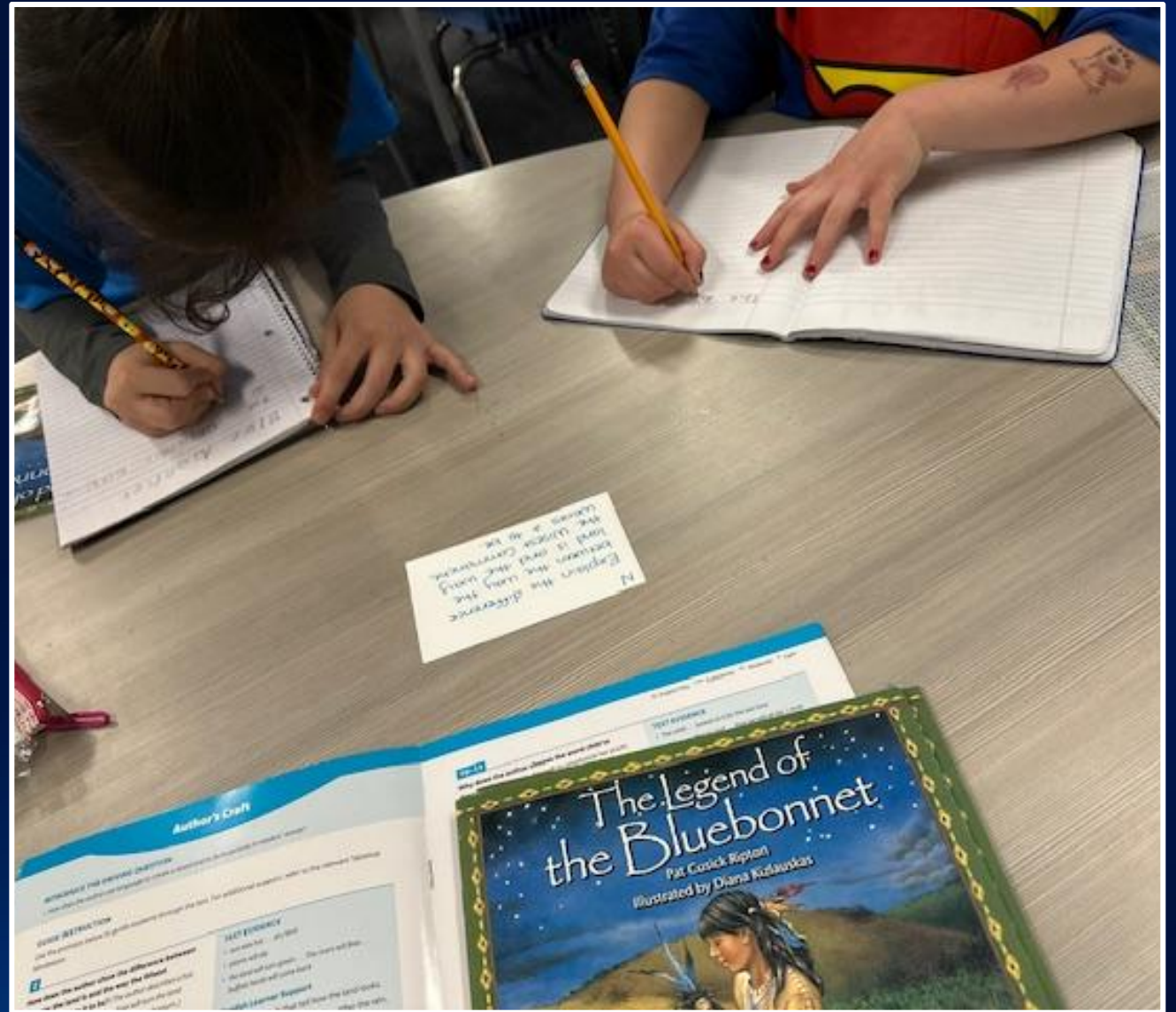
## Mckinney ISD Guiding Principles for K-2 Literacy

- Literacy instruction integrates six essential components: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.** Instruction is balanced across these elements and intentionally designed to move students toward skilled, independent reading and writing. (NASOT-6, 7, and 17)
- Small group instruction is responsive, skill-based, and flexible.** Teachers use ongoing formative assessment to group students by need and target instruction toward foundational or comprehension-based gaps. mCLASS progress monitoring should occur every 2-3 weeks for all students until decoding mastery is demonstrated. The 30-minute daily small group block in the instructional framework should be protected and intentionally used. (NASOT-2, 5, 6, 7, 8, 12, 15, 16, 18, 21 and 22)
- Vocabulary and language comprehension are intentionally taught.** Students are immersed in rich language experiences: listening, speaking, reading, and writing with explicit instruction in word meaning, morphology, and word-learning strategies. (NASOT-7, 16, and 21)
- Comprehension is developed through read-alouds, discussion, and written response.** Students are taught how to think about texts, predict, infer, summarize, and question while engaging in conversations and responding through writing and drawing. (NASOT-7, 12, and 14)
- Writing is taught daily and integrated with reading instruction.** Students write to express ideas, respond to texts, and apply foundational skills like phonics, spelling, and grammar in meaningful ways. (NASOT-12, 14, and 18)
- Students are provided with a teacher-curated set of texts matched to their decoding and language needs, available both in the classroom and at home.** Teachers ensure students regularly take home decodable texts, re-readable favorites, and high-interest titles to build fluency, confidence, and a love of reading. (NASOT-13)
- Foundational reading skills are taught explicitly and systematically using District Adopted Resources: HMH Foundational Skills or Benchmark Universe lessons.** (HB 1605) Phonemic awareness and phonics instruction follow a structured scope and sequence and are reinforced through daily practice in both reading and writing. (NASOT-6, 9, and 16)
- Instruction moves from decodable texts to complex texts based on skill development.** Decodable texts are emphasized in early stages and gradually shift to authentic texts, ensuring students read with both accuracy and understanding. (NASOT-6, 15, and 21)
- Sound walls and tricky (heart) word walls are used in tandem to build orthographic knowledge.** Students learn to map speech to print using tools that reflect how the brain processes language. These interactive displays should be visible, accessible, and used consistently in classrooms to support instruction and student independence. (25-26 Professional Learning- 26-27 Implementation)(NASOT-8, 16, and 34)
- Students engage in daily decoding and encoding with connected, meaningful practice.** Reading and spelling instruction are linked to reinforce phonics patterns, develop fluency, and store words in long-term memory. (HB 1605)

# McKinney Writes

We are committed to strengthening student thinking and communication by embedding writing into every content area. Students engage in a total of 60 minutes of purposeful writing each day, allowing them to:

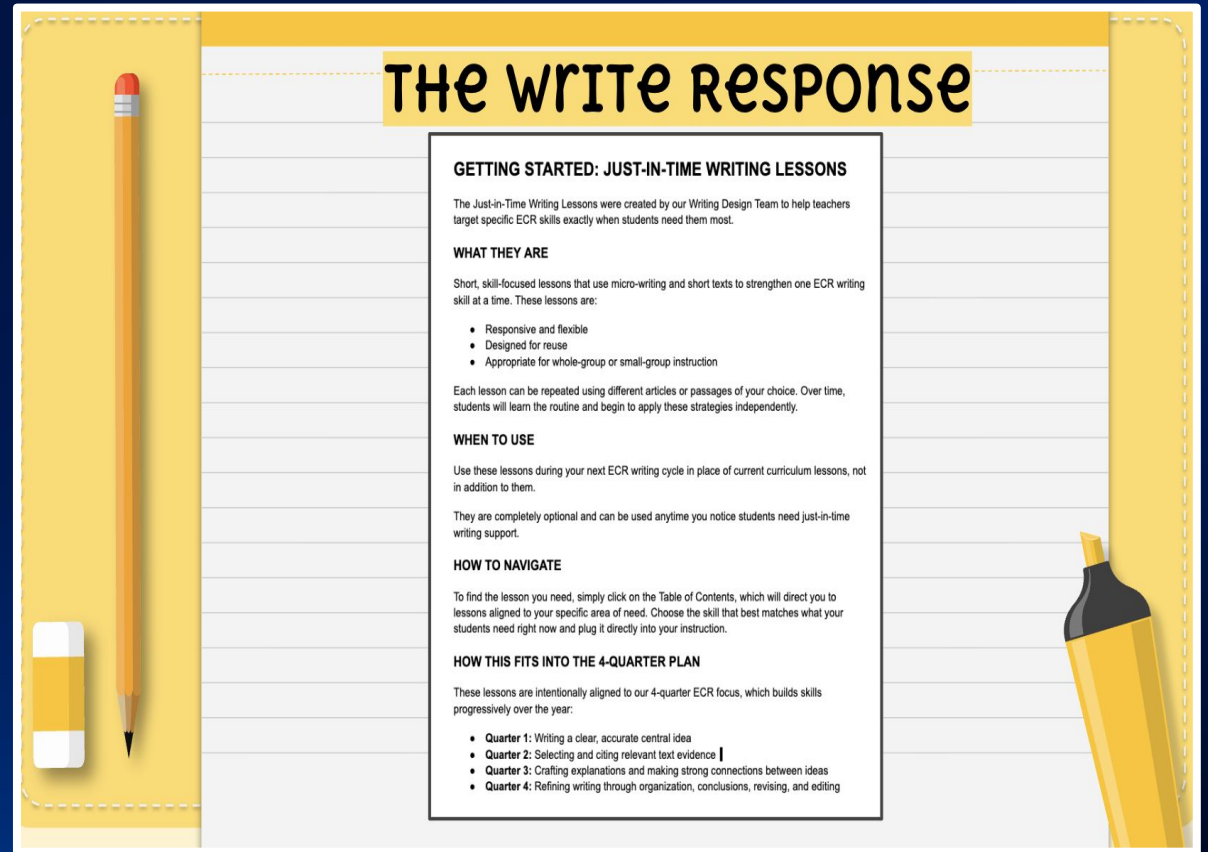
- process learning
- make connections
- deepen understanding across subjects.



Mckinney ISD 3rd Graders

# McKinney ISD Writing Focus Group

- 10 top performing writing teachers were invited to participate on a special writing design team.
- Campuses from all across the district were represented.
- This group of teachers formed an advisory board which was involved in creating new lessons that were added to the curriculum.



## THE WRITE RESPONSE

**GETTING STARTED: JUST-IN-TIME WRITING LESSONS**

The Just-in-Time Writing Lessons were created by our Writing Design Team to help teachers target specific ECR skills exactly when students need them most.

**WHAT THEY ARE**

Short, skill-focused lessons that use micro-writing and short texts to strengthen one ECR writing skill at a time. These lessons are:

- Responsive and flexible
- Designed for reuse
- Appropriate for whole-group or small-group instruction

Each lesson can be repeated using different articles or passages of your choice. Over time, students will learn the routine and begin to apply these strategies independently.

**WHEN TO USE**

Use these lessons during your next ECR writing cycle in place of current curriculum lessons, not in addition to them.

They are completely optional and can be used anytime you notice students need just-in-time writing support.

**HOW TO NAVIGATE**

To find the lesson you need, simply click on the Table of Contents, which will direct you to lessons aligned to your specific area of need. Choose the skill that best matches what your students need right now and plug it directly into your instruction.

**HOW THIS FITS INTO THE 4-QUARTER PLAN**

These lessons are intentionally aligned to our 4-quarter ECR focus, which builds skills progressively over the year:

- **Quarter 1:** Writing a clear, accurate central idea
- **Quarter 2:** Selecting and citing relevant text evidence
- **Quarter 3:** Crafting explanations and making strong connections between ideas
- **Quarter 4:** Refining writing through organization, conclusions, revising, and editing

## Maximizing Engagement: NASOT Strategies

<b>Strategy:</b>	<b>Theme Analysis in Action:</b> Have students create a "theme mural" for <i>Marisol McDonald Doesn't Match</i> . In groups, students will write down phrases, draw images, and include text evidence that highlights the theme (e.g., "It's okay to be different") on a large sheet of paper. Each group will present their mural and explain how it supports the theme using evidence from the text.
<b>NASOT Context:</b>	This activity engages <b>Collaborative Learning (NASOT-8)</b> by encouraging students to work together to demonstrate understanding. It also taps into <b>Experiential Learning (NASOT-4)</b> as students apply their knowledge in a hands-on, creative way.
<b>Why It Works:</b>	This activity allows students to engage with the text visually and artistically, which helps reinforce the abstract concept of theme. Working in groups promotes peer discussion, making the learning process more interactive and enjoyable.
<b>Optional Extension:</b>	Hang all murals on the wall creating one large mural. Hang similar themes together and discuss how one story can have many different themes.

**\*\*New\*\***  
**NASOT**  
engagement  
strategies  
have been  
added to  
each lesson

