



K-12 Literacy Framework

Definition of Literacy

Literacy is a life-long process of listening, speaking, reading and writing in the pursuit of critical-thinking and reasoning. It is the cornerstone of effective communication to ensure a society of productive citizens.

The Purpose of Literacy Framework

The purpose of CISD's Literacy Framework is to strategically align practices, resources, programs and beliefs to ensure a balanced literacy approach to promote academic achievement of all students. The framework will provide guidance in order to foster the immersion of students in a literacy rich environment. Consistent and continuous utilization of the framework will create, support and develop college, career, and military ready students who will become productive citizens.

Philosophy Statement

CISD believes in a balanced literacy approach that builds a strong foundation for listening, speaking, reading, writing, comprehension, and critical thinking for all students EC-12. Practitioners will utilize a variety of research-based methods, practices, and resources to support student engagement and focused learning through direct, guided, collaborative, and independent learning opportunities. Teaching, learning, and ongoing assessment will be delivered through purposeful, authentic texts, rigorous, engaging lessons, and relevant real-world connections across the disciplines. Feedback and reflection will be student-driven and evidence informed to ensure academic growth, guide professional development, improve practices, and better equip students for success within and beyond the classroom.

Our Reading Beliefs

- Reading is a life skill.
- Reading is essential and foundational for all learning.
- Reading is a learned skill that must be taught and modeled, practiced independently, and celebrated.
- Reading develops comprehension, fluency, vocabulary, and critical thinking.
- Reading includes a variety of text types and genres.
- Reading is a communication skill that includes listening and speaking.
- Reading is integrated and practiced daily across all disciplines.
- Reading and writing are reciprocal.



Our Writing Beliefs

- Writing is a life skill.
- Writing is a process that should be modeled, practiced, and celebrated daily across all disciplines.
- Writing enhances vocabulary development, critical thinking, and communication skills.
- Writing evolves into individual style and voice through teachers modeling and conferencing with students.
- Writing includes a variety of genres and audiences.
- Writing is integrated across all disciplines.
- Writing and reading are reciprocal.

Crowley ISD Literacy Framework

Kindergarten to High School

Kindergarten – 5 th Grade	6th Grade- High School	Content Areas
<p>Reading Interactive Read Aloud Shared Reading Guided Reading Independent Reading</p>	<p>Reading Interactive Read Aloud Shared Reading Independent Reading</p>	<p>Listening/Speaking/ Thinking Presentations Debates Graphic Organizers</p>
<p>Writing Modeled Writing Shared Writing Guided Writing Independent Writing</p>	<p>Writing Modeled Writing Shared Writing Guided Writing Independent Writing</p>	<p>Reading Informational Reading Procedural Texts Persuasive Texts Text Features Graphic Organizers</p>
<p>Word Study Vocabulary Phonics Spelling High Frequency Words Roots and Affixes</p>	<p>Word Study Vocabulary Spelling Roots and Affixes</p>	<p>Writing Journals Research Essays Summaries Reports Graphic Organizers</p>

		Reading Workshop		Writing Workshop	
WHOLE GROUP 	Interactive Read Aloud	<ul style="list-style-type: none"> Teacher models proficient reading to whole group Teacher engages students in a natural conversation about the book, but not a TEKS driven lesson Teacher expands access to text beyond student's abilities Teacher exposes children to a variety of genres and encourages a love of reading 	Modeled Writing	<ul style="list-style-type: none"> Teacher models proficient writing to whole group Teacher expands access to writing beyond student's abilities Teacher models quality of writing through all stages of the writing process using a variety of genres 	
	Shared Reading (mini-lesson)	<ul style="list-style-type: none"> Teacher directly teaches reading strategies Teacher extends understanding of the reading process Teacher reads grade level text from all genres and students have same text to follow along 	Shared Writing (mini-lesson)	<ul style="list-style-type: none"> Teacher directly teaches writing strategies Teacher extends understanding of the writing process Teacher and student compose together (interactive writing) 	
SMALL GROUP 	Guided Reading	<ul style="list-style-type: none"> Teacher reinforces skills based on student need in a small group Teacher engages student in intentionally planned questioning and discussion Teacher acts as a guide by scaffolding learning Student does the reading on instructional level Student practices strategies and reading behaviors Student build independence 	Guided Writing (prompt writing)	<ul style="list-style-type: none"> Teacher reinforces skills to whole group or small group Teacher engages student in questioning and discussion through conferencing Teacher acts as a guide by scaffolding learning Student does the writing Student practices strategies Student builds independence 	
	Independent Reading	<ul style="list-style-type: none"> Student chooses text Students practice at their independent level for a sustained amount of time Time to practice demonstrates the value of reading Teacher conferences with students about their reading 	Independent Writing (journal writing or free writing)	<ul style="list-style-type: none"> Student chooses topic Students practice at their independent level Time to practice demonstrates the value of writing Students share their writing Teacher conferences with students about their writing 	
Word Study	<ul style="list-style-type: none"> Students learn about the structure of words Includes high frequency words, vocabulary, and roots/affixes Balance between direct instruction and application Inquiry-based (word sorts and generation of principles) 				

Expectations Kindergarten – 5th Grade

Balanced Literacy Component	Teachers Expectations	Student Expectations
Interactive Read Aloud (whole group)	<ul style="list-style-type: none"> • Natural conversation about books • Read a variety of genres • Encourage a love of reading • Model good reading • Build background knowledge 	<ul style="list-style-type: none"> • Actively listen • Make connections to book
Shared Reading (whole group)	<ul style="list-style-type: none"> • Choose grade-level appropriate text • Plan for targeted and engaging skills lesson 	<ul style="list-style-type: none"> • Engage in lesson • Think critically about reading • Reflect on reading strategies
Guided Reading (small group)	<ul style="list-style-type: none"> • Group students by instructional level/need • Select text appropriate for each small group • Plan questions for each small group • Listen to students read and help as needed 	<ul style="list-style-type: none"> • Practice reading strategies • Read with teacher assistance, if needed • Participate in discussions • Make connections to text
Independent Reading (independent)	<ul style="list-style-type: none"> • Ensure books are available to students • Communicate with students about which books are appropriate for their independent level of reading • Provide accountability for reading • Conference with students about books 	<ul style="list-style-type: none"> • Read books on independent level • Participate on conferences • Respond to reading
Modeled Writing (whole group)	<ul style="list-style-type: none"> • Model writing for students • Model process of writing • Model thinking about writing 	<ul style="list-style-type: none"> • Actively listen • Engaged in lesson
Shared Writing (whole group)	<ul style="list-style-type: none"> • Plan for targeted and engaging skills lesson • Teach strategies of good writing 	<ul style="list-style-type: none"> • Think critically about writing • Reflect on writing strategies • Practice writing strategies
Guided Writing (small group, independent)	<ul style="list-style-type: none"> • Plan lessons based on needs of students • Guide students through the writing process • Scaffold writing instruction 	<ul style="list-style-type: none"> • Practice writing strategies • Build writing fluency
Independent Writing (independent)	<ul style="list-style-type: none"> • Observe students as they write • Conference with students about their writing 	<ul style="list-style-type: none"> • Practice writing strategies • Participate in writing conference • Share writing
Word Study	<ul style="list-style-type: none"> • Teach print awareness • Teach phonic and word parts • Engage students thinking about words 	<ul style="list-style-type: none"> • Engage in word study activities • Listen • Practice making words

Expectations 6th – 8th Grade

Balanced Literacy Component	Teachers Expectations	Student Expectations
Interactive Read Aloud (whole group)	<ul style="list-style-type: none"> • Natural conversation about books • Read a variety of genres • Encourage a love of reading • Model good reading • Build background knowledge 	<ul style="list-style-type: none"> • Actively listen • Make connections to book
Shared Reading (whole group)	<ul style="list-style-type: none"> • Choose grade-level appropriate text • Plan for targeted and engaging skills lesson • Guide discussion • Teach strategies such as QVC's and Notice and Note 	<ul style="list-style-type: none"> • Engaged in lesson • Think critically about reading • Reflect on reading strategies • Annotate during group discussion
Guided Reading (small group)	Guided Reading is not a part of 6 th – 8 th grade Balanced Literacy	Guided Reading is not a part of 6 th – 8 th grade Balanced Literacy
Independent Reading (independent)	<ul style="list-style-type: none"> • Ensure books are available to students • Communicate with students about which books are appropriate for their independent level of reading • Provide accountability for reading • Conference with students about books 	<ul style="list-style-type: none"> • Read books on independent level • Participate in conferences • Respond to reading
Modeled Writing (whole group)	<ul style="list-style-type: none"> • Model writing for students • Model process of writing • Model thinking about writing 	<ul style="list-style-type: none"> • Actively listen • Engage in lesson
Shared Writing (whole group)	<ul style="list-style-type: none"> • Plan for targeted and engaging skills lesson • Teach strategies of good writing 	<ul style="list-style-type: none"> • Think critically about writing • Reflect on writing strategies • Practice writing strategies
Guided Writing (small group, independent)	<ul style="list-style-type: none"> • Plan lessons based on needs of students • Guide students through the writing process • Use rubric for assessment 	<ul style="list-style-type: none"> • Practice writing strategies • Build writing fluency
Independent Writing (independent)	<ul style="list-style-type: none"> • Observe students as they write • Conference with students about their writing 	<ul style="list-style-type: none"> • Practice writing strategies • Participate in writing conference • Share writing
Word Study	<ul style="list-style-type: none"> • Teach new vocabulary • Teach roots and affixes • Add words to word wall • Engage students thinking about words 	<ul style="list-style-type: none"> • Engage in word study activities • Write vocabulary in interactive journals • Notice words with roots and affixes

Expectations High School

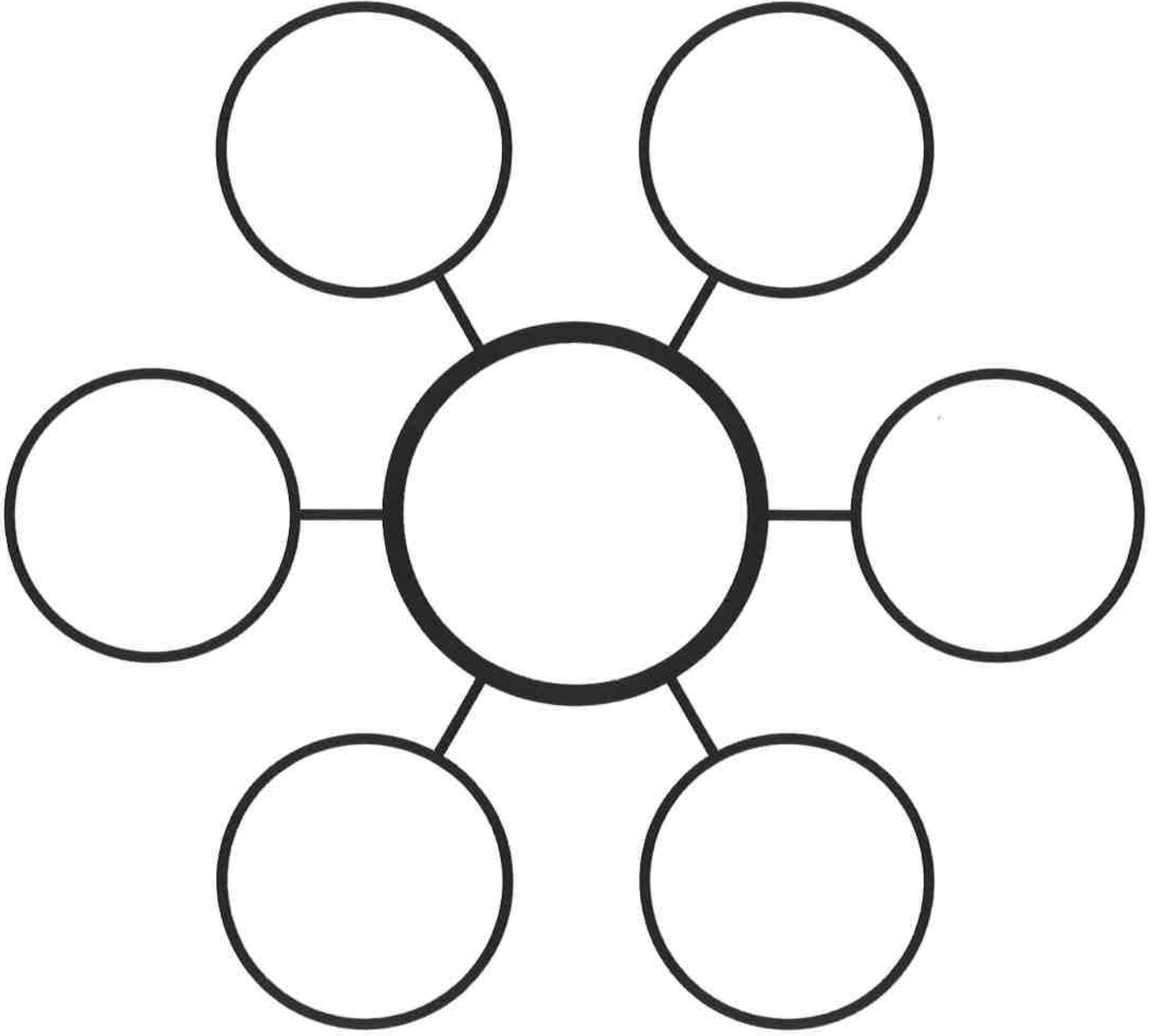
Balanced Literacy Component	Teachers Expectations	Student Expectations
Interactive Read Aloud (whole group)	<ul style="list-style-type: none"> • Natural conversation about books • Read a variety of genres • Encourage a love of reading • Model good reading • Build background knowledge 	<ul style="list-style-type: none"> • Actively listen • Make connections to book
Shared Reading (whole group)	<ul style="list-style-type: none"> • Choose grade-level appropriate text • Plan for targeted and engaging skills lesson • Guide discussion/anticipate misconceptions • Ask higher order questions 	<ul style="list-style-type: none"> • Engaged in lesson • Think critically about reading • Reflect on reading strategies • Make initial annotations (Notice & Note) • Ask questions to clarify meaning • Make connections
Guided Reading (small group)	Guided Reading is not a part of High School Balanced Literacy	Guided Reading is not a part of High School Balanced Literacy
Independent Reading (independent)	<ul style="list-style-type: none"> • Ensure books are available to students • Provide accountability for reading • Conference with students about books 	<ul style="list-style-type: none"> • Read books on independent level • Participate in conferences • Respond to reading
Modeled Writing (whole group)	<ul style="list-style-type: none"> • Model writing for students • Model process of writing • Model thinking about writing 	<ul style="list-style-type: none"> • Actively listening • Engage in lesson
Shared Writing (whole group)	<ul style="list-style-type: none"> • Plan for targeted and engaging skills lesson • Teach strategies of good writing 	<ul style="list-style-type: none"> • Think critically about writing • Reflect on writing strategies • Practice writing strategies
Guided Writing (small group, independent)	<ul style="list-style-type: none"> • Plan lessons based on needs of students • Guide students through the writing process • Uses rubric for assessment 	<ul style="list-style-type: none"> • Practice writing strategies • Build writing fluency
Independent Writing (independent)	<ul style="list-style-type: none"> • Observe students as they write • Conference with students about their writing 	<ul style="list-style-type: none"> • Practice writing strategies • Participate in writing conference • Share writing
Word Study	<ul style="list-style-type: none"> • Teach new vocabulary • Teach roots and affixes • Engage students thinking about words 	<ul style="list-style-type: none"> • Engage in word study activities • Write vocabulary in interactive journals • Notice words with roots and affixes • Utilize resources (dictionary, thesaurus)

Crowley ISD

Common Graphic Organizers

Name:

Date:

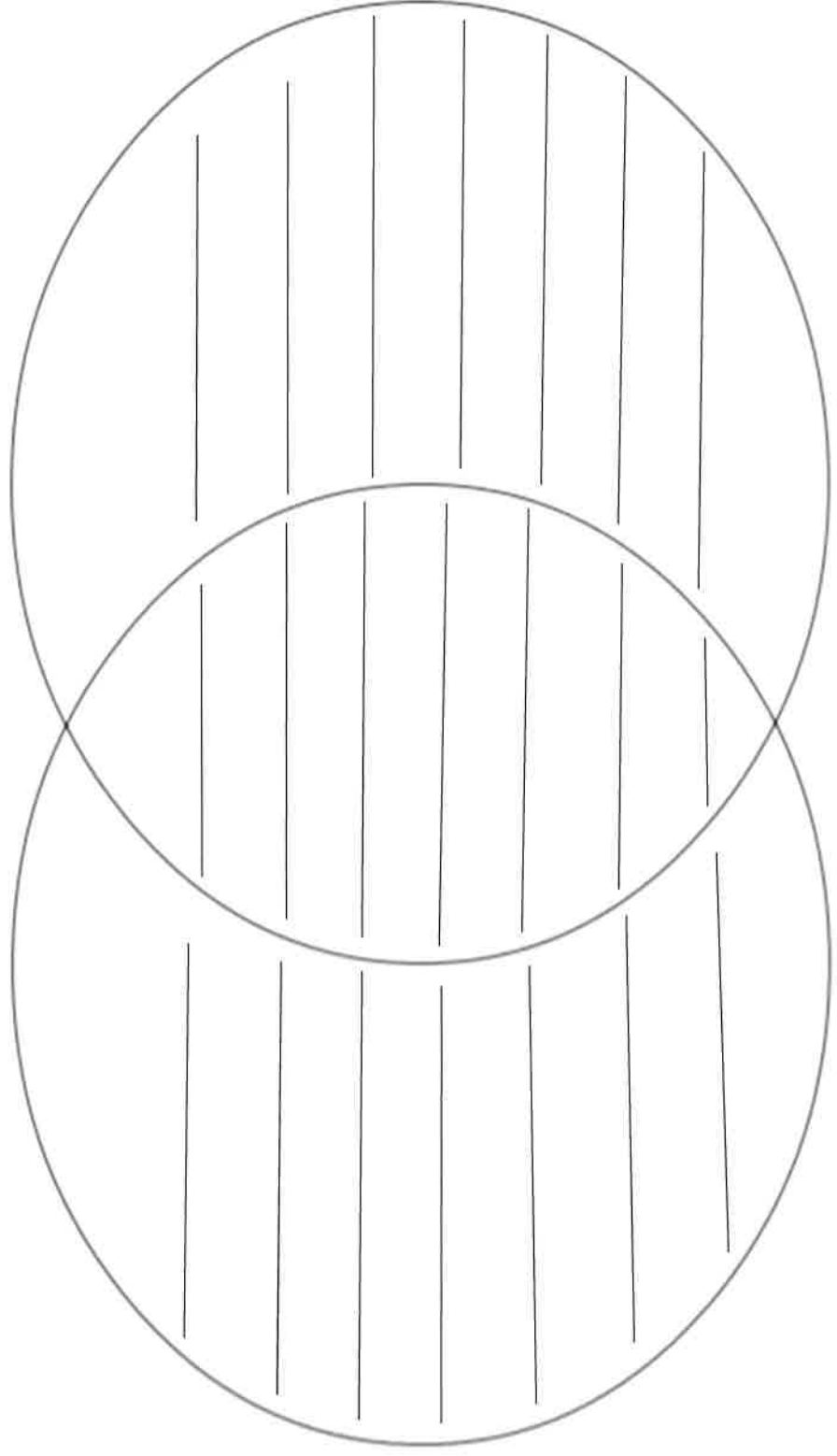


Bubble Map for Describing

Lined Venn Diagram

Name: _____

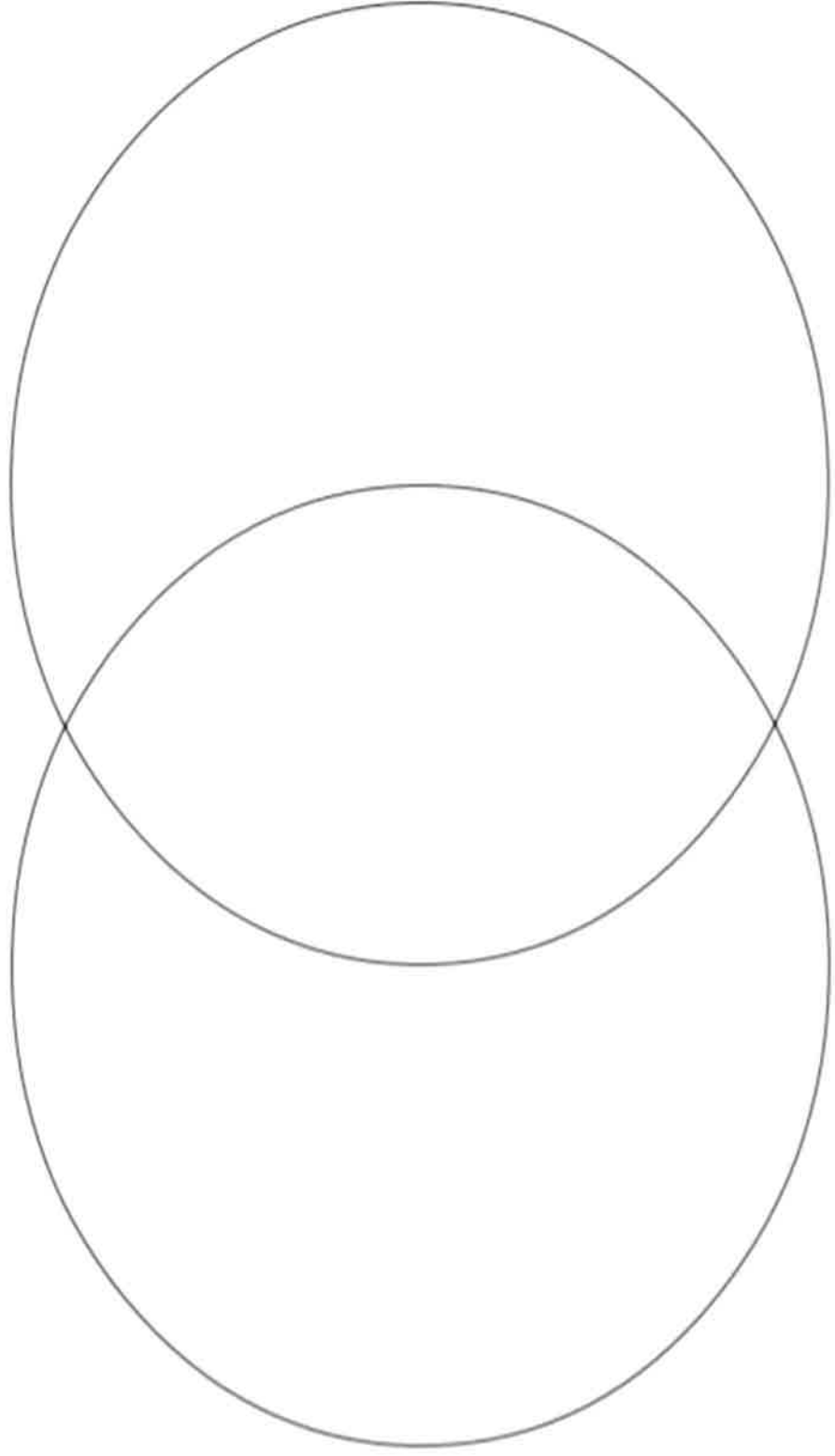
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Venn Diagram

Name: _____

Date: _____



Name _____

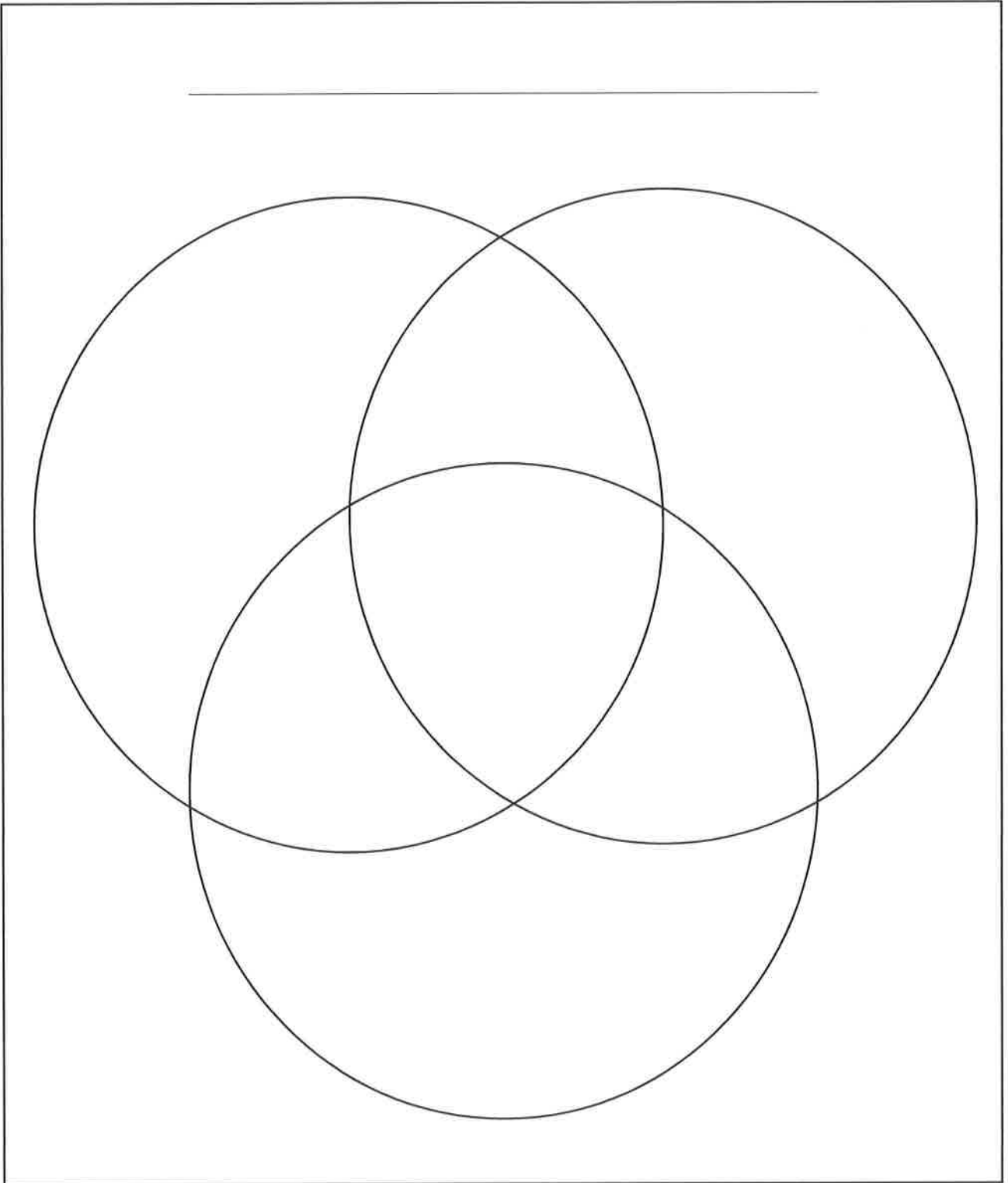
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T-Chart

Name _____

Date _____

Triple Venn Diagram



Frayer Model

Name: _____

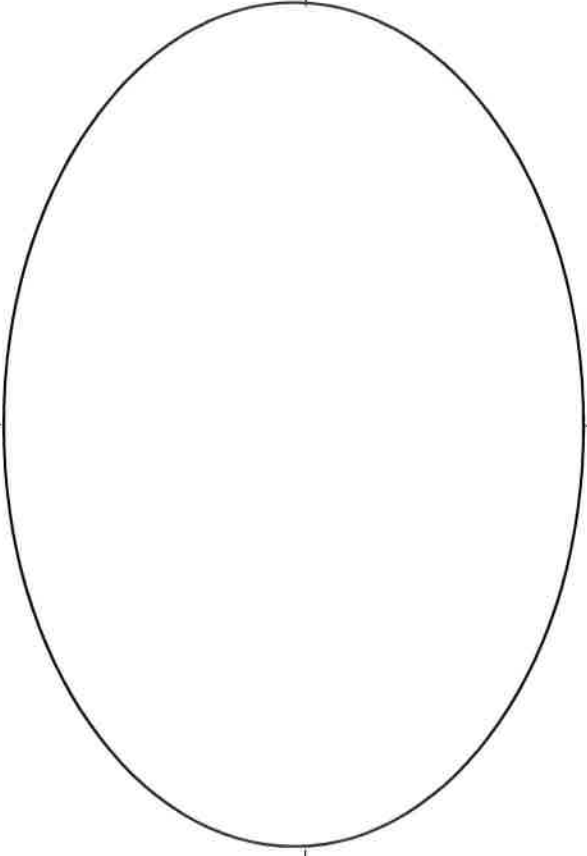
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Definition

Characteristics

Examples

Non-examples

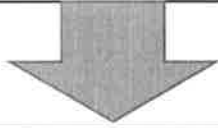
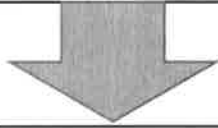
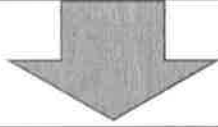
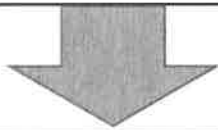


Name _____

Date _____

Flow Chart

Topic:



Name: _____

Main Idea Graphic Organizer

Topic

Main Idea

Supporting
Detail

Supporting
Detail

Supporting
Detail

Name _____

Date _____

Boxes and Bullets

Introduction

1

2

3

Conclusion

CER Chart

Date:

Name:



Question:

Claim:



Evidence



Reasoning



*View crosswalks of the ELAR TEKS and
balanced literacy components for
Kindergarten through English IV at*

tinyurl.com/

CISDframework

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:									
(A) listen actively and ask questions to understand information and answer questions using multi-word responses		√							
(B) restate and follow oral directions that involve a short, related sequence of actions		√							
(C) share information and ideas by speaking audibly and clearly using the conventions of language		√							
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns		√							
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants		√							
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:									
(A) demonstrate phonological awareness by:									
(i) identifying and producing rhyming words									√
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound									√

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(iii) identifying the individual words in a spoken sentence									√
(iv) identifying syllables in spoken words									√
(v) blending syllables to form multisyllabic words									√
(vi) segmenting multisyllabic words into syllables									√
(vii) blending spoken onsets and rimes to form simple words									√
(viii) blending spoken phonemes to form one-syllable words									√
(ix) manipulating syllables within a multisyllabic word									√
(x) segmenting spoken one-syllable words into individual phonemes									√
(B) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent									√
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words									√
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap									√
(iv) identifying and reading at least 25 high-frequency words from a research-based list									√
(C) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC									√
(ii) spelling words using sound-spelling patterns									√
(iii) spelling high-frequency words from a research-based list									√
(D) demonstrate print awareness by:									

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(i) identifying the front cover, back cover, and title page of a book		√							
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep		√							
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries		√							
(iv) recognizing the difference between a letter and a printed word		√							
(v) identifying all uppercase and lowercase letters									√
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.						√			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:									
(A) use a resource such as a picture dictionary or digital resource to find words		√							
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		√							
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations		√							

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.				√					
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
(A) establish purpose for reading assigned and self-selected texts with adult assistance		√							
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		√							
(C) make and confirm predictions using text features and structures with adult assistance		√							
(D) create mental images to deepen understanding with adult assistance		√							
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		√							
(F) make inferences and use evidence to support understanding with adult assistance		√							
(G) evaluate details to determine what is most important with adult assistance		√							

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(H) synthesize information to create new understanding with adult assistance;		√							
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		√							
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:									
(A) describe personal connections to a variety of sources		√							
(B) provide an oral, pictorial, or written response to a text		√				√			
(C) use text evidence to support an appropriate response		√							
(D) retell texts in ways that maintain meaning		√							
(E) interact with sources in meaningful ways such as illustrating or writing		√				√			
(F) respond using newly acquired vocabulary as appropriate		√							
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:									
(A) discuss topics and determine the basic theme using text evidence with adult assistance		√							
(B) identify and describe the main character(s);		√							

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance		√							
(D) describe the setting		√							
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes		√							
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems		√							
(C) discuss main characters in drama		√							
(D) recognize characteristics and structures of informational text, including:									
(i) the central idea and supporting evidence with adult assistance		√							
(ii) titles and simple graphics to gain information		√							
(iii) the steps in a sequence with adult assistance		√							
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;		√							
(F) recognize characteristics of multimodal and digital texts		√							

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
(A) discuss with adult assistance the author's purpose for writing text		√							
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose		√							
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes		√							
(D) discuss with adult assistance how the author uses words that help the reader visualize		√							
(E) listen to and experience first- and third-person texts		√							
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
(A) plan by generating ideas for writing through class discussions and drawings						√			
(B) develop drafts in oral, pictorial, or written form by organizing ideas						√			
(C) revise drafts by adding details in pictures or words						√			

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(D) edit drafts with adult assistance using standard English conventions, including:									
(i) complete sentences						√			
(ii) verbs						√			
(iii) singular and plural nouns						√			
(iv) adjectives, including articles						√			
(v) prepositions						√			
(vi) pronouns, including subjective, objective, and possessive cases						√			
(vii) capitalization of the first letter in a sentence and name						√			
(viii) punctuation marks at the end of declarative sentences						√			
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words						√			
(E) share writing						√			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:									
(A) dictate or compose literary texts, including personal narratives						√			
(B) dictate or compose informational texts						√			

check mark denotes component for initial teaching

Kindergarten ELAR TEKS

Kindergarten Texas Essential Knowledge and Skills	Balanced Literacy Component								
	Read Aloud	Shared Reading	Guided Reading	Independent Reading	Modeled Writing	Shared Writing	Guided Writing	Independent Writing	Word Study
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:									
(A) generate questions for formal and informal inquiry with adult assistance			√			√			
(B) develop and follow a research plan with adult assistance			√			√			
(C) gather information from a variety of sources with adult assistance			√			√			
(D) demonstrate understanding of information gathered with adult assistance			√			√			
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.			√			√			

check mark denotes component for initial teaching

