

K-5 CONSISTENCIES  
Tri County Area Schools



READING

PLEASE NOTE the FOLLOWING AGREEMENTS

- We will follow grade-level pacing guides.
- We will use the district assessments.
- Everyone will teach their own reading blocks.
- Kindergarten is the only grade level that may incorporate whole class centers into the reading block (workshop will be the norm by the third trimester).
- We will use the Fountas and Pinnell and TC literacy assessments as well as NWEA diagnostics to focus our planning with whole group, small group, and individualized instruction.
- Small group instruction and/or conferring will take place each day in reading (guided reading, reading and comprehension skills, and conferring).
- Documentation of reading and writing groups and goals will be kept in a way that makes sense to each grade level and teacher.

	Kindergarten	1st Grade	2nd-5th Grades
Calendar & Morning Message	Maximum of 30 minutes 5X per week with a cross content focus	Maximum of 20 minutes 3-5X per week with a cross content focus	
Shared Reading, Shared Writing, and Word Study	No more than 30-40 minutes X 4-5 days a week <ul style="list-style-type: none"><li>• Interactive read-aloud</li><li>• summary and story mapping</li><li>• vocabulary instruction</li><li>• sentence composing, sentence diction</li><li>• shared written response, drawing and writing</li><li>• concepts of print, phonics, phonemic awareness, working with words</li><li>• handwriting</li></ul>	No more than 30-40 minutes X 4-5 days a week <ul style="list-style-type: none"><li>• Interactive read-aloud</li><li>• summary, story mapping</li><li>• shared written response, drawing and writing</li><li>• vocabulary instruction</li><li>• choral or echo reading and rereading</li><li>• sentence composing, sentence diction</li><li>• concepts of print, phonics, phonemic awareness, working with words</li><li>• handwriting</li></ul>	No more than 25-30 minutes X 3-5 days a week and may include <ul style="list-style-type: none"><li>• Interactive read-aloud</li><li>• summary, story mapping, and comprehension</li><li>• shared written response, drawing and writing</li><li>• vocabulary instruction</li><li>• sentence composing, sentence diction</li><li>• word study working with words</li><li>• handwriting/keyboarding</li></ul>
Reading Block	Minimum of 45 minutes X 5 days a week following the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting) <ul style="list-style-type: none"><li>• independently reading with self-selected text a minimum of 10-15 minutes for first semester and 20+ minutes by the end of the year of the year</li><li>• differentiated reading stations may be used for the first semester of school when teachers are pulling small groups or conferring with students; stations will be determined by the grade level and will be “open-ended” learning tasks</li><li>• <a href="#">Tri County Elementary Reading Assessment Plan</a></li></ul>	Minimum of 50 minutes X 5 days a week following the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting) <ul style="list-style-type: none"><li>• independently reading with self-select text a minimum of 20 minutes for first semester and 25+ minutes by the end of the year of the year</li><li>• <a href="#">Tri County Elementary Reading Assessment Plan</a></li></ul>	Minimum of 50 minutes X 5 days a week following the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting) <ul style="list-style-type: none"><li>• independently reading with self-select text minimum of 30+ minutes (end of year goal)</li><li>• <a href="#">Tri County Elementary Reading Assessment Plan</a></li></ul>

# WRITING

**PLEASE NOTE the FOLLOWING AGREEMENTS**

- We will follow grade level pacing guides.
- We will use the district assessments for writing.
- Everyone will teach their own writing block.
- Kindergarten is the only grade level that may incorporate whole class centers into the writing block (workshop will be the norm by the third trimester).
- We will use writing samples, writing continuums, and TC writing assessments to focus our planning with whole group, small group, and individualized instruction.
- Small group and/or individualized instruction will take place each day.
- Documentation of writing groups and goals will be kept in a way that makes sense to each grade level and teacher.

	Kindergarten	1st Grade	2nd-5th Grades
Writing Block	<div>Minimum of 45 minutes X 5 days a week following the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting)</div> <div><ul style="list-style-type: none"><li>• independently writing minimum of 20+ minutes (end of year goal)</li><li>• differentiated writing stations may be used for the first semester of school when teachers are pulling small groups or conferring with students; stations will be determined by the grade level and will be “open-ended” learning tasks</li></ul></div>	<div>Minimum of 45 minutes X 5 days a week following the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting)</div> <div><ul style="list-style-type: none"><li>• independently writing minimum of 25+ minutes (end of year goal)</li><li>• Published pieces may be (paper/pencil OR electronic dependent on purpose)</li></ul></div>	<div>Minimum of 50 minutes X 5 days a week following the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting)</div> <div><ul style="list-style-type: none"><li>• independently writing (paper/pencil OR electronic) 30+ minutes (end of year goal)</li></ul></div>

# MATH

**PLEASE NOTE the FOLLOWING AGREEMENTS**

- We will follow grade level pacing guides.
- We will use the district end-of-unit assessments.
- Everyone will teach their own math block.
- We will use our unit assessments as well as NWEA diagnostics to focus our planning with whole group, small group, and individualized instruction.
- Small group instruction will take place each day for remediation and extension.
- Documentation of math groups and goals will be kept in a way that makes sense to each grade level and teacher.

Kindergarten- 2nd Grade	3rd-5th Grade
<div>Minimum of 60 minutes X 5 days a week and may include station-based rotations.</div> <div><ul style="list-style-type: none"><li>• each day will be centered on the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting)</li><li>• if stations are the delivery method, they must connect to standards, unit goals, and/or the unique needs of each rotation group</li><li>• games, critical thinking, and fact fluency will each be part of the math block</li></ul></div>	<div>Minimum of 60 minutes X 5 days a week and may include station-based rotations.</div> <div><ul style="list-style-type: none"><li>• each day will be centered on the workshop approach and the gradual release framework (direct instruction, small group instruction/Independent practice, reflection and goal setting)</li></ul><div>Minimum of 30 minutes math intervention groups</div><div><ul style="list-style-type: none"><li>• if stations are the delivery method, they must connect to standards, unit goals, and/or the unique needs of each rotation group</li><li>• games, critical thinking, and fact fluency will each be part of the math block</li></ul></div></div>

**MACNAUGHTON CLARIFICATIONS from CHARTS:**

**WHY...Because our students and community deserve the best and when we work together this will be the result. This also means that things will need to come off of your plate as we align practices, materials, curricula, and assessments. Conversations surrounding what is essential and what is “nice to do/know” will also be necessary. Change is difficult, however remember that we will be relying on one another as we grow and learn.**

- **STATIONS/CENTERS** can be used as an instructional strategy when time allows (typically after recess or lunch for a short period of time while the teacher works with a small group of students to extend or remediate learning). Teachers may determine students engage in specific learning tasks, linked to their specific need, during the workshop time (is: student may work with words, join you for a small group, the independently or collaboratively readd; at the same time another group of

students may be independently reading in relation to the mini-lesson, then come to you for small group reading, and may then engage in a book club)

- **TEACHING** is an art and skill. As such, mastery is not the current expectation. Learning, exploration, and growth is the expectation. There has been an expressed concern that some people feel they are doing something “wrong”. This is NOT the case. At the same time, we need to remember that there are practices that are outdated and others that are tried and true.
- **INSTRUCTIONAL FRAMEWORKS** are essential so that students understand the learning structures from year to year. By understanding the process they are better able to learn the content. Workshop and the gradual release of responsibility are the instructional frameworks. Training and in-class coaching support will be provided.
- **CALKINS for WRITING** will be our writing curriculum for next year and beyond. As previously stated the Calkins writing units were chosen because the MAC team advocated for keeping Reading Street (for reading). As such a writing component was needed. Calkins is a stand-alone writing curriculum and also the curriculum being used in grades 3-8.
- **TIMEFRAMES** are necessary to ensure students are being afforded a similar experience in each grade level. When timeframes, pacing, and common instructional practices are the norm. These may need to be adjusted based on the actual number of instructional minutes we have each day. When a calendar is finalized for the next school year, we will review the timeframes and can work with one another to build a daily schedule.
- **PLEASE NOTICE** the formatting related to Calendar, Shared Reading/Shared Writing/Word Study, and the Reading Block. These concepts may overlap and are dependent on your purpose and student need.
- **SCIENCE & SOCIAL STUDIES** curriculums will be put in place for next year as well as Second Step. A social studies curriculum is in the hands of one of your colleagues at this moment. We will have this in place for next year (required by law). We will also use the Battle Creek Science and our Second-Step units as they are already in the district.
- **BOOKS** are necessary and a need that many of you have. We are looking at ways to begin larger classroom book selections in your classrooms. There are many moving parts with this so it is taking longer than anticipated.
- **COLLEAGUE PLANNING and PLC** time are necessary for us to learn and grow. Schedules, for next year, are being looked at to ensure this time is provided.
- **GO MATH** is the curriculum we will be using next year. Much like Reading Street the curriculum is not set up in a workshop format, however, can fit the framework; several teachers in our building are already making this happen. If you want to watch them in action, please let us know and we will make this happen.
- **SECOND-STEP** may end up needing to be taught in specials. However, the intention of the program is for both educators and students to learn the language together so that all classrooms have common strategies and language.
- **MAXIMUMS & MINIMUM** minutes are intentional. If you see that you need to extend minimum timeframes, trust yourself. **SMALL GROUP INSTRUCTION** and/or conferring one-on-one should be part of every lesson, every day and should be grounded in evidence (extension or remediation).