



Comprehensive literacy programs for instruction in pre-kindergarten through fifth grade provide wide-ranging, well-organized instructional plans that are centrally-focused around helping all children to construct meaning through reading, writing, listening, speaking, viewing and representing. As children learn to read and write, they learn how spoken and written language relates to each other. For this to happen, the components of a literacy program, including the instructional material selected for classroom use, must be all-inclusive, relate to one another and be orchestrated into sequences of instruction that engage all children and meet their needs. The [Denton ISD Keys to Literacy](#) outlines our comprehensive literacy program.

Phonics Expectations

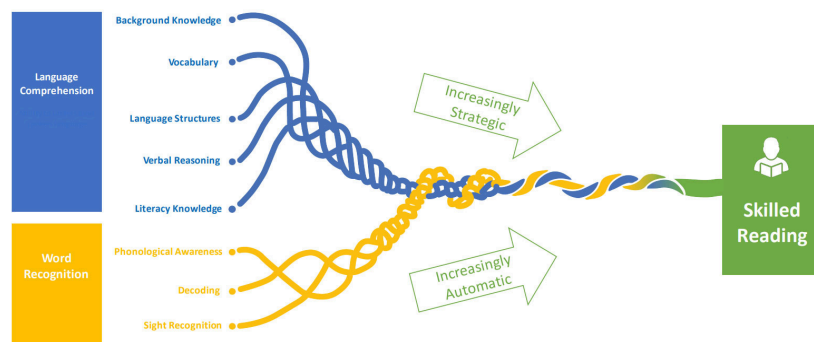
Phonics instruction must be explicit and systematically taught for a minimum of 20 min daily in kindergarten through third grade. Phonics should also be incorporated in reading, writing, small group instruction, shared reading and interactive writing. Phonics instruction is the direct teaching of letter-sound relationships in a clearly defined sequence.

Phonics Instructional Materials

Curriculum writers reviewed [TEA English Phonics K-3 Rubric](#) to adapt our current phonics resource to meet the required criteria. Phonics were created for K-2nd grade to include systematic and explicit daily lessons for phonics workshops and phonological awareness. Letter lessons were included at the beginning of the school year in kindergarten and first grade. Third grade teachers use Benchmark Phonics and Word Study Workshop as their primary resource.

Science of Teaching Reading

To ensure that we are applying the Science of Teaching Reading, teachers have access to the most recent and current additions of the Units of Study in Reading. Teachers are expected to apply these strategies into their whole group and small group instruction. The curriculum supports Scarborough's Reading Rope by valuing and including instruction in all strands of literacy; phonological awareness, decoding, sight recognition, background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge.



Reading Academy

All Kindergarten through 3rd grade teachers, specialists, and administrators have completed or near completion of the Texas Reading Academies. This learning will help ensure that teachers are equipped with the knowledge and strategies to support their students in learning to read and write.

District Contacts

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