A Balanced, Comprehensive Model for Tier I Literacy Instruction Based on Current Literature and Research
**Literacy Goals**

The following document was designed for classroom teachers, instructional coaches, and school administrators to provide a vision and structure for elementary literacy instruction.

**Our goal is to ensure every FWPS elementary teacher knows and understands:**

1. The beliefs that underpin the FWPS literacy model
2. The behaviors that foster a love of literacy as well as the skills to become literate citizens
3. The menu and details of specific structures that can be used in a balanced literacy model
4. How informative literacy assessments guide instructional decisions
5. A pathway to implement the model

**What is “Balanced Literacy”?**

Balanced literacy is defined in a number of different ways depending on the source. Some say it is the balance between phonics (skill) instruction and whole language (meaning centered) instruction. Others talk about the balance between the different aspects of literacy; in the Common Core world this means a balance between reading, writing, listening, speaking, language, and foundational skill development. Another aspect of balance might be the ratio of literary versus informational reading and writing. And finally, we may find ourselves striving to balance our whole group, small group, and independent learning structures.

In Federal Way we consider all of the above to be an essential part of our literacy model. The heart of our model is that our instruction must be designed to meet the needs of many unique learners and their success cannot be attained through a “one size fits all” program. In general balance literacy is often achieved through a “workshop” model both in reading and writing with lots of talking built in. However, we also recognize that there are times when a more direct instructional approach is needed. This document explains a flexible, balanced approach to teaching literacy based on the teacher’s knowledge of his or her students and where they need to be on the trajectory toward college and career readiness. With this knowledge in hand the teacher can then use the most appropriate tools, strategies, and structures to design the best pathway to facilitate success.

This document was created by the Federal Way Public School English Language Arts Coordinator, Angie Neville with support and input from many classroom teachers, instructional coaches, TFL TOSAs, and administrators. Questions can be directed to Angie at aneville@fwps.org or 253-945-2122.
The Guiding Principles lay a foundation for the model

Knowledge of students: strengths, challenges, interests, and aspirations lead to student-centered instruction and engagement.

Culture and Climate play a key role in success.

A menu of structures is available for teachers to partner with students on choosing the best pathway for accelerated growth.

Assessment is infused throughout the model for responsive instructional decision making.

Ultimately ALL students are strong readers, writers, and communicators on the trajectory to becoming career and college ready through the ELA Common Core Standards.
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**Guiding Principles**

The following principles are philosophical statements that underpin the Literacy Blueprint. They should guide the construction and evaluation of English language arts and literacy programs in FWPS Elementary Schools.

**“Effective English language arts and literacy practices...”**

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**GUIDING PRINCIPLE 1**

*...are based on ELA Common Core State Standards.”*

Alignment to 5-D Framework:
- Purpose

The ELA Common Core State Standards (CCSS) articulate what to teach so that educators can focus on how to instruct and the pathway that can best meet the needs of each student. Attending to these rigorous academic standards, provides the content for high quality curriculum and instruction and for a balanced assessment system aligned to those standards. When woven into a cohesive curriculum, reading, writing, listening, speaking, language, and foundation standards provide the optimal learning experience for students. The transition from previous state standards to the Common Core requires educators to increase (1) building knowledge through content rich non-fiction and informational texts, (2) reading and writing grounded in evidence from the text, and (3) regular practice with complex texts and embedded academic vocabulary. When implemented within a multi-level system of support, the Common Core standards and these instructional shifts help to ensure that every child will graduate prepared for college, career, and a productive life.

**GUIDING PRINCIPLE 2**

*...are responsive to the background, interests and needs of the students.”*

Alignment to 5-D Framework:
- Student Engagement

Students bring strengths and experiences to learning. ELA curriculum, instruction, and assessments that are grounded in the culturally responsive practices of relevance, identity, belonging, and community serve to best engage all students. High-quality ELA curriculum and instruction should be culturally relevant to the students being served and prepare all students for a multicultural world. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student’s unique personal history enriches classrooms, schools, and the community. This diversity is our greatest educational asset.

**GUIDING PRINCIPLE 3**

*...ensure all students can learn and be successful through differentiated experiences.”*

Alignment to 5-D Framework:
- Curriculum & Pedagogy
- Assessment for Student Learning
- Student Engagement

Recognizing that learners are different, teachers use flexible and fluid instructional designs as they support students to become increasingly independent readers and writers of complex text as well as strong communicators. Effective teachers realize that instruction needs to be modified for students capable of more advanced work, as well as for struggling students. Ongoing assessment and analysis drive these instructional decisions.

All teachers believe, and their practices reflect, high expectations for all students through developmentally appropriate high quality instruction. As educators, we need to responsively diagnose and deliver what it takes to support each child in meeting their academic potential.
Meaningful assessment drives instruction, affects learning, and is an integral part of teaching. Purposeful assessment practices help teachers and students understand where they have been, where they are now, and where they might go next. A single assessment cannot provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction, results in useful information about student understanding and progress. FWPS educators use this information to guide their own practice and in partnership with students and their families, to reflect on learning and set future goals.

From the beginning, it is essential for success in reading to converse with, co-write with, and provide opportunities for children to engage with print in engaging and meaningful ways. This plays an especially critical role in developing children’s vocabulary, their familiarity with how texts work, their knowledge of the natural world, and their appreciation for the power of the written word. In the primary grades, foundational skills are emphasized while at the same time addressing the meaningful elements of rich informational and narrative texts. Explicit skill instruction in reading and writing is necessary to create the building blocks for later acceleration. Intermediate students continue to learn about and practice foundational skills in increasingly more complex texts, continuing the balanced literacy format. Daily application and practice of these skills in meaningful, authentic literacy experiences—with timely, relevant, and specific feedback—is critical to solidify the learning.

The Common Core provides a prime opportunity to build diversity into instruction and encourage powerful dialogue. The words we read, write and speak carry perspective, context, and origin. No text is neutral. There is always voice. When planning literacy instruction, teachers place students into a dialogue with the authors and texts as well as with their peers. The more text-to-self and text-to-world connections a student can make the more equitable and powerful the dialogue will be. (Adapted from Chiariello, 2012)

“Oral language development includes critical skills that let children:
- Communicate—listen and respond when other people are talking
- Understand the meaning of a large number of words and concepts that they hear or read
- Obtain new information about things they want to learn about
- Express their own ideas and thoughts using specific language

Oral language development is a critical foundation for reading, writing, and spelling, and it is the “engine” of learning and thinking.” (Learning to Talk and Listen, 2009).
“Effective English language arts and literacy practices…

**GUIDING PRINCIPLE 7**

*...build critical thinking as an extension to language development.*

Alignment to 5-D Framework:
- Student Engagement
- Curriculum & Pedagogy
- Classroom Environment & Culture

Effective use of language both requires and extends thinking. As learners listen to a provocative narrative, view a video clip of a famous speech, analyze a poem, or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in English language arts and in all the other disciplines, when they read increasingly complex texts and undertake increasingly challenging assignments that require them to write or speak in response to what they are learning. Grounding their thoughts, using evidence from sources is an integral aspect of the work. Teachers recognize the importance of being able to respond effectively to the challenges of linguistic and cultural differences in their classrooms. They draw on these different ways of talking and thinking as potential bridges to speaking and writing in Standard English. Interactions with peers allow prime opportunities to foster respectful dialog when presenting opposing arguments.

**GUIDING PRINCIPLE 8**

*...draw on informational texts and multimedia in order to build academic vocabulary and strong content knowledge.*

Alignment to 5-D Framework:
- Student Engagement
- Curriculum & Pedagogy

Students should encounter many examples of informational and media texts (including non-print texts such as dance, visual arts, video, music, theatre, etc.) aligned to the appropriate grade level complexity. This kind of reading, listening, and viewing is the key to building an abundant academic vocabulary bank and increasing knowledge about the world. Each kind of print or media text has unique characteristics; proficient students apply the critical techniques learned in the study of exposition to the evaluation of multimedia, television, radio, film/video, and websites. Research-based vocabulary acquisition strategies are evident in all classrooms, to support the learning. An approach that integrates the components of ELA (reading, writing, listening, speaking and language) with the required content from social studies and science is optimal. GLAD and Integrated Social Studies and Science units developed by the district can support this integration.

**GUIDING PRINCIPLE 9**

*...use writing to propel students’ intellectual growth, and develop their ability to think, to communicate, defend ideas, and to create worlds unseen.*

Alignment to 5-D Framework:
- Purpose
- Student Engagement
- Curriculum & Pedagogy
- Classroom Environment & Culture

At all levels, students’ writing records their imagination, exploration, and responses to the texts they read. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. A student’s writing and speaking voice is an expression of self. Students’ voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students’ voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

In addition to writing across the curriculum, a writer’s workshop format emphasizing writing arguments, explanatory/informative texts, and narratives is part of the balanced literacy model.
Families and communities play a crucial role in developing students’ speaking, listening, language, reading, and writing skills. Effective literacy frameworks help parents and caregivers understand how vital their role is and emphasize that all of the components of literacy—close and critical reading, coherent writing, articulate speaking, and attentive listening—are essential in a democratic society.

* The preceding guiding principles are adapted from the English Language Arts Frameworks of The Wisconsin Department of Public Instruction and the Massachusetts Department of Elementary and Secondary Education, the article “Building Diversity into the Common Core,” by Emily Chiariello (2012) and Learning to Talk and Listen, An oral language resource for early childhood caregivers, by the National Institute for Literacy (2009).
Creating a Supportive Literacy Environment

Relationships and Ownership

In effective learning partnerships, teachers build strong rapport with students as individuals and as a whole class creating a positive, trusting atmosphere. Knowing who students are as individuals and what matters most to them allows teachers to provide meaningful learning opportunities. Likewise, teachers need to share their lives in order to connect with their students and create an atmosphere in which individuals are valued, so that they feel safe and able to take risks.

“Once rapport has been established, teachers can begin building an alliance with the student: explicitly identifying a clear, meaningful goal or learning target and making a pact to work together in the service of improving a skill or conceptual understanding. Students will only commit to this work when trust has been built and when they are supported to develop a “growth mindset.” This means that students can see that growth is possible, and they understand that it requires consistent effort and a willingness to learn from mistakes.

Positive rapport and a strong alliance allow the teacher to gain cognitive insight, an understanding of how a particular student is learning. The teacher is able to understand specifically what and how the student is thinking as he or she works toward the learning goal. The teacher uses this information to help the student correct misconceptions and use new learning strategies effectively to self-correct and learn more independently. This creates the conditions for the student to begin to accelerate her or his own learning.” (National Equity Project 2010)

A supportive learning community allows for plenty of student choice and voice. Students need opportunities to self-select in order to promote a love of learning and inquiry while encouraging them to become independent thinkers and learners. In this kind of classroom community, children take an active role in planning and evaluating their learning. They are not passive recipients.

Structures

One tried and true method of incrementally transferring responsibility from teacher to student as literacy skills and strategies are taught is called the “gradual release of responsibility” model and has been given much emphasis by researchers and staff development experts. Initially, this includes direct and explicit instruction for students with some sort of demonstration/modeling of lessons in which the students observe the teacher with a specific purpose in mind. The next step of this model includes a shared experience in which the teacher provides a literacy lesson (reads a book, writes or edits a text, etc.) and the students help. This is then followed by an opportunity for students to try the newly demonstrated learning in a guided practice situation where the students assume responsibility to try the new skill while the teacher is prepared to readily assist. Finally, when teachers gradually release responsibility they encourage students to take ownership of their learning process during the independent practice phase. The ultimate goal is for the student to independently practice the skills and strategies, to self-monitor, and to apply this learning as the teacher observes.

The gradual release model can be used across a series of lessons and also across the year as students become increasingly
proficient in taking on new processes and skills to assist them in becoming more effective readers, writers, and communicators.

Doug Fisher and Nancy Frey have recently revisited the gradual release model in their work with the Common Core. The chart below captures their view.

A Structure for Instruction that Works

While Fisher and Frey maintain that there should always be a give and take between teacher and student responsibility they do not necessarily see this as a linear process. In other words at times a lesson may start with the teacher explaining a task and then students immediately trying to address the task independently before any kind of supports are put in place. They call this distributive scaffolding which is used only when necessary and is conducive to inquiry based models. In addition, it places value on “productive struggle” which builds stamina and encourages problem solving both emphasized as college and career readiness attributes in the Common Core.

Time: Literacy Blocks

In learning to read, write, and communicate effectively students need time to practice and build stamina. Spending time reading contributes to the development of confident, accurate, and fluent readers as well as strength in comprehension. Spending time writing contributes to students writing fluency and confidence while allowing them to try out new writing forms and ideas. Classrooms need to be structured so that children are given access to large blocks of time to read, write, speak and listen. This also allows teachers time to assess needs, differentiate support, and give timely, specific feedback in order to accelerate learning.

When crafting a comprehensive literacy block teachers need to consider a balance of instructional designs over a week rather than just a day as was encouraged in the past. With time taken out for math (1.5 hours), another 30-40 minutes for PE/Music and an hour or so for lunch and recess that should leave approximately 2.5-3 hours for either an integrated or separate literacy and content (social studies/science) block. The elements of the balanced literacy model (see next section) become a menu to create the framework for instruction. Again, the goal is to have a balance of elements across the week.

The following sample schedules show how a teacher might design a week of instruction. These samples can be recursive (i.e., every Monday and Tuesday students will have a “close reading” experience or
writer's workshop the first 45-minutes of each day) or might change each week depending on the specific lessons involved.

**Example 1: Beginning of a Unit – 4th grade**

ELA CCSS and Social Studies standards are embedded throughout the block.

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<tr>
<td>Interactive Read Aloud of a biography (picture book) centered around the social studies theme (1st half of book) Includes time for &quot;stop and jots&quot; and in-depth discussion about the book content (40 minutes)</td>
<td>Interactive Read Aloud of a biography centered around the social studies theme (2nd half of picture book) Includes time for in-depth discussion and writing response capturing our new learning about the Soc. Stud. theme/book content (60 min.)</td>
<td>Revisiting the text: A Close Reading of SS text - 2 pages- each student has their own photo copy with space for annotations Teacher models rereading to glean more, taking the information from yesterday and adding to it. (SS text) (10 minutes)</td>
<td>Students review what they have learned so far using quotes from the text and video in small groups. When done they can read or write independently. Teacher meets with group B (40 minutes)</td>
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<td>Independent reading + 3 short strategy groups (30 minutes)</td>
<td>Independent reading + 1:1 conferencing (30 minutes)</td>
<td>In partners students practice the Close Reading and annotating strategy using photocopied pages. Share out. (30 minutes)</td>
<td>Students participate in a chalk talk and then discussion about the text and their thinking. (30 minutes)</td>
<td>Students are informed of their lit. study groups and convene to plan out their study given guiding questions. (20 min)</td>
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<td>Vocabulary lesson tied to book and SS unit content (10 min)</td>
<td>Word study mini lesson - words pulled from interactive read aloud (10 min.)</td>
<td>Independent Reading + Guided Reading (Group A) + 1:1 Conferring (45 minutes)</td>
<td>Word study mini-lesson (10 minutes)</td>
<td>Independent Reading + Guided Group C+ Reading Assessment w/2 students (45 min)</td>
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<tr>
<td>Independent reading + 1 Guided reading group A + 1:1 reading conferencing (20 min)</td>
<td>Homogeneous Word study groups (20 min)</td>
<td>Adding to our knowledge about SS Theme: Watch a short video about the time period. Students collect information and take notes during the video. (15 minutes)</td>
<td>Teacher introduces literature circle books tied to SS Theme: Students are asked to write to the teacher about their choices during independent reading time. (10 minutes)</td>
<td>Writing Lesson: Starting your autobiog. - &quot;hooking the reader&quot;. Using Mentor texts as models (30 minutes)</td>
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<td>Writing lesson- immersion and discovery exploring a genre- biographies &amp; autobiographies- Compare and contrast (30 min.)</td>
<td>Teacher works with 1 group 2nd Independent Reading + 1 Guided Reading Group (Group A) (15 Minutes)</td>
<td>Discussion Groups: Given a guiding question, students discuss the video comparing it to the biography they have been reading. (30 min.)</td>
<td>Independent reading + 2 Guided groups-(Group B, Group C) + 1 strategy group + 1:1 Conferring (45 minutes)</td>
<td>Independent Writing + 1:1 Conferring in both Reading and Writing (30 minutes)</td>
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<tr>
<td>Independent writing + 1 Guided reading group (Group B) + 1:1 writing conferencing (30 min.)</td>
<td>Writing Mini-lesson Authors choice-Structures of biog./ autobiog. (15 min.)</td>
<td>Writing lesson- Model Structuring your autobiog.- sketching it out. (20 minutes)</td>
<td>Writing minilesson. teacher shares some examples of sketched out autobios. (15 minutes)</td>
<td>Sharing what we learned about ourselves as readers and writers this week (15 min)</td>
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<tr>
<td>Sharing what we learned about ourselves as readers and writers (20 min)</td>
<td>Independent writing + Guided Writing Group Close with partner sharing (30 min.)</td>
<td>Independent prewriting as students consider the structure they want to use: 1:1 Writing Conferencing/ Share (25 minutes)</td>
<td>Independent writing. Students continue their prewrites (free write if done) + 1:1 Writing Conferring (30 minutes) Vocabulary game (30 min.)</td>
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**Reading, listening and speaking experience**

**Writing**

**Integrated Social Studies or Science content**
### Example 2 – Recursive Schedule - 3rd Grade
ELA CCSS and Science standards are embedded throughout the block

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<tr>
<td><strong>Writing mini-lesson</strong>&lt;br&gt;Authors use different lengths of sentences to make their informational writing more interesting.&lt;br&gt;Use <strong>Science</strong> Mentor text to show examples.&lt;br&gt;(15 minutes)</td>
<td>Writing mini-lesson&lt;br&gt;Teaching point: Adding adjectives to nouns can paint a vivid picture in the readers mind. Use an <strong>Informational Read aloud</strong> to show descriptive language &lt;br&gt;in particular adjectives and varying sentence lengths&lt;br&gt;(20 minutes)</td>
<td><strong>Interactive Writing</strong>&lt;br&gt;Given a short paragraph teacher and students collaboratively add details&lt;br&gt;(adjectives) to some sentences about <strong>science topic</strong>.&lt;br&gt;(15 minutes)</td>
<td>Writing mini-lesson&lt;br&gt;Grammar lesson/ interactive editing&lt;br&gt;(10 minutes)</td>
<td><strong>Writing</strong> like a <strong>scientist</strong>&lt;br&gt;(15 minutes)</td>
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<td>Independent writing +&lt;br&gt;2 small Guided writing groups 1:1 writing conferences.&lt;br&gt;(40 minutes)</td>
<td>Independent writing + 1:1 writing conferences&lt;br&gt;(35 minutes)</td>
<td>Independent writing + 1:1 writing conferences&lt;br&gt;(30 min)</td>
<td>Independent writing Partner editing -&lt;br&gt;2 small Guided writing groups + 1:1 writing conferences.&lt;br&gt;(40 min.)</td>
<td><strong>Science Experiment</strong> with written observations&lt;br&gt;(45 minutes)</td>
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<td>Partner sharing&lt;br&gt;(5 Minutes)</td>
<td>Partner sharing&lt;br&gt;(5 Minutes)</td>
<td>Share circle&lt;br&gt;(15 Minutes)</td>
<td>2 Students share writing&lt;br&gt;(10 Minutes)</td>
<td><strong>Buddy reading</strong> with 1st grade class.&lt;br&gt;(30 minutes)</td>
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<td><strong>Interactive Read Aloud</strong>&lt;br&gt;- Biography about Jane Goodall (related to science topic)&lt;br&gt;And written response using evidence from the text to support thinking&lt;br&gt;(30 minutes)</td>
<td>Think aloud - minilesson-S&lt;br&gt;Teacher models his thinking as he examines yesterday’s text looking for evidence of the main character's (Jane Goodall) attributes Records info. on graphic organizer&lt;br&gt;(20 minutes)</td>
<td><strong>Close Reading</strong>&lt;br&gt;Students read an article about Jane Goodall and annotate as they read noting the attributes of Ms. Goodall. Students write about the text using evidence to support their thinking and prepare for tomorrow's Socratic Seminar.&lt;br&gt;(60 minutes)</td>
<td><strong>Close Reading</strong>&lt;br&gt;Re-reading of text adding to notes. Socratic Seminar comparing and contrasting the two texts read this week&lt;br&gt;(30 minutes)</td>
<td><strong>Interactive Poetry Lesson</strong>- Reading and writing&lt;br&gt;Plus 1:1 conferring&lt;br&gt;(40 min.)</td>
</tr>
<tr>
<td>Independent Reading -&lt;br&gt;+ 2 Guided Groups (Groups A &amp; B)&lt;br&gt;(30 minutes)</td>
<td>Independent Reading -&lt;br&gt;+ 2 Guided Groups (Groups A &amp; B)&lt;br&gt;(30 minutes)</td>
<td>Independent Reading -&lt;br&gt;3 Strategy Groups&lt;br&gt;+ 1:1 Reading Conferring&lt;br&gt;(40 minutes)</td>
<td>Independent Reading -&lt;br&gt;+ 2 Guided Groups (Groups A &amp; B)&lt;br&gt;(30 minutes)</td>
<td><strong>Interactive Poetry Lesson</strong>- Reading and writing&lt;br&gt;Plus 1:1 conferring&lt;br&gt;(40 min.)</td>
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<td><strong>Mini-lesson</strong>&lt;br&gt;-<strong>Word Work</strong>&lt;br&gt;(10 minutes)</td>
<td><strong>Mini-lesson</strong>&lt;br&gt;-<strong>Word Work</strong>&lt;br&gt;(10 minutes)</td>
<td><strong>Shared Reading of Poem</strong>/ chant – Play with language&lt;br&gt;(10 minutes)</td>
<td><strong>Mini-lesson- Fluency</strong>&lt;br&gt;(10 Minutes)</td>
<td><strong>Independent Reading</strong> + 1 Guided Groups (Group D) + 1:1 conferring&lt;br&gt;(40 min)</td>
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<td>Independent Reading &amp; word work activity + 1 Guided Group (Group C)&lt;br&gt;+ 1:1 Reading Conferring&lt;br&gt;(20 minutes)</td>
<td>Independent Reading &amp; word work activity&lt;br&gt;1 Guided Group (Group C)&lt;br&gt;+ 1:1 Reading Conferring&lt;br&gt;(20 minutes)</td>
<td><strong>Vocabulary game</strong>&lt;br&gt;(Science words)&lt;br&gt;(10 Minutes)</td>
<td><strong>Partner Reading</strong>- to practice expression + 1 Guided Group (Group D) + 1:1 Reading Conferring&lt;br&gt;(30 minutes)</td>
<td>Sharing what we learned about ourselves as <strong>readers writers</strong> and <strong>scientists</strong> this week. (10 min)</td>
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<tr>
<td><strong>Informational Read Aloud</strong>&lt;br&gt;on <strong>Science Topic</strong> (first ½ and activity/discussion.&lt;br&gt;(20 min.)</td>
<td><strong>Read Aloud</strong> on Science Topic&lt;br&gt;(second ½ and activity/discussion.&lt;br&gt;(20 minutes)</td>
<td>Independent writing - What do we know so far about science topic. Reading Assessment with 2 students&lt;br&gt;(20 min.)</td>
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<tr>
<td><strong>Vocabulary lesson based on science book/topic</strong>&lt;br&gt;(10 minutes)</td>
<td></td>
<td>Partner Work Vocabulary based on science book/topic Reading Assessment with 1 student.&lt;br&gt;(20 min.)</td>
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**NOTE:** First 60 minutes of literacy block M-Th. delegated to writers workshop (opportunities to read, speak /listen, and explore content are embedded)

**90 – 120 minutes devoted to readers workshop (listening/speaking, writing, and content are embedded)**
Example 3: ELA and GLAD at 1st Grade - GLAD units naturally integrate ELA with content (For teachers who have been trained in GLAD strategies)

During small reading group time teachers can use GLAD strategies and texts to support learning: observation charts, inquiry charts, input and/or comparative charts, ELD review, ELD group frame, individual CCD, cooperative strip paragraph, learning log, word bank, strip books, flip chart, sentence patterning chart, etc.

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<tbody>
<tr>
<td>Vocabulary Lesson - GLAD CCD, Content words (15 min)</td>
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<td>Vocabulary Lesson - GLAD CCD, Content words (15 min)</td>
</tr>
<tr>
<td>Writing mini-lesson; author's use different lengths of sentences to make their writing more interesting; use Mentor text. (10 min)</td>
<td>Writing mini-lesson; Adding adjectives to nouns to paint a more vivid picture in the readers mind (10 min) Independent writing + 1:1 conferring (30 min.)</td>
<td>Interactive Writing; Given a short paragraph teacher and students collaboratively add details (adjectives) to some sentences (20 min.)</td>
<td>Writing mini-lesson; Authors also use different font size and color for adjectives. Use mentor text for examples. (10 min.)</td>
<td>Buddy reading with 5th grade class-students share their writing from the week as well as books. (30 min)</td>
</tr>
<tr>
<td>Independent writing + Guided writing group + 1:1 conferring (30 min)</td>
<td>Share Circle (5 min.)</td>
<td>Independent Writing + 2 small Guided writing groups (spacing review, stretching out words to hear the sounds, 1:1 writing conferring (25 min)</td>
<td>Independent Writing + 1:1 writing conferring (30 min.)</td>
<td>Science Experiment (25 min.)</td>
</tr>
<tr>
<td>Share Circle (5 min.)</td>
<td>Think aloud mini-lesson; Teacher models thinking as she reads a Sci/SS text looking for evidence of the main idea and checking to see if it matches the title (10 min)</td>
<td>Peer Review Sharing (10 min.)</td>
<td>Share Circle (5 min.)</td>
<td>Writing like a Scientist (15 min.)</td>
</tr>
<tr>
<td>Transition; Chant (2-3 min) (read for enjoyment)</td>
<td>Reading Mini-Lesson; Titles of expository text often give you a clue as to what the main idea is going to be. Matching titles with text. (20 min.)</td>
<td>Transition; Chant (2-3 min) (re-read for fluency)</td>
<td>Transition; Chant (2-3 min) (re-read for fluency)</td>
<td>1:1 Conferring Transition; Chant (2-3 min) (re-read for fluency)</td>
</tr>
<tr>
<td>Reading Independent Work – 1st Daily + 2 Guided Groups (Groups A&amp;B) (25 min.)</td>
<td>Reading Independent Work – 1st Daily + 2 Guided Groups (Groups A&amp;B) (25 min.)</td>
<td>Reading Independent Work – 1st Daily + 1 Guided Group (Group D) + 1:1 Reading Conferring (25 min.)</td>
<td>Reading Independent Work – 1st Daily + 3 Guided Groups (Groups A&amp;B) (25 min.)</td>
<td>Reading Independent Work – 1st Daily + 3 Strategy groups (25 min.)</td>
</tr>
<tr>
<td>GLAD Mini-Lesson - Observation Charts (15 min.)</td>
<td>Transition; Chant (2-3 min) (highlight, sketch, pictures)</td>
<td>GLAD mini-lesson - Graphic Organizer - 6 kingdoms-1 section (10 min)</td>
<td>Shared Reading of Poem-Play with language (15 min)</td>
<td>GLAD mini-lesson: Input Chart - Review 6 kingdoms with word cards (10 min)</td>
</tr>
<tr>
<td>Reading Independent Work - 2nd Daily + 1 Guided Group (Group C) + 1:1 Reading Conferring (25 min.)</td>
<td>GLAD Mini-Lesson - Inquiry Chart (15 min.)</td>
<td>Reading Independent Work - 2nd Daily + 1 Reading Conferring and/or assessments (20 min)</td>
<td>Reading Independent Work - 2nd Daily + 1 Guided Group (Group C) + 1:1 Reading Conferring (25 min.)</td>
<td>Reading Independent Work - 2nd Daily + 1:1 Reading Conferring and/or assessments (25 min.)</td>
</tr>
<tr>
<td>Read Aloud on Science Topic (first 1/2 and activity/d discussion) (20 min.)</td>
<td>Reading Independent Work - 2nd Daily + 1 Guided Group (Group C) + 1:1 Reading Conferring (25 min.)</td>
<td>Interactive Read Aloud with Science text: Compare and contrast yesterday's close reading with new text (25 min.)</td>
<td>Reading Independent Work - 3rd Daily (Group E) + 1:1 Reading Conferring and/or assessments (25 min)</td>
<td>Transition; Poetry lesson from GLAD poetry packet (10 min)</td>
</tr>
<tr>
<td>Reading Independent Work - 3rd Daily + 1 Guided Group (Group D) + 1:1 Reading Conferring and/or assessments (25 min)</td>
<td>Reading aloud - GLAD Big Book (15 min.)</td>
<td>Reading Independent Work - 3rd Daily (Group E) + 1:1 Reading Conferring and/or assessments (25 min)</td>
<td>Reading Independent Work - 3rd Daily (Group E) + 1:1 Reading Conferring and/or assessments (25 min)</td>
<td>Reading Independent Work - 3rd Daily Guided Group (Group E) + 1:1 Reading Conferring and/or assessments (25 min) or week 2 GLAD expert groups and team Tasks (30 minutes)</td>
</tr>
</tbody>
</table>
Physical Environment

A classroom that has fostered a truly supportive environment for a multi-tiered system of ELA instruction will have an area created for large group interaction, a venue for small group work, and arranged space in the room designated for independent, sustained reading and writing. In addition, there is a well organized leveled classroom library that attends to the interests, cultures, and needs of the students. It is essential to have classroom libraries to support individual students for independent reading. This library can be organized in a manner that best meets the classroom needs. Books could be clustered by topic, author, series, genre, and level—all for the purpose of facilitating appropriate book choices.

Posted student-generated charts, displayed student created work, and resources such as rubrics, anchor papers, and word banks are evident throughout the class. Electronic devices are available for teacher and student use as an integral part of instruction and learning.

The following sample room arrangements support a balanced literacy model and are examples of how a teacher might design his/her class.

Consider taking a virtual tour of a balanced literacy classroom at http://www.oise.utoronto.ca/balancedliteracydiet/Home/index.html

Room Sample 1

Image from: http://www.teachertriathlete.com/2013_08_01_archive.html
Room Sample 3

Classroom Floor Plan
For Flexible Grouping

Plot out your classroom so that there is flexible seating for small group, whole group and individual instruction. It is especially important for small children to have floor space for story time, music and movement activities as well as whole group games and activities.

Image from: http://www.differentiatedkindergarten.com/2012/06/making-most-of-my-small-space.html
Leveled Book Rooms

A crucial component of the balanced literacy model is having a leveled library (book room) that houses multiple copies of texts to support small-group intervention and differentiated instruction to meet the needs of diverse learners.


How Do Bookrooms Impact Student Learning?

By using leveled texts precisely matched to their instructional reading level, students are able to move along the reading continuum applying effective reading skills and strategies with progressively more challenging texts. Not only will students gain confidence, they will also master skills in reading, thinking, responding, and writing.

How Do We Decide Which Books to Purchase?

There are some general guidelines that you should follow when figuring out what to buy:

- Your bookroom should have approximately 50% fiction and 50% nonfiction titles.
- Make sure that a wide variety of genres are represented, including chapter books, graphic readers and novels, authentic literature, folktales, poetry, historical fiction, contemporary fiction, fantasy, informational texts, classics, etc.
- Ensure your bookroom collection supports the Common Core State Standards.
- Select leveled reader series for their quality and reader appeal, both in interest and reading level.
- Serve your full student population with books that reflect cultural and linguistic diversity.
- No matter which leveling system you use make certain that you have a sufficient number of books at each level.
- To accommodate students who are reading significantly above or below grade level, take care to choose titles that were written specifically for older children reading well below grade level and for younger children reading well above grade level. This will ensure that students are reading books that are age and interest appropriate.
The FWPS Literacy Blueprint provides a structure to design pathways to meet the Common Core English Language Arts Standards. The following chart is an adaptation from the Tri-State Rubric created to evaluate CCSS lessons and units. The chart captures the intent and expectation inherent in the implementation of the Common Core but not necessarily explicitly stated in the standards. Consider using this chart for self assessment, lesson/unit evaluation, and professional growth.

<table>
<thead>
<tr>
<th>I. Alignment to the Depth of the CCSS</th>
<th>II. Key Shifts in the CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction (lessons or units):</strong></td>
<td><strong>Instruction (lessons or units):</strong></td>
</tr>
<tr>
<td>• Embeds specific <strong>ELA CC standard(s).</strong></td>
<td>• <strong>Reading Text Closely:</strong> a central element of instruction with regular opportunities for students to ask and answer text-dependent questions.</td>
</tr>
<tr>
<td>• Includes a <strong>clear and explicit purpose</strong> for instruction.</td>
<td>• <strong>Text-Based Evidence:</strong> includes rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).</td>
</tr>
<tr>
<td>• Utilizes <strong>quality text(s)</strong> that align with the requirements outlined in the standards, present characteristics similar to CCSS K-5 exemplars (Appendix B), and are of sufficient scope for the stated purpose.</td>
<td>• <strong>Building Academic Language:</strong> Focus on explicitly building students’ foundational vocabulary and concepts of syntax throughout instruction.</td>
</tr>
<tr>
<td>• Provides opportunities for students to <strong>present ideas and information</strong> through writing, drawing and speaking experiences.</td>
<td>• <strong>Balance of Informational and Literary Texts 50/50</strong></td>
</tr>
<tr>
<td>• Emphasizes the explicit, systematic development of <strong>foundational literacy skills</strong> especially at primary.</td>
<td>• <strong>Balance of Writing:</strong> Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. In addition students have opportunities to communicate thinking, answer questions and write for self-expression and exploration.</td>
</tr>
<tr>
<td>• <strong>Integrates ELA areas:</strong> reading, writing, language, speaking and listening so that students apply and synthesize advancing literacy skills.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Integrates Content:</strong> Builds students’ content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.</td>
<td></td>
</tr>
<tr>
<td>Instruction (lessons or units):</td>
<td>Instruction (lessons or units):</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>• Cultivates <strong>student interest and engagement</strong> in reading, writing, and speaking about texts.</td>
<td>• Elicits direct, <strong>observable evidence</strong> of the degree to which a student can independently demonstrate.</td>
</tr>
<tr>
<td>• Integrates <strong>targeted instruction</strong> for specific students in such areas as grammar and syntax, writing strategies, discussion rules and all aspects of foundational reading (decoding, fluency, vocabulary, etc.)</td>
<td>• Includes assessing student skills using methods that are <strong>unbiased and accessible to all students</strong>.</td>
</tr>
<tr>
<td>• Provides all students with <strong>extensive opportunities to engage with grade-level complex texts</strong> and read alouds that include appropriate <strong>scaffolding</strong> so that students directly experience the complexity of the text.</td>
<td>• Includes aligned <strong>rubrics</strong> or assessment <strong>checklists</strong> that provide sufficient guidance to offer feedback to students on strengths and areas of growth.</td>
</tr>
<tr>
<td>• Focuses on <strong>sections of text(s)</strong> (including read alouds) that present the greatest challenge; provides <strong>discussion questions and other supports</strong> to promote student engagement, understanding and progress toward independence.</td>
<td>• Uses <strong>varied modes of assessment</strong>, including a range of pre, formative, summative and self-assessment measures.</td>
</tr>
<tr>
<td>• Integrates appropriate, extensive and easily implemented <strong>supports for students who are ELL, have disabilities and/or read well below grade level.</strong></td>
<td><strong>V. Opportunities for Deeper Learning</strong></td>
</tr>
<tr>
<td>• Provides extensions and/or more advanced text for students who read well above grade level.</td>
<td>Instruction is designed to engage learners in at least one of the following deeper learning skills:</td>
</tr>
<tr>
<td>• Includes a <strong>progression of learning</strong> where concepts, knowledge and skills advance and deepen over time often taking advantage of instructional level texts.</td>
<td>• Think critically and solve complex problems.</td>
</tr>
<tr>
<td>• <strong>Gradually remove supports</strong>, allowing students to demonstrate their independent capacities.</td>
<td>• Work collaboratively.</td>
</tr>
<tr>
<td>• Include <strong>independent reading</strong> based on student choice and interest to build stamina, confidence, and motivation.</td>
<td>• Communicate effectively.</td>
</tr>
<tr>
<td>• Provide for <strong>authentic learning</strong>, application of literacy skills and/or <strong>student-directed inquiry.</strong></td>
<td>• Learn how to learn.</td>
</tr>
<tr>
<td>• Use <strong>technology and media</strong> to deepen learning and draw attention to evidence and texts as appropriate.</td>
<td>• Uses varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.</td>
</tr>
</tbody>
</table>
The Menu: Elements of a Balanced Literacy Program

Alignment to 5-D Framework: Curriculum & Pedagogy

The following menus are designed to be components of a readers and writers workshop model. These models allow time for whole group, small group and individualized instruction to address the standards and meet the literacy needs of all students in one classroom.

**NOTE:** While the elements of the 5 Component Reading model are encompassed in these menus as indicated with a * these components are enhanced with other formats to incorporate learning designs for all five of the CCSS English language arts areas (Reading, Writing, Listening/Speaking, Language, and Foundations).

*The page numbers following each menu item refer to the detailed descriptions following this section.*

### Menu 1: Whole Group Reading

<table>
<thead>
<tr>
<th>*Shared Reading (pg. 32)</th>
<th>Think Aloud (pg. 31)</th>
<th>Share Circle / Debrief (pg. 36)</th>
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</thead>
<tbody>
<tr>
<td>*Read Aloud (pg. 30)</td>
<td>Close Reading Experience (pg. 34) (Whole Group Guided Reading)</td>
<td>Schools trained in GLAD may use GLAD strategies (Input Chats, Chants, CCD etc.) (pg. 56)</td>
</tr>
<tr>
<td>Interactive Read Aloud (pg. 33)</td>
<td>Socratic Seminar (pg. 35)</td>
<td>Letter/Sound/Word Work (pg. 44)</td>
</tr>
</tbody>
</table>

**Key Attributes of Whole Group Reading**

- Aligned to priority standards, developing critical reading behaviors or skills/strategies that the majority of the class needs support with. The standard or objective for the lesson is clearly stated or posted.

- Occurs daily and can be in a Lesson format (15-45 minutes depending on the age of students) or a mini-lesson format (5-15 minutes).

- Multiple mini-lessons may be part of a literacy block (reading, writing, vocabulary, word work, GLAD focus, etc.).

- Skills and strategies are taught/reviewed connected to a text whenever possible ensuring the transfer of skills to application in text.

- Texts are chosen that are high quality, high interest, and of appropriate grade level complexity (qualitative and quantitative aspects as well as reader and task must be considered.) They may be aligned to Social Studies or Science content and/or the GLAD theme.

- There is a balance of 50% narrative and 50% informational text used. Text range from very short (used for example in close reading) to longer pieces aligned to the instructional objective.

- Vocabulary is developed using a variety of meaningful strategies (for example using Cognitive Content Dictionary [GLAD]), Marzano’s 6 step process for teaching new terms, or choosing other appropriate methods for teaching vocab. such as demonstration, dramatization, illustration, Frayer method, etc.).
The teacher uses strategies to ensure all students are engaged in the experience as evidenced by student participation.

Listening and speaking standards are addressed in every lesson as students turn and talk participate in discussions, and interact with the text in meaningful ways.

Writing is a natural extension- Acceleration in reading happens when reading and writing experiences are paired.

Differentiation occurs through strategic questioning (for example tiered to match ELL language levels) ELD review & ELD group frame(GLAD), partnering (for example pairing native Spanish speakers together) , and follow-up tasks (for example expecting the same skill objective with different leveled texts).

Menu 2: Small Group Reading

<table>
<thead>
<tr>
<th>*Guided Reading Groups (pg. 37)</th>
<th>Literature Circle (pg. 42)</th>
<th>Schools trained in GLAD may use GLAD strategies: Clunkers and Links, ELD Group Frame, Expert Groups, Co-op Strip Reading Group, Ear to Ear Reading, Focused Reading with CCD (pg. 56)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Strategy Groups (pg. 38)</td>
<td>Reciprocal Teaching Group (pg. 41)</td>
<td></td>
</tr>
<tr>
<td>Topic or Genre Study Group (pg. 40)</td>
<td>Peer Partnerships (pg. 43)</td>
<td>Letter/Sound/Word Work Group (pg. 44)</td>
</tr>
</tbody>
</table>

Key Attributes of Small Group Reading

- Students are grouped based on a similar instructional need as determined by prior assessment (formal and/or informal).
- The lesson focus, skill, strategy or standard is explicitly stated or posted.
- Groups are small (no more than 5) and flexible.
- The chosen text is appropriate for the instructional level and/or has features to support the focus skills or strategies aligned to group needs and may be aligned to Social Studies/Science or GLAD content.
- Students performing below the benchmark meet at least 3 (preferably consecutive) days per week (support on other 2 days happens through scaffolding and conferring).
- Formative assessment procedures are embedded.
- Listening and speaking standards are addressed in every lesson as students turn and talk, participate in discussions, and interact with the text in meaningful ways.
- Writing is a natural extension- Acceleration in reading happens when reading and writing experiences are paired.
- The small group venue is a perfect opportunity to address the needs of students who receive additional support from specific programs (ELL, Title/LAP, SPED). A partnership between specialists and general education teachers is crucial for student success.
Menu 3: Independent

*Independent reading from “Good Fit” or “Just Right” books (pg. 45)
Written responses using text based evidence/Preparing for discussions (pg. 46)

Word work activities (computerized, manipulatives, etc.) (pg. 44)
Listening to reading (pg. 47)

Schools trained in GLAD may use GLAD strategies: Personal Explorations, Research Center (pg. 56)

Key Attributes of Independent Reading

❑ Selection of appropriate text (“Good Fit” or “Just Right” books) is taught, modeled, and applied by students, then monitored by teachers throughout the year.

❑ Children have time daily to read independently from “Good Fit” or “Just Right” books for extended periods of time. (The majority of this time is spent reading books at the children’s independent reading level.)

❑ There is a variety of texts available for student choice in the classroom-The classroom library is organized so students can easily access texts (For example levels, genres, authors etc.).

❑ Students have book boxes or bags with multiple texts they can read independently of different lengths and genres allowing them to develop stamina for extended periods of time.

❑ Students are practicing the strategies they have been taught.

❑ Writing is a natural extension to independent reading a 1-2 times a week. Acceleration in reading happens when reading and writing experiences are paired.

❑ Worksheets are rarely if ever used (this does not refer to graphic organizers or thinking maps).

Menu 4: *One on One Conferring (Reading)

Orally assess for strengths and challenges
Monitor strategy use

Set goals
Individualized instruction

Support and/or check book choices

Key Attributes of 1:1 Conferring in Reading (pg. 48)

❑ Formal and on-going informal assessments are administered and analyzed in order to guide further instruction.

❑ Students and teachers confer on a regular basis based on student need. Students reading below benchmark confer with the teacher at least once a week.

❑ Goal setting by the teacher and student is an integral part of the conference cycle.

❑ Book choices are monitored by the teacher throughout the year to ensure students are practicing primarily with independent or instructional level text.

❑ The teacher monitors student’s application of strategies taught through 1:1 conferring and response logs.

❑ The teacher can utilize GLAD charts, team tasks, independent tasks, and portfolios with students to re-teach content and set goals.
### Menu 5: Whole Group Writing

<table>
<thead>
<tr>
<th>Demonstration/modeling (pg. 49)</th>
<th>Interactive Writing or Interactive Editing/Revising (pg. 51-52)</th>
<th>Schools trained in GLAD may use GLAD strategies: T-graph for social skills, Inquiry chart, Input Charts Interactive Journal Cooperative Strip Paragraph (pg. 56)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Writing (pg. 50)</td>
<td>Genre - Immersion and Discovery (pg. 53)</td>
<td>Share Circle/Debrief and Celebrating published work (pg. 36)</td>
</tr>
</tbody>
</table>

### Key Attributes of Whole Group Writing

- Aligned to priority standards, developing critical writing behaviors or skills/strategies that the majority of the class needs support with. The standard or objective for the lesson is clearly stated or posted.
- Occurs daily and can be in a Lesson format (15-45 minutes depending on the age of students) or a mini-lesson format (5-15 minutes).
- Multiple mini-lessons may be part of a literacy block.
- Skills and strategies are taught/reviewed connected to a published text, teacher written text or student written text whenever possible ensuring the transfer of skills to authentic application.
- Mentor texts are often used to illustrate exemplary author’s craft (Text may be one that was also used for reading instruction).
- There is a balance of 30% narrative, 35% informational text, and 35% opinion writing emphasized. (These may be part of a unit of study such as a GLAD or district unit or authentically embedded in ELA tasks)
- There is a balance of longer units of study and short writing projects.
- Topic, audience, and purpose are always considered to engage students in authentic, highly motivating writing experiences.
- The teacher uses strategies to ensure all students are engaged in the learning as evidenced by student participation.
- Listening and speaking standards are addressed in every lesson as students turn and talk, participate in discussions, and interact with the learning in meaningful ways.
- Language standards are addressed though the creating and editing of text.
Menu 6: Small Group Writing

Guided Writing Group (pg. 54) | Peer partnership writing, revising, editing (pg. 43) | Topic/Genre Writing Group - an extension to the Topic/Genre Reading Group (pg. 40)

Key Attributes of Small Group Writing

- Students are grouped based on a similar instructional need as determined by prior assessment (formal and/or informal).
- The lesson focus, skill, strategy or standard is explicitly stated or posted.
- Groups are small (no more than 5) and flexible.
- Writing partnerships are an integral part of the writer’s workshop as students brainstorm ideas, orally communicate their stories, partner edit, or give feedback for revision.
- Listening and speaking standards are addressed in small group writing sessions as students turn and talk, participate in discussions, and interact with each other in meaningful ways.
- Language standards are addressed though the creating and editing of text.

Menu 7: Independent Writing

Independent writing aligned to audience, topic, and purpose | Research a topic, genre, or author as a springboard for writing | Experimenting with author’s craft based on a mentor text
- Pre-write/Draft Revise/Edit/Publish
- Journaling/free write
- Development of illustrations or text features to support writing

Key Attributes of Independent Writing (pg. 55)

- Children have time daily to write independently for extended periods of time.
- Students practice the strategies they have been taught or “try on” writing techniques they have learned about by studying mentor texts.
- Resources created by teachers and students support independent work (for example word walls, name charts, letter & sound charts, etc.).
- Students write texts in a variety of genres keeping a balance of narrative, informational, and opinion writing.
- There is a balance of creating short writing pieces in draft form and taking others through the entire writing process.
- Illustrations and graphics are used to convey information and enhance writing.
- Writing is used as a tool across disciplines to capture new information, document thinking, and foster deeper learning.
## Menu 8: One on One Conferring (Writing)

<table>
<thead>
<tr>
<th>Assess writing for strengths and challenges</th>
<th>Coach for strategy/skill application</th>
<th>Goal setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide immediate feedback on written work</td>
<td>Individualized instruction</td>
<td></td>
</tr>
</tbody>
</table>

### Key Attributes of 1:1 Conferring in Writing (pg. 48)

- Formal and on-going informal assessments are administered and analyzed in order to guide further instruction.
- Students and teachers confer on a regular basis based on student need. Struggling writers confer with the teacher at least once a week.
- Goal setting by the teacher and student is an integral part of the conference cycle.
- Conferences often include individualized instruction and timely specific feedback to accelerate skill and craft.
Elements Described in Detail

Balanced Literacy Elements

The following pages are adapted from the Metropolitan Nashville Public Schools Balanced Literacy Reference Guide (2012). They describe each of the separate elements within the menus in detail. Each page includes:

A. Definition
B. Purpose
C. The role of the teacher
D. The role of the student
E. What the administrator will see
F. Home/school connection
G. Resources
Read Aloud

**Definition:** Reading aloud motivates students to learn to want to read, extends their oral language, and gives them opportunities to connect new information to what they already know. By being immersed in well chosen texts (including a variety of genres and representing our diverse society) children learn to love reading and stories. The teacher reads aloud materials that are at students’ listening level but above their reading level. The teacher reads aloud to the whole class. The students are actively engaged in thinking about the text. (Fountas & Pinnell, *Guided Reading*, 1996)

**Purpose:** To involve students in reading for enjoyment, to improve students’ listening skills, reading comprehension, and attitudes toward reading, and to build vocabulary and background knowledge. Reading aloud also allows the teacher to model fluent oral reading. (Fountas & Pinnell, *Teaching for Comprehending and Fluency*, 2006)

**The Role of the Teacher is:**
- To share with students a love of reading
- To model oral reading fluency
- To build vocabulary and extend background knowledge
- To share texts of appropriate text complexity with students and to model appropriate reading behavior
- To read a variety of genre and other materials (including web-based text, magazines and newspapers)
- To include books and other materials that students may not read on their own

**The Role of the Student is:**
- To enjoy listening to a variety of genres read aloud
- To build listening and comprehension skills through reading.
- To increase their vocabulary foundation by hearing words in context
- To improve their memory and language skills as they hear a variety of writing styles and paraphrase their understanding
- To gain information about the world around them
- To develop individual interests in a broad variety of subjects

**The Administrator will see:**
- The teacher enthusiastically reading literature to students everyday
- The teacher is a happy and effective reading model
- The teacher is respectful of all students’ cultures and backgrounds
- Students who are engaged in listening to a variety of genres read aloud

**Home/school connections:**
- Families/caretakers visit libraries and bookstores frequently
- Families/caretakers read and/or reread stories to and with their children

**Resources:**
- Miller, *Reading with Meaning*, 2002
- Routman, *Reading Essentials*, 2003
Think Aloud

Definition: Think-alouds help students understand the kind of thinking required by a specific task. The teacher models thinking processes by verbalizing thoughts as she/he reads, processes information, or performs some learning task. Students see how the teacher attempts to construct meaning for unfamiliar vocabulary, engages in dialogue with the author, or recognizes when she or he doesn’t comprehend and selects a fix-up strategy that addresses a problem she/ he is having. Ineffective readers especially benefit from observing what skilled readers think about while reading.

Purpose: To improve students reading comprehension by learning how to self-monitor their thinking as they read. This meta-cognitive awareness is a crucial component of learning, because it slows down the reading process and enables the learner to assess their level of comprehension and adjust their strategies for greater success.

The Role of the Teacher is:
• To explain what strategies consists of and why these strategies are important
• To explain when to use a strategy in actual reading (e.g., what to notice in a text that tips off the reader that this particular strategy should be used)
• To model how to perform the strategy in actual context (e.g., by doing a think-aloud using a real text) while students observe
• To guide learners practice; walk through challenging examples of the strategies together using authentic text
• To model thinking within, beyond, and about a text (during and after reading)
• To model how to look for evidence that incorporates new information into their previous understanding of a topic (“I used to think ___ but this line/phrase/sentence leads me to now think ______”)
• To scaffold the learning when students learn a new strategy

The Role of the Student is:
• To stop and think along with the teacher
• To engage in routines like “turn and talk” to share what they noticed or observed the teacher doing to support her/his comprehension
• To practice the strategies in their own reading
• To model their own think-alouds with whole class, small groups, or with a partner
• To track their own thinking and use strategies to “fix-up” their comprehension when it falters

The Administrator will see:
• The teacher modeling her thinking as she reads aloud to the whole class or group of students
• The teacher explicitly teaching comprehension strategies
• The teacher gradually release the responsibility to the students
• Students practicing/sharing their own think-alouds and implementing the strategies as they read independently or in guided groups

Home/School Connection
• To share/discuss the thinking strategies they use when they read or when comprehension gets lost

Resources:
Harvey & Goudvis, Strategies That Work, 2007
Wilhelm, Improving Comprehension with Think-Aloud Strategies, 2001
Taberski, Comprehension From the Ground Up, 2011
Shared Reading

**Definition:** When the teacher and students read together in unison from a shared text (big book, enlarged text on chart or screen, individual books). “The teacher leads the group, pointing to words or phrases. Reading is usually in unison, although there are adaptations, such as groups may read alternating lines or individuals reading some lines.” *(The Continuum of Literacy Learning, Fountas & Pinnell, 2011)* All participants can see and read the text.

**Purpose:** To build upon children’s interests and to increase their enjoyment and appreciation of stories, poems, rhymes, and chants as well as informational texts. Students are exposed to a text they can see multiple times and are invited to join in on the reading experience. A sense of community is established and students feel encouraged and confident to read along in this enthusiastic environment.

**The Role of the Teacher is:**
- To provide students with shared text (big book, enlarged text, individual books) that meets appropriate grade level complexity as well as the instructional needs of the group
- To provide many opportunities for students to participate in the reading of the selected text
- To provide a common reading experience for students to engage in rich discussions around text
- To read interesting and concept-rich materials with the students
- To help students build content knowledge and academic vocabulary
- To lower the students affective filters and make the practicing of skills and strategies risk free
- To provide many opportunities for students to explore and apply skills and concepts being learned (in particular foundational skills)
- To look for evidence that students are “taking on” and applying new learning

**The Role of the Student is:**
- To understand concepts of print such as the left-to-right and top-to-bottom progression of text
- To participate in the reading in some way (echo, choral, group, individual)
- To match spoken words or phrases with written ones
- To explore and identify concepts being learned
- To demonstrate understanding of text meaning

**The Administrator will see:**
- Teacher engaging students in learning how to read
- Teacher noticing and commenting on what students are able to do and are doing well
- Students understanding that print carries a message and demonstrating comprehension
- Students participating in the reading in various ways
- Students beginning to match spoken words and phrases with written ones
- Students making attempts to read on their own

**Home/School Connection**
- Encourage families to sit side by side with their child while reading so that both can see the text and invite their child to join in when they are comfortable as they read together

**Resource:**
Cunningham & Allington, Classrooms That Work: They Can all Read and Write, 1999
Fountas & Pinnell, Teaching for Comprehending and Fluency, 2006
Fountas & Pinnell, The Continuum of Literacy Learning, 2011
Routman, Reading Essentials, 2003
**Interactive Read Aloud**

**Definition:** “The interactive read aloud with accountable talk provides time for the students to listen to and talk about wonderful books that are most likely beyond their independent reading levels... During interactive read aloud with accountable talk, the teacher models the work that careful readers do to comprehend texts and to foster ideas and theories... Because the teacher is doing most of the reading, children can concentrate on using strategies for comprehension and having accountable conversations about the text.” (Collins, *Growing Readers*, 2004) In an interactive read aloud the teacher holds all the responsibility of reading the text aloud but engages students in the process of interacting with the text in meaningful ways through strategic questioning and conversation prompts. Texts are usually shorter (article, picture book, poem) and may be revisited numerous times for different purposes.

**Purpose:** To improve students’ listening skills, discussion techniques, reading comprehension, ability to analyze complex text, attitudes toward reading, and to build vocabulary and background knowledge. A focus on using evidence from the text to support thinking is a critical component. Texts rich in meaning or language are used as a springboard for other activities. Often mentor texts are used in reading and writing lessons again and again.

**The Role of the Teacher is:**
- To teach lessons based on a stated or posted grade level standards
- To share texts of appropriate text complexity (in grade level band) with students
- To read a variety of genres- 50% literary and 50% informational
- To model and facilitate the use of effective strategies to access the message in a text before, during, and after reading
- To engage students in thinking within, beyond, and about a text (during and after reading)
- To plan routines like “stop and jot” (students stop periodically throughout the text to jot down their thinking) and “turn and talk” (students face each other and often using specific prompts or language stems to discuss the text at strategic times. The teacher “listens-in” on the partner discussions as a formative assessment technique)
- To look for evidence that students are meeting the rigor of the ELA grade specific standard
- To look for evidence that students can think analytically about texts, noticing the writer’s craft and style

**The Role of the Student is:**
- To enjoy listening to and discussing literature read aloud
- To engage in routines like “stop and jot “and “turn and talk”
- To explore ideas in the literature and informational texts they hear
- To search for evidence to support their thinking and speaking points

**The Administrator will see:**
- The teacher enthusiastically reading literature to students
- The teacher reading rich texts that reflect the cultures and backgrounds of the students
- Evidence of strategic learning through co-created charts
- Students who are engaged in listening and discussing texts being read aloud

**Home/School Connection**
To read and reread stories and informational texts to and with their children

**Resource:**
Collins, *Growing Readers*, 2004
Fountas & Pinnell; *Teaching for Comprehending and Fluency*, 2006
Hoyt, *Interactive Read Alouds*, 2007
Routman, *Reading Essentials*, 2003
Close Reading

Definition: Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. [Partnership for Assessment of Readiness for College and Careers (PARCC), 2011, p. 7]

Purpose: A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (PARCC, 2011, p. 7)

The Role of the Teacher is:
- To identify and create access to a short piece of text (no more than 3 pages maximum and often shorter) that is of appropriate complexity (See grade level bands and exemplars in the CCSS Appendix A & B)
- To design a learning experience (typically that spans a few days) which include reading, writing, listening and speaking for students to unlock deep comprehension of the text much like peeling back the layers of an onion
- To ask a sequence of text dependent questions requiring both literal and inferential thinking that will lead students more deeply into a text through authentic discussions
- To gradually release students so that they are asking the text dependent questions that probe their own thinking and that of their peers
- To explicitly teach students how to approach a text to uncover its multiple layers of meaning by exploring aspects such as authors’ craft, text structures, and determining what the author is trying to show without stating it directly
- To provide scaffolded and extended learning that supports and differentiates based on the strengths and challenges of each learner

The Role of the Student is:
- To apply strategic reading behaviors to figure out what the text says explicitly
- To use evidence from the text to support thinking
- To figure out how the text worked by examining the authors craft such as organization of the text, what intentional literary devices or text features were used, why the author chose specific language or wording, etc.
- To determine the deeper meaning (themes, purpose) which may not be explicitly stated
- To critically evaluate a text for connecting ideas to other texts and to one’s own life
- To reread the text a number of times to uncover the multiple layers of meaning
- To participate in discussions (listen and speak) with peers to gain and share new perspectives
- To reflect and write about their insights

The Administrator will see:
- Teacher setting high expectations for all students
- Teacher providing scaffolding for students who may have difficulty accessing the text
- Teacher providing regular opportunities for students to discuss the text with one another
- Teacher asking text-based questions that unlock levels of meaning
- Teacher formatively assessing students in reference to standards
- Students strategically reading unknown words by using a variety of reading strategies
- Students demonstrating deep levels of comprehension
- Students writing about what they read

Home/School Connection:
- Encourage families to read short complex texts (as appropriate) with their child and discuss

Resources:
Boyles, Closing in on Close Reading, ASCD article December 2012/January 2013
Calkins, Ehrenworth & Lehman, Pathways to the Common Core, 2012
Fisher, Frey & Lapp, Text Complexity, Raising Rigor in Reading, 2012
Socratic Seminar

Definition: Socratic seminars are named for their embodiment of Socrates’ belief in the power of asking questions, prize inquiry over information and discussion over debate. Socratic seminars acknowledge the highly social nature of learning and align with the work of John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere.

Elifie Israel succinctly defines Socratic seminars and implies their rich benefits for students:

> The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. (89)


Purpose: The Common Core state standards for speaking and listening state that in order for students to be ready for college and career, they must have “ample opportunities to take part in a variety of rich, structured conversations,” and “listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.” Socratic Seminars embody these expectations of the Common Core and are a meaningful way to engage students from upper elementary to twelfth grade. (Heather Clayton Kwit, Just Ask- Making the Common Core Come Alive! 2013)

The Role of the Teacher is:
- To choose an authentic text that fosters genuine inquiry
- To prepare students for the discussion by teaching them how to annotate the text, write about the text, take notes etc.
- To prepare open ended questions that will stimulate the discussion- eventually the students may take over this role
- To consider supplying discussion stems for students especially when students are new to this practice
- To establish student expectations/norms and format for discussion
- To facilitate the discussion but not as a significant participant – ask questions, remind students about procedures
- Assess student understanding of text and ability to communicate respectfully and effectively based on standards

The Role of the Student is:
- To come to the seminar prepared
- To actively participate during the discussion
- To make eye contact when commenting or questioning, and direct their remarks to each other, rather than the leader or the teacher
- To frequently revisit the text, citing page numbers, specific quotes, or relevant excerpts
- To not raise their hands to speak, but rather listen for a time when they can step into the conversation
- To not interrupt one another
- To respectfully disagree with ideas, not the person who shared those ideas

Student role from: Heather Clayton Kwit, Just Ask- Making the Common Core Come Alive! 2013

The Administrator will see:
- Teacher asking open-ended questions to facilitate the discussion
- Evidence of thoughtful planning by the teacher prior to discussion (norms, format, stems, questions, etc.)
- Evidence of thoughtful preparation by the students prior to discussion (annotated texts, notes etc.)
- Students sitting in a circle or two concentric circles (fishbowl) discussing a text referring to page numbers and quotes to substantiate their thinking
- Students respectfully challenging one another and offering different view points
- Students demonstrating deep levels of comprehension

Home/School Connection:
Encourage families to engage their children in discussions at home about critical issues, articles, and media

Resources:
Frey & Fisher, Rigorous Reading: 5 Access Points for Comprehending Complex Texts, 2013
Frey & Fisher, Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text, 2011
Share Circle/Debrief - Reading and Writing

**Definition:** Students have the opportunity to share their learning, thinking, successes, questions and/or problems they encountered during their reading/writing work time. Students share what learning went well, new learning they encountered and/or challenges. Students may also share their work as a celebration or to get feedback from their peers.

**Purpose:** The purpose of the share circle/debrief is for students to reflect on and celebrate their learning. “Research shows that self-assessment is critical to effective reading (Afflerbach 2002). When children know what effective readers and listeners do, they can validate their own activity as well as determine areas needing improvement (Opitz and Rasinski 1998). Therefore, the teaching of self-assessment strategies should be a central part of the balanced literacy curriculum.” (Owocki 2007)

**The Role of the Teacher is:**
- To develop self-reflection routines
- To ask if anyone was able to apply today's strategy during their independent work time or to highlight a student whom he/she observed applying the strategy during a 1:1 conference
- To consciously plan for students to be reading, writing and talking in order to make meaning of the world around them
- To engage students in synthesizing their thinking and learning
- To look for evidence that students can notice and incorporate new information into their own understanding and can think analytically about texts
- To notice patterns that emerge from student thinking/sharing and decide what students need later to deepen or review their learning
- To celebrate students best efforts
- To give students an authentic audience for their written work

**The Role of the Student is:**
- To share and celebrate their thinking/learning from independent work-time
- To share their writing with an authentic audience and get feedback
- To develop self-assessment strategies – what did I learn about myself as a reader/writer today, what did I learn about, what areas do I need to improve…?
- To recognize strengths and weaknesses of their work and how to make improvements and corrections
- To engage in productive large group discussion
- To share connections from the lesson and their independent application

**The Administrator will see:**
- Teacher being respectful of all students’ cultures and backgrounds
- Teacher providing regular time for share circle and reflection
- Students engaged in listening and reflecting on their learning/thinking
- Students developing effective self-assessment – recognizing strengths, weaknesses, how to make improvements and make corrections

**Home/School connections:**
- To establish regular routines that encourage students to share their learning/thinking that occurred at school

**Resources:**
- Bennett, Samantha That Workshop Book 2007
- Owocki, Gretchen Literate Days 2007
- Routman, Regie Teaching Essentials, 2008
Guided Reading

**Definition:** Based on assessment, the teacher works with a small group of students (no more than 5 is ideal) who are reading at about the same instructional level and have similar needs. The students have individual copies of the text (short leveled readers) and independently read orally (whisper read) or silently the entire selection as the teacher observes, coaches, prompts, and evaluates their performance. *(This is not round robin reading. Students do not take turns reading a page orally as other students listen.)* The teacher scaffolds instruction as needed building on student strengths and addressing student reading challenges.

**Purpose:** To support and encourage the development of strategies to process increasingly challenging texts with fluency and understanding leading to independent reading. “…the greatest strength of guided reading is that it offers support for all the readers in our classrooms; the strongest and the weakest, the motivated and the indifferent, the million-word kids and the thousand-word kids.” (Rog, *Guiding Readers*, 2012)

**The Role of the Teacher is:**
- To utilize data from running record assessments such as the Fountas and Pinnell Benchmark Assessment and on-going formative assessments to determine student strengths, challenges and the implications for instruction
- To group students into guided groups by level and needs
- To provide opportunities for students to read at their instructional level
- To select instructional level text for students to read and discuss in a range of genres (literary and informational 50/50)
- To read the text ahead of time and strategically plan intentional lesson(s) around the book features based on the needs of the specific learners in the group
- To support the development of students' vocabularies by selecting materials that expand their knowledge of words and promote language development
- To make specific teaching points before and after reading of text aligned to standards and effective literacy behaviors (foundational skills, reading, writing, language etc.)
- To model strategies and provide practice for identifying unknown words
- To demonstrate and model strategies to use when comprehension breaks down
- To observe reading behaviors and provide prompts as needed
- To foster the reciprocity of reading and writing through intentional extended writing activities

**The Role of the Students is:**
- To identify an increasing number of words by sight
- To use a variety of reading strategies to read unfamiliar words
- To use comprehension strategies (e.g., rereading, predicting/inferring, questioning, etc.) to understand text and when meaning breaks down
- To participate in group discussions
- To write about the text

**The Administrator will see:**
- Teacher setting high expectations for all students
- Teacher utilizing knowledge of specific students to implement lesson plan and scaffold instruction
- Teacher evaluating student reading behaviors on the spot and adjusting instruction as needed
- Teacher providing opportunities for students to share and collaborate
- Students strategically reading unknown words by using a variety of reading strategies
- Students monitoring for meaning and demonstrating comprehension
- Students writing about what they read

**Home/School Connection:**
- Once introduced, students should practice reading their guided reading books to family members

**Resources:**
*Burkins & Croft, Preventing Misguided Reading, 2010*
*Fountas & Pinnell, Guided Reading: Good First Teaching for all Children, 1996*
*Fountas & Pinnell, The Continuum of Literacy Learning, 2011*
*Rog, Guiding Readers, 2012*
*Serravallo, Teaching Reading in Small Groups, 2010*
FYI: Knowing when to advance students to the next level involves a number of factors:

**Informal running records:** Ideally the use of informal running records (a warm read) with students using a small variety of guided reading books (at least 3) to see if they fall into the “independent” category is a perfect indicator to move students to the next level. A text read with 98-100% accuracy and excellent or satisfactory comprehension is considered independent. Too often we hold students back wanting to make sure they can read many books at one level (with the best of intent). Consider keeping students in their “zone of proximal development” through additional scaffolds if necessary rather than holding them back.

**Level characteristics:** Using the Leveled Literacy Continuum found in your F&P assessment kit, teachers can use the characteristics of each level and move students up as they are able to tackle the known characteristics. Keep in mind however that not all leveled books (for example “E”) are created equal. Students should be able to apply skills and strategies in a variety of texts at a single level. In combination with “time,” attending to a student’s ability to master specific characteristics of a level before moving forward makes sense.

**Time:** Our Title/Lap Program recommends to interventionists that through Level L students should be moving up 1 level approximately every 10 lessons and at Level M+ every 30 lessons. Of course if students are ready to move sooner don’t wait!

**Upping the level:** Finally, there is a lot of conversation out there about spending more time with struggling readers scaffolding frustrational level “stretch” texts with the implementation of CCSS. Fisher and Frey suggest that at the primary grades it makes sense to continue using mainly leveled texts while at the intermediate grades adding more grade level complex texts into the small group work. Of course this requires lots of scaffolding at first gradually releasing students to take on more and more application of skills along the way. Their research has found this to actually accelerate student reading growth.
Flexible Strategy Group

Definition: An alternative to the traditional guided reading group that is more fluid and flexible. Based on formative assessment, students are placed in groups (ideally of no more than 5 participants) based on targeted skill or strategy gaps for short term intensive instruction. Students may be reading at different reading levels but have the same targeted need. The lesson sequences align to the gradual release model with demonstration then guided instruction eventually leading to independent application. Students may read the same or different texts during the lessons with the outcome of applying the focused strategy. Groups can last as little as 3 days or as long as 3 weeks depending on need. Some students may need to stay longer than others.

Purpose: To differentiate reading instruction in a focused, intense manner in order to address specific skill or strategy gaps.

The Role of the Teacher is:
- To formatively assess students strategic reading behaviors as well as ability to decode, comprehend, read fluently, and master standards on a continuous basis using formal (F&P) and informal (1:1 Conferring) tools
- To use evidence from assessments/observations to identify skill or strategy gaps and group students accordingly - the skill gaps should be very specific - note that not all students will be in a group at the same time
- To find the most appropriate resources to teach the skill/strategy through modeling and guided instruction
- To design a series of lessons using the gradual release of responsibility format
- To facilitate targeted instruction around the strategy - these groups are usually short in duration (5-10 minutes because they are so focused)
- To release students from the group as they acquire the new skill and form new groups as the need arises - strategy groups may be used in conjunction with other types of groupings

The Role of the Students is:
- To actively participate in their strategy group
- To practice the focus strategy in their own independent reading

The Administrator will see:
- Teacher facilitating the application of a specific skill or strategy with a small group of learners
- Teacher assessing the students ability to apply the strategy in an effective and efficient manner as appropriate to a text
- Students attending to the modeling and practicing the focus strategy
- Students engaged in the lesson

Home/School Connection:
- When students are in a strategy group it's important to share the focus skill/strategy with the family so that they can encourage and support their child as they read at home

Resources:
Boushey & Moser, The CAFÉ Book, 2009
Szymusiak, Sibberson & Koch, Beyond Leveled Books 2008
Topic or Genre Study Group

Definition: An alternative to traditional guided reading that addresses student motivation and engagement by creating groups based on student interest in a topic or genre. The students can be reading books at different levels but share their learning about the topic or characteristics about a genre. Groups can be as few as two people or as many as 5 and typically last a week to a month depending on the study.

Purpose: “We may spend weeks designing the perfect novel units, carefully selecting interesting texts and crafting meaningful activities, only to discover that our students merely plod through the book and our assignments. In addition, no one text or activity can possibly meet the needs of the diverse range of reading levels and interests found in the typical classroom…Numerous studies prove that wide reading improves children's comprehension, background knowledge, vocabulary, fluency, and writing (Krashen, 2004). Unfortunately, in many schools the poorest readers read the least, often as much as three times less than their peers (Allington, 2006).” – Miller, 2010

One way to encourage reading and engagement is to group students together who are interested in reading and learning about a specific topic or genre of their choice.

The Role of the Teacher is:
- To seek out and discover the interests of his/her students through methods such as surveys, interviews, and listening to what motivates and engages his/her students
- To look for trends in interests, pair students and find sources that match the readers and the topics that motivate them
- To design (or co-design with students) a plan for learning about a topic or genre and sharing their learning with each other. This may include a forum to share with others outside the group as well
- To create time and space for students to read, write, listen and speak about their topic/genre
- To intentionally plan for instruction/extend skills/review if needed so that students can more easily access the texts and communicate new learning

The Role of the Students is:
- To communicate interests and what motivates them to the teacher
- To partner with others that share the same interests
- To follow the plan designed by the teacher or co-designed by the group
- To read and apply strategies as applicable to learn new information from/about the text or topic

The Administrator will see:
- Teacher facilitating the group through a strategic plan
- Teacher instructing/coaching the students as needed often through 1:1 support
- Students engaged in the exploration of a topic or genre as evidenced by their enthusiastic reading, writing, and discussing of their discoveries about the topic/genre

Home/School Connection:
- Families are a perfect source to probe for interests. Teachers can partner with them to learn about what motivates their students
- When families know about topic studies they can often support their child by seeking out additional information sources on the web or local library

Resources:
Buhrow & Upczak Garcia- Ladybugs, Tornadoes, and Swirling Galaxies 2006
Miller, Becoming a Classroom of Readers, Ed Leadership March 2010
Reciprocal Teaching Group

Definition: Reciprocal Teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read. Reciprocal Teaching is also a great way to teach students how to determine important ideas from a text while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

Purpose: To improve reading comprehension by equipping students with strategies needed to monitor comprehension and construct meaning. It is designed to encourage students to think about their own thought process during reading. It helps students learn to be actively involved and monitor their comprehension as they read. It teaches students to ask questions during reading and helps make the text more comprehensible.

The Role of the Teacher is:
- To utilize data from formal and informal assessments to form reading groups (ideally 4 students)
- To select appropriate text for students to read or provide them an opportunity to select their own text based on interest or from a menu
- To model and explain the coordinated use of the four reading strategies: predicting, clarifying, questioning and summarizing often providing tools to assist implementation and discussion
- To provide opportunities for students to read the required text for their reading group
- To lead dialogues about text in small groups, repeatedly modeling the strategies
- To gradually release the responsibility of the group discussions
- To provide feedback as students take turns leading dialogues
- To move from group to group observing progress and providing assistance as needed

The Role of the Students is:
- To read the assigned text and come prepared for their discussion group
- To actively participate in the group discussion and assume one of the four roles
- To gradually take the responsibility of using the four reading comprehension strategies on their own and provide their own feedback
- To take turns leading dialogues using the four strategies in small groups with other students and give each other feedback on strategy use with teacher support as needed

The Administrator will see:
- Teacher setting high expectations for all students
- Teacher providing regular opportunities for students to read their assigned text
- Teacher observing group discussions and providing feedback
- Anchor charts or cards/tools describing the four comprehension strategies
- Students reading and getting prepared for their reading discussion groups
- Students working in groups and taking responsibility for their own learning by leading their own discussion using the four comprehension strategies within the reciprocal teaching framework

Home/School Connection
- Parents can take on one of the four roles using prompting cards to support a discussion about what the student has read

Resources:
Hoyt, Linda. Revisit, Reflect, Retell. 1998
Oczkus, Lori. Reciprocal Teaching at Work—Strategies for Improving Reading Comprehension. 2010
LITERATURE CIRCLES

Definition: “Literature Circles are small peer-led discussion groups whose members have chosen to read the same story, poem, article, or book. While reading each group assigned portion of the text (either in or out of class) members make notes to help them contribute to the upcoming discussion and everyone comes to the group with ideas to share. Each group follows a reading and meeting schedule, holding periodic discussions through the book.” (Daniels 2002)

“This is not unstructured talk time but, rather, focused discussion on characters and events, personal experiences that relate to the text, and observations of the writers craft. As children share their opinions and reflect on their reading experiences, their comprehension grows in sophisticated ways. Unlike traditional discussions, in which the teacher poses questions to get the students to think in a particular way, literature circles provide a context for children to ask their own questions and help each other answer them.” (Pollack Day & Spiegel 2012)

Purpose: In the world of Common Core one aspect of being college and career ready is to demonstrate independence. The Common Core authors describe independence as “students [who] can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and [who] can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood.” (CCSS pg. 7) In order to achieve this goal, teachers from elementary to high school have a responsibility to begin preparing students for this outcome. One way to do that is by using Literature Circles as a forum for independent text talk with scaffolding to support the process.

The Role of the Teacher is:

• To find high interest texts that match the readers in their class and to present book talks that engage the student’s interests
• To design routines and procedures that make for good discussions and teach and monitor student use
• To introduce and monitor structures for responding to literature and discussion stems to support oral language development
• To encourage students to extend and expand their ideas
• To serve as a participant (especially at the beginning) to model the sharing of opinions & ideas using evidence from the text
• To be “kid-watchers,” formatively assessing students’ reading comprehension and communication skills, and intervening if necessary to redirect

The Role of the Students is:

• To select a text in conjunction with the teacher
• To read the agreed upon amount of text and prepare for the discussion by organizing thoughts in advance
• To attend the group meeting at the designated time
• To use text based evidence to support their thinking
• To “share the air” following the “rules of conversation” utilizing discussion stems if applicable
• To serve as facilitator when designated

The Administrator will see:

• Students reading and preparing for group discussions
• Students engaged in deep discussion around text using text-based evidence to support their thinking
• Students following norms for effective discussion
• Teacher listening in on group discussions and participating if appropriate
• Teacher formatively assessing comprehension and communication skills

Home/School Connection:

• Families can support students by ensuring they have time and space to read and prepare for discussions if necessary

Resources:
Daniels, Literature Circles: Voice and Choice in Book Clubs and Reading Groups, 2002
Fountas and Pinnell, Guiding Readers and Writers Grades 3-6, 2001
Pollack Day, Spiegel, McLellan & Brown, Moving Forward with Literature Circles, 2012
Peer Partnerships

Definition: Students are paired with their classmates to engage in meaningful reading and writing partnerships. All readers are given strategies/tools to help them support their peers as they help their partner apply methods to address challenges in reading and writing and make meaning of text. The partners meet regularly to either write or read together or discuss a common text that they have both chosen to read. Reading partners each have their own copy of the agreed upon book, and they set-up times to meet and read and/or discuss the text throughout their reading. Writing partners set aside time to read each other’s writing and give feedback or actually create text jointly.

Purpose: “Lev Vygotsky, a Russian teacher and psychologist, stated over 50 years ago that we learn through our interactions and communications with others. Vygotsky examined how our social environments influence the learning process. He suggested that learning takes place through the interactions students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner’s ability to interact with each other through discussion, collaboration, and feedback. Moreover, Vygotsky argues that culture is the primary determining factor for knowledge construction. (1962)” - (Adapted from Neff, Learning Theories Website) Lev Vygotsky’s work provided a springboard for other researchers to examine the benefits of learning partnerships that continues to hold true today.

The Role of the Teacher is:
• To model and present step by step skills partners will need to work together in productive and supportive ways (Choosing a partner/a spot/a topic or text, noise level, how to assist, sharing the work/task, etc.)
• To provide on-going support for students to learn how to listen carefully to their peers, offer assistance, share materials, and share responsibility for the work or task
• To give time and space to practice the explicit skills taught and then actually implement prolifically

The Role of the Students is:
• To reflect on their reading and writing interests and strengths
• To choose a “just right/good fit” book to read with a partner (Reading partners)
• To choose a topic and design a “prewrite together” (Writing partners)
• To adhere to a teacher or co-developed plan on when to meet in the class and what the time will look/sound like
• To use routines/rules/tools to work productively and supportively with their partner

The Administrator will see:
• Teacher explicitly teaching students how to work with their partner
• Charts that remind students about what productive partnering looks/sounds like
• Teacher coaching students and giving them feedback to support their work
• Students reading, writing, listening and speaking to one another in an engaging, respectful, productive manner such as asking open-ended questions, prompting to assist at challenging points, offering feedback for editing and refinement, co-creating text, etc.)
• Evidence that students are learning from one another and benefiting from the partnership (new learning evidenced by high quality spoken and written communication)

Home/School Connection:
• Families can read and write together with their student to practice the “give and take” nature of partnerships

Resources:
Boushey & Moser- The Daily 5, 2006
Miller -Reading with Meaning, Teaching Comprehension in the Primary Grade, 2002
Neff, Learning Theories Website http://jan.ucc.nau.edu/lsn/educator/edtech/learningtheorieswebsite/vygotsky.htm
Newingham, Reading Partnerships http://www.scholastic.com/teachers/lesson-plan/reading-partnerships
Letter/Sound/Word Study

Definition: Instruction used by the teacher to introduce, teach, and provide students with opportunities to practice using their knowledge of phonemic awareness, letter recognition, letter-sound relationships, phonics, spelling patterns, and vocabulary. “Such information enables the teachers to design instructional experiences that build systematically on what students know.” (Ganske, Word Journeys, 2000.)

Purpose: To help students’ achieve the automatic word recognition necessary for fluency and proficient comprehension. “The purpose of word study is twofold. First students develop a general knowledge of English spelling…Second, word study increases specific knowledge of words---the spelling and meaning of individual words.” (Bear; Invernizzi; Templeton; & Johnston. Words Their Way; Fourth Edition, 2008)

The Role of the Teacher is:
- To see that all students develop phonemic awareness
- To teach letters, sounds, spelling patterns and decoding in a systematic progression (see chart on page 79)
- To monitor students’ progress consistently and to provide early intervention for students whose demonstrated weaknesses are limiting their progress and placing them at risk of failing to learn to read or write
- To provide opportunities for students to use phonetic spelling as conventional spelling develops
- To provide opportunities for students to read independent and instructional level texts to facilitate the fluency required for comprehension
- To use activities such as word walls, word sorts, and making words to promote students’ word recognition, decoding, and spelling

The Role of the Student is:
- To use knowledge of sounds and letters to decode, read and spell words
- To use the spelling patterns of known words to decode, read and spell new words

The Administrator will see:
- Whole-group or small-group explicit instruction in working with letters and words
- Students using the word wall and other class resources (charts etc.)
- Evidence of word banks or student dictionaries
- Students writing daily at their developmental level
- Students practicing word work activities such as word sorts, word games, and making words with magnetic letters and other devices and materials

Home/School Connection:
- To listen to their children read familiar and easy text
- To play word games with their children
- To encourage their children to use phonetic and conventional writing
- To talk regularly with the teacher about their children’s progress

Resources:
CCSS Appendix A pages 17-22
Cunningham, Patricia, Phonics They Use, Third Edition, 2000
Ganske, Word Journeys, 2000
National Reading Panel, Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000
**Independent Reading**

**Definition:** Students read individually from a variety of materials and genres at their independent or instructional reading level. The books are primarily self chosen using a previously taught method to determine “just right” or “good-fit” books. Books are kept in individual book boxes or bags and a system is used to monitor and replace books at appropriate times. “Primarily, the learners are using what they have already learned and practiced to problem solve successfully on their own.” (Routman, Reading Essentials, 2003)

**Purpose:** “Students who have in-school independent reading time in addition to regular reading instruction do significantly better on measures of reading achievement than peers who have not had reading time. Reading time was especially beneficial for students at earlier stages of reading development: students in lower grades, those experiencing difficulties in learning to read, and students learning English as a second language.” (Lewis & Samuels, 2005) Richard Allington writes, “Replacing whatever went on in classrooms with added reading time was just as effective as, or more effective than, traditional instruction in enhancing reading comprehension.” (2000)

**The Role of the Teacher is:**
- To provide students daily opportunities and spaces for independent reading practice
- To match texts to students’ abilities and support students in choosing their own texts
- To provide individual book boxes or bags for each student
- To monitor students’ choices of materials for independent reading
- To foster a literate climate that encourages students to read widely and engage in analytic evaluation and reflective thinking about texts

**The Role of the Student is:**
- To use reading for various purposes
- To enjoy reading
- To practice reading strategies and fluent reading in different genres
- To be meta-cognitive, analyze, reflect and discuss texts and to make critical connections between texts

**The Administrator will see:**
- A print-rich environment with an ample classroom library organized for easy access with texts that are appropriate levels for students to read independently. The goals is to have 50% literary and 50% informational text
- Teacher providing time daily for students to read self-selected books
- Teacher encouraging students to solve their own problems and to take ownership of their own learning
- Students reading independently with fluency and accuracy
- Students reading for different purposes

**Home/School Connection:**
- To build their children’s love of literature in all of its forms
- To visit libraries and/or bookstores regularly
- To discuss with the teacher what their child’s strengths and challenges as a reader are
- To engage their children in activities that require reading for many purposes
- To support with reading materials their children’s interests or hobbies

**Resources:**
- Lewis & Samuels, Read More, Read Better? A Meta-analysis of the Literature on the Relationship Between Exposure to Reading and Reading Achievement, 2005
- Routman, Reading Essentials, 2003
Evidence Based Written Responses

**Definition:** The Common Core requires students to communicate their thinking about the complex texts they hear and read through speaking and writing experiences. Students analyze language, synthesize ideas and details, trace symbolism, understand the implications of text structure, compare themes across multiple texts, and develop their thinking through information and argument writing. Even our youngest readers and writers can reflect on text and use evidence to support their thinking through pictures, words and dictation. While responding in writing to text is nothing new in education in the Common Core students’ responses are tied closely to the text itself and evidence from the text is required to support claims.

**Purpose:** “Writing practices complement reading practices and should always be used in conjunction, with each type of practice supporting and strengthening the other.” A Meta-analysis done by the Carnegie Corporation in 2010 found “that students’ reading abilities are improved by writing about texts they have read; by receiving explicit instruction in spelling, in writing sentences, in writing paragraphs, in text structure, and in the basic processes of composition; and by increasing how much and how frequently they write. Evidence shows that these writing activities improved students’ comprehension of text over and above the improvements gained from traditional reading activities such as reading text, reading and rereading text, reading and discussing text, and receiving explicit reading instruction. The empirical evidence that the writing practices described in this report strengthen reading skills provides additional support for the notion that writing should be taught and emphasized as an integral part of the school curriculum.” - (Graham & Hebert, 2010)

**The Role of the Teacher is:**
- To explicitly model and teach students how to use evidence from the text to support their thinking
- To require students write about their reading frequently and/or consistently in conjunction with whole group, small group, and individual reading experiences (at least once a week)
- To provide or require students to have readers notebooks that capture their development of ideas
- To monitor, assess, and provide feedback on written responses to reading using rubrics and anchor papers that have been shared with the class
- To collaborate with grade level peers on written response expectations

**The Role of the Student is:**
- To read thoughtfully and capture developing ideas in their readers notebook
- To understand the expectations of their written responses and how it will be used to evaluate their comprehension and ability to meet priority standards
- To write about the texts they read using evidence to support their claims as required by the teacher
- To reflect on their written responses, evaluate their strengths and challenges, and set growth goals

**The Administrator will see:**
- Teacher modeling and teaching expectations for high quality text-based written responses
- Rubrics and anchor papers available for students to access and self evaluate
- Students creating written responses to text at least once a week using evidence to support their claims

**Home/School Connection:**
- Families can talk with students about the texts they are reading and ask them to use evidence to support their thinking in preparation for written responses

**Resource:**
Angelillo, Writing About Reading, 2003
Graham & Hebert, Writing to Read: A Report from Carnegie Corporation of New York Evidence for How Writing Can Improve Reading, 2010
Listening to Reading

**Definition:** Children take great pleasure in listening to texts being read to them, and there are some terrific books on audio files and CDs available on-line and at most public libraries. A copy of the text is required as students follow along as the narrator reads either by themselves on a device or at a listening center. Listening to reading enriches your students’ multi-sensory experiences with books and can expose students to a wide variety of genres, content and vocabulary. Hearing a book read…helps students see how the words on the page can come alive in a fluid, expressive way and allows them to focus on the sounds of words read without interruption. Beyond their sheer enjoyment of audio books, children also develop a sense of text structure and understanding of language. Audio books help them to grasp the rich and various ways in which language distills and conveys meaning. - (Adapted from The Literacy Benefits of Listening, 2013)

**Purpose:** Oral language development precedes and is the foundation for written language development…Children’s oral language competence is strongly predictive of their facility in learning to read and write…. Sticht and James found evidence strongly suggesting that children’s listening comprehension outpaces reading comprehension until the middle school years (1984)…The research strongly suggests that the English language arts classroom should explicitly address the link between oral and written language, exploiting the influence of oral language on a child’s later ability to read by allocating instructional time to building a child’s listening skills. – (Appendix A CCSS)

**The Role of the Teacher is:**
- To access audio books and their accompanying hard copy
- To set up a venue for listening to books using devices or a listening center
- To set up and communicate expectations for who, when, and where children can listen to books
- To model and allow students to practice the procedures for “listening to reading”
- To monitor student use and benefits of listening to reading

**The Role of the Student is:**
- To follow the procedures set up by the teacher
- To listen attentively and enjoy the books read to them
- To make meaning of the words they hear and document their comprehension/thinking if required

**The Administrator Will See:**
- Specific areas or devices identified for students to “listen to reading”
- Teacher communicating/modeling procedures and expectations
- A chart or directions detailing expectations as a review
- Students listening attentively at the designated area
- Students possibly doing follow-up activities to demonstrate their comprehension such as an entry in their reading notebook

**Home/School Connection:**
- Encourage family members to read aloud daily with their children and discuss books
- Inform families on where and how they can access audio books for their children

**Resource:**
One on One Conferring

Definition: Conferring involves teachers initiating conversations with individual students. These conversations provide the most useful opportunities for formative assessment of students’ reading and/or writing - assessment for teaching and learning. They allow teachers to gather information about their students’ reading and writing habits, interests, processes and strategies. Conferring provides the opportunity to make instructional decisions that match the individual reader/writer and to choose methods that grow and change with the student.

“Conferring is......sitting beside them, shoulder to shoulder. We’re digging deeper now, working hard to individualize our instruction and support children as they apply what we’ve taught them in large and small group settings.” - (Miller, 2009)

Purpose: One-on-one conferences enhance the relationship between teacher and student, giving the teacher a better understanding of what each student is capable of doing, and what each student needs to do to move toward independence. One-on-one conferences can improve self-esteem and aid in the development of a literate community (Calkins 1986). They also encourage daily interaction and create specific time for a student and teacher to talk.

The Role of the Teacher is:
- To provide daily opportunities to confer with students
- To establish classroom procedures and expectations for independent work time so conferring can happen without interruptions
- To highlight what worked, identify areas that could improve and offer suggestions for change
- To collect formative/anecdotal data about a student’s learning
- To listen and provide feedback to the reader or writer that will help improve their future reading and writing

The Role of the Student is:
- To come to the conference prepared (book, reader’s response journal, writing journal, writing project, etc)
- To follow the classroom expectations during the time set aside for conferring
- To actively participate in the conference by sharing their work, thinking and understanding
- To establish a goal(s) to move their skills/understanding forward

The Administrator will see:
- Teachers providing regular and consistent times for one on one conferences
- Teachers and students sitting side by side having a conversation about the student’s work and learning
- Teachers providing feedback, individualized instructional support and goal setting
- Teachers taking formative assessments/anecdotal notes as a child reads or shares their writing/work

Home/School Connection
- Share with families their child’s strengths and goals
- Parents can support their child meet their individual academic goals

Resource:
Allen, Conferring: The Keystone of Reader’s Workshop, 2009
Anderson, How’s it going? A practical guide to conferring with students, 2000
Johnson, One Child at a Time, 2006
Miller, Reading With Meaning, 2002
Serravallo & Goldberg, Conferring with Readers, 2007
**Demonstration/Modeled Writing**

**Definition:** The teacher demonstrates the act of writing by thinking aloud as he/she composes a text in front of students. “The teacher or expert shows precisely ‘how to do it’ by initiating, modeling, explaining, thinking aloud, and writing aloud. … The teacher also demonstrates the satisfaction she takes in writing.” (Routman, *Writing Essentials*, 2005)

**Purpose:** To allow students to hear the thinking that accompanies the process of writing, including topic choice, how to start the piece, looking for a better word, revising, and editing. “Students observe the teacher planning, drafting, making choices, rereading, evaluating, revising, editing, and monitoring. They may be invited to participate in a limited way, but there is no pressure to perform.” (Routman, *Writing Essentials*, 2005)

**The Role of the Teacher is:**
- To use explicit language and actions to model critical writing-process concepts
- To think aloud about actions and choices in writing
- To show students the meta-cognitive strategies involved in reading and writing
- To use modeled writing as a mini-lesson to introduce the process of writing in a particular genre
- To demonstrate the importance of composing a meaningful, coherent message for a particular audience and a specific purpose
- To demonstrate the correct use of print conventions (print directionality, capitalization, punctuation, conventional grammar)
- To demonstrate spelling strategies and connect word study to phonics lessons
- To demonstrate rereading as a process to help students to remember what they are writing about
- To show how to use graphic organizers
- To model writing using a prompt

**The Role of the Student is:**
- To listen and watch
- To use strategies that have been modeled by the teacher

**The Administrator will see:**
- Teacher modeling, explaining, thinking aloud about the writing process
- Whole-group and small-group instruction
- Use of chart paper or technology
- A focused lesson usually no longer than 30 minutes
- Students reading (chorally, pairs, and possibly individually) what the teacher writes

**Home/School Connection:**
- To model their own writing through functional genres (e.g., letters (formal/friendly), grocery lists, notes)
- To encourage and support their children by providing materials and opportunities for writing

**Resources:**
- Graves & Kittle, *Inside Writing: How to Teach the Details of Craft*, 2005
- Fletcher & Portalupi, *Writing Workshop*, 2001
- Ray, *In Pictures and In Words*, 2010
- Routman, *Writing Essentials*, 2005
Shared Writing

Definition: An activity—either whole-class or small-group—in which the teacher and students share the composing process. The key is the composition. By recording what he/she and the class want to say, the teacher reinforces concepts of print. “The teacher is still in charge (and holds the pen), but now the children collaborate on the writing a much as they are able. Scaffolded conversations---as a class, in a small group, with a partner---are integral to the composing process.” (Routman, Writing Essentials, 2005)

Purpose: To help students learn about the writing process through structured conversations during the sharing session. The focus is on the content of the message. The content can be a daily message, response to literature, lists, and so forth. “Shared writing experiences make it possible to write challenging text that no single child could write independently; they raise expectations for what’s possible.” (Routman, Writing Essentials, 2005)

The Role of the Teacher is:
- To introduce the lesson/topic by modeling how to begin writing
- To plan text and to help students generate ideas for writing
- To record students’ ideas
- To compose text with students
- To reinforce print conventions (print directionality, capitalization, punctuation, conventional grammar)
- To utilize composed text as a model, example, or reference for student writing and discussion

The Role of the Student is:
- To provide ideas for the writing
- To contribute to class/group composition
- To read and reread the composition with the teacher

The Administrators will see:
- Teacher working with students in whole-class or small-group settings
- Teacher modeling what he/she is doing as he/she records what the group wants to say
- Students contributing ideas to the writing
- Students discussing correct use of print directionality, capitalization, punctuation, conventional grammar
- Students reading/rereading the composition with the teacher

Home/School Connection:
- To encourage their children to write for a variety of purposes, (e.g., lists, letters, invitations, diaries, stories, poems, and plans for a trip).

Resources:
Routman, Writing Essentials, 2005
Shared Writing from Read Write Think website, http://www.readwritethink.org/professional-development.strategy-guides/shared-writing-30686.html
Interactive Writing

**Definition:** Writing in which the teacher and students compose, with the teacher “sharing the pen” with students at strategic points. “A teaching context in which teacher and students cooperatively plan, compose, and write a group text; both teacher and students act as scribes (in turn).” (Fountas & Pinnell, *The Continuum of Literacy Learning*, 2011) Interactive writing is usually most appropriately used with primary students.

**Purpose:** To provide opportunities to plan and construct texts, models the connection among and between sounds, letters, and words, increases spelling knowledge, produces written language resources in the classroom.

**The Role of the Teacher is:**
- To introduce the lesson by modeling how to begin writing
- To plan the text and to help students generate ideas for writing
- To co-create text using students’ ideas collaboratively, reinforcing print conventions such as capitalization, punctuation, and print directionality
- To reinforce students’ phonemic awareness through writing
- To make connections of unknown to known words
- To ask students to participate in the writing at strategic points by asking individuals to contribute a letter, word, or a phrase
- To move students to independence by not doing what they can do for themselves

**The Role of the Student is:**
- To provide writing ideas
- To serve in an apprentice role
- To engage actively in writing the composition, contributing known letters and words
- To reinforce print conventions such as capitalization, punctuation, and print directionality
- To read and reread compositions with the teacher
- To confirm correct responses

**The Administrator will see:**
- Teacher working with whole groups and at times, small groups of students
- Teacher modeling and reinforcing what she/he is doing as she/he records or watches students record what the group wants to say
- Teacher encouraging students to write parts of the composition using his/her knowledge of students to strategically call on writers
- Teacher helping students to make connections between unknown and known words
- Students contributing ideas to the composition
- Students contributing to the composition by supplying known letters, words, and phrases

**Home/School Connection:**
- To encourage their children to experiment with writing
- To encourage their children’s curiosity about writing and to model the usefulness of writing by writing (e.g., letters, invitations, diaries, grocery lists, notes)
- To read with their children to expose them to a variety of writing genres

**Resources:**
- Swartz, Klein & Shook, *Interactive Writing and Interactive Editing*, 2001
Interactive Editing/Revision

Definition: A method of teaching effective writing in which teacher and students work together to edit and revise correct (what is called error-free text) that has been previously read and not text that might have errors (such as their own writing). Editing and revising from known material that is accurate provides an opportunity for students to understand how good writing is constructed in form, style, vocabulary, and other key elements, and how these understandings can be used or replicated in their own writing. Teachers and students manipulate known text to experiment with content and style. Interactive editing is most often used with intermediate students.- (Adapted from Swartz, Klein & Shook, 2001)

Purpose: To provide an effective way for teachers to model the thinking process that accompanies writing. Teachers can make a variety of teaching points in areas as diverse as grammar, phonics, spelling patterns, content, word choice, and the effective expression of ideas as the teacher and student co-create revised text.

The Role of the Teacher is:
• To choose a text based on instructional purpose
• To provide students access to a short piece of known text usually on a chart or projector
• To share with students the editing/revision goal- paraphrase, summarize, add to, replace sections of the text, change the purpose or audience, add literary devices, etc.)
• To co-plan based on the goal
• To edit or revise text using students’ ideas collaboratively- students often revise in their own notebook or with a partner using a copy of the text and then share
• To make connections to other mentor texts
• To ask students to participate in the writing at strategic points by asking individuals to contribute sections
• To move students to independence

The Role of the Student is:
• To provide writing ideas
• To serve in an apprentice role
• To engage actively in editing/revising the composition
• To read and reread compositions with the teacher

The Administrator will see:
• Teacher working with whole groups and at times, small groups of students
• Teaching setting a purpose for the lesson aligned to standards and effective writer’s craft
• Teacher modeling and reinforcing what she/he is doing as she/he records or watches students record what the group wants to say
• Teacher encouraging students to write parts of the composition using his/her knowledge of students to strategically call on writers
• Students contributing ideas to the composition
• Students contributing to the composition

Home/School Connection:
• To encourage their children to experiment with writing
• To encourage their children’s curiosity about writing and to model the usefulness of writing by writing (e.g., letters, invitations, diaries, grocery lists, notes)
• To read with their children to expose them to a variety of writing genres

Resources:
Swartz, Klein & Shook, Interactive Writing and Interactive Editing, 2001
**Immersion and Discovery**

**Definition:** The teacher selects multiple examples of a specific type of text that clearly display the characteristics of the genre or form. Students are immersed in exploring the exemplars then analyzing and identifying the key components that are characteristic of that genre/form. This can be done in a constructivist or more guided experience. Once students have a fairly solid understanding of the key characteristics of the genre or form non-examples can be provided allowing students to compare and contrast text types based on their new knowledge. Finally students apply their understanding as they find and submit their own examples that match the designated category and criteria. (Adapted from Kauth & Verhaar, 2002)

**Purpose:** It is difficult to make something if you don’t know what it’s supposed to look like when you are finished. The immersion and discovery process is done prior to effectively teaching students to write using a specific genre. The process builds an understanding or foundation that students can draw upon as they experiment with creating their own written piece of that same type of text. (Adapted from Kauth & Verhaar, 2002)

**The Role of the Teacher is:**
- To identify a text type (genre or form) aligned to grade level priority and supporting standards that you would like students to learn about and create
- To identify and collect multiple examples (minimum of 8) of the text type (genre or form) for students to read, listen to, analyze, evaluate and discuss. The teacher may choose 2-3 as focus texts
- To plan a process for students to interact with the texts and identify key characteristics - usually a series of lessons
- To plan a way to visually display the key characteristics for future reference - chart
- To co-create a checklist or rubric that students can later use based on the key characteristics

**The Role of the Student is:**
- To work collaboratively with peers in the immersion and discovery process
- To explore the examples and identify key components that are characteristics of all the texts in the set

**The Administrator will see:**
- Teacher facilitating a process for students to explore the text set and identification of key components
- Teacher monitoring student discovery phase supporting new learning and taking note of misconceptions
- Teacher and students co-creating a checklist or rubric
- Students collaborating with peers
- Students participating in the construction of key component list and using evidence to support their claims

**Home/School Connection:**
- Families can assist students in finding additional examples of texts that fit the designated category

**Resources:**
**Guided Writing**

**Definition:** In small groups or with partners the students select a topic or are given a topic by the teacher. They simultaneously go through the writing process either creating individual or one collective piece. The teacher acts as a guide or coach giving advice or asking thought provoking questions while formatively assessing and adjusting support as needed. A variation of this is to use formative assessment methods to identify students that have the same gaps or needs and provide a short term guided writing experience that addresses the skill gap or next step identified. The skill may be one that has already been taught in whole group lessons or may be one that a few students are ready for but not the whole class. This is similar to a strategy reading group.

**Purpose:** To provide focused writing instruction to a small group of students in order to lead them to independent writing.

**The Role of the Teacher is:**
- To observe and assess students’ writing
- To meet with individuals or small groups who have similar needs
- To prompt, coach, and guide students through the writing process
- To reinforce print conventions such as capitalization, punctuation, and print directionality
- To respond as a reader
- To ask opened-ended questions
- To extend students’ thinking in the process of composing
- To aid students in developing their voice
- To foster writing independence

**The Role of the Student is:**
- To make choices and decisions
- To write for a variety of purposes and audiences
- To write in a variety of genres
- To respond to peers and to receive peer responses to writing

**The Administrator will see:**
- Whole-group, small groups and individuals involved in writing facilitated by the teacher
- Teacher interacting with students and adjusting instruction as needed
- Teacher formatively assessing student work
- Students collaborating with peers
- Students trying on new writing techniques or strategies to improve writing

**Home/School Connection:**
- To encourage their children to experiment with writing
- To encourage their children to apply what they have learned about writing by writing (e.g., letters, invitations, diaries, grocery lists, notes)
- To read with their children to expose them to a variety of writing genres

**Resources:**
Cunningham, & Allington, *Classrooms That Work: They Can All Read and Write* (2nd ed.), 1999
Routman, *Writing Essentials*, 2005
Oczkus, *Guided Writing: Practical Lessons, Powerful Results*, 2007
Independent Writing

Definition: Teacher/students choose a particular form or genre and students utilize their newly acquired knowledge and skills to improve their craft and become lifelong writers. Students may practice writing numerous drafts prior to choosing one to take through the entire writing process to publication.

Purpose: To encourage students to experiment in all three writing types (narrative, informational, argumentative), choose their own topics, problem-solve, monitor, and explore the use of written language based on audience and purpose.

The Role of the Teacher is:
• To create opportunities for students to engage in authentic, purposeful writing
• To respond to the content of the students’ writing and give timely specific feedback
• To assist students with the revision and editing process
• To hold conferences with individual writers

The Role of the Student is:
• To write for their own purpose (e.g., to document what they have learned, express feelings)
• To select the topic and content for writing
• To write in various genres and forms (Sometimes based on teacher choice and sometimes student choice)
• To revise and edit writing
• To accept feedback from peers and the teacher

The Administrator will see:
• Students engaged in writing
• Teacher interacting with students
• Teacher creating enthusiasm for writing in a rich literacy environment
• Teacher creating authentic purposes for writing

Home/School Connection:
• To encourage writing for a variety of purposes and provide opportunities and materials for writing (e.g., lists, letters, invitations, diaries, stories, poems, or plans for a trip).

Resources:
Graves & Kittle, Inside Writing: How to Teach the Details of Craft, 2005
Fletcher & Portalupi, Writing Workshop, 2001
Ray, In Pictures and In Words, 2010
Routman, Writing Essentials, 2005
Guided Language Acquisition Design (GLAD)

**Definition:** Guided Language Acquisition Design is an instructional framework focused on language development through comprehensive, rigorous, research-based strategies used in a systematic progression of skills format. Content is delivered through highly engaging social studies and science units, designed through the lens of priority standards and the ELA common core. Elements of the Literacy Blueprint are integrated into the unit design including interactive writing, informational text processing, language development, academic vocabulary, and listening and speaking skills. Formative and summative assessments are an integral part of the GLAD framework. Teachers receive six days of comprehensive professional development and ongoing coaching/training, in order to effectively implement GLAD in their classrooms. GLAD units should not be an "add on" to the daily schedule but a way to integrate ELA and content that falls into the parameters of the Literacy Blueprint.

**Purpose:** Project GLAD® is a unique blend of academic language and literacy that combines the research from many fields and organizes the strategies and classroom practices into a process.

Project GLAD® supports a classroom environment that values the student, provides authentic opportunities for the use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity.

Project GLAD® supports standards based instruction through integrated approaches which include Project Based Learning, language immersion and language acquisition.

**The Role of the Teacher is:**
- To create opportunities for students to engage in authentic, integrated learning
- To assist students in high levels of academic language
- To allow students to negotiate for meaning as they acquire new skills
- To assess literacy, content, and language skills through a variety of assessments (observation, learning log, independent tasks, student-made tests, etc)

**The Role of the Student is:**
- To engage in academic discourse and internalize new knowledge
- To reflect on own learning, goals, and progress throughout a GLAD unit
- To develop lifelong reading and writing skills
- To work cooperatively and accept feedback from peers

**The Administrator will see:**
- Students engaged in literacy
- Teacher interacting with students
- Teacher creating enthusiasm for literacy in a language rich environment
- Teacher creating authentic purposes for literacy

**Home/School Connection:**
- Weekly home-school connections to connect classroom learning to authentic conversations at home.
- Review child's portfolio, literacy awards, and raffle charts at the end of the unit

**Resources:**
Department of Orange County [http://www.ocde.us/projectglad/Pages/default.aspx](http://www.ocde.us/projectglad/Pages/default.aspx)
Project GLAD [http://www.ntcprojectglad.com/](http://www.ntcprojectglad.com/)
Assessment in a Balanced Literacy Classroom
Alignment to 5-D Framework: Assessment for Student Learning

Definition:
According to McTighe and O’Conner in their November 2005 Educational Leadership article “Seven Practices for Effective Learning,” classroom assessments fall into three categories, each serving a different purpose:

• **Summative assessments** summarize what students have learned at the conclusion of an instructional segment. These assessments tend to be evaluative, and teachers typically encapsulate and report assessment results as a score or a grade.

• **Diagnostic assessments**—sometimes known as *pre*-assessments—typically precede instruction. Teachers use them to check students’ prior knowledge and skill levels, identify student misconceptions, profile learners’ interests, and reveal learning-style preferences. Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction.

• **Formative assessments** occur concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning.

**Purpose:** To support the identification of a student’s strengths as well as to determine what teaching needs to occur next and shows how students are changing over time. Serves as a foundation for communicating with students and parents by providing evidence and examples that will help them understand how they/their children are developing as readers and writers.

10 Understandings about Classroom Assessment
by Carol Ann Tomlinson


**Informative Assessment...**
1. Isn’t just about tests: When one form of assessment was ineffective for a student, it did not necessarily indicate a lack of student success but could, in fact, represent a poor fit between the student and the method through which I was trying to make the student communicate.


3. Isn’t always formal: Informative assessment could occur any time I went in search of information about a student. In fact, it could occur when I was not actively searching but was merely conscious of what was happening around me.

4. Isn’t separate from the curriculum: if I wanted to teach for success, my assessments had to be absolutely aligned with the knowledge, understanding, and skill I’d designated as essential learning outcomes.

5. Isn’t about “after” - I came to understand that assessments that came at the end of a unit—although important manifestations of student knowledge, understanding, and skill—were less useful to me as a teacher than were assessments that occurred during a unit of study. By the time I gave and graded a final assessment, we were already moving on to a new topic or unit. There was only a limited amount I could do at that stage with information that revealed to me that some students fell short of mastering essential outcomes—or that others...
had likely been bored senseless by instruction that focused on outcomes they had mastered long before the unit had begun. When I studied student work in the course of a unit, however, I could do many things to support or extend student learning.

6. Isn’t an end in itself - The greatest power of assessment information lies in its capacity to help me see how to be a better teacher. If I know what students are and are not grasping at a given moment in a sequence of study, I know how to plan our time better. I know when to reteach, when to move ahead, and when to explain or demonstrate something in another way. Informative assessment is not an end in itself, but the beginning of better instruction.

7. Isn’t separate from instruction - Informative assessment always demonstrated to me that my students’ knowledge, understanding, and skill were emerging along different time continuums and at different depths. It became excruciatingly clear that my brilliant teaching was not equally brilliant for everyone in my classes. In other words, informative assessment helped me solidify a need for differentiation.

8. Isn’t just about student readiness - I [became] aware of the potential role of assessment in determining what students cared about and how they learned. When I could attach what I was teaching to what students cared about, they learned more readily and more durably. When I could give them options about how to learn and express what they knew, learning improved. I realized I could pursue insights about student interests and preferred modes of learning, just as I had about their readiness needs.

9. Isn’t just about finding weaknesses - When I saw “positive space” in students and reflected that to them, the results were stunningly different from when I reported on their “negative space.” It gave students something to build on—a sense of possibility. I began to spend at least as much time gathering assessment information on what students could do as on what they couldn’t. That, in turn, helped me develop a conviction that each student in my classes brought strengths to our work and that it was my job to bring those strengths to the surface so that all of us could benefit.

10. Isn’t just for the teacher - The best teaching is never so much about me as about us. I began to see my students as full partners in their success… When students clearly understood our learning objectives, knew precisely what success would look like, understood how each assignment contributed to their success, could articulate the role of assessment in ensuring their success, and understood that their work correlated with their needs, they developed a sense of self-efficacy that was powerful in their lives as learners.

**The Role of the Teacher is:**
- To assess students using district tools in the testing windows and submit results as appropriate- (See Benchmark Sheet and Testing Calendar)
- To use a variety of on-going informative assessment tools and to understand the purpose of each tool- Use multiple measures that are diagnostic, formative, and summative
- To use diagnostic and frequent formative assessments to guide instructional decisions
- To provide timely, specific feedback to students
- To provide students and parents with assessment results detailing strengths and challenges

**The Role of the Student is:**
- To participate in each assessment, providing the teacher with data about what she/he knows and is able to do, as well as identifying areas of focus for future teaching
- To use assessment results to set goals

**The Administrator will see:**
- Teacher using multiple measures to assess what students know, understand, and are able to do
- Teacher collecting and analyzing data to inform instruction
- Evidence that the teacher shares assessment information with students and parents
- Students using assessment results to “own learning” and set goals
Home/School Connection:
• To be informed about their children’s reading and writing progress at various times throughout the school year
• To support their children’s progress by promoting and encouraging more reading and writing opportunities outside the school day
• To communicate observations and concerns to their children’s teachers

District Assessments for Balance Literacy Instruction:

STAR Reading: Grades 3-5 during 3 testing windows (Fall, Winter, Spring)

The Star Reading Assessment was chosen by a team of district staff including teachers, administrators and district personnel as a “Tier I Screener”. Screening involves brief assessments (in this case computer adapted) that are valid, reliable, and evidence-based. They are conducted with all students to identify those who are possibly “at risk” of academic failure in reading and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach. STAR Reading provides data that is part of a body of evidence about student performance. If a student does not meet the designated benchmark for that testing period further testing is required to verify concern, identify strengths and gaps, and inform further action. The Fountas and Pinnell Benchmark Assessment which provides diagnostic information has been chosen for that purpose. In addition, STAR Reading can monitor whether or not each student is growing at an acceptable rate based on their national peer group.

Fountas and Pinnell Benchmark Assessment System (F&P): K-5 during 3 testing windows (Fall, Winter, Spring)

The F&P Running/Reading Record Assessment is done individually and is used to monitor reading growth three times each year with a series of texts to identify a student’s current reading level and progress along a gradient of text levels over time. The identified levels include information on accuracy, fluency, and detailed comprehension scores.

At kindergarten, first, and second grades students are only administered the F&P as the formal district measure. It serves as both a screener and diagnostic tool at Tier I. In addition, kindergarten and first graders are given separate assessments which measure foundational reading skills such as letter identification, phonemic awareness, phonics, and sight word recognition. (See specific assessments on Benchmark Sheet)

At grades three through five students who do not meet the benchmark on the STAR must be assessed using the F&P to verify that the student is reading below grade level, discover strengths to build upon and identify gaps to inform instructional decisions.

It is the belief of Federal Way School District that when an assessment is given, whether it is a classroom-based informal measure or a more formal district assessment it is imperative that teachers take the time to analyze it and use the knowledge gained to create an instructional design that attends, and adjusts if necessary, to the needs of each student.

Resources:
Critchley-Charlton, Informal Assessment Strategies, 2005
Fisher & Frey, Checking for Understanding, 2007
McTighe & O’Conner, “Seven Practices for Effective Learning,” EL November 2005
Supporting Specific Groups of Students
Alignment to 5-D Framework: All areas

The following provides a snapshot into how the classroom teacher can support the literacy development in general of a highlighted group of students. For more support and guidelines please see the specific Federal Way Public Schools department staff that oversees the educational program that aligns with each designated group of students as well as the specialists in your building.

**Early Learners**

While “Early Learning” in the public school system refers to students from Pre-K to third grade, literacy programs for preschool and kindergarten age children can and should look significantly different than for older students. In addition to the balanced literacy characteristics detailed in this document additional essential elements must be at the forefront of literacy instruction in high quality preschool and kindergarten classrooms.

1. **Development of the “whole child”** - Emerging evidence from neuroscience shows that early childhood is a critical period in the development of the brain “architecture” underlying cognitive, social, emotional, and health outcomes. (Knudsen et al., 2000) Infants and young children benefit from environments that provide sensitive, responsive care giving and a variety of language-rich learning opportunities that are tailored to individual capabilities and needs. Research on the malleability (plasticity) of cognitive and language abilities finds these skills to be highly responsive to environmental enrichment during the early childhood period. (Nelson & Sheridan, 2011) A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. (http://www.wholechildeducation.org/about)

2. **Literacy as a regular part of daily life** - Teachers need to intentionally plan for children to use print in real contexts across the day. For example, students “sign in” next to their name each morning, they use a class name chart to learn about the match between print and sounds and as a reference when writing things like letters to their 5th grade buddy readers and pictures and labels that are hung at eye level help children make decisions about lunch and snacks and what they will do during independent work time.

3. **Playful Classrooms with Focused Learning** - “Preschool and kindergarten students learn best when they are interested and engaged in tasks. When teachers guide learning with rich, experiential activities and children explore the world through play with the active presence of their teacher learning outcomes are strengthened. The power of play as the engine of learning in early childhood and as a vital force for young children’s physical, social, and emotional development is beyond question. Children in play-based kindergartens have a double advantage over those who are denied play: they end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people.” (Crisis in the Kindergarten: Why Children Need to Play in School by Edward Miller and Joan Almon, 2009)
English Language Learners

“The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs).

However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. [However], the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the U.S. in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.” (CCSS-Application of CCSS on ELLs)

ELLs’ ability to access the CCSS and achieve on the CCSS-based assessments (and ELP/ELD assessments) is predicated on their ability to acquire academic language. Learning Academic English requires instructional support from teachers who are well prepared to provide necessary guidance: Classroom teachers need to know what Academic English is and how to make it accessible to our ELL students. By engaging their students in discussions of the materials they read, calling their attention to the way language is used to convey meaning, guiding them in unpacking the meaning from parts of the text, and by relating words, phrases, clauses, and so on to its overall meaning, , classroom teachers will create many opportunities to acquire language and content simultaneously. (Lily Wong, 2010) These teachers also need to know how to differentiate assessment products for our ELL students as there are multiple pathways to show competency.

Active ELLS in Federal Way receive language acquisition support from ELL specialists and trained paraeducators. These support staff collaborate with classroom teachers to pre-teach, re-teach and co-teach language objectives within the content areas. Instruction is differentiated responsively and scaffolded to allow our ELLs access to the rich content provided by the classroom teachers. Beginner and intermediate ELLs are often pulled into a small group either in a separate space or within the classroom in order to provide a safe place for oral practice of the content objectives and skills taught across the curriculum. For advanced and transitioned students, ELL specialists provide instructional support within the classroom through consultation, co-planning and co-teaching as they support language development for all levels.

Many FWPS teachers and schools have been or are being trained in Project GLAD, as a pathway to language proficiency for all students. Guided Language Acquisition Design is an instructional framework focused on language development through comprehensive, rigorous, research-based strategies used in a systematic progression of skills format. Content is delivered through highly engaging social studies and science units, designed through the lens of priority standards and the ELA common core. Elements of the Literacy Blueprint are integrated into the unit design including interactive writing, informational text processing, language development, academic vocabulary, and listening and speaking skills. Formative and summative assessments are an integral part of the GLAD framework. Teachers receive six days of comprehensive professional development and ongoing coaching/training, in order to effectively implement GLAD in their classrooms. GLAD units should not be an “add on” to the daily schedule but another way to integrate ELA and content that falls into the parameters of the Literacy Blueprint.
### Language Acquisition Descriptors

#### BEGINNERS

**Beginning Key Strategy:** Listening! Listening! Listening! Books on tape, read-alouds, buddy reading. Beginning vocabulary is best understood and learned when taught thematically.

**REMEMBER:** While beginning English learners can communicate only in their primary language, they are very capable of higher-level thinking skills.

<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Primary language</td>
<td>• Nod and shake head to answer questions</td>
<td>• Vocabulary development: teach vocab. using physical movement and drawings</td>
</tr>
<tr>
<td>• Minimal comprehension of English</td>
<td>• Point to objects or print</td>
<td>• Demonstrate personal interest and caring for students</td>
</tr>
<tr>
<td>• Minimal verbal production in English</td>
<td>• Sort objects into categories</td>
<td>• Provide ample listening activities, including daily listening center with taped picture books</td>
</tr>
<tr>
<td>• One/two word responses</td>
<td>• Pantomime</td>
<td>• Read aloud predictable and patterned books</td>
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<td></td>
<td>• Draw pictures and label drawings and diagrams</td>
<td>• Have students label and manipulate pictures and objects</td>
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<td></td>
<td>• Gesture to show understanding</td>
<td>• Provide one-on-one time with students</td>
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<tr>
<td></td>
<td>• Match objects or pictures</td>
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<tr>
<td></td>
<td>• Give yes/no answers to simple questions</td>
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<tr>
<td></td>
<td>• Reproduce what they hear; repeat and recite</td>
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</tbody>
</table>

### INTERMEDIATE

**Intermediate Key Strategy:** At this level, oral communication skills are more highly developed. Using cooperative groups during instruction will help students develop their higher levels of thinking while increasing their vocabulary and comprehension.

**REMEMBER:** Very often at this level, students’ verbal communication skills are strong, but are not reliable indicators of their ability to comprehend academic material.

<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enough English proficiency to be understood</td>
<td>• All of what you can do at the beginning level plus:</td>
<td>• Vocabulary Development: provide explicit instruction for idiomatic expressions while continuing to help</td>
</tr>
<tr>
<td>• Ability to produce utterances with basic sentence structure (Subject + Verb + Object)</td>
<td>• Describe people, places and events</td>
<td>students acquire lots of vocabulary – including academic vocab.</td>
</tr>
<tr>
<td>• Ability to interact more with native speakers, but can make errors in speech</td>
<td>• Recall and state facts</td>
<td>• Begin to develop cognitive skills, especially reading and writing</td>
</tr>
<tr>
<td>• Good comprehension of contextualized information</td>
<td>• Define and explain some vocab.</td>
<td>• Include instruction in phonemic awareness, decoding, spelling and grammar</td>
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<tr>
<td></td>
<td>• Make some errors in speech</td>
<td>• Model, expand, restate and use standard English with students</td>
</tr>
<tr>
<td></td>
<td>• Read and retell from a variety of texts, with scaffolding from teacher</td>
<td>• Ask how and why open-ended questions, and help students respond in complete sentences</td>
</tr>
<tr>
<td></td>
<td>• Begin to identify main ideas and details</td>
<td>• Ask higher-level questions</td>
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<td></td>
<td></td>
<td>• Provide ample opportunities for partner talk and pair-share, and activities to develop higher levels of thinking</td>
</tr>
</tbody>
</table>

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**ADVANCED**

**Advanced Key Strategy:** Students have a strong conversational vocabulary but still need an emphasis on academic vocabulary; we need to provide opportunities for students to participate in cooperative learning groups and take on leadership roles.

**REMEMBER:** *Students at this level need a strong emphasis on structured writing and continued vocabulary development; they also need ongoing development of background knowledge and must be challenged academically.*

<table>
<thead>
<tr>
<th>What Students Have</th>
<th>What Students Can Do</th>
<th>What Teachers Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very good comprehension of information</td>
<td>• Comprehend and generate discussions and presentations in social as well as academic settings</td>
<td>• Allow students to lead group discussion</td>
</tr>
<tr>
<td>• Heightened proficiency to communicate well</td>
<td>• Demonstrate fluency with content topics</td>
<td>• Encourage independent use of reference materials and technology</td>
</tr>
<tr>
<td>• Expanded vocabulary to achieve academically</td>
<td>• Read and comprehend grade-level texts</td>
<td>• Provide explicit grammar instruction</td>
</tr>
<tr>
<td>• Near native speech fluency</td>
<td>• Respond to and use figurative language and idiomatic expressions appropriately</td>
<td>• Provide ample opportunities for student generated presentations</td>
</tr>
<tr>
<td></td>
<td>• Organize and generate written compositions based on purpose, audience and subject matter</td>
<td>• Provide a variety of realistic writing opportunities in a variety of genres</td>
</tr>
<tr>
<td></td>
<td>• Prepare and deliver presentations/reports across grade-level content areas that use a variety of sources; include purpose, point of view, introduction, coherent transitions and appropriate conclusions</td>
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<tr>
<td></td>
<td>• Initiate and negotiate social conversation</td>
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</tbody>
</table>
Students with IEPs

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Individuals with disabilities must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

State Laws that support student’s with Individual Education Program (IEP) and Accommodations:

- WAC 392-172A-09090 (f) Definition of Individual Education Program; “how the student’s disability affects the student’s involvement and progress in general education curriculum (the same curriculum as for nondisabled students) or to be involved in and make progress in the general education curriculum.”

- WAC 392-172A-03105 When IEPs must be in effect; states “the student’s IEP is accessible to each general education teacher, special education teacher, related services provider, and any other service provider, is responsible for its implementation of the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.”

Smarter Balanced Accessibility and Accommodations: Meeting the needs of All Students

Key Features of Smarter Balanced, includes tools that will improve accessibility for all students, while also supporting accommodations to meet the needs of students with disabilities and English language learners.

Three ways to support students with IEPs

<table>
<thead>
<tr>
<th>Recognition Learning</th>
<th>Strategic Learning</th>
<th>Affective Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “what of learning:” How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.</td>
<td>The “how” of learning: Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.</td>
<td>The “why” of learning: How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.</td>
</tr>
<tr>
<td>HOW TOs: Present information and content in different ways</td>
<td>HOW TOs: Differentiate the ways that students can express what they know.</td>
<td>HOW TOs: Stimulate interest and motivation for learning.</td>
</tr>
</tbody>
</table>
Reading Accommodations for students with IEPs

<table>
<thead>
<tr>
<th>Recognition Learning</th>
<th>Strategic Learning</th>
<th>Affective Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide multiple examples</td>
<td>Provide models</td>
<td>Offer Choice and Content &amp; Tools</td>
</tr>
<tr>
<td>• Enhanced directions</td>
<td>Provide Practice with Supports</td>
<td>• Color Contrast</td>
</tr>
<tr>
<td>• Use of visual examples</td>
<td>Provide Ongoing Feedback</td>
<td>• Color Overlays</td>
</tr>
<tr>
<td>• Use of verbal examples</td>
<td>Offer Multiple Tools for Skill Expression</td>
<td>• Magnification</td>
</tr>
<tr>
<td>• Use of experiential examples</td>
<td>• Scribe</td>
<td>• Speech to text</td>
</tr>
<tr>
<td>Highlight critical features</td>
<td>• ASL</td>
<td>• Text to speech</td>
</tr>
<tr>
<td>• Underlining</td>
<td>• Provide alternative method of demonstration of mastery</td>
<td>• Scribe</td>
</tr>
<tr>
<td>• Highlighter</td>
<td></td>
<td>• Close captioning</td>
</tr>
<tr>
<td>Provide multiple media and formats</td>
<td></td>
<td>• ASL (American Sign Language)</td>
</tr>
<tr>
<td>• Whiteboard/Interactive White board</td>
<td></td>
<td>• Braille</td>
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<tr>
<td>• Text to speech software</td>
<td></td>
<td>• Keyboard navigation</td>
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<tr>
<td>• Bookshare</td>
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<td>• Large Keyboards</td>
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<tr>
<td>Support background knowledge</td>
<td></td>
<td>• Sticky keys</td>
</tr>
<tr>
<td>• Read Aloud</td>
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<td>• Mouse keys</td>
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<tr>
<td>• Encourage student discussions</td>
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<td>• Filter keys</td>
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<td></td>
<td>• Adaptive mouse</td>
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<td>• Touch screen</td>
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<td></td>
<td></td>
<td>• Head wand</td>
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<td></td>
<td></td>
<td>• Braille</td>
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<td></td>
<td>• Increased size of text and visuals</td>
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<td></td>
<td>• Spell Check</td>
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<tr>
<td></td>
<td></td>
<td>• Increased white space</td>
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<td></td>
<td></td>
<td>• Simplified formats, including simplified visuals</td>
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<td></td>
<td></td>
<td>• Close captioning</td>
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<tr>
<td></td>
<td></td>
<td>• Print on demand</td>
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<td></td>
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<td>Provide Adjustable Levels of challenge</td>
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<td></td>
<td></td>
<td>Offer Choice of Rewards</td>
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<td>Offer Choice of Learning Context</td>
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<tr>
<td>Recognition Learning</td>
<td>Strategic Learning</td>
<td>Affective Learning</td>
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<tr>
<td><strong>Provide multiple examples</strong>&lt;br&gt;• Enhanced directions&lt;br&gt;• Use of visual examples&lt;br&gt;• Use of verbal examples&lt;br&gt;• Use of experiential examples&lt;br&gt;• Altered length of assignment to meet individual</td>
<td><strong>Provide Models</strong>&lt;br&gt;<strong>Provide Practice with Supports</strong>&lt;br&gt;• Graphic Organizers&lt;br&gt;• Progressive Scaffolding&lt;br&gt;• Chunking</td>
<td><strong>Offer Choice and Content &amp; Tools</strong>&lt;br&gt;• Color Contrast&lt;br&gt;• Color Overlays&lt;br&gt;• Magnification&lt;br&gt;• Speech to text&lt;br&gt;• Text to speech&lt;br&gt;• Scribe&lt;br&gt;• Close captioning&lt;br&gt;• ASL (American Sign Language)&lt;br&gt;• Braille&lt;br&gt;• Keyboard navigation&lt;br&gt;• Large Keyboards&lt;br&gt;• Sticky keys&lt;br&gt;• Mouse keys&lt;br&gt;• Filter keys&lt;br&gt;• Adaptive mouse&lt;br&gt;• Touch screen&lt;br&gt;• Head wand&lt;br&gt;• Braille&lt;br&gt;• Increased size of text and visuals&lt;br&gt;• Spell Check&lt;br&gt;• Increased white space&lt;br&gt;• Simplified formats, including simplified visuals&lt;br&gt;• Close captioning&lt;br&gt;• Print on demand</td>
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<td><strong>Highlight critical features</strong>&lt;br&gt;• Underlining&lt;br&gt;• Highlighter</td>
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<td></td>
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<tr>
<td><strong>Provide multiple media and formats</strong>&lt;br&gt;• Whiteboard/Interactive White board&lt;br&gt;• Speech to text</td>
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<tr>
<td><strong>Support background knowledge</strong>&lt;br&gt;• Encourage student discussions&lt;br&gt;• Use videos and other visuals for prior knowledge</td>
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</table>
"At Risk" Populations (Title I and LAP)

Shortly after the National Research Center (NRC) issued its report on the serious national problem of widespread reading difficulties (Snow et al., 1998), the National Reading Panel (NRP: 2000) conducted a comprehensive analysis of existing reading research that met high standards for quality. The NRP, like the NRC, concluded that reading instruction should address the domains of phonemic awareness, phonics, fluency, vocabulary, and comprehension. They also found that it was important for teachers to provide explicit instruction integrated with many opportunities to read and write meaningful connected text. They noted that effective reading teachers adapt their instruction, making changes designed to meet the needs of different students.

Meeting Each Student Where They Are At Through Differentiated Instruction

Meeting the needs of diverse readers is no small task. Teachers address various needs by providing **Differentiated Instruction** using the results of diagnostic assessments to help them identify students’ strengths and needs, forming small groups of students with similar needs, and then planning instruction to target those needs. **Differentiated Instruction** is not an instructional strategy or a teaching model. It is a way of thinking about teaching and learning. It is a process of approaching students of differing abilities in the same classroom, meeting each student where they are at, and assisting each student in the learning process. **Differentiated Instruction** benefits ALL students in the classroom and is VITAL for the struggling reader.

Culturally Responsive Systems

The disproportionate representation of culturally and linguistically diverse students in high-incidence special education programs (mental retardation, learning disabilities, and emotional disturbance) has been a concern for more than three decades (Klinger, Articles, et.al, 2005). Extensive research suggests many factors are at play in the disproportionate representation of minority students in special education including a teacher’s lack of knowledge about culturally and linguistically diverse children (Villegas & Lucas, 2002), and their propensity to label the behavior of these students’ as negative and inappropriate (Klingner, Articles, et.al. 2005). The same can be said for students receiving additional support in Title I and LAP. Klingner, Articles, et.al. recommend the creation of a “**culturally responsive education system** grounded in the belief that ALL culturally and linguistically diverse students can excel in school when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development and they are provided access to high quality teachers, programs, and resources.” (2005)

**Differentiated Instruction**

**Differentiated Instruction** speaks directly to these issues because it recognizes and expects that students are different and teaching needs to be adjusted to these differences. Advocates of **differentiated instruction** believe that whatever the issue or problem a student might face, with the right teaching approach all student can and will learn.

Typically, this means teachers implement reading instruction in **small groups and one on one as well as in whole class formats. One size does not fit all.**

**Effective teachers adapt their instruction for students who struggle.** Quality classroom instruction can be adapted for students who find it difficult to learn to read by:

1. **Teaching specific skills and strategies** that students need to learn, based on assessment data
2. **Making instruction more explicit and systematic**
3. **Increasing opportunities for practice**
4. **Providing appropriate text** at students’ instructional levels
5. **Monitoring** students’ mastery of key skills and strategies and **re-teaching** when necessary
The Importance of Leveled Texts

ALL students need access to age-appropriate, grade-appropriate reading materials but we also have to recognize that not all students are the same in their ability to read and understand texts. While “productive struggle” in “stretch texts” is one of the hallmarks of The Common Core, struggling readers also need access to texts that allow them to practice and perform like efficient and proficient readers in texts at their instructional and independent reading levels. The Fountas and Pinnell Assessment System is used to determine both initial reading level and then progress throughout the year using district benchmarks.

FWPS and RTI

Federal Way School District uses a 3-tiered model of support called Response to Intervention (RTI). Under the RTI model, the classroom teacher is responsible for providing high-quality core instruction to effectively reach the widest possible range of learners. Additionally, the teacher notes any struggling readers who need additional “differentiated” instructional or behavioral support and provides that support in the form or a Tier I (classroom) intervention plan. When students do not respond to classroom interventions based on multiple measures, steps should be taken to address these concerns including contacting parents to seek additional information, and collaborating with colleagues such as instructional coaches, intervention specialists, and grade level team mates. Higher levels of RTI support may be necessary to meet the student’s need however collaboration with all stakeholders is imperative to determine the best course of action. Once additional support is in place communication between all adults provides the consistency and cohesiveness necessary for student success.

Carolyn A. Denton, Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching, 2011
Metropolitan Center for Urban Education, Culturally Responsive Differentiated Instructional Strategies, 2008
Jim Wright, How RTI Works Series, 2011
Fountas and Pinnell, The Critical Role of Text Complexity in Teaching Children to Read, 2012
Fountas and Pinnell, When Readers Struggle, 2009

Students in Highly Capable Programs

Students identified for the HiCap (HCP) Program participate in experiential learning designed around the Common Core standards. Instruction is delivered through high-yield strategies that include the gradual release of responsibility model, project-based learning, shared inquiry, reader’s and writer’s workshop, higher level thinking skills, and complex text with close reading at instructional level. Once students have mastered ELA-CCSS at grade level, they are able to progress through standards at progressively more difficult levels. Proficiency is based on mastery and application of required skills demonstrated in formative and summative assessments. The HiCap Program offers ongoing opportunities for students to progress through advanced CCSS levels with rigorous pacing and high degrees of challenge. Innovative and complex instruction provides rigor for students responsive to their demonstrated abilities to master advanced content and skills. HCP teachers are required to use the district integrated HCP units which align to the elements of the Literacy Blueprint.
Implementation Guide

The purpose of this guide is to show how all the ELA district resources fit together to support your work

1. Internalize the Guiding Principles - They should provide the foundation for your instruction

2. Use the section for creating a supportive literacy environment to:
   - Design your physical (and social) environment
   - Design an initial plan for your literacy block

3. Curriculum map your ELA standards or use the district modules to create a nimble plan for unit design throughout the year
   - Be sure you have a firm understanding of the expectations of your standards- Use the KUDs on the e-binders to assist you.
   - Develop a clear understanding of how the CCSS standards work together - Significant shifts in instructional design may be required to meet the expectations of the Common Core.

4. Assess your students, then analyze the assessments to identify each student's strengths, challenges, and instructional reading level
   - Ongoing formative assessments are essential to keep students in their zone of proximal development and accelerate their learning.
   - Daily running records with 1-2 students and one-on-one conferring are highly effective for the purpose of formative and diagnostic assessment.

5. Design your initial comprehensive unit of instruction that encompasses reading, writing, listening, speaking, language, and foundational skills. Consider integrating science or social studies content or use one of the FWPS units (GLAD, Social Studies/ELA etc.)
   - Use your knowledge of your students, the designated standards for the unit according to your curriculum map, and the menu of elements described in this document to design a sequence of engaging learning experiences across each week of the unit. Your Mentor Texts and Close Reading passages along with the “toolkit” are a great springboard for design. Collaboration with grade level colleagues and your instructional coach is highly recommended.
   - Create a balance between…
     - literary and informational texts
     - whole, small, and independent structures for learning
     - the use of grade level complex “stretch texts,” instructional level and independent reading experiences

6. Reflect on your instruction using formative assessments to adjust along the way. Your unit and daily plans should be flexible enough to linger in the learning if necessary or accelerate instruction if appropriate. The idea is to always keep in mind you are teaching students not lessons and responsive adjustments are essential on the pathway to meeting standards.
Frequently Asked Questions

Q: The Fountas and Pinnell assessment takes so long. Do you have any suggestions for administering these in a more timely fashion?

One of the most efficient ways to administer running record assessments like the F&P is to incorporate this into your daily practice. By giving one assessment a day you’ll be able to get through all students over a 4-6 week period. This means every student will be formally assessed 5-6 times a year. The grade level benchmarks serve as a progress monitoring guideline. The assessment that takes the longest is the one in September however now that all students K-2 and those who are struggling readers at 3-5 will have an F&P using last years ending score should help.

Q: Why do I need to do a Fountas and Pinnell assessment when the STAR test gives me an IRL (Instructional Reading Level)?

The STAR test was chosen as a screening tool to identify students who may need additional intervention in order to meet reading standards. Because it is a computerized assessment (not 1:1) there are variables (time, effort, etc.) that may impact the scaled score resulting in an inaccurate reading level (IRL). In addition, the STAR is an assessment that measures comprehension. Fluency, accuracy, and reading behaviors cannot be measured as part of this computer adapted assessment and again may interfere with an accurate determination as to reading roadblocks.

The Fountas and Pinnell Reading Record is a diagnostic tool to verify the results of the STAR at 3-5 and determine students specific reading strengths and challenges K-5 to guide instructional decisions.

These two assessments along with daily formative measures allow teachers to take action that is responsive to the needs of each student.

Q: It seems like the Common Core is requiring us to teach children only from complex grade level texts. Is this true?

No. The Common Core does require students to interact with complex grade level texts but also spend time in texts that are at instructional and independent levels. Complex grade level texts may be at a student’s frustrational level requiring teachers to scaffold instruction so students can access them in meaningful ways. The Blueprint provides teachers with suggested structures (Whole group, small group, and independently) to allow students a balance of opportunities for interacting with texts at all levels.

Q: I’m worried the books I’ve always read aloud aren’t complex enough according to CCSS. How do I know what texts to use during whole group lessons?

The Common Core appendices A and B provide guidance and exemplars for identifying and choosing grade level complex texts. Qualitative, quantitative and reader/task characteristics should be considered. Your instructional coaches and librarians have had some training around this and there are some great tools such as rubrics to help determine qualitative characteristics etc. on the web to help with this process as well.
Q: How do I know when to move students from one reading level to the next in a guided reading group?

Knowing when to advance students to the next level involves a number of factors:

**Informal running records:** Ideally the use of informal running records (a warm read) with students using a small variety of guided reading books (at least 3) to see if they fall into the “independent” category is a perfect indicator to move students to the next level. A text read with 98-100% accuracy and excellent or satisfactory comprehension is considered independent. Too often we hold students back wanting to make sure they can read many books at one level (with the best of intent). Consider keeping students in their “zone of proximal development” through additional scaffolds if necessary rather than holding them back.

**Level characteristics:** Using the Leveled Literacy Continuum found in your F&P assessment kit, teachers can use the characteristics of each level and move students up as they are able to tackle the known characteristics. Keep in mind however that not all leveled books (for example “E”) are created equal. Students should be able to apply skills and strategies in a variety of texts at a single level. In combination with “time,” attending to a student’s ability to master specific characteristics of a level before moving forward makes sense.

**Time:** Our Title/Lap Program recommends to interventionists that through Level L students should be moving up 1 level approximately every 10 lessons and at Level M+ every 30 lessons. Of course if students are ready to move sooner don’t wait!

**Upping the level:** Finally, there is a lot of conversation out there about spending more time with struggling readers scaffolding frustrational level “stretch” texts with the implementation of CCSS. Fisher and Frey suggest that at the primary grades it makes sense to continue using mainly leveled texts while at the intermediate grades adding more grade level complex texts into the small group work. Of course this requires lots of scaffolding at first gradually releasing students to take on more and more application of skills along the way. Their research has found this to actually accelerate student reading growth.

*This information is also found on page 38 in the guided reading section.*

Q: I know I should be doing small group reading and 1:1 conferring but what should the other students be doing while I utilize these elements?

Primarily students should be reading from independent books! Here’s the research that supports this:

- Replacing whatever went on in classrooms with added reading time was just as effective as, or more effective than, traditional instruction in enhancing reading comprehension.“ (Allington, 2000)

- Lewis and Samuels report on a meta-analysis of experimental studies of the relationships between exposure to reading (independent reading in any format) and reading achievement. Results provided clear causal evidence that students who have in-school independent reading time in addition to regular reading instruction do significantly better on measures of reading achievement than peers who have not had reading time. Reading time was especially beneficial for students at earlier stages of reading development: students in lower grades, those experiencing difficulties in learning to read, and students learning English as a second language. (Lewis & Samuels, 2005)

Mike Schmoker in his article *The Crayola Curriculum* writes “It is worth emphasizing that the most important single activity to promote reading is reading. It is even better if this is done with a purpose, and if we regularly write about and discuss what we read. Several studies have shown that having students read an additional 280,000 words per year can mean the difference between scoring at the 20th percentile and scoring in the 50th.” (Schmoker, 2001)

Of course in order to have students read for extended periods of time they must develop stamina and you must have the routines and expectations in place to support this element. There are some great
professional books that give guidance on how to set this up. Check out the professional resources under Independent Reading in the “Elements defined” section of the Blueprint.

If students are doing things other than reading independently during this time they MUST be meaningful activities such as:

- Writing/talking about what they read - preparing for group discussions
- Creating texts as part of their literate life
- Reading/writing with a partner
- Listening to someone read fluently most likely on an electronic device
- Some time might be devoted to word study activities such as word sorts, making words, and playing games with sight words.

*Worksheets asking students to search for words, color pictures, fill in the blanks, match words to definitions etc. are not meaningful nor do they produce lasting results. See below for more information about worksheets.

Q: I’ve heard people say that worksheets are not effective for teaching students but I’ve used worksheets for more than 20 years and have found these tools essential for students to practice what I’ve taught. Why does the district discourage the use of worksheets for literacy instruction?

In order for students to be college and career ready as well as successful in the 21st century fostering the following characteristics will be an essential role of educators; creativity, critical thinking, communication and collaboration. It’s our belief that engaging our students in rigorous tasks which require them to take their learning to a depth of knowledge (DOK) level 3 or 4 will prepare them for their futures as literate global citizens far more than the recall and reproduction required on most worksheets (DOK 1 & 2). Even our youngest learners can engage in rigorous tasks which will put them on a trajectory of accelerated growth.

This does not mean that students cannot utilize graphic organizers, answer thought provoking questions, or benefit from practice. It simply means that using more authentic learning experiences will produce better results.

Patricia Russac and Mercer Hall in their blog called The American Society for Innovation Design in Education capture The TFL departments view on worksheets. They state,

“Worksheets are not inherently poor teaching tools. They allow children to practice skills in standardized, structured formats…however, photocopied bulk handouts push a “one size fits all” model of teaching, where every child, silently at her desk, dutifully mimics the regimen of her tutor... An over-reliance on simple worksheets obstructs creativity and collaboration. It refuses unique learning styles, and it denies differentiation and inspiration. On purpose, poorly designed worksheets relegate learners to workers. They dampen motivation and offer no outlet to the poets, astronomers, and dreamers among our children.”

Q: My students seem to have very limited vocabularies. How do I choose which words to teach from the texts I use?

The following is an excerpt from “In Bringing Words to Life: Robust Vocabulary Instruction” by Beck, McKeown & Kucan – reprinted at http://www.readingrockets.org/article/40304

“As a way to begin thinking about which words to teach, consider that words in the language have different levels of utility. In this regard, we have found our notion of tiers… to be one helpful lens through which to consider words for instructional attention. … Tier One consists of the most basic words – clock, baby, happy – rarely requiring instruction in school. Tier Three includes words whose
frequency of use is quite low, often being limited to specific domains – isotope, lathe, peninsula – and probably best learned when needed in a content area. Tier Two words are high-frequency words for mature language users – coincidence, absurd, industrious – and thus instruction in these words can add productively to an individual’s language ability.

In evaluating words as possible candidates for instruction, here are three things to keep in mind:

**How generally useful is the word?** Is it a word that students are likely to meet often in other texts? Will it be of use to students in describing their own experiences?

For example, students are likely to find more situations in which to apply typical and dread than portage and brackish.

**How does the word relate to other words, to ideas that students know or have been learning?**
Does it directly relate to some topic of study in the classroom? Or might it add a dimension to ideas that have been developed?

For example, what might knowing the word hubris bring to a middle school student’s understanding of the battles at Lexington and Concord, which set the Revolutionary War in motion?

**What does the word bring to a text or situation?** What role does the word play in communicating the meaning of the context in which it is used?

A word’s meaning might be necessary for understanding a text. Or understanding its meaning might allow an enriched insight about the situation being presented, such as in the case of Hatshepsut’s seizing power and her expedition traveling in sleek ships.

Keep in mind that there is no formula for selecting age-appropriate vocabulary words despite lists that identify “fifth-grade words” or “seventh-grade words.” As long as the word can be explained in known words and can apply to what students might talk or write about, it is an appropriate word to teach.

Q: I’ve always used spelling and vocabulary lists with my students, giving a pretest on Monday and post on Friday. I tried stopping this practice last year but parents really like it so I went back to it this year. What is the district’s stance on phonics, spelling, and word study?

Max Brand in a recent Choice Literacy article writes, “They spell it right on the test, but not in their daily writing” is something I hear often from teachers. This statement propels my thinking, researching, experimenting, and refining. Years ago I realized that traditional spelling instruction can be clunky and yield little in the way of transfer to student writing. Mindlessly memorizing a list of spelling words was fatiguing and overwhelming for many students.”

The educators in the TFL department have found this to be our experience as well not only for spelling but for phonics and vocabulary acquisition. While some systematic word study activities such as word sorts, making words, visual representations and physical movements can be beneficial to students, intentional application in authentic reading and writing of texts is essential for long term understanding and transfer. Students need repeated exposure to words and patterns in real texts as opposed to worksheets and isolated word lists. At the end of the Blueprint a chart has been provided with minimum suggestions for grade level word study that aligns to CCSS standards. Consider how word study can be an integral part of the reading and writing structures detailed in this document. One alternative could be individualized word study notebooks based directly on student needs as seen in their writing.
Q: It seems like it would be so much easier for us to teach to the Common Core State Standards if the district would just purchase programs for us. What’s so wrong with buying us standard resources for consistency across the district?

With 46 states adopting the CCSS publishers are scrambling to sell their products as a silver bullet. Unfortunately many resources while in alignment with some aspects of CCSS were not designed for the instructional rigor inherent in the Common Core. In addition, resources on the web abound yet their quality and ability to support students in meeting the standards and passing a state assessment aligned to the Common Core is yet to be determined.

The FWPS TFL department wants to ensure we are being fiscally and ethically responsible therefore we are acting with caution in regards to purchasing resources that may or may not fit our students’ needs. Of course we all know there is no silver bullet in education. We must get to know our students and use the high quality tools already available to assess their strengths, challenges, interests, and aspirations as we design the most appropriate pathway for each student’s success.

Groups of dedicated FWPS teachers have been working hard over the last year to create tools and vet resources that they feel will be most useful to their colleagues. These tools and resources continue to be refined and updated and can be found in the e-binders available on the district website.

In addition, we hope this Blueprint will assist teachers in creating a robust ELA block allowing students to immerse themselves in literacy practices that will enrich their lives for decades to come!
FWPS Word Study Continuum
An Instructional Guide

The following chart is meant to assist FWPS teachers in determining what word features to focus on at particular grades. In addition, it provides teachers an opportunity to see what is being focused on below and above their grade in order to differentiate instruction based on their students’ needs.

The chart includes phonemic awareness, phonics, and spelling as we know the power of intentionally showing learners the reciprocity between reading and writing. Teachers are encouraged to use their Mentor Texts as well as student writing to help learners see the application of their knowledge of word features in authentic reading and writing experiences. Lessons that start with one text or several complimentary texts, zoom in on a specific feature, and then zoom out to remind students how authors use language to convey ideas in strategic ways can be highly effective and meaningful to learners.

The vocabulary standards that are included in the language section of Common Core have not been incorporated into this chart. However, building academic vocabulary embedded in daily literacy lessons across the day is necessary for students to acquire the large bank of words needed for academic success. Please refer to the language section of your priority standards to see specific targets for vocabulary instruction.

For word study ideas and activities consider using Words Their Way by Bear, Helman, Templeton, Invernizzi, and Johnston, Month by Month Phonics by Patricia Cunningham, and Fountas and Pinnell Phonics Kits by Irene Fountas and Gay Su Pinnell.

<table>
<thead>
<tr>
<th>Topic, Standards &amp; Sub-skills</th>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong> - developing a foundation for word work starts with a focus on hearing and orally producing the sounds that make up words. Students in preschool through first grade should spend a significant amount of their word study time on phonological awareness. See the phonemic awareness standards under foundations at your grade level.</td>
<td>All upper and lower case letters</td>
<td>Kindergarten</td>
</tr>
</tbody>
</table>
| **Letter Names:** Identify, name and print upper and lower case letters | [K.RF.1](#) Demonstrate understanding of the organization and basic features of print  
| d. Recognize and name all upper and lowercase letters of the alphabet | | |
| [K.L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
| a. Print many upper- and lowercase letters | a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z | |

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[1] K.RF.1

[2] K.L.1
<table>
<thead>
<tr>
<th>Topic, Standards &amp; Sub-skills</th>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consonant letter-sound correspondence:</strong> Produce the sound of upper and lower case consonant letters and write the corresponding letter</td>
<td>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>⑦ K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</td>
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<tr>
<td>⑥ K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
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<tr>
<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vowel letter - short sound correspondence:</strong> Produce the short sound of upper and lower case vowels and write the corresponding letter</td>
<td>a, e, i, o, u</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>⑦ K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</td>
<td></td>
<td></td>
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<tr>
<td>⑥ K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
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<tr>
<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vowel letter - long sound correspondence:</strong> Identify if a vowel is long or short when spoken and produce the long sound of upper and lower case vowels and write the corresponding letters</td>
<td>a, e, i, o, u</td>
<td>Kindergarten &amp; 1st Grade</td>
</tr>
<tr>
<td>Kindergarten:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>⑦ K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<tr>
<td>First:</td>
<td></td>
<td></td>
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<tr>
<td>⑥ 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<td></td>
</tr>
<tr>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
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</tr>
<tr>
<td>⑥ 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</td>
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<td></td>
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<tr>
<td>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions sound-letter relationships.</td>
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<tr>
<td>Topic, Standards &amp; Sub-skills</td>
<td>Specific Word Feature</td>
<td>Focus Grade Level</td>
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<tr>
<td><strong>Inflective Endings - Recognize</strong></td>
<td></td>
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</tr>
<tr>
<td>☑ 1.RF.3  Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>-ing, -s, -es, -er, -ed (3 sounds of ed: grabbed /d/, stopped /t/, waited /ed/)</td>
<td>(Introduce in Kindergarten through shared reading/Interactive Writing- not a K standard)</td>
</tr>
<tr>
<td>☑ 1.L.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>1st Grade</td>
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<td></td>
<td>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</td>
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<td>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</td>
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<tr>
<td><strong>Consonant Digraphs - (beginning):</strong> Identify sounds for common consonant teams, also known as consonant digraphs: two consecutive consonants that make one sound - at the beginning of words</td>
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<td>1st Grade</td>
</tr>
<tr>
<td>☑ 1.RF.3  Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>Identify the letter sound correspondence for:</td>
<td>(Introduce in Kindergarten through shared reading/Interactive Writing- not a K standard)</td>
</tr>
<tr>
<td></td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs.</td>
<td>ch (change), ph (phone), sh, th, wh (phone), (shut), (thick), (when)</td>
</tr>
<tr>
<td></td>
<td>b. Decode regularly spelled one-syllable words.</td>
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<td>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</td>
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<td>1st Grade</td>
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<td>☑ 1.RF.3  Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>ch, ck, dge, ng, sh, tch: much, lick, bridge, ring, bush, catch</td>
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<tr>
<td></td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs.</td>
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</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Consonant Blends (beginning)</strong>: Identify the sounds of common blends at the beginning of words</td>
<td><strong>br</strong> (broke), <strong>cr</strong> (crack), <strong>dr</strong>, <strong>fr</strong>, <strong>gr</strong>, <strong>pr</strong>, <strong>tr</strong>: broke, crack, drop, frog, grab, price, tree</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. - Grade level phonics skill, though not specifically stated as a standard or tied to a target- However, targets are not all inclusive</td>
<td><strong>bl, cl, fl, gl, sl, pl</strong>: black, clap, flap, glove, slow, plate</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</td>
<td><strong>sc, sk, sl, sn, sp, st, sw</strong>: scab, skin, slice, small, snack, spin, stop, sweat</td>
<td>1st Grade</td>
</tr>
<tr>
<td><strong>Consonant Blends (ending)</strong>: Identify the sounds of common blends at the end of words</td>
<td><strong>ft, ld, lf, mp, nd, nk, nt, sk, st</strong>: lift, cold, belt, jump, and, drink, plant, desk, nest</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. - Grade level phonics skill, though not specifically stated as a standard or tied to a target- However, targets are not all inclusive</td>
<td><strong>fl</strong>ap, glove, slow, plate</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</td>
<td><strong>qu</strong>: queen</td>
<td>1st Grade</td>
</tr>
<tr>
<td><strong>Long Vowel/Silent e</strong>: Demonstrate the understanding that when a single-syllable word ends in e (VCe), the initial vowel usually says its name (the long sound and the e is silent)</td>
<td><strong>-a</strong> in fade, <strong>-i</strong> in bite, <strong>-o</strong> in note, <strong>-u</strong> in cube</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know final –e and common vowel team conventions for representing long vowel sounds</td>
<td><strong>soft g</strong>: gem</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</td>
<td><strong>soft c</strong>: city</td>
<td>1st Grade</td>
</tr>
<tr>
<td><strong>Letter-Sound Variations and Generalizations</strong>: Recognize grade appropriate phonemic and morphemic spelling patterns</td>
<td><strong>x</strong>: excite /k/, mix /ks/, exit /gz/</td>
<td>1st Grade</td>
</tr>
<tr>
<td>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. - Grade level phonics skill, though not specifically stated as a standard or tied to a target- However, targets are not all inclusive</td>
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<td>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</td>
<td>1st Grade</td>
<td></td>
</tr>
<tr>
<td>Topic, Standards &amp; Sub-skills</td>
<td>Specific Word Feature</td>
<td>Focus Grade Level</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Vowel Digraphs (long):</strong> Recognize grade appropriate phonemic and morphemic spelling patterns</td>
<td>ai, ay, er, ea, ey: pain, play, eight, great, hey, oa, oe, ow, ou, ew: boat, doe, grow, though, sew, ee, ea, ei, ie, ey: see, seat, either, chief, key, ie, ye: tie, eye</td>
<td>(Introduced and practiced in First Grade) 2nd Grade</td>
</tr>
<tr>
<td><strong>2.RF.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Know the spelling-sound correspondences for additional common vowel teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.L.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vowel Digraphs (other):</strong> Identify sounds for common vowel teams, also known as vowel digraphs - two consecutive vowels that make one sound</td>
<td>ew, oo, oe, ue, ui: chew, food, shoe, cue, suit oo: foot ou: tough au, aw: haul, paws</td>
<td>(May be introduced and practiced in First Grade) 2nd Grade</td>
</tr>
<tr>
<td><strong>2.RF.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
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<td>a. Know the spelling-sound correspondences for additional common vowel teams</td>
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<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vowel Diphthongs:</strong> Identify sounds for diphthongs, or two consecutive vowels, each which contributes to the sound heard)</td>
<td>oi, oy: oil, boy ou, ow: out, cow</td>
<td>(Introduced and practiced in First Grade) 2nd Grade</td>
</tr>
<tr>
<td><strong>2.RF.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Know the spelling-sound correspondences for additional common vowel teams</td>
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<td></td>
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<tr>
<td><strong>2.L.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td></td>
</tr>
<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R- and/or L- Controlled:</strong> Identify sounds for r and l controlled vowels: syllable containing a combination of a vowel followed by the letter r or l</td>
<td>er: fern, ir: bird, ur: turn, ar: park, or: short, al: halt, talk, air: pair</td>
<td>(Introduced and practiced in First Grade) 2nd Grade</td>
</tr>
<tr>
<td><strong>2.RF.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade level phonics skill, though not specifically stated as a standard or tied to a target - However, targets are not all inclusive</td>
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<tr>
<td><strong>2.L.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
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<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil).</td>
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<td></td>
</tr>
</tbody>
</table>
### Decode words with common Prefixes

- **2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - d. Decode words with common prefixes and suffixes

- **2.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - d. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

### Decode words with common Suffixes

- **2.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - d. Decode words with common prefixes and suffixes

- **2.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - d. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

<table>
<thead>
<tr>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>un- (not/opposite - unlock, unsafe)</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>re- (again/back - reread, return)</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>-er (person connected with, comparative degree - teacher, baker, bigger, colder)</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>-est (superlative degree - biggest)</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>-ful (full of - beautiful, painful)</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>-less (without - careless, helpless)</td>
<td>2nd Grade</td>
</tr>
</tbody>
</table>

**Note:** Many students in 3rd grade are still mastering spelling patterns. A spiral review especially of vowel patterns (digraphs, diphthongs, r-controlled) and consonant clusters from previous grades is appropriate and encouraged within context during reading and writing mini-lessons. One quality resource for word study grades K-8 is Words Their Way by Bear, Helman, Templeton, Invernizzi, and Johnston.

### Multisyllabic Words

- **3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - c. Decode multisyllable words.

- **3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

<table>
<thead>
<tr>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compound words (somehow, baseball, earthquake, anywhere, outline, background etc.)</td>
<td>3rd Grade</td>
</tr>
<tr>
<td><strong>Open Syllable</strong> (First syllable usually ends with long vowel- basic, silent, robot, prefer etc.)</td>
<td>3rd Grade</td>
</tr>
<tr>
<td><strong>Closed Syllable</strong> (First syllable usually has a short vowel- lumber, market, kitten, robber)</td>
<td>3rd Grade</td>
</tr>
</tbody>
</table>
### Multisyllabic Words

**4.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### Specific Word Feature

<table>
<thead>
<tr>
<th>Prefixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>in-, im- (not - inactive, impossible)</td>
</tr>
<tr>
<td>dis- (not/opposite of - dislike, disagree)</td>
</tr>
<tr>
<td>pre- (before - pretest, premade)</td>
</tr>
<tr>
<td>tele (far, distant - telephone, television)</td>
</tr>
</tbody>
</table>

### Focus Grade Level
- **3rd Grade**

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**Note:** The following lists of prefixes and suffixes are not all-inclusive, but most common. Others may be added based on your classroom of students.

<table>
<thead>
<tr>
<th>Topic, Standards &amp; Sub-skills</th>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Isolate and states the meaning of most common prefixes in multisyllabic words - use knowledge of roots and affixes to accurately read and understand words</strong></td>
<td>Prefixes:</td>
<td><strong>3rd Grade</strong></td>
</tr>
<tr>
<td>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>in-, im- (not - inactive, impossible)</td>
<td></td>
</tr>
<tr>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes</td>
<td>dis- (not/opposite of - dislike, disagree)</td>
<td></td>
</tr>
<tr>
<td>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>pre- (before - pretest, premade)</td>
<td></td>
</tr>
<tr>
<td>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
<td>tele (far, distant - telephone, television)</td>
<td></td>
</tr>
<tr>
<td>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Note:** Many students in 4th grade are still mastering spelling patterns as well as an introduction to the rules of syllabication. A spiral review of the word features in previous grades is appropriate and encouraged within context during reading and writing mini-lessons. One quality resource for word study grades K-8 is Words Their Way by Bear, Helman, Templeton, Invernizzi, and Johnston.

### Specific Word Feature

<table>
<thead>
<tr>
<th>Multisyllabic Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two syllable words with ambiguous vowels</strong> (oy, oi, ou, ow, au, aw, al- annoy, poison, about, author, awkward)</td>
</tr>
<tr>
<td><strong>R- influenced vowels in accented syllables:</strong></td>
</tr>
<tr>
<td>R- influenced a, R- influenced o (marble, parents, forest, explore)</td>
</tr>
<tr>
<td><strong>Final unaccented syllables:</strong> -le, -el, -il, -al, -er, -ar, -or, -cher, -ture, -sure, -ure, -en, -on, -an, -ain, /j/ sound (able, angel, civil, barber, beggar, actor, teacher, culture, frighten, apron, badger, major)</td>
</tr>
<tr>
<td><strong>Two syllable homophones:</strong> (pedal, petal, peddle)</td>
</tr>
</tbody>
</table>

### Focus Grade Level
- **4th Grade**
**Note:** The following lists of prefixes and suffixes are not all-inclusive, but most common. Others may be added based on your classroom of students. One resource for prefix and suffix instruction is Patricia Cunningham’s “Nifty Thrifty Fifty.”

<table>
<thead>
<tr>
<th>Topic, Standards &amp; Sub-skills</th>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
</table>
| **Prefixes**                  | **4.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **Non-** (not-nonsense), **over-** (above/too much - overhead), **mis-** (bad/wrong - misbehave), **de-** (reduce down - defeat), **under-** (too little/below - underfed), **bi-** (two - bicycle), **tri-** (three - triangle), **quad-** (four - quadrant), **oct-** (eight- octopus) | **4th Grade** |
| **Suffixes**                  | **4.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **-er, -or** (one who- baker/survivor), **-tion** (act of/state of/ result of - attention), **-al, -ial** (related to, characterized by - colonial, dental), **-ness** (condition, state of - fairness), **-ment** (act, process - enjoyment), **-en** (made of, to make - wooden) | **4th Grade** |
| **Roots**                     | **4.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **rupt -** (break, burst - bankrupt), **terr -** (land - territory), **geo -** (earth, soil - geography), **photo -** (light - photograph), **tract** - (pull, drag - tractor), meter, **metr -** (measure - speedometer) | **4th Grade** |
Note: Some students in 5th grade are still mastering spelling patterns as well as the rules of syllabication. A spiral review of the word features in previous grades is appropriate and encouraged within context during reading and writing mini-lessons. One quality resource for word study grades K-8 is Words Their Way by Bear, Templeton, Invernizzi, and Johnston.

The following lists of prefixes and suffixes are not all-inclusive, but most common. Others may be added based on your classroom of students. One resource for prefix and suffix instruction is Patricia Cunningham’s “Nifty Thrifty Fifty.”

<table>
<thead>
<tr>
<th>Specific Word Feature</th>
<th>Focus Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>en-, em- (to cause to be, to go into - encounter, enable), sub- (under - subway), fore- (before - foreword), semi- (half - semicircle), anti- (opposite, against - antibiotic), auto- (self - autograph), multi- (many/much - multicolor), poly- (many/much - polygon), deca-, deci- (ten - decathlon, decimeter), kilo- (1,000 - kilogram) milli-, mille- (1,000 - millennium, millimeter), centi- (100 - centipede)</td>
<td>5th Grade</td>
</tr>
<tr>
<td>-ion, -tion, -ation, -ition (act of/state of/result of - tension, attention, elevation, union), -able, -ible (can be done - enjoyable, likable), -ive, -ative, -tive (inclined/tending toward an action - festive, talkative, sensitive), -logy, -ology (science of/study of - biology), -ence, -ance (act/condition of - existense, importance), -an (one having a certain skill/ belonging to - electrician, American)</td>
<td>5th Grade</td>
</tr>
<tr>
<td>ject (to throw - inject, objection), struct (to build - construct, instructor), vis (to see - vision), vid (see - evidence, video, provide), jur, juris (judge, oath, law - jury, jurisdiction), log, logue (word - prologue, apology, eulogy, monologue), path (feeling/suffering/disease - apathetic, pathology), ast, astr (star - astronaut, disaster, asterisk), mit (to send - emit, transmit, remit), audi, aud (hear - audience, auditorium), dict (to say, tell - diction, dictator)</td>
<td>5th Grade</td>
</tr>
</tbody>
</table>

*Adapted from Literacy First’s Phonics Developmental Continuum K-2, Douglas County School District Spelling Continuum for Patterned Words, Prefix-Suffix-Root List by Cheney Public Schools, and Building the Foundation by Marcia Kosanovich and Connie Verhagen from the Center on Instruction.*
Glossary of Literacy Terms

The following pages are adapted from the Metropolitan Nashville Public Schools Balanced Literacy Reference Guide (2012)

Alphabetic Principle - The relationship between letters and their sounds.

Automaticity - The ability to accurately and quickly recognize many words as whole units (e.g., sight words).

Big Books - Oversized books, usually containing rhyme, rhythm, and predictable content that teachers use for read alouds in situations that are designed to replicate parent-child book reading and acquaint students with the reading process.

Blending - Quickly putting together the sounds of individual letters to produce a word.

Book Room - This is a designated area where leveled readers, literacy materials, and professional development materials are arranged for teachers to checkout. These items are used to help teachers implement balanced literacy.

Choral Reading - An instructional strategy to help beginning readers who struggle with fluency when they encounter difficult text. The teacher and student(s) look at the same text, the teacher reads aloud slowly, and the student(s) reads along with or slightly behind the teacher's voice.

Classroom Libraries - Books that are a permanent part of a classroom and from which students choose during daily independent reading time.

Common Core State Standards - The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Comprehension - The act of constructing meaning from text. Includes strategies or processes such as the reader activating existing knowledge, making connections between text and the existing knowledge, questioning the text, visualizing, inferencing, summarizing/synthesizing, and self-monitoring.

Comprehension Instruction - A research-based plan of instruction to teach comprehension strategies. The teacher and/or the curriculum determine the sequence. These strategies must be modeled for students and usage of the strategies must be made clear.

Concept of Word - The knowledge that a written word is stable over time and space (e.g., the letters c - a - t will always be read as cat). This is also identified as the ability to match spoken words to print words (i.e., pointing to each word when reading or leaving spaces between words during writing).

Concepts of Print - The knowledge of written text that children must develop to become proficient (e.g., matching written words to spoken words, moving through a book from front to back, reading from top to bottom).

Connected Text - Written words that are joined as sentences (e.g., stories, articles) to convey a message, provide information, etc. Word lists that do not convey meaning are not connected text.

Constructivism - A theory of knowledge or learning that describes children as active learners who organize new information and relate it to their prior knowledge and learning.

Decodable Text - Text that is written for beginning readers. Contain a high number of regularly spelled, decodable words, along with a set of high-frequency words.

Decoding - The ability to translate the alphabet letters into recognizable sounds (e.g., saying /f/ for the letter f) and to use that knowledge to sound out and pronounce words.
Developmental - A pattern of change that moves from novice through advanced behaviors (e.g., crawling leads to walking; emergent spelling leads to correct spelling).

Dialect - Language variations across cultures. Dialects differ from the standard language forms used in written works.

Direct Instruction - A planned, explicit, systematic sequence of instruction that has a goal or set of goals. Not synonymous with commercially published programs of the same name.

Directionality - Beginning readers’ understanding that print is read and written from left to right and moves from top to bottom of a page.

Echo Reading - An instructional strategy to help beginning readers with difficult text. Teacher and student(s) each have the same text. The teacher reads one part alone (e.g., sentence, line, and page). Then the student(s) immediately rereads that same text.

Emergent Literacy - A view that literacy learning begins at birth and is encouraged by having children participate early in a range of literacy and language activities. Activities formerly identified as pretend reading and/or scribble writing are now recognized as valid, systematic, important developmental steps through which children move on the way to correct or convention reading and writing.

Environmental Print - Common words and messages that guide us through our world (e.g., signs, advertisements, labels, directions).

Explicit Instruction - A teacher-directed strategy that emphasizes the teaching of a specific task and the steps needed to master it.

Expository Text - An expository text sets out to describe objects, events or processes in an objective manner, present or convey an argument, to state the solution to a problem or to explain a situation.

Expressive Language - A person’s knowledge of words that is demonstrated through her/his talking and/or writing.

Family Literacy - Varied and complex ways that family members use written literacy during their interactions with each other (e.g., lists, letters, messages, storybook reading).

Feedback - The teacher’s response to students’ behaviors as they demonstrate what has been taught. Intended to accelerate learning and encourage self-monitoring.

Flexible Grouping - The temporary grouping of students for instruction, based on some common need or learning goal. This contrasts with reading groups that remains together for most or all of the school year.

Fluency - A reader’s expression, phrasing, and speed as she/he reads a text. The term “fluent” describes a level of automatic, accurate word recognition and reading that is correlated with better comprehension. Fluency can also refer to the speed and efficiency with which words are spelled.

Frustrational ("Too Difficult") Text - Text that is too difficult for a student to read, even with teacher assistance. Reading is labored or word-by-word, with the capacity for comprehension reduced. Sometimes used as teacher read aloud instead of assigned as student reading.

Functional Print - Print that fills a purpose (e.g., signs, directions, lists).

Genre - Categories used to describe written materials that are based on their shared structure, organization and/or perspective (e.g., first person narrative, biography, historical fiction, poetry, non-fiction).

GLAD - Guided Language Acquisition Design is an instructional framework focused on language development through comprehensive, rigorous, research-based strategies used in a systematic progression of skills format.

Grapheme - A letter that represents a sound (e.g., f represents /f/).

Guided Reading - An instructional procedure in which the teacher works with a small group of students who are reading at about the same achievement level. Students each have a copy of the text and read orally or silently at the same time. The teacher observes, coaches, prompts, and evaluates their performance.

Guided Writing - An instructional procedure in which the teacher works with a small group of students who have similar needs and coaches them as they write a composition. The emphasis is on leading students to independent writing.

Independent ("Easily Read") Text - Text that a student is able to read without assistance. Reading is smooth and fluent with a high percentage of accuracy (95-100%) and comprehension.
**Independent Writing** - The writing that students initiate (e.g., journaling, writing assignments, notes to classmates, notes to parents). This allows a student to practice previously taught writing skills.

**Inference** - A comprehension strategy that requires readers to “fill in the gaps” in texts. Proficient readers activate and join their own experiences and knowledge with information they read to construct meaning. The combination provides information that is not written in text (e.g., readers might infer from the sentence “She grabbed the handlebars and began pedaling.” that the character is riding a bike). Inferences can be made between consecutive sentences, across several paragraphs, and across more than one text or other sources of information.

**Informal Assessment** - Information that documents student progress. Usually occurs during normal classroom instruction as the teacher teaches, observes, and interacts with students. Examples can include running records, reading conferences, etc.

**Informational Text** - A text genre that provides information, persuades, or explains, and is based in truth, as opposed to fiction. Examples include textbooks, newspapers articles, some magazines, and encyclopedias.

**Instructional ("Just Right") Text** - Text that requires assistance from a teacher but is neither too difficult nor too easy for students to read. Identified by the student’s oral or silent reading rate (faster at each grade level), percentage of correctly read words (optimally 90-94%), and percentage of correct comprehension responses (at least 80%) as text is read.

**Interactive Writing** - Writing in which the teacher and students compose, with the teacher “sharing the pen” with students at strategic points. By evaluating student development, the teacher chooses when to ask for student participation and when to provide instruction.

**Journal Writing** - A collection of student writing produced over time (often in a notebook). Can contain correct or emergent spellings and illustrations, can be open-ended or structured by the teacher. Journal writing occurs on a regular basis to practice writing instruction that occurs in other settings.

**K-W-L** - An instructional strategy that enhances comprehension by documenting what children already Know, Want to learn, and Learn.

**Letter Knowledge** - Knowledge of the names and shapes of letters.

**Leveled Readers** - The name for sets of small books that are controlled and sequenced for difficulty and length and used to teach reading. Popular in the primary grades, with illustrations closely tied to the text, language is conversational or “natural,” as opposed to the more controlled language of earlier reading materials.

**Literacy Centers** - Literacy Centers are specially designed classroom areas organized for independent, self-managed, student work while the teacher is working with individual students or a small group. Literacy Centers are differentiated and allow students to practice previously taught skills.

**Literacy Circles** - Small, heterogeneous groups, often student-directed literature conversations about an excellent text.

**Meaning from Text** - A comprehension strategy. Proficient readers move through text and determine which pieces of information are necessary to construct meaning.

**Mentor Text** - A mentor text is a published piece of writing a teacher uses during a writing lesson to either a) teach a writing skill or to b) motivate the students to want to write something creatively similar

**Metacognition** - Knowledge and control of one’s own thinking and learning. In reading, metacognition refers to the reader being aware of when reading makes sense and adjusting his or her reading when comprehension fails.

**Mini-writing Lesson** - Short, specific writing lessons that usually address common concerns (e.g., writing process, craft, strategies, writing or print conventions).

**Modeled Writing** - An instructional procedure in which the teacher brainstorms, plans, and composes a piece of written text as students watch. Accompanied by a verbal explanation of each stage of the process and done on the board, an overhead, or a large chart.

**Modeling** - Teacher performance of specific proficient behaviors (e.g., reads, writes, identifies words, self-monitors) so that students can observe and learn. The procedure gains power when it is accompanied by a teacher think-aloud that explains the specific proficient behavior.
Narrative Text - A text genre that tells a story. Generally includes the elements of character, setting, plot, and theme. Varieties include first-person narratives, fictional stories, and biographies.

Onset - All the sounds in a word that come before the first vowel (e.g., the /bl/ in the word blank, the /sh/ in ship).

Partner, Paired, or Buddy Reading - A cooperative reading method to provide reading practice in instructional text and/or to help a student through more difficult text. Two students take turns reading from the same text. If the text is more difficult for one student, the other student gives help.

Phoneme - The units of speech that make up words and make a difference to meaning. If a student changes the first phoneme in the word sat from /s/ to /p/, it changes the meaning of the word. Phonemes are not letters; the number of phonemes in a word does not always match the number of letters (e.g., dog and chin each have three phonemes: /d/./o/./ / and /s/./h/./ /.

Phonemic Awareness - A child’s understanding that every spoken word is made up of a sequence of phonemes. The phonemes that make up a word can be heard when the word is said slowly (e.g., rope is made up of three phonemes: /r/./o/./ and /p/). It differs only by one phoneme from rip, soap, ripe, road and rode. Phonemic awareness is key to understanding the logic behind the alphabetic nature of our language and this to the ability to learn to spell, use phonics and learn to read.

Phonics - The knowledge of letter-sound relationships and how they are used in reading and writing. Instructional practices in phonics teach children how the spellings of words are related to speech sounds in systematic ways. Learning phonics presumes phonemic awareness. Students who have persistent difficulties in learning and using phonics to decode words may well need assistance in strengthening their phonemic awareness. See Alphabetic Principle and Phonemic Awareness.

Practice - In reading, using a strategy that is learned but not automatic until it is internalized (e.g., asking questions of a text until asking questions becomes automatic).

Predictable Book - Books that repeat lines and patterns of text. Repetition makes the text memorable and, therefore, easier for young students to remember, read, and reread.

Prediction - Readers’ ideas about what will happen in a text that are based on connections to other texts, knowledge of text structure, and to their personal experiences. Proficient readers predict, consciously or unconsciously, how texts evolve from beginning to end and monitor whether their predictions are correct.

Primary Language - The first language in which a student learned to speak. Students who speak in two languages are said to have a first and a second language.

Print Rich - Describes a classroom environment in which there is a wide variety and quantity of writing and reading materials that are both visible and available to students and they play important, ongoing roles in significant daily activities.

Prior Knowledge - A comprehension strategy. Proficient readers activate and join their personal experiences and knowledge to portions of text they are reading in order to construct meaning.

Question - For students, a comprehension strategy to self-assess and to construct meaning. For teachers, one way to monitor student understanding (teaching questions can range widely from literal to very complex).

Read-aloud - The teacher daily reads aloud materials that are at students’ listening level but above their reading level. The students are actively engaged in thinking and talking about the text.

Reading Group - A static group of 6-12 students, who meet on a regular basis over a semester or year. The teacher judges the students in the group to have similar levels of reading proficiency and has them read and discuss the same instruction-level texts. Skills and strategies are also taught in the group.

Reading Levels - The three levels: independent, instructional, and frustration are identified using a running record; the term is also used to indicate the grade levels appropriate for reading written material.

Reading Proficiency - Reading in which comprehension, fluency, decoding, and rate are well developed.

Repeated Reading - For teachers -- rereading a book aloud to increase students’ understanding and/or memory of the text; for students -- rereading a book to increase fluency and understanding or to provide enjoyment.

Retelling - An oral reconstruction of a previously read text. Retellings can be used as instruction or for assessment.

Rime - The first vowel in a word and all the sounds that follow it (e.g., /ank/ in blank and /ip/ in ship).
Running Record – A written record (using a series of symbols) that documents how a student read aloud a text and provides information about a student’s current reading proficiency. It includes mispronunciations, self-corrections, re-readings, record of accuracy, etc. It is also called an Oral Reading Record and may be part of an Informal Reading Inventory.

Scaffolding – Teacher coaching, prompting, and cueing students in response to their behaviors during a specific literacy task. As the student becomes more able, teacher support is gradually withdrawn.

Self-monitoring – A comprehension strategy. Proficient readers constantly monitor their understanding and make adjustments as necessary.

Self-selected Reading – Usually lasts from 10 to 20 minutes depending on the grade level. During this time, the students read independently or with a partner a book of their own selection. The teacher should also read for some portion of the time to serve as a model, and should also circulate to hold individual mini-conferences, keep students motivated and encouraged, and to provide on-the-spot, incidental teaching. Throughout this time, students may also make entries in their journals.

Self-selection – Students select their own texts to read. Sometimes scaffolded by the teacher (e.g., showing students how to select a text at the right reading and interest level).

Shared Reading – A method of reading a text that is usually too difficult for the student(s) to read without help: The teacher reads aloud at the rate that allows the student(s) to join in, although usually slightly behind the teacher. As she/he reads, the teacher models specific reading behaviors (e.g., decoding, self-monitoring, making meaning).

Shared Writing – An instructional strategy in which the teacher and students contribute to plan, brainstorm, compose, and transcribe a composition. Shared writing is frequently done on the board, an overhead projector, or a large chart. Concepts about print are taught and reinforced during writing.

Sight Word Vocabulary – Stockpile of words students recognize instantly. See Vocabulary.

Small Group – Approximately 4-6 students that the teacher separates from the class to facilitate instruction. Groups can be either hetero- or homogeneous and have either static or changing members. It is usually identified as homogeneous (in achievement) and static.

Sound Boxes – A row of joined squares (2-4) into which students move a chip or finger to signify each sound they hear in a word (e.g., 3 squares for cat, with one box for /c/, one for /a/, and one for /t/).

Standardized Assessment – A testing instrument that has been designed for use in many settings and is accompanied by directions and procedures for administering it in a consistent standardized way that will allow for a common interpretation of scores and an understanding that scores from multiple sites mean the same thing and indicate comparable levels of proficiency. Standardized tests have been checked for validity (i.e., it tests the concept it is intended to test) and reliability.

Strategy – A type of instruction that focuses on research-based processes that defines particular aspects of reading. Strategy instruction can take place during writing, word study, and comprehension activities.

Stretch Text – “The Common Core Standards advocate a “staircase” of increasing text complexity, beginning in grade 2, so that students can develop their reading skills and apply them to more difficult texts. At the lowest grade in each band, students focus on reading texts within that text complexity band. In the subsequent grade or grades within a band, students must “stretch” to read a certain proportion of texts from the next higher text complexity band. This pattern repeats itself throughout the grades so that students can both build on earlier literacy gains and challenge themselves with texts at a higher complexity level.” –www.lexile.com

Summarize – The process of pulling together the essential elements in a longer passage of text.

Syllable – A unit of spoken language. In English, a syllable can consist of a vowel sound alone or a vowel sound with one or more consonant sounds preceding and/or following.

Synthesize – A comprehension strategy. More complex than a summary, it requires the reader to activate prior knowledge, determine what is important, ask questions of the text, visualize, infer, and self-monitor. These actions come together to create a synthesis of the text and appear to define comprehension or the construction of meaning.
Think-aloud Strategy - Teacher modeling of a literacy behavior and verbalizing about what he/she is thinking (e.g., reads aloud, stops to ask a question about the text, and verbalizes the question and how it helps him/her to better understand the text).

Tracking Print - The understanding of and ability to read print from left to right and from top to bottom of a page. This is also described as the ability to match a spoken word to the print that matches the word.

Trade Book - A book written as a piece of literature (i.e., available in bookstores and libraries). The focus is to inform or entertain, not specifically to teach reading, as are basal readers (See Basal Readers.).

Visualize - A comprehension strategy. Proficient readers create visual images as they read and add their own knowledge to those images to construct meaning.

Vocabulary (listening, speaking, reading and sight) - 1. The words students understand and know the meaning of when they hear them. 2. The words students can pronounce and use accurately when they are speaking. 3. The words students understand the meaning of when they are reading but may not necessarily be able to pronounce. 4. The words a student can read and pronounce accurately and automatically, with no necessity for decoding or guessing.

Whole Group Instruction - Instruction provided to all members of the class at the same time. Also defined as one activity/task in which all students in the class engage at the same time.

Word Attack - Tasks that readers perform when they do not instantly recognize a word (e.g., left-to-right blending or sounds, using known parts of words, phonics, structural analysis, context, beginning sound + pictures).

Word Study - A plan of instruction for teaching, studying, practicing, and learning words that follows a sequence predetermined by the teacher or the curriculum (i.e., a sequence-based on how learning words develops).

Word Wall - A chart or charts that categorize important vocabulary (e.g., by beginning sounds, content areas). Word walls are used for various word-study activities, including practice with writing.
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