

*The School District of Pickens County*

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# Elementary School



# Literacy Model

# PURPOSEFUL READ ALOUDS

## Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>The teacher purposefully reads aloud multiple times daily from a variety of genres to model fluency and a love of literature.</p>	<p>Develop a love of reading.</p> <p>Model a fluent reader's voice.</p> <p>Expose readers to unique language through a wide variety of literature.</p> <p>Build and connect to background knowledge.</p> <p>Develop vocabulary to help students find their writing voice.</p>	<p>Schedule distraction-free, predictable times.</p> <p>Select a variety of genre.</p> <ul style="list-style-type: none"> <li>➤ Match to age appropriate language development.</li> <li>➤ Reflect cultural diversity.</li> <li>➤ Develop a sense of story.</li> <li>➤ Develop oral language and become familiar with literary language.</li> </ul>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Journal</li> <li>➤ Reading responses</li> </ul>	<p>Wide variety of books</p> <p>Teacher selections based on:</p> <ul style="list-style-type: none"> <li>➤ Theme</li> <li>➤ Author's craft</li> <li>➤ Author's bias</li> <li>➤ Genre</li> <li>➤ Cross-curricular focus</li> </ul> <p>Leveled library</p>
<p style="text-align: center;"><b>Frequency</b></p> <hr/> <p>10 minutes at one reading</p> <p>Multiple times daily</p>	<p>Create a community of lifelong learners and readers.</p>	<p>Preselect places in text to pause in order to build suspense, clarify or predict.</p> <p>Relate literature to current theme, unit or skill.</p> <p>Build background knowledge and vocabulary.</p> <p>Model appropriate reading strategies such as:</p> <ul style="list-style-type: none"> <li>➤ Predicting</li> <li>➤ Visualizing</li> <li>➤ Inferring</li> <li>➤ Synthesizing</li> <li>➤ Questioning</li> <li>➤ Informing.</li> </ul>	<p style="text-align: center;"><b>National Reading Panel</b></p> <p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Phonemic Awareness</li> <li>➤ Alphabetic Principle/Phonics</li> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p style="text-align: center;"><b>Professional Resources</b></p> <p>Jim Trelease <u><a href="#">Hey! Listen to This: Stories to Read Aloud.</a></u> <u><a href="#">The Read Aloud Handbook</a></u></p> <p>Lester Laminack <u><a href="#">Reading Aloud Across the Curriculum,</a></u> <u><a href="#">Learning Under the Influence of Language and Literature</a></u></p> <p>Mem Fox - <u><a href="#">Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever</a></u></p> <p>Judy Freeman <u><a href="#">Books Kids Will Sit Still For</a></u></p> <p>Gail Boushey <u><a href="#">The Daily Five: Fostering Literacy Independence in the Elementary Grades</a></u></p> <p>Regie Routman <u><a href="#">Invitations: Changing as Teachers and Learners K-12</a></u></p>
<p style="text-align: center;"><b>Structure</b></p> <hr/> <p>Whole group</p> <p>Small group</p>		<p>Post a list of book titles and genres read aloud.</p>		

## READING MINI-LESSONS

### Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>The reading mini-lesson is designed to help the entire group learn something about reading through the use of a specific strategy. Students then apply the strategy during independent reading of self-selected appropriate leveled books or to the books they read in small-group lessons. At the end of the period, the mini-lesson strategy is usually revisited.</p>	<p>Procedure:</p> <ul style="list-style-type: none"> <li>Practice and learn the routines of the reading workshop.</li> <li>Establish expectations.</li> <li>Address specific issues.</li> </ul> <p>Strategies or skill:</p> <ul style="list-style-type: none"> <li>Focus on reading skills based on ELA Academic Standards and student needs.</li> <li>Model a reading strategy with authentic literature.</li> </ul>	<p>Provide readers with specific strategies to increase comprehension and independent reading levels.</p> <p>Utilize instructional strategies to address a group's common need based on ELA Academic Standards.</p> <p>Model strategies with authentic literature.</p> <p>Teach whole group skills based on curriculum standards.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Teacher observation</li> </ul> <p>Formal</p> <ul style="list-style-type: none"> <li>➤ DRA2</li> <li>➤ MAP (Measures of Academic Progress)</li> </ul>	<p>Wide variety of books</p> <p>Rhymes, poems and songs</p> <p>Charts</p> <p>Thinking Maps</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10 minutes</p> <p>Daily</p>	<p>Author's craft:</p> <ul style="list-style-type: none"> <li>Focus on literary aspects of text based on appropriate ELA Academic Standards.</li> </ul>	<p>Determine student needs through use of DRA 2, running records, miscue analysis and individual reading conferences.</p>	<b>National Reading Panel</b>	<p>Barbara Orehovec <a href="#"><u>Revisiting the Reading Workshop</u></a></p> <p>Linda Hoyt <a href="#"><u>Snapshots: Literacy Mini-lessons Up Close</u></a></p> <p>Maureen McLaughlin <a href="#"><u>Research-Based Reading Lessons for K-3</u></a></p> <p>Stephanie Harvey <a href="#"><u>Strategies That Work</u></a></p> <p>Debbie Miller <a href="#"><u>Reading with Meaning - Teaching Comprehension in the Primary Grades</u></a></p> <p>Nicole Outsen <a href="#"><u>Teaching Comprehension Strategies All Readers Need: Mini-Lessons</u></a></p>
<b>Structure</b>			<p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Phonemic Awareness</li> <li>➤ Alphabetic Principle/ Phonics</li> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	
<p>Whole group</p>				

## SHARED READING - Whole Group Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>Shared reading involves any interactive reading during which all participants have access to the same text as the teacher models reading strategies and fluency.</p>	<p>Provide opportunities for making connections between written and spoken words.</p> <p>Provide a fluent reader's voice as a model of appropriate phrasing and pronunciation, intonation and problem solving.</p> <p>Develop and expand language usage and vocabulary.</p>	<p><i>Selection:</i></p> <p>Select a variety of short texts and genres based on student needs and curriculum.</p> <p>Provide individual copies of the same text.</p> <p>Choose on or above grade level text that challenges the students.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Journal</li> <li>➤ Reading responses</li> </ul>	<p>Books</p> <p>Individual copies of same text</p> <p>Leveled library</p> <p>Charts</p> <p>Rhymes, poems and songs</p> <p>Thinking Maps</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10 minutes</p> <p>Daily</p>	<p>Allow for the transition to independent reading.</p> <p>Allow for risk taking and successful exposure to more challenging text.</p>	<p><i>Instruction:</i></p> <p>Allow rereading of text for fluency.</p> <p>Build background knowledge.</p> <p>Select text for choral reading.</p> <p>Connect to strategic reading skills.</p>	<b>National Reading Panel</b>	<p>Cunningham and Allington <u><a href="#">Classrooms That Work: They Can All Read and Write</a></u></p> <p>Richard Allington <u><a href="#">What Really Matters for Struggling Readers</a></u></p> <p>Brenda Parkes <u><a href="#">Read it Again - Revisiting Shared Reading</a></u></p>
<b>Structure</b>		<p>Stress that strategic reading focuses on meaning.</p> <p>"Think aloud" to model reading strategies.</p>	<p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Phonemic Awareness</li> <li>➤ Alphabetic Principle/Phonics</li> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p>Sharon Taberski <u><a href="#">On Solid Ground: Strategies for Teaching Reading</a></u></p>
<p>Whole group</p>				<p>Bobbi Fisher <u><a href="#">Perspectives on Shared Reading</a></u></p> <p>Stephanie Harvey <u><a href="#">Strategies That Work</a></u></p> <p>Debbie Miller <u><a href="#">Reading with Meaning - Teaching Comprehension in the Primary Grades</a></u></p> <p>Regie Routman <u><a href="#">Reading Essentials</a></u></p>

## GUIDED READING - Small Group Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>The teacher works with small flexible groups that have similar needs and/or interests in order to develop each student's reading strategies.</p>	<p>Focus on the learner, not the text.</p> <p>Support student comprehension at instructional levels through teaching specific reading strategies.</p> <p>Allow students to see reading as a process to construct meaning, not simply to "call" words.</p> <p>Build an understanding of text features (concepts about print).</p> <p>Instruct readers through a variety of texts (literary, informational, poetry, etc.).</p>	<p>Determine student needs through use of DRA 2, running records, miscue analysis and individual reading conferences.</p> <p>Determine student interest through use of reading interest inventories.</p> <p>Match books to readers: Teacher facilitates and chooses text at the group's instructional reading level.</p> <p>Utilize instructional strategies to address a group's common need based on curriculum standards. (extension of whole group mini-lesson)</p> <p>Demonstrate a text feature or comprehension strategy and have students apply while reading independently with teacher's guidance.</p> <p>Monitor the class as students are reading independently, partner reading, working in book club groups, working in literature circles, responding to literature, or completing literacy work stations.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Teacher observation</li> <li>➤ Reading conference</li> <li>➤ Discussion</li> <li>➤ Anecdotal records</li> <li>➤ Extension activities</li> </ul> <p>Formal</p> <ul style="list-style-type: none"> <li>➤ Running records</li> <li>➤ DRA2</li> <li>➤ MAP (Measures of Academic Progress)</li> <li>➤ Oral reading fluency assessment</li> </ul>	<p>Leveled library sets</p> <p>Leveled readers from adopted reading series</p> <p>Rhymes, poems and songs</p> <p>Thinking Maps</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10-15 minutes per group</p> <p>Daily</p> <p>Ideally, the students with critical needs, based on formative and informal assessment, should meet with the teacher daily.</p>	<p>Practice and develop reading strategies with teacher guidance.</p>		<b>National Reading Panel</b>	<p>Fountas and Pinnell <u>Guided Reading K-3, Matching Books to Readers</u></p> <p>Debbie Diller <u>Making the Most of Small Groups: Differentiation for All</u></p> <p>Debbie Miller <u>Reading with Meaning</u></p> <p>Stephanie Harvey <u>Strategies That Work</u></p>
<b>Structure</b>				
<p>Small flexible groups of 3 to 6 students</p>			<p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Phonemic awareness</li> <li>➤ Alphabetic principle/phonics</li> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p>Donna VanderWeide - <u>Different Tools for Different Learners</u></p> <p>Barbara Orehovec <u>Revisiting the Reading Workshop</u></p> <p>Frank Serafini <u>The Reading Workshop, Around the Reading Workshop in 180 Days: A Month by Month Guide to Effective Instruction</u></p>

# BOOK CLUBS/LITERATURE CIRCLES

## Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>Book Clubs: Teacher-led discussion of a common theme, topic and/or strategy with each group reading a different book/text</p> <p>Literature Circles: Student-led discussion usually of the same book/text with different assignments and specific roles</p>	<p>Provide students opportunities for conversations about books they have read.</p> <p>Encourage informal speaking and listening experiences.</p> <p>Endorse student ownership in both discussion and choice.</p> <p>Foster conversation and response to a common text.</p> <p>Build comprehension and higher-order thinking.</p>	<p>Apply reading strategies.</p> <p>Allow students to choose roles.</p> <p>Establish responsibilities, routines, and expectations for group work through teacher modeling and student practice.</p> <p>Select book choices based on ability level, topic, genre, etc.</p> <p>Use literacy bookmarks to guide reading and encourage book discussion.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Rubrics</li> <li>➤ Teacher observation</li> <li>➤ Extension activities</li> <li>➤ Discussion</li> <li>➤ Journal</li> <li>➤ Reading response</li> <li>➤ Thinking Maps</li> </ul>	<p>Leveled library text sets</p> <p>Genre studies</p> <p>Author studies</p> <p>Content-specific texts</p> <p>Thinking Maps</p> <p>Text from Read Alouds</p> <p>Text from Shared Reading</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>During the Work Period of the Reading Workshop, meet for 10-15 minutes, as scheduled periodically for each group.</p>	<p>Sustain high student interest and engagement.</p> <p>Allow comparison and discussion of author's craft.</p>	<p>Facilitate roles and expectations for group work.</p> <p>Incorporate Thinking Maps as a way to organize information.</p> <p>Apply reading strategies.</p> <p>Allow students to choose roles.</p>	<b>National Reading Panel</b>	<p>Harvey Daniels <a href="#"><u>Literature Circles (Second ed.)</u></a></p> <p>Nancy J. Johnson <a href="#"><u>Literature Circles Resource Guide</u></a></p> <p>Peterson and Eeds <a href="#"><u>Grand Conversations: Literature Groups in Action</u></a></p>
<b>Structure</b>				
<p>Small groups of 3 to 6 students</p>			<p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p>Penny Strube <a href="#"><u>Getting the Most from Literature Groups Grades 3-6</u></a></p> <p>Jeni Pollack Day - <a href="#"><u>Moving Forward with Literature Circles</u></a></p> <p>Laura Robb - <a href="#"><u>50 Fabulous Discussion Prompt Cards for Reading Groups</u></a></p> <p>Christine Moen - <a href="#"><u>25 Reproducible Literature Circle Role Sheets for Fiction and Nonfiction Books</u></a></p>

## INDEPENDENT READING Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>Students select books from all genres to read for practice and enjoyment.</p> <p>Teacher meets with guided reading groups and/or conferences with students.</p>	<p>Provide books on student's independent reading level.</p> <p>Practice and extend reading strategies.</p> <p>Allow for students' interests in text selection.</p> <p>Develop and increase vocabulary.</p>	<p><i>Teacher:</i></p> <p>Establish a classroom library with a variety of leveled books.</p> <p>Conference with students to identify needed mini-lessons, establish groups with a common need and monitor students' reading logs and text selection.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Reading log</li> <li>➤ Reading conference</li> <li>➤ Response to literature</li> </ul> <p>Formal</p>	<p>Wide variety of books</p> <p>Classroom library</p> <p>Media Center</p> <p>Leveled library</p> <p>Book bags/baskets</p> <p>Thinking Maps</p> <p>Accelerated Reader</p>
<b>Frequency</b>	<p>Provide extended time to develop reading stamina.</p>	<p>Assign and monitor partner reading.</p> <p>Encourage reading at home.</p> <p><i>Student:</i></p> <p>Select books based upon independent reading level.</p>	<ul style="list-style-type: none"> <li>➤ DRA2</li> <li>➤ MAP (Measures of Academic Progress)</li> </ul>	<b>Professional Resources</b>
<p>20-30 minutes</p> <p>Daily</p>				<p>Robert J. Marzano <u>Classroom Instruction that Works,</u> <u>The Art and Science of Teaching: A Comprehensive Framework</u></p> <p>Lucy Calkins <u>The Art of Teaching Reading</u></p>
<b>Structure</b>				<b>National Reading Panel</b>
<p>Individual</p> <p>Partner reading</p>		<p>Reread books from shared or guided reading.</p> <p>Apply the strategy modeled during the mini-lesson.</p> <p>Maintain reading log with titles, genre and number of pages read daily.</p> <p>Develop reading stamina.</p>	<p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p>Cunningham and Allington <u>Classrooms That Work: They Can All Read and Write</u></p> <p>Regie Routman <u>Reading Essentials</u></p> <p>Sharon Taberski <u>On Solid Ground</u></p> <p>Timothy Rasinski <u>Motivating Recreational Reading</u></p> <p>Sandra Wilde <u>Miscue Analysis Made Easy</u></p> <p>Marie Clay <u>Running Records</u></p>

## CLOSING/SHARING READING Reading Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>Sharing books during the closing provides a way for readers to share their reading and to encourage others to read.</p>	<p>Develop students' comprehension of independent reading.</p> <p>Allow readers to receive positive feedback and emphasize that students' ideas and experiences are worthy of sharing.</p> <p>Provide students an opportunity to hear a variety of language used in the books shared.</p>	<p>Apply to reading in all subject areas.</p> <p>Share books with peers, adults and younger students.</p> <p>Assist students in choosing excerpts of books to share.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Teacher observation</li> <li>➤ Peer feedback</li> </ul>	<p>Books students have read</p> <p>Reader's Chair</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10 minutes</p> <p>Daily</p>	<p>Celebrate students who successfully applied the strategies taught during the reading workshop.</p> <p>Model and guide accountable discussions. (Listen, compliment, question.)</p> <p>Discuss author's craft with authentic literature.</p>		<p style="text-align: center;"><b>National Reading Panel</b></p> <p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p>Cunningham and Allington <u>Classrooms That Work: They Can All Read and Write</u></p> <p>Timothy Rasinski <u>Motivating Recreational Reading</u></p> <p>Frank Serafini <u>The Reading Workshop</u></p> <p>Barbara Orehovec <u>Revisiting the Reading Workshop</u></p> <p>Robert J. Marzano <u>What Works in Schools: Translating Research Into Action</u></p>
<b>Structure</b>				
<p>Whole group</p>				



## WORD STUDY

Description	Objectives	Best Practices	Assessment	Materials
<p>Word study involves constructing meaning in context and emphasizing letter-sound relationships and spelling patterns in order for students to decode and attach meaning to words.</p>	<p>Build sight word vocabulary.</p> <p>Advance students' strategic knowledge to use phonics and roots.</p> <p>Encourage students to look for patterns and relationships.</p> <p>Apply word attack skills with unknown words.</p> <p>Develop vocabulary.</p> <p>Acquire new vocabulary and use in writing and conversation.</p>	<p>Base systematic instruction on individual learner needs and curriculum standards.</p> <p>Model decoding strategies during shared reading.</p> <p>Implement a Word Wall of high-frequency words chosen from Fry's Instant Word List, from students' reading and writing and from the ELA Academic Standards.</p> <p>Use word activities and games to develop and practice word skills, such as:</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Teacher observation</li> <li>➤ Reading conference</li> <li>➤ Writing conference</li> </ul> <p>Formal</p> <ul style="list-style-type: none"> <li>➤ Teacher-made assessments</li> <li>➤ DRA2</li> <li>➤ MAP (Measures of Academic Progress)</li> </ul>	<p>High-frequency words</p> <p>"Making Words"</p> <p>Magnetic letters</p> <p>Letter tiles</p> <p>Rhymes, poems and songs</p> <p>Thinking Maps</p> <p>ELA Academic Standards Instructional Appendixes</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10-20 minutes</p>		<p><i>Early Elementary</i></p> <ul style="list-style-type: none"> <li>➤ Word Wall</li> <li>➤ Letter tiles</li> <li>➤ Magnetic letters</li> <li>➤ High-frequency words</li> <li>➤ Word families</li> <li>➤ "Making Words"</li> <li>➤ Words sorting</li> <li>➤ Circle maps</li> <li>➤ Vocabulary charts</li> </ul>		<p>Donald Bear <u>Words Their Way</u></p>
<p>Daily</p>				<p>Karin Dahl <u>Rethinking Phonics: Making the Best Teaching Decisions</u></p>
<b>Structure</b>			<b>National Reading Panel</b>	
<p>Small group</p>		<p><i>Upper Elementary</i></p> <ul style="list-style-type: none"> <li>➤ Affixes</li> <li>➤ Analogies</li> <li>➤ Clusters</li> <li>➤ Compounds</li> <li>➤ Greek and Latin roots</li> <li>➤ Making Big Words</li> <li>➤ Nifty Thrifty Fifty</li> <li>➤ Rivet</li> <li>➤ Stems</li> <li>➤ Dictionaries</li> <li>➤ Thesauri</li> <li>➤ Portable Word Wall</li> </ul>	<p>Reading Big Ideas:</p> <ul style="list-style-type: none"> <li>➤ Phonemic Awareness</li> <li>➤ Alphabetic Principle/Phonics</li> <li>➤ Comprehension</li> <li>➤ Vocabulary</li> <li>➤ Fluency</li> </ul>	<p>Fountas and Pinnell <u>Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom</u></p>
<p>Whole group</p>				<p>Sharon Taberski <u>On Solid Ground</u></p>
				<p>Isabel Beck <u>Bringing Words to Life</u></p>

## WRITING MINI-LESSONS

### Writing Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>Mini-lessons are explicit and focused lessons used to demonstrate a particular skill or strategy. The demonstrations are planned according to the needs of the class as a whole.</p>	<p>Expose students to author’s craft with authentic literature.</p> <p>Demonstrate that words and stories are put together in specific ways.</p> <p>Provide direct teaching of writing skills.</p>	<p>Use literature as a model of good writing.</p> <p>Base strategies on needs observed in students’ writing</p> <p>Types of mini-lessons:</p> <ul style="list-style-type: none"> <li>➤ Procedures</li> <li>➤ Author’s craft</li> <li>➤ Conventions</li> <li>➤ Writing process</li> </ul>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Writing conference</li> <li>➤ Teacher observation</li> <li>➤ Student incorporates mini-lesson strategy in his own writing</li> </ul>	<p>Write From the Beginning</p> <p>Student writing</p> <p>Thinking Maps</p>
<b>Frequency</b>	<p>Model and provide practice activities to develop the writing process.</p>	<p>Use teacher and student writing samples.</p>	<ul style="list-style-type: none"> <li>➤ Writing folder</li> </ul>	<b>Professional Resources</b>
<p>10 minutes</p> <p>Daily</p>				<p>Establish expectations and practice routines of workshop.</p> <p>Focus on writing skills based on curriculum standards and student needs.</p>
<b>Structure</b>				
<p>Whole group</p>				

# SHARED WRITING Writing Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>With the teacher as scribe, the teacher and students work together to compose a particular type of text.</p>	<p>Develop a collaborative writing community.</p> <p>Provide motivation and ideas for writing in the future.</p> <p>Foster higher-order thinking skills through a variety of writing.</p>	<p>Write as whole class works together.</p> <p>Model writing process.</p> <p>Model thought processes that occur during writing. (Think Alouds)</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Teacher observation</li> <li>➤ Student responses</li> </ul>	<p>Write From the Beginning Promethean Board Chart paper Shared texts Thinking Maps Word Wall</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10 minutes</p> <p>Daily</p>	<p>Develop the concept that language can be used differently to communicate and express ideas.</p> <p>Demonstrate writing process and skills.</p>	<p>Model and guide positive responses.</p> <p>Model writing according to Topic, Audience and Purpose. (TAP)</p>		<p>Lucy Calkins <u><a href="#">The Art of Teaching Writing</a></u></p> <p>Cunningham and Allington <u><a href="#">Classrooms That Work: They Can All Read and Write</a></u></p> <p>Linda Dorn and Carla Soffos <u><a href="#">Scaffolding Young Writers</a></u></p> <p>Ralph Fletcher <u><a href="#">Writing Workshop - The Essential Guide</a></u></p> <p>Jane Hansen <u><a href="#">When Writers Read (K-8)</a></u></p> <p>Shelley Harwayne <u><a href="#">Writing Through Childhood: Rethinking Process and Product</a></u></p> <p>Katie Wood Ray <u><a href="#">Wondrous Words</a></u></p> <p>Ray and Laminack <u><a href="#">The Writing Workshop: Working through the Hard Parts</a></u></p>
<b>Structure</b>				
<p>Whole group</p> <p>Small group</p> <p>Partners</p>				

## GUIDED WRITING Writing Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>The teacher works with small flexible groups with similar needs in order to develop each student's writing strategies.</p>	<p>Provide remediation to students needing extra support.</p> <p>Address similar needs of small groups or individuals.</p> <p>Practice and develop reading strategies with teacher guidance.</p> <p>Guide students as they demonstrate mastery of the writing process.</p>	<p>Extend mini-lessons to address students' needs.</p> <p>Provide additional support and reteaching using a variety of re-teaching techniques and materials.</p> <p>Allow for student application to demonstrate skill mastery.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Conferencing</li> <li>➤ Rubrics or checklists</li> </ul>	<p>Student writing</p> <p>Literature</p> <p>Materials needed for lessons</p> <p>Thinking Maps</p> <p>Write From the Beginning</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10-15 minutes</p> <p>2-3 times a week</p>	<p>Provide positive feedback and validate student progress as writers.</p> <p>Provide targeted instruction based on individual needs.</p>	<p>Provide students a variety of texts to use as models in their writing.</p>		<p>Ralph Fletcher <a href="#"><u>Craft Lessons</u></a> <a href="#"><u>Nonfiction Craft Lessons</u></a></p> <p>Ralph Fletcher <a href="#"><u>Boy Writers: Reclaiming Their Voice</u></a></p> <p>Linda Dorn and Carla Soffos <a href="#"><u>Scaffolding Young Writers - A Writers' Workshop Approach</u></a></p> <p>Laura Robb <a href="#"><u>Nonfiction Writing- From the Inside Out</u></a></p>
<b>Structure</b>				
<p>Small group</p>				

# INDEPENDENT WRITING

## Writing Workshop

Description	Objectives	Best Practices	Assessment	Materials	
<p>Students practice writing by selecting their topics, drafting, conferencing, revising, editing and making publishing decisions with teacher guidance.</p> <p>Teacher meets with guided writing groups and/or conferences with students.</p>	<p>Provide practice in writing for a variety of audiences, authentic purposes, topics, voices and genres.</p> <p>Provide students with opportunities to compose and write a variety of styles/types of writing.</p> <p>Provide opportunities to: Organize thinking Draft for fluent expression Revise for clarity Edit for conventions Publish to share ideas</p>	<p>Allow individual and collaborative drafting, revising and editing.</p> <p>Provide a wide availability of literature to serve as literary models.</p> <p>Provide easily accessible references and materials.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Writing conference</li> <li>➤ Teacher observation</li> </ul>	<p>Word Wall (personal or posted)</p> <p>Writing center</p> <p>Thinking Maps</p> <p>Write From the Beginning</p>	
<b>Frequency</b>	<p>Provide individualized instruction at point of need.</p> <p>Encourage collaboration through teacher-student and student-student conferencing.</p> <p>Provide opportunities for student publishing.</p>	<p>Make areas for peer conferences available.</p> <p>Maintain and use a writer's notebook, topic list or writing folders.</p> <p>Focus on one particular need rather than every error.</p> <p>Act as a writing mentor, discuss writing with the students and assist their problem solving, when needed.</p>	<p>Formal</p> <ul style="list-style-type: none"> <li>➤ Writing rubric</li> <li>➤ Checklists</li> <li>➤ Conference notes</li> </ul>	<b>Professional Resources</b>	
<p>20 minutes</p> <p>Daily</p>				<p>Provide opportunities to:</p> <ul style="list-style-type: none"> <li>➤ Organize thinking</li> <li>➤ Draft for fluent expression</li> <li>➤ Revise for clarity</li> <li>➤ Edit for conventions</li> <li>➤ Publish to share idea.</li> </ul> <p>Support peer editing and revising.</p> <p>Implement a Name Wall And/or Word Wall.</p>	<p>Carl Anderson <u><a href="#">How's It Going?</a></u></p> <p>Lucy Calkins <u><a href="#">The Art of Teaching Writing</a></u></p> <p>Cunningham and Allington <u><a href="#">Classrooms that Work: They Can All Read and Write</a></u></p> <p>Linda Dorn and Carla Soffos <u><a href="#">Scaffolding Young Writers</a></u></p> <p>Ralph Fletcher <u><a href="#">Writing Workshop: The Essential Guide</a></u></p> <p>Shelley Harwayne <u><a href="#">Lasting Impressions: Weaving Literature into the Writing Workshop</a></u></p> <p>Katie Wood Ray <u><a href="#">Wondrous Words</a></u></p> <p>Ray and Laminack <u><a href="#">The Writing Workshop: Working Through the Hard Parts</a></u></p>
<b>Structure</b>					<p>Independent</p> <p>Small group</p> <p>Student to student</p> <p>Student to teacher</p>

## CLOSING/SHARING WRITING Writing Workshop

Description	Objectives	Best Practices	Assessment	Materials
<p>The closing provides a way for writers to share their writing, either in process or polished form.</p>	<p>Develop students' concept of authorship.</p> <p>Allow writers to receive positive feedback and emphasize that students' ideas and experiences are worthy of sharing.</p>	<p>Apply to writing in all subject areas.</p> <p>Relate closing to mini-lesson.</p> <p>Share writing with peers, adults and younger students.</p>	<p>Informal</p> <ul style="list-style-type: none"> <li>➤ Teacher Observation</li> <li>➤ Peer Feedback</li> </ul>	<p>Student writing</p> <p>Author's Chair</p>
<b>Frequency</b>				<b>Professional Resources</b>
<p>10 minutes</p> <p>Daily</p>	<p>Provide students an opportunity to hear a variety of language used by peers.</p> <p>Celebrate students who successfully applied the strategy taught during the mini-lesson.</p> <p>Model and guide accountable discussions. (Listen, compliment, question.)</p>	<p>Assist students in choosing excerpts of exemplary writing to share.</p> <p>Publish writing that has undergone multiple peer and teacher conferences and reflects all stages of the writing process.</p> <p>Display writing that is virtually error-free.</p>		<p>Ellen Blackburn Karelitz <u><a href="#">The Author's Chair and Beyond</a></u></p> <p>Shelley Harwayne <u><a href="#">Writing Through Childhood: Rethinking Process and Product</a></u></p> <p>Cunningham and Allington <u><a href="#">Classrooms That Work: They Can All Read and Write</a></u></p> <p>Fletcher and Portalupi <u><a href="#">Writing Workshop</a></u> <u><a href="#">The Essential Guide</a></u></p> <p>Jane Hansen <u><a href="#">When Writers Read (K – 8)</a></u></p> <p>Ellen Blackburn Karelitz <u><a href="#">The Author's Chair and Beyond</a></u></p> <p>Katie Wood Ray <u><a href="#">Wondrous Words</a></u></p> <p>Ray and Laminack <u><a href="#">The Writing Workshop: Working through the Hard Parts</a></u></p>
<b>Structure</b>				
<p>Whole group</p>				

## ELEMENTARY SCHOOL LITERACY MODEL OVERVIEW

	DESCRIPTION	MATERIALS	FREQUENCY	ASSESSMENT
<b>PURPOSEFUL READ ALOUDS</b>	The teacher purposefully reads aloud multiple times daily from a variety of genres to model fluency and a love of literature.	Teacher selections based upon: <ul style="list-style-type: none"> <li>➤ Theme</li> <li>➤ Author's craft</li> <li>➤ Author's bias</li> <li>➤ Genre</li> <li>➤ Cross-curricular focus</li> </ul> Leveled library	10 minutes at one reading  Multiple times daily	Informal
<b>READING MINI- LESSONS</b>	The reading mini-lesson is designed to help the entire group learn something about reading through the use of a specific strategy. Students then apply the strategy during independent reading of self-selected appropriate leveled books or to the books they read in small-group lessons. At the end of the period, the mini-lesson strategy is usually revisited.	Wide variety of books Rhymes, poems and songs Charts Thinking Maps	10 minutes  Daily	Informal  Formal
<b>SHARED READING</b>	Shared reading involves any interactive reading during which all participants have access to the same text as the teacher models reading strategies and fluency.	Wide variety of books Individual copies of text for students Leveled library Charts Rhymes, poems and songs Thinking Maps	10 minutes  Daily	Informal
<b>GUIDED READING</b>	The teacher works with small flexible groups that have similar needs and/or interests in order to develop each student's reading strategies.	Leveled library sets Leveled readers from reading series Rhymes, poems and songs Thinking Maps	10-15 minutes per group  Daily	Informal  Formal
<b>BOOK CLUBS/ LITERATURE CIRCLES</b>	<i>Book Clubs:</i> Teacher-led discussion of a common theme, topic and/or strategy with each group reading a different book/text  <i>Literature Circles:</i> Student-led discussion usually of the same book/text with different assignments and specific roles	Leveled library text sets Author and genre studies Content specific texts Thinking Maps Text from Read Alouds Text from Shared Reading	During the Work Period of Reading Workshop, meet for 10-15 minutes a week, as scheduled periodically for each group.	Informal
<b>INDEPENDENT READING</b>	Students select books from all genres to read for practice and enjoyment.  Teacher meets with guided reading groups and/or conferences with students.	Wide variety of books Classroom library Media Center Leveled library Book bags/baskets Thinking Maps Accelerated Reader	20- 30 minutes  Daily	Informal  (Conferences)  Formal

	<b>DESCRIPTION</b>	<b>MATERIALS</b>	<b>FREQUENCY</b>	<b>ASSESSMENT</b>
<b>CLOSING/ SHARING READING</b>	Sharing books during the closing provides a way for readers to share their reading and to encourage others to read.	Books students have read Reader's Chair	10 minutes  Daily	Informal
<b>WORD STUDY</b>	Word study involves constructing meaning in context and emphasizing letter-sound relationships and spelling patterns in order for students to decode and attach meaning to words.	High-frequency words Magnetic letters, letter tiles "Making Words" Rhymes, poems and songs Thinking Maps Dictionaries/thesauri ELA Academic Standards – Appendixes	10-20 minutes  Daily	Informal  Formal
<b>WRITING MINI- LESSONS</b>	Mini-lessons are explicit and focused lessons used to demonstrate a particular skill or strategy. The demonstrations are planned according to the needs of the class as a whole.	Write From the Beginning Student writing Thinking Maps	10 minutes  Daily	Informal  Formal
<b>SHARED WRITING</b>	With the teacher as scribe, the teacher and students work together to compose a particular type of text.	Write From the Beginning Promethean Board Chart paper Shared texts Thinking Maps	10 minutes  Daily	Informal
<b>GUIDED WRITING</b>	The teacher works with small flexible groups with similar needs in order to develop each student's writing strategies.	Student writing Literature Materials needed for lessons Thinking Maps Write From the Beginning	10-15 minutes  2-3 times a week	Informal
<b>INDEPENDENT WRITING</b>	Students practice writing by selecting their topics, drafting, conferencing, revising, editing and making publishing decisions with teacher guidance.  Teacher meets with guided writing groups and/or conferences with students.	Word Wall Writing center Thinking Maps Write From the Beginning	20 minutes  Daily	Informal  Formal
<b>CLOSING/ SHARING WRITING</b>	The closing provides a way for writers to share their writing, either in process or polished form.	Student writing Author's Chair	10 minutes  Daily	Informal



## ELEMENTARY SCHOOL LITERACY MODEL – ADDITIONAL RESOURCES

KINDERGARTEN	GRADES 1 & 2	GRADES 3, 4 & 5
Zoo-phonics	Reading Strategies Tool Kit – Rigby	Reading Strategies Tool Kit – Rigby
Reading Strategies Tool Kit – Rigby	Carol Avery <u>And with a Light Touch: Learning about Reading, Writing, and Teaching with First Graders</u>	Fountas and Pinnell <u>Guiding Readers and Writers Grades 3-6</u>
Harvey Daniels <u>Teaching the Best Practice Way - Methods That Matter</u>	Harvey Daniels <u>Teaching the Best Practice Way - Methods That Matter</u>	Janet Allen <u>Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12</u> <u>On The Same Page: Shared Reading Beyond the Primary Grades</u> <u>Words, Words, Words: Teaching Vocabulary-Grades 4-12</u>
Bobbi Fisher <u>Joyful Learning in Kindergarten</u>	Hall and Fuhrmann <u>Shared Reading with Big Books</u>	Harvey Daniels <u>Teaching the Best Practice Way - Methods That Matter</u>
Linda Hoyt <u>Interactive Read Alouds K-1</u>	Dottie Hall and Karen Loman <u>Interactive Charts: Shared Reading for K and First Grade</u>	Elaine McEwan <u>7 Strategies of Highly Effective Readers</u>
Hall and Cunningham <u>Month-by-Month Reading, Writing and Phonics for Kindergarten</u>	Hall and Cunningham <u>Month-by-Month Phonics for First Grade</u> <u>Month-by-Month Phonics for Second Grade</u>	Debbie Diller <u>Practice with Purpose: Literacy Work Stations-Grades 3-6</u>
Nancy A. Anderson <u>What Should I Read Aloud?</u>	Susan Lunsford <u>Teaching with Favorite Read Alouds in First Grade</u> <u>Teaching with Favorite Read Alouds in Second Grade</u>	Hall and Cunningham <u>Month-by-Month Phonics for Third Grade</u> <u>Month-by-Month Phonics for Upper Grades</u>
Susan Lunsford <u>Teaching with Favorite Read Alouds in Kindergarten</u>	Bobbi Fisher <u>Perspectives on Shared Reading</u>	Kathy Ganske - <u>Word Journeys</u>
Dottie Hall and Karen Loman <u>Interactive Charts: Shared Reading for K and First Grade</u>	Debbie Diller <u>Literacy Work Stations: Making Centers Work</u>	Barry Lane <u>Why We Must Run with Scissors (Persuasive Writing), Reviser's Toolbox, After the End: Teaching Revision</u>
Bobbi Fisher <u>Perspectives on Shared Reading</u>	Hall and Cunningham <u>Writing Mini-Lessons for First Grade</u> <u>Writing Mini-Lessons for Second Grade</u>	Hall and Cunningham <u>Writing Mini-Lessons for Upper Grades</u>
Debbie Diller <u>Literacy Work Stations: Making Centers Work</u>	Gayle Gregory <u>Differentiated Instructional Strategies in Practice</u>	Gayle Gregory <u>Differentiated Instructional Strategies in Practice</u> <u>Differentiation in Practice – Grades 5-9</u>
Hall and Williams <u>Writing Mini-Lessons for Kindergarten</u>	Carol Ann Tomlinson <u>The Differentiated Classroom</u> <u>How to Differentiate in Mixed-Ability Classrooms</u>	Carol Ann Tomlinson <u>The Differentiated Classroom</u> <u>How to Differentiate in Mixed-Ability Classrooms</u>
Gayle Gregory <u>Differentiated Instructional Strategies in Practice</u>	Susan Zimmermann <u>7 Keys to Comprehension</u>	Susan Zimmermann - <u>7 Keys to Comprehension</u>
Carol Ann Tomlinson <u>The Differentiated Classroom</u> <u>How to Differentiate in Mixed-Ability Classrooms</u>	Heidi Hayes Jacobs <u>Active Literacy Across the Curriculum</u>	Heidi Hayes Jacobs <u>Active Literacy Across the Curriculum</u>