

The School District of Pickens County

Middle and High School



Literacy Model

MIDDLE AND HIGH SCHOOL LITERACY MODEL OVERVIEW

	DESCRIPTION	MATERIALS	FREQUENCY	ASSESSMENT
PURPOSEFUL READ ALOUDS	The teacher purposefully reads aloud as often as possible from a variety of genres to model fluency and to highlight specific text features and author's craft.	Teacher selections based upon: <ul style="list-style-type: none"> ➤ Theme ➤ Author's craft ➤ Author's bias ➤ Genre ➤ Cross-curricular focus 	5-10 minutes at one reading As often as possible	Informal <ul style="list-style-type: none"> ➤ Discussion ➤ Journal ➤ Reading Response
READING MINI-LESSONS	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 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 Poetry Thinking Maps	5-10 minutes 2-3 times a week	Informal <ul style="list-style-type: none"> ➤ Teacher observation Formal <ul style="list-style-type: none"> ➤ MAP
STRATEGIC SHARED READING	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 Poetry Thinking Maps	5-10 minutes 1-2 times a week	Informal <ul style="list-style-type: none"> ➤ Discussion ➤ Journal ➤ Reading Response
GUIDED READING	The teacher works with small flexible groups that have similar needs and/or interests in order to develop each student's reading strategies.	Individual copies of text for students Poetry Thinking Maps	15-20 minutes per group 1-2 times a week	Informal <ul style="list-style-type: none"> ➤ Anecdotal records Formal <ul style="list-style-type: none"> ➤ MAP
BOOK CLUBS/ LITERATURE CIRCLES	<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	Individual copies of text for students Author and genre studies Content specific texts Thinking Maps Text from Read Alouds Text from Shared Reading	15-20 minutes per group 2-3 times a week	Informal <ul style="list-style-type: none"> ➤ Discussion ➤ Journal ➤ Reading Response ➤ Rubrics
INDEPENDENT READING	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 Media Center Thinking Maps Accelerated Reader – Grades 6-8	15-20 minutes 2-3 times a week	Informal <ul style="list-style-type: none"> ➤ Reading Log ➤ Conference Formal <ul style="list-style-type: none"> ➤ MAP

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CLOSING/ SHARING READING	Sharing books during the closing provides a way for readers to share their reading, to discuss points of interest and to encourage others to read.	Books students have read	5-10 minutes Daily	Informal <ul style="list-style-type: none"> ➤ Teacher Observation ➤ Peer Feedback
WORD STUDY	Word study involves constructing meaning in context and emphasizing roots, affixes and spelling patterns in order for students to decode and attach meaning to words.	ELA Academic Standards – Appendixes Poetry Thinking Maps Dictionaries Thesauri	10 minutes Daily	Informal <ul style="list-style-type: none"> ➤ Conference Formal <ul style="list-style-type: none"> ➤ MAP
WRITING MINI- LESSONS	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 For the Future Student writing Thinking Maps	5-10 minutes 1-2 times a week	Informal <ul style="list-style-type: none"> ➤ Student writing Formal <ul style="list-style-type: none"> ➤ Rubric
SHARED WRITING	With the teacher as scribe, the teacher and students work together to compose a particular type of text.	Write For the Future Promethean Board Shared texts Thinking Maps	5-10 minutes 1-2 times a week	Informal <ul style="list-style-type: none"> ➤ Student responses ➤ Rubric
GUIDED WRITING	The teacher works with small flexible groups with similar needs in order to develop each student's writing strategies.	Student writing Literature Thinking Maps Write For the Future	10-15 minutes 2-3 times a week	Informal <ul style="list-style-type: none"> ➤ Conference ➤ Rubrics
INDEPENDENT WRITING	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.	Writing center Thinking Maps Write For the Future	15-20 minutes 2-3 times a week	Informal <ul style="list-style-type: none"> ➤ Student writing Formal <ul style="list-style-type: none"> ➤ Rubric
CLOSING/ SHARING WRITING	The closing provides a way for writers to share their writing, either in process or polished form.	Student writing	5-10 minutes Daily	Informal <ul style="list-style-type: none"> ➤ Peer Feedback

MIDDLE AND HIGH SCHOOL LITERACY MODEL RESOURCES

MIDDLE SCHOOL	HIGH SCHOOL
<p>Janet Allen Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12 On The Same Page: Shared Reading Beyond the Primary Grades Words, Words, Words: Teaching Vocabulary in Grades 4-12 There's Room for Me Here: Literacy Workshop in the Middle School</p> <p>Kylene Beers When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6-12</p> <p>Harvey Daniels Teaching the Best Practice Way – Methods That Matter K-12, Literature Circles</p> <p>Gayle Gregory Differentiated Instructional Strategies in Practice Differentiation in Practice – Grades 5-9</p> <p>Nancy J. Johnson - Literature Circles Resource Guide</p> <p>Elaine McEwan 7 Strategies of Highly Effective Readers K-8 40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12</p> <p>Fountas and Pinnell Leveled Books (K-8): Matching Texts To Readers For Effective Teaching</p> <p>Jane Hansen - When Writers Read (K-8)</p> <p>Lester Laminack - Learning Under the Influence of Language and Literature</p> <p>Regie Routman - Invitations: Changing as Teachers and Learners K-12</p> <p>Penny Strube - Getting the Most from Literature Groups Grades 3-6</p> <p>Frank Serafini - Reading Aloud and Beyond</p> <p>Carol Ann Tomlinson The Differentiated Classroom How to Differentiate in Mixed-Ability Classrooms</p> <p>Cris Tovani - I Read it, But I Don't Get It</p> <p>Susan Zimmermann - 7 Keys to Comprehension</p>	<p>Janet Allen Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12 On The Same Page: Shared Reading Beyond the Primary Grades Words, Words, Words: Teaching Vocabulary in Grades 4-12 There's Room for Me Here: Literacy Workshop in the Middle School</p> <p>Kylene Beers When Kids Can't Read, What Teachers Can Do: A Guide for Teachers, 6-12</p> <p>Harvey Daniels Teaching the Best Practice Way – Methods That Matter K-12 Literature Circles (Second edition)</p> <p>Gayle Gregory Differentiated Instructional Strategies in Practice</p> <p>Nancy J. Johnson Literature Circles Resource Guide</p> <p>Elaine McEwan 40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12</p> <p>Regie Routman Invitations: Changing as Teachers and Learners K-12</p> <p>Frank Serafini Reading Aloud and Beyond</p> <p>Carol Ann Tomlinson The Differentiated Classroom How to Differentiate in Mixed-Ability Classrooms</p> <p>Cris Tovani I Read it, But I Don't Get It</p> <p>Susan Zimmermann 7 Keys to Comprehension</p>