

SCHENECTADY CITY  
SCHOOL DISTRICT  
LITERACY PLAN K-3

June 17, 2015

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## **District Management Council Study**

The District worked with the District Management Council (DMC) this spring on a study, *Raising Student Achievement While Controlling Costs*. Input from staff at all levels was included in the study. This was a collaborative process between the DMC and staff to review current reading practices. The Report was shared with the district on March 19, 2015 and shared with elementary principals in April.

*“This study was designed to identify opportunities to raise achievement of struggling students, increase equity for staff, and manage costs. It focused on improving elementary reading practices through a custom tailored plan built off best practices and current initiatives.”*

## **Commendations**

The District Management Council identified the following commendations on how the district teaches reading:

1. District leadership is committed to improving district practices and raising student achievement.
2. The district is currently undergoing a process to revise district curriculum to align with rigorous grade-level expectations.
3. District staff is committed to serving students.
4. Special education and related services staff place a high priority on working directly with students.
5. At the secondary level, the district is offering specialized reading classes for credit.

## **Opportunities for Improvement**

The DMC Report identified five opportunities to refine literacy instruction in the District. These opportunities outline high-impact actions the District can take to improve student outcomes in literacy while controlling costs.

1. Consider what training and background knowledge is required to best deliver reading instruction to students, including those who are struggling or have mild or moderate special needs.
2. Expand and strengthen the focus on core instruction.
3. Consider adding literacy coaches to provide guidance to teachers to improve core instruction.
4. All students in grades K-2 receive 100-150 minutes of phonics and phonemic awareness instruction per week.
5. More widely disseminate an understanding of the district literacy program into the schools.

## **Schenectady City School District Literacy Plan K-3**


The Schenectady City School District is committed to implementing a systematic approach to literacy instruction. “Systematic reading instruction carefully thought out, builds upon prior learning, is strategic building from simple to complex, and is designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).” (Adams, 2001)

This **Schenectady City School District Literacy Plan K-3** will serve as a guide for teachers and leaders as they prepare to develop students into proficient readers and writers, independent and critical thinkers and effective communicators. The **District Literacy Plan for Grades K-3** serves as a guide to the components of literacy and should be used as a framework to plan an integrated reading and writing block based on Common Core Learning Standards and District curriculum.

There are several challenges we will face as we implement this **District Literacy Plan for Grades K-3**, including the high mobility of our students and families in and out of the district and between schools; developing consistency in our approach to reading, writing and literacy instruction districtwide; ensuring increased rigor for all of our students and the challenge of tracking progress to provide timely and effective interventions to struggling readers.

### **District wide Data**

- Third-grade students considered proficient in reading was 19% in 2014 in the district, suggesting that more than 80% of third-grade students struggle to read in Schenectady City School District.
- Eighth-grade students in the district considered proficient in reading was 15% in 2014, suggesting that 85% of eighth-grade students struggle to read on grade level.
- There is currently a 16% achievement gap between all students and special education students in third-grade.



**PROBLEM STATEMENT: MORE THAN 80% OF STUDENTS IN THE SCHENECTADY CITY SCHOOL DISTRICT STRUGGLE WITH READING.**

The following sections describe how the District is addressing recommendations four and five from the DMC Study. The foundation of these recommendations is the District's commitment to implementing a systematic approach to the teaching of reading, writing and literacy. This plan addresses both of these commitments.

## What is a Systematic Approach to Literacy?

A Systematic Literacy program includes the five pillars of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students need direct, explicit instruction of skills and ample time to apply skills during authentic reading and writing opportunities. Students read on a variety of levels and experience texts at both instructional and challenging levels. Systematic literacy instruction is a multi-faceted process, which involves teachers planning assessment-based instruction that incorporates research-based practice. The goal of a systematic literacy approach is developing lifelong readers and writers.

In systematic reading instruction, students are taught—explicitly, systematically and consistently—how to understand and use the structure of language, how to construct meaning from various texts and how to convey that meaning orally or in written form. Students read alone, are read to, and read with others daily. A variety of language experiences help students grow their language development and connect oral and written language.

### Characteristics of a systematic literacy approach

- Comprehensive, systematic approach – including all components of reading and writing instruction
- Fiction and non-fiction texts are at the heart of the program; students have opportunities to apply literacy strategies in meaningful texts/tasks in a variety of opportunities
- Oral language plays a crucial role in the development of literacy for students in areas such as: phonology, grammar, morphology, vocabulary, discourse and pragmatics
- Skills and strategies are taught **both** explicitly and indirectly
- Teachers make thoughtful and purposeful decisions about how to teach reading and writing to students
- Teachers use evidence-based instructional practices
- Teachers use different instructional groupings (i.e. whole class, small group, individual instruction)
- Instruction and assessment are connected
- Instruction is differentiated based on individual student needs
- Students are actively engaged in purposeful, coherent speaking and reflective thinking

A systematic approach to the teaching of reading requires that the classroom be organized to include the following components. If you include these components into your classroom literacy block, you will be addressing each of the five pillars.

1. Interactive Read Aloud
2. Shared Reading
3. Phonics/Word Study
4. Guided Reading
5. Independent Reading
6. Modeled Writing
7. Interactive/Shared Writing
8. Guided Writing
9. Independent Writing

The components of systematic literacy are integral in the development of students as they become proficient readers and writers. While some parts are taught separately, there is much overlap between the components. A systematic approach requires establishing clear routines within each component early on in the schools year.

**Helpful Tip:** These resources can be used as a guide for establishing literacy routines in the classroom: *The Daily Five* (Boushey & Moser) or *Managing the Classroom* (Chapter 5) from *Guided Reading: Good First Teaching for All Children* (Fountas&Pinnell2011).

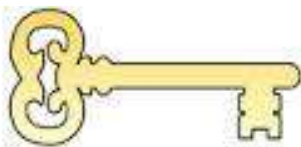
## 1. Interactive Read Aloud:

Teacher reads text (book, poem, article, etc.) to students for a variety of purposes. Read Aloud is the most teacher directed part of the literacy block. It is crucial to the literacy development of students throughout elementary school because it develops their ability to use comprehension strategies to think about a text and provides opportunity to hear rich and complex language with increasingly complex texts within a variety of genres. Read aloud models what language sounds like.

*“When students are actively listening to and discussing a text, all of the strategic actions for comprehending are in operation. In an interactive read-aloud, the listener is freed from decoding and is supported by the oral reader’s fluency, phrasing, and stress... The scene is set for a high level of comprehension or thinking together through a text” (Fountas & Pinnell, 2011).*

### **Interactive Read Aloud:**

- Fosters a love of reading and involves children in reading for enjoyment
- Demonstrates reading for a purpose
- Builds print awareness (for young learners) by modeling reading behaviors
- Develops phonological and phonemic awareness in young readers when choosing books with rhyming and predictable patterns
- Models oral reading accuracy, fluency and expression
- Demonstrate thinking aloud
- Develops vocabulary, content knowledge, and shared understandings
- Develops listening and reading comprehension skills by asking questions and leading discussions before, during, and after reading
- Exposes students to rich language and sophisticated vocabulary and sentence structures
- Encourages students to share their thinking through conversation (Accountable Talk)



#### **Keys to effective and purposeful Interactive Read Aloud:**

- Choice of text is crucial and should be chosen because it meets the characteristics needed for the instructional objective
- Read Aloud & Think Aloud need to be planned carefully based on the qualitative complexity of the text (meaning, structure, language features, knowledge demands)
- Plan for student response
- Build routines- turn and talk, small group discussion, etc.

**Helpful Tip:** See the Qualitative Rubric, QtA and Text Talk Strategies. Also look at the Interactive Read-Aloud and Literature Discussion in *The Continuum of Literacy Learning, Grades PreK-8* by Fountas & Pinnell for guidance on selection of text and goals.

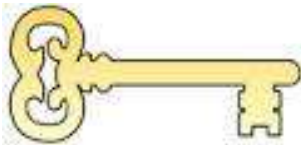


## 2. Shared Reading:

Teacher and students read enlarged text or the same text (a big book, a poem, a chart, an article, etc.). The type of texts used in shared reading will vary by grade level. Students actively participate in reading in some way. It can take on many formats including: Shared Reading of a common enlarged text, Choral Reading, or Reader's Theater.

### Shared Reading:

- Demonstrates the process of reading
- Demonstrates how letters and words work
- Develops concepts of print and reading practice of high frequency words
- Builds book and print awareness in Kindergarten and first grade by modeling reading behaviors
- Builds phonics skills by providing instruction and repeated practice in decoding
- Increases sense of story and knowledge of content
- Models and promotes use of reading strategies
- Increases accuracy, fluency, phrasing, and expression
- Models and promotes use of comprehension strategies (before, during, and after reading)
- Builds community and provides social support from the group
- Allows all students to see themselves as readers
- Provides known texts that children can use for independent reading and resources for writing and word study



#### **Keys to effective and purposeful Shared Reading:**

- Choice of text is crucial
- Use a variety of instructional methods to engage students in repeated readings (choral reading, echo reading, reader's theater, songs, nursery rhymes, and poems)

Helpful Tip: See Shared and Performance Reading in *The Continuum of Literacy Learning, Grades PreK-8* by Fountas & Pinnell.

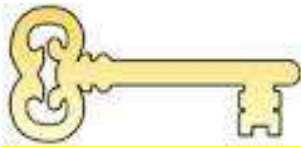
### 3. Phonics/Word Study:

Teacher provides direct, explicit, systematic instruction in phonemic awareness and phonics. *Phonemic awareness*, the ability to distinguish and manipulate individual sounds (phonemes) in spoken language, begins from the very start of the school year in Kindergarten. *Instruction related to phonics*, the relationship between sounds of language and alphabetic symbols (letters) used to represent those sounds, is introduced in Kindergarten and further developed in first and second grades. Students need opportunities to practice phonics elements in literacy workstations and throughout the day. The purpose of Word Study is:

- “To examine words in order to reveal consistencies within our written language system and to help students master recognition, spelling, and meanings of specific words.” (*Words Their Way*)
- Differentiate instruction for different levels  
“Word solving is basic to the complex act of reading. When readers can employ a flexible range of strategies for solving words rapidly and efficiently, attention is freed for comprehension. Word solving is fundamental to fluent, phrased reading” (Fountas and Pinnell, *The Continuum of Literacy Learning: Grades PreK-8; 2011*).

#### Phonics/ Word Study:

- Develops phonemic awareness and alphabetic principle
- Develops phonological awareness
- Increases phonics skills by providing explicit, systematic instruction based on students’ needs
- Builds students’ word and structural analysis skills to solve new words
- Provides opportunities to manipulate letters and words
- Provides a foundation for spelling skills



#### **Keys to effective and purposeful Phonics/Word Study:**

- Should be embedded in reading and writing throughout the day
- In addition to direct, explicit phonics instruction, students need ample opportunities to practice and apply skills with appropriate texts
- Use data to drive planning and to assess need for reteaching skills

Helpful Tip: See Phonics, Spelling, and Word Study in *The Continuum of Literacy Learning, Grades PreK-8* by Fountas & Pinnell

- *Foundations Level K, 1, 2 Teacher Manual*, Wilson
- *Fountas & Pinnell Phonics Lessons & Teacher Resources K, 1, 2*
- *Words Their Way* (Bear & Invernizzi)

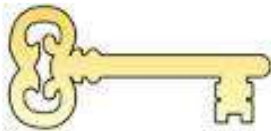
## 4. Guided Reading

Teacher meets with a small group of students reading the same level of text, using similar reading strategies, **with similar instructional needs**. The teacher selects the text and scaffolds students' use of independent reading strategies. Guided reading groups are flexible and depend on the abilities and needs of the students. Teacher makes decisions about group membership and the focus of the daily lesson based upon ongoing assessment of what students are and are not doing to make meaning while they read. The goal for guided reading is to enable children to read for meaning at all times.

*“Guided reading is not an exercise to practice reading skills. It is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres. Reading well means reading with deep, high quality comprehension and gaining maximum insight or knowledge from each source” (Fountas & Pinnell)*

### Guided Reading:

- Provides opportunities for needs-based flexible grouping
- Provides opportunities for students to develop as individual readers with teacher support
- Builds phonics skills by providing explicit, systematic instruction based on student needs
- Provides opportunities to problem solve while reading for meaning with teacher support
- Provides opportunities to read numerous texts in a variety of genres
- Improves students' reading accuracy, fluency, vocabulary and comprehension
- Develops abilities needed for independent reading
- Provides opportunities for teacher observation and assessment of student skills to plan and direct future instruction



#### **Keys to effective and purposeful Guided Reading:**

- Use assessments to form flexible groups throughout the year and identify students' needs to guide instruction
- Teachers must have a thorough understanding of *The Continuum of Literacy Learning* (Fountas & Pinnell) with an understanding of the unique characteristics and behaviors readers need to become proficient at each text level
- Teachers must have a thorough understanding of *The Continuum of Literacy Learning* (Fountas & Pinnell) with an understanding of the unique characteristics the text to help readers grow and stretch to the next level (mental Velcro)
- Understand that a reading level is not a score; it represents text characteristics and a set of behaviors and understandings that can be observed, assessed and used to guide instruction
- During Guided Reading groups, students are engaged in independent reading. Additionally, data driven literacy workstations are differentiated to meet needs of individual students. (The Daily 5)

Helpful Tip: See Guided Reading (Levels A – Z) in *The Continuum of Literacy Learning, Grades PreK-8* by Fountas & Pinnell and *Guided Reading: Good First Teaching for All Children* by Fountas & Pinnell (The Daily 5).

## 5. Independent Reading:

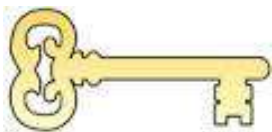
Students select and read books at their independent level without support. Teacher meets with students one-on-one to help them grow and learn about themselves as readers, and to facilitate student choice of “just right” books.

### ***Independent Reading:***

- Promotes reading for enjoyment, information, and understanding
- Provides practice to apply reading strategies with text at independent level
- Promotes fluency through rereading
- Increases reading stamina
- Fosters self-confidence
- Provides opportunities to grow as independent readers
- Provides opportunities for student choice

Research indicates that independent reading is probably one of the major sources of vocabulary acquisition beyond the beginning stages of learning to read. Students who read more can learn the meanings of thousands of new words each year. Anderson, Wilson, and Fielding (*Center for Collaborative Classrooms*, 1988) led one of the most extensive studies of independent reading in which they investigated the relationship of reading time to reading achievement. The study found that the amount of time students spent reading independently was the **best predictor** of vocabulary development and reading achievement gains. The table below summarizes the impact of the minutes of independent reading each day on the number of words students are exposed to in this activity.

Independent Reading Minutes per Day	Words Read per Year
9.6	622,000
4.6	282,000
1.3	106,000



### ***Keys to effective and purposeful Independent Reading:***

- Procedures and routines need to be explicitly taught and modeled at the beginning of the year
- Students are explicitly taught how to choose books they can read with understanding and fluency without teacher support
- Independent reading can occur while the teacher is conducting guided reading groups
- Teacher and students set reading goals (e.g., purpose for reading)
- Teacher monitors comprehension and book selection
- Age appropriate accountability (e.g., reading to a peer, reading log, reading response journal, post-its, etc.)
- Students are given ample time daily for independent reading of text (at their independent level) to increase fluency, practice strategies and to increase vocabulary development

## 6. Modeled Writing:

Modeled writing is the first step in teaching writing to children. Writing needs to be taught like any other skill. Instruction in writing matters. This includes not just instruction in spelling and conventions, but more importantly the qualities and strategies of good writing. Modeled writing is an approach where the teacher is in front of the class, doing most of the writing; usually in the form of a mini-lesson. While the content of the mini-lesson will change from day-to-day the structure will remain the same (e.g., connection, teaching, active engagement, and link). Mini-lessons are meant for explicit, brief instruction (10 minutes) in skills and strategies that will become part of a writer's on-going repertoire. This is a time for a teacher to teach as efficiently and explicitly as possible.

### **Modeled Writing:**

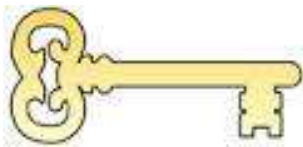
- Mini-lessons follow a clear structure. For example:
  - **Connection:** Connects today's teaching to on-going work and then connects to the teaching point that crystallizes the importance of the lesson
  - **Teaching:** This is the "what" and "how" of the lesson – *What am I going to teach? How am I going to teach it?* Teaching is done in the following ways: demonstration, guided practice, explicitly telling and showing an example, or inquiry.
  - **Active Engagement:** This is the opportunity for students to have an opportunity to try what's been taught (turn and talk).
  - **Link:** This encapsulates the content of lesson and propels students to carry it with them as they head back into their writing lives.
  
- Uses modeled writing as a mini-lesson to introduce new writing skills or strategies
- Models thinking aloud the writing process and fluent writing
- Models writing strategies
- Develops concepts of print, print conventions, text features and structures, grammar, punctuation, spelling, and organization
- Models the connection between sounds, letters, words and language use
- Models and supports enjoyment of writing and thinking as a writer
- Often the text becomes a model, example or reference for student writing and discussion

## 7. Interactive/Shared Writing:

Shared Writing is an approach to writing where the teacher and children work together to co-author (compose) messages and stories on an easel. The class is writing while the teacher is writing. Children provide the ideas and the teacher supports the process as a scribe. The teacher writes on the easel while students write on white boards or in their notebooks. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. With Modeled Writing, teacher demonstrates process of writing in a particular genre, sometimes thinking aloud. With Shared Writing, the teacher and students compose a text together. The process of writing is demonstrated by the teacher through a “write aloud” process. This can be done as a whole-group, small-group or one-on-one activity.

### ***Interactive Shared Writing:***

- Highlights areas where children need to focus – e.g., lowercase letters, listening for and recording blends, leaving spaces between words, referring to a name chart as a resource, relying on high frequency words, using end punctuation, etc.
- Provides opportunities for interactive revising and editing
- Develops concepts of print, print conventions, text features and structures, organization, grammar, punctuation, and spelling
- Provides students with letter formation practice, opportunities to apply previously learned phonics skills, exposure to punctuation and an increased awareness of differences between letters and words and spaces between words
- Models the connection between sounds, letters, words and language use
- Models and supports enjoyment of writing and thinking as a writer
- Often the text becomes a model, example or reference for student writing and discussion
- Increases knowledge of letters, sounds, words and spelling
- Creates opportunities to apply what has been learned



### ***Keys to effective and purposeful Interactive Shared Writing:***

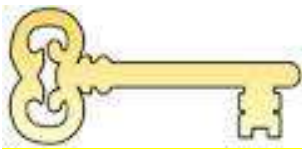
- Teacher establishes purpose of shared writing session
- Teacher brainstorms ideas with students
- Teacher invites students to elaborate on the ideas
- All students have opportunity to participate
- Lots of discussion, questions and answers
- Written text is large enough that all students in class or small group can read and be involved
- Model by thinking aloud continuously throughout lesson by using expressive language and actions to describe exactly what you are doing
- Prompt students to use the skills and strategies learned when they write independently

## 8. Guided Writing:

Similar to quality reading instruction, quality writing instruction begins with the teacher assessing, deciding what and how to teach, then teaching. Often writing is supported through conferences. During a conference, a teacher is modeling a skill or process, then moves to guiding students to use those skills or processes, and culminates in students writing independently. Teacher works with small groups of students or one-on-one with students to help them grow and learn about themselves as writers. This is done through continual feedback, redirection, goal setting, and expansion of ideas for children. Writer's Workshop provides a supportive structure for this type of work. The teacher provides explicit instruction through mini-lessons, conferences and small group sessions, often using mentor texts to help writers learn from studying a model.

### **Guided Writing:**

- Students should be grouped based on similar need to address them at the same time.
- There are typically three types of overlapping conferences: content, expectation, and process and goals
- Conferences are highly principled teaching interactions, carefully planned and designed to move a child through the writing continuum
- Develops thinking, understanding, and creativity
- Provides feedback toward writing goals – children need to know how their writing is getting better and what their next steps might be
- Supports reading development
- Provides for student choice, developing writer's craft and voice



### **Keys to effective and purposeful Guided Writing:**

- Observe and assess your students' writing- this is done through observation, interviewing, and/or reading/studying a student's work. Teacher begins by asking, "*What are you working on as a writer?*"
- Often primary writers will not be able to articulate their intentions. Teacher must examine student writing to determine those intentions, then name those intentions for students giving them the language (e.g., *I'm noticing you are revising. It looks like you are adding details onto the main part – the most important thing - in your story. Is that right?*)
- Teacher decides what and how to teach using one of four methods: guided practice, demonstration, explicitly tell and show examples, or inquiry.
- Teacher works with a small group or conferences with individuals, remaining students participate in focused writing activities
- Mentor texts should be used to provide opportunities for students to learn from authors
- Respond to the content of your students writing to encourage students and extend their thinking

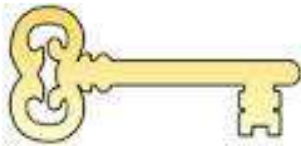


## 9. Independent Writing:

This is the opportunity for students to effectively utilize the written word for their own purposes or as assigned by the teacher. Students can use ideas from shared writing to produce their independent piece. They should reference charts, writing folders, mentor texts, and other materials to write, revise and edit their compositions. Additionally, children should have a launch point; meaning that they have been prepared to work productively during independent writing time; clear expectations have been established for the work that students will tackle with independence. Finally, a critical component of independent writing is taking time to share. This provides students not only with recognition, but an opportunity to receive feedback.

### ***Independent Writing:***

- Provides opportunities to plan, draft, reread, revise and edit own writing with peer and teacher support
- Provides opportunities for sound stretching and to apply spelling strategies
- Allows students to practice being problem solvers and how to self-manage
- Develops thinking, understanding and creativity
- Increases writing fluency and stamina
- Supports reading development
- Provides for student choice, developing writer's craft and voice



### ***Keys to effective and purposeful Independent Writing:***

- While teacher works with a small group or conferences with individuals, remaining students participate in focused writing activities
- Ensure that a structure for independence is established including access to necessary writing supplies: drafts, check-off sheets, goal sheets, assessment forms, criteria checklists, mentor texts, charts, pencils/pens, paper, etc.
- Mentor texts should be used to provide opportunities for students to learn from authors
- Allow students to write for different purposes and across the curriculum
- Observe and assess your students' writing, actively coaching through the process
- Actively teach children how to be problem solvers and how to self-manage.
- Provide opportunities for publishing and sharing
- Ask students to reflect on writing goals and establish next steps
- Respond to the content of your students writing to encourage students and extend their thinking

Helpful Tip: *Units of Study for Primary Writing* by Lucy Calkins

## Framework for the Literacy Block K-3

The following sections provide the framework for literacy instruction at each grade K-3, including the focus of instruction and resources available to assist in lesson planning. Also included is the shift in the amount of time allocated for literacy instruction at each grade level as recommended by the DMC. The following table provides information on the structure for the Literacy Block, regardless of the grade level.

### Keys to an Effective Systematic Literacy Program

Balance of instruction designed to meet students' needs

Balance of instructional settings

- whole class
- small flexible groups
- individual

Balance of level of teacher support

- scaffold student learning based on gradual release of responsibility model

Balance of instruction and practice

- direct, explicit instruction as well as frequent opportunities for meaningful student practice

Balance of assessment practices to inform and differentiate instruction

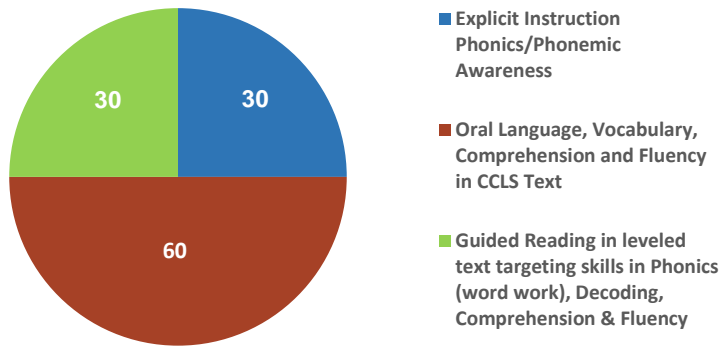
Balance of materials and resources

- texts available at both instructional and independent levels for all students

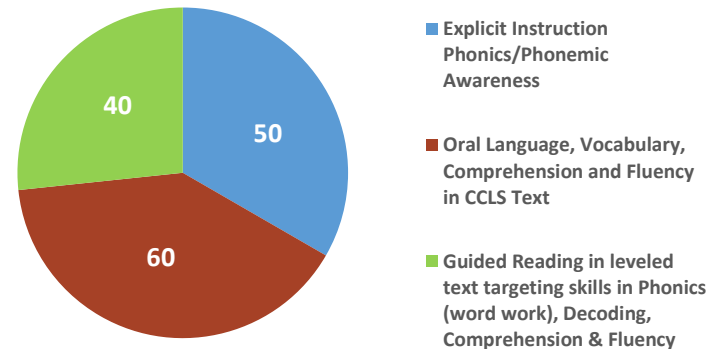
## Systematic Literacy Framework in Kindergarten for 150 minutes Literacy Block

Kindergarten	Focus
<p><b>50 Minutes Phonics/Phonemic Awareness</b></p> <p>(not necessarily concurrent in schedule)</p>	<p>Explicit instruction led by teacher</p> <p><u>Phonemic Awareness</u> (20 minutes)</p> <ul style="list-style-type: none"> <li>➤ ISA, F &amp; P Phonics, Foundations, Shared Reading, Oral Language (Songs, Poetry, etc.)</li> </ul> <p><u>Phonics</u> (30 minutes)</p> <ul style="list-style-type: none"> <li>➤ F &amp; P, Foundations, Word Work</li> </ul>
<p><b>60 Minutes ELA</b></p>	<p>Core Literacy Block- Reading and Writing</p> <p>-Explicit instruction in Vocabulary, Comprehension, Oral Language, Fluency using:</p> <p>ELA Units &amp; ELA Integrated Units &amp; IFL Unit</p> <ul style="list-style-type: none"> <li>➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk</li> <li>➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions) and assessments</li> </ul>
<p><b>40 Minutes Small Group Guided Reading</b></p>	<p>Guided Reading / Literacy Workstations / Independent Reading</p> <ul style="list-style-type: none"> <li>➤ Explicit guided reading instruction in leveled text for students with teacher support</li> <li>➤ Small group opportunities for practice of previously taught phonics skills</li> <li>➤ Opportunities daily for students to read books at independent level on their own</li> </ul>

2014-15 Minutes Kindergarten



2015-16 Minutes of Kindergarten



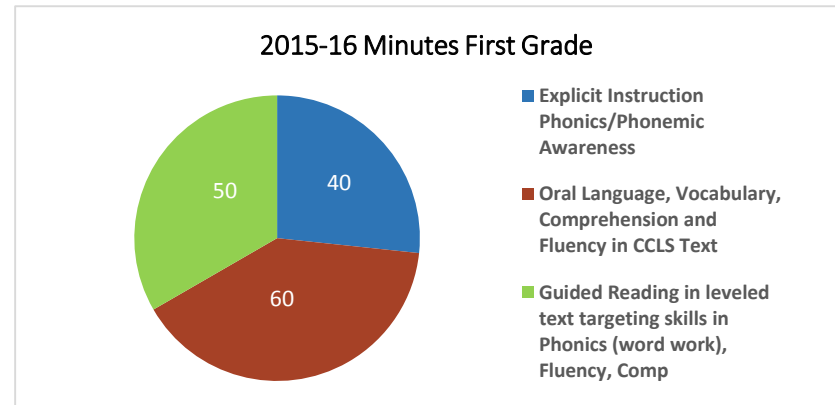
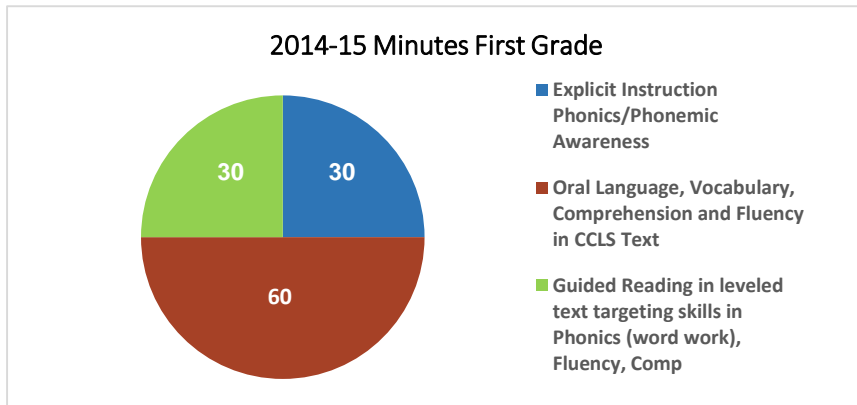
Daily Component of Literacy	Instructional Format/Minutes	Structure	Resources
<b>Phonics</b>			
CCLS Reading Foundations Skills and CCLS Language Skills	<p><b>Whole group (Total of 50 minutes)</b></p> <ul style="list-style-type: none"> <li>➤ <b>Phonemic Awareness (20 minutes)</b></li> <li>➤ <b>Phonics Instruction (30 minutes)</b></li> </ul> <p><b>(not necessarily concurrent in schedule)</b></p>	<p>Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis using- direct phonics instruction, word walls, making words, word sorts, manipulating letters, picture cues, poems, rhymes, etc.</p> <p>Shared Reading to promote phonemic awareness and phonics</p> <p>Every lesson should include daily review of letters, letter sounds and keywords.</p> <p>Students begin to learn the Six Syllable Types</p>	<p><b>District ELA Curriculum Map aligned to CCLS for pacing</b></p> <p><b>F&amp;P Phonics</b> (Requires a deep understanding of the progression of phonemic awareness in order to utilize lessons in most effective manner)</p> <p><b>Foundations Level K</b> (sequential delivery of letter identification, letter formation, and phonemic awareness skills)</p> <p><b>District Supplemental Guidance Document for K,1 &amp; 2 Phonics Instruction</b> (Sections on Phonemic Awareness and Phonics Instruction)</p> <p><b><u>The Continuum of Literacy Learning, Grades PreK-8</u> by Fountas &amp; Pinnell</b> (See Phonics, Spelling, and Word Study section)</p>

Daily Component of Literacy	Instructional Format/Minutes	Structure	Resources
<b>Reading and Writing – Explicit Instruction in Vocabulary, Comprehension and Fluency</b>			
<b>Interactive Read Aloud</b>	<b>Whole group 10-15 minutes</b>	<p>Teacher selects text to meet needs of students that aligns with curriculum and goals</p> <p>Teacher plans when to model think aloud strategies, when to ask higher level thinking, which vocabulary to explicitly teach, and how to engage students in discussion about the text on a variety of levels (Thinking <i>Within</i> the Text/Thinking <i>Beyond</i> the Text/ Thinking <i>About</i> the Text).</p> <p>Select various texts to:</p> <ul style="list-style-type: none"> <li>➤ Build oral vocabulary</li> <li>➤ Model fluent reading</li> <li>➤ Model think aloud</li> <li>➤ Build background knowledge</li> <li>➤ Facilitate discussion (Accountable Talk)</li> </ul> <p>Develop students' listening and reading comprehension skills</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p> <p><b>ELA Integrated Units</b> <b>IFL Units</b></p> <p>Trade books including picture books, informational and narrative texts, and chapter books</p> <p><b><u>The Continuum of Literacy Learning, Grades PreK-8</u></b> by Fountas &amp; Pinnell (See Interactive Read Aloud and Literature Discussion section for guidance on selection of texts and goals )</p>
<b>Mini-Lesson/ Focus Lesson</b>	<b>Whole Group 10-15 minutes</b>	<p>Teacher provides explicit, direct, instruction, modeling and guided practice</p> <p>Comprehensive Strategies and Skills</p> <p>Think Aloud</p> <p>Vocabulary Instruction</p>	<b>District ELA Curriculum Maps aligned to CCLS</b>

Daily Component of Literacy	Instructional Format/Minutes	Structure	Resources
<b>Reading and Writing – Explicit Instruction in Vocabulary, Comprehension and Fluency</b>			
<b>Writers Workshop</b>  <b>Modeled/ Shared Writing</b>  <b>Interactive Writing</b>  <b>Independent Writing</b>	<b>Whole group, Small group, Independent</b> <b>30 minutes</b>	Mini lesson – 5-10 minutes Model and provide explicit instruction on: <ul style="list-style-type: none"> <li>➤ Writer’s Craft</li> <li>➤ Writing Genres</li> <li>➤ Analysis of Mentor Texts</li> <li>➤ Grammar / Mechanics</li> <li>➤ Spelling</li> <li>➤ Revising / Editing</li> </ul> Guided writing and independent writing – 15-20 minutes  Share – 5 minutes	<b>District ELA Curriculum Maps aligned to CCLS</b>  <b>District IFL Writing Units</b>  <b>District Writing Rubrics</b>  <i>Units of Study for Primary Writing</i> by Lucy Calkins
<b>Guided Reading and Literacy Stations</b> <b>Independent Reading</b>	<b>Small group</b> <b>40 minutes</b>	In first 8 weeks establish routines of literacy workstations to increase independence  Provide explicit instruction on critical reading components using texts at students instructional level: <ul style="list-style-type: none"> <li>➤ Decoding Skills</li> <li>➤ Reading comprehension strategies and skills</li> <li>➤ Vocabulary development</li> <li>➤ Word Study</li> </ul> Literacy Workstations should be designed using data in order to provide differentiated practice: <ul style="list-style-type: none"> <li>● Read to Self (Independent Reading)</li> <li>● Listen to Reading</li> <li>● Partner Reading</li> </ul> Skill based Workstations that provide targeted practice and review of previously taught phonics skills	<b>F&amp;P Benchmark</b>  <i>Guided Reading: Good First Teaching for All Children</i> by Fountas & Pinnell  <i>The Continuum of Literacy Learning, Grades PreK-8</i> by Fountas & Pinnell (See Guided Reading and Phonics, Spelling & Word Study sections)  <i>When Readers Struggle: Teaching That Works K-3</i> by Fountas & Pinnell  <b>F&amp;P Phonics</b>  <i>The Daily Five</i> by Gail Boushey & Joan Moser (Framework for classroom management of Literacy Block)  <i>Literacy Workstations: Making Centers Work</i> by Debbie Diller

## Systematic Literacy Framework in First Grade for 150 minutes Literacy Block

First Grade	Focus
<p><b>40 Minutes Phonics/Phonemic Awareness</b></p> <p>(not necessarily concurrent in schedule)</p>	<p>Explicit instruction led by teacher (based on students' needs)</p> <p><u>Phonemic Awareness</u> (10 minutes)</p> <ul style="list-style-type: none"> <li>➤ ISA, F &amp; P Phonics, Foundations, Shared Reading, Songs, Poetry, etc.</li> </ul> <p><u>Phonics</u> (30 minutes)</p> <ul style="list-style-type: none"> <li>➤ F &amp; P, Foundations, Word Work</li> </ul>
<p><b>60 Minutes ELA</b></p>	<p>Core Literacy Block- Reading and Writing</p> <p>Explicit instruction in Vocabulary, Comprehension, Fluency using:</p> <p>ELA Units &amp; ELA Integrated Units &amp; IFL Unit</p> <ul style="list-style-type: none"> <li>➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk</li> <li>➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions)</li> </ul>
<p><b>50 Minutes Small Group Guided Reading</b></p>	<p>Guided Reading / Literacy Workstations / Independent Reading</p> <ul style="list-style-type: none"> <li>➤ Explicit guided reading instruction in leveled text for students with teacher support</li> <li>➤ Small group opportunities for practice of previously taught phonics skills</li> <li>➤ Opportunities daily for students to read books at independent level on their own</li> </ul>



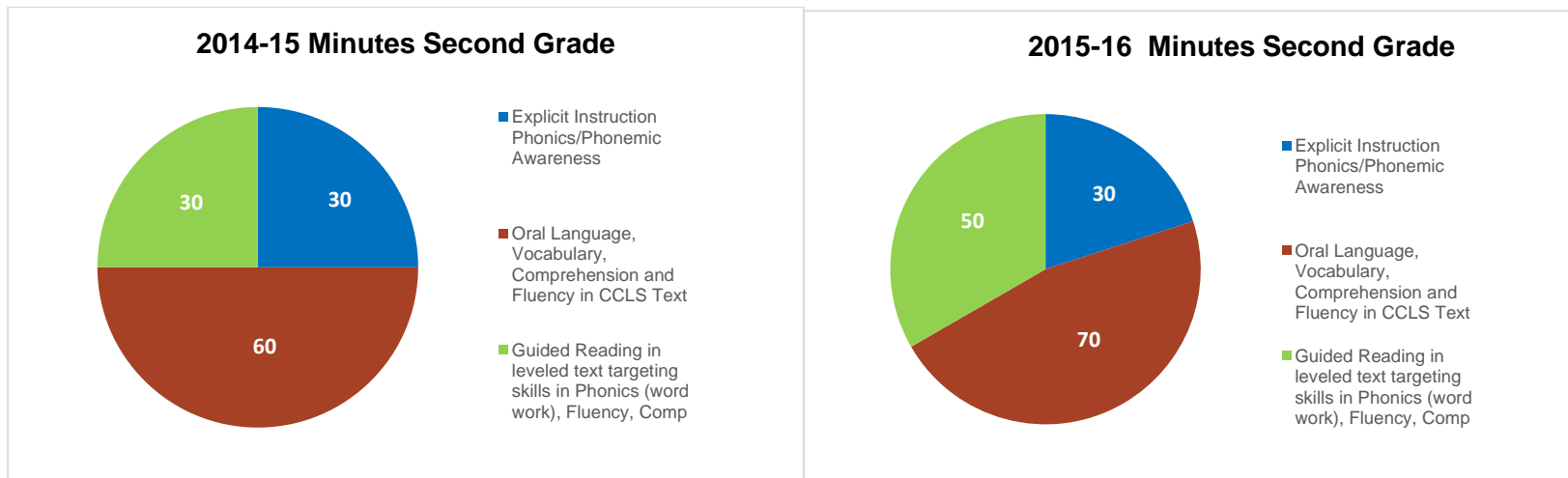
Daily Component of Literacy	Instructional Format/Minutes	Structure	Resources
<b>Phonics</b>			
<b>CCLS Reading Foundations Skills and CCLS Language Skills</b>	<b>Whole group 40 minutes</b>  <b>(not necessarily concurrent in schedule)</b>	<p>Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis using- direct phonics instruction, word walls, making words, word sorts, manipulating letters, picture cues, poems, rhymes, etc.</p> <p>Shared Reading to promote phonemic awareness and phonics</p> <p>Every lesson should include daily review of all letters, letter sounds and keywords.</p> <p>Students continue to learn the Six Syllable Types</p>	<p><b>District ELA Curriculum Map aligned to CCLS for pacing</b></p> <p><b>F&amp;P Phonics</b> (Requires a deep understanding of the progression of phonemic awareness in order to utilize lessons in most effective manner)</p> <p><b>Foundations Level 1</b> (sequential delivery of letter sounds, welded sounds, suffixes, six different syllable types used to decode and encode)</p> <p><b>District Supplemental Guidance Document for K,1 &amp; 2 Phonics Instruction</b> (Sections on Phonemic Awareness and Phonics Instruction)</p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Phonics, Spelling, and Word Study section)</p>
<b>Reading and Writing – Explicit Instruction in Vocabulary, Comprehension and Fluency</b>			
<b>Interactive Read Aloud</b>	<b>Whole Group 15 Minutes</b>	<p>Teacher selects text that aligns with curriculum &amp; goals</p> <p>Teacher plans when to model think aloud strategies, higher level thinking, vocabulary to explicitly teach, and engage students in discussion about the text. (Thinking <b>Within</b> the Text, Thinking <b>Beyond</b> the Text, Thinking <b>About</b> the Text)</p> <p>Select various texts to:</p> <ul style="list-style-type: none"> <li>➤ Build oral vocabulary</li> <li>➤ Model fluent reading</li> <li>➤ Model think aloud</li> <li>➤ Build background knowledge</li> <li>➤ Facilitate discussion (Accountable Talk)</li> </ul> <p>Develop students' listening and reading comprehension skills</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p> <p><b>ELA Integrated Units IFL Units</b></p> <p>Trade books including picture books, informational and narrative texts and chapter books</p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Interactive Read Aloud and Literature Discussion section for guidance on selection of texts and goals)</p>
<b>Mini-Lesson/ Focus</b>	<b>Whole Group</b>	<p>Teacher provides explicit, direct, instruction, modeling</p>	<p><b>District ELA Curriculum Maps aligned to</b></p>



<b>Lesson</b>	<b>15 minutes</b>	and guided practice  Comprehensive Strategies and Skills  Think Aloud  Vocabulary Instruction	<b>CCLS</b>
<b>Writers Workshop</b>  Modeled/ Shared Writing  Interactive Writing  Independent Writing	<b>Whole group, Small group, Independent 30 minutes</b>	Mini lesson – 5-10 minutes Model and provide explicit instruction on: <ul style="list-style-type: none"> <li>➤ Writer’s Craft</li> <li>➤ Writing Genres</li> <li>➤ Analysis of Mentor Texts</li> <li>➤ Grammar / Mechanics</li> <li>➤ Spelling</li> <li>➤ Revising / Editing</li> </ul> Guided writing and independent writing – 15-20 minutes  Share – 5 minutes	<b>District ELA Curriculum Maps aligned to CCLS</b>  <b>District IFL Writing Units</b>  <b>District Writing Rubrics</b>  <i>Units of Study for Primary Writing</i> by Lucy Calkins
<b>Small Group Guided Reading Instruction (50 minutes) – Guided Reading/Literacy Workstations/Independent Reading</b>			
<b>Guided Reading Literacy Stations/ Independent Reading</b>	<b>Small group 50 minutes</b>	*First several weeks should be used to establish routines for literacy workstations and independent reading (See <b>The Daily Five</b> by Gail Boushey & Joan Moser : Framework for classroom management of Literacy Block)  Provide explicit instruction on critical reading components using texts at students instructional level: <ul style="list-style-type: none"> <li>➤ Decoding Skills</li> <li>➤ Reading comprehension strategies and skills</li> <li>➤ Vocabulary development</li> <li>➤ Fluency</li> <li>➤ Phonics/Word Study</li> </ul> Skill Based Literacy Workstations (designed on data to provide differentiated and targeted practice of previously taught skills): <ul style="list-style-type: none"> <li>➤ Read to Self (Independent Reading)</li> <li>➤ Listen to Reading</li> <li>➤ Partner Reading</li> </ul>	<b>F&amp;P Benchmark</b> (determine student Instructional Level and set goals for instruction)  <b>Guided Reading: Good First Teaching for All Children</b> by Fountas & Pinnell  <b>The Continuum of Literacy Learning, Grades PreK-8</b> by Fountas & Pinnell (See Guided Reading and Phonics, Spelling & Word Study sections)  <b>When Readers Struggle: Teaching That Works K-3</b> by Fountas & Pinnell  <b>F&amp;P Phonics</b>  <b>Literacy Workstations: Making Centers Work</b> by Debbie Diller

## Systematic Literacy Framework in Grade 2 for 150 minutes Literacy Block

Grade 2	Focus
<b>30 minutes Phonics</b>	<p>Explicit instruction led by teacher (based on students' needs)</p> <p>Phonics (30 minutes)</p> <ul style="list-style-type: none"> <li>➤ F &amp; P, Foundations, Word Work</li> </ul>
<b>70 Minutes ELA</b>	<p>Core Literacy Block- Reading and Writing</p> <p>Explicit instruction in Vocabulary, Comprehension, Fluency using:</p> <p>ELA Units &amp; ELA Integrated Units &amp; IFL Units</p> <ul style="list-style-type: none"> <li>➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk</li> <li>➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions)</li> </ul>
<b>50 Minutes Small Group Guided Reading</b>	<p>Guided Reading / Literacy Workstations / Independent Reading</p> <ul style="list-style-type: none"> <li>➤ Explicit guided reading instruction in leveled text for students with teacher support</li> <li>➤ Small group opportunities for practice of previously taught phonics skills</li> <li>➤ Opportunities daily for students to read books at independent level on their own</li> </ul>



## Systematic Literacy Framework in Grade 2 (Total of 150 minutes Literacy Block)

Daily Component of Literacy	Instructional Format/Minutes	Structure	Resources
<b>Phonics</b>			
<p><b>Phonics / Word Study</b></p> <p>CCLS Reading Foundations Skills and CCLS Language Skills</p>	<p><b>Whole group 30 minutes</b></p> <p><b>(not necessarily concurrent in schedule)</b></p>	<p>Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis using- direct phonics instruction, word walls, making words, word sorts, manipulating letters, picture cues, poems, rhymes, etc.</p> <p>Shared Reading to promote phonemic awareness and phonics</p> <p>Every lesson should include daily review of all letters, letter sounds and keywords.</p> <p>Students continue to learn the Six Syllable Types</p> <p>Students may work on Word Study to notice patterns in words to in both reading and spelling words.</p>	<p><b>District ELA Curriculum Map aligned to CCLS for pacing</b></p> <p><b>F&amp;P Phonics</b> (Requires a deep understanding of the progression of phonemic awareness in order to utilize lessons in most effective manner)</p> <p><b>Foundations Level 2</b> (sequential delivery of letter sounds, welded sounds, suffixes, six different syllable types used to decode and encode)</p> <p><b>District Supplemental Guidance Document for K,1 &amp; 2 Phonics Instruction</b> (Sections on Phonemic Awareness and Phonics Instruction)</p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Phonics, Spelling, and Word Study section)</p> <p><b><i>Words Their Way</i></b> by Bear &amp; Invernizzi (Students work at their level according to Spelling Inventory)</p>

## Core Literacy Instruction - Reading and Writing – Explicit Instruction in Vocabulary, Comprehension and Fluency

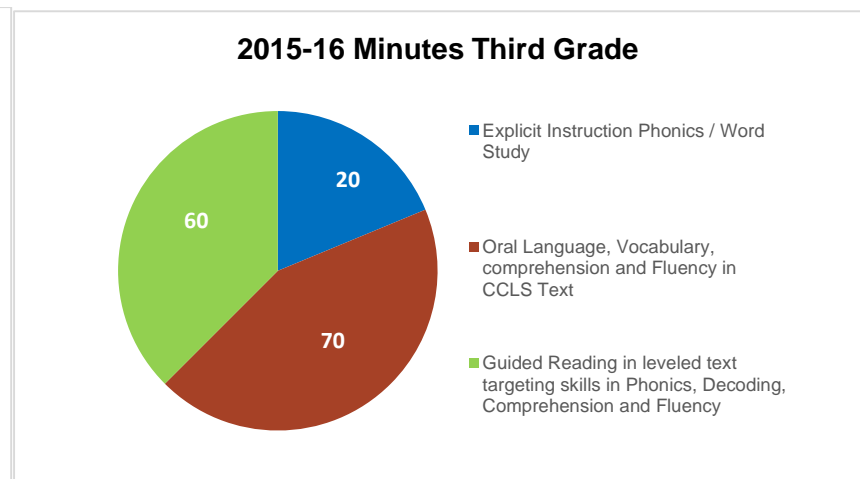
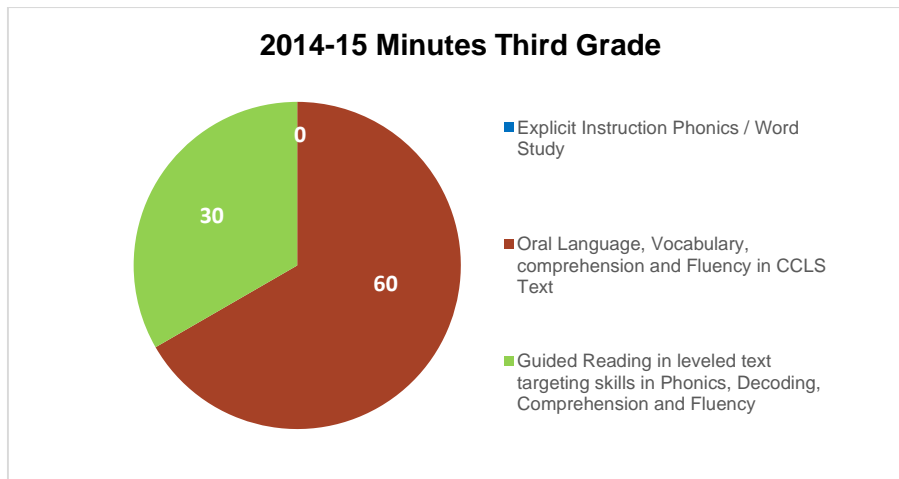
<p><b>Interactive Read Aloud</b></p>	<p><b>Whole group 15-20 minutes</b></p>	<p>Teacher selects text to meet needs of students that aligns with curriculum and goals</p> <p>Teacher plans when to model think aloud strategies, when to ask higher level thinking, which vocabulary to explicitly teach, and how to engage students in discussion about the text on a variety of levels (<i>Thinking Within the Text/Thinking Beyond the Text/ Thinking About the Text</i>).</p> <p>-Select various texts to:</p> <ul style="list-style-type: none"> <li>➤ Build oral vocabulary</li> <li>➤ Model fluent reading</li> <li>➤ Model think aloud</li> <li>➤ Build background knowledge</li> <li>➤ Facilitate discussion (Accountable Talk)</li> </ul> <p>Develop students' listening and reading comprehension skills</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p> <p><b>ELA Integrated Units IFL Units</b></p> <p>Trade books including picture books, informational and <b>narrative texts and chapter books</b></p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Interactive Read Aloud and Literature Discussion section for guidance on selection of texts and goals )</p>
<p><b>Mini-Lesson/ Focus Lesson</b></p>	<p><b>Whole Group 15-20 minutes</b></p>	<p>Teacher provides explicit, direct, instruction, modeling and guided practice</p> <p>Comprehensive Strategies and Skills</p> <p>Think Aloud</p> <p>Vocabulary Instruction</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p>
<p><b>Writers Workshop</b></p> <p>Modeled/ Shared Writing</p> <p>Interactive Writing</p> <p>Independent Writing</p>	<p><b>Whole group, Small group, Independent 30-40 minutes</b></p>	<p>Mini lesson – 5-10 minutes</p> <p>Model and provide explicit instruction on:</p> <ul style="list-style-type: none"> <li>➤ Writer's Craft</li> <li>➤ Writing Genres</li> <li>➤ Analysis of Mentor Texts</li> <li>➤ Grammar / Mechanics</li> <li>➤ Spelling</li> <li>➤ Revising/Editing</li> </ul> <p>Guided writing and independent writing – 15-20 minutes</p> <p>Share – 5 minutes</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p> <p><b>District IFL Writing Units</b></p> <p><b>District Writing Rubrics</b></p> <p><b><i>Units of Study for Primary Writing</i></b> by Lucy Calkins</p>

**Small Group Guided Reading Instruction – Guided Reading/Literacy Workstations/Independent Reading**

<p><b>Guided Reading and Literacy Stations/ Independent Reading</b></p>	<p><b>Small group 50 minutes</b></p>	<p>*First several weeks should be used to establish routines for literacy workstations and independent reading (See <b>The Daily Five</b> by Gail Boushey &amp; Joan Moser : Framework for classroom management of Literacy Block)</p> <p>Provide explicit instruction on critical reading components using texts at students instructional level:</p> <ul style="list-style-type: none"> <li>➤ Decoding Skills</li> <li>➤ Reading comprehension strategies and skills</li> <li>➤ Vocabulary development</li> <li>➤ Fluency</li> <li>➤ Phonics/Word Study</li> </ul> <p>Students spend significant time reading independently to work on practicing strategies, comprehension and fluency. They keep a record of reading in a variety of ways- reading log, reading response journal, etc.</p> <p>Skill based Workstations that provide targeted practice and review of previously taught phonics skills may be used with some students.</p>	<p><b>F&amp;P Benchmark</b> (determine student Instructional Level and set goals for instruction)</p> <p><b>Guided Reading: Good First Teaching for All Children</b> by Fountas &amp; Pinnell</p> <p><b>The Continuum of Literacy Learning, Grades PreK-8</b> by Fountas &amp; Pinnell (See Guided Reading and Phonics, Spelling &amp; Word Study sections)</p> <p><b>When Readers Struggle: Teaching That Works K-3</b> Fountas &amp; Pinnell</p> <p><b>F&amp;P Phonics</b></p> <p><b>Literacy Workstations: Making Centers Work</b> by Debbie Diller</p>
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## Systematic Literacy Framework in Grade 3 for 150 minutes in the Literacy Block

Grade 3	Focus
<b>20 minutes Phonics/Word Study</b>	<p>Explicit instruction led by teacher (based on students' needs)</p> <p>Phonics (20 minutes)</p> <ul style="list-style-type: none"> <li>➤ F &amp; P, Foundations, Word Work</li> </ul>
<b>70 Minutes ELA</b>	<p>Core Literacy Block- Reading and Writing</p> <p>Explicit instruction in Vocabulary, Comprehension, Fluency using:</p> <p>ELA Units &amp; ELA Integrated Units &amp; IFL Units</p> <ul style="list-style-type: none"> <li>➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk</li> <li>➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions)</li> </ul>
<b>60 Minutes Small Group Guided Reading</b>	<p>Guided Reading / Literacy Workstations / Independent Reading</p> <ul style="list-style-type: none"> <li>➤ Explicit guided reading instruction in leveled text for students</li> <li>➤ Small group opportunities for practice of previously taught phonics skills</li> <li>➤ Opportunities daily for students to read books at independent level on their own</li> </ul>



Daily Component of Literacy	Instructional Format/Minutes	Structure	Resources
<b>Phonics/Word Study</b>			
CCLS Reading Foundations Skills and CCLS Language Skills	<p><b>Whole group</b></p> <p><b>20 minutes</b></p> <p>(not necessarily concurrent in schedule)</p>	<p>Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis using- direct phonics instruction, word walls, making words, word sorts, manipulating letters, picture cues, poems, rhymes, etc.</p> <p>Shared Reading to promote phonemic awareness and phonics</p> <p>Every lesson should include daily review of all letters, letter sounds and keywords.</p> <p>Students continue to learn the Six Syllable Types</p> <p>Students may work on Word Study to notice patterns in words to in both reading and spelling words.</p>	<p><b>District ELA Curriculum Map aligned to CCLS for pacing</b></p> <p><b>F&amp;P Phonics</b> (Requires a deep understanding of the progression of phonemic awareness in order to utilize lessons in most effective manner)</p> <p><b>Foundations Level 2</b> (some students may need continued work on Phonics skills at this level)</p> <p>(sequential delivery of letter sounds, welded sounds, suffixes, six different syllable types used to decode and encode)</p> <p><b>District Supplemental Guidance Document for K,1 &amp; 2 Phonics Instruction</b> (Sections on Phonemic Awareness and Phonics Instruction)</p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Phonics, Spelling, and Word Study section)</p> <p><b><i>Words Their Way</i></b> by Bear &amp; Invernizzi (Students work at their level according to Spelling Inventory)</p>

**Core Literacy Instruction Reading and Writing – Explicit Instruction in Vocabulary, Comprehension and Fluency**

<p><b>Interactive Read Aloud</b></p>	<p><b>Whole group</b> <b>15-20 minutes</b></p>	<p>Teacher selects text to meet needs of students that aligns with curriculum and goals</p> <p>Teacher plans when to model think aloud strategies, when to ask higher level thinking, which vocabulary to explicitly teach, and how to engage students in discussion about the text on a variety of levels (Thinking <i>Within</i> the Text/Thinking <i>Beyond</i> the Text/ Thinking <i>About</i> the Text).</p> <p>Select various texts to:</p> <ul style="list-style-type: none"> <li>➤ Build oral vocabulary</li> <li>➤ Model fluent reading</li> <li>➤ Model think aloud</li> <li>➤ Build background knowledge</li> <li>➤ Facilitate discussion (Accountable Talk)</li> </ul> <p>Develop students’ listening and reading comprehension skills</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p> <p><b>ELA Integrated Units IFL Units</b></p> <p>Trade books including picture books, informational and narrative texts and chapter books</p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Interactive Read Aloud and Literature Discussion section for guidance on selection of texts and goals )</p>
<p><b>Mini-Lesson/ Focus Lesson</b></p>	<p><b>Whole Group</b> <b>15-20 minutes</b></p>	<p>Teacher provides explicit, direct, instruction, modeling and guided practice</p> <p>Comprehensive Strategies and Skills</p> <p>Think Aloud</p> <p>Vocabulary Instruction</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p>



<p><b>Writers Workshop</b></p> <p>Modeled/ Shared Writing</p> <p>Interactive Writing</p> <p>Independent Writing</p>	<p><b>Whole group</b> <b>Small group</b> <b>Independent</b></p> <p><b>30-40 minutes</b></p>	<p>Mini lesson – 5-10 minutes Model and provide explicit instruction on:</p> <ul style="list-style-type: none"> <li>➤ Writer’s Craft</li> <li>➤ Writing Genres</li> <li>➤ Analysis of Mentor Texts</li> <li>➤ Grammar / Mechanics</li> <li>➤ Spelling</li> <li>➤ Revising / Editing</li> </ul> <p>Guided writing and independent writing – 15-20 minutes</p> <p>Share – 5 minutes</p>	<p><b>District ELA Curriculum Maps aligned to CCLS</b></p> <p><b>District IFL Writing Units</b></p> <p><b>District Writing Rubrics</b></p> <p><b><i>Units of Study for Primary Writing</i></b> by Lucy Calkins</p>
<p><b>Small Group Guided Reading Instruction – Guided Reading/Literacy Workstations/Independent Reading</b></p>			
<p><b>Guided Reading and Literacy Stations/ Independent Reading</b></p>	<p><b>Small group</b></p> <p><b>60 minutes</b></p>	<p>First several weeks should be used to establish routines for literacy workstations and independent reading (See <b><u>The Daily Five</u></b> by Gail Boushey &amp; Joan Moser : Framework for classroom management of Literacy Block)</p> <p>Provide explicit instruction on critical reading components using texts at students instructional level:</p> <ul style="list-style-type: none"> <li>● Decoding Skills</li> <li>● Reading comprehension strategies and skills</li> <li>● Vocabulary development</li> <li>● Fluency</li> <li>● Phonics/Word Study</li> </ul> <ul style="list-style-type: none"> <li>➤ Students spend significant time reading independently to work on practicing strategies, comprehension and fluency. They keep a record of reading in a variety of ways (reading log, reading response journal, etc.).</li> <li>➤ Skill based Workstations that provide targeted practice and review of previously taught phonics skills may be used with some students.</li> </ul>	<p><b>F&amp;P Benchmark</b> ( To determine student Instructional Level and to set goals for instruction)</p> <p><b><i>Guided Reading: Good First Teaching for All Children</i></b> by Fountas &amp; Pinnell</p> <p><b><i>The Continuum of Literacy Learning, Grades PreK-8</i></b> by Fountas &amp; Pinnell (See Guided Reading and Phonics, Spelling &amp; Word Study sections)</p> <p><b><i>When Readers Struggle: Teaching That Works K-3</i></b> Pinnell &amp; Fountas</p> <p><b>F&amp;P Phonics</b></p> <p><b><u>The Daily Five</u></b> by Gail Boushey &amp; Joan Moser</p> <p><b>Literacy Workstations: Making Centers Work</b> by Debbie Diller</p>

