Golden Door Charter School

English Language Arts Curriculum Guide
5-8

Elements of a Comprehensive Reading Program

(adopted from *The National Reading Panel*)

Phonics: Instruction that assists children learn the relationship between letters of written language, the sounds spoken, and spelling patterns. Phonics instruction teaches children the relationship between letters (graphemes) of written language and the individual sounds (phonemes). The purpose of phonics is for children to understand the relationship between letters and sounds. With phonics instruction children learn a way to remember how to read words. From second through sixth grade, students learn how words work, word parts, inflectional endings, word meanings, word derivation and word history. Through writing children will be able to demonstrate their ability to analyze the relationship between spoken and written language (phonics).

Vocabulary: Words we must know in order to communicate effectively. Oral vocabulary refers to words that we use when we speak and reading vocabulary refers to words we recognize and use in print. It is correlated to reading comprehension

- Taught directly—explicit teaching of individual words
- Direct teaching assists in reading comprehension and the learning of new words
- Taught indirectly—learned through conversation, independent reading, and hearing text read aloud
- Important to reading instruction
- Vocabulary (Tier 1,2,3)

Tier 1- Everyday Words (implicit, high frequency words) the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

Tier 2 – Academic Vocabulary (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative*, *vary*, *formulate*, *specificity*, and *accumulate*), technical texts (*calibrate*, *itemize*, *periphery*), and literary texts (*misfortune*, *dignified*, *faltered*, *unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly general.

Tier 3 – Domain Specific Words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava*, *carburetor*, *legislature*, *circumference*, *aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
See **Appendix Q**

Fluency: The ability to read text accurately, quickly and with expression. Fluency is necessary for comprehension.

Text Comprehension: "We teach comprehension so students are reading for meaning and understanding. When we check for meaning, we give the message that reading for meaning is the purpose for all reading." The ultimate goal is to understand the text so it can be enjoyed or learned from, or both. (Conversations. Routmans, Reggie, 1999: pgs. 136, 152, 456.) Sample guiding questions see **Appendix O**.

Text Complexity Grade Bands and Associated Lexile Ranges:

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to CCR Expectations
K-1	NA
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-CCR	1215-1355

Prior to Students' Arrival

A. Be familiar with your potential students academically.   Review portfolios of your students.

B. Be familiar with the grade's language arts standards as outlined in the Common Core Standards.

C. Organize the classrooms and the materials in ways that foster independence and responsibility. **See Appendix D, E, I**

1. Establish a classroom library—place books in baskets organized by genres that are labeled by authors and/or genre. **See Appendix F**

2. Create a word wall (place each letter in horizontal lines with space left below for the sight words the students will need to know during the school year. **Do not set up the entire word wall by the first week of school; these words with be gradually introduced during the year.**)

3. Create reading and writing workshop binders for your own record keeping.

4. Create writing workshop folders per student. **See Appendix P**

5. Create a Writing Center – **See Appendix G**

D. Review all literacy assessments from prior year— student portfolios, class profile sheets and NJASK scores.

E. Use Guiding Readers and Writers by Fountas and Pinnell as a reference throughout the year.

First Week of School

A. Review 7 Habits of Proficient Readers and post as an anchor chart. **See Appendix I**
B. Read to the children and involve students in the shared reading of a poem and/or story.
C. Provide time for students to begin choosing books from the classroom library and establishing their independent book collection (see 1st 20 Days of Independent Reading).
D. Independent reading must be implemented everyday during morning homeroom time with the exception of Wilson Students. Provide time for independent reading during reading workshop.
E. Begin to observe children's understandings about reading and writing and continue to do so during the next few weeks so that you can plan your program based on your children's strengths and needs.
F. Summer reading book activities

Grading Weights

Language Arts

HW – 15%
Quiz – 20%
CW – 15%
Test/Project – 40%
Participation – 10%

NO EXTRA CREDIT CAN BE GIVEN

Golden Door Charter School
Curriculum Writing
5th Grade

The Common Core State Standards (CCSS) haven't changed much of what we're teaching, only making what we teach more rigorous as the grade levels go up. The genres have been broken down into three major groups:

1. Arguments (Persuasive writing) W.6.1
2. Informative/Explanatory W.6.2
3. Narratives (Real or imagined experiences) W.6.3

What falls under these categories?

Arguments
Opinion pieces *(editorials, letters, etc.)*
Problem/Solution essays
Response to literature *(open-ended questions answered in an essay format)*
Critical reviews

Informative/Explanatory
Cause and effect essays
Response to literature *(open-ended questions answered in an essay format)*
How-To reports
Interpreting Quotes
Description of a person *(uses same elements of description in personal letters and expository essays)*
Compare and contrast essays
Business letters
Research reports *(short research reports, W.6.7)*
Multimedia reports

Narratives
(Students should demonstrate increasing sophistication in all aspects of language use, including nuanced, complicated storytelling, a more reflective stance, and better use of figurative language and other literary techniques.[1])

Autobiographical essays
Personal narratives *(Students should be able to lift the level of work they did the previous year.)*
Memoirs *(Students should be able to lift the level of work they did the previous year.)*
Fictional short stories
Realistic Fiction/ Social Action
Historical Fiction/Social Action
Speculative Writing

* After each writing unit, students should be given a cold prompt that will be counted as a test grade.

---

[1] Columbia University Teachers College/ Reading and Writing Project 2012-13

5th Grade Writing Schedule 2014-2015

First 2 Weeks	6 Weeks	6 Weeks	6 Weeks
9/3 - 9/12	9/15 - 10/24	10/27 - 12/12	12/15 - 2/6
Topics to Cover:	**Writing Genre - Narrative**	**Writing Genre - Opinion Pieces**	**Writing Genre - Informative/ Explanatory**
	A narrative cold prompt will be	An opinion cold prompt will be	An informative/explanatory cold prompt will be
Classroom Management	given at the beginning of the genre. (do not time)	given at the beginning of the genre. (do not time)	given at the beginning of the genre. (do not time)
	This data will be used to create	This data will be used to create	This data will be used to create
Writer's Workshop	an action plan that will be used	an action plan that will be used	an action plan that will be used
	to determine the writing lessons.	to determine the writing lessons.	to determine the writing lessons.
Procedures and Expectations			
Work in conjunction with the			
reading teacher to create	Narrative Writing Standards must	Opinion Writing Standards must	Informative/Explanatory Standards must be covered
writing project(s) based on the	be covered throughout the genre.	be covered throughout the genre.	throughout the genre.
summer reading book.			
	W.5.3 - W.5.3e	W.5.1 - W.5.1d	W.5.2 - W.5.2e
	Towards the end of the genre the	Towards the end of the genre the	Towards the end of the genre the same prompt will be given.
	same prompt will be given.	same prompt will be given.	Students are allowed 30
	Students are allowed 30 minutes.	Students are allowed 30 minutes.	minutes.
	These scores will be used as a	These scores will be used as a	These scores will be used as a
	test grade and recorded in the	test grade and recorded in the	test grade and recorded in the
	class profile sheet.	class profile sheet.	class profile sheet.

6 Weeks	3 Weeks	6 Weeks	
2/9 - 3/19			
Narrative, Opinion, and Informative/Explanatory	NJASK Review (Pending)	Research project for STEM Fair	Suggested: Use mini-lessons for the
			writing process in units 1-3, 6
This 6 week period will be used			
to review the writing genres.			
The amount of time spent on			
each genre is determined by			
your data and student needs.			

Golden Door Charter School
Curriculum Writing
Grades 6-8

The Common Core State Standards (CCSS) haven't changed much of what we're teaching, only making what we teach more rigorous as the grade levels go up. The genres have been broken down into three major groups:

4. Arguments (Persuasive writing) W.6.1
5. Informative/Explanatory W.6.2
6. Narratives (Real or imagined experiences) W.6.3

What falls under these categories?

<u>Arguments</u>
Opinion pieces *(editorials, letters, etc.)*
Problem/Solution essays
Response to literature *(open-ended questions answered in an essay format)*
Critical reviews

<u>Informative/Explanatory</u>
Cause and effect essays
Response to literature *(open-ended questions answered in an essay format)*
How-To reports
Interpreting Quotes
Description of a person *(uses same elements of description in personal letters and expository essays)*
Compare and contrast essays
Business letters
Research reports *(short research reports, W.6.7)*
Multimedia reports

<u>Narratives</u>
(Students should demonstrate increasing sophistication in all aspects of language use, including nuanced, complicated storytelling, a more reflective stance, and better use of figurative language and other literary techniques.[2])
Speculative Writing
Autobiographical essays
Personal narratives *(Students should be able to lift the level of work they did the previous year.)*
Memoirs *(Students should be able to lift the level of work they did the previous year.)*
Fictional short stories
Realistic Fiction/ Social Action
Historical Fiction/Social Action
Application essays (8th grade only)

* After each writing unit, students should be given a cold prompt that will be counted as a test grade.

Novels List

6th – Freak the Mighty
7th – To Kill a Mockingbird
8th – Diary of Anne Frank

* Additional novels will be added to the list.

---

[2] Columbia University Teachers College/ Reading and Writing Project 2012-13

Golden Door Charter School
Grades 6-8 Reading/Writing Schedule 2014-2015

First 2 Weeks	6 Weeks	6 Weeks	6 Weeks
9/3 - 9/12	**9/15 - 10/24**	**10/27 - 12/12**	**12/15 - 2/6**
Topics to Cover:			
	PHL Unit 1 Fiction and Nonfiction	**PHL Unit 3 Types of Nonfiction**	**WW will drive reading instruction**
Classroom Management			
	Unit 1 must be covered in its entirety.	Unit 3 must be covered in its entirety.	You may use your PHL or outside reading sources as your reading material. (Refer to your grade level
Writer's Workshop			
Procedures and expectations	At the end of the unit 1 you will administer Benchmark Test #2	At the end of the unit 3 you will administer Benchmark Test TBD	correlations.)
			Benchmark test administered at
Summer reading book activities, quizzes, projects	**Writing Genre - Narrative**	**Writing Genre - Argumentative**	the end of the unit – Model Curriculum Assessment
	A narrative cold prompt will be given at the beginning of the genre. (do not time)	An argument cold prompt will be given at the beginning of the genre. (do not time)	**Writing Genre – Informative/ Explanatory**
	This data will be used to create an action plan that will be used to determine the writing lessons.	This data will be used to create an action plan that will be used to determine the writing lessons.	An informative/explanatory cold prompt will be given at the
	Narrative Writing Standards must be covered throughout the genre.	Argument Writing Standards must be covered throughout the genre.	beginning of the genre (do not time). This data will be used to create an action plan that will be used to determine the writing
	6th Standard W.6.3 - W.6.3e		lessons.
	7th Standard W.7.3 - W.7.3e	6th Standard W.6.1 - W.6.1e	
	8th Standard W.8.3 - W.8.3e	7th Standard W.7.1 - W.7.1e	
		8th Standard W.8.1 - W.8.1e	

			Informative/Explanatory Standards must be covered
	Towards the end of the genre the same prompt will be given.	Towards the end of the genre the same prompt will be given.	Throughout the genre.
	Students are allowed 30 minutes.	Students are allowed 45 minutes.	6th Standard W.6.2 - W.6.2f
			7th Standard W.7.2 - W.7.2f
	These scores will be used as a	These scores will be used as a	8th Standard W.8.2 - W.8.2f
	test grade and recorded in the	test grade and recorded in the	
	class profile sheet.	class profile sheet.	Towards the end of the genre the
			same prompt will be given.
			Students are allowed 30 minutes.
			These scores will be used as a
			test grade and recorded in the
			class profile sheet.
6 Weeks	**3 Weeks**	**6 Weeks**	
2/9 - 3/19	**3/23 - 4/24**		
Novel Study	NJ ASK Review (pending)	Research project for STEM Fair	
The 3 major writing genres will be covered during these 6 weeks.			
The amount of time spent on each genre is determined by your data and student needs.			

Lesson Plan Format

Reading

Two Part Objective:
CCS:
Do Now: (What the kids will do while transitioning into your classroom)
Connection: (Link to previous lessons/background knowledge)
Launch/Mini Lesson: (Introduction to today's lesson)
Read-a-loud:
Teacher Model:
Guided Practice:
Independent Practice:
Wrap-up (Close the lesson)
Small Group Instruction: # planned to meet with _____ Actual # of groups met with____
Assessment:
Materials: (if applicable)
Special Needs Modifications (if applicable)

Writing

Two Part Objective:
CCS:
Do Now: (What the kids will do while transitioning into your classroom)
Connection: (Link to previous lessons/background knowledge)
Mini-Lesson:
Procedure:
Wrap-up (Close the lesson)
Assessment:
Materials: (if applicable)
Special Needs Modifications (if applicable)

Small Group Conference Notes

Date_____ Group #_____ Text/Topic _____

Student	Observations and Goals	Teaching Points
		Before:
		During:
		After:
		Reflection:

Required Assessments

- Diagnostic Online Reading Assessment (DORA) – four times a year, prior to each report card (assessments will not be used as a report card grade)
- PHL Benchmark Tests – three times a year (tests will be used as a report card test grade)
- PHL Selection Tests – Given throughout Units 1-3 (tests will be used as a report card test grade)
- Monthly Fluency Checks – Submitted monthly
- Novel Tests and Projects
- End of writing genre cold prompts

Action Plans

- Action plans will be submitted for the beginning of the year reading assessment.
- Action plans will be submitted for the cold prompt given at the beginning of each writing genre.
- Action plans will also be submitted for three benchmark tests.

Data Binders

Binders should be kept up to date and ready for review. The organization of the data binder is up to the teacher, however the binder must clearly be labeled and organized so that whoever reads it can navigate through the binder with ease. Binders must include the following. **All data must be dated.**

- DORA Assessment Results

- Data Analysis Sheets for both Reading and Writing

- Class Profile Sheets

- Fluency Checks

- Guided Reading/Small Group Instruction

- Writing Conference notes and observations

- Anecdotal Comments

Data Collection Sheets

Teachers:	Grade:	Class:		

Class Profile Sheet										
Student Names	Narrative Prompt	Opinion/Argument Prompt	Informative/Explanatory Prompt	NJASK Score/ WTG	NJASK Indformative Explanatory	NJASK Narrative	NJASK Score/ RDG	NJASK Literature	NJASK Informational	NJASK LAL Total Score	DORA Class Data
Benchmark				*11.9*	*5.7*	*6.2*	*21.1*	*6.5*	*14.6*	*33*	% Above
											% Proficient
											% Emergent

Writing Task Data Analysis

Teacher Name:	Date:	Grade/Class
Data:	**Strengths:**	**Action Steps: Please describe how challenges/needs will be met.**

	# of students
Score	
0	
1	
2	
3	
4	
5	
6	

Challenges/Needs: Focus on content and organization first and foremost

Data Analysis – Reading

Teacher Name:	Date:	Grade/Class
		Action Steps/Reflection
Strengths:	**Challenges/Needs:**	**Action Steps: Please describe how challenges/needs will be met.**

Reading Small Group Instruction: List the names as well as the skills that will be focused on with each group.

Group 1	Group 2	Group 3	Group 4	Group 5
Student Names:	Student Names:	Student Names:	Student Names:	
Skills:	Skills:	Skills:	Skills:	Skills:

Benchmark Action Plan

	Date:	Teacher Name:		Class:	Benchmark #
What is the standard/skill I need to re-teach?	Which students need to be re-taught?	How will I re-teach this skill/standard?		When will I re-teach?	How will I re-assess?
		Teach Explicitly: Model: Guided Practice: Independent Practice:			

Components of Balanced Literacy Page Insert

Word Study

* Done with fragile students only: Vocabulary enrichment for higher performers

Materials	Mentor Text	Assessment	Teacher Resource
Use student writing as a guide to plan lessons		Observations Conference notes	

What is it: "Word study" gives students an opportunity to manipulate words (and parts of words) in meaningful and enjoyable activities. Reading ability can develop dramatically as word study lessons develop experience with:

1. Patterns of how words are spelled, such as word families
2. Word parts-- such as roots, prefixes, and suffixes
3. How parts of words often will give hints to the meaning of a word

Why: Of course, we were also taught some reading and spelling rules such as, "When two vowels go walking, the first one does the talking." But did you know that this rule, like many others that we were taught, holds true less than fifty percent of the time? (Clymer, 1996)

Who:
Teacher's Role:
- Provide a wide variety of activities/ lessons centered around the study of the phonics and spelling
- Plan instruction based on ongoing assessment of students' reading and writing work
- Provide instruction which is explicit, systematic, and purposeful
- Guide children to apply acquired knowledge as they read and write independently

Student's Role:
- Learn the skills associated with words
- Apply this knowledge when speaking, reading, and writing independently

When

- 20 minutes a day—short focused lessons
- Literacy center activities based on that have been introduced to students

How

- Use student writing/work to conduct the following lessons
    - Word recognition skills for multisyallabic words
    - Knowledge of vowel digraphs, diphthongs, and r-controlled letter sound
    - Use inflectional endings (-s, -es, -ed, or –ing)
    - Identify roots and affixes in words
    - Produce grade level synonyms, antonyms, and homonyms

Interactive Read-Aloud

Materials	Assessment
Age appropriate read- aloud text, poems, books, etc **See Appendix J**	Student response to open-ended questions and students showing evidence to backup their responses Sample of open ended questions is in the appendix

What is it: Research states read aloud is the single most influential factor in your children's success. Read aloud encourages listening skills, building vocabulary, building comprehension, and encourages a positive attitude in children towards reading. During interactive read-aloud, the teacher reads text to students. The text may be specifically chosen from any content area or genre.

Why: Interactive read-aloud provides an opportunity for students to grow and share their thinking through partner, small group, and whole group conversations. Also, it's an opportunity for teachers to introduce and reinforce reading skills, reading behaviors, and possible word study

Who:
 Teacher's Role
- Preview the text ahead of time—plan ahead for significant vocabulary, phrases, and HOT questions you'll be interested in discussing with the children
- Introduce the text to the children—tell why you have selected the text and give some brief info. about the author
- Discuss the cover—the information that is found on the cover, the illustrations. In addition discuss the dedication page
- Use an expressive voice that yields to character, plot, and tone of the text
- Invite talk about the reading:
  - Make predictions, then confirm or disprove the predictions as the text unfolds
  - Examine author's purpose, theme, and character's significance in stories
  - Model purpose for reading and strategies used
  - Chart characters personality and connection to purpose of text

ENCOURAGE AND DEMONSTRATE SUPPORTING RESPONSES BY REFERRING TO THE TEXT

- Reread text more than once
- Do not feel pressured to read the entire text in one setting

Student's Role
- Listen actively as text are read aloud
- Have conversations with peers about text
- Transfer the skills/behavior practiced and models in the interactive read aloud to independent reading/writing work

When: As often as possible-- Text used during interactive read-aloud may be referred to during workshops mini-lessons.

What: Choose text of different genres that will support work done in content area and units of study. Purposely planned lessons pertaining to the interactive read loud are expected.

How: Teacher models thinking aloud to introduce and reinforce comprehension and reading behaviors.

Guided Reading

Materials	Assessment	Teacher Resource
Fountas and Pinnell Guided Reading Books A-Z books from website Novels **See Appendix H**	Observations Conference notes Running Records DORA	Guiding Readers and Writers: by I. Fountas and Pinnell

What is it: The teacher chooses a text for a small group (max. 6) of students to read. This group is students are homogenously grouped based on ability. The teacher observes students while they read and assist students practice a focus reading strategy while reading the text.

Why: This reading technique gives the teachers the opportunity to provide reading strategies to students with guidance. The goal is to assist students to become stronger independent readers.

Who:
 Teacher's Role:
* Work with students at their instructional level to guide them in using the context, visual, and structure cues within stories to generate meaning.
* Plan instruction based on ongoing assessment of students' reading level
* Provide instruction which is explicit, systematic, and purposeful
* Guide children to apply acquired knowledge as they read independently

Student's Role:
* Learn a new strategy or skill about the reading process that can be tried on his/her own.
* Apply this knowledge when reading independently
* Extend repertoire of problem solving strategies when reading a new text.

When:

- About 20-25 minutes a day per group—**the weakest group must be met on a daily basis if possible**

How:

Part 1: Teacher and whole group (5-7 minutes)

- Introduce book
- Build on prior knowledge
- Leads a shared, choral or echo reading (may be necessary as a springboard or emergent readers or to clarify a teaching point)

Part 2: Student and teacher or student and student (15 minutes)

Student reading is individualized as teacher listens in and gives specific feedback about reading to student. Teacher's feedback is based on **3 reading cues (syntax, meaning, or graph phonics**)

Student reading with a partner as teacher listens in and gives specific feedback about reading to student. Teacher's feedback is based on **3 reading cues (syntax, meaning, or graph phonics)**

Part 3: Teacher and whole group (5-7 minutes)

Teacher teaches specific skill or strategy to entire group.

Sources: Fountas C.& Pinnell G. (1996). *Guided reading. Good first teaching for all children.,* Portsmounth, NH: Heinemann

Shared Reading

Materials	Assessment
Transparencies, poems, charts of any genre that pertains to unit of study	Student response

What is it: A teaching method where the teacher and students read together from a text that is visible to all.

Why: Shared reading provides an opportunity for teachers to model the reading cueing system (visual, syntax, meaning) in reading. Also, model what fluent readers do, conventions of print in writing, and build a classroom community.

Who:
 Teacher's Role
- Choose a text that is supportive of the instruction of skills/strategies needed by the class as it is determined by ongoing assessment of student work
- Point to the text while reading word-by word for beginning readers, and line-by-line for more proficient readers
- Provide students with the opportunity to identify word study skills and concepts in a meaningful context
- Observe and document student behavior and participation. Use documentation to plan future lessons.

Student's Role
- Join in and read along with teacher
- Learn reading strategies and behaviors being taught
- Apply reading strategies and behaviors in independent reading

When: Each day for approximately 20 minutes outside reading/writing workshop component if possible. Text used during interactive read-aloud may be referred to during workshops mini-lessons.

What: Choose text of different genres that will support work done in content area and units of study. Purposely planned lessons pertains to the interactive read loud is expected.

How: Teacher models reading behaviors and students join in. **This is not round robin or read aloud.** The text chosen by teacher can be used during the course of a week.

Sources: Fountas C.& Pinnell G. (1996). _Guided reading ._ _Good first teaching for all children.,_ Portsmounth, NH: Heinemann.

Reading Workshop/ Independent Reading

Materials	Mentor Text	Assessment	Teacher Resource
A-Z website Post-its to mark favorite place **See Appendix A, H, M, N, O**	Picture books Level readers	Listen to informal conversations Conference notes Begin informal observations of book handling	**Beginning of the year refer** to 1st 20 Days of Independent Reading by Fountas and Pinnell –chapter 9 Strategies That Work by Harvey and Goudvis

What is it: Reading Workshop is a time for whole group instruction to help students learn to read independently for enjoyment by connecting to the text in a meaningful way.

Why: This instructional model allows the teacher to plan instruction that will meet the individual needs of as many students as possible during a given amount of time. By providing opportunities for a range of instructional groupings, the teacher can differentiate the content and rate of the skills/strategies taught to best meet the needs of the individual students, rather than being locked into the "one size fits all" instruction that is the result of the whole group instructional model. In addition, it moves students towards independence by providing time for them to work privately on the skills/strategies that have been taught. The level of engagement is high as the students are working with self-selected text.

Who:
Teacher's Role:
- Teach mini-lessons based on observations of student needs and on the curriculum pacing guide
- Conference with individual students
- Keep records of student progress

Student's Role:
- Take an active role for developing as an independent reader
- Understand "Reading is Thinking"

- Choose books that appeal to them and are at their instructional level
- Verbally respond to test they are reading within whole group, small group, and individual share
- Set personal reading goal for themselves
- Develop metacognitively reading strategies they are using and not using

When: Each day during literacy block

How: The structure of reading workshop is as follows...
- Mini-lesson: Time for whole group instruction.
- Independent reading:

  A. **Reading:** Students may be trying strategies that they learned during the mini-lesson or focusing on a personal reading goals he/she has set for him/herself.
  B. **Responding to Literature:** Students may choose to respond to the literature they are reading by responding in their reading notebook(as see fix per grade appropriateness).
  C. **Conferencing:** The teacher should conferencing with selected students and taking running records. **Keeping documentation on discussions made during conference is essential.** For examples of teacher's notes, **see appendix K.**

  Share: At the end of the workshop, the students and teacher gather on the rug to highlight work done together. Conversations are focused on reading strategy and skills. Teacher may chart comments students have discovered. **All students will not be able to share at once. Teacher may select a specific student/students to discuss a literacy point the whole class may benefit from.**

What:
- Prepare a mini-lesson
- Have materials ready for guided reading or skill/strategy work
- Have conferring note taking material ready for use

Sources: Fountas C.& Pinnell G. (1996). _Guided reading . Good first teaching for all children.,_ Portsmounth, NH: Heinemann.

Model Writing

Materials	Assessment	Teacher Resource
Word Wall Chart paper or transparency Marker Correcting Tape Writing Center	Penmanship Conventions Feedback from discussion	Formal and explicit instructions on penmanship and 6 +1 writing traits must be taught in the context of modeled writing

What is it: The teacher model demonstrates own writing strategies and the writing process by "thinking out loud" and recording a written message in a variety of genre in front of the students.

Why: This instructional model allows teachers to demonstrate how writing works-through thinking and recording. Students also develop an awareness of all components and traits of 6 +1 writing traits.

Who:

Teacher's Role:
- Write in cursive letters (optional)
- Help students understand how to use punctuation, write sentence variety, introduce and review components to 6 +1 writing traits, and write in different genres
- To demonstrate the way writing works
- Act as a scribe, recording on a flip chart
- To develop and refine ideas
- To work at a level beyond children's independent writing

Student's Role:
- Observe teacher as teacher demonstrates using the writing process sequence to develop and construct message on paper

When: Each day during literacy block and/or other instructional time

How: The structure of model writing is as follows...
- Plan the lesson—have a clear objective in mind (the focus should be based on the students' needs)
- Tell students the objective of the lesson and access prior knowledge from students
- Think our loud while writing
- Reread and revise the text out loud to students
- Discuss with students the objective and reflect on what they learned

Shared Writing

Materials	Assessment	Teacher Resource
Word Wall Chart paper or transparency Marker Correcting Tape	Penmanship Conventions Feedback from discussion	Formal and explicit instructions on penmanship and 6 +1 writing traits must taught in the context of shared writing

What is it: Shared writing is a collaborative approach to writing instruction that helps children's understand the process of written language.

Why: Shared writing provides an opportunity for teachers to model the writing process.

Who:
 Teacher's Role
- Write in cursive letters (optional)
- Help students understand how to use punctuation, write sentence variety, introduce and review components to 6 +1 writing traits, and write in different genres
- Act as a scribe, recording on a flip chart
- To develop and refine ideas
- To work at a level beyond children's independent writing

Student's Role:
- To contribute his/her own ideas
- To identify features in the shared text to use in writing
- To begin to incorporate the techniques modeled by the teacher into his/her own writing in guided/independent work

When: Each day during literacy and other content area instructional time

How: The structure of shared writing is as follows...

- Discuss and agree about the purpose of the writing task; determine the structure, grammatical features and content;
- Rehearse sentences orally before writing them down, this lets the students understand how to compose and generate an idea;
- Encourage the automatic habit of incorporating basic elements, e.g. capital letters, sentence fluency, grammar, punctuation, etc.
- Constantly and cumulatively re-read to gain a flow from one sentence into another;
- Explain to children why decisions have been made;
- Check for understanding/ misconceptions of children;
- Occasionally make deliberate errors as a way to discuss and tackle common errors or on errors related to a specific teaching objective;
- At the end of session discuss and share with children what they have learned and what will they apply to their independent writing;

Blank Page (continue to page 39)

Writing Workshop

Materials	Mentor Text	Assessment	Teacher Resource
Folders labeled, **Appendix P** Chart paper Writer's notebook Word Wall Writing Center, **Appendix G** Writing Reflection Sheet, **Appendix B** End of the Year Reflection Sheet, **Appendix C** Writing Workshop Checklist, **Appendix E** 6+1 Writing Traits **Appendix T**	Books pertaining to the genre-follow the pacing guide	Student work Conference notes Required Writing Pieces	Video: <u>Write in the Middle: A Workshop for Middle School Teachers</u> <u>In the Middle</u> by Nancy Atwell <u>Lessons that Change Writers</u> by Nancy Atwell <u>Craft Lesson</u> by Ralph Fletcher Formal and explicit instructions on penmanship and 6 +1 writing traits must taught in the context of Writer's Workshop

What is it: Writing workshop is a teaching time for whole group, small group, and individual instruction where students are given a repeated exposure in the writing process in specific genres and units of study.

Why: The teacher is able to plan instruction that with meet the individual needs of the students.

Who:

Teacher's Role
- Teach the structures and expectation of the workshop model
- Lesson plans are based on assessment and observation of student work
- Provide time for guided practice
- **Meet with every student once a week to discuss and monitor progress—document conferences with students.**

Student's Role
- Use assigned writing time to practice becoming independent writers, **everyday for at least 30 minutes.**
- Is actively engaged in all aspects of writing workshop.
-

When: Daily

How: The structure of the workshop is as follows…
- Mini-lesson: Time for whole group instruction,
- Independent reading: Students reading self-selected texts, and/or teacher meeting with small groups for guided reading lessons or other strategy/skill building lessons, conference occur at this time. The teacher meets with an individual student/ to coach, encourage, or demonstrate a specific need. **Keeping documentation on discussions made during conference is essential.**
` Students can have opportunity for partner share/peer conferences: students have interactive conversations focused on book discussions and/or challenges they found
- Share: At the end of the workshop, the students and teacher gather on the rug to highlight work done together. Conversations are focused on reading strategy and skills. Teacher may chart comments students have discovered. **All students will not be able to share at once. Teacher may select specific student/students to discuss a literacy point the whole class may benefit from.**

What:
- Prepare a mini-lesson
- Have materials ready for guided reading or skill/strategy work
- Have conferring note taking material ready for use
- Grammar, Usage, and Mechanics (GUM) lessons must be taught in context of writing workshop.

Independent Writing

Materials	Assessment	Teacher Resource
Word Wall— Chart paper Overhead Marker Writer's Notebook See also Writer's Workshop materials	Penmanship Conventions Feedback from discussion	Formal and explicit instructions on penmanship and 6+1 writing traits must taught in the context of Independent Writing

What is it: Children write pieces by themselves in the writing center, journals, class instructional time (response writing, content area),etc…

Why: Practice using writing skills and strategies that were taught

Who:

Teacher's Role

- Make routines and structure clear to students
- Establishes a structure for regularly reviewing student writing
- Decide what support the students need
- Provide opportunities for students to generate ideas for writing
- Tell students "what we're doing and why"
- Reviews student writing for the purpose of application and understanding of model writing session and for future planning

<u>Student's Role</u>
- Generate ideas for writing
- Understand and communicate "what we're doing and why"
- Write for the time allotted by the teacher Re-reads, confers, revises, edits, publishes as appropriate to grade level
- Shares writing with appropriate audience when appropriate
- Refer to charts, exemplars and other reference material to revise and edit their writing

When: This teaching strategy should be done each day during literacy block or content area session