

WAYSIDE BALANCED LITERACY COMPONENTS UNPACKED

Reader's Workshop			
Component	Description/Purpose	Resources/ Strategies	Time Frame
Mini-lesson (Strategy or Skill)	<p>Mini-lessons are an efficient way to communicate specific information to the whole class and it begins with scholars gathering at the carpet. During the mini-lesson, teachers clearly state the teaching point and then involve the scholars in thinking with them as they demonstrate exactly what they want scholars to do as readers.</p> <p>Delivery of lesson: shared reading, Interactive read aloud or modeled reading</p>	<p>CIA -Read Side by Side Journeys Mentoring Minds First 20 days (Resource file)</p>	<p>K-2 10-15 minutes 3-5 15-20 minutes</p>
Shared Reading	<p>Shared Reading has several purposes:</p> <ul style="list-style-type: none"> ● In K-1, it builds book and print awareness by modeling reading behaviors (reading left to right and return sweep) ● Builds phonics skills by providing instruction and repeated practice in decoding texts ● Increases reading accuracy and fluency by providing instruction and repeated practice in reading a text quickly, easily, and with expression. ● Advances the reading comprehension strategies of all scholars by teaching key competencies before, during, and after reading the text <p>Scholars chorally read from a single text. The teacher reads along with scholars, his or her voice supporting reading as needed. As scholars become able to read the text independently, teachers decrease and eventually eliminate their voice support. The teacher instructs the scholars to listen to the voices of their classmates so that they are all reading at the same pace. Teachers circulate around the room during this time, helping readers track print and pronounce words.</p> <p>Type of text can include poems, songs, articles, passages, or excerpts from books and chapters. The level of the book should be at the instructional level of most of the scholars in the class. Length of text varies by grade level.</p>	<p>Journeys</p>	<p>Depending on purpose</p>

<p>Read Aloud</p>	<p>During the read aloud block, the teacher reads a book, poem, or article to the entire class. This is the most teacher-directed part of the literacy block and it is crucial to the literacy development of scholars throughout elementary school because it develops their ability to use comprehension strategies to think about the text.</p> <p>When planning this portion of the lesson, teachers should:</p> <ul style="list-style-type: none"> ● Select vocabulary words to explicitly teach ● Mark spots in the text to ask questions ● Plan think-aloud to explicitly model the thought processes that they go through as they read <p>During execution,</p> <ul style="list-style-type: none"> ● The teacher will introduce the reading comprehension strategy/skill ● The teacher will read the book stopping at planned intervals to ask questions or think aloud ● Scholars will listen to the text being read, ask questions to drive a discussion, or answer questions from the teacher ● Scholars should internalize the modeled thought processes in order to execute similar reading habits on their own. <p>The read aloud portion of the lesson develops listening and reading comprehension skills by asking questions and leading discussions about books before, during, and after reading by exposing scholars to sophisticated vocabulary and sentence structure. Texts can be read over multiple days if applicable and can be revisited at multiple times in a school year.</p>	<p>CIA -Read Side by Side Journeys</p>	<p>Depending on purpose</p>
<p>Independent Reading</p>	<p>The primary focus of independent reading is to develop lifelong readers and guide them to discover their individual tastes and interests by exposing them to a variety of genres. In independent reading, scholars read individually and silently, typically selecting their own texts, sometimes with guidance from the teacher. Scholars put all that they've learned about decoding and comprehension into action as they read a text on their independent reading level. Independent reading looks like:</p> <ul style="list-style-type: none"> ● Scholars are reading for an extended period of time with a book on his/her independent reading level. Scholars are practicing the skill of choosing their own text. ● Scholars are held accountable for their independent reading. This may include writing to track their thinking, answer comprehension questions, or filling out graphic organizers. ● During the independent reading time, teachers meet with small groups (guided reading) and hold individual reading conferences with scholars. 		<p>Suggested Grade-level independent reading time</p> <ul style="list-style-type: none"> ● K-1 10-20 mins ● 2-3 15-40 min ● 4-5 30-60 min <p>The independent reading block will be separate from read to self or literacy stations.</p>

Guided Reading	<p>During guided reading, scholars practice the decoding and comprehension skills they have learned in class with a text that is on their <u>own instructional level</u> (not independent level). The teacher should choose the guided reading text that will allow scholars to practice a predetermined skill/strategy. The teacher works with a small group of scholars to support their reading and comprehension.</p> <ul style="list-style-type: none"> • For early and emergent readers, teachers provide support through picture walks, language previews, and decoding practice. • As scholars become fluent readers, the focus shifts to comprehension. Scholars begin applying the comprehension skills they have learned in class and answer questions about the text. As scholars read, teacher listens in closely to one reader to ensure scholars are reading fluently and accurately. After reading, scholars should engage in a discussion, or write about their reading. <p>Scholars who are not actively in a guided reading group with the teacher or reading independently are participating in literacy stations. These stations should engage scholars in authentic literacy practices.</p>	<p>Fountas and Pinnell Journeys Decodable Readers Journeys Leveled Readers Reading A-Z</p>	<p>K-5 45-60 minutes 15 minutes minimum per group</p>
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Word Study

Word Study ALL GRADES	<p>In grades K-5, scholars will:</p> <ul style="list-style-type: none"> • Engage in word study which is more conceptual than traditional spelling methods. The focus of word study is to understand how words work and the patterns they follow. Scholars can then form useful generalizations and apply them to other words they want to read or spell. • Scholars will learn sight words from a vertical aligned word list. 		<p>K-2 30 min (whole group lesson + word work practice)</p>
K-2	<p>In grades K-2, Word study gives scholars the opportunity to build their fluency and phonics decoding skills in isolation and within the context of a text. Essential structures include:</p> <ul style="list-style-type: none"> • Scholars move from print awareness (words are made up of letters) to understanding the relationship between spoken sounds and written letters (phonemic awareness). • Sound spellings are introduced and spiraled throughout the year to build independent readers who can break words into parts to improve decoding speed and accuracy. 	<p>Saxon Phonics Journey’s high-frequency word list Journey’s word families</p>	<p>3-5 (15-25 min) part of word study can be done during morning meetings and stations</p>

3-5	<p>In grades 3-5, Word study gives scholars the opportunity to build a robust and mature knowledge of words through vocabulary and word part instruction.</p> <ul style="list-style-type: none"> ● Scholars build meaning of unknown words by using context clues and by understanding word parts. They may also use graphic organizers to break down examples, non-examples, and definitions through context. ● Teachers choose a limited number of words aligned to the daily Read Aloud or Shared Reading passage (no more than 3/day). These words should be able to be used in a variety of written and oral communication (e.g. <i>absurd</i>) and not isolated to a particular content area (e.g. <i>peninsula</i>). ● Lessons are organized to directly introduce words to scholars and have scholars interact with the words in a variety of contexts, and to ● I give scholars multiple exposures to new words. 	<p>Journey's high-frequency word list</p> <p>Journey's spelling patterns</p>	15-25 minutes
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Writer's Workshop

Writing mini-lesson	<p>Writing mini-lessons can focus on procedure and organization (beginning of the year), strategies and processes, skills, craft and techniques.</p> <p>Each lesson is composed of major parts:</p> <ul style="list-style-type: none"> ● Connect- Teacher puts the day's work in the context of children's ongoing work as writers and explicitly names what they'll be learning about that day. ● Teach- Explicit teaching of one important concept that will make writing better. ● Active Engagement- Scholars talk to a partner or examine their own writing for evidence of the concept. ● Link- Teacher encourages scholars to try out the strategy in their writing that day or to add it to their toolkit of strategies. <p>Delivery of lesson:</p> <p>During writing mini-lessons, teachers use mentor texts to show scholars and example of the skill or craft they are learning that day. Mentor texts can include excerpts from published authors, picture books, and teacher and scholars' writing.</p> <p>Teachers can also use modeled or shared writing during this time.</p>		<p>K-2 15 minutes</p> <p>3-5 20 minutes</p>
Modeled Writing	<p>During modeled writing, scholars observe the teacher's decision-making process and internal dialogue while writing. Scholars gain knowledge of skills and strategies to use with their writing.</p>		Depending on purpose
Shared writing	<p>During shared writing, the teacher acts as a scribe while scholars contribute their ideas.</p>		Depending on purpose
Independent Writing	<p>During independent writing, scholars draw on the knowledge and skills that have been taught and go through the writing process on their own.</p> <p>Scholars write for a variety of purposes and audiences.</p>		<p>K-2 15-20 min</p> <p>3-5 25-40 min</p>

	Teacher meets with individual scholars for writing conferences at this time.		
Writing Conferences	<p>Conferences are one-on-one coaching conversations that take place between the teacher and writer and can occur at any stage of the writing process. They are responsive to the scholar's needs and as such are not pre-planned. During independent writing, the teacher circulates the classroom and confers with individual scholars for 5-7 min. Since the goal of the conference is to create independent writers, teachers initiate conferences rather than wait for scholars to rely on teacher for help.</p> <p>During an effective writing conference, the teacher:</p> <ul style="list-style-type: none"> • Asks the scholar how it's going and encourages him/her to talk about their writing. • Highlights 1-3 strengths in the scholar's writing and explicitly names one teaching point ("One thing writer's do is...") • Provides an example of the teaching point. • Encourages the writer to "have a go" • Records the teaching point or asks scholars to keep a record in their journal. <p>When conferring with a scholar, it is not the teacher's job to fix or edit the writing piece, but rather to teach the scholar one writing strategy, technique or convention that he/she can use in future writing.</p>		<p>5-7 minutes per scholar</p> <p>3-6 scholar conferences per day</p>