

A Gathering Place

DAILY! Where we read, write, and learn together.

- ❖ Teacher Mini lesson
- ❖ Active Engagement
- ❖ Shared Reading and Writing
- ❖ Class Share out

Anchor Charts

Bringing lessons to life!
Build a culture of literacy in the classroom by **making thinking**—both the teacher's and students'—**visible**.

Classroom Library

5 Most Critical Functions of your Classroom Library

1. Supporting Literacy Instruction
2. Helping Students Learn About Books
3. Providing a Central Location for Classroom Resources
4. Providing Opportunities for Independent Reading and Writing Curricular Extensions
5. *Serving as a Place for Students to Talk About and Interact with Books*

Does your library provide these opportunities for your students?

The Literacy Focused Classroom

*Print rich environment that transition students from reading to writing.
An atmosphere where students have opportunities to read and write multiple times a day.*



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Walls That Teach

- ❖ Make sure most of the classroom displays are works created by students.
- ❖ Students' goals should be visible and looked at often.
- ❖ Displays should have a meaningful connection to the current curriculum (think content walls).
- ❖ Keep displays fresh, useful, and as a resource for learning.

Walls That Talk

Important considerations, what your instructional space communicates to students and parents about the culture of our classrooms.

- ❖ Does your instructional space convey a culture for learning?
- ❖ Do the classroom walls reflect the student population and celebrate their diversity?
- ❖ Is your instructional space welcoming? Conducive to learning?
- ❖ Is your instructional space a safe space where students can take risks?
- ❖ Do the walls encourage different viewpoints and promote student conversations?
- ❖ Does the space celebrate student learning?
- ❖ Does the space communicate high expectations for all students?

Comprehensive Approach to the Core: Priorities and Outcomes

FIRST FOUR WEEKS The Literacy Link

Kindergarten and First	Second and Third	Fourth, Fifth and Sixth
<ul style="list-style-type: none"> ❖ Understand concepts of print ❖ Apply word strategies to text ❖ Be aware of environmental print ❖ Make reasonable predictions ❖ Read appropriate text ❖ Produce evidence of reading ❖ Explain why text is fiction or nonfiction ❖ Have conversations about text ❖ Read Independently 	<ul style="list-style-type: none"> ❖ Read fluently with purpose ❖ Monitor comprehension ❖ Produce evidence of reading ❖ Ask and answer questions using specific vocabulary (orally and in writing) by citing text ❖ Use context clues to determine meaning ❖ Draw conclusions and making inferences ❖ Making predictions with supporting evidence ❖ Sequencing and retelling or summarizing plot 	<ul style="list-style-type: none"> ❖ Draw conclusions, inference, analyze by citing explicit text evidence ❖ Understand Meaning of words and phrases (figurative and connotative) ❖ Interpret visual elements of a text and draw conclusions ❖ Theme and plot development ❖ Compare and contrast ❖ Summarize text

Check in on your literacy focused classroom:

- ✓ Established a gathering place for instruction and practice
- ✓ Gathering place has needed materials (chart paper, sticky notes, utensils, shared reading books and designated partners)
- ✓ Classroom library is organized by genre, level or both, the GOAL is for easy student access
- ✓ ***Each student has a journal for reading and writing***, and/ or reading and writing folders, that include support resources
- ✓ Word Walls are posted where students have easy access for reading and writing
- ✓ Identified reading and writing spots and structures for independent practice and, “what to do when done”
- ✓ Sectioned wall space for anchor charts, student work and easy student access

Mini Lessons

(explicit modeling of reading and writing strategies)

Shared Reading and Writing

(guided practice, shared thinking, discussion, collaboration)

Independent Practice

(application of the big 5 within reading and writing)

Word Study/ Word Work

(phonemic awareness, phonics, vocabulary, word attack fluency)

Conferencing

(set and monitor student goals, running records, intentional feedback)

Differentiated Small Groups

(Instructional/Guided, Strategy lessons or Seminars)

Week 1

Teach and Practice

- ❑ **How to transition to Reader's Workshop, specifically to the Gathering Place (materials needed)**
- ❑ **Establish expectations for your reading core block**
- ❑ **CLASSROOM LIBRARY- Model how to select a Just Right book, practice choosing**
- ❑ **Introduce *Read to Self/Independent Reading* expectations**
- ❑ **Begin Word Work Instruction and Practice**
 - (Phonics, Phonemic Awareness before writing, Vocabulary)
- ❑ **Model 3 Ways to Read a Book (K-1)**
- ❑ **Introduce how to Turn and Talk, have book Discussions**
- ❑ **Practice how to locate the perfect reading spot and build reading stamina**

Reading Strategy Book Sample Lessons

- 2.1 A Perfect Reading Spot pg. 48
- 2.11 Purpose for reading- (K-1) pg. 58
- 2.22 LIBRARY pg. 69
- 2.15 Choosing books (1-2) pg. 62
- 2.16 Choosing books (3-6) pg. 63
- 12.1 Listening and responding (K-2) pg. 329
- 12.3 Listening and thinking pg. 330
- 12.4 Listening and discuss pg. 331
- 12.5 Sharing out during workshop pg. 332
- 12.15 Sharing a thought pg. 342

Week 2

Teach and Practice

- ❑ **Introduce Shared Reading by practicing one of the priority concepts** (print concepts or asking and answering questions)
- ❑ **Introduce *Read to Someone*** – outline best ways to work with your partner
- ❑ **Introduce writing about reading, using reading journals**
 - (using sticky notes, expectations for responding)
- ❑ **Build stamina by gradually increasing the amount of time spent in independent practice**
- ❑ **Continue to confer with students collecting running record data**

Reading Strategy Book Sample Lessons (title indicates skill or strategy focus)

- 2.10 Stamina pg. 57
- 2.12 Asking questions pg. 59
- 2.14 Tracking progress for stamina (1-3) pg. 61
- 2.18 Reading log reflection (3-6) pg. 65
- 2.21 Monitor your stamina pg. 68
- 12.6 Partners (2-6) pg. 333
- 12.9, 12.10 Conversations about text pg. 336-337

Week 3

Teach and Practice

- ❑ **Continue to practice priority concepts** (print awareness, asking and answering questions, inferring, drawing conclusions) **through mini lesson and practice during share reading**
- ❑ **Practice responding to reading through discussion**
- ❑ **Build stamina by gradually increasing the amount of time spent in independent practice**
- ❑ **Introduce reading notebooks or journals and practice writing about reading**
- ❑ **Conduct benchmark assessments during conferring time**

Reading Strategy Book Sample Lessons

- 2.2 Break Reads for Stamina pg. 49
- 2.17 Visualize to focus pg. 64
- 2.23 Stamina pg. 70
- 2.24 Read with a Focus pg. 71
- 2.25 Monitor Stamina pg. 72
- 6.9 Inferring pg. 174
- 12.19 Power questions pg. 347

Week 4

Teach and Practice

- ❑ **Continue to practice priority concepts** (print awareness, asking and answering questions, inferring, drawing conclusions) **through mini lesson and practice during share reading**
- ❑ **Introduce retelling and summarizing a text modeling through mini lesson and practicing through shared reading and independent reading**
- ❑ **Practice responding to reading through discussion**
- ❑ **Build stamina by gradually increasing the amount of time spent in independent practice**
- ❑ **Conduct benchmark assessments during conferring time OR begin guided reading if completed with benchmarks**

Reading Strategy Book Sample Lessons

- 2.5 Retelling pg. 52
- 2.6 Retelling pg. 53
- 5.3 Summarizing pg. 136
- 5.12 Summarizing pg. 145

After week four students should have a better understanding of...

- The gradual release format of reader's workshop (I do, We do, You do)
- Word work structures and practice
- Three ways to read a book
- Partner reading expectations
- Read to self expectations
- How good readers talk about text
- How good readers write about reading
- How to use sticky notes and reading notebooks
- How good readers Retell and Summarize during or after reading
- How good readers ask and answer questions when reading



Week 1

Teach and Practice

- How to transition to Writer's Workshop, specifically to the Gathering Place (materials needed)
- Establish expectations for your writing core block
- How to use WRITING CENTER materials
- Begin phonemic awareness instruction (Heggerty)
- Model brainstorming new writing ideas
- Practice how to locate the perfect writing spot and build writing stamina
- Begin conferring with writers

Writing Strategy Book Sample Lessons

- 1.1 Talk (as You Draw) pg. 38
- 1.3 Reread Your Pictures So It Sounds like a Storybook pg. 40
- 1.4 Reread Your Pictures to Teach pg. 41
- 1.9 Left to Right pg. 46
- 1.18 Imagine It, Make It! Pg. 55
- 2.1 Create Your Best Environment pg. 62
- 2.16 Stuck with Writing. Read. Pg. 71
- 3.2 Moments with Strong Feelings pg. 95
- 3.11 Mine Mentor Texts for Topics pg. 104
- 3.15 Jot Today, Writing Tomorrow pg. 108

Week 2

Teach and Practice

- Introduce Shared Writing by practicing one of the priority concepts
- How to organize your writing
- Continuing a writing piece
- Introduce writing partnerships
- Build stamina by gradually increasing the amount of time spent in independent practice
- Introduce writing partnerships
- Continue to confer with students collecting anecdotal notes

Writing Strategy Book Sample Lessons

- 5.2 Say Say Say, Sketch Sketch Sketch, Write Write Write pg. 169
- 5.5 All About or One Time? pg. 172
- 5.7 Organize in Sequence pg. 174
- 6.2 Add More to Your Pictures (Then, Maybe More to Your Words!) pg. 213
- 6.9 "What Else Happened?" pg. 220
- 10.1 Use a Partner to Hear More Sounds in Words pg. 364
- 10.2 Use Partners to Make Writing More Readable pg. 365
- 10.6 Partner Inquisition (to Get Your Thinking Going) 369

Week 3

Teach and Practice

- Model how to extend/elaborate in your writing
- Model word choice
- Build stamina by gradually increasing the amount of time spent in independent practice
- Continue to confer with students collecting anecdotal notes

Writing Strategy Book Sample Lessons

- Pictures Teach, Words Teach pg. 212
- 6.4 Act It Out...Then Get It Down pg. 215
- 6.11 Take Notes from an Illustration or a Photo pg. 222
- 6.19 Read, Sketch, Stretch pg. 230
- 6.22 Support Your Facts pg. 233
- 6.33 How Does Your Character Talk pg. 244
- 7.3 Precise Nouns pg. 264
- 7.11 Words That Match the Audience pg. 272
- 7.29 Name Your Characters and Places pg. 291

Week 4

Teach and Practice

- Practice responding to writing through discussion
- Model self and partner editing
- Build stamina by gradually increasing the amount of time spent in independent practice
- Continue to confer with students collecting anecdotal notes

Writing Strategy Book Sample Lessons

- 8.4 Write, Read, Write, Reread, Repeat pg. 301
- 8.6 Penmanship Counts pg. 303
- 8.10 Use Your Resources to Spell pg. 307
- 9.2 Finger Space pg. 325
- 9.3 Reread with Your Finger pg. 326
- 9.31 Considering Sentence Length pg. 354
- 10.7 Tell Me: Does It Make Sense? Pg. 370
- 10.9 Help Wanted/ Help Offered pg. 372
- 10.19 Changes and Choices pg. 382

Small Group Instruction

- ❖ Varied groups
 - (guided reading or strategy lessons)
- ❖ Instructional level
- ❖ Focused on skills and strategies
- ❖ Intentional
- ❖ Driven by running records, conferring notes, benchmark data
- ❖ Well Planned

Independent Practice

- ❖ Daily
- ❖ Independent level text
- ❖ Responding to Reading
- ❖ Accountability in place
- ❖ Intentional Feedback
- ❖ Connected to learning

Conferring

- ❖ Daily
- ❖ Intentional conversations with readers
- ❖ Anecdotal Notes
- ❖ Goal driven
- ❖ Running Records

THE LITERACY LINK

Tier 1 INSTRUCTIONAL OUTLINE

I DO EXPLAINING	I DO GIVING DIRECTIONS	I DO MODELING	WE DO GUIDED PRACTICE	WE DO COACHING	YOU DO MOTIVATING-CONNECTING	YOU DO RECAPPING
<ul style="list-style-type: none"> • What will happen • What the lesson goals are • Why we are doing this • How it will help the reader 	<ul style="list-style-type: none"> • Explicit instructions • Wait time for processing • Ask clarifying questions 	<ul style="list-style-type: none"> • Thinking aloud • Making connections • Metacognition 	<ul style="list-style-type: none"> • Leading students to practice skill • Provide feedback • Remind students what to think about, make connections 	<ul style="list-style-type: none"> • Ask students to think aloud • Cue students to use strategies they already know 	<ul style="list-style-type: none"> • Communicate to individual students their strengths • Connect their practice to real world • Construct meaning • Assess 	<ul style="list-style-type: none"> • Summarize what has been learned, practice, concluded. • Review importance of strategy/using skill • Why do good readers do this

