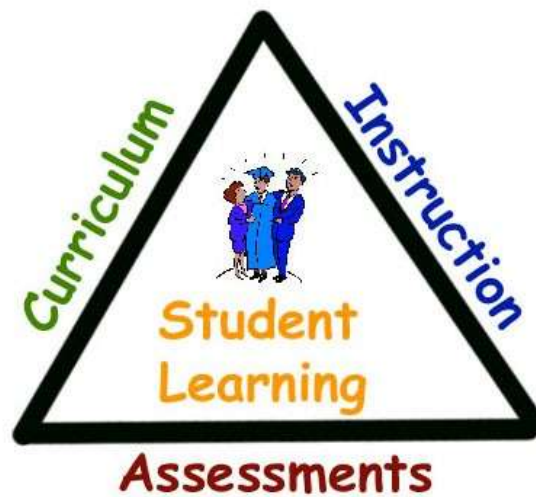# St Lucie County Public Schools

K-5 Integrated Literacy Routine Support Manual

An Integrated Model of Literacy:
A Focus and Coherence in Instruction and Assessment

St. Lucie

PUBLIC SCHOOLS

Purpose of this manual

The purpose of this manual is to provide information, guidance, and resources to SLPS administrators, teachers, parents, and stakeholders regarding the K-5 Integrated Literacy Routine. This manual provides an explanation and overview of the literacy routine, general guidelines, resources, and frequently asked questions.

History of the SLPS Literacy Routines

St. Lucie County leaders worked with a Literacy Task Force comprised of fifty literacy leaders throughout the 2009-2010 school years to determine the best practices in literacy instruction based on current scientific and evidence based research. Resources to support instruction were developed to relay this information in the form of Literacy Routines that clearly define the expected teacher and student behaviors for each of the literacy instructional components. This structure supports the provision of systematic and explicit instruction, based on data, using reading programs and strategies throughout our district for all students.

The implementation of the Common Core State Standards in English Language Arts has ushered in many shifts in the practices found in English Language Arts classrooms. One example of these shifts in instructional practices is the adjustments made to the SLPS K-2 and 3-5 literacy routines that were developed in 2009.

The Common Core State Standards in English Language Arts place equal emphasis of what students read and the skill in which they read. Throughout each grade level there is a "staircase" of increasing text complexity. With the addition of reading complex literary and informational text, it is suggested the literacy block be extended to 120 minutes per day (Just Read, Florida!).

Table of Contents

K-5 Integrated Literacy Routine
225 Minutes Daily
195 Minutes of English Language Arts + 30 Minutes of Enrichment/Intervention

St. Lucie PUBLIC SCHOOLS

Daily Instruction in each of the 6 Components of Literacy:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
- Oral Language

The Literacy and Small Group Differentiated Instruction blocks MUST be paired for 90 minutes of uninterrupted instruction.

Instruction is adapted in order to address the needs of individual students in order to maximize the learning of all students.

Systematic & Explicit Literacy Instruction Utilizing Grade Level Complex Text

45 Minutes

Strands to be addressed:
RL, RI, RF, & SL

Supporting Strands:
W, L & NGSSS for Science and Social Studies

Writing and Language Development

60 Minutes

Strands to be addressed:
L, W, & SL

Supporting Strands:
RL, RI, RF, & NGSSS for Science and Social Studies

Writing (45 minutes) and Language (15 minutes) should be paired when possible.

Instruction should focus on using writing as a way of offering opinions, demonstrating understanding of subjects, and conveying experiences and events.

Integrated Literacy

Small Group Differentiated Instruction

45 Minutes

Strands to be addressed:
RL, RI, RF, W, SL, & L

Supporting Strands:
NGSSS for Science and Social Studies

Content Literacy Instruction & Inquiry:

Science, Technology, Social Studies, & History

30 Minutes

Strands to be addressed:
RI, W, SL, & NGSSS for Science and Social Studies

Supporting Strands:
RL, RF, & L

The interdisciplinary approach to literacy is supported through extensive research. Students need to be proficient in reading complex informational text in a variety of content areas.

The 90 minute Literacy Block is extended to 120 minutes to include Content Literacy Instruction and Inquiry. These blocks should be paired when possible.

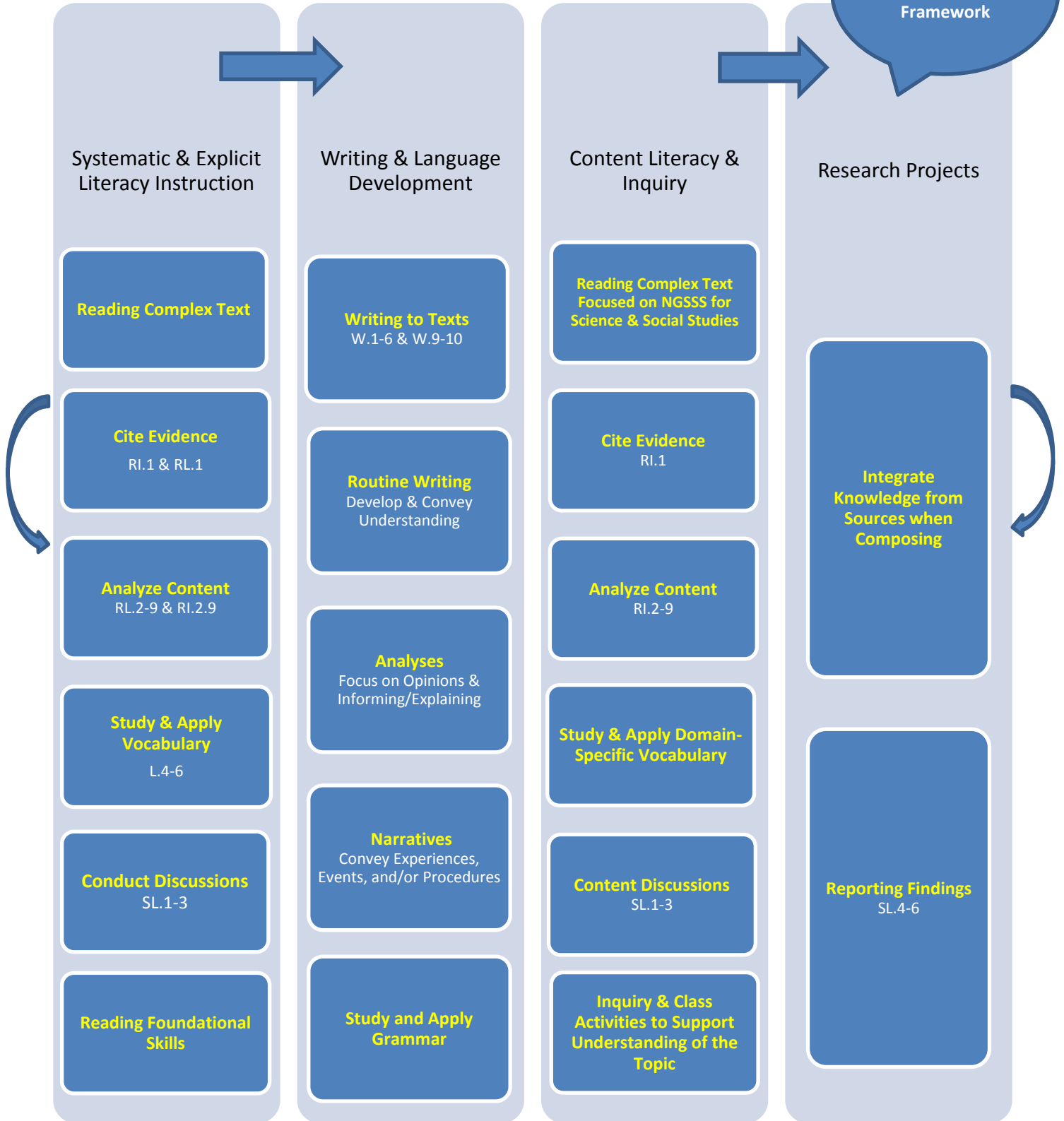**Daily Enrichment/Intervention**

30 Minutes

Read Aloud/Independent Reading

15 Minutes

The Grade Level Content Frameworks of the SLPS Curriculum outline the guiding principles/practices of Integrated Literacy

Grade 3 Content Framework

Example Grade Level Content Framework

Systematic & Explicit Literacy Instruction

Reading Complex Text

Cite Evidence
RI.1 & RL.1

Analyze Content
RL.2-9 & RI.2.9

Study & Apply Vocabulary
L.4-6

Conduct Discussions
SL.1-3

Reading Foundational Skills

Writing & Language Development

Writing to Texts
W.1-6 & W.9-10

Routine Writing
Develop & Convey Understanding

Analyses
Focus on Opinions & Informing/Explaining

Narratives
Convey Experiences, Events, and/or Procedures

Study and Apply Grammar

Content Literacy & Inquiry

Reading Complex Text Focused on NGSSS for Science & Social Studies

Cite Evidence
RI.1

Analyze Content
RI.2-9

Study & Apply Domain-Specific Vocabulary

Content Discussions
SL.1-3

Inquiry & Class Activities to Support Understanding of the Topic

Research Projects

Integrate Knowledge from Sources when Composing

Reporting Findings
SL.4-6

K-5 Integrated Literacy Routine Overview

The Key 5
- The CCSS Foundational Skills : Phonemic Awareness, Alphabetic Principle, Phonics, and Fluency
- Vocabulary
- Comprehension of Literature and Informational Text

Reading Groups
- Whole class and small group instruction
- Fluid grouping
- Learning centers/stations, partner/small group, independent learning, and guided reading related to the goals and objectives of the reading/writing instruction

Complex Text
- Including read alouds and text read by students that are related to units of study and academic vocabulary; aligned to CCSS Appendix B's rigor
- A balance of 50% literary texts and 50% informational texts
- Reading about Content (Science, Technology, Art, Music, Social Studies, & History) topics as part of learning to read and understand complex material

Writing
- In response to reading (text dependent response)
- Writing as a Process (planning, drafting, revising, publishing)
- Writing conventions (spelling, grammar, syntax)

Listening & Speaking
- There are ample opportunities for students to discuss texts read and written with the teacher using text based evidence to support their answers

Systematic & Explicit Literacy Instruction:

- Uses time allocated for reading instruction to provide *both* whole-class and small-group differentiated instruction to students daily.

- Instruction is fluid dependent on student need.

- Teachers may utilize a variety of instructional methods and routines to ensure a wide variety of literacy instruction and learning experiences (close reading, whole group, partner/small group, independent learning, guided reading, center/station learning) are exposed to students.

- Times listed on the K-5 Integrated Literacy Routine are approximations for daily teaching and learning, however, times may very dependent on instructional routine (close reading). It is important to note that the components listed in the routine are best practices and should be the primary routine for daily instruction.

- Variance in this routine is dependent on learning goal, learning experience, and text type.

The 90 Minute Reading Block

Effective reading instruction requires at least 90 minutes of uninterrupted time a day; with the addition of writing and reading complex, informational text, it is suggested the literacy block be **_stretched to 120 minutes per day_** *(Just Read, Florida!, November 2012).*

An effective literacy block requires a balance of direct instruction, small group support, and independent learning.

The Reading Block
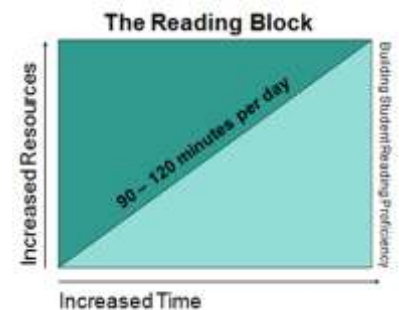
This block of time is judged by its density including, systematic delivery of explicit instruction, scaffolding, and differentiation of instruction for the students.

To build increased student reading proficiency, schools **_must increase the time and resources they are allotting to literacy instruction._**

K-5 Integrated Literacy Routine Overview
120 Minute Reading Block

- *90 Minutes of this block are to be **uninterrupted***
- *Within the 90 minute uninterrupted block **explicit literacy instruction** should occur for approximately **45 minutes***
- ***Explicit literacy instruction** should focus on the standards in the ELA CCSS Strands of **Reading Literature and Informational Text, Reading Foundational Skills, and Speaking & Listening***
- *The remaining **45 minutes** of the 90 minute uninterrupted block should be in **small group differentiated instruction***
- ***Times listed are approximations.** These times may adjust depending on goal, lesson design, and/or need for additional time in small groups*
- ***The 30 minute extension** of the 90 minute literacy block should be centered around **content literacy instruction & inquiry** in **Science and Social Studies***

FAQ?

Can Science Fusion text being used in the 45 minute literacy block?

Yes! Bringing Science Fusion into the literacy block increases the use of informational text and builds student content knowledge in the area of Science.

If a teacher is working on a lesson in DBQ (Document Based Questions) in grades 3, 4, or 5 will they be permitted to adjust the timing of the routine?

Yes! DBQ is an excellent resource that not only meets the intent of the Common Core State Standards; it also builds the knowledge base of our students.

Which scale should be posted/provided in the explicit literacy instruction block?

The scales for Reading Literature & Reading Informational text should be utilized during this portion of the K-5 Literacy Routine. The Science and/or Social Studies Scales should be posted/provided during content literacy.

SMALL GROUP DIFFERNTIATED INSTRUCTION

The composition of reading groups is **fluid** and revised regularly based on student reading progress and formative assessment data.

Student work stations/centers should be connected to standards and designed to provide student meaningful and engaging practice .

K-5 Integrated Literacy Routine Overview

WRITING
45 MINUTES

Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying and conveying real and imagined experiences and events.

Numerous pieces of writing should be produced over short and extended time frames throughout the year.

The ELA CCSS Strand of Writing should be a focus during this time.

LANGUAGE DEVELOPMENT
15 MINUTES

Student must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The ELA CCSS Strand of Language should be a focus during this time.

This includes **Standards 1-2** in the cluster Conventions of Standard English and **Standard 3** in the cluster Knowlege of Language.

Writing and Language Development

Writing instruction should focus on:

- Writing as a process (planning, drafting, revising, publishing)
- Writing conventions (spelling, grammar, syntax)
- Writing in response to reading
- Writing across all content areas

Writing Workshop Model

Step 1 (5 minutes) Shared Experience

Step 2 (10 minutes) Mini Lesson

Step 3 (25 minutes) Student writing time

Step 4 (5 minutes) Sharing

K-5 Integrated Literacy Routine Overview

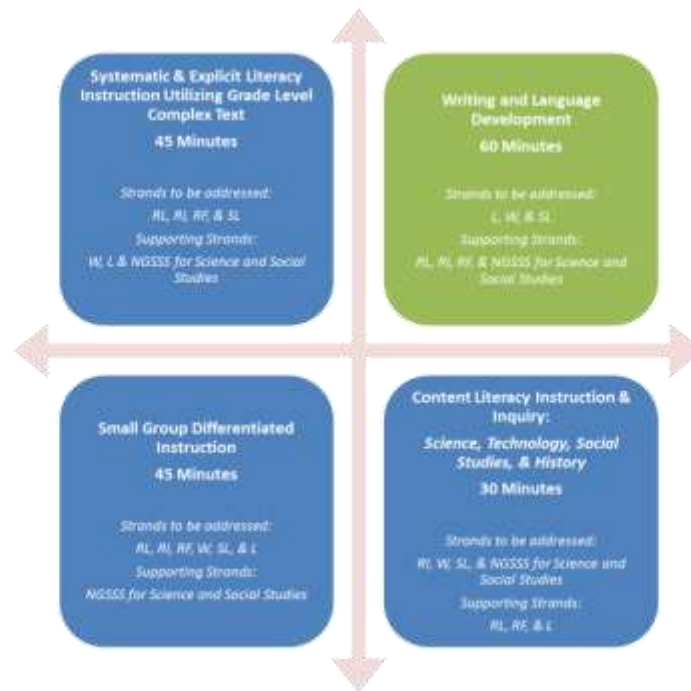## MTSS: Daily Enrichment & Intervention

Read Aloud/Independent Reading

Daily Enrichment/Intervention

MTSS

30 Minutes

- Provide high-quality enrichment/intervention matched to student needs
- Multiple tiers of increasingly intense, specific, research- based interventions that are matched to student need
- Collaborative approach for development, implementation, and monitoring of the intervention process
- Continuous monitoring of student progress during the interventions

Read Aloud/Independent Reading

15 Minutes

- Provides children with a demonstration of phrased, fluent reading
- Wide range of stories and books should be chosen
- Self-selected reading materials
- Matched to level
- Conferencing is critical
- Journals and logs can be used as instructional tools during independent reading

K-5 Integrated Literacy Routine

Systematic & Explicit Literacy Instruction Utilizing Grade Level Complex Text 45 Minutes	Writing and Language Development 60 Minutes
Strands to be addressed: RL, RI, RF, & SL. Supporting Strands: W, L & NGSSS for Science and Social Studies	Strands to be addressed: L, W, & SL. Supporting Strands: RL, RI, RF, & NGSSS for Science and Social Studies
Small Group Differentiated Instruction 45 Minutes	Content Literacy Instruction & Inquiry: Science, Technology, Social Studies, & History 30 Minutes
Strands to be addressed: RL, RI, RF, W, SL, & L Supporting Strands: NGSSS for Science and Social Studies	Strands to be addressed: RI, W, SL, & NGSSS for Science and Social Studies Supporting Strands: RL, RF, & L

Systematic & Explicit Literacy Instruction

Systematic & Explicit Literacy Instruction
45 Minutes

Systematic and explicit instruction in the identified six areas of foundational reading instruction is considered the most impactful approach to effective foundational reading instruction according to the National Reading Panel.
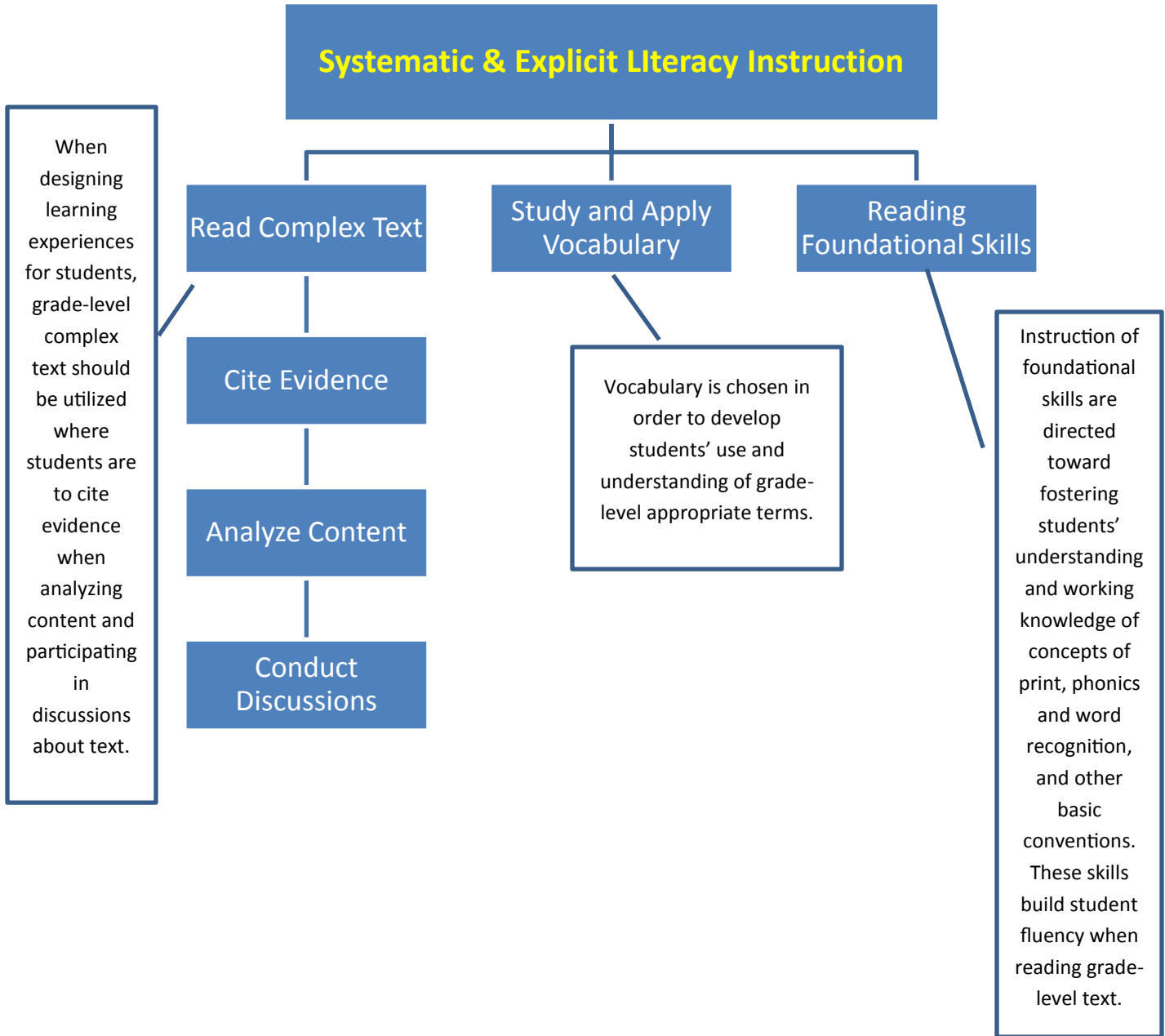
Systematic Instruction:

Skills and concepts are taught in a planned, logically progressive sequence.

Explicit Instruction:

The teacher states clearly what is being taught and models effectively how it is used by a skilled reader.

What does Systematic & Explicit Literacy Instruction Look Like in the Classroom?

Systematic & Explicit LIteracy Instruction

Read Complex Text

Study and Apply Vocabulary

Reading Foundational Skills

When designing learning experiences for students, grade-level complex text should be utilized where students are to cite evidence when analyzing content and participating in discussions about text.

Cite Evidence

Analyze Content

Conduct Discussions

Vocabulary is chosen in order to develop students' use and understanding of grade-level appropriate terms.

Instruction of foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonics and word recognition, and other basic conventions. These skills build student fluency when reading grade-level text.

Systematic & Explicit Literacy Instruction
45 Minutes

LEARNING GOALS & TARGETS IN THE EXPLICIT LITERACY INSTRUCTION BLOCK

Reading learning goals and targets are aligned with the applicable standards for the K-5 Common Core State Standards (CCSS) for English Language Arts (ELA) and the Common Core Foundational Skills (K-5). Learning goals and literacy instruction focus on the development of reading proficiency required for College and Career Readiness (CCR).

K–3 learning goals & targets focus on how well students are learning:	4–5 learning goals & targets focus on how well students are learning:
a. **Reading Foundational Skills (RF)-CCSS for ELA—** Standards 1-4 to include: print concepts, phonological awareness, phonics and word recognition, and fluency b. **Vocabulary** (RL, RI, & L)**: K-5 CCSS for ELA—** Literature and Informational Text Standard 4 and Language Standards 4-6 c. **Comprehension** (RL & RI)**: K-5 CCSS for ELA—** Literature Standards 1-7 and 9-10; Informational Text Standards 1-10 d. **Speaking and Listening (SL): K-5 CCSS for ELA—** Standards 1-6	a. **Reading Foundational Skills (RF)**: **CCSS for ELA—** Standards 3 (phonics and word recognition) and 4 (fluency) b. **Vocabulary (RL, RI, & L): K-5 CCSS for ELA—** Literature and Informational Text Standard 4 and Language Standards 4-6 c. **Comprehension (RL & RI): K-5 CCSS for ELA—** Literature Standards 1-7 and 9-10; Informational Text Standards 1-10 d. **Speaking and Listening (SL): K-5 CCSS for ELA—** Standards 1-6

Supporting Common Core State Standards for English Language Arts include the Strands of Writing (W) & Language (L)
- Writing in response to reading should be thoughtfully planned in order for students to develop text dependent responses.

Supporting NGSSS for Science and Social Studies
- Science, Social Studies, & other content area texts should be included in the explicit literacy instruction block. The standards call for students to be proficient in reading complex informational text independently in a variety of content areas in order to build strong content knowledge.

An Integrated Model of Literacy: A Focus and Coherence in Instruction and Assessment

Each day 45 minutes are dedicated to Systematic and Explicit Literacy Instruction Utilizing Grade Level Complex Text.

Instruction will focus on the Standards in the Strands of Reading Literature, Reading Informational Text, Reading Foundational Skills, and Speaking & Listening.

Language and Writing Standards will support and supplement during the 45 minute explicit literacy instruction.

The NGSS Standards for Science and Social Studies will be used during the 45 minute explicit literacy instruction, as supporting Standards to the CCSS, in order to build students' content knowledge through informational text.

Systematic & Explicit Literacy Instruction
45 Minutes

K-5 Performance Scales and Checklists

Scales	Checklists
Scales will be provided for the ELA CCSS Strands of Reading Standards for Literature (RL), Reading Standards for Informational Text (RI), and Writing (W).	Checklists will be provided for the ELA CCSS Strands of Reading Foundational Skills (RF), Speaking and Listening (SL), and Language (L)
All learning goals at level 3 are the ELA CCSS.	Standards in these Strands DO NOT stair step in complexity (RF, SL, L)
Targets are unwrapped from the learning goal at level 3 (ELA CCSS).	Standards are end of year, broad expectations. Teaching focuses will change often and span an entire grade year before meeting the intent of the standard.
Terminology will provide simpler/initial teaching to meet the intent of the standard.	Include Standards in the Strands RF, SL, and L.
Targets at Level 2 are unwrapped from the preceding grade level (except K).	Provide multiple opportunities for collection of evidence (student mastery).
Scales can be posted or provided to students in order to track individual teaching and learning.	Can be utilized as a grading tool (one checklist per student).

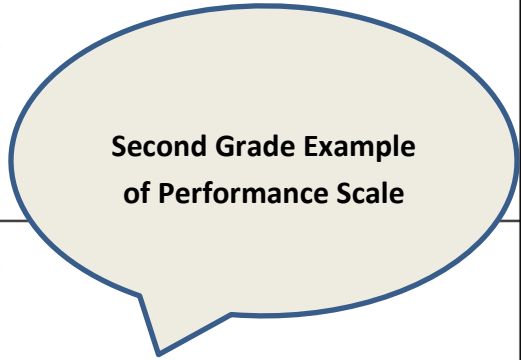## What is posted during the 90 Minute Uninterrupted Literacy Block?

- The learning goal utilized during explicit literacy instruction found on the Reading Literature and Reading Informational Text Scales should be posted.

- The scales should be posted/provided.

- The writing learning goal should be posted.

- All other teaching targets are posted under the learning goal.

Systematic & Explicit Literacy Instruction
45 Minutes
K-5 Performance Scales and Checklists

Grade: Second Grade
Reading Standard for Literature LACC.2.RL.2.5

| Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	Students will be able to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Performs complex skills: • Describe how the beginning introduces the story and the ending concludes the action • Describe the overall structure of a story No major errors or omissions regarding the score 3.0 content
Score 2.0	The student: Recognizes or recalls specific terminology: describe, structure, introduces, concludes, action Performs basic skills: • Draw on a wide reading of text types to explain major differences between books that tell stories and books that give information • Explain major differences between books that tell stories and books that give information No major errors or omissions regarding the score 2.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.0	Even with help, no success

> Second Grade Example of Performance Scale

Learning Goal:

Students will be able to describe the overall structure of a story, including how the beginning introduces the story and how the end concludes the action.

Daily Teaching Targets:

- Describe the structure of a story
- Long A
- The Prefix un- (unhappy)
- Build on others' talk in conversation

Suggested Classroom Posting
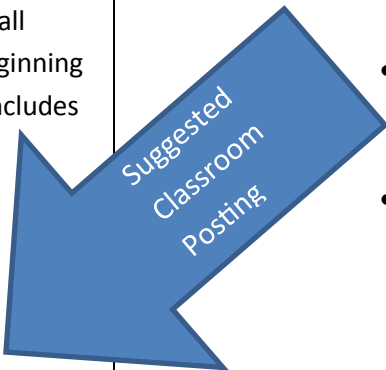
- The posted learning goal is taken directly from the grade 2 literature scale.
- The daily teaching targets are those daily/weekly instructional targets from the checklists.
- In the example the teacher is on an introductory unit focused on story structure. The teacher may use this scale for multiple days/weeks of instruction.
- The supporting targets are the weekly teaching targets derived from the ELA CCSS within the Strands of RF, L, SL, and the Core Reading Series, Journeys.

Components of Explicit Literacy Instruction	
Comprehension	**Literature**
Students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational text.	The CCSS-ELA & Literacy require that students work with increasingly complex texts in order to learn content from reading. Students will require exposure to more complex texts in a variety of genres, cultures, and texts that span across centuries. As students encounter a wider range of types of text, it is critical to provide students with direct instruction in how to learn from them. The direct instruction in these disciplinary literacy skills impacts students' immediate content learning and their continued ability to learn from similar texts in the future. Multiple modes of interaction with a text through close and careful reading will provide students with experiences, discussions, and connections to the text in a number of meaningful ways. *Stories:* Stories include children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths. *Dramas:* Dramas include staged dialogue and brief familiar scenes. *Poetry:* Poetry includes nursery rhymes, limericks, and free verse poetry.

The ELA CCSS define specific cross disciplinary literacy expectations that increase in sophistication within each grade level in order to build a solid foundation for College and Career Readiness (CCR).

The Standards set requirements not only for ELA, but also for literacy in History/Social Studies, Science, and Technical Subjects.

Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.
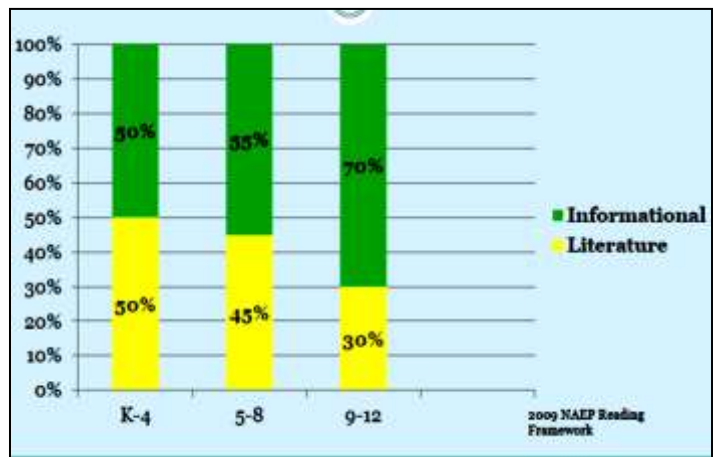
Students should be exposed to a balance of 50% Literature and 50% Informational Text (by 4th grade) through paired Literature and Informational Text selections that will build content knowledge about topics or themes.

Comprehension	Informational Text
Students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational text.	Preparation for reading complex informational texts should begin at the very earliest elementary school grades. Infuse the ELA block with rich, age-appropriate content knowledge and vocabulary in History/Social Studies, Science, and Technical Subjects. Having students listen to informational read-alouds in the very early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades. Multiple modes of interaction with a text through close and careful reading will provide students with experiences, discussions, and connections to the text in a number of meaningful ways.
	Research demonstrates that students often struggle with comprehending nonfiction texts, especially textbooks. The variety of text sources commonly utilized in these disciplines requires students to anticipate and understand multiple text structures in order to access the content. The structures vary greatly from source to source, which challenges many students, especially struggling readers. In addition, textbooks often introduce complex, Tier 3 vocabulary terms. In order to fully access the content within these resources, students need high impact strategies to support their learning.
	Social Studies/History Text:
	The use of primary documents, nonfiction articles, textbooks, and other historical documents in the social studies/history classroom poses unique needs for students and educators.
	Science Text:
	Scientific disciplines depend heavily on both inductive and deductive reasoning, the precise application of the scientific method as a way of knowing the world, and the ability to learn from dense, concise text.
	Within the science classroom, students are asked to read multiple texts, including textbooks with diagrams and charts, detailed lab reports, and complex scientific studies. These types of text generally lack the narrative "story" structure with which students are most familiar. Without this content, students must find alternative ways to acquire, process, and analyze new information from the texts, and draw their own conclusions based on their findings.
	Fine Arts Text:
	Students can use many of the cross content literacy strategies to support the literacy needs in fine arts. The strategies can be adapted to meet the individual needs of the content area, including reading a variety of texts, learning new vocabulary words, and communicating ideas and concepts.

ELA CCSS 6 Instructional Shifts

Shift	Instructional Practice
Increase of Reading Informational Text	**Students read a true balance of literary and informational text.** Classrooms are places where students access the world- science, social studies, the arts, and literature. By 4th grade 50% of what a student encounters is informational, in middle school 55%, and 70% by the end of high school. Increasing the amount of informational text a student reads K-12 will prepare them to read college and career-ready texts.
Text Complexity	In order to prepare students for college and careers, each grade level requires a growth in text complexity. Students read the central, grade-appropriate text around which instruction is centered. Teachers create more time in the curriculum for close and careful reading and provide appropriate and necessary supports to make the central text accessible to the students reading below grade level.
Academic Vocabulary	Students build vocabulary in order to access grade-level complex text. By focusing instruction on pivotal words (such as discourse, generation, theory) teachers build student's ability to access more complex text across content areas.
Text-Based Answers	Students have rich and rigorous conversations that are dependent on their reading of a central text. Teachers ensure that classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on text, both in conversation as well as in writing.
Increase Writing From Sources	Writing instruction emphasizes the use of evidence to inform or to make an argument; includes short focused research projects K-12. Students develop college and career ready skills through written argument that respond to the ideas, evidence, facts, and arguments presented in text.
Literacy Instruction in All Content Areas	Content area teachers emphasize reading and writing in their planning and instruction for teaching the content. Students build knowledge through reading and writing about domain-specific text.

Text Complexity

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450–725	450–790
4-5	645–845	770–980
6-8	860–1010	955–1155
9-10	960–1115	1080–1305
11-CCR	1070–1220	1215–1355

Text-Based Answers

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

Text-Dependent

Questions are not…

- **Low-level, literal, or recall questions**
- **Focused on comprehension strategies**
- **Just questions**

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading.

Text-Dependent Questions . . .

- Can *only* be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, and evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

K-5 Integrated Literacy Routine
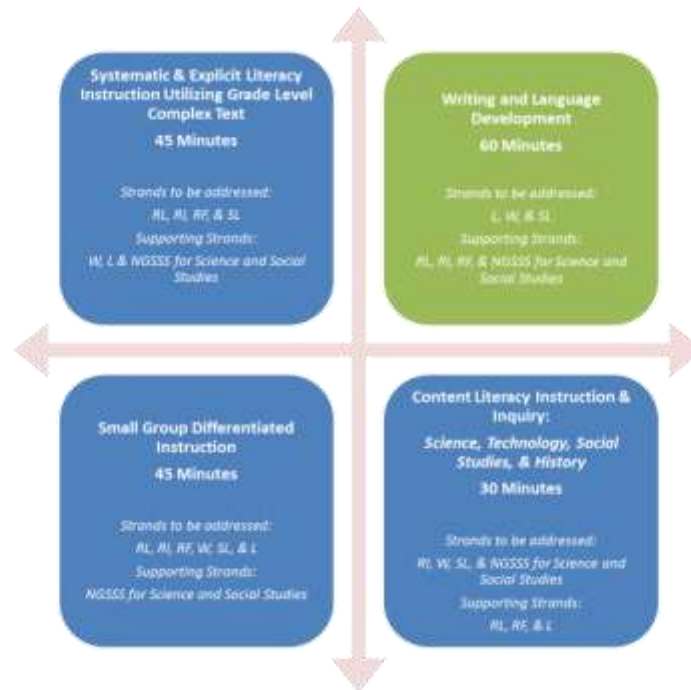
Systematic & Explicit Literacy Instruction

Vocabulary

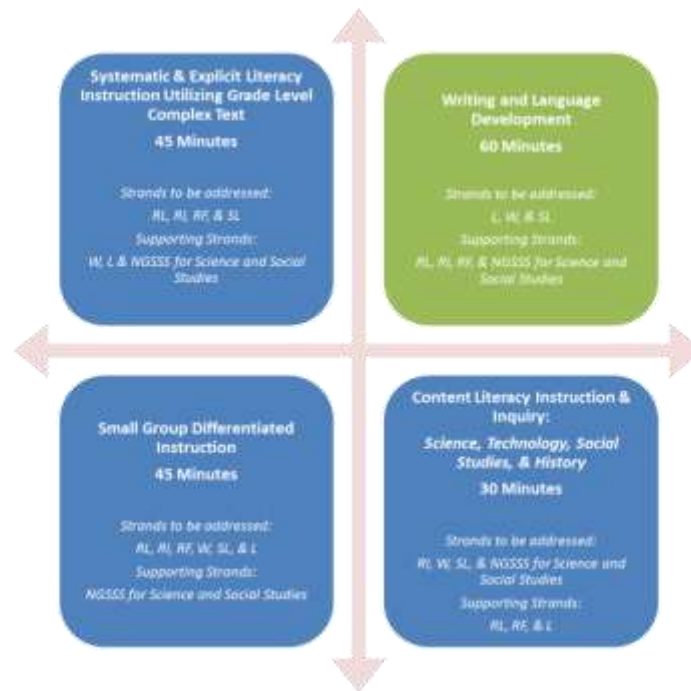# Systematic & Explicit Literacy Instruction
45 Minutes

Components of Explicit Literacy Instruction	
Language and Vocabulary	**Study and Apply Vocabulary**
Effective language use and vocabulary are important to reading, writing, speaking, and listening. **ELA CCSS Standards: RL.4/RI.4 & L.4-6**	Vocabulary acquisition supports increased comprehension and develops a student's ability to communicate effectively in a variety of formats. Helping students develop robust disciplinary vocabularies develops their capacity to read, write, discuss, present, and think in the language of that discipline. That is, students will be better equipped to speak as mathematicians, scientists, historians, artists, musicians, etc. Students use content language more effectively with ongoing, purposeful, and direct vocabulary instruction and practice. Vocabulary instruction is most powerful when it is integrated into regular practice with complex texts. Students need to see how a word is used, learn how it is used, and then use it themselves in context. This means that it is particularly important for students to have multiple, meaningful exposures to the Three Tiers of Vocabulary.

Academic and Domain Specific Vocabulary		
Tier 1	**Tier 2**	**Tier 3**
Common Words	General Academic	Domain Specific
Example:	*Example:*	*Example:*
book	compare	lava
ball	contrast	mosaic art
orange	analyze	erosion
dog	measure	congress

"…vocabulary is the glue that holds stories, ideas, and content together…making comprehension accessible for children."

Rupley, Logan, & Nichols, 1998/99, p. 339

- Vocabulary should be taught both explicitly and incidentally.

- Repetition and multiple exposures are important for learning new vocabulary.

- Learning how to construct vocabulary from rich (directive) contexts is valuable.

- Vocabulary learning tasks should be restructured when necessary.

- Vocabulary tasks should entail active engagement.

- Explicit vocabulary instruction should address the use of definitions, context, and concept learning.

K-5 Integrated Literacy Routine

Systematic & Explicit Literacy Instruction Utilizing Grade Level Complex Text
45 Minutes

Strands to be addressed:
RL, RI, RF, & SL
Supporting Strands:
W, L & NGSSS for Science and Social Studies

Writing and Language Development
60 Minutes

Strands to be addressed:
L, W, & SL
Supporting Strands:
RL, RI, RF, & NGSSS for Science and Social Studies

Small Group Differentiated Instruction
45 Minutes

Strands to be addressed:
RL, RI, RF, W, SL, & L
Supporting Strands:
NGSSS for Science and Social Studies

Content Literacy Instruction & Inquiry:
Science, Technology, Social Studies, & History
30 Minutes

Strands to be addressed:
RI, W, SL, & NGSSS for Science and Social Studies
Supporting Strands:
RL, RF, & L

Systematic & Explicit Literacy Instruction

Reading Foundational Skills

Systematic & Explicit Literacy Instruction
45 Minutes

Components of Explicit Literacy Instruction	
Foundational Skills:	**Print Concepts, Phonological Awareness, Phonics, and Word Recognition**
Foundational Reading skills are directed towards fostering students' understanding and working knowledge of concepts of print, alphabetic principle, and other basic conventions of the English writing system.	These foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: some readers who have already grasped some of these concepts will need much less practice than struggling readers will. The focus in foundational skills is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

Print concepts are the foundation upon which all other information about reading and writing is built.
Print Concepts include the following:

- Spoken words can be written down and read
- Sentences are made up of words
- Words are read from left to right and top to bottom
- What we say is divided into words
- Sentences begin with capital letters
- Sentences end with periods, question marks, or exclamation marks
- A book has a title, an author, and sometimes an illustrator

- Words, not pictures, are read
- Words are made up of letters
- A book is read from front to back
- Spaces separate written words

Phonological Awareness

Phonological awareness is the consciousness of the sounds in words. It includes the ability to detect rhyme, detect beginning sounds, and to hear and separate sounds in words. It is a broad term that includes the concept of phonemic awareness (the consciousness of individual sounds in words). The following will occur when providing systematic and explicit instruction in phonological awareness:

- Developing the Concept of Rhyme
- Perceiving Beginning Consonant Sounds
- Forming Sounds
- Integrating Phonological Awareness and Phonics
- Introducing Other Consonant Correspondences

- Blending
- Segmenting Words
- Speech-to-Print

Phonics and Word Recognition

Phonics is the study of speech sounds related to reading. Phonics and word recognition skills are most valuable if the instruction follows certain conditions. First, explicit teaching of phonics skills must occur. Second, the skill should be one that students do not already know. Systematic and explicit instruction does allow for differentiation within phonics instruction. Finally, the skills being taught should be related to reading tasks in which students are currently engaged or will soon be engaged. The phonics and word recognition skills that students learn should be paired with a text in order to obtain understanding, make applications, and apply learning. Research indicates that children do not use or internalize information unless the skills they have been taught are applicable in their day-to-day reading.
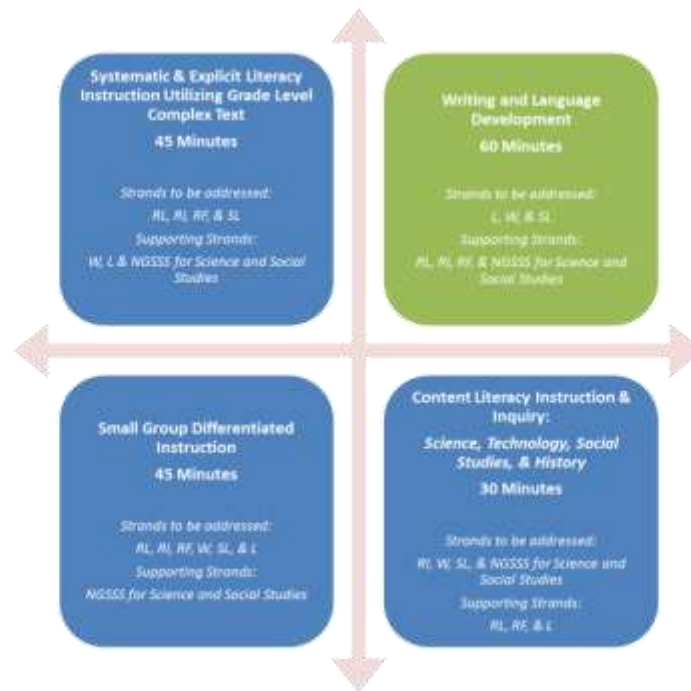
Resources:

Center on Instruction

BUILDING THE FOUNDATION - A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards

Center on Instruction

Why Teach Spelling?

Center on Instruction

Student Center Activities Aligned to the Common Core State Standards

Consonants	Vowels			Onsets and Rimes	High-Frequency Words
Diagraphs- two letters that represent just one sound (**_ch_**urch and **_sh_**ip). **Clusters-** groups of consonants that represent two or even three sounds, also known as blends (**_st_**op, **_str_**ike).	The English language, because different dialects have more than others, have about 22 vowel sounds, including r-controlled vowels. Each vowel sound can have a variety of spelling. Example:			**Onset-** the initial part of a word, the part that precedes the first vowel. The onset could be a single consonant (*d+og*), a diagraph (*sh+in*), or a cluster (*tr+ap*). **Rime-** the part of a word that rhymes, such as *–ame* in *name* or *–oy* in *toy.*	**High-frequency words** are words that are recognized at sight because the reader has met the word so often or the words that have irregular letter pairings or an unusual pronunciation that would be difficult to decode.

Short and Long		Other	R-Controlled
/ă/ /ā/ /ĕ/ /ē/ /ĭ/ /ī/ /ŏ/ /ō/ /ū/ /ŭ/		/aw/ /oi/ /ŏŏ/ /ōō/ /ow/ /ə/	/ar/ /air/ /iər/ /ər/ /ī(ə)r/ /or/

Long a			
a_e	**End of syllable**	**ai**	**ay**
l*a*me	f*a*vor	s*ai*l	tr*ay*

K-5 Integrated Literacy Routine

Systematic & Explicit Literacy Instruction

Fluency

Systematic & Explicit Literacy Instruction
45 Minutes

Components of Explicit Literacy Instruction	
Foundational Skills:	**Fluency**

Students who read fluently read with sufficient accuracy and fluency to support comprehension.

As students develop and grow fluently, they continue on the path of reading on-level text with purpose and understanding with accuracy, appropriate rate, and expression. Students whose fluency skills are developing use context to confirm or self-correct word recognition and understanding. Students will also reread as necessary.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth
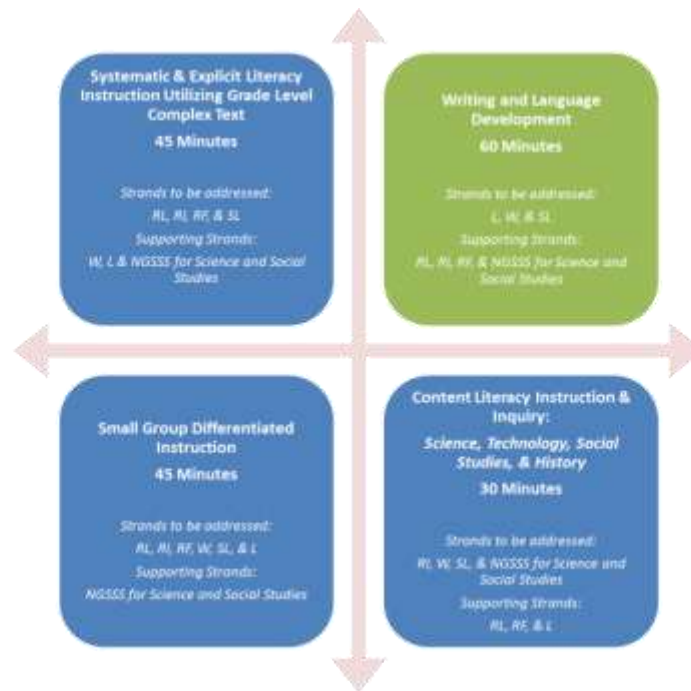
www.readnaturally.com

Speed: The rate at which a student reads

Accuracy: The number of words read correctly

Prosody: Rhythm, stress and intonation of speech

K-5 Integrated Literacy Routine

Systematic & Explicit Literacy Instruction

Oral Language

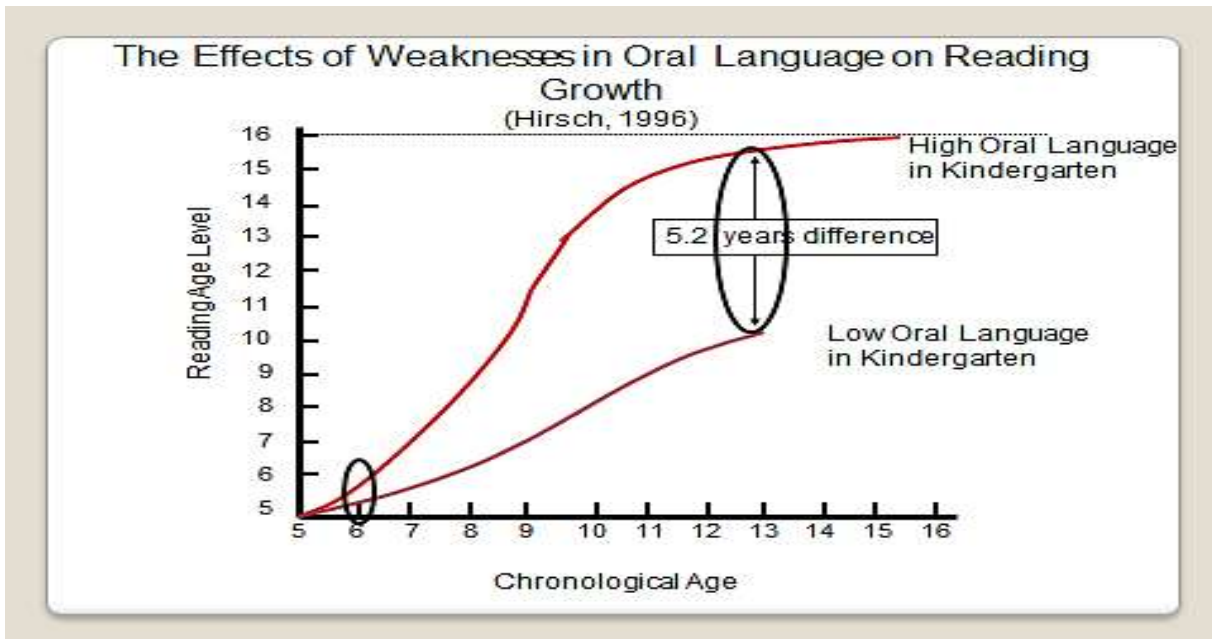# Systematic & Explicit Literacy Instruction
45 Minutes

Components of Explicit Literacy Instruction	
Foundational Skills:	**Oral Language**
The ability to produce and comprehend spoken language.	Children require opportunities to interact with both peers and adults in a wide variety of settings as they learn and practice language and literacy knowledge, skills, and strategies (Brown and Briggs 1987; Coohn, 1981; Dyson, 1983; Ellermeyer, 1988). Children like to talk about themselves, their friends, their families, their pets, their hobbies, etc. Engaging young children in conversation about things with which they are familiar affords them a comfort level to experiment with ways to express themselves. Literacy acquisition is dependent on oral language abilities and skills. Many opportunities for exploration and play promote emergent literacy (Morrow and Rand, 1991; Teale, 1978) naturally throughout the school day. A child uses and is exposed to oral language throughout each and every day. Oral language is not "taught" as a separate component of a literacy program, as it is an integral part of everyday life. As a speaker and a listener, in instruction or in play, a child learns language (Clay, 2000; Pelligrini, 1980). Opportunities to increase oral language abilities and applications are embedded within the literacy program. Conversation, collaboration, and learning through others are integral to learning. A child's oral language ability is the basis for beginning literacy instruction, and as such initial informal assessments as well as ongoing assessment during the school year would provide key information regarding a child's oral language abilities.

Strategies that enhance oral language:

- Creating a language centered environment
- Teaching conversation skills
- Expanding vocabulary
- Encouraging narrative conversation
- Promoting auditory memory
- Developing listening skills

Children's speaking and listening skills lead the way for their reading and writing skills, and together these language skills are the primary tools of the mind for all future learning.

Roskos, Tabors, & Lenhart, 2005

Systematic & Explicit Literacy Instruction
45 Minutes

The Effects of Weaknesses in Oral Language on Reading Growth (Hirsch, 1996)
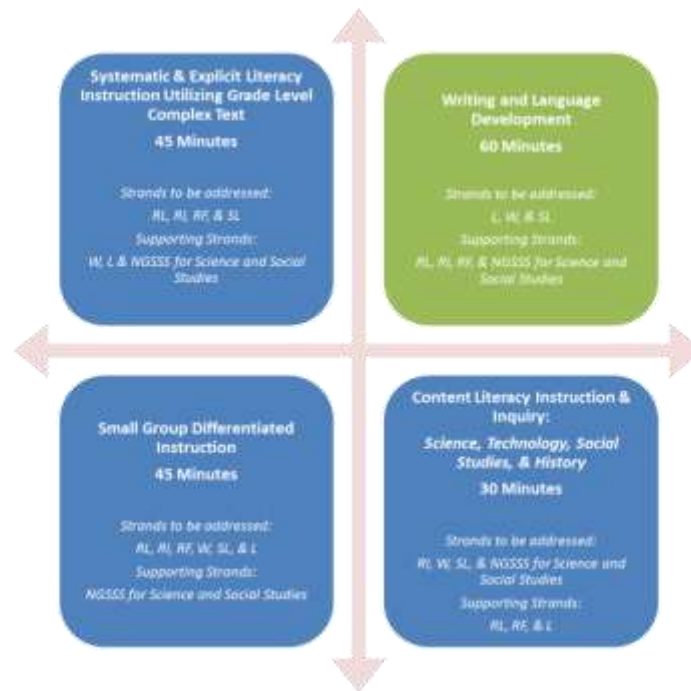
Oral Language Components

Oral language, the complex system that relates sounds to meanings, is made up of three components: phonological, semantic, and syntactic.

The **phonological component** involves the rules for combining sounds. Speakers of English, for example, know that an English word can end, but not begin, with an -ng sound. We are not aware of our knowledge of these rules, but our ability to understand and pronounce English words demonstrates that we do know a vast number of rules.

The **semantic component** is made up of morphemes, the smallest units of meaning that may be combined with each other to make up words (for example, paper + s are the two morphemes that make up papers), and sentences (Brown, 1973). A dictionary contains the semantic component of a language, but also what words (and meanings) are important to the speakers of the language.

The **syntactic component** consists of the rules that enable us to combine morphemes into sentences. As soon as a child uses two morphemes together, as in "more cracker," she is using a syntactic rule about how morphemes are combined to convey meaning.

K-5 Integrated Literacy Routine

Systematic & Explicit Literacy Instruction Utilizing Grade Level Complex Text
45 Minutes

Strands to be addressed:
RL, RI, RF, & SL
Supporting Strands:
W, L & NGSSS for Science and Social Studies

Writing and Language Development
60 Minutes

Strands to be addressed:
L, W, & SL
Supporting Strands:
RL, RI, RF, & NGSSS for Science and Social Studies

Small Group Differentiated Instruction
45 Minutes

Strands to be addressed:
RL, RI, RF, W, SL, & L
Supporting Strands:
NGSSS for Science and Social Studies

Content Literacy Instruction & Inquiry:
Science, Technology, Social Studies, & History
30 Minutes

Strands to be addressed:
RI, W, SL, & NGSSS for Science and Social Studies
Supporting Strands:
RL, RF, & L

Small Group Differentiated Instruction

Small Group Differentiated Instruction
45 Minutes

Small Group Differentiated Instruction	Independent Practice	
Students are organized in differentiated learning based on the CCSS and individual learning needs in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension within literature and informational text.	**Student Accountability Examples**	
	Written Response to Literature Written Response to Informational Text Thinking Map	Quick Write Exit Ticket Student Checklists Directed Practice Notebook
Differentiated instruction is based on ongoing monitoring of the CCSS expectations through assessment and feedback.	Independent practice is designed to engage in activities that enhance concepts, skills, and strategies that were already taught and practiced with guidance.	
The literature and informational text used during differentiated instruction is to be at the students' instructional reading level to provide effective, specific, and timely feedback based on the CCSS in identified areas of literacy.	While specific students are meeting with the teacher based on specific needs, other students in the classroom will be engaged with activities including, but not limited to: • Independently reading literature and informational text by reading closely with a purpose • Responding to literature and informational text through writing • Accessing technology to enhance literacy skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension) • Strengthening word work/phonics skills • Strengthening vocabulary skills • Engaging in research through text worth reading to build content knowledge across disciplines	
Students will be grouped and regrouped with varying intensity and frequency, based on students' learning needs in specific areas in flexible groupings.		

Center on Instruction

Student Center Activities Aligned to the
Common Core State Standards

Small Group Differentiated Instruction

What about Centers?

"Differentiated instruction can only truly occur if the teacher possesses a deep knowledge of the reading process, an understanding of the strengths and needs of [the] students, and the ability to teach responsively."
-International Reading Association (IRA)

Creating elaborate centers is not necessary to provide quality independent literacy skill practice.

Students practice literacy skills by:

- Reading to themselves or others
- Listening to reading for meaning, vocabulary, or prosody
- Working with words
- Writing using the writing process

The purpose of independent practice is for students to be immersed in extending their literacy skills. Independent practice must be in a structured format that may or may not involve center rotation.

Although the ELA CCSS do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations, the Standards do provide clear signposts along the way for all students. The Standards are clearly defined at each grade level.

By looking to the grade level below or above, differentiation can occur based on student need for each and every ELA CCSS.

What to Teach?

- Phonics and Phonemic Awareness
- Word Working Activities
- Word Recognition (High Frequency Words)
- Grammatical Awareness
- Use of Context
- Text Structures
- Reading Skills (After Reading)
- Reading Strategies (While Reading)
- Interpretation
- Responses to Reading

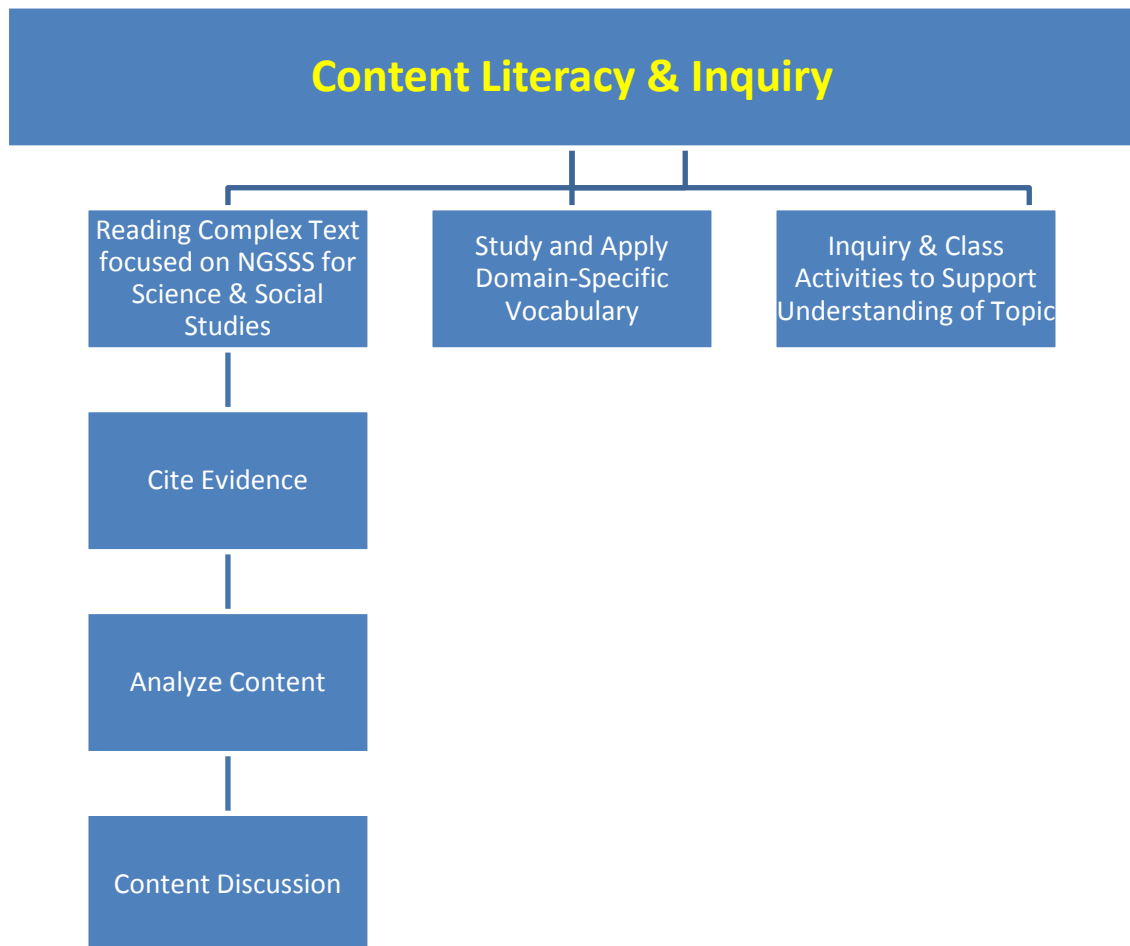ANYTHING that supports the CCSS and that lends itself to good reading!!!

K-5 Integrated Literacy Routine
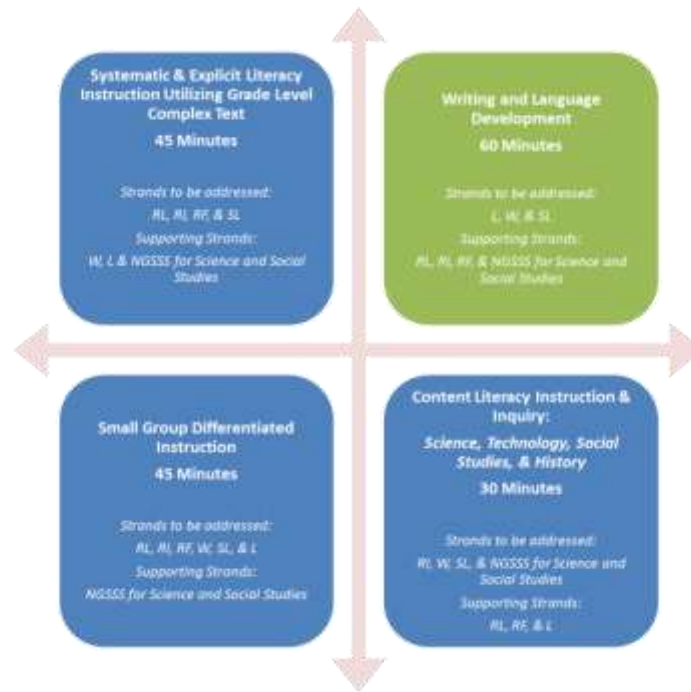
Content Literacy & Inquiry:

Science, Social Studies, & History

What does Content Literacy & Inquiry Look Like in the Classroom?

Content Literacy & Inquiry

Reading Complex Text focused on NGSSS for Science & Social Studies

Study and Apply Domain-Specific Vocabulary

Inquiry & Class Activities to Support Understanding of Topic

Cite Evidence

Analyze Content

Content Discussion

Content Literacy & Inquiry
30 minutes

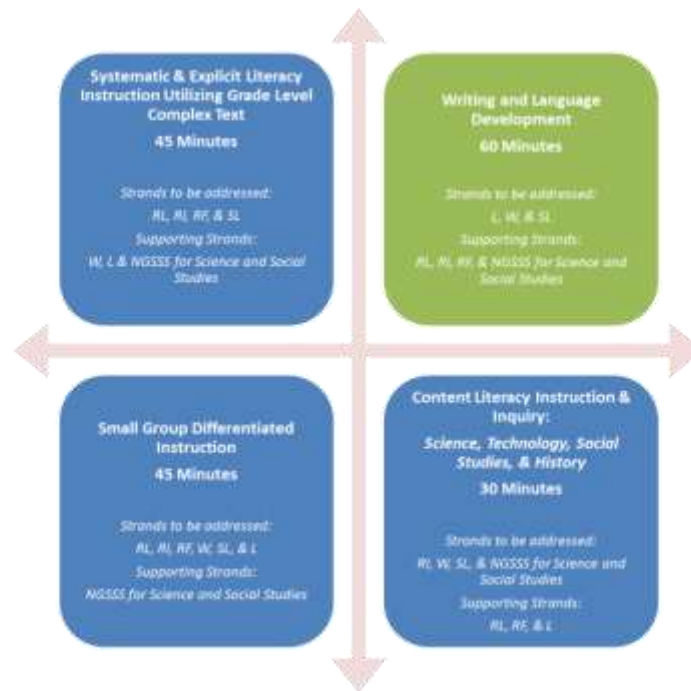| Content Literacy Instruction & Inquiry	
Content Literacy & Inquiry:	**Instructional Practices**
Students need to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. **Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance.**	Content literacy & inquiry is needed for students to meet the reading, vocabulary, critical thinking, and writing demands they face. With just basic reading instruction, students are unprepared to read, write, and discuss using the language of science, social studies, mathematics, and English language arts—the result is that many are not successful without support to do this within the context of content area instruction. As students are asked to read texts of increasing complexity from grade level to grade level, their skills as readers must also become increasingly sophisticated. When they are confronted each year with increasingly complex texts to read in every class, in content areas that are either new to them or require higher order analysis, evaluation, and synthesis, many students find that they "can read it, but don't get it" (Tovani, 2000). Students need to realize that the skills, comprehension requirements, and understanding of text structures involved with reading a mathematics textbook, a science journal article, a primary source in a history class, and a Shakespearian play are quite different—and they need to be able to use effective learning strategies with each.

Disciplinary Reading

- Each discipline possesses its own language, purposes, and ways of using text.
- There are special skills and strategies needed for students to make complete sense of texts from the disciplines.
- As students begin to confront these kinds of texts (especially in middle school and high school), instruction must facilitate their understanding of what it means to read disciplinary texts.
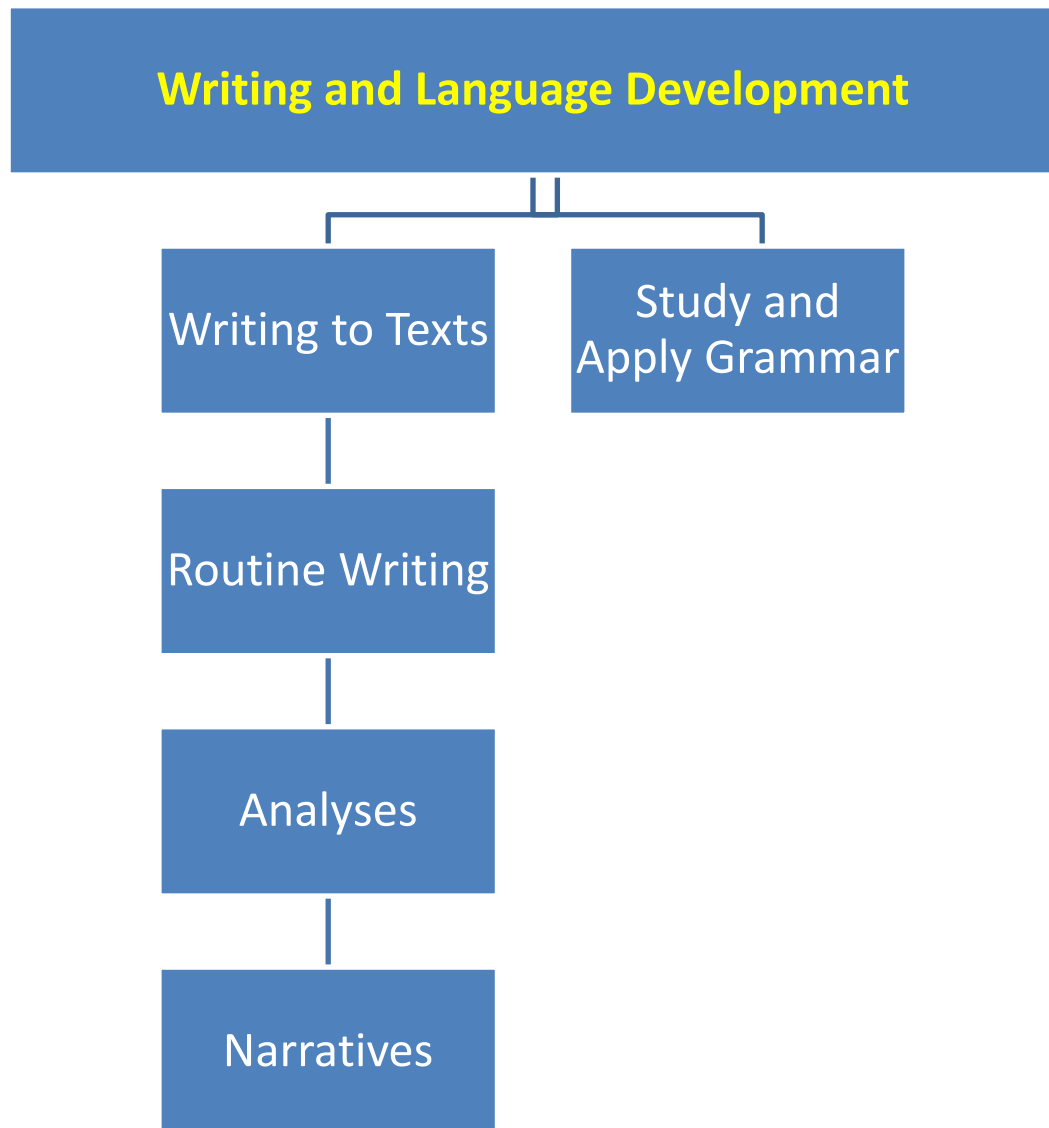
Content Literacy & Inquiry
30 minutes

Reading and Writing in Science	Reading and Writing in Social Studies
Read More Here!	
Science text often presents students with particular roadblocks to learning because the vocabulary is technical, the text is filled with symbols and formulas and it is often written in an expository style. This presents a challenge for both the on-grade level student, but especially for the struggling reader.	Students' success with social studies text requires them to have not only basic level skills such as the ability to recall and select main ideas and details, but also the ability to use higher order thinking skills to analyze text format and structure, evaluate perspective and sources, and synthesize across multiple texts.
Explicit teaching and modeling of comprehension strategies, vocabulary development activities, use of leveled text, and use of collaborative group protocols for reading text and text supplements are just a few of the instructional strategies and practices that will support literacy needs of science students.	Identify instructional strategies that will best support students to learn facts and, more importantly, to understand context and relationships and to make connections from differing periods of history to current events.
Lab experiences provide science students with a good opportunity to learn and remember some of the abstract vocabulary found in science text (Barton, 1997). For instance, it is much easier for students to understand the term *mitosis* if they can view slides of the stages of cell division. Lab experiences also provide an opportunity for students to make the reading/writing connection through the recording of observations, predictions, and developing hypotheses. The key is to help students make these connections on their own, as many depend on teachers to frontload information and guide them in explaining lab processes and results.	Class activities should support the reading/writing connection and help students move from a basic understanding of bias, issues of equality, and differing points of view. Instructional strategies should transition from reading about cause and effect relationships to writing persuasive and argumentative essays supported by students' understanding of the topic. By writing about the information collected during reading of social studies texts, students have the opportunity to clearly define their thinking and understanding.
Inquiry-based science encourages students to use higher order thinking skills and conduct investigations. Students need support with selecting tools, such as graphic organizers or learning logs, to collect information from text or experiments as they search for answers. Organizing their findings and thoughts through writing helps students summarize, synthesize, and reflect on what they have read or discovered during their investigative methods.	Students should identify cause and effect relationships, recognize bias, distinguish fact from opinion, and compare and contrast. Social studies texts come with other literacy challenges—the need to read graphs and maps and various presentations of data.

Adapted from CCSSO's Adolescent Literacy Toolkit was provided by Public Consulting Group's Center for Resource Management, in partnership with the Council of Chief State School Officers (August 2007).

K-5 Integrated Literacy Routine

Writing and Language Development

What does Writing & Language Development Look Like in the Classroom?

Writing and Language Development

Writing to Texts

Study and Apply Grammar

Routine Writing

Analyses

Narratives

Writing & Language Development
60 minutes

Writing and Language Development	
Writing:	**Instructional Practices**
Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined events.	**Definitions of the Standards' Three Text Types** **Argument** Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English Language Arts, students make claims about the worth or meaning of a literary work or works. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term *opinion* is used to refer to this developing form of argument. **Informational/Explanatory Writing** Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. **Narrative Writing** Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English Language Arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. *While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments (seen as Opinion Writing in K-5) on substantive topics and issues, as this ability is critical to college and career readiness.

Writing and Language Development
60 minutes

Writing Workshop	
Shared Experience (5 min)	• Engage students in a brief shared experience to spark interest • Provide opportunity to expand students' ability to talk about the content of interest
Mini-Lesson (10 min)	• Responsive to needs of students • Includes modeling writing • Primarily focused on one topic including: Classroom procedures Writing Strategies Craft Skills
Students' Writing Time (25 min)	• Students write the entire time • Teacher conferences with individuals • Teacher meets with small groups of writers • Students may meet with peers for revision
Sharing (5 min)	• Use of author's chair as opportunity for students to share writing • Immediate connections of student writing to audience • Allow for peer sharing of writing

Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts and arguments presented in the texts that they read.

Model of Writing

- Teachers model for both the functions of writing and the process of writing while demonstrating writing. The most important part of the modeling process is articulating and revealing the thinking that a writer uses to get ideas and words on the page.

- During the writing instructional block the modeled writing takes place during the 20 minute mini lesson. Modeled writing can be done all through the day. Teachers are modeling anytime they write in front of the students.
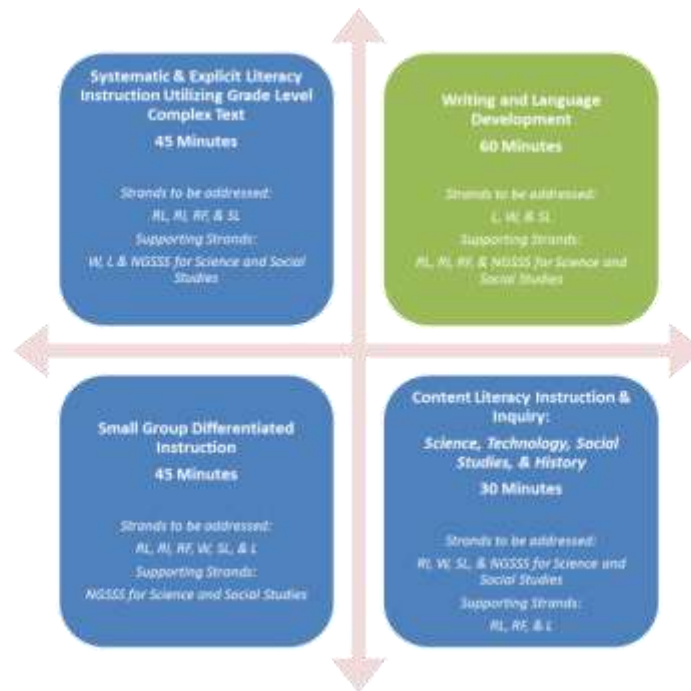
Writing and Language Development
60 minutes

Writing and Language Development	
Language:	**Instructional Practices**
Students must gain control over many conventions of standard English grammar, usage, and mechanics, as well as learn other ways to use language to convey meaning effectively.	Explicit language instruction by connecting the way people use language (e.g., its function) with the grammar (i.e., the form).

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts.

Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing. |

K-5 Integrated Literacy Routine

Systematic & Explicit Literacy Instruction Utilizing Grade Level Complex Text
45 Minutes

Strands to be addressed:
RL, RI, RF, & SL
Supporting Strands:
W, L & NGSSS for Science and Social Studies

Writing and Language Development
60 Minutes

Strands to be addressed:
L, W, & SL
Supporting Strands:
RL, RI, RF, & NGSSS for Science and Social Studies

Small Group Differentiated Instruction
45 Minutes

Strands to be addressed:
RL, RI, RF, W, SL, & L
Supporting Strands:
NGSSS for Science and Social Studies

Content Literacy Instruction & Inquiry:
Science, Technology, Social Studies, & History
30 Minutes

Strands to be addressed:
RI, W, SL, & NGSSS for Science and Social Studies
Supporting Strands:
RL, RF, & L

Read Aloud
Independent Reading

Read Aloud/Independent Reading
15 minutes

Read Aloud/Independent Reading	
Read Aloud:	**Instructional Practices**
A read aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid in comprehension.	• Model the thinking process of comprehending the text • Model fluency across all genres • Make book recommendations • Introduce students to words • Develop background knowledge • Involve students in thinking about the text • Set a purpose for reading and listening • Develop individual interests in a variety of subjects

Read Aloud/Independent Reading	
Independent Reading:	**Instructional Practices**
Students select reading material based on interest that is matched to their individual needs.	• Provide time for reading • Match reader with texts • Organize classroom libraries and reading areas • Talk with students about books • Model the love of reading • Conference with students during independent reading time