



Literacy Instructional Components in Comprehensive Literacy Model

Grades K & 1

Interactive Writing

Majority of Students in Zone of Proximal Development

- Collaborative literacy activity where students compose together (shared pen)
- Full group instruction with an explicit teaching point in relation to how text is organized, phonemic awareness and/or concepts about print (CAP)

Shared Reading

Majority of Students in Zone of Proximal Development

- Full group instruction in relation to phonemic awareness, strategic behaviors and concepts about print (CAP) that supports development of reading fluency and expression
- All students have visual access to the text (through enlarged text, multiple copies of text, etc)
- Text/print is at the instructional level for the majority of students
- Text is predictable, often rhyming or patterned, and can include nursery rhymes, songs, poems or simple fiction stories
- Selections become mentor text through multiple readings.
- Instructional Framework (teacher selects one per day):
 - Orientation to the new text (picture walk to build background knowledge)
 - Initial reading of text (develops basic comprehension)
 - Shared reading of text with specific teaching point (phonemic awareness, strategic behaviors and concepts about print) that supports development of reading fluency and expression
 - Re-reading mentor text to build fluency
 - Literacy extensions to build meaning (sequencing of story, acting out the story, writing in response to reading, writing new ending, etc.)

Read Aloud

Majority of Students in Zone of Proximal Development

- Full group instruction on explicit teaching point with the goal of:
 - Establishing background knowledge (also related to science, social studies, math, etc)
 - Building vocabulary
 - Using comprehension strategies
 - Teaching structural and literary elements
 - Demonstrating genre characteristics
 - Using text to model writing traits

- One copy of the text is used (teacher copy) – not necessary for students to have access to the print
- Total read aloud time should be limited to students ability to attend working to build stamina. Text could be split over multiple days
- Selection of text does not have to match instructional or independent level of readers
- Selections become mentor text through multiple readings

Word Work / Spelling

Majority of Students in Zone of Proximal Development

- Full group instruction on explicit teaching point with a goal of helping students know how words work (letters, sounds and words as a strategic process)
- Includes Fountas & Pinnell Phonics Lessons, magnetic letter activities, spelling lessons

Mini Lessons

- Full group instruction on explicit teaching point related to procedures, reading strategies, genre, comprehension strategies and teaching structural and literary elements
- Instructional Framework:
 - Provide initial reading of text to establish basic comprehension – read to enjoy
 - After mentor text is established:
 - Use text to address a specific teaching point
 - Model the teaching point
 - Provide guided practice
 - Provide independent practice
 - Share

Small Group Instruction

Students in Zone of Proximal Development

- Instruction focused on developing language for early emergent readers (Language Groups)
- Instruction focused on developing strategic behaviors, problem solving and applying reading strategies (Guided Reading)
- Instruction focused on providing re-teaching prior teaching points or additional guided practice (Re-Teaching Group)

Small Group Options 10 to 20 minutes in length	Support / Monitoring
<ul style="list-style-type: none">▪ Language Group – CORE▪ Guided Reading Group – CORE▪ Re-Teaching Group – as needed<ul style="list-style-type: none">○ Re-teach needed skill to small group○ Additional instruction in letter work, word work or phonemic awareness▪ Intervention Group – TIER 1<ul style="list-style-type: none">○ Provide additional series of small group or 1 to 1 conferencing with a strategic (pre-planned) laser-focus for the intervention○ Tier 1 is <u>in addition to</u> the CORE small group instruction	<ul style="list-style-type: none">▪ Running Records▪ Anecdotal Observations▪ Individual Conferencing▪ Monitoring (individual or small group)▪ On-going / Informal Assessments

Independent Work Time

Students in Zone of Actual Development

Options:

- Independent Reading / Read to Self
 - Self or teacher-selected book at student's independent reading level
 - Familiar reads from previous instruction (mini lesson, shared reading, small group, etc)
 - Books beyond students independent level selected by student interest – reading of text heavily dependent on illustrations
- Assigned activity from mini lesson
- Assigned activity from re-teaching lesson or intervention group
- Written responses to reading in student's Thoughtful Log (replaces Daily 5 – Work on Writing)
- Repeated reading as assigned from Guided Reading Group
- Assigned activity from Spelling or Word Work mini-lesson (as needed by student— should be integrated with Daily 5 – Work on Words if used)
- Other Daily 5 Options
 - Listening to Reading
 - Read to Someone

Sharing

- Provides time for students to share their learning with the class (usually in relation to the teaching point)
- Allows the teacher to assess student learning
- Spotlights / Celebrates
- Foreshadows future teaching points