

Literacy Instructional Components in Comprehensive Literacy Model Grades 2 through 5

Mini Lessons

Majority of Students in Zone of Proximal Development

- WORD WORK / SPELLING - Full group instruction on explicit teaching point in relation to word work or spelling
- CORE CURRICULUM - Full group instruction with an explicit teaching point utilizing the following techniques within the context of mentor text(s):
 - Read Aloud / Think Aloud
 - Shared Reading
 - Guided Practice

Small Group Instruction

Students in Zone of Proximal Development

Small Group Options 10 to 20 minutes in length	Support / Monitoring
<ul style="list-style-type: none"> ▪ Guided Reading Group - CORE ▪ Literature Discussion Group - CORE ▪ Re-Teaching Group - <i>as needed</i> <ul style="list-style-type: none"> ○ Re-teach mini-lesson to small group in the mini-lesson format ▪ Intervention Group - TIER 1 <ul style="list-style-type: none"> ○ Provide additional series of 1-1 conferencing with a strategic (pre-planned) laser- focus for the intervention ○ Tier 1 is <i>in addition to</i> the CORE small group instruction 	<ul style="list-style-type: none"> ▪ 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 (more frequent and longer duration in grades 3 - 5)
 - Self-selected “Just Right Books” at student’s independent reading level
 - Familiar reads from previous instruction (mini lesson, small group, etc)
- Assigned reading from Literature Discussion 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 (from K-2 framework - daily presence of these diminishes in Grades 3-5)
 - Listening to Reading
 - Read to Someone

Sharing