



Randolph
County
School
System

6-8 Literacy Framework

Randolph County School System Middle School Literacy Framework

Self-Selected Reading

3-5 days a week

20-30 minutes in length

Students read independently from self selected text

Vision - Providing time for students to independently practice strategies and skills that have been introduced/taught in whole-group or small group reading instruction thus, supporting students in transferring those skills to their independent reading.

Whole Group Mini Lesson/Shared Reading

2-3 days a week (alternate days will be used for writing instruction)

20-25 minutes in length

Whole group format

Active student participation

Vision - Intentional teaching of comprehension strategies using complex text in which the teacher **models** and gradually releases responsibility to the student

Small Group Instruction/Student Conferences

3-5 days a week during self selected reading

20 minutes in length

Individual or groups of students meet with teacher or peers to discuss reading strategies

Vision - Provide time to differentiate instruction based on student/students needs.

Writing Instruction

2-3 days a week (alternate days will be used for whole group reading instruction)

20-25 minutes in length

Includes mini-lessons in grammar, active writing, and conferencing

Whole group format

Active student participation

Vision - Intentional teaching of argumentative, informative/explanatory, narrative, and research standards in which the teacher **models** and gradually releases responsibility to the student. Grammar conventions are embedded within mini-lessons and conferencing.

Read-Alouds (Instructional and for listening pleasure)

2-3 days a week (alternate days with word work/vocabulary)

5-10 minutes

Students actively listen to a variety of genres

Vision - Supports comprehension strategies, speaking and listening standards using complex text, and builds background knowledge.

Word Work/Vocabulary

2-3 days a week (alternate days with read aloud)

5-10 minutes

Students study the meanings of prefixes, suffixes, and roots to enlarge their vocabulary.

Vision - Intentional teaching of word parts and origins to strengthen and enlarge vocabulary.

This Literacy Framework is based on the following expectations from The North Carolina Department of Public Instruction:

Instruction in the ELA classroom should be standards-focused and text-centered.

Choosing the best text to use when teaching each standard demands careful consideration of several factors: the craft, significance, content, and complexity of the text as well as the readiness of the students to read, comprehend, connect with, and analyze the text. Purposeful, well-chosen texts allow educators to interweave the multiple strands of the ELA standards using rich texts as the basis of instruction or models for students to imitate.

Self-Selected Reading

3-5 days a week 20 minutes

Rationale

The benefits of self-selected reading are numerous. During this time, students read and explore books on their independent reading level which are relevant to them and build background knowledge and vocabulary. Most importantly, this time provides students the opportunity to apply and practice skills and strategies they have been taught during reading instruction.

Best Practices

- Creating a culture of reading
- Students sort and organize classroom library
- Students are allowed to browse through books
- Students are allowed to select books of interest
- Students share and reflect on their reading experiences with peers through discussion and advertisement
- Students are allowed to abandon books
- Students are allowed to reread books
- Students write about their reading

What are the students doing?

- Students complete interest inventory
- Students sort and organize classroom library
- Students check out and return books
- Students build reading stamina (**begin with 10 minutes per day week 1, increase to 15 minutes per day week 2, increase to 20-30 minutes per day week 3**)
- Students keep a book log
- Students prepare book discussions and advertisements
- Students reflect on their reading
- Students read, read, read

What is the teacher doing?

- Teacher provides and protects self-selected reading time
- Teacher creates a culture of reading
- Teacher creates an inviting environment
- Teacher teaches literary elements
- Teacher confers with students
- Teacher models how to reflect on self-selected reading
- Teacher provides time for students to browse through books
- Teacher provides appropriate areas for book displays
- Teacher provides time for students to discuss and advertise books

Whole Group Read-Alouds for Instruction

2-3 days a week 20-25 minutes

Rationale

In whole group reading, teachers model how to implement a skill or strategy in multiple texts and use “think-alouds” to help students understand what is going on inside their head as they demonstrate the skill or strategy. This may be the only time students see the skill or strategy modeled explicitly (Duffy, 2003; Hancock 1999.)

Best Practices

- Each lesson has a clear instructional focus that meets the ELA NCSCoS
- The skill or strategy is explicitly modeled
- Creating anchor charts to reinforce skills and strategies taught
- Exemplar text is purposefully selected
- Students actively participate during the lesson
- Tier III content vocabulary (inference, theme, setting, plot, etc.) is taught and discussed
- Higher order text dependent questions are included to stimulate discussions
- Lessons follow the gradual release of responsibility model
- Opportunities for written responses are included
- **DO NOT Practice Round-Robin-Reading**

What are the students doing ?

- Actively listening to the teacher and their peers
- Using discussion techniques (turn and talk, fishbowl, think-pair-share)
- Sharing their thinking with the whole group
- Providing evidence from the text when responding to questions
- Practicing the skills and strategies taught (following the gradual release of responsibility model)
- Using written response to show their thinking
- Using and understanding grade level vocabulary
- Reading text closely

What is the teacher doing?

- Creating a culture of reading
- Creating an environment with necessary tools (white boards, sticky notes, pencils etc.) that foster active student participation and discussion
- Developing lessons based on the NCSoS
- Modeling skills and strategies using exemplar text
- Explicitly teaching Tier II ELA content vocabulary
- Facilitating evidence-based conversations
- Developing text dependent questions before lesson is taught
- Monitoring classroom conversations between students
- Monitoring the use of reading strategies
- Using grade-appropriate complex text
- Modeling how to annotate and read text closely

Whole Group Read-Alouds for Pleasure
2-3 days a week 5-10 minutes

Rationale

Read-alouds allow the teacher to model expert fluent reading of text. This liberates students from having to do the work of decoding and allows them to focus on comprehension, acquisition of vocabulary, and the sheer pleasure of language.

Best Practices

Create a culture of reading

Be consistent in providing time for read-alouds

Create an atmosphere which is conducive to listening to read-alouds

Vary genres in order to expose students to a wide range of text structures

Use expression and intonation when reading

What are the students doing?

- Students listening as the teacher reads
- Making connections with their prior knowledge
- Indirectly building their vocabulary
- Enjoying the beauty of language

What is the teacher doing?

- Selecting read-aloud texts
- Creating/Building a culture of reading
- Preparing for read-aloud by reading the text to determine whether it is appropriate and relevant for students
- Determining stopping points in the text to make comments, make connections, and build anticipation
- Determining stopping point for the read-aloud session

Individual/Small Group Instruction

3-5 days a week 20 minutes

Rationale

Small group sessions provide opportunities for flexible and differentiated instruction. With a smaller number of students, students have more chances to participate. Teachers are able to monitor students better, thus providing better and more individualized feedback and support.

Best Practices

- Administering formal and informal assessments
- Closely analyzing student data
- Combining students in flexible groups
- Selecting text which meets the needs of students in each group
- Preparation of lessons which are standards based
- Scheduling of meeting times
- Preparing an area to meet
- **DO NOT Practice Round-Robin-Reading**

What are the students doing?

- Meeting with a group of peers who have similar instructional needs
- Interacting/participating during discussions which promote vocabulary building and higher order thinking
- Reading and interacting with text/close reading
- Completing assigned tasks

What is the teacher doing?

- Based on analysis of data, forming groups of students with similar instructional needs
- Selecting text which will meet the needs of students
- Preparing lessons which are targeted, focused, and standards based

Writing Instruction
2-3 days a week 20-25 minutes

Rationale

Students will learn how excellent writing is achieved and practice language mastery to share outstanding spoken and written communication for any purpose, audience, or occasion (Florida Department of Education, 2011).

Best Practices

- Mini-lessons that target student needs based on the NCSCoS
- Explicit modeling of writing skills and strategies
- Creating anchor charts to reinforce skills and strategies taught
- Use of mentor text to demonstrate author's craft
- Regular conferencing with students
- Integrated grammar instruction
- Writing across all content areas
- Writing for real audiences and authentic purposes

What are students doing?

- Writing argumentative, informative/explanatory, narrative, and research pieces
- Writing about what they read
- Implementing new skills and strategies for writing learned from mentor texts and mini-lessons
- Writing across the content areas (science, social studies, and math)
- Learning and following the writing process - planning, drafting, revising, editing, and publishing
- Sharing their ideas and writing
- Actively conferencing with the teacher and setting writing goals
- Writing often and for different purposes

What is the teacher doing?

- Creating an environment for writing
- Planning a variety of writing activities and experiences
- Providing multiple opportunities for students to write
- **Modeling** using think-alouds during writing mini-lessons
- **Modeling** how to write in response to text
- Creating anchor charts to reinforce writing skills, strategies and structure
- Conferring with students - providing feedback and focusing on a teaching point
- Selecting student work for sharing and encouraging students to examine and offer feedback
- Developing mini-lessons based on student needs
- Selecting mentor text to illustrate author's craft
- Teaching students how to assess their own writing
- Monitoring students' writing projects
- Integrating grammar and mechanics into mini-lessons
- Increasing how often students produce their own text

Word Work/Vocabulary
2-3 days a week 5-10 minutes

Rationale

Word knowledge is essential for word decoding and reading comprehension, as well as world communication and writing (Rasinski & Zutell, 2010).

Best Practices

- Focus on rich meanings for words, not just definitions from the dictionary (Don't ask students to look up a list of words in the dictionary and write the definition)
- Emphasize the connections among words
- Promote the use of new vocabulary in speaking and writing
- Review new vocabulary multiple times and in multiple ways (discussions, word games, word walls, etc.)
- Involve students in identifying some of the vocabulary words to be studied (words they encounter in their reading, words they hear in discussions, words they hear during read-alouds, etc.)
- Teach strategies to assist students in defining unknown words
- Use Word Walls
- Have students create vocabulary notebooks where they write a user-friendly definition and create an illustration of the word

What are students doing?

- Building vocabulary and background knowledge by reading a wide range of genres
- Listening to rich read-alouds
- Using strategies to define unknown words
- Keeping a vocabulary journal
- Using new vocabulary in speaking and writing

What is the teacher doing?

- Selecting vocabulary to explicitly teach
- Teaching strategies which will assist students in defining unknown words
- Teaching vocabulary in context
- Providing indirect vocabulary instruction
- Providing direct vocabulary instruction
- Continuing vocabulary instruction/study during and after reading by modeling how to use new words when speaking and writing
- Exposing students to a wide range of vocabulary through read-alouds using a wide range of genres
- Providing time for students to engage in self-selected reading
- Creating word walls (academic vocabulary, character traits, content specific vocabulary, etc.)