

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

K-5 BALANCED LITERACY: Reading, Writing, & Word Study

**APPROVED BY THE BOARD OF EDUCATION
ON JUNE 28, 2011**

DARIEN PUBLIC SCHOOLS

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SECTION I - CURRICULUM INFORMATION

STATEMENT OF PHILOSOPHY

Reading and Writing are lifework, not deskwork.

Calkins, 2006

A balanced literacy approach focuses on two essential areas: reading and writing. This approach engages children in a variety of authentic reading and writing experiences...It benefits students in many ways: students develop a broad range of reading and writing abilities; both focused instruction and independent work are valued so there is a better chance to meet the needs of a diverse group of students; students learn basic information and skills but they also develop strategies that will help them apply their knowledge in a variety of reading and writing contexts; there is an emphasis on comprehension, which is the goal of all reading.

Pinnell, 2000

Literature is the mainstay of a balanced literacy approach. Literature includes fiction and nonfiction and encompasses content areas. Reading and writing are not compartmentalized, but rather combined to support student learning. Instruction takes place in whole-class, small-group and individual settings. The teacher continually demonstrates and models skills through mini-lessons.

Effective instruction involves:

- including the components of a balanced literacy approach on a daily basis with time for students to practice skills and strategies
- explicit instruction woven through the components of the balanced reading and writing program
- ongoing assessment and evaluation to monitor student progress

From grade to grade and from classroom to classroom, differences exist in the management of reading and writing instruction; however, the components of a balanced literacy approach should remain the same and include:

Elements of Reading Instruction:

- Interactive Read Aloud
- Independent Reading
- Shared Reading
- Guided Reading
- Literature Study
- Word Study: Phonemic Awareness/Phonics/Word Analysis/Vocabulary

Elements of Writing Instruction:

- Shared Writing
- Interactive Writing
- Guided Writing
- Independent Writing
- Word Study: Phonics/Spelling/Grammar/Punctuation/Vocabulary

Explicit instruction is essential to ensure the development of effective reading and writing skills. By identifying the strategies and the skills used in the context of reading and writing, and then modeling them for students, the teacher helps students develop a clear understanding of how to use those strategies and skills. Explicit instruction in reading and writing is offered through mini-lessons, teacher modeling and thinking aloud, discussions, individual and group conferences.

Literacy instruction should be based on assessment information. It informs good teaching and documents individual learning throughout the year. Literacy lessons are best taught every day during blocks of uninterrupted time. These lessons should include intensive amounts of reading “just right” texts at independent levels as well as practice at instructional levels, and independent writing. Instruction should include attention to letters and words and how they work. In addition, classrooms need to be equipped with appropriate materials and resources to meet the diverse strengths and needs of children.

Assessment and evaluation of student performance and instructional practices should be done on an ongoing basis. Student progress should be monitored through running records, miscue analysis, anecdotal records, skill and strategy checklists, reading and writing inventories, student work samples, audio or videotapes of student performance, student self-assessments and other formal or informal, reading/writing assessment tools. Assessment should guide instruction.

PROGRAM GOALS

Balanced Literacy at a Glance: Developing Readers and Writers

- Developing excellent readers and writers who choose to read and write for their own purposes
- Balance between whole-group, small-group, and individual instruction
- Students who employ a balanced use of strategies to read and write
- Balance between a focus on process and product

Self-Selected Reading of “Just-Right” Books

To produce independent readers who are excited by reading and see it as a valued, worthwhile activity

Includes the following types of activities:

- Teacher reads to students daily
- Developing independence through student choice and access to a wide variety of materials at various levels
- Opportunities to re-read old favorites
- Book talks/recommendations given by children to the class, a group or a friend
- Teacher conferring with individual students about the books they have read or about their habits and processes as a reader
- Running record assessment

Shared Reading

Shared Reading-to provide an opportunity for children to participate with the teacher in reading big books, charts, short shared texts, etc

Shared Reading includes the following types of activities:

- Choral reading and chiming in
- Large group instruction about reading strategies and print conventions
- Whole group access to shared text (big book, chart, SmartNotebook file on SmartBoard for all to see, etc.)

Guided Reading

Guided Reading-to provide an opportunity to work with the teacher in a small group setting in order to develop a full range of reading strategies and habits that will allow the student to become an independent reader.

Guided Reading includes the following activities:

- Direct reading instruction in a small group
- Reading material that has been especially selected for the readers in the group

Writing Workshop

To enable students to view writing as a real and purposeful means of communication

Includes the following types of activities:

- Teacher modeling of writing processes and habits of writers
- Time for daily writing and choice of topic
- Shared writing experiences
- Language experience charts
- Teacher and/or peer conferring

Word Study

To develop phonemic awareness and spelling proficiency, word recognition, and vocabulary

Includes the following activities:

- Spelling activities and word games designed to develop an understanding of word patterns and principles
- Word wall-high frequency vocabulary is introduced using a variety of activities and then prominently displayed in the classroom
- “Making Words” activities moving beyond word memorization in order to increase student discussion, analysis, and thought
- Use of charts, rhymes, songs and sound play
- Explicit instruction and practice with spelling strategies in order to increase student awareness and use of important language patterns

“Bottom Line” Practices of Balanced Literacy

In order to clarify district expectations for the implementation of balanced literacy and the reading/writing workshop model, this statement of “Bottom Line” practices was developed by the instructional leadership team. All of the practices support student-centered instruction with students assuming greater responsibility for their learning through active daily engagement in authentic reading and writing activities.

With student-centered learning, teachers must acquire a deep understanding of students’ literacy competencies and needs through on-going conferencing and informal assessments. Information gathered guides planning to meet both group and individual learning needs and to assure that all students are challenged and engaged.

The “bottom line” practices serve as a guide for implementing solid balanced literacy programs in Darien elementary classrooms.

- Students have access to **well-stocked**, organized **classroom libraries** that support reading levels and interests of all students in class and change over the course of the year as the readers change and grow. Libraries are **attractive and inviting** and have sections arranged by topic, genre, and authors. Key themes in content area studies should be reflected in classroom libraries throughout the year. Libraries should be the central focal point of the classroom.

- **Students write daily**—and their writing often focuses on topics of their choice that they see and experience in their lives in a variety of genre. Every day, time is devoted to independent writing and the writing process **after a writing habit or strategy has been taught** in a mini lesson/guided writing lesson. Independent writing time varies by grade:
 - Kindergarten: building up to 20-30 minutes
 - Grades One and Two: 20-30 minutes *minimum*
 - Grades Three, Four & Five: 35-45 minutes *minimum*Writing Workshop incorporates a 7-15 minute mini lesson, up to 30-45 minutes of independent writing time, and 5-7 minute share time. The focus is on “developing writers.” The writing done during the workshop is in addition to the writing done during content area instruction.

- **Students read daily**--aloud, individually, in pairs, and in small groups. Every day, time is devoted to independent reading **after a reading habit or strategy has been taught** in a mini lesson/guided reading lesson. Independent reading time varies by grade:
 - Kindergarten: building up to 20-30 minutes
 - Grades One and Two: 20-30 minutes *minimum*
 - Grades Three, Four & Five: 35-45 minutes *minimum*Reading Workshop incorporates a 7-15 minute mini lesson, up to 30-45 minutes of independent reading of “just right” texts, and 5-7 minutes of share time. The focus is on “developing readers,” not on “teaching a book.”

- Teachers **read aloud** every day and use “think alouds” to model reading habits or strategies, including what it means to be an independent reader.
- **Guided reading** strategy lessons are taught in small groups to students who have similar reading processes and/or are at similar reading levels. Teachers determine a student’s reading level and strategy use by using running records (DRA, etc). The purpose of guided reading is to teach targeted lessons which allow students to **apply** the same skills in their **own independent reading**. Groups are **flexible and formed based on conferences during independent reading**.
 - Kindergarten & Grade One: all students in GR groups
 - Grades Two through Five: GR groups as needed, literature circles, book clubs, etc.
- Teachers conduct daily writing/reading **conferences with students** and keep **anecdotal records** of those conferences. Teachers should meet with every student at least every five or six days and meet more often with students who need additional support.
- Teachers use the district **K-5 Language Arts Assessments** and **daily conference notes** to drive classroom instruction and differentiate teaching.
- The **word study program** in grades K-2 gives daily opportunities for students to interact with letters, sounds and spelling strategies. Vocabulary, word analysis and spelling strategies should be integrated in grade 2-5 workshops.
- **Interactive word walls** are used in K-2 classrooms to support reading and writing work.
- **Interactive writing** is practiced daily in K-1 classrooms for *authentic* writing purposes. **Interactive writing/guided writing** is practiced frequently in grade 2 classrooms for *authentic* writing purposes.
- Teachers have opportunities for **study groups** on best practices of balanced literacy.
- Teachers have opportunities to **collaboratively examine and discuss student work**.
- Teachers have opportunities for **professional development** that includes demonstration and coaching of specific routines for implementing balanced literacy.

OVERVIEW

READING

A Balanced Literacy model of reading instruction develops good literacy habits in students by engaging them in meaningful, authentic, “real-world,” literacy activities. Students develop their reading skills and comprehension by means of these essential parts of a balanced literacy approach:

Interactive Read Aloud

Reading aloud to children is a key component in any balanced reading program. A daily Read Aloud time allows teachers and students to enjoy good literature together. Reading stories aloud, listening to fiction and non-fiction literature, helps readers develop an awareness of the rhythm of the language, an appreciation of literature and provides a model for both decoding and comprehension strategies.

We read to children for all the same reasons we talk with children: to reassure, to entertain, to inform or explain, to arouse curiosity and to inspire. Reading aloud allows children to associate reading with pleasure, creates background knowledge and provides a reading role model. Hearing books read aloud improves a child’s ability to listen for periods of time and increases attention span. It allows children to interact with the reading, to make connections with personal experiences, and it extends student knowledge and understanding.

Not only do children hear fluent oral reading, but also reading aloud gives us all the opportunity to share our thoughts and imaginings, our reading habits and our values. Children begin to expand their imagination. Language acquisition increases when children hear stories being read with expression and dramatic flair. Reading aloud motivates children to want to select good literature on their own. Students come to understand that the time set aside for read aloud is important. Respectful listening behaviors can be established. By establishing this reading community as we engage children in read aloud, we help them develop a love of books and an awareness of the value of being a reader.

Calkins, 2000

Independent Reading

Children make great contributions to their own learning when they are given some control and ownership of the reading process. Independent Reading is a time when students self-select and read appropriate books on their own. Independent Reading provides an opportunity to apply strategies that are introduced and taught during teacher read alouds, shared reading, and guided reading. Teachers confer with individuals and sometimes pairs and/or groups during Independent Reading in order to determine what needs to be taught during read alouds, shared reading and guided reading. When materials are appropriate and students can read independently, they become confident, motivated and enthusiastic about their ability to read.

The self-selection process of Independent Reading places the responsibility for choosing books in the hands of the student. This teaches them that they have the ability to choose their own reading materials and that reading independently is a valuable and important activity. Students are taught to choose “just right” books, i.e. material that they want to read that is at their independent reading level. Independent means 95% to 100% accuracy as defined by running records. These materials should be able to be read without teacher support. Students must be encouraged to select a variety of literary forms. It is at the independent level that comprehension, vocabulary extension and fluency are improved.

Shared Reading

Shared Reading is an interactive reading experience that occurs when children join in the reading of a big book or other enlarged text (SmartBoard). It is guided by a teacher or other experienced reader. The reading level of the book must be suitable for the children to be able to join with the group in reading. The reading process and the use of reading strategies are demonstrated through Shared Reading. The experience is an enjoyable one, shared by the children. Shared Reading provides excellent opportunities to demonstrate concepts about print and features of books and writing, to model thinking aloud strategies and additional comprehension strategies. An important reason for conducting Shared Reading is that children can learn to perceive themselves as readers in a risk-free environment and to enjoy the reading experience.

One criterion for shared book selection is that the book has the possibility of multiple readings for enjoyment. Initially, it will be used to model strategies that good readers use. In subsequent readings, when the children feel successful at reading the book, more specific skills at varying levels can be addressed (e.g. return sweep, where to start reading, how to use punctuation and how to recognize dialogue.)

During Shared Reading, children should be gathered in an inviting area close to the book or chart so that they can feel a sense of shared community. The book should be placed on a chart or easel so that the children can see it easily. The teacher should use a pointer to guide the reading, pointing to the words as they are read. It is imperative that the reading be done with phrased fluency when using a pointer, since there is a tendency to read word by word. This will model the way that children should read.

Guided Reading

The purpose of Guided Reading is for the teacher to support the children in reading materials they cannot read totally independently. This may be done individually or with a small group (no more than six) to support understanding on any aspect of reading. Guided Reading provides the necessary opportunity for teachers to teach reading strategies explicitly at the students' individual level. The specific instruction is based on observations of what the child can or cannot do to construct meaning. Teachers reinforce strategies and define the behaviors that good readers use, as the students read. Students must know what they are doing well and what they need to learn in order to mature as readers. The more students can articulate their strengths and their goals, the more proficient they will become at reading. In order for individual student goals to be set, teachers need to observe and confer with the readers. Observations of students during

Guided Reading, individual reading conferences, and running records help teachers to determine both student strengths and what they still need to learn.

Teachers organize Guided Reading groups according to specific student needs and a specific level of text with which students can work toward meeting their individual needs. Groups may be formed by reading level or by the need for specific skill instruction (on different reading levels). Guided Reading groups should be fluid, changing whenever warranted. Continual assessment and observation of readers is necessary to keep the groupings flexible. Children may join or leave groups as necessary.

Literature Study

Literature study is an element of readers' workshop wherein small groups of students come together to discuss the same story, poem, article, or book. These conversations about literature with other students broaden and deepen thinking about texts. Discussions emerge from students' personal responses to the texts and may focus on aspects such as: character, events, genre, author's writing style, and literacy techniques. Literature study is an opportunity for students to share their questions, insights, and responses to a given text.

Word Study

During reading, Word Study focuses on both decoding and deriving meaning from a text. Phonics instruction is the foundation of word study. Good Word Study instruction develops phonemic awareness, sound-symbol correspondence and provides practice in segmenting, blending and syllabication. It also builds on that foundation and teaches students to examine words to discover the regularities, patterns and conventions of English orthography and morphology which are needed to read and spell. Word Study also increases knowledge of word formation – the spelling and meaning of individual words. General knowledge is what we access when we encounter a new word, when we do not know how to spell a word, or when we do not know the meaning of a specific word. The better our knowledge of how words are created, the better we are at decoding an unfamiliar word, spelling it correctly, or guessing the meaning of a word. Whole class word study provides opportunities for investigating our systems and developing a foundation for figuring out unknown words when reading independently.

WRITING

A Balanced Literacy model of writing instruction fosters the building of a community of writers by providing students with support, not only from the teacher, but also through collaboration with peers and through independent efforts in writing. This approach provides opportunities for students to write about topics of their own choosing, to experiment with elements of craft and to learn and incorporate techniques of revision and editing, by means of the following elements which are the parts of effective writing instruction:

Shared Writing

Shared Writing or Modeled Writing is an approach in which the teacher and the children work together to compose messages and stories. Children provide the ideas and the teacher supports the process as a scribe. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. The text becomes richer than children might be capable of writing themselves. Finished chart stories remain on display so that children may read them over again independently. Students may illustrate the finished text.

Interactive Writing

During Interactive Writing the teacher works with the class or a small group to create written text together. The group agrees on what to write through discussion and negotiation. In order to produce the written words, students articulate the sounds with the teacher and then write the letters and chunks of words that they hear. The teacher may fill in parts of the words or whole words, depending upon the pace of the lesson and the group's stage of writing development.

Interactive Writing is used to create stories, to write poems, to retell favorite literature, to develop recipes, directions and lists. The pieces created by the students become a part of the classroom environment and are used for reading and rereading. Interactive Writing provides an opportunity for modeling the writing process. The class may use the pieces of writing for Shared Reading or students may enjoy reading them independently.

Guided Writing

Guided Writing allows teachers the opportunity for on-the-spot coaching while children are engaged in the process of writing. When several children have a similar need, the teacher forms a group to address. Sometimes children have trouble finding a topic to write about. Sometimes they are having trouble correctly using periods or quotation marks. Sometimes they want to try a new genre, but don't know where to start. Whatever the issue, small writing groups help children acquire strategies and the skills to address them.

Taberski, 2000

Independent Writing

The most crucial aspect of the writing workshop is students working independently on their writing. While the students are writing, the teacher uses the time to confer individually with the student writers. During that conference the teacher notes individual strengths and needs. This assessment for each of the writers in the class will help to determine future instructions at both individual and group levels.

Word Study

Word Study in writing focuses on the development of spelling skills and the study of grammar and punctuation. There should be an extensive range in activities as students move to acquire reading and writing skills throughout the elementary years. Word Study begins with the development of phonetic spelling and continues through learning the structural analysis of words and grammar and applying the rules of punctuation. Spelling is part of this study. Spelling skills should not be developed in isolation. Just as competent readers use many different strategies to read, competent spellers use many strategies to spell unfamiliar words.

Balanced Literacy at a Glance: How Teachers Teach in a Balanced Literacy Environment

Teachers who use a balanced literacy approach usually do the following:

- **Provide time each day (at least half an hour) for independent reading.**
The heart of the reading workshop consists of independent reading. During this activity children read books, usually of their own choosing. Children generally read silently, although K-1 children may read quietly to themselves (verbalizing quietly is helpful at the earliest stages of reading). Teachers guide children to choose books that they can read with at least 95 percent accuracy, fluency (when children read these texts smoothly), and with comprehension. Teachers also confer with individuals or groups of students during this time, to assess their progress continually.
- **Provide time each day (at least half an hour) for children to work on their writing.**
During writing workshop, children rehearse, plan, draft, revise, or edit their writing. While students write in a variety of genres that are generally in accordance with the unit of study, topics are usually chosen by the child. With this approach, children do not usually write about books; instead, they write their own books! At the end of a month-long unit of study, children's writing is published and celebrated. Publishing can be as simple as having classes of older children meet with younger children to read aloud their finished work.
- **Provide time each day (approximately 20 minutes) for systematic phonemic awareness, phonics, spelling, and word study instruction.**
This work must involve explicit instruction, demonstration, opportunities for practice, and assessment. Phonics and phonemic awareness play a more prominent role with emergent readers. This focus is shifted more to word work as students become more proficient.
- **Explicitly teach children habits and strategies of effective reading and writing, and then coach them so they can apply those strategies during independent reading and writing.**
Explicit instruction is usually provided through the ten-minute mini-lesson, which occurs at the start of both the reading and writing workshops. Teachers are encouraged to design mini-lessons in which they demonstrate a strategy and provide children with assisted practice using that strategy. For example, the teaching point of one mini-lesson might be that after readers have developed theories about the characters in their books, they read on, expecting their theories to be confirmed or altered. Although a mini-lesson might contain a few minutes of shared reading, reading aloud, or interactive writing, none of these activities would in and of themselves qualify as a mini-lesson because they are meant as a time for explicit and direct instruction.
- **Assess and coach readers and writers through individual and, sometimes, small group conferences.**
These conferences generally begin with research and assessment. Teachers move among

children during the reading and the writing workshops, holding three- to five-minute conferences or longer small group meetings with them as they read and write. Teachers should begin by researching, or observing what the reader is doing. Based on the research, teachers should determine which concept needs to be addressed. Then the teacher should teach or re-teach this concept by modeling and supporting the student's use of the concept. This approach to conferring allows the teacher to assess students' strengths and weaknesses. It allows teachers to provide strategies and techniques that enhance student achievement and establish future goals for students.

- **Read aloud each day.**

Research confirms the importance and value of reading aloud to students of all ages. This will probably be an interactive read-aloud, with teachers pausing as they read to suggest that children respond to the text in partnership conversations or talk together as a class to develop ideas in response to the reading. Generally, teachers read aloud and children listen but do not follow along in their own copies of the read-aloud book. Most teachers try to read aloud several times a day, and at least three times a week, to create opportunities for accountable talk around the read-aloud. This component of balanced literacy generally takes place outside the reading workshop, but teachers will want to consider how the read-aloud can support or lead the reading work students do independently. For example, if the class is engaged in the unit of study on character in which students are thinking about the characters as they read independently, the teacher might be wise to read aloud a chapter book that contains strong characters who change over the course of the text. This would offer the class opportunities for deep talk about characters. Some teachers find it helpful to place post-its in the text ahead of time to remind themselves where they plan to pause and think aloud, and where they want to nudge their students to turn and talk about the text.

- **May engage in shared reading, shared writing, and interactive writing... all of which are brief components of many balanced literacy programs.**

Shared reading technically refers to a time (perhaps 15 minutes) when students and teacher join together in reading a single copy of an enlarged text (as in a big book or a poem which has been enlarged through chart paper or by means of an overhead projector). Shared writing happens less frequently and involves teachers and children co-authoring one text, which the teacher then writes in front of the class. Interactive writing involves the teacher and children co-authoring a very brief text (usually a sentence or two is enough) by a process in which the teacher recruits individual children to approach the chart paper and to contribute a particular letter or word to the co-constructed message. As one child threads his or her way through the group, the teacher engages all the others by saying something like, "Pretend to write with me, only do it with your finger/pencil on the rug/paper."

- **May put other options in place that are a part of some balanced literacy classrooms.**

These include literature circles or book clubs, guided reading groups, and thematic studies. These should probably be launched only after the other structures are in place.

ESSENTIAL QUESTIONS

Across all grade levels and during all units of study, students will be asked to consider the following questions:

What does it mean to be an excellent reader and writer?

Who am I as a reader and writer?

What are my goals for growth in reading and writing?

How does my independent work help me grow as a reader and writer?

As teachers plan their units of study based on the assured experiences expected at each grade level, these essential questions will provide the focus for all instruction. Our goal is to develop independent readers and writers and these overarching essential questions will be made explicit to students. Each unit of study also has essential questions for students to consider while exploring that particular unit.

PROCESS SKILLS

“We can’t learn to swim without swimming, to write without writing, to sing without singing, or to read without reading. If all we did in the independent reading workshop was to create a structure to ensure that every child spent extended time engaged in reading appropriate texts, we would have supported readers more efficiently and more effectively than we could through any elaborate plan, beautiful ditto sheet, or brilliant lecture.”

-Lucy Calkins, The Art of Teaching Reading

As students progress through school, the reading and writing skills they work on remain essentially the same. Text difficulty is the variable. Through independent, assisted and read-aloud reading and writing, students work with texts that are both easy and challenging for them. Just as reading is the process of *understanding* written language, writing is the process of *communicating* with written language.

The secret to good reading and writing in the elementary grades is a rich literacy program that requires students to read a lot, write a lot, and learn about genres and literary conventions. Just as children learn to talk and read, swim or jump rope by imitating people who already know how, they learn to read and write by mimicking the habits and process of real readers and writers.

The New Standards Primary Literacy Standards is a document which specifies the knowledge and skills students should demonstrate in reading and writing by the end of each school year. Students who meet these standards should be on target to meet the high literacy standards in the new *Common Core State Standards* adopted by the state of Connecticut Department of Education. The *New Standards* document was published in 1999 as a result of several years work by a distinguished group of educators and researchers. Many of the nation’s most eminent experts on reading and writing joined the New Standards Primary Literacy Committee in the endeavor to establish a set of practical standards for early literacy achievement. These “experts” brought differing views and joined together in this effort to focus on what children need to know and be able to do rather than on ideologies of how to organize teaching. This unified set of guidelines for teachers and parents does not represent any one researcher’s point of view or any one publisher’s attempt to market their program. This set of standards lay out clearly the full range of skills, knowledge and literacy habits that children need to learn if they are to succeed in later schooling and in life.

The following pages are adapted from the *New Standards: Reading and Writing Grade by Grade* and are intended to make clear that children must learn:

- Both the print-sound code (“phonics,” “phonemic awareness”) *and* the ability to comprehend and interpret what they read, right from the start. Children’s progress in reading can be tracked by their ability to read benchmark books of graduated levels of difficulty.
- Writing *and* Reading. The New Standards Primary Literacy Standards give equal weight to learning reading and writing, linking the skills in one to the other. They show how children’s

earliest spelling attempts are linked to their efforts to master phonics. And they illustrate how attending carefully to the language in books that they read can help children give personality and “voice” to their own writing.

- Specific purposes and genres of writing, including narratives, reports, functional writing and literature. Children are expected to read and write in each of these genres.
- Habits of literacy, including daily writing and reading, the ability to discuss with others what they read, and strategies for evaluating and revising their written work. The standards provide benchmarks for daily practice of reading and writing. Beginning in kindergarten, children should read or have read to them four to six books a day. By third grade and beyond, they should read independently each year 30 books of prescribed difficulty from different genres.
- Conventional spelling and the correct uses of punctuation, along with careful choice of vocabulary, style and syntax in their writing.

New Standards: Reading and Writing Grade by Grade
National Center on Education and the Economy, 1999

The essential components of learning to read and write, like any complex process, can be segmented in many ways. For ease of use, these standards are organized under three broad headings for reading and three for writing:

Reading

1. Print-Sound Code
2. Getting the Meaning
3. Reading Habits

Writing

1. Habits and Processes
2. Writing Purposes and Resulting Genres
3. Language Use and Conventions

Four of the standards – Print-Sound Code, Getting the Meaning, Writing Purposes and Resulting Genres, and Language Use and Conventions – deal with knowledge and skills. Two of the standards – Reading Habits and Writing Habits and Processes – deal with the daily practice of literacy.

Reading Standard 1: Print-Sound Code

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • recognize and name most letters • recognize and say the common sounds of most letters and write a letter that goes with a spoken sound • use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence • produce rhyming words and recognize pairs of rhyming words • isolate initial consonants in single-syllable words • when a single-syllable word is pronounced, identify the onset and rime and begin to fully separate the sounds by saying each sound aloud • blend onsets and rimes to form words and begin to blend separately spoken phonemes to make a meaningful one-syllable word • use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words • read simple texts containing familiar letter-sound correspondences and high-frequency words • read some word on their own, including a small number of simple, high-frequency words that are recognizable by “sight” 	<ul style="list-style-type: none"> • separate the sounds by saying each sound aloud • blend separately spoken phonemes to make a meaningful word • know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words • use onsets and rimes to create new words that include blends and digraphs • recognize about 150 high-frequency words as they encounter words in reading 	<ul style="list-style-type: none"> • read regularly spelled one- and two-syllable words automatically • recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special word spellings and common word endings 	<ul style="list-style-type: none"> • decoding of the print-sound code should become automatic across the whole span of language

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Reading Standard 2: Getting the Meaning Accuracy and Fluency

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • read emergent level books that they have not seen before, but that have been previewed for them or by them, attending to each word in sequence and getting most of them correct • re-read a favorite story, re-creating the words of a text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is being said 	<ul style="list-style-type: none"> • read (at least) level 18 books that have not been seen before with 95% accuracy or better • independently read aloud from level 18 books using intonation, pauses and emphasis that signal the structure of the sentence and meaning of the text • use the cues of punctuation – including commas, periods, question marks and quotation marks – to guide them in getting meaning and fluently reading aloud 	<ul style="list-style-type: none"> • independently read aloud unfamiliar level (at least) 28 books with 95% accuracy or better • independently read aloud from unfamiliar books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning • use the cues of punctuation – including commas, periods, question marks and quotation marks – to guide them in getting meaning and fluently reading aloud 	<ul style="list-style-type: none"> • independently read aloud unfamiliar level (at least) 38 non-fiction books with 95% accuracy or better • easily read word with irregularly spelled suffixes • use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read • use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Reading Standard 2: Getting the Meaning Self-Monitoring and Self-Correcting Strategies

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • self-monitor and self-correct when necessary to determine whether they are looking at the correct page, the word they are saying is the one they are pointing to and what they read makes sense • when listening to stories read aloud, children should monitor whether the story is making sense to them (i.e. ask why a character would do that, say they don't understand, say the character "is scared because..." or "did that because....." 	<ul style="list-style-type: none"> • notice whether words sound right, given their spelling • notice whether the words make sense in context • notice when sentences don't make sense • solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words or word parts • check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text 	<ul style="list-style-type: none"> • know when they don't understand a paragraph and search for clues within the text • examine the relationship between earlier and later parts of a text and figure out how they make sense together 	<ul style="list-style-type: none"> • monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense • use their ear for syntax to help figure out the meaning of new words • infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading • analyze the relations among different parts of a text • raise questions about what the author was trying to say and use the text to help answer the questions

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Reading Standard 2: Getting the Meaning Comprehension

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • give evidence that they are following the meaning of what they are reading • retell the story in their own words or re-enact it, getting the events in correct sequence • respond to simple questions about the books' content • create artwork or a written response that shows comprehension of the story • use knowledge from their own experience to make sense of and talk about the text • make predictions based on illustrations or portions of stories 	<ul style="list-style-type: none"> • retell the story • tell what the book is about (summarize it) • describe in their own words what new information they gained from the text • answer comprehension questions similar to those for kindergartners • extend the story • make predictions about what might happen next and say why • talk about the motives of characters • describe the causes and effects of specific events 	<ul style="list-style-type: none"> • recognize and be able to talk about organizing structures • combine information from two different parts of the text • infer cause-and-effect relationships that are not stated explicitly • compare the observations of the author and their own observations when reading nonfiction texts • discuss how, why and what-if questions about nonfiction texts • discuss or write about the themes of a book – what the “messages” of a book might be • trace characters and plots across multiple episodes, perhaps ones that are read on several successive days • relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc. 	<ul style="list-style-type: none"> • capture meaning from figurative language and explain the meaning • cite important details from a text • compare one text to another they have read or heard • discuss why an author might have chosen particular words • say how a story relates to something in real-life experience • explain the motives of characters • discuss plot and setting • use structure of informational text to retrieve information • analyze the causes, motivations, sequences and results of events • understand the concepts and relationships described • use reasoning and information from within and outside the text to examine arguments • describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge • follow instructions or directions they encounter in the more complicated functional texts they are now reading

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Reading Standard 3: Reading Habits

Independent and Assisted Reading, Being Read To

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • choose reading as a way to enjoy free time and ask for books to be read aloud to them • listen to one or two books read aloud each day in school and discuss these books with teacher guidance • hear another one or two books read to them each day at home or in afterschool care • “reread” or read along – alone or with a partner or adult – two to four familiar books each day • Engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and informational texts (all-about books, attribute texts) • hold a book right side up and turn pages in the correct direction • be able to follow text with a finger, pointing to each word as it is read • pay attention to what the words they read are saying 	<ul style="list-style-type: none"> • read four or more books every day independently or with assistance • discuss at least one of these books with another student or group • read some favorite books many times, gaining deeper comprehension • read their own writing and sometimes the writing of their classmates • read functional messages they encounter in the classroom (for example, labels, signs, instructions) • hear two to four books or other texts (for example, poems letters, instructions, newspaper or magazine articles, dramatic scripts, songs, brochures) read aloud every day • listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance 	<ul style="list-style-type: none"> • read one or two short books or long chapters every day and discuss what they read with another student or group • read good children’s literature every day • read multiple books by the same author and be able to discuss differences and similarities among these books • reread some favorite books or parts of longer books gaining deeper comprehension and knowledge of author’s craft • read narrative accounts, responses to literature (pieces written by other students, book blurbs and reviews), informational writing, reports, narrative procedures, recounting, memoirs, poetry, plays and other genres • read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display • read functional and instructional messages they see in the classroom environment • voluntarily read to each other, signaling their sense of themselves as readers • have worthwhile literature read to them to model the language and craft of good writing • listen to and discuss at least one text that is longer and more difficult than what they read 	<ul style="list-style-type: none"> • read 30 books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult • read and hear texts read aloud from a variety of genres • read multiple books by the same author and be able to identify differences and similarities among them • reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft • read their own writing and the writing of their classmates • read functional and instructional messages • listen to and discuss at least one chapter read to them every day • voluntarily read to each other, signaling their sense of themselves as readers • read good children’s literature every day • have worthwhile literature read to them to model the language and craft of good writing • discuss underlying themes or messages when interpreting fiction • read and respond to poems, stories, memoirs and plays written by peers • identify and discuss recurring themes across

		<p>independently or with assistance</p> <ul style="list-style-type: none"> • hear texts read aloud from a variety of genres • use reading strategies explicitly modeled by adults in read-alouds and assisted reading 	<p>works</p> <ul style="list-style-type: none"> • evaluate literary merit and participate informatively in peer talk about selecting books to read • examine the reasons for a character's actions, accounting for situation and motive • recognize genre features and compare works by different authors in the same genre • note and talk about author's craft: content
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New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Reading Standard 3: Reading Habits
Discussing Books

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • give reactions to the book, with backup reasons • listen carefully to each other • relate their contributions to what others have said • ask each other to clarify things they say • use newly learned vocabulary 	<ul style="list-style-type: none"> • demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning • compare two books by the same author • talk about several books on the same theme • refer explicitly to parts of the text when presenting or defending a claim • politely disagree when appropriate • ask others questions that seek elaboration and justification • attempt to explain why their interpretation of a book is valid 	<ul style="list-style-type: none"> • demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning • recognize genre features and compare works by different authors in the same genre • discuss recurring themes across works • paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase • sometimes challenge another speaker on whether facts are accurate, including reference to the text • sometimes challenge another speaker on logic or inference • ask other speakers to provide supporting information or details • politely correct someone who paraphrases or interprets their ideas incorrectly (for example, “That’s not what I meant.....”) 	<ul style="list-style-type: none"> • demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning • note and talk about author’s craft: word choice, beginnings and endings, plot, and character development • use comparisons and analogies to explain ideas • refer to knowledge built during discussion • use information that is accurate, accessible and relevant • restate their own ideas with greater clarity when a listener indicates non-comprehension • ask other students questions requiring them to support their claims or arguments • indicate when their own or others’ ideas need further support or explanation

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999
Reading Standard 3: Reading Habits

Vocabulary

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 &5)</u>
<ul style="list-style-type: none"> • Notice words that they don't know when they are read to and talked with and guess what the words mean from how they are used • Talk about words and word meanings as they are encountered in books and conversation • Show an interest in collecting words and playing with ones they like • Learn new words every day from talk and books read aloud 	<ul style="list-style-type: none"> • Make sense of new words from how the words are used, refining their sense of the words as they encounter them again • Notice and show interest in understanding unfamiliar words in texts that are read to them • Talk about the meaning of some new words encountered in independent and assisted reading • Know how to talk about what words mean in terms of functions • Learn new words every day from talk and books read aloud 	<ul style="list-style-type: none"> • recognize when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passages they are reading • talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text • notice and show interest in understanding unfamiliar words in texts that are read to them • know how to talk about what nouns mean in terms of function • learn new words every day from their reading and talk 	<ul style="list-style-type: none"> • Learn new words every day from their reading • Recognize when they don't know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there) • Know meanings of roots, prefixes and suffixes • Talk about the meaning of most of the new words encountered in independent and assisted reading • Notice and show interest in understanding unfamiliar words in texts that are read to them • Know how to talk about what nouns mean in terms of function for example, ("water is for drinking"), features ("water is wet,") and category ("water is a liquid") • Know how to talk about verbs as "action words" • Talk about words as they relate to other words, synonyms, antonyms or which word is more precise

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Writing Standard 1: Habits and Processes

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 &5)</u>
<ul style="list-style-type: none"> • Write daily • Generate content and topics for writing • Write without resistance when given time, place and materials • Use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations, as well as gestures, intonations, and role-played voices • Make an effort to reread their own writing and listen to that of others, showing attentiveness by, for example, asking for more information or laughing at funny passages 	<ul style="list-style-type: none"> • Write daily • Generate content and topics for writing • Reread their own work often with the expectation that others will be able to read it • Revise, edit and proofread as appropriate • Apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work) • Polish as least 10 pieces throughout the year 	<ul style="list-style-type: none"> • Write daily • Generate their own topics and make decisions about which pieces to work on over several days or longer • Extend pieces of writing by, for example, turning a narrative into a poem or short description into a long report • Regularly solicit and provide useful feedback • Routinely reread, revise, edit and proofread their work • Take on strategies and elements of author’s craft that the class has discussed in their study of literary works • Apply commonly agreed-upon criteria and their own judgment to assess the quality of their own work • Polish at least 10 pieces throughout the year 	<ul style="list-style-type: none"> • Write daily • Generate their own topics and spend the necessary amount of time to revist and refine their writing • Extend and rework pieces of writing (for example, turning a paragraph from a memoir into a fully developed piece) • Routinely rework, revise, edit and proofread their work • Over the course of the year, polish 10 or 12 pieces for an audience in and beyond the classroom • Write for specific purposes of their own (for example, writing a birthday card for a parent or friend) • Consciously appropriate specific elements of a favorite author’s to refine the quality of their own work • Apply criteria (both public and personal) to their writing

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Writing Standard 2: Writing Purposes and Resulting Genres

Sharing Events, Telling Stories: Narrative Writing

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • Contain a “story” that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up, or tie together • Tell events as they move through time (control for chronological ordering) • May include gestures, drawings, and/or intonations that support meaning • May incorporate story book language (“and they lived happily ever after”) 	<ul style="list-style-type: none"> • Evidence a plan in their writing, including making decisions about where in a sequence of events they should enter • Develop a narrative or retelling containing 2 or more appropriately sequenced events that readers can easily reconstruct, which the author often reacts to, comments on, etc. • Frequently incorporate drawings, diagrams, or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions • Demonstrate a growing awareness of author’s craft by employing some writing strategies, such as using dialogue, transitions, or time cue words; giving concrete details; and providing some sense of closure (“The End,” “And I’ll never forget that day,” “I was glad to have my dog back. I will never forget to love him again.”) • Imitate narrative elements and derive stories from books they have read or had read to them • In some cases, begin to recount not just events but also reactions, signaled by phrases like, “I wondered,” “I noticed,” “I thought,” or “I said to myself.” 	<ul style="list-style-type: none"> • Incorporate some literary or “writing” language that does not sound like speech (“Slowly, slowly he turned,” “For days and weeks and months, I’ve worked the moment....”) • Build and people a world, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods • Develop internal events as well as external ones; for example, the child may tell not only what happened to a character but what the character wondered, remembered, hoped • Write in first and third person • Employ the use of dialogue effectively 	<ul style="list-style-type: none"> • Orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character, or enter immediately into the story line) • Build and people a believable world through the precise choice of detail • Create a sequence of events which unfolds naturally • Provide pacing • Develop a character, often by providing motivation for action and having the character solve the problem • Add reflective comments (especially in an autobiographical narrative) • Provide some kind of conclusion

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Writing Standard 2: Writing Purposes and Resulting Genres
Getting Things Done: Functional Writing

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • Tell someone what to do (i.e. give directions, send messages) • Name or label objects and places 	<ul style="list-style-type: none"> • Give instructions • Describe, in appropriate sequence and with a few details, the steps must take to make or do a particular thing • Claim, mark, or identify objects and places 	<ul style="list-style-type: none"> • Establish a context for the piece • Identify the topic • Show the steps in action in enough detail to follow them • Include relevant information • Use language that is straightforward and clear • Frequently use picture to illustrate steps in the procedure 	<ul style="list-style-type: none"> • Engage the reader by establishing a context for the piece • Identify the topic • Provide a guide to action • Show the steps in a action in considerable detail • Include relevant information • Use language that is straightforward and clear • May use illustrations detailing steps in the process

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Writing Standard 2: Writing Purposes and Resulting Genres

Producing and Responding to Literature

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • Re-enact and retell stories (borrow and burrow into stories, poems, plays and songs) • Create their own stories, poems, plays and songs • Use literary forms and language (i.e., if they produce a poem, students should write with some poetic language, perhaps even some poetic devices, such as imagery and repetition) 	<p><i>Producing Literature</i></p> <ul style="list-style-type: none"> • Write stories, memoirs, poems and other literary forms • Demonstrate not only an awareness of but an ability to reproduce some of the literary language and styles they heard and read in the classroom (these may include alliteration, metaphor, simile, rhythm, complex syntax, descriptive detail, sound effects, dialogue, gesture, familiar story grammars or plotlines, and poetic line breaks and rhyme schemes) • Imitate a text or write in a genre when they respond to it <p><i>Responding to Literature</i></p> <ul style="list-style-type: none"> • Re-enact and retell stories, songs, poems and other literary works they encounter • Produce simple evaluative expressions about the text (“I like the story because...,” etc) • Make simple comparisons of the story to events or people in their own lives • Compare two books by the same author • Discuss several books by the same author • Make explicit reference to parts of the text when presenting or defending a claim • Present a plausible interpretation of a book 	<p><i>Producing Literature</i></p> <ul style="list-style-type: none"> • Write stories, memoirs, poems, songs and dramas conforming to appropriate expectations of each form • Write a story using styles learned from studying authors and genres • Write poetry using techniques they observe through a genre study <p><i>Responding to Literature</i></p> <ul style="list-style-type: none"> • Provide a retelling • Write letters to the author, telling what they thought or asking questions • Make a plausible claim about what they read (i.e. suggestions a big theme or idea offering evidence from the text) • Write variations on a text (retelling from a new point of view) • Make connections between the text and their own lives 	<p><i>Producing Literature</i></p> <ul style="list-style-type: none"> • Write stories, songs, poetry and plays – conforming to appropriate expectations of each form • Produce a piece that incorporates elements appropriate to the genre after engaging in a genre study • Build on a thread of a story by extending or changing the story line <p><i>Responding to Literature</i></p> <ul style="list-style-type: none"> • Support an interpretation by making specific reference to the text • Provide enough detail from the text so the reader can understand the interpretation • Go beyond retelling • Compare two works by an author • Discuss several works that have a common idea or theme • Make connections between the text and their own ideas and lives

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Writing Standard 2: Writing Purposes and Resulting Genres

Informing Others: Informational Writing

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • Gather, collect and share information about a topic • Maintain a focus – stay on topic • Exclude extraneous information when prompted 	<ul style="list-style-type: none"> • Gather information pertinent to a topic, sort it into major categories (possibly using headers or chapters) and report it to others • Independently recognize and exclude or delete extraneous information according to appropriate standards governing what “fits” • Demonstrating a growing desire and ability to communicate with readers by using details to develop their points, sometimes including pictures, diagrams, maps and other graphics that enhance the reader’s understanding of the text 	<ul style="list-style-type: none"> • Have an obvious organization structure (often patterned after chapter book headings) • Communicate the ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics, and information • Usually have a concluding sentence or section • Use diagrams, charts or illustrations as appropriate to the text 	<ul style="list-style-type: none"> • Introduce the topic, sometimes providing a context • Have an organizational structure that is useful to the reader • Communicate the ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information • Use diagrams, charts or illustrations as appropriate to the text • Have a concluding sentence or section • Employ a straightforward tone of voice

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Writing Standard 3: Language Use and Conventions
Style and Syntax: Using One's Own Language and Taking on the Language of Authors

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • Use all of the syntax of oral language • Approximate some of the phrasing and rhythms of literary language 	<ul style="list-style-type: none"> • Vary sentence openings • Use a wide range of syntactic patterns typical of oral language • Embed literary language where appropriate • Sometimes mimic sentence structures from various genres they are reading 	<ul style="list-style-type: none"> • Use all sentence patterns typical of oral language • Incorporate transition words and phrases • Use various embeddings (phrases and modifiers) as well as coordination and subordination • Use various sentence patterns and lengths to slow reading down, speed it up, create mood • Embed literary language where appropriate • Reproduce sentence structures found in various genres they are reading 	<ul style="list-style-type: none"> • Use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences, subordination in complex sentences) to show relationships of ideas • Incorporate transitional words and phrases appropriate to thinking • Embed phrases and modifiers that make their writing lively and graphic • Use varying sentence patterns and lengths to slow reading down, speed it up, create mood • Embed literary language where appropriate • Reproduce sentence structures found in various genres they are reading

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Writing Standard 3: Language Use and Conventions

Spelling

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 & 5)</u>
<ul style="list-style-type: none"> • Independently create a text with words that a teacher can decipher • Reread their own text, with a match between what they say and the words they have written on the paper • Pause momentarily in the midst of writing to reread what they have written (tracking) • Leave spaces between words • Control for directionality (left to right, top to bottom) • Represent words, frequently with the initial consonant sound 	<ul style="list-style-type: none"> • Produce writing that contains a large proportion of correctly spelled, high frequency words • Write text that usually can be read by the child and others – regardless of the scarcity of correctly spelled word – because most of the perceived sounds in unfamiliar words are phonetically represented • Draw on a range of resources for deciding how to spell unfamiliar words, including strategies like segmenting, sounding out and matching familiar words and familiar parts • Automatically spell some familiar words and word endings correctly 	<ul style="list-style-type: none"> • Use discernable logic to guide the spelling of unfamiliar words, making incorrect spelling less random • Produce writing in which most high-frequency words are spelled correctly • Correctly spell most words with regularly spelled patterns such as C-V-C, C-V-C-silent e, and one-syllable words with blends • Correctly spell most inflectional endings, including plurals and verb tenses • Use correct spelling patterns and rules most of the time • Use specific spelling strategies during the writing process (i.e., check the word wall, think about bases, prefixes and suffixes they know) • Engage in the editing process, perhaps with a partner, to correct spelling efforts 	<ul style="list-style-type: none"> • Notice when words do not look correct and use strategies to correct the spelling (for example, experiment with alternative spellings, look the word up in the dictionary or word list) • Correctly spell all familiar high-frequency words • Correctly spell words with short vowels and common endings • Correctly spell most inflectional endings, including plurals and verb tenses • Use correct spelling patterns and rules such as consonant doubling, dropping <i>e</i> and changing <i>y</i> to <i>i</i> • Correctly spell most derivational words (for example, <i>-tion</i>, <i>-ment</i>, <i>-ly</i>)

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Writing Standard 3: Language Use and Conventions

Vocabulary and Word Choice

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 &5)</u>
<ul style="list-style-type: none">• Use words in their writing that they use in conversation, usually represented phonetically• Use in their writing some words they like from the books read to them• Make choices about which words to use based on whether they accurately convey the child's meaning	<ul style="list-style-type: none">• Produce writing that uses the full range of words in their speaking vocabulary• Select a more precise word when prompted• Use newly learned words they like from their reading, the books they hear read, words on the classroom walls, and talk	<ul style="list-style-type: none">• Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion• Make word choices that reveal that they have a large enough vocabulary to exercise options in their word choice• Make choices about which words to use on the basis of whether they accurately convey the intended meanings• Extend their writing vocabulary by using specialized words related to their topic or setting or their writing (i.e., the names of the kinds of trees they are writing about)	<ul style="list-style-type: none">• Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion• Make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words)• Extend their writing vocabulary by using specialized words related to their topic or setting of their writing (i.e., the names of the breeds of dogs if they are writing about dogs)

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

Writing Standard 3: Language Use and Conventions

Punctuation, Capitalization and Other Conventions

In response to instruction, at the end of the year, we expect students to:

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3 (4 &5)</u>
<ul style="list-style-type: none"> • Show an awareness of punctuation and conventions • Approximate the use of some punctuation and conventions 	<ul style="list-style-type: none"> • Demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons and capitalization of proper names and beginnings of sentences • Use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations 	<ul style="list-style-type: none"> • Use capital letters at the beginnings of sentences • Use periods at the end of sentences • Approximate the use of quotation marks • Use capital letters and exclamation marks for emphasis • Use question marks • Use common contractions 	<ul style="list-style-type: none"> • Use capital letters at the beginnings of sentences • Use periods and other end punctuation correctly, nearly all the time • Approximate the use of quotation marks • Use question marks • Use capital and lowercase letters • Use contractions

New Standards: Reading and Writing Grade by Grade, National Center on Education and the Economy, 1999

STUDENT PERFORMANCE SUMMARY

PLANNING FOR INSTRUCTION

“Effective teaching begins with what we know about learners and their literacy levels. Continual observations of what students do as readers and writers provide us with the evidence of their learning. We need to collect, manage, summarize and communicate this information in order to plan successfully for students.”

-Fountas and Pinnell

Teachers cannot plan without assessment information that indicates what the students can already do. Planning involves choosing appropriate learning objectives for the individual student or group, as well as approaches and materials that will best achieve these objectives. All of this is based on a sound knowledge of each student’s skill level. The process of assessing, planning and teaching is cyclical and constant.

Organizing and evaluating assessment data is key to planning. Using assessment information and observations, the teacher develops goals for each student. When planning instruction that students will receive in whole-class, small group, or individually, think about:

- What skills and strategies do many of the children seem to need at this time?
- Which text or texts will support the skill or strategy?
- What skills and strategies will need to be taught over a long period of time?
- Which skills and strategies will require just a quick mini-lesson or two?

Sibberson and Szymusiak, 2003

Assessments Drive Instruction

Our assessments give teachers information about what students know, what they don’t know and what needs to be taught. Universal screening assessments are given three times a year; September, January, and June.

- DRA2- Oral Reading Fluency/Comprehension
Research-based and widely field tested, the DRA2 helps students become independent successful readers by giving educators the right mix of tools needed to assess accuracy, fluency, and comprehension.
- Words Their Way Spelling Inventory
This inventory is designed to assess the word knowledge students bring to reading and spelling.
- District Writing Prompts (Content/Conventions)
The same narrative prompt is administered in grades K-4 (with an expository prompt for grade 5) to give teachers a sense of growth over time and across cohorts.
- Monthly writing samples
Students are asked each month to pause and reflect on their growth as writers. Each K-5 student chooses a piece of writing to place in a folder that is sent home at the end of the year.
- Anecdotal notes/Formative Assessments
Teachers keep notes on individual students and groups in order to set goals, plan for instruction, and record growth over time.
- Destination Reading
Computer-based assessment and instruction tool to support students needing interventions.

KINDERGARTEN LITERACY ASSESSMENTS

When	Type of Assessment
Throughout the Year	Anecdotal records Monthly writing samples DRA2 whenever there is evidence that a student is reading
By end of September	DRA2 Word Analysis Tasks to determine individual focus for instruction DRA2 for readers (see page 64 in Teacher's Guide-guidelines for identifying a true instructional level text: you may have to use several levels) Words Their Way Assessment-As needed
By end of November	DRA2 Word Analysis Tasks if needed OR DRA2 if there is evidence that student is reading
By end of January	DRA2 for all students (do WA if below level 2) WTW-Primary Spelling Inventory-whole class Destination Reading based on individual level
By end of May	DRA2 all students Words Their Way – whole class

FIRST GRADE LITERACY ASSESSMENTS

When	Type of Assessment
Throughout the Year	<p>Anecdotal records</p> <p>DRA2 (see page 64 in Teacher's Guide-guidelines for identifying a true instructional level text: you may have to use several levels)</p> <p>Monthly Writing Sample</p>
First Two Weeks of School	<p>Review student Literacy Folder</p> <p>Review summer reading materials</p> <p>If end-of-kindergarten DRA2 level was below 4, administer DRA2 (word analysis tasks as outlined in K assessment)</p>
By end of September	<p>DRA2 for all students who met goal of level 4 or above in Kindergarten</p> <p>Word Analysis as needed (DRA2) (for those not meeting goal of level 4 at end of Kindergarten and others who have not shown "control" over tasks)</p> <p>Words Their Way – level based on individual student records from end of K</p> <p>First monthly writing sample & reflection/goals</p> <p>District Narrative Prompt</p> <p>Destination Reading – for students in Tier II, III and who have been “red-flagged”</p>
By end of November	<p>DRA2 for students who scored lower than a level 8 in September</p> <p>Word Analysis as needed</p>
By end of January/February	<p>DRA2 for all students</p> <p>Words Their Way – Individual levels</p> <p>District Personal Narrative Prompt</p> <p>Word Analysis as Needed</p> <p>Destination Reading – for students in Tier II, III and who have been “red-flagged”</p>
By end of May	<p>DRA2 for all students</p> <p>WTW – Individual levels</p> <p>District Personal Narrative Prompt</p> <p>Final monthly writing sample and reflection/goals</p> <p>Word Analysis as Needed</p> <p>Destination Reading – for students in Tier II, III and who have been “red-flagged”</p>

SECOND GRADE LITERACY ASSESSMENTS

When	Type of Assessment
Throughout the Year	<p>Anecdotal records</p> <p>DRA2(see page 64 in Teacher's Guide-guidelines for identifying a true instructional level text: you may have to use several levels)</p> <p>Monthly Writing Sample</p>
First Two Weeks of School	<p>Review student Literacy Folders</p> <p>Review summer reading materials</p> <p>DRA2 for students whose end-of-first-grade DRA2 was 16 or below</p>
By end of September	<p>DRA2 for all students</p> <p>Words Their Way – Individual level based on end of grade 1</p> <p>First monthly writing sample & reflection/goals</p> <p>District Narrative Prompt</p> <p>Destination Reading</p>
By end of November	<p>DRA2 for students who scored lower than a level 20 in September</p>
By end of January	<p>DRA2 for all students</p> <p>District Narrative Prompt</p> <p>Words Their Way – Individual levels</p> <p>Destination Reading</p>
By end of May	<p>DRA2 for all students</p> <p>WTW – Individual levels</p> <p>District Narrative Prompt</p> <p>Final monthly writing sample and reflection/goals</p> <p>Destination Reading</p>

THIRD GRADE LITERACY ASSESSMENTS

When	Type of Assessment
Throughout the Year	<p>Anecdotal records</p> <p>DRA2 (see page 64 in Teacher's Guide-guidelines for identifying a true instructional level text: you may have to use several levels)</p> <p>Monthly Writing Sample</p>
First Two Weeks of School	<p>Review student Literacy Folder</p> <p>Review summer reading materials</p> <p>If second grade DRA2 level was below 28, administer DRA2</p>
By end of September	<p>DRA2 for all students</p> <p>District Narrative Prompt</p> <p>Words Their Way – Individual levels based on end of grade 2</p> <p>First monthly writing sample & reflection/goals</p> <p>District Personal Narrative Prompt</p>
By end of November	<p>DRA2 for students who scored equal to or lower than level 30 in September</p>
By end of December	<p>District Narrative Prompt</p>
By end of January/February	<p>DRA2 for all students</p> <p>Words Their Way – Individual Levels</p>
By end of March	<p>CMT</p>
By end of May	<p>DRA2 for all students</p> <p>WTW – Individual Levels</p> <p>District Narrative Prompt</p> <p>Final monthly writing sample and reflection/goals</p>

FOURTH GRADE LITERACY ASSESSMENTS

When	Type of Assessment
Throughout the Year	Anecdotal records DRA2 Monthly Writing Sample
First Two Weeks of School	Review student Literacy Folders
By end of September	DRA2 for all students District Personal Narrative Prompt Words Their Way –Individual levels based on end of grade 3 First monthly writing sample & reflection/goals
By end of November	DRA2 for students who scored lower than level 38 nf in September
By end of January	District Narrative Prompt
By end of January/February	DRA2 for at least all students in the SRBI process Words Their Way – Individual levels
By end of March	CMT
By end of May	DRA2 for all students WTW – Individual levels District Personal Narrative Prompt Final monthly writing sample and reflection/goals

FIFTH GRADE LITERACY ASSESSMENTS

When	Type of Assessment
Throughout the Year	<p>Anecdotal records</p> <p>DRA2</p> <p>Monthly Writing Sample</p>
First Two Weeks of School	<p>Review student Literacy Folders</p> <p>If end of fourth grade DRA2 level was below 50f, administer DRA2,</p>
By end of September	<p>DRA2 for all students</p> <p>District Expository Prompt</p> <p>Words Their Way –Individual levels based on end of grade 4</p> <p>First monthly writing sample & reflection/goals</p>
By end of November	<p>DRA2 for students who scored equal to or below level 50f in September</p>
By end of January	<p>District Expository Prompt</p>
By end of January/February	<p>DRA2 for all students (may use “Within Book Assessment” for students >70)</p> <p>Words Their Way –Individual levels</p>
By end of March	<p>CMT</p>
By end of May	<p>DRA2 for all students</p> <p>WTW – Individual levels</p> <p>District Expository Prompt</p> <p>Final monthly writing sample and reflection/goals</p>

GRADING GUIDELINES

In Balanced Literacy, grading is communicated through the amount of progress students have demonstrated through their daily practice in reading and writing. On progress reports, in parent/teacher conferences, and informally throughout the year, teachers communicate to students' families the measure of gain they have demonstrated in the reading and writing development. Language in the elementary progress reports illustrates how this progress monitoring and reporting is achieved.

Criteria for Evaluation

4 = Consistently exceeds grade level standards

3 = Consistently meets grade level standards

2 = Progressing toward grade level standards

1 = Needs support/experiencing difficulty

Reading and Responding

	Dec.	March	June
Demonstrates an interest in reading			
Selects and reads appropriate books independently			
Applies word solving strategies			
Applies a variety of reading strategies to comprehend text			
Supports thinking with relevant details/evidence from text			
Evaluates and interprets literature in classroom discussions			
Evaluates and interprets literature in written responses			

Written Expression

	Dec.	March	June
Demonstrates an interest in writing			
Expresses and develops ideas independently			
Uses varied vocabulary			
Understands purpose, point of view and audience			
Writes with the appropriate organization, fluency and focus			
Enhances written pieces with relevant and supporting details / examples			

Writing Mechanics

	Dec.	March	June
Writes legibly			
Applies spelling principles			
Demonstrates developmentally appropriate grammar and usage			
Independently uses the writing process, including proofreading, editing and revising			

SECTION II – UNITS OF STUDY

SUMMARY OF UNITS

The Darien Public Schools’ comprehensive Balanced Literacy program includes the Reading & Writing Workshop approach for developing life-long, life-wide independent readers and writers. The units of study outlined here are like roadmaps for an entire class inquiry. Embedded within each unit are opportunities for teachers to work with small groups or individual students. Individual conferences and small Guided Reading/Writing groups provide opportunities for strategy lessons. During Guided Reading/Writing, these strategy lessons are taught in small groups to students who have similar reading/writing processes and/or are at similar reading levels. Independent reading/writing conferences and Guided Reading/Writing groups happen within and alongside the class-wide inquiry into the units of study in Reading and Writing Workshops.

Balanced Literacy, including Reading and Writing workshops, represent the “integrated model of literacy” as outlined in the CSDE Common Core Standards:

- Reading: Text complexity and the growth of comprehension
- Writing: Text types, responding to reading, and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary

The Teachers College Reading and Writing Project’s recommended calendars for reading and writing workshops are designed with rigorous state assessments and the New Standards Primary Literacy Standards in mind. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects were also considered.

The Teachers College Reading and Writing Project is a research and staff development organization housed at Teachers College, Columbia University. The teacher-educators who staff the Project are involved in long-lasting collaborations with teachers across New York City, in communities surrounding the metropolitan area, across the United States and around the world. The goal of the Project is to support expert literacy instruction within schools through research, writing and professional development of teachers and school leaders.

The following units of study represent the current best thinking about reading and writing instruction. In writing workshops, students learn to observe their lives and the world around them, and to collect, draft, revise, and publish well-crafted narrative and expository texts. In reading workshops, students are explicitly taught the strategies and habits of proficient readers. They learn to talk, think and write well about their reading, and to live richly literate lives. The units also help to bring strong literacy instruction into the content areas.

There are “assured experiences” for each grade level and while the units are outlined in a logical sequence across the ten month school year, there is some flexibility within each grade level about when certain units may be explored. It is recommended that the calendars be followed closely unless student assessment data indicates the need for an alternate order.

K-5 READING CURRICULAR CALENDAR

Month	K	1	2	3	4	5
September	Exploring the World of Books & Poems	Readers Build Good Habits	Taking Charge of Our Own Reading	Authoring an Independent Reading Life & Becoming Lost in Stories		
October	Emergent Storybooks	Tackling Trouble: Hard Words & Tricky Parts	Tackling Trouble: Hard Words & Tricky Parts	Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters		
November	Using All Our Powers to Read Everything We Can	Meeting & Studying Characters	Characters Go On Journeys	Non-fiction Reading and Independence in Reading Fiction		
December	Using All We Know to Read Songs, Poems, & Other Texts	Using All We Know to Tackle Hard Words & Tricky Parts	Holding Onto Meaning Like a Lifeline to Tackle Tough Parts	Reading With Close Comprehension: Genre Based Clubs (3 rd -Series Partnerships, 4 th – TBD, 5 th -Social Issues or Author Study)		
January	Readers Pick Just-Right Books & Make Goals for the New Year	Study Characters to Talk Well About & Perform Their Stories	Practically Becoming Our Characters	Reading With Close Comprehension: 2 nd Cycle of Genre Based Clubs (3 rd -Mystery, 4 th -TBD, 5 th -Social Issues or Author Study)		
February	Story Detectives (Patterns)	Nonfiction	Nonfiction	Maintaining a Varied and Independent Reading Life and Getting Ready to Demonstrate Skills on the CMT		
March	Readers are Brave & Tackle Hard Words	Being Brave & Resourceful With Hard Words & Tricky Parts	Series Reading Clubs	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading		
April	Character Clubs	Character Clubs	Characters' Relationships & Problems	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading		
May	Learning About the World Through Reading Clubs	Becoming Experts at Science Topics	Science Reading & Living Like Scientists	Return to Genre Based Clubs (3 rd – Social Issues, 4 th – Social Issues, 5 th – Historical Fiction)		
June	Make Plans & Invent Projects for Summer Reading	Finding Your Niche as a Reader: Series Clubs, Plan Your Own Projects & Make Plans for Summer	Finding Your Niche as a Reader Return to old favorites, Make Plans for Summer	Independent Reading Projects: Building a Reading Life		

K-5 WRITING CURRICULAR CALENDAR

Month	K	1	2	3	4 5
September	Launching Writing Workshop	Launching With Small Moments	Launching With Small Moments	Launching a Productive Writing Workshop	Raising the Level of Personal Narrative Writing
October	Approximating Small Moments	Writing for Readers	Authors as Mentors and Writing for Readers	Raising the Quality of Narrative Writing	Realistic Fiction
November	Looking Closely: Observing Labeling & Listing Like Scientists	Realistic Fiction	Writing & Revising Realistic Fiction	Writing Info. Books with Authority & Voice	Personal Essay
December	Raising the Quality of Small Moment Writing	How-To Books	Writing Adaptations of Fairy Tales	Realistic Fiction	4 th - Fiction: Hist. Fiction., Fantasy or Mystery 5 th – Memoir or Literary Essay
January	Writing for Readers	Persuasive Letter Writing	Persuasive Reviews	Poetry	4 th – Literary Essay 5 th Memoir or Literary Essay
February	How-To Books	All-About Books	Expert Projects – Personal Topic	Writing with Independence: Preparing for the Writing Tasks of the CMT	Writing with Independence: Preparing for the Writing Tasks of the CMT
March	All About Writing	Authors as Mentors	Writing Gripping Stories w/ Meaning & Significance	Persuasive Reviews	Flexible/Choice based on student need/interest
April	Poetry & Songs	Poetry	Poetry	Expert Projects in a Content Area (science)	Poetry
May	All About Books in Science (plants & trees or animals)	Expert Projects in Content (science topics)	Expert Projects – Science Topic		Journalism
June	Revision	Revision	Revision	Revision or Memoir	Revision or Memoir

**UNITS OF STUDY:
Assured Experiences by Grade Level
KINDERGARTEN**

Kindergarten	Reading Units	Writing Units
September	Exploring World of Books & Poems	Launching Writing Workshop
October	Emergent Storybooks	Approximating Small Moments
November	Using All Our Powers to Read Everything We Can	Looking Closely: Observing, Labeling and Listing Like Scientists
December	Using All We Know to Read Songs, Poems, & Other Texts	Raising the Quality of Small Moment Writing
January	Readers Pick Just-Right Books & Make Goals for the New Year	Writing for Readers
February	Story Detectives (Patterns)	How-To Books
March	Readers are Brave & Tackle Hard Words	All-About Writing
April	Character Clubs	Poetry & Songs
May	Learning About the World Through Reading Clubs	All-About Books in Science (or Social Studies)
June	Make Plans & Invent Projects for Summer Reading	Revision

**UNITS OF STUDY:
Assured Experiences by Grade Level
FIRST GRADE**

Grade 1	Reading Units	Writing Units
September	Readers Build Good Habits	Launching With Small Moments
October	Tackling Trouble: Hard Words & Tricky Parts	Writing for Readers
November	Meeting & Studying Characters	Realistic Fiction
December	Using All We Know To Tackle Hard Words & Tricky Parts	How-To Books
January	Study Characters to Talk Well About & Perform Their Stories	Persuasive Letter Writing
February	Nonfiction	All-About Books
March	Being Brave & Resourceful With Hard Words & Tricky Parts	Authors As Mentors
April	Character Clubs	Poetry
May	Becoming Experts at Science Topics	Expert Projects in Content (science or social studies topics)
June	Finding Your Niche as a Reader: Series Clubs, Plan Your Own Projects & Make Plans for Summer Reading	Revision

**UNITS OF STUDY:
Assured Experiences by Grade Level
SECOND GRADE**

Grade 2	Reading Units	Writing Units
September	Taking Charge of Our Own Reading	Launching with Small Moments
October	Tackling Trouble: Hard Words & Tricky Parts	Authors as Mentors and Writing for Readers
November	Characters Go On Journeys	Writing & Revising Realistic Fiction
December	Holding Onto Meaning Like a Lifeline to Tackle Tough Parts	Writing Adaptations of Fairy Tales
January	Practically Becoming Our Characters	Persuasive Reviews
February	Nonfiction	Expert Projects – Personal Topic
March	Series Reading Clubs	Writing Gripping Stories w/ Meaning & Significance
April	Characters' Relationships & Problems	Poetry
May	Science Reading & Living Like Scientists	Expert Projects – Science Topic
June	Finding Your Niche as a Reader Return to old favorites, Make Plans for Summer	Revision

**UNITS OF STUDY:
Assured Experiences by Grade Level
THIRD GRADE**

Grade 3	Reading Units	Writing Units
September	Authoring an Independent Reading Life & Becoming Lost in Stories	Launching a Productive Writing Workshop
October	Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters	Raising the Quality of Narrative Writing
November	Non-fiction Reading and Independence in Reading Fiction	Writing Info. Books with Authority & Voice
December	Reading With Close Comprehension: Genre Based Clubs: Series Partnerships	Realistic Fiction
January	Reading With Close Comprehension: 2 nd Cycle of Genre Based Clubs: Mystery	Poetry
February	Maintaining a Varied and Independent Reading Life and Getting Ready to Demonstrate Skills on the CMT	Writing with Independence: Preparing for the Writing Tasks of the CMT
March	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading	Persuasive Reviews
April	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading	Expert Projects in a Content Area (science)
May	Return to Genre Based Clubs: Social Issues	
June	Independent Reading Projects: Building a Reading Life	Revision or Memoir

**UNITS OF STUDY:
Assured Experiences by Grade Level
FOURTH GRADE**

Grade 4	Reading Units	Writing Units
September	Authoring an Independent Reading Life & Becoming Lost in Stories	Raising the Level of Personal Narrative Writing
October	Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters	Realistic Fiction
November	Non-fiction Reading and Independence in Reading Fiction	Personal Essay
December	Reading With Close Comprehension: Genre Based Clubs	Fiction: Hist. Fiction., Fantasy or Mystery
January	Reading With Close Comprehension: 2 nd Cycle of Genre Based Clubs	Literary Essay
February	Maintaining a Varied and Independent Reading Life and Getting Ready to Demonstrate Skills on the CMT	Writing with Independence: Preparing for the Writing Tasks of the CMT
March	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading	Choice based on student need/interest -Or- Content Area Writing
April	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading	Poetry
May	Return to Genre Based Clubs: Social Issues	Journalism
June	Independent Reading Projects: Building a Reading Life	Revision or Memoir

**UNITS OF STUDY:
Assured Experiences by Grade Level
FIFTH GRADE**

Grade 5	Reading Units	Writing Units
September	Authoring an Independent Reading Life & Becoming Lost in Stories	Raising the Level of Personal Narrative Writing
October	Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters	Realistic Fiction
November	Non-fiction Reading and Independence in Reading Fiction	Personal Essay
December	Reading With Close Comprehension: Genre Based Clubs: Social Issues or Author Study	Fiction: Memoir or Literary Essay
January	Reading With Close Comprehension: 2 nd Cycle of Genre Based Clubs: Social Issues or Author Study	Memoir or Literary Essay
February	Maintaining a Varied and Independent Reading Life and Getting Ready to Demonstrate Skills on the CMT	Writing with Independence: Preparing for the Writing Tasks of the CMT
March	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading	Choice based on Student interest/need -Or- Content Area Writing
April	Talking and Writing About Texts to Infer & Interpret -Or- Content Area Reading	Poetry
May	Return to Genre Based Clubs: Historical Fiction	Journalism
June	Independent Reading Projects: Building a Reading Life	Revision or Memoir

SECTION III - GOALS AND STANDARDS

RELATED GOALS AND STANDARDS

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Studies, released June 2010

<http://www.corestandards.org/the-standards>

The Standards are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Connecticut State Department of Education is currently drafting documents to support the use of the Common Core Standards in Connecticut schools. The Connecticut Mastery Test will reflect the CCS in 2014.

The Standards:

- Are aligned with college and workforce expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by standards in other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

An Integrated Model of Literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the document.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated separately.

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of texts, consider a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academics and domain-specific words and phrases.

SECTION IV - LEARNING RESOURCES

These following are key resources for all K-5 teachers:



Units of Study for Primary Writing: A Yearlong Curriculum K-2. Portsmouth, NH: Firsthand, Heinemann, 2003
Calkins, Lucy, Dr., Zoë Ryder White, Pat Bleichman, Natalie Louis, Amanda Hartman, Laurie Pessah, Stephanie Parsons, Abby Oxenhorn, Leah Mermelstein, and Beth Neville

- This series of seven books is designed to help primary teachers teach a rigorous yearlong writing curriculum and is a core resource for all DPS K-2 teachers. The kit includes a CD-Rom with video clips and printable reproducibles.

Units of Study for Teaching Writing: Grades 3-5. Portsmouth, NH: Firsthand, Heinemann, 2006.
Calkins, L., Chiarella, M., Collins, K., Cruz, C., Gillette, C., Kesler, T., Martinelli, M., & McEvoy, M.

- This series of seven books is designed to help primary teachers teach a rigorous yearlong writing curriculum and is a core resource for all DPS 3-5 teachers. The kit includes a CD-Rom with video clips and printable reproducibles.

Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5. Portsmouth, NH: Firsthand, Heinemann, 2010.
Calkins, L., Tolan, K., Ehrenworth, M., Khan, H. A., & Mooney, J

- This is a yearlong curriculum for Reading Workshop and a primary resource for teachers grades 3-5. This nine book series also contains many resources on a CD-ROM.

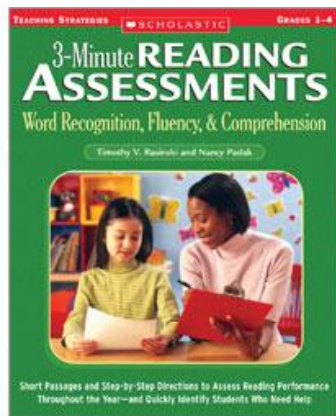


Words Their Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills. There are six books in the series including a DVD/CD-ROM

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed., by Donald R. Bear, Marcia R. Invernizzi, Shane Templeton, Francine R. Johnston

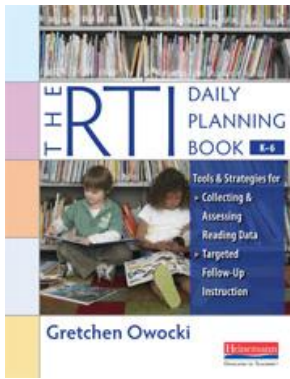


The research-based and validated Developmental Reading Assessment K-3 and 4-8 by Joetta Beaver and Classroom Teachers helps teachers pinpoint students' strengths and abilities as readers in a quick, one-on-one conference.

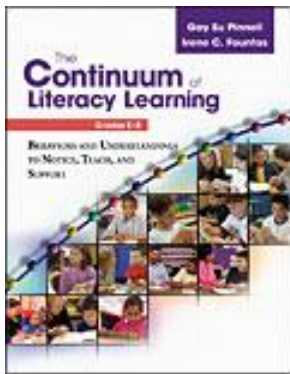


Tim Rasinski's Three Minute Reading Assessments: Word Recognition, Fluency, & Comprehension, Scholastic

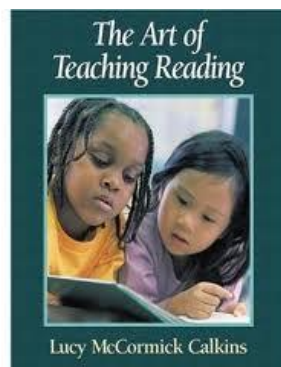
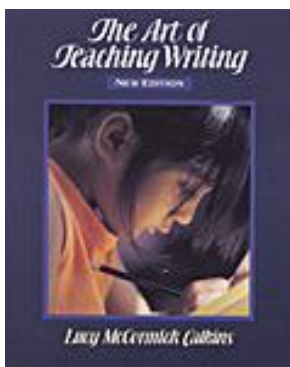
Leveled passages with ready-to-use assessment pages help teachers quickly screen students for reading problems, such as low word recognition, poor fluency rate, and inadequate comprehension. Rubrics and grade-level norms make interpreting the data simple and easy, and record-keeping forms allow teachers to document and monitor student performance all year long. Meets Reading First guidelines.



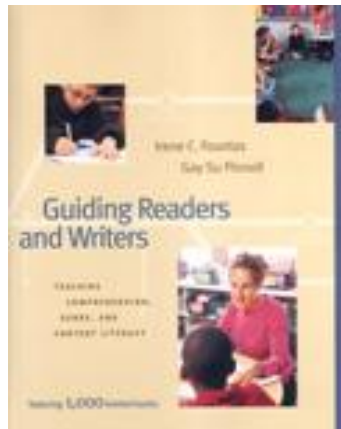
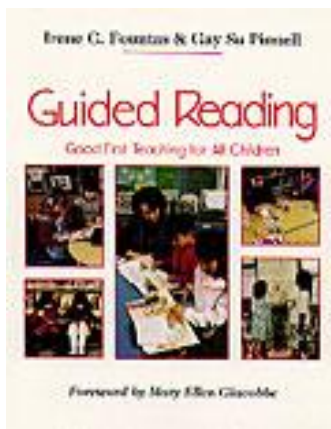
The RTI Daily Planning Book, K-6
Tools and Strategies for Collecting and Assessing Reading Data & Targeted Follow-Up Instruction
Gretchen Owocki, Saginaw Valley State University



The Continuum of Literacy Learning, Grades K-8: Behaviors & Understanding to Notice, Teach, and Support
by I. Fountas & G.S. Pinnell



The Art of Teaching Reading & The Art of Teaching Writing by Lucy Calkins, Heinemann



Guided Reading & Guiding Readers and Writers by I. Fountas & G.S. Pinnell

SUPPLEMENTAL RESOURCES

Children’s needs differ so vastly that a single program designed to support numerous students can only do so much. More than anything else, your students need you to use your professional expertise to unravel their needs and to plan instruction that is directly responsive.

—Gretchen Owocki

Meeting the Educational Needs of all Students:

As Balanced Literacy is designed to be implemented in the general education setting, it is expected that the class will be comprised of students with varying interests, abilities, learning styles and ranges of performance. A “typical” classroom may include students who participate in programs including, but not excluded to, special education, gifted and talented, and SRBI. The components and “bottom lines” earlier discussed connected with Balanced Literacy naturally allow for the teacher to meet the needs of all learners in the class, more specifically:

- Regular assessment to drive instruction through conferences, anecdotal records, and universal screenings.
- Balance of whole group, small group, and individual instruction allowing for various teachers to share instructional responsibilities with varied students (Grade Level Teachers, SRBI Specialist, Special Education, etc)
- Explicit instruction and modeling of effective strategies, as well as using consistent shared language
- Student choice in setting goals and reading/writing topics, in addition to participation in interactive lessons
- Consistent, extended time spent independently reading and writing
- Classroom libraries stocked with books of varied reading levels, genres, and interests
- All students are instructed in their classroom environment with their age-based peers, reducing transitions
- Word Study is reinforced during the Reading and Writing Workshops, increasing the exposure students have to spelling, phonics, and vocabulary concepts.

The above-mentioned components of Balanced Literacy aide the teacher in ensuring that all learners are met at their instructional stages and in the manner that is most effective for their learning styles. Students spend extended periods of time engaging in authentic reading and writing experiences with peer models, which is one of the most successful means in improving student performance. Most importantly, all of the factors above are vital in meeting the needs of all students, not solely specific individual groups or students.