

Literacy in
Laurens
A Framework
for ELA
Instruction

ALL the Right Pieces



The Literacy in Laurens Framework of ELA Instruction is not something you buy, it is something you do.

“We want to keep our focus on teaching children not programs.”

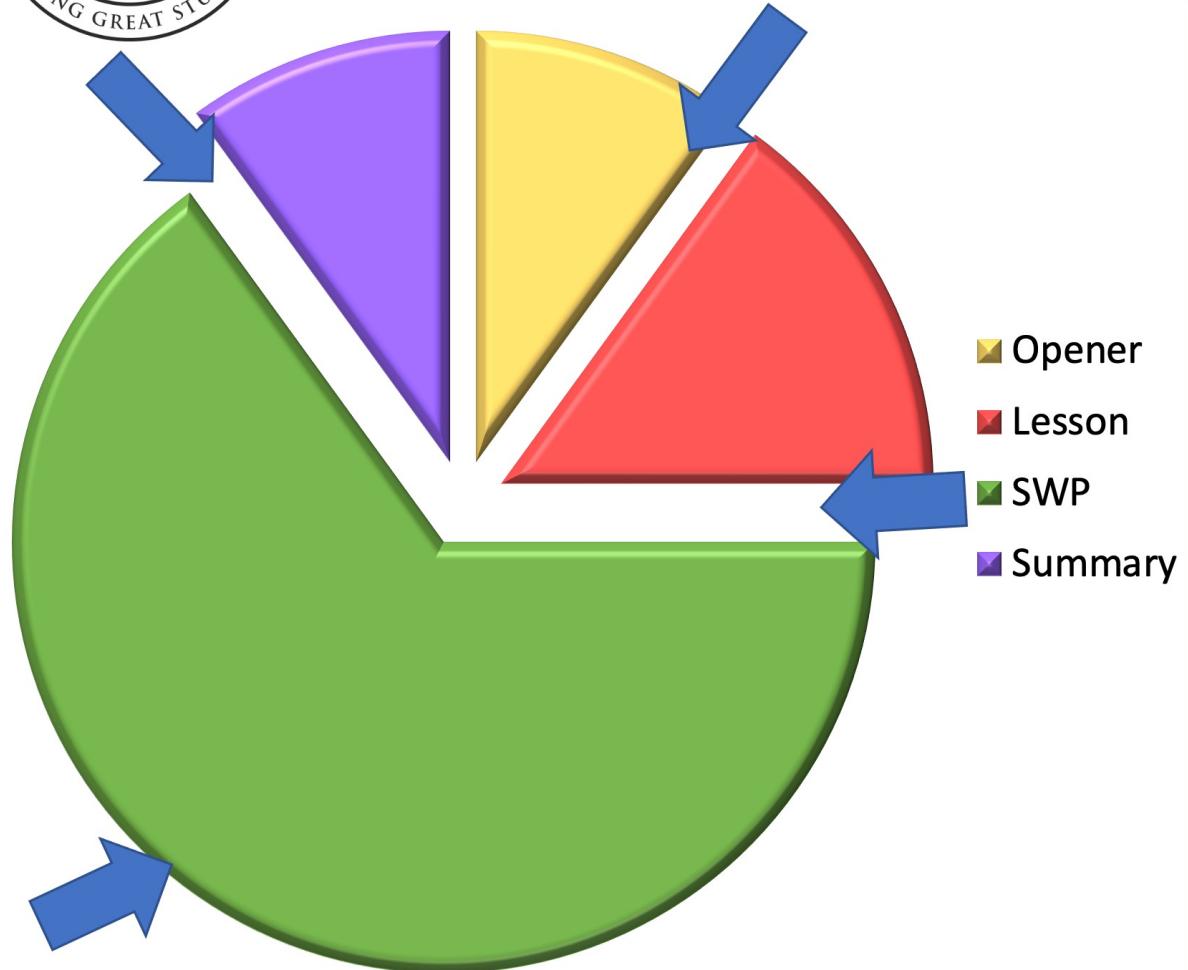


The question often asked is, “What am I to teach and with what am I to teach it?”

The expected answer for “What am I to teach” is sometimes the name of a program.

- The What-5 Pillars of Early Literacy
- The How-Framework Components
- With What-Instructional Resources





Instructional Framework

(Arrows indicate assessment opportunities)

The Student Work Period is largest part of the instructional period. It is the part of the instruction where students become actual participants in their learning by taking ownership and engaging in active learning. Of course, it is up to the teacher to set up the environment/expectations for this. Differentiated group work with the teacher leading groups that rotate through is common during the Student Work Period.

These are needs-based small groups based on student performance data.

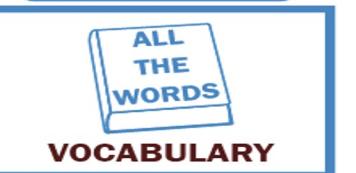
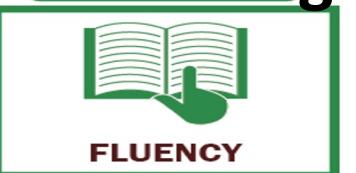
5 Pillars of Literacy

Literacy in Laurens Framework Components

1. Word Study
2. Read Aloud
3. Explicit Phonics Instruction
4. Whole Group Shared Reading
5. Whole Group Mini-Lesson
6. Small Group/Needs Based Reading
7. Reading Conferencing (During Independent Reading)
8. Writing

How We
Teach It

What We
Teach



Georgia Standards of Excellence

1. Word Study

Phonological Awareness

Phonemic awareness , first sound fluency, phoneme segmentation, rhymes, syllables, onsets/rimes

Phonics

Letter-sound correspondence, patterns, and decoding skills

Vocabulary

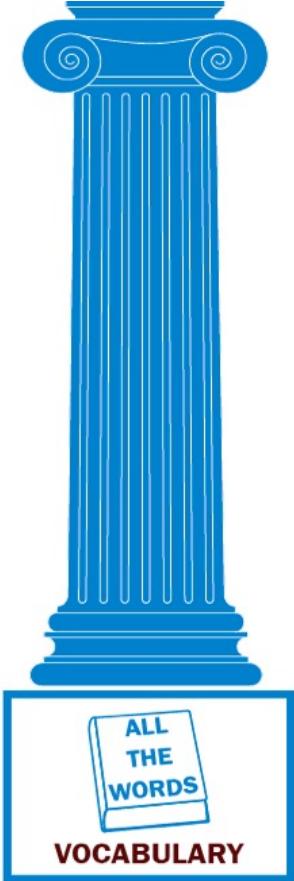
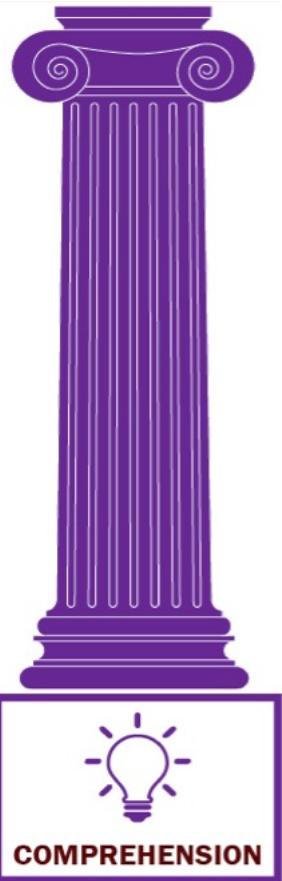
Word and Structural Analysis and Meaning
Contractions, inflected endings, homophones, syllable types

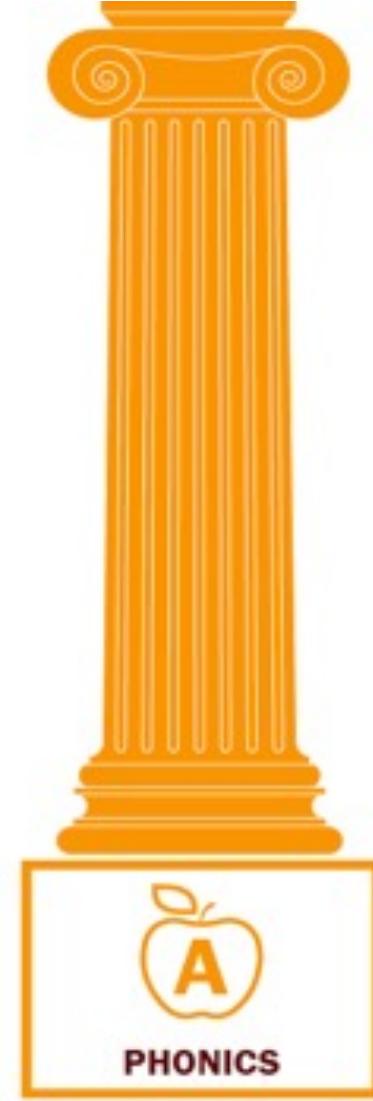
Using parts of words (prefixes, suffixes, Greek and Latin roots) to decode multi-syllable words and understand word meaning



2. Read Aloud

- Reading aloud interactively builds comprehension. It has maximum learning potential when children have opportunities to actively participate and respond.
- Reading aloud to children increases language and literacy development when teachers are intentional and purposeful about **why** they read, **what** they read, and **how** books are read.
- The advantages of read-alouds...include developing positive attitudes toward and enjoyment in reading, strengthening cognitive development, and instilling a sense of story structure and organization.
- Teachers can make a large difference in children's vocabulary development when they take time to explain and talk about important new words during read-alouds.





3. Explicit Phonics Instruction

Phonics is just a definition the knowledge of sounds and letter relationships, and how they are used in reading and writing.

With phonological awareness, there was no talk of letters. Now, with phonics, the letter is connected to the sound.

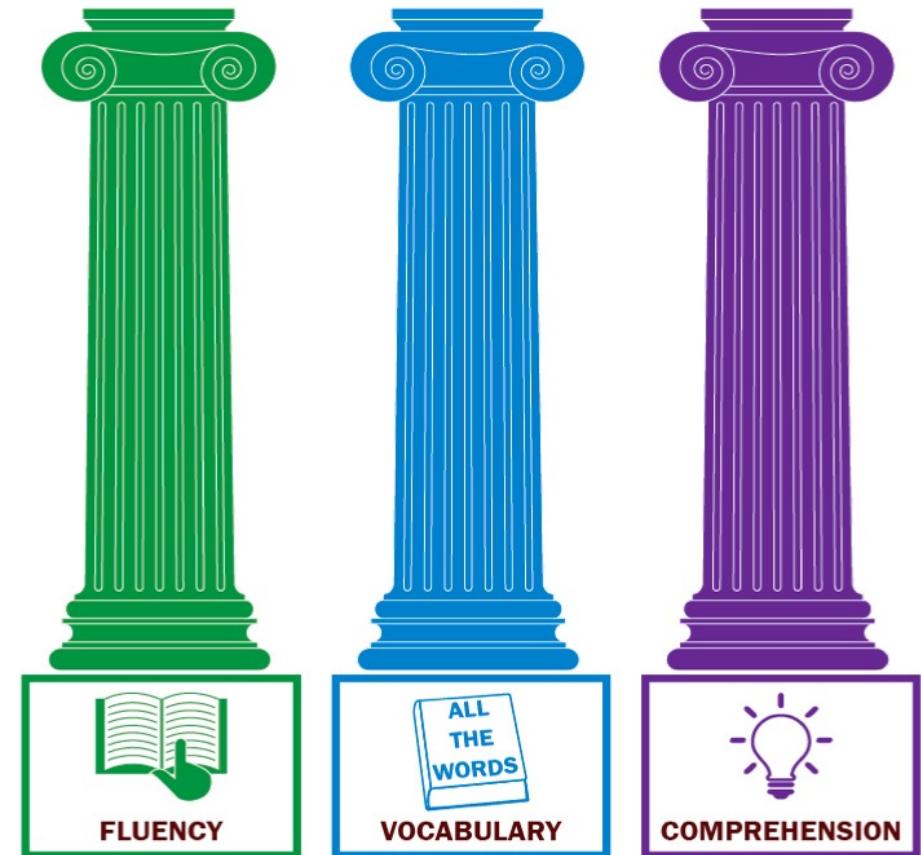
The goal of phonics instruction is to teach students the most common sound-spelling relationships so that they can decode, or sound out, words. This decoding ability is a crucial element in reading success.

Phonics Instruction must be systematic, explicit, and occur daily in the lower grades.

4. Shared Reading 5. Mini Lesson

Build book and print awareness
Build background knowledge

Includes: Direct instruction and modeling of vocabulary, Direct instruction and modeling of comprehension strategies using grade-level text, Direct instruction and modeling of fluency through decodables, grade level text, Readers Theatre, etc. Direct Instruction and modeling of GSE



6. Small Group/Needs Based Reading

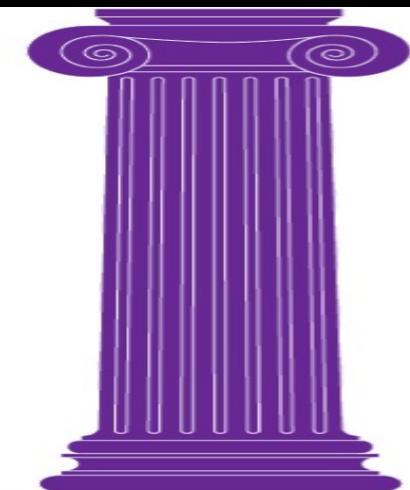
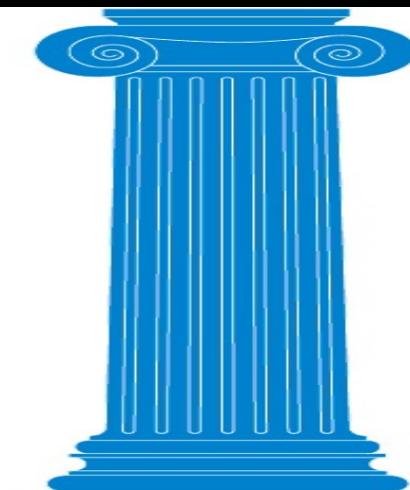
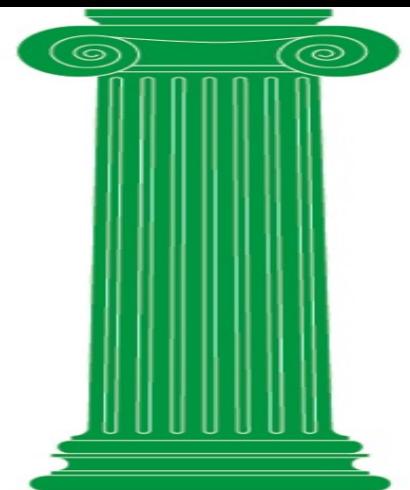
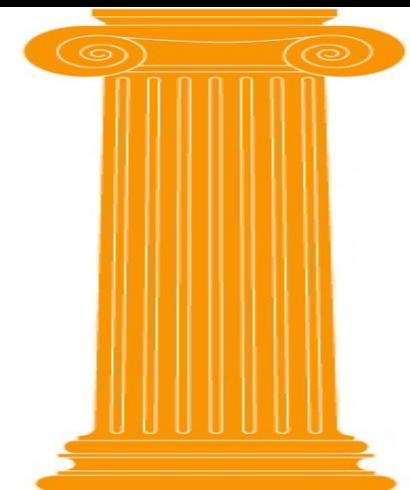
Groups are flexible and needs-based (data)

On which task does each student need to work to become more proficient?

Students received individualized instruction and practice with any of the 5 pillars to build reading proficiency.

Other student groups work independently or with partners on literacy tasks to practice and consolidate skills previously taught.

Ask, “How will the instruction/practice propel students forward as readers and enable them to gain more than one year’s growth?



7. Reading Conferencing-Independent Reading

Students apply what they have learned with the 5 pillars while reading independent-level texts

Conferencing with students and administering assessments help teachers identify individual needs.



**PHONEMIC
AWARENESS**



PHONICS



FLUENCY



VOCABULARY



COMPREHENSION

READING CONFERENCE



Reading Conferencing Feedback on Classroom Practice

Teacher _____

Date _____

(REQUIRED PRACTICES)	EVIDENT	NOT EVIDENT
Purposeful planning for reading conferences and independent reading The teacher is actively instructing through conferences, modeling, direct instruction, intently listening to students read, etc.		
Students know the rituals and routines (or procedures) for what to do when they finish reading their books. Students know the rituals and routines (or procedures) for what to do when they do not have a library book to read.		
Conferences, instruction, and interactions by the teacher reflect knowledge of students' personal interests and attitudes towards reading. Conferences include reflection on progress toward students' goals and/or establishment of new goals for the students.		
Feedback given to students is constructive and specifies exactly what the student is doing as opposed to only general comments, such as "Good job." A designated form or record for recording observations, feedback, progress, etc.		

Feedback:

Observer Signature

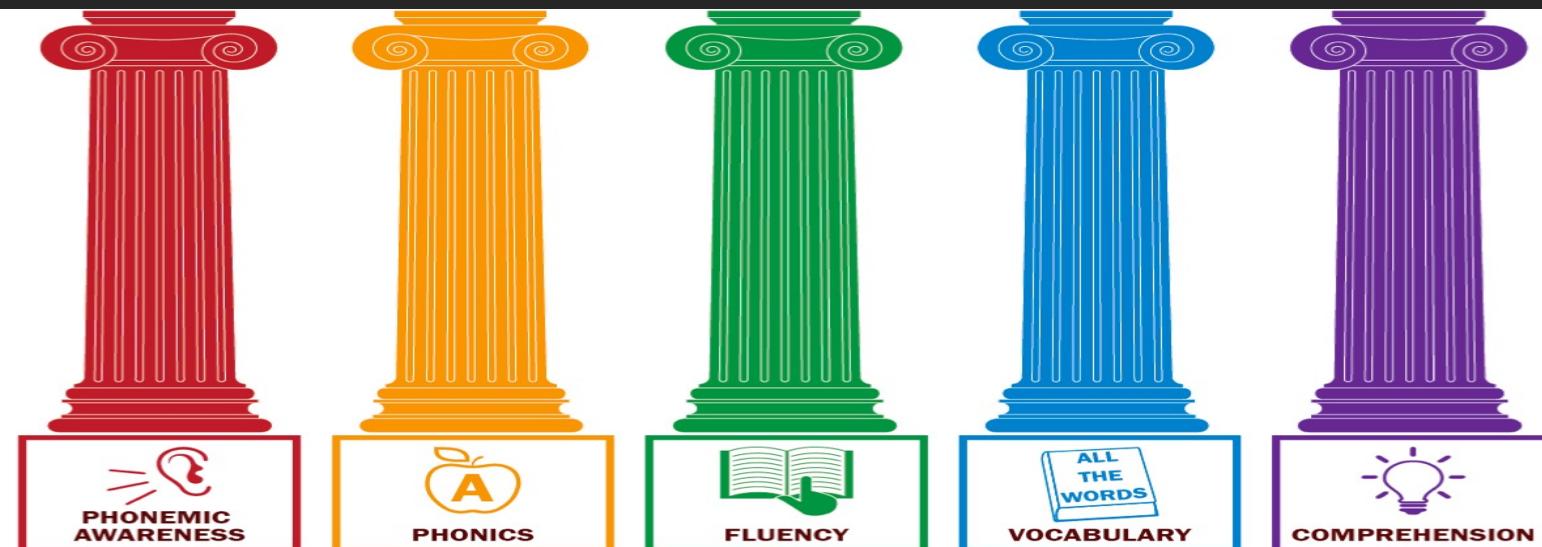
You learn to *write*
better by *reading*.
You learn to *read*
better by *writing*.
Reading and writing *work*
together to improve your
ability to *think!*

8. Writing

Focused Process Writing:

Provides explicit instruction and modeling
for specific genres of writing
Pre-writing, drafting, revising, editing,
publishing

Components: Mini-lessons, Shared Writing
Independent Writing, Conferencing

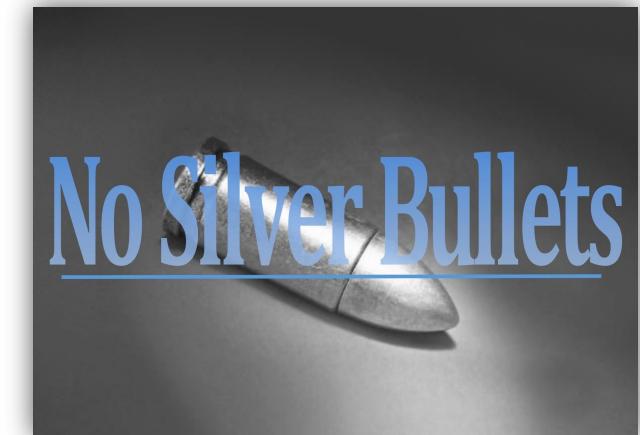


A yellow circular graphic with a white border and a blue pushpin with two blue heads pinned to its top left corner. The words "Instructional Resources" are written in black, hand-drawn style font across the center.

Instructional Resources

With What Resources?

- Foundational Reading Assessment K-2
- Lindamood Bell
- Reading Inventory
- Scholastic Guided Readers
- Concise Curriculum
- Studies Weekly
- ReadyGEN
- IREAD
- System 44
- Read 180
- Headsprout
- Differentiated Instruction Boxes
- A plethora of teacher and school level developed resources



The Literacy Block is Sacred

- This block is for direct instruction in phonics, reading, and writing.
- While we understand things happen (kids get behind when they are out, the math lesson may need to be extended, etc.) the literacy block is not the appropriate time to complete these types of tasks.
- Remember that we are trying to maximize the minutes of direct instruction for every child.

