

Literacy Instruction At-a-Glance
2-2 ½ hours uninterrupted instruction

Reading

Reading Workshop (daily)	Mini-lesson	Whole Group	<ul style="list-style-type: none"> • Focused on strategies • Grade level standards • Brief explicit instruction
	Independent Student Work time	Individual/ Small Group	<ul style="list-style-type: none"> • Independent reading <ul style="list-style-type: none"> ➢ Conferring with readers ➢ Student book choice ➢ Independent level • Guided reading (4-6 students) <ul style="list-style-type: none"> ➢ Provide explicit instruction of strategic actions (use of lesson plan templates) ➢ Teacher book choice based on students' needs and interests ➢ Instructional level
	Share Time	Whole/ Small/ Partners	<ul style="list-style-type: none"> • Reflect/share/discuss their reading
Read Aloud/ Interactive Read Aloud (may take place during reading mini-lesson, writing mini-lesson, science, or social studies)		Whole Group	<ul style="list-style-type: none"> • Model fluent reading • Comprehension conversations
Shared Reading (may take place during reading mini-lesson, writing mini-lesson, science, or social studies)		Whole Group	<ul style="list-style-type: none"> • Teacher models the reading of a text that is visible to students • Students share in the reading
Word Study (daily)		Small Group	<ul style="list-style-type: none"> • Examine words to discover the regularities, patterns, and conventions needed to read and spell (differentiated) <ul style="list-style-type: none"> ➢ Word sorts ➢ Word hunts ➢ Word study notebooks
Formative Assessments/Monitoring (to inform instruction)		Individual	<ul style="list-style-type: none"> • Running Records • Conferring notes • Anecdotal notes • Reading response • Spelling inventory
Summative Assessment		Individual	<ul style="list-style-type: none"> • Fountas & Pinnell • MAP

Writing

Writing Workshop Units of Study (daily)	Mini-lesson	Whole Group	<ul style="list-style-type: none"> Focused on strategies Grade level standards Brief explicit instruction on the writing process
	Independent Student Work time	Individual/ Small Group	<ul style="list-style-type: none"> Independent writing <ul style="list-style-type: none"> ➤ Conferring with individual and/or groups of writers to provide formative feedback ➤ Student choice within the unit
	Share Time	Whole/ Small/ Partners	<ul style="list-style-type: none"> Reflect/share/discuss their writing
Interactive Writing (Primary grades)		Whole/Small Group	<ul style="list-style-type: none"> Collaborative composing and sharing the pen
Shared Writing (Primary grades)		Whole/Small Group	<ul style="list-style-type: none"> Collaborative composing with the teacher serving as the scribe
Formative Assessments/Monitoring (to inform instruction)		Individual	<ul style="list-style-type: none"> Conferring notes Anecdotal notes On-demand writing performance (pre) Writing rubrics
Summative Assessment			<ul style="list-style-type: none"> On-demand writing performance (post)