

Educating the Future!



Midland Independent School District

**Comprehensive Literacy
Framework
K-2**

The goal of Midland Independent School District is to provide an environment in which every child will become a literate, life-long learner. This Comprehensive Literacy Framework provides all teachers with a guide for delivering effective, literacy instruction. The components of this framework are the elements of a balanced literacy program designed to be utilized in any classroom setting such as bilingual, dual language or monolingual English.

**Components of Balanced Literacy
K-2**

Whole Class Instruction

Interactive Read-Aloud

The teacher reads a story aloud and invites thinking before, during, and after the reading to help children deepen their understanding and develop the ability to talk with one another about texts. The text is carefully selected to match an instructional focus to the standards. (TEKS)

Shared/Interactive Writing

The teacher acts as scribe as he/she guides children in composing and then reading a text. As the teacher writes, he/she may draw children's attention to specific aspects of print, including letters and sounds. Shared writing becomes interactive writing when the teacher invites children to "share the pen" in writing the text.

Shared Reading

The teacher and children read a text in unison, talk about the meaning, and attend to aspects of text such as directionality, voice-print match, punctuation, letter-sound relationships, or parts within words. Children have the opportunity to behave like readers with the teacher's support.

Reading Mini-lesson/Individual Work/Group Share

The teacher provides a brief, explicit lesson on a particular aspect of reading. Often texts that have previously been read aloud are used as examples. The mini-lesson is usually followed by small-group work (such as guided reading, literature discussion, or literacy centers) and independent reading. Children then share what they have learned.

Writing Mini-lesson/Individual Work/Group

The teacher provides a brief, explicit lesson on a particular aspect of writing. Often texts that have been previously read aloud are used as mentor texts. After the lesson, children work on their own pieces and then share their writing.

Phonics/Spelling Mini-lesson/Individual Work/Group Share

The teacher provides a concise, explicit lesson on a principle related to letters, sounds, and words: phonemic awareness, letters, letter-sound relationships, high-frequency words, vocabulary, spelling patterns, word structure, or ways of solving words. The mini-lesson is followed by an application activity in which children individually apply what they have learned and then by a group share.

Small-Group Instruction

Guided Reading

The teacher works with a small group of children who have similar enough needs that they can be taught together. From a series of texts organized by level of difficulty, the teacher selects a book that the children can read with support. The teacher provides explicit instruction to help the children read the text proficiently and at the same time learn more about the reading process. The children are reading the text on their own. Guided reading usually includes several minutes of explicit word work at the end of the lesson.

Book Clubs

Children read or listen to a book being read and meet in small heterogeneous groups to discuss the book with one another. The teacher demonstrates how to think and talk about books and supports the children's discussion.

Guided Writing

The teacher brings together a small group of children, all of whom need to attend to a particular aspect of writing, and provides a specific lesson that they can use to improve their writing. The goal is to have children apply the learning to their own writing.

Individual Instruction

Individual Interactions During Guided Reading

After introducing the book, the teacher listens to individuals in the group as they read the text for themselves softly or silently. On-the-spot assessment may prompt a powerful teaching interaction; alternately, the teacher may have in mind specific instruction to help the student in a previously identified area.

Reading Conferences During Independent Reading

As children are reading self-selected books independently (from boxes of books the teacher has prepared or from author, series, genre, or content collections in the classroom library), the teacher engages them in brief interactions that support the student's comprehension, word solving, and other reading strategies.

Writing Conferences During The Writing Workshop

As children work on their writing, the teacher conducts conferences with individuals. The conference may focus on any aspect of writing that is relevant to the student's work.

Word Study Applications

An independent hands-on activity (such as sorting words or letters, matching letters and sounds, playing a word game) takes place after a word study mini-lesson and helps the children apply what they are learning. They may work as individuals, with a partner, or in small groups. The teacher may conduct brief individual interactions during this time to reinforce and extend learning.

Independent Reading

Students independently read a variety of texts and prepare periodic written responses. The teacher provides daily mini-lessons and confers with individuals to support and assess reading as well as teach to individual needs. The reading is usually followed by a form of sharing and evaluation.

Literacy Centers

Teachers of young children have them engage in meaningful, productive work at literacy centers. Centers can greatly enhance young children's literacy opportunities by providing the following:

1) experiences with reading or responding to poetry 2) opportunities to listen to audio recordings of texts 3) further work with letters, sounds, and words 4) more independent reading (and re-reading) of texts 5) more opportunities to write about reading or content-area learning 6) chances to respond to or interpret texts through art and drama. When creating literacy centers, teachers must keep these types of activities in mind.

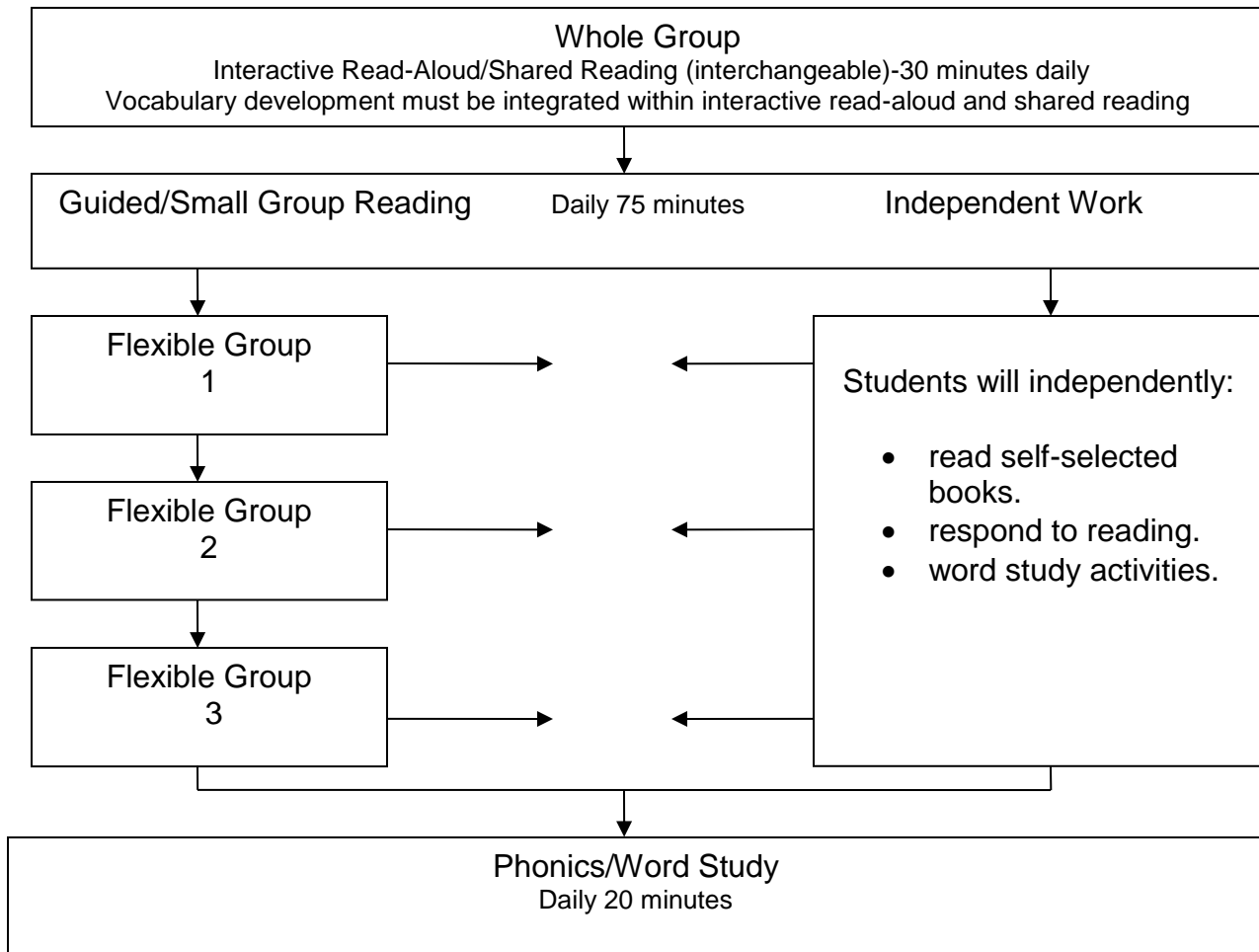
Handwriting/Grammar/Writing

The writer's handwriting must be legible. Effective handwriting increases writing fluency and ease, so the writer can give more attention to the message. The writing process is recursive; the components take place roughly in order, but at any point in the process the writer can and will use any or all of the components. The four key phases are: rehearsing or planning, drafting and revising, editing and proofreading, and publishing. Two overarching categories that pervade the entire process are sketching and drawing and viewing self as a writer. The teacher models the conventions of writing during shared/interactive writing, writing mini-lessons, guided writing, and process writing.

Fountas & Pinnell, 2008

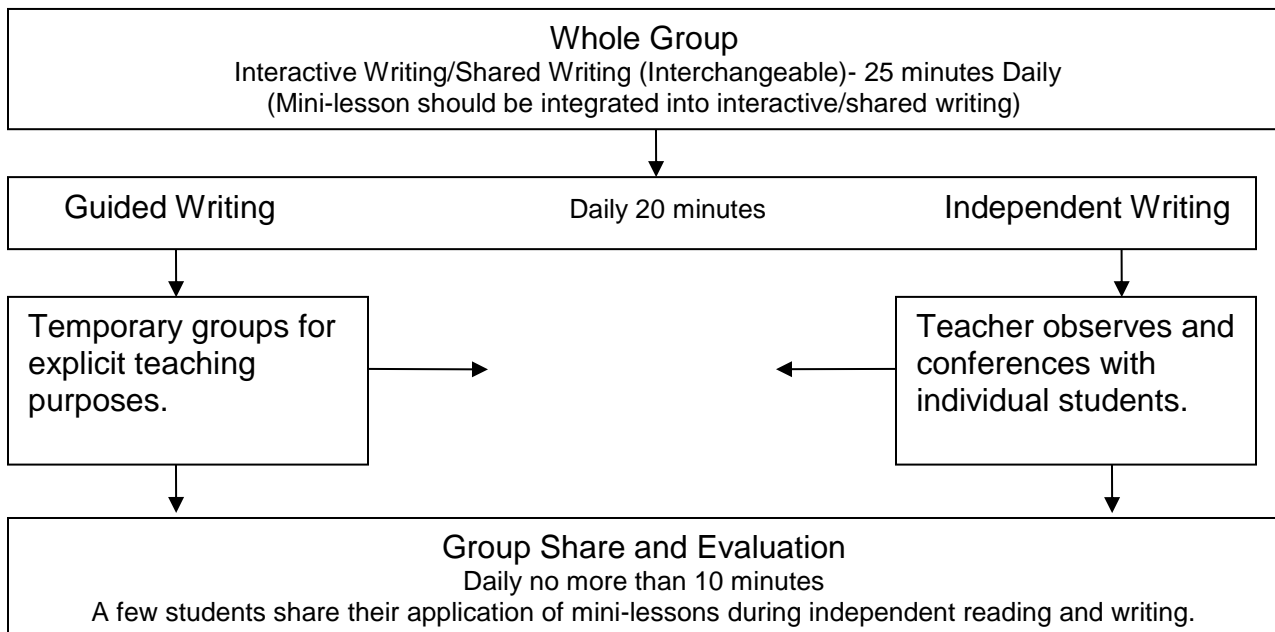
Kindergarten Reading Workshop

Daily 125 minutes



Writing Workshop

Daily 45 minutes

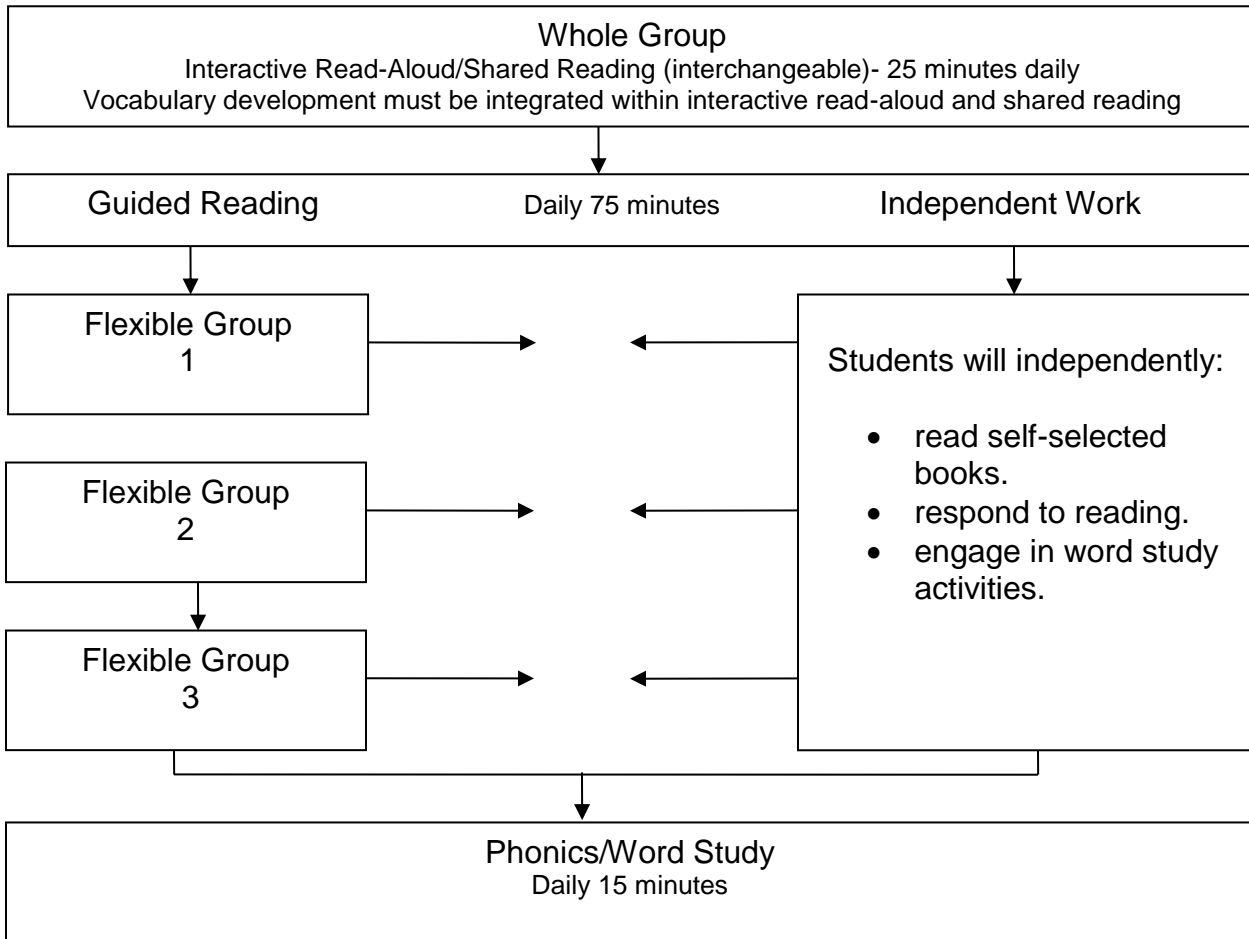


Kindergarten Progress Measures

- The classroom teacher must give the MISD Kindergarten Screener to all students during the designated time frame.
- Within the first three weeks of school, teachers must gather data to place students into groups. The MISD Kindergarten Screener as well as anecdotal notes can be used to place students into small groups. This is also the time to get classroom organization, routines, and quality independent time established. Many kindergarten students will be in small group instruction. Any students reading level A must be in a guided reading group.
- Once a child is in a guided reading group, a running record will be taken and analyzed on each child every week. This information will be used to drive instruction and will be kept in an organized way by the classroom teacher. Yesterday's new book is a good choice for the running record.
- Anecdotal notes for every child will be on-going during small group instruction or guided reading group instruction. These notes will be used to drive instruction and will be kept in an organized way by the classroom teacher.
- The Unit Assessments will include Reading, Writing, and Phonics/Word Study.
- SEL/Tejas Lee will be administered by the classroom teacher according to the guidelines. Results must be analyzed and intervention activities will be provided for students who are not developed on all tasks. Tejas LEE results will be posted on DMAC by the classroom teacher.
- The Fountas & Pinnell Benchmark assessment will be administered by the trained classroom teacher at mid-year for students who are reading, and at the end of the year to all students. If a child cannot read level A at mid-year or at the end of the year, the classroom teacher must give the Observation Survey or the Instrumento de Observación. Results will be posted and turned in to their administrator.
- A high frequency word list (provided by the district) will be administered at the end of each six weeks and attached to the report card (English only).
- Teachers will conduct two parent conferences (1 per semester) to communicate with parents about the progress of literacy growth.
- The Kindergarten report card will be distributed to parents at the end of each six weeks.

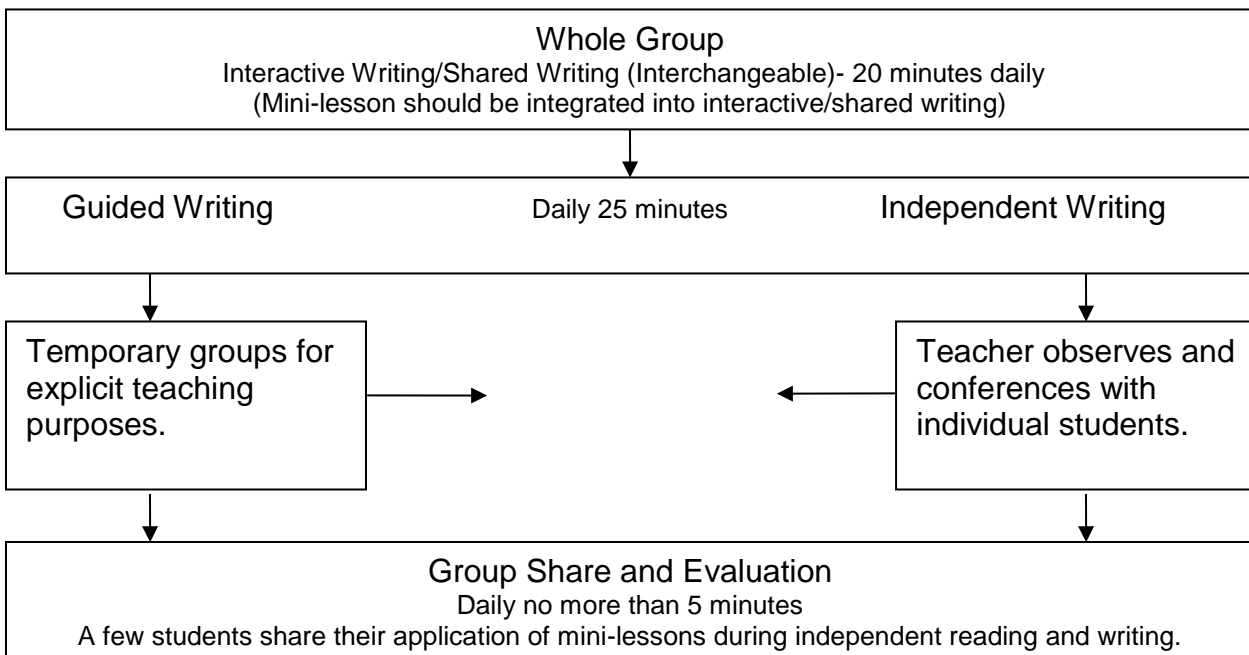
First Grade Reading Workshop

Daily 115 minutes



Writing Workshop

Daily 45 minutes



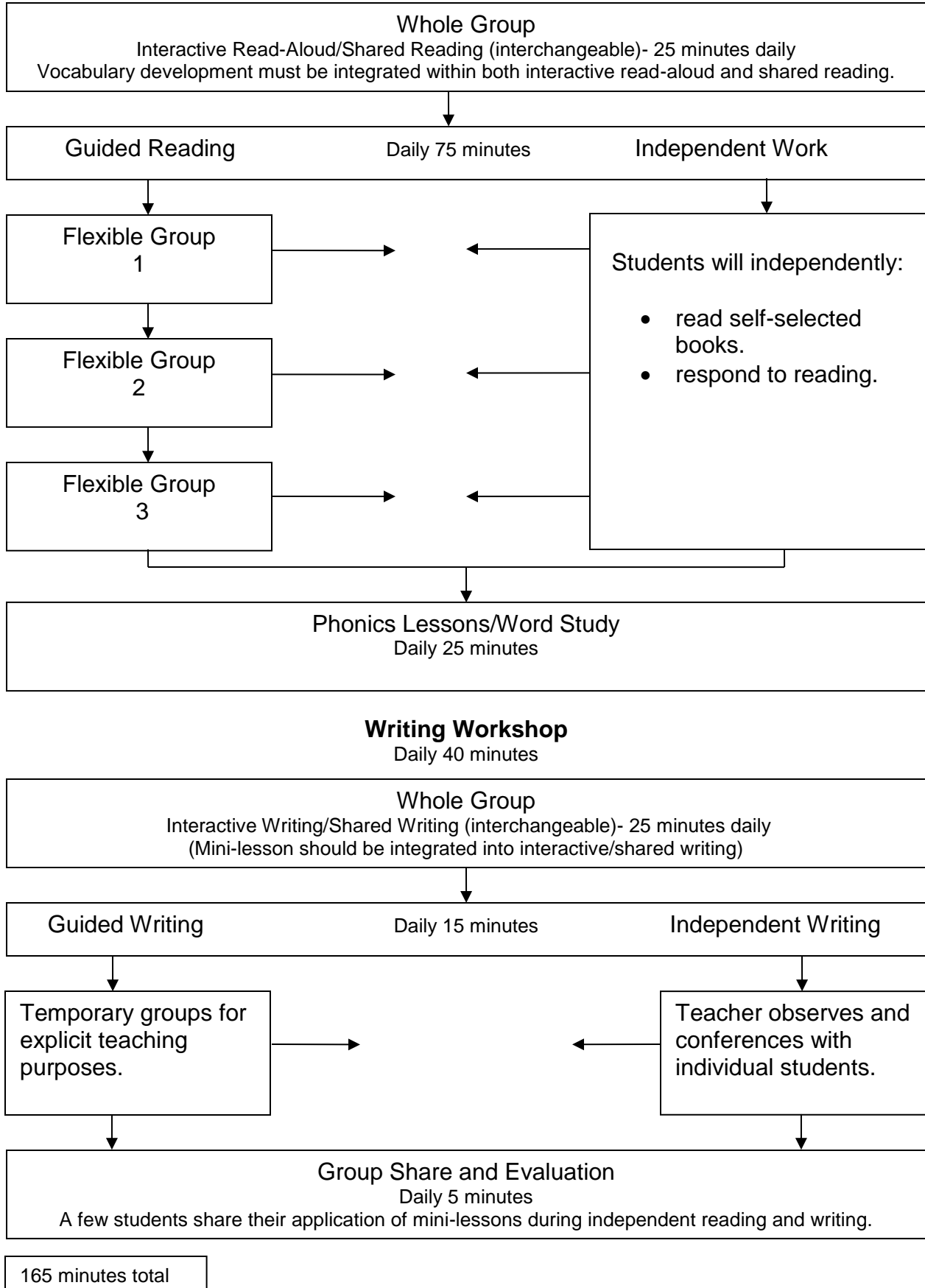
165 minutes total

First Grade Progress Measures

- If a student is new or has not been given the Fountas & Pinnell then the trained classroom teacher will assess those students in the appropriate language within the first 3 weeks of school. This is a must because the information is necessary for their reading instruction and the placement in groups.
- Within the first three weeks of school, teachers must gather data and use that data to place students into guided reading groups according to Fountas & Pinnell testing. The assessment guide and the data management CD will be used to organize groups. This is also the time to get classroom organization, routines, and quality independent time established.
- A running record will be taken and analyzed weekly for every child. This information will be used to drive instruction and will be kept in an organized way by the classroom teacher. Yesterday's new book is a good choice for the running record.
- Anecdotal notes for every child will be on-going during small group instruction or guided reading group instruction. These notes will be used to drive instruction and will be kept in an organized way by the classroom teacher.
- The Unit Assessments will include Reading, Writing, and Phonics/Word Study.
- SEL/Tejas Lee will be administered by the classroom teacher according to the guidelines. Results will be analyzed and intervention activities must be used for tasks that are not developed. Results will be posted on DMAC.
- Fountas & Pinnell will be administered 3 times per year for new students and 2 times per year for returning students. Results will be recorded and turned in to the administrator.
- The First Grade Report Card will be distributed to parents every six weeks.

Second Grade Reading Workshop

Daily 110 minutes



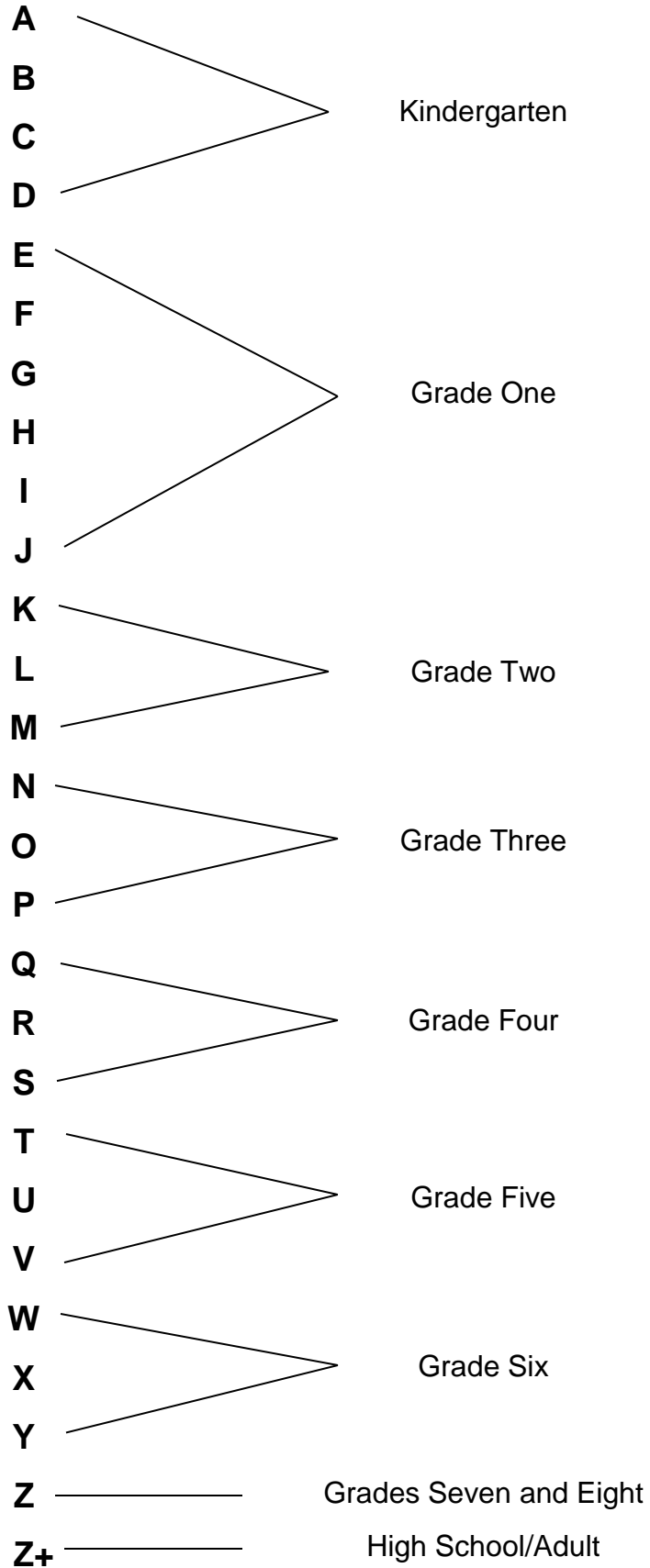
Second Grade Progress Measures

- If a student is new or has not been given the Fountas & Pinnell, then the trained classroom teacher will assess those students in the appropriate language within the first 3 weeks of school. This is a must because the information is necessary for their reading instruction and the placement in groups.
- Within the first three weeks of school, teachers must gather data to place students into guided reading groups according to the Fountas & Pinnell testing. The assessment guide and the data management CD will be used to organize groups. This is also the time to get classroom organization, routines, and quality independent time established.
- A running record will be taken and analyzed weekly for any students reading below the grade level target and bi-weekly for other students. The information gained from this will be used to drive instruction and will be kept in an organized way by the classroom teacher. Yesterday's new book is a good choice for the running record.
- Anecdotal notes for every child will be on-going during small group instruction or guided reading group instruction. These notes will be used to drive instruction and will be kept in an organized way by the classroom teacher.
- The Unit Assessments will include Reading and Writing.
- SEL/Tejas Lee will be administered by the classroom teacher according to the guidelines. Results must be analyzed and intervention must be provided. Tejas LEE results will be posted on DMAC.
- Fountas & Pinnell will be administered 3 times per year for new students and 2 times per year for returning students. Results will be posted and turned in to the campus administrator.
- The second grade report card will be distributed to parents every six weeks.

TEXT GRADIENT

FOUNTAS & PINNELL
LEVELS

GRADE LEVEL
GOALS



Building an Effective Reading Process Over Time

Emergent Readers (Levels A-B)	Early Readers (Levels B-H)	Transitional Readers (Levels H-M)	Self-Extending Readers (Levels M-R)	Advanced Readers (Levels R-Y)
<ul style="list-style-type: none"> ◆ Become aware of print. ◆ Read orally, matching word by word. ◆ Use meaning and language in simple texts. ◆ Hear sounds in words. ◆ Recognize name and some letters. ◆ Use information from pictures. ◆ Connect words with names. ◆ Notice and use spaces between words. ◆ Read orally. ◆ Match one spoken word to one printed word while reading 1 or 2 lines of text. ◆ Use spaces and some visual information to check on reading. ◆ Know names of some alphabet letters. ◆ Know some letter-sound relationships. ◆ Read left to right. ◆ Recognize a few high frequency words. 	<ul style="list-style-type: none"> ◆ Know names of most alphabet letters and many letters-sound relationships. ◆ Use letter-sound information along with meaning and language to solve words. ◆ Read without pointing. ◆ Read orally and begin to read silently. ◆ Read fluently with phrasing on easy texts; use the punctuation. ◆ Recognize most easy, high frequency words. ◆ Check to be sure reading makes sense, sounds right, looks right. ◆ Check one source of information against another to solve problems. ◆ Use information from pictures as added information while reading print. 	<ul style="list-style-type: none"> ◆ Read silently most of the time. ◆ Have a large core of known words that are recognized automatically. ◆ Use multiple sources of information while reading for meaning. ◆ Integrate sources of information such as letter-sound relationships, meaning, and language structure. ◆ Consistently check to be sure all sources of information fit. ◆ Do not rely on illustrations but notice them to gain additional meaning. ◆ Understand, interprets, and use illustrations in informational text. ◆ Know how to read differently in some different genres. ◆ Have flexible ways of problem-solving words, including analysis of letter-sound relationships and visual patterns. ◆ Read with phrasing and fluency at appropriate levels. 	<ul style="list-style-type: none"> ◆ Read silently; read fluently when reading aloud. ◆ Use all sources of information flexibly in a smoothly orchestrated way. ◆ Sustain reading over texts with many pages that require reading over several days or weeks. ◆ Enjoy illustrations and gain additional meaning from them as they interpret texts. ◆ Interpret and use information from a wide variety of visual aids in expository texts. ◆ Analyze words in flexible ways and make excellent attempts at new, multi-syllable words. ◆ Have systems for learning more about the reading process as they read so that they build skills simply by encountering many different kinds of texts with a variety of new words. ◆ Are in a continuous process of building background knowledge and realize that they need to bring their knowledge to their reading. ◆ Become absorbed in books. ◆ Begin to identify with characters in books and see themselves in the events of the stories. ◆ Connect texts with previous texts read. 	<ul style="list-style-type: none"> ◆ Read silently; read fluently when reading aloud. ◆ Effectively use their understanding of how words work; employ a wide range of word solving strategies, including analogy to known words, word roots, base words, and affixes. ◆ Acquire new vocabulary through reading. ◆ Use reading as a tool for learning in content areas. ◆ Constantly develop new strategies and new knowledge of texts as they encounter greater variety. ◆ Develop favorite topics and authors that form the basis of life-long reading preferences. ◆ Actively work to connect texts for greater understanding and finer interpretations of texts. ◆ Consistently go beyond the text read to form their own interpretations and apply understandings in other areas. ◆ Sustain interest and understanding over long texts and read over extended periods of time. ◆ Notice and comment on aspects of the writer's craft. ◆ Read to explore themselves as well as philosophical and social issues.
<i>Texts: Simple stories with 1-2 lines.</i>	<i>Texts: Longer books with high frequency words and supportive illustrations.</i>	<i>Texts: Texts with many lines of print books organized into short chapters; more difficult picture books; wider variety of genre.</i>	<i>Texts: Wide reading of a variety of long and short texts; variety of genre.</i>	<i>Texts: Wide reading of a variety of genre and for a range of purpose.</i>
Approximate Grades: K-1	1-2	2-3	3-4	4-6

Source: Fountas, I., Pinnell, G. *Guiding Readers and Writers*, 2001. Heinemann: Portsmouth, NH. (pg.8)

Four Kinds of Reading / Four Levels of Support

Four Kinds of Reading	Levels of Support	Materials
<u>Interactive Read-Aloud</u> <ul style="list-style-type: none">• The teacher selects and reads a book or other text to the children. Texts rich in meaning or language and class favorites are read again and again, and are used as a base for other activities.	<ul style="list-style-type: none">• Teacher provides full support for children to access the text.• Children respond to pictures, meaning, and language.• They may join in but usually do not focus on features of print.	<ul style="list-style-type: none">• Individual book for teacher.
<u>Shared Reading</u> <ul style="list-style-type: none">• The teacher introduces and reads an enlarged text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison.	<ul style="list-style-type: none">• Teacher provides high level of support.• There is some group problem solving and a lot of conversation about the meaning of the story.• Readers support each other.	<ul style="list-style-type: none">• Large-print charts.• Big books.• Individual copies.• Easel.• Pointers.
<u>Guided Reading</u> <ul style="list-style-type: none">• The teacher selects and introduces a new text.• Children read the whole text to themselves.	<ul style="list-style-type: none">• Some teacher support is needed.• Reader problem-solves a new text in a way that is mostly independent.	<ul style="list-style-type: none">• Individual books.• Easel and chart paper.
<u>Independent Reading</u> <ul style="list-style-type: none">• The children read to themselves or with partners.	<ul style="list-style-type: none">• Little or no teacher support is needed.• The reader independently solves problems while reading for meaning.	<ul style="list-style-type: none">• Big and little books.• Large-print charts.• Writing displayed in the room.• Classroom library.• Pointers.

Source: Fountas, I., Pinnell, G. *Guided Reading: Good First Teaching for All Children*. 1996. Heinemann: Portsmouth, NH. (pg. 27)

Interactive Read-Aloud

Lectura interactiva en voz alta

K-2

Whole group setting

What is Interactive Read-Aloud?

The teacher reads a story aloud, a minimum of 2-3 times weekly, and invites thinking before, during and after the reading to help children deepen their understanding and develop their ability to talk with one another about texts. The text is carefully selected to match an instructional focus to the standards (TEKS).

What is the purpose of Interactive Read-Aloud?

Interactive read-aloud assures that all students are actively engaged in thinking and talking about ideas in text. All skills and strategies must be introduced to the whole group through interactive read-aloud. Through interactive read-aloud teachers will model, by thinking aloud, how to process text, and organize thinking. During this time the teacher may also introduce new vocabulary. All students will benefit from the content area vocabulary presented through non-fiction text (science/social studies). Introducing new vocabulary is especially important for ELL students regardless of whether the text is fiction or non-fiction.

Selecting Materials for Interactive Read-Aloud

Determine the focus of the interactive read-aloud based upon the needs of the students. Select a text that offers opportunities for students to practice the focus skill or strategy. Text selections may include:

- Picture books (fiction and nonfiction)

- Chapter books
- Magazines
- Articles
- Journals
- Etc...

Choose a variety of genres and styles of text, with at least half being nonfiction (informational text).

How to do an Interactive Read-Aloud

Interactive read-aloud requires highly intentional teaching. In order to have an effective interactive read-aloud the teacher must:

- Plan with books selected and often sequenced for particular purposes
- Prepare for learning opportunities that have been identified before reading, but leave room for surprises and spontaneous discussion
- Elicit responses from students using *within, beyond, and about question stems*
- Connect across instructional contexts

Components of an Interactive Read-Aloud

Selection of a Text for an Interactive Read-Aloud

Select books to read aloud for purposes that vary according to the curriculum, the type of texts, and your own goals for your particular group of students. Those goals might include:

- Texts that highlight language to
 - engage in rhythm, rhyme and humor
 - enjoy sounds of language and expand vocabulary
- Poetic texts
- Texts that connect to children's lives
- Texts that reflect our diverse world
- Texts to learn more about genres
- Texts to expand thinking
- Texts that would support a particular skill or strategy

Preparation for an Interactive Read-Aloud

The teacher must read the selected book ahead of time, thinking about the students' previous literary experiences. It is **very** important for the teacher to be familiar and think about the text in order to provide a **planned lesson with a teaching focus**, creating the best learning opportunities the book might offer the students.

The teacher might:

- Jot down page numbers or mark a **few** places with sticky notes, creating planned points of teaching opportunities for brief text talk during the reading. A **few** targeted or spontaneous stops will enrich the learning experience. These brief dialogues can have great instructional value. The teacher will not want to stop so often that you interrupt students' comprehension or engagement with the story
- Demonstrate personal connections or feelings about something being said. The teachers own engagement as a reader provides a model for students

Setting for an Interactive Read-Aloud

Some key factors in a successful setting for interactive read-aloud are:

- Students are comfortably seated. (i.e. on the floor close to the teacher)
- Everyone can hear easily and see anything in the text the teacher decides to show.
- Students are sitting next to appropriate, teacher-selected partners so they can "turn and talk" (engage in meaningful discussion about the text).

Opening/Introduction for an Interactive Read-Aloud

The teacher's first words will engage the students' interest and activate thinking in various ways. The opening or introduction sets the tone for the lesson and should not be the same every time. The opening communicates expectations and **sets the purpose/focus** for active listening.

The teacher might (depending on the focus of the lesson):

- Prompt children to anticipate a book by a favorite author
- Invite personal connections
- Provide important background knowledge
- Draw attention to the genre

- Prompt predictions based on the title
- Ask children to make connections to a previously read text
- Raise questions to spark curiosity
- Etc...

Reading the Text:

- While reading the text, the teacher's voice and nonverbal actions will bring a text to life. It is important that the teacher is very familiar with the text in order to bring about the author's message appropriately and effectively.
- During this time the teacher will engage with the students in conversation about the text. The teacher must guide the conversations according to the needs of the children and the focus of the lesson. It is important to avoid *beating the text to death*. If not, the students will become disinterested and disengaged. A few brief planned pauses for quick interaction can greatly enliven a read aloud lesson and lift the student's learning.

Discussion and Self-Evaluation:

The teacher will need to wrap up the discussion in a meaningful way and prompt students to evaluate their participation in the read-aloud.

The students might:

- Reflect on the meaning of the text
- Draw out significant events or people and compare what they know now to what they thought earlier.
- The teacher should always close the lesson emphasizing that the purpose of interactive read-aloud is to give the students *good readers'* strategies that can be applied independently
- The book should then be placed in the classroom library to allow students an opportunity to reread the book independently.

Roles in Interactive Read-Aloud

	TEACHER'S ROLE	STUDENT'S ROLE
Before the Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Knows the students' backgrounds, strengths, and interests. <input type="checkbox"/> Selects a wonderful book, article, or poem or invites the students to make a selection from several possibilities. <input type="checkbox"/> Reads the text, thinking about phrasing and expression. <input type="checkbox"/> Analyzes the text for points of inquiry and notes or marks a few places to remember. <input type="checkbox"/> Establishes a physical environment that ensures all students can see and hear. 	<ul style="list-style-type: none"> <input type="checkbox"/> May select a text from a group suggested by the teacher. <input type="checkbox"/> Anticipate thinking and talking about a text. <input type="checkbox"/> Activate background knowledge (content and literary) in anticipation of hearing a text.
During the Reading	<ul style="list-style-type: none"> <input type="checkbox"/> May address the cover, end pages, dedication, book jacket, author information, or publication date. <input type="checkbox"/> Reads the text with appropriate phrasing, intonation, and expression. <input type="checkbox"/> Expands children's understanding by facilitating new and varied interpretations. <input type="checkbox"/> Engages in a few brief, genuine conversations about the text or illustrations. <input type="checkbox"/> Activates students' thinking and elicits their comments. <input type="checkbox"/> Stops occasionally to define or highlight unusual or difficult words. <input type="checkbox"/> Builds on children's comments, predictions, questions, or wonderings. <input type="checkbox"/> Poses genuine questions and makes comments and predictions. <input type="checkbox"/> Relates the text to other texts. <input type="checkbox"/> Comments on language or vocabulary as appropriate without interrupting the reading too much. <input type="checkbox"/> Draws attention to the writer's craft. 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen intently. <input type="checkbox"/> Actively think about the text. <input type="checkbox"/> Talk about thinking in twos, threes, fours, or with the whole group. <input type="checkbox"/> Respect one another's ideas. <input type="checkbox"/> Pose questions or wonderings. <input type="checkbox"/> Make comments and build on the comments of others. <input type="checkbox"/> Read to the content in the text. <input type="checkbox"/> Connect the text to their own life experiences or to those of people they know. <input type="checkbox"/> Notice language or vocabulary. <input type="checkbox"/> Relate the text to other texts. <input type="checkbox"/> Notice and comment on the writer's craft.
After the Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitates student talk. <input type="checkbox"/> Invites discussion of the overall meaning of the text. <input type="checkbox"/> Reflects on the writer's craft. <input type="checkbox"/> Links the text to other texts. <input type="checkbox"/> May reread a section or the ending. <input type="checkbox"/> Evaluates the quality of thinking around the text. <input type="checkbox"/> List books read on a large chart to create a reminder of shared experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Respond to the meaning of the whole text. <input type="checkbox"/> Look for deeper meaning or themes. <input type="checkbox"/> Reflect on the writer's craft. <input type="checkbox"/> Link the text to other texts. <input type="checkbox"/> Suggest further texts to read. <input type="checkbox"/> Sketch or write responses to the text.

Source: Fountas, I., Pinnell, G. *Teaching for Comprehending and Fluency*, 2006. Heinemann: Portsmouth, NH. (pg.221)

Guidelines for Selecting Texts for Interactive Read-Aloud

- Look for texts that you know your students will love (funny, exciting, connected to their experiences, able to extend their thinking).
- Select texts appropriate to the age and interests of your students.
- Select texts that are of high quality (award winners, excellent authors, high-quality illustrations).
- Plan selections so that you present a variety of cultures; help students see things from different perspectives.
- Choose texts that help students understand how people have responded to life's challenges.
- Consider books on the significant issues in the age group—peer pressure, friendship, families, honesty, racism, competition.
- Especially for younger readers, select texts that help them enjoy language—rhythm, rhyme, repetition.
- Select different versions of the same story to help students make comparisons.
- Evaluate texts to be sure the ideas and concepts can be understood by your students.
- Plan selections to appeal to both boys and girls.
- Mix and connect fiction and nonfiction.
- Repeat some texts that have been loved by former students.
- Vary genres so that students listen to many different kinds of texts—articles, poems, fiction, informational texts.
- Select informational texts even if they are long; you can read some interesting parts aloud and leave the book for students to peruse on their own.
- Choose texts that will help students reflect on their own lives.
- Select texts that build on one another in various ways (sequels, themes, authors, illustrators, topics, settings, structure).
- Link selections in ways that will help students learn something about how texts work.
- Select books that provide good foundations for minilessons in reading and writing.
- Consider the curriculum demands of your district; for example, link texts with social studies, science, or the core literature program.
- Select several texts that help listeners learn from an author's style or craft.
- Select texts that develop artistic appreciation.
- Select fiction and nonfiction texts on the same general topics.
- Consider "text sets" that are connected in various ways—theme, structure, time period, issues, series, author, illustrator, and genre.

Source: Fountas, I., Pinnell, G. *Teaching for Comprehending and Fluency*, 2006. Heinemann: Portsmouth, NH. (pg.224)

Shared Reading

Lectura compartida

K-2

Whole group setting

What is Shared Reading?

The teacher and children read a shared text, a minimum of 2-3 times weekly and talk about the meaning, and attend to aspects of text such as directionality, voice-print match, punctuation, letter-sound relationships or parts within words. Each student has a copy of the same text, or an enlarged text (such as a big book) is displayed in a way that all students have access to the print. Children have the opportunity to behave like readers with the teachers support.

What is the purpose of Shared Reading?

The students will develop an understanding of the flow of language in a variety of genres and concepts about print (see appendix A) and how it works. Shared Reading is a foundation for shared writing.

Selecting Materials for Shared Reading

- Poetry *
- Big Books
- Nursery Rhymes *
- Songs *
- Content area text (science/social studies)
- Shared/Interactive Writing
- Etc...

* Students must have access to the text through enlarged text on charts, overhead projector or individual copies.

How to do Shared Reading

Elements of Shared Reading

- **Introducing the text**
The teacher should give a brief introduction to arouse interest, provide important information to support students understanding of text and set a purpose for reading.
- **Modeling the reading**
On the first reading, the teacher should always model how fluent reading sounds. Set up a clear signal for when students should join in reading with you. With a very simple repetitive text, students may join in after several pages. With more complex texts students may need to hear the entire text read first.
- **Re-reading**
After 1-2 readings children can join the teacher in reading the whole text or parts of it. Use some variations to maintain engagement and interest. Some variations include: have students read certain character roles, split the class and have students alternate pages. In text with stretches of dialogue students read dialogue, teacher reads narration. This enables children to learn new vocabulary and visual features of text.
- **Discussing the text**
Discussion is essential. You may pre-plan a couple of stopping points to discuss interesting words or ideas or you may choose to discuss after the reading.
- **Teaching Points**
After the reading make a few explicit teaching points directed at some aspect of the reading process, such as identifying words/word parts, making predictions/inferences, demonstrate problem-solving strategies etc... Re-read the text many times, as long as the reading remains enjoyable, selecting different teaching points each time.

- The book should then be placed in the classroom library to allow students an opportunity to reread the book independently.

Elements of a Shared Reading Lesson

ELEMENT	DESCRIPTION	OPPORTUNITIES FOR TEACHING AND LEARNING
Introducing the Text	The teacher piques the students' interest in the text with a brief opening statement that involves them in some conversation.	<ul style="list-style-type: none"> • Prompt children to make connections. • Build background knowledge. • Use vocabulary in conversation. • Provide important information about setting or characters. • Connect to other texts. • Set the children up to anticipate the meaning of the text.
Modeling the Reading of the Text	The teacher reads the text expressively to the children while pointing to the words. Sometimes the teacher pauses so readers can think about how to solve specific problems.	<ul style="list-style-type: none"> • Demonstrate fluency and phrasing. • Demonstrate interpretation of the text. • Pause for problem-solving opportunities. • Talk about what to notice about print or punctuation. • Show how to check on yourself as a reader. • Show how to take a word apart.
Reading the Text Together	The children and teacher read the text in unison, with variations for different purposes.	<ul style="list-style-type: none"> • Prompt children to track print, first word-by-word and then in phrases. • Support children in reading with fluency and phrasing. • Prompt children to attend to punctuation. • Encourage children to read with expression related to the meaning of the text.
Discussing the Text	The children and teacher discuss the meaning of the text.	<ul style="list-style-type: none"> • Help children remember and summarize important information. • Help children infer characters' motivations. • Help children notice the language or story structure. • Invite children to form opinions about the text.
Teaching Points	The teacher makes specific teaching points related to the reading process; often specific pages are revisited.	<ul style="list-style-type: none"> • Demonstrate or reinforce any aspect of a strategic processing system. • Revisit pages of the text to show how to solve words, make inferences, make connections, make predictions, notice and synthesize new information, analyze the text, criticize the text.

Source: Fountas, I., Pinnell, G. *Teaching for Comprehending and Fluency*, 2006. Heinemann: Portsmouth, NH. (pg.313).

Roles in Shared Reading

	TEACHER'S ROLE	STUDENT'S ROLE
Before the Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Select and appropriate text for the age group and experience level. <input type="checkbox"/> Ensure the print can be seen clearly (large print, chart, book, or projected images). <input type="checkbox"/> Provide a brief introduction to the text, type, and author. <input type="checkbox"/> Build interest in the text. <input type="checkbox"/> Elicit background or related literary knowledge. <input type="checkbox"/> Encourage predictions. <input type="checkbox"/> Link the text to other texts as appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively respond to the introduction. <input type="checkbox"/> Anticipate the text. <input type="checkbox"/> If a rereading, remember something about the text to use in shared reading.
During the Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Model/demonstrate the processing of the text. <input type="checkbox"/> Lead the students in processing on subsequent readings. <input type="checkbox"/> Model fluent, phrased reading with attention to punctuation. <input type="checkbox"/> Vary pointing according to the level of the group: <input type="checkbox"/> Point crisply to each word. <input type="checkbox"/> Slide pointer below each line of text. <input type="checkbox"/> Place pointer at the beginning of each line. <input type="checkbox"/> Do not point. <input type="checkbox"/> May pause briefly for teacher or student comments or predictions (at the word level, phrase level, or sentence level). 	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoy and understand the text. <input type="checkbox"/> Make brief comments or predictions at pauses. <input type="checkbox"/> Listen actively to the text or participate in reading part or all of the text. <input type="checkbox"/> Engage in the reading process, using the meaning, language, and print information. <input type="checkbox"/> Notice phrase units and punctuation. <input type="checkbox"/> Intentionally use the voice to reflect the meaning. <input type="checkbox"/> Stay in unison with other readers, following the teacher's guidance. <input type="checkbox"/> Gradually gain control of following the text without the teacher's precise pointing.
After the Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the meaning of the text. <input type="checkbox"/> Help readers notice the text structure or organization as appropriate. <input type="checkbox"/> Make teaching points related to letter/word analysis, fluency, language, comprehension, and writer's craft. <input type="checkbox"/> May revisit the text for close reading of a sentence or paragraph. <input type="checkbox"/> May use a whiteboard, Magnadoodle, or masking device to help readers attend to print features. 	<ul style="list-style-type: none"> <input type="checkbox"/> Think about and share comments about the text meaning. <input type="checkbox"/> Notice vocabulary and language. <input type="checkbox"/> Notice elements of the writer's craft. <input type="checkbox"/> May dramatize the text. <input type="checkbox"/> May engage in response through drawing or painting. <input type="checkbox"/> May reread the text independently. <input type="checkbox"/> May listen to a recorded version of the text at the listening center. <input type="checkbox"/>

Source: Fountas, I., Pinnell, G. *Teaching for Comprehending and Fluency*, 2006. Heinemann: Portsmouth, NH. (pg.314)

Word Study

Estudio de palabras

K-2

Whole group setting

What is word study?

Word study is a systematic approach that focuses on various aspects of phonics and spelling.

What is the purpose of word study?

The purpose of word study is to develop an understanding of spelling patterns and how words work. Fast recognition of high frequency words and common spelling patterns frees the student's mind to focus on meaning when reading. Word study helps facilitate fluent reading and writing.

How to teach word study

- Mini-lesson
A mini-lesson is a brief, clear demonstration of a principle, pattern or rule that students need to learn. Student writing will reveal the needs of the students which will drive your instructional plan. Refer to Phonics Lessons: Letters, Words and How They Work (Pinnell and Fountas 2003) and LEER Mas and Estrellita (in bilingual classrooms) for mini-lessons to support these needs. The students should be actively involved in creating anchor charts (see glossary) to be displayed in the classroom for future reference.
- Application of concept (**Application may take place during independent work within the guided reading block**)

Students will apply the mini-lesson concept by manipulating letters or words. The mini-lesson is followed by an activity in which students make their own discoveries relative to the particular principle.

- Forming words with magnetic letter to illustrate spelling patterns or word parts.
- Word sorting, to illustrate spelling principles and connect words by their meaning or how they sound or look.
- Searching for words in various categories
- Sharing and discussion of words and how they work
During the group share and evaluation time at the end of the guided reading block, students briefly share what they discovered during independent application time.

Spelling (as part of word study)

Today's research shows that spelling/word study instruction should provide exciting and creative opportunities for students to explore, make connections and apply what they discover in order to become proficient spellers.

Spelling is a form of word work that requires students to make connections and allows them to apply patterns and principles of how words work. Spelling should be directly related to the reading and writing students are doing every day in the classroom. Spelling lists can be derived in a variety of ways. One valuable tool for selecting spelling words/patterns for word study is through observation of student writing. When you notice that many students are making the same kinds of spelling errors, this should determine the focus for your instruction. These selected words form the basis for your spelling/word study list for the week. Place these words on an anchor chart and through a mini-lesson (see section on mini-lessons above), students and teacher may contribute additional words that follow the same pattern.

Guided Reading

Lectura guiada

K-2

Small Group setting
Daily

What is Guided Reading?

Guided reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency (Fountas and Pinnell, 2001)

What is the Purpose of Guided Reading?

The ultimate goal of Guided Reading is for students to receive explicit instruction that will help them expand their reading processing systems and to use independent reading strategies successfully.

Grouping Students

Small groups should be flexible in nature. Groups will be constantly changing based on the instructional needs of the students. Students can be grouped for instruction in a variety of ways, such as by

- Reading level
- A specific skill/comprehension strategy (predicting, inferring etc...)
- A specific reading behavior/strategy (self correcting errors, taking words apart during reading)

Students should never remain in the same group indefinitely. Anecdotal notes and running records will guide your decisions on forming groups.

Materials for Guided Reading

- Leveled books from Guided reading library (variety of genres)
- Leveled books from basal series
- Fountas and Pinnell *Prompting Guide 1*
- Magazines
- Articles
- Magnetic letters
- White board
- Easel
- Individual browsing boxes
- Ongoing evidence of learning notebook (running records, anecdotal notes- see glossary)

Kindergarten

How to teach Guided Reading?

There is a smooth transition from shared to guided reading as children reveal that they are on the verge of reading. (Fountas and Pinnell, 1996). Early in Kindergarten reading ability and readiness will vary widely. **Some** students will be ready for **Guided Reading**, others will need small group instruction before making the transition to reading. Small group instruction should begin when beginning of the year assessment is complete.

Small group instruction will consist of:

- shared reading of text
 - Oral language development
- Phonemic/phonological awareness activities (for examples see TPRI/Tejas Lee Intervention guide, LEER Mas) such as:
 - Rhyming
 - Separating onset/rime
 - Segmenting words
 - Substituting initial/final sound
 - Omitting initial/final sound

Possible resources for your reference include:

- *Intervention Activities Guide*, 2006. The University of Texas System and Texas Education Agency.
- *Phonemic Awareness in Young Children*, 1998. Adams, Marilyn, Foorman, B., Lundberg, I., Beeler, T. Paul H. Brooks Publishing. Baltimore, MD.
- *Phonics Lessons: Letters, Words and How They Work*, 2003. Pinnell, G., Fountas I., Heinemann, Portsmouth, NH.

Keeping **anecdotal notes**, records of student reading behaviors, is essential to determine when students are ready to transition into Guided Reading. See pages 55-56 in the Fountas and Pinnell Benchmark Assessment Guide for examples of anecdotal notes and pages 394-395 in the Benchmark Assessment Forms resource book for a list of observable reading behaviors.

Guided reading

Students are ready to make the transition to Guided Reading when teachers observe them independently using early reading behaviors such as:

- Matching one spoken word with one printed word
- Left to right directional movement across text
- Recognizes a few high frequency words
- Student says a word and predict its first letter before locating it
- Book handling skills/Concepts About Print (see appendix A)
- Understands that print contains message
- Linking sounds to printed letters

Planning for Guided Reading

- Plan a focus for the lesson based on observational notes of student reading behavior
- *Choose a text that allows readers to use what they know about reading and learn a little bit more, one that provides the right level of support and challenge for the reader's processing abilities* (Fountas and Pinnell, 2006). Text may be selected from the campus guided reading library or from the adopted reading series. Consider the following when selecting text:
 - Print layout and spacing
 - Background knowledge of content
 - Known and new high frequency words
 - Support provided by illustrations
 - Length
 - Familiarity of language and structure
 - Amount of new vocabulary
- Plan and write the introduction of the new text. *You will need to provide just enough information to ensure that the students will be able to problem-solve or process this slightly challenging text successfully* (Fountas and Pinnell, 2006). The introduction should be brief, no more than 2-3 minutes. The introduction will need to focus on the following:
 - Call attention to a few difficult words
 - Explain unfamiliar concepts or vocabulary

- Activate prior knowledge
- Locate a few known words
- Point out any unusual language structures. Let students hear them and sometimes say them.

Components of the Guided Reading Lesson

- Re-reading of previously read books (browsing boxes see glossary, 3-5 min)
At this time, students will whisper read from a box of previously read guided reading books. The teacher will listen in on one student each day and take a running record of yesterday's new book.
- Introduce text (2-3 minutes)
See above
- Reading the new text (5-10 min)
All students will whisper read the **entire** text. **Students SHOULD NOT read together chorally and teachers SHOULD NOT have students read in a round robin format (taking turns one at a time).** During the reading, teachers will listen in on individual students and interact with students providing support and prompting to support effective reading. Following these individual interactions the teacher should document the reading behaviors observed.
- Discussing and revisiting the text (about 1-2 min)
Teacher and students should participate in a brief, meaningful conversation about the text. The teacher should:
 - Invite and model personal responses and sharing of understanding
 - Locate a few known or new words
 - Encourage readers to make predictions and inferences
 - Encourage readers to express opinions and clarify thinking
 - Prompt reading to make connections with their own lives (text to self) and other texts (text to text)
- Teaching for strategic processing (about 2 min)
The teacher will provide explicit teaching points (1 or 2) based upon observation of student's reading behaviors during reading

(see attached Systems of Strategic Actions for Processing Written Texts)

- Word work (1-2 min)

The goal of word work is to develop fast, fluent recognition of letters and words or the ability to take words apart with ease while reading continuous text. The focus for word work is based on what the teacher observes students doing during reading. However, word work should not be related to words in the text that has **just** been read, but based upon patterns that have developed over time. Teachers should use magnetic letters, picture cards or manipulatives to teach (see grade K Phonics Lessons: Letters, Words and How They Work by Pinnell and Fountas):

- Sorting of letters by features
- Using known words to read and write new words
- Recognizing word parts
- Manipulating onset/rime
- Matching capital/lower case letters

First and Second Grades

Planning for Guided Reading

- Plan a reading focus for the lesson based on observational notes of student reading behaviors.
- *Choose a text that allows readers to use what they know about reading and learn a little bit more, one that provides the right level of support and challenge for the reader's processing abilities* (Fountas and Pinnell 2006). Text may be selected from the campus guided reading library or from the adopted reading series. Consider the following when selecting text:
 - Background knowledge of content
 - Known and new high frequency words
 - Support provided by illustrations
 - Length
 - Familiarity of language and structure
 - Amount of new vocabulary
 - Text features
 - Organization of information
 - Exposure to variety of genres (nonfiction text 3 times/week)
- Plan introduction of text. *You will need to provide just enough information to ensure that the students will be able to problem-solve or process this slightly challenging text successfully* (Fountas and Pinnell, 2006). The introduction should be brief, no more than 2-3 minutes. The introduction will need to focus on the following:
 - Call attention to a few difficult words
 - Explain unfamiliar concepts or vocabulary
 - Activate prior knowledge
 - Locate a few known words
 - Point out unusual language structure. Let students hear them and sometimes say them.

Components of the Guided Reading Lesson

- Re-reading of previously read books (browsing boxes- 3-5 min)
At this time, students will whisper read from a box of previously read guided reading books. The teacher will listen in on one student and take a running record of yesterday's new book.
- Introduce text (2-3 minutes)
See above
- Reading the text (10-12 min)
All students will whisper read the entire text. **Students SHOULD NOT read together chorally and teachers SHOULD NOT have students read in a round robin format.**
During the reading, teachers will listen in on individual students and interact with students providing support and prompting to support effective reading. Following these individual interactions the teacher should document the reading behaviors observed.
- Discussing and revisiting the text (about 1-2 min)
Teacher and students should participate in a brief, meaningful conversation about the text. The teacher should:
 - Invite and model personal responses and sharing of understanding
 - Locate a few known or new words
 - Encourage readers to make predictions and inferences
 - Encourage readers to express opinions and clarify thinking
 - Prompt reading to make connections with their own lives (text to self) and other texts (text to text)
- Teaching for strategic processing (about 2 min)
The teacher will provide explicit teaching points (1 or 2) based upon observation of student's reading behaviors during reading (see Processing a Written Text, next page)
 - Word work (1-2 min)
The goal of word work is to develop fast, fluent recognition of letters and words or the ability to take words apart with ease while reading continuous text. The focus for word work is based on what the teacher observes students doing during reading. However, word work should not be related to words in

the text that has **just** been read, but based upon patterns that have developed over time. Teachers should use magnetic letters, picture cards or manipulatives to teach:

- Using known words to read and write new words
- Recognizing word parts
- Manipulating onset/rime

PROCESSING A WRITTEN TEXT

WAYS OF THINKING	SYSTEMS OF STRATEGIC ACTIONS FOR PROCESSING WRITTEN TEXTS	
Thinking Within the Text	Solving Words	Using a range of strategies to take words apart and understand what words mean.
	Monitoring and Correcting	Checking whether reading sounds right, looks right, and makes sense, and working to solve problems.
	Searching for and Using Information	Searching for and using all kinds of information in a text.
	Summarizing	Putting together and remembering important information and disregarding irrelevant information while reading.
	Maintaining Fluency	Integrating sources of information in a smoothly operating process that results in expressive, phrased reading.
	Adjusting	Reading in different ways as appropriate to the purpose for reading and type of text.
Thinking Beyond the Text	Predicting	Using what is known to think about what will follow while reading continuous text.
	Making Connections	Searching for and using connections to knowledge gained through personal experiences, learning about the world, and reading other texts.
	<ul style="list-style-type: none"> • Personal • World • Text 	
	Inferring	Going beyond the literal meaning of a text to think about what is not stated but is implied by the writer.
Thinking About the Text	Synthesizing	Putting together information from the text and from the reader's own background knowledge in order to create new understandings.
	Analyzing	Examining elements of a text to know more about how it is constructed and noticing aspects of the writer's craft.
	Critiquing	Evaluating a text based on the readers' personal, world, or text knowledge and thinking critically about the ideas in it.

Source: Fountas, I., Pinnell, G. *Teaching for Comprehending and Fluency*, 2006. Heinemann: Portsmouth, NH. (Inside front cover)

ELEMENTS OF A GUIDED READING LESSON

Element	Potential Teaching Moves to Support Reading with Comprehension and Fluency
Introduction to the Text	<ul style="list-style-type: none"> • Activate and/or provide needed background knowledge. • Invite students to share thinking. • Enable students to hear and sometimes say new language structures. • Have students say and sometimes locate specific words in the text. • Help students make connections to present knowledge of texts, content, and experiences. • Reveal the structure of the text. • Use new vocabulary words in conversation to reveal meaning. • Prompt students to make predictions based on the information revealed so far. • Draw attention to the writer's craft to support analysis. • Draw attention to accuracy or authenticity of the text—writer's credentials, references, or presentation of evidence as appropriate. • Draw attention to illustrations—pictures, charts, graphs, maps, cutaways—and the information they present.
Reading the Text	<ul style="list-style-type: none"> • Demonstrate, prompt for, or reinforce the effective use of systems of strategic actions (including word solving, searching for and using information, maintaining fluency, detecting and correcting errors, summarizing, and adjusting reading). • Prompt for fluency and phrasing.
Discussing the Meaning	<ul style="list-style-type: none"> • Gather evidence of comprehension by observing what students say about the text. • Invite students to pose questions and clarify their understanding. • Help students learn to discuss the meaning of the text together. • Extend students' expression of understandings through questioning, summarizing, restating, and adding to their comments.
Teaching for Processing Strategies	<ul style="list-style-type: none"> • Revisit the text to demonstrate or reinforce any aspect of reading, including all systems of strategic actions: <ul style="list-style-type: none"> <li style="width: 50%;">• Solving words <li style="width: 50%;">• Predicting <li style="width: 50%;">• Monitoring and checking <li style="width: 50%;">• Making connections <li style="width: 50%;">• Searching for and using information <li style="width: 50%;">• Inferring <li style="width: 50%;">• Remembering information (summarizing) <li style="width: 50%;">• Synthesizing <li style="width: 50%;">• Maintaining fluency <li style="width: 50%;">• Analyzing <li style="width: 50%;">• Adjusting reading (purpose and genre) <li style="width: 50%;">• Critiquing • Provide explicit demonstrations of strategic actions using any part of the text that has just been read.
Word Work (optional)	<ul style="list-style-type: none"> • Teach any aspect of word analysis—letter-sound relationships, using analogy, or breaking words apart. • Have students manipulate words using magnetic letters or use white boards or pencil and paper to make or take apart words.
Extending the Meaning (optional)	<ul style="list-style-type: none"> • Use writing, drawing, or extended talk to explore any aspect of understanding the text.

Source: Fountas, I., Pinnell, G. *The Continuum of Literacy Learning*, 2007. Heinemann: Portsmouth, NH. (pg.224)

Roles in Guided Reading

TEACHER'S ROLE	STUDENT'S ROLE
<p>Before the Reading</p> <ul style="list-style-type: none"> ◆ Select texts that will provide opportunities for students to expand their processing strategies. ◆ Prepare an introduction to the text that will help readers access and use all sources of information in a fluent processing system. ◆ Introduce the whole text or unified sections of the text, keeping in mind the demands of the text and the knowledge, experience, and skills of the readers. ◆ Leave some opportunities for students to independently solve problems while reading (moderate amount of challenge). 	<ul style="list-style-type: none"> ◆ Engage in a conversation about the text. ◆ Understand the purpose for reading the text ◆ Access background knowledge (personal, literary, world) as they prepare to read a new text. ◆ Raise questions about the text. ◆ Build expectations for the text. ◆ Notice information in the text. ◆ Make connections between the new text and others they have read.
<p>During the Reading</p> <ul style="list-style-type: none"> ◆ May listen to individuals read a segment orally. ◆ Interact with individuals to assist with problem solving at difficulty. ◆ Interact with individuals to reinforce ongoing construction of meaning. ◆ Observe reading behaviors and make notes about the strategy use of individual readers. 	<ul style="list-style-type: none"> ◆ Read the whole text or a unified part to themselves (silently). ◆ Use background knowledge and strategies effectively to construct meaning. ◆ Think about what they understand and questions that they have about the text.
<p>After the Reading</p> <ul style="list-style-type: none"> ◆ Talk about the text with the students and encourage them to talk with/to each other. ◆ Invite personal response. ◆ Return to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving. ◆ Assess students' understanding of what they read. ◆ Invite students to ask questions to expand their understanding. ◆ Sometimes engage the students in writing—personal responses, comments, questions, or other forms to extend understanding. ◆ Sometimes engage students in two minutes of isolated work with words to increase flexibility and speed in word solving. 	<ul style="list-style-type: none"> ◆ Talk with each other and the teacher about the text. ◆ Think about what they understand and questions the text raises. ◆ Check predictions and react personally to the text. ◆ Raise questions or make comments to clarify confusion and expand understanding. ◆ Express personal, text-related, and world-related connections. ◆ Revisit the text at points of problem solving as guided by the teacher. ◆ Revisit the text to provide evidence for thinking. ◆ Sometimes engage in revisiting or responding to the text through talk, writing, or visual arts. ◆ Sometimes engage in taking words apart and discovering how words work.

Source: Fountas, I., Pinnell, G. *Guiding Readers and Writers*, 2001. Heinemann: Portsmouth, NH. (pg.215)

Independent Work

(within the guided reading/small group block-
Literacy Centers-Independent Reading, Writing and Word Study)

Trabajo independiente (Centros de la Lecto-Escritura: Lectura independiente y Estudio de Palabras)

What is independent work in Kindergarten and early in First Grade?

For emergent and early readers, independent work includes a variety of reading, writing and word-study activities that students perform while the teacher is working with small groups/guided reading groups. This does not mean that students cannot work collaboratively with other students. Independent work must consist of literacy-based centers that are derived from previously taught lessons. *Teachers of young children have them engage in meaningful, productive work at literacy centers. Centers can greatly enhance young children's literacy opportunities by providing the following: 1) experiences with reading or responding to poetry 2) opportunities to listen to audio recordings of text 3) further work with letters, sounds and words 4) more independent reading (and re-reading) of text 5) more opportunities to write about reading or content-area learning 6) chances to respond to or interpret texts through art or drama. When creating literacy centers, teachers must keep these types of activities in mind* (Fountas and Pinnell, 2008). These centers would not come from other content areas. For example, a student would not be working on a math computer game during independent work time.

What is the purpose of independent work?

The purpose of independent work in Kindergarten and First Grade is to apply previously taught **literacy** strategies. Every child in every classroom, every day, deserves the chance to behave like, learn about and become part of a community of readers and writers.

When to implement independent work?

During the guided reading block, the teacher will be meeting with small groups/guided reading groups. Students will spend 20 minutes of this block with the teacher in their own small/guided reading group. The remaining time will be spent in independent reading, writing and word-study activities in Kindergarten and early in the First Grade year.

How to organize independent work?

Independent Reading

Independent reading is a context within which children can see themselves as readers and develop good reading strategies that can last a lifetime. It is important to note that independent reading is different from “sustained silent reading” or “free reading”. During independent reading, the students should be reading self-selected, “just-right” books (teacher guidance is essential in this process-see glossary). These books may come from the classroom library (books that have been read during interactive read-aloud and shared reading) as well as a collection of books selected by the teacher to meet the individual needs of the students, giving them a range of good choices (see Teaching for Comprehending and Fluency, pages 123,332-334). The students will engage in activities such as:

- Re-reading poems students have experienced in shared reading
- Re-reading books previously experienced in shared reading
- Reading from individual book boxes (self-selected books from the collection created by the teacher)
- Re-reading from group browsing boxes (books read in small/guided reading group)
- Reading with partner/partners
- Reading books/stories generated during interactive/shared writing
- Reading “around the room”
- Reading big books
- Reading at the listening station

- Reading alphabet/name charts
- Reading nursery rhymes on charts
- Reading the word wall
- Etc...

Independent Writing

Reading and writing are interrelated: what is learned in one area makes it easier to learn in the other (Fountas and Pinnell, 1996).

Children write on self-selected topics in response to literature and personal experience. A variety of materials should be available so that students can successfully compose a variety of different texts for different purposes such as:

- Letters
- Journal entries
- Greeting cards
- Book review
- Patterned books
- Reading responses
- Poems
- Etc...

All forms of writing should be modeled explicitly in interactive and shared writing before students are expected to implement them independently. Shared and interactive pieces should be prominently displayed in the classroom as anchor charts for student support.

Word Study

The true purpose of phonics/word study instruction is to expand and refine children's reading and writing powers. Independent word study activities should be an application of previously taught concepts. The teacher should never engage students in isolated word work activities. Word study activities should always allow students to form a link between how words work and the reading/writing process.

- Phonics lessons: Letters, Words and How they Work. Fountas and Pinnell, 2003. (activities and games introduced in whole group mini-lessons)
- Tejas Lee Intervention Guide
- word/picture sorts

- matching/sorting words
- rhyming activities
- making words with magnetic letters

Making a transition

When students are able to self-select a “just-right” book independently, they are ready for longer stretches of reading and responding to the literature. The look of independent work in the classroom will begin to change. The students need time during this block to read continuous text to build stamina, have conversations about text with other students and write in response to their reading. The goal of independent reading is to provide as much time as possible for students to read and respond to literature, not participate in center activities or seat work.

Independent Reading

Lectura independiente

1st-2nd grade

(within the guided reading block)

What is independent reading?

Independent reading is a context within which children can see themselves as readers and develop good reading strategies that can last a lifetime. It is important to note that independent reading is different from “sustained silent reading” or “free reading”. During independent reading, the students should be reading self-selected, just right books (teacher guidance is essential in this process). The teacher should create a collection of books to meet the individual needs of the students, giving them a range of good choices. Students will self-select from this collection. This collection is not the same as the browsing boxes used in guided reading.

The purpose of independent reading

The goal of independent reading is to provide as much time as possible for students to read and respond to literature, not participate in center activities or seat work. The students need time during this block to read continuous text to build stamina, have conversations about text with other students and write in response to their reading.

Planning and organizing independent reading

Independent reading **may** begin with a book talk to promote new books and attract students to new titles. The book talk may be presented by the teacher or a student and should be only 2-3 minutes.

The purpose of a book talk is to introduce students to a variety of:

- authors

- genres
- topics

The teacher will also plan mini-lessons, specific instruction regarding effective reading strategies and skills. The mini-lesson focus is based upon observations of student needs during guided reading. The mini-lesson should last 5-10 minutes and should be clear and concise. Students should independently apply strategies taught in mini-lessons. Some examples of types of mini-lessons are:

- procedural lesson
 - how to choose a “just-right” book
 - thinking and talking about reading
 - keeping a record
 - how to write give a “book talk”
 - etc...
- strategy lessons
 - what do good readers do when they don’t understand
 - how do good readers solve words
 - how do good readers monitor meaning
 - etc...
- skill lessons
 - analyzing characters
 - author’s purpose
 - engaging in critical thinking

Writing Workshop

Taller de escritura

K-2

What is Writing Workshop?

Writing Workshop is a block of time when students are engaged in a planned mini-lesson, independent writing on self-selected (or at times assigned) topics and teacher and student conference about their writing.

What is the purpose of Writing Workshop?

The purpose is to help students understand the writing process in order to write for a variety of purposes and audiences.

How to implement Writing Workshop

The basic structure of the writing block is as follows:

- Mini-lesson, 5-10 minutes (Integrated into Interactive K-1 or Shared writing K-2)
A series of well-planned mini-lessons is an integral part of building the foundation for successful independent writing. Observation of students during independent writing will direct the planning of mini lessons. Mini-lessons may also be focused on the author's craft. Some examples of mini lessons are
 - Sparking student interest (variety of genres)
 - Providing examples of writing to illustrate the process
 - Lessons focused on writing traits (refer to 6+1 Traits Writing)
- Independent Writing, 20 minutes minimum
Students work individually and silently on their own writing. Students select their own (or at times assigned) topics for writing and may use resources in the classroom such as anchor charts, the word wall and books. At this time students should

- be independently applying a variety of skills and strategies previously taught in mini-lessons including those taught during shared and interactive writing.
- Conferring
During independent writing the teacher will regularly confer with individual students about their work and provide guidance and feedback. Conferences may be held at any point during the writing process. These conferences provide information about student's writing behaviors to direct teaching. Teach students to analyze, evaluate and initiate questions about their own writing (Fountas and Pinnell, 2001).
 - Group share and evaluation 5-10 minutes
At the end of the writing workshop bring students together for a short group share and evaluation time. Some things that you might incorporate into a group share time might be:
 - Writer's chair- 1-2 students share a portion of their writing and students comment or provide feedback.
 - "Read around" or "Go around"- each student is allowed to quickly share a specific aspect of their writing (such as title, lead sentence, good word choice etc...)

Organizing for Writing Workshop

It is important to organize a student's writing portfolio and work-in-progress folder in order to assess student progress in writing. The writing portfolio will contain **completed writing pieces** that have been taken through the entire writing process. The pieces in this portfolio are selected by both student and teacher. These pieces should represent a student's best work.

The work-in-progress folder or binder is an organizational tool for students. The folder/binder should have pockets or dividers to help students learn to organize their writing pieces. See suggestions in The Nuts and Bolts of Teaching Writing (Calkins 2003). Some items that could be included in this folder/binder are:

- Topic list
- Steps in the writing process

- Personal word wall/word bank
- ABC chart (K-1)
- Guidelines for peer conferences
- Pieces of independent writing

Four Kinds of Writing / Four Levels of Support

Four Kinds of Writing	Levels of Support	Materials
<p><u>Shared Writing</u></p> <ul style="list-style-type: none"> ◆ The teacher guides children to compose messages and acts as their scribe. The message is reread many times. ◆ Teachers may use a combination of writing for children and interactive writing, being aware of time and pacing. 	<ul style="list-style-type: none"> ◆ The teacher provides full support. ◆ The teacher models and demonstrates the process of putting children’s ideas into written language. 	<ul style="list-style-type: none"> ◆ Large charts and markers. ◆ Materials for making big books. ◆ Individual slates (optional). ◆ Magnadoodle or slate for the teacher. ◆ White tape for making corrections. ◆ Pointer for rereading. ◆ Letter chart or letters for use as a model for information.
<p><u>Interactive Writing</u></p> <ul style="list-style-type: none"> ◆ The teacher guides group writing of a large-print piece, which can be a list, a chart, pages of a book, or another form of writing. ◆ All children participate in composing and constructing various aspects of the writing. ◆ The piece of writing is read many times by the group during the process and as shared reading. 	<ul style="list-style-type: none"> ◆ There is a high level of teacher support. ◆ The teacher models and demonstrates writing processes but also involves individual children. ◆ The teacher selects letters, words, or other writing actions for individual children to do; the pen or marker is shared. ◆ The message or story is composed by the group and then constructed word by word. 	<ul style="list-style-type: none"> ◆ Large charts and markers. ◆ Materials for making big books. ◆ Individual slates (optional). ◆ Magnadoodle or slate for the teacher. ◆ White tape for making corrections. ◆ Pointer for rereading. ◆ Letter chart or letters for use as a model for information.
<p><u>Guided Writing</u></p> <ul style="list-style-type: none"> ◆ The teacher had individual conferences with writers, giving selected feedback. ◆ The teacher may work with the whole class or a small group to provide general guidance and mini-lessons on any aspect of writing. 	<ul style="list-style-type: none"> ◆ Some teacher support is needed. ◆ Children generally select their own topics and pieces but the teacher sets the scene and gives specific guidance and/or feedback as needed. ◆ Children solve their own problems in writing with teacher assistance and/or feedback. ◆ The teacher provides specific instruction in minilessons and conferences. 	<ul style="list-style-type: none"> ◆ Word wall, dictionaries, or other resources. ◆ Paper, pencils, markers, staples, premade plain books, and art materials. ◆ Print-rich environment as a resource.
<p><u>Independent Writing</u></p> <ul style="list-style-type: none"> ◆ Children write their own messages and stories, sometimes helping each other. 	<ul style="list-style-type: none"> ◆ Little or no teacher support is needed. ◆ The reader independently composes and writes, using known words and constructing the spelling of unknown words. ◆ Children know how to use the resources in the room to get to words they cannot write independently. 	<ul style="list-style-type: none"> ◆ Paper, pencils, markers, staples, premade plain books, and art materials. ◆ Resources children use on their own such as the word wall or dictionaries. ◆ Print-rich environment as a resource.

Source: Fountas, I., Pinnell, G. *Guided Reading: Good First Teaching for All Children*. 1996. Heinemann: Portsmouth, NH. (pg. 28)

Interactive Writing

Escritura interactiva

K-1

Whole group (may be used interchangeably with shared writing)

What is Interactive writing?

Interactive writing is a context in which the teacher can demonstrate how written language works and demonstrate the characteristics of writing about reading using a common text experience. Interactive writing is a way to engage children in composing and learning about different genres or forms for writing about reading well before they are expected to produce them independently.

What is the purpose of interactive writing?

Interactive writing helps students connect reading to writing. It is a context in which all concepts about print are explicitly taught. Students will be expected to apply the concept taught in this mini-lesson during independent writing.

How to utilize interactive writing

- The teacher and students will engage in conversation about a pre-selected topic from a variety of possibilities.
- Based upon the conversation the teacher and students will determine a purpose for their writing.
- Teacher and students will work together to determine how to write what they want to say. It is important to maintain the students' ideas while modeling correct grammar and structure.
- When the group has composed the message, it should be repeated aloud a number of times so that the message will remain consistent.

- Use a chart tablet displayed on an easel. Texts created through interactive writing are intended to be read independently by the children, so these texts must be spelled and punctuated in a standard way. Display these in the classroom for use during independent reading.
- Invite a student to come up to the easel to contribute a letter, word or part of a word.
- The teacher will monitor and observe student behaviors, prompting when necessary, such as:
 - Spacing
 - Directionality
 - Letter formation
 - Etc...
- The teacher writes any words or word parts that are too sophisticated for the current ability of students. It is not important that students write every word. It is not necessary for every student to have a turn every day. The teacher should carefully select the most powerful opportunities for learning. It is better to concentrate on a few memorable examples so that at the end of the session the children will have in their heads a few clear understandings the children can apply to their writing.
- After each new word is written, the entire message is re-read by the whole group as the teacher points. This process helps students connect spoken language to print, notice features about text, and monitor for meaning.

Shared Writing

Escritura compartida

K-2

Whole group (may be used interchangeably with interactive writing in K-1)

What is Shared Writing?

Shared writing is a context in which the teacher and students compose text together based on a common experience, usually a part of an ongoing study in a content area. Shared and interactive writing have the same general purposes and have the same emphasis on composition. The differences are in the process of constructing the text. The main difference being that in interactive writing the teacher and students share the pen, in shared writing, the teacher acts as scribe. The teacher and students work together to compose a variety of kinds of texts such as:

- Lists
- Summaries
- Short stories
- Letters
- How to (scientific processes)

The purpose of Shared Writing

Group composition and shared writing help extend children's ability to write independently about reading and personal experiences. Once produced, the piece may be displayed in the classroom for students to reference during their independent writing. More emphasis is placed on the composing process, during the mini-lesson. Students will be expected to apply the concept during independent writing. Some concepts taught might include:

- Sequential order
- Word choice
- Grammatical structure

- How genre affects organization of ideas
 - Responding to narrative text (summarizing)
 - Steps in a process (informational text)

How to utilize Shared Writing

- The teacher and students will engage in conversation about a pre-selected topic from a variety of possibilities.
- Based upon the conversation the teacher and students will determine a purpose for their writing.
- Teacher and students will work together to determine how to write what they want to say. It is important to maintain the students' ideas while modeling correct grammar and structure.
- When the group has composed the message, it should be repeated aloud a number of times so that the message will remain consistent.
- Use a chart tablet displayed on an easel. Texts created through shared writing are meant to be read independently by the children, so these texts must be spelled and punctuated in a standard way.
- The teacher will scribe the text that the group has negotiated together. The teacher will prompt as needed to ensure correct grammar and sentence structure.
- The group will reread to monitor for meaning and structure.
- The teacher should carefully select the most powerful opportunities for learning. It is better to concentrate on a few memorable examples so that at the end of the session the children will have in their heads a few clear understandings the children can apply to their writing.

- For longer pieces of text, the process may be stretched over several days, especially if the writing is based on observation of a scientific process.
- Display shared writings in the classroom for students to reference. These are important anchor charts that give students support during independent writing. They can also be used for rereading opportunities during independent reading.

Comparison of Writing Workshop Elements

Across the two elements, students develop writing strategies, learn about the writer’s craft, and use writing as a tool for learning and communication. They practice writing in different genres and apply conventions to communicate information clearly to a variety of audiences.

	Independent Writing	Guided Writing
Description	<p>The teacher begins with a “writer talk”, and then provides a daily mini-lesson based on the needs of writers. Students engage in the writing process, sometimes using a writer’s notebook and at other times drafting, revising, editing, or publishing a piece of work. Students sometimes use sketching as a way of capturing meaning in visual images. Topics are self-selected or, at times, assigned. The teacher confers with individuals to support and address needs. Students may have conferences with peers. The session is usually followed by group sharing and evaluation.</p>	<p>The teacher pulls together small, temporary groups of writers to provide explicit teaching based on the writers’ needs at the time. Sometimes the teacher has noticed students’ needs and forms the groups; at other times students request group help with some aspect of writing. Topics also may be scheduled and students sign up for groups. The teacher explicitly and efficiently works with students to teach the writer’s craft, strategies, and skills.</p>
Focus	<ul style="list-style-type: none"> ◆ To help students understand what writers do and how they make a place for writing in their lives. ◆ To develop an understanding of the writing process. ◆ To develop writing skills and strategies. ◆ To develop skills related to clear written communication. ◆ To learn how to write in different genres. ◆ To use viewing and sketching as ways of developing and communicating meaning. ◆ To use technology to produce writing. 	<ul style="list-style-type: none"> ◆ To develop an understanding of the writing process. ◆ To develop writing skills and strategies. ◆ To develop skills related to clear written communication. ◆ To learn how to write in different genres. ◆ To use viewing and sketching as ways of developing and communicating meaning. ◆ To use technology to produce writing.
Format	Individual	Homogenous—small temporary group based on student needs or interests

Source: Fountas, I., Pinnell, G. *Guiding Readers and Writers*, 2001. Heinemann: Portsmouth, NH. (pg. 51)

Independent Writing/Process Writing Escritura independiente/Proceso de escritura K-2

What is independent writing?

Independent Writing is a context in which students work individually and silently on their own writing. Students select their own (or at times assigned) topics for writing and may use resources in the classroom such as anchor charts, the word wall and books. At this time students should be independently applying a variety of skills and strategies previously taught in mini-lessons including those taught during shared and interactive writing.

The purpose of independent writing

The purpose of independent writing is to allow children an environment in which they can demonstrate good writer's strategies and an understanding of the writing process.

Organization of independent writing time

During independent writing time, the teacher will be:

- regularly conferring with individual students about their work and providing guidance and feedback. Conferences may be held at any point during the writing process. These conferences provide information about student's writing behaviors to direct teaching. Teach students to analyze, evaluate and initiate questions about their own writing (Fountas and Pinnell, 2001).
- working with a temporary guided writing group, called together for an explicit teaching purpose.

It is important to organize a student's writing portfolio and work-in-progress folder in order to assess student progress in writing. The writing portfolio will contain **completed writing pieces** that have been taken through the entire writing process. The pieces in this portfolio are selected by both student and teacher. These pieces should represent a student's best work.

The work-in-progress folder or binder is an organizational tool for students. The folder/binder should have pockets or dividers to help students learn to organize their writing pieces. See suggestions in The Nuts and Bolts of Teaching Writing (Calkins 2003). Some items that could be included in this folder/binder are:

- Topic list
- Steps in the writing process
- Personal word wall/word bank
- ABC chart (K-1)
- Guidelines for peer conferences
- Pieces of independent writing

Writing Conferences may involve:

- ◆ Listening to students read the writing aloud.
- ◆ Helping the writer get to what really matters.
- ◆ Finding out what kind of help the writer wants.
- ◆ Talking with students about specific aspects of his/her writing.
- ◆ Finding the “gems” in a student’s writing and showing them.
- ◆ Reinforcing the writer’s strengths.
- ◆ Asking the writer what help is needed with this piece of writing.
- ◆ Showing the writer how to do something.
- ◆ Reviewing the writer’s notebook or completed drafts.
- ◆ Setting writing goals.
- ◆ Sharing another piece of writing as a model.

Source: Fountas, I., Pinnell, G. *Guiding Readers and Writers*, 2001. Heinemann: Portsmouth, NH. (pg.79)

Language to Use in Writing Conferences

Teacher

- ◆ How is your writing going?
- ◆ How can I help you with your writing?
- ◆ What are you working on next in your writing?
- ◆ What did you decide to write about?
- ◆ How did you go about choosing this topic?
- ◆ Where are you in writing your draft?
- ◆ What do you think about this piece of writing?
- ◆ What have you learned about your topic that you want to say?
- ◆ Tell me more about...
- ◆ Read the part that you like best.
- ◆ Read your lead/ending aloud.
- ◆ What do you want to do next in your writing?
- ◆ Do you have any questions about your writing?
- ◆ I noticed that you...How/why did you do that?
- ◆ What is the best part of your writing so far?
- ◆ If you wanted to add to your writing, how would you do that?
- ◆ Is there a part where more information is needed?
- ◆ I noticed you used this word []. How did you go about choosing it?
- ◆ Is there any part of your writing that is confusing?
- ◆ What would you like to do with this piece of writing when it is finished?
- ◆ Have you varied the way your sentences begin?

Student

- ◆ My writing is about...
- ◆ I am working on...
- ◆ I chose this topic because...
- ◆ This is my [discovery draft, draft #2, #3, etc.].
- ◆ I need [kind of help] to revise my draft.
- ◆ I am concerned about...
- ◆ I conferred with [peer] and found out that ...
- ◆ I want to publish this piece because...

Source: Fountas, I., Pinnell, G. *Guiding Readers and Writers*, 2001. Heinemann: Portsmouth, NH. (pg.81)

Guided Writing

Escritura guiada

K-2

As needed during independent writing within the Writing workshop block

What is guided writing?

*The teacher pulls together small, **temporary** groups of writers to provide explicit teaching based on the writers' needs at a particular point in time (. Fountas and Pinnell, 2001). A group may be formed based on observations during individual conferences. This group will share a common need for additional guidance on a particular aspect of writing.*

What is the purpose of guided writing?

The teacher explicitly and efficiently works with students to teach the writer's craft, strategies, and skills (Fountas and Pinnell, 2001).

How to implement guided writing

It is important to remember that guided writing only occurs when a group of students show a common need on a particular skill or strategy. Through observation the teacher will determine when it is necessary to form an instructional focus group.

Group Share and Evaluation

Discusión en grupo

K-2

Whole group

What is group share and evaluation?

Sharing and evaluation is a whole group setting in which the teacher facilitates intentional conversation among students about their reading and thinking.

What is the purpose of group share and evaluation?

The setting provides an opportunity to reflect and extend student's thinking as they benefit from the thoughts and ideas of others. It is a time to summarize and extend children's learning and reflect upon the application of the mini-lesson.

How to conduct group share and evaluation

The teacher should briefly revisit the purpose of the mini-lesson for the purpose of evaluating student's independent application of good reading strategies. During sharing time the students will:

- share their thinking (whole group, pairs, small group)
- share examples of good reading strategies
- share written responses
- share personal reactions to their reading
- offer comments, examples or pose questions
- evaluate how personal reading is going
- etc...

Appendix A

Concepts About Print (CAP)

- Student points to front of book
- Student knows where to begin reading
- Students points left to right across print
- Return sweep: returns to beginning of next line
- Points, matching 1 printed word to 1 spoken word (1 to 1 matching)
- Student knows that left page is read before right page
- Meaning of a question mark (knows correct name or meaning)
- Meaning of period (knows correct name or meaning)
- Meaning of comma (knows correct name or meaning)
- Meaning of quotation marks (knows correct name or meaning)
- Can locate one word/one letter (capital and lower case) in text

Appendix B

Academic Language

Abandon a text/ abandonar el texto	Graph/ gráfica
Acquire/ adquirir	Graphic organizer/ organizador gráfico
Apply/ aplicar	Headings/ encabezados
Article/ artículo	Ideas/ ideas
Author/ autor	Identify/ identificar
Author's purpose/ propósito del autor	Illustration/ ilustración
Analyze/ analizar	Illustrator/ ilustrador
Audience/ audiencia	Imply/ implicar
Bold print/ letra negra	Independent/ independiente
Capital letter/ letra mayúscula	Index/ índice
Caption/ pie de foto, leyenda	Informational text/ texto informativo
Cause and effect/ causa y efecto	Interpret/ interpretar
Characters/ personajes	Introduction/ introducción
Chart/ cartel, cartelón	Inference/ inferencia
Clarify/ clarificar	Interview/ entrevista
Compare/contrast/ comparar-contrastar	Italics/ letra itálica
Compose/ redactar	Journal-diary entry/ diario
Connection/ conexión	Just-right book/ libro apropiado
Conventions of writing/ convenciones de escritura	Label/ nombrar
Conflict/ conflicto	Locate/ localiza
Context Clue/ clave de contexto	Lower case letter/ letra minúscula
Describe/ describe	Main character/ personaje principal
Detail/ detalle	Main idea/ idea principal
Determine importance/ determinar la importancia	Mainly about/ principalmente sobre
Diagram/ diagrama	Message/ mensaje
Dialogue/ diálogo	Mostly about/ principalmente acerca de
Distinguish/ distinguir	Narrator/ narrador
Draft/ borrador	Non-fiction/ no ficción
Drawing conclusions/ sacar conclusiones	Paragraph/ párrafo
Edit/ editar	Passage/ pasaje
Elaborate/ elaborar	Perspective/ perspectiva
Entertain/ entretener	Persuade/ persuadir
Events/ events	Phrasing/ frasear
Excerpt/ pasaje	Plot/ argumento, trama
Experience/ experiencia	Point of view/ punto de vista
Expository/ expositiva	Prediction/ predicción
Familiar/ familiar	Prior knowledge/ conocimiento previo
Fiction/ ficción	Problem-solution/ problema-solución
Fluency/ fluidez	Process/ proceso
Genre/ género	Publish/ publicar
Glossary/ glosario	Punctuation/ puntuación
	Recognize/ reconocer
	Record/ registro
	Report/ reportar

Reflect/ reflexionar
Respond/ responder
Retell/ contar de nuevo
Revise/ revisar
Selection/ selección
Self-select/ autoseleccionar, seleccionar
por uno mismo
Sentence/ oración
Sequence/ secuencia, orden de
sucesos
Setting/ ambiente
Similarities/ ventajas, similitudes
Strategy/ estrategia
Summary/ resumen
Supporting details/ detalles que apoyan
Syllable/ sílaba
Table of contents/ tabla de contenido
Text/ texto
Text to self/ conexión texto a lo
personal, texto a auto-conexión
Text to text/ conexión de texto a texto
Title Page/ página de título
Topic/ tema
Venn diagram/ Diagrama de Venn
Voice/ voz

Text to world/ conexión del texto al
mundo
Theme/ tema

Appendix C

Resources for literacy

- Leveled books from the Guided Reading library
- Trade books (such as Scholastic Books)
- Navigators/Navegadores
- Adopted reading series
- Big books
- Library/personal library books
- Informational text (Magazines, Newspapers, National Geographic World, Time for Kids etc...)

Glossary

Anchor Charts/Cartelón de enseñanza/ Cartelón de ancla - A permanent and visible record of collaborative thinking, created by teacher and students, to connect past learning to future learning. The purpose of an anchor chart is to remind students what they have learned and to help them apply a specific strategy or concept independently.

Anecdotal Notes/Notas de observación- Teacher's notes from individual student observations. Observation notes are brief, specific statements. Notes will document change over time and should be used for teaching points after the reading as well as guiding your planning for the next lesson. For examples, see Guiding Readers and Writers pg. 11

Book Talk/Presentación del libro- *A book talk is a very short "commercial" that tells just enough about a book to interest readers.* (Fountas and Pinnell 2006)

Genre/Género - A category of written text that is characterized by a particular style, form or content.

Guided Reading Library/ Biblioteca de lectura guiada- A collection of books leveled on a gradient of text difficulty. With progression through the levels of the gradient, text features and characteristics become more sophisticated.

High Frequency words/Palabras de alta frecuencia- words that occur often in the spoken and written language (for example, *the*)

Just-right book/Libro apropiado - Books that a student can understand well and enjoy, with a minimal amount of reading difficulties. They are books that help the student become a better reader.

Onset-rime segmentation- The identification and separation of onsets (first part) and rimes (last part, containing the vowel) in words (for example, dr-ip)

Reading Behaviors/Comportamientos de lectura- Actions that are observable as children read and write.

Reading Record/ Registro de lectura (con el texto)- A reading record is a running record (see below) coded above printed text (see Fountas and Pinnell Benchmark Assessment System).

Running Record/Registro de lectura (sin en el texto)- A permanent record of a child's oral reading behaviors, such as: errors, substitutions, self corrections or the way the reader processed the text. The teacher will observe and note all student responses (both successful and unsuccessful attempts). Teachers will then summarize where the student is in his understanding of written language and use the information as a foundation for what the child is ready to learn next (Clay, 1993). A running record may be done on a running record form or a blank sheet of paper.

Thinking Within, Beyond and About the text/Pensar, dentro del texto, mas allá del texto y sobre el texto - Three ways of thinking about a text while reading. Thinking **within** the text involves efficiently and effectively understanding what is on the page, the author's literal message. Thinking **beyond** the text requires making inferences and putting text ideas together in different ways to construct the text's meaning. Thinking **about** the text, readers analyze and critique the author's craft.

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