



LANGUAGE: Whole-Group/Small-Group Instruction Standard English Grammar, Usage, Capitalization, Punctuation, and Spelling; Vocabulary Acquisition; Word Walls; Word Sorts	
<p style="text-align: center;">READING</p> <p style="text-align: center;">Whole-Group Instruction</p> <ul style="list-style-type: none"> • Teacher-guided Literature Circles • Read alouds • Shared reading • Modeled lessons • Focused skill and strategy lessons (decoding, fluency, comprehension) • Genre study across curricular areas (purpose, structure, characteristics) <p style="text-align: center;">Small-Group Instruction</p> <ul style="list-style-type: none"> • Guided Reading: Meet daily for at-risk readers and 3-5 times weekly for average and above-average readers • Engaged independent student practice at student's level. • (Literacy stations) • Genre study across all curricular areas (purpose, structure, characteristics) • Modeled mini lessons <p style="text-align: center;">Daily Independent Reading</p> <ul style="list-style-type: none"> • Leveled text with some teacher guidance • Response Journals • Mini-lessons and conferences • Book talks 	<p style="text-align: center;">WRITING</p> <p style="text-align: center;">Whole-Group Instruction</p> <ul style="list-style-type: none"> • Modeled lessons • Shared writing/interactive writing • Focused strategy and skill instruction • Author sharing <p style="text-align: center;">Small-Group Instruction (flexible groups based on needs)</p> <ul style="list-style-type: none"> • Modeled lessons (writing genres, text structure, author's craft, writing process, writing qualities) • Shared writing/interactive writing • Focused strategy and skill instruction • Conferencing <p style="text-align: center;">Daily Independent Writing</p> <ul style="list-style-type: none"> • Writer's notebook/Journaling • Writing across all curricular areas
SPEAKING and LISTENING: Whole-Group/Small-Group Instruction Think-Pair-Share, Book Talks, Read Alouds, Retelling/Summarizing, Oral Presentations, Collaborative Discussion	

Literacy Block Essential Components, Grades K—5
 TIME: Minimum Time, Grades K-2 - 120 minutes, Grades 3-6 - 90 minutes

Read Aloud, Shared, Guided, and Independent Reading

Definitions, Procedures, and the Common Core

Grades Three to Five

Macomb Intermediate School District

Common Core Connections

Reading Anchor Standards

- **Read Alouds** correlate with Reading Anchor Standards 2, 3, 4, 5, 6, 8, and 9.
- **Shared Reading** correlates with Reading Anchor Standards 2, 3, 4, 5, 6, 7, 8, and 9.
- **Guided Reading** correlates with Reading Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9.
- **Independent Reading** correlates with Reading Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Reading Anchor Standards: Foundational Skills

- **Read Alouds** correlate with Reading Foundational Skills Anchor Standards 3 and 4.
- **Shared Reading** correlates with Reading Foundational Skills Anchor Standards 3 and 4.
- **Guided Reading** correlates with Reading Foundational Skills Anchor Standards 3 and 4.
- **Independent Reading** correlates with Reading Anchor Standards 3 and 4.

PROCEDURE - HOW DO YOU DO IT? :

- The teacher provides an appropriate amount of time for reading of texts at each student's independent level.
- The teacher may read or confer, meet with small groups, or if time permits, read silently during independent reading time to show that reading is valued.
- The teacher (and school district) ensures that an adequate classroom library, school library, library time, and access to computers and media are available.
- The teacher sets guidelines for book selection and response to text.
- Students take ownership of what they read and set their own purpose for reading.
- Students and teacher confer, share, and discuss texts read. The teacher encourages students to share and discuss what they are reading independently:
 - During whole-class discussion
 - During small-group discussion
 - During partner discussion
 - In writing (quick writes, focus questions, response journals, critiques, etc.)

Adapted from *First Steps: Reading Resource*, Longman, 1994.

Classroom Activities to Extend Reading: Grades 3-5

Facts Questions Responses (FQR) Purpose: This strategy helps readers reflect and glean important information and deepen understanding through questioning. **Materials needed:** Chart paper, sticky notes

1. Read an informational text.
2. Write down any facts that you learned, questions you have, or responses on a sticky note.
3. Make a three-column chart (labeled *Facts*, *Questions*, *Responses*) and put the sticky notes into their columns.
4. Reflect on the questions. Were some of them answered in the text? in your head? or do you need to do some further research?

Two-Word Strategy Purpose: The two-word strategy is used to help students synthesize information.

1. Read a thought-provoking section. **Materials needed:** Books and chart paper or chalk board
2. Remain silent and then write only two words (not in a phrase) that reflect your thinking about the passage.
3. After selecting the words, turn to someone close and read the words, telling why you chose them and explaining how they relate to the story and/or your personal life.
4. Create a class list of these words. As each word is added and the rationale for selection is shared, a richer understanding of the selection begins to surface.

http://www.oe.k12.mi.us/balanced_literacy/guided_reading.htm

INDEPENDENT READING

“Students learn to read by reading and seeing others read. The ultimate goal of any reading program must be to produce independent readers. By allocating time for students’ independent reading, teachers are able to reinforce the idea that reading is valued and worthwhile.” (*First Steps: Reading Resource*, Longman, 1994)

“Independent reading occurs when a student, on his/her own, reads material that does not require the assistance of a more competent peer or adult. The material may be teacher or self-selected. It allows students to practice or extend newly acquired reading competencies.”

- (Dupree and Iverson. *Early Literacy in the Classroom*, Lands End Publishing, New Zealand, 1994)

“Reading independently provides opportunities for [students] to rehearse and refine the attitudes, understandings, and behaviors they gained from models of [texts] that have been read to them and the approximations they have been encouraged to make in shared and guided reading. The teachers role changes from one of initiating, modeling, and guiding to one of providing and then observing, acknowledging, and responding.” (Mooney, Margaret. *Reading To, With, and By Children*, 1990)

“I believe that the choices, attention, and purpose required during independent reading allow students to begin or continue the transition from teacher-directed learning in school to the kind of reading we do as adult readers.” (Allen, Janet. *Yellow Brick Roads*, Stenhouse, 2000) In independent reading, students read on their own or with partners; this experience:

- Provides the opportunity to read and apply reading strategies to a wide variety of texts.
- Provides time to sustain reading behavior.
- Provides opportunities to use strategies independently on extended text.
- Challenges the reader to process independently both expository and narrative texts: text structures and features, central idea/thesis/theme, point of view, style, mood, tone, imagery, figures of speech, quality of information, author’s perspective, etc.
- Promotes fluency through rereading.
- Builds confidence through sustained successful reading.
- Provides the opportunity for students to support each other while reading.

- Adapted from Fountas and Pinnell, *Guided Reading*, 1996.

Writing Anchor Standards

- **Read Alouds** correlate with Writing Anchor Standards 1, 2, 3, 4, 8, and 10.
- **Shared Reading** correlates with Writing Anchor Standards 1, 2, 3, 4, 8, and 10.
- **Guided Reading** correlates with Writing Anchor Standards 1, 2, 3, 4, 8, and 10.
- **Independent Reading** correlates with Writing Anchor Standards 1, 2, 3, 4, 8, and 10.

Language Anchor Standards

- **Read Alouds** correlate with Language Anchor Standards 1, 3, 4, 5, and 6.
- **Shared Reading** correlates with Language Anchor Standards 1, 2, 3, 4, 5, and 6.
- **Guided Reading** correlates with Language Anchor Standards 1, 2, 3, 4, 5, and 6.
- **Independent Reading** correlates with Language Anchor Standards 1, 2, 3, 4, 5, and 6.

Speaking and Listening Anchor Standards

- **Read Alouds** correlate with Speaking and Listening Anchor Standards 1, 2, and 3.
- **Shared Reading** correlates with Speaking and Listening Anchor Standards 1, 2, and 3.

COMMON CORE CONNECTIONS

READ ALOUD

“Reading to [students] enables the teacher to demonstrate the nature, pleasures, and rewards of reading, and to increase [students’] interest in text and their desire to be readers.”

- Mooney, Margaret. *Reading To, With, and By Children*, 1990

Reading aloud “...improves listening skills, builds vocabulary, aids reading comprehension, and has a positive impact on students’ attitudes toward reading. It is the easiest component to incorporate into any language program at any grade level. Reading [aloud] is cost effective, requires less preparation, and results in few discipline problems.”

- Routman, Regie. *Invitations*, Heinemann, 1994

READING ALOUD - WHY DO IT? :

- Models fluent reading (phrasing) and allows teacher to model specific strategies that will be taught later in shared and guided reading.
- Demonstrates to students that there are more interesting, enticing materials than what they are reading at their instructional level. Improves students’ reading and writing performance. Increases their desire to read.
(Adapted from Anderson, Sandra. *The Book of Reading and Writing*, 2003, Corwin Press.)
- Develops higher-level thinking skills and makes complex concepts available to students.
- Builds content-area background knowledge as well as general world knowledge.
- Develops knowledge of how texts are structured. (narrative: story grammar; expository: description/ enumeration, comparison/contrast, cause/effect, etc.)
- Facilitates students’ abilities to compare and contrast by providing opportunities to look at commonalities among themes, texts, authors’ perspectives, etc.

PROCEDURE - HOW DO YOU DO IT? :

- The teacher selects a text as close as possible to the students’ instructional reading level with specific teaching goals in mind.
- The teacher introduces the text, setting the stage by activating and building background knowledge and discussing with students a purpose or focus for reading.
- *Before reading*, students are encouraged to look over the text, share comments, and predict: the text type or genre, the format or lay-out, the content, and the likely purpose of the reading.
- *During reading*, students are encouraged to:
 - Read for meaning.
 - Monitor understanding. (Ask: Does this make sense?)
 - Adjust reading rate if necessary and select a pace to suit the purpose.
 - Read on or read back to retain meaning.
 - Predict, take risks, connect, and visualize.
- *After reading*, the teacher encourages **students** to respond to the text by **talking, thinking, sharing, comparing, substantiating, reflecting on and analyzing content, discussing their perceptions of the author’s intentions, generalizing, reflecting on and criticizing content, and extending beyond the text** during whole-class discussion, small-group discussion, and partner discussion, as well as, in writing (quick writes, focus questions, journals, summaries, retellings, research, etc.)

Adapted from *First Steps: Reading Resource*, Longman, 1994

EXTENSIONS:

- Independent reading
- Discussion with a partner, group or whole class
- Writing: Reading log or journal, summaries, reports, story maps, plot outlines, or character profiles
- Research related to the topic
- Choral reading or Reader’s Theater

Adapted from *First Steps: Reading Resource*, Longman, 1994.

GUIDED READING

GUIDED READING

“Guided reading is a teaching approach designed to help individual students in small groups learn how to process a variety of increasingly challenging texts with understanding and fluency.” (Fountas and Pinnell. *Guiding Readers and Writers Grades 3-6*, Heinemann, 2000)

“The aim of guided reading is to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning.” (Mooney, Margaret. *Reading To, With, and By Children*, 1990)

“The first goal of shared reading is a relatively uninterrupted fluent reading of the text; the first goal of **guided reading** is establishing or reinforcing strategic processes by interrupting the text at key points...to reinforce reading strategies, introduce new strategies, help students make critical connections between texts and readers, and do careful observations of *readers in the process of reading*.” (Allen, Janet. *Yellow Brick Roads*, Stenhouse, 2000)

GUIDED READING - WHY DO IT? :

- Provides the opportunity to read many texts and a wide variety of texts as close as possible to the students’ instructional reading level.
- Provides opportunities to problem solve while reading for meaning.
- Provides opportunities to use strategies on extended text.
- Challenges the reader and creates a context for successful processing of unfamiliar (new) texts.
- Ensures that teacher selection of text, demonstration, and explanation are available to all readers.
- Provides opportunities to attend to words in text.
- Provides opportunities for students to make and check predictions, summarize and retell, and focus on characteristics of text, plot, style, genre, and other aspects of fiction and informational text.

(Adapted from Fountas/Pinnell. *Guided Reading*, 1996.)

- Promotes oral language development and fine-tunes students’ observational/listening skills.
- Develops listening skills, builds language skills, enhances vocabulary, positively impacts fluency, strengthens reading comprehension, and improves attitudes towards reading.
- Establishes known texts to use as a basis for writing

Adapted from Fountas and Pinnell. *Guided Reading*, 1996 and Allen. *Yellow Brick Roads*, Stenhouse, 2000.

PROCEDURE - HOW DO YOU DO IT? :

- The teacher selects the text from all daily curricular areas with specific teaching goals in mind.
- The teacher introduces the text and builds necessary background knowledge.
- The teacher gives a focus for listening.
- The teacher reads the text with expression, intonation, and appropriate pacing.
- The teacher stops to clarify confusions or confirm understandings of the text.
- After reading, the teacher might share a rereading of the whole text or segments of text while discussing text features, content, or plot (narrative), prompting for literal or inferential content.
- The teacher expects students to respond to the text by **talking, thinking, sharing, comparing,**
- **substantiating, reflecting on and analyzing content, and extending beyond the text**
 - During whole-class discussion
 - During small-group discussion
 - During partner discussion
 - In writing (quick writes, focus questions, response journals, etc.)

Adapted from Prescott-Griffin and Witherell. *Fluency in Focus*, Heinemann, 2004 and Allen. *Yellow Brick Roads*, Stenhouse, 2000.

READ ALOUD

SHARED READING

“Shared reading is a procedure that is used to help students see how reading is ‘done.’ It enables students to participate in reading with guaranteed success.” (*First Steps*, Longman, 1994)

“Presenting a number of structures through the shared reading approach develops an attitude of familiarity and expectation about the elements of various genres. This leads to [students] becoming confident about taking more responsibility for the readings.” (Mooney, Margaret. *Reading To, With, and By Children*, 1990)

Shared reading in 3rd-5th grade classrooms “...could take a variety of forms depending on the purpose. It could include the reading of entire novels or short stories, excerpts from fiction and nonfiction, poetry or drama, recorded books, or texts used in literature circles. Students might have copies of the text, or the teacher might have the text on overhead transparencies or in Power Point presentations. The first goal of shared reading is a relatively uninterrupted fluent reading of the text.” (Allen, Janet. *Yellow Brick Roads*, Stenhouse, 2000)

SHARED READING - WHY DO IT? :

- Demonstrates fluent reading so students can experience high-quality mentor text.
- Provides guided practice of strategies that make text understandable.
- Models fluent reading behaviors for transfer to students’ guided and independent reading. (Allen, 2000)
- Explicitly demonstrates reading strategies and provides opportunities for usage of those strategies.
- Builds knowledge of text structure (narrative text: story grammar; expository text: description/enumeration, comparison/contrast, cause/effect, etc.)
- Engages students in an enjoyable and purposeful way and provides social support.
- Encourages following along with print to build fluency and word recognition for struggling readers.
- Creates a body of known texts for independent reading and as resources for writing, vocabulary development, and word study. (Adapted from Fountas and Pinnell. *Guided Reading*, 1996.)

PROCEDURE - HOW DO YOU DO IT? :

- The teacher selects the text from all daily curricular areas with specific teaching goals in mind.
- The text must be in the hand of or visible to all students.
- The teacher introduces the text, telling the purposes of the shared reading.
- The teacher reads the text with expression, intonation, and appropriate pacing, encouraging **students** to join in as they can.
- During reading, the teacher encourages students to **join in, take risks, and look for information**.
- The teacher pauses as necessary during reading to discuss text features, to ask students for predictions and conclusions, and to ask students to make connections to their own experience, another text, or the world.
- After reading, the teacher might share a reread of the whole text or of segments of text while discussing text features, content, or plot (narrative), prompting for literal or inferential content.
- After reading, the teacher encourages and expects **students** to respond to the text by **talking, thinking, sharing, comparing, substantiating, reflecting on** and **analyzing content**, and **extending beyond the text** during whole-class discussion, small-group discussion, and partner discussion, as well as in writing (quick writes, focus questions, journals, etc.).

Adapted from Prescott-Griffin and Witherell, *Fluency in Focus*, Heinemann, 2004, and from *First Steps: Reading Resource*, Longman, 1994.

EXTENSIONS:

- Independent reading
- Discussion with a partner, group, or whole class
- Writing: a text innovation, changing the perspective or genre
- Research related to the topic
- Choral reading or Reader’s Theater
- Summaries, reports, story maps, plot outlines, or character profiles

Adapted from *First Steps: Reading Resource*, Longman, 1994.

SHARED READING