

**Ellington Public Schools**  
**K-6 Bottom Lines for Reading and Writing Workshop Implementation**  
**2014-15 School Year**

**Professional Practice**

Teachers will participate in professional development focused on reading and writing workshop.

Teachers read new curriculum calendars closely to become familiar with big ideas in a unit and broad student learning expectations.

Teachers keep conference notes and individual records of student progress.

**Environment/routines and structures support workshop instruction and student independence.**

50% of classroom library is leveled; organization supports student independence in selecting Just Right Books; books within a classroom are labeled using a single system; classroom library reflects range of readers in the classroom; classroom library inventory is completed every two years (2015, 2017, 2019).

Children are matched to books and there is an organized way for students to store, organize and exchange Just Right Books (examples: plastic bins, clear storage bags, cardboard magazine bins, etc.).

Classroom has designated space for whole group gathering.

Classroom charts support reading and writing units of study and change across the year; charts support independence; mini charts in book baggies or writing folders support students who need them.

Independent reading in Just Right Books at least once per day for all students  
(Length of time increases across year and across grade levels; by February, independent reading time should be at least 10 minutes for K, 30 minutes for gr. 1-2, 35-40 minutes for gr. 3-6).

Students maintain record of independent reading in reading logs (level J and above).

**Instruction follows principles and core elements of a balanced literacy program.**

Teachers implement district plan for reading and writing curriculum units of study across the year.

Small group instruction (strategy lessons, guided reading, phonics lessons, book talks, revision) supports individual needs.

Mini-lessons follow a particular structure (connection, explicit teaching, active engagement, and link).

***Reading***

Teachers implement core structure of Reading Workshop (mini-lesson, independent reading in Just Right Books, conferring, sharing). Reading Workshop is scheduled daily for at least 20 minutes in K, 60 minutes in gr. 1-2, and 45-60 minutes in gr. 3-6).

Teachers use interactive read aloud to demonstrate comprehension skills and strategies and to create opportunities for student accountable talk (i.e., turn and talk) (minimum 1 per day).

Teachers plan read alouds across the day for a variety of purposes.

***Writing***

Teachers implement core structure of Writing Workshop (mini-lesson, independent writing, conferring, sharing); Writing Workshop is scheduled at least 4 times each week (3 times in half-day kindergarten).

Teachers develop samples of their own writing to use as models at different stages of the writing process.

Teachers use mentor texts to show what good writing looks like and to give students goals to work toward.

Students have access to “just right” paper and booklets, and across the class, a range of kinds of paper and booklets are in use.

Students have regular opportunities to write on self-selected topics.

Students maintain writer’s notebooks to support their independent writing (Grades 3-6).

Students are allowed to work through the stages of writing and move from one piece of writing to another, without needing a teacher to gate-keep. They can access materials needed (for revision and new pieces) independently.

### **Assessment is used to inform instruction.**

All students assessed regularly to determine and monitor placement in Just Right Books. In K, teachers will assess students with 26+ sight words for readiness to move into leveled text. All K students will be formally assessed using the DRA2 before the end of the school year. In gr. 1-6, students are formally assessed at least 3 times per year by classroom teacher (**primary grades-** DRA2 and **Grades 3-6** F &P or TC assessment). In addition, all teachers are expected to use informal assessments to move students up levels between district assessment windows.

### **Word Study is an integral part of balanced literacy.**

Teachers implement differentiated word study, including direct instruction in phonics where appropriate; Spelling Inventory is administered 3X/year (**gr. 1-4**) to monitor student progress (Gr. 1 -Primary Inventory-all 26 words; Gr. 2 -Primary Inventory and Elementary for student that score 21 or more on PSI; Gr. 3 -Elementary Inventory; Gr.4-Elementary Inventory and Upper Inventory for students that score 21 or more on the ESI)

Classrooms have word walls (sight words and anchor words at primary; vocabulary and content words at intermediate); individual word walls are created for student writing folders; word wall is visible from the meeting area so that it can be used for interactive writing, shared reading, word study.

Teachers assess high frequency words along a developmental continuum and move students into the next set of words as appropriate (PrePrimer to grade 2 Dolch lists).

### **As we continue to grow, our long term vision includes...**

Reading notebooks begin in grade two and support development of thinking and writing about reading.

Teachers administer on demand writing assessments in a variety of genres (narrative, informational, opinion/persuasive) across the year and use the related continua to assess writing and to guide instruction.

Teachers support self-assessment through the use of exemplars, student-facing checklists, and rubrics.

Teachers collect and use student writing samples as models.

Paper used in writing workshop serves as a graphic organizer. If other planning is needed, students create their own planning sheets, rather than relying on teacher-created organizers.

Grammar instruction is embedded in writing units of study.

Teachers work collaboratively to develop assessments that measure growth in reading skills across the year.

**[\*In Grades 3-6]** \*Students have regular opportunities to create, revise and edit their writing using technology.

\*Teachers support students in organizing their electronic documents related to reading and writing.

\*Teachers use comment feature in Google Docs to provide feedback on student writing.

\*Students use comment feature to give feedback to each other.

\*Students have opportunities for collaborative work (for example, shared writing pieces, shared presentations)