

## Ellington Public Schools

### Bottom Lines for Reading and Writing Workshop Implementation 2011-12 School Year

#### **K-6**

All teachers will participate in reading workshop professional development

#### **Environment/Routines and Structures support reading workshop**

50% of classroom library is leveled; Organization supports student independence in selecting Just Right Books; classroom library reflects range of readers in the classroom; classroom library inventory is completed every two years

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 units of study and change across the year; charts support independence; mini charts in book baggies 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, 40 minutes for gr. 3-6)

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

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 reading instruction following reading curriculum units of study across the year

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

Interactive read aloud with accountable talk (i.e., turn and talk) (minimum 1 per day)

Small group instruction (strategy lessons, guided reading) supports individual needs

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

All students assessed 3 times per year by classroom teacher (DRA2 or TC assessment) to determine and monitor placement in Just Right Books; teachers use informal assessments to move students up levels between formal assessments

Teachers develop system for recording and using conference notes to monitor student progress

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

Teachers implement differentiated word study; Spelling Inventory is administered 3X/year (**K-4**) to monitor student progress (WTW Primary Inventory gr. 1 and 2; Elementary Inventory gr. 3 and 4; Upper Level Inventory gr. 5 and 6)

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 adjacent to 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

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

All teachers will participate in writing workshop professional development

Teachers implement writing instruction following writing curriculum Units of Study across the year.

Teacher implement core structure of Writer's Workshop (mini-lesson, independent writing, conferring, sharing)

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

Students have regular opportunities to write on self-selected topics

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

Teachers schedule Writer's Workshop at least 4 times each week

Teachers develop system for recording and using conference notes to monitor student progress in writing