# Overview and Guide to English Language Arts / English Language Development Adoption and Implementation 2019-20

Las Lomitas Elementary School District

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# Introduction to the Workshop Units

Each unit in the reading or writing workshop represents about 4-6 weeks of teaching, which are divided into 3 or 4 "bends." Each bend has a focus that leads the class toward the goal of the unit.  Each unit supports teachers in providing students with direct instruction, opportunities for extensive practice, and specific goals to help students meet high standards. The units have been piloted and revised based on feedback from classrooms around the country.

The teacher information for each writing and reading session follows the same basic format and includes:
- detailed suggestions for the minilesson
- ideas for supportive small-group and conferring work
- suggestions for mid-workshop teaching
- a closing "share" for the end of the session
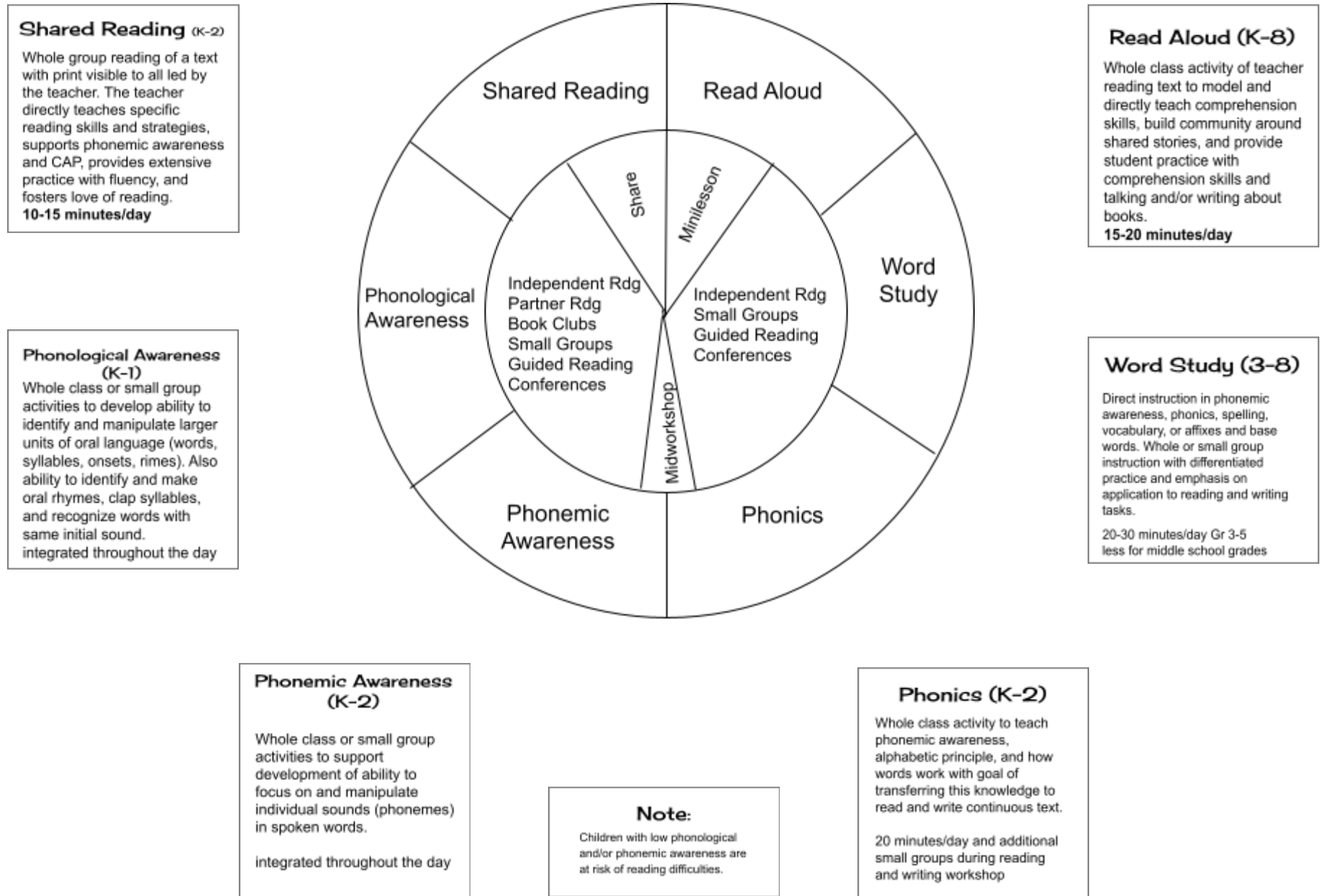
Reading units at every grade level include read aloud lessons for direct instruction in comprehension strategies using one book. Starting at grade 3, read alouds are embedded in the lessons for each unit.

Depending on the grade level, units may also include:
- shared reading lessons
- additional read aloud plans
- homework assignments
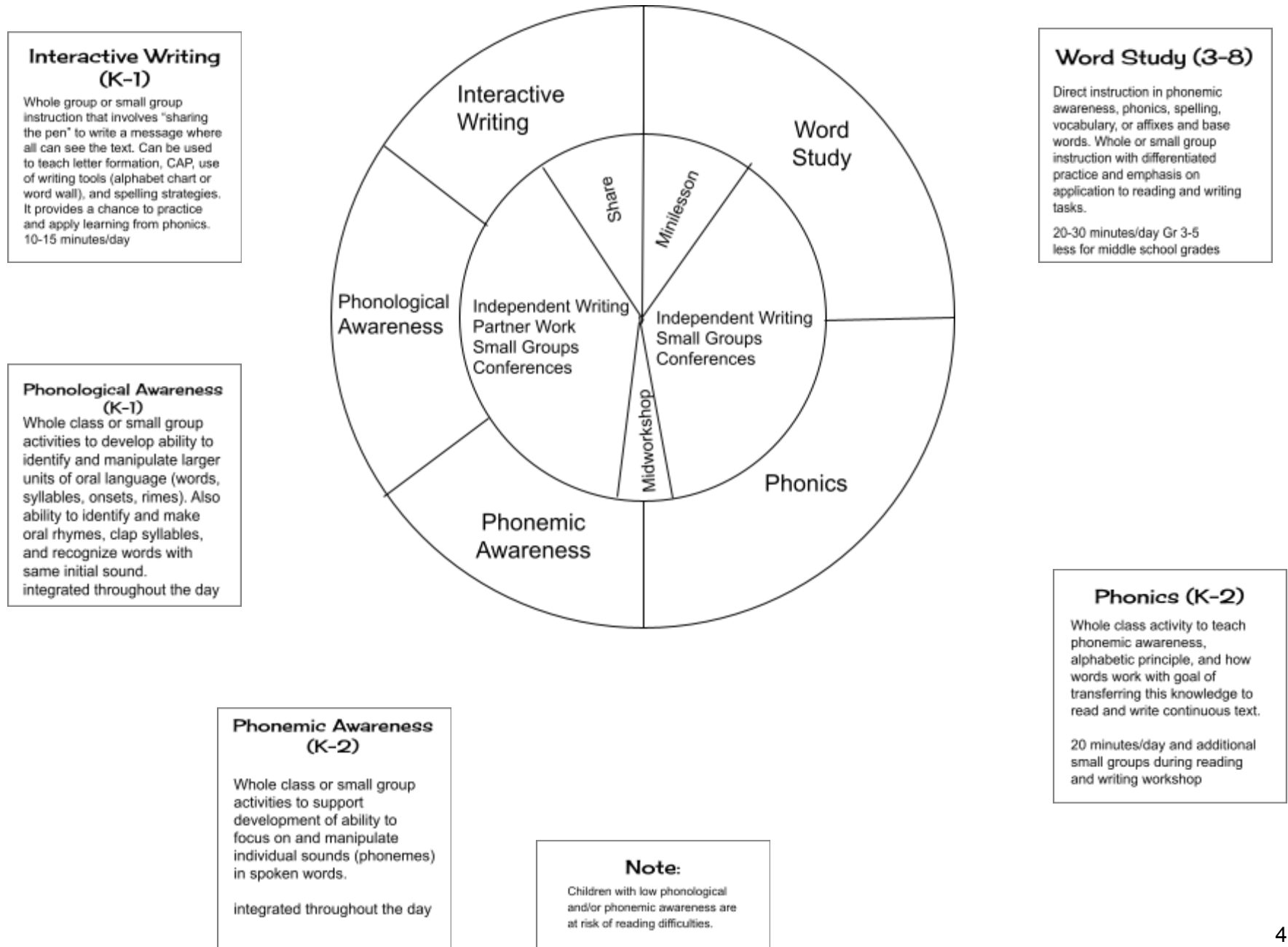- instructions for transitions to partner reading

# Balanced Literacy and Reading Workshop

Reading Workshop (40 to 60 minutes per day) is at the center. The surrounding topics support both reading and writing.

**Shared Reading** (K-2)

Whole group reading of a text with print visible to all led by the teacher. The teacher directly teaches specific reading skills and strategies, supports phonemic awareness and CAP, provides extensive practice with fluency, and fosters love of reading.
**10-15 minutes/day**

**Phonological Awareness (K-1)**
Whole class or small group activities to develop ability to identify and manipulate larger units of oral language (words, syllables, onsets, rimes). Also ability to identify and make oral rhymes, clap syllables, and recognize words with same initial sound.
integrated throughout the day

**Phonemic Awareness (K-2)**

Whole class or small group activities to support development of ability to focus on and manipulate individual sounds (phonemes) in spoken words.

integrated throughout the day

**Read Aloud (K-8)**

Whole class activity of teacher reading text to model and directly teach comprehension skills, build community around shared stories, and provide student practice with comprehension skills and talking and/or writing about books.
**15-20 minutes/day**

**Word Study (3-8)**

Direct instruction in phonemic awareness, phonics, spelling, vocabulary, or affixes and base words. Whole or small group instruction with differentiated practice and emphasis on application to reading and writing tasks.

20-30 minutes/day Gr 3-5
less for middle school grades

**Phonics (K-2)**

Whole class activity to teach phonemic awareness, alphabetic principle, and how words work with goal of transferring this knowledge to read and write continuous text.

20 minutes/day and additional small groups during reading and writing workshop

**Note:**

Children with low phonological and/or phonemic awareness are at risk of reading difficulties.

## Diagram

- Shared Reading
- Read Aloud
- Phonological Awareness
- Word Study
- Phonemic Awareness
- Phonics
- Share
- Minilesson
- Midworkshop

Independent Rdg
Partner Rdg
Book Clubs
Small Groups
Guided Reading
Conferences

Independent Rdg
Small Groups
Guided Reading
Conferences

# Balanced Literacy and Writing Workshop

Writing Workshop (40 to 60 minutes per day) is at the center. The surrounding topics support both writing and reading.

### Interactive Writing (K-1)

Whole group or small group instruction that involves "sharing the pen" to write a message where all can see the text. Can be used to teach letter formation, CAP, use of writing tools (alphabet chart or word wall), and spelling strategies. It provides a chance to practice and apply learning from phonics.
10-15 minutes/day

### Phonological Awareness (K-1)

Whole class or small group activities to develop ability to identify and manipulate larger units of oral language (words, syllables, onsets, rimes). Also ability to identify and make oral rhymes, clap syllables, and recognize words with same initial sound.
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### Note:

Children with low phonological and/or phonemic awareness are at risk of reading difficulties.

Diagram labels: Interactive Writing, Word Study, Phonics, Phonemic Awareness, Phonological Awareness, Share, Minilesson, Midworkshop, Independent Writing Partner Work Small Groups Conferences, Independent Writing Small Groups Conferences

# 2019-2020 Writing Curriculum Map

This writing curriculum map outlines the writing units for instruction for the 2019-2020 school year. It was created by district teachers, starting from the curriculum schedule recommended by TCRWP for the year. The majority of the units are part of the Units of Study of Writing curriculum. Some are from the *If...Then*… resource books and others are found in the Curriculum Calendar on the TCRWP website (https://readingandwritingproject.org/) which is annually updated. Reading and writing units often align and support one another when taught at the same time. This chart lists units in sequence, but length of time for units varies especially from grade-to- grade.

| Writing Unit | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|
| | Launching the Writing Workshop (Bend 1) | Small Moments | Revving Up Writing Muscles | Crafting True Stories | Launching Writer's Notebooks through Personal Narrative | Narrative Craft | Launching Writer's Notebooks and Independent Writing (CC) | Launching Writer's Notebooks and Independent Writing (CC) | Literary Essay: Analyzing Craft and Theme (Bend 1) |
| | Show and Tell Writing | How-To Writing | Lessons from the Masters | Once Upon a Time | Boxes and Bullets: Personal and Persuasive Essays | Journalism (CC) or (Non-Fiction Writing | Personal Narrative: Crafting Powerful Life Stories | Realistic Fiction: Symbolism, Syntax, and Truth | Literary Essay: Analyzing Craft and Theme (Bend 2) |
| | Launching the Writing Workshop (Bends 2 & 3) | Non-Fiction Chapter Books | The How To Guide (Non-Fiction) | Art of Information | Short Informational Book | Literary Essay: Opening Texts and Seeing More | Literary Essay: From Character to Compare - Contrast | The Art of Argument | Position Papers: Research and Argument (Bend 1) |
| | Writing for Readers | From Scenes to Series (Fiction) | Writing About Reading | Changing the World | The Arc of Story: Writing Realistic Fiction | Research-Based Argument Essay | Literary Essay | Writing About Reading | Position Papers: Research and Argument (Bend 2) |
| | How To Books | Poetry | Writing Gripping Fictional Stories | Writing: Test Prep | Bringing History to Life | Lens of History: Research Reports | Research-Based Information Writing | Essential Research Skills for Teens | Literary Essay: Analyzing Craft and Theme (Bend 3) |
| | Persuasive Writing | Writing Reviews (Opinion) | Lab Reports and Science Books | Baby Literary Essay | Literary Essay: Writing about Fiction | Test Prep | Fantasy Writing (If..) | Test Prep | Test Prep |
| | | Independent Writing | Poetry: Big Thoughts in Small Packages | Writing About Research | Test Prep | Fantasy Writing (If…) | Test Prep | Poetry: Immersion and Innovation (If…) | Memoir (If…) |
| | | | | | Graphic Novels: Writing in Pictures | | Graphic Novels: Writing in Pictures | | Graduation Speeches |

CC = Curricular Calendar unit          If… = If.. Then.. unit          Local = teacher-created unit

# 2019-2020 Reading Curriculum Map

This writing curriculum map outlines the writing units for instruction for the 2019-2020 school year. It was created by district teachers, starting from the curriculum schedule recommended by TCRWP for the year. The majority of the units are part of the Units of Study of Writing curriculum. Some are from the *If...Then*… resource books and others are found in the Curriculum Calendar on the TCRWP website (https://readingandwritingproject.org/) which is annually updated. Reading and writing units often align and support one another when taught at the same time. This chart lists units in sequence, but length of time for units varies especially from grade-to- grade.

| Reading Unit | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|
| | We Are Readers | Building Reading Habits | Reading Growth Spurt | Building a Reading Life | Maintaining an Independent Reading Life | Interpretation Book Clubs (Realistic Fiction) | Maintaining an Independent Reading Life (CC) | Maintaining an Independent Reading Life (CC) | Short Stories |
| | Emergent Reading: Looking Closely at Familiar Texts (If…) | Word Detectives: High-Frequency Words and Decoding | Becoming Experts (Non-Fiction) | Mystery | Interpreting Characters: The Heart of the Story | Tackling Text Complexity (Non Fiction) | A Deep Study of Character (Fiction) | Historical Fiction Book Clubs | |
| | Super Powers | Learning About the World: Reading Nonfiction | Bigger Books Means Amping Up Reading Power | Reading to Learn | Reading the Weather, Reading the World | Raising the Level of Interpretation | Social Issues Book Clubs: | Essential Research Skills for Teens | Literary Non-Fiction |
| | Bigger Books, Bigger Reading Muscles | Readers Have Big Jobs to Do: Fluency, Phonics, Comprehension | Series Book Clubs | Character Studies | Historical Fiction Book Clubs | Argument Reading | Tapping the Power of Non-Fiction | Core Literature (Local) | Critical Literacy: Contemporary Fiction |
| | Becoming Avid Readers | Meeting Characters and Learning Lessons | | Reading: Test Prep | Reading History: The ~~American Revolution~~ Gold Rush | Revolutionary War Reading (Non Fiction) | Fantasy Book Clubs | Investigating Characterization: Author Study Book Clubs | Critical Reading of Award-Winning Literature |
| | Poetry (If…) | | | Research Clubs | Test Prep | Test Prep | Test Prep | Test Prep | Dystopian Book Clubs |
| | Reading Detectives (If…) | | | Social Issues | Graphic Novel Reading (Unit TBD) | Fantasy Book Clubs | | How to Eat a Poem (CC) | Test Prep |
| | Camp Read A Lot (Local) | | | | Local | | | Local | Local |

CC = Curricular Calendar unit          If… = If.. Then.. unit          Local = teacher-created unit

# Writing Progressions

Learning progressions describe the development of skills and understanding that develop over time for all students. Each strand of the progression focuses on one skill and shows how it grows over time. The writing progressions were written as teacher-facing documents (for teacher use). There are corresponding student-facing (for student use) writing checklists for each genre and grade level. Using writing progressions, teachers can identify where a writer's current skill set is on the progression. The writing progression can then also be used to help identify the feedback that will help the writer move from where s/he is on the learning progression toward the next level. (Detailed writing progressions are available for each genre in *Writing Pathways*. The excerpts below are the "overall" strand of each writing progression.) See the ELD Standards to see expectations for supporting content learning at emerging, exanding, and bridging levels of English language development at each grade level.

|  | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Narrative** | The writer told, drew, and wrote a whole story. | The writer wrote about when she did something. | The writer wrote about one time when he did something. | The writer told the story bit by bit. | The writer wrote the important part of an event bit by bit and took out unimportant parts. | The writer wrote a story of an important moment. It reads like a story, even though it might be a true account. | The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme. | The writer created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme. | The writer not only created a narrative with well-developed characters who change, he used the story to comment on a social issue, teach a lesson, and/or develop a point of view. |
| **Information** | The writer told, drew, and wrote about a topic. | The writer taught readers about a topic. | The writer taught readers some important points about a subject. | The writer taught readers information about a subject. He put in ideas, observations, and questions. | The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing. | The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing. | The writer conveyed ideas and information about a subject in a well-structured text. Sometimes she incorporated arguments, explanations, stories, or procedural passages. | The writer brought together ideas and information about a subject in a text that develops a subtopic and/or an idea. He incorporated a variety of text structures as needed, including argument, explanation, narrative, and procedural passages. | The writer discussed key concepts within a topic and made it clear why these concepts are important. She provided examples with relevant information, using a variety of text structures and formatting, as needed, to make concepts and information compelling and accessible. |

| Opinion/ Argument | The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book. | The writer wrote her opinion or her likes and dislikes and said why. | The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion. | The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons. | The writer made a claim about a topic or a text and tried to support her reasons. | The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason. | The writer explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of the text helped build her argument, and led to a conclusion. | The writer laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic/text. He acknowledged positions on the topic or text that might disagree with his own position, but still showed why his position makes sense. | The writer laid out an argument about a topic/text and made it clear why her particular argument is important and valid. She stayed fair to those who might disagree with her by describing how her position is one of several and making it clear where her position stands in relation to others. |
|---|---|---|---|---|---|---|---|---|---|

# Reading Progressions

Learning progressions describe the development of skills and understanding that develop over time for all students. Each strand of the progression focuses on one skill and shows how it grows over time. The reading progressions have been written as student-facing documents (meant for student use). Teachers can use reading progressions to identify where a reader's current skill set is on the progression. The reading progression can then also be used to help identify the feedback that will help the reader move from where s/he is on the learning progression toward the next level. (Detailed reading progressions for grades 2 to 6 are available for fiction and informational reading in *Reading Pathways* and in online resources for reading Units of Study. Similar progressions are planned for middle school grades, but not for Kindergarten and Grade 1. The excerpts below are from the fiction reading progression.) See the ELD Standards to see expectations for supporting content learning at emerging, expanding, and bridging levels of English language development at each grade level.

| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|
| | **Literal Comprehension -** prediction, story elements, monitoring for meaning, fluency, word-solving, and vocabulary | | | | |
| **Envisioning - Predicting** | As I read, I make a movie in my mind, picturing what's happening. Sometimes the mental movie comes mostly from the words, and then I add in details that are from the pictures. Sometimes I start with the pictures and add in what I learn from the words.<br><br>I predict what will happen next, drawing on earlier parts of the text. | I make a mental movie as I read. I imagine the setting, the characters, the events, and characters' reactions to them.<br>I predict what the main character will do, say, and think (and how the character will react to things) based on earlier parts of the text.<br><br>I can explain the reasons for my predictions. | I make a mental movie as I read, trying to experience the story as if it is real life.<br><br>I draw on earlier parts of the text to add to the details in my mental movie. That is, I draw on what I know about character's traits and motivations, the setting, and the events to envision and predict. I also use what I know from real life about what these places tend to look and feel like.<br><br>I also base my predictions on my sense of how stories tend to go and can explain my reason for my predictions. | I make a mental movie as I read, trying to experience the story as if it is real life.<br><br>I draw on earlier parts of the text to add to details in my mental movie of the characters, setting, and events. I look for clues to help me know the mood and the feel of the actions. I also use what I know from real life about what these places tend to look and feel like.<br><br>I also base my predictions on what I know about this genre of fictional texts.<br><br>I predict not just what will happen to the main character, but also to the secondary characters across multiple plotlines. | I realize that envisioning matters as a way to picture unfamiliar people and places in the books I read. As I read, I draw on films and television shows, real life, my knowledge of this genre, as well as scenes from other books to fill in the movie I'm making in my mind and to make sense of what happens.<br><br>I base my predictions on what has happened in the text, my knowledge of the genre, and details I've gathered about story elements. |

| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|
| | **Interpretive Reading -** inference, character development, text evidence, themes, comparison/contrast | | | | |
| **Determining Themes / Cohesion** | At the end of a story, I can name the lesson the character learned. I might say this in a word or a phrase. | At the end of a story, I can say a few sentences about the big life lesson (the theme) that a character has learned. | I read, asking, "What's this story really about?" and I come up with tentative ideas that I test as I read on. I have an internalized checklist of what makes a good interpretation - that the theme applies to most of the story, that it suggests a life lesson.<br><br>I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes decision or realizes something big. | I read, asking, "What seem to be the big themes of this story?" I can figure out a couple of themes that are especially significant, noting which are best supported.<br><br>To think about these, I tie together what several significant parts of the story seem to mean.<br><br>I know themes are shown not only by the content of the text, but also in the way it is written. | As I read, I gather up parts of the story that support particular themes. I also actively look for themes that seem more hidden. As new parts of the story suggest new meanings, my understanding of a story's theme becomes more nuanced.<br><br>When I am considering which themes are most important in a story, I weigh which are most strongly supported across the story. I note literary devices that support the theme, such as symbolism. |
| | **Analytic Reading -** analysis of part-to-whole, author's craft, and perspective; growing ideas and questioning text | | | | |
| **Analyzing Parts of a Story in Relation to the Whole** | When asked to talk about the importance of a part in a story, I think about how that part fits into the sequence of events. I can talk about what came before and what comes after.<br><br>When asked, I can talk about how a problem is introduced in the beginning of a story (if it is) and how it is resolved by the end. | When asked to talk about the importance of a part of a story to the whole, I use what I know about story structure to name what part of the story it is: the setting? The problem?<br><br>I can also think about how the part is important to the whole story. If it is the setting, for example, I think "How is this particular setting important to the story?" | When asked, I can take one part or aspect of a story - an event, setting, minor character - and talk about the importance of it to the whole story. To do this, I use what I know about how one part of a story connects to another or to the whole story (e.g., a scene may explain a later choice a character makes or show that the character is changing; a setting creates a mood or explains the tension). | When asked, I can take one part or aspect of a story - an event, setting, minor character - and talk about the importance of it to the whole story. To do this, I use what I know about how one part of a story connects to another or to the whole story (e.g., a scene may explain a later choice a character makes or show that the character is changing:a setting may be symbolic).<br><br>I can also discuss if this part supports a larger idea or theme in the text. | The new work that I am doing now is that I am able to take even a small part - a sentence, a stanza - and think about the role it plays in creating the whole. I can think about the part's importance structurally and also ask how it develops larger ideas. I ask, "Does this part help to develop a theme, a character, the mood?" I also ask, "How?" |

Supporting English Language Learners in Reading Workshop

| Reading Workshop Structure | Possible challenges for ELLs | Suggested differentiation strategies to support ELLs |
|---|---|---|
| **Minilesson** | Too much teacher talk | ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible<br>▪ Make your speaking very simple and clear<br>▪ Establish routines that help ELLs focus on content and language<br>▪ Be explicit in your instruction<br>▪ Pre teach the teaching point to scaffold understanding<br>▪ Reteach the teaching point to support understanding<br>▪ Provide multiple opportunities for turn and talk or active engagement |
| **Independent Reading** | Lack of support and feedback<br><br>Mismatch of text level and student age | ▪ Provide support for ELLs to find Just Right Books that meet both their linguistic needs and their reading goals<br>▪ Allow ELLs to read books in their native language<br>▪ Support frequently with one on one conferring or small group instruction<br>▪ Pull a small group for shared reading to support language, fluency, and concepts of print<br>▪ Pull ELLs in guided reading groups to push them to the next level<br>▪ Shorten IR time and allow ELLs to work in partnerships to support student interaction |
| **Partner Work** | Partners are unsure what to do<br><br>Limited talk time with partners | ▪ Be intentional when assigning partners<br>▪ Support using anchor charts and sentence frames<br>▪ Support using structured conversations such as Talking Heads |
| **Share** | Not enough time to share<br><br>Only a few students are asked to share | ▪ Use share time as another means for student to student interaction (more participation)<br>▪ Support ELLs with sentence frames aligned to their language level<br>▪ Randomize calling on students |
| **Text Selection** | Figurative language is not culturally sensitive<br><br>Lack of background knowledge<br><br>Limited book variety | ▪ Provide support for ELLs to find Just Right Books that meet both their linguistic needs and their reading goals<br>▪ Allow ELLs to read books in their native language<br>▪ Provide familiar reads for ELLs to read during IR (books used during read aloud, shared reading, poems, etc.) |
| **Anchor Charts** | Too many words<br><br>Premade | ▪ Label with plenty of graphics and pictures<br>▪ Keep icons consistently throughout the building (ex: a book is the same in your room and the library)<br>▪ Color code wording<br>▪ Write in a step-by-step format<br>▪ Keep charts up and available and refer to them frequently<br>▪ Provide smaller copies to ELLs<br>▪ Create in front of students |

http://elementaryenglishlanguagelearners.weebly.com/

**ELL**

| Writing Workshop Structure | Possible challenges for ELs | Suggested differentiation strategies to support ELs |
|---|---|---|
| **Minilesson** | Too much teacher talk | • Use realia, gestures, pictures and/or graphics to make language comprehensible<br>• Make speaking very clear and explicit<br>• Establish routines that help ELs focus on content and language<br>• Be explicit in instruction<br>• Preteach the teaching point to scaffold understanding<br>• Reteach the teaching point to support understanding<br>• Provide multiple opportunities for turn and talk or active engagement |
| **Independent Writing** | Lack of support and feedback<br><br>Absence of text examples that match student ZPD | • Provide mentor writing examples, touchstone texts, exemplars to support ELs linguistic needs and writing goals<br>• Allow beginning ELs to write in their native language<br>• Allow newcomer ELs to mirror teacher or mentor text writing<br>• Allow beginning and intermediate ELs to draw and label<br>• Support frequently with one on one conferring or small group instruction<br>• Pull small groups for shared writing to support language, grammar, and concepts of print |
| **Partner Work** | Partners are unsure what to do<br><br>Limited talk time with partners | • Be intentional when assigning partners<br>• Support using anchor charts and sentence frames<br>• Support using structured conversations such as Talking Heads and Q Triple S A<br>• Provide opportunities for partner work throughout the writing process |
| **Share** | Not enough time to share<br><br>Only a few students are asked to share | • Use share time as another means for student to student interaction (more participation)<br>• Support ELs with sentence frames aligned to language levels<br>• Randomize calling on students<br>• Provide ELs with rehearsal time before sharing whole group |
| **Anchor Charts** | Too many words<br><br>Premade | • Label with plenty of graphics and pictures<br>• Keep icons consistent throughout the building (ex: a book is the same in your room and the library)<br>• Color code wording<br>• Write in a step-by-step format<br>• Keep charts up and available and refer to them frequently<br>• Provide smaller copies to ELs (artifact)<br>• Create with students |

# Reading Assessment Resources

Assessment allows the teacher to establish the level of text difficulty that students can read and understand independently and with support. During reading workshop, teachers may informally assess student reading through conferences, small group work, partner talk, and book club discussions. For many reading units for Grades 3 and above, pre- and post- assessments are included. LLESD also uses formal reading assessments to monitor student growth. The schedule and details for the use of those assessments are detailed in the appendix. All these assessments provide students with goals to strive toward as readers.

**Grades K-2:**
- *Developmental Reading Assessment* (DRA)

**Grades 3-5:**
- *Benchmark Assessment System* (Fountas and Pinnell) three times per academic year
- For each reading unit of study, pre and post reading assessments are found on a teacher's registered Heinemann digital resources page: https://www.heinemann.com.

**Grades 6-8:**

- *Benchmark Assessment System* (Fountas and Pinnell) for students reading below benchmark
- For the Grades 6-9 Reading Units of Study, TCRWP supplied drafts of reading assessments. (2019/2020)
- Drafts of teacher-facing 4-point rubrics (meant for teacher use) and student-facing checklists (meant for student use) for the reading assessment questions can be found on the Reading and Writing Project website: http://readingandwritingproject.org/resources/assessments/reading-writing-assessments.

**Grades K-8**
Chapter 1, "A Toolkit for Reading Assessment," in *Reading Pathways for Grades 3-5* provides useful material for teachers Grades K-8. (There is not an equivalent book specific to K-2 or 6-8 at this time.)
- Tools for collecting data on reading volume and reading habits (in any home language)
- A simple, streamlined system for conducting running records
- Learning Progressions in reading both narrative and informational texts
- Pre and Post performance assessments that can be used before and after each unit of study.
- Simple, illustrated kid-friendly rubrics, grounded in the Learning Progressions
- A discussion of how to use the data to drive teaching and learning.
- Informal assessment through book talks, small groups, conferring, and written responses

# Writing Assessment Resources

Writing assessment allows the teachers and students to understand what writers are doing well, and how they can improve. They are intended to help teachers improve and tailor their instruction and to help students set goals. TCRWP recommends, however, that teachers "thin slice" (strategically sorting of student work) writing samples to quickly gather data about students and spend more of their time planning instruction rather than complete detailed and time-intensive scoring with the rubrics. Ideally, writing is returned to students the next day.

The online resources for the Writing Units of Study and the *Writing Pathways* book include:
- the writing progressions (Pre-Kindergarten to Grade 9)
- on-demand performance assessment prompts for narrative, informational, and opinion/argument writing for each grade
- teacher rubrics for narrative, informational, and opinion/argument writing for each grade
- student checklists for narrative, informational, and opinion/argument writing for each grade
- leveled student writing samples for narrative, informational, and opinion/argument writing for each grade
- annotated demonstration texts for narrative, informational, and opinion/argument writing for each grade level

# Standardized Testing

According to the TCRWP Efficacy Data Report:
> *California schools affiliated with the Teachers College Reading and Writing Project (TCRWP) performed on average better than the state on the Smarter Balanced assessments, the state's main test that makes up the California Assessment of Student Performance and Progress (CAASPP) results. Among schools designated as TC Core Districts\*\*, student performance on the computer-based Smarter Balanced assessments placed their students among the best in the state. Over 86% of students in these schools met or exceeded standard.*

\*\* Core TCRWP Schools are those that engage in deep implementation of Reading and Writing workshop with special attention to high volumes of reading, on-going writing, and engagement of the community.

TCRWP Efficacy Data Report:  California 2018 http://www.unitsofstudy.com/resourcecenter/resource?id=623

# Vocabulary

**"Vocabulary was and is clearly understood to be a critical aspect of reading and language comprehension and of the overall and very complex process of reading for understanding and critical thinking."**

Students with a broad and deep vocabulary comprehend conversation, instruction, and text with more precision.  Students with a limited vocabulary are often left with simply the gist of the topic.  Students who have access to a varied vocabulary speak and write with more detail.  They are able to express themselves with more clarity.  Vocabulary instruction is essential in all content areas from music to science to physical education.  Vocabulary is important for all students, and particularly important for English learners.

*"We also strongly believe that vocabulary instruction has relevance in a variety of situations and that there are multiple proven approaches available to teachers from which choices can be made that are appropriate to the contexts and needs of different students. . . .Teachers need and deserve much more than narrowly scripted, inflexible instructional approaches or tactics.  They need to be well informed about underlying theories and research evidence that forms a basis for effective instruction and that offers them alternatives to meet individual needs."*

Examples of instructional methods for developing vocabulary include:
- Read aloud, especially repeated readings of the same text.
- Study of morphology (roots, prefixes, suffixes) and the connections between related words.

**An instructional strategy, which is NOT recommended, is the memorization of lists of words.**

Recommendation:

During 2020-21, there will be research into best practices for instruction in this area. After educating ourselves on the topic, discussion will take place in regards to success of workshop-embedded instruction and possible additional  instructional methods and/or instructional materials.

Quotes are from *What Research Has to Say About Vocabulary Instruction* by Alan E. Farstrup and S. Jay Samuels.

# Support Materials

The Units of Study for Reading and Writing Workshop include mentor texts for read aloud, shared reading, lesson outlines, and supports such as writing rubrics, checklists, and learning progressions. Well-stocked classroom libraries are another essential component of reading workshop instruction. Additional materials may be required for specific students. This list includes some reference materials that teachers could use to provide multiple points of entry for children, which would look different at different grade levels. Differentiated support should be based on assessment data.

**Phonics:** Systematic phonics instruction is required for the primary grades, K-2. The goal is transference into reading and writing. The Teachers College Reading and Writing Project (TCRWP) does not recommend a single program and only recently published the Units of Study in Phonics. Currently Kindergarten is using *Units of Study in Phonics*, Grade 1 is using *Spelling Through Phonics* and *Word Wall Work*, and Grade 2 is using *Fountas and Pinnell Phonics, Everyday Spelling*, and *Units of Study in Phonics*.

**Read Aloud:** Read aloud texts are included for every unit. Teachers in Kindergarten-Grade 5 select additional books for read aloud instruction.

**Shared Reading:** Teachers in Kindergarten - Grade 2 select additional books (or chapters from books at Grade 2) for shared reading instruction. Options include:
- Heinemann Shared Reading Libraries
- Fountas and Pinnell Classroom Shared Reading
- Okapi Shared Reading (supportive for English Learners)

**Test Prep**: Each year the TCRWP creates updated test preparation units for Grades 3-8. They are available online in the *Treasure Chest* found on the TCRWP website and included in each year's suggested curricular calendar.
- Ready Common Core used by 3rd grade uses

**Vocabulary:** Vocabulary lessons are included throughout the units within minilessons, conferring/small group suggestions, and workshop shares. These lessons include: using context and syntax to approximate meanings of unknown words, using text features and tools to find meanings, and empowering students to be readers who actively search for unknown words and attempt to figure out what they mean. The lessons can be repeated with variations to meet individual student needs. Additional instructional strategies may be found in:
- *The Reading Strategies Book* by Jennifer Serravallo
- *Words in Action* from Developmental Studies Center (read aloud, vocabulary and social skills curriculum)
- Isabel Beck - Tier 1/2/3 words,  -- Her work is basis for words in *Words in Action* program

**Word Work/Spelling/Affixes/Morphology:** Spelling and word work lessons are included throughout the units in minilessons, conferring/small group suggestions, and workshop shares. They can be repeated with variations to meet individual student needs. An instructional strategy that may help with affixes and morphology instruction is:
- Structured Word Inquiry approach

Additional instructional strategies may be found in:
- *The Reading Strategies Book* by Jennifer Serravallo
- *Making Words Kindergarten, Making Words (1-3), Systematic Sequential Phonics They Use* and *Making Big Words (3-6)* by Pat Cunningham
- Greek and Latin Roots: Keys to Building Vocabulary,
- *Words Their Way* series

**Conventions:** Lessons about conventions are included throughout the units in minilessons, conferring/small group suggestions, and workshop shares. They can be repeated with variations to meet individual student needs. An instructional strategy that may help in teaching about conventions is:
- interactive editing

Additional instructional strategies may be found in:
- *The Fountas and Pinnell Prompting Guide 1* - Conventions section
- *The Writing Strategies Book* by Jennifer Serravallo
- *Mechanically Inclined* by Jeff Anderson
- *Patterns of Power (Grades 1-5)* by Jeff Anderson

**Grammar:** Grammar lessons are included throughout the units in minilessons, conferring/small group suggestions, inquiry lessons, and workshop shares. They can be repeated with variations to meet individual student needs. Additional instructional strategies may be found in:
- *Patterns of Power (Grades 1-5)* by Jeff Anderson
- *Mechanically Inclined* by Jeff Anderson (Grades 3-7)

Current online resources can be found on the Teachers College Reading and Writing Workshop website, https://readingandwritingproject.org, particularly in the Treasure Chest section. These change periodically.

# Universal Access

The structures of reading and writing workshop are deliberately simple and predictable and use consistent language throughout the grades to allow teachers to adapt and teach responsively. The workshop model is designed to support all learners in the classroom regardless of their independent reading or writing levels or level of English proficiency. Differentiation through small-group work and one-on-one conferences provides tailored scaffolds for all students whether they are emerging bilingual students, have highly-developed skills, have learning differences, or have other special needs. Decisions about instruction with multiple points of entry may be based on formal data collection or informal observations and assessments. Classroom teachers may work with intervention specialist teachers to implement designated* and integrated** ELD instruction. Classroom teachers may also collaborate with paraprofessionals who provide support for identified students within or outside of the mainstream classroom.

The guide books for the reading and writing workshop each contain detailed suggestions for differentiation that can be added into minilessons, small group work, and individual conferences including the use of:
- student partnerships
- additional visual supports
- varied teaching strategies
- learning progressions to identify student development along a continuum
- text selection
- *If...Then…* resources to better meet student needs
- detailed suggestions for modifications to support emerging bilingual students
- ELD standards or learning progression

In addition, there are *Up the Ladder* reading and writing units available for Grades 4-6. These units are designed to support upper-grade students who are new to workshop instruction or currently working below benchmark. The *Up the Ladder* units were designed to be engaging for upper-grade students while rapidly accelerating their reading and writing skills. These units may also be used to support upper-grade teachers as they implement the instructional strategies of the workshop model.

For more detail, please refer to Chapter 14 in *A Guide to the Reading Workshop: Primary Grades,* Chapter 14 in *A Guide to the Reading Workshop: Intermediate Grades,* Chapter 14 in *A Guide to the Reading Workshop: Middle School Grades,* Chapter 9 in *A Guide to the Writing Workshop: Primary Grades,* Chapter 9 in *A Guide to the Writing Workshop: Intermediate Grades,* or Chapter 8 in *A Guide to the Writing Workshop: Middle School Grades.*

***Designated**: is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into  and from content instruction.
***Integrated:**  refers to teachers providing language clarification and language acquisition support during regular content area lessons.

# Intervention

Intervention support is provided so that all students have a point of entry into their core curriculum. For some students, classroom teachers may work with an intervention teacher who provides instruction using an additional or alternative curriculum. Classroom teachers may also collaborate with paraprofessionals who provide support for identified students within or outside of the mainstream classroom using materials or strategies specifically selected for intervention support. Programs and materials used for literacy intervention include:

**Reading Recovery and Literacy Lessons:** Reading Recovery and Literacy Lessons are short-term, one-on-one literacy tutoring interventions. Both interventions are delivered in daily 30 minute individual lessons that include reading, writing, and word work with a specially trained teacher. Reading Recovery is only for Grade 1 students. Literacy Lessons is for students who are not eligible for Reading Recovery and are struggling in the beginning phases of learning to read and write. Students may receive Reading Recovery services for 12 to 20 weeks. The teaching procedures in Literacy Lessons are particularly designed to help readers and writers develop early literacy processing systems, including emerging bilingual students and students with identified learning differences. Generally, the range of students for whom Literacy Lessons is appropriate is Grades 1–4 as identified by scores on the qualifying assessments. Both interventions are used at Las Lomitas in addition to classroom reading instruction. https://readingrecovery.org/reading-recovery/teaching-children/basic-facts and https://readingrecovery.org/literacy-lessons/literacy-lessons-overview

**Reading Groups:** Small reading groups provide support for students who need supplementary reading intervention. Upon recommendation of classroom teachers and assessment data, reading groups are formed based on student needs and reading levels. Students are grouped together by the skills they need to develop. Groups range from 3 to 5 students. These groups are usually used in Grades 1-5 in and outside the classroom.

**Leveled Literacy Intervention:** Leveled Literacy Intervention is a short-term reading intervention that provides daily, intensive, small-group instruction using leveled books to supplement classroom literacy teaching. It is used at both Las Lomitas and La Entrada.

**Lexia Core 5 Reading:** Lexia Core 5 Reading is a technology-based program for Pre-Kindergarten through Grade 5 that provides explicit, systematic, personalized learning in six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with data and student-specific resources for individual or small-group instruction. https://www.lexialearning.com/products/core5 It may be used as a Tier 2 and Tier 3 support based on individual student needs.

**Reading Plus:** Reading Plus is a technology-based program for Grades 3 and up that delivers personalized practice so that students develop efficient eye-tracking, stamina, and silent reading fluency. Improvements in these areas allow students to focus more attention on comprehension. Each student has access to grade-appropriate texts through an experience that has the same look and feel regardless of reading level. https://www.readingplus.com/ It may be used as a Tier 2 and Tier 3 support based on individual student needs.

**Unique Learning Systems:** Unique Learning Systems is a cloud-based resource of differentiated standards-aligned content for Pre-Kindergarten - Transition, including assessments, data tools, and evidence-based instructional support designed to give students with

complex needs meaningful access to the general education curriculum. https://www.n2y.com/unique-learning-system/ It may be used as a Tier 2 and Tier 3 support based on individual student needs.

**Edmark Reading Program 2nd Edition - Level 1:** The Edmark Reading Program Level 1 is an alternative to a phonics program. Students learn 150 sight words and 3 endings, beginning by recognizing and reading a new word in isolation. Target words are practiced in phrases and stories as well as through picture-word matching, spelling, writing, and games. The goals are automatic word recognition and generalization of students' reading skills to new and varied situations. https://www.proedinc.com/Products/13620/edmark-reading-program-level-1--second-edition-complete-kit.aspx It may be used as a Tier 2 and Tier 3 support based on individual student needs.

**TeachTown**: TeachTown is an online program to improve the academic, behavioral, and adaptive functioning of students with disabilities through Applied Behavior Analysis. It is for children diagnosed with autism spectrum disorder (ASD), developmental and intellectual disabilities and emotional and behavioral disorders. http://web.teachtown.com/schools/ It may be used as a Tier 2 and Tier 3 support based on individual student needs.

**Explode the Code - Educators Publishing Service - Primers:**  helping striving readers, including those with dyslexia and other reading difficulties, as well as providing materials that support on-level students so that they can continue to meet their goals. It may be used as a Tier 2 and Tier 3 support based on individual student needs.

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