



# Littleton Public Schools Universal Literacy Framework

June 2008

## **PURPOSE:**

- To guide district K-5 educators in developing common vocabulary and consistent understanding of research-based, effective practice in reading and writing instruction
- To provide district-wide coherent model of research-based, effective curriculum, instruction and assessment practices in the area of literacy
- To provide a district structure for defining building instructional and supplementary reading and writing materials
- To provide cohesive, systemic literacy instruction for all learners

# Elementary Literacy Framework

## Essential for All Learners

<b>Components of Reading Block</b>			
<b>90 -120 minutes</b>	<b>Shared Reading /Interactive Read Aloud/Think Aloud</b> Time Frame: 15-20 minutes		<b>Format:</b> Whole class instruction  <b>Purpose:</b> Teacher models what good readers do through reading and thinking aloud
	<b>Guided Reading</b> Time Frame: Total block 60-90 minutes  <ul style="list-style-type: none"> <li>➤ Differentiated according to needs</li> <li>➤ 2-4 groups per day (students reading below grade level meet with teacher <u>every</u> day)</li> </ul>	<b>Independent Reading/Partner (Reading/Response to Reading)</b> Time Frame: Total block 20-30 minutes  <ul style="list-style-type: none"> <li>➤ Concurrent with guided reading block</li> </ul>	<p style="text-align: center;"><b>Guided Reading</b></p> <b>Format:</b> Small group instruction/flexible groups/similar needs  <b>Purpose:</b> Teachers provide direct instruction to develop independent application of skills and strategies and prompt for strategies as students read independently. Gather information through running records, individual reading and responses to text. <b>NOTE:</b> Students who are not receiving small group instruction, are practicing independent reading
			<p style="text-align: center;"><b>Independent Reading/Partner</b></p> <b>Format:</b> Individual/Paired/Small groups  <b>Purpose:</b> Students apply skills and strategies during independent practice
	<b>Word Work</b> Time Frame: 15-30 minutes  <ul style="list-style-type: none"> <li>➤ Differentiated according to needs</li> </ul>		<b>Format:</b> individual, small or large group  <b>Purpose:</b> Teachers provide explicit instruction in phonics, phonemic awareness, onsets, rimes, basic phonics patterns, affixes, root words, and new vocabulary meanings to improve automatic word recognition and fluency.  Students read and spell high frequency words and to recognize patterns that will allow them to decode and spell unfamiliar words; making and writing words.

# Elementary Literacy Framework

## Essential for All Learners

<b>Components of Writing Block</b>	
<p><b>Mini-Lesson</b> Time Frame: 10-15 minutes</p> <ul style="list-style-type: none"> <li>➤ Connection</li> <li>➤ Teaching</li> <li>➤ Active Engagement</li> <li>➤ Link to ongoing work</li> </ul>	<p><b>Format:</b> Whole group/small group/individual</p> <p><b>Purpose:</b> Demonstrate/model what you hope the writer's will do, show a strong writing sample and your own. Mini-lesson is a link to student's own writing for improvement.</p>
<p><b>Writing Time</b> Time Frame: 30-35 minutes <b>Partnerships</b></p> <ul style="list-style-type: none"> <li>➤ Silent writing time</li> <li>➤ Mid-point lesson</li> </ul>	<p><b>Conferring</b> Time Frame: 30-35 minutes <b>Concurrent with Writing Time</b></p> <ul style="list-style-type: none"> <li>➤ Teacher circulates to confer with individual students and at times pulls groups with like needs. Students use rubrics to self-evaluate.</li> </ul>
<p><b>Share writing</b> Time Frame: 5-10 minutes</p> <ul style="list-style-type: none"> <li>➤ Convene children</li> <li>➤ Share best work linked back to mini-lesson or personal goal</li> </ul>	<p><b>Format:</b> Whole group</p> <p><b>Purpose:</b> Provides the opportunity to underscore the teaching point as applied by a student writer. Students receive feedback and input from peers in order to hear what they are doing well or need to revise. The opportunity is evident for students to self-evaluate and reflect on their personal goal. Students use language from rubrics to give feedback.</p>

45 - 60 minutes